TEACHER RESOURCE PACK ON

GCED

INTEGRATION INTO INSTRUCTION

FOR PRIMARY FOUR TO SIX

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Ministry of Education
REPUBLIC OF GHANA

NaCCA
NATIONAL COUNCIL FOR
CURRICULUM & ASSESSMENT

TEACHER RESOURCE PACK ON GCED INTEGRATION INTO INSTRUCTION

September 2024

Ministry of Education
REPUBLIC OF GHANA

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TEACHER RESOURCE PACK ON GCED INTEGRATION INTO INSTRUCTION

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Foreword

The National Council for Curriculum and Assessment, mandated to develop curriculum and supplementary materials for pre-tertiary institutions, has incorporated global citizenship as one of the six core competencies to be cultivated in learners from kindergarten to senior high schools. This resource pack, titled "Teacher's Resource Pack on GCED Integration into Classroom Activities for Primary Four to Six Teachers," serves as a supplementary tool to aid teachers in effectively implementing the curriculum. Its purpose is to assist primary four to six teachers to integrate global citizenship skills and values into their daily teaching and learning activities.

This resource pack is the result of a collaborative effort involving the Ministry of Education (MoE) in Ghana, the National Council for Curriculum and Assessment (NaCCA) and the Asia-Pacific Centre of Education for International Understanding (APCEIU) under the auspices of UNESCO. This collaboration aims to promote Global Citizenship Education (GCED) in Ghanaian schools through the Global Citizenship Education Curriculum Development and Integration (CDI) Project (2022-2024).

The resource pack draws inspiration from various international and national policy documents, including UNESCO's Agenda 2030 Framework for Action, Ghana's Education Sector Plan (2018-2030), the National Pre-Tertiary Education Curriculum Framework (NPECF, 2018), the National Pre-Tertiary Learning Assessment Framework (NPLAF, 2020), the Ghanaian national curriculum, UNESCO's Global Citizenship Education: Topics and Learning Objectives (2015), and global best practices. It's important to emphasize that significant effort has been made to adapt international best practices to suit the specific needs and social context of Ghana.

The resource pack provides a comprehensive overview of GCED concepts and values, outlines the conceptual framework for GCED integration in schools, and identifies entry points for GCED integration. Five key themes—Human Rights, Sustainability, Respect for Diversity, Peace and Conflict Resolution, and Globalization and Social Justice—are further subdivided into sub-themes, learning outcomes, and learning indicators. Additionally, the resource pack offers GCED exemplars, including transformative activity exemplars and lesson plan exemplars for subjects like Our World and Our People, History, and English Language. It also presents strategies for the effective delivery of GCED. Teachers are encouraged to adapt the material to suit their specific contexts, including learning environments, the needs and interests of learners, and available resources.

The "Teacher Resource Pack on GCED Integration into Instruction for Primary Four to Six Teachers" is expected to serve as a guiding tool for teachers, enabling them to translate global citizenship skills and values into transformative learning experiences. This will empower learners to take both individual and collective actions to address local and global issues.

Professor Yayra Dzakadzie, PhD
Director-General, NaCCA
September 30, 2024

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List of abbreviations

Global Citizenship Education	GCED
Asia-Pacific Centre of Education for International Understanding	APCEIU
The United Nations Educational, Scientific and Cultural Organisation	UNESCO
International Marine Purchasing Association	IMPA
National Council for Curriculum and Assessment	NaCCA
National Commission for Civic Education	NCCE
Institute for Educational Planning and Administration	IEPA
Institute for Education Studies	IFEST
Ghana Education Service	GES
United Nations Children's Fund	UNICEF
Sustainable Development Goals	SDG
External Services Provider	ESP
Education for All	EFA
Global Education First Initiative	GEFI
Millennium Development Goals	MDGs
Our World and Our People	OWOP
UNESCO International Institute for Capacity Building in Africa	UNESCO-IICBA
The National Pre-Tertiary Learning Assessment Framework	NPLAF
The National Pre-Tertiary Education Curriculum Framework	NPECF

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Lastly, we acknowledge the educators, administrators, and policymakers who will take the ideas and strategies presented in this document and bring them to life in classrooms across the nation. Your dedication to nurturing informed, globally aware citizens is an essential contribution to the sustainable development of our society. As we move forward with the shared goal of fostering global citizenship and creating a more inclusive and interconnected world, let us carry forward the spirit of collaboration and determination that characterised the development of this document.

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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 been a proactive and passionate partner country in the GCED CDI Project, truly standing out as an excellent example in this initiative. Ghana's unique strengths and expertise have greatly contributed to the success of the project, fostering the development of educational resources for GCED.

We are especially pleased with the development of the ***Teacher Resource Pack on GCED Integration into Instruction*** and ***A Guide for Trainers on Global Citizenship Education Integration into Instruction***, which have been created with great care to empower the capacity of educators in Ghana. The five key GCED themes in Ghana—**Human Rights, Sustainability, Respect for Diversity, Conflict and Peacebuilding, and Globalization and Social Justice**—align with national values and culture. These are essential for nurturing a generation that respects human dignity, values sustainability, and works toward peace and equity in an interconnected world.

APCEIU extends its heartfelt appreciation to the **National Council for Curriculum and Assessment (NaCCA)**, with special recognition to Prof. Yayra Dzakadzie, the Director-General, and Mr. Matthew Owusu, the Deputy Director-General, for their outstanding leadership. We also recognize the invaluable supervision of Prof. Edward Appiah, the former Director-General. Our deepest gratitude goes to the members of the GCED Core Team, including Ms. Genevieve Mensah and Mr. Reginald Quartey, as well as the Material Development Team, whose dedication and expertise were vital in the creation of these two valuable resources.

We sincerely hope that the ***Teacher Resource Pack on GCED Integration into Instruction and A Guide for Trainers on Global Citizenship Education Integration into Instruction,*** tailored to the Ghanaian context, will serve as effective tools and pedagogical guidelines for teachers and trainers to implement the GCED in their classrooms. We also hope that a broader range of stakeholders in Ghana, including government and education officials, will engage in the promotion and integration of GCED. Therefore, students will develop into inclusive and open-minded global citizens, equipped with practical and critical thinking skills, as well as a collaborative spirit. We look forward to Ghana's ongoing contributions to advancing GCED both nationally and globally.

LIM Hyun Mook
Director, APCEIU

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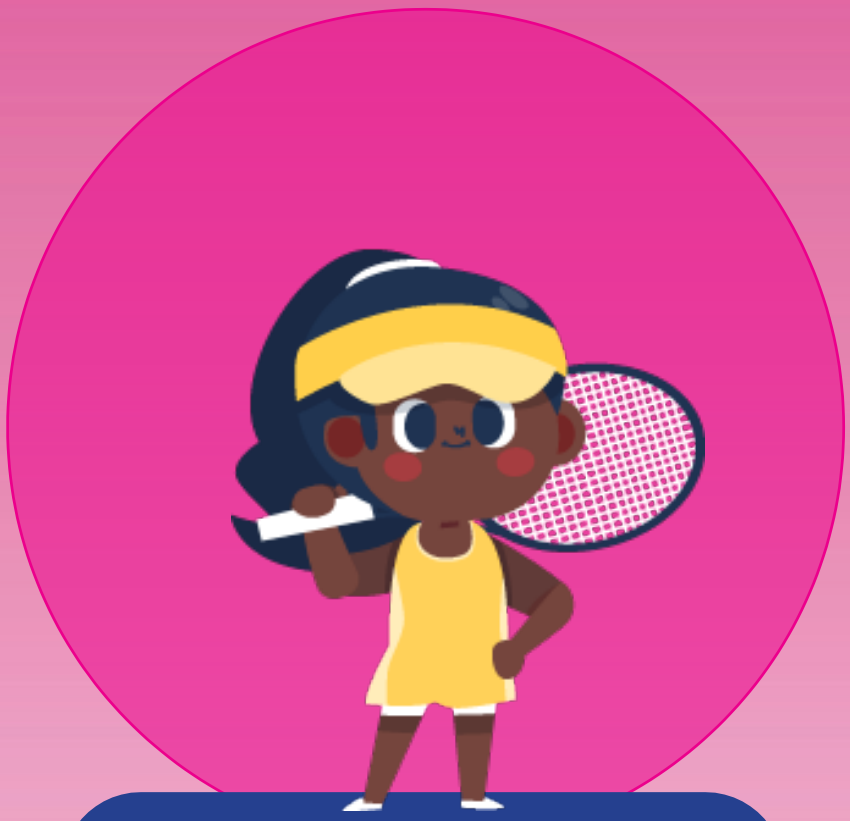

Section One

BACKGROUND

Section One

BACKGROUND

The world is changing. The dynamics in the global system have revealed the inter-connectedness, interdependence, and inter-relationship among countries. This gives credence to the saying that "no country is an island". The advancement in technology, sophistication in the media space as well as migration presents an opportunity for people to constantly interact with others from different parts of the world with different ideologies, belief systems, values, and aspirations. For instance, according to the World Migration Report (2020), 3.6% of the global population is involved in external migration by 2020.

Events such as the Global Financial Crisis which began in the US housing market and spread across the United States and to the rest of the world (mid-2007 to early 2009), the continuous education on global warming and climate change, the multiplier effect of conflicts and wars across the globe and more recently, the advent of Covid-19 bringing the world to a standstill leading to the closure of schools for over 168 million children (UNICEF, 2021). This is an indication of how inter-related events in one country continuously affect other countries.

These events that have been with us for decades have been the focus of the global education agenda for a long time. There has been a considerable effort to ensure that the idea of global citizenship becomes central in the global education agenda. Figure 1 presents the historical trajectory of global citizenship education.

The adoption of a global focus on education through the SDGs implied that the tenets of Global Citizenship Education reflect in the Ghana Education Strategic Plan(ESP) (2018-2030). Hence, SDG indicator 4.7.1 is one of the guiding principles in the development of the ESP (2018-2030). SDG 4.7.1. as outlined in the Ghana Education Sector Plan (2018-2030) indicates:

Extent to which (i) global citizenship education and (ii) education for sustainable development (including gender equality and human rights) are mainstreamed at all levels in: (a) national education policies; (b) curricula; (c) teacher education; and (d) student assessment.

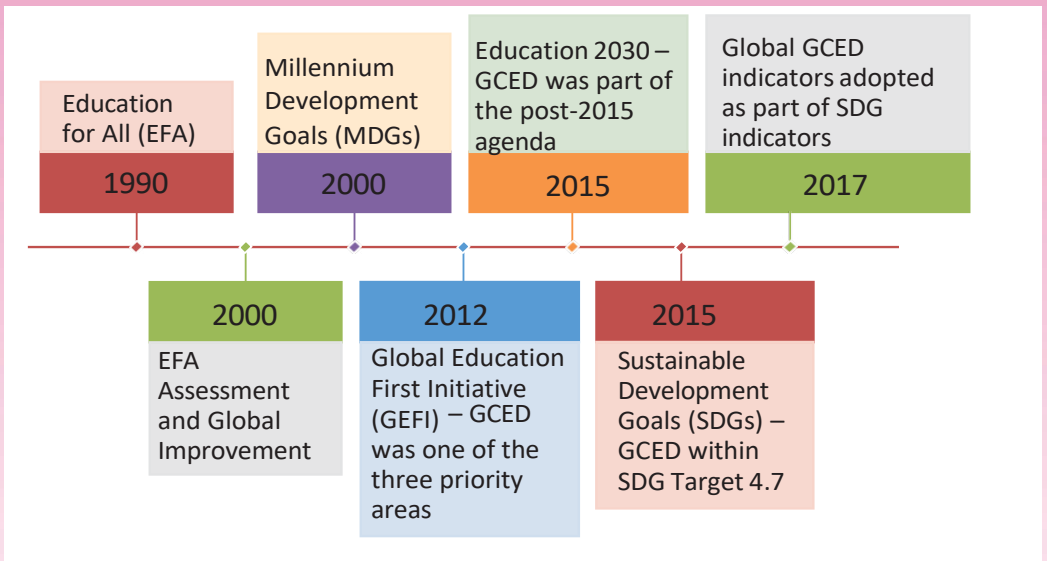

Figure 1: Historical Trajectory of GCED

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The National Pre-Tertiary Curriculum Framework further underscored the need to inculcate the tenets of Global Citizenship Education in Ghanaian students. As part of the vision of the curriculum, it is stated that:

"It is also important to ensure that Ghana's children have the same opportunities or better learning opportunities as children in other parts of the world and become global citizens as a result." (p. 18)

Again, one of the six core competencies has been devoted to the promotion of Global Citizenship Education — **Cultural Identity and Global Citizenship.** This is further emphasised on Page 28 where specific competencies are developed to cut across all the levels at pre-tertiary.

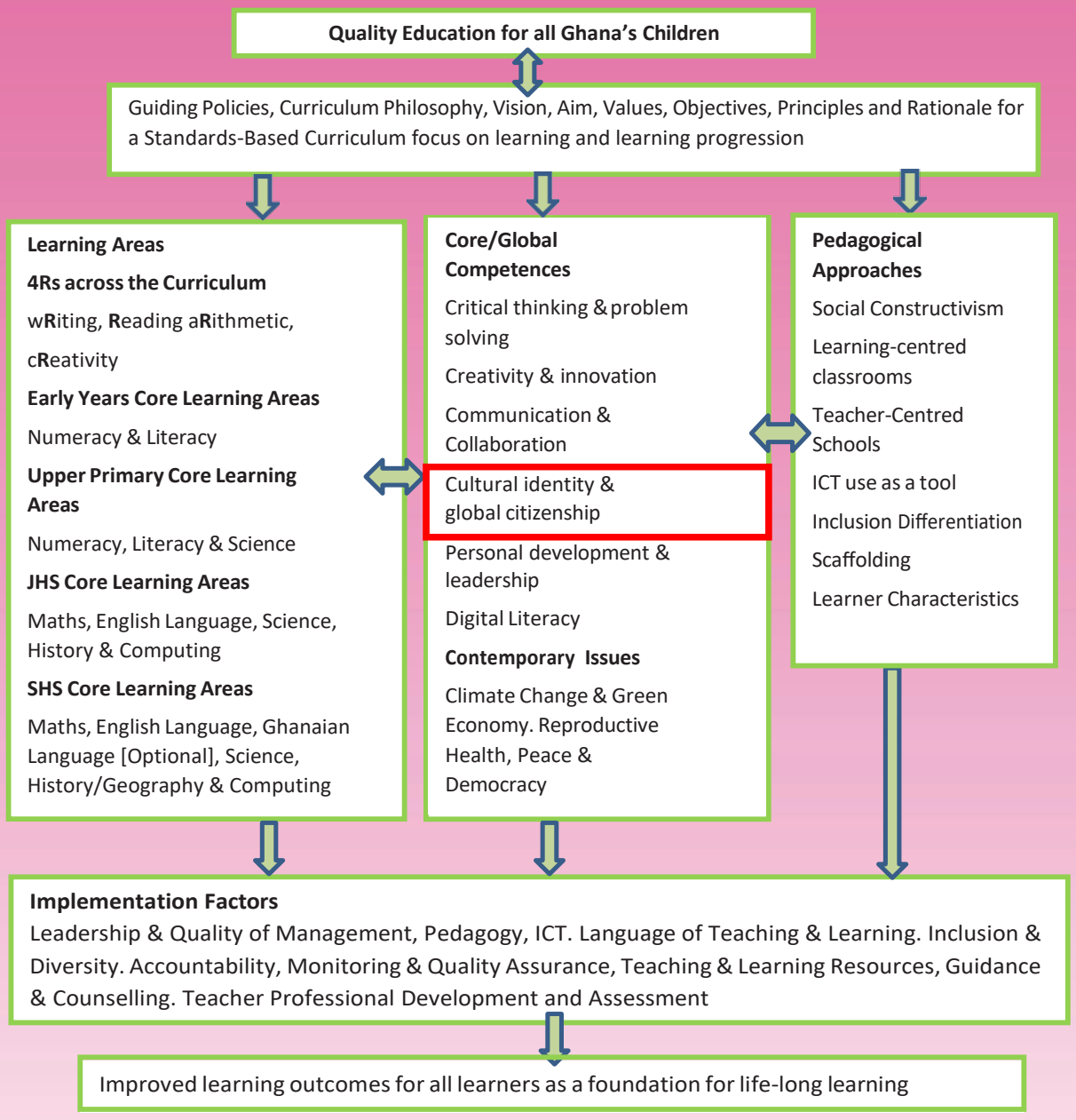

Figure 2: Concept Frame for the Curriculum Framework

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7.2 Phase Specific Competences

Table 2 Link between Core Competences and Phase Specific Competences

Core Competences	Early years (KG 1-83)	Upper Primary (B4-B6)	Junior High School (B7-B9)	Senior High School (SHS1-3)
Personal development and leadership	Ability to distinguish right from wrong Have a lively curiosity about things	Have care and concern for others Have the ability to identify and develop their potential, as well as aim to achieve precision in what they do	Have moral integrity Strive for excellence and have a sense of self-regulation and social responsibility	Are able to analyse issues and situations leading to the resolution of problems Self-confident and develop a love for lifelong learning
Critical thinking and problem solving	Have learnt to share and put others first	Believe in their potential	Persevere and take responsibility for their own learning	Are able to think independently and creatively
Communication and collaboration	Are able to build friendships with others	Are able to work in teams and value every contribution	Able to participate in sharing their ideas with colleagues	Are able to engage in dialogue with others, and respect and value the multiple perspectives of all persons involved.
Creativity and innovation	Take pride in their work	Are resilient, resolute and understand what it takes to inspire and motivate others	Are enterprising and innovative	Have an entrepreneurial and creative spirit
Digital literacy	Are able to think for and express themselves	Use ICT to support their learning	Use ICT and other technologies to support their learning	Use ICT and other technologies to support learning and the responsible
Cultural identity and global citizenship	Have cultivated healthy habits and love Ghana	Know and believe in Ghana Have a sense of environmental awareness and responsibility	Possess a good foundation for further education and possible career trajectories Have a strong sense of their cultural identity and environment	Use the knowledge, skills, attitudes acquired to contribute towards the socioeconomic development of the country Put country and service first and have a strong sense of environmental, social, and economic awareness

Figure 3: Phase Specific Competences

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These are further reflected in specific subjects such as History and Our World and Our People. The attempt to inculcate the ideals of global citizenship in the learner requires specific pedagogies, practices, and instructional techniques that reflect the three domains of Global Citizenship Education – Cognitive, Socio-Emotional, and Behavioural. There is, therefore, the need to develop a document that serves as a guide to teachers in their attempt to operationalise the vision of the curriculum and the focus of global education.

