



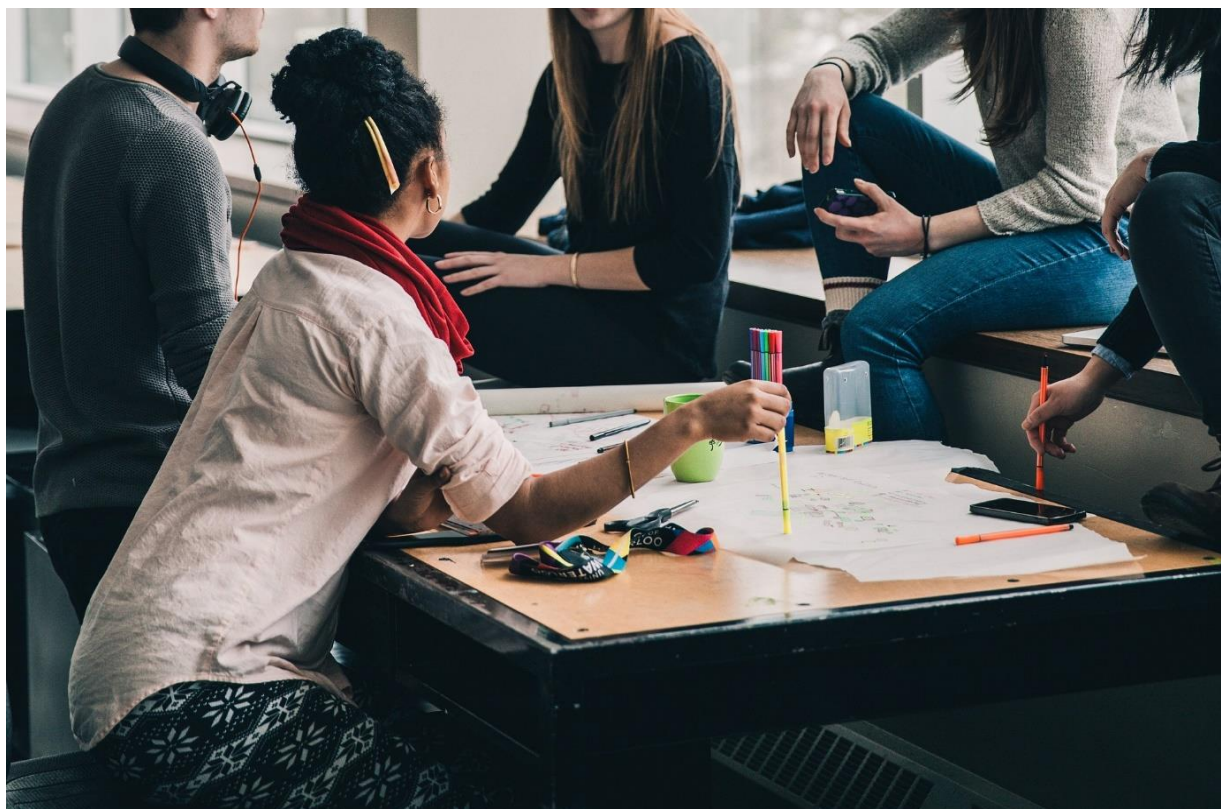
## BUTTERFLY EFFECT WITH EUROPEAN CULTURE

Project number: 2020-1-CZ01-KA227-094293

### INTELLECTUAL OUTPUT NO 3

### EU CITIZENSHIP COMMON EDUCATION PROGRAM / MODULE

*Integration of different concepts of citizenship into lessons*



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## 1. About the project

Promoting active citizenship across Europe, as defined in the Strategic Framework for European Cooperation in Education and Training (ET 2020), has become one of the main objectives of education systems. Citizenship education is included in the education system of all EU member states, but the quality of programmes can vary. In order to increase awareness about EU and EU citizenship, joint steps have been taken in the citizenship lessons given in school education which are of great importance for the EU and its future.

Therefore, teachers' professional knowledge and experience about EU citizenship is insufficient. However, the EU; In the context of EU citizenship competence and creating a European awareness, it sees 'education' as the main tool to encourage 'citizens' to participate in active cultural, social and democratic life. In this context, by including EU citizenship competencies and European common cultural/art awareness, citizenship education in European countries, there is a need to expand the scope of citizenship education within the EU framework and to eliminate the differences in citizenship education in EU countries.

**According to the road map to be followed in our project to meet this need:**

- 1) European teachers have professional equipment and competence on EU citizenship (EU citizenship professional development training),
- 2) Including families in the EU citizenship education process (EU citizenship family education),
- 3) The contents of the school lessons; Integration of EU citizenship and European common cultural elements,
- 4) Supporting students with in-school and out-of-school activities in the triangle of school, teacher and parent,
- 5) It will be ensured that they communicate, interact with their European peers, assume duties and responsibilities together, and gain a European culture/art awareness.

**The Butterfly Effect with European Culture Project is a two-year initiative implemented within the framework of the Erasmus + programme in the years 2021-2023. The project is the result of cooperation between 6 institutions from 5 countries: Turkey, Italy, Greece, as well as Poland and the action coordinator from the Czech Republic.**

**Consortium of the project:**

**Europeans, z.s. – Czech Republic**

**Sarar Kiz Anadolu Imam Hatip Lisesi - Turkey**

**Özel Antalya Akant Anadolu Lisesi - Turkey**

**3rd Lyceum of Veria - Greece**

**Istituto Tecnico Statale "G. Garibaldi" - Italy**

**Wyzsza Szkola Biznesu i Nauk o Zdrowiu - Poland**



## 2. Aim of the publication

The aim of this handbook is to analyse and study the various educational concepts relating to the essence of citizenship, both in terms of nationality and in a broader context relating to a given community, in our case the European community.

The subject of the analysis is citizenship education, which is not only implemented as an independent subject in the school curriculum, but also as content stemming from the teaching of all other subjects.

**In the case of our study, the reader will find 5 modules that are the results of teacher cooperation during 5 international training courses; these include:**

- **Social citizenship**
- **Digital and economic citizenship**
- **Cultural citizenship**
- **Environmental citizenship**
- **Civic and democratic citizenship**

Each module represents cooperation of three countries: Turkey, Greece and Italy. Representatives of these institutions – high schools - shared their concept about the educational model for each above-mentioned topic. Wyzsza Szkola Biznesu i Nauk o Zdrowiu as being charge of integration of the content included in the partners' descriptions elaborated required comments and proposals for programme implementation.

We wish all our readers good experience with our results.



Please also visit our webpage:  
[www.erasmusbutterflyeffect.com](http://www.erasmusbutterflyeffect.com)





### 3. Methodology of development

During the project lifetime 5 international trainings have been organised

C1 – in Poland – on the social citizenship aspects

C2 – in Italy – on the digital and economic aspects related to citizenship issues

C3 – in Czech Republic – on the cultural and art aspects of citizenship

C4 – in Turkey – on the environmental citizenship topics

C5 – in Italy – on the civic and democratic issues

Each of the training were organised for different group of teachers, mainly:

C1 – for teachers of Social Sciences, Philosophy and Psychology

C2 – for Mathematicians and IT specialists

C3 – for teachers of Languages, Art, Literature, Music and Physical education

C4 - for the Biology, Chemistry, Physics, Geography course teachers

C5 - for the History and Democracy course teachers

Each training course was preceded by preliminary online meetings to prepare teachers for the international meeting.

After each of the training several descriptions has been developed which consists following chapters of this publication.



## 4. Who is a citizen? What does the citizenship mean?

### Citizenship

The concept of citizenship is at least as old as that of the state. Indeed, with the emergence of states, the question of the relationship between that state and the individual who resides within it. In the history of the idea of citizenship, both the scope of the concept and its essence, and with it views on the role of the individual - the citizen - in the state. In the history of thought, a number of philosophers have addressed this question. Among the most important of these have been **John Locke, Georg Hegel and Alexis de Tocqueville** - their views are representative of the three most important currents in thinking about the relationship between citizens and the state.

### John Locke's

For John Locke, the most significant consequence of citizenship were the rights that came with its possession, especially those which the individual protected against the temptations of the state on his freedom.

Such principles included the observance by the authorities of known and permanent laws, the existence of a judiciary and mechanisms to impose and enforcement of sanctions against those who violate this right, as well as the individual's right to own property and freedom of religion. In this view society of citizens was thus a desirable alternative to monarchical tyranny, despotism, as well as against the state of nature (pre-state) with all its disadvantages. This model was called liberal because its most important element was the protection of freedom of the citizen - whether from the state, or other citizens of that state.

### Georg Hegel on citizenship

The German philosopher Georg Wilhelm Friedrich Hegel was historically the first thinker to perceived a clear dichotomy between the state and citizens (civil society). It was described in his *Lectures of the philosophy of history*.

In his beliefs about the role of civil society was taken even further by the last of the mentioned thinkers - **Alexis de Tocqueville**. This French politician emphasised the importance of self-government, the association of citizens interacting through non-governmental organisations and their influence on public life public life. His the author of *On Democracy in America*.

### The meaning of citizenship through the ages

#### Ancient Greece

Reflections on the meaning of citizenship can be traced back to antiquity. The democratic nature of the Athenian polis meant that it was necessary to determine who was part of the 'demos' to which power belonged, and what was expected of such persons. The political reforms introduced in Athens by successive rulers - Solon, Cleisthenes and Pericles - made citizenship of this Greek polis a real privilege. For the status of a citizen entailed such rights as freedom of speech or equality of rights, including the right to own landed estates and hold state positions. Athenian citizens were also not allowed to be subjected to corporal punishment and torture, which often happened to slaves or foreigners. One became a citizen by birth. Granting citizenship to someone whose parents were not



Athenians was extremely rare and a real honour. Only free adult men. Citizenship was therefore elitist in nature - both in terms of its scope and the legal status that resulted from it. Very characteristic of the Athenian understanding of the essence of citizenship, however, was not only the privileging of citizens, but above all the expectation that they would actively participate in the socio-political life of the community - attend meetings of the People's Assembly, pay taxes, perform military service and even lead an impeccable, 'virtuous' private life, e.g. deal honestly in business and family affairs.

### **Ancient Rome**

The loss of the importance of the polis as an organisational form of society and its replacement by ever-expanding empires - first the empire of Alexander the Great, then the Imperium Romanum - also affected the way citizenship was conceived. In large state, for neither the participation of all citizens in government nor the strong sense of community characteristic of the small polis were any longer possible. In ancient Rome, the most important attribute of citizenship was equality before the law. "Civis Romanus sum!" - I am a citizen of Rome - this call guaranteed the security and certain rights in much of the Europe of the imperial period. Initially, such a privilege applied to a relatively narrow group of people, but over time, however, Roman citizenship was also granted to an increasing number of other inhabitants of the empire, in order to bind them more firmly to Rome.

### **Medieval Europe**

A further chapter in the history of the understanding of citizenship was written by medieval European cities. It was in these cities, from the 11th century onwards, that the Greek and Roman ideas of citizenship began to be revived. Greek and Roman ideas of civic freedom and public life began to be reborn there from the 11th century onwards. Urban centres, especially the wealthy ones, were steadily increasing the scope of their autonomy from the often weak and days away from the central authorities of the state. The cities became for their inhabitants a kind of microcosm in which they could realise themselves in almost in every dimension - professional, cultural, religious and political. The principle "urban air makes free" contributed to the growing importance of the city as a place of communal activity for its citizens. As free people, they had considerable freedom to organise the collective life of the community. They formed local authorities in the form of a city council, organisations of an economic nature such as craft guilds and guilds of craftsmen's guilds and merchants' guilds, and finally religious communities of various kinds. In this way, European cities became an important element in shaping of the local identity - citizens were prepared to fight and die for them, and in times of peace they considered it a matter of honour to contribute to strengthening and expanding the home city. Often it was paying taxes to the city treasury was often the decisive factor in being considered as a citizen of the city and enjoying the associated privileges.

### **Modern times and the present day**

The modern perception of citizenship began to take shape in opposition to the idea of monarchical absolutism, whose premise was, among other things, the strongest possible subordination of the individual to the ruler. Citizenship, on the one hand, became the expression of a certain sphere of autonomy of the individual vis-à-vis the state and, on the other, of the outlined rights and duties binding this individual to the state. The Enlightenment revolutions - French and American - laid a strong foundation for contemporary thinking on citizenship.



According to the concept of the British sociologist Thomas Marshall, there are three dimensions to citizenship today: **civil, political and social**.

The civil component of citizenship is the rights necessary to preserve individual freedom, deterring excessive state oppressiveness - for example, freedom of speech, thought and religion. The political aspect of citizenship includes the right to participate in the political life of the state, materialised in the various opportunities to influence the authorities, for example by participating in elections. The social dimension concerns the benefits and obligations that are associated with the functioning of the individual in a community of citizens - society. A manifestation of this component of citizenship would be, for example, the right to social security.

### **What will the future bring?**

In the historical development of states, their importance and their nature, there have also evolved views on the essence of citizenship, or the relationship an individual has with these states. At over the centuries, we have seen a broadening of the concept of citizenship, which now includes almost all people - with some exceptions, everyone is a citizen of a state. What citizenship means for the individual is also changing. Individual - civic freedoms, rather than duties, are increasingly emphasised. freedoms. The citizen of ancient Athens was obliged to actively participate in the of the socio-political life of the polis, while in modern times citizenship determines the extent of an individual's autonomy of the individual, his "freedom from the state". It is to be expected that many processes that humanity is currently experiencing, such as globalisation or regional integration trends, are expected to further transform the understanding of the concept of citizenship in the future.

### **Broaden sense of a citizenship**

As mentioned above the concept of citizenship evolves and due to different factors we can talk not only about the sense of belonging to the given country but also to the given culture, religion or political settings. The example of this is the sense of being a citizen of Earth, so-called **global citizen – a cosmopolite** who strive for the political and social unity of the world, free from division and conflict, fused into a single all-human community.

The other concept is related to the sense of respect for the nature and its components – so-called environmental citizenship. **Environmental Citizenship requires new ways of thinking and acting. Being an active environmental citizen includes recognising the value of liveable environments for humans and nature, promoting conservation and restoration of resources, and supporting nature protection and biodiversity.**

**This is not the end of the possible concept of the citizenship.** As the rate of technological advancement continues to increase, the world as a whole is becoming more dependent on the Internet for day-to-day activities. That is why we can distinguish **digital citizenship which refers to the responsible use of technology by anyone who uses computers, the Internet, and digital devices to engage with society on any level.**

**We can also say about belonging to the exact political setting. In this sense a good example is European Union which integrates several states of Europe under specific requirements based in democratic rules.**





## European citizenship

Nationality is enshrined in Article 9 of the Treaty on European Union, according to which every person holding the nationality of a Member State shall be a citizen of the Union. Citizenship is additional to national citizenship and does not replace it.

The rights of citizens and European citizenship are enshrined in the Charter of Fundamental Rights of the European Union, the Treaty on the Functioning of the European Union (TFEU) and Article 9 of the Treaty on European Union (TEU). They are the foundation on which the European identity is based. In the event of a serious breach of the fundamental values of the European Union, a Member State faces sanctions.

### Fundamental rights of EU citizens:

- the right to travel freely (free movement of persons)
- the right of residence.
- the right to work and establishment.
- the right to engage in education.
- the right to vote and stand for election to local government and the European Parliament in their country of residence.

### The objectives of the European Union within its territory are:

- to promote peace, EU values and the well-being of EU citizens
- to ensure freedom, security and justice in an area without internal borders while taking appropriate measures at external borders to regulate asylum and immigration and to prevent and combat crime
- to establish an internal market
- to achieve sustainable development based on balanced economic growth and price stability and to promote a highly competitive market economy allowing full employment and social progress
- to protect and improve the quality of the environment
- to promote scientific and technological progress
- combating social exclusion and discrimination
- promoting social justice and protection, equality between men and women and protection of the rights of the child
- enhancing economic, social and territorial cohesion and solidarity among EU countries
- safeguarding the EU's rich cultural and linguistic diversity
- establishing an economic and monetary union with the euro as its currency.

### The EU's global objectives are:

- to protect and promote its values and interests
- promoting peace and security and sustainable development worldwide
- promoting solidarity and mutual respect among peoples, free and fair trade, the fight against poverty and the protection of human rights
- the strict observance of international law.



The objectives of the EU are enshrined in Article 3 of the Lisbon Treaty.

## **Values**

The European Union is based on the following values.

### **Human dignity**

Human dignity is inviolable. It must be respected and protected. Fundamental rights are based on human dignity.

### **Freedom**

Freedom of movement gives citizens the right to move and reside freely in Europe. Individual freedoms such as respect for private life, freedom of thought, religion, assembly and expression and free access to information are protected under the Charter of Fundamental Rights of the European Union.

### **Democracy**

The functioning of the EU is based on representative democracy. Every citizen of the Union automatically enjoys political rights. Every EU citizen of legal age has the right to stand and vote in elections to the European Parliament. EU citizens have the right to stand and vote in their country of residence or in their country of origin.

### **Equality**

All EU citizens are equal before the law. The principle of equality between women and men underpins all European policies and the process of European integration. It applies in all areas. The principle of equal pay for work of equal value was enshrined in the 1957 Treaty of Rome.

### **Rule of law**

The European Union is based on the rule of law. This means that all its actions are based on the treaties, freely and democratically adopted by the EU countries. Law and justice are upheld by an independent judiciary. EU countries have recognised the ultimate jurisdiction of the Court of Justice, whose judgments must be respected by all.

### **Human rights**

Human rights are protected under the Charter of Fundamental Rights of the European Union. They include the right that no one shall be discriminated against on grounds of sex, racial or ethnic origin, religion or belief, disability, age or sexual orientation, as well as the right to protection of personal data and the right of access to justice.

The values of the EU are enshrined in Article 2 of the Lisbon Treaty and in the Charter of Fundamental Rights of the European Union.

In 2012. The EU was awarded the Nobel Peace Prize for its work on peace, reconciliation, democracy and human rights in Europe.



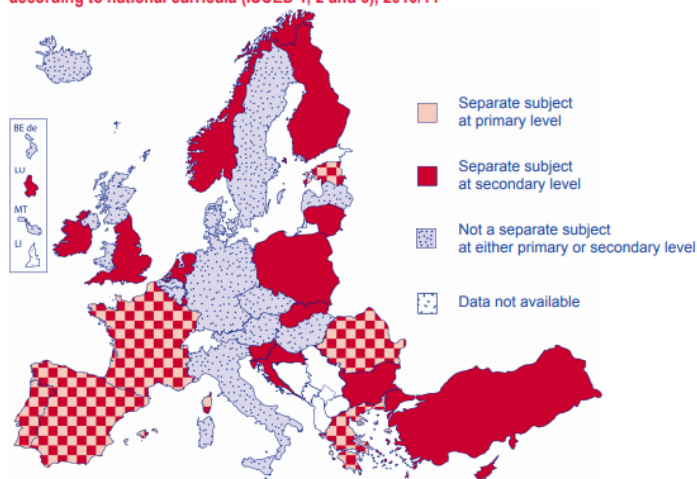
## 5. Citizenship education in Europe

According to the report of Eurydice published by the Education, Audiovisual and Culture Executive Agency in 2012 citizenship education is part of national curricula in all countries. It is delivered in schools through three main approaches: as a stand-alone subject, as part of another subject or learning area, or as a cross-curricular dimension. However, a combination of these approaches is often used. Twenty countries or regions dedicate a separate compulsory subject to citizenship education, sometimes starting at primary level, but more usually at secondary level. The length of time during which citizenship education is taught as a separate subject varies considerably between countries, ranging from 12 years in France to one year in Bulgaria and Turkey.

In 20 education systems, central level curricula treat citizenship education as a compulsory separate subject, sometimes starting at primary level but, more usually, at the lower secondary and/or upper secondary level (see Figure 1.1).

In addition, citizenship as a separate subject can also be introduced by individual schools, within the context of their autonomy for the school level curriculum. For instance, in the Czech Republic, at secondary level, it is up to schools whether they teach civics as a separate subject, since they have autonomy for delivering the main area of learning in which 'Civics' is integrated, i.e. 'Man and Society'. Furthermore, in the United Kingdom (England), the non-statutory citizenship programmes of study to be provided at primary and post-compulsory upper secondary levels, may be implemented as separate subjects or integrated into other subjects. Finally, optional stand-alone subjects can also be found across primary and/or secondary education, as in Romania, Slovenia and Norway.

◆ ◆ ◆ Figure 1.1: Provision of a separate, compulsory subject focused on elements of citizenship education, according to national curricula (ISCED 1, 2 and 3), 2010/11



Source: Eurydice.

### Explanatory note

For information on the specific school years during which a separate compulsory subject is provided see Figure 1.2.

### Country specific notes

**Czech Republic:** The provision of a separate subject focused on citizenship education at ISCED levels 2 and 3 depends on the given school.

**Germany:** The Figure shows existing policies coordinated between Länder. The situation may differ at Land level.

**Ireland:** A separate elective subject 'Politics and society' has been developed and awaits implementation at ISCED 3.

**Portugal:** From 2011/12, a separate compulsory subject 'Civics training' is provided in the 1st year of general upper secondary education. Although civics training is integrated within the non-disciplinary curricular areas, in practice, schools dedicate one specific teaching period to it throughout the nine years of basic education.

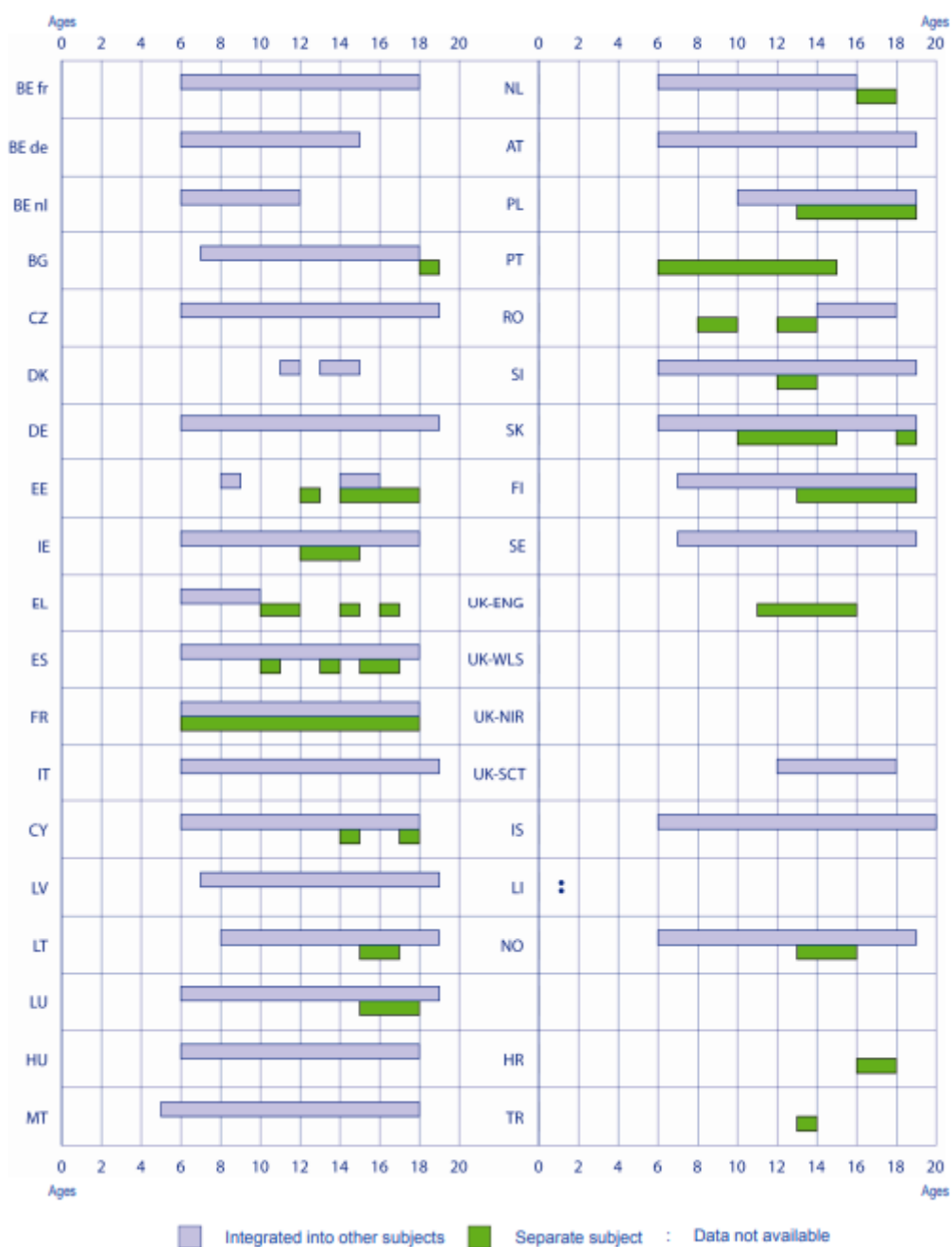
**Turkey:** Although, formally, there is no ISCED 2 level in the Turkish education system, for comparison purposes, grades 1-5 can be treated as ISCED 1 and grades 6, 7 and 8 can be treated as ISCED 2.





Citizenship education exists as a compulsory separate subject both in primary and secondary education in Estonia, Greece, Spain, France, Portugal and Romania. France and Portugal introduce citizenship education at the earliest age (6 years). In other countries, the subject is part of the compulsory curriculum at either lower or upper secondary education, except in Cyprus, Poland, Slovakia, Finland and the United Kingdom (England) where it is part of the curriculum in lower secondary education and for at least one year of upper secondary (see Figure 1.2).

◆◆◆ Figure 1.2: Citizenship education taught as a separate subject or integrated into other subjects, by ages, according to national curricula, 2010/11





In the vast majority of countries, citizenship education is integrated into several subjects or educational/learning area, whether or not it is also taught as a separate compulsory subject (see Figure 1.2).

The subjects which incorporate aspects of citizenship education are mostly **social sciences, history, geography, languages, and ethics/religious education**. In the first years of school education, aspects of citizenship education might be integrated into a subject or a curriculum area dealing with the basic concepts for understanding the world and the society, such as 'Personal and world orientation' in the Netherlands. Sciences and mathematics, as well as physical and artistic education are also highlighted by some countries as contributing to citizenship education.



## 6. Integration of social citizenship knowledge and skills into lessons

### DEFINITIONS AND EXPLANATIONS

**Sociology:** Systematically examining and explaining social changes and transformations at local and global levels; It is a social science branch that provides scientific contribution to the solution of social problems, the production of social, political and cultural policies, and tries to predict the future social life.

**Purpose of Sociology:** Making sense of social reality, examining group dynamics in society, revealing rules and principles related to the structure and functioning of relationships and interactions between people, and explaining social behavior in a social context are among the most basic goals of sociology.

**Subject of Sociology:** From the relations of individuals with society to the study of social institutions such as family, religion, education, economy; offers a wide spectrum from rural and urban life to politics.

**Social Citizenship:** The concept of social citizenship, which is shaped on the basis of social rights, is universal and is seen as the status that being a full member of a society provides to the individual. social citizenship; It is a set of rights ranging from the right to demand a share of economic welfare and to the right to lead a modern and contemporary life.

#### **Social Citizenship Rights:**

- Protection of the family
- The right and duty of education and training
- The right to health, environment and housing
- Protection of youth and the right to sport
- Social security rights



## SOCIAL CITIZENSHIP KNOWLEDGE AND SKILLS IN TURKEY

### OVERVIEW OF SOCIOLOGY COURSE AT HIGH SCHOOL LEVEL IN TURKEY

In Turkey, the "Sociology" course curriculum is applied 2/3 hours a week at the 11th grade level in high school equivalent schools.

#### SOCIOLOGY COURSE CURRICULUM IN TURKEY

11th Grade Sociology Topics

##### **Unit 1: Introduction to Sociology**

What is Sociology?

Sociology and Society

The Birth of Sociology

Methods and Techniques of Sociology

##### **Unit 2: Individual and Society**

Socialization Concept

Factors Affecting the Socialization Process

Socialization, Life and Social Relations

Social Position, Status, Role and Prestige

Social Values and Norms

Social Control

Social Deviation

##### **Unit 3: Social Structure**

Elements of Social Structure

Social Interaction Types

Social Stratification

Social Mobility and Its Types

##### **Unit 4: Social Change and Development**

Social Change

Factors Affecting Social Change

Science, Technology and Mass Media



Modernization and Globalization

Social Development and Its Elements

The Importance of Social Integration

Causes of Social Disintegration and Solution Suggestions

### **Unit 5: Society and Culture**

Different Meanings of Culture

Elements of Culture

Functions of Culture

Contribution of Culture to Social Integration

Basic Concepts of Culture

The Relationship Between the Basic Concepts of Culture

Acculturation and Acculturation

Different Cultural Attitudes of Societies

Interaction between cultures

### **Unit 6: Social Institutions**

What is Social Institution?

Functions of Social Institutions

Social Life, Socialization and Family

Marriage and Divorce Continuity of the Family

Family Models

Women, Family and Society

Ataturk's Importance of Women's Rights

Importance of Education in Social Life and Socialization Process

Ataturk and Education

Religion, Social Life, Atatürk and Secularism

Economy and Social Life

Components of the Economy

Economic Systems and Atatürk's Views on Economic Systems





Political Institution and Its Basic Concepts

Political Management Forms

Democracy and Social Life

Citizenship Rights and Responsibilities in the Kemalist Thought System

## FINDINGS

The main feature of social citizenship is social policies. Because while fulfilling the requirements of social citizenship, social policies are utilized as much as possible. With this feature, social rights have always been at the center of social policy.

When the sociology curriculum in Turkey is examined; There is no content about the social reflections of social policies and the extent to which they meet social expectations. However, the way to teach students the rights of social citizenship; It is through students' awareness of social policy and welfare state practices.

Social citizenship; requires the right to education from the state to which one is bound by the bond of citizenship. It is accepted sociologically in almost every society that this education should start in the family first. The family institution is an institution that has no alternative in terms of its structure and functions. As it is known, the family is the first environment in terms of acquiring values in the process of joining the society. Therefore, making the family institution indispensable for societies; its protective, preventive, supportive and educational power. When the sociology curriculum in Turkey is examined; The concept of "FAMILY" is included in the Social Institutions unit. However, there is a need for the concept of 'EDUCATION IN THE FAMILY', which is the basic building block of society, to take a wider place in the curriculum and new generation methodologies are needed to create permanent behavioral change in students.

Values; They are the principles that direct our attitudes and behaviors both directly and through social rules and are among the main topics of sociology. In the Sociology curriculum, values and norms are included in the unit titled Society and Human (Unit 2). The "SOCIAL VALUES" unit of the social rules that are binding on the social order should be formed and spread over a longer period of time.

## SUGGESTIONS

In order to increase the social citizenship knowledge and skills of the students under the umbrella of the sociology course;

**"SOCIAL CITIZENSHIP" should be added to the sociology curriculum as a unit.**

### **RECOMMENDED SOCIAL CITIZENSHIP UNIT**

**Purpose of the Unit:** To enable students to gain knowledge, skills and experience regarding social citizenship rights and responsibilities.

#### **Unit Topics:**

-Definition and scope of Social Citizenship



- Social rights within the framework of the European Social Charter
- Descriptive relationship between Social Citizenship Rights and social policies
- The country's social policies and application areas

**Methodology of the Unit:** Student-centered approach

- Cooperative teaching method
- Peer-mediated teaching method
- Experiential teaching method
- Playing/Drama teaching method

**"SOCIAL VALUES" should be added to the sociology curriculum as a unit.**

### **RECOMMENDED SOCIAL VALUES UNIT**

**Purpose:** To make students comprehend the universal values that question the behavior of individuals who make up a society, support people positively and for a more beautiful and livable future, and to create a behavioural change in them.

#### **Topics of the Unit:**

- What's the value?
- Conceptual definition and content of 'Social Values'
- Types of social value
  - \*Practical values
  - \*Ideal values
  - \*Sovereign values
- Characteristics of social values

**Methodology of the Unit:** Student-centered approach

**BRAINSTORMING TECHNIQUE (Osborn):** It is a group discussion technique in which individuals freely express their ideas without worrying about criticism. Brainstorming promotes the generation of different ideas, so a large number of different ideas are generated in a short time. By applying this technique, groups more creatively generate a large number of ideas on a particular topic in a rapid process. Ideas are compiled and listed in a way that combines the knowledge, experience and forward views of the group, and the ones that can be used are selected from the list of ideas that emerge. All suggestions are accepted and listed, no suggestions are criticized, free expression of ideas is supported, suggestions continue until all ideas are put forward, ideas are classified, similar ideas are grouped with the acceptance of the idea, suggestions are developed with the acceptance of the idea.

- \* Generating a large number of ideas in a short time.



- \* Generating ideas without judging or criticizing.
- \* Developing problem solving and imagination.
- \*Originality, creativity and producing different ideas are the most basic goals.

#### Brainstorming Sub-Techniques

- \*Reverse Brainstorming: The student generates ideas by thinking like someone else. You are the teacher of this course, think like that.
- \*Utilizing Similarity: The student emulates (inspired) a situation and creates a situation similar to it.
- \*Making Idea Connection: The student creates an original whole by combining different situations.
- \*Making Use of Harm: The student turns discarded (inactive – that is, about to be thrown away) materials into a useful tool.

**SPEAKING RING TECHNIQUE:** It is a technique applied to see the differences of opinion of the students, to aim to be respectful to each other's opinions, to create an atmosphere of trust and respect in the classroom and to gain empathy skills. If the question asks students sitting in a circle with empathic questions starting with "I wish it were you", the answer is the conversation ring. He gains the ability to speak effectively, listen, self-confidence, respect, empathy and saying no.

**THINKING WITH SIX CAPS (Edward De Bono):** The student learns how to think. In other words, it teaches students to think multidimensionally in a systematic way. This is called Lateral Thinking. It develops critical and versatile thinking, empathy and decision-making skills. It allows to analyze thinking activity by putting it in an order. Hats and Their Thoughts;

- \*White Hat: Clear, objective, impartial, numeric, non-commentary, informing. He speaks first.
- \*Red Hat: Emotional, subjective, I think/I.
- \*Black Hat: Pessimistic, critical, pessimistic.
- \*Yellow Hat: Optimistic, can take advantage and benefit (positive), Polyannaism.
- \*Green Hat: Creative, original.
- \*Blue Hat: Evaluating, deciding, tidying up, speaking last (controller). They compile all the previous five speakers. So this is the last one.

**JIGSAW TECHNIQUE:** All groups learn the same unit. The unit is divided into 5-6 sections and each member of the team works on one section of the unit. Students from different groups taking the same subject come together to form expert groups and learn their subjects in detail. They return to their old groups and teach their subjects to their friends.

**REVERSE PANEL TECHNIQUE:** In order to apply this technique, students must have knowledge about the topic of discussion. For this, this technique is often applied in repetition of previously learned topics. However, it is also possible to apply it on a subject that students have prepared for beforehand. For example, it can be used at the beginning of the lesson, when repeating the previous lesson. It is a useful technique, especially in terms of summarizing previously covered topics. The aim of the opposite



panel is to attract the attention of the students, to make the partially discussed but not sufficiently clarified issues more understandable. Application Steps;

\*A leader/manager is selected while applying the technique.

\*The class is divided into two. One of the groups is the question group and the other is the answer group.

\*The topic to be discussed is announced to the class.

\*The question group prepares the questions to be asked, and the answer group prepares the answers to the questions that they think are possible/askable.

\*For this study, 10-15 minutes are given to the groups and the application starts at the end of the time.

\*Groups are asked to prepare a set number of questions and answers.

\*Questions are answered, if the answers are not qualified to answer the questions, the question tells the answer from the text, thus arousing interest.

## ACTIVITIES

### COURSE/ IN SCHOOL

-DEBATE EVENT where students can discuss the country's social policies

-Thesis- The current situation of the country's social policies within the framework of the antithesis and the desired situation. DISCUSSION GROUPS ACTIVITY

-Up-to-date SOCIAL CITIZENSHIP BOARD

- INTERVIEW, PANEL, SEMINAR, CONFERENCE with Social Policies specialist / Social Worker / Social Services specialist

- THEATER-DRAMA ACTIVITY on Social Citizenship / Social Rights / Social Values

-SOCIAL VALUES tree

### OUT OF SCHOOL

-On-site OBSERVATION VISIT to institutions and organizations affiliated to the Ministry of Family and Social Policies

-Elderly Care Home visits and awareness activities

### SOCIAL CITIZENSHIP KNOWLEDGE AND SKILLS IN TURKEY

### INTEGRATION INTO THE SOCIAL STUDIES COURSE CURRICULUM

## DEFINITIONS AND EXPLANATIONS

**Social Studies:** It is a course that starts to be taught from the 4th grade of primary school in our country and is taught until the 7th grade. Beginning from the 8th grade, it begins to dissociate into history



under the name of Turkish Republic Revolution History and Kemalism. Social Studies learning areas; Social sciences such as history, geography, economics, sociology, anthropology, psychology, philosophy, political science and law and human rights, citizenship and democracy are discussed in an integrated manner. The subjects are not covered separately as history, geography, human rights and citizenship, but with an interdisciplinary approach. In the lessons, social problems are generally covered by giving examples.

**General Purpose of Social Studies:** To prepare students between the ages of 9 and 13 for life, to develop their skills in solving the problems they may encounter in social life, to adopt being an active citizen, to adopt family rules and social rules, to establish healthy relations with people and to form the basis of a healthy society.

**Social Citizenship:** The concept of social citizenship, which is shaped on the basis of social rights, is universal and is seen as the status that being a full member of a society provides to the individual. social citizenship; It is a set of rights ranging from the right to demand a share of economic welfare and to the right to lead a modern and contemporary life.

**Social Citizenship Rights:**

- \* Protection of the family
- \*The right and duty of education and training
- \*The right to health, environment and housing
- \* Protection of youth and the right to sport
- \*Social security rights

**OVERVIEW OF THE SOCIAL STUDIES COURSE CURRICULUM IN TURKEY**

**Primary School 4th Grade Human Rights, Citizenship and Democracy Lesson:**

In Turkey, Citizenship Education is taught as a separate course apart from the social studies course in the 4th grade of primary school as 1 lesson per week. The aim of this course; The Human Rights, Citizenship and Democracy course aims to provide students with basic values related to human rights, citizenship and democracy as well as teaching conceptual knowledge.

**4th Grade Human Rights, Citizenship and Democracy Curriculum:**

Human Rights, Citizenship and Democracy Curriculum; It consists of six units: (1) Being Human, (2) Rights, Freedom and Responsibility, (3) Justice and Equality, (4) Reconciliation, (5) Rules, (6) Living Together. (It consists of 29 Achievements in total.)

**4th Grade Human Rights, Citizenship and Democracy Course Units and Outcomes:**

**Unit 1- Being Human**

- Explains the qualities of being human.
- Knows that human beings have basic and inalienable rights.
- Gives examples of their rights from their own life.





- Understands that there is a need for a regulatory agency in order to live together.
- Explains the responsibilities of the state towards its citizens.
- Explains the responsibilities of being a citizen.
- Gives examples of the reflections of the culture of living together in daily life.

### **Citizenship Education in the Social Studies Curriculum in Middle School 5th, 6th and 7th Grades:**

With the last curriculum change in the Social Studies course, the unit titles of the 4th, 5th, 6th and 7th Social Studies courses were made common and their contents were changed according to the grade level. According to this;

**Unit 1:** Individual and Society: based on psychology, sociology and social psychology, it was formed on the basis of me and us processes.

**Unit 2:** Culture and Heritage: It aims to create a national consciousness that will ensure the preservation and development of culture based on the basic elements that make up Turkish culture. It is understood that cultural elements are the features that distinguish a society from other societies. It is a "history" oriented learning area.

**3. Unit:** People, Places and Environments: It is a "Geography"-oriented learning area that aims to provide students with the spatial basic knowledge, skills and values necessary for human life. Thanks to the "People, Places and Environments" learning area, it aims to provide students with the skills of research, environmental literacy, perception of change and continuity, observation, map literacy and perception of space at all grade levels where the Social Studies course is taught.

**Unit 4:** Science, Technology and Society: Innovative, critical and scientific thinking is the basis of developments in science and technology; By understanding the development process of science and technology and its effects on social life, they are expected to acquire the ability to use technology to reach information.

**Unit 5:** Production, Distribution and Consumption: This learning area, which aims to develop entrepreneurial and conscious consumer skills, is based on the science of "Economics".

**Unit 6:** Active Citizenship: This learning area focuses on the concept of active citizenship within the framework of "sociology, political science and law". They comprehend the existence of an organized state power as the most important assurance of the problems that may arise in social life. By understanding how social problems are solved and order is ensured, they realize how individual rights and social order are protected in governments where the source of sovereignty is based on the nation. By learning ways to participate in social services and various official activities, they understand what democratic ways there are to influence the government.

**Unit 7:** Global Connections: Today, beliefs, ideas, people, capital, information, technology, cultural and political boundaries are in motion on a global scale. In such a period, states, on the one hand, cooperate with those other than themselves, on the other hand, they compete. Students need to be conscious of understanding and evaluating these relationships. With the learning area of global connections, it is aimed to raise effective and responsible Turkish citizens who follow the agenda of the developing world and can produce solutions to the problems they encounter.

### **Citizenship Education in the Social Studies Curriculum;**



The 6th Units of the 4th, 5th, 6th and 7th Grades in the social studies course are directly related to citizenship. It aims to provide citizenship skills in this learning area.

#### **Grade 4 / Unit 6: “Active Citizenship”**

- Gives examples of the rights he has as a child.
- Takes responsibility for words and actions in family and school life.
- Suggests educational and social activities that it deems necessary in school life.
- Explains the relationship between the independence of his country and his individual freedom.

#### **Grade 5 / Unit 6: “Active Citizenship”**

- Relates individual and societal needs and institutions providing services to meet these needs.
- Explains the basic duties of the administrative units of the place of residence.
- Explains fundamental rights and the importance of using these rights.
- Values our Flag and the National Anthem, one of the symbols of national sovereignty and independence.

#### **Grade 6 / Unit 6: “Active Citizenship”**

- Compares different forms of government in terms of the basic principles of democracy.
- Explains the relationship between legislative, executive and judicial powers in the Republic of Turkey.
- Analyzes the factors affecting the decision making process of the management.
- Explains the importance of democracy in our social life.
- Explains that as an active citizen of the Republic of Turkey, his rights and responsibilities are under constitutional guarantee.
- Realizes the value given to women in social life based on Turkish history and current examples.

#### **7th Grade / 6th Unit: “Active Citizenship”**

- Explains the emergence of democracy, its stages of development and the meanings it expresses today.
- Explains Atatürk's contributions to the development of Turkish democracy.
- Relates the basic characteristics of the Republic of Turkey with practices in social life.
- Analyzes the problems encountered in the implementation processes of democracy.

## **FINDINGS**

The lack of interest in social and political situations of children between the ages of 9-13 makes the education to be given in this field important. Since future generations create the future of the country,





citizenship education should be given, children's preparation for the future and their integration into society should be increased and their belonging to the country should be developed. Citizenship education, which is embedded in the social studies course, is handled in the 6th unit as a separate learning area, and there is 1 lesson in the 4th grade as a separate lesson. It is seen that the citizenship subjects in the social studies course mainly emphasize the concept of political citizenship. It is seen that social citizenship issues are generally integrated with issues that are not independent. Citizenship education integrated in Social Studies can only be perceived by children in the relevant age group, it is mixed with other subjects because it is intertwined with other subjects, and therefore cannot turn into behavior.

There are five taxonomies foreseen for citizenship education, these are; 1-Multiculturalist, 2-Critical, 3-Post-structuralist, 4-Democratic, 5-Hunaist Citizenship Education. While the flow of information is provided to the students within the citizenship units, it is not possible for the students to gain experience and behavior on the spot and through life.

The presentation of citizenship and democracy education, which is taught as a separate course in the 4th grade of primary school, in an integrated way into the social studies course in the following grades may cause the learning outcomes to be interrupted. The basis of preventing this is to give a separate Citizenship course in other classes and levels, even in high school education.

