

GOOD GOVERNANCE FOR KIDS



No:8a | 2019



Good Governance for Quality of Life

GOOD GOVERNANCE FOR KIDS

8A - 1ST BOOK



**ARGÜDEN
GOVERNANCE
ACADEMY**

Good Governance for
Quality of Life

Argüden Governance Academy Publications

No: 8a 1st Book

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Argüden Governance Academy

ARGÜDEN GOVERNANCE ACADEMY

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1. PUBLICATION October 2019

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PREFACE

We are all a part of the society we live in. As individuals, we cannot think of ourselves in a way that is separate from our society. We first fulfill the responsibilities we have to ourselves. However, our responsibilities do not end there. We also have responsibilities to our family, friends, and the people in our neighborhood and our city. Essentially, we have responsibilities towards every living being in the world.

Responsible individuals participate in decision-making about, and take responsibility in, solving the problems concerning themselves and their society. They take consistent and fair steps in fulfilling their responsibilities, they show transparency and accountability in their decisions, and they ensure that the outcomes of these decisions are effective. With these principles, we establish relationships in which we trust each other in our dialogues and behavior.

The Principles of Governance



Regardless of their age, every responsible individual has the right to participate in decision-making. The more people express their opinions while decisions about our family, friends, school, the environment we live in, our society and the world are being made, the more effective these decisions become. When we make research about the subject of the decision in order to develop a well-formed opinion, our participation in the decisions becomes more meaningful and goal-oriented. The decisions made by an individual who is constantly learning become more effective.

Our dreams are our goals. The consistency between what we do and what we say on the way to our goals increases people's confidence in us. As we take large and confident steps toward our dreams, we must treat ourselves and the people around us with fairness. When we become fair and reliable individuals, an environment of trust is fostered in the society. When people trust each other, they reach their goals faster.

While reaching our goals, we must use our time and resources appropriately and purposefully. First, we need to be aware of our wants and needs; then, we need to make price comparisons for our required expenses. As we investigate, we gain greater accountability and the ability to act according to our budget. As a continuously learning individual, we ensure the trust in us by being able to share the decisions we make on the way to our dreams in an open and transparent manner. Therefore, we build more solid and reliable relationships based on trust.

An individual who shares their opinion about decisions, takes responsibility for themselves and the society they live in, shows fair and consistent behavior, is effective in making informed decisions, is transparent and accountable can share their knowledge. In order to spread these practices and qualities, they cooperate with their surroundings and takes responsibility for the society they live in. Only then can we contribute to the improvement of the society we live in.

Knowledge and love increase when they are shared.



The topics covered by the activities in our Good Governance for Kids books are democracy and rights, gender equality, solidarity and volunteering, financial literacy, access to secure information, and environmental awareness. Focusing on the combination of these topics that reflect the good governance perspective is the key to being a responsible individual.

With the activities in our first book, we emphasize the notion of democracy, our rights as an individual and a child, and the importance of how we can consciously participate in decision-making. Additionally, we have included activities about respect and tolerance for our differences while living together, and the importance of gender equality. Because as a responsible individual, we cannot think of ourselves in a way that is separate from our society.

In our second book, we designed activities that focus on volunteering, financial literacy, access to secure information, environmental awareness and sustainability, which are important topics for becoming an active citizen. As an individual, keeping the internal drive to learn alive makes us improve. With this drive and by using modern technology, we can access information in many different ways. In our activities that focus on the access to secure information, we emphasize the importance of accessing accurate, qualified and secure information, rather than merely finding information. Furthermore, in our financial literacy activities, we focused on topics related to how we decide to use our time and resources as a responsible individual. In the following weeks, we prepared activities that highlight our responsibilities to ourselves and the future generations about the environment we live in, because we know that responsible individuals are sensitive about the issues related to the environment and the society in which they live.

We hope you children, the leaders of today and the future, adopt the principles of good governance in your worldview, keep the urge to learn alive within yourselves, and advance in life as responsible individuals.

WEEK 1: INTRODUCTION

Friend Bingo

The first person to complete the table on the next page and call out “BINGO” wins!

Don't forget; you cannot write the same name twice! For each of the boxes, talk to a different friend.

FRIEND BINGO





Someone who likes singing:



Someone who likes playing sports:



Someone who has finished a book over the holiday:



Someone who has heard of the Convention on the Rights of the Child:



Someone who has done volunteer work before:



Someone who owns a pet:

My Expectations

Let's fill in the blanks below!

I want

.....

.....

.....

..... in this activity.

I don't want

.....

.....

.....

..... in this activity.

WEEK 2: HUMAN RIGHTS

Setting Sail for a New Continent

Choose the things you want to bring with you to the new continent!
Then, you will decide as a group.



Want and Need Cards



Opportunities to share your ideas



Clean water



Computer and internet connection



A clean environment



Hamburgers and soda



TV and newspaper



A comfortable house



A seaside vacation



Protection from harm



Doctors and a hospital



Candy



Arts & culture activities



Parents and guardians



Rest & playtime



Medicine and vaccination



Life in peace



Money I can spend however I want



My own bedroom



Equal treatment and non-discrimination



A mobile phone



Democratic elections



The means to practice my religion



Trendy clothes



Nutritious food



Education



A bicycle



Jewelry & accessories



Healthy clothes



Games and toys



The means to use my language and live according to my culture

WEEK 2: HUMAN RIGHTS

Which Human Rights?

