

Versta iš dokumento: Pradinio ir pagrindinio ugdymo bendrosios programos, švietimo ir mokslo ministro patvirtintos 2008 m. rugpjūčio 29 d. Nr. ISAK – 2433. Priedas Nr. 11 „Bendrosios kompetencijos“.
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Annex No. 11

To the Primary and Basic Education General Programmes, signed by the Minister of Education and Science of the Republic of Lithuania on 26 August 2008

DEVELOPMENT OF GENERAL COMPETENCES AND LIFE SKILLS: INTEGRATIVE AND PREVENTION PROGRAMMES

I. GENERAL PROVISIONS

1. Purpose of the educational field

1.1. Integrative programmes define a new educational content of relevance to pupils and society, which is not related to any specific academic subject or is not included within the framework of one academic subject. Such programmes are aimed at the actualisation of the educational content of all academic subjects.

1.2. The content of academic subjects is actualised in the following directions:

Orientation is towards the development of aspects needed for a professional career and social integration such as learning to learn, communication skills, harmonious development, cultural consciousness competences, which provide an opportunity to take a meaningful part in social life, improve in the professional field, and effectively contribute to positive changes in society;

Encouragement of pupils to take care of their health and lead a healthy lifestyle (health and life skills integrative programme and prevention programmes);

Prevention of bad habits, dependency disorders, AIDS, etc.: formation of pro-social behaviour and learning;

Involvement of pupils, especially of those having negative social experiences, in activities developing resistance to negative life phenomena, and pupils are prevented from adoption of improper social norms.

1.3. In the process of implementation of integrative programmes local problems and initiatives, and their relations with the national, EU, and global developmental trends are taken into consideration.

II. OBJECTIVE, TASKS, STRUCTURE

2. Objective

The objective of the development of general competencies and life skills is the enrichment of educational content with issues of importance for pupils and society, helping pupils to develop the competences necessary to live in a knowledge society, being responsible for their behaviour and its consequences, and being able to resist negative influence, and the prevention of pupils' adoption of improper social norms.

3. Tasks

3.1. The learning to learn integrative programme is aimed at ensuring that pupils:

- learn about themselves as learning people;
- develop attitudes necessary for successful learning;
- develop their learning skills; and
- acquire knowledge about the learning process, ways, strategies, opportunities, and sources,

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- which is necessary for the learning activity to take place.

3.2. The communication integrative programme is aimed at ensuring that pupils:

- are able to communicate and cooperate properly;
- develop friendly communication and tolerance attitudes, which are necessary for successful communication;
- develop their special communication and language use skills; and
- acquire knowledge about the prerequisites, ways, and tools of successful communication.

3.3. The harmonious development integrative programme is aimed at ensuring that pupils:

- learn about the laws of harmonious development of society and about the impact of these laws on the personal, community, state, and global level (learning to learn);
- acquire knowledge and skills necessary for taking and implementing decisions favourable for harmonious development (learning to act);
- develop personal skills helping to seek a better quality of life (learning to be); and
- develop attitudes of constructive participation in community life and contribution to its improvement and advancement (learning to live and work together with others).

3.4. The health and life skills integrative programme is aimed at ensuring that pupils:

- are able to individuate the values which determine their attitude to certain behaviours;
- are able to evaluate the experience acquired and to plan their further actions;
- are able to identify personal growth areas and look for opportunities to develop their abilities;
- understand their own strengths and weaknesses;
- consider good health as a value; and
- understand their responsibility for taking care of their own and others' health.

3.5. The tasks of the cultural consciousness integrative programme are to help pupils to do the following:

- understand the importance of cultural consciousness while living in Europe and in a globalised world;
- form a personal cultural identity;
- learn more about other cultures and take a greater interest in them;
- develop intercultural communication skills; and
- learn and have opportunities for cultural expression.

3.6. Prevention programmes are aimed at helping pupils do the following:

- develop self-esteem, a sense of self-value, and self-confidence;
- develop resistance to risk factors;
- develop a healthy life model and adhere to it; and
- form life skills, values and attitudes, which are necessary to withstand the pressure from the outside and to overcome crises.

4. Structure

4.1. The following integrative programmes comprise the content of general competences and life skills development:

The learning to learn integrative programme;
The communication integrative programme;
The harmonious development integrative programme;
The health and life skills integrative programme;
The cultural consciousness integrative programme; and
Prevention programmes.

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4.2. Each integrative programme specifies the relevance and concept of the programme, and the key objective and tasks set for the programme; a definition of what attitudes, skills, knowledge and understanding are developed thanks to the programme; what integration models are and their relation to general programmes discussed; examples of integration in the achievements in different areas are provided; and lists of recommended reading are provided. When defining relevance, attitudes, and skills pertaining to a programme, the most important aspects for specific integrative programmes are discussed, without repeating any general aspects.

III. PROGRAMME IMPLEMENTATION: INTEGRATION MODELS

5. Several models for the implementation of integrative programmes are available. The programmes can be integrated into one or several academic subjects, into all academic subjects, and a number of fields of school life.

5.1. Inclusion of an integrative programme into one academic subject (fig. 1). The weakness of this model is the presentation of a narrow attitude within one academic subject only, and no wider perspective is presented. For example, health is considered in terms of biology only, while social and spiritual aspects are not taken into account.

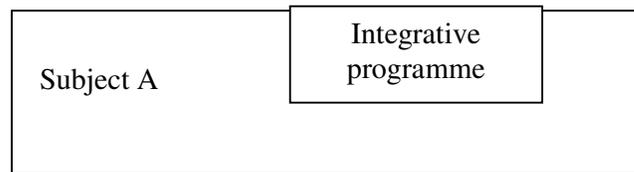


Fig. 1. Integrative programme in an academic subject.

5.2. An integrative programme unites curricula of several academic subjects (fig. 2). An opportunity to develop skills and consider academic content in different contexts is provided. Teachers must combine educational content; otherwise, pupils' knowledge will be fragmented and its various aspects will not be related. The work of teams of teachers has a number of advantages: not only are the tasks set for the school achieved and an overall image of the problem being considered is formed, but pupils' time is saved, the learning load is reduced, and unnecessary repetitions are avoided.

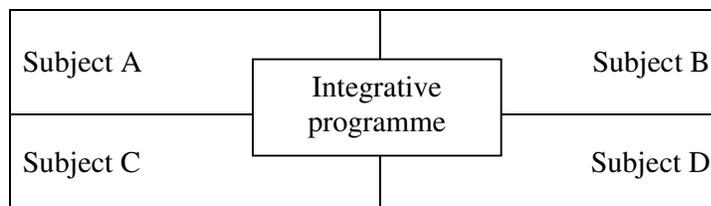


Fig. 2. An integrative programme unites topics from several academic subjects.

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5.3. An integrative programme unites several academic subjects and becomes a separate course (fig. 3). Wide opportunities to work with new contexts and understand the significance of various problems appear. Pupils’ time is saved. The appearance of a separate course provides an opportunity to systemise what was acquired in different academic subjects, to emphasise the most important aspects, and to summarise the content learned. However, such integration models require good management and combination of the content of different academic subjects.

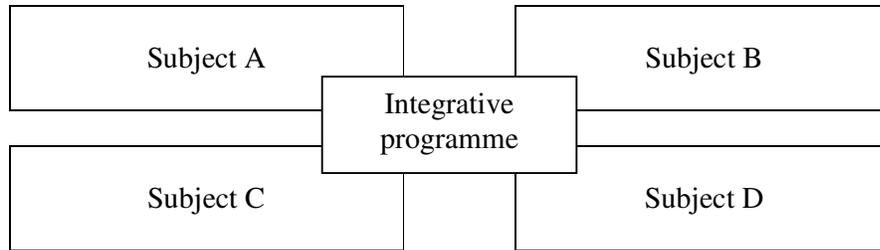


Fig. 3. An integrative programme unites topics of several academic subjects and becomes a separate academic subject.

5.4. Inclusion of an integrative programme into all academic subjects and into most areas of school life (fig. 4). An overall vision is developed, and pupils achieve their best results. Important topics are considered, learning takes place, and the content learned is tried and applied constantly not only in class but also in real life. In this case, cooperation of all school teachers, common planning of activities and an effective communication system are required.

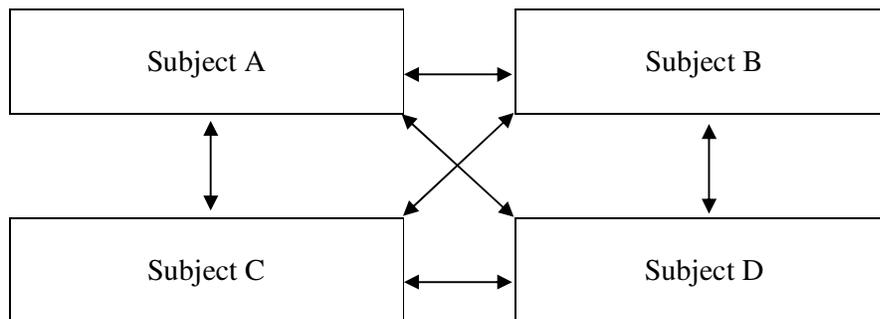


Fig. 4. An integrative programme is included in all academic subjects and into school life.

5.5. A necessary prerequisite for a successful integration of educational content is the cooperation of teachers.

IV. THE LEARNING TO LEARN INTEGRATIVE PROGRAMME

6. Relevance, concept, objectives and tasks

6.1. Relevance. In order to be able to lead a meaningful personal and a successful social and professional life in a dynamic world, one has to undergo constant change, be prepared to undertake new activity, and be able to work with flows of information which are being constantly updated and increasing in volume. The idea of lifelong learning should be considered as one of the most

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important educational objectives and expected results. Therefore, the emphasis of metacognitive skills in the educational process keeps increasing. It is expected that in the process of learning to learn one will perceive change as a constant natural process, will be open to change, and will be able to believe in one's potential and set meaningful improvement tasks and seek to achieve them in a targeted manner.