### ***INFORMATION OF SOCIAL CITIZENSHIP KNOWLEDGE AND SKILLS***

### ***IN TURKEY INTEGRATION IN RELIGIOUS CULTURE AND ETHICS COURSE***

#### **DEFINITIONS AND EXPLANATIONS**

**Goals of the Program:** The education system is not only an academically successful structure that provides certain knowledge, skills and behaviors. It is his primary duty to raise individuals who have adopted basic values; should be able to influence the values, habits and behaviors of the new generation. The education system fulfills its function within the framework of the purpose of gaining values with the education program, which also includes the curriculum. "Educational program"; It is created by considering all the elements of the 3 education systems such as curricula, learning and teaching environments, educational tools, extracurricular activities, and legislation. With this understanding in curricula, our values can be divided into a separate program or learning area, unit, subject, etc. was not seen. On the contrary, our values, which are the ultimate goal and spirit of the whole educational process, have been included in each and every unit of the curriculum. The "root values" in the curriculum are: justice, friendship, honesty, self-control, patience, respect, love, responsibility, patriotism, helpfulness. These values will come to life both on their own, with the sub-values they are associated with, and with other root values in the learning-teaching process.

**Social Citizenship:** The concept of social citizenship, which is shaped on the basis of social rights, is universal and is seen as the status that being a full member of a society provides to the individual. social citizenship; It is a set of rights ranging from the right to demand a share of economic welfare and to the right to lead a modern and contemporary life.

#### **Social Citizenship Rights:**

\* Protection of the family

\*The right and duty of education and training



\*The right to health, environment and housing

\* Protection of youth and the right to sport

\*Social security rights

## OVERVIEW OF RELIGIOUS CULTURE AND ETHICS COURSE AT HIGH SCHOOL LEVEL IN TURKEY

In Turkey, the "Religious Culture and Moral Knowledge" course curriculum is compulsory for Muslim students from the 4th to the 12th grades of Basic Education. It is applied for 2 hours a week. It is mainly based on the religion of Islam and moral teachings. In high school classes, the book and philosophical religions and sects living in the world are introduced in general terms.

## GENERAL OBJECTIVES OF THE RELIGIOUS CULTURE AND ETHICS COURSE

### IN TURKEY

A student who successfully defines the course will have the following knowledge and skills.

- 1) Recognizing religious and moral concepts and noticing the relationships between them,
- (2) Adopting national, moral, humanitarian and cultural values,
- (3) To know the basic sources of the religion of Islam,
- (4) Hz. Understanding the position of Muhammad in the religion of Islam,
- (5) To analyze the relationship between the principles of faith, worship and morality of the religion of Islam,
- (6) the religion of Islam; be aware of the effect on our culture, language, art, customs and traditions,
- (7) Recognizing some important personalities who influenced the formation of Turkish-Islamic culture,
- (8) Recognizing different forms of understanding and interpretation of Islamic thought,
- (9) To know the living world religions,
- (10) Respect different religions, beliefs and interpretations,
- (11) It is aimed to make people realize that religion is an important element in societies and international relations.

## SAMPLE UNITS

### CLASS 10 UNIT 3:

**RELIGION AND LIFE Unit Description:** In this unit, "Religion and Family", "Religion, Culture and Art", "Religion and Environment", "Religion and Social Change", "Religion and Economy", "Religion and Social Justice" and "Messages from the Qur'an: Surah Al-i Imran 103-105. Verses" are included. In the unit, according to the characteristics of the subjects, texts suitable for the level of our oral and written literature (such as stories, poems, couplets) are used, especially verses and hadiths. Acquisitions and Explanations 10.3.1. Realizes the importance that Islam gives to the family institution.



## **CLASS 11, UNIT 4: ISSUES ABOUT FAITH**

**Description of the Unit:** In this unit, the subjects of "Philosophical Approaches to Faith", "New Religious Movements", "Messages from the Qur'an: 59th Verse of En'am Surah and 27th Verse of Lokman" are discussed respectively. is given. Throughout the unit, the subjects are handled from the perspective of the religion of Islam.

### **Acquisitions and Explanations:**

11.4.1. Discusses approaches to belief.  $\chi$  Among the approaches related to belief, theism, deism, materialism, positivism, secularism, agnosticism, atheism and nihilism are included. While discussing the approaches related to belief, the "problem of evil" is emphasized and the relationship of the problem with the approaches related to belief is mentioned.

11.4.2. Evaluates the characteristics of new religious movements. The common aspects of new religious movements classified as "Millennium Sects", "Apocalypse Sects", the reasons for their emergence and spread and their reflections on our country are given with current examples. The negative consequences of the abuse of religious values are mentioned; The political, economic and social causes of religious abuse are emphasized. In this context, illegal, self-seeking structures and groups such as FETO are mentioned. Violence-oriented, terrorist, illegal and marginal groups such as DAESH, which are shown to cause the development of racist movements such as "Islamophobia/Anti-Islamism" emerging in the West, which harm many peoples living in the world, especially Muslim peoples, with their discourses and actions. is mentioned

## **CLASS 11, UNIT 5 JEWISH AND CHRISTIANITY**

**Description of the Unit:** In this unit, the subjects of "Judaism" and "Christianity" are covered, respectively. Throughout the unit, topics are outlined in accordance with the student's level; an objective and descriptive method is adopted in the narration; Care is taken to introduce religions with their own concepts and epistemological assumptions. In addition, the regions where religions emerged and spread are shown on the map.

### **Acquisition and Explanations:**

1.5.1. Summarizes the birth and development process of Judaism. Judaism; its history, principles of belief, rituals, symbols and holy places; Hebrew, Israeli, Jewish and Jewish concepts; The understanding of the book and prophet of the Jews and today's Jewish sects are included. In addition, the subject of "Zionism" is mentioned.

11.5.2. Summarizes the birth and development process of Christianity. Christianity; its history, principles of belief, rituals, symbols and holy places; Paul's role in the institutionalization of Christianity and the formation of faith; Christians' understanding of revelation and prophets and Christian groups (Catholicism, Orthodoxy and Protestantism) are included. In addition, "evangelical movements" are briefly mentioned.

**INDIAN AND CHINESE RELIGIONS Unit Description:** In this unit, the subjects of "Hinduism", "Buddhism", "Confucianism", "Taoism" are covered, respectively. Throughout the unit, topics are outlined in accordance with the student's level; an objective and descriptive method is adopted in the narration; Care is taken to introduce religions with their own concepts and epistemological assumptions. In addition, the regions where religions emerged and spread are shown on the map.



### Acquisitions and Explanations:

12.5.1. Summarizes the birth and development process of Hinduism.  $\chi$  Hinduism; history, belief principles, rituals, symbols and holy places.

12.5.2. Summarizes the birth and development process of Buddhism.  $\chi$  Buddhism; history, belief principles, rituals, symbols and holy places.

12.5.3. Summarizes the birth and development process of Confucianism.  $\chi$  Confucianism; history, belief principles, rituals, symbols and holy places.

12.5.4. Summarizes the birth and development process of Taoism.  $\chi$  of Taoism; history, belief principles, rituals, symbols and holy places are included.

## FINDINGS

- The main feature of social citizenship is social policies. Because while fulfilling the requirements of social citizenship, social policies are utilized as much as possible. With this feature, social rights have always been at the center of social policy. When the Religious Culture and Moral Knowledge course curriculum in Turkey is examined; In addition to religious and moral education, issues related to citizenship rights and duties are discussed.
- Social citizenship; requires the right to education from the state to which one is bound by the bond of citizenship. It is accepted sociologically in almost every society that this education should start in the family first. The family institution is an institution that has no alternative in terms of its structure and functions. As it is known, the family is the first environment for the acquisition of values in the process of joining the society. Therefore, making the family institution indispensable for societies; its protective, preventive, supportive and educational power. When the Religious Culture and Moral Knowledge course curriculum in Turkey is examined; The concept of "FAMILY" is included in the Religion and Life unit.
- Social Justice, which is one of the basic elements of social peace and coexistence, is also included in the Religion and Life Unit as the subject of Religion and Social Justice. Giving the rights of the employees, social and economic equality, freedom of belief, cooperation and solidarity are also included under the same title.

## GOOD PRACTICES

It is very important to create a learning experience through experience in order to gain students' human values. Sample applications for these values, which are the building blocks of the Religious Culture and Moral Knowledge course;

**KERMES:** A bazaar can be organized at school for people in need of help. Students are allowed to sell their own products (cake, pastry, bookends, ornaments, etc.) at the bazaar. With the money collected, they are provided to help poor people.



**STORE AT SCHOOL:** One room of the school can be arranged as a store. Students are asked to bring new clothes to the store that they no longer use. Clothes hang on hangers. The room is given the look of a store. (Dressing cabinet, mirror, etc.) Poor students who need clothes can come to the store whenever they want, try on the clothes and choose the clothes they need from there.

**HELP BOARD:** Each class is given a charity piggy bank. Students can throw money into the piggy bank at any time for people who need it. When the piggy bank is full, the money collected is delivered to people in need.

## SOCIAL CITIZENSHIP KNOWLEDGE AND SKILLS IN ITALY

### INTEGRATION INTO THE SOCIAL STUDIES COURSE CURRICULUM

#### THE ITALIAN SCHOOL SYSTEM

**KINDERGARTEN** : not compulsory, for children from 3 to 6 years old;

THE FIRST CYCLE OF EDUCATION, is made up of 8 years, so divided :

- 1. PRIMARY SCHOOL:** 5 YEARS, for pupils from 6 to 11 years old
- 2. FIRST-GRADE SECONDARY SCHOOL:** 3 years, for students from 11 to 14 years old

#### SECONDARY SCHOOL

It's made up of 5 years, it is for students from 14 to 19 years.

Secondary school is so divided:

- Lyceum focused on humanistic studies
- Technical institute focused on technology
- Vocational school prepare students to work

#### SOCIAL STUDIES COURSE IN ITALY EDUCATION SYSTEM

Law n.92/2019 establishes the introduction of SOCIAL STUDIES in the entire school system.

The main goal of teaching social studies is to teach students to become good citizens. With a social studies background, children become adults that can participate civilly in our democratic society. SOCIAL STUDIES connect students with the real world. In today's interconnected world, students must be prepared to interact with people of all cultures and communities.

#### THE TEACHING OF SOCIAL STUDIES IS BASED ON:

1. Environmental sustainability, right to healthcare
2. Active and digital citizenship
3. Knowledge of the Constitution and of the European Union institutions

#### SOCIAL CITIZENSHIP



- The concept of social citizenship, which is shaped on the basis of social rights, is UNIVERSAL and is seen as the status of being a full member of a society provides to the individual. It is a set of rights ranging from the right to demand a share of economic welfare and to the right to lead a modern and contemporary life.

Social Citizenship Rights include:

- Protection of the family
- The right and duty of education and training
- The right to health, environment and housing
- Protection of youth and the right to sport
- Social security rights

### **OVERVIEW OF THE SOCIAL STUDIES COURSE CURRICULUM IN ITALY**

- In ITALY the "Sociology" course curriculum is applied 33 hours a year in every grade level
- The aim of this course: The Human Rights, Citizenship and Democracy course aims to provide students with basic values related to human rights, citizenship and democracy as well as teaching conceptual knowledge.

### **KINDERGARTEN**

- In kindergarden, with the use of game, pupils are involved in activities about respect of themselves and of others, the awareness of the importance of wellness and of their environment.

### **PRIMARY SCHOOL**

- In Italy Citizenship Education is shared with all other teachers of the course in the 5th grade of primary school as 33 hours of lesson per year. The aim of this course is the knowledge of: The Human Rights, Citizenship and Democracy to provide students with basic values related to society.

### **MIDDLE SCHOOL**

- Contents change according to the grade level. The most important areas are: individual and society that is the sense of belonging to a society, and culture and heritage that is to distinguish the main features of a society from another.

### **HIGHT SCHOOL**

Students focus their attention on the principles of Italian Constitution, our form of government ompared with other countries. The main concepts are about individual and society: Socialization Concept, Factors Affecting the Socialization Process, Socialization, Life and Social Relations, Social Position, Status, Role and Prestige, Social Values and Norms, Social Control, Social Deviation

### **METHODOLOGY**

THE TRADITIONAL METHODS OF TEACHING ARE INTEGRATED WITH:



- **DEBATE EVENT** where students can discuss the country's social policies
- **THESIS-** The current situation of the country's social policies within the framework of the antithesis and the desired situation.
- **DISCUSSION GROUPS ACTIVITY**
- **Up-to-date SOCIAL CITIZENSHIP BOARD**
- **INTERVIEW, PANEL, SEMINAR, CONFERENCE** with Social Policies specialist / Social Worker / Social Services specialist
- **THEATER-DRAMA ACTIVITY** on Social Citizenship / Social Rights / Social Values
- **SOCIAL VALUES** tree

## SUGGESTIONS

The presentation of citizenship and democracy education, which is taught as a separate course in the 4th grade of primary school, in an integrated way into the social studies course in the following grades may cause the gains to be interrupted. The basis of preventing this is to give a separate course on Citizenship Education in other classes and levels, even in high school education.

With the autonomous citizenship course to be created;

- . Application areas where citizenship knowledge can be transformed into skills should be created.
- . Collaboration with NGOs should be made for in-school and out-of-school activities related to course contents.
- . Students should be offered the opportunity to exercise their citizenship rights in the school atmosphere.
- . Among the teaching methods and techniques, student-centered ones should be chosen and students should be offered the opportunity to experience on the spot and through life.
- . A citizenship counseling unit should be established within the school, and students should be offered the opportunity to get expert opinion on citizenship rights.
- . Social Citizenship Student Club should be established and the club's work schedule should be in harmony with the citizenship course content and schedule.

At least half of the assessment and evaluation processes should be process-oriented in order for students to internalize applied education. A citizenship certificate program should be established in schools. The content of the certificate program should cover the application area in harmony with the citizenship course in the school. For the content of the certificate program, out-of-school social citizenship activities should be organized with a commission consisting of school teachers. During the activities, students should be followed through unstructured, structured and semi-structured observation. The knowledge, skills and achievements of students in applied social citizenship activities should be included in the citizenship certificate. In order to be more comprehensive, social citizenship



certificates should be accepted as a reference in the transition from high school to university or should be a priority element in job applications.

If the citizenship course will continue to be integrated with the social studies course;

\*Social Studies course hours should be increased.

\*The issue of social citizenship should be given more place

\* Implicit learning should be taken under control. (Peer learning, in-school practices, classroom practices, learning through media, etc.)

As in Social Studies, a 'Co-Learning' area should be created in the 4th, 5th, 6th and 7th grades in the citizenship lesson, and the learning areas should be expanded and the practice should be increased as the students go through the classes with the program that complements each other. E.g; Common Learning Areas Titles (4, 5, 6, 7th Grades):

**Unit 1:** I am a Citizen: It envisages a unit in which Basic Concepts of Citizenship and Historical processes are gradually elaborated at each grade level.

**Unit 2:** Legal Citizenship: It envisages a learning area where students learn their legal rights as citizens and can make exemplary practices.

**Unit 3:** Political Citizenship: It envisages giving the students the knowledge and skills to internalize their democratic rights such as voting and being elected.

**Unit 4:** Social Citizenship: Education, Health etc. aims to raise individuals who can exercise their rights in social areas and respect the rights of others.

**Unit 5:** Technological (Digital) Citizenship: Due to the rapid progress of technology and the digitalization of citizenship practices, it is aimed that students learn to use their rights on digital platforms as well.

**Unit 6:** Global Citizenship: It provides students to have a wider perspective in the globalizing world, to think about the use of universal human rights, to learn about democratic efforts in other countries and the rights obtained.

## SOCIAL CITIZENSHIP KNOWLEDGE AND SKILLS IN GREECE

### SOCIAL AND POLITICAL EDUCATION

Social and political education prepares young people to lead orderly life as adult by introducing them to the norms, values, morals and sanctions of the larger society. Role of education is means of socializing individuals and to keep society smoothing and remain stable.

**Social and Political Education is related to the following sciences:**

**A. Sociology (studies the organization of social relations)**

**B. Political science (studies the organization of the State)**

**Sociology**





Sociology is the study of human social relationships and institutions. Sociology's subject matter is diverse, ranging from crime to religion, from the family to the state, from the divisions of race and social class to the shared beliefs of a common culture, and from social stability to radical change in whole societies. Unifying the study of these diverse subjects of study is sociology's purpose of understanding how human action and consciousness both shape and are shaped by surrounding cultural, social and economic structures. Therefore, the social studies are those subjects in which the content as well as the purpose is focused upon human beings.

Within the school program, social studies provides coordinated, systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities and mathematics.

Basically they have to do with 5 Components:

- Geography.
- History.
- Culture and Society.
- Civics and Government.
- Economics.

### **Purpose of sociology**

Sociology is an exciting and illuminating field of study that analyzes and explains important matters in our personal lives, our communities, and the world.

- At the **personal level**, sociology investigates the social causes and consequences of such things as: romantic love, racial and gender identity, family conflict, deviant behavior, aging, and religious faith.
- At the **societal level**, sociology examines and explains matters like crime and law, poverty and wealth, prejudice and discrimination, schools and education, business firms, urban community, and social movements.
- At the **global level**, sociology studies such phenomena as population growth and migration, war and peace, and economic development.

### **B. Political science - Citizenship education**

Citizenship education gives people the knowledge of the State's organization and skills to understand, challenge and engage with democratic society including politics, the media, civil society, the economy and the law.

## **SOCIAL AND POLITICAL EDUCATION CURRICULUM IN GREECE**

### **PRIMARY SCHOOLS**

#### **Topics in Elementary Social Studies**



- Early Communities.
- Family Life.
- Historical Figures.
- Indigenous Society and Adaptation.
- Local and Early Communities.
- Student's Local Community.
- Transmission of Beliefs and Values.

## HIGH SCHOOLS

The aim of the course is for young people to gain many abilities and concepts especially like the social participation in the community they live in, knowing their rights and respecting others' rights and being active in political matters as citizens in the globalizing world.

Although citizenship education has been considered significant in the high school curriculum, the subject of political education is recently reduced. Today it is taught only in the first class for two hours a week, while until next school year 2020-2021 it was also taught in the second and third class. The book has 6 units.

### UNIT 1 Theoretical Sociologist

A sociological theory is a supposition that intends to consider, analyze, and/or explain objects of social reality from a sociological perspective, drawing connections between individual concepts in order to organize and substantiate sociological knowledge.

### UNIT 2 Historical Sociology.

It is the study of social facts and social groups. Sociology and History are closely related to each other. It is said that "History without Sociology has no fruit, while Sociology without History has no root". Yet for all their closeness, both the branches of social science are distinct from one another.

### UNIT 3 Sociology of Knowledge.

The "sociology of knowledge" is concerned with determining whether human participation in social life has any influence on human knowledge, thought, and culture and, if it does, what sort of influence it is. It focuses on values including personal achievement, work, individualism, humanitarianism, efficiency and practicality, progress, material comfort, science and rationality, equality, democracy, freedom.

### UNIT 4 Criminology.- Psychology

Criminology is the study of crime strongly connected with Psychology which is the science of human experience and behaviour. So Criminology and Psychology are issues of Sociology which in general studies Society. So, the lesson of sociology and political education provides critical insight and perspective to the solution of social problems since it can change our outlook with regard to the problems of crime, its causes and consequences and can highlight the important auxiliary role of social institutions (home, school, church and more).



## **UNIT 5** Sociology of Religion.

Sociologists study religion as both a belief system and a social institution. As a social institution, religion is a pattern of social action organized around the beliefs and practices that people develop to answer questions about the meaning of existence.

## **UNIT 6** Sociology of Economy.

When economic sociologists do focus on individuals, it is generally to examine the ways in which their interests, beliefs, and motivations to act are mutually constituted through the interactions between them.

### **THE USEFULNESS OF TEACHING THE SUBJECT OF SOCIAL AND POLITICAL EDUCATION - FINDINGS**

The usefulness of teaching the subject of political education is great since the study of sociology helps the individual to understand human society and how social system works. So the students who have been well trained in sociology know how to think critically about human social life, and how to ask important research questions. They know how to design good social research projects, carefully collect and analyze empirical data, and formulate and present their research findings. Students trained in sociology also know how to help others understand the way the social world works and how it might be changed for the better. Most generally, they have learned how to think, evaluate, and communicate clearly, creatively, and effectively because it helps to understand that in our globalized society people in different societies have many different solutions to the universal human problems of making a living. These are all abilities of tremendous value in a wide variety of vocational callings and professions

### **STUDENT CENTERED METHODOLOGY (also described in the Turkish part)**

#### **Brain storming technique**

Brainstorming allows people to think more freely, without fear of judgment, encourages open and ongoing collaboration to solve problems and generate innovative ideas, helps teams generate a large number of ideas quickly, so it can be easily be used in a class.

#### **Brain writing**

In this nonverbal brainstorming method, everyone writes down three ideas that relate to the topic. After four to six minutes everyone passes his ideas to the person on their right (or left, whichever you prefer), who will then build off of the ideas. After another few minutes, everyone will pass the piece of paper again until it makes it all the way around the table. Once the ideas have made it around the circle, the group discusses them and decides which ideas are best to pursue.

#### **Speaking ring technique**

Students talk around a circle respecting other students opinion, no matter what they think and say learning what empathy is.

#### **Thinking with six caps**

"Six Thinking Hats" is a way of investigating an issue from a variety of six different perspectives, but in a clear, conflict-free way. It can be used by individuals or groups to move outside habitual ways of thinking, try out different approaches, and then think constructively about how to move forward. It takes the student and its team beyond any instinctive positions, exploring a range of perspectives.



That way, everybody can carefully consider each one's perspective, without having to argue for a case or make snap decisions about what's "right" or "wrong." The six hats have different colour, representing different roles:

**Blue Hat: "the Conductor's Hat"**

When a team is in blue hat mode, focus on controlling thinking and managing the decision-making process. It has an agenda, ask for summaries, and reach conclusions.

**Green Hat: "the Creative Hat"**

The green hat represents creative thinking. In this mode the team explores a range of ideas and possible ways forward.

**Red Hat: "the Hat for the Heart"**

This hat represents feelings and instincts expressing them without having to justify them logically.

**Yellow Hat: "the Optimist's Hat"**

The yellow hat thinking looks at issues in the most positive light possible accentuating the benefits and the added value that could come from ideas.

**Black Hat: "the Judge's Hat"**

This hat is about being cautious and assessing risks. It employs critical judgment and explains exactly why there are concerns.

**White Hat: "the Factual Hat"**

The white hat represents information gathering and where you can go to get it.

### **Jigsaw technique**

The jigsaw technique is a method of organizing classroom activity that makes students dependent on each other to succeed. It breaks classes into groups and breaks assignments into pieces that the group assembles to complete the (jigsaw) puzzle..

### **Reverse panel technique**

Flipped teaching is the process of moving lecture content from face-to-face class time to before class by assigning it as homework. This allows for more interactive forms of learning to take place during class. Flipped teaching often involves students watching lecture videos as homework. One of the modern methodologies that has gained more popularity in recent years, Flipped Classroom is a pedagogical approach in which the traditional elements of the lesson taught by the teacher are reversed – the primary educational materials are studied by the students at home and, then, worked on in the classroom. Instructors assign learning materials like TED (Technology, Entertainment, Design) talks or other videos to set the ground for face-to-face debate and idea exchange in the classroom. Flipping the classroom towards debate can be very useful to analyze subjects that require argumentation skills.

**Some proposed activities in School in order to improve citizenship by:**



**a) creating a culture (learning process)**

**b) transferring culture to others (transfer process)**

1. Help students to identify five pillars of good citizenship: be respectful of others and their property, be respectful of school property, follow school rules, demonstrate good character by being honest and dependable, and give back to the community.
2. Empower your students to acquire Personal Qualities of Good Citizens, e.g.
  - Be Active In Your Community.
  - Keep Yourself Well-Informed.
  - Be Vigilant.
  - Be a Mentor.
  - Volunteer. ...
3. Organize an International Week discussing:
  - Distinguishes based on different culture (material, eg technology and spiritual, eg language, religion, laws)
  - Globality: uniform lifestyle (example: foreign music and entertainment common to many countries) and expansion of human activity worldwide (eg multinational corporations)
  - Prejudice: the negative perception of people from different social groups
  - Racism: the negative attitude towards other social groups (in terms of gender, age, race, country, social class, religion, health, etc.)
4. Debate on a on country's social policies.
  - Read newspapers and discuss articles about local and state's issues, especially those that affect children
  - Organize Seminars ,discussion groups
  - Watch a film or a play about social rights
  - Visit the mayor's office or an elderly home



## RECOMMENDATIONS

### Main goals of social education

**Cognitive:** To acquire knowledge, understanding and critical thinking about global, regional, national and local issues and the interconnectedness and interdependency of different countries and populations.

**Socio-emotional:** To have a sense of belonging to a common humanity, sharing values and responsibilities, empathy, solidarity and respect for differences and diversity.

**Behavioural:** To act effectively and responsibly at local, national and global levels for a more peaceful and sustainable world.

### Education for Social Citizenship

is ...

- asking questions and developing critical thinking skills
- equipping young people with knowledge, skills and values to participate as active citizens
- acknowledging the complexity of global issues
- revealing the global as part of everyday local life, whether in a small village or a large city
- understanding how we relate to the environment and to each other as human beings.

### HOW TO TEACH:

- Use powerful stats to make students stop and think
- Use the news as a platform to discuss key issues
- Learn about the Developmental Goals and social responsibility
- Start with human rights
- Challenge perceptions about the world



## 7. Integration of digital and economic citizenship into lessons

### ECONOMIC AND DIGITAL EDUCATION IN TURKEY

#### DEFINITIONS AND EXPLANATIONS

**Economic:** Economic is a combination of two words that one of them 'oikos' means the 'people' and 'nomos' means 'management' in Ancient Greek. By the time the meaning of economics has expanded. The most common definition of economics is Lionel Robbins' definition: Economics; It is a science that studies alternative uses of scarce resources. This situation has revealed the rights and duties arising from the economy.

#### **Citizenships Rights:**

Citizenship rights are regulated in the "Fundamental Rights and Duties" section of our constitution. Under this heading, first of all, in the "Rights and Duties of the Person" section, the inviolable and indispensable rights of the individual are listed. These are the rights that protect the individual against society and the state. Unlike these, there are rights that make it possible for the individual to demand certain things and certain attitudes from the society and the state. This is why they are called "rights to demand". These rights are regulated in our constitution under the name of "Social and Economic Rights and Duties". There are also rights to ensure the individual's participation in political life. These are called "political rights". These rights are mentioned in the "Political Rights and Duties" section of our Constitution.

#### **Economic rights and duties:**

Social and economic rights complement each other. Like social rights, economic rights consist of duties that the state must fulfil in order to ensure the development of the country and to realize "social justice". The state fulfils social and economic rights to the extent of the adequacy of its financial resources. Some of the economic rights, together with the social rights, are as follows:

- Protection of Agriculture and Livestock
- Organization of Working Life
- Protection of the family
- The right to education and training
- Right to health, environment and housing
- Protection of youth and the right to sport
- Social security rights
- Consumer rights
- Protection of historical, cultural and natural assets

#### **Mathematics Education:**



Mathematics is an important tool that we use in solving the problems we encounter in our daily lives as well as in science. Therefore, behaviours related to mathematics take place in every field from primary education to higher education program. Mathematics is a mental system created by man. This makes the math abstract. It can be facilitated by using concrete tools during teaching.

### **Goals of Mathematics Education:**

To be able to understand mathematical concepts and systems, to use them in daily life and in other fields, is to gain the necessary mathematical knowledge and skills to receive an advanced education in any field.

To use the correct terminology and language to explain and share mathematical thoughts in a logical way, to use estimation and mental processing skills effectively, to make inferences about induction and deduction, is to express mathematical thinking and reasoning in the problem solving process.

In addition, it is to develop a positive attitude towards mathematics, to instil self-confidence, to develop intellectual curiosity, to comprehend the historical development of mathematics and its role in the development of human thought in parallel, to develop the power to do research, to produce and use information, to establish a relationship between mathematics and art, and to develop aesthetic feelings.

### **OVERVIEW OF SECONDARY LEVEL MATHEMATICS COURSE IN TURKEY**

Secondary school education in Turkey consists of 5th, 6th, 7th and 8th grades. Mathematics is taught 5 hours a week at the secondary school level. The topics are covered in a spiral structure and the topics are expanded from Grade 5 to Grade 8.

### **MATHEMATICS COURSE CURRICULUM IN TURKEY**

- Numbers and Operations,
- Algebra,
- Geometry and Measurement,
- Data processing
- Possibility

It consists of 5 main areas. During secondary school, these learning areas contain many acquisitions.

## **FINDINGS**

When the mathematics curriculum and its achievements are examined, it is seen that mathematics education is planned to provide basic knowledge and skills related to the science of mathematics. While the main subject of many other courses can be directly related to fundamental rights and freedoms, in particular economic rights, this relationship seems to be confined to a narrower field when it comes to mathematics. When economics and mathematics are considered fundamentally, it is clear that they are directly linked to each other. Of course, economics is unthinkable without mathematics. However, increasing the awareness of economic rights and adapting these rights to the lesson is not the same. Only the problems that we will use in the practice steps of each lesson during





the lesson remain. In mathematics lesson problems, especially recently, daily life problems and real life problems have come to the fore.

In the story of these problems, economic rights and duties can be integrated into the mathematics course by including situations that will refer to economic rights and duties and increase awareness of these rights and duties. Examples of these problems will be given in the suggestions section.

## SUGGESTIONS

In this section, examples of mathematical problems prepared for the integration of economic rights into mathematics lessons are given.

### Organization of Working Life

#### PROBLEM TYPE: Operations with natural numbers

##### EXAMPLE:

According to the law, an employee in a workplace can work a maximum of 45 hours per week. In this workplace, the daily working time is 8 hours and the weekend is a holiday. For every hour that exceeds 8 hours per day, the employer pays twice the normal hourly wage. Since the hourly wage is 40 TL in this workplace, how much is the weekly wage of an employee who works as follows in a week?

Days	Hours
Monday	8
Tuesday	10
Wednesday	9
Thursday	8
Friday	9

### RIGHT TO TRANSPORT

#### PROBLEM TYPE: Algebraic expressions

##### EXAMPLE:

A single boarding pass to be used in public transportation in a city costs 3 TL. If a student card is purchased, a boarding pass is 1.40 TL. The fee for this student card is 32 TL. Coming to visit this city for a week, Elif cannot decide which type of card to choose. How many times a week does Elif use public transportation at least, it will be more economical to get her student card?

### The right to health, the environment and housing

#### PROBLEM TYPE: Exponential numbers

##### EXAMPLE:

According to researches, 1 liter of waste oil pollutes 1 million liters of water.



With the recycling project carried out in a city, an average of 38000 liters of waste oil was recycled in one year. Show with scientific demonstration how many liters of water have been prevented from being polluted by waste oils in 3 years with this project.

### Protection of youth and the right to sport

#### PROBLEM TYPE: Decimal numbers

#### EXAMPLE:

Ahmet, who does sports regularly, was told by his sports coach that he should take at least 150 grams of protein daily and gave the table below showing the amount of protein the foods have.

Foods	Protein (in 100gr)
Meat	20,5 gr
Lentil	23,4 gr
Pasta	7,4 gr
Cheese	22,5 gr
Egg	6,5 gr (in one)

According to this table, if Ahmet consumes which foods and in what quantities in a day, does he get enough protein?

### Consumer Rights

#### PROBLEM TYPE: Percentage calculations

#### EXAMPLE:

Ali bought the newly released book of his beloved author from the bookstore and started reading the day he bought it. After halfway through the book, he realized that there was a missing page in the book. He then took the book back to the bookstore and asked to return it. The bookstore did not want to take it back because the book was used. Ali also applied to the consumer court and the court decided to reimburse 80% of the book price. If the price of the book is 40 TL, how many TL will Ali get back from the bookstore?

### Protection of historical, cultural and natural assets

#### PROBLEM TYPE: Area and land accounts

#### PROBLEM EXAMPLE:

In the summer of 2021, forest fires took place in many cities of Turkey. In these fires, 20.4 hectares of forest burned in the area where Ayşe lived. Thereupon, Ayşe, who prepared a project to reforest this region, planted saplings with her friends on an area of 175 decares with the donations collected. How many more decares of trees should be planted in order to reforest all the burned forests?

## EVENTS

### COURSE/ IN SCHOOL



Shopping in the school canteen can be examined. In addition, the nutritional values of foods can be examined.

### **OUT OF SCHOOL**

Similar to the example problems, applications can be made by visiting various institutions and places in the city. Tax offices, markets etc.

## **OVERVIEW OF HIGH SCHOOL INFORMATION TECHNOLOGIES COURSE IN TURKEY**

### **STRUCTURE OF THE INFORMATION TECHNOLOGIES AND SOFTWARE COURSE TEACHING PROGRAM**

The program developed for 7th and 8th grades is based on a unit-based approach. There are four core units in the program at the 7th and 8th Grade levels. Under the title of Information Technologies unit; The importance of information and communication technologies in daily life, cultural, social, individual and social positive and negative effects of information and communication technologies, working principles of computers and other components, performing basic operations on files and current technologies and applications are discussed. Under the title of Ethics and Security; Concepts such as information privacy and security, ethical values are mentioned. Under the topic of Communication, Research and Cooperation; It is aimed to develop an understanding of how different systems and individuals communicate with each other, to reach and share accurate information by using search methods effectively, to provide effective communication and cooperation by using communication technologies, and finally to gain skills in using and managing different social environments effectively. Under the title of Product Creation; presenting and visualizing information and ideas in ways that different target audiences can understand (for example, text, sound, pictures and numbers), choosing and using the right tools and approaches in the processes of structuring information, and finally, using different technological tools to produce products such as audio, video, animation and website. design, development, publishing and presentation issues are discussed. Under the title of Problem Solving and Programming; developing understanding of algorithm design (search, sort, etc.); It is aimed to gain skills in verbal and visual expression, assigning variables to solve problems, using sequential logic, decision structure, loop and function structures, choosing and applying the appropriate programming approach to solve problems.

## **ICT TECHNOLOGIES AND SOFTWARE COURSE CURRICULUM IN TURKEY**

### **7TH GRADE**

\*UNIT NAME: INFORMATION TECHNOLOGIES

SUBJECT NAME: Importance of Information Technologies in Daily Life

\*UNIT NAME: ETHICS & SAFETY

SUBJECT NAME: 1. Ethical Values

2. Privacy and Security

\*UNIT NAME: PROBLEM SOLVING AND PROGRAMMING

SUBJECT NAME: 1. Problem Solving Concepts and Approaches

2. Programming



UNIT NAME: PRODUCT CREATION

SUBJECT NAME: 1. Presentation and Visualization Programs

2. Creating Two-Dimensional Animation

### **8TH GRADE**

UNIT NAME: INFORMATION TECHNOLOGIES

SUBJECT NAME: 1. Importance of Information Technologies in Daily Life

2. Privacy and Security

UNIT NAME: COMMUNICATION, RESEARCH AND COLLABORATION

SUBJECT NAME: 1. Social Media

2. Web Updates

UNIT NAME: PROBLEM SOLVING AND PROGRAMMING

SUBJECT NAME: 1. Problem Solving Concepts and Approaches

2. Programming

UNIT NAME: PRODUCT CREATION

SUBJECT NAME: 1. Three Dimensional Design Programs

## **FINDINGS**

When the Information Technologies and Software course curriculum is examined, it is seen that the curriculum focuses on the digital competencies of the students. It is indisputable that there is a strong link between digital competencies and digital citizenship competencies. Digital ethics, digital security and media literacy are included in the curriculum. However, the curriculum is insufficient to introduce the necessary systems for digital citizenship to become effective and to provide students with the knowledge and skills related to the active use of the systems. Therefore, the integration of students' digital competencies with digital citizenship competencies and their transformation into behavior becomes difficult.

First of all, students at every grade level should be informed in depth about the digital rights and responsibilities they have as citizens. The transformation of the acquired knowledge into behavior should be followed in the digital environment, and students should be given feedback on their development from time to time. Afterwards, the systems that exist in the country and provide information and services digitally, which all citizens have the right to use, should be added to the information technologies and software course curriculum as a unit.

## **SUGGESTIONS**



In order to increase the social citizenship knowledge and skills of the students under the umbrella of the information technologies and software course;

### **Digital Citizenship Systems Unit**

**SUBJECT:** E-GOVERNMENT

**Contents:**

-What is e-Government?

Why is e-Government used?

-How is the e-Government System used?

**SUBJECT:** LIFE FITS HOME

**Contents:**

-What is the Hayat Eve Fitr System?

-Why is the system important?

-How is the system used?

**SUBJECT:** E-Pulse?

**Contents:**

-What is the E-Pulse System?

-Why is the system important?

-How is the system used?

**SUBJECT:** EBA

**Contents:**

-What is the EBA System?

-Why is the system important?

-How is the system used?

Methodology of the Unit: ACTIVE LEARNING METHODS AND TECHNIQUES

Active learning is a learning process in which the learner is responsible for the learning process, the learner is given opportunities to make decisions and self-regulation regarding various aspects of the learning process, and the learner is forced to use their mental abilities during learning with complex instructional tasks. Aimed with active learning; The student gains self-regulation skills by taking responsibility for the learning process, and gaining mental skills by being forced to use his mental abilities.

3 conditions for active learning;



A) Student making decisions about learning

How will I learn?

What did I not learn?

What strategies should I use

how should i use my time

B) The learner's use of his mental abilities

Discovering knowledge

Do not ask me question

Don't compare

Don't explain

Finding an example

inference

Connecting with previous learning

Evaluation

inference

C) Social interaction

Learning is a personal and internal process.

Social interaction increases the effectiveness of this process

## ECONOMIC AND DIGITAL EDUCATION IN GREECE

### DEFINITIONS AND EXPLANATIONS

#### SCIENCE OF ECONOMICS

Economics is a part of social sciences.

Their subject is the Economy

The concept of "economy " is the set of conscious action

where individuals or groups of people in organized societies, pay in order to acquire the "means" to meet their needs.

Political Economy is a term that has been used historically but has now been replaced by the term Economics (as a shorter definition of "Economic Science").



Economic Science in its attempt to become an exact science, distinct from Political Science and other social sciences, seeks to rely on a mathematical and axiomatic basis (as well as an empirical basis which for practical reasons can not be the experiment but the statistical analysis of historical data / observations).

The main subject areas of economics today are:

- The Political Economy
- The public economy
- The private economy

### **POLITICAL ECONOMY**

Nowadays the term "Political Economy" can (for example) mean an interdisciplinary field of study of sociology, law and political science with emphasis on quantitative economic analysis.

Economic relationships are social relationships, not mere dealings.

They are closely linked to other social relations such as politics.

The subject of study is on the one hand the economic actions of people living in an organized society and on the other hand the relationship and interaction between political and economic institutions and processes.

Examines and analyzes the ways in which:

different types of political governance affect their distribution resources in society through legislation and state institutions and

conversely how economic behaviors and individual (or and trade unions, classes, etc.) economic interests affect or and determine the form of state governance and policies directions of legislation and government decisions.

### **PUBLIC ECONOMY**

The main subject of research and study is the way in which the state as well as other public institutions or local self-government bodies (Municipalities, communities, etc.) derive the financial resources with which they can fulfill their destination, as well as the way they are drafted and budgeted.

It therefore concerns all the "economic actions" that are primarily aimed at serving the needs of the Public, ie the State, considered as an economic organization.

Such economic actions of the State are considered: the various tax systems, the economic organization, the interventions, various exemptions, etc.

### **PRIVATE ECONOMY**

The subject of its study is the structure, the operation and the financial activity and in general the "life" of all kinds of economic units.



**In terms of research and analysis, Economics is divided into three areas:**

Microeconomics (modeling the behavior of a single firm or the market of a single product)

Macroeconomics (modeling the behavior and sizes of an economy cumulatively)

Economic growth (modeling of ways and institutions that promote economic activity)

**Why is it necessary to know basic economic concepts and teach them in school?**

The modern capitalist economy knows an unprecedented level of internationalization (free movement of raw materials and goods, "global" labor market, e-commerce)

Terms and concepts such as: economic crisis, inflation, unemployment, taxes, fiscal and monetary policy, black market, technology unemployment, digital currencies, are essential knowledge for children in order to perceive modern reality.

In the modern post-industrial society the service sector (trade, banks, etc.) is constantly growing.

**ECONOMIS CURRICULUM IN GREECE HIGH SCHOOL FIRST GRADE AND "HOME ECONOMICS"**

This is an one hour per week lesson for our students

**Topics in "home economics" related to economic terms:**

- Production process
- Production factors
- Goods and types / categories of goods
- Financial needs
- The problem of limited financial resources
- Family budget and sources of income
- Consumption and savings
- Money - Payment

**Home economics in high school second grade**

Included topics above :

**•Organization of family life:**

Needs

Resources (material and human)

Human resources management

Goals - targeting





Decision making

- **Family finances**

Production and Production Factors

Limited productive resources

Economic activity / economic unit (state, firms)

Free market (demand, supply)

- **Consumer behavior**

Income

Family Income / Budget

Money / transaction / credit and debit cards

Consumer protection and education

## **FIRST GRADE OF LYCEUM**

### **POLITICAL EDUCATION**

The curriculum includes:

- **The economy**

- \*Needs

- \*Goods and consumer model

- \*Firms - factors and production costs

- \*Price determination

- \*Households (income and family budget)

- \*The state as a producer (public goods)

- \*Basic characteristics of the Greek economy

- **Entrepreneurship and innovation**

- \*Business

- \*Product competitiveness

- \*Business extroversion

- \*Innovation

- \*Corporate social responsibility



\*Discrimination of firms (legal state, corporation distinguished in sectors of production)

• **Free, responsible and active citizen**

\*Tax conscience

\*Indirect and direct taxes

\*“Tax havens” (offshore companies)

\*Corruption

• **Money and banks**

\*from barter (exchange goods without money) to money economy

\*Properties and functions of money

\*Modern forms of money

\*Banks (Commercial and Central Bank)

\*The European Central Bank

\*Savings - Deposits - Loans

\*The Stock Exchange

**TRIRD GRADE OF LYCEUM**

**"Principles of Economic Theory"**

This is a six-hour course for students who have chosen the direction of “Economics and Computer Science”.

**Economics Schools in Higher Education**

Department of:

- Economic Science
- Business Administration
- Accounting and Finance
- Marketing and communication
- Public Administration
- International and European Economic Studies

**Unit one – Basic Economic concepts**

Needs, goods, main economic problem, production, factors of production, social institutions (firms/ households / state / labor unions)



Concepts that taught for the first time:

- Productivity curve
- Actual cost or opportunity cost

We use simple math tools and diagrams

## MICROECONOMICS

Microeconomic analysis includes:

- Demand of goods
- Firm production and the production costs (in perfect competition)
- The supply of goods
- The determination of prices

Simple mathematical tools (mainly linear functions) and several diagrams are used.

## MACROECONOMICS

Topics covered:

- Gross Domestic and National Product (calculation with final value method and value added method, per capita GDP, GDP weaknesses as an indicator of prosperity)
- Economic fluctuations (economic cycles / phases and characteristics) Inflation and unemployment
- Public Finances (Public Expenses , Public revenues (taxes, public borrowing, government budget or spending plan)

3rd grade of High school is “pure” preparation for the final exams.

Teaching economics relies on solving exercises and answering questions that are tailored to the university exams.

In other classes, however, the course can be differentiated.

## SUGGESTIONS

We can use:

- \*Educational videos
- \*presentations and
- \*“representation” of activities and role playing with students



examples:

- \*students are forming groups and “construct” virtual businesses
- \*undertake the advertising campaign of a company
- \*They try to draw (in hypothetical scenarios) the monthly budget of a household
- \*They represent the operation of banks and money making (take on roles such as banker, depositor, borrower)

## **ECONOMIC CITIZENSHIP EDUCATION – SKILLS**

### **Economics – part of social sciences**

#### **High school**

At the age of 12-14 students should gain some of the following skills:

#### **Financial Education:**

- \* Informed consumer
- \* Short term vs long term planning
- \* Financial risks
- \* Effects of advertising

#### **Social Education:**

- \* Express opinions
- \* Team work
- \* Appreciation for long-life learning

#### **Lyceum:**

At the age of 15-18 students should gain some of the following skills:

#### **Financial Education:**

- \* Negotiation skills
- \* Purchasing power
- \* Interest rates
- \* Financial crimes

#### **Social Education:**

- \* Social justice



\* Time management

\* Relationship

\* Leadership

### **Examples 1 – Family budget and the necessity – significance of savings**

Maria's family wants to buy a car. They really need that car. Her parents will use it to go to work. It will make their life easier and of course they will all be able to enjoy rides during weekends. The car costs 18.000€.