The Purpose of the GCED Teacher Resource Pack

The general purpose of the GCED Teacher Resource Pack is to help teachers incorporate Global Citizenship Education in their instructions. Specifically, the resource pack is aimed at:

1. providing a broader understanding of the concept of GCED to the teacher
2. equipping teachers to develop the skills to assess socio-emotional and behavioural traits.
3. equipping the teacher with various strategies for GCED delivery in Ghanaian schools
4. equipping the teacher with transformative pedagogical knowledge on delivering GCED lessons
5. building the capacity of teachers in assessing GCED learning outcomes.
6. building the capacity of teachers to become agents of GCED in the school and the community
7. providing the teacher with GCED lesson exemplars to guide the teacher in preparing lessons.

Intended Users

The document is designed to be used by:

1. Pre-service teachers
2. In-service teachers
3. NaCCA officials
4. National Teaching Council (NTC) officials (Standards and Compliance Unit)
5. National Schools Inspectorate Authority (NaSIA) school inspectors
6. Tutors and lecturers of teacher training institutions
7. Other education officials

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Components of the GCED Teacher Resource Pack

The resource pack is divided into five sections as shown in Table 1.

Table 1: Components of the GCED Teacher Resource Pack

Section	Content
One	Background, the purpose and intended users of the GCED teacher's resource pack.
Two	Global Citizenship Education GCED)
Three	GCED Domains and the Ghana GCED Conceptual Framework Overview of the Ghana GCED themes
Four	GCED Pedagogy (a) GCED Pedagogical Principles (b) What is Transformative Pedagogy? (c) Assessing GCED Skills
Section	**Content**
Five	(a) Subject-Specific Curriculum Mapping (i) OWOP (ii) History (iii) English (b) GCED Exemplars (i) Suggested Transformative activities on GCED (ii) Sample lesson exemplars for OWOP, History and English (c) Proposed Strategies for GCED Delivery in Ghanaian Schools

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Section Two

GLOBAL CITIZENSHIP EDUCATION (GCED)

GLOBAL CITIZENSHIP EDUCATION (GCED)

What does it mean to be a global citizen?

According to UNESCO (2013), a global citizen is an individual who "thinks and acts for a more just, peaceful, and sustainable world." The individual also identifies as a member of a global community and takes action to address global issues. The Global Citizens' Initiative (n.d. para 1) describes a global citizen as "someone who sees himself or herself as being part of an emerging world community and whose actions help define this community's values and practices." For Oxfam, a global citizen is "someone who is aware of and understands the wider world – and their place in it. They are a citizen of the world. They take an active role in their community and work with others to make our planet more peaceful, sustainable and fairer."

A global citizen recognises that the challenges we face such as poverty, inequality, climate change and human rights violations are interconnected and require collective efforts to solve. They are actively engaged in global affairs, whether through advocacy, activism, volunteering or supporting organisations and initiatives that work towards social and environmental progress. Such persons strive to promote peace, justice and equality on a global scale and often use their voices, resources, and influence to raise awareness and support causes that align with their values.

Being a global citizen means embracing a sense of shared responsibility for the well-being of the planet and its inhabitants, recognising that our actions and choices can have an impact beyond our immediate surroundings. It's about fostering a sense of empathy, inclusivity and understanding towards people from different cultures, backgrounds, and nations.

In brief, being a global citizen has a sense of belonging to the global community and a common sense of humanity, with its presumed members experiencing solidarity and collective identity among themselves and collective responsibility at the global level (UNESCO 2017).

What is global citizenship?

According to UNESCO (2015), global citizenship refers to a sense of belonging to a broader community and common humanity. It emphasises political, economic, social, and cultural interdependency and interconnectedness between the local, the national and the global.

Oxfam views Global citizenship as a term used to describe the social, environmental, and economic actions taken by individuals and communities who recognise that every person is a citizen of the world. Citizenship in GCED describes the values and behaviours that make one a responsible member of society who is aware of, and active in addressing global issues.

What is global citizenship education?

Global Citizenship Education (GCED) is a transformative education that can develop knowledge, skills, values, and attitudes that students need to make a more just, peaceful, and

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sustainable world. It is based on the universal principles of human rights, gender equality, non-discrimination, non-violence, and respect for all (APCEIU 2018).

UNESCO (2018) defines Global Citizenship Education (GCED) as an educational approach that nurtures respect and solidarity in learners to build a sense of belonging to a common humanity and help them become responsible and active global citizens in building inclusive and peaceful societies. Global Citizenship Education (GCED) is also explained as an educational approach that aims to cultivate a sense of global awareness, responsibility, and engagement among individuals. It emphasises the understanding of global issues, appreciation for cultural diversity, and the development of skills and values necessary for active participation in a globalised world.

The revised 1974 Recommendation on Education for Peace and Human Rights, International Understanding, Cooperation, Fundamental Freedoms, Global Citizenship and Sustainable Development (UNESCO 2023) presents global citizenship education as a transformative education that empowers people to reflect critically and become agents of change. The revised Recommendation places great emphasis on the critical role of global citizenship education in building a more peaceful and just world in these times of war, climate crisis, and polarization.

Hence, GCED is a strategy to help learners access opportunities as well as navigate the challenges presented by this diverse and interconnected world of increasingly porous borders.

Global citizenship education (GCED) is therefore a form of civic learning that involves learners' **active participation in projects that address global issues of a social, political, economic, or environmental nature.**

In summary, global citizenship education refers to an educational approach that creates a sense of belonging to a broader community and common humanity. It emphasises that political, economic, social, and cultural issues are interdependent and interconnected locally, nationally, and globally.

Why Global Citizenship Education?

As the world becomes more interconnected and complex, it is essential to equip the next generation with the necessary skills, attitude, values, and knowledge to navigate the challenges they will face. This entails preparing the young generation to take proactive measures in addressing global issues such as climate change, conflict, poverty, equity, and sustainability (UNESCO, 2015). Additionally, it is worthwhile for the Ghanaian learner to develop 21st century skills and global competencies that enable him/her to effectively engage and thrive in both the Ghanaian and the global economy. For the young generation to be empowered to resolve local and global challenges and to become proactive contributors to a more peaceful, tolerant, inclusive, and secure world, GCED must be prioritised (Miranda, 2018; Childhood Education International, n.d).

Moreover, due to new challenges and significant changes in the education landscape, UNESCO Member States have changed the 1974 Recommendation into the Recommendation on Education for Peace and Human Rights, International Understanding, Cooperation, Fundamental Freedoms, Global Citizenship and Sustainable Development (UNESCO 2023). The revised Recommendation which was adopted at the 42nd session of the General Conference of UNESCO held in Paris

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in November 2023, recommends global citizenship education as a transformative education that empowers people to reflect critically and become agents of change. The revised Recommendation places great emphasis on the critical role of global citizenship education in building a more peaceful and just world in these times of war, climate crisis, and polarization.

Below are some reasons why GCED is important to the Ghanaian learner:

GCED aims at:

1. equipping learners with an understanding of "global ties, relations and connections, and a commitment to the collective good."
2. fostering the "skills, values and knowledge to empower them as global citizens through the practice and promotion of tolerance, human rights, social justice and acceptance of diversity."
3. allowing people to co-exist within diverse spaces and "[seek] to fulfil their individual and cultural interest and [achieve] their inalienable rights."
4. fostering a sense of belonging to a global community, promoting respect for human rights and dignity, encouraging sustainable development, and fostering peace and social justice. It aims to equip individuals with the knowledge, skills, attitudes, and values necessary to understand complex global issues, engage in dialogue and cooperation with people from diverse backgrounds, and take action to address global challenges.
5. empowering learners of all ages to understand both local and global issues to become active promoters of more peaceful, tolerant, inclusive, secure, and sustainable societies.
6. helping to draw on globally oriented learning resources that help learners in understanding how they fit in the world in relation to their local circumstances.
7. empowering learners to become informed, compassionate, and socially responsible global citizens who can contribute to addressing global challenges and promoting a more just and sustainable world. It goes beyond traditional academic subjects and focuses on the development of key competencies such as critical thinking, empathy, intercultural understanding, and social responsibility.
8. developing a global perspective: global citizenship education helps learners develop a broader understanding of the world and the interconnectedness of different societies and cultures. It encourages them to think beyond their immediate environment and consider the global challenges we face as a collective.
9. fostering cultural awareness and empathy: By learning about different cultures, traditions, and perspectives, learners develop empathy and respect for others. Global citizenship education promotes diversity, inclusivity, and tolerance, which are crucial in an increasingly interconnected and diverse world.

10. promoting critical thinking and problem-solving skills: global citizenship education equips learners with critical thinking skills to analyse complex global issues. It encourages them to question assumptions, seek multiple perspectives, and evaluate evidence. These skills are essential for addressing global challenges and finding innovative solutions.

11. encouraging responsible and active citizenship: global citizenship education aims to empower learners to become active participants in their communities and the world at large. It promotes values such as social justice, human rights, sustainability, and peace building. By understanding their rights and responsibilities as global citizens, learners are motivated to take action and make positive contributions to society.

12. preparing for a globalised workforce: In an increasingly globalised economy, employers seek individuals with global competence. Global citizenship education equips learners with the knowledge, skills, and attitudes needed to thrive in a global workforce. It enhances their intercultural communication skills, adaptability, and collaboration across borders.

13. addressing global challenges: global issues like climate change, poverty, inequality, and conflicts require collective action. Global citizenship education instils a sense of responsibility and agency in learners to contribute to sustainable development and work towards a more just and peaceful world.

In summary, GCED fosters cultural competence, critical thinking, empathy, and a sense of responsibility toward global issues (Andreotti, 2011). It empowers individuals to become agents of positive change, engaging in civic participation and advocating for social justice (Schattle, 2008). By integrating GCED into the pre-tertiary curriculum in Ghana, teachers nurture learners' global competencies and prepare them to succeed in an increasingly globalised world (UNESCO, 2015). Additionally, by integrating GCED into the curriculum, teachers can prepare learners to be active, responsible, and compassionate local and global citizens who are equipped to address the pressing challenges of our time.

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Section Three

GCED DOMAINS (UNESCO 2015)

Section Three

GCED LEARNING DOMAINS

GCED Learning Domains (UNESCO 2015)

Figure 4: GCED Learning Domains (UNESCO 2015)

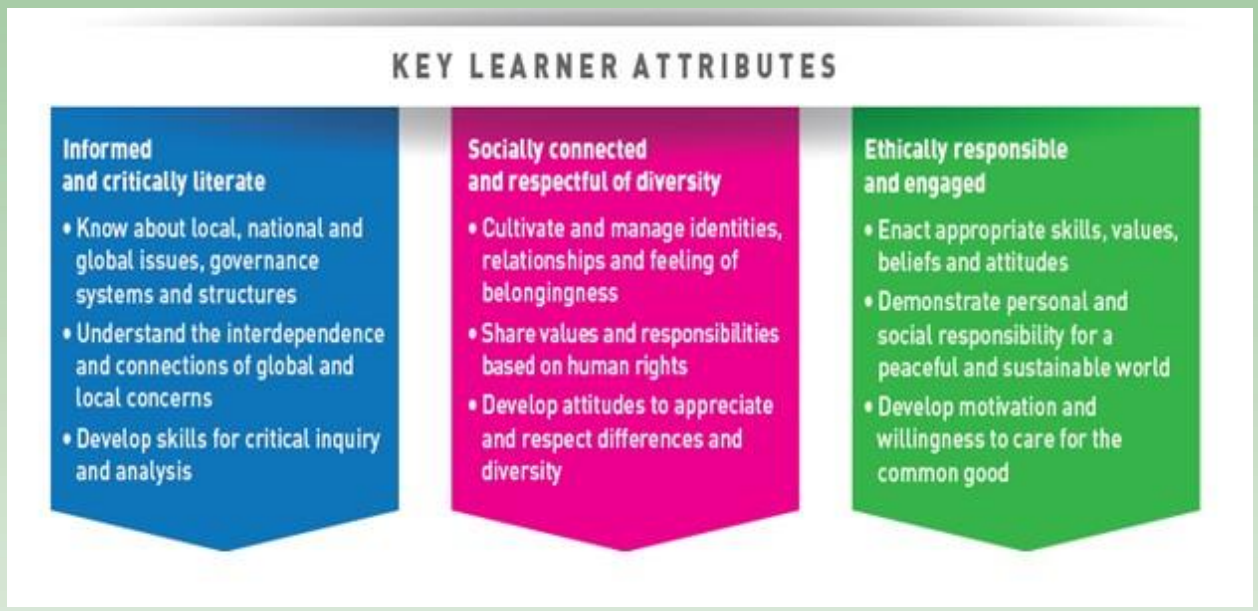

Figure 5: Key Learner Attributes (UNESCO 2015)

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Ghana GCED Conceptual Framework

The Ghana GCED Conceptual Framework is rooted in the globally accepted five broad themes of GCED. These themes are thoughtfully harmonised with the national values and culture of the Ghanaian people. This harmonisation enables the framework to reflect the deep-seated beliefs and aspirations of the Ghanaian populace, which have been passed down through generations via the educational system.

While the National Curriculum already incorporates elements of GCED, the conceptual framework underscores a deliberate and conscientious effort to empower teachers to prioritise the teaching of these GCED themes in their daily instructional activities. By seamlessly integrating GCED into the curriculum, Ghanaian educators assume the role of facilitators in cultivating Global Citizen Learners, thus exemplifying the ultimate goal of GCED within Ghanaian schools.

