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Social Science

LESSON No. 1

	GLOBALIZATION AND POVERTY
Note	Age: 17–18 Entrepreneurship, Sociology (poverty and globalization), Civic Education, Geography (globalization), IT, Sustainable Development, Ecology Students already familiar with the concepts of SE and CSR
Teacher/trainer/author	Ljubica Božić, Teacher/Author
Topic	Acquiring knowledge about the problems of the modern world, poverty, and ways of getting out of poverty.
Objectives and outcomes	Pod (Entr) A.4.1. - Calculate productivity and explain comparative advantages to the solution. Pod (Entr) A.4.2. - Use the internet to explore different economic systems and their possibilities, assess the risks associated with the changing economic situation in a wider area. Pod (Entr)A.4.3. - Recognize the positive and negative effects of globalization, describe the concept and types of poverty, identify ways to escape poverty, recognize knowledge as an economic resource and as an indisputable source of economic growth.
Material	Internet, markers, white paper sheets
Duration	45 minutes

Step-by-step description of the lesson (T – teacher / S – students / T/S – activities)	Skills/competences	Duration (minutes)
1. Warm-up: Teacher asks students how much they know about the impact of globalization on poverty. Students watch: https://www.youtube.com/watch?v=K5gAeBVIYJ0 Teacher - ● Encourage students to share their knowledge of globalization ● Encourage students to provide examples of how we live in a globalized society ● Asks students about the positive and negative effects of globalization, motivates them to come up with examples ● Emphasizes the characteristics of a	Cognitive competence. Subject knowledge and skills: calculating productivity and explaining the comparative advantages of the solution. Cognitive competence. Critical thinking: describing the term globalization as a series of processes that contribute to the interconnectedness and interdependence of different parts of the world, distinguishing globalization processes in the sphere of economy, culture, and politics, citing examples of globalization effects (wars in the	5 20

transnational economy ● Encourage students to give examples of political events that have had a negative impact on the economy of most countries in the world ● Highlights poverty as a global problem ● Motivates students to express their views on the causes of poverty ● Distinguishes between absolute and relative poverty ● Encourage students to come up with examples of two types of poverty ● Reminds students of the notion of inequality in society, connects the free market and its connection to inequality ● Outlines economic policies that can reduce poverty, emphasizes knowledge as an important economic resource for economic growth. https://www.youtube.com/watch?v=hnZPP5GGk80&list=TLPQMDQwMTIwMjBZBS82eQo0_g&index=1	Middle East – rising oil prices, conflicts in Ukraine – political destabilization in relations with Russia, rising gas prices, information of society-citizens' initiatives in the EU-water as a human right), agreeing that poverty is a global problem, famines in African countries, child labour in Asian countries, homelessness in all cities in the world, understanding the difference between absolute and relative poverty, agreeing that the free market necessarily produces inequalities, and seeing the important role of the state in reducing these inequalities, being of the opinion that poverty can be eradicated with the political will of the rich	10
● Systematizes teaching materials ● Actively participates in the systematization of the material	Communication competence. Report delivery and communication interaction: public speaking, discussion, visual presentation of a concept.	10

https://www.youtube.com/watch?v=hnZPP5GGk80&list=TLPQMDQwMTIwMjBZBS82eQo0_g&index=1

POVERTY REDUCTION POLICIES:
Each of these policies helps a number of people avoid poverty, but none are perfect.

1. Minimum wage laws
2. Social welfare, low-income supplement, assistance to those who are sick and disabled.
3. Negative income tax – each family reports their income to the state, high-income families pay tax on that income, while low – income families receive a subsidy, in other words, they would pay negative tax.
4. Transfers in kind – direct provision of certain goods and services to raise the standard of living amongst homeless people.

BEWITCHED POVERTY CIRCLE (graphic)





Lesson No. 2

	Problems of the population
Note	Age: 17–18 Geography / Topics: urbanization, settlements, population
Teacher/trainer/author	Živilė Laurutienė, Senior Geography teacher
Topic	Problems of Population and Social Business Opportunities in my City
Objectives and outcomes	1. Students use statistics to describe the distribution of the world population on global, regional, and local levels. 2. Students estimate the determinants of population density using world maps of natural resources and population density. 3. Students work in groups to find problems that are faced by their local population. 4. Working in groups, students offer ideas for social enterprises in their local area. The students will learn about population distribution in the world and the factors that determine population density. They will learn about problems faced by local residents and of the opportunity to develop a social enterprise to solve existing problems.
Material	Maps, tables of statistical data, internet connection, multimedia, markers and white paper.
Duration	45 min. Note: The prepared lesson plan is for 45 min., but it can be extended to 90 min. if desired.

