GLOBAL CITIZENSHIP EDUCATION (GCED)

TEACHERS' MANUAL

**TEACHERS' MANUAL FOR CAPACITY BUILDING
WORKSHOP IN GLOBAL CITIZENSHIP EDUCATION (GCED)**

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FOREWORD

In an increasingly interconnected and interdependent world, Global Citizenship Education (GCED) has become more important than ever. As our societies face global challenges such as climate change, inequality, and conflicts, fostering global citizenship is essential to building a peaceful, just, and sustainable future. GCED empowers individuals to think critically, respect diversity, and take active roles in creating positive change in their communities and beyond. This manual has been designed to provide educators, facilitators, and policymakers with the knowledge and tools necessary to integrate GCED into teaching and learning processes. Through this manual, participants will explore key GCED concepts, including human rights, cultural diversity, sustainable development, and digital citizenship, while developing practical strategies for promoting active participation and critical thinking among learners. The manual reflects the collaborative efforts of experts in education, civic engagement, and international development. It is structured to be adaptable for various contexts and learning environments, ensuring that the values of global citizenship can be cultivated across diverse settings. As you engage with the content and activities in this manual, we encourage you to reflect on your role as an educator and change agent. We hope this resource inspires you to foster a sense of global responsibility among your learners, equipping them with the skills and mindsets to contribute to a more inclusive and equitable world. We extend our sincere gratitude to all contributors who have made this manual possible. Together, we can advance the transformative power of education and empower global citizens for a brighter future.

Gratitude
The Institute for Educational Planning and Administration (IEPA), University of Cape Coast, a Category II Centre of Excellence under the auspices of UNESCO wishes to express its deepest appreciation to the many GES Officers, particularly, the district, municipal, and metropolitan training officers and school improvement support officers who contributed immensely to the development of this training manual. IEPA is grateful for your feedback at the validation workshops.

IEPA is indebted to the Asia-Pacific Centre of Education for International Understanding (APCEIU) under the auspices of UNESCO for supporting in

varied ways the development and printing of this manual. IEPA is grateful to National Council for Curriculum and Assessment (NaCCA) for the professional and technical assistance provided.

IEPA is equally grateful to the writers and reviewers of the manual for the great work done. The timely release of the manual would not have been made without the constant coordination and facilitation role played by the IEPA management team.

DR. MICHAEL BOAKYE-YIADOM
DIRECTOR-GENERAL
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UNDER THE AUSPICES OF UNESCO

ACKNOWLEDGEMENT

Since 2016, the Asia-Pacific Centre of Education for International Understanding (APCEIU) under the auspices of UNESCO, has been working on the *Global Citizenship Education (GCED) Curriculum Development and Integration (CDI) Project* with several countries in the Asia-Pacific region. This initiative aims to incorporate Global Citizenship Education (GCED) into national curricula and share it worldwide.

APCEIU expresses great pleasure in welcoming Ghana as a partner country for the 4th Round (2022-2024) of the GCED CDI Project. Ghana has proven to be an engaged and enthusiastic partner, consistently standing out as an exemplary model in this initiative. The country's unique strengths and contributions have been instrumental to the success of the project, including the creation of educational resources for GCED.

We are especially pleased with the development of the *Teachers' Manual*, which will serve as an effective tool and pedagogical guideline for teachers to implement the GCED in their classrooms. The four units covered in this manual—(a) commitment to civility, (b) developing critical thinking and analytical skills, (c) interpersonal communicative skills and aptitude for networking, and (d) internalization of fundamental values of justice, respect, and care—are truly essential for educators and trainers for fostering inclusive, peaceful, and sustainable communities in an interconnected world.

APCEIU extends its heartfelt gratitude to the **Institute for Educational Planning and Administration (IEPA)**, with special recognition to Dr. Michael Boakye-Yiadom, the Director-General, for his unwavering leadership and guidance and Prof. Michael Amakyi for successfully initiating the project as well as Ms. Alberta Abena Kunadu Owusu and Mrs. Philomena Araba Sam for their efficient support. Our sincere appreciation also goes to every individual who dedicated their time and expertise to developing this valuable resource, particularly Prof. Alfred Ampah-Mensah and Dr. Peter Anti Party for co-authoring the manual and Mrs. Alberta Williams for supporting the committee.

We sincerely hope that the *Teachers' Manual*, tailored to the Ghanaian context, will not only enhance the knowledge, skills and capacity of Ghanaian teachers but also inspire various stakeholders such as

government and educational officials. Therefore, learners will be nurtured as more responsible, inclusive, and respectful global citizens. We look forward to Ghana's continued contributions to advancing GCED both nationally and globally.

LIM Hyun Mook
Director, APCEIU

INTRODUCTION

The goal of education is both the transmission of knowledge and the building of core values, soft skills, and attitudes of learners towards social transformation. Global citizenship education (GCED) provides a vehicle to attain the goals of education. GCED refers to lifelong education that equips citizens with knowledge, skills, traits, and attributes that impart in them a sense of belonging to a broader community and common humanity. GCED aims at enhancing the cognitive, socio-emotional, and behavioural competencies of citizens to contribute to a just, inclusive, peaceful, and sustainable world. Through the cognitive skills, citizens acquire knowledge and understanding to develop critical thinking and analytic skills and appreciate interconnectedness and interdependency of national and global events. Putting emphasis on citizens' socio-emotional domain strengthens a sense of belonging to a common humanity manifesting itself in sharing values and responsibilities and developing attitudes of empathy, solidarity and respect for differences and diversity. Promoting citizens' behavioural change is about being intentional to act responsibly to attain a more peaceful and sustainable world.

The Teachers' Manual serves as a guide for teachers to integrate GCED into the Ghanaian school curriculum. The Teachers' Manual takes cognizance of this fact and provides a framework that allows users of the manual to connect ideas across subject disciplines.

The Teachers' Manual is organised around four emergent themes from the case study conducted to examine the extent of GCED integration in Ghanaian schools. The themes focus on (a) practical application and commitment to civility, (b) standards, knowledge and interpersonal skills that empower learners to develop critical thinking and analytical skills, (c) interpersonal communicative skills and aptitude for networking and interacting with people and learn to live together, and (d) internalization of fundamental values of justice, respect, and care. The themes were identified with a clear emphasis on strengthening key elements of GCED in Ghanaian school curriculum. The Teachers' Manual provides a step-by-step guide in presenting the themes and assessing accompanying indicators against specific evidence. The organization of the manual enables it to be self-contained resource and could be used for self-study. The manual is arranged into four units.

Core Competencies to Use Teachers' Manual

Teachers are expected to demonstrate the following core competencies when they are utilizing the manual.

Self-Direction
- Establishes goals, deliverables, and able to design, develop, and deliver training programs
- Leads and guides others to develop competencies that will enhance their work as facilitators of GCED
- Assembles and leads teams to achieve established goals within deadlines
- Works independently to create and present capacity building programmes

Interpersonal Skills
- Treats others with respect, trust, and dignity
- Works well with others by being considerate of the needs and feelings of everyone
- Promotes a productive culture by valuing individuals and their contributions
- Gathers and analyses stakeholders' feedback to assist in decision making

Communication
- Communicates plans and activities in a manner that supports strategies for promoting GCED in schools
- Expresses written ideals clearly, using good grammatical form to share key concepts of GCED
- Comprehends written material with little or no help

Teamwork
- Uses appropriate interpersonal style to steer team members towards GCED specific goals
- Allocates decision making and other responsibilities to the appropriate individuals
- Organises resources to accomplish GCED related tasks with maximum efficiency

- Influences events to achieve GCED goals

Creative Problem Solving
- Identifies and collects information relevant to emerging issues in promoting GCED
- Uses appropriate problem-solving techniques to create a variety of choices
- Selects the best course of action by identifying all alternatives and makes a logical assumption

Professionalism
- Sets best practise examples
- Develops high-performance teams by establishing a spirit of cooperation and cohesion for achieving goals
- Stays current in professional development
- Contributes to and promotes the development of the profession through active participation in the community
- Provides support and expertise to other trainers to Initiate and manage GCED programs
- Ensures actions are performed and/or implemented to achieve the results of the project
- Keeps accurate project accounts

Mode of Delivery
The manual presents a variety of approaches as modes of delivery aimed at transferring knowledge and skills to learners during the academic year. Teachers will have the opportunity to be their own critical friends to assess themselves and actively come out with a strategic plan to ensure the effective delivery of the contents of the manual. Examples of some of the approaches to be adopted include:
- the use of role play
- videos
- debates
- discussions
- think-pair-share
- use of case studies
- presentations

- group and individual work.