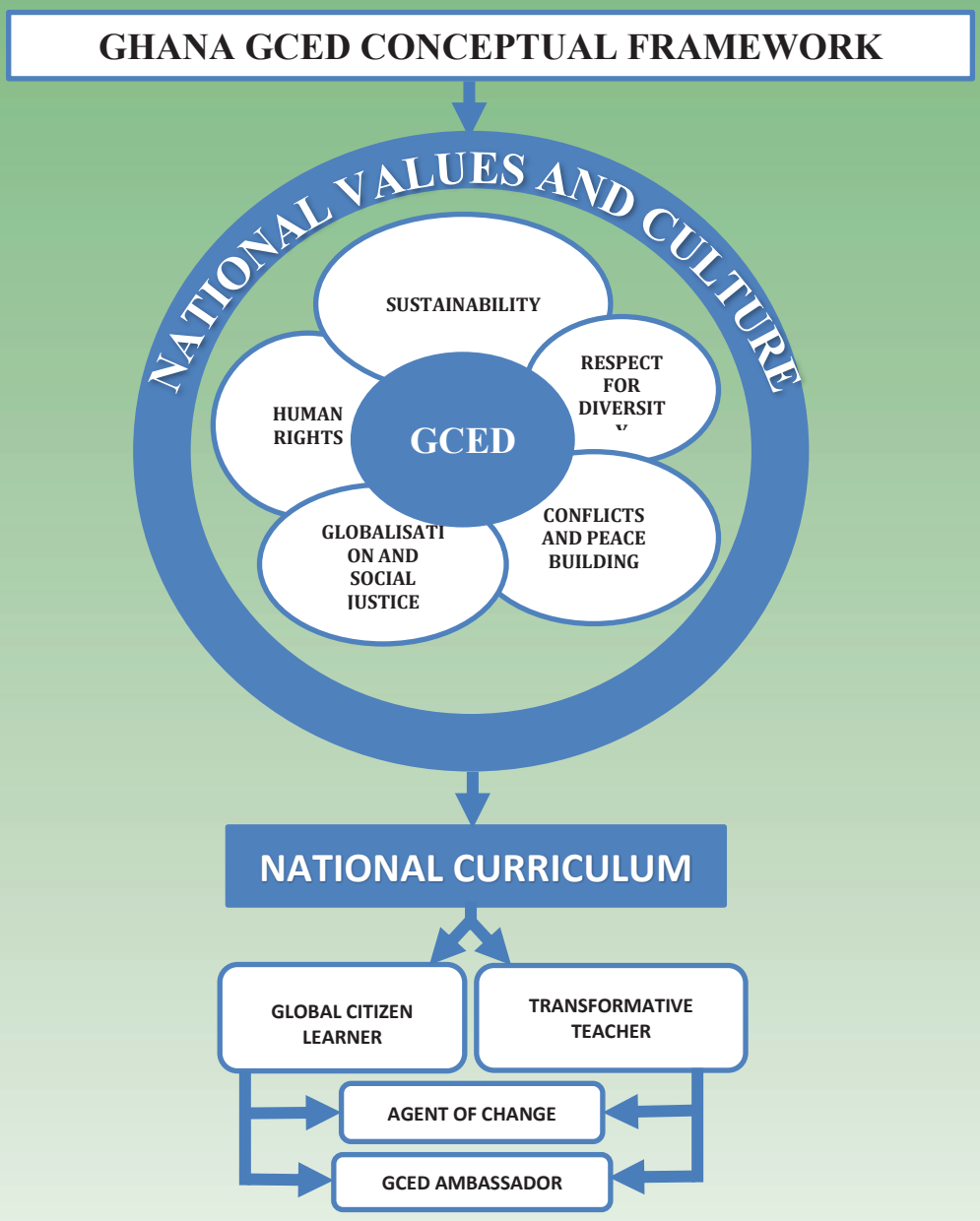

Figure 6: Ghana GCED Conceptual Framework

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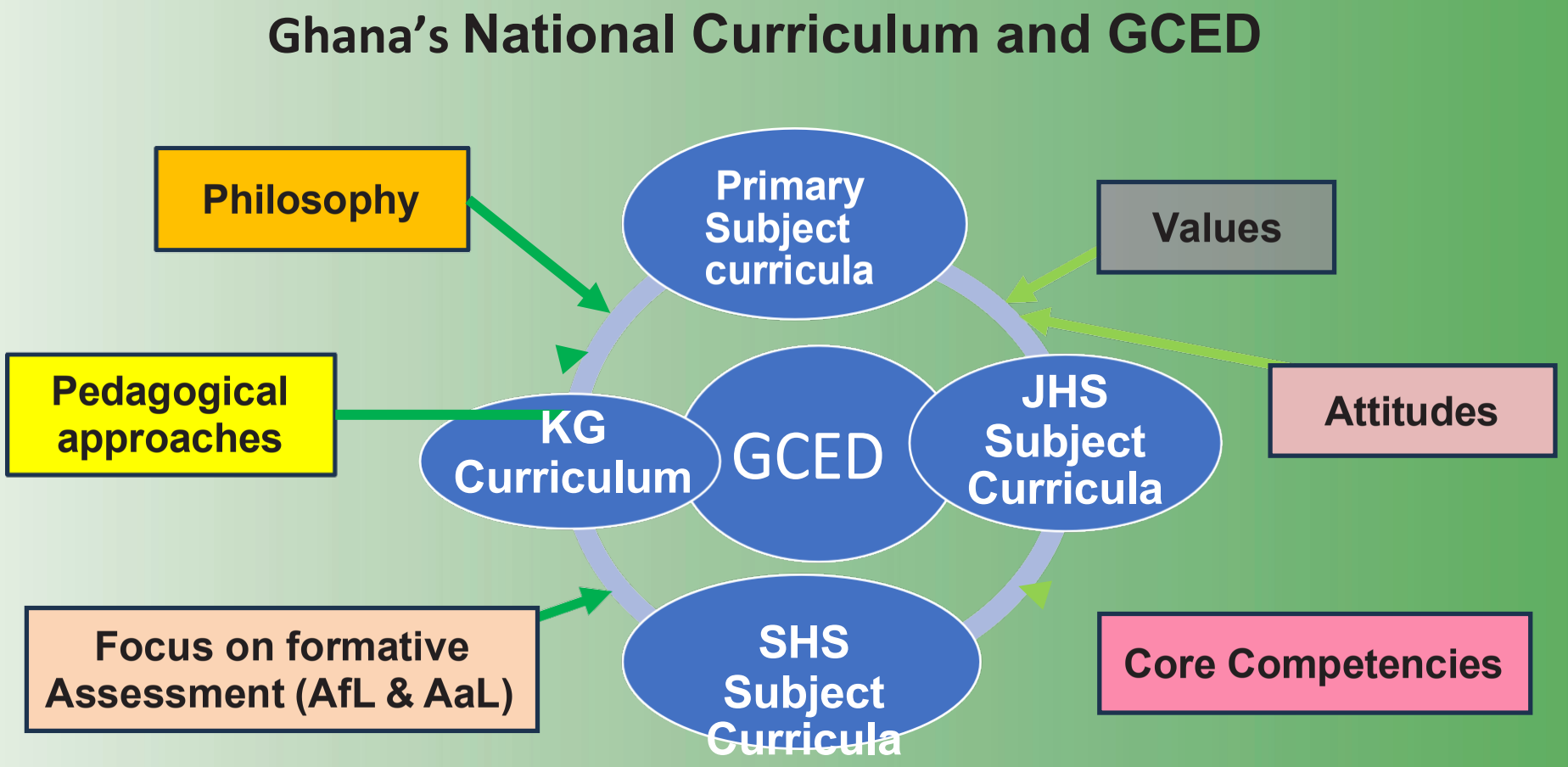

Figure 7: Ghana's National Curriculum and GCED

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Ghana's Context

Summary of GCED Concepts in the National Curriculum			
Pedagogical Approaches	**Core Competencies**	**Values**	**Attitudes**
❑ Inquiry-based learning ❑ Collaborative learning ❑ Experiential learning ❑ Task-based Learning ❑ Talk for learning ❑ Project-based learning, ❑ Authentic learning ❑ Assessment for learning ❑ Community service	❑ Cultural identity and Global Citizenship ❑ Critical thinking and Problem solving: ❑ Communication and Collaboration ❑ Personal development and leadership ❑ Creativity and Innovation ❑ Digital Literacy	❑ Commitment to achieving excellence ❑ Truth and Integrity ❑ Respect for Diversity ❑ Equity ❑ Teamwork & Collaboration	❑ Curiosity ❑ Flexibility in Ideas ❑ Perseverance ❑ Respect for Evidence
➢ Learner-centred classrooms ➢ Teacher-centred schools			

Figure 8: Summary of GCED Pedagogies, Core Competencies, Values and Attitudes in Ghana's National Curriculum

Overview of the Ghana GCED Themes

Human Rights

GCED emphasises the importance of understanding what human rights are. Human rights are the fundamental rights and freedoms to which all individuals are entitled, regardless of their nationality, race, gender, religion, or other characteristics. These rights are enshrined in international documents such as the Universal Declaration of Human Rights (UDHR) and various international treaties. GCED focuses on instilling values and principles related to human rights, such as equality, dignity, non-discrimination, and respect for diversity. It encourages learners to recognise the inherent worth of every person and the importance of treating others with fairness and compassion. GCED aims to raise awareness about different aspects of human rights, including civil, political, economic, social, and cultural rights. Learners are encouraged to understand the historical context, significance, and relevance of these rights in today's interconnected world.

Human rights education within GCED promotes social justice by addressing issues of inequality, discrimination and injustice. It encourages critical thinking and analysis of how systemic injustices and violations occur and persist.

GCED goes beyond mere knowledge and seeks to empower individuals to take action to protect and promote human rights. This can involve advocating for human rights, participating in activism, volunteering, or engaging in social and political change efforts.

Human rights under GCED are not limited to a specific geographic location or context. It encourages learners to understand that human rights are universal, and that global interconnectedness requires a global perspective when addressing human rights issues.

The Human Rights theme under Global Citizenship Education is an essential component that equips individuals with the knowledge, values, and skills to understand, protect, and promote human rights on a global scale. It encourages active engagement and a commitment to social justice and equality for all people, regardless of their backgrounds or circumstances.

Sustainability

GCED introduces learners to the concept of sustainability, which involves meeting the needs of the present generation without compromising the ability of future generations to meet their own needs. Sustainability encompasses environmental, economic, and social dimensions.

The environmental aspect of sustainability is a central focus within GCED. It explores topics such as climate change, biodiversity conservation, water and other resource management, pollution control, and sustainable agriculture. Learners are encouraged to understand the impact of human activities on the environment and the importance of responsible use of resources.

GCED acknowledges the connection between economic development and sustainability. It emphasises the need for economic systems that balance growth with ecological and social

considerations. Topics may include fair trade, responsible consumption, circular economies, and the role of businesses in promoting sustainability. Social sustainability within GCED covers issues related to social justice, equity, and inclusivity. It addresses topics like poverty reduction, access to education and healthcare, gender equality, and the promotion of diverse and inclusive societies. Social sustainability recognises that a just and equitable society is a crucial component of overall sustainability. GCED emphasises the interconnectedness of environmental, economic, and social issues. It encourages learners to see the relationships and interdependencies between these dimensions and how they contribute to global challenges like climate change, inequality, and poverty.

The sustainability theme in GCED ultimately seeks to develop responsible global citizens who understand their role in promoting sustainability. It encourages active engagement in local and global efforts to address environmental and social challenges.

In summary, the Sustainability theme under Global Citizenship Education equips learners with the knowledge, values, and skills needed to address pressing global challenges related to environmental conservation, economic development, and social equity. It emphasises the interconnectedness of these issues and fosters a sense of responsibility toward creating a more sustainable and equitable world for present and future generations.

Respect for Diversity

This is a fundamental theme within Global Citizenship Education (GCED). It plays a pivotal role in helping individuals understand and appreciate the richness of human differences, fostering tolerance, empathy, and a sense of belonging in an increasingly interconnected world. GCED introduces learners to the concept of diversity, emphasising that it encompasses a wide range of dimensions, including but not limited to race, ethnicity, nationality, religion, gender, sexual orientation, age, ability, socioeconomic status, and cultural background. Diversity is seen as a source of strength and enrichment for societies. GCED encourages learners to develop cultural awareness and sensitivity by exploring the customs, traditions, beliefs, and values of different cultures around the world. It promotes the idea that cultural diversity contributes to a vibrant global community.

The Respect for Diversity theme emphasises the importance of social inclusion and the elimination of discrimination, prejudice, and stereotypes. It encourages individuals to reflect on their own biases and prejudices and take steps to promote inclusivity and equity. Ultimately, Respect for Diversity in GCED aims to develop active and responsible global citizens who advocate for social justice, inclusivity and diversity in their communities and beyond. The Respect for Diversity theme in Global Citizenship Education encourages individuals to embrace and celebrate human differences, fostering a sense of unity and interconnectedness while promoting social justice, inclusivity, and empathy. It recognises that respecting and valuing diversity is essential for building a more harmonious and equitable world.

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Conflict and Peace Building

This is a crucial component of Global Citizenship Education (GCED). It focuses on equipping individuals with the knowledge, skills, and values needed to understand, prevent, and resolve conflicts while promoting a culture of peace and cooperation on a global scale. GCED introduces learners to the concept of peace, emphasising that it goes beyond the absence of violence and conflict. Peace is seen as a positive and holistic state that encompasses harmony, justice, equity, and the well-being of individuals and communities.

The theme encourages learners to understand the root causes of conflicts, both at local and global levels. It emphasises the importance of critical thinking and analysis to identify underlying issues such as inequality, discrimination, resource scarcity, and political instability. GCED provides tools and techniques for conflict resolution and mediation, emphasising non-violent and constructive approaches. It teaches negotiation, communication, and problem-solving skills to address conflicts peacefully. Conflict and Peace Building in GCED aims to empower individuals to become active global citizens who contribute to peace building efforts in their communities and beyond. It emphasises the role of civic engagement and advocacy.

In summary, the Conflict and Peace Building theme in Global Citizenship Education equips individuals with the knowledge and skills needed to resolve conflicts, foster peace, and promote social justice on a global scale. It recognises the interconnectedness of conflicts in an increasingly interdependent world and emphasises proactive approaches to peace building.

Globalisation and Social Justice

This is a significant component of Global Citizenship Education (GCED). It explores the complex interplay between globalisation processes and the pursuit of social justice at the local, national, and global levels. GCED introduces learners to the concept of globalisation, emphasising that it involves the increasing interconnectedness and interdependence of societies and economies across the globe. It includes the flow of goods, services, information, culture, and people.

Social justice is a fundamental aspect of this theme. GCED defines social justice as the fair and equitable distribution of resources, opportunities, and rights within societies. It promotes the idea that all individuals should have equal access to education, healthcare, employment, and political participation.

GCED explores how globalisation processes can both advance and hinder social justice. It examines how globalisation can exacerbate inequalities, but also how it can provide opportunities for economic development, education, and cultural exchange.

The Globalisation and Social Justice theme in Global Citizenship Education equips individuals with the knowledge, values, and skills needed to navigate the complexities of globalisation while advocating for social justice on a global scale. It encourages critical thinking about the impact of globalisation on societies and the role of individuals in promoting a fair and equitable world.

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Table 2: Ghana GCED Themes and Sub-themes

THEMES	SUB-THEMES			
Human Rights	Rights and Responsibilities	Citizenship and Participation	Health	Eradication of Poverty
	Right to Education	Freedom of expression		
Sustainability	Economy	Ecosystem	Climate change	
Respect for Diversity	Cultural Diversity	Workplace Diversity	Religious Diversity	Moral Diversity
	Political Diversity			
Conflict and Peace Building	Conflict Resolution	Attitude and Behaviour	Social Reconciliation	Peace Education and Advocacy
Globalisation and Social Justice	Economic Globalisation	Cultural Globalisation	Technological Globalisation	Global Governance and Power Structures
	Migration and Displacement	Cultural Identity and Homogenisation	Environmental Justice	Labour Rights and Exploitation
	Access to Education and Knowledge			

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Table 3: Ghana GCED Theme— Human Rights: Learning Outcomes and Indicators

GCED THEME	SUB-THEME	LEARNING OUTCOMES	LEARNING INDICATORS
Human Rights	Rights and Responsibilities	Cultivate empathy and respect for the rights of others, demonstrating an understanding that everyone is entitled to their rights and should be treated with fairness and equality.	Identify various rights and their corresponding responsibilities.
		Develop a sense of social justice, recognising and challenging instances of unfairness or discrimination, and advocating for equal rights and opportunities for all community members.	Show empathy and respect for the well-being and rights of others.
	Citizenship and Participation	Practice respectful and inclusive behaviour towards individuals from diverse backgrounds, cultures, and perspectives, valuing the contributions of all community members.	Demonstrates awareness of community needs and expresses a willingness to contribute to their improvement
		Cultivate a sense of civic responsibility, understanding that active participation and engagement in their community is essential for the betterment of society.	Participates voluntarily in community service activities or projects.
	Health	Demonstrate personal hygiene skills to prevent illness and disease	Apply personal hygiene skills to prevent illnesses and diseases and assist others in doing the same
		Identify key areas to reduce pandemic situations.	Use experience and the sense of responsibility to identify key areas to reduce national pandemic situations.

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	Eradication of Poverty	Collaborate to address issues that put people in challenging situations to help eradicate poverty for their sustainability.	Share and manage resources with the less privileged
		Show empathy towards the marginalised in the community	Empathise with the less privileged and support them
	Right to Education	Share experiences on the impact of education on the community and the nation at large.	Promote educational programmes for lifelong learning.
		Advocate for equal access to education	Support the agenda for equal educational opportunities for all, regardless of gender, socioeconomic background, ethnicity, or disability.
	Freedom of Expression	Respect diverse opinions and motivate others to express themselves freely.	Encourage open dialogue and respectful conversations
		Use the media for the right purpose	Promote media literacy and critical thinking

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Table 4: Ghana GCED Theme— Respect for Diversity: Learning Outcomes and Indicators

GCED THEME	SUB-THEME	LEARNING OUTCOMES	LEARNING INDICATORS
Respect for Diversity	Cultural Diversity	Appreciate and respect the different cultural groups	Engage in activities (i.e. tolerance, open-mindedness, curiosity) that promote cultural diversity. Celebrate cultural diversity through collaborative projects that promote sustainable practices and cultural preservation.
			Share real life experiences of cultural diversity encounters (e.g. food, festivals, dances, clothes etc.)
			Reflect and talk about ways to overcome negative cultural encounters
	Workplace Diversity	Accept workplace diversity as a vehicle for local, national and global development	Practise activities that encourage workplace harmony and discourage workplace discrimination
	Religious Diversity	Show respect and sensitivity towards diverse religious beliefs, customs, and traditions,	Actively participate in respectful discussions and dialogues that explore the intersections and interactions between different religious perspectives.
	Moral Diversity	Identify connections between moral principles and social justice issues showcasing an understanding of how moral diversity impacts societal challenges.	Demonstrate an understanding of how moral diversity impacts societal challenges.