Her father's wage is 1.200€ per month. Her mother also gains 1.000€ from her job. They also have an extra apartment which they rent. The rent has been set at 300€. The expenses of the family per month are: 400€ to the super market (for food, drinks, cleaners etc), 150€ for energy power, 120€ for heating-petrol (during the winter), 70€ for communication services (internet, phone calls etc), 200€ for transportation cost (they have to use public transportation in order to get to their jobs), 150€ for Maria's private school (she is attending English courses three hours per week). They also spend about 200€ per month for "entertainment" (they go out every Saturday to a restaurant, or they go to the cinema).

They can buy the new car in installments.

Please note that they should always save some money for an unforeseen need!

Let's help them "construct" their family budget!!

- a) What is the amount of installment they can pay each month?
- b) When will they be able to repay that car?
- c) What is the significance of savings?

### **Example 2 – Unemployment calculation – which are the rights of unemployed people.**

(Discrimination between economically active and inactive population)

- Assume the following data applies to an economy.

Employed: 80 people

Unemployed: 20 people

Elderly: 30 people

Infants and young children: 12

Calculate the unemployment rate.

- It is well known that Greece's "heavy industry" is tourism. A big part of Greek population is employed in tourism sector. So is Anna. She lives in Athens from November to March. During the other 7 months she moves to Crete because she works there at a hotel reception.

What is the type of unemployment results from that case?



How Maria will manage to make her living during the winter months?

What is “unemployment benefit”? What is the amount of that benefit? For how long the unemployed are entitled to it?

### **Example 3 – Banks, Deposits – the effect of inflation to purchasing power**

- Mr Smith decided to deposit his savings to “ALG Bank”. The total amount is 25.000€. He also decided to have a combination of deposits, i.e he will put 15.000€ to a “time deposit” and the rest 10.000€ to “savings deposit”. He wants to feel safe that he will be able to withdraw money at any time (such a need may arise). The “time deposit” (interest) rate is set by the bank at 8% and the “saving deposit” rate at 3%.

How much money Mr Smith will have in his account after 3 years? (Assume no withdrawal during those 3 years).

- Mr Taylor deposits an amount for 2 years, with interest rate 20%. At the end of the second year he receives in total 1.152.000€. Find the amount of the initial deposit.

- Inflation favors:

- a) Money lenders because there is a high demand for cash
- b) Entrepreneurs because they sell at higher prices
- c) The state because it collects more taxes.

### **Example 4 – Discrimination of taxes (direct/indirect) and tax conscience**

For reasons of simplicity, we assume that (in the economy we are considering) there is only income tax and value added tax.

George is a working young man. He works in a private company and his wage is 1.000€. He is also the owner of a small apartment which he rents to his cousin Helen for 250€. During the past year he made purchases of consumer goods (foods, drinks, clothes, petrol etc) amounting 4.800€. Income tax has been set (by the government) at 30% and value added tax at 24% (for goods and services).

What is the total tax amount that George has to pay to the state at the end of this year?

George thought that he could save some money by paying less taxes. He could ask his cousin not to declare the apartment’s rent. His income would appear less and he would not have to pay these taxes. He also thought that he could ask from the stores where he buys goods, not to “cut receipt”!!! So he would pay less! No one loses!! The firm gets its money (the extra amount is the value added tax) and he gets the product with lower price! The state won’t gain tax revenue! It doesn’t matter!!!

Advise George to do the right thing and explain why it is so important to have tax conscience.

(taxes are government’s revenues and these revenues return back to citizens in the form of benefits, allowances and public goods: public health, public education, pensions, public constructions etc)

### **Example 5 – Consumer protection**



In the following link students can be informed about consumer rights, as well as cultivate consumer awareness. In this way, young students become aware of their roles and responsibilities as consumers of their country and the European Union, so that they can believe in themselves and realize that they are not powerless, but, on the contrary, can become young "heroes" of change towards responsible and sustainable consumption.

## ECONOMIC AND DIGITAL EDUCATION IN ITALY

### OVERVIEW OF HIGH SCHOOL INFORMATION TECHNOLOGIES COURSE IN ITALY

Computer Science Education

- Informatics = Science + Technology + Instrument

- Computer Science (CS) + Information and

Communication Technology (ICT)

- The broad picture includes:

- Use of computer and digital literacy
- Study of Hardware and Software design
- Computational Thinking (CT)

### ICT TECHNOLOGIES AND SOFTWARE COURSE CURRICULUM IN ITALY

#### Primary School

- In 2019, the Italian Ministry of Education and the Parliament approved a legislative motion to include CS and CT in primary school curricula by 2022 (politically debating since 2016)
- Motion said that "programming must be considered as the fourth basic skill for the new generation, together with reading, writing, and arithmetic"
- Government leaving unclear how the political declaration could be effectively implemented in school (no introduction of a new subject)
- Indeed, CS has not yet been included in primary school curricula

#### Middle School

- Italian middle schools do not offer specific CS courses
- They offer two hours of Technology where students learn the skills and knowledge about contemporary society and IT
- Some schools have experimented with learning frameworks to integrate Computational Thinking into the broader curriculum
- Often teachers introduce the less challenging aspects of what can be



taught in an Informatics curriculum

### **High School**

- Upper-secondary school students can specialize in academic disciplines and learn CS lessons tailored to their interests
- Italian high schools integrate CS instruction to varying degrees based on standards:
  - Lyceums (preparatory high schools) - general scientific tracks
  - Technical schools - specific CS curriculum in advanced technology
  - Professional schools - specific ICT programs

### **High Schools: CS program**

#### **Consolidated Bodies of Knowledge**

- Computer Basic
- Office Automation
- Programming
- Databases
- Computer Networks
- Web development

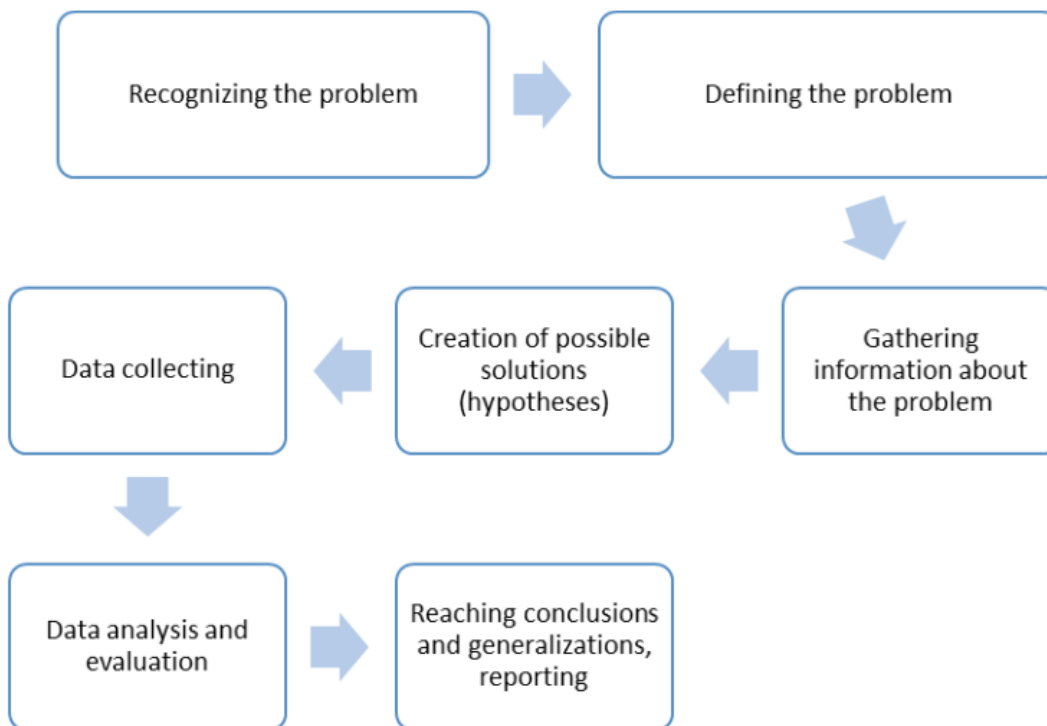
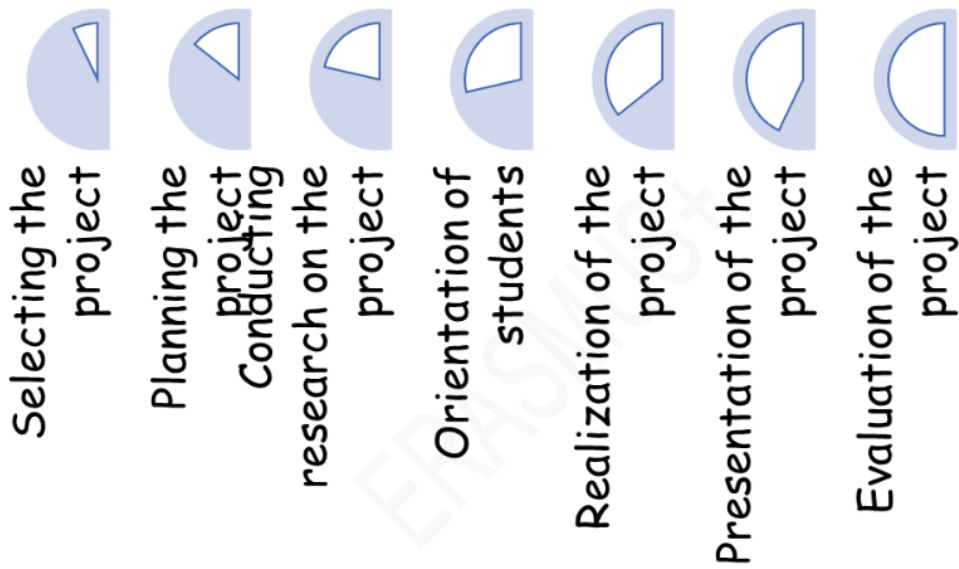
#### **Experimental Bodies of Knowledge**

- Robotics
- Cybersecurity
- 3D Printing
- Coding
- Mobile development
- Internet of Things
- Neural Networks

### **TEACHING METHOD TO BE USED IN TEACHING DIGITAL CITIZENSHIP SKILLS**

#### **PROJECT-BASED LEARNING METHOD**







## RECOMMENDATIONS

### INTEGRATION OF DIGITAL CITIZENSHIP INTO LESSONS

#### DEFINITIONS AND EXPLANATIONS

##### **Digital Citizenship**

A digital citizen is a person who has the ability to use information technologies appropriately and correctly in areas such as official transactions, social communication, education and production with the development of technology. Digital citizenship is defined as the behavioral norms regarding the use of technology in the most general context. Digital citizenship includes behaving ethically and appropriately while using technology and being informed about it. With the development of information technologies, many transactions have started to be done through computers and the internet. The concept of digital citizenship emerged when the official transactions in daily life, banking transactions, communication, education, production and shopping began to be carried out in the digital environment. As technology develops, the problems associated with its use increase gradually and exponentially. For this reason, it is clear that it is necessary to create behaviors, values, ethical rules and awareness related to technological behavior or technological citizenship.

Digital citizen;

- Able to communicate digitally,
- Able to use e-government applications,
- Able to do digital shopping,
- Able to produce in digital environment,
- A person who is aware of his rights and responsibilities, who can receive training from the digital environment and obeys the ethical rules while performing these behaviors.
- Being able to criticize while using information and communication resources,
- Knowing the ethical consequences of online behavior,
- Able to take moral decisions online,
- Does not harm others by not misusing technology,
- It is the citizen who encourages the right behavior when communicating and collaborating in the virtual world.

##### **Dimensions of Digital Citizenship**

- **Digital Access:** It means providing digital access to technological opportunities equally, in order to be productive citizens. For example, it is ensuring full participation in the electronic society, regardless of gender, race, age, ethnic identity, physical and mental differences.
- **Digital Commerce:** It means having the competence to sell and buy electronically.

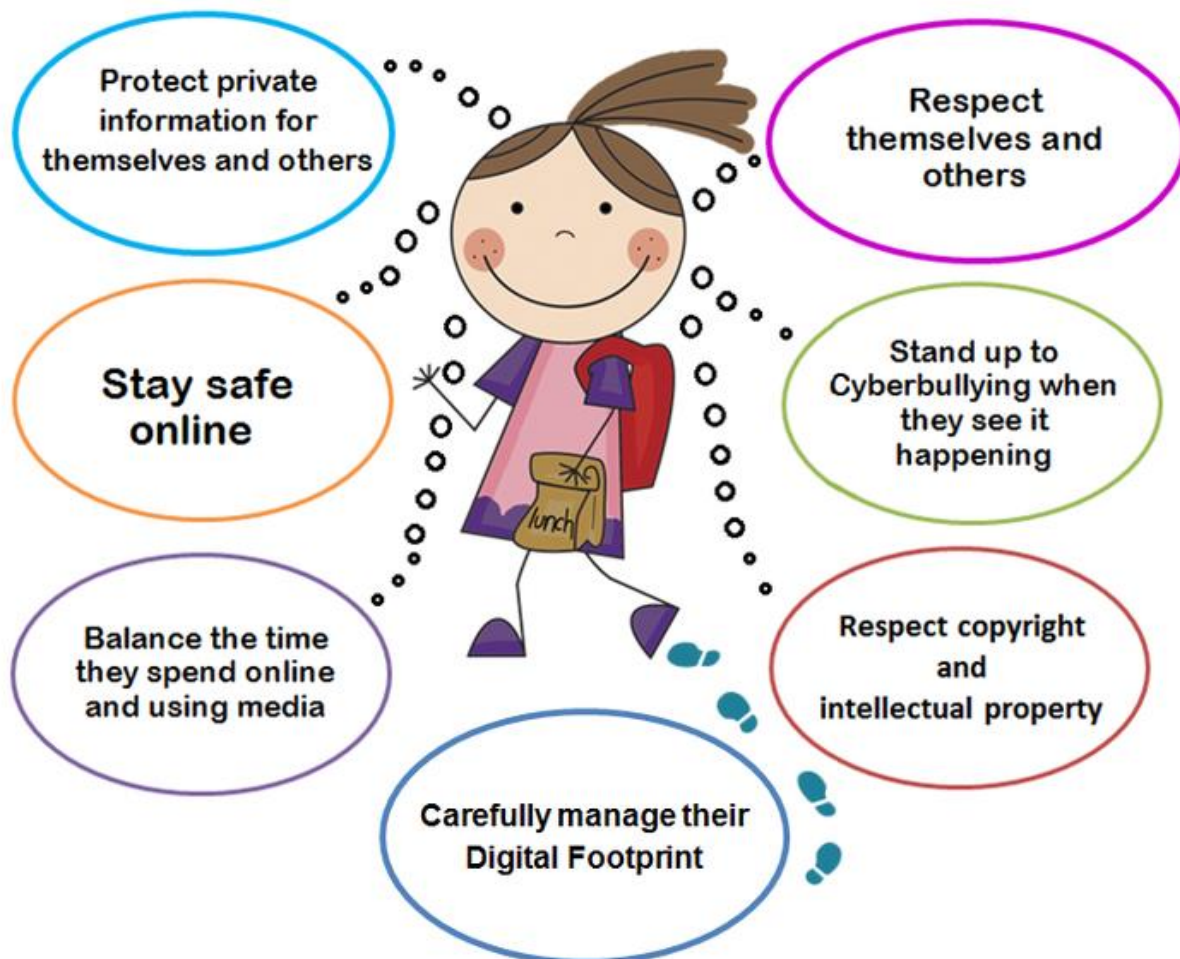


- **Digital Communication:** Being aware of the fact that the forms of communication are changed and made through electronic means as well. For example, e-mail, mobile phone, instant messaging technology has changed the way users communicate.
- **Digital Literacy:** It is the awareness that the learning-teaching process is now also carried out using technology.
- **Digital Ethics:** Being aware of the behavior shown in the virtual world or the electronic standard of the business. For example, we should avoid many negative behaviors such as cyberbullying, virtual swearing, etc.
- **Digital Law:** It means that the work done in the virtual world has electronic responsibility and is sanctioned by law. For example, prohibited publications, illegal organ and drug sales, suicidal websites are prohibited by law.
- **Digital Rights and Responsibilities:** It means that everyone has the right to express themselves freely in the virtual world and this cannot be prohibited. For example, expressing opinions in forms in the virtual environment, creating groups, participating in discussion environments, etc. fundamental rights cannot be restricted.
- **Digital Health:** Being aware of the factors that will directly or indirectly affect health in the digital world, both physically, mentally and psychologically. For example, eye health, repetitive stress syndrome, a-social life, introversion and physical disorders (low back and back pain) are the health problems revealed by the new technological world.
- **Digital Security:** It means that the individual takes measures to ensure his/her own security in the virtual environment. For example, unauthorized use of other people's information, creating worms, viruses or trojan horses, sending spam, stealing someone's information or property, etc. taking necessary security measures (virus programs, filtering programs, etc.)

### **What to teach students and children in general**



# All Good Digital Citizens:



## Three principles of digital citizenship

Three principles were developed by Mark Ribble to teach digital users how to responsibly use technology to become a digital citizen: respect, educate, and protect. Each principle contains three of the nine elements of digital citizenship.

- **Respect** : the elements of etiquette, access, and law are used to respect other digital users.
- **Educate** : the elements of literacy, communication, and commerce are used to learn about the appropriate use of the digital world.
- **Protect** : the elements of rights and responsibilities, security, and health and wellness are used to remain safe in the digital and non digital world.

## Why digital education is important

Digital transformation is increasingly affecting our lives, society and economy. Even so, until the COVID 19 pandemic, its impact on education and training was limited.



The pandemic has demonstrated the enormous importance of adapting the education and training system to the needs of the digital age

### **Challenges related to distance learning during pandemic**

- balance between online lessons and offline student activities
- ensuring the emotional well being of students.
- providing access to digital devices.
- proper management of IT infrastructure.
- a creative approach to adapting mobile devices and digital platforms to learning.

### **Expected changes after the pandemic**

- conducting online exams
- adapting to the new time model
- familiarizing teachers with digital technologies
- use of good practices applied in other educational systems



## 8. Integration of cultural citizenship into lessons

### **CULTURAL CITIZENSHIP**

Cultural citizenship is an expanded version of the concept derived from the Marshallian definition of citizenship (Delanthy, 2002, p. 60). It was first developed in the United States in the 1980s to bring multiculturalism to racial discourses that focused on black and white polarization. The concept theoretically accepts cultural flexibility, social reproduction (the reproduction of class, cultural, linguistic knowledge and skills that constitute the cultural capital of social groups), and the claim of ethnic communities and other marginalized groups to prevent social injustice and alienation. Methodologically, cultural citizenship offers social scientists to look from the perspective of subgroups in order to understand their aims and insights.

Cultural citizenship was first conceptualized in 1980 by Renato Rosaldo in a text on the democratization of higher education institutions. According to this text, cultural citizenship refers to the right to be different in accordance with participatory democracy and is associated with cultural belonging.

Cultural citizenship, as the above passage suggests, is not just about ethnocultural minority rights; It also reflects on other spheres of influence of culture as a quest to incorporate wider domains of human experience into definition. That is, cultural citizenship does not exclude rights and freedoms, but also considers other components of citizenship such as identity/belonging and participation and responsibility (Delanthy, 2002, p. 63). It can be said that it is more than just a matter of inclusion of marginalized and marginalized groups, it is about the inclusion of these groups in the field of identity and their social belonging. It is cultural rights that should be the focus in this new understanding of citizenship.

### **The Right to Participate, Access and Contribute to Cultural Life**

Everyone has the right to participate, access and contribute to cultural life. Cultural life, language, oral and written literature, music and songs and other branches of art, non-verbal communication, religion and belief systems, rites and ceremonies, sports and games, means production methods or technologies, natural or man-made environments, food, clothing, dwellings, customs and traditions. The state refrains from directly or indirectly hindering the right to participate, access and contribute to cultural life, and takes all kinds of legal, administrative, judicial and financial measures in order to prevent this right from being blocked by third parties and to ensure that it is fully implemented. The state provides and encourages the existence of cultural products and services within the framework of the understanding of cultural democracy; ensure and support that they are physically and financially accessible to all, appropriate or adaptable to the cultural diversity of society, and acceptable to members of different cultural identities. This right can only be limited in order to promote the general welfare in a democratic society.

### **Reason:**

The proposal for the constitutional article titled the Right to Participate, Access and Contribute to Cultural Life is the 43rd Congress of the Economic, Social and Cultural Rights Committee, the supervisory body of the UN Convention on Economic, Social and Cultural Rights dated 16 December 1966, held between 2-20 November 2009. It was prepared on the basis of the General Comment Decision No. 21 adopted within the framework of Article 15 of the Convention in the session.



Cultural rights are an integral part of human rights; it is universal like other rights; indivisible, interconnected and interrelated. The full promotion and respect of cultural rights is essential to the protection of human dignity and to foster positive social interaction between individuals and communities in a multicultural and diverse world. The right to participate, access and contribute to cultural life has three main interrelated elements: participation, access and contribution to cultural life. Participation includes all persons to move freely individually, with others and within a community or group, to choose their own identity, to identify or not identify with one or more communities or to change this preference, to participate in the political life of society, to engage in their own cultural activities. Access includes the right of everyone, individually, together with others, in a community or group, to know and understand their own and others' culture through education and information, and to receive quality education and training that takes full account of cultural identity. In addition, everyone should be informed about the forms of expression and dissemination through any technical information or communication means, adopt a lifestyle associated with the use of cultural products and resources such as land, water, biodiversity, language or private institutions, and benefit from cultural heritage and other individuals and communities. has the right to use his creations. The expression to contribute to cultural life refers to the right of everyone to participate in the creation of the material, spiritual, mental and emotional expressions of society. This right is supported by an individual's right to participate in the development of his or her community and to participate in the definition, development and implementation of policies and decisions that affect the enjoyment of an individual's cultural rights. Ensuring the right to participate in cultural life requires the state not only to refrain from interference, but also to take positive action to ensure access to and protection of cultural products, as well as the preconditions of participation in cultural life and the promotion and development of cultural life. The state respects the individual's cultural identity and choice to belong or not to a community, and recognizes freedom of expression in the language or languages of his choice, including the freedom to seek, receive and impart information, including all forms of art. This freedom includes the individual's free access to his own cultural heritage and identity practices, as well as the right to learn about the cultures of others. The state preserves, develops and enriches the cultural heritage with all its diversity, transfers it to future generations and encourages creativity in this field. For this purpose, it carries out the maintenance, preservation and restoration of historical sites and monuments, artistic and literary works, and protects the cultural heritage of all groups and communities, especially the most disadvantaged and marginalized individuals and groups, with policies and programs for economic and cultural development. The state establishes the necessary organization for the implementation of policies for the protection and promotion of cultural diversity and takes measures to establish and support the cultural infrastructure. To this end, it facilitates access to regional diversity and rich forms of cultural expression, and takes measures to promote diversity through public broadcasts in minority languages and to allow individuals from different cultural communities to freely practice their cultural practices.

The state encourages cultural minorities to exercise their right of assembly for their own cultural rights. To this end, it provides financial or other support to public and private organizations, including artists, scientific academies, cultural associations, trade unions and other individuals and institutions engaged in scientific and creative activities. The government encourages and ensures the participation of scientists, artists and others in international scientific and cultural research activities such as symposia, conferences, seminars and workshops. The third paragraph of the proposed draft includes some principles that the state must comply with while regulating the right to participate, access and contribute to cultural life: accessibility, suitability, adaptability, acceptability. Accessibility encompasses effective and tangible opportunities, physically and financially accessible to all, without discrimination in rural and urban areas, for individuals and communities to fully enjoy culture. In this context, providing and facilitating access opportunities for the elderly, the disabled and those living in



poverty is of fundamental importance. In addition, accessibility includes the right of everyone to seek, receive and share information about all forms of culture in a language of their choice, and the right of communities to have access to means of expression and dissemination. Appropriateness refers to the realization of a given human right in a way that is appropriate and relevant to a particular cultural style or context, that is, respecting the culture and cultural rights of individuals and communities, including minorities and indigenous peoples. Adaptability refers to the flexibility and relevance of strategies, policies, programs and measures adopted by the State in any area of cultural life that should respect the cultural diversity of individuals and communities. Admissibility requires the preparation and implementation of laws, policies, strategies, programs and measures adopted by the State to ensure the enjoyment of cultural rights in a manner acceptable to the individuals and communities concerned. In this context, it is necessary, in consultation with the individuals and communities concerned, to ensure that measures to preserve cultural diversity are acceptable to these individuals and communities. (Excerpt from [www.iksv.org.tr](http://www.iksv.org.tr))

## CULTURAL CITIZENSHIP KNOWLEDGE AND SKILLS IN TURKEY

### INTEGRATION INTO THE VISUAL ARTS COURSE CURRICULUM

#### DEFINITIONS AND EXPLANATIONS

##### What is Visual Arts?

Visual arts are arts that produce products that appeal to the eye. Examples of these arts are ceramics, painting, sculpture, design, photography, tiles and architecture. Different types of art such as performing arts, conceptual art and sewing also contain visual elements. Applied arts branches such as industrial design, pattern design, fashion design, interior architecture and decorative arts are also considered in the "visual arts" category.

##### SPECIAL OBJECTIVES OF THE VISUAL ARTS TEACHING PROGRAM

Visual Arts course is of vital importance in structuring cultural identity, creating meaning in human life, and raising original and free-thinking individuals who question knowledge. With the Visual Arts Course Curriculum, students; It is aimed to raise individuals who have learned, produced and followed art in line with universal values, adopted the cultural values of their own society, respected the cultural values of different societies, and understood and made sense of art in their future lives.

With the Visual Arts Course Curriculum, students;

1. Having knowledge about art,
2. To have knowledge about art practices,
3. Creating original products using traditional and contemporary materials,
4. To comprehend the elements and principles of art and to use them in their work,
5. Gaining aesthetic sensitivity through art education practices,
6. Developing his visual perception in line with the studies he will carry out by observing,
7. Reflecting his imagination on his work,





8. Gaining the skills to use basic terms, techniques and methods related to Visual Arts,
9. Expressing himself through art by transforming his feelings, thoughts and impressions into original artistic designs,
10. To comprehend the place and importance of fine arts in the development of societies as an individual who knows the contributions of art to the history of humanity and has a universal thought,
11. To follow the innovations with the awareness of the richness of expression that different techniques will bring and to benefit from technological opportunities in their artistic works,
12. Evaluating the works of art by examining them with the methods of description, analysis, interpretation and judgment,
13. Having a personality that loves nature, is sensitive to the environment, respects human rights, and can evaluate national and spiritual values from a universal perspective,
14. It is aimed to understand the importance of taking measures for occupational health and safety.

#### **VISUAL ARTS COURSE CURRICULUM FIELD-SPECIFIC SKILLS**

With the Visual Arts Course Curriculum, students follow the current developments in the field of Visual Arts and participate in activities such as conferences, open sessions and seminars related to visual arts as an audience; respects cultural diversity; to establish constructive dialogues by using Turkish correctly, beautifully and effectively in communication with others; be nature loving and sensitive to the environment they live in; In addition to developing social competences and skills, such as participating in cultural and artistic activities (such as exhibitions, museum tours) where they can develop entrepreneurial skills, the following qualifications and skills will also contribute to students' perspectives on works of art and transforming their feelings, thoughts and impressions into original artistic designs.

Perception

Analyzing

Using Information Technologies

Evaluation

Versatile Thinking

Critical Thinking

Hand-Eye-Brain Coordination Strong Aesthetic Sensitivity

Visual Literacy

Cultural heritage

Artistic Ethics

Self Awareness

Design



Media Literacy

Observing

Using Materials

Synthesis

Creative Thinking

### **MATTERS TO BE CONSIDERED IN THE APPLICATION OF THE EDUCATIONAL PROGRAM**

1. Formation and art culture studies in visual arts can be given as separate studies or at the same time.
2. Students who love art; can understand national and spiritual values, universal cultural values; working in line with their own abilities and skills; importance should be given to activities aimed at gaining the behaviors that are original, free-thinking and reflect these thoughts on their work.
3. Visual Arts course encourages learning by doing and discovering, due to the nature of art. The program provides the teacher with considerable flexibility as well as requires well-planned activities. While these activities are being planned, a student-centered approach should not limit the student's freedom, originality and learning by discovery.
4. Students who want to create advanced products with applications such as canvas painting, sculpture and graphic design should be helped, but not every student should be expected to do such a work. In addition to applied studies, national and universal cultures, artistic works in these cultures, Turkish and foreign artists and the works of these artists should be examined, and it should be aimed to reveal different perspectives and views of the students.
5. In the field of "Art Criticism and Aesthetics" and "Cultural Heritage", the past and present understanding of art will be examined at a certain level. In the historical perspective of art, it should be given with a perspective that will include other countries, especially our own culture and art, taking into account the changing values of the 21st century. In this context, it is important that our traditional arts are recognized and known by students.
6. Considering the qualifications of the acquisitions, information technology tools will contribute to the learning of certain acquisitions more effectively. The use of audio-visual communication tools and information technologies should be given importance in the teaching of the course. Integrity and flexibility should be ensured in the use of technical equipment, necessary warnings should be made and precautions should be taken regarding the safe use of the internet. In addition, cyber security rules should be conveyed to students and the necessity of effective and safe use of information technologies should be emphasized.

### **OVERVIEW OF VISUAL ARTS COURSE AT HIGH SCHOOL LEVEL IN TURKEY**

**9th grade**

<b>LEARNING FIELD</b>	<b>NUMBER OF GAINING</b>	<b>COURSE HOURS</b>
<b>ART CRITICISM AND AESTHETICS</b>	<b>12</b>	<b>8</b>
<b>CULTURAL HERITAGE</b>	<b>5</b>	<b>4</b>



<b>FORMATTING IN THE VISUAL ARTS</b>	<b>29</b>	<b>60</b>
<b>TOTAL</b>	<b>46</b>	<b>72</b>

#### 10th Grade

<b>LEARNING FIELD</b>	<b>NUMBER OF GAINING</b>	<b>COURSE HOURS</b>
<b>ART CRITICISM AND AESTHETICS</b>	<b>15</b>	<b>25</b>
<b>CULTURAL HERITAGE</b>	<b>3</b>	<b>5</b>
<b>FORMATTING IN THE VISUAL ARTS</b>	<b>10</b>	<b>42</b>
<b>TOTAL</b>	<b>28</b>	<b>72</b>

#### 11th Grade

<b>LEARNING FIELD</b>	<b>NUMBER OF GAINING</b>	<b>COURSE HOURS</b>
<b>ART CRITICISM AND AESTHETICS</b>	<b>5</b>	<b>8</b>
<b>CULTURAL HERITAGE</b>	<b>3</b>	<b>4</b>
<b>FORMATTING IN THE VISUAL ARTS</b>	<b>12</b>	<b>60</b>
<b>TOTAL</b>	<b>20</b>	<b>72</b>

#### 12th Grade

<b>LEARNING FIELD</b>	<b>NUMBER OF GAINING</b>	<b>COURSE HOURS</b>
<b>ART CRITICISM AND AESTHETICS</b>	<b>3</b>	<b>5</b>
<b>CULTURAL HERITAGE</b>	<b>4</b>	<b>9</b>
<b>FORMATTING IN THE VISUAL ARTS</b>	<b>18</b>	<b>58</b>
<b>TOTAL</b>	<b>25</b>	<b>72</b>

### **VISUAL ARTS COURSE CURRICULUM IN TURKEY**

#### **SUBJECT DISTRIBUTION ACCORDING TO CLASS LEVELS,**

#### **9. GRADE LEARNING FIELD AND SUBJECTS**

##### **9.1. ART CRITICISM AND AESTHETICS**



**9.1.1.** Introduction to Art

**9.1.2.** Visual Arts and Related Professions

**9.1.3.** Examining Artworks

**9.2 CULTURAL HERITAGE**

**9.2.1** Examination and Application in Museums I

**9.3. FORMATTING IN THE VISUAL ARTS**

**9.3.1.** Point and Line

**9.3.2.** Tissue

**9.3.3.** Light-Shadow and Light-Dark

**9.3.4.** Perspective

**9.3.5.** Pattern Studies I

**9.3.6** Color

**9.3.7.** Color Painting Applications I

**10th CLASS LEARNING FIELD AND SUBJECTS**

**10.1.1.** Traditional Turkish Arts I

**10.1.2.** Pre-Republican Turkish Painting Art

**10.1.3.** Contemporary Turkish Painting Art

**10.2. CULTURAL HERITAGE**

**10.2.1.** Study and Application in Museums II

**10.3. FORMATTING IN THE VISUAL ARTS**

**10.3.1.** Pattern Studies II

**10.3.2** Color Picture Applications II

**10.3.3.** Three Dimensional Studies

**CLASS 11 LEARNING FIELD AND SUBJECTS**

**11.1. ART CRITICISM AND AESTHETICS**

**11.1.1.** Overview of Western Painting

**11.1.1.1.** The development of Western painting before modernism.

a) The development of the Gothic period mostly in architecture.



**b)** Features of Renaissance painting. An examination of the works of Leonardo da Vinci, Michelangelo and Raffaello Sanzio, who were the leading painters of the period.

**c)** The characteristics of Baroque period painting are emphasized. An examination of the works of Rembrandt, Rubens and Diego Velazquez, who were the leading painters of the period.

**ç)** The characteristics of neoclassical period painting are emphasized. Examining the works of Jacques Louis David, one of the most important representatives of the period.

**d)** It is emphasized that the romanticism art movement is the beginning of modernism in some sources and the beginning of modernism in some sources, and the characteristics of the movement are briefly emphasized. Examples of works by William Turner, one of the leading representatives of the movement.

### **11.1.2. Modern Art Movements**

**11.1.2.1.** The reasons for the emergence of modern art movements.

**11.1.2.2.** Features of modern art movements.

Essential and formal features of fauvism, impressionism, cubism, futurism, dadaism, surrealism, abstract art and abstract expressionism.

**11.1.2.3.** Representatives of modern art movements.

**a)** Andre Derain, Earnst Ludvig Kirshner, Pablo Picasso, Giacoma Balla, Hans Arp, Salvador Dali, Wassily Kandinsky, Jackson Pollock.

**b)** Associated with the Turkish Language and Literature Course.

### **11.1.3. Traditional Turkish Arts II**

**11.1.3.1.** Western artists and their works benefiting from the essence and form characteristics of traditional Turkish arts.

Traditional Turkish arts of calligraphy, miniature, marbling, carpet, kilim; Identifying their influence on the works of Rudolph Ernst, Gustav Klimt, Henry Matisse, Paul Klee, Wassily Kandinsky, Piet Mondrian, and Jackson Pollock.

## **11.2. CULTURAL HERITAGE**

**11.2.1.** Study and Practice in Museums III

## **11.3. FORMATTING IN THE VISUAL ARTS**

**11.3.1.** Pattern Studies III

**11.3.2.** Graphic Arts

**11.3.3.** Original Printmaking Works

## **12th CLASS LEARNING FIELD AND SUBJECTS**

### **12.1. ART CRITICISM AND AESTHETICS**



### **12.1.1. Contemporary Art (Today's Art)**

#### **12.1.1.1. General features of postmodern art.**

Examining the differences between postmodern art and modern art.

#### **12.1.1.2. Information about modern and postmodern artistic works and artists.**

##### **a) Biennials (Istanbul Biennial)**

**b)** Western art by Marcel Duchamp, Anish Kapoor (Postmodern) and Paul Cezanne, Richard Serra (Modern); Burhan Doğançay (Postmodern) and Nurullah Berk (Modern) etc. from Turkish Art. the characteristics of the period (understanding) they belong to by introducing their works.

#### **12.1.1.3. Evaluating today's art in line with technological developments.**

### **12.2. CULTURAL HERITAGE**

#### **12.2.2. Examination and Application in Museums IV**

##### **12.2.2.1. Recognizes world-famous museums.**

##### **12.2.2.2. Recognizes our cultural heritage in museums abroad.**

Museum of Islamic Art and Pergamon Museum in Germany, etc.

##### **12.2.2.3. Explain the role of museums and art galleries in establishing cultural ties.**

##### **12.2.2.4. It exhibits written and visual resources related to museums and art galleries.**

It is ensured that students do research on museums and art galleries, create and present web pages, brochures, school newspapers, posters or promotional presentations that promote museums and art galleries by using the information they have obtained.

##### **12.2.2.5. Virtual Museum visits are provided.**

### **12.3. FORMATTING IN THE VISUAL ARTS**

#### **12.3.1. Pattern Studies IV**

#### **12.3.2. Cartoon Art**

#### **12.3.3. Photo Art**

##### **12.3.3.1. Explains the formation process of photography.**

##### **12.3.3.2. Recognizes the tools and materials used in the art of photography in the historical process.**

##### **12.3.3.3. Recognize the famous masters of photography and their works.**

Ara Güler, Şakir Eczacıbaşı, Sıtkı Fırat, Naciye Suman, Hannah Collins etc. photographers and their works are introduced.

##### **12.3.3.4. Analyzes the works of photography in terms of art elements, principles and content.**



**12.3.3.5.** Takes photographs taking into account the composition rules.

Taking into account the economic conditions of the student, it is ensured that he takes pictures with technological devices such as a camera, tablet computer or mobile phone. Explanations about digital photography are made.

**12.3.4.** Color Painting Applications IV

**12.3.5.** Textile Design

**12.3.6.** Industrial products design

### **Methodology:**

#### **Visual Activity (Demonstration) Method**

It is a method created by using visual materials that activate all or part of the sense organs. One of the most effective methods in learning is to use visual aids. Teaching the art of painting, whose visibility is at the forefront, by making use of all kinds of visual education tools, provides important contributions to the learning of the students. For this reason, slides, films, prints, works of art, pamphlets, exhibitions, etc. Comparing the tools with the children and making purpose-oriented educational activities in this way make significant contributions to artistic learning. It is a method that can contribute positively to the situation of the student, who may have a confusion about the subject or technique. In the activities to be carried out with this method, the teacher should plan the examples to be shown and determine which work will be completed by how, where and how long by using which tools, and when necessary, create work sheets that show the steps of the process. In addition, it is beneficial for the teacher to make the application (trial) of the work that he will have done beforehand. Demonstration is effective in situations where ideas, definitions, and narration are insufficient. With this method, students learn by trying, seeing, hearing and living. This method is extremely important and effective especially in plastic arts. This method was used in the applications made by the students during this research.

#### **Copy Method**

Copy takes place in contemporary art education as a way to strengthen learning. Based on the argument that the arts owed a lot more to the arts before them than to nature, researches have revealed that learning can be realized not only from the model but also from the pictures and photographs. The format of the copy should be chosen according to predetermined targets. A meticulous copy of a work teaches the person more solved problems and ready-made results, strengthens technical skill. Copies approached with prior knowledge offer clues to the person in problem solving and thus allow his/her creativity. Copying is a way, not a goal, in art education. Like any tool, if used in the hands of teachers, it can be a modifier, a developer, and even an accelerator for those with talents. The goal is to learn the art. On the way to this goal, copy is not the only method, but one of the methods.

**The various known copying methods are:**



## **1. Applied Copy Methods**

- a. Copy from Model (Studying by looking at various objects and objects).
- b. Squared Copy
- c. Copy with Carbon Paper

## **2. Printing Techniques and Copying (Duplication) Methods**

- a. Original printing (Stamp, Seal, Engraving, Serigraphy..etc.)
- b. Molding (Ceramics, Sculpture, Industrial Art, Clothing, Accessories, etc.)
- c. Reproduction (Works of Artists): Reproduction and transfer to the present.
- d. Copy by copier.
- e. Copy via photo tab.

### **The Easy to Difficult Method**

This method aims to develop visual arts education from the simplest to the most complex by making it easier and changing according to the level of the student. Art lessons in primary and secondary education are generally carried out in the form of different techniques and applications. For example, one day it is watercolor, another day it is three-dimensional (cutting, measuring, sticking, etc.) activities based on hand skills. It is thought that this understanding can keep students' interest high to some extent. However, a meaningful art teaching requires a systematic and disciplined learning process. Therefore, there should be a principled and meaningful succession in comprehending the given topics and techniques. Thus, in the process, the content of the topics covered and the possibilities and functionality of the tools used are given the opportunity to be adequately recognized.

### **Education Through Art**

British art and esthetician Herbert Read put forward this method in his book Education Through Art, which has been influential in art education for 30 years; It still continues to be effective today. According to Read, art is a phenomenon that both the child and the artist reveal spontaneously and without thinking about it. Each piece of art is the expression of a personality and its characteristics (characteristics, temperament). The artist unconsciously reflects his temperament and perception in his art. The more freely the creation is done, the more distinctly that personality (style) will emerge. For this reason, it is necessary to eliminate all kinds of factors that prevent and block free expression in the science of art education, and to ensure the free development of abilities and powers. According to him, the main purpose of art education is to ensure the harmonious development of the personality and therefore a harmonious society.

### **Memory Method**

As it is known, memory is the power to consciously store experiences, learned subjects, and their relations with the past in the mind. The individual who interacts with the environment consciously stores some of his perceptions in his mind through sense organs and uses them when the time comes or when he needs it. The memory education method was put forward as a method that aims to use the traces that are purposefully stored in the memory and kept ready for use in the artistic creativity





of the child. It is an education method influenced by Pestalozzi's views since the 19th century and based on the belief that painting lessons train the eye and hand. At the beginning, the student is given measurement-drawing exercises with geometric shapes. The student who receives this training transforms the objects into a geometrical form and makes measured drawings. Then it is passed to free drawings. By studying the forms and subjects in the student's memory, he gets rid of the initial rigidity.

### **Observation and Anticipation Method**

In this method, the subject is examined carefully. Important points are indicated. By making use of some explanations and sketches, the existence of the observed place or the event is pictured. It is one of the application methods in secondary education as it is in primary education.

### **Project Method**

The whole of the work done by a group that came together for a certain purpose to achieve this goal is called project work. Project work can be within the scope of a certain course, or it can be carried out with the participation of certain classes or the whole school. Before starting this project work, the following preparations should be made.

- \* The purpose of the project is determined.
- \* There is a suitable name for the project.
- \* In order to realize the purpose of the project, the activities to be done are planned. Project employees divide the work among themselves.
- \* The start and end dates of the project are determined.
- \* Methods and techniques to be used in the project are decided. The cost of the project is calculated.
- \* The project is carried out by complying with the preliminary preparations as much as possible. The result is made into a report.

## **FINDINGS**

When the visual arts course curriculum in the Turkish education system is examined, it is seen that the subject of cultural heritage is included at every grade level. However, teaching the course subjects in the classroom is insufficient to create "learning through experience" for students. Therefore, it is a necessity to support the visual arts course, especially the cultural heritage unit, with extracurricular activities.

The fact that the visual arts course is an elective course at the high school level in the Turkish education system means that some of the school students benefit from the content of the cultural heritage unit. However, with the transfer of cultural heritage activities out of the classroom with activities such as exhibitions; Students who do not take visual arts lessons can also gain awareness of cultural heritage through "learning by seeing".

## **SUGGESTIONS**

Artistic Out-of-School Activity: Although Eskişehir is a medium-sized city across Turkey, it has a potential that can be called rich in artistic activities. There are Ethnography Museum, Modern Museum, Wax Sculpture Museum, Glass Art Museum. Meerschaum, which is unique to Eskişehir



worldwide, is of great importance in terms of visual arts. Many different artistic objects can be made from meerschaum. In Odunpazarı district, which has historical value, artistic activities such as calligraphy, marbling, illumination, naht art are carried out. Eskişehir also has an important location in terms of world history, as it is located in the Phrygian valley. By organizing trips to the important places listed above, students should be given the opportunity to observe traditional and universal arts together.

**Exhibition:** According to the content of the 11th and 12th Grades visual arts classes, an exhibition can be organized consisting of imitations of the works of Western artists, as well as artistic works such as marbling.

**Photography Exhibition and Competition:** Students should be given the opportunity to take photos of tangible and intangible cultural heritage items, and a photo contest can be organized from the photos taken by the students.

