

# GOOD GOVERNANCE FOR KIDS



No:8b | 2019



# Good Governance for Quality of Life

# GOOD GOVERNANCE FOR KIDS

*8B – 2<sup>ND</sup> BOOK*



**ARGÜDEN  
GOVERNANCE  
ACADEMY**

Good Governance for  
Quality of Life

**Argüden Governance Academy Publications**

No: 8b 2<sup>nd</sup> Book

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**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: REMINDER

## Snapshot

Think about the concepts on the next page.

Now, think of a POSE with your groupmates for a photo about the concept assigned to your group.





# WEEK 1: REMINDER

## Teamwork

What are some problems you may face while doing teamwork?  
How can these problems be solved?



PROBLEMS

SOLUTIONS

1.

2.

3.

4.

## My Expectations

Let's fill in the blanks below!

I want .....

.....

.....

.....

..... in this activity.

I don't want .....

.....

.....

.....

..... in this activity.



# WEEK 2: SOLIDARITY AND VOLUNTEERING

## My Rights and Responsibilities

During the “Protecting the Rights” week last semester, we talked about our rights and responsibilities.

Let’s make an evaluation.



Evaluate yourself and your class in terms of fulfilling your responsibilities according to the responsibility checklist. For each responsibility:

-  Always **3 points**,
-  Sometimes **2 points**,
-  Never **1 points**.



If we do not fulfill our responsibilities, we can have problems with using our existing rights!

RESPONSIBILITIES	My Score	Class Score
1.		
2.		
3.		
4.		
<b>TOTAL SCORE</b>		

### SUGGESTIONS FOR MYSELF



### SUGGESTIONS FOR MY CLASS



# WEEK 2: SOLIDARITY AND VOLUNTEERING

## People Who Defend the Rights



You have met four defenders of the rights. Think about what you have heard and fill in the blanks below.

The most impressive piece of information was .....

.....  
.....

If I were in the place of that person, .....

.....  
.....

What can people do to protect/defend the rights?

.....  
.....

# Why Do We Volunteer?



You can also work with your classmate sitting next to you.

**What do people who become volunteers think?**

**Which of the thoughts below belong to volunteers?**

Put a star next to the sentences that may be said or thought by a volunteer! ★

We volunteer in order to see what is missing around us, and to remedy it.

Meh, so what if I volunteer? Is the world going to change?

What if I don't volunteer?  
Besides, how many people even care about this stuff?

I need to do my part if I want something changed in the world.

Everyone is different, but everyone is equal!  
To maintain that, we need to work together.

I too need to do something for the society I live in. That is what being a responsible individual requires.

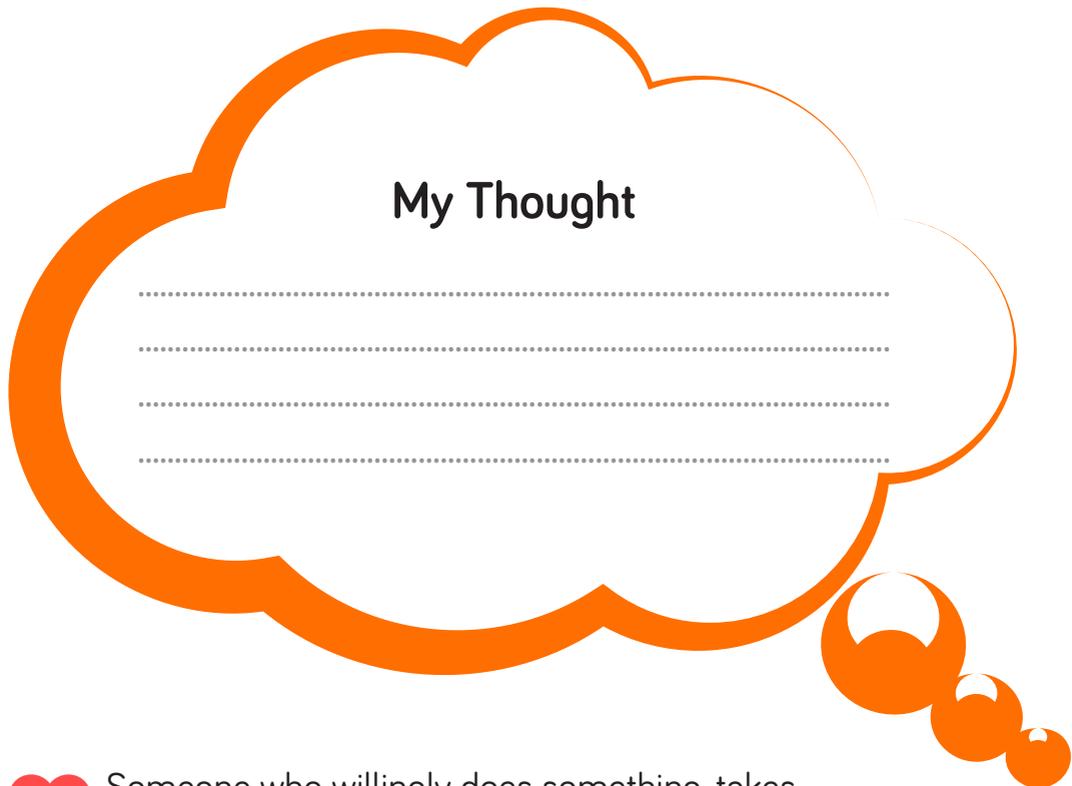
Like I care about pollution... I'll just mind my own business.