UNIT ONE
COMMITMENT TO CIVILITY

Overview

In this unit, you will be introduced to the framework of being intentional to commit to civility. The unit seeks to provide insight into the defining elements of fostering learners' commitment to civility. A brief definition of civility is provided for a common understanding of the meaning of civility in this unit.

In the unit are suggested guided activities to highlight the key themes for each of the defining elements of commitment to civility. The principal activities to be adopted by the teachers include reflections and discussions on

- skits – creating short performances to project salient lessons in commitment to civility
- role plays – acting out situations to bring out key issues of commitment to civility
- case studies – using narratives to identify and address problems of practice in commitment to civility
- videos – showing selected videos to project key ideas of commitment to civility

Learning Outcomes

The teacher invites learners to volunteer to read through the learning outcomes.

The teacher leads in the discussion of each learning outcome and assist the learners to demonstrate clear understanding of the learning outcomes.

The learners may be invited to state in their own words what they are going to accomplish at the end of the Unit.

At the end of the Unit, learners will

- describe civility and give at least three examples of the importance of civility in interpersonal interactions
- identify helping behaviours that promote civility in the school environment.

- give at least three examples of structures that foster civility in the school environment.

Activity 1: Using Ice Breaker
Teachers are to select an ice breaker to create a relaxing environment for learners to feel comfortable with their colleagues, to raise the energy level in the room, and to bring the learners together and focus their attention towards the stated goals.
Resources needed: A collection of ice breakers
Duration: 15 Minutes

Developing Common Understanding of Civility

Activity 2: Developing a simple definition of civility

- Teachers may utilize *think-pair-share* or *small group discussions* approach to elicit information from learners.
  Teachers may also show a video on civility practices to elicit responses from learners on what civility is.
  Teachers may use role play to highlight salient descriptors of civility and elicit information from learners about what civility is.

- Teachers instruct learners in their small groups to write down a list of words that promote behaviours that build relationship

- Teachers invite each group to present their list

- Teachers compile the presented list and assist learners to provide a brief explanation for each item
  (key words such as courtesy, politeness, consideration, respect, care, empathy should feature in the list).

- Teachers assist the learners to form a sentence using the listed words e.g.,

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- Civility addresses how learners relate to one another in the school environment and focuses on behaviours that promote courtesy, politeness, consideration, and respect.

- Civility in the school environment comprises behaviours that enable learners to positively connect with one another, building respectful relationships and empathizing

Resources: Posters and Markers, Projectors, Screen, Laptops
Duration: 20 Minutes

Attainment of Educational Goals

Teachers may adopt the following brief explanation of educational goals.
- Educational goals establish the direction for school activities, particularly in determining how learning should take place.
- Educational goals propel learners to completeness with the acquisition of relevant knowledge, skills, and disposition towards human development.
- Educational goals identify the destination for education delivery that is, equipping learners with competence to seize opportunities to address problems.
- Educational goals identify what schools seek to accomplish with and in the learner.

Activity 3: Discussion on Educational Goals
- Teachers put learners in small groups to come up with their explanations of educational goals
Teachers may also use elbow friend or think-pair-share approach for learners to come up with explanations of educational goals

- Teachers invite each group to share their explanation of educational goals

- Teachers guide learners to provide summary of educational goals

Resources: Posters and Markers
Duration: 20 Minutes

Activity 4: Watch video on educational goal attainment

The purpose is to utilize a visual aid to showcase how learners are working towards attaining educational goals

The suggested video is an example of how learners are seizing opportunities to demonstrate care and support to address a problem in society

Teachers may show video on Global Children from the website:

https://youtu.be/Z5p5mHB3dy8

(Teacher may use other videos)

In place of the video, teachers may adopt a skit or drama to demonstrate educational goal attainment.

Teachers may also use pictures/ charts to demonstrate educational goal attainment

Learners are put into small groups to discuss the video (skit, drama, pictures, chart).

The teacher may lead the discussions with the guided questions:
1. What was the video (skit, drama, pictures, chart) about?
2. What were the main themes in the video (skit, drama, pictures, chart)?
3. What are the lessons from the video (skit, drama, pictures, chart)?
4. How are the lessons connected to the attainment of educational goals?
5. Who are the beneficiaries of educational goals?

Resources: Video equipment, Posters and markers
Duration: 30 Minutes

Key points on Educational Goals

Teachers share and explain the key points on educational goals:
Educational goals may be looked at through the lens of the four pillars of learning (*Learning- The Treasure Within, UNESCO*, 1998)
1. Learning to know: to provide the cognitive tools required to better comprehend the world and its complexities, and to provide an appropriate and adequate foundation for future learning.
2. Learning to do: to provide the skills that would enable individuals to effectively participate in the global economy and society.

3. Learning to be: to provide self-analytical and social skills to enable individuals to develop to their fullest potential to become holistic persons.
4. Learning to live together: to expose individuals to the values implicit within human rights, democratic principles, intercultural understanding and respect, and peace at all levels of society and human relationships to enable individuals and societies to live in peace and harmony.

Impact of Words and Actions on Others

Teachers discuss the importance of the use of words and actions to communicate and engage with others.
Emphasis is put on the effect of our choice of words and actions on others during communication and engagement with others.
Teachers highlight the main ideas of how our choice of words and actions may be hurtful or kind towards others.

Choice of words:

Teachers explain meaning of choice of words to learners
Example: The specific words we use when we communicate with others.
Our choice of words has effect on others.

Hurtful Words
Teachers guide learners to provide meaning for hurtful words.
Teachers pose questions:
- What do you consider to be hurtful words?
- How do hurtful words make one feel?
- How do hurtful words affect relationships?

Examples of expected explanations:
1. Words that make others sad/unhappy/angry are hurtful words. They are upsetting and when a person uses any of those words, the person is communicating that he/she does not care about the other person's feelings and presence.

2. Hurtful words can alter self-image of a person and trigger insecurity and doubt in the person and consequently lower the confidence and ability of the person to carry out tasks.
3. Hurtful words also harm relationships.

Activity 5: Impact of hurtful words

Learners are put into small groups for this activity

Teachers give guidelines for tasks to be performed by the small groups:

- Recall occasions when words of other learners made you sad/unhappy/angry
- List some of those words that were used
- Invite learners to share in the larger group
- Teachers provide key takeaway – Example: Avoid the use of hurtful words

Materials needed: Posters and markers

Teachers may also use drama and skits to highlight how hurtful words are used and their impact on others

Duration: 20 Minutes

Kind Words

Teachers guide learners to provide meaning for kind words.

Teachers pose questions:

- What do you consider to be kind words?
- How do kind words make one feel?
- How do kind words affect relationships?