## CULTURAL CITIZENSHIP KNOWLEDGE AND SKILLS IN TURKEY INTEGRATION INTO THE PHYSICAL EDUCATION AND SPORTS COURSE CURRICULUM

### DEFINITIONS AND EXPLANATIONS

#### Definition of Physical Education and Sport

According to Plato, the famous thinker of the ancient age, the idea that "it is a fully educated and adapted person who best connects his mental education and physical abilities and puts them at the service of the soul in the most measured way" maintains its effectiveness and validity today.

Dr. Karl Gaulhefer, one of the famous pedagogues of our age, said, "Physical Education is general education through the body. The body is the place where this education takes place, and the aim is the wholeness of the human being.

"Physical education is an academic discipline that seeks to explore the uses and meanings of practice, play, sport, athletics, watersports, gymnastics, and dance, and to understand their impact on individuals and groups."

"Meeting the individual's need for movement includes all the activities carried out to make the individual physically, psychologically and sociologically healthy."

"A person's living in accordance with the rules of society is related to being able to give good examples of their relations with each other, to be helpful, respectful to human rights, to behave honestly, to be



intelligent, and to be healthy in terms of mental and physical structure. Physical education plays a great role in socializing people and finding their personality and taking a role on the right line. In short, physical education is a broad-based activity that encompasses all exercises and exercises for games, gymnastics and sports, based on flexible rules that can be changed according to environmental conditions and the characteristics of the participants, aimed at improving the physical health and physical skills of the individual.

What is the Main Purpose of Physical Education and Sports in Schools? It is to help each student reach the highest level of movement capacity by providing the development and tendencies of students through physical activities, that is, movements. The realization of the aims in education depends on the regulation of the conditions within the mental and emotional education of the students. Therefore, physical education and sports are an inseparable part of general education. Today, physical education and sports are accepted as an activity plan that gives mental and physical health to people, who are the main source of new generations.

### **Benefits of Physical Education**

- 1. Support for Health:** Physical Education improves the physical form and skeletal system of the child by participating in activities.
- 2. Active Lifestyle:** The child can be a happy child by participating in Physical Education activities. At the same time, individual responsibility develops.
- 3. Positive Interaction:** Physical Education provides a natural learning environment that supports common and rules-compliant play skills, and children's ability to communicate with each other develops through movement education activities.
- 4. Self-Confidence and Self-Realization:** Physical Education activities instill a sense of self-worth in children.
- 5. Academic Success:** Physical Education adopts the principle of “active body, active brain”.

### **The Purpose of the Physical Education and Sports Lesson Curriculum**

It is to prepare students for the next level of education by developing their self-management skills, social skills and thinking skills along with movement skills, active and healthy life skills, concepts and strategies that they will use throughout their lives.

For this purpose, students who take the Physical Education and Sports course are expected to achieve the following program outcomes:

1. Develops movement skills specific to various physical activities and sports.
2. Uses the concepts and principles of movement in various physical activities and sports.
3. Uses movement strategies and tactics in various physical activities and sports.
4. Explain the concepts and principles of physical activity and sports related to healthy life.
5. He regularly participates in physical activities and sports to be healthy and improve his health.
6. Comprehends our cultural knowledge and values related to physical education and sports.



7. Develops self-management skills through physical education and sports.

8. Develops communication skills, cooperation, fair play, social responsibility, leadership, sensitivity to nature and respect for differences through physical education and sports.

### **FIELD-SPECIFIC SKILLS OF THE PHYSICAL EDUCATION AND SPORTS TEACHING PROGRAM**

The skills aimed at gaining students with the Physical Education and Sports Lesson Curriculum are presented below.

Durability    Quickness    Flexibility    Mobility  
Coordination    Strength    Rhythm

### **MATTERS TO BE CONSIDERED IN THE APPLICATION OF THE PHYSICAL EDUCATION AND SPORTS LESSON TEACHING PROGRAM**

In the implementation of the Physical Education and Sports Lesson Curriculum, teachers should consider the following issues:

1. The basic principles of the curriculum are adapted to the school, taking into account the developmental characteristics of secondary school students.
2. While determining learning-teaching approaches and strategies, care is taken to associate them with other lessons and daily life.
3. Stakeholder roles and responsibilities, possible collaborations are taken into account.
4. The whole learning and teaching process should be guided within the framework of the basic principles on which the Physical Education and Sports Curriculum is based. These principles are presented below:

It is based on learning through physical activities, games and sports.

Cognitive, affective and psychomotor developments of the students were considered as a whole.

In student-centered environments, it allows students to construct their own learning.

It is process oriented.

It has a developmental and spiral structure.

It has a flexible structure.

Themes/topics are a tool to achieve the desired outcomes.

In the education of students, their experiences with their environment and other people are important.

Individual, partner and group studies are presented in a balanced way in learning-teaching environments.

It is important that students feel physically and emotionally safe during the practices.



Innovative, critical and reflective thinking is at the forefront.

Universal and social values are included

It is aimed to develop a gentlemanly game and understanding of struggle.

Freedom was given to the teacher, and opportunities were provided to add his own freedom.

The participation of all students is important

Sensitivity to the environment and nature is important.

It provides a fun learning environment.

The evaluation process is multifaceted.

It gives active and healthy life habits.

## PHYSICAL EDUCATION/ SPORTS COURSE CURRICULUM IN TURKEY AND OVERVIEW OF PHYSICAL EDUCATION AND SPORTS COURSE AT HIGH SCHOOL LEVEL IN TURKEY

Physical education in high schools in Turkey is an elective course. It is 2 hours per week in grade 9, 1 hour per week in grades 10, 11 and 12.

### 9. GRADE PHYSICAL EDUCATION AND SPORTS TOPICS

Learning Space	Sub Learning Area	Number of Gains	Duration/Class Hours	Rate %
<b>MOVEMENT COMPETENCE</b>	MOVEMENT SKILLS	8	22	31
	CONCEPTS, PRINCIPLES, AND RELATED LIFE SKILLS OF MOVEMENT	12	26	36
	MOVEMENT STRATEGIES AND TACTICS	2	4	5
<b>ACTIVE AND HEALTHY LIFE</b>	REGULAR PHYSICAL ACTIVITY	2	3	4
	CONCEPTS, PRINCIPLES, AND RELATED LIFE SKILLS OF PHYSICAL ACTIVITY	6	7	10
	OUR CULTURAL EXPERIENCES AND VALUES	5	5	7
	SPORT AWARENESS AND ORGANIZATIONS	6	5	7
	<b>TOTAL</b>	<b>T</b>	41	72



### 10th GRADE PHYSICAL EDUCATION AND SPORTS TOPICS

Learning Space	Sub Learning Area	Number of Gains	Duration/Class Hours	Rate%
<b>MOVEMENT COMPETENCE</b>	MOVEMENT SKILLS	9	20	28
	CONCEPTS, PRINCIPLES, AND RELATED LIFE SKILLS OF MOVEMENT	11	25	35
	MOVEMENT STRATEGIES AND TACTICS	2	4	5
<b>ACTIVE AND HEALTHY LIFE</b>	REGULAR PHYSICAL ACTIVITY	2	3	4
	CONCEPTS, PRINCIPLES, AND RELATED LIFE SKILLS OF PHYSICAL ACTIVITY	5	8	11
	OUR CULTURAL EXPERIENCES AND VALUES	4	6	8
	SPORT AWARENESS AND ORGANIZATIONS	6	6	9
	<b>TOTAL</b>	39	72	100

### 11th GRADE PHYSICAL EDUCATION AND SPORTS TOPICS

Learning Space	Sub Learning Area	Number of Gains	Duration/Class Hours	Rate%
<b>MOVEMENT COMPETENCE</b>	MOVEMENT SKILLS	4	16	28
	CONCEPTS, PRINCIPLES, AND RELATED LIFE SKILLS OF MOVEMENT	11	24	34
	MOVEMENT STRATEGIES AND TACTICS	2	4	5
<b>ACTIVE AND HEALTHY LIFE</b>	REGULAR PHYSICAL ACTIVITY	1	4	5
	CONCEPTS, PRINCIPLES, AND RELATED LIFE SKILLS OF PHYSICAL ACTIVITY	6	10	14
	OUR CULTURAL EXPERIENCES AND VALUES	7	6	8
	SPORT AWARENESS AND ORGANIZATIONS	2	8	12
	<b>TOTAL</b>	33	72	100

### 12th GRADE PHYSICAL EDUCATION AND SPORTS TOPICS

Learning Space	Sub Learning Area	Number of Gains	Duration/Class Hours	Rate%
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<b>MOVEMENT COMPETENCE</b>	MOVEMENT SKILLS	4	16	23
	CONCEPTS, PRINCIPLES, AND RELATED LIFE SKILLS OF MOVEMENT	11	23	32
	HAREKET STRATEJİLERİ VE TAKTİKLERİ	2	4	5
<b>ACTIVE AND HEALTHY LIFE</b>	REGULAR PHYSICAL ACTIVITY	2	5	7
	CONCEPTS, PRINCIPLES, AND RELATED LIFE SKILLS OF PHYSICAL ACTIVITY	5	10	13
	OUR CULTURAL EXPERIENCES AND VALUES	2	6	9
	SPORT AWARENESS AND ORGANIZATIONS	5	8	11
	<b>TOTAL</b>	31	72	100

## METHODOLOGY

### Different Teaching Approaches in Sports

There are many approaches. This is due to the different ways to try. I DEDUCE these differences from the general to the specific. It is the movement as a whole. Or induction from the particular to the general. It is the creation of the whole by teaching different parts of the skill from the part to the whole, for example, and establishing a link between the parts.

#### INVENTION PATH APPROACH:

##### Students are taught how to think and learn.

- \*To enable students to do activities in line with their needs and interests.
- \* Helps students reach their own goals.
- \*In this approach, students enjoy the lesson because it is interesting and stimulating.
- \*Educators who use the invention path welcome innovations.
- \*The latest techniques and methods ensure that the student is healthy, gaining new experiences and improving the teacher's experiences.

##### Learning to learn is a widely accepted approach today.

- \*Students have the opportunity to do and practice high-level mental activities.
- \*The teacher knows the student, knows their interests and needs.



\*Tries to teach students to think, to be creative, to know themselves and to ask questions.

\* It gives students behaviors such as taking responsibility, leading, self-control and management.

**Whether the target is chosen by the teacher or the student, the student tries to learn by himself regardless of it.**

\* For this, listening, observing, communicating, remembering and repeating, connecting with previous learning, decision making, thinking, problem solving and aesthetic awareness should be developed.

\* Usually flexible. Changes can be made during the lesson. Games and activities can be created by including activities that will enable the development of the student's interests and enthusiasm.

### **Physical education and sport-specific teaching methods**

command instruction

teaching by practice

Collaborative teaching

Self-assessment

Participatory teaching

Directed invention

Problem solving

Individual programming

Student initiation

self-teaching

tactical game approach

Sports training model

Personal and social responsibility

## **FINDINGS**

When the curriculum of the physical education and sports course of the Turkish Education system is examined, the unit "Our Cultural Experiences and Values" stands out. When the content of the unit is examined;

### **Unit gains in 9th grades;**

\*Explains the importance of in-school and out-of-school activities in ceremonies and celebrations.

\*Applies the commands given in ceremonies and celebrations.





\*Departing from Atatürk's words, he explains the importance Atatürk gave to sports and athletes.

\*Explains the types of sports in Turkish history.

\* Recognizes the personalities who contributed to the history of Turkish sports.

#### **Unit gains in 10th grades;**

\* Takes part in in-school and out-of-school activities and ceremonies held in ceremonies and celebrations.

\*Prepares a poster consisting of Atatürk's words about sports.

Recognizes Turkish athletes who have achieved success in the Olympics.

#### **Unit gains in 11th grades;**

\* Participates in events and ceremonies held on certain days and weeks.

\*Prepares a presentation introducing the sports branches that Atatürk was interested in.

#### **Unit gains in 12th grades;**

\* Takes responsibility for in-school and out-of-school activities in ceremonies and celebrations.

\*Explains Atatürk's sports-related decisions and sports policies in the Republican Period.

As can be seen; The subject of "traditional dances", which can be associated with "culture" and "cultural citizenship" with physical education lesson, is not included in the physical education curriculum.

## **SUGGESTIONS**

### **MOTION ELEMENTS**

The "traditional dance" units that will be placed in the physical education curriculum should gradually progress from the lowest grade level to the highest grade level, including the movement elements specified in the table above.

#### **TURKISH FOLK DANCES**

**Hora:** Thrace.

**Zeybek:** Aegean, Southern Marmara, Central and Western Anatolia.

**Teke:** Lakes Region, Western Mediterranean.

**Spoon Games:** Welcome Area: Konya Section, Western Black Sea, Southern Marmara, Eastern Mediterranean.

**Horon:** Central and Eastern Black Sea.



**Halay:** East and Southeast Regions, East of Central Anatolia.

The folk dances mentioned above should be included in the curriculum from the lower grade level to the upper grade level, from easy to difficult.

**Extracurricular Dance Education Activity:** Physical education is among the elective courses in the Turkish education system. Extracurricular traditional dance training opportunities should be created for students who do not take physical education lessons to receive folk dance training and to gain cultural awareness on this issue.

European Folk Dances: "European Folk Dance" is the subject of the traditional folk dance unit so that students can recognize European folk dances such as Tarantella-Italy, Sirtaki-Greece, Flamenco-Spain, Waltz-Austria Krakowiak-Poland, Verbuňk-Czech Republic. should be included. It should be ensured that students reveal the similarities and differences between national folk dances and other European folk dances.

## CULTURAL CITIZENSHIP KNOWLEDGE AND SKILLS IN TURKEY

### INTEGRATION INTO THE MUSIC COURSE CURRICULUM

#### DEFINITIONS AND EXPLANATIONS

##### What is music?

Music, in its most general definition, is the form and meaningful vibrations of sound. In other words, music is an artistic form in which sound and silence are expressed in a certain time period. In order for it to be accepted as a melody in the formation of a sound that includes form and vibration, it is also expected to interact with the emotions in the listener. The definition of the term music can differ significantly when it is considered as dependent on the historical period, region, culture and personal tastes. Especially the very different music movements that emerged in the 20th century contemporary Western music make a common definition very difficult. Beyond that, the local music of different cultures, which more and more people have access to, also increases this definition difficulty. For all these reasons, instead of explaining music with a single definition, it has become widespread that it is explained with more than one definition made from different perspectives (sociological, psychological, acoustic, political and the like). There is a great difference between a sociologist's approach to music and an acoustic physicist's approach, both in definition and methodological terms. All these approaches are researched and evaluated by musicologists and music theorists.

##### The Relationship of Music to Culture

The culture created by people has emerged and developed as a result of social interactions. Since the very beginning of this cultural formation, music has developed with humanity, shaped by society, changed and changed according to needs. Music, as a variable of the culture created by man, has lived



together with many institutions such as politics, religion and economy. Music forms, genres and problems have been shaped by these areas where they live together. Music shaped by the cultural characteristics of the society in which it lives; with politics, which allows and enables its development, and is sometimes more effective than verbal messages; with the religion with which he was born, sometimes thanks to him, sometimes despite him; has become a whole with the economy, where it is more and more intertwined with its speakers, consumers. Every event, wars, prohibitions, rules, welfare, abundance experienced in the historical process have deeply affected all the interconnected organs of the society, thus music.

### **SPECIAL OBJECTIVES OF THE MUSIC LESSON TEACHING PROGRAM IN TURKEY**

Art; It contributes to the individual development of individuals, their ability to express themselves, the development of cooperation and collaboration skills, and their growth as productive individuals. With these features, it should be aimed to reach individuals who produce new works, who are creative and who can express themselves freely, through art education at all levels of education.

Music, one of the branches of art, is an integral part of life. It is an important phenomenon that contributes greatly to the cognitive, affective and psychomotor development of human beings in every period of their life. In addition to the place and importance of individual, social, cultural and economic functions of music in human life, it is emphasized that it has become both an educational tool, an education method and a field of education. In order for a contemporary education to take place, science, art and technique must be considered as a whole. In this context, the field of music education constitutes one of the most important branches of art education with its "sound and auditory" quality.

The Music Lesson Curriculum has an important place in students' love of music by learning by doing and experiencing, ensuring that they take pleasure from music, getting to know themselves and their environment through music education, and creating aesthetic perspectives. With the Music Lesson Curriculum, it is aimed to raise students as individuals who adopt national and spiritual values, respect universal values, know their own music culture and world music cultures, can use music technology, have an aesthetic point of view, and have self-confidence. Therefore; Music Lesson Curriculum; It was handled both in terms of improving the aesthetic sensitivities of students through music (listening, speaking, etc. activities) and in terms of musical education by making music (activities such as singing, improvising, composing, etc.), and both approaches were reflected in the program in a balanced way. The structuring of the program was carried out with the support of information technology in areas related to music such as music theory, composition, performance and social behavior, based on current studies especially in neuroscience and music psychology.

With the Music Lesson Curriculum, students;

Correct and effective vocalization of our National Anthem and other anthems that reinforce our national unity and integrity,

To follow the studies and developments in the field of music,

Developing their self-confidence and creativity by displaying a positive attitude towards music,

Orientation towards musical activities (singing, creative work, research) in line with their interests and abilities,

Developing their musical knowledge, manners, interests, desires and abilities,



Correct use of musical terminology and language,

Having musical perception and knowledge and basic musical reading and writing skills,

Developing their aesthetic feelings by establishing the relationship of music with other branches of art,

Being a conscious listener of music,

Creating a musical repertoire,

Getting to know the music genres and important artists in our country,

It is aimed to have a universal music culture.

### **FIELD-SPECIFIC SKILLS IN THE MUSIC LESSON TEACHING PROGRAM**

Field-specific skills aimed at gaining students with the Music Lesson Curriculum are presented below:

Deciphering skill

Critical thinking

Aesthetic perception

Execution and interpretation

Using music as a language of communication

Participatory musical work (Chorus etc.)

Modal and tonal distinctiveness

Using music terminology correctly and appropriately

Stage and performance skills

Using music technologies

### **MATTERS TO BE CONSIDERED IN APPLICATION OF THE MUSIC LESSON TEACHING PROGRAM**

In the implementation of the program, the achievements and explanations regarding them should be considered as a whole. Limitations and practical tips are included in the explanations of the achievements. It is recommended to develop and use the practical tips and examples in the explanations.

During the implementation of the program, the depth of the topics to be covered and the individual and cultural differences of the students in musical terms should be taken into account.

Music has an important place in the transfer of spiritual, cultural and universal values through art. In this respect, it is important to include studies and activities on the values associated with the learning areas and achievements in the program in the learning process.



In order to determine the readiness and prior knowledge of the students, "Primary Education Music (1-8th Grades) Curriculum" should be examined and preparatory and motivating practices should be included.

Students should be supported to share the products they have created by preparing projects, posters and banners, writing lyrics and composing within the framework of the activities, in appropriate environments, with their families and circles.

The teacher should endear the subjects related to the lesson; It should encourage students to examine biographies of composers and performers, to participate in concert activities and to take part.

Teachers should not depend only on textbooks. Teaching materials (musical notes, music software, information technology tools, audio-visual materials, concerts, presentations, activities, worksheets, projects, etc.) ) must be configured and used. Collaboration should be made with group teachers and teachers of other disciplines while preparing teaching materials.

Folk songs, songs, etc. from students at each grade level. Eight works of art should be vocalized in a balanced way from singing activities.

Recent studies in neuroscience and music psychology have revealed that instrument training improves different functioning regions of the brain. Course, exercise, etc. related to instrument training. The arrangements for the studies should be determined by the decisions taken at the music lesson group meetings. Therefore, although the content related to instrument education is not expected in the textbooks, instrument education should be considered in line with the demands and abilities of the students at every grade level, and appropriate guidance should be given to the students in this direction.

What should be understood from the sequential acquisitions is not the obligation to process the acquisitions in the following weeks, but only by taking into account the priority and sequencing order specified in themselves for effective music education. In addition, the acquisitions can be given again by associating the course with different acquisitions in other course teaching processes.

Learning areas are completely interlocked with each other in terms of their content and can only be separated when necessary. In the teaching of the subjects, different learning areas and achievements that are related to each other should be treated together, taking into account the developmental levels and individual differences of the students. Therefore, gains from all learning areas at the same grade level can be used together in a subject. Gains can be given again by associating them with different gains when necessary. In addition, interdisciplinary associations should be made with other courses at the same grade level in appropriate acquisitions.

## **MUSIC COURSE CURRICULUM IN TURKEY AND OVERVIEW OF MUSIC COURSE AT HIGH SCHOOL LEVEL IN TURKEY**

### **9th Grade Music Lesson Topics**

<b>Learning Areas</b>	<b>Number of Gains</b>	<b>Duration/Class Hours</b>	<b>Ratio(%)</b>
A. Listening – Singing	7	35	49
B. Musical Perception and Information	5	12	17



C. Müziksel Yaratıcılık	4	11	15
D. Müzik Kültürü	9	14	19
<b>Total</b>	<b>25</b>	<b>72</b>	<b>100</b>

### 10th Grade Music Lesson Topics

Learning Areas	Number of Gains	Duration/Class Hours	Ratio(%)
A. Listening – Singing	8	37	51
B. Musical Perception and Information	5	11	15
C. Musical Creativity	3	10	15
D. Music Culture	6	14	19
<b>Total</b>	<b>22</b>	<b>72</b>	<b>100</b>

### 11th Grade Music Lesson Topics

Learning Areas	Number of Gains	Duration/Class Hours	Ratio(%)
A. Listening – Singing	7	35	48
B. Musical Perception and Information	5	9	13
C. Musical Creativity	4	8	11
D. Music Culture	8	20	28
<b>Total</b>	<b>24</b>	<b>72</b>	<b>100</b>

### 12th Grade Music Lesson Topics

Learning Areas	Number of Gains	Duration/Class Hours	Ratio(%)
A. Listening – Singing	5	36	50
B. Musical Perception and Information	3	10	14



C. Musical Creativity	3	8	11
D. Music Culture	10	18	25
<b>Total</b>	21	72	100

## METODOLOGY

### Main Approach Used in Music Teaching

#### KODALY TEACHING METHOD

This learning method, developed by Hungarian Composer Zoltan Kodaly (1882-1967), is a method that combines music and dance and tries to ensure active participation in the lesson. Kodaly mentions that children love to play and that dance is a kind of game for the child. Often the songs are gamified. In this method, the repertoire; Although it is chosen from traditional folk songs, the order of instruction is carefully followed. Children learn through active methods such as singing, clapping, and dancing.

The Kodaly method has developed an education system that advocates the following views:

1. According to Kodaly, every person can have knowledge about music as well as language. For children, being able to read and write music is as natural as being able to read and write in their mother tongue. Kodaly argues that music is one of the main themes that should be studied in academic subjects. Today, rhythm patterns in music can be used as keys in reading teaching.
2. Singing, which is a natural teaching, is the basis of the teaching of musicianship. The method of singing is accessible to everyone and can be internalized immediately. Song materials should consist of folk songs belonging to the child's own culture.
3. The most influential musician is the one who started the earliest.
4. Children should always listen to high quality music, starting from folk songs to art music. Aesthetic sensitivity can be achieved with the development of awareness. No one is born with a good choice of art.

Kodaly arranged its systematic method according to the natural developmental status of children. As children grow, they will add songs with more complex rhythms and wider vocal ranges to their song repertoire. Developing musical memory and inner sense is another vital element in the Kodaly method. Children cannot start playing an instrument without going through the basic exercises of Kodaly.

#### DALCROZE LEARNING METHOD

Just as the activity of singing is identified with Kodaly, the natural rhythmic movements in the human body and teaching are identified with Dalcroze. Emile Jacques-Dalcroze (1865-1950) presented a method based on movement in music teaching. In this method, it is argued that movement and body



rhythm will have a very powerful effect in music education as well as in dance and therapy. The harmony between mind and body is demonstrated by improvisation and body movements.

Movement is essential in the method. Children have the opportunity to express the music they hear in their own way. The most important feature of this method; is to enable children to reveal their ability to move on their own.

The principles of the Dalcroze method are listed as follows:

1. Rhythm is the main element in music.
2. Rhythm is movement. All rhythms in music are rooted in the natural rhythms of the human body, and this can be experienced by moving.
3. Our body is our first instrument. We can't play the music without feeling the motion. In the movement learning method developed by Dalcroze, the movement repertoire was arranged by being influenced by the movement patterns on earth and in space. Exercise movements are shaped by natural bodily responses to musical changes. In addition, the preparatory movements before starting the exercise are as important as the exercise.

The Dalcroze method takes place in three stages:

1. Rhythmic movement
2. Solfeggio reading practice (Internal sense and memory are very important here.)
3. Improvisation (In addition to singing, speaking and playing instruments with the movement, children want to make variations in their own way other than what is written in the notes.)

Dalcroze says that musicianship is integrated with inner sensation, muscular reactions and creative expression. Listening to kinesthetic sensitivity is one of the most powerful ways to learn.

#### SUZUKI TEACHING METHOD

The Suzuki learning method is based on training the human ear from infancy. Dr. It was developed by Shinichi Suzuki (1898-1998). Dr. Suzuki used this method for gifted children and II. He developed it during his studies of young people traumatized during World War II. The Suzuki method is based on the concept of mother tongue. Every child is born with their own language internalized and they begin to master this language after birth. Suzuki connects this idea with music as follows: Talent is a myth; Talent is not a gift, it is something that can be earned and developed over time. And with this, the concepts of "ability development" and "talent education" emerged.

Composing in the Suzuki method is shaped by listening and experience, not by the note written on the paper. The parts are revealed by analogy. According to Suzuki, teaching to read notes without teaching music is like teaching writing without teaching speaking.

The main principles of the Suzuki method are:

1. Music education begins with birth. Children should spend their days listening to the highest level of music and art music from their own culture played around them.





2. Students should start playing instruments in the preschool period. They begin to learn music by imitating the teacher and listening to the songs on the recording. Making music is playing. Children at the beginning stage first learn children's songs. Their own ears are children's best teachers.
3. The Suzuki method begins with life experiences and then returns to it. Familiarity with experience is used in the teaching of musical principles.
4. One of the most important principles of the Suzuki method is that musical notation should never be taught before learning to play (unless it is too late).
5. Talent breeds talent. Each Suzuki part builds on the structure of the previous one. This method takes the child towards expertise in small steps.
6. Constant repetition is the key to expertise.
7. The Suzuki method focuses on children's comfort and self-confidence, not what they produce in music. Learning the parts should not be accomplished by criticism and pressure.
8. This method is a family method. The family becomes the home teacher. Parents attend all classes and take notes on the lesson topic and instructions. Families can be musicians too, if they aren't already. In the Suzuki method, there is no such thing as too early or too late to learn. Parents work together with their children at home. The teacher-student-family is the triangle of the Suzuki method.
9. The Suzuki program is a group experience. Children work first with their teachers and then with other students.

#### ORFF-SCHULWERK TEACHING METHOD

The Orff-Schulwerk method was developed by the German composer Carl Orff (1895-1982). Carl Orff did not initially seek to develop current therapeutic approaches, his initial dream was to effectively integrate theater with music and dance. The dance and gymnastics educator, Dorothea Gunther, with whom she worked on this subject, eventually led her towards Schulwerk work, that is, school work. Orff has observed children's experiences of music, movement, and singing (especially while playing). And he described the natural method of making music as "Elementary". According to Orff, children should consider music as a natural experience integrated with speech, movement and song. The Orff method begins with man and his method of creation. According to him, rhythm is the center of music and the child should first develop his sense of rhythm in his first years. Improvisation, creativity has an important place in Orff's teaching. The rhythm is based on the body and body movements are used. All kinds of drums were given importance. According to him: "Instruments allow improvisation and creativity".

The characteristic of Orff's teaching is that it allows the individual to move freely, improvise, and express himself through music. Orff instruments are completely designed as Orff instruments and do not belong to a single culture in the world. However, the form was inspired by African, Southeast Asian and Indonesian instruments. Orff instruments are designed in such a way that children can adapt to the timbre of cymbals, drums, xylophones, metal instruments, strings and other folk instruments. Steel triangle, castanets, cymbals, tambourines, maracas, timpani, xylophone, metallophone and rhythm sticks are used as Orff instruments.

Percussion melodies with wood keys and metal keys have been rearranged according to the tampere system and their sound fields have been determined. Sound colors are different from other



instruments and have an important place in music teaching due to the difference in playing technique. These instruments play a role in the development of their creativity, as they have the ease of playing even 4 - 5 year old children (according to the child's ability), try to find the melody they know in the instrument, attract attention to the timbres.

Initially, the musical elements used in the Orff method are:

1. Pentatonic (five vowels) style.
2. Ostinato model and development of motives.
3. Simple forms such as canon and rondo.
4. Children's materials / excerpts from their own culture.
5. Creative drama, poetry and story literature to develop musical play order, according to children's levels

In general, the method can be expressed as:

It is an experiential method based on rhythm and improvisation, and it is based on rhythms that children find natural with movements such as jumping, jumping, running and swinging. Using their creativity in songs, they dance with improvised body movements. Thus, it was observed that their self-confidence increased. The most important feature of this method is that it attracts the attention of children. Children engage in creative activities by playing, moving, singing.

#### MONTESSORI TEACHING METHOD

The Montessori method was developed by Italian Dr. It is a method based on individual education developed by Maria Montessori (1870-1952). According to Montessori thought, education does not take place with the knowledge given by the teacher, education and learning is a natural process in which people can be obtained through completely random experiences. Dr. Maria Montessori was trained in psychiatry, education and anthropology. She is the first woman to receive the title of doctor in Italy. According to the education view he acquired after his studies on children, every child has a unique potential that is expected to be revealed, and as this potential is revealed, the child becomes happy and can reach the most productive state in the society.

The main features of the Montessori method are listed as follows:

- The coexistence of adults and children develops social awareness and self-confidence in children.
- Children correct their own mistakes instead of the warnings of their teachers.
- Individual learning takes place in the environment. Each child grows at a different step, this supports his development.
- Emphasis is placed on concrete learning rather than abstract. Children learn concepts by experiencing them in real life.
- All materials in Montessori classrooms are available to children. Tables and chairs are small enough for children to use, pictures on the wall are at eye level of children. Since the materials in Montessori classrooms are in the cabinets that children can reach, the child is allowed to choose the material they want.



- Children work with the pleasure of having fun and the desire to research. Children are natural leaders and are happy to take on new assignments. Their interests are focused on the job itself.
- Montessori education gives children a natural sense of responsibility.
- The environment is prepared for children.
- Children are motivated by their own developmental needs, not by the teacher.
- The child definitely gains his experiences by doing it himself.
- The child sensitizes his senses as a result of the properties of the materials and learns to use them.
- It is important to provide freedom of choice in the child's work.
- Real life relationships are established. The environment is prepared in accordance with the cultural environment in which the child lives.
- Attention is paid to the attractiveness of the material (cleanliness, integrity, color harmony).

In the Montessori method, games are activities that are structured by the teacher or children, have rules and are played as a group. It is thought that one of the most basic needs of the child is movement. Therefore, the movement needs of children can be met naturally during play activities. In music education, sound listening and discrimination exercises, singing, rhythm exercises, creative movement and dance, movement with music, creating musical stories and various auditory perception activities are carried out.

In music, emphasis is also placed on note reading. In Montessori's view, a child who learns to read can easily learn to read notes. Various didactic materials and systems have been arranged for this reading to be learned. For example, black stave lines are drawn on a green wooden board; then the lines are cut with dimension lines and circles are made on the lines in each section. And the names of the notes are written on these circles. Sometimes discs on which note names are written are prepared and placed on the lines. Another different teaching made with discs is that which aims to read musical notes from the sounds they make when the discs are inserted into the lines.

## FINDINGS

Music lessons at high school level are among the elective courses in the Turkish Education System. While some of the school students benefit from music lessons, the other part does not.

The elective music lesson is 2 hours a week in 9th grades and 1 hour in 10th, 11th and 12th grades. Therefore, the number of weekly course hours is insufficient in order to improve the musical skills of the students.

When the music lesson curriculum is examined, it is seen that Turkish music (Turkish classical music, Turkish folk music, etc.) and traditional Turkish instruments are included in the unit topics. The cultural music of European countries is not sufficiently included in the content of Western music.



## SUGGESTIONS

Music lessons, which can provide versatile development in students, should be among the compulsory courses. The number of weekly course hours should be increased to 4-6 hours.

The content of western music should be enriched in order to increase the knowledge and skills of students about the music of other European countries as well as the music of their own cultures. Students should be made aware of the differences and similarities between their own cultural musical items and instruments and the musical culture and traditional instruments of other European countries.

At the end of the academic year, end-of-year activities (concerts, concerts, etc.) should be organized in order to showcase and share what students have learned and to make learning enjoyable.

## CULTURAL CITIZENSHIP KNOWLEDGE AND SKILLS IN TURKEY INTEGRATION INTO THE LITERATURE COURSE CURRICULUM

### DEFINITIONS AND EXPLANATIONS

Literature is the expression of one's feelings and thoughts in written or verbal form, using a unique language, within the framework of aesthetic rules.

Since literature has a method, it is also a science. Literature is a science because it does the steps that a science should do: -understanding, -interpretation, -evaluation, -comparison with similar ones, -placement.

The aim of literature is aesthetics and beauty. There are two main features that make literature literature:

#### 1) Language-style

#### 2) Aesthetic-beauty.

Both of these features are variable depending on the reader and the author. Literature is a tool to express our feelings and thoughts to others. In literature, how the content is expressed is more important than the content. Literature examines the artist, science and the period in which he lived and his place in the genre.

Culture is all the material and spiritual values that form the social kinship bond between the members of the Nation (such as language, history, religion, customs, legal system, music, fine arts, economy, moral understanding and worldview) and these values constitute the main elements of culture. While these connect the members of that nation to each other, they separate them from other nations; It plays a unifying role inside and separating against the outside.



**Relationship between Culture and Literature:** Every person grows up in a cultural atmosphere. They are literary works that transmit and influence culture. Literary works are created by language. Literary works serve the life of language. This language also creates the human self and identity. While expressing his identity and self, the person living this process uses language, creates literature with it and creates a cultural atmosphere.

## **LITERATURE COURSE CURRICULUM IN TURKEY AND OVERVIEW OF LITERATURE COURSE AT HIGH SCHOOL LEVEL IN TURKEY**

### **Purpose and Application of Literature Lesson:**

Turkish Language and Literature courses are oriented towards language-related goals in terms of the subjects they cover. In line with these goals, it is a goal to carry out language and literature teaching without being isolated from each other. Our most important goal is to learn the basic rules of our language and raise individuals who use it well. Because language is the most important factor in gaining and preserving the "nation" identity of a human community. Acquisitions to be achieved in line with these objectives constitute the first step towards an increase in overall success, as they will increase understanding and comprehension along with success in the field.

While teaching literature, develops our tastes and culture, it enables the student to reach maturity in his mother tongue, to reach the subtleties of the language, to diversify his thoughts and to be constructive. In the Turkish Language and Literature course, literary genres are taught through outstanding examples in our literature. It is aimed to give literary knowledge based on the texts, to make our students understand the subjects by avoiding memorization, and to love literature by applying methods that improve their skills. While the Turkish Language and Literature course aims to make students understand what they listen to and read with subtlety and depth, it brings them to pay attention to the pronunciation and aesthetic appearance of Turkish in both oral and written language. Our students are taught the distinguished works of Turkish and World Literature, and the cultural aspect of literature is introduced to them, and by making use of these cultures, it is aimed to develop our students in terms of aesthetics.

The main objectives of the Turkish Language and Literature course are to develop the language awareness of the students, to make them comprehend the fact that 'other languages can be used successfully as long as they have knowledge of their own language', to develop their general literature culture, to enable them to reach maturity in their mother tongue, to realize the subtleties of the language and to use this gracefully in written and oral expressions. to enable them to express themselves, to show them the way to learn to think distinctively, to enable them to convey their feelings and thoughts in the best way, to make them understand that loving life and people can be developed with the pleasure and habit of reading.

### **Topics of Literature Lesson in Turkey:**

#### **9th Grade Literature Topics**

**Unit 1:** Introduction

**Unit 2:** Story

**Unit 3:** Poetry



**Unit 4:** Fairy Tale / Fable

**Unit 5:** Novel

**Unit 6:** Theater

**Unit 7:** Biography – Autobiography

**Unit 8:** Letter – E-Mail

**Unit 9:** Diary – Blog

## **10th Grade Turkish Language and Literature 1st Term Topics**

### **Unit 1: Introduction**

- Literature-History Relationship
- Literature-Religion Relationship
- Alphabets Used by Turks
- Writing rules
- Punctuation Marks

### **Unit 2: Story**

- Folktale
- Dede Korkut Stories
- Mathnawi
- What is the Story?
- Story Types
- Verbals

### **Unit 3: Poetry**

- Turkish Literature Before the Adoption of Islam
- What is a Run?
- What is Sagu?
- What is the Argument?
- Transition Period Artifacts and Characteristics
- What is Divine?
- What is Breath?



- What is Running?
- Mania
- Folk song
- Gazelle
- Kasida
- Song

#### **Unit 4: Epic / Legend**

- What is Epic?
- Types of epics
- Epic Examples
- What is Myth?
- Legend Examples
- World Epics
- Epic in Turkish Literature Before the Adoption of Islam
- Epics of the Period After the Adoption of Islam
- Epics of Making Turkish in the Period 1923-1980
- Adjective Phrases

#### **10th Grade Turkish Language and Literature 2nd Term Topics**

##### **Unit 5: Novel**

- What is a Novel?
- Novel in World Literature
- The Novel in Turkish Literature of the Tanzimat Period
- Novel in the Period of Serveti Fünun
- Novel in the National Literature Period
- Sentence Types

##### **Unit 6: Theater**

- What is Theater?
- Traditional Turkish Theater



- Modern Turkish Theater

### **Unit 7: Memoir**

- What is a Memoir?
- Memoir in Turkish Literature of the Serveti Fünun Period
- Memoir in Turkish Literature of the Republican Period

### **Unit 8: News Text**

- What is a News Article?
- Current Newspaper and Magazine News
- Network News

### **Unit 9: Travel Writing**

- What is Travel Writing?
- Travel Writing in Divan Literature
- Travel Writing in Republican Literature

## **11th Grade Turkish Literature 1st Term Topics**

### **Unit 1: Introduction**

- Literature-Society Relationship
- The Relationship of Literature with Art Movements
- Writing rules
- Punctuation Marks

### **Unit 2: Story**

- What is the Story?
- Story in the Republican Period (between 1923 and 1940)
- The elements of the sentence

### **Unit 3: Poetry**

- What is Poetry?
- Tanzimat Period Poetry
- Servetifünun Poetry
- Poetry Based on Pure Poetry





- Poetry in the National Literature Period
- Poetry in Turkish World Literature

#### **Unit 4: Article**

- What is an Article?
- Scientific article
- Literary Article

#### **11th Grade Turkish Literature 2nd Term Topics**

#### **Unit 5: Conversation and Anecdote**

- What is Chat (Conversation)?
- What is an Anecdote (Corner)?
- Conversation in the Pre-Republican and Republican Era
- Anecdote in the Pre-Republican and Republican Era

#### **Unit 6: Novel**

- What is a Novel?
- Republican Era Novel
- Novel in World Literature
- Speech Disorder

#### **Unit 7: Theater**

- What is Theater?
- Theater in the Republican Era
- Theater in World Literature

#### **Unit 8: Criticism**

- What is Criticism?
- Criticism in the Republican Era
- Criticism in the Pre-Republican Period

#### **Unit 9: Interview/Interview**

- What is an Interview?
- What is an Interview?



- Interview in the Pre-Republican Period
- Interview in the Republican Era

## **12th Grade Literature 1st Term Topics**

### **Unit 1: Introduction**

- Literature-Philosophy Relationship
- Literature-Psychology Relationship
- Reasons Affecting the Change of Language in the Historical Process
- Important Dictionaries of Turkish from Early Examples to the Present
- Writing rules
- Punctuation Marks

### **Unit 2: Story**

- The Story in the Post-1960 Republic Period
- Small (Minimal) Story
- Meaning in Word

### **Unit 3: Poetry**

- The Conception of Pure Poetry in the Republican Period
- The Understanding of Poetry Reflecting the Socialist Tendencies of the Republican Period
- Poetry Reflecting National Literature Understanding
- Poetry Representing the Strange Current
- Second New Poem
- Poetry Emphasizing Religious Values, Sensitivity to Tradition and Metaphysical Understanding
- Poetry Emphasizing Post-1960 Socialist Tendencies
- Turkish Poetry After 1980
- Post-Republican Folk Poetry

## **12th Grade Literature 2nd Term Topics**

### **Unit 4: Novel**

- Republican Period Turkish Literature (Between 1923-1950) Turkish Novel
- Turkish Literature in the Republican Period (Between 1950-1980) Turkish Novel



- Novel in Turkish Literature After 1980
- Novel in Turkish World Literature
- Novel in World Literature
- Meaning in a Paragraph

#### **Unit 5: Theater**

- Turkish Theater After 1950

#### **Unit 6: Trial**

- What is a Trial?
- Essay in World Literature
- Trial in the Republican Period (Between 1923-1960)
- Trial in the Republican Period (After 1960)
- What is a Speech?
- Discourse in the Republican Era
- Discourse in Turkish Literature Before the Adoption of Islam
- Discourse in Turkish Literature Developed Under the Influence of Islam

#### **METODOLOGY**

##### **(Aims and Method, Technical and Sample Applications for These Purposes)**

Method in Education: The word "method" is taken from the Latin "meyhodos / methodus"; It is the way, method, system etc. that is followed and followed to achieve a goal. However, if we make a description in terms of "Turkish Literature" in terms of our subject, the method is; It is the path followed according to a plan in the teaching of "Turkish Literature", and it means introduction, a system for a certain goal (Heuer, 1979, 115).

Literature education is one of the important central points of contemporary education. Because literature education is an important field of education that contributes to individual development in terms of features such as improving oneself, establishing good relations with others, expressing himself to others, and ensuring that he lives in peace with himself and his environment.

In this context, it is possible to list the aims of literature education and the methods and techniques to be applied in realizing these goals.

**1. Developing Students' Perspectives:** It should be mandatory for students to "gain an aesthetic point of view and develop these perspectives", which is expressed here. Based on this sentence, literature as a branch of fine arts should shape the aesthetic feelings of students in terms of the aesthetic value it carries; It should bring aesthetic criteria that can direct one's feelings, thoughts and dreams, in other words, aesthetic appreciation and refined taste.



a. After reading Reşat Nuri Güntekin's novel "Çalığışu" by making use of the inter-genre comparison technique; movie, theater and ballet screenings are watched.

**2.** To students; Providing Gains in terms of Knowledge, Emotion-Thought and Imagination: In this regard, we need to enrich the students in terms of emotions, thoughts and imagination, to make the students' way of making sense of their world, to make their way of perceiving life multi-option, and to reveal gains that will open windows for them to evaluate the world in different ways. This means that literature is an endless library that must exist for people.

a. Reşat Nuri Güntekin's Acımak and Victor Hugo's Les Miserables are read, and these works are turned into theater as a different genre. At this stage, differences between species are revealed by making comparisons between species. Students are given roles to perform theatrical works. Thus, by applying the gamification (drama) method, students are provided to experience empathic processes with the people they play.

**3.** Developing Students' Creative Powers and Problem Solving Skills through Literature Education Literature; It is the work of revealing and creating something new based on the existing one. Whether it is narrative-based texts (novels, stories, fairy tales, etc.), information-based texts (articles, essays, anecdotes, etc.), or emotional-lyrical texts (poetry), it is entirely by his creative power that he creates new ideas. reveals something. In literature education, students' emotions, thoughts and imagination worlds should be enriched in line with aesthetic criteria, based on texts, and necessary applications should be made so that students can produce similar products. Literary texts should be a model for students. Students should be able to produce similar products by imitating the models in front of them and create original works over time.

a. Using the storytelling method, students are asked to write a story about the "Çanakkale Wars" or "Atatürk's Exit to Samsun" that they learned from the history lesson. Thus, students will carry historical figures to a "fictional world" in proportion to the richness of their imaginary worlds and will create a new product based on the existing one.