Volunteer work?  
I don't really know what you're talking about.

# WEEK 2: SOLIDARITY AND VOLUNTEERING

## Why Do We Volunteer?

The thought of which volunteer aligns the most with your views? Write down the closest thought to the speech bubble below.



**My Thought**

.....

.....

.....

.....



Someone who willingly does something, takes up a job or assumes a responsibility without receiving any payment is called a “volunteer”.

## What is a Non-Governmental Organization (NGO)?



Non-governmental organizations are a group of people who are aware of one or more problems faced by the society.

These organizations work on creating proposals for the solution of these problems, and on sharing and spreading these proposals to the entirety of their society. By doing so, they mobilize the people and organizations needed to solve these problems.

### NON-GOVERNMENTAL ORGANIZATION (NGO) ID

Name of the NGO: \_\_\_\_\_

Names of the members of the NGO: \_\_\_\_\_

Purpose of the NGO: \_\_\_\_\_

What kind of activities does the NGO do? \_\_\_\_\_

Let's fill in the blanks!



Time: 5 minutes

People who think.....

..... become volunteers.

When I think of NGOs, I think .....

.....

### MY NOTES




---



---

## WEEK 3: WHERE DOES MONEY COME FROM, AND WHERE DOES IT GO?

Let's answer the questions on the next page!

Do not forget to write your answers to the dotted spaces below the questions.



# Where Does Money Come From, And Where Does It Go?



1. How did people buy and sell things before money?

.....

.....

2. What was used instead of money?

.....

.....



3. Who invented money?

.....

.....

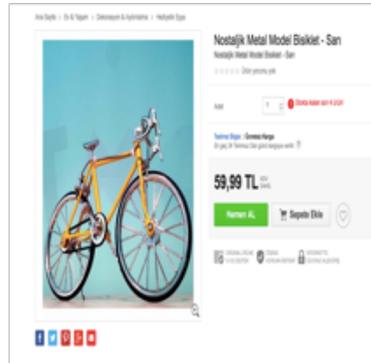
4. Fill in the blanks!

Money is not the goal, but it is a .....that takes us there.



# How to Make a Price Comparison

Let's say that you want to buy a bicycle. How and from where can you learn the price of the bicycle? Some sources from which you can learn the price of the bicycle are illustrated below. What are they? Write your guesses in the dotted spaces below!





What else can be used as a source of information for a price comparison?

1) ..... 5) .....

2) ..... 6) .....

3) ..... 7) .....

4) ..... 8) .....



## WEEK 3: WHERE DOES MONEY COME FROM, AND WHERE DOES IT GO?

### What is a budget? How is it prepared?

A budget is a plan of incomes and expenses. Someone in our family works and earns money, which is income. On the other hand, situations arise where our family must spend money, which means an expense is made. What are our sources of income and our expenses?



INCOME



EXPENSE

INCOME	EXPENSE

# I know my budget, I am building my city!

Let's say that you are building a city in a video game. First of all, name your city!

For this city to be safe and habitable, decide on what you will have in the city. You have 500 units of money, so choose accordingly. Let's go!



