



**APCEIU**

Asia-Pacific Centre of  
Education for  
International Understanding

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# GLOBAL CITIZENSHIP EDUCATION (GCED)

# TRAINERS' MANUAL

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

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## FOREWORD

The educational value of Global Citizenship Education (GCED) cannot be overemphasised. Among others, GCED provides a platform for the development of internationally recognised knowledge, skills, competencies, values and attributes that provide a convergent point for citizens from different parts of the world to identify themselves as one people. Additionally, it offers common standards of engagement for people from different backgrounds to recognise their similarities as more relevant than their differences.

I believe that the Trainers' Manual for the metropolitan/municipal/district training officers is an important, relevant, and timely resource material to help APCEIU, IEPA, and NaCCA achieve the goals of their partnership as described in the MoU signed recently to help promote GCED in Ghana through an intentional integration of global citizenship education in Ghana's pre-tertiary education curriculum.

The interdisciplinary nature of the Manual and the four emergent themes that define its framework and philosophy justify the Manual's uniqueness as an indigenous material to serve the needs of the target groups. I am confident that this Manual has the potential of developing many locally-minded and globally engaged GCED ambassadors and advocates to passionately promote GCED in Ghana and the West African Sub-Region.

### 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*

*IEPA, UCC*

*CATEGORY II CENTRE OF EXCELLENCE*

*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 *Trainers' Manual*, which will serve as an invaluable and effective guide for trainers who will conduct trainings to a wide range of educators on Global Citizenship Education (GCED). 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 inspiring leadership 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 the development of 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 *Trainers' Manual*, tailored to the Ghanaian context, will offer insights for trainers as they implement the GCED capacity-building workshops. 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 Trainers' Manual for the metropolitan/municipal/district training officers serves as a guide for trainers who will conduct workshop on Global Citizenship Education (GCED). GCED is integrated into the Ghanaian school curriculum and is not treated as a single subject. The Trainers' Manual takes cognizance of this fact and provides a framework that allows users of the manual to connect ideas across subject disciplines.

The Trainers' 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 Trainers' 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 Trainers' Manual**

Trainers are expected to demonstrate the following core competencies when they are utilizing the trainers' 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 conducting interactive and participatory capacity building workshops designed for two days. Trainers will have the opportunity to be their own critical friends to assess themselves and actively come out with a strategic plan to create a vision of learning for their metropolis, municipality, or district. 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

This unit aims to help participants deepen their understanding of the defining elements of fostering learners' commitment to civility. Generally, 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.

### Learning Outcomes

The participants will

- create civility awareness through education about learner appropriate and inappropriate interpersonal interactions
- identify helping behaviours that promote learner civility in school environment
- create supporting structures to foster learner civility in school environment

#### Activity 1

Ice Breaker

Time: 15 mins

Creating a relaxed environment for participants

### Attainment of Educational Goals

#### Activity 2

Video on Global Children

<https://youtu.be/Z5p5mHB3dy8>

Discussion: Key lessons from the video

Duration: 10 mins

Educational goals may be looked at through the lens of the four pillars of learning (*Learning- The Treasure Within, UNESCO, 1998*).

- 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.
- Learning to do: to provide the skills that would enable individuals to effectively participate in the global economy and society.
- Learning to be: to provide self-analytical and social skills to enable individuals to develop to their fullest potential to become holistic persons.
- 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.

### **Activity 3: Discussion on attainment of goals of education**

Group Activity

Duration: 30mins

- Invite learners (in groups) to discuss how goals of education are attained
- Guide learners to identify the primary beneficiaries of education goal attainment

***The wellbeing of learners is key in educational goal attainment***

### **Impact of Words and Actions on Others**

Words that make others sad/unhappy/angry are hurtful words. They are unkind and 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. 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. Hurtful words also harm relationships.

On the other hand, words that make others happy/cheerful/excited are kind words. They help to build others up. 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.

#### **Activity 4: Impact of Our Words**

Group Activity

- Recall occasions when words of other learners made you sad/unhappy/angry.
- List some of those words.
- Recall occasions when words of other learners made you happy/cheerful.
- List some of those words

Duration: 45 mins

Materials needed: Posters and markers.