**4.** Ensuring the Enrichment of the Emotional and Spiritual Intelligence of the Students This means that it will be necessary to put forward activities that will enable the students to be individuals who can think and in this context, the development of their emotional and spiritual intelligence. The difference of literature from science is that it appeals not only to the head, but more to the heart (heart), and conveys emotions from person to person. The literary works we read awaken in us some longings, dreams, passions and loves. It raises our level of consciousness (Kavcar, 1999, 5). There is an emotional flow from literary works to the reader. Feelings such as compassion, love, tolerance and goodness are indispensable in literature, the subject of which is human. Literature education should bring such human feelings to students as a value and contribute to the development of their emotional intelligence. For this, too;

a. Leo Buscaglia's essay book "Love" or Yunus Emre's "Let's get acquainted" within the framework of the "I Read-Think-Write" activity.

Let's make it easy

let's love be loved

The world is left to no one



This world does not belong to anyone (Guzel, 2005). Based on these works, they are asked to write an essay on "love" with the technique of creating a similar one. Thus, while the importance and beauty of "love" is explained to the students, it is also tried to make them comprehend the essay type.

**5. Helping Students Develop Personalities** Every educator should help students' personality development and give them humane qualities; thus, it is obliged to apply all kinds of scientific data in its power to ensure that they live in peace with themselves and their environment. Today, the most used term in education is "personality".

**a.** In this context, after reading selected works from Turkish and world classics, asking questions, analysis-synthesis, brainstorming, case studies, gamification (drama) etc. Various examples of hearing, thinking and acting are given by making use of the methods and contribute to the personality development of the students.

**6. Ensuring the Adaptation of Students to the Society** Each educator; In order to enable students to adapt to the society they live in, they should help them grow up as conscious citizens who can exercise their democratic rights and respect personal rights.

**a.** The discussion method is applied. In this context, students are divided into small groups. Students asked, "Who is a conscious citizen? What are individual rights and freedoms? What does it mean to respect the rights of others?" A discussion environment is created in which they can answer questions such as; thus, students learn the characteristics of citizens who can exercise their democratic rights consciously and respect their rights and act accordingly.

**7. Bringing Cultural Values to Students** The relationship between literature and culture is multidimensional. Literature embodies the cultural values of a nation. It is the carrier of culture. As a result of the examination and re-interpretation of literary texts, students will naturally learn cultural values. In addition, while cultural values are transferred from generation to generation through literary products, literary education will also provide cultural awareness to students who will ensure the continuity of cultural values.

**a.** While the "Köroğlu Epic", which is one of the folk literature products, is processed by making use of the inter-genre comparison technique, the poem "Köroğlu Türküsü" by Hasan İzzettin Dinamo, who poetized this epic, is emphasized. Thus, the students feel the "encouraged" state of the sense of "valor and valor", which is prominent in the epic, in poetry. In addition, within the framework of the gamification (drama) method, the "Köroğlu Epic" is played by the students or, as another activity, the "Köroğlu" movie in which Cüneyt Arkin plays the leading role, which tells the "Köroğlu Epic", is shown to the students. The folk song sung by "Köroğlu" to "Bolu Bey" in the movie is sung in chorus in the classroom, thus making the activity even more entertaining.

**8. Developing the Level of National Consciousness** Developing the level of national consciousness of students, ensuring that they are brought up in line with Atatürk's principles and reforms, and informing them in the trilogy of motherland-nation-flag should be among the most important duties.

**a.** Using questioning and analysis methods, Faruk Nafiz Çamlıbel's poems "Art", "Bizim Memleket" and "Atatürk'e" are emphasized; Poems are evaluated in terms of emotion, thought and imagination. By using the show-and-make method, students are provided to write similar poems on topics such as Atatürk, Kemalism, and patriotism. Thus, the patriotism of the students and the love of Atatürk are reinforced.



9. Literary Education Should Reinforce History Awareness In order to explain this historical consciousness in literature education, we want to transform the subject from abstract to concrete by giving two examples. First of all, it is possible to interpret Fuzuli's characters in Leylâ and Mecnun as Anatolia and Mehmetçik, which is seen in the reflection of the novels in the National Struggle. Here, the will to save Anatolia from enemy occupation is Majnun, in Anatolia it is Leyla.

a. Bulbul in Mehmet Akif was written on the occupation of Bursa. Gül in Âkif is Anadolu and Bülbül is Mehmetçik. Now, let's try to present these two stories in the context of 'raising people's awareness of history in literature education':

You have a wife, you have a vaccine, you have a spring that you would wait;

What was the apocalypse, what would you say, o nightingale?

In M. Akif's poem "Bülbül", just like Leyla and Majnun, both the rose and the nightingale get rid of the meaning we know. Rose is now the war fought in Anatolia and Anatolia, and the bloody boots that surrounded Asia Minor from all four sides are thrown out of the thousand-year-old Turkish lands. The rose is the call to prayer and the Qur'an chanted by Hafiz and duahans with beautiful voices in mosques. So much so that the rose is that the Friday prayer is obligatory for the Turkish Nation again. The rose is a crescent-star flag hoisted. Rose is Bursa, Rose is Istanbul, Rose is İzmir. In short, the rose is all Anatolia. So, who is "The Nightingale"? Bulbul is Mehmetcik first. Then she is Ayşe in Halide Edip's novel Ateşten Shirt. He is Tosun Bey in the novel Vurun Kahpeye by the same author. Bülbül is Feride in Reşat Nuri Güntekin's Çalıkuşu, and Kamil Bey in Kemal Tahir's Captive People. The rose is Ahmet Cemil in Yakup Kadri's Wild, and Mevrure in Peyâmi Safa's So-called Girls.

10. Comparison of Universal Values Enabling students to adopt universal values and giving them a love of humanity should be among the most important goals of the new curriculum. In this sentence, students should be given the common heritage of humanity as well as national values, and values of different cultures that have achieved universality should be given as examples. In this direction, the masterpieces of all world literatures should be taught, these works should be evaluated in terms of universality and compared with the masterpieces of Turkish literature based on the discipline of comparative literature. Thus, through literature education, universal values should be clearly brought to students; they should be helped to love people, nature and life.

a. A "comparative literature study" is done by reading passages from Aesop's Tales, Masnavi and La Fontaine's Tales; By applying analysis and synthesis methods, students are provided to find and talk about the universal values in these works. Thus, while students adopt universal values, their love for humanity also increases.

Thus, "literary education" fulfills an important function in achieving the "Aims of Turkish National Education", which is expressed in the National Education Basic Law No. 1739.

(Extracts from Abdurrahman GÜZEL's articles.)

## FINDINGS

The cultural relations that started with Europe in the 19th century brought about rapprochement. This rapprochement; It also created a favorable environment for literary studies. Today, developments in means of transportation (air, land, sea); The development of communication tools (internet, books, newspapers, magazines, TV) has created a favorable environment for comparative literature. However, comparative literature; It is not taught as a course in the Turkish education system.



## SUGGESTIONS

In the light of the above determinations, the comparative literature course to be taught as an elective course at the high school level will be an important step in the cultural citizenship journey.

**“Comparative literature;** It is a methodical art that aims to bring literature closer to other fields of expression and knowledge, or events that are far or close to each other in time and space, and literary texts, by investigating the ties of analogy, kinship and interaction. As long as these literary texts belong to many languages or cultures; belong to the same tradition so that they can better define, understand and enjoy them.”

### **The aim of lesson:**

Turkish literature meets Western literature after the proclamation of the Tanzimat. Translations are made from Western literature. Especially stories-novels and Western-style poems are started to be written. Literary movements that emerged in the West are followed. It is tried to write works in accordance with these movements. In this course, it should be aimed to examine in detail the relationship established between Turkish literature and Western literature after the Tanzimat.

### **Course Content:**

Turkish literature, in the Tanzimat era, largely takes Western literature as an example. It gradually acquires a Western identity. Translations are made from Western literature. The first copyrighted works are given in newly learned literary genres. In this course, the relationship between Turkish literature and Western literature that started in the 19th century is examined in detail.

Examples of the first copyrighted works in literary genres (especially story-novel and Western poetry) learned from the West in the 19th century and a detailed examination of these examples

### **Course Learning Outcomes**

- 1** To be able to comprehend the interactions in the plot of the works of the important artists of Turkish and World literature.
- 2** Being a literature researcher, being able to develop ties with other literatures other than Turkish literature.
- 3** To be able to comprehend the universal themes and messages in literature, to be able to analyze, research and comprehend the ties of literature with history, politics and philosophy and other disciplines.
- 4** Being aware of trends and trends in world literature, interpreting their effects on Turkish literature.
- 5** To be able to evaluate the place of Turkish literature in world literature correctly.
- 6** To be able to identify and compare the dimensions of literate, state-society and religion-society relations in Eastern and Western literatures.
- 7** To be able to compare linguistic material (images, metaphors and literary arts) in written literary products of Eastern and Western literatures.



The function of the teacher in comparative literature; to examine the literature curriculum in terms of subject, thought or form when applying it; to identify the common, similar and different aspects and to make comments on the reasons for this difference.”

Therefore, it is possible to organize a comparative literature study under three main headings:

- a. Topic Comparison: 1. Partnerships 2. Similarities 3. Differences
- b. Comparison in Thinking: 1. Commonalities 2. Similarities 3. Differences
- c. Comparison in Form: 1. Commonalities 2. Similarities 3. Differences

## COMPARISON OF LITERATURE SUBJECTS

### STORY

Boccaccio (1313-1375) wrote the work "Decameron", which is considered the first short story in Italian literature. He is recognized as a leading author of the short story genre. In his stories, instead of religious issues, he gave place to human problems, various situations of people: different dimensions such as passion, anger, joy, evil.

Apart from these, Ariosto (1474-1533) and Tasso (1544-1595) are two important names in epic genre. Although they took their subjects from the Middle Ages, they adhered to the classical rules in terms of functioning, form and technique and took Greek and Latin literatures as an example. Ariosto's *The Mad Orlando* and Tasso's *The Resurrected Jerusalem* are famous.

As in world literature, the history of the story in Turkish literature goes back to ancient times. Genres such as epic, fairy tale and folk tale show that there is a deep-rooted past in Turkish literature. The similarities between *Dede Korkut Stories* and Homer epics are told.

### POEM

The biggest share in the formation of Italian literature belongs to Dante. Dante is one of the important poets not only of Italian literature but also of world literature. Dante's contribution to the formation of humanism cannot be ignored. Humanism spread from Italy to other societies.

Dante is one of the artists who prepared the "Renaissance". He became famous as one of Italy's leading love poets. Afterwards, he begins intensive philosophical studies; He continues to write poems on philosophical subjects. He lived until the age of thirty-five without worrying about sin. He obeyed his call and returned to a mystical life. After that, he wrote the "Divine Comedy" that brought him his real fame. In these poems of fourteen thousand verses with the original title of "La Divina comedia", "One night, he tells his journey to Jerusalem suddenly and then to hell, purgatory, and the throne of heaven.

In ancient times, the source of poetry appears as religious ceremonies. It is known that poetry was sung in vintage ceremonies in ancient Greece.

Old Turkish poetry is also based on oral culture. These poems, which are expressed as *köşk*, epic, sago, were sung by people called "shaman, kam, pressure, bard" in ceremonies such as *yuğ*, feast, cattle, and toy.





In the period of Serveti Fünun, genres such as sonnet, terza-rima and triole, taken from Italian literature, were introduced to Turkish literature by Tevfik Fikret and Yahya Kemal.

## **THEATRE**

The theater, which means "the place where the audience sits" in ancient Greek, "The art of animating a story in a place reserved as a stage, with the words and actions of the actors." is defined as. The theater genre emerged from the religious ceremonies (festivals held in the name of Dionysus, the god of fertility) of the Greeks in the 6th century BC.

Rome contented itself with imitating Greek theater rather than making a specific contribution to the theatre. The person who introduced the Greek theater to Rome by translating a Greek play into Latin was the Greek Livius Andronicus. Naevius, the first Roman playwright, is also the founder of the genre called fabula palliata.

The theater genre in the western sense entered Turkish literature in the Tanzimat Period. Until the Tanzimat, genres such as Karagöz, puppetry, middle play and meddah stories, village theatrical plays took the place of theater in Turkish literature. Şinasi's work "Poet Marriage" is considered the first example of theater in our literature in the Western sense.

Shadow play in Turkish literature. Dr. According to Metin And's research, shadow play technique was brought to Istanbul from Egypt in the 16th century, developed around local types and themes in this city, and became an important element of folk entertainment in the 17th century. Having completed its development in Istanbul, Karagöz first spread to nearby cities and then to Anatolia and Rumelia. In the Ottoman Empire, which had a multi-national, multilingual, multi-cultural and multi-religious social structure, Greeks, Armenians and Jews were influenced by Karagöz, as were other elements of folk culture, and they were even assigned a role as depiction/type in many plays. Among the Greeks of Istanbul, the art of Karagöz was adopted as Karagiozis. In some plays, the types and themes were adapted to the Greek culture.

## **CULTURAL CITIZENSHIP KNOWLEDGE AND SKILLS IN TURKEY INTEGRATION INTO THE ENGLISH COURSE CURRICULUM**

### **DEFINITIONS AND EXPLANATIONS**

#### **Importance of English in Our Lives**

Knowing English is essential for a better job, quality communication and academic career. Being a universal language spoken in almost every corner of the world, English is also necessary for professional and personal goals. Learning English, which is the official language of 67 countries and the second official language of 27 countries, provides serious advantages in the global sense.

#### **Knowing a Foreign Language Opens New Doors in Human Life**

Making a career and evaluating the advantages gained is achieved by learning a foreign language. English, which has an important place in our daily lives, should be used effectively for those who have a good career goal as well as personal development. The success of English, the most used language on the Internet, provides uninterrupted communication anywhere in the world, whether for entertainment or business purposes. English, the lingua franca of the international business community, is fascinating in relation to many other languages. The importance of communication, which is the answer to the question of why should I learn a foreign language, emerges as the most



basic need of the increasingly globalized world. Language, which makes it easier for people to meet, work and meet at a common point wherever they are in the world, is a common value for our lives.

### **A Life Intertwined with Popular Culture**

Knowing English allows many doors to be opened at the same time. Language, which offers the person the opportunity to live close to popular culture, also increases the value of the person in the eyes of employers. The importance of knowing English, which offers education at the best universities in the world, is an indisputable reality. With this feature that offers the opportunity to access information, English is indispensable for our lives; It broadens the horizon, refreshes the memory and keeps the brain busy. The importance of knowing English, which is a globally accepted language, draws attention with its ability to make a difference in any environment. Communication, which helps to express the point of view clearly, is also the most important window to the world. Language, which is the most effective way to express ideas as well as feelings and behaviors, is the most important concept for our lives. The importance of English, which is needed in every field from learning to questioning, from personal development to a career-oriented life, reveals itself more clearly when new generation technologies and needs are taken into account.

### **The Effect of Language on Culture**

A nation's lifestyle, religious beliefs, clothing styles, arts, all kinds of material and spiritual values are called culture. Language is the element that preserves the existence of culture, which expresses a society's point of view on life. Language, which is a social entity, also has features that bind a society together like a mortar. The language spoken at school, at home, on the street and in the market is the common value of that society. Language, which is this common value, also gives societies the feature of being a nation. Therefore, we can say that language has a very important role in the culture that expresses all the values of a society. Language brings people together and creates culture, and also plays a carrier role in transferring these cultural values to future generations. Learning a language is not just being able to speak that language. On the contrary, learning a language requires mastering all the values that the culture to which that language belongs today and in the past. In this regard, language acts as a bridge between the past and the future.

All kinds of feelings and thoughts of individuals come to life only through language. These feelings and thoughts that come to life are transferred to other individuals and spread to the society, and a common cultural value is created in this way. Without language, it would not be possible for people to create a social structure and thus create a common value treasure. The richer and more active the language of a nation, the richer the culture will be. In this respect, societies that do not give the necessary value to their language lose their cultural values and as a result, they lose their nationhood. Remember, language is the skeleton of the cultural building.

### **The Effect of Culture on Language**

Under the relationship of language and culture, besides the role of language as the protector of culture and carrying it to future generations, culture also has the role of shaping, developing and directing the language. Language is a living entity that is affected by the experiences of the nation, shaped according to the experiences, and carries all the experiences on it.

## **ARRANGEMENT OF THE TEACHING ENVIRONMENT FOR THE FOREIGN LANGUAGE COURSE**

### **Language Teaching Principles**



In language teaching, students should be able to use what they have learned in different situations by structuring information with personal and social responsibility. As the student progresses in this process, they will also continue their individual development. Research in cognitive psychology has revealed six learning principles regarding the acquisition, construction, and reuse of knowledge. According to this:

1. If the student is active while structuring their knowledge, language teaching and continuity are also effective.
2. Language learning is also effective if the student can establish a link between his old and new knowledge.
3. In order for the student to use what they have learned in different situations, "What?", "How?" and "Why?" Being able to predict that he will use it enables him to transfer information.
4. The student's knowledge of how to find and use information and the ability to interpret the teaching process enable him/her to implement communication and teaching projects effectively.
5. The student's motivation increases depending on his skills, learning competencies, the difficulty of his work and how he perceives his chances of success.

### **Organizing the Classroom Environment in Language Teaching**

While organizing the classroom environment for language teaching;

- Learning situations should be meaningful and based on interaction,
- Learning situations should be created in line with the student's expectations and needs,
- It should be associated with the target language and its diverse linguistic and cultural elements.

### **C. The Teacher's Role**

Taking on the role of leader, the teacher should put the students to work, and be a guide for them to do their "language tasks" completely and correctly. For example, creating the necessary environment for learning should create an opportunity for students to use what they have learned, help them do their activities if necessary, and enable students to use their independent working/thinking skills. He should remind the student that there is more than one way to solve a problem, encourage the student to find better solutions, and leave the task of doing the activity entirely to the student. Involve students in the decision-making process. This attitude of the teacher will not only enable the student to know his needs, tendencies and abilities better, but also ensure that he will get better results from the education. In addition, the student will have the chance to see how much his own efforts affect his education, and he will be more motivated to learn by taking responsibility for his own education. In addition to enabling the student to learn by himself, the teacher should also ensure the development of the learning ability by collaborating. For this reason, studies should be carried out in small groups, sometimes with the participation of the whole class. In order to apply the form and content correctly in all their studies, teachers;

Explaining the rules and following whether they are followed,



Seeing the implementation of the guidelines themselves, explaining and making them feel, if necessary, with the students,

Using lesson time effectively

Encourage and encourage students who are unwilling to participate in the activity

Encouraging students to improve themselves

Focus on the positive and strengths of students

Identifying the main problems in the studies and finding solutions, if necessary, trying to find a joint solution with the students,

Concentrate the class on reflection on these issues when needed

Managing the thoughts expressed in the class as a “facilitator (moderator)” in discussion groups,

- Collaborating with colleagues both inside and outside the school can provide a new dynamism for the teacher.

#### Student Role

Secondary Education Institutions English Language Curriculum aims to enable students to acquire information, express themselves, interact effectively with texts or people, meet their needs, and develop themselves socially by recognizing different cultures by using English as a communication and interaction tool. In the teaching-learning processes, the student is at the center and it is aimed that the students are actively responsible for their own learning in the teaching-learning processes. In this context, students

able to organize their own learning processes,

evaluate their learning experiences

able to make continuous progress by learning to learn,

able to maintain a lifelong learning attitude by exhibiting as an individual

able to associate learning with the subject area,

able to apply learning in real-life situations,

reading, writing, speaking and listening using appropriate learning strategies,

aware of their responsibilities for themselves and others,

who can successfully develop a sense of social responsibility with himself, his environment and the outside world,

have strong individual motivations and are aware of their own abilities,

able to use technology,



able to develop knowledge, skills and attitudes,

They should be expected to be individuals who can establish cause-effect relationships, make decisions and solve problems using their thinking skills.

### Practices Regarding Errors

Errors can be made while learning or using the language. Considering this can help make more realistic decisions in language use and teaching. "There can be no improvement without error." It should be ensured that students learn the language by making mistakes and improve themselves with a conscious attitude based on the fact that:

- a) A systematic feedback approach should be adopted so that students can correct their mistakes.
- b) Even if mistakes in the form of slips of the tongue are ignored, systematic errors should definitely be corrected.
- c) Errors should be corrected, especially when they interrupt communication.
- d) Appropriate error correction method should be used according to the purpose of the event. For example, instead of correcting the mistake by interrupting the student's speech in a two- to three-minute continuous speech, feedback about the mistake can be given at the end of the speech.
- e) Strategies that can be used should be shown and necessary directions should be given so that students can consciously monitor their own language use, check whether the message they want to give to the other party in their written and oral expressions reaches the way they want, and realize their mistakes.
- f) First of all, the student should be given the opportunity to correct his own mistake, then peer and teacher feedback/correction should be encouraged respectively.

Benefits of observing and examining student errors

- a) Planning future language teaching as an individual or as a group,
- b) Lesson plan and material development,
- c) Evaluating the learning-teaching process,
- d) Students become aware of their own learning processes and feel responsible for their language learning processes.

## ENGLISH COURSE CURRICULUM IN TURKEY AND OVERVIEW OF ENGLISH COURSE AT HIGH SCHOOL LEVEL IN TURKEY

### Secondary Education English Course (Grades 9-12) Curriculum

Weekly Class Hours	Student Age	Skill/Grammar/Vocabulary/ Pronunciation Target	Basic Activities (Available at all levels.)
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<b>9</b> <b>(A1/A2)</b> <b>4</b>	14-14.5	The four basic skills are integrated with each other, Listening and Speaking, Up to seven new vocabulary words per lesson, Limited Pronunciation practice.	Role-playing/Animation Charts/Tables Reading and Writing Paragraphs
<b>10</b> <b>(A2+/B1)</b> <b>4</b>	15-15.5	The four basic skills are integrated with each other, Listening and Speaking, Limited Grammar Structure, Up to seven new vocabulary words per lesson, Limited Pronunciation practice.	Knowledge Completion Activities/Roleplaying Reading and Writing Paragraphs/General Comprehension Reading/Specific To Find Information Read
<b>11</b> <b>(B1+/B2)</b> <b>4</b>	16-16.5	The four basic skills are integrated with each other, Listening and Speaking, Up to seven new vocabulary words per lesson, Limited Pronunciation practice	Questionnaires/Short and Oral Presentations Drama/Reading Pieces and Paragraph Writing
<b>12</b> <b>(B2+)</b> <b>4</b>	17-17.5	The four basic skills are integrated with each other, Listening and Speaking, Up to seven new vocabulary words per lesson, Limited Pronunciation practice.	Conversations/Oral Presentations/Projects Task Based Activities Argumentative/Descriptive Text Do not write

## 9th CLASS ENGLISH SUBJECTS

### THEME 1: STUDYING ABROAD

Meeting new people and introducing oneself and family members

Talking about possessions

Asking for and giving directions

### THEME 2: MY ENVIRONMENT

Talking about locations of things

Asking about and describing the neighborhood



Making comparisons

### **THEME 3: MOVIES**

Talking about likes/ dislikes, hobbies and free time activities

Expressing opinions

Making preferences

Asking about and telling the time and date

Inviting and refusing/accepting an invitation

### **THEME 4: HUMAN IN NATURE**

Describing daily routines

Talking about abilities

Talking about frequencies of activities

### **THEME 5: INSPIRATIONAL PEOPLE**

Asking about and describing people's appearances and characters

Comparing characteristics and appearances

Expressing opinions (Agreeing, disagreeing, etc...)

Talking about current activities

### **THEME 6: BRIDGING CULTURES**

Asking about and describing cities

Identifying cultural differences

Talking about travel and tourism

Ordering food

### **THEME 7: WORLD HERITAGE**

Talking about past events

Making inquiries

Asking and answering questions in an interview

### **THEME 8: EMERGENCY AND HEALTH PROBLEMS**

Asking for and giving advice

Giving and understanding simple instructions in case of emergency



Talking about something that has happened recently

Expressing obligations and prohibitions

### **THEME 9: INVITATIONS AND CELEBRATIONS**

Asking for and giving suggestions

Doing shopping

Making requests

Talking about future plans

Making and answering phone calls

### **THEME 10: TELEVISION AND SOCIAL MEDIA**

Making predictions about the future

Asking for and giving an opinion (an agreement, disagreement, etc...)

Interrupting someone in a conversation

Gaining time in a conversation

## **10th CLASS ENGLISH SUBJECTS**

### **THEME 1: SCHOOL LIFE**

Exchanging personal information in both formal and informal language

Taking part in a conversation in everyday life situations

### **THEME 2: PLANS**

Describing future plans and arrangements

Expressing one's ideas in unplanned situations

Making oral presentations on a planned topic

### **THEME 3: LEGENDARY FIGURE**

Describing past activities and events

Talking about sequential actions

Describing characters and settings in an event in the past

### **THEME 4: TRADITIONS**

Describing habits and routines in the past

Making oral presentations on a specific topic





### **THEME 5: TRAVEL**

Talking about past and present events/experiences

Booking

Exchanging ideas and plans

Asking for approvals and/or confirmations

### **THEME 6: HELPFUL TIPS**

Giving and receiving advice

Talking about rules and regulations

Talking about consequences

### **THEME 7: FOOD AND FESTIVALS**

Talking about national and international festivals

Describing actions and processes

### **THEME 8: DIGITAL ERA**

Stating personal opinions in everyday conversations

Stating preferences

Stating causes and effects

Giving an extended description and detailed information about people/places/events

### **THEME 9: MODERN HEROES AND HEROINES**

Talking about imaginary situations

Expressing wishes

Guessing meaning from the context

### **THEME 10: SHOPPING**

Making comparisons

Talking about different kinds of clothing and shopping

Describing objects, and people

### **11th Grade English Topics**

1st Term English Subjects

Future Jobs



Hobbies and Skills

Hard Times

What a Life

Back to the Past

2nd Term English Subjects

Back to the Past

Open Your Heart

Facts from Turkey

Sports

My Friends

Values and Norms

### **12th Grade English Topics**

1st Term Foreign Language Subjects

12.1 Music

12.2 Friendship

12.3 Human Rights

12.4 Coming Soon

12.5 Psychology

12.6 Favors

12.7 News Stories

12.8 Alternative Energy

12.9 Technology

12.10 Manners

### **METHODOLOGY**

#### **TEACHING METHODS AND TECHNIQUES IN FOREIGN LANGUAGE TEACHING**

In the implementation of foreign language programs, teaching methods and techniques should be used in order to make the learning-teaching processes successful. Teaching methods can be listed as follows:



**Lecture Method:** It is teacher-centered. Since oral expression is given importance in teaching, it is used positively with its "interpretive", "explanatory" and "descriptive" features in lessons that require narration. Discussions can be made in small group work.

**Discussion method:** Teacher-student interaction is seen. Students can comment by expressing their thoughts on the subject. The topic is discussed first in small groups and then in class. The conclusion from the discussion is summarized.

**Case study method:** It is student-centered. A case study should be brought to the class. There must be a problem in this case. Event; goals should be evaluated in terms of relationships and values. At the end of the discussion, the suggestions that were agreed upon should be recorded and it should be emphasized how to benefit from these results.

**Demonstration method:** The skills to be gained through demonstration should be done by the teacher, and the performing process should be performed by the student. In this method, the teacher must teach the skills sequentially and gradually. The next skill should not be passed until full learning has taken place. Things to be done can be shown on the board with a flow chart.

**Problem solving method:** It is the most effective method in reaching the goal. It enables students to learn with a permanent trace. In this process, the problem solving steps should be followed. They should be expected to be aware of the problem, to define it and to determine its limitations, to create grades, to collect and interpret data, to test grades and accept or reject them, and to make suggestions according to the results obtained, respectively.

**Self-study method:** It is a student-centered teaching method in which the student learns by doing and experiencing. The student adjusts his/her learning situation according to his/her interests, abilities and needs. This method is used when the student wants to work on his own. When using the self-study method, planning should be done well and time should be used well. The student can work by taking notes and summarizing.

In addition to teaching methods in foreign language teaching, teaching techniques that can be used can be listed as follows:

### Group Teaching Techniques

\*Brainstorming    \*Demonstration    \*Question-answer    \*Role playing    \*Drama-creative drama  
\*Simulation    \* Pair and group work    \*Educational games

**Brainstorming:** It is the rapid expression of ideas by group members in order to bring a solution to a subject, their analysis and evaluation.

**Demonstration:** Mostly performed by the teacher. Sometimes students can also do it among themselves. As a result, it should be evaluated what they have learned and whether the application of what has been learned has been done.

**Question – Answer:** It is the most widely used technique to help students acquire the habit of thinking and speaking. Interaction in the classroom can take place both in the form of teacher-student and student-student interaction.

**Role Playing:** It is the student's expressing his own feelings and thoughts in a different personality by using his creative thinking on a subject he has knowledge of. It is necessary to establish audience and player interaction in the classroom.



**Drama:** It enables students to learn how to behave in different situations by experience. It improves comprehension, creativity, fluency and expressive ability. It ensures effective use of information.

**Simulation:** In this technique, students are expected to analyze, synthesize and evaluate a problem (incident) in order to deal with reality and make decisions. The teacher can also take a role in the implementation of this technique. It helps students develop their communication skills.

**Pair and Group Studies:** The number of students in the class is important. Accordingly, small or large groups can be formed. This technique can be used when applying dual work and question-answer technique. The duration of the event should not exceed 20 minutes. It should be ensured that students participate in the activity for an equal amount of time. Groups should be chosen randomly. In addition, while forming groups, attention should be paid to the interests of the students.

After the presentations, questions can be asked and discussion can be made.

**Educational Games:** In order to make the subjects interesting in the lesson, and to involve students who have little or no participation in the lesson, the information learned is reinforced and repeated. The teacher should devote five to ten minutes of the lesson to the game and constantly check the game.

In addition, jigsaw puzzles, storytelling, narration/dialogue with clues and creative activities are group teaching techniques commonly used in foreign language teaching.

#### • Individual Teaching Techniques

Individualized Instruction   Alternate Daily Studies   Skill Development Studies   Planned Group Studies   Level Development Studies

#### • Out of Class Teaching Techniques

Trip   Observation Meeting   Exhibition   Project   Homework

### FINDINGS

According to the researches by EUROSTAT, the rate of speaking a foreign language in Turkey in 2007 was 75.5, and in 2011 it was 81.8. According to these studies, Turkey has the lowest language proficiency rate among 35 countries. According to a study conducted by Education First in 2019, the rate of knowing English in Turkey fell 28 places in 3 years. Turkey, which was 51st in the world in 2016 and 2017, dropped to 73rd in 2018 and 79th in 2019. But; According to TEDMEM (Turkish Education Association), an average student takes 1296 hours of English lessons throughout his student life. It is stated that 55 percent of these 1296 hours are in primary and secondary school (720 hours), and the remaining 44.45 percent (576 hours) is in high school. When the English course curriculum in the Turkish Education System is examined, the contents of the unit are quite full. However, when teaching methods and techniques are examined; Those who are more teacher-centered are chosen. The reason for this is that the lessons are taught in the classroom environment and "grammar" is adopted as a teaching method. However, English is a language that requires a lot of practice.

### SUGGESTIONS

\* Student-centered teaching methods should be chosen

\* Students should be provided with learning environments where they can practice.



- With eTwinning projects, students should be able to communicate, cooperate and interact with their European peers.

\* Listening and speaking, which are included in the course content, should be read as separate course hours.

## CULTURAL CITIZENSHIP KNOWLEDGE AND SKILLS IN GREECE

### **ART AND CULTURAL CITIZENSHIP IN GREECE**

#### **1. Art schools**

Art schools were established in 2003 with the aim of enriching and expanding the general education provided through the cultivation of students' skills for the arts and the encouragement and support of their interest in them.

Every year, students are admitted to the A grade in the high school after exams.

The following artistic directions operate in the schools:

Fine Arts, Theater, Cinema, Dance (classic –modern)

#### **Art lessons**

Like drained and sketching are taught throughout kindergarten, elementary and high school for at least two hours per week.

**Art is not taught in Lyceums since 2020.**

#### **2. We involve arts in history, foreign language, sociology, religion, literature lessons.**

##### Why art workshops are important?

In the workshops, the teachers acquaint the students

- a. with the aesthetic values of art,
- b. enhance their ability to approach the natural or structured environment, to ask questions and to develop a critical attitude towards actions that affect our live

##### **Examples of Class Projects:**

**A.** Students are asked to look for paintings that have to do with pandemics in the past. Many artists have depicted this on their canvas.

Each student explains what he has found and then the class is asked to compare it to the pandemic we are experiencing nowadays.

##### **B. Social science lesson**

1. Students are asked to watch a play and, specifically, the play “THE WITCHES OF SALEM” The students are asked to elicit in the freedom of speech, anachronism, condemnation of social differences and freedom of religion.



The discussion result with the students expressing their personal believes on these issues.

2. Movies can be a source of social citizenship. Students watch movies concerning the mid war period and the imposition of dictatorship in Europe, like “Shidler’s list”, “American history”, “Precious” and others, enhancing social learning and understanding

### **C. English lessons**

The movies projection may take place in English language class, in order to help student to improve their language skills as well. After the projection students discuss the theme, being encouraged to participate and specifically to discuss the historical events, their impact on people and how they are connected to recent events.

### **D. Religion lesson**

Students learn about the Western and Eastern religion Art.

Then they are asked to compare:

(icons, paintings, frescos, wall paintings)

find the differences understand the different way of use of each art

## **MUSIC AND CULTURAL CITIZENSHIP IN GREECE**

Music was, is and will be one of the main ways of expression and communication. From ancient times people found refuge in music to express their feelings, but mainly their faith in the gods, while through the angiographic depictions that have been rescued we can see with admiration the plethora of musical instruments they had invented. But even today, despite so many years, music is still vital to the smooth continuity of our lives, to a point where it can be described without exaggeration as essential as oxygen.

We have extremely rich material of the history of modern Greek music. All these composers, musicians, lyricists and performers of social, political and economic problems want to express themselves, to react, to reflect and to suggest.

## **ANALYTICAL PROGRAMME OF MUSIC IN SCHOOL**

- **Elementary school**

Music is taught in all classes in kindergarten and elementary school for at least one hour every week. It is also taught in high school one hour each week

For the last ten years we have special school which are called MUSIC SCHOOLS . Students enter them through examinations and follow a six year programme where musical instruments are taught . Theatre and choir are also taught .At the end of the sixth year students have the opportunity to study music in university

This is an analytical programme of the music school:

**Music education includes courses:**

- **European Music (theory and instrument)**



1) Theoretical: The theoretical courses of European music include Music Theory and Practice, History of Music and Choir.

2) Compulsory instrument: The piano is the compulsory instrument of European music. All students are taught piano for one hour a week.

- **Traditional Music (theory and instrument)**

1) Theoretical: The theoretical courses of traditional music include Hymnology and Greek Traditional Music.

2) Compulsory instrument: The tambourine is the compulsory instrument of traditional music. All students are taught drums for one hour per week.

It is also worth mentioning that each student has the opportunity to choose an instrument of either European or traditional music, which will be taught for two hours a week (selection instrument: piano, violin (European or traditional), viola, cello, flute, oboe, clarinet, bassoon, saxophone, horn, trumpet, trombone, tuba, accordion, guitar, lute, oud, santouri, canon, clarinet, percussion (European or traditional), bouzouki, baglamas, etc).

Students must participate in one of these.

Such sets may be:

- European music choir
- European music orchestra
- Traditional music choir
- Traditional music orchestra
- Chamber music orchestra
- Orchestra of Greek art music
- Rebetiko Orchestra; Smyrnaean song
- Total percussion
- Theater ensemble
- Guitar set
- Accordion set.

## **MUSIC AND SOCIAL CITIZENSHIP**

### NUMBER 1

We ask the students to bring songs about social segregation

They listen to the songs ,read the lyrics (this is why English is important )



and discuss the theme ,the social aspects of it and how they impact in our daily lives.

### NUMBER 2

Today many schools there are students that are from different origin.

We ask those students to bring songs from their country of origin ,listen to them and translate them. Through this students become more aware of other peoples back ground and they understand them better. This is a way to eradicate social inclusion, differences and racism.

### NUMBER 3

Students who can play musical instruments are asked to form a band ,the school through local radio and local newspapers advertise that the band is going to play in the central square. People are asked to attend ,sing, dance and take part in the event .This way they get to know each other and maybe help people who don't have the financial background to go to a club they have fun during this event.

## PHYSICAL EDUCATION AND CULTURAL CITIZENSHIP EDUCATION IN GREECE

### **High School**

Physical education course includes learning team as well as individual sports.

#### 1<sup>st</sup> Grade

- Introductory courses (2 hours)
- Football (8 hours)
- Volleyball (9 hours)
- Classic athletics (involve running, jumping, throwing) (10 hours)
- Gymnastics – Rhythmic gymnastics (6 hours)
- Traditional dances (6 hours)
- Basketball (9 hours)
- Physical condition – Recording indicators of PC (10 hours)
- Intra-school organization of students' competitions (4 hours)

#### 2<sup>nd</sup> Grade

- Basketball (8 hours)
- Volleyball (8 hours)
- Traditional dances (6 hours)





- Football (6 hours)
- Classic athletics (involve running, jumping, throwing) - Physical condition (14 hours)
- Handball (8 hours)
- Gymnastics (6 hours)
- Intra-school organization of students' competitions (4 hours)
- Work plan with indicative issues: acquaintance with non-widespread sports, Paralympics sports, aquatics (up to 4 hours)

### 3<sup>rd</sup> Grade

- Volleyball (9 hours)
- Classic athletics (involve running, jumping, throwing) - Physical condition – Recording indicators of PC (15 hours)
- Traditional dances (5 hours)
- Handball (8 hours)
- Football (5 hours)
- Gymnastics (6 hours)
- Basketball (8 hours)
- Work plan with indicative issues: acquaintance with non-widespread sports, Paralympics sports, aquatics (4 hours)
- Intra-school organization of students' competitions (4 hours)

The main goal of the physical education course is to provide answers to the question “why we must exercise during school years, vacations, leisure and, most of all, for lifelong”. It’s true that if we know the point in getting exercise then we’ll actually love it. The goal of the physical education course during compulsory education is to contribute mainly to the students’ physical development, along with promoting their mental and spiritual culture and their social integration.

The main priority is to help students cultivate their physical abilities and reinforce their health condition.

### Lyceum

Physical education course is included in Lyceum curriculum as follows:

- 1<sup>st</sup> Grade: 2 hours per week
- 2<sup>nd</sup> Grade: 2 hours per week



- 3<sup>rd</sup> Grade: 3 hours per week

The main goal of the physical education course in Lyceum is defined as the “lifelong exercise aiming to health condition and quality of life”. Given the proper opportunities, students are advanced to promote their health, as well as the others’, their wellbeing, their athletic / physical activities and their systematic participation during their whole life. This goal defines the philosophy of the course, its purposes, the examples of application and the achievement indicators for students’ evaluation.

The instructions above consist a general frame of action for the physical education course, giving rough guidelines that will help tutors to set goals, plan and choose the content of the course, which is necessary for their students and proper for their school conditions. In fact, each school unit has the facility to adjust the curriculum to its infrastructure and its students. Moreover, the tutors may find significant information in the educational corpus that was formed for the programs Olympic Culture, Kallipateira and Paralympics.

## **“ICEBREAKERS”**

### **INTRODUCTION GAMES**

The beginning of a school year signifies tutors taking up new classes or new student groups, as well as students sharing the same class with new classmates. Therefore, it is most important that tutors work on building relationships and acceptance among all classmates at the very beginning of the school year.

#### **How can they achieve that?**

One of the most classic strategic is to help all students feel comfortable with each other by implementing activities which are called “Icebreakers”.

“Icebreakers” are activities or games or situations that are used to welcome and reinforce interaction among the members of a group.

In education, “Icebreakers” consist the very important activity that gradually initiates the students to the learning process and, at the same time, promotes the “knowing each other” procedure. They also help the class to form its identity.

The **significance** of the “Icebreakers” activities:

- The members of a group get the chance to know each other and feel comfortable.
- Expectancies and learning needs are clarified.
- Interpersonal relationships are built.
- The members get relieved by their stress.
- Active participation is encouraged.

#### **“Icebreakers” activity example**

The following activity takes place at the first school days. It helps the participants to get acquainted with the class processes and creates an “atmosphere” for the rest of the course.



The activity is similar to a **wall painting**. It helps the group to break the ice and ease from the pressure created from not knowing each other. The tutor / consultant suggests that the members of the group create gradually a circle. Each time a member gets into the circle for the first time, he/she spells out his/her name. Then the other members, including the tutor, repeat the name they heard. When all the members are done, the tutor hangs a large piece of brown paper on the wall. Then he/she gives the members piece of white papers, markers, pens and scissors and asks them to write / draw / create their name in a way that would like to be remembered. When everybody is finished, they glue their creations on the brown paper on the wall, explaining the way they like to be called.

Afterwards, each member may draw or write his/her dreams or goals and glue them next to his/her name. In this way, they can share their thoughts.

## **LITERATURE AND CULTURAL CITIZENSHIP EDUCATION IN GREECE**

### *Definition*

The term Literature defines the written and non –oral products of artistic speech.

The important element in literature course is reading, a cultural phenomenon related to almost all aspects of the life and culture of the group of people we are talking about. The desire to read is transmitted through human relationships: the relationships of the student public with the teacher, the students with each other, the students with their families

The teaching of literature in compulsory education is not exclusively related to texts. We teach the students with their social background, the educational level of their family, their religious and national identity, gender and particular problems

Literature is a complex cultural phenomenon which is characterized by the historicity of the author, the text and its readers, teachers and students. A phenomenon that has an important place in our lives, because it gives us tools to understand the world and to structure our subjectivity.

### *ELEMENTARY SCHOOL*

For the teaching of literature\_in elementary school, 7-9 hours per week are available together with the teaching of the language. The minimum teaching time of literature per month varies from teacher to teacher. It can be one hour or one to two hours a month

### *HIGH SCHOOL AND LYCEUM*

For the teaching of literature\_in High school and Lyceum 2 hours per week are available.

### *PURPOSE*

The intended purpose is the students :

- to experience literature as a source of experiences, as a composition of aesthetic and mental emotions, and to recognize their drastic value for their lives
- to construct their subjectivity, enriching their understanding of aspects of the world around them, and reinforcing their critical attitude towards the way in which literature presents meanings and values.

### *OUTCOMES*



The expected learning outcomes are:

A. Comprehension of texts

Students are expected to be able to:

- to retell the story told by the text, without interpreting the facts.
- in the case of a poetic text, to recognize the various poetic allusions through the combination of symbols
- to approach the characters based on the data of the text, in order to identify their characteristics elements that illuminate their action.

B. Interpretation of texts

Students are expected to be able to:

- to place / respond to the topic or question that they themselves believe the text raises, answering the question: "what is for you the main topic for discussion that the text raises".

C. Transformation and / or production of texts

Students are expected to be able to:

- to make modifications / additions to the original text, by modifying the narrative conventions of the text: focus, perspective, narrator
- fill in the blanks of the text,
- add a hero or incident to the original story,
- continue the story or write an alternative ending

D. Reflection in relation to the followed reading / comprehension strategies

Students are expected to be able to:

- describe the comprehension and interpretation strategies they use
- to recognize the personal values, attitudes, experiences, ideological positions that influence them and to present them to their classmates, in the context of a reflective discussion
- evaluate the course followed in a process of self-evaluation or self-control

*TEXTS*

- FIRST GRADE

From the three didactic units provided in the Curriculum for the First Grade, two sections are taught: "Genders in literature", "Tradition and modernism in modern Greek poetry"

- SECOND CLASS AND THIRD CLASS



The course of Modern Greek Literature as a course of General Education is taught two hours per week throughout the year with free choice of texts by the teacher. (At least 15 poems or excerpts from novels)

## SOCIAL & CULTURAL CITIZENSHIP- EXAMPLES

I believe that teaching literary fundamentals like character, setting, perspective, and point of view can stimulate a civic mindset. We can use case studies in literature to help students connect their study of the humanities with the choices they face in their own lives. Good citizens believe that their choices matter and feel a sense of responsibility for themselves and their world. Students can develop their own sense of intercultural capacity in dialogue with such stories. Literature can help students to understand how society and individuals can protect their dignity and human rights regardless of cultural identities of individuals.