Examples of expected explanations:

- Words that make others happy/cheerful/excited are kind words. Kind words communicate that you care about the other person and you are interested in the person's progress.
- When a person uses kind words, the person is affirming and complimenting the other person.
- Kind words are encouraging and inspiring. The person who receives kind words has his/her confidence boosted and prepped up to excel.

- Kind words strengthen relationships as they help to build others up.

Activity 6: Impact of kind words

Learners are put into small groups for this activity

Teachers give guidelines for tasks to be performed by the small groups:

- Recall occasions when words of other learners made you happy/cheerful/excited
- List some of those words that were used
- Invite learners to share in the larger group
- Teachers provide key takeaway – Example: Develop the habit of using kind words

Materials needed: Posters and markers

Teachers may also use drama and skits to highlight how kind words are used and their impact on others

Duration: 20 Minutes

Teachers emphasize the key takeaway from the activities:
Importance of Words:
Think about the impact of your words on others before you use them.
Choice of our Actions

Teachers explain meaning of choice of actions to learners
Example: The specific actions we carry out to communicate with others.
Our choice of actions has effect on others.

Activity 7: Impact of Our Actions

Teachers show video of learners exhibiting kind actions.
The suggested video is an example of how learners are manifesting kind actions

Teachers may show video of Amazing kids of character from
https://youtu.be/d5GSpV4wmpA
(Other videos may be used)

Learners are put into small groups to discuss the video.

The teacher may lead the discussions with the guided questions:

1. What was the video about?
2. What were the kind actions exhibited in the video?
3. What are some kind actions that you can exhibit?
4. What are the lessons from the video?

Materials needed: Video equipment, Posters and markers
Duration: 45 mins

Teachers may also use drama and skits to highlight how our actions impact others

Importance of our Actions:
Think about the impact of your actions on others before you act

Promoting Civility in the School

Teachers discuss the benefits of civility in the school, especially among learners.

Teachers lead discussions (adopting brainstorming approach) to elicit from learners what promoting civility achieves. Responses from learners are written.

Teachers summarize the main ideas.
The following may be included in the main ideas:
Civility in the school

1. enables learners to develop a sense of respect for others in the school
2. teaches learners about self-awareness
3. enhances interpersonal and communication skills
4. assures positive school environment and safety.

Teachers lead discussions (adopting brainstorming approach) to elicit from learners what the absence of civility will create in the school. Responses from learners are written.

Teachers summarize the main ideas

The following may be included in the main the ideas:

Absence of civility in the school may lead to the school being perceived as hostile environment resulting in:
1. stress and frustration
2. frequent learner absenteeism
3. disrespectful behaviours such as: learners
   - yelling and swearing at each other,
   - belittling each other,
   - ridiculing and teasingly putting others down

Activity 8: Civility in Action

Teachers may use the suggested case for learner engagement.
Teachers may assign learners into small groups.
Teachers provide instruction on the tasks to be performed:
- Read and discuss the case
- Respond to the queries under the case
- Identify the lessons learned from the case

Suggested Case:

It looked like a normal morning in the home of the Arthurs. After breakfast had been served, Mrs. Arthur noticed that his son Jimmy was in no hurry to leave home to join the school bus. When Jimmy was reminded of the bus pick up time along his route, he did not show his usual urgency to be on time and not miss the bus. Jimmy was running late and yet showed no signs of hurrying up to go to school. Mrs. Arthur was becoming worried about Jimmy's behavior and enquired if Jimmy was not going to school on that day. Jimmy indicated that he is staying

home and will not be returning to his school. A concerned Mrs. Arthur sat Jimmy down and listened to his stories of getting insulted, yelled at, and roughed up in school by some of his classmates. Jimmy expressed how he is finding it difficult to study in the school. The words of the school counsellor flashed through Mrs. Arthur's mind; victims of inappropriate behavior in school tend to have high levels of insecurity, depression, anxiety, and low self-esteem which result in poor academic performance on the part of the learner.

- What action(s) should Mrs. Arthur take?
- What can we do to promote civility in the school?

Teachers may also use drama or skit in place of case study.

Unit Summary

Teachers sum up key ideas in the form of reflection. Teachers may also use key words to compose songs, poem for the learners.

Reflections

- Civility in the school environment primarily manifests itself in language usage, non-verbal behaviours and attitudes.
- Civility encompasses the courteous use of words and etiquette based on behaviours that are polite, show regard to others, strengthens norms of respect, cooperation, promote tolerance, and foster caring, pleasant, and kind treatment.
- Civility awareness explores what needs to be eliminated or improved upon in order to establish feelings of fairness, improved morale and teamwork to make the school environment more conducive to support learning**.**
- **Civility awareness promotes acting in** restraint and in cordiality **and** not interrupting others when they are speaking and allowing them to be heard without interruption.

UNIT TWO
DEVELOPING CRITICAL THINKING AND ANALYTICAL SKILLS

Overview

The purpose of a section on critical thinking and analytical skills is multifaceted, designed to empower educators with the tools and strategies necessary to foster critical thinking and analytical skills in their students. At its core, the section provides a comprehensive framework and methodology for teaching critical thinking and analytical skills, offering practical strategies and best practices that can be seamlessly integrated into various subjects and lessons. This guidance ensures that educators can design and implement a curriculum that emphasizes critical thinking and analytical skills, aligning these objectives with broader educational standards and learning goals.

Learning Outcomes

The learning outcomes of this unit are:
1. identify standards that empower learners to develop critical thinking and analytical skills
2. develop foundational knowledge that fosters critical thinking and analytical skills
3. ascertain interpersonal skills that enable learners to develop critical thinking and analytical skills

Teaching Philosophy/ Pedagogical Approach

The teaching philosophy or pedagogical approach for teaching critical thinking and analytical skills centers on creating an environment that nurtures curiosity, encourages inquiry, and fosters a spirit of independent and reflective thinking. At the heart of this philosophy is the belief that critical thinking and analytical skills are not standalone skills but fundamental aspects of learning that permeate all areas of education. This approach emphasizes active learning, where students are not passive recipients of information but active participants in their educational journey. Teachers act as facilitators, guiding students through the process of questioning, analyzing, and evaluating information. This involves presenting real-world problems and scenarios that require thoughtful consideration and problem-solving, thereby connecting learning to practical applications.

A key element of this pedagogical approach is the use of open-ended questions and discussions. These are designed to encourage students to think deeply and articulate their reasoning. By engaging in Socratic questioning and structured debates, students learn to consider multiple perspectives, develop arguments, and challenge assumptions. This dialogic method helps students to refine their thinking processes and to understand the value of evidence-based reasoning. Differentiation is also a crucial component of this teaching philosophy. Recognizing that students come with varied backgrounds, abilities, and learning styles, the approach advocates for tailored instructional strategies that meet individual needs. This can include varied questioning techniques, personalized feedback, and scaffolded tasks that gradually increase in complexity.

Furthermore, the pedagogical approach to teaching critical thinking involves integrating technology and multimedia resources to enrich the learning experience. Digital tools and platforms can provide interactive and collaborative opportunities for students to engage with content, conduct research, and present their findings.

Assessment Techniques
Assessment in this philosophy is seen not merely as a means of evaluation but as an integral part of the learning process. Formative assessments, such as reflective journals, peer reviews, and project-based assignments, are used to provide ongoing feedback and to support students in developing their critical thinking and analytical skills. Summative assessments are designed to evaluate not just the outcome but also the process and depth of thinking demonstrated by students. Ultimately, the teaching philosophy for critical thinking and analytical skills aims to cultivate a lifelong habit of inquiry and reflection. It seeks to prepare students to navigate a complex and rapidly changing world with the ability to think critically, solve problems creatively, and make informed decisions. By fostering these skills, educators help students to become autonomous learners and engaged citizens, capable of contributing thoughtfully and responsibly to society.