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	Political Diversity	Cultivate empathy and respect for individuals with different political beliefs and ideologies.	Show genuine interest and understanding of the perspectives of others without judgment or prejudice about different political beliefs.
		Promote self-awareness and self-regulation in expressing emotions during political interactions.	Practice perspective-taking to understand the differing viewpoints and emotions of others.

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Table 5: Ghana GCED Theme — Sustainability: Learning Outcomes and Indicators

GCED THEME	SUB-THEME	LEARNING OUTCOMES	LEARNING INDICATORS
Sustainability	Economy	Develop awareness of the impact of consumption and production choices on the environment, society, and economy.	Engage in group activities to develop and implement sustainable solutions to economic projects
			Explore good production/ consumption practices
		Demonstrate basic financial skills, such as budgeting, saving, and making informed financial decisions.	Show respect for the value of money and the effort required to earn it
	Ecosystem	Accept and respect the importance of biodiversity and the interdependence of living organisms within ecosystems.	Use observation and data collection techniques to develop an appreciation of biodiversity in local environments.
		Demonstrate awareness of the environmental impact of human activities on natural resources.	Show empathy towards the effects of resource depletion and pollution on ecosystems and the well-being of other living organisms.
		Engage in projects and initiatives that promote sustainability and raise awareness about the responsible use of natural resources.	Advocate for sustainable behaviours and explain the importance of responsible resource management to others.
	Climate change	Demonstrate empathy and compassion to affected communities suffering as a result of climate change	Reflect on personal feelings and attitudes towards affected communities and the impact of climate change.

Table 6: Ghana GCED Theme — Conflict and Peace Building: Learning Outcomes and Indicators

GCED THEME	SUB-THEME	LEARNING OUTCOMES	LEARNING INDICATORS
Conflict and Peace Building	Conflict Resolution	Apply problem-solving strategies to reach peaceful resolutions.	Demonstrate how conflicts can affect relationships and well-being.
			Use problem-solving strategies such as avoidance, collaboration, compromising or finding win-win solutions to resolve conflicts
		Demonstrate effective communication and negotiation skills in conflict resolution	Use appropriate verbal (tone and language) and non-verbal (eye contact and body language) communication skills to resolve conflict.
			Demonstrate effective communication skills in resolving conflicts (classroom, school or neighbourhood).
	Attitudes and Behaviour	Promote empathy, respect and open-mindedness in listening to different viewpoints for positive coexistence	Demonstrate empathy by understanding and acknowledging others' feelings during conflicts.
			Take personal responsibility for one's actions during conflicts and their consequences.
			Use non-violent and constructive ways to express frustration or anger.

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	Social Reconciliation	Promote forgiveness and healing as key components of social reconciliation	Demonstrate the need to forgive and let go of negative feelings.
			Use proactive steps to prevent conflicts and promote harmony.
	Peace Education and Advocacy	Promote active advocacy for peaceful solutions.	Identify opportunities for promoting peace within the school or local community

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Table 7: Ghana GCED Theme — Globalisation and Social Justice: Learning Outcomes and Indicators

GCED THEME	SUB-THEME	LEARNING OUTCOMES	LEARNING INDICATORS
Globalisation and Social Justice	Economic Globalisation	Contribute positively to the global economy, such as supporting fair trade, promoting ethical business practices, and advocating for social justice.	Reflect on personal choices and actions related to the global economy, considering their impact on others and the planet.
			Demonstrate a willingness to adapt behaviour and make positive changes to contribute to a more fair and sustainable global economy.
			Reflect on activities that support fair trade, advocating for ethical business practices, or engaging in initiatives that promote social justice.
	Cultural Globalisation.	Engage in activities that promote the preservation of cultural traditions, customs, and languages	Actively participate in cultural celebrations and events that showcase and preserve traditional practices, customs, and rituals.
			Engage in hands-on experiences with cultural artefacts, such as creating crafts or playing traditional instruments.
			Participate in community-led initiatives aimed at preserving cultural heritage and traditions.

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		Recognise the influence of cultural globalisation on local communities and the wider Global Society.	Demonstrate empathy towards individuals from different cultural backgrounds and respects their cultural beliefs, practices, and values.
			Engage in activities that show cultural exchanges and collaborations that have occurred between different countries or regions.
			Reflect critically on the positive and negative aspects of cultural globalisation on local communities and the wider global society.
	Technological Globalisation	Reflect on the impact of technology on individuals, communities, and the environment.	Express thoughts and feelings about the role of technology in their own lives and consider ways to balance its use.
			Participate in activities that promote sustainable practices with technology, such as recycling electronic devices or conserving energy.
			Show empathy towards individuals or communities who may have limited access to technology or face digital divides.

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	Global Governance and Power Structures	Demonstrate awareness of their rights and responsibilities as global citizens.	Engage in activities that promote responsible global citizenship, such as participating in community service projects, supporting charitable causes, or advocating for social and environmental justice.
			Collaborate with peers on projects or activities related to global governance, power structures, and global citizenship.
			Demonstrate a growth mindset and a commitment to lifelong learning as a global citizen
	Migration and Displacement	Reflect on personal attitudes and actions towards migrants and displaced persons.	Demonstrate an increasing ability to empathise with the experiences, challenges, and emotions of migrants and displaced persons.
			Take steps to create a welcoming and inclusive environment, such as initiating conversations, helping newcomers, or participating in activities that foster integration.
		Advocate for the protection of human rights, challenging stereotypes, discrimination, and unfair treatment faced by migrants and displaced persons.	Demonstrate the ability to speak up against stereotypes, discrimination, and unfair treatment of migrants and displaced persons.
			Actively challenge biased remarks or actions and promotes a culture of respect and inclusivity.

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	Cultural identity and social harmony	Develop empathy towards individuals from different cultural backgrounds, appreciating the diversity they bring.	Engage in inclusive play and communication, ensuring everyone feels included and valued.
			Act as a positive role model by treating all individuals, regardless of cultural background, with kindness and respect.
		Value the positive and negative effects of cultural homogenisation on individuals, communities, and societies.	Engage in discussions and debates, considering different viewpoints on cultural homogenisation and its implications.
			Communicate their cultural identity confidently and respectfully, recognising its significance while appreciating the cultural identities of others.
	Environmental Justice .	Engage in projects that raise awareness about environmental injustices and encourage positive change	Demonstrate a willingness to learn from their experiences, adapt strategies if necessary, and continue their efforts to address environmental injustices.
			Recognise the ethical implications of environmental injustices and their impact on marginalised communities.

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	Labour Rights and Exploitation	Cultivate a sense of fairness and justice by recognising that all individuals deserve equitable treatment in the workplace.	Demonstrate empathy towards individuals who have experienced workplace discrimination or unfair treatment, and understand the impact that this can have on their well-being.
			Express opinions on the importance of fair and equitable treatment in the workplace, and engage in discussions and activities that promote awareness and understanding of workplace fairness and justice.
	Access to Education and Knowledge.	Recognise the value of lifelong learning and continuous personal development beyond formal education. Engage in constructive dialogue with teachers, parents, and community members to promote collaborative efforts in improving access to education.	

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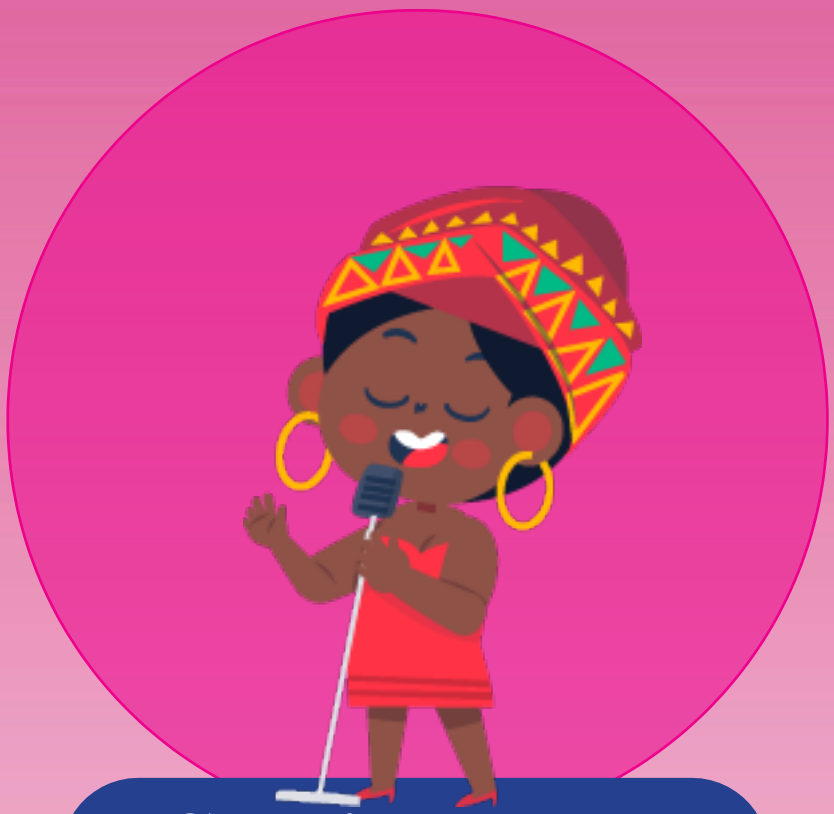

Section Four

GCED PEDAGOGY

Section Four

GCED PEDAGOGY AND ASSESSMENT

GCED is guided by six core pedagogical principles, namely Dialogue and Participation, Holism and Inter-disciplinary, Multi-modal Approach to teaching, Values Formation, Critical Empowerment, and Applicability and Relevance (APCEIU 2018).

Pedagogical Principles of GCED

1. Dialogue and Participation

GCED requires a learning environment where learners and teachers can discuss issues and co-create learning. To become active citizens, learners should become active participants in the learning process. Teachers should engage in dialogue with learners and encourage them to engage in dialogue with one another. This provides opportunity for learners to share their ideas, raise questions, listen to and respect different perspectives, and become empowered to take action to address personal, community, national and global issues.

2. Holism and Inter-disciplinary

Education should be made relevant to the everyday lives of learners by using real-life scenarios and issues as examples when teaching certain topics. Learners have to become aware of the big picture that people and the environment are interconnected. Thus, GCED requires holistic learning or studying issues from many different angles (interdisciplinary) using various ways of learning. For example, teachers should encourage learners not only to interact and dialogue with people from different backgrounds in their local community to explore, understand, and respect diverse perspectives but also help them to understand how different issues are related to one another in the world.

3. Multi – modal approach to teaching

GCED requires teachers to engage learners holistically – the mind, the heart, and the body – this calls for the use different learning strategies that involve the senses such as sight, sound, smell, taste, and touch when teaching. For instance, creative and transformative strategies such as role-play, group discussion, project, field trip, debate, simulation, drama and art facilitate the development of learners' cognitive, socio-emotional, and behavioural skills and competencies.

4. Values Formation

Teachers should not only focus on teaching new facts, knowledge, and information to learners but also help them develop values such as empathy, justice, compassion, respect, and non-violence. Teachers should also be able to teach learners how to examine their values and principles, how to assess their expectations and actions, and how to develop good values and habits. Learners can only make use of the knowledge they learned in class for the common good if they have the right values, attitude, and mindset as promoted by GCED.

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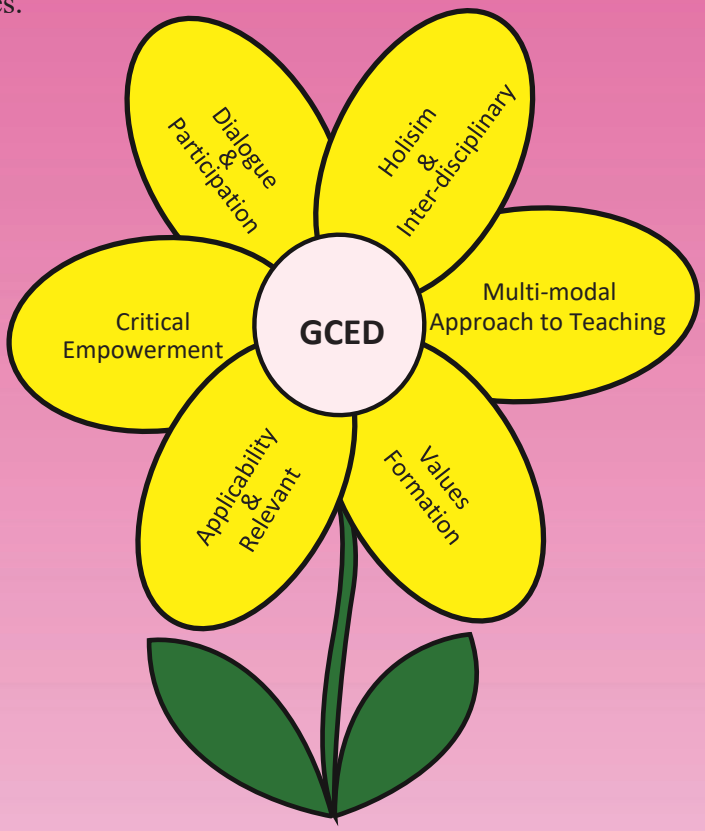
5. Critical Empowerment

The goal of GCED is to empower learners to critically respond to local and global challenges by taking action. Teachers must therefore support learners to gain knowledge about global and global issues so that they will be motivated to use their knowledge, skills, and values to solve problems to transform their local community and the world.

6. Applicability and Relevance

GCED should be applicable and relevant to the context of learners. Learning content should be based on real-life issues and hands-on experiences to help learners to become agents of change. Relevant knowledge and practical experience empower learners to apply what they have learned to their daily lives.



Adapted, GCED OnlineCampus (2019)

Pedagogical Principles of GCED

The GCED pedagogical principles highlight the following:

Inclusivity and Diversity: The method used in the teaching of GCED should embrace diversity and promote inclusion. It should recognise and respect the diversity of learners' backgrounds, perspectives, and experiences, fostering an inclusive and equitable learning environment.

Interdisciplinary Learning: The technique applied in teaching GCED must encourage an interdisciplinary approach to education. It should integrate various subjects and perspectives to help learners understand complex global issues and their interconnectedness.

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Critical Thinking: GCED pedagogies emphasise the development of critical thinking skills. Learners are encouraged to analyse information critically, question assumptions, and engage in evidence-based reasoning when exploring global challenges.

Active Learning: Active learning methodologies, such as group discussions, debates, problem-solving, and hands-on projects, are promoted in GCED. This approach encourages students to actively engage with the content and take ownership of their learning.

Experiential Learning: Experiential learning opportunities, such as internships, field trips, and community engagement play a vital role in GCED. These experiences help students apply their knowledge to real-world situations and develop a deeper understanding of global issues.

Ethical and Values-Based Education: GCED pedagogies should encourage the exploration of ethical dilemmas and the development of values such as empathy, respect, tolerance, and social responsibility. It helps learners understand the moral dimensions of global challenges.

Multiple Perspectives: GCED pedagogies promote the exploration of multiple perspectives on global issues. It encourages learners to consider different viewpoints, cultures, and worldviews, fostering a more nuanced understanding of complex problems.

Action and Civic Engagement: GCED goes beyond knowledge acquisition; it encourages students to take action and become active global citizens. This may involve participating in community service, advocacy, or other forms of civic engagement. Hence, pedagogies that promote action and civic engagement should be prioritised.

Global Competence: GCED aims to develop global competence in learners. This includes skills such as intercultural communication, empathy, adaptability, and the ability to work collaboratively across borders. Pedagogies employed must promote these skills.

Sustainability: GCED often incorporates sustainability principles, encouraging students to consider the long-term consequences of their actions on the planet and society and to explore ways to promote sustainable development. Therefore, pedagogies employed by teachers should promote these principles.

Assessment of/for Learning: Effective assessment methods in GCED focus on evaluating not only knowledge, but also skills, attitudes, and values. Assessment should be aligned with the goals of global citizenship education.

Global Citizenship Education is a transformative education that requires the use of transformative pedagogy to develop knowledge, skills, values, and attitudes to prepare learners to engage with the complex challenges of our interconnected world as responsible and informed global citizens. Who can contribute meaningfully to a more just, peaceful, and sustainable world.