### 1. ITHAKA- achieving goals

<p>As you set out for Ithaka hope the voyage is a long one, full of adventure, full of discovery. Laistrygonians and Cyclops, angry Poseidon—don't be afraid of them: you'll never find things like that on your way as long as you keep your thoughts raised high, as long as a rare excitement stirs your spirit and your body.[...] Hope the voyage is a long one. Keep Ithaka always in your mind. Arriving there is what you are destined for. But do not hurry the journey at all. Better if it lasts for years, so you are old by the time you reach the island, wealthy with all you have gained on the</p>	<p>A didactic poem of G. Kavafis (1863-1933). Although the poem refers to Ithaca, it is not a poem of return, as was the journey of Odysseus. It's a journey of going. If the traveler has in mind his goal and insists on achieving it, he will not find great difficulties along the way. If the traveler takes care to meet his spiritual needs with worthwhile pursuits, he will be able to keep his thinking clear and strong and will be able to continue his journey without having to worry about any difficulties that may arise.</p> <ul style="list-style-type: none"> <li>• Students are divided into groups (4 students each group). They imagine and describe snapshots from modern reality that reflect reasons and situations, corresponding to those mentioned by Kavafis, that would make them wiser today. It would be interesting for the students of the groups to come from different backgrounds and with different abilities.</li> <li>• Students make a brainstorming about Seferis's verse "Ithaca is what it means to everyone." They can all participate writing what does Ithaca means to each of them personally and exchange knowledge.</li> <li>• Students try to turn the poem into hip hop lyrics</li> </ul>
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<p>way, not expecting Ithaka to make you rich.[...] And if you find her poor, Ithaka won't have fooled you. Wise as you will have become, so full of experience, you will have understood by then what these Ithakas mean.</p>	
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## 2. THE HOUSE OF KEMAL- refugees

“The house of Kemal” of George Ioannou (1927-1985) tells the story of a young Turkish woman who was forced to leave her paternal home in Thessaloniki and go to Turkey after the Treaty of Lausanne in 1923 and the exchange of populations. The heroes, Greek refugees from Asia Minor, feel sympathy for the heroine who, out of nostalgia for her home, visits it and sees it from afar. On the occasion of Ioannou's story about Kemal's house, the students come in contact with the issue of asylum and see it from the other side. Not only the Greeks were refugees, but also the Turks. So they feel feelings of pain, empathy for the heroes, worry and anxiety about their fate. The students learn to treat with respect people with special needs or belonging to other minorities religious, racial, social. They understand the common fate of the people and sympathize with the innocent victims of the war.

- Students can dramatize the excerpt by taking on roles or
- they can write a letter in which they assume that they are an elderly Turkish woman who comes to visit the paternal house she left in Veroia with the exchange of populations.

## 3. POINT OF RECOGNITION-gender stereotypes

<p>Everyone calls you a statue directly,  I call you woman  Not because the sculptor gave you a woman in marble  For your tied hands,</p>	<p>There are many examples of gender stereotypes in the literature. For example, in Dimoula's (1931-2020) poem "Point of Recognition", the characteristic element that shows the gender in a female statue is not the physical characteristics, such as the chest for example, but the tied hands that reflect the female enslavement that lasted for centuries.</p> <ul style="list-style-type: none"> <li>• Students create two paintings (painting, collage, graffiti). One depicts the old world with stereotypes and the other a new world that they envision.</li> <li>• Alternative, following the structure and style of the poem, they compose a poem of their own, talking about a world without stereotypes.</li> </ul>
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<p>I call you woman.</p> <p>I call you woman because you are a prisoner</p>	
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#### 4. ANTIGONE-political power and education

<p>AN. But the tyrant in addition to the many other advantages he has he can even do and say whatever he wants.</p> <p>CR. : You alone of all these Cadmians see this.</p> <p>AN. : They see it too but they close their mouths for your sake.</p> <p>CR. : Aren't you ashamed that you think differently from them here?</p> <p>CR. : So the city will tell us what I have to order?</p> <p>CR. : So I have to rule this country on behalf of elsewhere or for mine?</p> <p>AI. : (Yes) because there is no city that belongs to one person.</p> <p>CR. : Is not the city considered to belong to the lord?</p>	<p>In Sophocles'(496-406 BC) Antigone, the young heroine Antigone comes into conflict with the arrogance of power that considers the citizen a slave who must obey any order. Antigone disobeys and pays with her life. It is a typical example of the conflict between the discourse of power and the discourse of education.</p> <p>Students can discern the tyrannical ethos of Creon.</p> <ul style="list-style-type: none"> <li>• Students can dramatize the scene by taking on roles.</li> </ul>
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#### 5. EPILOGUE-protest

<p>"No verse today mobilizes the masses</p>	<p>"Epilogue" is the last poem in Anagnostakis' (1925-2005) collection, "The Objective", which for the most part was included in the collective edition Eighteen Texts in 1970, during the dictatorship of the Colonels. "Epilogue"</p>
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<p>"No verse today overturns regimes."  At least.  Disabled, show your hands. Judge to be judged</p>	<p>functions as a poetic mortgage that develops the reflection on what poetry can do. Unfortunately, he comments on the poem, he can not do anything effective against the power of political power; however, he offers the possibility of personal resistance through the expression of opinion and protest.</p> <ul style="list-style-type: none"> <li>Students are writing an article that will be published in their school newspaper entitled "Active citizen-Vision Wanted".</li> </ul>
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#### AS AN EPILOGUE:

*Every time a book is read, a different work is born. Because the resulting work is an insoluble mixture of the book written by the author and the fantasies, desires, tastes and all the mental and emotional background of the reader. A book always has two authors: the one who writes it and the one who reads it.*

Michelle Tournier (1924-2016)

#### **ENGLISH EDUCATION AND CULTURAL CITIZENSHIP IN GREECE**

English language plays an essential role in our lives as it helps in communication. It is the main language for studying any subject all over the world. English is important for students as it broadens their minds, develops emotional skills, improves the quality of life by providing job opportunities. Although English is not the most spoken language in the world, it is the official language in 53 countries and is spoken as a first language by around 400 million people worldwide. Moreover, it is also the most common second language in the world.

At the school year 2021-2022 the course of English language is initiated at the bounden curriculum of the **kindergartens** of the country, through creative activities with experiential character. Kindergarten students go through diagnostic test during the first teaching week, so that the English course adjusts to the level and needs of pupils. Subsequently, two groups – levels are formed and English language is taught 2 hours per week.

#### **High School**

Grade	Hours per week	Level
1 <sup>st</sup>	5	FCE / ECCE (B2 LEVEL)  POST-INTERMEDIATE (B1+ LEVEL)  INTERMEDIATE (B1 LEVEL)
2 <sup>nd</sup>	4	ADVANCED (C1 LEVEL)  FCE / ECCE (B2 LEVEL)  POST-INTERMEDIATE (B1+ LEVEL)





		INTERMEDIATE (B1 LEVEL)
3 <sup>rd</sup>	4	PROFICIENCY (C2 LEVEL) ADVANCED (C1 LEVEL) FCE / ECCE (B2 LEVEL)

### **Lyceum**

Grade	Hours per week
1 <sup>st</sup>	3
2 <sup>nd</sup>	2
3 <sup>rd</sup>	2

### **Classic Study Skills that English Language Course Helps Students to Acquire:**

Apart from learning the English language, the relevant course helps students to cultivate the following skills:

- Effective Reading. A life-long process. It indicates that the student reads in a way that understands, evaluates and reflects.
- Memorization. As a study skill this mental process will follow a student throughout his academic career and beyond.
- Note Taking. The skill of recording information from different sources.
- Testing. The process that tells what level of knowledge and skill has been acquired.
- Time Management & Organization. The skill to organize and plan one's time among different activities.

### **Co-operative games for learning English**

Games are a fun way to practice English – it can be a really motivating way to learn a language.

Games are also great for children who are shy or worried about making mistakes. It can give them an opportunity to communicate in English in a safe and fun way.

Co-operative games encourage teamwork, problem-solving and creativity – and everyone wins! Students can play together in a fun, supportive way and improve their English at the same time.



### Activity types

#### Speaking and listening activity

- Student 1 hides a small object (for example, a pen) and Student 2 must find the object. Student 1 must tell Student 2 how close he/she is to the object. For example: *'you're very close'*, *'you're going the wrong way'*, *'that's better'*.
- We can make the above game harder and practice more English by playing without moving. Student 2 must say where they are going and Student 1 must tell them how close they are to the object. For example: *'I'm going down the stairs'*, *'you're getting closer'*; *'I'm opening the living room door'*, *'very close'*; *'I'm looking under the sofa'*, *'that's the wrong way'*.

#### Reading activity

- A scavenger hunt involves creating a list of things for students to find. They take a photograph of each item and the game begins. This is a great game to play at the school yard.

#### Writing activity

- We put 20 known items on a tray. Students look at the tray for 30 seconds. Then the tray is removed. Each student writes a list of everything they saw. How many items did each remember? Then they combine all their lists. When they put together all their ideas, did they remember all the items? They might also like to give additional bonus points for remembering the English word for an item and for spelling the English word correctly.

#### Vocabulary and grammar activity

- Students make some cards with different nouns, verbs and adjectives. For example, *'my dad'*, *'my brother'*, *'likes eating'*, *'loves running'*, *'slimy'*, *'hairy'*, *'slugs'*, *'children'*. Then they take turns to choose cards to make funny sentences. For example: *'my dog | hates licking | smelly | bikes'*.

### Class Projects

- Number 1

In an English class students watch a film in English or watch the news that refers to a social subject and they are asked to explain or tell the others what they have understood. After that, they are divided into two groups: group one is for and group two is against. After they discuss it among themselves they are called to debate on the subject in English.

- Number 2

Students are called to choose a book that has to do with a historical or a social subject, from the school or the municipal library. They are encouraged to choose an English book but if they cannot find one on the subject they can choose it in greek. After they read it they can share their ideas in class. Students are encouraged to share their ideas and thesis in English and provoke a conversation.

- Number 3

The following words are written on the board:



Society      Integration      Human rights      Citizen

The students are divided into 4 groups and they pick a word.

They use their computers to look up the words, analyze them and find examples. After that they combine them to explain and understand social and cultural citizenship.

### CULTURAL CITIZENSHIP KNOWLEDGE AND SKILLS IN ITALY

In the Italian school system, the objectives of citizenship education are transversal to all disciplines. For two years now, in every order and degree, however, citizenship education has a specific evaluation and is operated by the entire class council as for behaviour.

There are many topics of education for active citizenship related to literature, above all:

1. communication in the mother tongue,
6. social and civic competences
9. cultural awareness and expression

**Over the years, a path of correct communication will gradually develop, respectful of the other, respectful of the diversity of opinions.**

Through activities of:

1. Role playing will reflect on the use of hostile words that invalidate communication.
2. Watching films and debating
3. Analysis of literary works and reflection on the characters

In example of activity: <https://paroleostili.it/>

The Manifesto of Non-Hostile Communication

1. VIRTUAL IS REAL On the Internet. I only write or say what I would dare to say in person.
2. YOU ARE WHAT YOU COMMUNICATE. The words I choose define who I am. They represent me.
3. WORDS SHAPE THE WAY. I think I take all the time. I need to express my views in the best possible way.
4. LISTEN BEFORE YOU SPEAK. No one can always be right, and nor am I. I listen, with an honest and open-minded attitude.
5. WORDS ARE BRIDGES. I choose words to understand, make myself understood and get close to others.
6. WORDS HAVE CONSEQUENCES. I am aware that what I say or write can have consequences, small or serious.
7. SHARE WITH CARE. I share texts and images only after I have read, assessed and understood them.



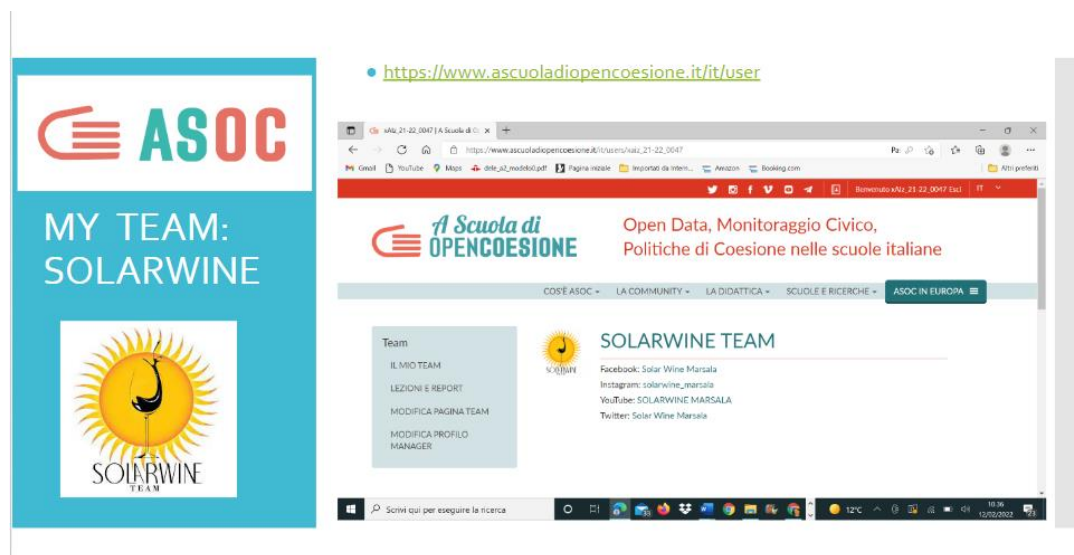
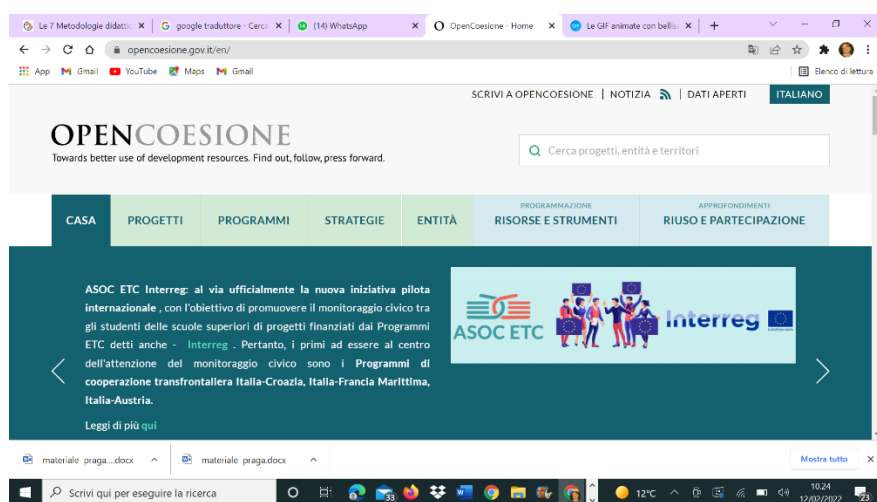
8. IDEAS CAN BE DISCUSSED. PEOPLE MUST BE RESPECTED Those whose views and opinions differ from mine are not enemies to be destroyed.

9. AN INSULT IS NOT AN ARGUMENT I accept no offensive and aggressive words, even if they support my point of view.

10. Silence says something too When it's better to keep quiet... I do.

**Exercise of active citizenship is active and critical participation. Within the school / work alternation, the school chooses a civic monitoring path through the Open cohesion portal**

<https://opencoesione.gov.it/en/>





#### Examples of activities



#### Some tips from Italian educational model

**ALL THE WAYS OF LIFE INCLUDING ARTS, MUSIC, BELIEFS AND INSTITUTIONS OF A POPULATION THAT ARE PASSED FROM GENERATION TO GENERATION.**

HOW DOES CULTURAL DIFFUSION AFFECT US?

- Horizons are broadened and people become more culturally rich. this enrichment allows us to open minds and learn as much as we can. learning about other cultures helps us understand different perspectives and avoid stereotypes.
- FINDING: when our students are given more information about the culture and customs of the country they are learning the language, they are more interested in learning about a different part of the world; the first step towards learning about a different culture is learning the native language.

LANGUAGES BUILD BRIDGES

- Language is the most important social and cultural markers of identity. language education can help learners acquire an understanding of the, often subtle, mechanism of racism.
- In a society where numerous cultural factors increasingly coexist, language teaching can contribute to the development of a responsible society which is respectful of individual identities

LANGUAGE EDUCATION AS A SITE OF LEARNING FOR DEMOCRATIC CITIZENSHIP

- Language learning with the development of communicative methods is in itself democratic. the skills developed in language classes are directly transferable to citizenship education.
- FINDING: teachers are concerned not just with linguistic achievements but with communicative competence as an end in itself. Skills(savoir faire) such as ability to listen, to



reformulate words, express a different point of view, produce a valid argument are all relevant life skills elsewhere in school and in the outside world.

### **LANGUAGE LEARNING IS...**

- **to be closer to others**
- **personal enrichment**
- **confronting the real and the unknown**
- **combating the ignorance that is at the root of intolerance and racism**
- **interact and mediate in intercultural exchanges**

### RECOMMENDATIONS

- Culture is a complex term which is linked with almost each sector of human activity
- Tylor defined culture as “the complex whole which includes knowledge, belief, art, law, morals, custom, and any other capabilities acquired by man as a member of society” (1871, p. 1).
- European culture is strictly related to several periods in history such as: Ancient Greece, Roman Empire and Christian tradition
- However EU not define culture in its own way, emphasis is put on the culture of the Member States and the common cultural heritage
- challenges of EU are as follows: aging population, risk of ethnic and national problems, the number of immigrants in Europe is increasing
- Some European culture programmes: Creative Europe, European Capital of Culture, European Heritage Label

**Cultural education is a process of education and upbringing to and through culture.**

The main goals of cultural education:

- increasing the cultural competences of residents and expanding their participation in the social life;
- increasing the role of culture in the process of education and preparation of children and youth for active participation in cultural life;
- improving the quality and disseminating modern methods of cultural education;
- creating conditions for developing creative activity;
- educating moral and civic values;
- preparation for critical use of the mass media;
- intercultural and multicultural learning;
- the idea of learning outside school;
- integrating the community. recognition of cultural heritage as an important educational factor



Forms of realisation	Activities
<p><b>1. Cultural news, or what's going on...</b></p>	<p><b>A student:</b></p> <ul style="list-style-type: none"> <li>- gets acquainted with the current repertoire of cinemas, theaters;</li> <li>- creates a list of literary and music bestsellers;</li> <li>- writes reviews, encourages peers to read, watch and listen to valuable works;</li> <li>- prepares thematic class magazines, posters;</li> <li>- organizes an exhibition of his works;</li> <li>- participates in trips to places of culture;</li> <li>- is prepared for the critical use of the mass media.</li> </ul>
<p><b>2. School newspaper</b></p>	<p><b>A Student:</b></p> <ul style="list-style-type: none"> <li>- discusses not only current affairs, but also presents his achievements and interviews with teachers, parents, the school headmaster</li> <li>- publishes interesting facts from the world of science and culture,</li> <li>- writes reviews of cultural events, promotes interesting cultural initiatives in the school, district, and further.</li> </ul>
<p><b>3. Cooperation with local/school libraries</b></p>	<p><b>A student:</b></p> <p><b>The student participates in:</b></p> <ul style="list-style-type: none"> <li>- film education classes;</li> <li>- occasional exhibitions;</li> <li>- thematic classes;</li> <li>- meetings with writers.</li> </ul>



<b>4. School meetings with people representing cultural sector</b>	<b>A student:</b> <ul style="list-style-type: none"><li>- gets acquainted with representatives of cultural sector;</li><li>- can conduct interviews, culture-oriented meetings;</li><li>- possibility of creation imaginative meetings with historical figures;</li></ul>
<b>5. Cooperation with cultural entities</b>	<b>A student participate in:</b> <ul style="list-style-type: none"><li>- different cultural events organised outside the school</li></ul>
<b>6. A visit to theatre</b>	<b>A student:</b> <ul style="list-style-type: none"><li>- watches a theatrical performance and the backstage of the theater;</li><li>- watches the performances of the Theater club;</li><li>- participates in the classes of the school theater club, prepares performances for the school;</li></ul>
<b>7. Music soothes the savage breast</b>	<b>A student participates in:</b> <ul style="list-style-type: none"><li>- music classes;</li><li>- concerts of the philharmony, music theatre</li><li>- „Got Talent" vocal and dance competition;</li><li>- school choir classes.</li></ul>
<b>8. Intercultural dialogue and international one</b>	<b>A student participates in:</b> <ul style="list-style-type: none"><li>- Intercultural festivals</li><li>- International exchanges</li><li>- International day</li></ul>
<b>9. Culture, history and tradition – yesterday and today</b>	<b>A student:</b> <ul style="list-style-type: none"><li>- participation in historical events and celebrations</li><li>- watches movies linked to some historical periods</li><li>- organises exhibitions</li></ul>





<p><b>10. Classes and extracurricular activities as a way of shaping the need to participate in culture</b></p>	<p><b>A student participates in:</b></p> <ul style="list-style-type: none"> <li>- different extracurricular activities organised in and outside the school</li> <li>- different school projects</li> </ul>
<p><b>11. Implementation of the core curriculum through participation in museum lessons</b></p>	<p><b>A student participates:</b></p> <ul style="list-style-type: none"> <li>- actively in museum lessons</li> </ul>
<p><b>12. Practical application of knowledge, developing passion</b></p>	<p><b>A student participates in:</b></p> <ul style="list-style-type: none"> <li>- circle of interests in schools</li> </ul>
<p><b>13. Cooperation with local community</b></p>	<p><b>A student participates in:</b></p> <ul style="list-style-type: none"> <li>- cooperation with ngo and others</li> </ul>
<p><b>14. Participation in competitions</b></p>	<p><b>A student:</b></p> <ul style="list-style-type: none"> <li>- takes part in school and extracurricular competitions</li> </ul>
<p><b>15. Trips organisation</b></p>	<p><b>A student:</b></p> <ul style="list-style-type: none"> <li>- trips to museums, places of culture</li> </ul>
<p><b>16. Presentation of the students achievements</b></p>	<p><b>A student:</b></p> <ul style="list-style-type: none"> <li>- exhibitions</li> </ul>



## 9. Integration of environmental education into lessons

Similar definitions of the environment are made in a broad sense, such as the interaction environment between living and non-living beings, and even specific to various areas where cultural and social environmental elements are evaluated together (Keleş, 2015). The fact that the environment is a problem for people goes back to the 1950s and 1970s, especially with the serious increase in the population and exceeding the consumption limits arising from economic concerns (Smyth, 2006; Ertürk 2011). These dates are also the dates when people's efforts to find solutions to environmental problems first began to sprout, like the 1972 Club of Rome studies (Samsunlu and Üstün, 2018). If we are talking about environmental problems today, it can be said that we are actually expressing the human problem as the creator of environmental problems. Because, from a holistic point of view, these problems are not limited to deterioration and changes in the natural environment, but also include the dissolution in social structures and their effects on nature (Çoban, 2014). In other words, it is necessary to look for the basis of environmental problems in the moral and institutional structure of human societies. Motivation and environmental morality of individuals develop to the extent of the value given to the environment by the social rules in the society (Serim, 2016). Protection of the environment can be achieved with the joint reaction of the individual and society against those who pollute the environment (Yılmaz, 2017). In this context, the perspective of individuals as a member of the society on the environment and various concepts derived from the concept of environment is also an indicator of the importance of social rules.

This character, which we can call environmental citizenship, is also defined as a young and theoretical concept, a form of political subjectivity, or a form of ecological governance that takes care of the benefit of all current and future citizens and species. Environmental citizenship is also expressed in the literature as "ecological citizenship", "green citizenship", "sustainable citizenship". However, the concept, which is widely used as "environmental citizenship", evaluates citizenship rights and responsibilities with an environmental focus and gives individuals an environmental identity.

Environmental citizenship, expressed by Dobson (2003) as ecological citizenship, tries to change the traditional view of citizenship in thinking about the characteristics of environmental problems. In this context, Dobson; He argues that there are four defining characteristics of environmental citizenship. First, environmental citizenship includes a number of non-contractual, gratuitous and unilateral responsibilities. Of course, there are environmental rights that environmental citizens also have, but responsibilities are at the forefront. These responsibilities, which form the basis of the understanding of environmental citizenship, are based on a moral basis rather than a contract and legal basis. That is, environmental citizens simply behave appropriately to do the right thing, rather than the effect of reward or punishment. Second, environmental citizenship is associated with virtues that empower citizens to fulfill their responsibilities, and its core virtue is justice. In fact, the sole purpose of environmental citizenship action can be expressed as eliminating environmental injustice (Bell, 2005). According to Bell (2005), an environmental citizen is a global citizen who has a duty to ensure environmental justice in the world. Third, environmental citizenship is territorial. As it is known, traditional understandings of citizenship are firmly established within the borders of the nation-state. However, most environmental problems are not only related to national borders, but also international. The effects of a citizen's ecological footprint are not limited to the country in which



they live. On the other hand, most environmental problems have the capacity to spread in terms of time as well as geographically, and the ecological footprints of human beings affect beyond the age in which they lived, that is, future generations. Therefore, the scope of environmental citizenship can be extended from one generation to the next. In short, environmental citizenship includes both global and intergenerational rights and responsibilities. Finally, environmental citizenship encompasses both public spaces and individual/private spaces. Citizenship traditionally encompasses only public spheres and is concerned with the behavior of individuals in public spheres. Discussing, taking action and making demands in this field are related to traditional citizenship. Environmental citizenship also shares this traditional element. That is, environmental citizens can also discuss, take action, protest and make demands in the public sphere. However, the role of the citizen should not be considered only in relation to the public sphere that defines collective life. Because, some personal behaviors, such as consumption habits, which are the products of the daily lifestyle of the individual, have general effects that cause very important consequences for the environment. Therefore, if the actions of individuals in their private spheres lead to collective and public environmental consequences, then the private sphere must also be considered along with political obligations. Within the scope of these features, the environmental citizen carries out the green values he has by trying to reduce his ecological footprint. In other words, the life of the environmental citizen may show different characteristics than the life of the average citizen. For example, he will turn off the tap while washing his face and brushing his teeth, prefer walking, cycling, using the shuttle or public transport as much as possible, reducing the production of polluting garbage and using resources, shopping at second-hand stores instead of buying new items. Environmental citizens are individuals who limit their influence on other people through the specified behaviors and other similar means. In this context, it can be said that real environmental citizens are individuals who have a sincere concern for environmental problems and a sense of responsibility. Environmental citizens think that today's and tomorrow's individuals have the right to benefit from the same environmental conditions, and they fulfill their duties for the sustainability of the environment by adopting them as national and international citizens. Therefore, the development of such a citizenship awareness in every individual is an effective way to meet the need for behavioral change to solve environmental problems.

## ENVIRONMENTAL CITIZENSHIP KNOWLEDGE AND SKILLS IN TURKEY INTEGRATION INTO THE GEOGRAPHY LESSON CURRICULUM

### DEFINITIONS AND EXPLANATIONS

#### **What is Geography?**

Geography; It is a branch of science that investigates human systems and the earth, examines and questions the relationship between them, depending on the principle of cause-effect and distribution. The relations between place and people form the subject of geography. Gregg and Leinhardt define geography as a discipline characterized by 4 features.

\*First, it is the distribution of features on the earth's surface (eg mountains, rivers, seas, etc.) that gives a place its unique character.

\*The second is to understand why and how certain things happen where and when they happen (such as volcanoes).



\*The third is the relevance and connection of the events that occurred to other events (for example, the destruction of the rainforest).

The last is that geography enables maps to communicate information and ideas.

These four features interact with each other in many different ways. The first three of these are the underlying principles of geography. The last one is the pronunciation of the information obtained as a result of geographical researches.

The interplay between these different aspects of geography makes it difficult to divide it sharply for descriptive purposes. A division in the form of geographical skills, places, physical, human and environmental geography, including one or two fields in various stages of geography education; This may result in the student being prevented from understanding the relationship between various fields.

Geography involves the development of certain abilities and understanding of concepts. These concepts and abilities are related to the physical environment (environment), the human environment and the relationship between them. Geography is a branch of social sciences.

### **Why We Have To Learn Geography?**

The aim of geography education is to gain geographical awareness about our country and the world, starting from the area we live in. In accordance with this purpose;

- \*Using space (local, national, global) correctly and effectively by knowing and understanding nature and people,
- \*Recognizing the relationship between human and nature,
- \* To protect the environment by thinking about the future,
- \* To assimilate the importance of geographical values depending on national values in the acquisition of "homeland consciousness"
- \* To be responsible for the protection of the world and humanity,
- \*Geography teaches people to live in harmony with the natural environment and people, in short, to be in harmony with natural and human systems.
- \* Comprehending the geographical role of environmental, cultural, political and economic organizations that are active at the regional and global level, in international relations.
- \* To understand the interaction of people, places and environment in the world with each other,
- \*Reading maps, using information technologies, questioning geographical information, raising individuals with intellectual and social skills
- \* To understand the importance of harmonizing the development processes with nature



\*We have to learn geography in order to grasp the location characteristics of Turkey in terms of regional and global relations and to realize that it is a country of geographical accumulation and synthesis with its potentials.

## **IMPLEMENTATION OF THE GEOGRAPHY TEACHING PROGRAM IN TURKEY**

### **1. BASIC PHILOSOPHY AND GENERAL OBJECTIVES OF THE GEOGRAPHY TEACHING PROGRAM**

Rapidly increasing technological developments, especially the change in information-communication fields; increased local, regional, national and global interactions. In this sense, "time-space convergence" is experienced, as expressed in some geographical studies. Interactions at local, regional, national and global scales are not only in terms of human processes but also in terms of natural processes. Today, geographical information is used more intensively in daily life. For example, environmental problems occurring in any part of the world can make their effects felt in many places at different scales. Taking into account these interactions and changes in natural and human processes at different spatial scales, the Geography Lesson Curriculum has been updated. During the updating process of the program, the density of the program was reduced by eliminating some concepts and subjects or with the help of limiting explanations added, the integrity of the transition from secondary school to high school was reinforced, units and achievements were reviewed in the light of current developments in the field, and changes were made in the order of units and achievements where needed. Emphasis has been increased on the use of information and communication technologies in all areas of our lives in geography teaching and on the relationship between achievements and daily life.

With the Geography Lesson Curriculum, students;

1. To conduct research using the basic concepts, theories and research methods of the science of geography and to report the results,
2. Gaining geographical skills within the framework of human-nature relationship,
3. To associate the basic elements of the universe with life,
4. To comprehend the functioning and change of natural and human systems,
5. Developing awareness of understanding and protecting the spatial values of his country and the world, starting from his immediate surroundings,
6. Gaining a sense of responsibility for the functioning of the ecosystem,
7. To comprehend the importance of spatial planning for the harmonious coexistence and continuity of nature and humans,



8. Developing “savings awareness” in the use of natural and human resources,
9. To make sense of the functioning of natural and human systems in local and global interaction,
10. To understand the importance of harmonizing development processes with nature,
11. Evaluating natural disasters and environmental problems and developing practices for prevention and taking precautions,
12. To comprehend the role of environmental, cultural, political and economic organizations that are active at the regional and global level in international relations,
13. Understanding the location characteristics of Turkey, which is a country of geographical accumulation and synthesis, in terms of regional and global relations, and becoming conscious of its country's potential,
14. To comprehend the importance of having geographical information in gaining "homeland consciousness",
15. In accordance with Turkey's new vision, it is aimed to have information about the developed and developing countries in the world, especially the regions and countries with which Turkey has close relations.

## **2. GEOGRAPHICAL SKILLS**

The geographical skills that are desired to be acquired by the students with the geography curriculum are as follows;

### **Geographical Observation**

Observation skill; paying attention to events and facts, perceiving and defining events and phenomena, explaining the causes and consequences of events and phenomena, questioning the causes of events and what they observe and predicting their results, establishing relationships between events and facts, revealing similar and different aspects of events and phenomena, recording what they observe and It is about transferring, comparing and reconciling what they have observed with what they have learned before, using what they have observed in their research or planning for the future, associating them with similar events, and developing behaviors for what to do when they encounter the same event again. Organizing environmental trips and field studies, planning and implementing research studies based on observation, as much as the school and environmental conditions allow, will contribute to the development of this skill.

### **Working in the Field**

For the development of this skill, it is important to include field studies outside the classroom, which are scientific laboratory studies for the geography lesson. Determining the aims of the study that will encourage students to observe the events and phenomena happening outside the classroom, designing a plan for the research (required resources, material collection, scheduling, preparing the necessary material in the field before the research), using the necessary tools and technology, collecting data in the field Including studies and projects where they can perform applications such as



recording and recording, analyzing data, drawing conclusions, developing suggestions, writing reports will contribute to the development of this skill.

### **Geographical Inquiry**

Geographical inquiry skills; It includes the processes of becoming aware of the subject or problem, defining and explaining the subject or problem, analyzing and interpreting the subject or problem, making predictions and making decisions about the future, making evaluations and making judgments by making personal inferences.

### **Time Detection**

Natural and human processes form a system and texture over time. In this sense, there are different perceptions of time in terms of natural and human processes. Time perception of geological processes; perception of time related to annual, seasonal and daily processes; time perception related to historical processes and time perception related to ecological cycles are gained.

### **Perceiving Change and Continuity**

Perceiving change and continuity; It requires finding similarities and differences in time and process, perceiving change and continuity in space, questioning the reasons for change and continuity in geographical processes.

### **Map Skills**

Map studies are very important in geography teaching. Maps are used both in field studies and in the distribution of geographical events and phenomena in the classroom. Map skills include:

Determining location on the map, transferring information on the map, choosing a map suitable for its purpose, making calculations using maps, perceiving the spatial distribution, interpreting the map correctly, creating draft maps. In addition, the ability to use globes and atlas is also included in geographical skills. The skill of using globe and atlas is basically a geographical skill gained in primary education programs.

### **Preparing and Interpreting Tables, Graphics and Diagrams**

Preparation of tables, graphs and diagrams; appropriate data selection and classification; creating tables, graphs and diagrams in accordance with the data, using and associating photographs related to the subject; creating cross-sections (such as plant and geology sections), using tables, graphs and diagrams where appropriate; interpreting tables, graphs and diagrams; It includes the skills of synthesizing by comparing tables, graphs and diagrams.

### **Using Evidence**

Evidence of natural and human processes related to geographical events and phenomena can be obtained from primary, secondary or directly from the field. Using evidence in geography "Fossil, stony or tectonic, etc. belonging to geological processes. using an element of nature as evidence; using evidence of climate processes, using evidence of historical, social, economic and political events and phenomena".



### 3. MATTERS TO BE CONSIDERED IN THE APPLICATION OF THE EDUCATIONAL PROGRAM

A learning environment should be created that allows students to research, question, explore, solve problems, share and discuss their solutions and approaches, set their own learning goals, and work with other students. Care should be taken to do the activities in the classroom. The preparatory phase of activities that require preliminary preparation may be outside the school.

In the transfer of the subjects in the curriculum, activities and studies that allow them to be associated with other disciplines and daily life should be included.

The program has been prepared with a holistic perspective on the subjects due to the field of geography. While teaching the subjects, interaction should be felt, provided that they do not stray too far from the framework of the acquisitions, and the ability to think multidimensionally about events should be developed in students.

In the implementation of the program, the teacher is responsible for accessing or preparing the teaching materials suitable for the course, subject and student level.

The Geography Curriculum supports the use of today's information and communication technologies in the teaching of geography subjects. The application of Geographic Information Systems (GIS) has been suggested in some gains. Depending on the technical equipment and physical facilities in the schools, the teacher can develop or implement GIS applications.

The teacher should give importance to practice trips. Field studies, which are indispensable for the geography lesson, are very important both for the development of field study skills and for the better perception of the subjects by seeing many geographical events on site.

Teachers should not depend only on textbooks while teaching their students the knowledge, skills, values and attitudes related to the Geography lesson. They should structure and use teaching materials (information notes, presentations, activities, worksheets, projects, reading passages, etc.) in a way that is consistent with the achievements, taking into account elements such as grade level, students' interest, readiness levels, and learning styles. While preparing the teaching materials, cooperation should be made with the branch teachers and teachers of other disciplines.

### OVERVIEW OF GEOGRAPHY COURSE AT HIGH SCHOOL LEVEL IN TURKEY

#### 9th CLASS (2 Lesson Hours)

UNIT	NUMBER OF GAINS	DURATION/CLASS HOURS	RATE %
Natural Systems	13	47	65
Human Systems	4	15	21





<b>Global Environment: Regions and Countries</b>	<b>3</b>	<b>5</b>	<b>7</b>
<b>Environment and Society</b>	<b>2</b>	<b>5</b>	<b>7</b>
<b>TOTAL</b>	<b>22</b>	<b>72</b>	<b>100</b>

#### CLASS 10 (2 Lesson Hours)

<b>UNIT</b>	<b>NUMBER OF GAINS</b>	<b>DURATION/CLASS HOURS</b>	<b>RATE %</b>
<b>Natural Systems</b>	<b>17</b>	<b>36</b>	<b>50</b>
<b>Human Systems</b>	<b>12</b>	<b>24</b>	<b>33</b>
<b>Global Environment: Regions and Countries</b>	<b>1</b>	<b>4</b>	<b>6</b>
<b>Environment and Society</b>	<b>4</b>	<b>8</b>	<b>11</b>
<b>TOTAL</b>	<b>34</b>	<b>72</b>	<b>100</b>

#### CLASS 11 (2 Lesson Hours)

<b>UNIT</b>	<b>NUMBER OF GAINS</b>	<b>DURATION/CLASS HOURS</b>	<b>RATE %</b>
<b>Natural Systems</b>	<b>2</b>	<b>4</b>	<b>5</b>
<b>Human Systems</b>	<b>15</b>	<b>41</b>	<b>57</b>
<b>Global Environment: Regions and Countries</b>	<b>7</b>	<b>17</b>	<b>24</b>
<b>Environment and Society</b>	<b>5</b>	<b>10</b>	<b>14</b>
<b>TOTAL</b>	<b>29</b>	<b>72</b>	<b>100</b>



### CLASS 12 (2 Lesson Hours)

UNIT	NUMBER OF GAINS	DURATION/CLASS HOURS	RATE %
Natural Systems	1	2	3
Human Systems	12	33	46
Global Environment: Regions and Countries	9	31	43
Environment and Society	2	6	8
<b>TOTAL</b>	<b>24</b>	<b>72</b>	<b>100</b>

### CLASS 12 (2 Lesson Hours)

UNIT	NUMBER OF GAINS	DURATION/CLASS HOURS	RATE %
Natural Systems	2	12	8
Human Systems	17	82	57
Global Environment: Regions and Countries	11	38	27
Environment and Society	4	12	8
<b>TOTAL</b>	<b>34</b>	<b>144</b>	<b>100</b>

## CONTENT OF THE UNIT RELATED TO ENVIRONMENTAL CITIZENSHIP

### 9.4. ENVIRONMENT AND SOCIETY

#### Unit Description

In this unit, subjects related to the way people use the natural environment and the changes in the natural environment due to human influence will be covered respectively.

#### Acquisitions and Explanations



**9.4.1.** It exemplifies the way people use the natural environment.

Examples such as Black Sea Coastal Road, Maltepe Beach Park, Eurasia Tunnel, Osman Gazi Bridge, Ordu-Giresun Airport, Marmaray and UAE-Dubai Palm are mentioned.

**9.4.2.** Evaluates the changes in the natural environment caused by human influence in terms of their results.

**a)** The effects of humans on the atmosphere, lithosphere, hydrosphere and biosphere are included based on case studies.

**b)** It is emphasized that people should be sensitive to nature in the changes they make on the natural environment.

**Values Self-control (kzm.9.4.2), love of nature**

#### **10.4. ENVIRONMENT AND SOCIETY**

##### **Unit Description**

In this unit, the causes and characteristics of disasters, the distribution of disasters in the world and in Turkey, and effects, disaster prevention methods will be discussed.

##### **Acquisitions and Explanations**

**10.4.1.** Explain the causes and characteristics of disasters.

Examples are given of the use of GIS and other spatial technologies in the solution of geographical problems.

**10.4.2.** Relates the effects of disasters with their distribution.

**10.4.3. Relates the distribution and effects of disasters in Turkey.**

**10.4.4.** Explain the methods of protection from disasters.

**a)** Practices against natural disasters in different countries are included.

**b)** The importance of raising awareness against disasters, especially earthquakes, is emphasized in our country.

**c)** The responsibilities of individuals during the occurrence of disasters are mentioned.

**Values Responsibility (refer to 10.4.4)**

#### **11.4. ENVIRONMENT AND SOCIETY**

##### **Unit Description**

In this unit, environmental problems according to their formation types; environmental impacts of mineral and energy resource use; use of non-renewable resources; environmental consequences of natural resource use in countries with different development; the impact of different land use practices on the environment; formation, diffusion processes and global effects of environmental problems; Sustainable use of natural resources will be discussed.



### **Acquisitions and Explanations**

**11.4.1.** Classifies environmental problems according to their causes.

**11.4.2.** Explain the effects of mines and energy sources on the environment with examples.

The effects on the production, distribution and consumption of mines and energy resources are included.

**11.4.3.** Analyzes the use of non-renewable resources in terms of exhaustibility and alternative resources.

The responsibilities of individuals regarding the use of non-renewable energy sources are emphasized.

**11.4.4.** Evaluates the use of natural resources in countries with different development in terms of their environmental effects.

**a)** The importance of environmental planning in the effective use of natural resources is mentioned.

**b)** Examples from Turkey are given.

**11.4.5.** Evaluates different practices related to land use in terms of their effects on the environment.

**11.4.6.** Analyze the formation and spread processes of environmental problems in terms of their global effects.

**a)** In terms of environment and human health, methods of protection from waste are included.

**b)** The environmental consequences of technological changes and their effects on humans are discussed through examples.

**11.4.7.** Evaluates the sustainable use of natural resources in terms of recycling strategies.

**Values** Self-control (11.4.7), Responsibility (kzm.11.4.3),

## **12.4. ENVIRONMENT AND SOCIETY**

### **Unit Description**

In this unit, the limitations of the natural environment, policies and practices for the prevention of environmental problems in countries with different levels of development, the effects of environmental organizations and agreements on environmental management and protection, and threats to the common natural and cultural heritage will be discussed respectively.

### **Acquisitions and Explanations**

**12.4.1.** Explain the limitation of the natural environment.

**a)** The concepts of feeding ring and carrying capacity are emphasized.

**b)** It is ensured that the concepts of limited resource, exhaustion, excessive pressure, environmental problem and development in harmony with nature (sustainable development) are associated.



**12.4.2.** Compares the policies and practices of countries with different development levels to prevent environmental problems.

In the prevention of environmental problems, the responsibility of human beings is included.

**12.4.3.** Explain the effects of environmental organizations and agreements on environmental management and protection.

**12.4.4.** Explain the threats to the common natural and cultural heritage.

Emphasis is placed on the importance of being sensitive to threats to natural and cultural heritage.

**Values** Love of nature (12.4.1), Responsibility (kzm.12.4.2)

#### **Methodology:**

In the Turkish geography education system, the subject title of "Environment" is transferred to students at each grade level (9th Grade: 22 learning outcomes, 10th Grade: 34 outcomes, 11th Grade: 29 outcomes, 12th Grade: 34 outcomes) with a total of 119 outcomes.

Methods, techniques and methods used according to grade levels;

**9th grade:** Visual (true-false) interpretation showing the human-nature relationship,

Watching videos that change the natural environment, detections,

Plaintiff; nature, the defendant; human court simulation,

**10th grade:** On-site geographic observation,

Disaster field trip study by making natural disaster classification,

**11th grade:** Creating student groups by identifying environmental problems and informing by preparing presentations,

Wall newspaper titled environmental problems caused by resource use and environmentally friendly energy sources,

**12th class:** Getting to know environmental organizations, informing about the membership procedure by the authorized person,

Natural and cultural heritage tours, visual impressions.

#### **FINDINGS**

In the secondary education geography program, it is aimed that students have knowledge about environmental problems, human-nature relationship, the functioning of the ecosystem, spatial planning in the process of nature and human harmony, the awareness of saving, the development



process in harmony with nature and the prevention of natural disasters and environmental problems.