Lesson procedure	Step-by-step description of the lesson (T – teacher / S – students / T/S – activities)	Skills/Competences	Duration (minutes)
Promoting students' curiosity	T – Three sheets with words: YES, NO, I DON'T KNOW hang in different corners of the classroom. Ask students to stand up. Ask a question related to the lesson topic. S – Students stand near the sheet of paper that displays their answer. Ask 3–4 questions in this manner. After the last question, ask students what they think the topic of the lesson will be.	Cognitive competence. Critical thinking: students evaluate the questions asked and make decisions based on their knowledge and understanding.	3
	T – Presents the subject of the lesson, topics, and tasks. S – Work in pairs. Students are given tables of statistical data. They analyse population distribution at the global, regional, and local levels. T – Asks students to present analyses of population distribution at global, regional, and local levels.	Data- analysis competence and cultural literacy: analysing, comparing and contrasting data of social processes in different countries, regions and continents.	2 5
	S – A volunteer from each pair describes the global, regional, and local distribution of the world's population. Other pairs can add more information. T – Asks students to change partners.	Cognitive competence. Subject knowledge and skills: students improve their skills in reading and interpreting geographical	3 3

	S – Students change partners. Students use world maps of natural resources and population density and estimate the determinants of population density. Write the determinants of population density in the paper. A volunteer from each pair hangs a piece of paper with the determinants of population density on the wall. Other pairs add more information. T – Students are placed into teams of 5. Each student gets a role (2 researchers, a secretary, 2 presenters). S – Each team gets a large white paper and markers. Write down problems that locals face (group opinion or information found on the internet) on one side of the sheet. On the other side of the sheet, the group writes ideas of social enterprises which could help solve the problem(s) faced by local people. Each team should have a minimum of three arguments to explain their group's social enterprise or social initiative idea. S – Each team presents their work. Other teams can ask questions and offer more ideas.	maps. <u>Creativity competence.</u> Research/Development: identifying problems, generating social enterprise ideas, evaluating own and other groups' presentations.	5 12 8
Students' reflection /evaluation	Evaluation - Organizing evaluations and accumulative assessment. Encourage and recognize students who were actively involved. Reflection - Using the YES, NO, I DON'T KNOW sheets of paper, ask students the same questions from the beginning of the lesson. Students stand near the sheet of paper that displays their answer. After each question, ask students if their answer matches the answer they gave at the beginning of the lesson.	<u>Creativity and data analysis competences.</u> Evaluation and reflection: students evaluate how their understanding and opinions have changed in relation to the content and activities of the lesson.	4

Lesson No. 3

Note	Age: 15–16 Integrated History/Economics lesson
Teacher/trainer/author	Vaida Jankūnienė, History teacher methodologist Danutė Bitytė, Economics teacher methodologist
Topic	Integrated History/Economics lesson: "Our social enterprise"
Objectives and outcomes	1 Teamwork 2 Critical thinking 3 Objective analysis of their local economic situation.
Material	Laptop, multimedia, handouts, pens and pencils.

Duration	90 mins

Lesson procedure	Step-by-step description of the lesson (T – teacher / S – students / T/S – activities)	Skills/Competences	Duration (minutes)
Introduction Main Activity	• T explains the aim of the lesson • S repeat the main facts and concepts of the first industrial revolution • T explains the current economic situation in the world and in Lithuania. • S remember Economic lessons and SE ideas. Students work in groups of 4–5. They are given handouts. They discuss and create an imaginary SE in Radviliškis. This integrated topic is divided into two lessons: 1 First lesson - teamwork and creating an SE. 2 Second lesson – students present their imaginary SEs.	<u>Cognitive competence.</u> Subject knowledge and skills: description of historical, economic and social entrepreneurship phenomena and processes. <u>Creativity competence.</u> Generating/creating: creating an imaginary social enterprise by choosing innovative solutions.	15 30
Students' reflection/ evaluation	S – present their imaginary SE T – prepares a questionnaire over the topic S – provide answers S – ask questions about SE after each group presentation T – summarizes the topic of the lesson	<u>Communication competence.</u> Presentation and communication interaction: by presenting their social business ideas to the class, students develop public speaking skills and confidence in sharing their work with others.	30–40 5

Annex to lesson plan No 3

What kind of social business would you create? Explain why.	
Where would you get money to start the business?	
What measures need to be taken to create the business (premises, facilities, transport, labour)?	
What expenses are you planning for? How much profit do you expect?	
Potential problems and barriers to	

the social business	

Lesson No. 4

	Philanthropy in historic context
Note	Age: 16–17 History lesson
Teacher/trainer/author	Vaida Jankūnienė, History teacher methodologist Danutė Bitytė, Economics teacher methodologist
Topic	SE in Lithuania in the current time
Objectives and outcomes	The main goal of this integrated lesson is for students to know more about SE in Lithuania. They will be able to explain that companies are not only for benefits and profits, but they can also be for philanthropy and donations too. 1 Work in pairs 2 Work individually
Material	Laptop, handouts, internet, students' mobile phones.
Duration	45 min.