6.2. Concept. Learning to learn is understood as a person's desire and readiness to undertake new tasks, and the ability to control cognitive and emotional processes in the process of learning, and to apply the acquired skills in different contexts.

6.3. Objective. Development of the learning to learn competence.

6.4. Tasks. The learning to learn integrative programme is aimed at ensuring that pupils:

- learn about themselves as learning people;
- develop attitudes necessary for successful learning;
- develop their learning skills; and
- acquire the knowledge about the learning process, ways, strategies, opportunities, and sources, which is necessary for the learning activity to take place.

7. Pupils' achievements

7.1. In order to acquire the learning to learn competence, pupils should develop the following attitudes:

- understand that learning is a valuable, lifelong process;
- feel the need to learn and improve;
- seek to learn about themselves as learning people;
- seek to achieve the set objective in an independent, targeted, and persistent manner;
- be self-confident and believe in the success of learning;
- feel responsible for their learning activity/process and results; and
- share their knowledge and acquired experience with others.

7.2. Pupils should develop the following learning to learn skills:

- setting learning objectives and tasks:
 - understand that learning is a meaningful and targeted activity;
 - seek to clarify what was learned and what needs to be learned;
 - understand what personal traits help them to learn successfully and what personal traits interfere with it; and
 - be able to set real learning tasks;
- planning learning activity:
 - plan and choose learning time;
 - choose proper learning strategies; and
 - choose proper learning tools;
- acting in a targeted manner in order to achieve set tasks:
 - learn and relate new content/experience with what was learned/experienced before;
 - identify erroneous beliefs and changes/correct them;
 - apply strategies suitable for the learning style and proper for fulfilment of specific tasks;
 - concentrate and focus on the completion of learning tasks;
 - when facing difficulties or lack of success, persistently look for a solution and work hard;
 - learn independently, in a group, and in class;
 - learn from various sources of information; and

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- manage information: find, understand, select, systematise, and evaluate it critically;
- assessment of learning activity/process and results:
 - assess their learning activity and results, and identify the reasons for success and lack of success;
 - plan what will be done differently next time when a similar task has to be done; and
 - based on the experience acquired in the process of learning, set new learning tasks.

7.3. In order for the pupils to be able to successfully develop their learning to learn skills, they need to know and understand the following:

- how the learning process takes place;
- what learning means and strategies are suitable for solving specific learning related problems;
- the existence of different learning styles;
- their own learning style, and their own learning capacities and opportunities; and
- what sources can be used for learning purposes.

8. Relation of the learning to learn integrative programme to general curricula

8.1. The ability to learn is a key aspect of learning on the whole. The learning to learn integrative programme in the educational process must be:

- integrated into all academic subjects; and
- integrated into formal and non-formal education.

8.1.1. Learning to learn skills are integrated into the curricula of all academic subjects.

8.1.1.1. *An example from the field of language learning (General curriculum in Lithuanian as native language. Forms 5 and 6. Reading).* **Goal.** To strive to improve one's text understanding skills. **Skills.** To consciously read, monitor, and adjust one's understanding. To reflect on one's reading activity and plan the learning process. To apply the strategies described by the teacher before reading, during reading, and after reading of a text. To check one's understanding of the text in different ways: read once again (several times), mark any unclear passages, and ask others questions. To explain when asked by the teacher what was successful and what was not and why, and what should be done differently next time. **Knowledge and understanding.** To indicate the ways used to check the understanding of the text being read.

8.1.1.2. *An example from the field of natural science learning (General curriculum in natural science. Forms 9 and 10).* **Skills.** To strive to achieve the set learning tasks in the field of natural science in a targeted manner. **Knowledge and understanding.** To explain in one's own words how natural science should be learned: how learning and research activities should be planned, what learning strategies should be used, what sources of information should be used, how learning results should be assessed, and how personal traits which help the study of natural science should be identified.

8.1.1.3. *An example from the field of mathematics learning (General curriculum in mathematics. Forms 7 and 8).* **Goals.** To strive to learn about themselves as a learning person: to be able to tell how knowledge of mathematics is important to themselves and to identify the basis of this belief. To name the attitudes, emotional reactions, and the level of understanding related to the knowledge, and reasons for this level. **Skills.** To control one's acquisition of knowledge. To check whether any unclear areas remain and whether one can be sure of having learned a particular area well. To relate mathematical knowledge to real life. **Knowledge and understanding.** To know and understand how the learning process takes place. With the help of the teacher, to draw up a plan for acquiring mathematical information for the next 1–2 weeks. To say what was learned well and to correct mistakes based on the instructions provided. To ask questions in order to clarify unclear aspects or make sure that one has understood properly or completed a task properly, and that the

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information provided was understood correctly.

8.1.1.4. *An example from the field of social science (General curriculum in civil education. Introduction to civic education. Forms 9 and 10).* **Goal.** To undertake consciously constant learning and improvement. **Skills.** To strive to complete the set learning tasks in a targeted manner. **Knowledge and understanding.** To provide a general explanation of the importance of the ability to learn in the process of the creation of a knowledge society. To define the interrelation of the ability to learn and the survival of democracy. To explain in one's own words how civic education should take place (planning of learning and social research activities, application of learning strategies, selection of resources, and self-assessment of learning results).

8.1.2. When integrating the learning to learn process into all academic subjects, it is important to pay attention to the fact that the learning to learn skills are developed constantly: when analysing any content or undertaking any activity pupils should be encouraged to reflect on their learning methods (*How do we learn? What strategies do we apply?*) and experience (*What did we understand about our learning having completed a certain activity?*). It is also important to remember that different strategies should be applied for different academic subjects. Teachers teaching specific academic subjects should plan their educational activity in such a manner as to ensure that pupils try a number of learning strategies and choose the most suitable ones for themselves.

An example from the field of language learning (General curriculum in Lithuanian as native language. Writing. Forms 7 and 8). **Educational guidelines.** Writing should be planned in such a manner as to ensure that pupils acquire experience in all processes of writing. Pupils prepare for writing in different ways (they read, prepare interviews, etc.). They plan texts by applying suitable planning strategies. They write draft texts on paper and computer and work with the drafts: read them aloud, read them to others, formulate writing problems, find solutions with the help of the teacher, improve the drafts by considering the feedback received, and edit the drafts to ensure the use of standard language. They learn to provide constructive feedback to others, assess their own work based on criteria provided, and “publish” their texts in different manners (prepare “books”, informational boards, etc.). Pupils are encouraged to monitor their writing activity. They may fill in a three-part learning diary (*What did I do? Did I succeed? What did I understand? What did I learn?*). Pupils compile a file of their works, which show their advancement as writers, and explain their choice. With the help of the teacher, pupils make a plan or provide for ways to complete the set tasks.

8.2. Learning to learn may also be proposed as a separate module to certain target groups (e.g. to pupils of forms 8 and 9 who have learning difficulties).

9. Recommended reading

- 9.1. Arends R. I. *Mokomės mokyti*. Vilnius: Margi raštai, 1998.
- 9.2. Bennett B., Rolheiser-Bennett C., Stevahn L. *Mokymasis bendradarbiaujant*. Vilnius: Garnelis, 2000.
- 9.3. Buehl D. *Interaktyviojo mokymosi strategijos*. Vilnius: Garnelis, 2004.
- 9.4. Charlton, Beth Critchley. *Neformaliojo vertinimo strategijos: kaip formuluoti klausimus, stebėti mokinius ir planuoti pamokas, kad jos skatintų tinkamai suvokti tekstą*. Vilnius; Tyto alba, 2007.
- 9.5. Easley, Shirley-Dale. *Vertinimo aplankas: kur, kada, kodėl ir kaip jį naudoti?* Vilnius: Tyto alba, 2007.
- 9.6. *Kaip keisti mokymo praktiką / ugdymo turinio diferencijavimas atsižvelgiant į moksleivių įvairovę*. Vilnius: Žara, 2006.
- 9.7. *Kritinio mąstymo ugdymas. Teorija ir praktika.* / Sudarė D. Penkauskienė. Vilnius: Garnelis, 2001.
- 9.8. *Kritinio mąstymo ugdymas sėkmingai ateities karjerai: Specializuota karjeros ugdymo programa pagrindinei mokyklai*. Lietuvos respublikos švietimo ir mokslo ministerija, 2006.

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9.9. Marzano R. J. *Naujoji ugdymo tikslų taksonomija*. Vilnius: Žara, 2005.

9.10. Weeden Paul. *Vertinimas: ką tai reiškia mokykloms?* Vilnius: Garnelis, 2005.

V. INTEGRATIVE COMMUNICATION PROGRAMME

10. Relevance, concept, objective and tasks

10.1. Relevance. The communication competence is one of the most important competencies for a person living in an information society. Therefore, the need to develop communication skills in the course of the overall educational process arises. Language communication as content is taught during native and foreign language lessons, but it is not sufficient for the development of these skills for them to become a tool of lifelong learning.

10.2. Concept. Today, the communication competence is understood as a total of verbal, visual, communicative, technological, and social skills. The process of communication involves the provider who creates/transfers the message (“message” is understood here in a wide sense and can be both verbal and non-verbal) and the recipient who understands the messages. The process of communication takes place in specific circumstances, on which the nature of transferred information, the behaviour of the participants of the communication process, and the understanding of information and the reaction to it depend. Communication comprises different areas of human activity: formulation of ideas to be transferred, coding and transfer of the ideas, and acceptance, decoding, and understanding of the ideas.

10.2.1. The message being transferred by the provider is impacted by the provider’s goals, attitudes, knowledge, experience, and feelings. A message, which has a specific content, structure, form, and style, is a certain idea (meaning) which is coded and transferred to a recipient. The recipient’s understanding is influenced by his or her attentiveness, objectives, knowledge, attitudes, and feelings. Feedback, i.e. the visual or verbal response on the part of the recipient, makes the provider change the style, structure or content of the message. The essence of the communication competence comprises the ability to transfer and accept messages clearly, understand and analyse them, and properly react to them.