It has been understood that the gains in which the programs are examined are mainly theoretical. Although applications are included from time to time, it can be said that increasing learning activities by doing and experiencing is important for a much more effective environmental education. Only exams come to the fore in determining how successful students are in environmental issues.

Looking at the geography program from the perspective of objectives and achievements, it can be said that the program is sufficient in terms of environmental issues. However, there are inadequacies in teaching methods and techniques in creating permanent traced behavior in students through experience.

In the geography course curriculum; With "geographical observation", it is mentioned that environmental trips should be made and it is aimed to encourage students in observing the events happening around them. When the program is viewed from this perspective, although it is aimed to gain sufficient skills related to environmental issues, these goals cannot be achieved as a result of the lessons being taught in the classroom environment.

In creating and developing environmental awareness, geography teachers should also be conscious and feel responsible. However, professional development teacher trainings (seminars, courses, in-service training, etc.) related to this are generally optional, but there are no motivation-enhancing factors in this regard.

While addressing the environmental topics, more emphasis is placed on 'individual environmentalism', environmentalism covering the public sphere, helping to protect and defending the ecosystem, and the deficiencies of active participation in the solution of environmental problems in cooperation with other institutions such as the government and NGOs can be mentioned.

## **SUGGESTIONS**

The geography course should be presented in two stages as theory and practice.

While the theoretical part can progress within the framework of the geography curriculum, for the practical part;

- Cooperation with environmental organizations should be ensured;
- Practice areas suitable for the acquisition of environmental citizenship skills should be created (regular collection of solid wastes in and around the school, separation of organic and inorganic wastes and recycling, etc.)
- Afforestation activities should be organized
- Recycling facility trips should be made

Geography course; It should be well emphasized that it is more than a course that is responsible only in local and national exams, and the environmental responsibilities that geography's compatibility with ecosystem and sustainable environment imposes on students as citizens. Students should be provided with environmentally friendly behaviors through in-school and out-of-school activities. This



situation can be eliminated by making achievement tests that only cover environmental issues, giving social responsibility project assignments, and requesting geographical observation result reports.

## **ENVIRONMENTAL CITIZENSHIP KNOWLEDGE AND TURKEY INTEGRATION INTO THE BIOLOGY LESSON CURRICULUM**

## **SKILLS IN**

### **DEFINITIONS AND EXPLANATIONS**

#### **Importance of Biology**

From birth to death, conscious and healthy living at every stage of life, sustaining economic development, keeping the environment intact, increasing the quality and quantity of production has an important place in the science of biology. Biology, which is the basic science, includes every subject related to life and nature, and in this respect, it provides an unlimited number of study opportunities to the researcher and thinker.

The most important secret of being successful here is to follow nature by thinking. The unconscious use of nature creates dangerous consequences for the life of humans and other living things. Environmental pollution, erosion, material loss, decrease in green areas, rapid population growth, unplanned urbanization, and the disappearance of biological riches are among these problems. For example, Central Anatolia is facing the danger of desertification, pollution of rivers, deterioration of our coastal beauties, and problems that arise as a result of not using our natural resources well.

With studies in the field of biotechnology, a cleaner environment will be created by using microorganisms that can decompose waste materials down to their basic structures.

The purpose of biotechnology is to transfer genetic information that encodes certain characteristics of one living thing to another living thing. Thus, the requirement of the transmitted information is fulfilled by the second living thing. With this change made on the structure of the DNA molecule, targeted production is made.

**Biology;** Thanks to studies in medicine, agriculture, animal husbandry, forestry, industry and other fields, which are its application areas, it has become a broad science that enables people to look to the future with more hope.

Problems such as the lack of information about biology, the deterioration of the environment, the emergence of health problems that cannot be prevented, the inability to use natural resources continuously and efficiently, and the inability to make use of biological riches have emerged.

**With biology,** it is aimed that the individual gets to know himself and his environment and gain the awareness of protecting his environment. The benefits of having knowledge of biology can be to know the environment, to protect health, to recognize and benefit from biological riches, to learn the basic structure of living things. Developing knowledge and awareness about the degradation and pollution of the environment, developing the sense of research and personality, recognizing the latest developments and preparing for the 21st century are among the other benefits of biology.



**The problems that arise as a result of not giving sufficient importance to the science of biology are as follows:**

**Problems with environmental degradation:**

Erosion, drying of wetlands, pollution of seas and lakes, destruction of forests and pastures,

With the disappearance of many living species, the decrease in biological diversity and the deterioration of the balance of nature,

Problems such as excessive and wrong consumption of living things, destruction of natural resources, cause deterioration of the environment.

**Health related issues:**

Many diseases related to malnutrition,

Increase in anomalies related to consanguineous marriage,

The emergence of unhealthy lineages due to the inability to identify inherited disorders in time and many other problems.

**Problems with the economy**

In our country, which hosts the most important cultural plants and animals in the world , the lack of improvement studies and the insufficient increase in production are among the economic problems .

**Problems related to social structure:**

Dragging to migration due to environmental degradation or not creating a livable environment,

Due to the fact that children are not raised in healthy and beautiful environments,

Physical and mental inadequacies are problems related to social structure.

**The Future of Biology**

The resources of our world have become insufficient for human societies, which are constantly multiplying and whose consumption is increasing. The seas, inland waters and the atmosphere are polluted, and the soil structure has deteriorated to a point where it cannot be renewed. The whole world is being dragged towards the danger of life. The solution is based on the science of biology along with some methods. Water developments are expected at the beginning of the next century.

Genes that cause hereditary diseases in human populations will be replaced with their healthy ones during fertilization, and diseases such as cancer, low and high blood pressure, diabetes, dwarfism, etc. will be prevented.

By controlling or changing the genes that inherit the longevity of living things, a long life can be achieved. Since 1996, it can now be predicted how long a fetus will live in the womb.





## **IMPLEMENTATION OF THE BIOLOGY TEACHING PROGRAM**

### **IN TURKEY**

#### **SPECIAL OBJECTIVES OF THE BIOLOGY TEACHING PROGRAM**

Technological developments in the production, use and transfer of scientific knowledge have led to many innovations in the science of biology. Especially with the new developments in genetic engineering and biotechnology, biology has become a part of our daily life and this situation has increased the requirements for biology education.

The role of science in general, biology in particular in human life and the contributions of Turkish-Islamic scientists to the history of science are included in the Biology Curriculum. Emphasis is placed on the development of students' knowledge, skills, competencies and values in relation to the interactions between science-technology-society-environment. In this context, Biology Curriculum; making innovations and changes in the light of the laws, theories, practices and concepts of biology, research and inquiry, using information technologies, establishing a relationship between biology and daily life, creating social awareness, etc. Updated to include more apps.

#### **With the Biology Curriculum, students can;**

- 1.** To have knowledge about laws, theories, processes, principles, principles, hypotheses and experiments in biology,
- 2.** Gain the ability to use biological knowledge and applications in daily life,
- 3.** Recognizing some scientists who contributed to the field of biology in the history of science,
- 4.** To actively participate in and evaluate the debates on biology and science,
- 5.** To be willing to produce new ideas and to do original studies by using the knowledge, skills and competencies acquired in the biology course,
- 6.** To be able to make functional projects, comprehensive and original designs and inventions,
- 7.** Being aware of technologies inspired by living things and being willing to make similar innovations,
- 8.** To be able to evaluate the effects of science and technology on the lives of humans and other living things,
- 9.** To comprehend the necessity and importance of having ethical values in scientific studies and social life and to act in accordance with these values,
- 10.** To be able to make informed assessments about socioscientific issues (controversial social issues related to science),
- 11.** It is aimed to be individuals who research, think critically, cooperate, have effective communication skills, solve problems, question, produce, and are willing to learn science for life.



## MATTERS TO BE CONSIDERED IN THE APPLICATION OF THE EDUCATIONAL PROGRAM

1. While the unit achievements in the program are essential, the explanations regarding the achievements are also determinative. For this reason, in the implementation of the program, attention should be paid to the limitations or warnings in the explanations as well as the achievements.
2. Laboratory safety in biology lessons is important in terms of carrying out learning activities in a healthy way. For this reason, precautions should be taken against all kinds of dangers that may occur in terms of security.
3. Since learning by doing and experiencing provides permanent learning, experiments and observations should definitely be included in the appropriate acquisitions. At least one test should be performed on each unit, depending on the unit's specification. For example, students should be allowed to use microscopes in the "Cell" and "Cell Divisions" units. In the units of "Living World", "Ecosystem Ecology and Current Environmental Problems", "Community and Population Ecology", students should be directed to research, observe and examine the living things around them and their interactions with the environment in which they live, and students should be given applications. In addition, nature tours, botanical garden tours, natural history museum tours, conservation areas tours, factory tours, etc. can be organized within the school and environment possibilities. should be regulated.
4. Performance studies, experiments, activities and projects should be structured and implemented under teacher guidance.
5. Examining the biology projects that were ranked in the national and international project competitions; It should be ensured that these projects are evaluated in terms of their contributions to science, society, technology, environment and economy.

## OVERVIEW OF BIOLOGY COURSE AT HIGH SCHOOL LEVEL IN TURKEY

### 9. Grades

UNIT	UNIT NAME	NUMBER OF GAINS	DURATION/CLASS HOURS	RATE (%)
1	Life Science Biology	3	26	36,1
2	Cell	3	22	30,6
3	World of Creatures	5	24	33,3



<b>TOTAL</b>	11	72	100
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### 10. Grades

UNIT	UNIT NAME	NUMBER OF GAINS	DURATION/CLASS HOURS	RATE (%)
1	Cell Divisions	5	18	25
2	General principles of heredity	2	30	41,7
3	Ecosystem Ecology and Current Environment Problems	10	24	33,3
<b>TOTAL</b>		17	72	100

### 11. Grades

UNIT	UNIT NAME	NUMBER OF GAINS	DURATION/CLASS HOURS	RATE (%)
1	Human Physiology	29	116	80,6
2	Community and Population Ecology	5	28	19,4
<b>TOTAL</b>		34	144	100

### 12. Grades

UNIT	UNIT NAME	NUMBER OF GAINS	DURATION/CLASS HOURS	RATE (%)
1	From Gene to Protein	8	56	38,9



2	Energy Conversions in Living Things	8	32	22,2
3	Plant Biology	11	44	30,6
4	Living things and the environment	2	12	8,3
<b>TOTAL</b>		29	144	100

## ENVIRONMENTAL UNITS AND THEIR GAINS

### 10th Grades

#### 10.3.2. Current Environmental Issues and Human

**Key Concepts:** Environmental problem, ecological footprint, carbon footprint, water footprint,

**10.3.2.1.** Evaluates the causes and possible consequences of current environmental problems.

**a.** Current environmental problems (decrease in biological diversity, air pollution, water pollution, soil pollution, radioactive pollution, sound pollution, acid rain, global climate change, erosion, destruction of natural habitats and forest fires) are summarized and the negative effects of these problems on living things are indicated.

**b.** Emphasis is placed on diseases caused by environmental problems.

**10.3.2.2.** He questions his role as an individual in the emergence of environmental problems.

**a.** Applications related to ecological footprint, water footprint and carbon footprint are made.

**b.** It is ensured that solutions are developed to reduce the ecological footprint, water footprint and carbon footprint.

**10.3.2.3.** It offers solutions for the prevention of environmental pollution in the local and global context.

**a.** Examples of studies carried out for the prevention of environmental pollution in the local and global context are given.

**b.** Discussion of human activities that harm the environment on a local and global scale is provided.

**c.** It gives examples of how biology is associated with other disciplines in the prevention of environmental pollution.

### 12th grades

#### 12.4. Living things and the environment



#### 12.4.1. Living things and the environment

**Key Concepts:** adaptation, natural selection, mutation, variation, artificial selection

**12.4.1.1.** Explain the effect of environmental conditions on the continuity of genetic changes.

- a. The concepts of variation, adaptation, mutation, natural and artificial selection are emphasized.
- b. The reasons why bacteria develop resistance to antibiotics are highlighted.
- c. It focuses on the reasons why herbicides and pesticides lose their effectiveness over time.

**12.4.1.2.** Gives examples of artificial selection applications in agriculture and animal husbandry.

### METHODOLOGY

#### Teaching Methods in Biology Lesson

Teaching method plays an important role in achieving the goals desired to be achieved as a result of education, that is, in the effective realization of teaching. If the method is well chosen and applied, the desired goals and target behaviors can be reached in a shorter time. Various teaching methods and techniques can be used in biology lessons.

#### Narration Method

Lecturing is a teaching method that is applied in the way that the teacher transfers information about a subject to the students who are sitting passively in front of them and listening. The lecture method is the oldest and most widely used teaching method. There may not be suitable equipment for every subject in biology teaching. In such cases, the narrative method is used.

Biology lesson with the method of continuous narration should not be processed. In this way, long lectures distract the student's attention. Therefore, short and remarkable explanations should be included.

#### The method of expression can be examined in two ways.

- a. Formal expression; Communication is one-way. It is a communication offered by the teacher without the participation of the student. In this lecture, information is given to a wide range of students.
- b. Informal narration; In this type of narration method, there should not be much participation. The number of participants should be around 40 people at most. Because communication is not one-way. The verbal relationship between student and teacher is reciprocal. During the conversation, students should be addressed by name.

The narration method can be used for many purposes; It can be used to introduce a new topic, to summarize a lesson, to explain a problem.

#### The useful aspects of the narrative method can be listed as follows;

- a. Information can be easily conveyed to large groups.



- b. It saves time as the subject is summarized.
- c. It is very applicable in teaching abstract concepts.
- d. Ideas are explained in a sequence and order.
- e. It contributes in terms of additional information.
- f. It allows to give some feelings and thoughts to suggest.
- g. It gives a sense of confidence to the teachers as they will not encounter any surprises in the lesson.

**The limitations of the narrative method can be listed as follows;**

- a. The teacher is active, the student is passive.
- b. Getting to know students is difficult.
- c. The teacher must demonstrate skill.
- d. Difficulty in attracting students' attention.
- e. Student activity is limited.
- f. It leads the student to memorization.
- g. Students may not grasp the subject while taking notes.
- h. Learning cannot be expected to be very permanent as it is based on verbal symbols.

**Laboratory Method**

While the laboratory method was used for demonstration purposes, after giving the students theoretically some known events in a limited way, today it is widely applied, mostly in the form of individual or group experiments by the students.

**The useful aspects of the laboratory method can be summarized as follows;**

- a. It is of great value as it is a way of learning by doing and experiencing.
- b. It helps students' mental development.
- c. Scientific attitudes of students that scientists should have provides their grasp.
- d. The student is active, the teacher is passive.
- e. All sense organs of the students are active.
- f. Learning is permanent because students experiment.
- g. Students learn to use tools.
- h. The laboratory method allows for individual study.
- l. The knowledge obtained by the laboratory method is easier to apply.
- j. Establishes a relationship between theory and practice.



k. With this method, all the attention of the students is drawn to the subject.

**The limitations of the laboratory method can be listed as follows;**

- a. The laboratory method is very time consuming.
- b. It is difficult to apply in crowded classrooms.
- c. It is difficult to find tools for every subject.
- d. Experiments can sometimes fail.
- e. Teaching with this method is expensive.
- f. Special laboratories are needed

**Problem Solving Method**

The feature of this method is that it provides some learning activities to the student in order to rediscover knowledge and concepts or relations between concepts.

It is a method related to problem solving thinking skills.

The problem solving method directs the student to benefit from the previously acquired knowledge, skills and habits, learned rules and formulas. Solving new problems in the light of learned information is the best way of learning for the student.

**The benefits of the problem solving method can be summarized as follows;**

- a. Problem solving method directs students to planned work.
- b. The student actively participates in the solution.
- c. It makes topics interesting.
- d. It enables students to look at the difficulties they face from a scientific point of view.
- e. It directs students to gather information through activities such as research, examination, observation and experimentation.
- f. Develops students' responsibilities.
- g. It provides both theoretical and practical learning.
- h. Perception and retention take longer.
- l. Students also benefit from each other's ideas.
- j. It improves students' ability to make sound decisions.
- k. It provides learning and motivation with interest.
- l. Students learn how to think independently to reach conclusions.

**The limitations of the problem solving method can be summarized as follows;**

- a. It is too time consuming.



- b. Students hardly obtain the necessary materials and resources to solve the problem.
- c. Because of working on the problem, the student may develop a negative attitude.
- d. Learning is difficult to assess.

### **Demonstration Method**

Demonstration is the teacher's explanation of any subject in the classroom or laboratory, in front of the students, using a set of tools and equipment. In short, the teacher is to experiment. The method of demonstration can be done under real conditions and using real tools, as well as moving and still pictures and other abstract visual materials. It can also be done with tools.

The show should be held in a place where all students can see it. The teacher should make short and concise explanations at the time of the demonstration. At the end of the demonstration, important points should be reminded by the teacher again. By creating a discussion environment, questions should be asked and parts that are not understood should be explained. Students should be asked to take notes, make diagrams and drawings. If possible, the demonstration should be repeated by one or two students.

#### **The benefits of the demonstration method can be summarized as follows;**

- a. The inconveniences that will occur in the experiments using expensive and dangerous tools are avoided with this method.
- b. It enables learning of operations and skills by seeing and observing.
- c. A good show grabs the student's attention.
- d. It is economical because only the performer needs the material.
- e. This method is also useful in developing skills.

#### **The limitations of the demonstration method can be listed as follows;**

- a. A demonstration can only be ineffective if it follows the principle of "show, tell".
- b. In this method, the teacher is very active and the student is the audience.
- c. Preparing a good show requires a great deal of knowledge in the field of educational technology.
- d. In a complex demonstration, the student may feel inadequate.
- e. The demonstration method is not fully implemented in crowded classrooms.
- f. The demonstrator needs planning and preparation

## **ENVIRONMENTAL CITIZENSHIP KNOWLEDGE AND SKILLS IN GREECE BIOLOGY CURRICULUM IN HIGH SCHOOL IN GREECE**

### **Gymnasium**

**(1<sup>st</sup> grade, age 12-13 years)**

- The organization of life 8 hours/year





- Nutrition and digestion 8 hours/year
- Respiration 6 hours/year
- Movement 6 hours/year
- Reproduction 7 hours/year
- Irritability 5 hours/year

### **(2nd and 3rd grade, age 13-15 years)**

- Organization of life - biological systems
- (7 hours/year)
- Organisms and their environment (10 hours/year)
- Metabolism
- (5 hours/year)
- Diseases and factors related to their occurrence (7 hours/year)
- Conservation and continuity of life
- (9 hours/year)
- Genetic engineering and biotechnology
- (4 hours/year)
- Evolution (2 hours/year)

### **Lyceum**

#### **(1st grade age 15-16 years)**

##### THE HUMAN BODY (Anatomy & Physiology)

- From the cell to the organism (4 hours/year)
- Circulatory system (15 hours/year)
- Nervous system (14 hours/year)
- Reproductive system–development (15 hours/year)

#### **(2nd grade age 16-17 years)**

- Man and Health (17 hours)

(Microorganisms, Human body's defense mechanisms, AIDS, Cancer)



- Man and the Environment (15 hours)

(Characteristics of ecosystems, Food chains and food webs, Biogeochemical cycles, Pollution)

- Evolution (18 hours)

(Classification of organisms and evolution, Natural Selection, Phylogeny, Human Evolution)

### **(3rd grade age 17-18 years)**

- The genetic material (12 hours/year)
- Genetics (18 hours/year)

(DNA Replication, gene expression and regulation of transcription)

- Cell cycle – Mitosis – Meiosis (12 hours/year)
- Recombinant DNA technology (12 hours/year)
- Mendelian heredity (18 hours/year)
- Mutations (16 hours/year)

Principles and methodology of Biotechnology

(24 hours/year)

**COURSE: PHYSICS**

**CLASS: LYCEUM A**

**SESSION: FREE FALL**

**SPEAKER: Delimpaltadakis Minas**

Teaching objectives: \_

1. To understand that their conception of free falling objects in air is inconsistent and sometimes conflicting with the scientific theory, and in general to acknowledge the difference between the scientific theory and personal conceptions based on every day experience.
2. To recognize the difference between free falling objects on air and free falling objects in vacuum.
3. To understand that in free fall in vacuum all objects fall at the same time and if not that is because of the existence of air resistance.
4. To understand that the motion of a free falling object is uniform acceleration.
5. To make measurements and represent them as plots.
6. To understand the concept of the acceleration of gravity and its role in free fall.
7. To understand the space/time and speed/time equations and utilize them to study the motion.



8. To imagine ways of measuring the acceleration of gravity and experiment with them with the help of the professor.

Aim of the course:

1. To practice the observation, description and interpretation of natural phenomena.
2. To qualitatively comprehend the type of motion and concepts, such as the acceleration of gravity.
3. To be able to understand the specifics of the motion in natural environment through everyday occurrences and/or in the motion in vacuum.
4. To utilize the corresponding software and the free access to the Internet.

Conceptual obstacles

1. The heavier objects fall always faster in natural environment.
2. There is no gravity in the vacuum.
3. The lighter objects fall slower than the heavier because of air resistance.

Cognitive prerequisites

1. The understanding of concepts such as position, velocity and acceleration.
2. The knowledge and application of the characteristics of uniform acceleration.
3. The use of laboratory instruments such as photogates and electronic timers.

Required materials

Vacuum tube, pump, photogates, electronic timer, ruler, stud, spring, tape measure, plumb, coin, feather, pebbles, tree leaf, sheet A4, half A4 sheet, access to the Internet. The teaching and the students' experiment will take place in the physics lab.

Short description:

We can divide the study of free fall motion in three stages:

1. To bring students in cognitive conflict with their ideas and make them observe and wonder "which objects fall faster, the heavier or the lighter?"
2. To show that the free fall is uniformly accelerated motion investigating whether the displacement ( $s$ ) is proportional to the squared time ( $t^2$ ), either by using laboratory measurements or chronophotography or some software.



3. To introduce the concept of the acceleration of gravity ( $g$ ), to show some of its characteristics (e.g. what it depends on? Is it always stable?). And if possible to compute it (even with error greater than + or - 10%).

The above approach is constructivist practice which aims to provoke the cognitive conflict based on laboratory and software support. The teacher sets the basic problem in the form of three questions.

- a) What happens when we drop an object in the air? Does the heavier object drop faster than the lighter?
- b) What happens when we drop an object in a vacuum? Does the heavier object drop faster than the lighter?
- c) What is the form of the motion when an object falls in a vacuum?

### Structure of the course

The completion of the teaching objectives requires three teaching hours. The teaching process consists of three stages, which correspond to the six aforementioned teaching objectives.

#### Free fall (in air) with air resistance phenomenon

The first teaching objective is the recognition by the students that their “personal theories” regarding the free fall in air phenomenon are not scientific and that the phenomenon is more complex than their conception.

#### The first fact

The teacher holds in one hand a plumb and in the other a leaf and let them fall from the same height. The plumb reaches the floor first and the teacher asks the students why the two items do not reach the floor at the same time. The students are asked to write the question and their answer in the worksheet (1). Many students reply based on the “theory” that “the heavier objects fall faster”. The teacher, without commenting their answers announces that for about two thousand years - from Aristotle to Galileo - people believed that “the heavier fall faster.”

#### The second fact

This time the teacher holds in one hand an A4 sheet and in the other a half A4 sheet and he rumples the latter. Then he asks which one is the heavier and asks the students to predict which one will drop faster. The students are required to write their prediction in the worksheet (2). Once they complete the task, the teacher drops the two items at the same time and the rumbled sheet reaches the floor first. Then he invites the students to write their personal interpretation of the phenomenon in the worksheet (2). Finally the teacher asks those who changed their view on the interpretation of the first fact to record it in the worksheet (2). At this point, it is possible that some of the students understand the weakness of their initial “theory”. In this case a COGNITIVE CONFLICT occurs between the initial “theory” and the actual facts.

The question:



The teacher makes the following rhetorical question

“We noticed that in the first experiment the heavier object falls faster than the lighter, whilst in the second experiment the lighter object falls faster. Which objects fall faster, the heavier or the lighter?”

The teacher replies that “there is no law that predicts what will happen during the free fall of two objects in the air”. Then he outlines the historical development of ideas about the phenomenon of free fall in air and he concludes with the discovery of Galileo that “responsible is the air resistance”. He emphasizes the idea that “if there was no air resistance, all solid objects regardless their weight would fall simultaneously”.

The free fall phenomenon

The teaching of the phenomenon serves the teaching objectives 2 and 3. These objectives are approached through LABORATORY EXPERIENCE and/or using sources on the Internet.

It should be understood that all objects in a vacuum fall simultaneously and that, when this is not the case the "air is responsible."

The professor uses the Newton tube in which he enters a feather and a coin or a 50 gram plumb. He had previously pumped the air off the tube using a laboratory pump. He places the tube in a horizontal position and he asks the students “how can we determine whether there is air or not in the tube”.

The professor brings the tube to a vertical position and the students observe the simultaneous fall of the two objects. The impressive motion is not that of the plumb but the one of the feather which falls exactly as the plumb. The professor repeats the experiment a few times and then he opens slightly the valve of the tube in order some air to enter in the tube. Afterwards he brings the tube to a vertical position and lets the two objects to fall. This time the fall of the feather is delayed but not as much as in the atmosphere. Then he releases again the valve to let more air to enter and he repeats the experiment. Now the feather delays even more. Finally he lets the valve completely open and the feather drops as in atmosphere.

The teacher emphasizes the role of air in the fall of the feather and focuses on the fact that the plumb in the vacuum drops more or less the same as in the air. Then he invites the students to pump the air off the tube themselves and perform the experiment. This effort is an essential teaching element that among other it enhances the memory process.

Proposal 1

Prerequisites: strut, spring, bob and stopwatch.

Question:

How can we utilize the notion of balance and simple harmonic motion to determine the gravity acceleration “g”?

Answer:



We hung the spring on the strut and we measure its length. Then we hung the bob from the spring and we let the system to balance. We measure again the length of the spring. The difference between the two lengths is the elongation  $\Delta l$ .

It is  $\Sigma F=0$  therefore  $w=k \Delta l$   $mg=klk=mg/l(1)$

Afterwards we divert the bob from equilibrium and let it oscillate. We count the time of ten oscillations using the stop watch. To determine the period we divide by ten.

We know that  $T=2\pi\sqrt{m/k}$  (2)

Using the equations (1) and (2) we can determine that  $g=4\pi^2 l/T^2$

The students have to execute the experiment and solve the equation system themselves.

### Proposal 2

Prerequisites: photogates, electronic timer, rope, bob, tape measure

We inform that the oscillation of a simple pendulum is  $T=2\pi\sqrt{l/g}$  and we ask the students to perform the experiment in the following URL:

<https://www.youtube.com/watch?v=pQcCMDR5PRQ&feature=youtu.be>

### Worksheet

Student Name: .....

Course: Free Fall

1.

.....  
.....  
.....  
.....  
.....

2.

.....  
.....  
.....  
.....  
.....

3.

.....  
.....

4. When we say that all object in free-fall from the same height fall simultaneously we mean that they acquire the same ....., which is called.....One object 1000 times heavier than another means that receives from the Earth ..... greater



force, while its inertia is ..... times greater. As a result all objects from the same height ..... simultaneously.

5.

.....  
.....  
.....  
.....

6.....  
.....

### 7. Process – Instructions – Activities

#### Free fall using chronophotograph

Below is depicted the chronophotography of an object falling from some height. The photo was taken with an open aperture and the object was lit every 0,7s using a stroboscope. Thus, the time difference of each instance of the object with the next and the previous instance is 0,7s.

The objective of the experiment is to figure out the kind of movement of the object and determine its acceleration.

Using a ruler measure the distance from 0cm to 100cm in order to determine how many cm correspond to the length of one meter. In other words you need to determine the scale of the photo. By doing so, each time you measure some length in the photo you will be able to determine the real length cover by the falling object.

Measuring the length in between the photo instances of the object fill the table below

$\alpha/\alpha$	Time (sec)	Object Shifting in the photo (cm)	Real Object Shifting (cm)	Square of Time (sec <sup>2</sup> )
0	0,0			
1	0,7			
2				
3				
4				
5				



6				
7				
8				

Using the above table plot the displacement as a function of the square of the time. Afterwards use the plot to determine the acceleration of the motion.

### Evaluation Sheet

Student Name: .....

Course: Free Fall

1. Write a progress report on what happened during the three teaching hours, describing the views you had prior teaching and comparing with your views after teaching.
2. How can you prove that there is gravity in the vacuum?
3. Are the equations of motion the same for all objects in all locations? Which are these equations?
4. After you find information compile a report of 500 words in which you explain the evolution of ideas about falling objects from Aristotle to Galileo. Try to distinguish the difference between their views and what methods they were based on.

### URPOSE OF THE ACTIVITY:

1. CRITICAL UNDERSTANDING OF THE CONCEPT OF ENVIRONMENTAL JUSTICE (EJ)
2. THE CULTIVATION OF COMPETENCIES AND SKILLS

### EXPERIENTIAL ACTIVITY

“TAKE ONE STEP FORWARD”

Objectives:

Empathy-raising,

Critical understanding of the world

Assessment of human dignity, human rights and equal democratic participation.

A collective artistic activity can be developed in order to:

cultivate creative expression

Use ICT (More specifically, a short film on consumerism as one of the causes of environmental injustice can be created)

A critical analysis of examples of environmental injustice can be made in





order to help students:

Understand the mechanisms and factors that lead to the development of injustice and to propose ways of ensuring the EJ

### **Educational Practice Description**

#### **Learning Activities & Learning outcomes**

FIRST PHASE: Experiential activity 'Take one step forward'

Is aiming at creating empathy and understanding of the position of the “other” by assigning roles.

The children are placed, outdoors, side by side in a line and given a card with a hidden role-identity.

Then certain statements are read aloud and successively

Whenever someone has a 'valid' statement, he has to take a step forward and, if not, he has to stay in place

This is how an increasing distance, symbolizing environmental injustice, is developed which children gradually realize as 'victims' or 'perpetrators.'

At the end, the animator invites students to turn and observe distances

Duration options: 1 hour minimum, 2 hours ideally

They sequentially reveal their role ('I am ...') and they externalize their emotions, findings, thoughts and drawing of conclusions begins

In the end, students drop their roles by throwing the papers with the roles on the ground.

#### **Roles: You are...**

1. A teenager belonging to the middle-classes, you live in a well-organized and safe city.
2. A highly paid woman, you run a group of environmental pollution controllers in an industrial zone and you perform poorly your duty.
3. An Energy Minister, you live in the capital of an economically strong state and you approve the construction of a nuclear power plant without a sufficient legal framework on nuclear safety.
4. A pregnant woman, you live in a city near a nuclear power station where there was a



significant leak one year ago.

5. A teenage girl, you live in a village near a big dam that was built to supply a city with water and has greatly restricted the flow of the river.

6. A woman, you live in a forest area that is being extensively harvested by a big company for exporting timber abroad. You are struggling to limit activity along with other people and often find yourself in front of men from a security company.

7. A man of low bio-educational level. You and your child are working at an improvised cobalt mine (which is vital for the construction of mobile phone batteries, laptop batteries etc.) but in dangerous conditions and with bad labor terms.

8. A cancer patient, consuming water with an increased concentration of carcinogenic chromium ions and other dangerous chemicals.

### **Statements: Take a step forward if...**

1. You can buy a new PC by throwing your old one if it is no longer functional.
2. You have access to cheap industrial and electronic products.
3. You can consume as much paper as you want.
4. You can consume aimlessly electricity.
5. You feel safe about the quality of the water you drink.
6. You feel safe about the health of the children you will have.
7. You can ensure a proper implementation of environmental legislation.
8. You can ensure an equal participation of everyone in the decision making for the local environment.
9. You can go out comfortably at night in the place you live in.
10. You can enjoy a walk outdoors.

After creating some distances, students will stay to observe them and express their feelings (e.g. surprise, dissatisfaction, wonder).

**Cause-effect** relationships between their roles and actions will be sought out.

The students realize that injustice is developing in **space and time**.

The view on the field of injustice will expand from the **lack of resources** and the **feeling of insecurity** to the lack of **democratic participation**.

Finally, the concept of environmental justice, its fundamental position in ensuring



sustainability, the parameters that affect it and the necessity of defending universal rights will emerge.

The conclusions can be shown in a graph and the students can evaluate the experiential play experience verbally and through a questionnaire.

## **SECOND PHASE: Critical analysis of cases of environmental injustice.**

### **Considerations:**

Students will study real examples of environmental injustice in the classroom

Look for causes and solutions in groups, with a worksheet.

They will present their work in plenary.

### **Duration options:**

1 hour minimum, 2 hours ideally, up to several hours

### **Desired outcomes:**

Students will analyze some examples of environmental injustice (e.g. water, cobalt mining, nuclear power).

They will present the cases before everyone.

Through discussions they will reach conclusions that they will be reflected on the board.

### **The purpose is:**

To realize that,

a) the consumption pattern, the production processes, the economic models and the lack of democracy play a role in forming injustice.

b) To note that the limitation of injustice can be made only through conscious and collective choices and

c) To realize that the role of education should be oriented towards sustainability and the defense of human rights.

The students can be assessed with a questionnaire

## **THIRD PHASE: Formation of an information & awareness-raising message, spreading.**



Considerations:

Students can create a work of art or organize an action that has an impact on the school and the wider community.

### Rethinking the Educational Practice

We believe that this practice is characterized by the following qualitative elements in learning and planning:

- A) outdoor experiential learning
- B) collaborative analysis of real situations
- C) an effort to raise public awareness with the help of collective Creative expression products.

We consider it preferable to build an analysis through broader sets of activities such as Environmental and Health Education.

Thus, experiential activity and critical analysis of examples can also be made during the daily teaching of Ecology or Human Rights courses, such as Natural Resources Management, Biology and Political Education of the High School.

### QUESTIONNAIRE

1. Choose the right ones, in your opinion:

Environmental Justice ...

are the laws that protect the environment

promotes collective and timeless sustainability

expresses the right of all to a healthy environment in the present and the future

2. To what extent are the following a cause of environmental injustice?

	Not at all	A little bit	Enough	A lot
Overconsumption				
Throwing waste in the environment				



Consumption of raw materials from abroad				
The ignorance of the way of production (origin, composition) of various goods				
Non-compliance with environmental and other legislation				
The inability to claim (environmental) rights				
Incomplete information on environmental problems in various parts of the world				
The economic model of uncontrolled development				

3. The experiential game "Take a step forward" (IF YOU WERE):

... made me feel surprised when I realized the distances

	1	2	3	4	5	
Not at all						A lot

... made me feel dissatisfied when I realized the distances

	1	2	3	4	5	
Not at all						A lot

... made me wonder how one (perpetrator) can cause injustice to the other (victim)

	1	2	3	4	5	
Not at all						A lot

... helped me understand the position of the "other"

	1	2	3	4	5	
Not at all						A lot

... was pleasant because it was held outdoors

	1	2	3	4	5	
Not at all						A lot



4. Which of the following do you think can reduce environmental injustice?

Decrease of consumption

	1	2	3	4	5	
Not at all						A lot

Recycling of materials and reuse of goods

	1	2	3	4	5	
Not at all						A lot

Consumption of local products

	1	2	3	4	5	
Not at all						A lot

Mutual information for cases of environmental injustice

	1	2	3	4	5	
Not at all						A lot

Claiming the proper implementation of environmental legislation

	1	2	3	4	5	
Not at all						A lot

The effort to ensure environmentally responsible laws

	1	2	3	4	5	
Not at all						A lot

ENVIRONMENTAL CITIZENSHIP KNOWLEDGE AND SKILLS IN ITALY

**What kind of environment will our children live in tomorrow?**



The answer to this question largely touches on the dimension of education. The kind of education we give our children today will greatly influence their environment in the future.

Environmental citizenship is a key concept in the perspective of sustainable development and a sustainable world.

But what do we mean by environmental citizenship?

By Environmental Citizenship we mean "The environmentally responsible behaviour of citizens who act and participate in society as agents of change in the private and public sphere, on a local, national and global scale, through individual and collective action and in the direction of solving contemporary environmental problems, preventing new environmental problems, achieving sustainability and developing a healthy relationship with nature."

To promote sustainable development, as well as to limit ongoing climate change, we need to educate future generations and provide students with an overview of current renewable energy sources.

This is because, in time, fossil fuels will have to give way to the use of the many renewable energy sources that nature makes available to us.

In order to really talk to students about sustainable development and alternative energies, we must first of all change the classical definition of the word 'energy', which is studied in physics, because they cannot otherwise understand why we should be concerned about not 'consuming' too much something that "saves", or not wasting heat, since it seems possible to recover it.

Therefore, the topicality of the energy issue, provides the motivation, the impetus, to invite students to enter into abstract and somewhat difficult concepts that do not correspond either to the language of the mass media or to that of common sense.

But... how to approach the work in class?

By starting with the real problem, the one worth discussing because it requires economic and social choices, and by gradually deepening the necessary concepts.

The starting point is fuels, the modern world's dependence on them, and the ethical (for future generations and developing countries) and environmental problems that this entails;

from the outset, it is explained that energy, which is obtained from fossil fuels either to run 'machines' or to produce electricity, is not destroyed but after use is 'dispersed into the environment' and therefore less usable;

to continue to deal with the problem, the 'definition of energy' and its properties are presented, together with the key concept of 'efficiency';

we continue to talk about consumption, about forecasts for the future, about the possible reduction of fossil fuel consumption through energy saving;

finally, students are invited to imagine the future, assuming possible scenarios depending on the choices made in the energy field at world level.



## RECOMMENDATIONS

Giolitto, Mathot, Pardo and Vergnes (1997) conclude the following aims of EE in different countries of European Union:

1. The transmission of knowledge.
2. The creation of new behavior patterns.
3. The development of values, attitudes and skills necessary to protect and improve the environment.
4. The development of awareness of the necessity to protect nature and the environment and of the complexity of the both the environment and the interactions between man and nature.

Goal Level I: The Ecological Foundations Level	<ol style="list-style-type: none"> <li>1. Communicate and apply the major ecological concepts</li> <li>2. Apply a knowledge of ecological concepts to the analysis</li> <li>3. Apply a knowledge of ecological concepts in predicting the ecological consequences of alternative solutions to environmental problems.</li> <li>4. Understand the principles of ecology</li> <li>5. Apply a knowledge of ecological concepts.</li> </ol>
Goal Level II: The Conceptual Awareness Level	<ol style="list-style-type: none"> <li>6. Understand and communicate how man's cultural activities (e.g., religious, economic, political, social and others) influence the environment from an ecological perspective</li> <li>7. Understand and communicate how an individual's behaviors impact on the environment from an ecological perspective</li> <li>8. Identify a wide variety of local, regional, national and international environmental issues and the ecological and cultural implications of these issues</li> <li>9. Identify and communicate the viable alternative solutions available for remediating crucial environmental issues as well as the ecological and cultural implications of these various solutions</li> <li>10. Understand the need for environmental issue investigation and evaluation</li> <li>11. Understand the roles played by differing human beliefs and values</li> <li>12. Understand the need for responsible citizenship action</li> <li>13. Identify and describe a wide variety of successful local, regional, national, and international sustainable development scenarios.</li> </ol>
Goal Level III: The Investigation And Evaluation Level	<ol style="list-style-type: none"> <li>14. Apply the knowledge and skills needed to identify and investigate issues</li> <li>15. Demonstrate the ability to analyze environmental issues</li> <li>16. Demonstrate the ability to identify alternative solutions for important issues</li> <li>17. Demonstrate the ability to evaluate alternative solutions and associated value</li> <li>18. Demonstrate the ability to identify and clarify personal values</li> <li>19. Demonstrate the ability to evaluate, clarify, and change value positions in light of new information</li> <li>20. Demonstrate the ability to analyze a variety of successful sustainable scenarios.</li> </ol>
Goal Level IV: The Environmental Action Skill Level	<ol style="list-style-type: none"> <li>21. Demonstrate a competence with a variety of citizenship action skills</li> <li>22. Evaluate selected actions in light of their ecological and cultural implications</li> <li>23. Demonstrate the ability to apply one or more citizenship action skills.</li> </ol>





## 10. Integration of civic and democratic citizenship into the lessons

### CIVIL AND DEMOCRATIC KNOWLEDGE AND SKILLS IN TURKEY

Aristotle said, "Being a good person does not always mean being a good citizen."

"Who is a good citizen and what are their characteristics?" The question has been a sought-after question since Ancient Greece. In ancient times, a good person was considered a good citizen. However, Aristotle argued that this was not true and that a good citizen should have other characteristics. The aforementioned question is answered as, "A good citizen today is a democratic, active or active citizen."

The characteristics of a democratic citizen are those who know their rights and freedoms, fulfill their duties and responsibilities, act participatory, free and independent, etc. sorted accordingly. A democratic citizen is an individual who cares about the principles and values of democracy, makes them a lifestyle, and protects these principles and values. No one can easily mislead the society made up of such individuals. Human rights violations are less common.

A democratic citizen is a person who can take individual and social responsibilities and is active in social life. Those people; In addition to social participation such as expressing their opinions, participating in decisions or taking part in social organizations, they can establish a balance of rights and responsibilities in society. For example, they take part in non-governmental organizations, are intertwined with politics, and fully exercise their right to vote and be elected. Politics, economy, environment etc. They intervene in the problems experienced in these matters and act freely and independently without being influenced by any internal or external influences. Individual self-development of citizens in democratic societies contributes to the development of society and the healthy functioning of the democratic process.

In societies composed of individuals with democratic citizenship consciousness, everyone respects each other's rights, fulfills their duties and responsibilities, is tolerant towards others, protects the environment, contributes to the solution of problems experienced, and is aware of the benefits and dangers of living together. As a result of all these, the functioning of the democratic process in society becomes healthier.

Civil rights guarantee the physical and mental integrity of individuals, the right to life and a secure life; prevent them from being discriminated against on the basis of gender, ethnic origin, color, sexual orientation, religion, philosophical opinion or disability; It includes the right to privacy, freedom of thought and belief, freedom of expression, freedom of religion, freedom of the press, freedom of movement, and assembly and demonstration.

Social justice and a democratic political order cannot be realized in a society where individuals cannot freely participate in civil, political, social, cultural and economic life. Ensuring fairness in participation is the basic condition of equal citizenship.

### CIVIL AND DEMOCRATIC CITIZENSHIP KNOWLEDGE AND SKILLS



## IN TURKEY INTEGRATION INTO THE HISTORY LESSON CURRICULUM

### DEFINITIONS AND EXPLANATIONS

#### **What is History?**

History; It is a science that arises from movements that affect communities, nations, organizations, describes events and places, examines the relations between these events, their connections with previous and subsequent events, their mutual influence, the civilizations established by each nation, and its internal problems. History enables humanity to make the right decision on social and political issues. Share, example and other features of history are important. The biggest benefit that has been emphasized for a long time is that people take a lesson from the past for what they will do in the future. Humanity is over three dimensions. It comes from yesterday, lives today and goes to tomorrow. Historians can make the best predictions for the future of humanity. Because the best known of these three dimensions is today. But knowing today is not enough to anticipate and predict tomorrow. Thus, the other dimension necessary for man and humanity to know and anticipate the future is to know the past. Knowing yesterday is possible thanks to history. Life comes from yesterday, lives today, but also goes to tomorrow. And history is always a cross-section of the life lived in the past.

#### **Why do we learn and teach history?**

In order to provide the expected benefit from history teaching, it is necessary to clearly state what is expected from it, what is expected from it, and what is aimed with education and training. James L Smith in his article 'Why Teach History' clearly shows 10 reasons why the science of history is taught. Reasons cited include:

- History provides students with the opportunity to develop basic literacy and analytical thinking skills.
- History helps students better understand the society they live in
- History helps students better understand themselves as individuals in the process of understanding others.
- History teaches students to describe different people. (Requires learning to think historically, it teaches students not to avoid learning only 'todayism')
- History allows students to have greater perspective and to dream big.
- History makes students do to encourage (inspire).
- History helps students feel a sense of connection.
- History is fun and harmonious. (The history lesson turns into a lesson that will not bother students with proofs and memorization, and it is any reason for the teacher to turn the history class into a place where students can have a good time.)



- History allows students thought and will; provides them with opportunities to think about a better future.

History is taught so that people can know themselves. Because history is an interesting type of study that expands and educates basic knowledge about local, national and international communities. History is taught as a tool of social control, in order to preserve the existing situation in the great ideal by learning from past mistakes in order to transfer cultural norms and value system to future generations.

