

Introduction

- 1. Civic education in the context of the 21st Century**
- 2. Competency-based social education**
- 3. Social awareness, cognitive and social development of young people**
- 4. The access of education to social awareness**
 - 4.1. Phenomenon-based learning**
 - 4.2. Social education at personal, social, and global levels**
 - 4.3. The integration of economics, ethics, and citizenship is the basis of social education**
- 5. Cross-disciplinary course "I, Citizen-To-Be" for 5th-8th grades.**
 - 5.1. Purpose and objectives**
 - 5.2. Competence development**
 - 5.3. Cross-disciplinary course and its usage opportunities**
 - 5.4. The topics of the program**

Introduction

The vision of the Lithuanian Progress Strategy “Lithuania 2030” for education, is to turn Lithuanian education into a sustainable base for an energetic and independent person who creates the future for himself, his country, and the world in a responsible way. This vision can be implemented by updating the cross-disciplinary course content and focusing on the education of young people who are innovative, socially responsible, applying their knowledge in an interdisciplinary way, and are open to changes and challenges.

The 21st Century is dynamic, full of innovation and surprises. This period is distinguished by the speed of technological change, the dynamics of political events, and the abundance of worldviews. As technology opens up a wide field of knowledge, it becomes challenging to select information and assess its reliability. Adolescents also face difficulties in how not to get lost in the abundance of information, how to choose what is appropriate, and how to make value-based decisions.

Developing civic awareness is becoming a challenge these days. How to educate a young human as a socially aware person and citizen in such circumstances?

The aim of these methodological guidelines is to reveal the importance of developing social awareness and citizenship and discuss the most effective means of educating a modern, responsible and civic adolescent. We will discuss how to motivate the students of 5th to 8th grades to analyze contemporary social events and engage them to explore personal, social, and global problem-solving levels.

In the guidelines, we will briefly discuss cognitive social development peculiarities and dynamics of early teenage learners aged 11 to 15, to better understand the methods and ways to develop socially responsible behavior.

Finally, we will present a new integrated program “I, Citizen-To-Be” for 5th to 8th grades. The uniqueness of the course is learning from the news: students analyze the topical phenomena of the society, which involve the concerns of the word, the state, the community, and at the same time, they learn to understand and evaluate the complex situations of the state and civic society.

The current renewal of the National Education Program content in Lithuania is based on interdisciplinary integration¹. **The “I, Citizen-To-Be” cross-disciplinary course responds to this working methodology with students. It offers the integration of economics and entrepreneurship, citizenship and moral education (ethics) through geography, history**

¹ Pekarskienė, I., Girdauskienė, L., Pagrindinio ugdymo socialinis ugdymas ekonomikos ir verslumo programa, [interaktyvus], 2021 [2021 gruodžio 22d.]. Access to the website: [PROJEKTAS 2021-03-26d. \(emokykla.lt\)](https://projektas2021-03-26d.emokykla.lt)

and other curriculums. It is crucial that integration in the classroom took place so that knowledge is associated with real-world issues and a student's personal experience.

These guidelines are based on the latest research in educology and psychology and innovative approaches to civic education.

1. Civic education in the context of the 21st Century

Let's imagine the education system as a field, where three levels are interacting, which are arranged in a pyramid principle. The highest level is the state, the middle level is the school, and the lowest level is the community of individuals and families.

In such a scheme, the state is concerned about educating a person as a citizen. It initiates citizenship education and obliges the school to implement an appropriate program. This is a natural and self-evident process. It is not just the state's contribution that matters; more importantly is how teachers understand and communicate civic education to students.

There are two approaches to the state:

- the state as an institution that solves people's lives through the law;**
- the state as a co-created project by people.**

If the state is perceived as an aggregate of different institutions, a person perceives himself as a passive individual who does not contribute to the Administration of the State. Citizenship education focuses on the science of institutions, their operation, and their deepening theoretical knowledge.

If the state is perceived as a man-made project, then man perceives himself as the individual who is responsible for building his state and the processes that take place in it. Then the development of citizenship becomes versatile, dynamic, reflecting history, allowing to understand the Administration of the State, and a personal opportunity to volunteer for the benefit of the community and the state.

It is important for educators to reveal the processes in the society and the opportunities to get involved in them, together creating a better system and the added value. It is also essential for the educator to portray the state as little as possible as if it's a distant aggregate of political and bureaucratic institutions, whose relationship with a human is barely possible to feel.

To achieve the best results, the key is to find reasonable and understandable phenomena and arguments for adolescents, directly relating to the reality they are experiencing. It is significant to provide recognizable examples that motivate and show how all citizens of the state can participate in civic and social life regardless of age group.