**Importance of Words:**

**Think about the impact of your words on others before you use them**

#### **Activity 5: Impact of Our Actions**

Video

Amazing kids of character

<https://youtu.be/d5GSpV4wmpA>

Group Activity:

- Recall occasions when actions of other learners made you sad/unhappy/angry
- Provide examples of such inappropriate actions
- Recall occasions when actions of other learners made you happy/cheerful
- Provide examples of such appropriate actions

Duration: 45 mins

Materials needed: Posters and markers

**Importance of our Actions:**

**Think about the impact of your actions on others before you act**

## Promoting Civility in the School

Civility in the school enables learners to develop a sense of respect for others in the school, teaches learners about self-awareness, and enhances interpersonal and communication skills.

Civility plays a key role in assuring positive school environment and safety. Absence of civility in workplace may lead to the workplace being perceived as hostile environment resulting in stress and frustration that ultimately ends in frequent learner absenteeism. Some inappropriate practices that can be classified as absence of civility include disrespectful behaviours such as: learners

- yelling and swearing at each other,
- belittling each other,
- ridiculing and teasingly putting others down

### Activity 6: Case Study

#### Group Activity

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 counselor 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?
- How do we respond to inappropriate acts of incivility in the school?
- How do we establish a code of civil learner conduct?

Duration: 45 mins



**Reflection**

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

In a rapidly evolving landscape of information and ideas, the ability to think critically and analyze situations with depth and clarity has become an essential skill. Developing Critical Thinking and Analytical Skills goes beyond the acquisition of facts; it empowers individuals to dissect complexities, evaluate evidence, and formulate well-reasoned conclusions. In an era flooded with information from diverse sources, critical thinking serves as a compass, guiding us through the maze of opinions, biases, and misinformation. It encourages us to question assumptions, challenge conventional wisdom, and approach problems from multiple angles. By honing this skill, we become not just passive recipients of information, but active participants in shaping our understanding of the world. Moreover, analytical skills complement critical thinking by providing the tools to break down complex issues into manageable components. From data interpretation to logical reasoning, these skills empower us to unravel intricate challenges and make informed decisions based on evidence and logic. Throughout this exploration of Developing Critical Thinking and Analytical Skills, we will delve into the techniques that foster these abilities. From dissecting arguments to recognizing cognitive biases, this journey equips you with the intellectual tools to navigate the complexities of modern life, make sound judgments, and contribute meaningfully to discussions, projects, and problem-solving endeavors.

### Learning Outcomes

The participants will

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

## **Standards that empower learners to develop critical thinking and analytical skills.**

Empowering learners to develop critical thinking and analytical skills is

### **Activity 1: Picture/Video Interpretation Challenge**

Objective: Encourage learners to engage in critical thinking by analyzing and interpreting a visual image.

Instructions:

1. **Introduction (2 minutes):** Explain that the activity will involve analyzing a picture and discussing possible interpretations. Emphasize that there are no right or wrong answers, and the goal is to think critically and creatively.
2. **Picture/Video Presentation (2 minutes):** Display an intriguing and complex image related to the workshop's theme or a relevant topic. The image should have multiple elements that can be interpreted in various ways.
3. **Individual Reflection (4 minutes):** Give learners a few minutes to individually study the image and jot down their initial thoughts, observations, and possible interpretations.
4. **Pair or Small Group Discussion (4 minutes):** Pair learners or form small groups of 3-4 people. Instruct them to share their interpretations with their partner/group members. Encourage them to discuss different possible meanings behind various elements of the image.
5. **Group Sharing and Discussion (3 minutes):** Invite a few pairs or groups to share their interpretations with the whole group. Encourage them to explain their thought processes and the reasoning behind their interpretations.
6. **Facilitated Discussion (3 minutes):** Facilitate a brief discussion that delves deeper into the various interpretations provided. Encourage learners to consider how different perspectives can lead to distinct understandings of the same image.

crucial for their overall intellectual growth and success in various aspects of life. Several educational standards and approaches emphasize these skills.