HUMAN RIGHTS



Human rights are the rights that all human beings are forever entitled to in an equal manner. Human rights are:



UNIVERSAL: These rights are the same for everyone, everywhere in the world.



IRREVOCABLE AND INALIENABLE: People can never lose these rights.



CANNOT BE SUBJECT TO ANY DISCRIMINATION: No one can take away a right from a person because they are deemed less important than others, or the right is deemed unnecessary.



INTERCONNECTED: All human rights always apply to everyone. These rights complement each other.



Human rights reflect basic human needs.



Let's fill in the blanks!



Time: 5 minutes

Today, I am leaving with
.....
.....
.....
..... in my mind.

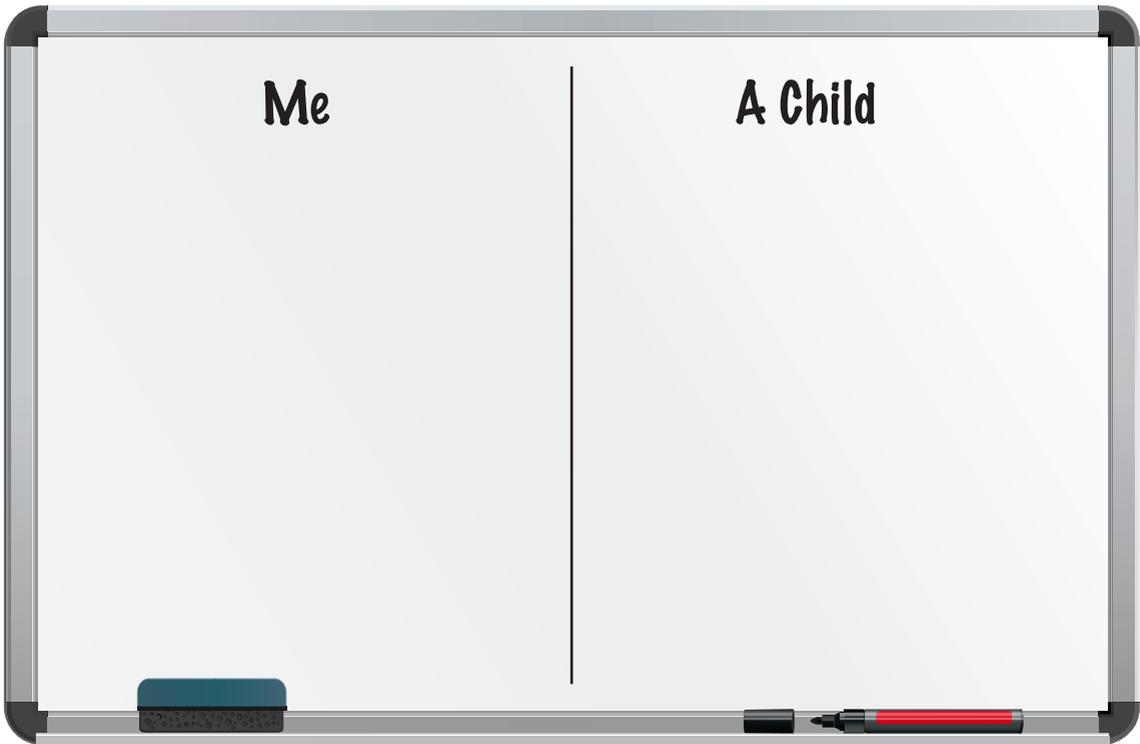
WEEK 3: CHILDREN'S RIGHTS

The Rights of All Children

Draw yourself and another child on the next page.

Then, fill in the blanks on the following section for both yourself and the child you drew.





How old are you?

.....

What are your personality traits?

.....

What do you like?

.....

.....

What are your needs?

.....

.....

.....

How old are they?

.....

What are their personality traits?

.....

What do they like?

.....

.....

What are their needs?

.....

.....

.....

WEEK 3: CHILDREN'S RIGHTS

It's the Kids' Turn to Speak

"Participation and Cooperation" Card

DID YOU KNOW?

You have the right to express your opinion about all matters concerning you! Everyone's opinions are valued. You can become a member of any organization you want – you can even form your own! Don't forget, everyone cares about your opinion.

Rights! All of them! Always! For everyone!

"The Rule of Law for Justice" Card

DID YOU KNOW?

You have the right to live in a fair world! Everyone is equal before the law and are entitled without any discrimination to equal protection of the law. Everyone is innocent until proven guilty. Everyone can take action to claim their rights.

Rights! All of them! Always! For everyone!

"Rest and Recreation" Card

DID YOU KNOW?

Everyone has the right to rest, have fun and take a vacation! You have the right to play games as well! Everyone can spend their free time to discover their talents and creativity!