2. Competency-based social education

Raising social awareness in adolescence lays the foundation for subsequent citizenship education. During this period, it is important to pay attention to the following aspects of social awareness-raising².

Personal responsibility

It is important for students to develop an understanding that we (ourselves) are genuine problem solvers and that personal freedom obliges not only to do what a person wants but also to take responsibility for your actions. Awakening a sense of responsibility is essential to understand that to make the right decisions you need to be guided by values and think responsibly about the consequences of one's actions.

Community well-being

Personal responsibility in decision-making is inseparable from community well-being. It is important to encourage teenagers to think about the benefits of their choices for themselves, for their loved ones, the whole community, and society. In this way, human thinking is fulfilled with the ethic of virtues and becomes the backbone of a social and fully mature personality.

The young person creates the added value

The young person needs help to understand that he is living in a world of opportunities. It is possible to create personal and common good by learning well, revealing one's talents, cherishing community relations and activities, expressing a civic opinion, and participating in the state's life.

The desire of an active citizen to act socially

A responsible and socially mature citizen is not the one who learns the theoretical material taught in civic lessons and declares patriotic feelings. A reliable and socially mature citizen is the one, who acts responsibly in economic and social reality and can deal with a variety of problems emerging in personal and community life.

3. Social awareness, cognitive and social development of young people

When educating a young, socially mature, and civic person, it is important to have a good understanding of:

- how adolescents' awareness develops;
- what are the main elements that form the experienced reality of a young person;
- how these elements of reality relate to each other;
- what are the psychological features of a young person's development;
- what are the specifics of adolescents' ability to learn.

² Kvieskienė, G., Kvieska, V., (2012) Partnerystē socialinēms inovacijoms. Access to the website: <http://talpykla.elaba.lt/elaba-fedora/objects/elaba:4318316/datastreams/MAIN/content>

At the stage of psychological development of a person aged 11–15 years, conscious ethical attitudes begin to form; a value foundation is being formed. Social values, such as helping others, volunteering, are emerging and being tested³.

Teachers must be prepared to discover the values of citizenship in social phenomena and turn them into examples illustrating the development of citizenship.

Social development of young people (11-15 years)

- It is crucial to belong to a like-minded people group.
- The awareness of social groups' attitudes is growing, and attention is paid to cultural perspectives.
- Attitudes of various social groups and institutions are being formed.
- The criticality is increasing for itself and the environment.
- A transparent attitude is formed towards its personality.
- Start thinking about deeper personal goals.
- The religious, ethical conception and interest in global issues are actively constructed.
- Personal interests are emerging, and professional opportunities are starting to be comprehended.
- The goal is to seek an intensely emotional experience⁴.

During the adolescence period, there is a leap from simple, child-specific "black and white" to abstract, multi-layered, complex, and analytical thinking.

As a result, the adolescent's psychological development is greatly accelerated, and he begins to raise more complicated questions.

Cognitive development of young people (11–15 years)

- Systematic reasoning is being developed, learning to raise and test hypotheses.
- The ability to analyze is increasing.
- Mental flexibility and information update efficiency is increasing.
- The aim is to link the existing information with the newly learned one.
- Activities and priorities are planned independently.
- Ability to draw logical conclusions from available assumptions.
- Starting to analyze the hidden meanings and symbolism in the text.
- The initiative and the ability to start solving problems is demonstrated, reflecting⁵.

Thus, when integrating citizenship education into 5th to 8th grades, it is important to pay attention to students' social and cognitive development.

The abilities of an 11-year-old student can differ significantly from a 15-year-old student's abilities. Taking into account in terms of current issues, it is suggested to raise questions,

3 Lodienė, I., (2010) Paauglių santykių su aplinka ypatumai ugdymo procese. Access to the website:

<https://portalcris.vdu.lt/server/api/core/bitstreams/dd361f31-4972-4830-9a1c-b3d30a68083/content>

4 Rakiskienė, L., (2021) Mokyklinio amžiaus vaiko ir jaunuolio kognityviosios ir socialinės-emocinės raidos aprašas. Access to the website: <https://www.mokykla2030.lt/wp-content/uploads/2020/06/VAIKO-RAIDOS-APRA%C5%A0AS.pdf>

5 Rakiskienė, L., (2021) Mokyklinio amžiaus vaiko ir jaunuolio kognityviosios ir socialinės-emocinės raidos aprašas. Access to the website: <https://www.mokykla2030.lt/wp-content/uploads/2020/06/VAIKO-RAIDOS-APRA%C5%A0AS.pdf>

which could be adapted and analyzed in different contexts, connecting available information and personal experiences⁶.