Here are a few that stand out:

1. **Bloom's Taxonomy:** This framework categorizes cognitive skills into six levels, ranging from basic remembering and understanding to higher-order skills like analyzing, evaluating, and creating. Educators can design learning activities that progressively challenge students to engage in more complex cognitive processes.
2. **Project-Based Learning (PBL):** While not a standard per se, PBL is an approach that promotes critical thinking. Students work on real-world projects, which require them to research, analyze information, make decisions, and present their findings—skills that foster critical thinking.
3. **Assessment for Learning (AfL):** AfL strategies encourage ongoing feedback and self-assessment, helping students reflect on their thinking processes and make improvements. This approach can be integrated into various standards and curricula.
4. **Socratic Method:** Often used in higher education, the Socratic Method involves posing questions that stimulate critical thinking and encourage students to examine and evaluate their own beliefs and assumptions.
5. **Inquiry-Based Learning:** This approach encourages students to ask questions, explore topics, and conduct research to deepen their understanding. It promotes critical thinking by engaging students in active investigation and analysis.
6. **Design Thinking:** While primarily used for innovation and design, the design thinking process involves empathizing, defining problems, ideating solutions, prototyping, and testing. It inherently requires critical thinking and creative problem-solving.

Remember, the effectiveness of these standards and approaches depends on how they are implemented and integrated into the curriculum. Encouraging open discussions, providing opportunities for hands-on exploration, and emphasizing the importance of evidence-based reasoning can all contribute to the development of critical thinking and analytical skills in learners.

**Activity 2: Discussion on standards that empowers learners to develop critical thinking and analytical skills.**

Group Activity

Duration: 30mins

- Invite learners (in groups) to discuss any of the standards mentioned.
- Guide learners to identify how these standards can be applied to develop critical thinking and analytical skills.

**Foundational Knowledge that empowers learners to develop critical thinking and analytical skills.**

Developing critical thinking and analytical skills requires a strong foundation of knowledge and cognitive abilities. Here are some areas of foundational knowledge that empower learners in this regard:

1. **Information Literacy:** Teaching students how to locate, evaluate, and use information from various sources is essential. They need to understand how to distinguish between reliable and unreliable sources, critically assess the credibility of information, and synthesize different viewpoints.
2. **Logic and Reasoning:** Introducing students to principles of logic and deductive/inductive reasoning helps them analyze arguments, identify fallacies, and construct well-structured arguments themselves.
3. **Cognitive Development:** A solid understanding of cognitive development theories, like Piaget's stages of cognitive development, can provide insights into how learners at different ages approach problem-solving and critical thinking.

4. **Philosophy and Ethics:** Exploring philosophical concepts and ethical dilemmas encourages students to think deeply about complex issues, evaluate moral perspectives, and articulate their own beliefs.
5. **Cross-Disciplinary Knowledge:** Encouraging students to explore concepts from various disciplines helps them see connections between subjects and apply different modes of thinking to a single problem.
6. **Media Literacy:** In the digital age, knowing how to critically analyze media content, including recognizing biases and misinformation, is essential for informed decision-making.
7. **Complex Systems Understanding:** Learning about complex systems, like ecosystems or economies, helps students grasp interconnectedness and develop analytical thinking to understand and predict system behavior.
8. **Comparative Analysis:** Encouraging students to compare different concepts, theories, or cultural practices fosters critical thinking by requiring them to identify similarities, differences, and underlying patterns.
9. **Metacognition:** Teaching students about metacognition—awareness of their own thought processes—helps them monitor their thinking, identify cognitive biases, and adjust to improve their reasoning.
10. **Cultural Competency:** Understanding diverse cultural perspectives enhances students' ability to analyze situations from multiple viewpoints and consider how cultural factors influence decision-making.

By building a strong foundation in these areas of knowledge, educators can provide learners with the tools they need to develop critical thinking and analytical skills that can be applied across various contexts and disciplines.

### **Activity 3: Comparing Contrasting Viewpoints**

**Objective:** To empower learners with foundational critical thinking and analytical skills through a quick activity that involves comparing and contrasting different viewpoints on a topic.

**Duration:** 10 minutes

**Materials Needed:**

List of two contrasting viewpoints on a topic (related to the subject being taught).