How to develop Critical Thinking and Analytical Skills in learners

Developing critical thinking and analytical skills in learners is essential for their success in school and beyond. The following strategies and activities can help foster these skills:

1. Encourage Curiosity and Inquiry
- **Ask Open-Ended Questions:** Pose questions that require more than yes or no answers. For example, "Why do you think this happened?" or "What do you think will happen next?"
- **Promote Inquiry-Based Learning:** Let students explore topics by asking their questions and conducting research to find answers.
- Encourage learners to ask questions: create an activity for learners to ask thoughtful questions.
- Rewarding the curiosity efforts of learners

2. Use Problem-Based Learning
- **Real-World Problems:** Present students with real-world problems and guide them through the process of finding solutions. This approach helps them apply what they have learned in practical ways.
- **Scenarios and Case Studies:** Use scenarios and case studies relevant to the subject matter to encourage students to analyze situations and propose solutions.
- Promote portfolio building: Allow students to build portfolios for their project work that relates to principles in problem solving.

3. Integrate Collaborative Learning
- **Group Projects:** Assign tasks that require teamwork, where students must share ideas and work together to achieve a common goal.
- **Peer Teaching:** Encourage students to teach concepts to one another. This reinforces their understanding and allows them to see different perspectives.
- Gallery Walk Experience: Let learners display their group project work, and move around to appreciate and criticize their works.
- Encourage Think-Pair-Share.

4. Develop Metacognitive Skills

- **Reflection:** Have students reflect on their learning processes and outcomes. Ask them what strategies worked, what didn't, and why.
- **Think Alouds:** Model the thinking process by verbalizing your thoughts while solving a problem or analyzing a text. Encourage students to do the same.
- Paragraphing/ Retelling: Let learners paraphrase and retell stories or events.
- Sentence Completion: Let learners add to complete a stated or given sentence.

5. Incorporate Critical Thinking Exercises

- **Debates and Discussions:** Organize debates on various topics where students must present and defend their viewpoints.
- **Socratic Seminars:** Use this method to encourage deep discussion about a text or topic, asking students to support their opinions with evidence.
- Relation among concepts: Let learners explore concepts and identify the relationship.

6. Use Graphic Organizers

- **Mind Maps and Concept Maps:** Help students organize information visually to see relationships between concepts.
- **Venn Diagrams and T-Charts:** Use these tools for comparing and contrasting ideas.
- Charade: Let learners act out expressions for colleagues to tell what is being done.
- KWL Chart: Teachers solicit learner's knowledge of what they know already, what they want to know, and what they have learnt.

7. Teach Analytical Reading and Writing

- **Close Reading:** Teach students to read closely, paying attention to details, and analyzing the text for deeper meaning.
- **Analytical Writing:** Encourage students to write essays and reports that require them to analyze information and support their arguments with evidence.

8. Utilize Technology and Digital Tools
- **Online Research Projects:** Assign research projects that require students to use digital tools to gather and analyze information.
- **Interactive Simulations:** Use simulations that require critical decision-making and problem-solving.

9. Provide Constructive Feedback
- **Regular Feedback:** Give timely and specific feedback on students' work, focusing on their reasoning and problem-solving processes.
- **Peer Reviews:** Have students review and provide feedback on each other's work, fostering a collaborative learning environment.
- Exit Ticket or Evaluation: Teachers encourage learners to give feedback on what they have learnt before exiting the class.

How to incorporate Critical Thinking into a lesson – 10 Pointers

Incorporating critical thinking into a lesson for basic school students involves creating activities and questions that encourage them to analyze, evaluate, and create rather than simply remember information. Here are some steps and strategies to help integrate critical thinking into your lessons:

1. Define Learning Objectives - Set clear objectives that include critical thinking skills. For example:
    a. Students will be able to compare and contrast different ideas.
    b. Students will evaluate the reliability of different sources.
    c. Students will create a new solution to a problem.
2. Use Open-Ended Questions - Encourage students to think deeply by asking questions that cannot be answered with a simple "yes" or "no." Examples include:
    a. What do you think would happen if...?
    b. Why do you think this is important?
    c. How would you solve this problem?
3. Promote Inquiry-Based Learning - Design activities that require students to ask questions, conduct research, and present their findings. For example:
    a. Science experiments where students formulate hypotheses and test them.

b. History projects that involve researching and presenting different perspectives on an event.

4. Encourage Discussion and Debate - Facilitate class discussions and debates on various topics. This helps students to:
   a. Consider different viewpoints.
   b. Develop arguments and counterarguments.
   c. Respectfully challenge and defend ideas.

5. Use Real-World Problems - Integrate real-world problems into your lessons to make learning relevant and engaging. For example:
   a. Math problems based on real-life scenarios, like budgeting or measuring for a project.
   b. Social Studies lessons where students develop plans to reduce waste in their school.

6. Teach Thinking Strategies - Explicitly teach and practice specific critical thinking strategies, such as:
   a. Analyzing cause and effect.
   b. Identifying assumptions.
   c. Recognizing bias and perspective.

7. Incorporate Group Work - Group activities encourage collaboration and the exchange of ideas, which can enhance critical thinking. For example:
   a. Group projects where each student must contribute a different perspective or solution.
   b. Peer review sessions where students evaluate each other's work.

8. Use Visual Aids and Graphic Organizers - Tools like Venn diagrams, flowcharts, and mind maps help students organize their thoughts and see relationships between concepts.

9. Model Critical Thinking - Demonstrate your critical thinking process during lessons. Think aloud when solving problems or making decisions, showing students how to approach and think through a problem.

10. Reflect and Revise - Encourage students to reflect on their learning and the thinking process. Ask them:
    a. What did you find challenging about this activity?
    b. How did you overcome these challenges?
    c. What would you do differently next time?

11. **Application of Knowledge:** Learners should be allowed to extend the concept learnt to the outside world.

NOTE: All sample lessons should be adapted in the format for the standards-based curriculum.

Sample Activity Plan 1: Social Studies

Subject: Social Studies

Sub-strand: Analyzing the Causes and Impact of Ghana's Independence

Duration: 1 hour

Indicator: Students will develop critical thinking skills by analyzing the causes and impact of Ghana's independence. They will identify key events, evaluate their significance, and discuss their impact on the country and its people.

Learning Resources:
- Textbook or handout on Ghana's independence
- Chart paper and markers
- Graphic organizers (cause and effect chart, timeline)
- Whiteboard and markers
- Sticky notes
- Internet access for research (if available)

Performance Indicator:
- Understand key events leading up to Ghana's independence.
- Analyze the causes and effects of historical events.
- Develop critical thinking and discussion skills.

Lesson Outline:

1. Phase 1 (10 minutes):
- Begin with a brief overview of Ghana's history leading up to its independence on March 6, 1957.
- Show a short video or presentation highlighting major events and figures, such as Kwame Nkrumah.
- Pose an open-ended question: "Why do you think Ghana sought independence from British colonial rule?"

2. Phase 2 (10 minutes):
- Provide students with a handout or textbook excerpt detailing key events leading up to Ghana's independence.

- Discuss the concepts of cause and effect, using simple examples related to Ghana's struggle for independence (e.g., cause: unfair colonial policies, effect: rise in nationalist movements).

3. Phase 2: Cause and Effect Analysis (20 minutes):
- Divide students into small groups and provide each group with a cause and effect graphic organizer.
- Assign each group a different event leading up to Ghana's independence (e.g., the formation of the UGCC, the 1948 Accra Riots, the role of Kwame Nkrumah and the CPP).
- Instruct groups to identify the causes of their assigned event and its effects on the independence movement.