Lesson procedure	Step-by-step description of the lesson (T – teacher / S – students / T/S – activities)	Skills/Competences	Duration (minutes)
Introduction Main Activity	• T (History) explains the aim of the lesson: SE in Lithuania. • S review the main facts and concepts of the first industrial revolution in the 19th century. • S name 5 main differences between first industrial revolution companies and that are they today. Example: Companies 19th — Companies 21st 1. — 1. 2. — 2. 3. — 3. 4. — 4. 5. — 5. • T (Economics) quickly explains SE situation in Lithuania (What is SE? Why do we need SE? etc.). Students work in pairs. They receive handouts with the task and use the internet and their mobile phones. Students research the SE logo that is on the handout. They determine what kind of activity the SE is involved in (service, production, etc.).	<u>Cognitive competence.</u> Subject knowledge and skills: review of knowledge of history, economics, comparison of past and present phenomena. <u>Creativity competence.</u> Exploration: students explain the differences between SEs and companies with profit. <u>Data-analysis competence:</u> develop domain knowledge, critical-thinking, communication and problem-solving abilities	15 20
Students' reflection /evaluation	T – assess students' answers. S – students can supplement each other's answers.	<u>Communicative competence:</u> able to assess and present	10

	S – provide generalizations on the topic of this lesson. Homework: find an SE in Radviliškis and make a short presentation about it.	their ideas	

Lesson No. 5

	Entrepreneurship in creating texts		
Note	Age: High school students (ages 16–19, Grade 10) Social studies and Economy		
Teacher/trainer/author	Berenice Carbone, English and Literature teacher, Humanities and Social studies teacher,		
Topic	From Idea to Implementation		
Objectives and outcomes	1. **Knowledge:** a. Understand the basic concepts of entrepreneurship and innovation. b. Learn about different business models and their characteristics. c. Understand the main stages of starting a business. 2. **Skills:** a. Develop a business idea and assess its feasibility. b. Plan and effectively present a business plan. c. Apply marketing strategies and financial management principles. 2. **Abilities:** a. Collaborate in a group to create a business project. b. Use digital tools for design and presentation of ideas. c. Develop problem-solving and decision-making skills. The focus is on understanding and applying the principles of entrepreneurship, from generating and evaluating business ideas to planning and launching a business. The UDA aims to provide students with knowledge, skills, and practical experience in entrepreneurship as well as develop writing skills.		
Material	Blackboard, exercise books, pencils, laptop, multimedia		
Duration	120 min.		
Lesson procedure	Step-by-step description of the lesson (T – teacher / S – students / T/S – activities)	Skills /Competences	Duration (minutes)

1. Introduction Main activities Evaluation Conclusion & Homework	T - Overview of the session's objectives and agenda. Warm-up Activity T/S Icebreaker to encourage creative thinking (e.g., "What if?" questions) T- Lecture: Idea T/S- Presentation on brainstorming techniques (mind mapping, SCAMPER, etc.). Sharing & Discussion Generation S-Group Brainstorming Students form groups and use the techniques to generate business ideas- Groups present their ideas briefly; class discussion and feedback 7. Group Activity: SWOT Analysis T- Introduction to SWOT analysis and other evaluation methods- S- Groups choose one idea and conduct a SWOT analysis to assess feasibility; - Groups present their SWOT analysis; teacher and peers provide feedback- **T/S**-Reflection and Q&A Reflection on the activity, Q&A session for clarifications. Summary of the lesson, assignment of homework. (e.g., refining the business idea).	<u>Creative Thinking and Innovation competences</u>: clearing the content of entrepreneurship, searching for entrepreneurial ideas <u>Data-analysis competence:</u> learning how to work with gained data. <u>Communication competence</u>**:** Working in groups helps students practice effective communication, negotiation, and collaboration skills, and confidently. :speaking skills, gaining confidence in delivering presentations and articulating their thoughts effectively.	5 10 10 15 10 10 10 10 10 10 10
Students' reflection /evaluation	Journals or Reflection Papers: Students write a brief reflection paper or journal entry based on the above prompts. Feedback Forms or Surveys: A structured feedback form or online survey can be used to gather students' evaluations anonymously. Group Discussion: A guided class discussion where students can share their reflections verbally.	<u>Communication competence:</u> collaboration and Teamwork Public speaking and presentation Skills	10