**Activity Steps:**

**Introduction (1 minute):** Explain the importance of critical thinking in understanding complex issues from different angles.

**Present Contrasting Viewpoints (2 minutes):** Briefly introduce the topic and the two contrasting viewpoints you've chosen. State the first viewpoint and its main arguments. State the second viewpoint and its main arguments.

**Quick Pair Discussion (3 minutes):** Divide the class into pairs. Assign one viewpoint to each pair. Instruct students to discuss the strengths and weaknesses of their assigned viewpoint within their pairs.

**Group Discussion (3 minutes):** Bring the class back together. Invite a few pairs to share the strengths and weaknesses they identified for their assigned viewpoints. Encourage other students to ask questions and provide additional insights.

**Key Takeaways (1 minute):** Summarize the main points discussed during the activity. Emphasize that critical thinking involves understanding different perspectives and evaluating their merits.

**Wrap-Up (1 minute):** Conclude the activity by highlighting the ongoing value of critical thinking in approaching various topics.

## **Interpersonal skills that empower learners to develop critical thinking and analytical skills**

Interpersonal skills play a significant role in enhancing critical thinking and analytical skills by facilitating effective communication, collaboration, and the exchange of ideas. These skills are essential for engaging in discussions, receiving feedback, and considering diverse perspectives. Here are some interpersonal skills that empower learners to develop their critical thinking and analytical abilities:

1. **Active Listening:** Active listening involves giving full attention to a speaker, understanding their points, and asking clarifying questions. This skill is crucial for comprehending complex ideas, analyzing arguments, and engaging in meaningful discussions.
2. **Effective Communication:** Being able to express thoughts clearly and succinctly helps learners articulate their reasoning, hypotheses, and analyses, fostering critical thinking and facilitating productive dialogues.
3. **Questioning Skills:** Asking thoughtful and probing questions helps learners dig deeper into topics, explore different viewpoints, and uncover underlying assumptions—key aspects of critical thinking.
4. **Empathy:** Understanding and empathizing with others' perspectives allows learners to consider a wider range of viewpoints, which enriches their analytical thinking and encourages open-mindedness.
5. **Conflict Resolution:** Learning how to navigate disagreements and conflicts in a respectful manner promotes critical thinking by requiring students to find common ground and build logical arguments to support their positions.
6. **Collaboration:** Working collaboratively with peers on projects or problem-solving tasks exposes students to diverse ideas and encourages them to integrate various viewpoints into their analytical processes.
7. **Persuasive Communication:** Developing the ability to present well-reasoned arguments persuasively helps students refine their analytical skills and engage others in thoughtful discussions.
8. **Feedback Receptiveness:** Being open to receiving constructive feedback enables learners to refine their critical thinking by considering alternative viewpoints and improving their reasoning.



By cultivating these interpersonal skills, educators create an environment that supports critical thinking and analytical development while also preparing learners for effective collaboration and communication in various personal and professional contexts.

#### **Activity 4: Group Activity**

##### **Activity: Think-Pair-Share Analysis**

**Objective:** To encourage critical thinking, analytical skills, active listening, and collaboration through a brief analysis and discussion of a thought-provoking question.

**Duration:** 30 minutes

##### **Materials Needed:**

Thought-provoking question (prepared in advance)

Timer or stopwatch

##### **Instructions:**

**Introduction (5 minutes):** Introduce the activity by explaining its purpose: to engage in a quick analysis of a question and share thoughts within the group.

**Question Presentation (2 minutes):** Present the thought-provoking question to the whole class. Example: "Is technology making us more connected or more isolated?"

**Think Phase (5 minutes):** Instruct students to individually reflect on the question for about 2-3 minutes.

Encourage them to think critically and consider different perspectives.

**Pair Phase (10 minutes):** Pair up students randomly or by design. In pairs, students take turns sharing their thoughts on the question. One student speaks for 2-3 minutes while the other listens actively without interruption.

**Share Phase (5 minutes):** Open the discussion to the entire class. Ask a few pairs to share their key insights, findings, or different viewpoints from their discussions.

**Group Reflection (3 minutes):** Facilitate a brief class discussion on the variety of viewpoints and insights shared. Encourage respectful comments and questions.