**HOSPITAL**  
60 UNITS

**BOUTIQUE SHOP**  
35 UNITS

**PLUMBER**  
25 UNITS

**PARK**  
35 UNITS

**GREEN GROCER**  
35 UNITS

**PHARMACY**  
40 UNITS

**FIRE DEPARTMENT**  
20 UNITS

**SCHOOL**  
40 UNITS

**POST OFFICE**  
25 UNITS

**BUTCHER**  
35 UNITS

**LIBRARY**  
30 UNITS

**POLICE STATION**  
30 UNITS

**HOUSE**  
50 UNITS

**RESTAURANT**  
40 UNITS

**LUXURY HOUSE WITH  
SWIMMING POOL**  
90 UNITS

**TAILOR**  
25 UNITS

**GYM**  
30 UNITS

**VET CLINIC**  
40 UNITS

**FACTORY**  
100 UNITS

**GROCERY STORE**  
30 UNITS

**INTERNET CAFÉ**  
35 UNITS

List the things you have chosen for your city, and calculate the total cost!

City Name: .....

WHAT DID YOU CHOOSE?	COST
<b>TOTAL:</b>	

## WEEK 4: I MANAGE MY MONEY

Little and often fills the... what?

Think about something you want to buy, decide on something, prepare your budget, estimate when you will afford to buy it, and start saving money!



Ahmet wants to buy the board game Parcheesi. It costs 10 liras.  
Ahmet's weekly allowance is 5 liras. In how many weeks can Ahmet buy the board game if he puts 2 liras into his piggy bank every week?

What does Ahmet want to buy?

How much does it cost?

How much is his income?

How much money does he save regularly?

When will he afford to buy it?



\*\* This activity is inspired by the 3 Kumbara (Three Piggy Banks) Project developed in collaboration by Para Durumu, Doğuş Holding, the Ministry of National Education and FODER.

Now think of something you want to buy. Prepare your own budget, estimate how much money you will save for it, and calculate when you will afford to buy the item!

What do you want to buy?	
How much does it cost?	
How much is your income? (How much money do you get daily/weekly from your family?)	
How much money do you save regularly?	
When will you afford to buy it?	



\*\*This activity is inspired by the 3 Kumbara (Three Piggy Banks) Project developed in collaboration by Para Durumu, Doğuş Holding, the Ministry of National Education and FODER.

# Let's Understand the Concepts

Match the definitions with the concepts.



## DEFINITIONS

Money that is gathered/saved.

Not using resources more than needed.

The price or cost paid for our needs and wants.

The object we use to save money.

## CONCEPTS

PIGGY BANK

SAVINGS  
(ACCUMULATION)

SAVING  
(ECONOMIZATION)

EXPENSE

# I'm Saving Resources

Which of the following saving methods did you...

...know?

...use?

...just learn about?

...not use previously, but want to do so now?

Check the correct box next to the methods. You can put more than one checkmark per method. If you know a method that is not listed here, you can list it in the "I suggest" rows.

 <p>METHOD</p>	Know	Use	Just Learned	Will Do
Turning off the tap while you are brushing your teeth.				
Making a shopping list before going shopping, and buying only the items on the list.				
Making gifts yourself instead of buying them.				
Selling or donating the clothes you do not need.				
Waiting a month before buying something you want, and actually buying it if you still want to do so after one month has passed.				
Turning off the lights when you leave a room.				

METHOD



Know

Use

Just Learned

Will Do

Bringing food from home.

Repairing objects instead of buying new ones.

Buying secondhand products.

Using energy-saving lightbulbs.

Repairing old clothes instead of throwing them away.

Using an empty notebook left from the previous year.

Going to the library instead of buying books.

Spending time outdoors or at home instead of shopping malls.

I suggest:

I suggest:

I suggest:

# WEEK 4: I MANAGE MY MONEY

## I Act it Out



Write down what your friends are acting out when you find them!

- 1) .....
- 2) .....
- 3) .....
- 4) .....
- 5) .....
- 6) .....
- 7) .....
- 8) .....
- 9) .....
- 10) .....

Let's fill in the blanks!



Time: 5 minutes

A chart of income and expenses is called .....

Three saving methods I learned today:

1) .....

2) .....

3) .....



# WEEK 5: MEDIA LITERACY

## Media and Me – One Day

What do you do in the media over the course of one day?

What kind of messages do you receive? Where do they come from?

Who tells you all of them?



TIME	MEDIA (Where?)	MESSAGE (What are they saying?)	WHO?
07:00-08:00			
08:00-09:00			
09:00-10:00			
10:00-11:00			
11:00-12:00			
12:00-13:00			
13:00-14:00			
14:00-15:00			
15:00-16:00			
16:00-17:00			
17:00-18:00			
18:00-19:00			
19:00-20:00			
20:00-21:00			
21:00-22:00			

# WEEK 5: MEDIA LITERACY

## I'm Making My Own Media

### MY OWN MEDIA NETWORK



### NOTES

**WHAT** do they say?

**WHO** says it?

**WHERE** do they say it?

**WHY** do they say it?

**HOW** do they say it?

## What If It's Not True?

One of these messages from the media is false, can you find out which one it is?