10.2.2. Communication can be public and private. B. E. Bradley categorises communication based on the number of people communicating:

- mass communication (radio and television, internet, public discussions, etc.);
- organised communication (gathering of people for a specific purpose: lesson, lecture, manifestation, etc.);
- group communication (solving of a problem in a group: discussion, debates, forum, etc.);
- interpersonal communication (sharing of opinions in a group of 3–5 persons); and
- personal communication (communication of two people).

10.2.3. The nature of communication is always related to the situation in which the communication takes place, which can be formal (or official) or informal (or non-official). The goals, content, structure, and form of the message depend on the situation, recipient, and tools.

10.2.4. Learning is a social activity, the greatest part of which comprises communication. Pupils learn from their teacher and from each other, share their experience, exchange opinions, and discuss. By discussing together how they understood the information and ideas provided in the sources being analysed, they check their own understanding and learn that learning together with others is valuable for them. Teachers should help pupils to learn different ways of communication and choose the most suitable ones, and try to optimise communication by relating learning activities to pupils’ experience and different contexts (home, social, and cultural). Communication activity

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and educational materials should be sufficiently related to the overall learning context, and be integrative and relevant.

10.2.5. In order to ensure that the development of communication skills is successful, it is important that the learning process be active, that the teacher be a partner, helper, and adviser, that the relation between the teacher and pupils be based on trust, and that a learning environment be created in which pupils feel safe, can freely express their opinions, are not mocked due to any language errors or other defects.

10.3. Objective. Development of pupil's communication competence.

10.4. Tasks. The communication integrative programme is aimed at ensuring that pupils:

- are able to communicate and cooperate properly;
- develop friendly communication and tolerance attitudes which are necessary for successful communication;
- develop special communication and language use skills; and
- acquire knowledge about the prerequisites, ways, and tools of successful communication.

11. Pupils' achievements

11.1. Goals. By developing their communication competence pupils should to the following:

- learn about their communication skills and improve them;
- develop the need for various types of communication (the desire to experience, reflect, and express in their own manner);
 - learn to listen to others, respect their opinions, and defend their own views without damaging the dignity of others or their own dignity;
 - feel responsible for the correctness and precision of messages (texts);
 - seek to improve their oral and written language skills (adherence to the norms of standard and ethical language);
 - respect the communication traditions and culture of their country;
 - develop tolerance towards other cultures and different views;
 - understand the importance of personal participation in the process of creation of culture; and
 - take an interest in novelties in the field of communication tools.

11.2. Skills to be developed. The communication integrative programme is aimed at ensuring that pupils:

- properly understand various messages:
 - accept (listen to, hear, read, and see) messages and understand the objectives of the author;
 - understand (analyse, collect, compare, imagine, and feel) verbal and non-verbal (signs, symbols, gestures, mimics, movements, drawings, pictures, photographs, schemes, tables, images of nature, sounds of music, etc.) messages;
 - interpret and assess various messages; and
 - recognise proper and improper linguistic expression (correctness, use of proper concepts, clarity, and precision);
- properly communicate various types of messages:
 - plan and model messages taking into consideration the recipient, communication intentions, situation, and tools used;
 - communicate messages of various types taking into consideration the recipient, communication intentions, and situation, and properly using various verbal and non-verbal forms in the process of communicating, interpreting, and creating messages (texts);
 - adhere to standard language norms and language etiquette requirements;
 -

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- properly use (pronounce, write) the concepts/definitions used in a particular academic subject;
- use document templates and other templates;
- be able to use modern communication tools (computer, telephone); and
- reflect on the messages being accepted and sent.

11.3. Knowledge. In order for pupils to be able to successfully develop their communication skills, they must know and understand the following:

- how the communication process takes place;
- how the success of communication depends on the consideration of the recipient, objectives, situation, and tools;
- what ways and tools are suitable in a specific communicative situation;
- how to find, assess, and process information using modern technology in a targeted manner;
- why the use of correct and precise language is important;
- what damage is done by certain verbal activity (vulgarisms, slang, wilful distortion of the meaning of words and concepts, deceitful language, etc.); and
- what the strengths and weaknesses of their own communication skills are.

11.4. When developing communication competence, it is important to ensure a proper balance of intuitive perception, personal experience, and conscious learning (knowledge about communication processes). The younger a pupil is, the more often he or she learns to communicate by following an example (of a teacher, peers) and intuitively feeling what is appropriate, and only later he or she starts to understand the logic of the communication process.

11.5. Best results are achieved when the teacher together with pupils creates communication situations of relevance to pupils, uses various materials, communication tools, and different learning methods (learning by cooperation, problem-related discussions, etc.), and when communication is perceived as a tool for achieving the objectives set in various academic subjects rather than as an objective of learning.

12. Relation of the communication integrative programme to general curricula

12.1. The ability to communicate as one of the key competences is formed throughout the entire educational process. The success of a pupil's learning is often determined by his or her communication, informational, and language use skills. Therefore, the communication integrative programme is included in all basic and secondary educational subjects and in school life.

12.2. This integrative programme is directly related to some academic subjects. Communication skills constitute the basis of pupils' linguistic education (as regard native, foreign, and state languages). During lessons dedicated to other academic subjects, the development of these skills should be related to the objectives of communication activities during the process of learning.

12.3. The success of communication is often determined by a pupil's language skills because the content of a message is usually created and transmitted by speaking. Therefore, it is advisable that the main requirements of literacy in the wide sense (not only writing and punctuation, but also standard language norms, etiquette norms, and proper structure and style of spoken and written texts) be adhered to during all lessons.

12.4. Communication skills are integrated into curricula of all academic subjects.

12.4.1. *An example from the field of language learning (General curriculum in Lithuanian as native language. Forms 5 and 6.).* **Goals.** To share experience freely and verbally. To listen to others and respect their opinions. To defend one's own opinion without offending others. To be responsible for the correctness and clarity of one's own spoken messages. To willingly read texts of different types and participate in discussions. To seek to improve one's text understanding skills. To view writing as an activity important for themselves which provides an opportunity to express

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themselves and for communication with others. To willingly share one's experience by expressing it in written form. To seek to improve one's writing skills and to accept constructive feedback. **Skills.** When participating in conversations of different types, to listen effectively, ask questions, answer questions, and express one's opinion. To express one's opinion about the things described in the text based on one's impressions and experience. To write, taking into consideration the objective, situation, and the reader. **Knowledge.** To indicate the main prerequisites for successful communication. To adhere to the rules of conversation/discussion. To understand that language is undergoing constant change, and that correct language and the precision of words selected help the listener to better understand the meaning. To understand that opinions must be substantiated. To indicate ways used in order to check the understanding of the text being read. To understand that linguistic expression depends on the objective, situation, and recipient. To know how to address others properly and how to formulate requests addressed to an older person and to a peer. To distinguish between formal and informal language situations. To adhere to standard language norms.

12.4.2. *An example from the field of social science learning (General curriculum in civil education. Forms 9 and 10).* **Goals.** To respect others and consider their needs and interests. To assume responsibility for the creation and strengthening of peaceful communication, and to be willing to solve conflicts peacefully. To accept others and people different from themselves positively and with respect. **Skills.** To analyse and assess the problems tackled and information presented in the media. To explain why the same information may be interpreted in different ways, and to define the consequences of such different interpretations. **Knowledge.** To apply the democratic influence tools (dialogue, agreement, negotiations, compromise, etc.).

12.4.3. *An example from the field of moral education (General curriculum in ethics. Forms 5 and 6).* **Goals.** To discuss in a polite manner and to look for right answers together. **Skills.** To adhere to the set rules during discussions: to listen to each other and understand the speaker's objectives, not to move from the topic to personal disputes, to respect the opinion of others, to draw joint conclusions, etc. **Knowledge.** To explain what polite discussions should look like.

12.4.4. *An example from the field of natural science learning (General curriculum in natural science. Forms 7 and 8).* **Goals.** To take an interest in the development of natural science and technology in Lithuania and in the world, and in their impact on society and natural environment. **Skills.** To express one's ideas, to find information independently about natural phenomena in various sources, and to summarise, classify, and present the information obtained to others. **Knowledge.** To be able to use library services. To find information on the subject of natural science on the internet using a web browser, e.g. Google. To name several reliable sources of information on the subject of natural science. To indicate the structure of a message on the subject of natural science: objectives, research methods, results and conclusions, and opportunities of application of results and conclusions.

12.4.5. *An example from the field of mathematics (General curriculum in mathematics. Forms 5 and 6).* **Goals.** To understand how people can communicate with each other by using mathematical concepts and applying mathematical methods of information recording, using mathematical definitions and symbols (signs). **Skills.** To read or listen to and understand a simple mathematical text or problem, explanation or rule. To answer questions, and to present in written form solutions and answers to simple problems in such a manner as to ensure that others can understand and assess them. **Knowledge.** To recognise and define simple geometrical shapes.

12.4.6. *An example from the field of artistic education (General curriculum in dance. Forms 9 and 10).* **Goals.** To trust others and to cooperate in the carrying out of dancing-related activities. **Skills.** To explain how dancing helps to learn about themselves, express themselves, communicate, and assess themselves in social terms. **Knowledge.** To understand the significance of physical and

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emotional experience acquired when dancing for a fully-fledged self-education, and the importance of dance in social relationships in the community.

12.4.7. *An example from the field of physical education (General curriculum in physical education. Forms 7 and 8).* **Goals.** To act respectfully and to compete fairly. **Skills.** To organise competitions of class peers and/or be an arbiter in such competitions. **Knowledge.** To define the procedure of organisation of competitions. To name the main rules for judges during competitions.

