

REVIEW OF THE INTEGRATED TEXTBOOK "I, CITIZEN TO BE"

First of all, it is important to stress the importance of such teaching tools, since in the course of workshops in different regions, it is often noted that they lack lesson plans that allow them to talk about the very concrete challenges of today, from how social networks are transforming our social relationships or job opportunities, to the challenges facing democracy today, and why books that warn of a crisis or even the end of free societies and democracy fill bookshelves today. This textbook therefore fills a very important niche by giving teachers the opportunity to engage with students in Years 5-8 on topical issues such as the relationship between lies, reality and virtuality, waste sorting and recycling, business ethics, poverty, etc.

Each individual topic is introduced with an infographic that not only introduces the topic and its main points, but also makes it very attractive for students. In this context, the infographics act as a tool for further independent work on the tasks. Each activity, while indicating its possible course, also provides students with the necessary analytical tools to analyse the issues raised.

In addition, each topic is divided into sub-topics, which are accompanied by a time frame for completing the tasks. Importantly, each sub-topic is formulated as a question, which opens up avenues for student discussion. It is the cultivation of the ability to debate that is one of the greatest strengths of this textbook. Students are encouraged to debate by weighing up the pros and cons of each subject. This not only encourages self-reflection by analysing what makes my choices, but also the ability to understand the other person and why their choices might be different from mine.

The discursive approach also means that the teacher's role is not defined as a source of correct answers, but rather as a facilitator of discussion, provoking students' thinking, encouraging them to broaden their analysis of a given phenomenon by adding more perspectives that they might not naturally have considered.

Teachers find it particularly useful that each lesson has a teacher and student section. The teacher's section offers a possible flow of the lesson, possible answers to the tasks, and directions for discussion. Each teacher is also free to rearrange the lesson in his/her own way, by removing or reordering sub-lessons. This facilitates integration, as well as adaptation to the needs of the particular student audience.

There is also a variety of material presentation (infographics, tables, textual material, animated videos, etc.) and a variety of tasks (filling in tables, surveys, open discussions, interpretation of statistical material, analysis of visual material, etc.). This makes the educational process non-monotonous, while at the same time allowing the different abilities of the pupils to be expressed.

It is important that each topic is concluded with a self-assessment, which helps to summarise both the knowledge acquired and its practical application in everyday life, and at the same time, by means of questions, guides the students towards further interest.

As far as comments are concerned, there is a lack of coherence in the way the topics are presented. In short, the topics are numerous and highly relevant, but it is not clear on which single thread they converge and where they lead to. In this case, one topic does not follow from another, which would make the learning process somewhat fragmented if the textbook were applied consistently. However, if the main task of the textbook is to cover topics where there is a lack of material, this fragmentation does not become a problem, because in this case the lessons from the textbook are used by the teacher to integrate them into the coherent curriculum he or she has created,

In addition, thought could be given to how specific topics and tasks could be modified to suit pupils with special educational needs, or simply differentiated by level.

The electronic nature of the teaching tool itself opens up the possibility of extending it or adapting existing plans. For the latter, it would be useful to make contact with teachers who, having tried out specific lesson plans, could give feedback on what has worked and what has not worked well in the classroom, as well as their own suggestions for additions.

Each lesson would also be enriched by a list of sources and useful references, which could be used to search for additional information and to deepen one's knowledge on a particular subject.

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