01



A baby born on a plane is considered a world citizen. They can enter all countries without a visa. If the plane in question belongs to Turkish Airlines, the baby's education expenses for their entire life is covered by Turkish Airlines. Furthermore, the airline grants the baby the privilege of flying free of charge for their entire life. This is not a law, but a tradition between airlines and thus completely at the discretion of the airline.

02

**FOR STRONGER KIDNEYS, CONSUME LESS SALT!**  
More than 6 grams of salt per day is harmful to your health!

**IKF** (Turkish Kidney Foundation) | www.tbv.com.tr

6g=1 çay kaşığı

Milliyet.com.tr » Gündem » **Haber** » TEOG kaldırıldı mı? (MEB'den TEOG açıklaması geldi)

18.09.2017 - 10:48 | Son Güncelleme: 19.09.2017-17:59

📄 📧 A+ A\*

### Has TEOG been cancelled?

**(The Ministry of National Education made a statement)**

The cancellation of TEOG has been announced today by the Minister of National Education, İsmet Yılmaz. Saying that the standardized high school entry exam TEOG will not be made this year, Yılmaz said "not to worry, and trust them". What, then, will replace TEOG?

03

📄 Paylaş

🐦 Tweet

📌 G+

📄 3+ CROPY

📄 Sitene Ekle



## Additional Task: Media Usage Habits

Take note of how long you spend every day with which types of media.

ACTIVITY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY

Let's fill in the blanks!



Time: 5 minutes

What is the most impressive thing you remember from today?

.....

How would you explain what you did today to a friend who is not your classmate?

.....

# WEEK 6: ACCESS TO SECURE INFORMATION

## My Social Media Profile

Create your own social media profile on the next page!





\*You do not have to fill in all the information fields.

# Citizens of a Digital World

How about writing down the rules of the digital world?

The options below may be helpful.



Let's fill in the blanks!



Time: 5 minutes

3 pieces of information I remember about being a digital citizen:

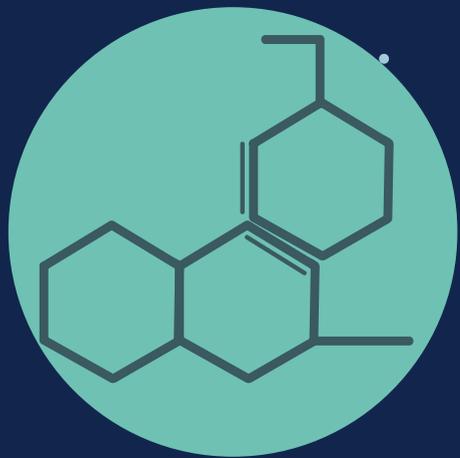
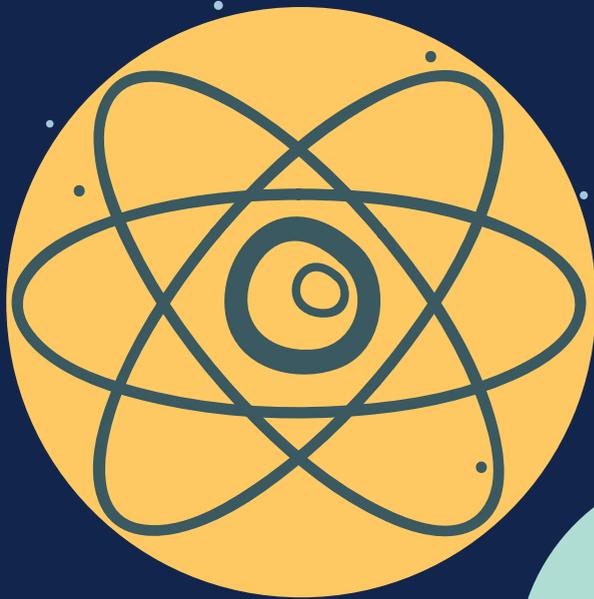
- 1) .....
- 2) .....
- 3) .....



# WEEK 7: DIFFERENT LIVES, DIFFERENT BENEFITS

## Animate and Revitalize

Tell the story of life by imitation: first, become an atom; then, create the first organisms by coming together with other atoms.