12.4.8. *An example from the field of information technology (General curriculum in information technology. Forms 9 and 10).* **Goals.** To take an interest in the wider opportunities for computer use, to assess them critically, and to apply them to the learning process and everyday activities in a targeted manner. **Skills.** To use computer and information technology concepts and definitions correctly. **Knowledge.** To be able to use the most important files and file programmes, browsers, e-mail programmes, textual, and calculator concepts and definitions. To properly define the actions performed by the computer. **Educational guidelines.** Pupils are encouraged to use correct concepts and definitions. This is achieved by discussion, working in groups, and by regularly hearing correct concepts, pupils learn them. When a pupil uses an incorrect concept, the teacher asks him or her once again or corrects him or her by using the correct concept. Pupils learn to comment on their own actions and define them correctly by analysing different applications and performing practical tasks using the applications.

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VI. THE HARMONIOUS DEVELOPMENT INTEGRATIVE PROGRAMME

14. Relevance, concept, objectives and tasks

14.1. Relevance. The education of harmonious development (education oriented towards harmonious development) is a key tool for the development of competences necessary in today's world, which provide an opportunity to take a meaningful part in community life, improve in professional activities, and effectively contribute to positive social change. The concept of harmonious development is a changing concept; therefore, harmonious development of society should be viewed as a process of constant learning.

14.2. Concept. Harmonious development of society is understood as the combination of the objectives of social and economic development and environmental protection with a view to ensuring a high quality of life for present and future generations.

14.3. Objective. The development of pupils' harmonious development skills and objectives, so that pupils could contribute to harmonious development of society personally and within their community, on local and global levels (“to learn”, “to act”, “to be”, “to live and work together”).

14.4. Tasks. The harmonious development integrative programme is aimed at ensuring that pupils:

- learn the laws for the harmonious development of society and the expression of the laws on personal, community, state, and global levels (learning to learn);
- acquire the knowledge and skills necessary for taking and implementing decisions favourable to harmonious development (learning to act);
- develop personal traits which help to seek for a better quality of life (learning to be); and
- set objectives to constructively participate in community life and contribute to the improvement and advancement of the community (learning to live and work together).

15. Pupils' achievements

15.1. In order to develop the harmonious development competence, pupils should set the following objectives:

- to assume responsibility for the assurance of social justice: to ensure equal opportunities for everybody in the seeking of a better quality of life today and in the future;
- to acknowledge that the life of the humankind and the limits of development depend on the limited resources of the Earth and on environmental conditions;
- to be tolerant and to respect diversity in culture, society, economy, and natural environment;
- to understand their personal responsibility and to participate in solving harmonious development related problems; and
- feel solidarity with their community and to respect the needs and obligations of everybody.

15.2. In order to acquire the harmonious development competence, pupils should develop the following harmonious development skills:

- to learn the laws and expression of harmonious development (learning):
 - think critically and formulate questions requiring analysis;

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- develop systematic attitudes and understand the complexity of various phenomena and problems;
- formulate problems and initiate change;
- solve problems and overcome difficulties;
- think creatively and focus on future prospects; and
- develop a holistic attitude and understand interconnections;
- to formulate and solve development related problems (learning to act):
 - apply knowledge in different real life contexts;
 - manage critical and risky situations;
 - take decisions in poorly defined situations (in the absence of comprehensive information);
 - act in the face of certain obstacles;
 - act responsibly; and
 - act with dignity and respect themselves;
- to understand the importance of personal improvement in seeking for a better quality of life (learning to be):
 - believe in themselves;
 - adequately communicate with others and express their ideas, beliefs, etc.;
 - identify and review objectives; and
 - manage stress and tension;
- to understand the processes taking place in society and constructively participate in these processes (learning to live and work together):
 - act responsibly and understand the consequences of their activity on local and global levels;
 - identify interested groups and understand their interests;
 - participate in decision-taking in a democratic manner;
 - achieve agreement in conflict situations;
 - cooperate and work in a team;
 - rationally distribute obligations in the process of implementing activities; and
 - respect others in the process of implementing activities.

15.3. When interpreting knowledge in different academic subjects in the context of harmonious development, pupils should understand and reveal the many interrelations between the following:

- societal, cultural, economic, and environmental phenomena and processes;
- past, present, and future;
- learning at school and the real world; and
- activity, personal life and its consequences for other people and for the environment.

16. Relation of the harmonious development integrative programme to general curricula

16.1. The harmonious development skills and value attitudes must be:

- integrated into all academic subject; and
- integrated into formal and non-formal education by emphasising the unity of learning and practical activity in the family, at school, and in the local community.

16.2. When integrating harmonious development skills and objectives into all academic subjects, it is important to pay attention to the fact that various aspects of the quality of life and the interdependency and interrelation of the social, cultural, economic and environmental protection factors which determine the quality of life should be revealed in different contexts. Topics of

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relevance to society should be chosen when interpreting the various aspects of harmonious development. These topics include the following: peace and conflicts; civil consciousness, democracy and administration; human rights; ethical principles; cultural diversity; economic development; production and consumption models; urban and rural development; socially responsible business; reduction of poverty; personal and family health; administration of natural resources; environmental protection; ecosystems based attitude towards environmental protection; health aspects associated with the quality of the environment; biological and landscape diversity; climate change.

16.3. When combining tasks from individual educational areas, the harmonious development programme is integrated into the curricula of all academic subjects.

16.3.1. *Social science.* Attention is paid to the following: learning about the process of the development of society and an understanding of one's role in these processes; understanding of the interrelation and interdependency of economic, social, and natural processes; understanding of developmental trends; understanding of social justice; understanding of the quality of life; education of positive behaviour, active civic position, and sense of community; forecasting the consequences of activity; provision of opportunities to initiate and implement positive change; education of tolerance and respect for social and cultural diversity.

An example from the field of social science (General curriculum in history. Forms 9 and 10). **Goal.** To understand that learning history is important in order to understand the present and foresee the prospects of changes in society. **Skills.** To define the relation of history to the present time. **Knowledge.** To provide examples revealing the relation of history to the present time.

16.3.2. *Languages.* Pupils learn to discuss and substantiate their choices, their objectives/attitudes in discussions on the topics of standard language and communication culture is set, and their tolerance and respect for social, cultural and environmental diversity are formed.

An example from the field of language learning (General curriculum in Lithuanian as native language. Forms 9 and 10). **Goals.** To listen to others and to respect their opinions. To defend their views without violating the dignity of others or of themselves. **Skills.** When participating in discussions of various types, to listen effectively, ask questions, answer questions, raise problems, consider, provide arguments, contradict, assess, and summarise. **Knowledge.** To understand what is needed for communication to be successful. To observe conversation and discussion etiquette rules.

16.3.4. *Mathematics.* Attention is paid to the following: practical examples which are encountered in everybody's life, analysis of statistical data, and logical thinking.

An example from the field of mathematics (General curriculum in mathematics. Forms 5 and 6). **Goal.** To understand that when taking various decisions concerning the immediate environments (family, friends, class or school) statistical information may be drawn on for help. **Skills.** To answer simple questions and draw simple conclusions based on the collected and/or provided data.

16.3.5. *Education in the field of environmental science.* Attention is paid to the following: understanding of natural laws and relationships; education in tolerance and respect for natural diversity; foreseeing of the consequences of an activity on themselves and to the environment; encouragement of changes in consumption habits and in attitudes towards healthy living; formation of the attitude to save natural resources; assessment of different alternatives based on their impact (e.g. impact on health, environment, efficient consumption of materials and energy, repeat processing of materials, reduction of pollution), at the same time considering social, economic, and environmental factors.

An example from the field of natural science learning (General curriculum in natural science. Forms 7 and 8). **Goal.** To take an interest in the development of natural science and technology in Lithuania and in the world, and in their influence on society and nature. **Skills.** To discuss the ways of improving the living conditions in the immediate environment by using

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achievements in the field of natural science and to substantiate their opinion on these issues. To foresee the consequences of their activity and to assess them on a local and global scale. **Knowledge.** To provide examples of scientific discoveries, which changed people’s understanding about the world and their living conditions. To name positive and negative consequences of the application of such discoveries. To provide examples of how the personal and social way of living that we chose may impact the living conditions of future generations.

16.3.6. *Education in the field of technology.* Pupils learn to foresee the impact of activity and lifestyles on society and environment, to consider various alternatives, and to take decisions based on substantiated opinions. Pupils should become responsible and educated (informed) users.

16.3.7. *Arts.* Tolerance and respect towards cultural diversity is educated.

16.4. Several teachers of different academic subjects can prepare an extension programme on the topic of harmonious development covering several academic subjects. Some examples of integration in general curricula of the topics of *personal and family health, cultural diversity, and climate change* are provided below.

16.4.1. Examples of integration of the topic *personal and family health* into the general curricula of forms 5 and 6.

16.4.1.1. *Education in the field of environmental science.* **Goals.** To take an interest in a healthy lifestyle and to try to apply its principles in practice. To withstand pressures and not to consume alcohol or smoke. **Skills.** To explain the essence of healthy nutrition based on the acquired knowledge of nutritious substances and their energy value. To explain how the organs of sense and the brain help people to both orientate and learn in the environment. To explain the threats posed by alcohol consumption based on the acquired knowledge about the role of the brain in the body.. **Knowledge and understanding.** To name the main nutritious substances, i.e. carbohydrates, proteins, and fat, and to define their importance in providing the body with energy. To name food groups and to define their differences by the quantity of nutritious substances and vitamins. To assess the quality of foodstuffs based on the information provided on their labels. To provide several examples demonstrating why water is important for the body. To define how alcohol impacts the brain and the activity of the entire body. To explain the importance of rest and physical activity on the well-being based on the acquired knowledge about the activity of human body.

16.4.1.2. *Physical education.* **Goals.** To develop a negative attitude towards the consumption of alcohol, tobacco, and other substances affecting mental health. To support the need for optimum nutrition. To engage in physical activity and to try to do all activities correctly. **Skills.** To be able to withstand the pressure to smoke, consume alcoholic beverages or other substances affecting mental health. To try to adhere to the rules of optimum nutrition. To draw up a set of physical exercises. **Knowledge and understanding.** To explain and/or provide examples of how the pressure on the part of peers or other persons to smoke, consume alcoholic beverages or other substances affecting mental health can be avoided. To explain the importance of optimum nutrition for the health and working capacity of adolescents. To demonstrate a set of physical exercises and to explain the importance of physical exercise.