Rights! All of them! Always! For everyone!

"YES to Equality, NO to Discrimination" Card

DID YOU KNOW?

Physically or otherwise, you can be different from everyone else in any way. You are still equal to everyone! Everyone has the right to live equally with their differences. No one is subjected to discrimination.

Rights! All of them! Always! For everyone!

"Living Freely in Peace" Card

DID YOU KNOW?

Everyone is born free, and you are free just like everyone else! Everyone has the right to live in an environment of trust and freedom. Everyone in the world respects the rights of each other.

Rights! All of them! Always! For everyone!

"Freedom of Speech and Religion" Card

DID YOU KNOW?

You have the right to think and express your thoughts! You can give and receive information through the means of mass communication. Whatever you say is

Rights! All of them! Always! For everyone!

"Arts, Culture and Science" Card

DID YOU KNOW?

Everyone has the right to participate in art and culture activities!

Everyone can benefit from scientific progress.

The rights of people who create works of art, science and literature are protected in the society.

Rights! All of them! Always! For everyone!

"Special Protection" Card

DID YOU KNOW?

You have special rights because you are a child!

Adults create the appropriate conditions for you to use these rights. Everyone seeks the benefit of children, ensure their participation, and protect them.

Rights! All of them! Always! For everyone!

"Private Life" Card

DID YOU KNOW?

You have a private life, all to yourself! You have an identity, and you are a citizen of a country!

No one can go through your personal belongings or enter your room and house without your consent. Everyone has the right to exchange information and communicate. And after a certain age, everyone can start a family with anyone they want.

Rights! All of them! Always! For everyone!

“Work and Labor” Card

DID YOU KNOW?

Everyone has the right to work at a job they want and like. Everyone is paid a fair amount for the work they do.

If the working conditions are bad, employees can use their rights to mass negotiation and strike.

Rights! All of them! Always! For everyone!

The Red Card

DID YOU KNOW?

No one is subjected to physical, emotional or sexual violence. No one is used like a slave. Problems are never attempted to be resolved by resorting to violence. Even if children commit crimes serious enough to be imprisoned, they are not given sentences that deprive them of their freedom.

Rights! All of them! Always! For everyone!

“Right to Free Movement and Asylum” Card

DID YOU KNOW?

You have the right to travel anywhere safely.

If the people in a society have their right to life in danger, they have the right to leave that society and seek asylum elsewhere.

Rights! All of them! Always! For everyone!

“Protecting the Nature” Card

DID YOU KNOW?

You share the world you live in with all living beings! All living beings have the right to a healthy and good life. So, you live in harmony with all other living beings.

Rights! All of them! Always! For everyone!

“Education” Card

DID YOU KNOW?

Basic education is offered to everyone on a mandatory basis and free of charge!

Everyone has the right to receive education.

Everyone also has the right to pursue higher education under equal circumstances.

With the help of education, you can also learn your rights.

Rights! All of them! Always! For everyone!

“Health and Good Living” Card

DID YOU KNOW?

Everyone has social security. Your future and health are always secured, under all circumstances. Everyone has the right to live in a safe, healthy and suitable environment.

Rights! All of them! Always! For everyone!

Let’s fill in the blanks!  **Time: 5 minutes**

In my opinion, children’s rights

.....

.....

MY NOTES



WEEK 4: I HAVE A RIGHT TO PARTICIPATE AS WELL!

Child Participation



As children, you are the ones who will be affected longest by the decisions made about you! However, you sometimes have the least say in these decisions!

Adults should do a lot of work to ensure your participation, because children live in a world built by adults.

Adults are responsible for ensuring child participation...

...because CHILD PARTICIPATION IS A RIGHT.

So, it is very important to get your opinion about any decision that affects you!

Article 12 of the Convention on the Rights of the Child

States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.



WEEK 4: I HAVE A RIGHT TO PARTICIPATE AS WELL!

Child Participation

Climbing the Ladder

On the next page, match the scenarios with the corresponding step of the ladder. After you match all of them, fill in the blank section below!

Let's fill in the blanks!



Time: 5 minutes

People ask for my opinion about the following issue(s) that affect(s) me:

.....

.....

MY NOTES





Children participate in demonstrations holding signs with contents they do not understand.



A group of children start and conduct a signature campaign, which also includes adults, in order to regain their playgrounds.



A group of children designate an area in their neighborhood as a playground, and they regularly clean the area.



Children participate in a group activity on a volunteer basis after being informed by the teacher.



A child is forced to make a speech at a ceremony, even if they do not want to do so.



Children are placed next to a celebrity for no reason.



Children, invited by adults, provide consultancy for a project.



Children of a neighborhood are asked for their opinions for a playground to be built by the municipal government.

WEEK 5: DEMOCRACY

How to Make a Decision

Choose and circle the logo you want from the chart on the next page! If you don't want any of them, draw your own logo in the empty box!



01



02



03



04



05



06



07



08

09

Which one did you choose?
Why?

.....
.....
.....
.....

WEEK 5: DEMOCRACY

How to Make a Decision

The list below includes different methods for selecting a logo. Review the list and mark the method you want!