Lesson No. 6

	Entrepreneurship in Domestic economy
Note	Age: High school students (ages 16–19, Grade 10) Social studies and Economy
Teacher/trainer/author	Berenice Carbone, English and Literature teacher, Humanities and Social studies teacher,
Topic	Domestic Economy and the Importance of Female Entrepreneurship
Objectives and outcomes	- Understand the concept of domestic economy and its role in household management. - Explore the significance of female entrepreneurship in economic development. - Discuss the challenges and opportunities faced by women entrepreneurs. - Promoting female entrepreneurship can help reduce the gender gap in economic participation. Female entrepreneurship and Agenda 2030 are interrelated topics that play a crucial role in achieving sustainable development. Analyzing complex issues, such as the barriers to female entrepreneurship and the role of domestic economy skills in business, helps students develop critical thinking and problem-solving skills. This aligns with promoting inclusive and sustainable economic growth, full and productive employment, and fostering innovation.
Material	Whiteboard/Chalkboard-Markers/Chalk- Handouts with key concepts and discussion questions-Projector (optional, for videos or visual aids)-Case studies or articles on female entrepreneurs-laptop - multimedia
Duration	120 min.

Lesson procedure	Step-by-step description of the lesson (T – teacher / S – students / T/S – activities)	Skills/ Competences	Duration (minutes)
Introduction to Domestic Economy	**T** - Definition: Introduce the concept of domestic economy, encompassing household management, budgeting, resource allocation, and decision-making. **T/S** - Discussion: Explore how effective management of the domestic economy contributes to the overall well-being of a household. **T/S** - Historical Context: Brief overview of the traditional roles assigned to women in managing the household economy and how these roles have evolved over time.	<u>Critical Thinking:</u> Analyzing the challenges and opportunities in female entrepreneur ship.	10
Main activities	Female Entrepreneurship Definition: Challenges Faced by Female Entrepreneurs **S** - Define female entrepreneurship and discuss its significance in the modern economy. • Statistics: Present current data on female entrepreneurship globally and locally (if relevant). • Importance: Discuss the importance of female entrepreneurs in promoting economic growth, innovation, and job creation.	<u>Innovation and Communication competences:</u> Articulating thoughts in discussions and presentations and applying innovative ideas for female entrepreneurs.	10 15

	S/S - Discussion Points: Opportunities and Success Stories 1. Access to Capital: Barriers women face in securing funding. 2. Work-Life Balance: Managing entrepreneurial ventures alongside domestic responsibilities. 3. Social and Cultural Norms: How societal expectations and stereotypes can impact female entrepreneurship. 4. Networking and Mentorship: The importance of networks and mentors, and the challenges women may face in accessing these resources. The Role of Domestic Economy in Entrepreneurship **S/S** - Activity: Divide the class into small groups. Assign each group a specific challenge faced by female entrepreneurs. They will discuss the challenge, its impact, and potential solutions. Each group will present their findings to the class. **S/S** - Case Studies: Present case studies of successful female entrepreneurs. Highlight how they overcame obstacles and what factors contributed to their success. **S/S** - Discussion: Analyze common traits and strategies among successful female entrepreneurs. **T -** Video/Guest Speaker (optional): Show a video or invite a guest speaker (a local female entrepreneur) to share her experiences and insights. **S/S** - Linkage: Discuss how skills developed in managing the domestic economy can translate into successful entrepreneurship, such as budgeting, resource management, and multitasking. Conclusion and Reflection **S/S** - Reflection: Encourage students to reflect on how domestic responsibilities have prepared women for entrepreneurial roles and how these skills can be valued in the business world. Summary: Recap the key points discussed in the lesson. Reflection Questions: 1. How can society better support female entrepreneurs? 2. What can be done to encourage more women to enter entrepreneurship? 3. How can traditional domestic skills be recognized and valued in the business world?	<u>Data-analysis competence:</u> research and inquiry; investigating case studies and real-world examples. <u>Communication competence:</u> ethical reasoning, understanding the societal impact of supporting female entrepreneurship Cultural Awareness: Recognizing the role of cultural norms in shaping entrepreneurial opportunities.	20 20 15

Students' reflection/ evaluation	Assignment: Write a short essay on a female entrepreneur who inspires you, focusing on her journey, challenges, and achievements. Alternatively, students can create a business plan for a hypothetical business, considering how domestic skills could aid in managing the enterprise. Assessment: • Participation in class discussions and activities. • Group presentations on challenges faced by female entrepreneurs. • Reflection essay or business plan assignment.	Communication competence: collaboration and teamwork; developing public speaking and presentation skills; leadership and collaboration	30

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