16.4.1.3. *Ethics.* **Goals.** To lead a healthy lifestyle and to have a critical attitude towards examples of bad habits in one’s immediate environment and in the media. To understand the value of friendship and to treasure it. **Skills.** To think and assess the risk and harm caused by smoking and the consumption of alcohol and other substances affecting mental health. To be able to withstand pressure on the part of peers. To be able to create and maintain long-term friendships, and to view a friend positively even when his or her attitudes and interests differ from one’s own. To learn about friends’ expectations, and to analyse the different view of boys and girls on friendship and partnership. **Knowledge and understanding.** To explain which habits are harmful and what risks are posed to adolescents by smoking and consumption of alcohol and other substances affecting

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mental health. To know what helps and what interferes with maintaining friendship; to understand why one should be empathetic and attentive to his or her friends both in successful and difficult situations. To explain what traits are important in order to be a good friend and partner.

16.4.1.4. *Foreign languages.* **Goals.** To be willing to express one's opinion on various issues and topics. **Content.** Healthy lifestyle, nutrition, health, and hygiene.

16.4.1.5. *Information technology.* **Goals.** To take care of one's health when working with a computer. **Skills.** To work with a computer safely and to take care of one's health. **Knowledge and understanding.** To follow the appropriate rules when working with a computer. To explain the importance of physical exercise for health when working with a computer.

16.4.2. Examples of integration of the topic *cultural diversity* into the general curricula of forms 9 and 10.

16.4.2.1. *History.* **Goals.** To try to preserve and cherish the nation's, state traditions and cultural heritage. To value the heritage of other nations, religions, and cultures, and to contribute to their preservation.

16.4.2.2. *Geography.* **Goals.** To educate citizens to be responsible for the destiny of their country's culture and also that of Europe. **Skills.** To name the main characteristics of world religions and cultures by analysing and evaluating different sources of information. **Knowledge and understanding.** To explain the concepts of civilisation and culture, and the influence of civilisations and cultures on people's life. To name world and ethnic religions, the centres of their origin, and their areas of influence. To name and briefly define the reasons for the spread of religions.

16.4.2.3. *Introduction to the education of civic consciousness.* **Goals.** To feel responsible for the preservation of the nation's heritage. To respect other nations and cultures and their diversity. To try to learn more about other cultures and to take an interest in them. To accept others and those who are different in a positive and tolerant manner and to take care of them. **Skills.** To distinguish and analyse examples for the preservation of cultural heritage. To be aware of the need to protect their cultural heritage and to offer ways to solve it. To compare national cultures by demonstrating the uniqueness of each. To analyse and evaluate the attitude of Lithuanians towards national minorities and the relations between Lithuanians and national minorities both in the past and today. To recognise and analyse cases of racial, national, and religious tolerance and non-tolerance. **Knowledge and understanding.** To explain the concept of civic duty, to preserve and transfer cultural heritage to future generations. To provide examples demonstrating the uniqueness of our nation. To explain the diversity of national cultures, the uniqueness of each culture, and the importance of preservation of cultures. To provide examples of ethnic minorities living in Lithuania. To explain the essence of racial, national, and religious tolerance. To provide examples of the traditions of tolerance in Lithuania and to explain the importance of these traditions.

16.4.2.4. *Ethics.* **Goals.** To view coercion, as a way of problem solving, in a negative manner. **Skills.** To reflect on the reasons for disagreement and hatred, and to predict the consequences of these. To analyse relations between nations and to understand the consequences of the Holocaust. To view the use of violent methods in a negative manner. **Knowledge and understanding.** To explain the reasons for and the consequences of the group conflicts being considered; disagreements or wars between nations, and the Holocaust. To explain why it is important to assume joint responsibility for the nation's campaign and to correctly interpret the history of the nation. To develop respect for other nations and in this way to contribute to the understanding and respect between nations.

16.4.2.5. *Lithuanian as native language.* **Goals.** To view literature as part of the nation's culture, which transfers the experience, values, and traditions of previous generations, and helps people to develop their national identity and become fully-fledged members of their culture. To

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seek to learn about the uniqueness of other cultures and to value them. **Knowledge and understanding.** To relate the world, problems, and values portrayed in literary works to the context of the literary works. To distinguish between biographical, social, and historic-cultural contexts. To recognise folk characters and values, ancient, Biblical and other cultural images in fictional and non-fictional writings.

Foreign languages. Goals. To develop cultural consciousness by learning to understand different ways of thinking, culture, lifestyle, and feeling, and by comparing the foreign language being studied with their native language. **Knowledge and understanding.** To acquire knowledge about the language realities of the other country in order to be able to communicate with representatives from that country.

16.4.2.6. *Art. Goals.* To contribute willingly to the preservation of the values of the immediate environment and to take care of cultural monuments. **Skills.** To explain the importance of visual phenomena and images in social life. To understand the influence of past artistic styles, visual arts, design, modern architecture, and popular culture on their environment. **Knowledge and understanding.** To explain how technology affects modern forms of art (artistic photography, digital printed media, video art, kinetic art, etc.). To describe the influence of folk art on modern visual phenomena.

16.4.2.7 *Music. Goals.* To view themselves as a creator and spreader of the musical culture of their nation. To choose quality music of different styles. **Skills.** When listening to music, to distinguish and describe the characteristics typical of different styles and the peculiarities of the styles of different authors. To explain the influence of cultural contexts (ideals of particular historical periods, individuality of composers, etc.) on the work of the composer and on the nature of the piece of music being analysed. **Knowledge and understanding.** To name the greatest composers of different style epochs and at least one work for each; to name the main styles and representatives of popular music.

16.4.3. Examples of integration of the topic *climate change* into the general curricula of forms 9 and 10.

16.4.3.1. *Geography. Goals.* To develop and respect a protective attitude towards natural and social environments and their diversity, and to develop the necessity to adjust the lifestyle, habits, and economic activity based on the evaluated impact of these on the environment. **Skills.** By analysing and comparing climate maps, climatograms and images, to describe the influence on the factors impacting climate on the climate of Lithuania and Europe on the whole. To evaluate weather forecasts critically. **Knowledge and understanding.** To name ways of forecasting weather. To explain the factors determining climate change.

16.4.3.2. *Education in the field of environmental science. Goals.* To apply the acquired knowledge and skills in the choosing of various materials, using them economically, and ensuring a safe and clean environment for others. **Skills.** To assess critically the impact of human activity on the environment, and to provide examples of solutions to key environmental problems. **Knowledge and understanding.** To explain the formation of acid rains and their impact on the environment. To provide examples of the key sources of pollution of water and air in residential areas; to propose ways to reduce water and air pollution. To provide examples of chemical substances and fertilisers commonly used in agriculture, and to describe their usefulness and harm. To provide a general description of the advantages and disadvantages of chemical technologies.

16.4.3.3. *Introduction to the education of civic consciousness. Goals.* To strive to be a responsible, dedicated, informed, and active member of the community. **Skills.** To analyse how international organisations are solving a selected problem in the social, economic or environmental field in Europe or on a global scale.

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Foreign languages. Content. Ecology: environmental protection, today's environmental problems, ways of solving the problems.

17. Recommended reading

17.1. *LR Vyriausybės nutarimas „Dėl Nacionalinės darnaus vystymosi strategijos patvirtinimo ir įgyvendinimo“, 2003 m. rugsėjo 11 d. Nr. 1160.* Vilnius.

17.2. *Jungtinių Tautų Europos ekonomikos komisijos Darnaus vystymosi švietimo strategija.* ŠAC, Vilnius, 2005.

17.3. *Baltijos jūros regiono „Švietimo darbotvarkė 21“,* Vilnius, 2002.

17.4. *Darbotvarkė 21 – mokykloje.* REC biuras Lietuvoje, 2003.

17.5. *Visa ko pradžia yra maža.* REC biuras Lietuvoje, 2003.

VII. HEALTH AND LIFE SKILLS INTEGRATIVE PROGRAMME

18. Relevance, concept, objective and tasks

18.1. Relevance. The traits important in modern society such as high self esteem, having initiative, leadership, and good communication skills are related to spiritual and physical health. Health is a source of everyday life rather than a life objective. Health covers social and personal resources and physical opportunities. Health means physical, mental, and social well-being rather than the absence of illnesses or disability. Good health enables people to live a full and active life life, which means much more than just a biological road from birth to death. Life is a constant development of physical, mental, intellectual, emotional, spiritual, social, economic, and other aspects. Health is one of the main conditions for a quality life. In order for pupils to be able to adapt to the modern world, to find their place, and be able to overcome difficulties, they must learn to do so from a young age. The development of life skills is a programme of development of personal and social skills of children and youth.

18.2. Concept. Life skills include personal and social skills. The World Health Organisation (WHO) defines life skills as follows: “The abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life. ... those abilities that help promote mental well-being and competence in young people as they face the realities of life”. The World Health Organisation adopted the following definition of health: “Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity”. Health means how an individual or group of individuals are able to achieve their objectives and satisfy their needs, and how they are able to change and manage the environment.

18.3. Objective. The development of pupils' personal, health care and social skills in order to prepare them for life outside of school and for adult life in a rapidly changing society.

18.4. Tasks. The health and life skills integrative programme is aimed at ensuring that pupils:

- are able to identify the values which determine their attitude to behaviour;
- are able to evaluate the acquired experience and plan their further actions;
- are able to identify the areas for personal growth and look for opportunities to develop their skills;
- understand their personal strengths and weaknesses;
- view health as a value; and
- understand their responsibility for taking care for their own and other people's health.