**Wrap-Up (2 minutes):** Conclude the activity by emphasizing the importance of critical thinking, active listening, and collaboration in analyzing complex questions.

## **Reflection**

The journey of developing critical thinking and analytical skills has been a transformative experience. It's akin to putting on a new pair of glasses that allow one to see the world in a more insightful and comprehensive way. These skills enable one to approach challenges, information, and decisions with a heightened sense of clarity and depth. One of the most significant takeaways has been the realization that critical thinking is not just about finding flaws or weaknesses; it's about seeking a deeper understanding. It involves questioning assumptions, exploring various perspectives, and delving into the underlying logic of arguments. This process shows that there is often more to a situation than meets the eye and that embracing complexity can lead to more nuanced and informed conclusions.

Analytical skills, on the other hand, have empowers one to break down intricate problems into manageable components. It's like disassembling a puzzle and examining each piece before putting it all back together. This approach has proven invaluable in navigating complex decisions, as it allows one to weigh evidence, evaluate options, and anticipate potential outcomes.

We have also come to appreciate the interplay between critical thinking and analytical skills. While critical thinking broadens one's perspective and challenges assumptions, analytical skills provide the practical tools to dissect and examine each aspect. Together, they create a dynamic duo that empowers a person to approach both everyday situations and major life choices with a blend of curiosity and methodical consideration.

# UNIT THREE

## INTERPERSONAL COMMUNICATIVE SKILLS AND APTITUDE FOR NETWORKING

### **Overview**

In an interconnected world where relationships and connections hold paramount importance, the ability to effectively communicate and build networks is a cornerstone of personal and professional success. Interpersonal communicative skills form the bedrock upon which meaningful relationships are built, fostering understanding, empathy, and collaboration. Paired with a keen aptitude for networking, these skills become invaluable tools for forging connections, seizing opportunities, and navigating the intricate web of human interactions. Whether in the boardroom, at social gatherings, or within the virtual realms of online communities, the capacity to convey thoughts, listen actively, and understand nonverbal cues can significantly impact the quality of relationships. Moreover, cultivating a genuine and empathetic approach to communication enhances one's ability to resolve conflicts, foster teamwork, and inspire trust. Networking, on the other hand, transcends traditional social circles to encompass a strategic approach to relationship-building that extends into professional spheres. It involves creating and nurturing connections that open doors to opportunities, shared knowledge, and collaborative endeavors. A well-developed network can be a wellspring of support, mentorship, and advice, propelling individuals forward in their careers and personal pursuits. Throughout this exploration of Interpersonal Communicative Skills and Aptitude for Networking, we delve into the intricacies of effective communication, the psychology of human interactions, and the art of building and sustaining networks. From honing the art of active listening to navigating digital networking platforms, this journey will equip you with the tools to foster meaningful connections, seize opportunities, and thrive in today's interconnected world.

### **Learning Outcomes**

The participants will

1. identify various interpersonal communicative skills that help people to live together.

2. develop diverse aptitudes for networking and interacting with people.

### **Activity 1**

Ice Breaker

Time: 10 mins

Creating a relaxed environment for participants.

## **Interpersonal Communitive Skills that Help People to Live Together**

**Introduction:** Living together harmoniously involves effective communication and interpersonal skills. These skills foster understanding, empathy, and cooperation, leading to positive relationships.

1. **Effective Listening:** Active listening involves giving full attention, making eye contact, and showing interest. It helps understand perspectives, build connections, and avoid misunderstandings. Engage in conversations without distractions to convey respect and attentiveness.
2. **Clear Communication:** Express thoughts clearly and concisely to prevent confusion and misinterpretation. Effective communication ensures messages are accurately received and understood. Avoid using jargon or complex language that might hinder understanding.
3. **Empathy:** Empathy is the ability to understand and share the feelings of others. It involves putting oneself in someone else's shoes and connecting emotionally. Empathy fosters compassion, and mutual support, and reduces conflicts.
4. **Conflict Resolution:** Conflict is inevitable; resolving it constructively is essential for harmonious coexistence. Effective communication during conflicts involves active listening and mutual respect. Collaborative problem-solving leads to win-win solutions and strengthens relationships.