Selection Methods

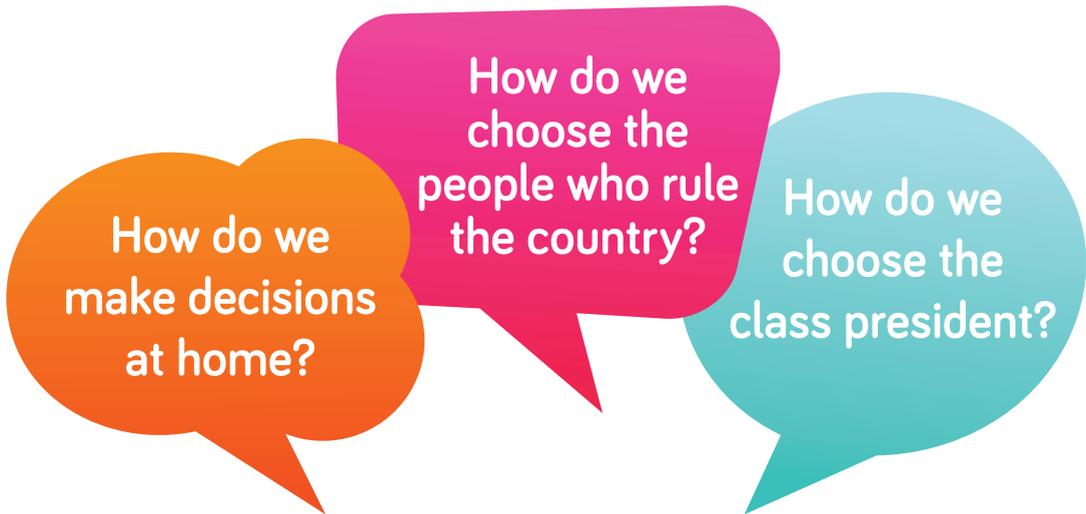
The logo that the shortest person in the class wants is selected.

A vote is held where only the people with brown eyes can participate. Voting is done in an open manner by raising hands and counting the hands raised. The logo with the most votes is selected.

People who chose similar logos come together and choose a representative among themselves. These representatives hold meetings and communicate with the groups they represent in order to make a joint decision.

Everyone in the class writes their choice on a piece of paper. They fold the pieces of paper and put it in a ballot box. Then, all the pieces of paper are counted and the logo with the most votes is selected.

The volunteer instructor listens to the choices and reasons to choose of the whole class. The final decision is made by the volunteer instructor.



Circle the speech bubbles below that do not belong in a democratic environment.



WEEK 5: DEMOCRACY

We Choose our Logo



Today, we tried to choose our logo in the classroom.

.....

.....

.....

.....

.....

.....

.....

.....

.....

This is our logo:



WEEK 6: LIVING TOGETHER

Let's Camp Together

On the next page, choose three children you would like to share a tent with!





Child 1

Child 2

Child 3

- 1 A child with a broken leg, who can only walk with crutches.
- 2 A child from Türkiye with a goblet drum (darbuka) in hand.
- 3 A red-haired, freckled child from Australia.
- 4 A child from Japan wearing a Kung-Fu shirt.
- 5 A child from Transmarinia who doesn't seem very smart.
- 6 An immigrant child from Africa.
- 7 A child in an English school uniform and wearing thick glasses.
- 8 A dark-eyed Turkish child from Germany wearing a black shirt with a skull on it.
- 9 A child from Mongolia with very long black hair, wearing traditional clothes.
- 10 A visually impaired child.
- 11 A child from Türkiye who doesn't speak much.
- 12 A child from Palestine who lost one arm.
- 13 A blonde, well-spoken child.
- 14 A child wearing a jacket just like yours.
- 15 A child who listens to music with their headphones all the time.



WEEK 6: LIVING TOGETHER

Let's Camp Together

Place the sentences below into the table.

	PREJUDICE	STEREOTYPE	DISCRIMINATION
WHAT IS IT?	Negative sentiments toward different groups of people	Common and cliched thoughts about different groups of people	Specific behavior shown toward different groups of people
EXAMPLE 01	I don't think men can cook well.	Men cannot cook.	Not allowing men to cook.
EXAMPLE 02	?	?	?
EXAMPLE 03	?	?	?
EXAMPLE 04	?	?	?

- A I don't think a visually impaired person can do things on their own.
- B Not letting girls play in a soccer match.
- C I don't believe my grandpa can learn how to use a computer.
- D I don't think playing soccer fits girls.
- E Old people cannot learn anything new.
- F Mocking and making fun of old people.
- G Visually impaired people are in capable of doing anything.
- H Girls cannot play soccer.
- I Not hiring visually impaired people.



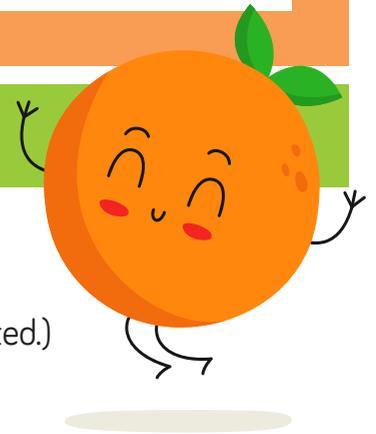
THE ORANGE GAME

Can you imagine, or give real examples of, any situation where two sides conflict in a way that's similar to the orange game?