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19. Pupils' achievements

19.1. When developing their healthcare and life skills, pupils should develop the following objectives (attitudes):

- to view themselves positively, to believe in themselves, and strive to be successful;
- to act in an honest and responsible manner, and to predict the consequences of their behaviour;
- to be resistant to lack of success and conflicts, to look for support and to accept it, and to overcome stress; and
- to take care of their own and others' health, to act safely, and to protect the environment.

19.2. Pupils should develop the following skills and abilities:

- to take care of their health, spiritual and physical beauty;
- to adapt to the rapidly changing environment;
- to behave in a positive manner and to overcome everyday problems;
- to take rational decisions by choosing a healthy lifestyle;
- to think critically in order to resist negative social pressure;
- to assume responsibility for their own and others' health;
- to manage conflicts and stress, and to maintain positive interpersonal relations in the family, community, and society at large; and
- to lead a healthy life.

19.3. In order for pupils to successfully develop health and life skills, they must know and understand the following:

- themselves and others, their own growth, human development, and body care;
- factors and methods which impact relationships and health in physical and social terms;
- aspects of physical, mental, spiritual, emotional and social health, and their interrelation in everyday life;
- factors which maintain and improve health;
- healthy nutrition, work and rest, and physical activity and safety;
- prevention of bad habits: the consequences of consumption of alcohol, tobacco and other substances affecting mental health and ways to avoid these;
- sexual development and preparation for family life; and
- various attitudes and beliefs associated with healthcare.

20. Relation of the health and life skills integrative programme to general curricula

20.1. The ability to take care of their health and spiritual and physical beauty, to adapt to the rapidly changing environment, to act positively, and to overcome everyday problems are the skills which help people to preserve their mental and physical health, strengthen their self-esteem, develop immunity to negative environmental factors, and to lead a good quality of life. The health and life skills integrative programme is implemented:

- by integrating it into formal education;
- by integrating it into non-formal education; and
- by participation of the school in various projects (e.g. “A healthy school”).

20.2. The health and life skills programme is integrated into the curricula of all academic subjects by combining it with the tasks set in individual academic subjects.

20.2.1. *Moral education*: conditions are provided to ensure the following: the development of understanding of their *I*; the development of their own value and self-esteem; the development of pupils' communication and cooperation ethics and culture; the cherishing of the values and feelings

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of mutual help, respect, justice, and tolerance; the attention to pupils' spiritual development and to moral values on the whole.

An example from the field of moral education (General curriculum in ethics. Forms 5 and 6). **Goal.** To lead a healthy life and to assess examples of bad habits in the immediate environment and in the media critically. **Skills.** To think and evaluate the risks and damage associated with smoking and consumption of alcohol and other substances affecting mental health. To be able to withstand peer pressure.

20.2.2. *Education in the field of environmental science:* pupils will acquire knowledge about the human body, its functioning, healthy nutrition, and prevention of consumption of alcohol, tobacco, and other substances affecting mental health.

An example from the field of environmental science (General curriculum in environmental science. Forms 5 and 6). **Goal.** To take an interest in a healthy lifestyle and to try to apply its principles in practice. **Skills.** To explain the essence of healthy nutrition based on the acquired knowledge about nutritious substances and their energy value.

20.2.3. *Education in the field of technology:* pupils will acquire knowledge and develop the skills necessary for everyday life; learn about their preferences and try different tasks related to their further professional activity; strengthen their healthy lifestyle skills and objectives (attitudes).

An example from the field of technology education (General curriculum in technology education. Forms 7 and 8). **Goal.** To believe in themselves, and to solve problems in a responsible and creative manner. **Skills.** To prepare a project dealing with the solving of a problem or a description of production of a product, to foresee the final results, the stages of implementation, adjustment possibilities, and possible difficulties in the implementation, and to define the criteria for assessment of the problem being solved.

20.2.4. *Education in the field of arts:* pupils will acquire knowledge about the possibilities of artistic and creative self-expression; strengthen their belief in themselves.

An example from the field of artistic education (Integrated curriculum in arts. Forms 9 and 10). **Goals.** To develop their self-esteem: to believe in themselves and in their skills, opportunities, and creativity. **Skills.** To find ideas for their creative work from current social events, personal experience and feelings, and works of art.

20.2.5. *Education in the field of social science:* pupils will develop their understanding about the world they live in and acquire experience of how to act meaningfully and responsibly. They will analyse people's life in the natural, social, and cultural environment; study the past and present and try to foresee the future; cherish social and civic experience, and democratic attitudes and values; acquire experience in group and team work; will be able to be involved in local community life.

An example from the field of social education (General curriculum in geography. Forms 9 and 10). **Goal.** To develop self-confidence when acting in different situations. **Skills.** To be able to orient themselves in a particular location by using a map of the location.

20.2.6. *Languages:* pupils will develop their communication and cultural competences, which will ensure personal growth, successful learning, communication, and learn how to act in different social and cultural situations, and develop their civic consciousness.

An example from the field of language learning (General curriculum in Lithuanian as native language. Forms 5 and 6). **Goals.** To be able to listen to others and respect their opinions. To defend their opinion without offending others. To be responsible for the correctness and clarity of their messages. To seek to improve their speaking and listening skills. **Skills.** To express their opinion about well-known topics, and to assess and substantiate based on the acquired experience.

20.2.7. *Physical education:* pupils will develop the need for physical activity that strengthens their body, and develop the ability to assess and analyse critically the issues related to healthcare, physical exercises, and sports; strengthen their self-observation, self-control, and self-

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education skills; understand the diversity of physical education opportunities and of movements related to the increase of physical capacity, improvement of movements, improvement of health, and self-realisation. They will develop their communication and team work skills and behaviours.

An example from the field of physical education (General curriculum in physical education. Forms 5 and 6). **Goal.** Not to be afraid to look for answers to questions arising in the course of development. **Skills.** To consider the problems arising in adolescence. **Knowledge.** To be able to say who should be contacted and who could help to explain the developmental problems arising in adolescence. **Objective.** To develop a negative attitude towards the consumption of alcohol, tobacco, and other substances affecting mental health. **Skills.** To be able to resist the pressure to smoke, consume alcoholic beverages, and other substances affecting mental health. **Knowledge.** To explain and/or provide examples of how the pressure on the part of peers or other persons to smoke and to consume alcoholic beverages or other substances affecting mental health can be overcome.

20.2.8. *Information technology:* pupils will acquire knowledge of how to use modern communication tools in everyday activity properly and responsibly; will be able to search, analyse, critically assess, and summarise information, and provide it to others.

An example from the field of information technology (General curriculum in information technology. Forms 5 and 6). **Goal.** To take care of their own and others' health while working with a computer. **Skills.** To work with a computer safely and to take care of their health. **Knowledge.** To follow the appropriate rules when working with a computer. To explain the importance of physical exercise for health when working with a computer.

21. Recommended reading

- 21.1. Aktyvaus mokymo metodai. Mokytojo knyga. 2-asis leidimas. Vilnius, 1999.
- 21.2. Butkienė G., Kepalaitė A. Mokymasis ir asmenybės brendimas. Vilnius, 1996.
- 21.3. Černius V. J. Mokytojo pagalbininkas. Kaunas, 1992.
- 21.4. Davidavičienė A. G. Sveikos gyvensenos įtvirtinimas mokyklose. Vilnius, 1996.
- 21.5. Goštautas A., Pilkauskienė I. Ir kiti. Bendravimo įgūdžių ugdymas intensyvaus mokymo stovykloje „Sniego gniūžtė“. Mokymo priemonė. Kaunas, 2002.
- 21.6. Grendstad N. M. Mokyti – tai atrasti. Vilnius, 1996.
- 21.7. Gudžinskienė V. Kritinio mąstymo svarba ugdant sveiką gyvenseną. Metodinė priemonė. Vilnius, 2000.
- 21.8. Herring J. E. Informacinių įgūdžių ugdymas mokykloje. Vilnius, 1998.
- 21.9. Jaunimo sveikatos stiprinimas Europoje. Sveikatos ugdymas mokykloje. Ugdymo priemonė mokytojams ir kitiems asmenims, dirbantiems su jaunimu. Antrasis leidimas. Vilnius, 1998.
- 21.10. Jociūtė A., Zaborskis A. Sveikatą stiprinančių mokyklų veiklos rodikliai. Panevėžys, 2000.
- 21.11. Kito link. Žaidimai ir sielovados pratimai jaunimui. Parengė kun. A. Saulaitis S. J. V., 2002.
- 21.12. Konfliktai ir bendravimas. Vadovas po konfliktų valdymo labirintą. Vilnius, 1996.
- 21.13. Lepeškieienė V. Humanistinis ugdymas mokykloje. Vilnius, 1996.
- 21.14. Mokykla be narkotikų. Mokytojo knyga. Vilnius, 2002.
- 21.15. Mokinių sveikatos ugdymas ir stiprinimas: dabartis ir perspektyvos. Konferencijos medžiaga. Vilnius, 2001.
- 21.16. Petrauskienė A., Zaborskis A. Aukime sveiki. Auklėtojos knyga. Kaunas, 2000.
- 21.17. Poškuvienė R. Sveikatos ugdymo įvadas. Vilnius, 2004.
- 21.18. Protinės ir emocinės sveikatos stiprinimas Europos sveikatos mokyklų tinkle. Mokymo priemonė mokytojams ir kitiems darbuotojams su jaunimu. Vilnius, 1995.
- 21.19. Skills for Life. Awhole School Approach to Personal and social Development. LIONS/TACADE, 1994.
- 21.20. Socialinių įgūdžių ugdymo vadovas. Pradinių klasių mokinių įgūdžiams lavinti. Vilnius, 2001.
- 21.21. Sveikatos versmės. Konferencijos medžiaga. Panevėžys, 2000.
- 21.22.

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21.23. Zaborskis A., Makari J. Lietuvos mokinių gyvenimas: raida 1994-1998 metais ir vertinimas tarptautiniu požiūriu. Panevėžys, 2001.