Steps for Group Activity:
1. **Research and Discussion:** Groups read their assigned section from the handout and discuss the causes and effects.
2. **Graphic Organizer:** Each group fills out the graphic organizer with the identified causes and effects.
3. **Presentation Preparation:** Groups prepare a brief presentation to share their findings with the class.

4. Phase 2 (10 minutes):
- Each group presents their findings to the class, using their graphic organizer as a visual aid.
- Encourage other students to ask questions and provide feedback on the presentations.

5. Phase 2 (10 minutes):
- Facilitate a class discussion on the impact of Ghana's independence. Ask questions like:
  - What were the immediate and long-term effects of independence on Ghana?
  - How did independence affect different groups within Ghana (e.g., economically, socially, politically)?
  - Can you think of any other countries that have gone through similar independence movements? How do their experiences compare to Ghana's?

- Write students' responses on the whiteboard and highlight different perspectives.

6. Phase 3 (5 minutes) – Phase 3:
- Ask students to reflect on what they learned about the importance of critical thinking in understanding historical events.
- Provide sticky notes and ask students to write one thing they found interesting and one question they still have about Ghana's independence.
- Collect sticky notes and address any common questions or misconceptions in the next class.

Assessment techniques:
- Participation in group activities and discussions.
- Completeness and accuracy of the cause-and-effect graphic organizer.
- Quality and clarity of group presentations.
- Reflection sticky notes.

Sample Activity Plan 2: Science
Performance Indicator: Students will identify the process of scientific inquiry and develop hypotheses and experiments.
Activity:

1. **Introduction:**
   o Discuss the concept of the scientific method.
   o Explain the steps: Question, Research, Hypothesis, Experiment, Analysis, Conclusion.

2. **Question:**
   o Pose an open-ended question, e.g., "What factors affect plant growth?"

3. **Research and Hypothesis:**
   o Students research different factors (sunlight, water, soil type).
   o Each student or group formulates a hypothesis, e.g., "Plants grow faster with more sunlight."

4. **Experiment:**
   - o Design an experiment to test their hypotheses.
   - o Students set up plant pots with different conditions based on their hypotheses.

5. **Analysis and Conclusion:**
   - o After a set period, students observe and record the results.
   - o They analyze the data to see if their hypotheses were correct.
   - o Each group presents their findings to the class.

6. **Discussion:**
   - o Discuss why some hypotheses were supported or not.
   - o Reflect on what they learned and how they can apply the scientific method to other questions.

How to incorporate Analytical Skills into a lesson – 9 Pointers

Incorporating analytical skills into a lesson involves creating activities and questions that encourage students to examine information closely, identify patterns, draw conclusions, and make reasoned judgments. Here's a structured approach to help integrate analytical skills into your lessons:

1. Set Clear Objectives - Define what analytical skills you want your students to develop. For example:
   a. Identifying key information.
   b. Comparing and contrasting different ideas or objects.
   c. Making inferences based on data or text.
   d. Recognizing cause and effect relationships.
2. Use Varied Reading Materials - Provide students with different types of texts (stories, articles, charts, graphs) and ask them to:
   a. Identify the main idea and supporting details.
   b. Summarize the information.
   c. Compare and contrast different texts on the same topic.
3. Incorporate Problem-Solving Activities - Design activities where students need to analyze information to solve problems. For example:
   a. Math problems that require breaking down complex problems into simpler steps.

b. Science experiments where they need to interpret data and make conclusions.
4. Encourage Data Analysis - Give students opportunities to work with data. For example:
   a. Have them collect and analyze data from a simple survey or experiment.
   b. Teach them how to create and interpret graphs and charts.
5. Teach How to Evaluate Information - Show students how to evaluate the credibility of sources and the quality of information. For example:
   a. Discuss how to distinguish between fact and opinion.
   b. Evaluate different sources of information on a given topic.
6. Use Graphic Organizers - Graphic organizers like Venn diagrams, T-charts, and flowcharts help students organize information and see relationships. For example:
   a. Use a Venn diagram to compare and contrast two concepts.
   b. Use a T-chart to list the pros and cons of a decision.
7. Incorporate Group Work and Discussions -Group activities and discussions can enhance analytical skills by allowing students to hear different perspectives and refine their ideas. For example:
   a. Group projects that require research and analysis.
   b. Class discussions where students analyze characters' motives in a story.
8. Model Analytical Thinking -Demonstrate how to approach analytical tasks by thinking aloud as you analyze a text or solve a problem. Show them the steps you take to break down and understand the material.
9. Provide Practice with Feedback - Give students regular practice with analytical tasks and provide constructive feedback. For example:
   a. Assign short analysis exercises and provide specific feedback on their reasoning and conclusions.
   b. Encourage peer review and discussion of each other's work.

Sample Activity Plan 3: Social Studies
Performance Indicator: Students will develop analytical skills by examining the causes and effects of a historical event, such as Ghana's independence.

Learning Resources:
- Textbook or handout on Ghana's independence
- Chart paper and markers
- Graphic organizers (cause and effect chart, timeline)
- Whiteboard and markers

Lesson Outline:
1. Phase 1 (10 minutes):
- Begin with a brief overview of Ghana's history leading up to its independence.
- Show a short video or presentation highlighting major events and figures, such as Kwame Nkrumah.
- Pose an open-ended question: "Why do you think Ghana sought independence from British colonial rule?"

2. Phase 2 (10 minutes):
- Provide students with a handout or textbook excerpt detailing key events leading up to Ghana's independence.
- Discuss the concepts of cause and effect, using simple examples related to Ghana's struggle for independence (e.g., cause: unfair colonial policies, effect: rise in nationalist movements).

3. Phase 2: Cause and Effect Analysis (20 minutes):
- Divide students into small groups and provide each group with a cause and effect graphic organizer.
- Assign each group a different event leading up to Ghana's independence (e.g., the formation of the UGCC, the 1948 Accra Riots, the role of Kwame Nkrumah and the CPP).
- Instruct groups to identify the causes of their assigned event and its effects on the independence movement.

Steps for Group Activity:
1. **Research and Discussion:** Groups read their assigned section from the handout and discuss the causes and effects.
2. **Graphic Organizer:** Each group fills out the graphic organizer with the identified causes and effects.
3. **Presentation Preparation:** Groups prepare a brief presentation to share their findings with the class.

4. Phase 2 (10 minutes):
- Each group presents their findings to the class, using their graphic organizer as a visual aid.
- Encourage other students to ask questions and provide feedback on the presentations.

5. Phase 2 (10 minutes):
- Facilitate a class discussion on the impact of Ghana's independence. Ask questions like:
  - What were the immediate and long-term effects of independence on Ghana?
  - How did independence affect different groups within Ghana (e.g., economically, socially, politically)?
  - Can you think of any other countries that have gone through similar independence movements? How do their experiences compare to Ghana's?
- Write students' responses on the whiteboard and highlight different perspectives.

6. Phase 3 (5 minutes):
- Ask students to reflect on what they learned about the importance of analytical skills in understanding historical events.
- Provide sticky notes and ask students to write one thing they found interesting and one question they still have about Ghana's independence.
- Collect sticky notes and address any common questions or misconceptions in the next class.

Assessment Techniques:
- Participation in group activities and discussions.

- Completeness and accuracy of the cause and effect graphic organizer.
- Quality and clarity of group presentations.
- Reflection sticky notes.

Subject-Based Sample Activities:
1. **Science: Experiment Analysis**
   Activity: Conduct a simple experiment and have students predict outcomes, observe results, and analyze why the outcomes occurred.
   Skills Developed: Hypothesis formulation, observation, data analysis, and concluding.