A large white rectangular area with four horizontal lines for writing. A small pencil icon is at the top left. Below the lines is a green bar with the text 'LET'S LEARN!' and two cartoon orange characters.



LET'S LEARN!



Win-win

(Everyone is happy because they got what they wanted.)

Win-lose

(One person couldn't get what they wanted, so they are unhappy.)

Lose-win

(The other person couldn't get what they wanted, so they are unhappy.)

Lose-lose

(Everyone wastes their time arguing, so no one gets what they want.)

WEEK 7: GENDER ROLES

Activity 7.1: Cinderella



Cinderella



Time: 7 minutes

Once upon a time, there was an unhappy boy. After he lost his father, his mother brought home a widower with two sons. The boy's stepfather never liked him. He lavished praise, did good things, and shown favor only to his own sons. He always bought them trendy clothes and good food, and showed special treatment to them. In the stepfather's eyes, the poor and unhappy boy never deserved any of these luxuries. All he could wear were the old, worn clothes of his stepbrothers, and all he could eat were their leftovers. He couldn't find any time to rest because he worked all day, went shopping, and returned home to cook and clean. At night, however, he was allowed to sit in front of the fire in the kitchen for a little bit. At these long and lonely nights, the boy would cry and talk to the cat in the house. When the cat seemed to meow at him, he actually said, "Come on, cheer up! You have something none of your stepbrothers do: beauty."

What the cat said was true. He was a beautiful boy, even with his soot-covered face and tattered clothes. On the other hand, his stepbrothers were always clumsy and ugly, no matter how well they dressed. One day, a delivery of nice, new clothes, shoes and jewelry came home. The queen was organizing a ball, and the stepbrothers were invited. They all stood in front of the mirror to prepare for the ball, while the poor boy helped them dress up. He didn't even think about asking whether he could go, because if he were to ask, he knew he would get an answer along the lines of "You? My dear son, your job is to stay home, wash the dishes, mop up floor, and make your brothers' beds. They're going to return home tired."



When his stepbrothers and stepfather left, the child wiped his tears and sighed at the cat: "I'm so sad." The cat meowed in response. Suddenly, the kitchen was filled with light and a fairy appeared. The fairy told the boy not to fear and said, "The wind carried your sigh to me. I know you want to go to the ball, and you will." The child replied, "How can I go there in these ragged clothes? They would kick me out." The fairy smiled and made a gesture with his magic wand. Suddenly, the boy found himself in the most beautiful clothes he had ever seen. He admired himself in his pink suit. The fairy said, "Now that we solved the clothing issue, we need to find you a carriage. No gentleman would go to a ball on foot. Fetch me a pumpkin!" The boy said, "Sure!" Then, the fairy turned to the cat and said, "Bring me seven mice." The boy returned with a beautiful pumpkin in his hand. Meanwhile, the cat caught seven mice in the cellar. "Good," said the fairy. When he made another gesture with his wand, the pumpkin turned into a stunningly beautiful carriage, and six of the mice turned into white horses. The seventh mouse turned into a beautiful, well-dressed woman with a whip in her hand to drive the carriage. The boy couldn't believe his eyes. The fairy said, "I will introduce you to everyone at the palace. Have no doubt, the Princess in whose honor the ball is organized will be captivated by your beauty. But don't you forget! You must leave the ball exactly at midnight and return home, because the spell will be broken at midnight. After that, the car will turn back into a pumpkin, and the horses and the coachwoman will turn back into mice. You're going to be in those shabby clothes once again, and you'll find your old, ruined slippers instead of those beautiful dance shoes. Do you understand?" The boy smiled and said, "Yes, I do!" and quickly jumped into the carriage to go to the palace.

You can write down anything unusual you found in the fairytale:



How does the fairytale Cinderella continue?
Can you write what you think about the ending?



A writing area with a pencil icon at the top left and seven horizontal lines for writing.

Can you come up with any altered stories or cartoons?
Would you like to share?



A writing area with a pencil icon at the top left and seven horizontal lines for writing.

Activity 7.2: What Do I Want? What Do I Do?

What do you like to do? What don't you want to do? Does the fact that you are a boy or a girl change the answers to these questions? In order to discover that, can you fill in the table below, considering both your gender and the other?



	Two things deemed suitable to your gender that you do and want to do	Two things deemed suitable to your gender that you do, but don't want to do	Two things deemed suitable for the other gender that you neither do nor want to do	Two things deemed suitable for the other gender that you don't do, but want to do
1				
2				

Let's fill in the blanks!



Time: 5 minutes

People's genders don't prevent them from

.....

I am a boy/girl and I can

.....



WEEK 8: GENDER EQUALITY

Activity 8.1: Gender Inequality

On the next page, circle the image that is assigned to your group!
After the dramas, write down the answers to the questions next to each image.