Versta iš dokumento: Pradinio ir pagrindinio ugdymo bendrosios programos, švietimo ir mokslo ministro patvirtintos 2008 m. rugpjūčio 29 d. Nr. ISAK – 2433. Priedas Nr. 11 „Bendrosios kompetencijos“. Vertimą finansavo Švietimo ir mokslo ministerija. Vertimo paslaugas pirkė Švietimo aprūpinimo centras. Vertimą atliko vertėjų biuras „Magistrai“.

VIII. CULTURAL CONSCIOUSNESS INTEGRATIVE PROGRAMME

22. Relevance, concept, objective and tasks

22.1. Relevance. Education helps to preserve and renew the common cultural basis of society, and to deal with the issue of increasing social and cultural diversity. After Lithuania's accession to the EU, additional attempts are needed for pupils and society to be able to form the feeling of belonging to their native cultural community (ethnic, national, and European), which is indispensable for the development of an open and respectful attitude towards other cultures. Lithuania is becoming attractive for an increasing number of immigrants; therefore, cultural diversity in the country is increasing and will continue to increase. Pupils have to be prepared for a cultural dialogue with the representatives of national minorities, immigrants, and tourists in Lithuania, and for adaptation in a different cultural environment when they are abroad. The national minorities living in Lithuania should develop a good knowledge of our historical and cultural context in order to be able to integrate in our country.

22.2. Cultural heritage (tangible and intangible) is important in the encouragement of civil unity, tolerance, and harmonious co-habiting of different cultures. Today as never before, cultural heritage faces threats due to globalisation, cultural assimilation, urbanisation, and other factors. We must preserve the diversity of cultural forms for future generations, especially those forms which face real threats (oral creative work, etc.).

22.3. In a knowledge society, great attention is paid to creative skills and talents, which are expressed not only in the field of art but also in all other areas. The activity of creative industries (design, advertising, creation of films, television, games, etc.) is expanding, and they are becoming important areas of business. Cultural heritage is becoming an important source of information and creative ideas. Pupils should be able to understand how they can develop their creative skills and participate in different types of creative and cultural activity, which is closely related to economic benefits. Pupils should also learn to assess the characteristics of aesthetic expression in everyday life, and in artistic and other creative work.

22.4. Concept. Culture is the entirety of works created by mankind, individual nations, and creators. It is the forms of creative expression of different nations and groups, the values, ideas, and knowledge expressed by such works, and the skills and traditions which are necessary to create such works and which are transmitted from one generation to another. Cultural consciousness is a personal competence, which is expressed in the ability to recognise, respect, and protect cultural diversity and to participate in socially valuable activity associated with cultural expression.

22.5. Objective. The development of pupils' cultural consciousness skills and the objectives/attitudes, which are necessary to understand, accept, and respect cultural values created by different persons, groups, nations, and races and to participate in the transmission of such values, and to develop pupils' cultural expression skills.

22.6. The task of the cultural consciousness integrative programme is to help pupils to be able to do the following:

- to understand the importance of cultural consciousness for living in Europe and in a globalised world;
- to form personal cultural identity;
- to know more about other cultures and take a greater interest in them;
- to develop their intercultural communication skills; and
- to learn about and try various cultural expression opportunities.

23. Pupils' achievements

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23.1. The cultural consciousness integrative programme will help pupils to develop the following objectives (attitudes):

- to become representatives of native and European culture;
- to recognise and respect cultural values of other races, nations, groups, and persons;
- to preserve cultural and natural heritage for future generations;
- to positively assess historical and modern forms of cultural expression;
- to recognise their own and others' creative abilities and attempts to develop them by participating in cultural expression; and
- to recognise the importance of aesthetic values for a full and meaningful life.

23.2. Pupils should develop the following cultural consciousness skills:

- to recognise the values and behaviours typical of their native, national, and community cultures;
- to take into consideration the differences in attitudes, language and behaviour when communicating with representatives of other religions, nations, and groups, and to avoid stereotyped attitudes;
- to use the cultural products of the community they live in (media, art, forms of leisure);
- to explain behaviours considering the influence of a certain culture, to adapt to cultural differences found in the immediate environment, and to solve any arising conflicts constructively;
- to contribute to the preservation of cultural and natural heritage and take part in the activity associated with the use of these; and
- to participate in a creative and meaningful manner in aesthetic expression using different tools (art, science, technology, etc.).

23.3. In the course of the educational process pupils should acquire knowledge about the following: the development and expression of cultural identity; cultural and natural heritage and its preservation and use; cultural differences between races, nations, and groups; knowledge about major creators and their works; opportunities for participation in cultural expression.

23.3.1. The main knowledge associated with the development and expression of cultural identity is as follows:

- the main traditions followed by a community (school, local, national, ethnic, European community), and the symbols, traditions, and festivals expressing its identity;
- the main works, symbols, and signs, the use of which enables a group to assign itself to a certain culture and subculture; and
- the most important ways in which Lithuanians living outside of Lithuania can demonstrate their cultural identity and feel like representatives of their culture.

23.3.2. Knowledge associated with cultural and natural heritage, and its preservation and use:

- major threats to the diversity of cultural and natural heritage (urbanisation, globalisation, assimilation, etc.) and how these threats act in specific areas (e.g. art, social life, science, sports, etc.);
- Lithuanian natural and cultural heritage objects included in the UNESCO List of World Heritage;
- ways in which tangible and intangible cultural heritage is preserved for future generations (preparation of legislation, lists of values, electronic storage facilities for recordings and films, creation of parks); and
- examples demonstrating how traditional cultural heritage is used for the production of modern products, festivals, entertainment, and services.

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23.3.3. Knowledge associated with learning about cultural differences between races, nations, and groups:

- forms of expression of cultures of Lithuanians and national minorities living in Lithuania (Jews, Poles, Roma, Tatars, etc.), which demonstrate how the same values (respect, politeness, love, etc.) are expressed in different ways;
- forms of expression typical of adolescent and youth subcultures;
- examples of lack of tolerance towards a different culture (mocking, discrimination, negative stereotypes, etc.) and the sources of these (shows, advertising, etc.); and
- examples illustrating psychological and social segregation, which is imminent if we do not know and/or accept cultural differences (culture shock, humiliation, conflicts, xenophobia, etc.).

23.3.4. Key knowledge about major creators and their works, and about opportunities to participate in cultural expression:

- the importance of cultural exchange and cultural cooperation for the development of advanced creative/cultural ideas and technologies;
- knowledge about business opportunities associated with culture; and
- ways and forms by means of which people of different age, education, inclinations, interests, and social status can participate in cultural expression.

24. Relation of the cultural consciousness integrative programme to general curricula

24.1. This programme should be integrated into the curricula of all academic subjects. It is best if it is integrated into the educational process of one academic subject or helps to unite the topics studied in several academic subjects. The cultural consciousness integrative programme should be implemented by means of various projects, which provide pupils with an opportunity to apply their knowledge and skills, to demonstrate their objectives/attitudes in real or imitated settings, and to preserve heritage. When implementing this programme, it is advisable to create contacts with local and national cultural organisations (museums, theatres, heritage preservation authorities, art groups, etc.), sport, business, and leisure establishments, and to involve parents and other members of local community in a live process of cultural expression.

24.2. Elements of cultural consciousness programmes are included in the curricula of different academic subjects.

24.2.1. When teaching academic subjects in the field of *social education*, major attention is paid to the actions of the EU and Lithuania aimed at the promotion of respect and encouragement of cultural diversity, and to the tools necessary for the creation of a democratic multicultural society.
Examples from the field of social education:

24.2.1.1. *General curriculum in history. Forms 9 and 10. Goal.* To value the heritage of other nations, religions, and cultures, and to contribute to their preservation. **Skills.** To describe the factors which changed people's view of the world and culture in the 19th and early 20th century. To explain the reasons for the appearance of mass culture. **Knowledge.** To provide examples of changes in people's view of the world in the 19th and early 20th century. To provide examples illustrating cultural change in the late 19th and early 20th century.

24.2.1.2. *General curriculum in introduction to education of civic consciousness. Forms 9 and 10. Goal.* To feel responsible for the preservation of national heritage. **Skills.** To recognise and analyse examples of preservation of cultural heritage. To raise the problem of preservation of cultural heritage and to propose ways of solving it. **Knowledge.** To explain the civic duty to preserve cultural heritage and transmit it to future generation. To provide examples demonstrating the uniqueness of their nation.

24.2.2. When teaching *languages*, cultural development, creativity, and learning about the cultural contexts of other nations are encouraged.

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An example from the field of language learning (General curriculum in Lithuanian as foreign language. Forms 9 and 10). **Skills.** To express ideas in correct and proper language; respect standard language norms, and speak precisely and clearly. **Knowledge.** To understand that language is undergoing constant change, and that the appropriateness of language and the precision of selected words help the listener to understand the meaning better. To correctly use the grammatical structures included in the educational content. **Educational guidelines.** Pupils analyse their own and others' speaking, learn to notice violations of language norms, and look for best options. Pupils discuss the current situation of the Lithuanian language, and with the help of the teacher discuss what it means that Lithuanian is a state language and what would happen to the nation if it did not have its own language.

24.2.3. When teaching *mathematics*, mathematical ideas and their authors are discussed and specific mathematics related values, norms, and rules, as part of culture and creative ways of applying mathematical knowledge are discussed.

An example from the field of mathematics (General curriculum in mathematics. Forms 7 and 8). **Skills.** To find in different sources the required information about achievements in the field of mathematics, and to assess the information critically, summarise and present it to others. To assess the mathematical knowledge and skills being acquired, to understand how they can be applied, and to understand their usefulness and purpose. **Knowledge.** To provide examples of the application of mathematical knowledge in everyday life and in other academic subjects. To provide examples of discoveries in the field of mathematics, which are used in different professional activities.

24.2.4. When teaching *environmental science and technology*, attention is paid to the development of science and equipment, and the respect for living and non-living nature and responsibility for the use of natural resources are taught.