Finally, history is also taught to instill a country's humanitarian values and patriotism. Keith, who has been extensive in history teaching in recent years. The authors of C. Barton and Linda S. Lewstik Teaching History for Common Good (2004) Doing History (2007) identified four goals that must be met as a result of children's history learning experiences. These purposes are:

- They are asked to ask questions and relate themselves to people and events in the past.
- Students are expected to analyze the causes, development and results of events in the past and analyze the relationships between them.
- People are expected to develop moral values that enable them to react honestly towards past events and people.

## **IMPLEMENTATION OF THE HISTORY TEACHING PROGRAM IN TURKEY**

### **BASIC PHILOSOPHY AND GENERAL OBJECTIVES OF THE EDUCATIONAL PROGRAM**

Following the emergence of nation-states in the nineteenth century, one of the most important duties assigned to general education institutions was to raise individuals with a developed citizenship consciousness. In this direction, special attention was given to history lessons as well as language and literature. In this period, the traditional understanding of history teaching, which is based on transferring the events and facts of the past to the students as they were revealed by the historians, became dominant. In the new understanding of history teaching developed in the last quarter of the twentieth century, historical thinking skills were emphasized rather than knowledge, and it was aimed to provide students with skills such as evidence evaluation, critical thinking and problem solving. The History Lesson Curriculum, which was prepared in order to provide students with information about the past and to gain various competencies and skills specific to history through this information, has been prepared in accordance with the nature of history science, by using the perspective and terminology of different branches of social sciences. The understanding of this curriculum; In addition to enabling students to look at different issues in history from a holistic perspective, it will also help to make history lessons more understandable and enjoyable. With the curriculum organized with an approach that brings together chronological and thematic understandings, it is aimed to construct historical knowledge in a learning environment where learners take an active role. The curriculum,



which aims to teach the subjects that make up the content of the units together with the related concepts, will contribute to meaningful and permanent learning with this structure. The curriculum highlights the basic concepts, facts and generalizations in each unit. In order to learn historical events in a healthy way, the relationship between the basic concepts, facts and generalizations about each event should be understood by the learners. Students are expected to reach facts from concepts and generalizations from facts.

The History Lesson Curriculum has been prepared by taking into account the faulty and criticized aspects of the previous curriculum. While preparing the content of the curriculum, Turkish, Islamic and Anatolian histories were emphasized in concrete historical examples related to abstract themes related to concepts and phenomena. Within the framework of this perspective, the accumulation of human history is discussed in the center of events selected from Turkish and Turkish history in the presentation of the content. It is aimed that students analyze historical events and phenomena in depth with their causes and effects by associating them with the material and spiritual context and structures as well as the space.

With this program, students;

- 1)** To comprehend the cumulative heritage of humanity from past to present,
- 2)** Gain the knowledge of concepts, events, facts, people and institutions necessary to understand different periods of human/world, Turkish and Turkish (Anatolian) history,
- 3)** Getting to know the leading political and social organizations and important personalities who played a role in Turkish, Islamic and Turkish history,
- 4)** By gaining awareness of how the society, country and world they live in came to these days, they should develop an awareness of history, which includes interpreting what is happening today and creating projections for the future,
- 5)** To follow and understand the adventure of the Turkish nation and Turkish culture from past to present in the context of human history,
- 6)** Understanding, adopting and reflecting the basic values on which our civilization is based,
- 7)** To raise awareness that a historical event or phenomenon has local, national and international dimensions and interactions,
- 8)** Understand that historical events reflect the political, social, cultural, economic and religious characteristics of the period in which they occurred, and therefore, when evaluating an event, it is necessary to take into account the conditions of the period in which the event occurred,
- 9)** Develop historical competencies and skills that include identifying, analyzing, interpreting and evaluating evidence in primary and secondary sources, questioning the accuracy and validity of the information they have acquired, and making inferences supported by evidence,
- 10)** Understanding Turkey's place and role in the globalizing world by developing a sense of national identity and belonging,
- 11)** In the process of transforming the past into historical knowledge, making the principles that historians take as a basis, the methods they use and the skills they use a life skill,



**12)** To raise awareness that a certain historical event or phenomenon can be evaluated and interpreted in various ways in line with different perspectives or historical views, and to respect these different understandings,

**13)** In addition to ensuring and maintaining social unity and solidarity, it is aimed to raise individuals who embrace the cultural and historical heritage by understanding the role of common history in the formation of national identity.

### **AREA-SPECIFIC QUALIFICATIONS AND SKILLS**

These skills, based on the nature of historical science and the working methods of historians; It refers to the capacity and competences to enable students to comprehend historical concepts and past events, phenomena, developments, people, places and relationships by analyzing and analyzing them within their own unique contexts. Historical thinking skills at the same time; It aims to enable students to reason chronologically, to establish cause-effect connections between past events and phenomena, to comprehend the changes and continuous characteristics of social structures, institutions and political organizations over time, and to associate past events and phenomena with current events and phenomena. Historical thinking skills are briefly described below:

**Chronological Thinking Skill:** Chronological thinking is the basis of the science of history. Chronology is when and in what order events occurred. It is impossible for students to examine the relationships between events or explain the cause-effect relationships in history without chronology skills. Chronology functions as a mental construct that organizes historical thinking. The prerequisite for gaining this skill is day, month, year, period, age, century, etc. time concepts and calendar types and their basic concepts (BC, AD, century, etc.) are taught comparatively.

**Historical Cognition Skill:** One of the most defining features of historical texts is that they reorder historical events in a consistent way. Beyond that, historical texts; They have the power to explain the tendencies of people, the problems they face, and the complex world they live in in the course of history. Students; In order to understand stories, biographies, autobiographies and similar texts, they should develop their reading skills by visualizing these texts in their minds. In doing so, it should consider the intentions, tendencies, value judgments, ideas, hopes, doubts, decisions, strengths and weaknesses of individuals and groups. Understanding historical texts also requires students to take a historical approach, that is, to be able to examine the past events from the perspective of those who lived in that period by considering the conditions and concepts of the period in which they lived. For this, students; finds, documents, diaries, letters, works of art, literary products, etc. from the past. When examining sources, they must learn to avoid judging the past with today's concepts and norms, and consider the historical context in which events occurred. In addition, beyond these important achievements, students; They should also develop skills to comprehend narratives that re-explain or interpret historical events, analyze the relationship between the forces that have been effective in the historical flow and how these forces affect the course of events.

**Ability to Establish Cause-Effect Relationship:** Past events and phenomena can be related to each other in one or more dimensions, even if they are not clearly visible. The results or the effects of an event can lead to the emergence of another event or phenomenon, as well as to determine the direction or scope of the event. It is important for students to explore the relationships between events



and phenomena in the past, and to look at the past by considering these relationships, in order to evaluate historical knowledge in its original context. Allowing students to identify, analyze and evaluate the relationships between historical cause and effect is also important in terms of understanding that an event can have more than one cause and effect.

**Ability to Perceive Change and Continuity:** It is certain that more than one development occurred simultaneously in any part of the past. While some of these change and transform rapidly, it is seen that some of them continue for a long time. For example, despite the transition to multi-party political life in Turkey since 1946, there have been no major changes in people's lives in the same period. This change in the political system continued to affect social life over a longer period of time. If students say, "Nothing happened in Turkey in 1949." If they do, it's because students see the past only as a "list of events". One of the ways to understand change and continuity is to rely on our common sense to look at which periods there is no change, in which periods there are limited changes, and/or in which periods there are significant changes. Before making a judgment about change and continuity, we need to see what has changed or what has remained the same between two different dates in the past, or between a time in the past and the present. The changes and ongoing situations during the transition from the Ottoman Empire to the Republic can be given as examples. We characterize changes that occur over time, sometimes as development or progress, and sometimes as regression or deterioration. Case studies, text (letters, newspaper news, biographies, etc.) and visual (photo, film, picture, etc.) analyzes that allow the changes in history to be compared with different examples from the past and present will contribute to the development of this skill.

**Research Skill Based on Historical Inquiry:** Perhaps no dimension of historical thinking is as exciting and progressive as "writing history" or "studying history". historical inquiry; It is a good type of inquiry to the extent that the evidence on the subject is rich enough, the people involved in the event are made to talk, and it reflects the interests, beliefs and ideas of people from different perspectives and backgrounds related to the event. Students are encouraged to study a document, a record, an archaeological relic or a historical site. Historical inquiry should begin with the definition of a problem. It is necessary to question the critical points of the historical narrative presented in the text. For this, with the help of past evidence, that is, historical documents, testimonies of witnesses, letters, diaries, finds and photographs should be studied, trips to historical places should be organized and oral history studies should be done. In this process, which is based on evidence-based learning, students' knowledge of the historical period to which the document or find belongs and the resources they can access on this subject are very important. The evidence available to students is sometimes insufficient to make a judgment or draw any conclusions about the issue under consideration. Filling in the blanks, assessing available documents, and constructing a strong historical narrative requires more in-depth information and a broader perspective. At this point, students should be provided with the opportunity to access various resources and materials. In this process, students; They can learn to question the materials they have in terms of both their authenticity and reliability and the information they provide, to identify the similarities and differences between them, and to create their own historical texts or narratives based on the information they have obtained. Thus, students will realize the contribution of inquiry-based research to their own productivity. They will better understand that written history is man-made and therefore many judgments about the past are provisional and debatable. On the other hand, they will realize that careful research can unveil the problems of the past and disprove previously made claims. Students who actively participate in inquiry-based historical research will understand



why historians constantly reinterpret the past. They will learn that new interpretations are not only created on the basis of newly found evidence, but also in the light of emerging perspectives.

**Historical Analysis and Interpretation Skills:** Students should be good history readers who can analyze the historical text from an analytical point of view. For this, students; they need to have the right perspective on finding the basic fact, the right answer, and the most valid interpretation. To students; “Am I reading purposefully?”, “Is this what I want to learn?” You should ask questions like: Otherwise, students may think that what is told in each historical text is true and real in advance. Such problems also arise from the traditional way of conveying historical information in history textbooks. For this reason, the facts in the textbooks are presented in a sequential manner towards a determined result. In order to overcome this problem, it is necessary to use more than one source for each subject covered. Thus, it will be possible for the student to see different interpretations and approaches to the past by using other historical documents and finds. History is generally defined as “events that happened in the past” and this is understood from history. But written history is not just the events that happened in the past, but the dialogue between the historian and the facts about why and how these events happened. Students should understand that historians can use and interpret different facts in their texts. Historical study or research is the examination and evaluation of claims about a particular historical subject and reaching valid, albeit tentative, conclusions based on available evidence. Students should use historical comprehension skills in order to make historical analysis and interpretation. For example, identifying the author or source of a historical document or text and evaluating its validity (historical comprehension skill) is a prerequisite for comparing conflicting historical texts (historical analysis and interpretation skills). Building on the skills of analysis and comprehension, the student is asked to assess the soundness of the historian's evidence and interpretations based on that evidence. Well-written historical texts make it easy for students to analyze cause and effect relationships in history. Thus, the student; will be able to analyze how social change happens, the importance of human inclinations, human goals in the confusion of processes and outputs, and how they are affected by other factors. **Historical Problem Analysis and Decision-Making Skills:** Problem-centered analysis and decision-making activities enable students to encounter problems and dilemmas that people have faced at critical moments in the past. Facing the problems or issues of critical periods, analyzing the available alternatives, making evaluations about the results of the unpreferred options and comparing them with the results of the preferred solutions will increase the interest and participation of the students in these issues. Good selection of problem-centered analysis and decision-making activities will help students develop an understanding of democratic citizenship. Thus, the student identifies public administration problems and moral dilemmas, analyzes the interests and value judgments of people involved in the problem and who are likely to be affected by the consequences of this problem, uses data to resolve this dilemma and evaluate the results of alternative approaches, evaluates the moral dimensions of each approach and compares its gains and losses. Thus, it evaluates the solutions that people have applied in the past in the context of historical problem analysis and in the light of the long-term results presented in the historical document.

**Ability to Look at the Past from the Perspectives of People in the Past or Historical Empathy:** For many students, the past is; it is a dimension that is completely different from today, in which people with different goals, priorities and expectations engage in various activities. In other words, being a teenager or a young girl in fifteenth century Anatolia means living in today's Turkey, thinking about what fashion to follow, what brand of mobile phone or what kind of tablet computer to buy, and what field and which field to study after high school. What kind of meaning can it mean for a student who



has arguments with his family about going to university? It is very difficult for students to discover that the past is so far and different from their own lives, but it is a situation that can be overcome. If students can comprehend how social structures emerged in the past, what values, attitudes and beliefs individuals and groups have, and how all these affect and direct human behavior, they can further open the doors of that different world called the past. Thanks to this skill called historical empathy, students; They can also get rid of the anachronistic learning traps that arise by evaluating historical events, facts and situations in the form of accurate, comprehensive and unchanging narratives conveyed to us by the narrators. historical empathy; It means understanding the social, cultural, intellectual and emotional factors that surround and guide the lives and actions of people in the past, and taking them into account when inferring or evaluating the past. People who are the protagonists of a historical event may have acted on the basis of completely opposing beliefs or worldviews. Therefore, historical empathy is also important for understanding the diverse worldviews, perspectives and human activities that differ from each other in the past and present. Although it includes the concept of empathy, historical empathy is not just about putting ourselves in someone else's shoes, feeling, thinking and acting like them. In addition to all this, it also requires knowing, comprehending and taking into account the many differences between us today and others in the past. Apart from the above skills and competencies, the curriculum students; It also aims to raise awareness of important events, facts and breaking points from past to present. Another issue that should be emphasized in history lessons is "historical importance". Historical significance means focusing on the events and situations that have happened in previous periods in order to understand and make sense of the past, by identifying those that seem more meaningful and valuable to us or those living today.

## **MATTERS TO BE CONSIDERED IN THE APPLICATION OF THE EDUCATIONAL PROGRAM**

**The points that teachers should pay attention to in order to use the History Lesson Curriculum in a functional way are presented below.**

- 1)** One of the basic elements that students need to know in order for meaningful and permanent learning to occur in history lessons is concepts. History teachers should include practices related to teaching basic concepts (concept maps, concept networks, structured grid, dictionary preparation, etc.) within the subject after determining the level of knowledge of the students about the units.
- 2)** Important personalities are also emphasized in the History Course Curriculum. The lives and careers of these people who played an important role in the shaping of history, as well as their works and activities that made history, should be taught by associating them with the subjects and achievements in the program.
- 3)** Teachers should also include activities based on place-based learning in teaching the subjects. In this framework, virtual museum visits should be made under the supervision of teachers, and if the environment and school opportunities are appropriate, visits to historical places and museums should be made. Teachers visits; should take the necessary measures to plan, implement and finalize in line with the associated achievements and explanations.
- 4)** The chronological order given in various acquisitions is intended to support students' chronological thinking skills. A subject should not be told about the events and facts listed and they should not be memorized.





5) Teachers should not depend only on textbooks while teaching their students the knowledge, skills, values and attitudes related to the history lesson. Teachers should prepare teaching materials (presentations, activities, worksheets, projects, reading passages and first and second hand historical sources in written, visual and auditory formats, etc.) in accordance with the legislation and achievements, taking into account the grade levels, or use EBA etc. should use such materials available in the classroom in their lessons. The rules set by the Ministry of National Education regarding the use of digital resources should be followed. In particular, plagiarism should not be allowed in the use of materials downloaded from the Internet, ethical rules and copyrights should be respected.

#### OVERVIEW OF GEOGRAPHY COURSE AT HIGH SCHOOL LEVEL IN TURKEY

##### 9th CLASS (2 Lesson Hours)

UNIT	NUMBER OF GAINS	DURATION/CLASS HOURS	RATE %
1.HISTORY AND TIME	3	6	8,3
2. THE EARLY PERIODS OF HUMANITY	6	16	22,2
3. THE WORLD IN THE MIDDLE AGES	4	14	19,4
4. TURKISH WORLD IN THE EARLY AND MIDDLE AGES	5	12	16,7
5. THE BIRTH OF ISLAMIC CIVILIZATION	5	12	16,7
6. TURKISH ACCEPTANCE OF ISLAM AND THE FIRST TURKISH ISLAMIC STATES	5	12	16,7
<b>TOTAL</b>	<b>28</b>	<b>72</b>	<b>100</b>

##### CLASS 10 (2 Lesson Hours)

UNIT	NUMBER OF GAINS	DURATION/CLASS HOURS	RATE %
1. SELJUKLU TURKEY IN THE PROCESS OF SETTLEMENT AND GOVERNMENT	6	12	16,6
2. OTTOMAN POLICY FROM PRINCIPAL TO STATE (1302-1453)	6	14	19,4



<b>3. WARRIERS AND SOLDIERS IN THE STATEMENTATION PROCESS</b>	<b>3</b>	<b>8</b>	<b>11,1</b>
<b>4. OTTOMAN CIVILIZATION FROM PRINCIPAL TO STATE</b>	<b>4</b>	<b>10</b>	<b>13,8</b>
<b>5. WORLD POWER OTTOMAN (1453-1595)</b>	<b>7</b>	<b>20</b>	<b>27,9</b>
<b>6. SULTAN AND THE OTTOMAN CENTRAL ORGANIZATION</b>	<b>2</b>	<b>2</b>	<b>2,8</b>
<b>7. OTTOMAN SOCIAL ORDER IN THE CLASSICAL AGE</b>	<b>5</b>	<b>6</b>	<b>8,4</b>
<b>TOTAL</b>	<b>33</b>	<b>72</b>	<b>100</b>

**CLASS 11 (2 Lesson Hours)**

<b>UNIT</b>	<b>NUMBER OF GAINS</b>	<b>DURATION/CLASS HOURS</b>	<b>RATE %</b>
<b>1. AGAINST CHANGING WORLD BALANCES OTTOMAN POLICY (1595-1774)</b>	<b>5</b>	<b>18</b>	<b>25</b>
<b>2. EUROPE AND OTTOMAN IN THE AGE OF CHANGE</b>	<b>3</b>	<b>10</b>	<b>13,8</b>
<b>3. BALANCE STRATEGY IN INTERNATIONAL RELATIONS (1774-1914)</b>	<b>4</b>	<b>12</b>	<b>16,6</b>
<b>4. CHANGING STATE-SOCIETY RELATIONS IN THE AGE OF REVOLUTIONS</b>	<b>5</b>	<b>18</b>	<b>25</b>
<b>5. CAPITAL AND LABOR</b>	<b>3</b>	<b>10</b>	<b>13,8</b>
<b>6. XIX AND XX. EVERYDAY LIFE CHANGED IN THE CENTURY</b>	<b>2</b>	<b>4</b>	<b>5,8</b>
<b>TOTAL</b>	<b>20</b>	<b>72</b>	<b>100</b>

**CONTENT OF THE UNIT RELATED TO CIVIL AND DEMOCRATIC CITIZENSHIP**



Democracy, which has emerged as an ideal way of life in the 21st century, has imposed an important responsibility on education. Today, the way of internalizing democracy by individuals and making it a philosophy of life is possible with democracy education provided by societies. Schools are at the forefront of institutions where democracy education will be given to individuals and democracy awareness will be gained. History lessons appear as one of the most important courses in which democracy and human rights themes can be taught in educational institutions, especially in secondary education. It is an expected situation that students learn about democracy and human rights by understanding them in the course of history. With the history course, students are expected to comprehend democratic values, qualities and democratic management ways, and at the same time internalize the awareness of democracy and apply it to their lives in the future. In this respect, the main purpose of the research is to determine the direct and indirect emphasis on democracy and its values in the curriculum and textbook prepared for the 9th grade of secondary education, to discuss its quality and to contribute to the literature. How democracy, a popular value of the 21st century, is reflected in the history lesson curriculum and textbook is of great importance in terms of the country's view of democracy and the evaluation of the education people receive in the name of democracy. In this study, which describes the reflection of democracy and its values in history textbooks, a qualitative research approach was adopted to determine the differences in discourse and practice, and the data were obtained through document analysis from the 9th grade history curriculum and textbook of secondary school and analyzed by descriptive analysis method. As a result, in the general purposes of both Turkish National Education and history courses, important emphasis on democracy and its values; Although the curriculum and some of the subjects in the course book prepared in line with the curriculum are suitable for emphasizing democracy and its values, it has been seen that the 9th grade curriculum and course book in secondary education are not sufficient in terms of emphasizing democracy and its values. (QUOTE <https://atif.sobiad.com/>)

### **Methodology:**

In teaching history lesson, teachers; It is a general principle that students can use different methods according to their individual characteristics, class and subject characteristics. Each method has its own shortcomings and drawbacks. The important thing is to choose the method to be used well.

### **VERBAL METHODS:**

In history lessons, verbal methods are generally used, especially the 'Lecture' and 'Question-Answer' methods.

**Narration Method:** It is also known as the recital method. It is the most used method in history lessons. It has been accepted as the most accurate and effective method used especially in crowded classrooms. In this method, there is the event of narration, explanation and appealing to the ear. It is important to speak Turkish well, especially to choose sentences and information suitable for the level of the student. It is also necessary to give students the habit of listening, understanding what they are listening to, and asking what they do not understand.

For this method to be successful, the teacher must;

Having a broad knowledge and general culture about the subject,

At the beginning of the lesson, there should be a small slide, graphic, photograph, anecdote, etc. presentation, if necessary,



Attracting students' attention by asking simple questions at the beginning of the lesson,

Focusing on 5-9 points in a course, as revealed by experts, rather than a wide selection of topics,

Using fluent language

Determining the level of the students it addresses well

Making a planned presentation

Motivating students well in every way

Timely and effective use of course materials

Most importantly, the teacher should be a good orator, a good presenter with his tone of voice, facial expressions, posture, good use of time, influencing students,

It turns out to be necessary and important issues.

**Question-Answer Method:** It is used as the most important method of "student-centered" teaching, first of all, to enable students to gain the habit of constructive, creative thinking and free speech, to develop their ability to argue and to be assertive. The student's asking questions is a clue that he is willing and conscious to learn. It is clear that you cannot present the information you try to give and present to the student as effectively as this at other times. It is clear that this method will be much more effective when used in conjunction with other teaching methods. This method, which is also called the "Socratic method", was written by Yusuf Has Hacı in the form of making four people talk using the question-answer method for the writing of the famous Kutadgu Bilgi. For this reason, it is frequently used in history teaching.

For this method to be successful;

Good motivation (motivation) of the class,

The questions should be thought-provoking and well-chosen, and the answer should be as clear and understandable as the question:

Paying attention to the questions being asked scientifically and objectively and that the answers are the same;

Students' readiness and willingness to learn,

Ensuring the participation of all students;

The questions are reassuring and help to explain the subject,

Giving students the opportunity and opportunity to ask questions,

Correction of students' wrong answers or expressions without being offensive,

Contributing to the willingness of students in the next lessons, without being embarrassed or offended, on the contrary, with nice and appreciative words;

Asking grammatical questions, especially Why? Why is that? How, Who? Asking questions with question attachments, etc.;



Care should be taken not to apply this method in a way that would boil the lesson or group the students; They are necessary and important aspects.

**Discussion Method:** This method can be defined as talking to each other, discussing the subject, and putting forward different ideas and thoughts. The way students sit is important in the discussion method. It is never right to argue with students sitting in rows in a row. Everyone should talk by looking at each other's faces. In the discussion, the teacher should be in a managerial position and should make the necessary interventions. However, it should be based on management within the framework of a democratic environment and rules. In the discussion method, students should be prepared in advance and the whole class should participate in the discussion.

#### **Case Study Method:**

Case studies based on the principle of bringing students face to face with real-life situations and agendas, analyzing the situations presented to them, solving and evaluating problems, emerge as an important method that can be used in 'history teaching'. With the case studies in history lessons, students can acquire many basic qualifications such as identifying the problem, analyzing data, establishing cause-effect relationships and reaching conclusions. In other words, through the case study in history lessons, students both learn about historical subjects and events, and acquire some of the basic qualifications and skills that modern people should have. History teachers need to know very well the sources of the case study and how it should be applied in order to be able to carry out the case-based activities in their classrooms in a healthy way. This method will be more effective when used together with the demonstration method.

Apart from this, other methods using a similar technique are;

**Panel:** A meeting held to discuss a topic. A topic is explained by several people in the community.

**Symposium:** Brief presentations on various aspects of a topic.

**Debate:** It is based on the principle of making opinions accepted among opposing groups.

**Open session:** It is the discussion of many participants around one or more issues. Brainstorming: It can be summarized as putting forward alternative views and thoughts on a subject.

**Interview (Interview):** It is an interview with an authorized or relevant person or persons on a subject.

**Using Oral Sources:** Oral sources can be used to learn about the past, especially in local histories. For this purpose, it is possible to invite guests to be a source and to listen to memories. For this, first of all, it is necessary to choose the subject and guest, to prepare the questions in advance, to classify the information and more importantly to examine the accuracy of the information.

**Problem Solving Method:** It is the solution of problems and problems with the following methods.

**Induction method:** It is the way of reaching the whole from the parts.

**Deductive method:** It is the way of getting results by going down from the whole to the part.

**Analysis method:** It is the work of analysis by separating it into parts.

**Synthesis method:** It is the work of getting the whole by combining the parts and drawing conclusions.



## **APPLIED METHODS:**

**Observation Method:** It can be defined as observing and examining the event with eyes and tools.

**Demonstration Method:** It is a method that appeals to the eyes and ears by using a set of tools and equipment. It is one of the methods that will be used from time to time in history lesson teaching. The representation of the Ottoman Empire with the Divan meetings, Erzurum and Sivas Congresses, etc. can be given as an example of this method.

**Learning by Doing and Experiencing Method:** It is a method in which students learn by doing.

## **TEACHING TECHNIQUES:**

These techniques, which support teaching methods, also have the feature of facilitating learning.

**Questioning Technique:** This is very important in history lessons. In particular, it is important to determine the exam questions in a quality that will reveal the main idea, target-purposes of the subjects, attract the attention of the students, catch the agenda and be used. In addition to short-answer questions, long-answer questions should be asked to improve students' understanding and interpretation skills.

**Measurement and Evaluation Technique:** It is the technique of measuring the knowledge, skills and behaviors of the students with predetermined tools and analyzing the results in a healthy way and giving their feedback.

**Explanation Technique:** It should be considered as a broad explanation of a subject or section deemed necessary.

**Summarizing Technique:** It is a brief summary of a topic or issue.

**Research Technique:** It is the technique of researching a subject from different sources and being prepared for the lesson. It is a technique often used in history lessons.

**Homework Giving and Evaluation Technique:** It is very important to determine the homework subjects as a group in history lessons. It would be appropriate to select the homework to be given from topics that will always be used by students and that will create the agenda of the country and the world, rather than open-ended subjects (I. Constitutional Monarchy, III. Selim Period, Uyghurs, etc.), to determine the sources properly, and to follow every stage of the preparation of students' homework.

In addition, it is very important to create a "learning environment" in History teaching. In this context; Providing a learning environment by creating a History Classroom with overhead projectors, projectors, computers, special boards, maps, wall panels, film and picture archives, historical objects, written documents, books-encyclopedias, etc. will be extremely accurate. This kind of application is also important in terms of making the students of social sciences, especially those who study here, feel that they are special. Apart from this, in addition to private classrooms, other learning environments (history board, pictures, paintings, busts, sculptures, monuments (Orkhon Monuments, etc.)

On the other hand, learning the "Historical Environment" should not be overlooked. Everything from the past (museums, ruins, historical artifacts, etc.) around us, in our region, in our region or wherever we can reach, is the historical environment. In this regard, information should be sought from the



authorities. Environmental trips should be in accordance with the content of the curriculum, and students should be given preliminary information about the concepts, especially about the places to go.

## FINDINGS

In the Turkish education system, 8th grade students in secondary school are given Human Rights and Democracy lessons. However, there is no course at the high school grade level as a continuation of this course. In the high school history curriculum, on the other hand, "democracy" is only mentioned among some subjects.

In Turkey, class presidents and school presidents are generally democratically elected. However, an environment that will reinforce the democratic rights of the students and enable them to turn into permanent behavior is not created. Thus, even if the subject of "democracy" is gradually included in the history lesson at every grade level, only theoretical information flow is provided to the student due to the way of teaching.

## SUGGESTIONS

Democracy and democratic citizenship issues should be gradually added to the high school history curriculum as a unit title.

A democratic environment should be created for students in the school environment, and students should be given democratic rights through life.

While discussing the subject of democracy in the history lesson, cooperation with Non-Governmental Organizations should be made and students should be encouraged for civic participation.

## CIVIC AND DEMOCRATIC EDUCATION IN GREECE

Greece is a parliamentary representative democratic republic, where the President of Greece is the head of state and the Prime Minister of Greece is the head of government within a multi-party system. Legislative power is vested in both the government and the Hellenic Parliament.

How is citizenship related to democracy?

By voting, citizens are participating in the democratic process. Citizens vote for leaders to represent them and their ideas, and the leaders support the citizens' interests.

How did Greece contribute to democracy?

**Athens developed a system in which every free Athenian man had a vote in the Assembly.** Athens developed a system in which every free Athenian man had a vote in the Assembly. In the late 6th century B.C., the Greek city-state of Athens began to lay the foundations for a new kind of political system.

What is the Greek concept of citizenship?

The Greek term for citizenship is **πολιτεία [politeia]**. Politeia is the right of citizenship. It means that one could be called a citizen – **πολίτης [polites]** only as a member of a community who is fit to govern. That brings us to the notion of the state.

What is the relationship between citizenship and democracy?



When social studies candidate teachers described the relation between citizenship and democracy, they stated that democracy should exist in order to protect and use rights and liberties; they also emphasized that democracy is essential for fulfilling citizenship duties.

What is democracy and example?

12. The definition of democracy is **a form of government in which the common people hold political power and can rule either directly or through elected representatives**. An example of democracy at work is in the United States, where people have political freedom and equality. noun.

Why is democracy important for us?

Supporting democracy not only promotes such fundamental American values as religious freedom and worker rights, but also helps create a more secure, stable, and prosperous global arena in which the United States can advance its national interests.

What does inclusion mean?

Inclusion refers to "**the act or practice of including and accommodating people who have historically been excluded (because of their race, gender, sexuality, or ability)**."1.30

What is diversity and inclusion?

Diversity is about representation or the make-up of an entity. Inclusion is about how well the contributions, presence and perspectives of different groups of people are valued and integrated into an environment.

What are the features of democratic institution?

Cornerstones of democracy include freedom of assembly, association and speech, inclusiveness and equality, citizenship, consent of the governed, voting rights, freedom from unwarranted governmental deprivation of the right to life and liberty, and minority rights.

What are some examples of citizen participation?

Examples include voting, volunteering, participating in group activities, and community gardening. Some are individual activities that benefit society (e.g., voting) or group activities that benefit either the group members (e.g., recreational soccer teams) or society (e.g., volunteer organizations)

What are 5 responsibilities of a citizen?

### Responsibilities

- Support and defend the Constitution.
- Stay informed of the issues affecting your community.
- Participate in the democratic process.
- Respect and obey federal, state, and local laws.
- Respect the rights, beliefs, and opinions of others.
- Participate in your local community.





## CIVIC AND DEMOCRATIC KNOWLEDGE AND SKILLS IN ITALY

The art 1. of the Law 'Cittadinanza e Costituzione' states that the teaching activity in civic field has to be delivered in the common subjects during their teaching time; it is intended to be delivered through a cross-curricular dimension integrated into several conventional subjects (such as history, economy, law, social studies, geography, philosophy or religious education/ ethics); the strongest bond in the first 8 school years is with the area of history (C.M. 86/ 2010). About the taught time of civic and citizenship education, being not a subject, there are no compulsory timing prescriptions. Actual implementation largely depends on the interest and willingness of teachers inside each school. There are big difficulties, because of the feeling of the teachers of having no time and because of their reluctance to deal with political concepts. Nobody knows exactly how many lessons of civic and citizenship education are taught

Schools have the responsibility for taking decisions on teaching times, up to a maximum of 15% of the total annual teaching hours, also they could start up supplementary courses to the ones established at national level. The space for optional learning subjects is very limited (s. time tables in EACEA Eurydice 2015, p. 40); there is flexibility in teaching contents, methods and means.

Schools have the responsibility for taking decisions on teaching times, up to a maximum of 15% of the total annual teaching hours, also they could start up supplementary courses to the ones established at national level. The space for optional learning subjects is very limited (s. time tables in EACEA Eurydice 2015, p. 40); there is flexibility in teaching contents, methods and means. 4.1 The contents of the citizenship curricula cover a wide and very comprehensive range of topics, addressing the fundamental principles of democratic societies, contemporary societal issues such as cultural diversity and sustainable development, as well as the European and international dimensions. Information concerning Italian legislation, the Italian Constitution, Regional statutes, National, European and international documents, e.g. the Charter of Fundamental Rights of the European Union, the Charter of the United Nation, the Universal Declaration of Human Rights, the Convention of the Rights of the Child, the Italian Charter of values, citizenship and integration, rights and duties of the citizens, of the workers, institutional structures of the Italian Republic and bodies at a local, national, international level, including a view to the Constitutions of other countries (C.M. 86/2010). Studying the Constitution learners are expected not only to know the content of the document, even to interiorize a 'map of values' to practice the main values of citizenship at all levels; it doesn't mean memorizing the articles

Cross-disciplinary contents are primarily related to good practices, responsible behaviours. Transversal are defined themes related to: legality, social cohesion, National and European belonging, within the inter-national mutually dependent community, human rights, equal opportunities, pluralism, respect for diversity, intercultural dialogue, ethic of responsibility (at both an individual and a social level), bioethics, conservation of the artistic and cultural heritage, ecology, sustainable development, personal and social well-being, fair play in sport, safety /in different forms, especially road safety education, solidarity, voluntary service, active citizenship. 4.2 Schools and teachers have the responsibility for deciding on teaching methods, and teaching organization. New ways of organizing teaching and learning are recommended, methods fostering the active role and participation of students are also encouraged, especially in the Circular letter 86/ 2010, in a school in which strongly traditional teaching methods are the norm, still mainly focusing (in secondary schools) on the sequence lesson - individual study - assessment. In the Italian schools the habit of fostering dialogue is not



uncommon, on the contrary, working in groups is not a diffuse habit; although most teachers are informed about cooperative learning, the common feeling is that working in groups is not effective. According to the Survey TALIS 2013, about 30% of Italian teachers of lower secondary education reported of being familiar in working with their students in small groups (OECD, TALIS, 2014, p. 157). Only few teachers use innovative working ways like case studies, role play etc. and teaching-learning activities carried out are not often inspired by participative criteria. All teachers must contribute to implementing the objectives as defined in national curricula related to citizenship and the constitution, they must also undertake teaching projects aimed at deepening pupils' knowledge of the Italian Constitution and developing values for active citizenship. The participation in national and in European projects (The European Parliament of youth, e twinning etc.) is part of the work of many schools.

It is worth recalling that over the last few years, on the basis of proposals put forward by the MIUR (Ministero dell'Istruzione, dell'Università e della Ricerca) and also due to the initiative of teachers' associations, NGO's, voluntary associations, various cross-curricular and extracurricular projects and programmes have been carried out in theme areas at times not explicitly envisaged by curricula (such as education for peace, intercultural education, environmental education). There is an high number of small innovative experiences in the field of citizenship education, thanks to the engagement of several teachers and group of teachers. A big educational work is done daily against corruption, for the 'legalità' (legality) ('Festival della legalità' in many cities), fighting the mafia, etc., anyway it is a fragmented, mostly marginal field, and not a systematic approach. 4.3 Several teaching means are used by the teachers. The schools are in charge to decide about the adoption of schoolbooks and there are good textbooks and ebooks (Vincelli, 2011) for Civic education, published by several publishing houses (data on MIUR [http:// hubmiur . pubblica . istruzione . it/ web/istruzione/dg\\_efid/libri\\_ testo](http://hubmiur.pubblica.istruzione.it/web/istruzione/dg_efid/libri_testo)). Several examples of teaching the European citizenship' in schoolbooks, with texts and pictures, are available in the ebook *Diventare cittadini europei* (Bombardelli, 2015, pp. 177-193). But the civic textbooks are hardly used by teachers, and, consequently, they are often not even purchased by students. According to a survey performed in the past in the region of Trentino, about 70 % of the teachers declare that they don't use the school book for civics and about the same number don't answer the question regarding how they follow the book (Bombardelli 1997, pp.153-154); unfortunately no improvements are perceived at present. This lack is compensated in some classes by the chance to read and discuss journals at school. The Action 'Il quotidiano in classe', offered by the *Giovani Editori* to the upper secondary schools since the year 2000, involves 2.000.000 students and more than 45.000 teachers (Action 'Il quotidiano in classe'). Sometimes teachers make use of audiovisual support materials, and in some schools there are educational

Cooperation with the world outside the school is officially encouraged; the Ministry of Education recognizes that there is a big influence of the social environment on the learning results of students in this field. According to the law 169/2008 and the Ministerial Circular 86/2010, school Institutions are required to establish effective partnerships with the families, local authorities, the Student Councils (*Consulte degli studenti*), with the local bodies, local educational groups and Police Forces as well as with cultural and sports associations and NGOs, with the Magistrature (Judiciary), with socio-cultural and sport associations, with the third sector, in order to facilitate alliances to reach the goals. (C.M. n. 86 / 2010). Sometimes external experts are invited to the school classrooms, like policemen, people engaged with the environment or for other goals, writers of well-known



Recently even lawyers have offered help to the schools in order to perform civic and citizenship education, knowledge of law, against bullism, cyberbullism, gender discrimination' (Avvocatura istituzionale, 2017). There are experiences of schools opening to the external society, organizing visits to the municipality, il 'Consiglio comunale dei bambini' (Children councils, s. 'Piccoli esercizi di democrazia'), according to the art.7 of the Law n. 285/ 1997. Schools cooperate in World Days (for peace, against lawlessness, against corruption, etc.) and in international celebrations (Women's Rights, Remembrance Day etc.). Students have the chance to organize public debates and events inside school, even though they do not always use this possibility. There are several initiatives like public speeches, lectures, debates, intercultural exchanges/twinning, help the Third World etc

**School culture and participation** The school is a privileged place where students learn to live together, where they recognize rights and practical sense of duty, where they acquire knowledge and criteria to critically assess the reality; it is the garrison of legality and justice. (C.M. 86/2010). The same circular letter reminds several social rules (preventing bad behaviour, helping school mates, against prejudices and stereotypes, etc) together with the participation at the initiatives of school democracy, the respect and the valuing of the artistic, cultural, environmental patrimony (C.M. n. 86 /2010). 5.1 The experience that students have within the class and school is very important to familiarize with the forms of the social organization and democratic behaviour. At school students learn forms of living together, which can be active and democratic or not. The school atmosphere directly calls into question the school's organisation as a whole, but also the teaching practices, the relational models enacted by teachers the internal rules, the leading values, the communication forms, the ceremonies which help for building behaviours and developing a sense of belonging.

## RECOMMENDATIONS

### Local authorities and other school governing bodies

- initiating and funding educational projects that develop civic and social competences - in the knowledge that this translates into local activity and also 'pays off' for local authorities;
- supporting schools and principals in their civic-minded activities, including recognising and rewarding schools and teaching staff for their work on democratic culture and civic competence;
- the creation of a local support network of committed male and female teachers, including through training, idea or project fairs;
- creation of municipal and city youth councils, involving them in the work of local government;
- the creation of participatory budgets and grant programmes for young people (such as the Student Self-Government Fund<sup>2</sup> in Poznań or Active Warsaw Youth<sup>8</sup> in the capital);
- Providing funding for student council initiatives in school budgets (e.g. through school civic budgets);
- creating space for student conferences where young people can present the results of their activities, share good practices;
- co-determination of the social organisations that can operate on the school premises by the pupils;



- developing local programmes in which the school - with its building and its community - becomes the centre of local life: pupils take responsibility for the community, learn to discover its history, its specificities and its current needs, and develop proposals for activities they could undertake with the support of the school;
- exchanging experiences between schools and local authorities, providing information on actions and activities that schools or young people can apply to, and other political education programmes;
- Involving children and young people in local development work, e.g. municipal or city development strategy; consulting and agreeing on planned courses of action with the appropriate setting - visualisation, workshops, discussion of development plans, e.g. location of investments in the area.

### **Headmasters, teachers and other school staff**

- development of a school civic education strategy involving pupils and students: defining democratic principles (e.g. rules for holding, elections, consultations, debates) and institutions (ombudsman, self-government supervisor, rules for the participation of pupils and students in the school council) and putting in place a mechanism for their actual implementation on a daily basis;
- Increase the influence of the student council on decisions concerning school and class life through regular meetings with council representatives, consultations, referendums and other forms of democratic co-determination;
- in-service training for headmasters and headmistresses in participatory and democratic classroom and school management, and for teachers of social studies, training in activation methods and problems of contemporary democracy;
- creating spaces for civic and social activities at school, e.g. local government elections, school debates, community projects and social actions, school media (this can even be done during remote education);
- the use of educational methods based on collaboration (projects, joint homework) and speaking up (discussions, debates, panels);
- conducting classroom and extracurricular activities in a way that encourages speaking up, presenting one's own opinion and listening to other voices, negotiating compromise and forming a common position, searching for arguments 'for' and 'against', analysing real cases of decisions and actions in the public sphere and their consequences, critically analysing media messages, assessing the reliability of information sources, etc;
- taking care of the social space of the school (including flexible positioning of desks in classrooms - e.g. in a circle, amphitheatrically, with tables for working in smaller teams), corridors to spend time together, schoolyards to be together, space for assemblies and debates;
- regular classes for pupils to discuss school rules and how to deal with infringements (basic education in the rule of law), e.g. once or twice a school year;



- Formulating school documents in a way that pupils and students can understand, in the first and third grades of primary school also in a drawing version;
- Promoting the idea of the school council as a body that includes representatives of teaching staff, the student community and parents; jointly developing solutions that take into account the voice of young people;
- to create a database of projects, competitions and Olympiads fostering the development of democratic attitudes and to promote them periodically at school;
- Frequent organisation of debates, elections and campaigns to form civic habits;
- providing space for a so-called Hyde Park, i.e. a place where meetings and discussions on various topics can take place; it would be good for this to be a space that is not associated with a typical classroom, e.g. between school buildings, near the school canteen;
- independent school media with a youth editorial board: blog, newspaper, radio, social profile, portal;
- designating a room to be managed by the young people (male and female pupils have keys to it, look after it and manage it as they see fit); this could be a space that serves, for example, a school volunteer club, civic club, youth organisation, entrepreneurship club, youth climate strike;
- a notice board on which anyone can hang an announcement (contrary to what you might think, this is not a common practice in schools - the approval of the management is generally required);
- Identify a set of basic civic skills that pupils and students should acquire at school (e.g. writing an official letter and requesting access to public information, attending a municipal council meeting, participating in and organising a vote, writing a project and voting in a civic budget);
- use of digital tools and media in civic education: online meetings, discussions and debates, workshops on democratic principles and civic skills, remote voting and elections, remote collaborative work on school documents (e.g. homework rules or assessment methods in remote education).

### **Pupils**

- taking an interest in public life and the affairs of their locality, Poland and the world; acquiring knowledge on their own and looking for good material to use at school, in lessons or in extra-curricular activities;
- insist on clear rules for the participation of pupils in decisions concerning the daily life of the school; check on an ongoing basis how this really works;
- taking action in accordance with these principles, including making their own proposals (e.g. rules for assessing behaviour, conducting social action, school mediation, etc.);
- organising social campaigns on topics of importance to young people;



- spreading knowledge among peers about how democratic principles work, students' rights, what the powers of self-government are, what co-determination and taking responsibility for one's immediate area can look like.

#### **The general public, including parents**

- supporting children and young people in their civic and social activities;
- Recognising principals and schools for the delivery of citizenship education and not just for the results of external examinations;
- Participation in the life of the school, including cooperation with teachers and dialogue with other parents, including involvement in parent and school councils where possible;
- conducting a nationwide campaign to promote citizenship at school as one of the pillars of modern education (education of the future);
- developing corporate social responsibility: supporting grassroots youth initiatives (e.g. small grants, youth media, workshops);
- Supporting civic education by the media and by journalists and women journalists - showing good models for public conversations and debates, including the voice of young people in journalistic programmes, promoting good educational practices.

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