5. **Cultural Sensitivity:** Recognize and respect cultural differences, values, and perspectives. Cultural sensitivity prevents misunderstandings and promotes inclusivity. Learn about diverse cultures to foster cross-cultural understanding.
6. **Collaboration and Teamwork:** Effective communication within groups is vital for teamwork. Share ideas, listen to others, and work towards common goals. Open dialogue enhances cooperation and collective success.
7. **Positive Feedback and Encouragement:** Provide positive feedback to motivate and boost morale. Acknowledging efforts and accomplishments creates a supportive atmosphere. Encouragement leads to personal growth and stronger relationships.
8. **Respect for Boundaries:** Respecting personal space, opinions, and boundaries establishes a respectful environment. Being mindful of individual comfort zones contributes to harmonious interactions.
9. **Open-Mindedness:** Being open to new ideas and perspectives encourages learning and growth. Embracing diversity of thought enhances the overall living experience.
10. **Honesty and Transparency:** Openly communicating thoughts, feelings, and intentions builds trust. Honesty forms the foundation for strong relationships.
11. **Adaptability:** Being adaptable in communication styles according to the situation and audience fosters effective interactions. Flexibility prevents misunderstandings and facilitates effective communication.

12. **Conflict Avoidance:** Recognizing when to avoid unnecessary conflicts maintains a peaceful environment. Choosing battles wisely promotes harmony.
  
13. **Self-Awareness:** Understanding one's communication style and biases enhances interactions. Self-awareness leads to more conscious and considerate communication.

**Group Activity: Building Empathy Through Storytelling**

**Objective:** To enhance interpersonal communicative skills, particularly empathy, among participants, fostering better understanding and harmony within the group.

**Duration:** Approximately 45 minutes

**Materials Needed:** Paper or index cards Pens or markers.

**Instructions:**

**Introduction (10 minutes):** Start by explaining the importance of empathy in fostering understanding and cooperation among people living together. Define empathy as the ability to understand and share the feelings of others. Share a brief example of how empathy can positively impact relationships.

**Storytelling Preparation (15 minutes):** Divide participants into pairs or small groups. Provide each group with paper or index cards and pens/markers. Instruct each group to think of a personal experience where they felt a strong emotion, positive or negative. It could be a joyous moment, a challenging situation, or an event that invoked various feelings. Have each group member write down a brief description of their chosen experience on the paper or index card.

**Storytelling Session (15 minutes):** After participants have written down their experiences, have them take turns sharing their stories within their groups. Encourage participants to express their emotions, thoughts, and the context of the experience. Listeners should actively listen and show empathy towards the storyteller, trying to understand their feelings and perspective.

**Empathy Reflection and Discussion (5 minutes per group):** After each person shares their story, lead a brief discussion within each group: How did you feel when you heard your group member's story? Did you find it easy to connect with their emotions and perspective? What did you learn about your group member that you didn't know before? Encourage participants to share any insights gained and discuss how empathy impacts their interactions and relationships.

**Group Sharing and Insights (10 minutes):** Gather the whole group and invite volunteers from each group to share their insights and experiences during the storytelling session. Discuss how actively listening and practicing empathy can contribute to better understanding among individuals living together.

**Conclusion (5 minutes):** Summarize the key points discussed during the activity. Encourage participants to continue practicing empathy in their interactions with others. Highlight how empathy can lead to improved relationships, conflict resolution, and overall harmony among people living together.

### **Develop diverse aptitudes for networking and interacting with people.**

Networking and effective interpersonal interactions are key skills in today's interconnected world. Developing a diverse set of aptitudes in these areas can significantly enhance personal and professional relationships. Here are some important points to consider:

1. **Understanding Diversity:** Recognize that diversity encompasses more than just cultural differences; it includes diverse personalities, backgrounds, perspectives, and communication styles. Embrace the value of diverse connections; different viewpoints can lead to innovative ideas and solutions.
2. **Active Listening Across Diverse Contexts:** Actively listen regardless of the person's background; truly hearing what someone has to say builds rapport. Tailor your listening style to accommodate different communication preferences and cultural norms.
3. **Cultural Competence:** Educate yourself about various cultures, customs, and etiquette to avoid misunderstandings. Approach interactions with cultural sensitivity and an open mind.