2. **History: Cause and Effect Chart**
   Activity: Study a historical event and create a cause and effect chart to identify key events and their impacts.
   Skills Developed: Understanding historical context, analyzing causes and effects, and synthesizing information.

3. **Math: Problem Solving**
   Activity: Present a real-world math problem (e.g., budgeting for a class trip) and have students work in groups to solve it, explaining their reasoning at each step.
   Skills Developed: Analytical thinking, problem-solving, and logical reasoning.

4. **English Language: Reading Comprehension**
   Activity: Read a story and analyze the motivations, actions, and development of a character, supporting conclusions with evidence from the text.
   Skills Developed: Critical reading, text analysis, and evidence-based reasoning.

Tips for Teachers:
- **Foster a Safe Learning Environment:** Create a classroom atmosphere where students feel comfortable expressing their thoughts and making mistakes.

- **Be a Facilitator:** Guide students through the thinking process without giving them all the answers. Encourage them to explore and discover.
- **Use Varied Assessment Methods:** Assess students' critical thinking and analytical skills through various methods such as essays, projects, presentations, and discussions.

UNIT THREE

INTERPERSONAL COMMUNICATIVE SKILLS
AND APTITUDE FOR NETWORKING

Overview

In this section, we explore the incorporation of the essential components of interpersonal communicative skills and the aptitude for effective networking during instructional sessions. Recognizing that communication is the cornerstone of meaningful relationships and professional success, this guide delves into the nuances of verbal and non-verbal interactions, active listening, empathy, and assertiveness. We aim to provide educators with the tools and techniques necessary to foster these skills in their students, enabling them to build and maintain strong, productive networks. This section equips teachers with the knowledge and resources to guide their students in developing robust communicative competencies and a proactive networking mindset. By mastering these skills, students will be better prepared to navigate the complexities of personal and professional interactions, thereby enhancing their opportunities for success in various fields.

Learning Outcomes

The learning outcomes of this unit are:

1. develop various interpersonal communicative skills that help people to live together.
2. develop diverse aptitudes for networking and interacting with people.

Teaching Philosophies

Teaching interpersonal communicative skills and aptitude for networking demands a teaching philosophy rooted in empathy, active engagement, and a commitment to holistic development. This philosophy centers on the belief that effective communication and networking are not just skills to be learned, but integral aspects of personal and professional growth. Four key elements to consider are:

1. **Student-Centered Learning**
   At the heart of this teaching philosophy is a student-centered approach. Recognizing that each student brings unique experiences, perspectives, and abilities to the classroom,

educators should tailor their teaching methods to meet individual needs. This involves creating an inclusive environment where students feel valued, heard, and supported. Encouraging self-directed learning empowers students to take ownership of their development, fostering a sense of responsibility and motivation.

2. **Constructivist Approach**

   A constructivist approach to teaching emphasizes learning as an active, constructive process. Students build on their existing knowledge through experiences and reflection. In the context of interpersonal communicative skills, this means facilitating opportunities for students to engage in meaningful interactions, experiment with different communication strategies, and learn from their successes and mistakes. Constructivist teaching encourages critical thinking and problem-solving, essential components of effective communication and networking.

3. **Reflective Practice**

   Incorporating reflective practice into the teaching philosophy is crucial. Encouraging students to reflect on their communication experiences helps them develop self-awareness and insight into their strengths and areas for improvement. This reflective process should be supported by structured activities such as journaling, peer feedback sessions, and guided discussions. By reflecting on their interactions, students can better understand the impact of their communication style and adapt to different contexts.

4. **Humanistic Education**

   A humanistic educational philosophy, which emphasizes the development of the whole person, is particularly relevant for teaching these skills. This approach focuses on nurturing students' emotional, social, and cognitive abilities, promoting self-esteem, empathy, and interpersonal understanding. By addressing the emotional and psychological aspects of communication, educators can help students build meaningful, authentic relationships and networks.

Pedagogical Strategies

Teaching interpersonal communicative skills and aptitude for networking requires a multifaceted approach, combining various pedagogical strategies to address the diverse needs of students. Here are the key pedagogies necessary to effectively impart these crucial skills:

1. **Experiential Learning:** Experiential learning is paramount in teaching communicative skills. Through role-playing scenarios and simulations, students can practice real-life interactions in a safe environment. These activities allow students to experiment with different communication strategies, receive feedback, and reflect on their performance, leading to deeper understanding and improvement.

2. **Collaborative Learning:** Collaborative learning fosters teamwork and interpersonal connections. Group projects and peer-to-peer interactions encourage students to engage with one another, facilitating the development of communication and networking skills. This method not only enhances verbal and non-verbal communication but also teaches students how to navigate group dynamics and build effective professional relationships.

3. **Reflective Practice:** Encouraging students to engage in reflective practice helps them gain insights into their communication styles and areas for improvement. Journaling, self-assessment exercises, and guided reflection sessions allow students to critically analyze their interactions and develop a more profound self-awareness, which is essential for effective networking.

4. **Direct Instruction and Modeling:** Direct instruction and modeling by the teacher play a crucial role in demonstrating effective communication techniques. Educators should model exemplary communication behaviors, such as active listening, empathy, and assertiveness. Through observation and imitation, students can learn and internalize these skills.

5. **Feedback and Coaching:** Regular, constructive feedback is essential for skill development. Teachers should provide personalized feedback on students' communication efforts,

highlighting strengths and suggesting areas for improvement. Additionally, one-on-one coaching sessions can offer targeted support, helping students refine their abilities and build confidence.

6. **Integrating Technology:** Utilizing technology can enhance the teaching of communicative skills and networking aptitude. Online discussion forums, video conferencing simulations, and digital collaboration tools provide platforms for students to practice and hone their skills in virtual environments. This integration prepares students for the increasingly digital nature of modern communication and networking. In the absence of online forums and video conferencing simulations, pictures, charts, role plays and other technological tools should be used.

7. **Cultural Competence Training:** In today's globalized world, cultural competence is a vital component of effective communication and networking. Educators should incorporate cultural competence training into their curriculum, exposing students to diverse perspectives and teaching them to navigate cross-cultural interactions with sensitivity and respect.

8. **Scenario-Based Learning:** Scenario-based learning presents students with specific, context-rich situations that require problem-solving and communication. By working through these scenarios, students can apply theoretical knowledge to practical situations, developing their ability to communicate effectively and network in various contexts. Examples such as how to respond to floods, fire outbreaks, and sexual harassment can be used.

9. **Mentorship Programs:** Implementing mentorship programs connects students with experienced professionals who can provide guidance, support, and real-world insights into effective communication and networking. These relationships offer students valuable opportunities to learn from role models and gain practical advice on building professional networks. Examples such

as career days in schools and imitating various professions can be used.

Assessment Techniques

Assessing interpersonal communicative skills and aptitude for networking involves a comprehensive approach that captures the multifaceted nature of these abilities. Employing a variety of assessment techniques ensures a well-rounded evaluation of students' competencies in real-world contexts. One effective method is through observational assessment, where teachers watch students engage in role-plays, group discussions, and networking simulations. This technique allows for real-time evaluation of both verbal and non-verbal communication skills. Using a structured rubric with criteria such as clarity of expression, body language, and responsiveness helps maintain objectivity and consistency.

How to incorporate Interpersonal Communicative Skills in a lesson

Developing interpersonal communicative skills in the classroom involves creating an environment that encourages interaction, collaboration, and respectful communication. Here are several strategies to help foster these skills:

1. Create a Positive Classroom Environment
- **Encourage Respect and Empathy:** Model and reinforce respectful communication. Teach students to listen actively and consider others' perspectives.
- **Set Clear Expectations:** Establish norms for how students should communicate with each other, including using polite language, taking turns, and maintaining eye contact.