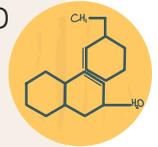


## THE STORY OF LIFE

About 14 billion years ago, our universe came into being with a huge explosion (in other words, a “Big Bang”). Thanks to unfathomably large amounts of energy, the smallest units of matter in nature emerged on Planet Earth. The name of these units were “ATOMS”. They REVOLVED AROUND THEMSELVES, and sometimes SWUNG slowly or moved very RAPIDLY. As time went by, every atom began to STICK TO another atom near itself. Thus, molecules that further enriched our world were formed. Molecules were slower units of matter than atoms, and they moved as if they were DANCING.



As our world began to cool down, molecules JOINED TOGETHER to create other forms. First, with HOWLING WINDS, a lot of air molecules were formed. One type of air molecule began to rise up in the sky and produced water molecules that DRIPPED DOWN LIKE RAIN. Then, some of these water molecules FELL on hard rocks and turned them into earth molecules.



There were now favorable conditions for life to emerge on Earth. Roaming molecules came together to form the first CRABS. While a group of crabs lived on, some other molecules formed FISH. A group of fish swam in the water, while some other molecules formed the FORESTS. Then, the first REPTILES such as snakes began to live in the forests.

As our world cooled down a lot over time, snow and ice covered everything, ushering in the ice age. In the meantime, DINOSAURS appeared on the stage as one of the largest creatures. While a group of dinosaurs continued their lives, mammals such as ELEPHANTS emerged in another part of nature. The diversity in the world was booming. While the elephants squirted water from their trunks, BIRDS came to be, flapping their wings. Meanwhile, in Central Asia, CASPIAN TIGERS emerged and growled cheerfully. During this period, the dinosaurs could not withstand the weather conditions that were unsuitable for them, and thus were erased from the world stage. The molecules then formed monkeys. Later, due to centuries-long, extensive hunting, the Caspian Tigers were also wiped off the Earth. There are still “uncombined” molecules as we approach the present day. As a result of the scientific research conducted by humans, SHEEP, the first living being on Earth to be cloned starts to bleat.



## WHAT IS BIODIVERSITY?

Biodiversity (biological diversity) is the amount of variety and difference in type among life forms in a region.

The diversity of living beings in a region determines the number of natural habitats of the living beings in that region.



# Performing in the Nature

Nature possesses three main beneficial aspects which both enables its self-sufficiency and makes human life easier.

Let's give an example for each of these aspects.

## The Regulatory Benefits of Nature:

The fact that freshwater sources like ponds and lakes clean the water we use at home.



## The Cultural Benefits of Nature:

The influx of tourists visiting the province of Van in order to see the pearl mullet (*Alburnus tarichi*), a species of fish endemic to the province.

## The Economic Benefits of Nature:

The fact that wild fruits and mushrooms gathered from nature can be sold.



Match the benefits of nature in the green boxes with the beneficial aspects in the colored boxes. One of them has been matched for you.



The way trees prevent fertile soil from eroding

Making paper and household items out of trees in forests

The fact that we can go for a picnic every year beneath the trees

Economic Benefits

Cultural Benefits

Regulatory Benefits

Forests cleaning polluted air

Bird motifs having been used in bazaars in Anatolia for centuries

Seafood caught in seas, such as fish

Let's fill in the blanks!



Time: 5 minutes

The co-existence of all living beings in a healthy environment is very important because .....

If we want to live with other living beings as equals, .....

.....

What I learned in this lesson was .....

.....



# WEEK 8: TIME TO SAVE THE WORLD

## Complete the Movie

What was the subject of the movie you have watched?  
Write it down on the next page.



What was the subject of the movie you have watched?



---

---

---

---



Imagine that you are a movie director now. How would you end the movie you have watched?



---

---

---

---

---





## Which One is the Solution?

Find out which of the actions listed below will reduce the harmful effects of global warming and climate change. If you think the action will work, fill in the rectangle next to it completely. If not, you can put a cross (X) next to it. You can also add your own suggestions to the space at the end.

### ACTIONS

1. Using items that are fueled by natural, infinitely available, renewable, and non-polluting energy sources such as solar and wind energy, instead of items such as coal-fired stoves and gasoline-powered cars whose pollutant energy sources are limited in nature

2. Leaving our trash in the forest after a picnic

3. Using products such as spray deodorants and perfumes that damage the ozone layer, which protects our skin and eyes against the harmful rays of the Sun

## ACTIONS

4. Traveling by public transport, such as subway train and bus, which carry more people at a time to reduce the release of pollutants from exhaust pipes

5. Use chemical pesticides that pollute the soil and water on a field, in order to repel the insects that damage the field

6. Buying drinks from grocery stores in reusable glass bottles instead of plastic containers or metal cans, which take a long time to be recycled in nature

7. Preferring to eat fish that are populous, instead of those with dwindling populations until their population growth rates return to normal

8. Consuming as few packaged products as possible, due to their packaging taking thousands of years to decompose and be reintroduced into nature

9. Planting trees that can grow easily in our city's climate in a suitable area in our city with our school friends

10. Turning on the lights at home during the day as well

11. Using our own, reusable bags to carry what we buy from the grocery store, instead of using plastic bags

12. Use as little water as possible while bathing

13. Turning off electrical appliances (TV, computer) unless they are being used



If you can think of any other ideas to save the world, you can write it down below!