What is Transformative Pedagogy?

Transformative pedagogy is an approach to teaching and learning that aims to challenge and transform social inequalities and injustices by empowering learners to become agents of change in their communities and beyond. It is based on the belief that education is not just about the

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acquisition of knowledge and skills, but also about the development of critical consciousness, social awareness, and a sense of responsibility towards the world.

At its core, transformative pedagogy involves creating a learning environment that is inclusive, participatory, and democratic, where learners are encouraged to engage in critical reflection, dialogue, and action. It is not just about transmitting information, but also about fostering deep understanding and critical thinking and empowering learners to apply what they have learned to real-world problems.

Transformative pedagogy is often associated with the work of Brazilian educator Paulo Freire, who argued that education should be a process of liberation, in which learners are empowered to challenge and transform social inequalities and injustices.

According to Freire, transformative pedagogy involves a process of "conscientisation" in which learners become critically aware of their social, political, and economic contexts, and are empowered to take action to change them.

With transformative pedagogy, learners are empowered to become active and engaged citizens who are capable of challenging and transforming social inequalities and injustices. It is a powerful tool for promoting social justice, equity, and democracy, and a critical component of building a more just and sustainable world.

In brief, "Transformative pedagogies create concrete opportunities for learners to identify and reflect on interconnectedness and shared responsibilities, opening up opportunities and spaces to get to know the self, one another, explore each other's views, experience moments together, challenges ideas about the other, and create connections and relations. Ultimately, this pedagogical approach aims to provide the opportunity for learners to act collectively to achieve common goals, build on their individual strengths and appreciate the diversity around them" UNESCO-IICBA (2017, P26)

Key Principles and Practices of Transformative Pedagogy

The key principles and practices of transformative pedagogy include the following:

Critical Reflection

Transformative pedagogy emphasises the importance of critical reflection, which involves examining one's own assumptions and biases, as well as the social, political, and economic contexts in which learning takes place. Critical reflection helps learners to develop a deeper understanding of complex issues and to identify potential solutions.

Dialogue and Collaboration

Transformative pedagogy emphasises the importance of dialogue and collaboration which involves creating a learning environment that is inclusive, participatory, and democratic. Learners are encouraged to engage in meaningful conversations with their peers and teachers, to share their experiences and perspectives, and to collaborate on projects and initiatives.

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Action and Social Change

Transformative pedagogy emphasises the importance of acting and promoting social change which involves empowering learners to become agents of change in their communities and beyond. Learners are encouraged to identify social problems and develop strategies and solutions to address them.

Empowerment and Agency

Transformative pedagogy emphasises the importance of empowerment and agency. This involves empowering learners to take control of their own learning and to become active and engaged citizens. Learners are encouraged to develop skills and knowledge that will enable them to act and make a difference in the world.

Table 9: Key Features of Transformative Pedagogy

1. **Focus:** The primary focus is to bring about personal and societal transformation. It aims to challenge and change the existing social, cultural, and political structures that perpetuate inequality and injustice.
2. **Objectives:** The main objective is to empower learners to critically examine and challenge oppressive systems, prejudices, and inequities. It aims to cultivate social consciousness, promote social justice, and inspire action for positive change.
3. **Approach:** Transformative pedagogy adopts a critical and reflective approach, encouraging learners to question assumptions, analyse power dynamics, and challenge dominant narratives. It often involves participatory and experiential learning methods that engage students in real-world issues and encourage activism.
4. **Outcomes:** The desired outcome is personal and social transformation, including increased awareness of social justice issues, critical thinking skills, empathy, and the ability to take action to address inequalities and injustice.

It is important to note that while transformative pedagogy may incorporate creative elements, not all creative pedagogy necessarily leads to transformative outcomes. Teachers are encouraged to progress from creative pedagogy towards transformative pedagogy to transform the learning environment and the learner into an agent of change.

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Assessing GCED Skills/Learning Outcomes

Assessment is key in the teaching and learning process. The National Pre-Tertiary Learning Assessment Framework (NPLAF) clearly espouses the purposes of assessment as presented in Figure 9.

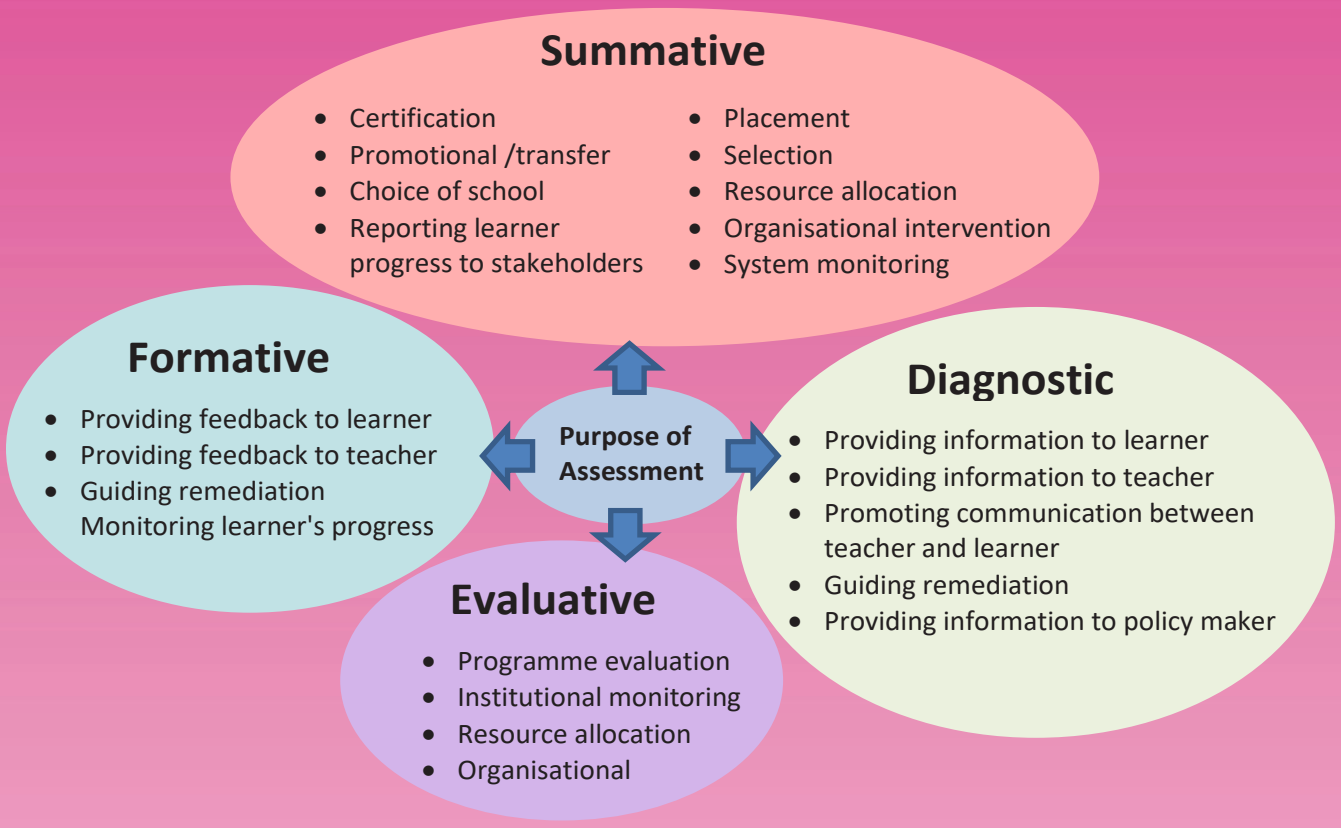

Figure 9: Purposes of Assessment in the NPLAF

However, the integration of Global Citizenship Education (GCED) in regular teaching and learning activities requires that the teacher consciously takes steps to assess the three domains of GCED, namely:

1. Cognitive
2. Socio-emotional
3. Behavioural

It is worth noting that an assessment of the cognitive domain is exhaustively dealt with in the various assessment documents available to the teacher. The focus of this section is to throw more light on some assessment techniques that can be employed by the teacher to assess the socio-emotional and behavioural domains of GCED.

What Do We Assess?

The focus of the assessment of the GCED component in the lesson should be on the learning outcomes that are linked to the GCED themes (Refer to Table 2).

Within these learning outcomes are specific socio-emotional and behavioural tenets that learners are supposed to develop (Refer to Tables 3, 4, 5, 6 and 7).

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How Do We Assess?

How do we assess the socio-emotional and behavioural traits of a learner?

According to McMillan (2007), there are three main techniques for assessing the socio-emotional and behavioural traits of a learner. These are:

1. Teacher Observation
2. Student Self-Report
3. Peer Ratings

It is important to note that since socio-emotional learning is difficult to observe directly, they are mostly deduced from behaviour or what students say about themselves and others. This implies that an assessment of the trait should be carried out consistently over time and multiple techniques should be employed to ensure accuracy and triangulation.

It is also important for the teacher to have separate tools for individual learners and the entire class if possible. This is to help monitor and distinguish group behaviour from individual behaviour.

Teacher Observation

Observation is the technique of watching learner behaviour and attitude before, during and after an instructional session. This requires a conscious effort on the side of the teacher to detect the intentional and unintentional socio-emotional traits being exhibited by a learner during the period of instruction. This is normally carried out by an Observation Guide or Checklist.

General Steps to Follow When Doing Teacher Observation

1. Determine how specific socio-emotional and behavioural trait relates to the learning indicator and outcome.
2. Define the trait clearly.

   For example: *Tolerate different views. This means that the learner should allow others to share their ideas even though they might be at variance with hers/his.*
3. Make a list of all behaviour and actions that depict the trait both in negative and positive ways as shown in Table 8.

Table 8: Sample Observation check list to assess *Tolerate different views.*

Positive	Negative
Allows others to make their point	Interrupts when others are speaking
Gently agrees or disagrees with opposing views	Becomes angry when others disagree with him/her
Listens to opposing views	Does not pay attention to opposing view

4. Initiate the GCED activity during the lesson and take note of all the traits being exhibited by learners during the GCED activity session of the lesson.
5. After the activity, classify the observed behaviour into positive and negative.
6. Stress the positive traits and condemn the negative traits explaining the need not to engage in those negative traits.

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Student Self-Report

This normally comes in two ways.

1. The teacher has a casual conversation or interview with the student with the aim of consciously targeting the learner's thought processes on a specific issue during the GCED session of the instructional process.

   For example, to promote cultural diversity and to instil in the learner the trait of respect for diversity, the teacher creates an activity in between instructional sessions and requests learners to share experiences or invites learners randomly after a lesson to enquire from them how they feel about the activity. In doing this, the teacher should have his/her focus on the trait.

2. The teacher can also design a simple questionnaire for learners to respond to which will be aimed at eliciting specific traits from them.

   There are two formats of questionnaires that can be used.

   (i) **Constructed response format.**

   The constructed response format is a straightforward approach that requires the student to respond to a simple question or statement intentionally asked to bring out a specific trait.

   For example, what do you do when you do not agree with someone?

   Another way to apply the constructed response format is to ask students to write an essay that focuses on a specific attribute.

For example, write an essay on how to relate to a person who does not belong to your religion.

(ii) **Selected response format: this can take three different forms.**

(a). **Rating Scale**

A rating scale is a closed-ended question that is used to represent a learner's feedback in a comparative form for a specific socio-emotional trait or attribute.

For example, how do you rate your ability or willingness to tolerate opinions or behaviour that you dislike or disagree with?

Sample Rating Scale

Self-awareness	**I do this …**		
	Often	**Sometimes**	**Never**
I show interest in others as unique individuals and invite them to share about their lives.			
I set aside time for to reflect on what I am learning and make connections to life.			
I try to identify my strength and weaknesses to come out with the best in me.			

Social awareness	**I do this …**		
	Often	**Sometimes**	**Never**
I can tolerate opinions that I disagree with			
I can tolerate behaviours that I dislike			

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(b). **Semantic Differential Scale**

The semantic differential scale asks a learner to rate socio-emotional traits on a standard set of bipolar adjectives (i.e., with opposite meanings), each representing a seven-point scale (Osgood, et al., 1957).

Example:

SEMANTIC DIFFERENTIAL SCALE									
Bad							x		**Good**
Cruel								x	**Kind**
Unpleasant							x		**Pleasant**
Unfair						x			**Fair**
Dirty							x		**Clean**
Intolerant						x			**Tolerant**
	0	**1**	**2**	**3**	**4**	**5**	**6**	**7**	

The teacher develops this and shares it with learners to respond to the extent they can relate to the attributes in the scale.

(c). **Checklist**

For example: *Being tolerant*

Attributes	*True*	*False*
I accept that people are different from me.		
I do not lose my calmness when I face people who are rude to me.		
I forgive people when they offend me because we are all not perfect.		

Peer Ratings

Peer ratings can be carried out using two approaches. This is when learners are asked to rate each other in relation to specific traits. There are two methods of conducting peer ratings.

(i) **Guess who approach** – learners are presented with short word pictures depicting a variety of socio-emotional and behavioural traits and learners are asked to identify classmates who exhibit such traits.

(Insert a picture of a Christian and Muslim shaking hands)

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(ii) **Socio-metric approach** – this is used to establish a learner's level of social acceptance. Learners can be asked to rate the extent to which they like to interact with a specific classmate. This is normally carried out on a scale of (1 = Not at all; 5 = To a very high extent).

For e.g. Rate the extent to which you will play with Class mate A because he/she is respectful.

Not at all	Somehow	To some extent	To a high extent	To a very high extent
1	2	3	4	5

NOTE

Teachers are advised to use multiple techniques and keep a GCED Diary to track the improvement of the socio-emotional and behavioural traits of learners. Learners must be assessed before, during and after the lesson, or a term.

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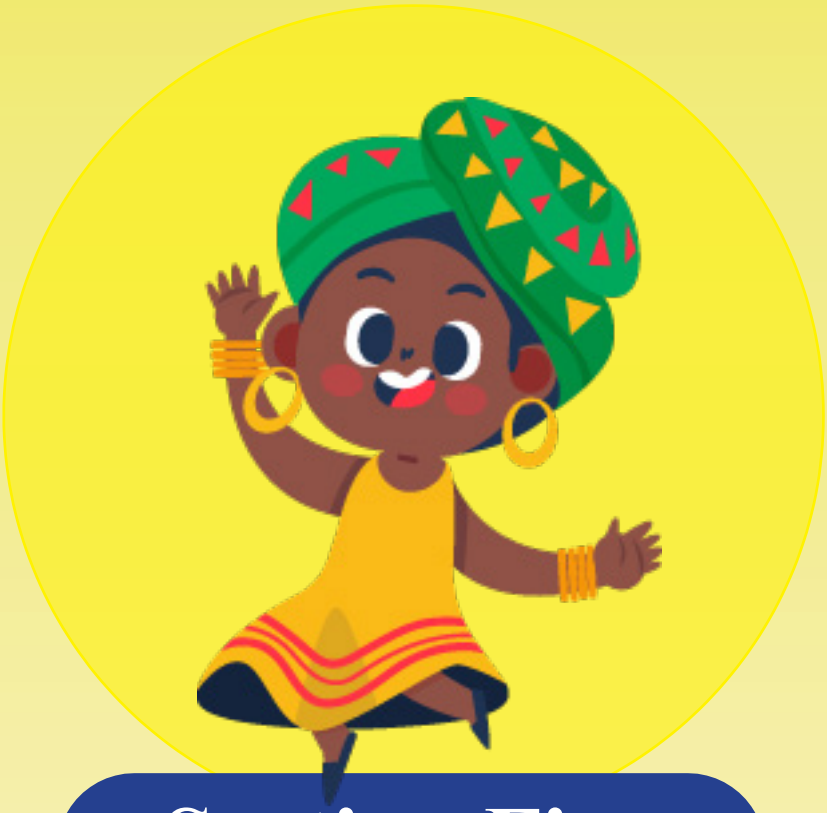

Section Five

SUBJECT-SPECIFIC CURRICULUM MAPPING

SUBJECT-SPECIFIC CURRICULUM MAPPING

The following are subject-specific curriculum mapping for Our World and Our People, History and English Language. These mapping indicate entry points for GCED

Table 10a GCED Themes - OWOP Curriculum Mapping (Strands, Sub-Strands, Values, Attitudes, Core Competencies)