A



What happened? Do you think something was unfair? If so, can you describe what it is?

.....
.....

What do you think the people who were subjected to the unfair treatment feel and think? Why?

.....
.....

What would make the victim feel better?

.....
.....

B



What happened? Do you think something was unfair? If so, can you describe what it is?

.....
.....

What do you think the people who were subjected to the unfair treatment feel and think? Why?

.....
.....

What would make the victim feel better?

.....
.....



What happened? Do you think something was unfair? If so, can you describe what it is?

.....

.....

What do you think the people who were subjected to the unfair treatment feel and think? Why?

.....

.....

What would make the victim feel better?

.....

.....



What happened? Do you think something was unfair? If so, can you describe what it is?

.....

.....

What do you think the people who were subjected to the unfair treatment feel and think? Why?

.....

.....

What would make the victim feel better?

.....

.....

Activity 8.2: Gender Equality

Look at the images below and find the similarities and differences between the dramas of the groups and the images.





What do you think about the new images? What do you think the people in these images feel and think?

.....
.....
.....

Do you have any other suggestions? How can equality be achieved?

.....
.....
.....

Let's fill in the blanks!



Time: 5 minutes

As a result of gender inequality,

.....
.....
.....

In order to help prevent gender inequality,

.....
.....
.....

WEEK 9: PROTECTING THE RIGHTS

How Should We Set the Rules?

Look at the examples on the table on the next page, find two different rules from the examples, and fill in the table.



RULE	RIGHT	RESPONSIBILITY
Example 1: Let's keep the classroom clean.	Everyone has the right to receive education in a clean classroom.	Everyone has the responsibility to keep their classroom clean.
Example 2: Let's not talk in class unless we are allowed to.	Everyone has the right to express their opinions.	I should grant everyone their right to express their opinions.

How do you think the rules should be?
Choose the qualities of the rules that would work!

FEW	MANY
Collectively decided on	Decided on by one person
No problem if not followed	Has certain consequences if not followed
Known by everyone	Known by no one
Protecting the rights of everyone	Protecting the rights of some people
With known reasons to be set	Without known reasons to be set
Accepted	Rejected

WEEK 9: PROTECTING THE RIGHTS

A Happy Classroom



Look at the happiness checklist below, complete it, and add your own questions if you want.

QUESTIONS	YES	NO	HOW?
1. Does everyone in the classroom have equal access to their rights?			
2. Can a visually impaired person be comfortable in the classroom? What about others with different needs?			
3. Are the rights of the children in the classroom protected?			
4. Is there a system in the classroom where everyone can express their opinions while a decision is being made?			
5. Are elections held in the classroom?			
6. Can disagreements be resolved in the classroom without turning into a fight?			
7. Are there rules in the classroom that are agreed to be followed by everyone?			
8.			



Search & Rescue Team, Reporting for Duty!

Make a group of four. Ten people facing injustice wants your help. You will help them seek justice by giving them the right directions.

First of all, give your group a name.



The name of our group is...



On the next page, there are some rights and methods to seek justice about these rights.

Please review them carefully. Then, match the cards given to you with the rights and methods.



WEEK 9: PROTECTING THE RIGHTS

The floor of the only playground in our neighborhood is old, and it is always covered with mud. We can't play there anymore.

When I came home, I saw that the milk I bought was past its expiration date. This is the first time Shopkeeper Hasan sold something like this.

Stray animals are in poor health, and their condition needs to improve. The animals need our support.

Incidents of water poisoning began to happen in our district. The waste water of the newly opened factory mixes into our drinking water. We reached out to the factory, but I think they didn't care because we were only a few people.

I see disturbing images online while I do my homework.

I've been studying music for a long time. I have autism. I can't take the entry exam, because it is not suitable for me. In order for the necessary rules to change, the issue needs to be examined as soon as possible!

I don't want to go home. I'm scared. Things happen, and I get hurt. I'm a child. I have no one I can trust. I can't tell anyone.

I heard some noises from the street and went outside. I saw a group of people harass and physically assault a woman.

I fled the war and came here, and I have difficulties in completing my applications.

For the past year, upperclassmen threaten and bully me, and forcibly take my pocket money from me.



RIGHTS	METHODS TO SEEK JUSTICE
1. Right to Avoid Peer Violence	a. They can call 155 and ask the police to come to the street address.
2. Right to Access Secure Information	b. They can explain the situation to an adult they trust and ask for support.
3. Right to Play	c. They can write to the Ombudsman Institution in order to have the situation examined.
4. Women's Rights	d. They can gather in front of the factory and state their requests/ demands to the relevant authorities.
5. Consumer Rights	e. They can report dangerous and/or disturbing websites to www.ihbarweb.org.tr .
6. Immigrant Rights	f. They can request assistance from the organizations that provide consultancy to Syrian immigrants.
7. Children's Rights	g. They can start a campaign to collect signatures from people.
8. Disability Rights	h. They can submit a petition to the municipal government for the playground to be renovated.
9. Right to Clean Environment	i. They can call 183 and contact the Social Support Line operating under the Ministry of Family and Social Policies to ask for help regarding the situation at home.
10. Animal Rights	j. Because it is the first time, they can warn the shopkeeper to be more careful, and they can ask for a product replacement.