1) .....

.....

.....

2) .....

.....

.....



## Keeping My Beach Clean



You live in a seaside town with a clean sandy beach where you swim every day and play beach volleyball with your friends in summer. Green sea turtles, of which there are few left in the world and are therefore a protected species, use this beach to lay their eggs and increase their numbers.



One day, you hear truck and crane noises that are intense enough to cause a headache. Then, you saw that someone started digging ditches in that beautiful beach I mentioned above. When you ask the greatest authority figure in your town, you learn that they were digging at the beach as a part of a massive highway construction project that includes a part of the beach.

Initially, some townspeople complained about this situation like you did, and the construction company responded by announcing that the project would leave a small portion of the beach open for swimming. As the road construction continued, everyone forgot that only a small portion of the beach would be left.

Six months later...

The tiny patch of sand that remained of the beach has begun to be littered with waste from the town as well as the construction. The vast, beautiful beach where all the children in the town including you used to swim, sunbathe, and play beach volleyball became a tiny area. To add insult to injury, it began to stink due to the garbage that was not collected. Furthermore, the green sea turtles that stopped by the beach every two years were nowhere to be seen.



What can you do to solve this problem in your town?

.....

.....

.....

.....

Let's fill in the blanks!



Time: 5 minutes

If humans .....  
 natural resources would be sufficient for all living beings!

What I learned this week was .....  
 .....

# WEEK 9: DEVELOPING AN IDEA FOR A SOCIAL RESPONSIBILITY INITIATIVE

## A Social Entrepreneurship Story

Let's read the story on the next page!



# WEEK 9: DEVELOPING AN IDEA FOR A SOCIAL RESPONSIBILITY INITIATIVE

## A Social Entrepreneurship Story



One day, Ezgi was sitting by the window of her classroom, looking outside pensively. Her classmate Mert came up to him and said, "What's wrong, Ezgi? You look concerned." Ezgi said, "Don't you think our school library is insufficient as well? I've finished all the books there, and there are still no new books. You know how much I love reading..." Upset about his friend's situation, Mert said, "You're right. We don't have a playground either, and I get very bored during breaks. What can we do about these issues?" While they kept thinking by the window, Ayça and Mustafa approached them. "You look sad. What's wrong with you guys?" asked Ayça. Ezgi said, "We neither have a proper library in our school, nor do we have a playground! We were thinking about what we can do." Mustafa said, "I was just about to say something to you. Someone from the Right to Play Association visited my cousin's school, and the association helped build playgrounds for the school. We looked at the photos uploaded to their school's website, and it looked great! If we also apply for the program, maybe they can come to our school as well!" Ezgi and Mert looked at each other with excitement. Mert enthusiastically said, "Really? Why wouldn't they come anyway? Come to my house after school, and let's find out how we can apply together." Ezgi smiled and returned to her thoughts while looking outside the window.

Mert noticed her and asked, “What can we do for the library, though?” Ayça said, “Why are we waiting for someone else to buy books for the library? Let’s buy some ourselves.” Ezgi responded, “That may sound good in your head, Ayça, but how can we actually do that? We are only 10 years old – our pocket money is definitely not enough to expand the library!” Mert suggested, “Well, can’t we find a way to raise money for books other than our weekly allowance?” Ayça said, “If we organize a bake sale in the school, we can raise some funds to contribute to the library.” Mert joyously yelled, “That’s a great idea!” Then, they shared their ideas with their classmates and teachers. Two days later, Mustafa entered the classroom with great excitement in the morning: “Ayça, Mert, Ezgi – come here right now!” Ayça asked what had happened, and Mustafa said, “Our application to the Right to Play Association has been accepted, and they will visit our school next week!” They all screamed with joy and shared the good news with their fellow students. While the students worked on the fundraiser for the library, the Right to Play Association worked continuously to build the playground. At the end of the semester, the children finally had both a library and a playground. The news of this was published in the local newspaper, and students in other schools began to hear about what Ezgi, Mert, Ayça and Mustafa did. Inspired by them, they started to look and work for ways to solve the problems around them as well.