OUR WORLD AND OUR PEOPLE CURRICULUM MAPPING			
GCED Theme	**Strand**	**Sub-Strand**	**Values, Attitudes, Core Competencies**
• Human Rights • Peace Building and Conflict Resolution • Respect for Diversity • Globalisation and Social Justice • Sustainability	All About Us All Around Us Our Beliefs And Values Our Nation Ghana My Global Community	• Myself • My Family and the Community • Home and the School • The Environment and the Weather • Plants and animals • Population and settlement • Worship • Festivals • Basic Human Rights • Being a Leader • Being a Citizen • Authority and Power • Responsible use of Resources • Farming in Ghana • Our Neighbouring Countries • Introduction to Computing • Sources of Information • Technology in Communication	**Values:** Respect for Diversity, Equity, Commitment to achieving excellence, Teamwork/ Collaboration, Truth and Integrity **Attitudes:** Commitment, Tolerance, Patriotism, Flexibility in ideas, Respect for evidence, Reflection, Comportment, Co-operation, Responsibility, Environmental Awareness, Respect for the Rule of Law **Core competencies** – Cultural identity and global citizenship – Critical thinking and problem solving – Communication and collaboration – Personal development and leadership – Digital literacy

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Table 10b: GCED Themes - OWOP Curriculum Mapping (Strands, Sub-Strands, Content Standard-indicator)

GCED THEME	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS
Human rights	All about us	My self Nature of God	B5.3.3.1. Demonstrate understanding of how to respect human rights as a citizen	B5.3.3.1.1. Describe fundamental human rights in the family
Conflict and peace building	Our nation Ghana	Being a citizen Authority and power	B6.4.1.1. Demonstrate understanding of behaviour and attitudes for peaceful living B4.4.2.1. Appreciate mutual respect in relationships (horizontal and vertical)	B6.4.1.1.1. Describe activities for peaceful living B4.4.2.1.1. Show mutual respect (horizontal and vertical) in given situations.
Respect for diversity	Our believes and values	Worship Festival	B4.3.2.1. Explore the Significance of cultural practices, traditions and celebrations in Ghana	B4.3.2.1.1. Identify celebrations, positive cultural practices and traditions of different cultures in Ghana
Globalization and social justice	My global community	Our Neighboring Countries	B6.5.1.1. Demonstrate understanding of how Ghana cooperates with other nations	B6.5.1.1.1. Explain how Ghana co-operates with other nations
Sustainability	All around us	The Environment and the Weather Plants and Animals Population and Settlement Responsible use of resources	B5.2.1.2. Demonstrate understanding of how to care for the environment B4.4.3.1. Demonstrate understanding of responsible use of water	B5.2.1.2 .1. Explain ways to care for the environment B4.4.3.1.1. Identify ways to use water Responsibly

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Table 11a: GCED Themes - History Curriculum Mapping (Strands, Sub-Strands, Values, Attitudes, Core Competencies)

HISTORY CURRICULUM MAPPING			
GCED Theme	**Strand**	**Sub-Strand**	**Values, Attitudes, Core Competencies**
Human Rights Peace Building and Conflict Resolution Respect for Diversity Globalisation and Social Justice	1. History as a subject. 2. My country Ghana. 3. Europeans in Ghana. 4. Independent Ghana. 5. Colonisation and development under colonial rule. 6. Journey to independence.	1. Why and how we study History 2. The learner's own history 3. Community History 4. The people of Ghana 5. Inter-Group Relations 6. How Ghana got its name 7. Major Historical locations 8. Arrival of Europeans 9. International trade including slave trade 10. Missionary activities 11. Impact of European presence 12. Social Development under colonial rule 13. Economic Development 14. Political Development 15. The republics. 16. The 1948 riot and after 17. Ghana gains independence 18. Military rule.	**Values**: Respect for Diversity, Equity, Commitment to achieving excellence, Teamwork/Collaboration, Truth and Integrity **Attitudes**: Commitment, Tolerance, Patriotism, Flexibility in ideas, Respect for evidence, Reflection, Comportment, Co-operation, Responsibility, Environmental Awareness, Respect for the Rule of Law **Core competencies:** – Cultural identity and global citizenship, – Critical thinking and problem solving, – Communication and collaboration, – Personal development and leadership – Digital literacy

Table 11b: GCED Themes - History Curriculum Mapping
(strands, sub-strands, content standards, indicators)

GCED THEME	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS
Human rights	Europeans in Ghana	International Trade Including the Slave Trade	B5.3.2.1. Understand that what began as trade in goods from 1471 soon included trade in humans by 16thcentury	B5.3.2.1.1 Investigate why the Europeans began trading in humans by the 16th century.
Conflict and peace building	Independent Ghana My Country Ghana	Military Rule The People of Ghana	B6.2.2.2. Understand that military takeovers interrupted constitutional rule on four occasions since 1966, with some consequences.	B6.6.2.2.2 Assess the consequences of military take overs on Ghana's development
Respect for diversity	Some selected individuals	Why and How We Study HISTORY	B4.2.5.1. Demonstrate understanding of the role of significant traditional rulers in Ghana's history	B4.2.5.1.1 Identify the role played by some traditional rulers in the national development including Dode Akaibi of Accra, Ndewura Jakpa of Gonja, Osei Tutu I of Asante, Gbewaa of Pusiga, Togbe Sri I., Sir Ofori Atta of Akim Abuakwa, Nana Kobina Nketsia I of Esikado etc
Globalization and social justice	Europeans in Ghana	Impact of European Presence	B6.3.4.1. Demonstrate knowledge of the impact of European presence on Ghana	6.3.4.1.1 Assess the changes that the European presence brought to Ghana.
Sustainability	Colonisation and Developments under Colonial Rule in Ghana	Economic Developments Under Colonial Rule	B5.4.3.2. Show understanding of the Economic policies and Projects during the colonial period (1874-1957)	B5.4.3.2.1 Describe the economic measures introduced during the colonial period including transport and communication projects.

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ENGLISH CURRICULUM MAPPING	
GCED THEME	**Themes for Comprehension Passages**
Human Rights Peace Building and Conflict Resolution Respect for Diversity Globalisation and Social Justice Sustainability	• Natural disasters – earthquakes/floods • Water sources, importance and uses • Communication Social moral & cultural values care for public property • Energy conservation • Computers • Forest depletion • Climate change awareness

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GCED Exemplars

Suggested Global Citizenship Education Transformative Activities

GCED THEME 1: HUMAN RIGHTS

SUGGESTED GLOBAL CITIZENSHIP EDUCATION TRANSFORMATIVE ACTIVITIES				
SUB-THEME 1	**RIGHTS AND RESPONSIBILTIES**	**LEARNING ACTIVITIES/EXPERIENCES**		
LEARNING OUTCOMES	**LEARNING INDICATORS**	**CLASS 4**	**CLASS 5**	**CLASS 6**
Cultivate empathy and respect for the rights of others, demonstrating an understanding that everyone is entitled to their rights and should be treated with fairness and equality.	• Identify various rights and their corresponding responsibilities.	• Watch a short video or a picture on a human right abuse and use it to talk about issues of human right abuse in the school. • Create large charts or posters that list various rights and responsibilities and post them at vantage points on the school compound. • Educate other learners, teachers, and the community about them.	• Use scenarios or real-life examples to explore different rights and corresponding responsibilities and share thoughts and ideas on how to uphold those rights in the classroom, school, and community.	• Share ideas on human right issues in the country. • Create pledges that outline our commitment to respecting rights and fulfilling responsibilities. • Display the pledges in the classroom and school compound as a visual reminder and encourage learners to refer to them regularly. • Share these pledges with friends and family beyond the school.

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Develop a sense of social justice, recognising and challenging instances of unfairness or discrimination, and advocating for equal rights and opportunities for all members of the community.	Show empathy and respect for the well-being and rights of others.	• Organise celebrations of different cultures and backgrounds within the classroom. • Share their traditions, foods, and stories, fostering an appreciation for diversity and promoting inclusivity.	• Engage in a community mapping activity to identify resources, services, and opportunities available in their local community for development. • Discuss any disparities or inequalities observed and brainstorm ways to address them. • Share these ideas with leaders in the school and community.	• Introduce literature and stories that address social justice issues, including themes of equality, fairness, and human rights. • Discuss the messages and reflect on the importance of social justice in their own lives and share these with friends in the school and community.
SUB-THEME 2	**CITIZENSHIP AND PARTICIPATION**	**LEARNING ACTIVITIES/EXPERIENCES**		
LEARNING OUTCOMES	**LEARNING INDICATORS**	**CLASS 4**	**CLASS 5**	**CLASS 6**
Practise respectful and inclusive behaviour towards individuals from diverse backgrounds, cultures, and perspectives, valuing the contributions of all community members.	Demonstrate awareness of community needs and express a willingness to contribute to their improvement.	• Engage in community projects that address local needs. • Discuss the impact of their service and the responsibility to contribute positively to their school and community.	• Assign various roles and responsibilities within the classroom. • Rotate the positions regularly to give learners the opportunity to take ownership and contribute to the smooth functioning of the classroom. • Share experiences and learning opportunities with friends as they take up the roles and responsibilities.	• Engage in community projects to address local needs or support a cause they care about. • Involve in brainstorming, planning, and implementing the project, fostering a sense of responsibility and active citizenship. • Organise mini community durbars to showcase what they have done and ask for the school/ community support.

Cultivate a sense of civic responsibility, understanding that active participation and engagement in their community is essential for the betterment of society.	Participate voluntarily in community service activities or projects.	• Create a class constitution that outlines the rights, responsibilities, and expectations of all class members. • Discuss the importance of active participation and democratic decision-making in shaping classroom rules and norms. • Get together with family members to create rules, roles and responsibilities to govern the home.	• Organise mock elections for classroom/school/ religious group and association roles such as prefect, leaders, executives, and religious leaders. • Candidates should present manifestos, canvas for votes and have other friends' campaign for them. • Present manifesto and vote for preferred candidates. • This activity introduces the concepts of democracy, leadership, and civic engagement.	• Initiate classroom discussions about community issues and challenges on exercising civic rights. • Brainstorm solutions and propose individual or collective actions to address those issues and educate friends and family on it. • Emphasise the importance of actively working towards positive change.
SUB-THEME 3	**HEALTH**	**LEARNING ACTIVITIES/EXPERIENCES**		
LEARNING OUTCOMES	**LEARNING INDICATORS**	**CLASS 4**	**CLASS 5**	**CLASS 6**
Demonstrate personal hygiene skills to prevent illness and disease.	Apply personal hygiene skills to prevent illnesses and diseases and assist others to do same.	• Practise proper hygiene, including hand washing, covering coughs and sneezes, and maintaining personal cleanliness. • Demonstrate proper techniques and discuss the importance of these practices in preventing the spread of illnesses.	• Create hand washing songs or catchy rhymes/ slogans that can be sung/ recited while washing hands. • Teach friends and family. • Display colourful posters with step-by-step instructions for hand washing in washrooms and near sinks to serve as visual reminders at school/ home /other important places.	• Initiate a healthy habit challenge to track daily healthy behaviours, such as drinking water, eating fruits and vegetables, and engaging in physical activity. (Efforts can be rewarded and encouraged to maintain these habits.)

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Identify key areas to reduce pandemic situations.	Use experience on the sense of responsibility to identify key areas to reduce national pandemic situations.	• Assign to groups specific aspects of pandemic response, such as healthcare, communication, economic support, or public awareness. • Discuss and list the key responsibilities or actions that individuals and organisations should take in assigned areas to reduce the impact of the pandemic. • Think creatively and consider both short-term and long-term strategies. • Create an action plan outlining specific steps to take individually and collectively to fulfil the responsibilities identified. • Emphasise the importance of practical, actionable solutions.	• Initiate a classroom-wide campaign to promote healthy habits. • Work on different topics like nutrition, physical activity, hygiene, or mental health. • Create posters, presentations, or skits to educate peers about the importance of these habits.	• Organise keep fit groups with friends in the school and community. • Express understanding of health through art. • Work on projects to create artwork related to physical activity, healthy food choices, or expressing emotions. • Display artwork around the classroom, school and community to reinforce health messages.

SUB-THEME 4	ERADICATION OF POVERTY	LEARNING ACTIVITIES/EXPERIENCES		
LEARNING OUTCOMES	**LEARNING INDICATORS**	**CLASS 4**	**CLASS 5**	**CLASS 6**
Collaborate to address issues that put people in challenging situations to help eradicate poverty for their sustainability.	Share and manage resources with the less privileged.	• Write about poverty, its causes, and its impact on individuals and communities. • Share thoughts and ideas on how to address poverty and promote equality as well as support the less privileged. • Contribute to support the less privileged.	• Talk about the rights of children living in poverty and how poverty can hinder their access to education, healthcare, and a safe environment. • Discuss ways in which to contribute to ensuring that every child's rights are upheld. • Share these ideas with friends and family and support the less privileged in the school and community.	• Engage in community service projects that directly address poverty-related issues.
Show empathy towards the marginalised in the community.	Empathise with the less privileged and support them.	• Introduce stories and books that highlight characters facing challenges or coming from disadvantaged backgrounds. • Engage in discussions about the characters' experiences, encouraging them to imagine how it feels to be in someone else's shoes. • Write short stories to portray ways that one can be empathetic to others and share with friends and family.	• Invite guest speakers, such as representatives from organisations or individuals who have experienced poverty or adversity, to share their stories. This helps to develop a personal connection and understanding of the challenges faced by the less privileged.	• Organise classroom volunteering activities and actively contribute to supporting the less privileged. • Discuss the impact of these actions and the importance of helping others in the community.

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SUB-THEME 5	RIGHT TO EDUCATION	LEARNING ACTIVITIES/EXPERIENCES		
LEARNING OUTCOME	**LEARNING INDICATOR**	**CLASS 4**	**CLASS 5**	**CLASS 6**
Share experiences on the impact of education on the community and the nation at large.	Promote educational programmes for lifelong learning.	• Collaboratively create classroom rules that emphasise the right to education. • Discuss the importance of education and the responsibilities of both teachers and learners in creating a conducive learning environment. • Uphold these rules in the classroom.	• Set personal learning goals at the beginning of the year. • Articulate what they want to achieve academically. • Create action plans to work towards set goals throughout the year.	• Promote inclusive classrooms that celebrate diversity and foster a sense of belonging for all learners. • Introduce different cultures, languages, and traditions through books, guest speakers, or classroom presentations to foster appreciation and respect for diverse backgrounds.
Advocate for equal access to education.	Support the agenda for equal educational opportunities for all, regardless of gender, socioeconomic background, ethnicity, or disability.	• Create a classroom/ school library that offers a diverse range of books and educational resources for all learners. • Explore and borrow books to foster the love for reading and a thirst for knowledge. • Discuss the importance of access to books and education for personal growth and development. • Organise mobile library services to visit the community. • Share experiences with out of school learners to attract them.	• Take virtual field trips to places impossible to visit in person. • Use technology to explore museums, historical sites, or universities, and engage in interactive discussions about the significance of education and knowledge. • Organise mini durbars to encourage all children in the community to take advantage to be in school.	• Undertake research on educational opportunities for all. • Share findings, knowledge, and ideas with their classmates, friends and community members. This activity promotes critical thinking, communication skills, and the understanding that education is a continuous journey of discovery. • Embark on an enrolment drive through community engagement, posters, flyers etc.

SUB-THEME 6	FREEDOM OF EXPRESSION	LEARNING ACTIVITIES/EXPERIENCES		
LEARNING OUTCOME	**LEARNING INDICATOR**	**CLASS 4**	**CLASS 5**	**CLASS 6**
Respect diverse opinions and motivate others to express themselves freely.	Encourage open dialogue and respectful conversations.	• Organise structured debates on age-appropriate topics. • In different positions express opinions and support arguments with evidence. • Emphasise the importance of respectful listening and responding to diverse viewpoints.	• Share thoughts, experiences, or personal creations during a show and tell session. • Engage in free expression in a safe and supportive environment. • Organise a debate session on any topical issue.	• Establish a classroom newspaper or magazine where learners can contribute articles, stories, poems, and artwork. • Express ideas and opinions on various topics, fostering a sense of freedom of expression and creativity. • Post these newspapers or magazines on notice boards or school library.
Use the media for the right purpose.	Promote media literacy and critical thinking.	• Analyse and evaluate media messages, identify bias and misinformation, and understand the various techniques used in media production. • Share these findings with friends and family in school and community.	• Critically evaluate sources of information considering factors such as credibility, authorship, evidence, and potential bias to determine credible and uncredible sources of information. • Write a reflective journal on other sources of information.	• Have conversations about media ethics and responsible media consumption. E.g. talk about the importance of respecting privacy and being mindful of the consequences of sharing information about people. • Engage in critical thinking about the ethical implications of media choices and actions. • Develop findings into media ethics and post on notice boards and school library.