WEEK 9: PROTECTING THE RIGHTS

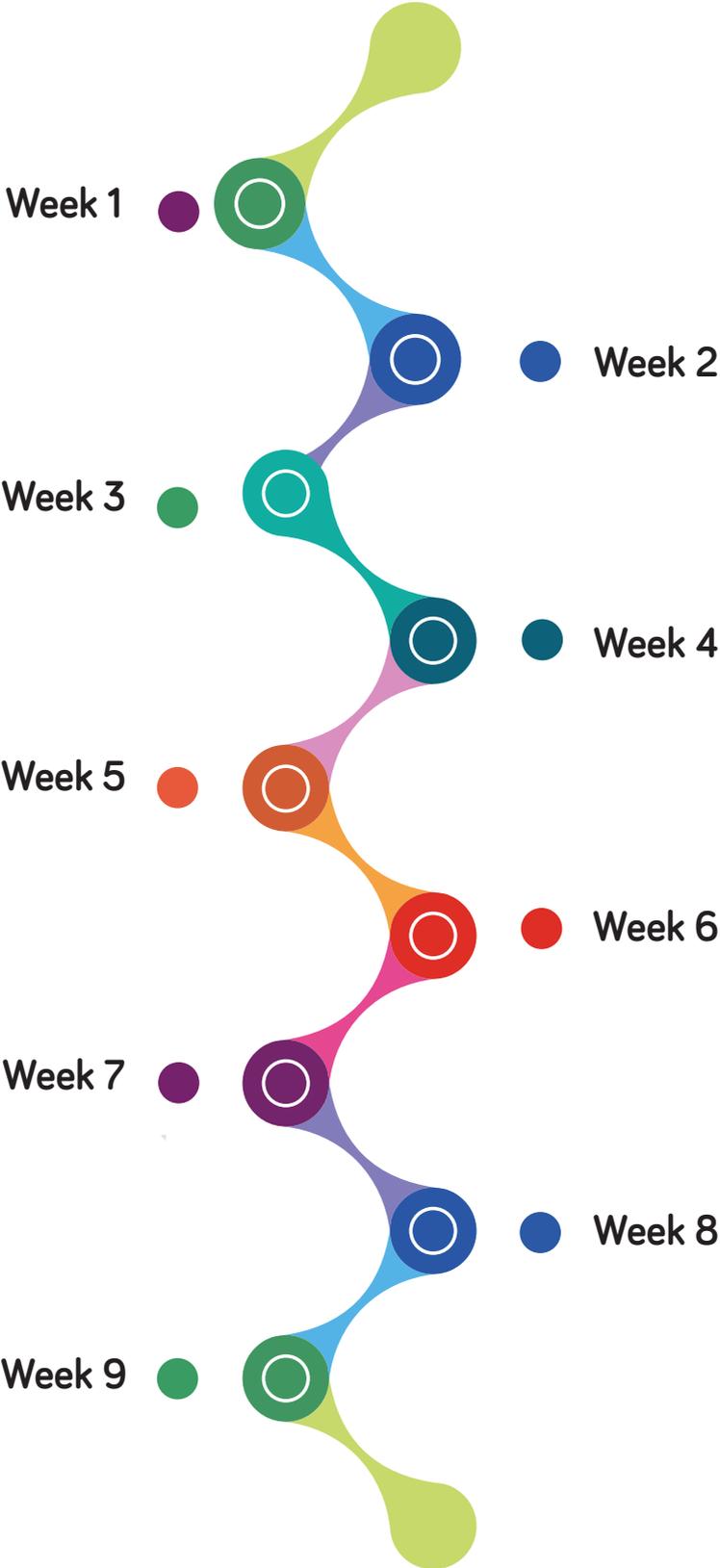


WEEK 10: EVALUATION

How were the past 10 weeks?

Let's remember: How did the past 10 weeks go? What did we do?