# WEEK 9: DEVELOPING AN IDEA FOR A SOCIAL RESPONSIBILITY INITIATIVE

## Social Entrepreneurs at Work



Answer the questions below according to the project you made with your friends. You can get help from your teammates!

### OUR PROJECT

**Topic of Our Project:** .....

.....

**Purpose of Our Project:** .....

.....

.....

**Rights Related to Our Project:**.....

.....

.....

**Activities We Will Do:** .....

.....

.....



Let's fill in the blanks!



Time: 5 minutes

What I remember from today is .....

.....  
.....

The most impressive thing from today was .....

.....  
.....

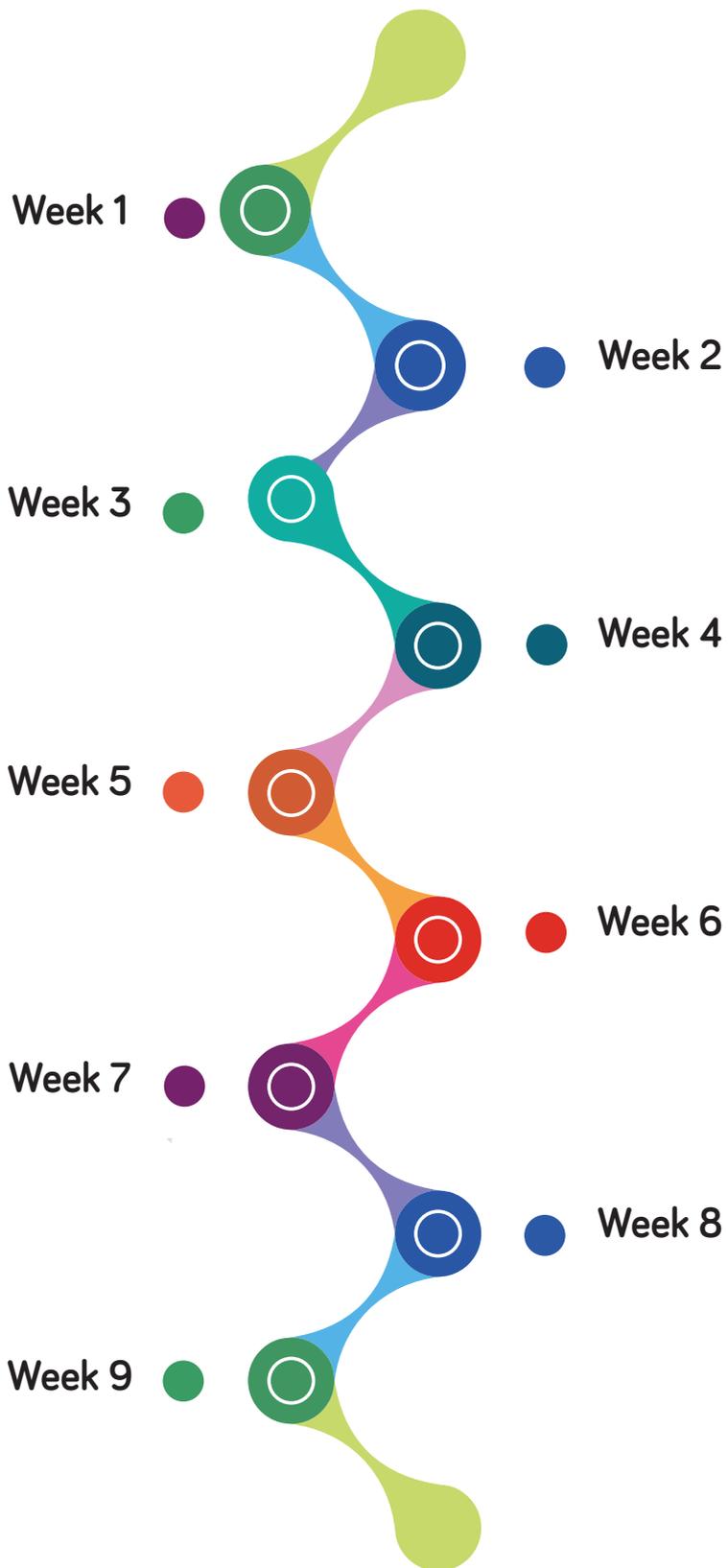


## WEEK 10: EVALUATION

How were the past 10 weeks?