4. **Adaptable Communication:** Develop the ability to adapt your communication style to suit different individuals and situations. Understand when to use formal vs. informal language, and when to be direct vs. indirect.
5. **Empathy and Emotional Intelligence:** Cultivate empathy to understand others' feelings and perspectives, regardless of their background. Emotional intelligence helps you navigate interactions with sensitivity and awareness.
6. **Networking in Diverse Settings:** Attend events, conferences, and gatherings that attract a variety of people from different industries and backgrounds. Seek out online communities and forums where you can connect with a diverse range of individuals.
7. **Confidence and Self-Presentation:** Project confidence in communication while being approachable. Develop a compelling personal brand that highlights strengths and unique qualities. Master the art of introducing oneself and making a positive first impression.
8. **Curating and Sharing Knowledge:** Share valuable insights and knowledge to establish credibility. Engage in discussions that contribute positively to conversations. Balance speaking and listening to create meaningful interactions.



**Group Activity: Exploring Diverse Aptitudes for Networking and Interacting with People**

**Objective:** To enhance participants' skills in networking and interacting with people by engaging in a series of interactive exercises that promote diverse aptitudes and strategies. **Duration:** Approximately 45 minutes

**Materials Needed:**

Flipchart paper or whiteboard Markers

Index cards

Timer

**Activity Steps:**

**Step 1: Introduction (5 minutes)** Welcome participants and introduce the activity's objectives. Emphasize the importance of developing a well-rounded set of skills for effective networking and interactions.

**Step 2: Icebreaker - Networking Bingo (10 minutes)** Distribute pre-made bingo cards with networking-related actions (e.g., "Introduce yourself to someone new," "Exchange contact information," "Share a fun fact about yourself"). Instruct participants to mingle and engage in conversations to complete the actions on their bingo cards. The first participant to complete a row or column shouts "Bingo!" and shares a brief experience from their interactions.

**Step 3: Skill Stations (20 minutes)** Divide participants into small groups and rotate them through different skill stations. At each station, participants engage in an activity that focuses on a specific networking or interpersonal skill:

*Cultural Exchange: Provide index cards with different cultural scenarios or customs. In pairs, participants discuss how they would adapt their communication style to respect cultural differences.*

*Elevator Pitch Workshop: Participants craft and practice concise elevator pitches introducing themselves and their interests. Group members provide constructive feedback to refine pitches.*

*Active Listening Exercise: Participants engage in a structured conversation where they take turns sharing a personal story. The listener summarizes the speaker's story to practice active listening and comprehension.*

*Empathy Circle: Participants share a personal challenge they've faced. Group members take turns offering empathetic responses and advice, promoting empathy and supportive communication.*

**Step 4: Reflection and Discussion (10 minutes)** Bring the whole group together and facilitate a discussion about the activity. Ask participants to share their experiences, insights, and challenges faced during the skill stations. Discuss the importance of each skill in effective networking and interacting with people.

**Step 5: Wrap-up (5 minutes)** Summarize key takeaways from the activity. Encourage participants to continue practicing and developing these diverse aptitudes for networking and interactions. Provide additional resources or reading materials for further skill enhancement.

### **Case Study: Navigating Cultural Diversity in Classroom Interactions**

**Scenario:** You are a student in a diverse classroom where students come from various cultural backgrounds. Your teacher has assigned a group project that requires collaboration and effective communication among classmates. The goal of the project is to analyze a complex social issue and propose solutions. You have just been assigned to a group that includes students from different countries and cultural backgrounds.

#### **Objectives:**

1. Develop diverse aptitudes for networking and interacting with people.
2. Indicate how you will collaborate with classmates from different cultures to complete the group project.

## **Reflection**

Effective interpersonal communicative skills and a strong aptitude for networking are indispensable assets in both personal and professional spheres. As one delves into the realm of interpersonal communication and networking, we are reminded of the profound impact they have on establishing meaningful connections and fostering collaborative relationships.