An example from the field of environmental education (General curriculum in environmental education. Forms 9 and). **Goal.** To understand that biological diversity is determined by genes and by the environment. To understand why life must be protected. To assess critically the application of biotechnologies. **Skills.** To relate the process of evolution to the appearance of diversity of species and to substantiate why biological diversity must be protected. **Knowledge.** To explain why biological diversity must be protected, based on the available information about the role of plants and animals for the Earth. To specify that the diversity of microorganisms is also a result of evolution. Based on the available examples of the use of microorganisms in biotechnology, to explain the importance of diversity of microorganisms.

24.2.5. When teaching *physical education*, personal physical education is promoted.

An example from the field of physical education (General curriculum in physical education. Forms 7 and 8). **Goal.** To take care of their health. To consciously plan time for physical activity. **Skills.** To take care of their health and to draw up a preliminary plan for their physical improvement. **Knowledge.** To explain the methods and tools for health improvement and care. To define the main criteria based on which a personal physical activity plan should be drawn up.

24.2.6. When teaching *art*, EU programmes of cultural cooperation are emphasised, the Lithuanian cultural and natural monuments protected by UNESCO are discussed, and the art development characteristics, ideas of major creators, rules, values, and meanings are individualised. Major attention is paid to the values of fine art and mass art and to the differences in use of these. *Examples from the field of artistic education:*

24.2.6.1. *General curriculum in art. Forms 5 and 6.* **Goals.** To take an interest in the cultural traditions of their own and other countries, and to respect and preserve them. To respect cultural heritage and to understand the importance of its preservation. **Skills.** To study the value of natural and cultural heritage in the immediate environment, and the ethno-cultural traditions and customs of the local community. **Knowledge.** To analyse what items and buildings were created in the past and

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are created now in different countries, and what materials were and are used for that purpose. To name natural and cultural monuments found in the immediate environment, and to tell in their own words about the cultural traditions of the local community.

24.2.6.2. *General curriculum in music. Forms 5 and 6. Goal.* To respect the musical culture of their country. **Skills.** After listening to a piece of music, to describe the impressions provoked. To define the relation of the piece of music to the region, traditions, etc. To hear and name the specified elements of expression. **Knowledge.** To define the style of specific pieces of music after hearing them (jazz, rock, pop music, contemporary or ancient music), as well as the belonging of the pieces of music to particular countries (regions of Lithuania and traditional genre, European music, music of different peoples of the world).

25. Recommended reading

25.1. *Vaikų ir jaunimo kultūrinio ugdymo koncepcija* (patvirtinta 2008 m. sausio 9 d. LR švietimo ir mokslo ministro įsakymu Nr. ISAK – 43).

25.2. Abramavičiūtė I., Andriulienė A., Leončikas T., Žiobienė E. *Tarpusavio supratimas: tarptautinė tolerancija.* – Lietuvos žmogaus teisių centras, Vilnius, 2004.

25.3. Beresnevičiūtė V. *Etninių grupių socialinės integracijos dimensijos šiuolaikinėje Lietuvos visuomenėje. Etniškumo studijos.* Vilnius: Eugrimas, 2005.

IX. PREVENTION PROGRAMMES

26. Relevance, concept, objective and tasks

26.1. Relevance. The experience of EU member states shows that prevention programmes based on fragmented education in the field of health and targeted only at the child's learning processes have almost no impact on the modification of the components of the child's behaviour and social interrelations. In order to prevent harassment, bad habits, dependency disorders and behavioural disorders provoked by behavioural crises, conditions and opportunities must be provided for pupils' activity based on cooperation and for pupils to be involved in such activity. It is only in this way that pupils will acquire and improve their social well-being skills and develop their sense of responsibility, empathy, self-confidence, and resistance to risk factors.

26.2. Concept. Prevention is the application of various measures aimed at preventing negative life phenomena from entering the pupils' environment and at educating pupils' resistance before they encounter these phenomena. Modern prevention programmes cover the entirety of education of knowledge, life skills, attitudes, and values. The educational purpose of these programmes constitutes the preparation of young people for life, and education of mature and moral personalities able to create and maintain mature interpersonal relations, cherish health, and resist negative influence of the environment. The preventive purpose is the avoidance of bad habits, dependency diseases, and behavioural crises.

It is important not only to provide information about bad habits, dependency diseases, their consequences, and the advantages of healthy living. It is even more important to undertake targeted positive actions aimed at changing pupils' improper attitudes and behaviours by considering the attitudes and behaviours common in society, family, and immediate environment.

26.3. Objective. The promotion of pupils' physical activity and healthy lifestyle, and the prevention of bad habits, dependency diseases, and behaviour crises.

26.4. Tasks. Prevention programmes are aimed at helping pupils to do the following:

- to develop self-respect, self-esteem, and belief in themselves;
- to develop resistance to risk factors;

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- to create a healthy life model and to develop the need to adhere to it; and
- to develop life skills, values, and attitudes necessary to withstand the pressure from the environment and to overcome crises.

27. Pupils' achievements

By participating in prevention programmes, pupils develop the following attitudes/objectives and skills/abilities:

27.1. attitudes/objectives:

- to view themselves and others positively;
- to act in an honest, respectful, and responsible manner in pursuing their goals and foreseeing the consequences of their behaviour;
- to resist the pressure from the environment without losing their dignity and self-respect; and
- to develop the determination to lead a healthy life.

27.2. skills and abilities:

- to seek to achieve their objectives, to plan their activities, and to foresee the consequences of their activities;
- to recognise typical expressions of bad habits when communicating with others;
- to think critically and to solve problems;
- to manage stress and conflict situations;
- to rationally choose and use different problem solving strategies; and
- to reflect on and assess independently their own achievements and advancements.

27.3 acquire knowledge and understanding about the following:

- their growth, their sexual development and preparation for family life, and relations between family members, community members, and in society at large;
- the factors which negatively impact and harm human health;
- the factors which maintain and strengthen physical, mental, spiritual, emotional, and social health;
- the importance and impact of healthy nutrition, work and rest regime, and physical activity on health and successful learning and work;
- the prevention of bad habits: consumption of alcohol, tobacco and other substances affecting mental health, early sexual activity, and the consequences of these for health and quality of life and learning; and
- various attitudes and objective concerning the prevention of bad habits and dependency diseases.

28. Relation of prevention programmes to general curricula

28.1. Prevention programmes supplement general curricula.

28.2. Prevention programmes are oriented towards expected achievements of pupils (life skills and abilities) rather than towards the provision of knowledge.

28.3. Prevention programmes provide the school with a direction for prevention work and may be implemented by taking into consideration the school and/or class context in several different ways:

28.3.1. by integrating them into the content of academic subject curricula. The integration should be flexible, should not increase the pupils' learning load, and should provide the school with opportunities to implement the programmes in different contexts;

28.3.2. by introducing a special course as an elective for certain form or forms. In this case, it is very important to ensure the continuity of implementation of the programme;

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28.3.3. by integrating the programme into additional educational activities and non-formal educational programmes;

28.3.4. by integrating the programme into after-class meetings. In this case, the implementation of the programme is closely related to the class context;

28.3.5. by integrating the programme into other programmes such as “Development of life skills”, “Development of social skills”, “LIONS – QUEST life skills development programme THE CROSSROADS OF ADOLESCENCE”, etc.; and

28.3.6. in other ways chosen by the school: by implementing short-term and/or long-term projects; organising extracurricular educational activities; using the time provided in general curricula for additional learning activities. In this case, it is important to ensure that the implementation of the programme is systematic and pupil-centred.

29. Recommended reading

- 29.1. Gyvenimo įgūdžių ugdymas. Programa ir knyga mokytojui, 2003
- 29.2. Gyvenimo įgūdžių ugdymas. Vilnius, 2005.
- 29.3. Gudžinskienė V. Kritinio mąstymo svarba ugdant sveiką gyvenseną. Metodinė priemonė. Vilnius, 2000.
- 29.4. Jociūtė A., Zaborskis A. Sveikatą stiprinančių mokyklų veiklos rodikliai. Panevėžys, 2000.
- 29.5. Kito link. Žaidimai ir sielovados pratimai jaunimui. Parengė kun. A. Saulaitis S. J. V., 2002.
- 29.6. Kritinio mąstymo ugdymas sėkmingai ateities karjerai“. Integruota karjeros ugdymo programa bendrojo lavinimo mokyklai, Vilnius, 2006.
- 29.7. Kritinio mąstymo ugdymas sėkmingai ateities karjerai: specializuota ugdymo programa (5-10 klasės), Vilnius, 2006.
- 29.8. Konfliktai ir bendravimas. Vadovas po konfliktų valdymo labirintą. Vilnius, 1996.
- 29.9. Lepeškieienė V. Humanistinis ugdymas mokykloje. Vilnius, 1996.
- 29.10. LIONS – QUEST gyvenimo įgūdžių ugdymo programa PAAUGLYSTĖS KRYŽKELĖS. Lietuvos LIONS klubų asociacija, 2007.
- 29.11. Metodinės rekomendacijos. Mokytojo knyga alkoholio, tabako ir kitų psichiką veikiančių medžiagų vartojimo prevencijos programai įgyvendinti. Vilnius, 2006.
- 29.12. Mokykla be narkotikų. Mokytojo knyga. Vilnius, 2002.
- 29.13. Petrauskienė A., Zaborskis A. Aukime sveiki. Auklėtojos knyga. Kaunas, 2000.
- 29.14. Poškuvienė R. Sveikatos ugdymo įvadas. Vilnius, 2004.
- 29.15. Protinės ir emocinės sveikatos stiprinimas Europos sveikatos mokyklų tinkle. Mokymo priemonė mokytojams ir kitiems darbuotojams su jaunimu. Vilnius, 1995.
- 29.16. Socialinių įgūdžių ugdymo vadovas. Pradinių klasių mokinių įgūdžiams lavinti. Vilnius, 2001.
- 29.17. Vartojimo kultūros ugdymo integruojamoji programa. Vilnius, 2007.