2. Use Collaborative Learning Activities
- **Group Projects:** Assign tasks that require teamwork, where each member has a role. This helps students learn to cooperate and communicate effectively.
- **Pair and Share:** Regularly use activities that involve students working in pairs to discuss a topic or solve a problem together.
- **Rotating Roles:** In group activities, rotate roles such as leader, note-taker, or presenter, so all students get to practice different communication skills.

3. Teach Active Listening

- **Listening Exercises:** Include activities where students practice summarizing what their partner has said, asking clarifying questions, and providing feedback.
- **Role-Playing:** Use role-playing scenarios to practice listening and responding appropriately in various situations.

4. Incorporate Discussion and Debate

- **Class Discussions:** Facilitate structured discussions on various topics. Encourage students to express their opinions and listen to others.
- **Debates:** Organize debates on age-appropriate topics. Teach students how to construct arguments, present them clearly, and respectfully counter opposing views.

5. Implement Social-Emotional Learning (SEL) Activities

- **Emotion Sharing:** Use activities where students share how they are feeling and why. This promotes empathy and understanding.
- **Conflict Resolution Skills:** Teach and role-play strategies for resolving conflicts, such as negotiation and finding win-win solutions.

6. Use Communication-Building Games

- **Games like "Telephone" or "Charades":** These can be fun ways to practice clear and effective communication.
- **Team-Building Activities:** Games that require students to work together to solve a problem or complete a task can enhance communication and collaboration skills.

7. Integrate Technology

- **Collaborative Tools:** Use digital platforms like Google Docs for group projects, where students need to communicate and coordinate online.
- **Video Projects:** Have students create video presentations or reports, which can help them practice verbal communication and teamwork.

8. Provide Feedback and Reflection Opportunities

- **Peer Feedback:** Teach students how to give and receive constructive feedback. Create opportunities for peer reviews and discussions.
- **Self-Reflection:** Encourage students to reflect on their own communication skills and set goals for improvement.

9. Model Effective Communication

- **Teacher as a Role Model:** Demonstrate effective communication through your interactions with students. Show active listening, clear speaking, and respectful dialogue.
- **Guest Speakers:** Invite guest speakers to talk about their experiences and demonstrate effective communication skills.

Sample Activity Plan 1: English Language
Objective: Students will develop interpersonal communicative skills through collaborative storytelling.
Activity:
1. **Introduction:**
   o Explain the importance of communication skills in both academic and personal life.
   o Introduce the activity: creating a collaborative story.

2. **Group Formation:**
   o Divide students into small groups of 4-5.

3. **Story Creation:**
   o Each group creates a story together. Assign roles such as writer, illustrator, presenter, and editor.
   o Encourage them to discuss their ideas, listen to each other, and make decisions collaboratively.

4. **Presentation:**
   o Each group presents their story to the class.
   o After each presentation, have a Q&A session where other students can ask questions about the story and the process.

5. **Discussion and Reflection:**
   o Discuss what communication strategies worked well and what challenges they faced.
   o Ask students to reflect on their contributions and how they can improve their communication skills.

How to incorporate Aptitude for Networking in a lesson

Incorporating an aptitude for networking in a basic school class involves teaching students how to build and maintain relationships, collaborate effectively, and understand the value of connections. Here are several strategies to help foster these skills:

1. Foster a Collaborative Classroom Environment

- **Encourage Teamwork:** Use group projects and activities to help students learn to work together, share responsibilities, and build trust.
- **Classroom Jobs:** Assign classroom roles that rotate regularly to allow each student to interact with different classmates.

2. Teach Communication Skills

- **Active Listening:** Teach students to listen actively and respond thoughtfully to others. Role-play listening exercises and discussions.
- **Effective Speaking:** Encourage students to express their ideas clearly and confidently. Practice public speaking through presentations and storytelling.

3. Promote Social-Emotional Learning (SEL)

- **Empathy and Understanding:** Use activities that promote empathy, such as sharing feelings or discussing how different situations might make others feel.
- **Conflict Resolution:** Teach students how to resolve conflicts peacefully and how to negotiate and compromise.

4. Use Technology to Connect

- **Online Collaborations:** Use digital tools like Google Classroom or other collaborative platforms to work on projects with classmates.
- **Virtual Pen Pals:** Partner with another class from a different school or country to exchange letters or emails, fostering global connections.

5. Encourage Co-curricular Participation

- **Clubs and Sports:** Encourage students to join clubs, sports teams, or other co-curricular activities where they can meet new people and work together towards common goals.
- **Community Service:** Organize community service projects that involve working with different groups within the community.

6. Model Networking Behavior

- **Teacher as a Role Model:** Demonstrate how to network by introducing students to guest speakers, community leaders, or other educators.
- **Guest Speakers:** Invite guest speakers from various professions to talk about the importance of networking in their careers.

7. Create Opportunities for Peer Interaction

- **Buddy Systems:** Pair older students with younger students for mentoring and support.
- **Group Discussions:** Regularly organize group discussions on various topics, encouraging students to share their ideas and listen to others.

8. Teach Online Etiquette and Safety

- **Digital Citizenship:** Educate students on how to communicate respectfully online, the importance of privacy, and how to build a positive online presence.

9. Incorporate Networking Lessons into the Curriculum

- **Career Days:** Organize career days where students can learn about different professions and the importance of networking.
- **Networking Skills Workshops:** Conduct workshops that focus on skills like making introductions, asking questions, and following up with contacts.

Sample Activity Plan 2: Social Studies

Objective: Students will develop networking skills by learning how to connect and collaborate with peers and community members.

Activity:

1. **Introduction:**
   o Explain the concept of networking and its importance in personal and professional life.
   o Discuss examples of how people use networking in different careers.
2. **Group Activity:**
   o Divide students into small groups and assign each group a community project, such as planning a school event or a community clean-up.
   o Encourage them to identify resources and people who can help them with their project.
3. **Research and Planning:**
   o Each group researches and makes a list of potential contacts (e.g., school staff, local businesses, parents) who can assist with their project.
   o Plan how they will approach these contacts, what they will say, and how they will follow up.
4. **Role-Playing:**
   o Role-play different networking scenarios, such as making an introduction, asking for help, and following up with a thank-you note.
   o Practice these scenarios within their groups.
5. **Project Execution:**
   o Groups carry out their projects, utilizing their networking plans.
   o Encourage them to document their interactions and reflect on what worked well and what could be improved.
6. **Presentation and Reflection:**
   o Each group presents their project to the class, sharing their experiences with networking.
   o Discuss as a class what they learned about building and maintaining connections.

Hints for the Teacher

- Establish a classroom atmosphere where students feel comfortable expressing themselves and making mistakes. Encourage open dialogue and mutual respect.
- Use icebreakers and team-building activities to help students get to know each other and build trust.
- Demonstrate active listening, empathy, and clear articulation in your interactions with students.
- Share examples of successful networking and communication from your own experiences or professionals in various fields.
- Design activities that require active participation, such as group discussions, debates, and role-playing scenarios.
- Give shy or reluctant students specific roles or tasks to help them engage more comfortably.
- Provide opportunities for students to practice networking in real settings, such as inviting guest speakers, organizing networking events, or participating in industry conferences.
- Encourage students to join professional organizations, attend workshops, and engage in community activities.