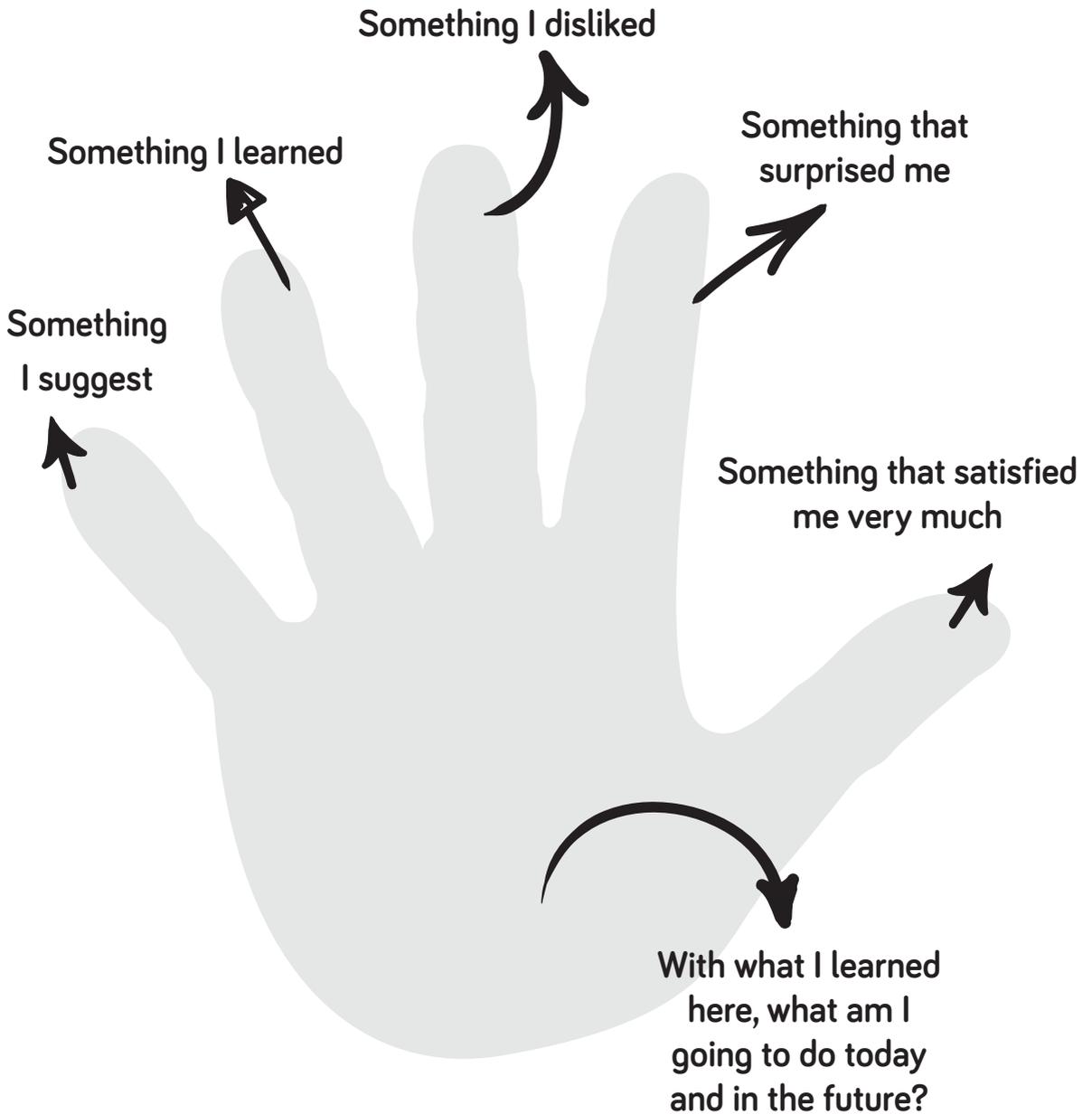


WEEK 10: EVALUATION

My Hand and Fingers

Put your hand in the middle of the page and trace around it to draw your hand! On each finger, write the answer to the question or an example to what is written on top of it.





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In addition to these publications, in the activity “It’s the Kids’ Turn to Speak”, text from the Rights Cards from the board game Söz Küçüğün designed by İstanbul Bilgi University Child Studies Unit was used.

The design of the activity “How to Make a Decision” was inspired by an activity in the training program by Toplum Gönüllüleri Vakfı, 5 Anahtar Eğitim and the sentences in the activity were inspired by the “Dictatorship and Democracy” book of the Les Goûters Philo series.

In the activities "Gender Inequality" and "Gender Equality", cards from the board game Neden Olmasın designed by İstanbul Bilgi University Child Studies Unit were used.

ARGÜDEN GOVERNANCE ACADEMY

Argüden Governance Academy is a foundation dedicated to improve the quality of “**Governance**” by increasing trust for the institutions to build a **better quality of life** and a **sustainable future**.

The Academy conducts education, research, and communication activities to disseminate **the good governance culture** at all levels of the society (public, civil society, private sector, and global actors), including the children.

The Academy’s vision is to create a knowledge and **experience platform** on governance at the national and international level as “**a center of excellence in governance**” and “**a reference institution**”.

Argüden Governance Academy is committed to play a pioneering role by adopting “**Integrated Thinking**” and “**Good Governance Principles**” (**consistency, responsibility, accountability, fairness, transparency, effectiveness, and deployment**) to all its work and stakeholder relationships.

The Academy aims to:

- Ensure that good governance is adopted as a culture,
- Raise the understanding of “the key role of good governance in improving quality of life and sustainability of the planet”,
- zGuide the institutions by developing methods to ease the implementation of good governance principles,
- Inspire future leaders by promoting “Best Practices” of good governance,
- Increase the next generation leaders’ experience of good governance,
- Disseminate global knowledge and experience at all levels of the society with a holistic approach,
- Become “the right cooperation partner” for the leading institutions in the world by creating common solutions for global issues.

The Academy advocated “Integrated Thinking” during Türkiye’s presidency of the G20 and adopts this culture in all its activities.

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