4. The access of education to social awareness

4.1. Phenomenon-based learning

Information is most easily absorbed when it is directly related to personal experience. It is also easier for students to perceive and learn new information when topics and examples are recognizable and experienced. In terms of social reality, it is recommended to choose topics that reflect social phenomena⁷. Phenomena are considered in a real context as a whole, transcending separate disciplines, institutions, cultures, or geographical boundaries. They are identified by raising a question or an issue (e.g., How to solve poverty issue?). Learning is particularly effective when students, as operating subjects, find themselves in the center of a specific phenomenon (e.g. poverty), raise issues of concern related to this phenomenon, break down the phenomenon into its components (e.g. the economic causes of poverty or solutions; what kind of virtues help to reduce poverty in the community, or how civic initiatives contribute to overcoming poverty), discuss them, analyze them and look for answers themselves⁸. Then, the students are interested, and they are motivated to delve deeper, to learn, and understand. Learning from the news, including interdisciplinary integration, is a highly effective approach to learning, that allows the student to understand the topic from different perspectives.

It's important to learn theory, but even more important is to understand what students learn, how it interacts with their environment, how their choices are influenced, and how they can take the initiative to solve certain problems⁹. The analysis of recognized social problems and phenomena helps us realize that each of us is personally responsible not only for the processes in our personal life but also for community or global events. **This is an extremely important motivational tool: when students feel responsibility and freedom to learn, they become more involved in discussions and achieve better results¹⁰.**

4.2. Social education at the personal, social and global levels

The development of modern social awareness should take place at three levels:

- **At the personal level**, we should help to understand our role in the context of a particular problem.

For example, you are discussing poverty concerns with students, so **on a personal level**, it would be more valuable to think- **HOW CAN I HELP THE POOR PEOPLE?**

6 Dadwal, s., (2019) Active Learning Techniques. Access to the website:

https://www.academia.edu/5463139/Active_learning_techniques

7 Phenomenon based Learning. In: What is Phenomenon-based Learning? Its Benefits & Examples (2019). Access to the website: <https://www.valamis.com/hub/phenomenon-based-learning>

8 Vyšniauskaitė, M., Kvieskienė, G., Kvieska, V., Rauhansalo, T., (2019). Kaip ugdyti socialiai sąmoningą moksleivį. Access to the website: <https://www.llri.lt/wp-content/uploads/2017/02/kaip-ugdyti-socialiai-samoninga-moksleivi.pdf>

9 Phenomenon Based Learning. Phenomenal Education oficialus puslapis. Access to the website: <http://www.phenomenaleducation.info/phenomenon-based-learning.html>

10 Kvieskienė, G., Vyšniauskaitė, M. (2017). Integruoto turinio plėtra: socialinio ugdymo(si) diskursas. In Socialinis Ugdymas. 2017, t. 46, Nr. 2, p. 6–23 / Vol. 46

- **At the social level**, it is essential to show how a human's well-being is closely related to other people, and life is most meaningful when personal well-being is being strived for with others in the community.

For example, when discussing the same poverty problem at the social level, it is most useful with young people to discuss - **IS IT POSSIBLE TO SOLVE THE ISSUE OF POVERTY IN OUR SOCIETY?**

- **At the global level**, develop the ability to look at one's community in the context of the world's other communities, to help a person understand himself that he is a part of one large global community.

So if the problem of poverty is tackled at a global level, the question for discussion could be - **WHY DOES POVERTY EXIST IN THE WORLD?**

Such education reflects the experienced reality of a contemporary human, as analyzed phenomena occur here and now. That is to say, the experiences and related challenges of the modern human cover individual, communal, and global levels. Global events directly affect the community and a person, and a person's ethical, economic, and other actions affect local and global communities.

4.3. The integration of economics, ethics, and citizenship is the basis of social education

Why do we need integrated social education?

Ethics, perception of economic reality, and civic attitudes are essential and integral parts of social awareness, as ethics, economics, and citizenship form the basis of public life. Revealing and understanding these connections helps a young person get ready for an independent life, properly assess social reality, and engage in economic and social life.

Thus, the integration of ethics, economics, and citizenship is the basis of developing a socially responsible personality. These three things cover different but interconnected elements of reality:

the economy reveals human exchange relations in a world of scarce resources;
ethics shows mutual relationships based on human values;
civic education draws attention to personal awareness and an independent and responsible choice to create good for ourselves and community.

To inspire students to actively, consciously, and honestly participate in the life of society, it is necessary to reveal the complexity of social reality – both its individual elements and their interrelationship. Otherwise, the economy becomes instrumental management of cash flows for personal gain, and ethics becomes a philosophy detached from reality, and civic education becomes only an attempt to explain to students that they must cherish democracy more than the previous generations.

