**8TH GRADE HAPPINESS AND EMPATHY DEVELOPMENT COURSE PROGRAM DESIGN**

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**Abstract**

This study aims to develop a curriculum design for the happiness and empathy development course to be implemented in 8th grade education programs. The curriculum design for the happiness and empathy development education developed at the 8th grade level of primary school was designed according to the Taba model. Course outcomes were created for every area as cognitive, affective and psychomotor. A modular programming approach based on student-centered learning was adopted while creating the content dimension of the Happiness and Empathy Development course. The course is not limited to theoretical knowledge, but is supported by activities that provide students with the opportunity to apply empathic behaviors in their daily lives. These activities enable students to model empathic attitudes, develop their emotional awareness and gain skills that will increase their happiness. The empathy and happiness development course aims to improve students' psychological well-being at individual and social levels while helping them establish healthier, more conscious and meaningful relationships. It teaches students that happiness is not only an individual goal but also a process supported by social ties. The document analysis method, one of the qualitative research methods, was used in creating the curriculum design of the course. The Happiness and Empathy Development Course curriculum design envisages the use of peer and group assessments in the measurement and evaluation dimension. This program design is considered to be an important step in eliminating the lack of programs for empathy and happiness in the Turkish education system.

**Keywords:** curriculum, happiness and empathy skills, curriculum design