UNIT FOUR

INTERNALIZATION OF FUNDAMENTAL VALUES
OF JUSTICE, RESPECT, AND CARE

Overview

This unit focuses on helping learners to identify and uphold the values that underpin their actions in the school environment. **One's values are the beliefs and convictions that drive the actions of the person and inform the types of decisions and choices the person makes in life.** Values serve as guiding principles and equip a person with the necessary disposition when acting, especially when relating to others. Being aware of one's values enables the person to live a values-centered life, being guided by principles, supporting and promoting just causes, respecting and protecting the right to life of others, and caring for all. **Living the core values of justice, respect, and care equips learners with a sense of responsibility and accountability towards relating to all with fairness, according respect to all, and treating others with dignity.** These core values are the foundation on which the learner operates from. The core values define the disposition of the learner – a just and benevolent person. The learner seeks to not only act justly, but also not to allow injustice to prevail. The leaner shows empathy and compassion and is concerned about the good of the other person.

Learning Outcomes

The teacher allows learners to read the proposed learning outcomes individually and pair up to discuss the key points they perceive and identify other issues they think should be part of the learning outcomes. The teacher then leads learners to finalise the learning outcomes for the session. The teacher encourages volunteers to read through the learning outcomes. The following are the proposed learning outcomes for discussion.

At the end of the Unit, learners will:
- identify situations where learners will be called upon to be accepting and inclusive in their behaviours.
- demonstrate skills to address issues of bullying, discrimination, exclusion, harassment and unfairness in the school environment.

- create supporting structures to enable learners to express self-esteem without putting down others.

Activity 1
Ice Breaker
Teacher introduces an icebreaker for the purpose of creating a relaxed environment for learners and also create an opportunity for learners to reflect on the distinction between values and beliefs and identifying some core values
Resources needed: A collection of ice breakers
Duration: 15 mins

Activity 2: Deepening our understanding of the values of justice, respect and care
- Teacher leads learners to brainstorm the meaning of the three values – justice, respect and care (10 mins)
- Teacher leads a brief discussion on each value, providing a definition and some examples. Teacher encourages learners to share their initial thoughts on what these values mean to them.

Teacher may show this picture to further illustrate the value of justice

Equality
The assumption is that **everyone benefits from the same supports**. This is equal treatment.

Equity
Everyone gets the supports they need (this is the concept of "affirmative action"), thus producing equity.

Justice
All 3 can see the game without supports or accommodations because **the cause(s) of the inequity was addressed.** The systemic barrier has been removed.

Activity 3: Story sharing
- Teacher utilises group discussion to have learners reflect on their experiences of these values.
- Teacher organises leaners into groups of about 4-6 (depending on number of learners).
- Teacher leads learners to ballot for the values – Justice, respect and care.

- Teacher asks learners sit in groups and explains that each learner will have a chance to share a brief personal story or experience related to value selected by the group. (45 Mins).
- Teacher prompts each group select the most compelling story of the group to share with the entire group. Each group would have to justify why the selected story was seen as the most compelling.

Through the stories, learners should identify situations where the values of justice, respect and care come to play.

Reflection on each value

Justice Group: Teacher asks each learner to share a story or experience where they witnessed or were a part of a situation that involved justice or injustice. Teacher encourages group members to reflect on how the experience impacted them and what they learned from it.

Respect Group: Teacher asks each learner to share stories of times when they felt respected or disrespected. Teacher prompts learners to focus on how respect (or its absence) influenced their relationships and perceptions.

Care Group: Teacher asks each learner to share stories about instances when they showed care for others or experienced care from others. Teacher encourages learners to discuss the effects of care on personal well-being and community dynamics.Notice that key to these values is the need to appreciate diversity and considering different perspectives.

Appreciating Diversity

Diversity entails that which makes learners different from each other such as ethnic groups, socioeconomic status, religious beliefs. Since we do not all belong to the same grouping, we should respect and accept differences that exist among us. Creating awareness of the need to embrace diversity that exists among learners is crucial in assisting learners to appreciate their differences. Learning about diversity will enable us to examine our attitudes towards people who are different from us which can lead to more inclusive and respectful interactions with others. Such is the foundation to help learners develop a sense of empathy

and understanding for others who may have different experiences or

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Activity 4: Appreciating Diversity (45 mins)
- Teacher invites learners to describe their town's festival
- Teacher directs students to discuss in pairs, new information they gathered from the shared stories
- Teacher assists learners to develop the ability to ask questions about other learners' experiences respectfully
- Teacher supports learners to embrace open and nonjudgmental listening skills when others share their experiences

Materials needed: Posters and markers

Different Experiences:
Our experiences may be different; however, we need to show empathy and demonstrate that our differences do not make one better than the other.

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perspectives.

Respect for Different Perspectives

Activity 5.1: Viewing the image "m" from four sides of the room
Teacher encourages learners to look at things from different angles and share their views.

Activity 5.2
Teacher asks the learners to reflect on the following questions – Who wrote our history books? How have their perspectives shaped our understanding of our history? Would the story be different if it was written by a different set of writers? Would that reality also be reliable? Is there the need to consider different perspectives? What could be some of the dangers of ignoring other perspectives? How do we encourage different perspectives in our environment? What could be the benefits?

Activity 6: Reflection on a short video
Teacher shows the video at https://www.youtube.com/watch?v=d6vCq6YcLeU for students to reflect. Teacher uses such guiding questions as:
- What was the video about?

- What were the main themes in the video?
- What are the lessons from the video?
- How are the lessons connected to the values we are learning about?

Reflections

1. How do these Activities promote your reflections of the values of Justice, Respect and care?
2. How can we explore justice in our schools?
3. How do we embrace respect in our schools?
4. How do we foster care and empathy in our school?

Activity 7: Case Study: Balancing Discipline and Compassion

Teacher presents the following scenario for learners to reflect and discuss

Scenario:

Assuming you are the school prefect in a school with a diverse student population. One day, you witness an incident involving two students, Kweku and Ekow. During a class discussion, Kweku made a hurtful comment about Ekow's cultural background. Ekow felt humiliated and upset, and the incident quickly escalated into an argument between them. Upon investigating their backgrounds, you learn that Kweku comes from a background where cultural insensitivity is common, while Ekow is a first-generation student who has faced similar comments before and is determined to stand up against them.

Alternatively, teacher can get students to act out the scenario for discussion.

Discussion Questions:

Justice:

I. How would you define justice in this situation?
II. What principles should guide your response as a school prefect to ensure justice for both students?
III. How can you address the inappropriate comment in a way that promotes fairness and equity?

Respect:

I. How can you ensure that both Kweku and Ekow's perspectives are respected during the resolution process?

II. What steps can you take to demonstrate respect for Ekow's cultural background and his

III. decision to stand up against insensitive comments?

Care:

How can you show care and support for Ekow, who has been hurt by the incident?

In what ways can you address Kweku's behavior while also recognizing that they might not fully understand the impact of their words?

Further Questions for reflection

I. What actions can be taken to address the immediate situation and prevent future incidents of cultural insensitivity?

II. How can the school community, including students, teachers, and administrators, work together to create a culture that values justice, respect, and care for all?

III. How can this incident be turned into a learning opportunity for both Kweku and Ekow, as well as the entire student body?

IV. What educational strategies can be implemented to increase awareness and understanding of cultural diversity and promote respectful communication?

V. How might handling this situation in a just, respectful, and caring manner contribute to the overall school environment and culture?

VI. What measures can be put in place to ensure that the values of justice, respect, and care are consistently upheld in the school's policies and practices?

Teacher should encourage learners to engage in thoughtful discussions, share their perspectives, and consider multiple viewpoints. The case study provides a platform to explore the complexities of handling sensitive situations in an educational setting while emphasizing the importance of justice, respect, and care for all individuals involved.