How to integrate economics, ethics and civic studies with response to National Education Program?

The National Education Program state that 37 hours for grade 9 and 37 hours for grade 10 are required for civic education course in Lithuania. The civic education program is set out in two years, and the main goals of education include the development of a responsible personality, the ability to solve social issues, and the promotion of national self-awareness¹¹. Economics is taught in 9th or 10th grade, including one lesson per week. These lessons are not enough to qualitatively present the basics of economics, and the lack of economics lessons does not provide enough opportunities for discussions and practical tasks.

Students in grades 5 to 8 do not have civic education as a separate subject, so the content of civics as well as economic education, is integrated into geography, history, ethics lessons, and other subjects¹². It should be emphasized that according to the principles of the renewed National Education Program, teaching aim is to educate not the expert of the subject but a learner who is able to apply the acquired knowledge in practice¹³. It is phenomenon-based teaching that enables the teacher to integrate the content of the cross-disciplinary course, and at the same time creates conditions for the student to develop the ability to apply the acquired knowledge in real life.

For example, in terms of poverty, during geography lesson you can discuss the countries with the highest and lowest poverty rates, the reasons why in one country or another poverty rates are different, and the economic reasons for this. It is also possible to discuss how the country's communities contribute to reducing poverty, and how the states tackle the problem of poverty. In this way, students get acquainted with the natural conditions that determine the distribution of resources, including the economic situation of a certain country, civic society organizations, and communality.

To educate a socially responsible young person, integrated social education should address:

NOT

the importance of the state in a young person's life,

BUT

the relationship of young citizens with ethics, economics, and the state.

NOT

public authorities and their working procedures,

11 Degėsis, L., Bakanas, P., Simutyte, Ž., (2021) Pilietiškumo pagrindų bendrosios programos įgyvendinimo rekomendacijos. Access to the website:

https://www.emokykla.lt/upload/EMOKYKLA/BP/PDF/socialinis/N%C5%A0A_UT_Pilieti%C5%A1kumo%20pagrindai%2003.31%20OK.pdf

12 Girdauskienė, L., (2020) Ekonomikos ir verslumo bendrosios programos mokymosi turinio pristatymas. Access to the website:

https://www.emokykla.lt/upload/EMOKYKLA/Nuotolinis/renginiu_medziaga/socialinis/5.%20Ekonomikos%20ir%20verslumo%20bendrosios%20programos%20mokymosi%20turinio%20pristatymas.pdf

13 Sakadolsnienė, E., (2021) Kaip socialinio sąmoningumo ugdymą gali praturtinti integruotos pamokos. Access to the website: <https://www.pedagogas.lt/mokymas/socialiai-samoningas-mokinys-misija-1manoma-2399.html>

BUT

the role of institutional arrangements in people's lives.

NOT

the theoretical idea of citizenship,

BUT

local and global social issues.

NOT

distant examples

BUT

the examples that relates to adolescents real life.

5. Cross-disciplinary course "I, Citizen-To-Be" for 5th to 8th grades.

5.1. Purpose and objectives

The purpose of the program - to develop an independent, socially and globally responsible young person.

Objectives of the program:

- a) to ensure high-quality social awareness education using the phenomenon-based learning method;
- b) to reveal a mutual coherence of ethics, economics, citizenship, and its importance for the development of a socially responsible personality;
- c) to develop students' social activity;
- d) to provide a modern and interactive teaching content and tools.

The program builds on phenomenon-based learning as a highly effective way to achieve the earlier mentioned goal. Since there is always a social phenomenon in the educational center, which is examined from different perspectives, this teaching approach is naturally based on the integration of social science subjects, i.e., ethics, economics, and citizenship.

The program analyzes social phenomena (e.g., work, poverty, ecology, consumption) from personal, social, and global perspectives.

The integration of subjects reflects the competencies and content provided in the National Education Program.

5.2. Competence development

The content of the cross-disciplinary course “I, Citizen-To-Be” is based on the following competencies.

- Communication competence
- Social, emotional, and healthy lifestyle competence
- Creativity competence
- Digital competence
- Cognitive competence
- Citizenship competence
- Cultural competence

The program also recommends integrating economics and entrepreneurship, moral education (ethics), and citizenship during geography, history lessons, and other subjects.