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GCED THEME 2: CONFLICT AND PEACE BUILDING

SUGGESTED GLOBAL CITIZENSHIP EDUCATION TRANSFORMATIVE ACTIVITIES				
SUB-THEME 1	**CONFLICT RESOLUTION**	**LEARNING ACTIVITIES/EXPERIENCES**		
LEARNING OUT - COMES	**LEARNING INDICATORS**	**CLASS 4**	**CLASS 5**	**CLASS 6**
Apply problem-solving strategies to reach peaceful resolutions.	Demonstrate how conflicts can affect relationships and well-being and design strategies (such as avoidance, collaboration, compromising or finding win-win solutions) to resolve conflicts.	• Share a story about a conflict experienced or witnessed and how conflict can affect relationships. • Act out how to avoid such conflict situations.	• Watch a video/picture depicting a community/ national/global-based conflict situation. • Reflect on the conflict situation and present how the conflict can affect relationships and well-being. • Re-write the situation with a different ending showing how the conflict could have been avoided.	• Engage in journal writing on international conflicts and their impact on diplomatic relations and well-being. • Undertake a mini project to identify a real conflict case in the classroom/school/ neighbourhood and use problem solving strategies to resolve it.
	Take personal responsibility for one's actions during conflicts and their consequences.	• Demonstrate a real-life classroom conflict and its consequence. • Engage in a discussion analysing the role of personal responsibility in the demonstrated conflict situation. • Critically reflect on the actions taken and consider alternative choices that could have led to different outcomes.	• Create a consequence map of a conflict scenario by identifying the actions taken by each party and the resulting consequences. • Reflect on one's own actions and the potential outcomes they may lead to.	• Create a simple/brief personal responsibility pledge or contract for any action to be taken. • Display the pledges in the classroom as a visual reminder of your own commitment and hold each other accountable.

	Cultivate positive self-management strategies	• Take turns to mime different emotional outbursts showing frustration, anger, etc. • The rest of the class guess the emotion being portrayed. Volunteer to say one reason why emotions and frustrations should not be expressed violently.	• Brainstorm healthy ways to manage anger and frustration. • Such as deep breathing, counting to ten, taking a break, or talking to a trusted adult. • Design a poster on strategies used to manage emotions and present in class.	• Discuss healthy ways to manage anger and frustration. • Discuss the effectiveness of using the following to manage anger: deep breathing, counting to ten, taking a break, or talking to a trusted adult. • Educate peers on strategies to manage their emotions.
Demonstrate effective communication and negotiation skills in conflict resolution	Use appropriate verbal (tone and language) and non-verbal (eye contact and body language) communication skills to resolve conflict.	• Discuss how polite language plays a major role in conflict resolution. • Dramatise a conflict resolution meeting using polite language. • Draw a vocabulary tree/word web on conflict resolution strategies and paste in class.	• Watch a video on dispute resolution and discuss the body language of the parties involved. • Role - play to show different ways of body language/ postures in conflict resolution meeting (e.g. in arbitration meeting). • Share the outcome of a project work conducted at home on right body language in conflict resolution.	• Share experience on polite language and turn taking in conflict resolution. • Design messages with cartoons to show how to express positive emotions and attitudes in conflict resolution.

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SUB-THEME 2	ATTITUDES AND BEHAVIOUR	LEARNING ACTIVITIES/EXPERIENCES		
	Promote empathy, respect and open-mindedness in listening to different viewpoints for positive co-existence	• Demonstrate empathy by understanding and acknowledging others' feelings during conflicts	• Sit in a circle and take turns sharing personal experiences or conflicts that elicited strong emotions and empathise when hearing other's experience. • Creatively write a phrase/ sentence on a piece of paper and paste on a wall in your classroom and home.	• Interview a classmate on one thing that made him/her felt emotional. Reflect on the interviewees experience and share with him/her how you feel upon hearing the situation of the interviewee. • Creatively write a phrase/ sentence on a piece of paper and paste on a wall in your school and neighbourhood.
SUB-THEME 3	**SOCIAL RECONCILIATION**	**LEARNING ACTIVITIES/EXPERIENCES**		
LEARNING OUTCOMES	**LEARNING INDICATORS**	**CLASS 4**	**CLASS 5**	**CLASS 6**
Promote forgiveness and healing as key components of social reconciliation	Demonstrate the need to forgive and let go of negative feelings	• Share a negative experience or conflict you have had with someone. Actively listen and show empathy as others share similar experiences. • Act out the reasons why forgiveness is necessary and the potential benefits for personal growth and healing	• Share experience where you have hurt someone or caused negative feelings. • Reflect on the impact of your actions and role play ways to seek forgiveness and make amends.	• Create a scenario where forgiveness is needed. Reflect on the scenario to brainstorm the impacts of forgiveness on relationships and well-being.

	Use proactive steps to prevent conflicts and promote harmony	• Develop a classroom community agreement by brainstorming to agree upon a set of rules and expectations that promote respect, empathy, and positive communication. • Display the agreement prominently in the classroom as a reminder to prevent conflicts and promote harmony.	• Role-play on a given hypothetical conflict scenario to generate proactive steps to prevent the conflict from spreading and promote harmony among all parties involved	• Engage in a community service project that promote harmony and prevent conflicts within your school or local community. This could include initiatives such as anti-bullying campaigns, peer mentoring programmes, or activities that encourage inclusivity and understanding among diverse groups.
SUB-THEME 4	**PEACE EDUCATION AND ADVOCACY**	**LEARNING ACTIVITIES/EXPERIENCES**		
LEARNING OUTCOMES	**LEARNING INDICATORS**	**CLASS 4**	**CLASS 5**	**CLASS 6**
Promote active advocacy for peaceful solutions.	Identify opportunities for promoting peace within the school or local community	• Show images of national leaders without text and identify and talk about their roles in peaceful coexistence. • Each group works with a different topic (peace clubs, traditions, stereotypes etc.). Re-mix groups with one planted "expert" on each topic, who now has to teach his new group. • Each learner debriefs the wisdom of the previous group to his/her new group.	• Write topics for peace advocacy. Partners read the essay and write a three-paragraph response: the first paragraph outlines the strengths of the essay; the second paragraph discusses the essay's problems, and the third paragraph is a description of what the partner would focus on in revision. • In groups role play how to settle a dispute in class by educating the parties involved.	• Have a community debate on the destructive consequences of violence paying attention to the root causes. • Write an article to publish in a newspaper to educate the public on the benefit and importance of peaceful resolution.

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GCED THEME 3: RESPECT FOR DIVERSITY

SUGGESTED GLOBAL CITIZENSHIP EDUCATION TRANSFORMATIVE ACTIVITIES				
SUB-THEME 1	**CULTURAL DIVERSITY**	**LEARNING EXPERIENCES**		
LEARNING OUTCOMES	**LEARNING INDICATORS**	**CLASS 4**	**CLASS 5**	**CLASS 6**
Appreciate and respect the different cultural groups	Engage in activities (i.e. tolerance, open-mindedness, curiosity) that promote cultural diversity	• Use 'Family Name Game' to promote respect for different cultural groups. • Undertake a field trip to eateries in the school and in the community to find out about other cultures' foods, songs and dressing to promote open-mindedness. • Visit: (i) eateries or restaurants for different food types (ii) chief's palace or cultural groups for different local songs. (iii) chief's palace, dressmakers' shops, observe different costumes of cultural groups etc. • Using 'Think Pad' strategy (piece of paper) write how they feel about what they heard and saw during the field trip. • Design posters, flyers, or message cards to inform people in the school, home and community about the need to embrace other ultures' foods, songs and dressing.	• Role-play/dramatise other cultures' rites, festivals and folktales/stories to promote tolerance. • Discuss in small groups how the activity helps to promote understanding and appreciation of other cultures. Create artworks and post at vantage points in the school/community to educate the public.	• Discuss artifacts that reflects various cultural background or heritage. E.g. the significance and history of the artifacts and how they relate to the target culture. • Write how they feel when learning a culture different from their own and share such feelings with their peers in school, families or community members.

		• Organise events in school during co-curricular periods to portray different cultures and speak on the need to embrace culture.		
	Share real life experiences of cultural diversity encounters (e.g. food, festivals, dances, clothes etc.)	• Using *'Make it Personal'* in a whole class session/ small groups/pairs, take turns to talk about real life experiences or encounters with foods of other cultures to promote tolerance of cultural diversity. • Brainstorm on the experiences shared and come up with a visual presentation (pictures or sketches) to describe thoughts/ideas shared. • Pick one food item that you like and educate the public on its relevance. Using illustrations and diagrams show in steps, actions to take to promote the eating of the food by other cultures as well as its nutritional value.	• Using *'Flipped classroom'* watch short videos or skits/listen to short audios recorded by peers or others or pictures on their personal experiences with festivals of other cultures to promote cultural tolerance. Write down the key take-aways in the videos/audios/pictures for group discussion. • Using *'Floor Talk'* strategy a group representative explains the group output to the whole class. • Design posters or flyers re-telling the audios/ videos in your own way to educate the school and community on the need to embrace other festivals.	• Using circle time, share real life experiences on clothes and dances of other cultures to promote the desire to learn or know something about them. • Design or select clothes of any culture of your preference for a dance and fashion show to: (i) educate the public on the choice of fabric, origin of clothes, style, purpose, and users (ii) educate the populace on the importance of using dance as a tool to showcase one's culture.

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	Reflect and talk about ways to overcome negative cultural encounters	• Use '*Instructor storytelling'* strategy or watch short videos/ skits/scenarios/ pictures on a negative encounter with other cultures. • Reflect and talk about the consequences of these encounters and the impact of the actions of the individuals. Collaborate with peers from different cultural backgrounds to solve such negative encounters in the class/school/community as a project to overcome such negative encounters using social media (audios, songs, and art works). • Create a recipe book through collaboration to celebrate cultural diversity while promoting sustainable practices and cultural preservation. • Collaborate to create a recipe book to showcase local foods from different cultural backgrounds.	• Employ '*optimist/ pessimist'* approach or organise inter-columns/ class(es) debate on the topic *'It is good to overcome negative cultural encounters to promote cultural diversity'.* • Create an awareness campaign material (flyers, posters, banners, hand-outs, placards etc.) to educate the school and community to develop positive attitudes for cultural diversity. • Organise a fashion show to celebrate cultural diversity. • Organise a cultural art exhibition to celebrate cultural diversity.	• Use *'critical reflection' or* reflect to think-pair-share the impact of personal choices and actions on different cultural groups using case studies/ pictures/ real life experiences. • Organise a school/ community advocacy campaign to educate the school and community on the need to develop positive attitudes for cultural diversity. • Take action to sensitise the public on how to overcome negative encounters by creating advocacy campaign materials such as flyers, posters, gazette, newsletter, essay, videos, and podcasts.

SUB-THEME 2	WORKPLACE DIVERSITY	LEARNING EXPERIENCES		
LEARNING OUTCOMES	**LEARNING INDICATORS**	**CLASS 4**	**CLASS 5**	**CLASS 6**
Accept workplace diversity as a vehicle for local, national and global development	Practise activities that encourage workplace harmony and discourage workplace discrimination	• Describe how you feel about the ability of staff members in your school (teaching, non-teaching) towards working together in harmony. • Demonstrate activities to show peaceful co-existence. Draw a scene where diverse people co-exist peacefully in their workplace.	• Take a trip to a non-governmental working community or office and find out the ethnic background of the workers and write a reflective journal (including how you feel) on how they co-exist, whether peacefully or otherwise.	• Take a trip to a non-governmental working community or office and find out the ethnic background of the workers and write a reflective journal (including how you feel) on how they co-exist, whether peacefully or otherwise.
		• Itemise the importance of peacefully co-existing in the workplace on a sticky note or cardboard and paste at vantage points in your classroom, house, and/or community to guide people on the need to appreciate differences among people in their workspaces.	• Prepare a message in bulleted points on the need to appreciate individual differences at the workplace and use that to speak to the working community you visited, after seeking their consent to participate in this education process.	• Design a flyer or poster of bulleted points on the need to appreciate individual differences at the workplace and use that to speak to the working community you visited, after seeking their consent to participate in this education process.
SUB-THEME 3	**RELIGION DIVERSITY**	**LEARNING ACTIVITIES/EXPERIENCES**		
LEARNING OUTCOMES	**LEARNING INDICATORS**	**CLASS 4**	**CLASS 5**	**CLASS 6**
Show respect and sensitivity towards diverse religious beliefs, customs, and traditions.	Participate in respectful discussions and dialogues that explore the intersections and interactions between different religious perspectives.	• Learners role-play religious tolerance in the class.	• Organise a school campaign on religious diversity and religious tolerance.	• Community durbar of major religious leaders sensitise the public on their practices and the need to live in harmony.

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SUB-THEME 4	MULTIPERSPECTIVITY OR PLURALISM	LEARNING ACTIVITIES/EXPERIENCES		
LEARNING OUTCOMES	**LEARNING INDICATORS**	**CLASS 4**	**CLASS 5**	**CLASS 6**
Identify connections between moral principles and social justice issues showcasing an understanding of how moral diversity impacts societal challenges.	Demonstrate an understanding of how moral diversity (multiperspectivity) impacts societal challenges.	• Get real-world scenarios that involve moral conflicts. Analyse and discuss the dilemmas from different ethical perspectives, considering the various factors that might influence people's decisions. • During a co-curricular period, embark on a school-based campaign to educate the school community on "demonstrating good morals in their daily activities or choices".	• Organise discussions to examine complex moral questions. • Question assumptions, explore different viewpoints, and build arguments based on ethical theories. • During a co-curricular period, embark on a community-based campaign to educate the community on "demonstrating good morals in their daily activities or choices".	• Research and present arguments for or against specific ethical topics. • This promotes critical thinking, research skills, and the ability to understand and defend viewpoints they may not personally agree with. • Identify moral deficiencies in Ghana by focusing on happenings in religious organisations, social media, school, and politics. • Design a flyer with bulleted points to educate the public on the need to make good moral decisions. • Seek consent of a particular group of people in your immediate environment and introduce the points to them to inform their moral choices.

SUB-THEME 5	POLITICAL DIVERSITY	LEARNING ACTIVITIES/EXPERIENCES		
LEARNING OUTCOMES	**LEARNING INDICATORS**	**CLASS 4**	**CLASS 5**	**CLASS 6**
Cultivate empathy and respect for individuals with different political beliefs and ideologies. Promote self-awareness and self-regulation in expressing emotions during political interactions.	Show genuine interest and understanding of the perspectives of others without judgment or prejudice about different political beliefs. Practise perspective-taking to understand different viewpoints and emotions of others.	• Organise a gallery walk to note important issues and discuss different political beliefs without judgment or prejudice. • Emphasise the importance of respectful communication and the role of empathy in bridging political divides.	• Organise a political interview to promote understanding and empathy towards different political beliefs. • Discuss the positive effects of sustainable choices allowing divergent political opinions.	• Organise a structured debate simulation to develop an understanding of different political perspectives. • Engage in projects that highlight the value of political parties to the community.

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GCED THEME 4: GLOBALISATION AND SOCIAL JUSTICE

SUGGESTED GLOBAL CITIZENSHIP EDUCATION TRANSFORMATIVE ACTIVITIES				
SUB-THEME 1	**ECONOMIC GLOBALISATION**	**LEARNING ACTIVITIES/EXPERIENCES**		
LEARNING OUTCOMES	**LEARNING INDICATORS**	**CLASS 4**	**CLASS 5**	**CLASS 6**
Reflect on the effects of personal choices on the planet.	Reflect on personal choices and actions related to the global economy, considering their impact on others and the planet. Demonstrate a willingness to adapt behaviour and make positive changes to contribute to a more fair and sustainable global economy. Reflect on activities that support fair trade, advocating for ethical business practices, or engaging in initiatives that promote social justice.	• Share roles of consumers, producers, sellers, workers and show how these can lead to economic growth in the country • Watch a video on "dumping" of products on countries and the impact on their economies and talk about their experiences on "dumping". • Weave together real quotes from primary sources, or invent ones to fit ethical business practices that promote social justice.	• Using case studies on companies that prioritise ethical business practices simulate different countries and what each country has to offer for trade. • Explore the consequences of choices on others. • Create posters that kick against dumping of unwanted products into poor countries. • Discuss the whys/why nots of such actions. • Discuss the role of customs and port officials in promoting ethical practices and say how they feel if such officials renege on their roles.	• Dramatise how a country's personal choices can impact on others using case studies on companies that prioritise ethical business practices. • Compose songs on unfair trade practices and their impact on local and international economies. • In groups create a short skit demonstrating both ethical and unethical practices. • Discuss the skits as a class and explore the consequences of each choice.