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



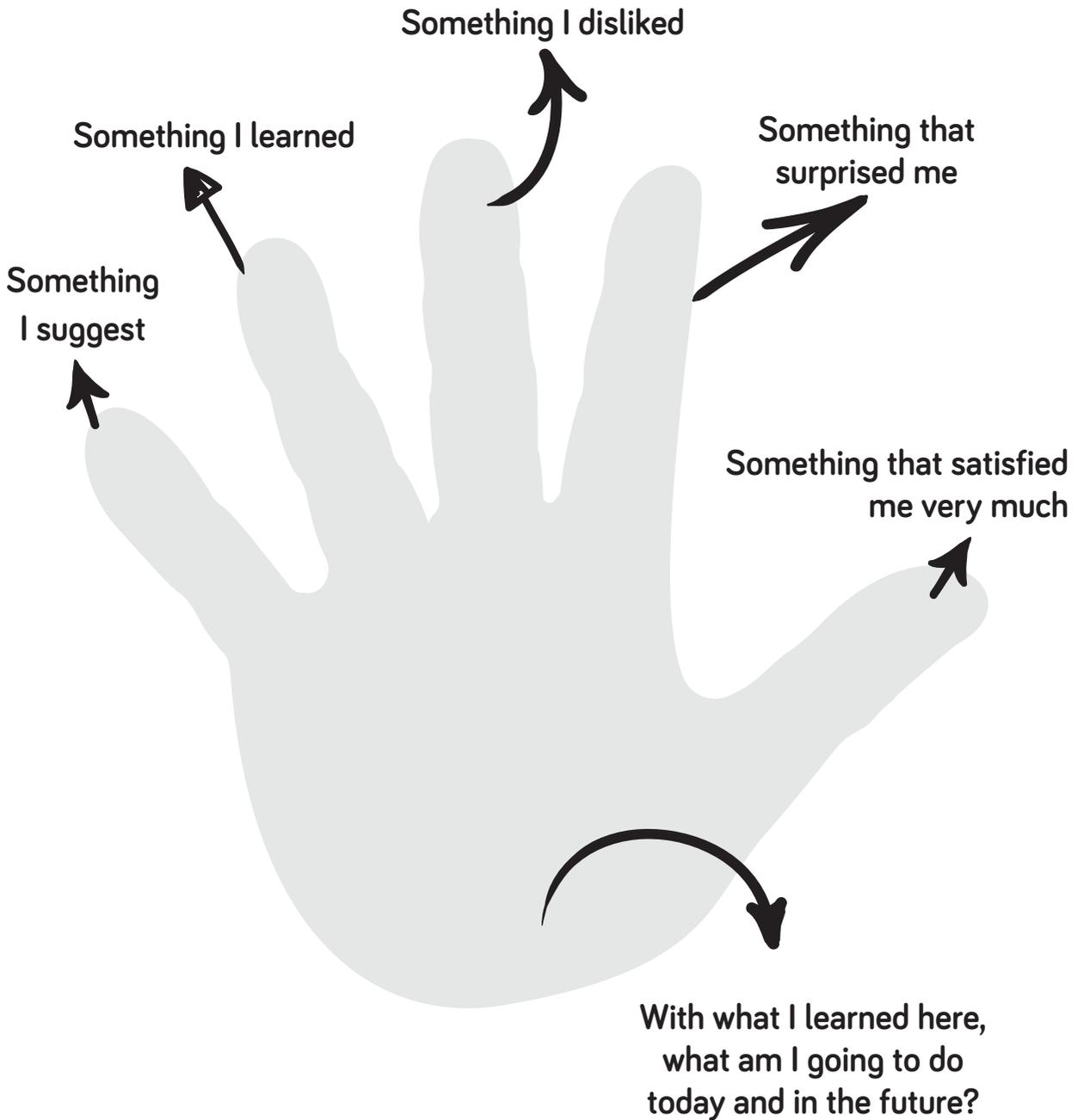


# WEEK 10: EVALUATION

## 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.





## BIBLIOGRAPHY

The activity “Our Footprint in the Digital World” was inspired by, and adapted from, Keşfet Conscious Internet Movement Project.

The activities “Different Lives, Different Benefits” and “Time to Save the World” were inspired by the Trainer Instruction Guidebook of Dođal Olarak Genciz Ecological Literacy Project and Haklar Sahnesi Project.

The activity “How to Reach Your Goals” is inspired by 3 Kumbara (Three Piggy Banks) Project developed in collaboration by Para Durumu, Dođuş Holding, the Ministry of National Education and FODER.

## 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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