Interpersonal communicative skills encompass a wide spectrum of abilities, including active listening, empathetic understanding, clarity in expression, and the ability to adapt communication styles to different individuals and contexts. Developing these skills enable us to engage in more authentic and productive conversations, where we not only convey our ideas effectively but also comprehend others' perspectives. This skill set has proven invaluable in resolving conflicts, building rapport, and creating an atmosphere of trust – all essential ingredients for successful networking.

One's aptitude for networking goes beyond just collecting contacts or making small talk at events. It involves a genuine interest in others, an ability to identify common ground, and a willingness to offer value and support. Networking has taught us that collaboration often leads to innovation and growth. By nurturing a strong network of diverse individuals, we gain access to new insights, opportunities, and collaborations that we would not have encountered otherwise. Moreover, networking exposes us to a multitude of viewpoints, helping us broaden our horizons and challenge our assumptions.

In the digital age, these skills and aptitudes are more crucial than ever. Virtual communication platforms have redefined how we connect, requiring adaptability to different mediums and an understanding of digital etiquette. Navigating this landscape has reinforced the importance of clear and concise communication, as well as the need to be intentional in fostering relationships beyond face-to-face interactions.

# 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 learner shows empathy and compassion and is concerned about the good of the other person.

### Learning Outcomes

The participants 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

Time: 15 mins

Creating a relaxed environment for participants

Distinguishing between values and beliefs and identifying some core values

## **Activity 2: Deepening our understanding of the values of justice, respect and care**

- Brainstorm the meaning of the three values – justice, respect and care (10 mins)
- Briefly discuss each value, providing a definition and some examples. Encourage participants to share their initial thoughts on what these values mean to them.

## **Activity 3: Story sharing**

- Have groups of about 4-6 (depending on number of participants).
- Have the groups ballot for the values – Justice, respect and care.
- Have participants sit in circles of chairs. Explain that each participant will have a chance to share a brief personal story or experience related to value selected by the group. (45 Mins).
- Have 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, participants should identify situations where the values of justice, respect and care come to play.

## **Reflection on each value**

**Justice Group:** Ask each participant to share a story or experience where they witnessed or were a part of a situation that involved justice or injustice. Encourage them to reflect on how the experience impacted them and what they learned from it.

**Respect Group:** Ask participants to share stories of times when they felt respected or disrespected. Focus on how respect (or its absence) influenced their relationships and perceptions.

**Care Group:** Have participants share stories about instances when they showed care for others or experienced care from others. Discuss the effects of care on personal well-being and community dynamics. Notice that key to these values are 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 perspectives.

### **Activity 4: Appreciating Diversity**

- Invite participants to describe their town's festival
- In pairs let participants discuss new information they gathered from the shared stories
- Assist learners to develop the ability to ask questions about other learners' experiences respectfully
- Support learners to embrace open and nonjudgmental listening skills when others share their experiences

Duration: 45 mins

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.

## **Respect for Different Perspectives**

### **Activity 5: viewing the image “m” from four sides of the room**

First look at things from different angles. 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 schools and classroom? What could be the benefits?

<https://www.youtube.com/watch?v=d6vCq6YcLeU>

### **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 6: Case Study: Balancing Discipline and Compassion**

#### **Scenario:**

You are an administrator at a Senior High School with a diverse student population. One day, a teacher reports an incident involving two students, Abokyi and Tawiah. During a class discussion, Abokyi made a hurtful comment about Tawiah's cultural background. Tawiah felt humiliated and upset, and the incident quickly escalated into an argument between them. Upon investigating the situation, you learn that Abokyi comes from a background where cultural insensitivity is common, while Tawiah is a first-generation student who has faced similar comments before and is determined to stand up against them.

#### **Discussion Questions:**

##### **Justice:**

- I. How would you define justice in this situation?
- II. What principles should guide your response as an administrator 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 Abokyi and Tawiah's perspectives are respected during the resolution process?
- II. What steps can you take to demonstrate respect for Tawiah's cultural background and her decision to stand up against insensitive comments?

**Care:**

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

In what ways can you address Abokyi'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 Abokyi and Tawiah, 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?
- VII. Encourage participants 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.



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