Economics and entrepreneurship

Orientation in the market (money, prices, exchanges, division of labor in different periods, migration of people, professions, influence of creativity, people's needs)

Personal finances and their management (people's needs, a person is operating in the market and in the world of limited resources, savings, sources of income, investment, budget)

The role of the state in the economy and area of activity of analysis and evaluation of economic indicators (economic relations between Lithuania and other countries, exports, production, resources)

Global economic processes (trade, inventions that made people's lives easier, the power of money during historical periods, the history of exchange and trade, the economic relationship between the world and Lithuania)

Moral education (ethics)

Implementation of needs (dreams, lifelong learning, opportunities, choices and consequences, the relationship between people and information technology, self-meaningfulness in action, empathy, equal rights and opportunities)

Human impact on nature (pollution, sustainability, responsible consumption, environmental and environmentally friendly business, energy sources)

Relationships (solidarity, responsible behavior, sociability, cognition and emotion, social networking)

Basics of citizenship

Knowledge and exploration of yourself and the society (democracy, values, citizens' rights and responsibilities, the influence of personal life on the community, social environment, world culture, civic values that enable creatively respond to social changes, problem-solving)

Participation and initiation of changes in the community (social relations, responsibility, and other civic values, peace and voluntary compliance to the rules, fostering community

relations, promoting changes in the community, helping others, volunteering, ongoing changes in the state, and people's impact)

Creating and maintaining social relations (maintaining social relations, relations with the society, state issues, cooperation for the common good, social change, state heritage, social reality, sociability, people's activities in the state)

5.3. Cross-disciplinary course and its usage opportunities

Cross-disciplinary course structure

The program consists of 12 lessons. Each lesson is prepared so that its relevance and complexity match the age group and social and cognitive development of the students.

The topic of each program describes the recommended teaching process.

Each topic consists of 3 or more fragments

- Fragments of the topic are prepared so that the discussed issue covers personal, social, and global perspectives.

Each fragment lasts up to 15 minutes.

Each topic has material summarizing the infographics.

The following aspects characterize the educational platform::

The theoretical material in a student's theoretical part is explained through topical phenomena.

Infographics and the visualizations created for the "I, Citizen-To-Be" course will help better memorize information.

Short animated videos will present each topic's theoretical part, which will help easier to understand the provided information.

Lesson reflections and self-assessment tasks will be provided at the end of each topic to develop the student's responsibility for his learning.

The education platform pays special attention to the student's innovative education and supports the teacher. The teacher's book will facilitate to preparation for the lessons, provide recommendations, and the suggested answers to the discussion questions will help moderate the debates and organize teamwork.

Cross-disciplinary course usage

"I, Citizen-To-Be" program can be used in both formal and non-formal education. During formal education, it is suggested to integrate the content of the program into geography, history, and moral education (ethics) lessons.

Based on the suggested topics in the program, school communities can organize social school projects, long-term and short-term projects, and informal educational days.

Based on this program, a non-formal education program can be implemented by working with a group of students from different classes.

5.4. The topics of the program

Below you can find the sample topics of the program, the prepared problematic questions will be examined on personal, social, and global levels.

1. Work

1. Why do people work?
2. How much does it cost to work?
3. Why does the owner of "Snapchat" work as well?

2. Poverty

1. Why does poverty exist?
2. Why do some people have everything and others have nothing?
3. Everyone is rich: mission (im) possible?

3. Exchange

1. What does exchange mean for people?
2. What do the exchange and the price have in common?
3. Why would a thirsty person exchange a bag of diamonds for a glass of water?

4. Ecology

1. Clean room = clean environment?
2. Do we know how to live greener?
3. What is an organic business?

5. Social networks

1. How have social networks changed our communication?
2. Do opinion bubbles exist on social networks?
3. How to stay yourself on social networks?

6. Consumption

1. Is there a difference between "want" and "need"?
2. How do entrepreneurs decide what to make - milk or lemonade?
3. Is Cola better than Pepsi?

7. Health

1. Why is healthy living so popular these days?
2. Who is responsible for my health?
3. How to be healthy without becoming "obsessed"?

8. Volunteering and support

1. What is volunteering?
2. Why is it worth to share?
3. How does volunteering change the world?

9. Forming your own personality

1. I am the author of my life.
2. A personality puzzle consists of different pieces.
3. Why is success a project?

10. Fake news

1. How to recognize fake news?
2. Lithuania in the context of propaganda.
3. Can a person be programmed?

11. Robots

1. Is artificial intelligence superior to humans?
2. Will robots replace humans?
3. Do robots behave ethically?

12. Responsibility

1. Learn more = help yourself.
2. How do we build a community?
3. Creative spaces.



Co-funded by the
Erasmus+ Programme
of the European Union

The European Commission's support for the production of this publication (work) does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission and National Agency cannot be held responsible for any use which may be made of the information contained therein.