SUB-THEME 2	CULTURAL GLOBALISATION	LEARNING ACTIVITIES/EXPERIENCES		
LEARNING OUTCOMES	**LEARNING INDICATORS**	**CLASS 4**	**CLASS 5**	**CLASS 6**
Engage in activities that promote the preservation of cultural traditions, customs, and languages.	Actively participate in cultural celebrations and events that showcase and preserve traditional practices, customs, and rituals. Engage in hands-on experiences with cultural artefacts, such as creating crafts or playing traditional instruments. Participate in community-led initiatives aimed at preserving cultural heritage and traditions.	• Engage in different cultural dances and discuss the unique features that link countries together. • Gather a variety of traditional musical instruments from different cultures, such as drums, flutes, or string instruments. • Invite people from the community to lead visual storytelling of origin of the people and their cultural practices. • Discuss interconnectedness.	• Identify a variety of foods and dishes from different countries. • Research the recipes or preparations and debate the connections between people of the planet. • Create posters that kick against dumping of unwanted products into poor countries. • Discuss the whys/why nots of such actions. • Identify traditional crafts or art forms that are at risk of being lost within the community.	• Collaborate with another school or cultural organisation to organise a cultural exchange programme. • Organise a classroom or school-wide exhibition of cultural artefacts from various countries or regions. • Research and document cultural practices, rituals, festivals, or traditions within their community.
Recognise the influence of cultural globalisation on local communities and the wider global society.	Demonstrate empathy towards individuals from different cultural backgrounds and respects their cultural beliefs, practices, and values. Engage in activities that show cultural exchanges and collaborations that have occurred between different countries or regions.	• Get different scenarios that involve cross-cultural interactions or conflicts and perspectives to re-enact practising empathy and understanding. • Organise cultural food fairs where they prepare and share traditional dishes from different countries or regions.	• Get different scenarios that involve cross-cultural interactions or conflicts and perspectives to write speeches, poems, etc. to arouse empathy and understanding leading to change.	• Have a debriefing session after the role-play and discuss the challenges faced, the importance of empathy, and strategies for respecting cultural beliefs and practices in such situations.

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		• Learn about the cultural significance of different foods and reflect on the importance of food in different cultures.	• Create cultural art projects that showcase the art and architecture of different countries or regions. • Use different media to create art that reflects the cultural heritage of different regions and explore the impact of cultural exchanges on art and architecture.	• Participate in a language exchange programme to learn and practise different languages from different countries or regions. • Learn about the cultural significance of different languages and reflect on the importance of language in different cultures.
	Reflect critically on the positive and negative aspects of cultural globalisation on local communities and the wider global society.	• Create a culture map of their local community and explore how globalisation has impacted local culture. • Identify positive and negative aspects of cultural globalisation and reflect on their impact on the community.	• Participate in a globalisation debate and discuss the positive and negative aspects of globalisation. • Research and prepare arguments for both sides of the debate and present their arguments in a constructive manner.	• Work on cultural identity projects where they explore their own cultural identity and reflect on the impact of globalisation on their cultural heritage. • Create art, music, or writing projects that reflect their cultural identity and explore the implications of cultural globalisation.

SUB-THEME 3	TECHNOLOGICAL GLOBALISATION	LEARNING ACTIVITIES/EXPERIENCES		
LEARNING OUTCOMES	**LEARNING INDICATORS**	**CLASS 4**	**CLASS 5**	**CLASS 6**
Reflect on the impact of technology on individuals, communities, and the environment.	Express thoughts and feelings about the role of technology in their own lives and consider ways to balance its use. Participate in activities that promote sustainable practices with technology, such as recycling electronic devices or conserving energy.	• Keep a technology journal where they record their thoughts and feelings about the role of technology in their lives. • Reflect on their use of technology and consider ways to balance its use. • Organise electronic recycling drives to collect old and unused electronic devices from their community members. • Learn about the environmental impact of electronic waste and take action to reduce it.	• Create and conduct surveys to explore the use of technology among their peers. • Analyse the data collected and reflect on the impact of technology use on their own lives and the lives of others. • Work on sustainable technology design projects, such as designing solar-powered chargers or energy-efficient devices. • Learn about sustainable technology practices and take action to design solutions that promote sustainability.	• Participate in a technology debate where they discuss the pros and cons of technology use. • Research and prepare arguments for both sides of the debate and present their arguments in a constructive manner. • Create educational programmes to raise awareness about sustainable technology practices. • Create posters, brochures, or social media campaigns that share information about sustainable technology practices and their benefits.
	Shows empathy towards individuals or communities who may have limited access to technology or face digital divides.	• Create digital stories about individuals or communities who face limited access to technology.	• Organise digital awareness campaigns to promote awareness about the digital divide and its impact on individuals and communities.	• Create digital art projects that promote empathy towards individuals or communities who face digital divides.

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		• Interview these individuals or communities and use digital tools to create engaging stories that share their experiences and perspectives	• Create posters, social media campaigns, or podcasts to raise awareness and advocate for digital equity.	• Use digital tools to create art that reflects the experiences and perspectives of those who face barriers to technology access.
SUB-THEME 4	**GLOBAL GOVERNANCE AND POWER STRUCTURES**	**LEARNING ACTIVITIES/EXPERIENCES**		
LEARNING OUTCOMES	**LEARNING INDICATORS**	**CLASS 4**	**CLASS 5**	**CLASS 6**
Demonstrate awareness of their rights and responsibilities as global citizens.	Engage in activities that promote responsible global citizenship, such as participating in community service projects, supporting charitable causes, or advocating for social and environmental justice.	• Organise advocacy campaigns to promote social and environmental justice. • Create posters and social media campaigns to raise awareness about the issues and advocate for change.	• Work on sustainable living projects, such as composting or reducing waste. • Learn about sustainable living practices and take action to reduce their impact on the environment.	• Participate in cultural exchange programmes to learn about different cultures and promote cultural understanding. • Organise events and activities to share their own culture and learn about the cultures of others.
	Collaborate with peers on projects or activities related to global governance, power structures, and global citizenship.	• Participate in Model United Nations (MUN) conferences where they simulate the role of delegates from different countries and debate global issues.	• Work on global citizenship projects where they research and address global issues, such as poverty, environmental degradation, and human rights violations.	• Initiate classroom discussions with students on the topic of power structures and their impact on global governance.

		• Research and prepare arguments for their assigned country's perspective and negotiate with other delegates to come up with solutions to global issues.	• Work in groups to identify solutions and take action to address these issues.	• Share thoughts and opinions on how power structures affect global governance and develop a deeper understanding of global issues. • Discuss by sharing real-life examples and listening to each other's perspectives.
	Demonstrate a growth mindset and a commitment to lifelong learning as a global citizen.	• Set goals for themselves, both academic and personal. Help them understand that setting goals is an important part of learning and growth. • Have them write down their goals and create a plan for achieving them.	• Try new things and step out of their comfort zones. Take on challenging tasks and assignments, and provide support and guidance as needed. • Celebrate their successes and encourage them to keep pushing themselves.	• Know that making mistakes is a natural part of the learning process. • View mistakes as opportunities to learn and grow, rather than as failures. • Create a safe and supportive learning environment where students feel comfortable taking risks and making mistakes.
SUB-THEME 5	**MIGRATION AND DISPLACE-MENT**	**LEARNING ACTIVITIES/EXPERIENCES**		
LEARNING OUT-COMES	**LEARNING INDICATORS**	**CLASS 4**	**CLASS 5**	**CLASS 6**
Reflect on personal attitudes and actions towards migrants and displaced individuals.	Demonstrate an increasing ability to empathise with the experiences, challenges, and emotions of migrants and displaced persons.	• Share stories of migrants and displaced persons with students. These could be real-life stories or fictional stories that help students understand the experiences and challenges faced by people who are forced to leave their homes.	• Create a safe and respectful space for students to share their thoughts and feelings about migration and displacement.	• Create awareness campaigns (e.g., posters, videos, or presentations) highlighting the challenges faced by migrants from their assigned region.

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	Take steps to create a welcoming and inclusive environment, such as initiating conversations, helping newcomers, or participating in activities that foster integration.	• Discuss how these stories made them feel, what they learned from them and concrete actions they will take to support migrants/ displaced persons. • Participate in activities that foster integration and promote a welcoming environment.	• Provide prompts to guide the discussion, such as "What would you do if you had to leave your home?" or "How do you think it would feel to be separated from your family?" • Listen to each other and share experiences and perspectives.	• Work together on community service projects that support migrants and displaced persons. • Organise a fundraiser for a local organisation that provides support to refugees or immigrants, or volunteer at a community centre that serves these populations.
		• Organise sports days, cultural festivals, or community service projects that involve students from different cultural backgrounds. • Discuss how it might feel to be the new student.	• Write a journal entry or short story from the viewpoint of one of the characters, emphasising their feelings, challenges, and hopes. • Participate in peer mentoring programmes where they help newcomers adjust to their new environment. • Provide guidance and support to newcomers and help them feel welcome in their new community.	• Initiate classroom discussions on the topic of creating a welcoming and inclusive environment. • Share thoughts and opinions on how to promote a welcoming environment and develop respect towards cultural backgrounds. • Discuss by sharing real-life examples and encouraging them to listen to each other's perspectives.

Advocate for the protection of human rights, challenging stereotypes, discrimination, and unfair treatment faced by migrants and displaced persons.	Demonstrate the ability to speak up against stereotypes, discrimination, and unfair treatment of migrants and displaced persons. Actively challenge biased remarks or actions and promote a culture of respect and inclusivity.	• Invite guest speakers who have personal experience with migration or displacement to speak to students about their experiences. • Create posters or artworks that challenge stereotypes and promote inclusion and fairness. • Use visuals and messages to convey their understanding and commitment to speaking up against discrimination . • Role-play scenarios which show biased remarks or actions within a classroom, school and community context. • Speak up and challenge these behaviours in a respectful and constructive way.	• Engage in empathy-building activities that help them understand the experiences of migrants and displaced persons. • Participate in a simulation where they are forced to leave their homes and seek asylum in a new country. • Role-play scenes where they demonstrate speaking up against stereotypes and advocating for fairness. • Mediate conflicts between peers in a respectful and constructive way.	• Discuss the impact of stereotypes , discrimination, and unfair treatment faced by migrants and displaced individuals. • Create posters that promote respect for diversity and call out stereotypes and discrimination. • Display these posters in the classroom or around the school to raise awareness and promote a culture of inclusivity. • Engage in empathy-building activities that help to understand the experiences of people who are different from themselves.
			• Have the skills and resources needed to help their peers understand the impact of their biased remarks or actions and to promote a culture of respect and inclusivity.	• Participate in a simulation where they experience what it feels like to be excluded or discriminated against. • Role-play scenario and discuss the biased remarks or actions identified and propose solutions.

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			• Create personal action plans outlining how to actively challenge biased remarks or actions in their daily lives and promote a culture of respect and inclusivity.	
SUB-THEME 6	**CULTURAL IDENTITY AND HOMOGENISATION**	**LEARNING ACTIVITIES/EXPERIENCES**		
LEARNING OUT-COMES	**LEARNING INDICATORS**	**CLASS 4**	**CLASS 5**	**CLASS 6**
Cultural identity and homogenisation Develop empathy towards individuals from different cultural backgrounds, appreciating the diversity they bring.	Participate in inclusive play and communication, ensuring everyone feels included and valued.	• Design and set up inclusive game or activity in different areas of the play area. • Discuss how to modify games to include everyone, regardless of physical ability or skill level.	• Role-play scenarios where they are excluded or feel left out. • Discuss the importance of inclusive play, effective communication, and the impact of their actions in ensuring that everyone felt included and valued.	• Create a safe and respectful space for students to share their thoughts and feelings about inclusive play and communication. • Provide prompts to guide the discussion, such as "What can we do to make sure everyone feels included and valued?" or "How can we use communication to build stronger relationships with our peers?" • Listen to each other and share experiences and perspectives.

				• Organise a variety of sports activities (e.g., soccer, basketball) with modified rules to include everyone, regardless of skill level. • Create personal action plans outlining how they will actively participate in inclusive play and communication in the future.
		• Act as a positive role model by treating all individuals, regardless of cultural background, with kindness and respect.	• Write appreciation letters to classmates, teachers, and family members. • Express gratitude for the positive impact that these individuals have had on their lives.	• Create classroom rules that promote kindness and respect towards others. • Participate in the rule-making process and learn to take responsibility for personal actions.
	Value the positive and negative effects of cultural homogenisation on individuals, communities, and societies	• Engage in discussions and debates, considering different viewpoints on cultural homogenisation and its implications. • Participate in debates and discussions that involve thoughtful consideration of various perspectives on the topic of cultural homogenisation and its potential consequences.	• Create artwork that reflects understanding of cultural homogenisation and its implications. • Use creativity to express opinions on cultural homogenisation.	• Invite guest speakers who are experts in cultural homogenisation and its implications to talk about their experiences. • Ask questions and learn from the speakers' experiences.

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			• Use art or music from various cultures and discuss how these forms of expressioncan be affected by cultural homogenisation. • Role-play scenarios to act out situations related to cultural homogenisation.	• Read and discuss the articles, considering different viewpoints and sharing thoughts on the implications. • Dramatise a short film that explores the effects of cultural homogenisation in various regions of the world.
		• Communicate cultural identity confidently and respectfully, recognising its significance while appreciating the cultural identities of others.	• Create artwork that reflects own cultural identity or that of others. • Share artwork with classmates and discuss the cultural significance behind it.	• Celebrate cultural holidays and festivals that are significant to their own cultural identity or that of their classmates. • Organise cultural events and invite classmates and community members to participate.
SUB-THEME 7	**ENVIRONMENTAL JUSTICE**	**LEARNING ACTIVITIES/EXPERIENCES**		
LEARNING OUTCOMES	**LEARNING INDICATORS**	**CLASS 4**	**CLASS 5**	**CLASS 6**
Engage in projects that raise awareness about environmental injustices and encourage positive change	Demonstrate a willingness to learn from experiences, adapt strategies if necessary, and continue efforts to address environmental injustices.	• Invite guest speakers who have experience in addressing environmental injustices to talk about their experiences. • Ask questions and learn from the speakers' experiences.	• Organise community outreach programmes to educate others about environmental injustices and share experiences.	• Celebrate successes in addressing environmental injustices. (Teachers can recognise and reward students who have made significant contributions to the cause.)

Participate in initiatives that promote awareness of environmental injustices and actively contribute to fostering positive change.	Show a readiness to learn from personal experiences, adjust approaches as needed, and persist in endeavours to address environmental injustices.	• Organise a local clean-up campaign in the school or community. • Write short stories or create comic strips with environmental themes that focus on real-life experiences or fictional narratives that promote awareness and inspire action.	• Create educational materials and deliver presentations to peers and community members. • Research and present profiles of environmental heroes and activists who have made significant contributions to addressing environmental injustices. • Write their experiences, observations, and reflections related to environmental issues.	• Conduct comprehensive environmental impact assessments for specific local issues, such as deforestation or pollution. • Develop action plans for addressing environmental injustices within the community.
	Recognise the ethical implications of environmental injustices and their impact on marginalised communities.	• Create artwork that reflects the impact of environmental injustices on marginalised communities.	• Organise community outreach activities that promote awareness and understanding of environmental injustices and their impact on marginalised communities.	• Participate in debates on the topic of environmental justice and their impact on marginalised communities.

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SUB-THEME 8	LABOUR RIGHTS AND EXPLOITATION	LEARNING ACTIVITIES/EXPERIENCES		
LEARNING OUTCOMES	**LEARNING INDICATORS**	**CLASS 4**	**CLASS 5**	**CLASS 6**
Cultivate a sense of fairness and justice by recognising that all individuals deserve equitable treatment in the workplace.	Demonstrate empathy towards individuals who have experienced workplace discrimination or unfair treatment, and understand the impact that this can have on their well-being. Show empathy towards individuals who have faced workplace discrimination or unfair treatment, and demonstrate an understanding of how this can affect their overall well-being.	• Share stories or experiences they have had where they or someone they know has experienced workplace discrimination or unfair treatment. • Role-play scenarios that depict workplace situations involving discrimination or unfair treatment.	• Create artwork that reflects the impact of workplace discrimination or unfair treatment on an individual's well-being.	• Organise community outreach programmes to promote empathy towards individuals who have experienced workplace discrimination or unfair treatment. • Create educational materials and deliver presentations to their peers and community members. • Create multimedia presentations, short films, or artwork that conveys empathy and understand-ding towards individuals who have experienced workplace discrimination. • Share and discuss their creations.
	Express opinions on the importance of fair and equitable treatment in the workplace, and engage in discussions and activities that promote awareness and understanding of workplace fairness and justice.	• Watch case studies of workplace fairness and justice issues for them to analyse and discuss.	• Participate in a mock job interviews to understand the importance of fair and equitable treatment in the hiring process.	• Organise community outreach activities that promote awareness and understanding of workplace fairness and justice.

GCED THEME 5: SUSTAINABLE DEVELOPMENT

SUGGESTED GLOBAL CITIZENSHIP EDUCATION TRANSFORMATIVE ACTIVITIES				
SUB-THEME 1	**ECONOMY**	**LEARNING ACTIVITIES/EXPERIENCES**		
LEARNING OUTCOMES	**LEARNING INDICATORS**	**CLASS 4**	**CLASS 5**	**CLASS 6**
Develop awareness of the impact of consumption and production choices on the environment, society, and economy.	Analyse the cause-and-effect of consumption and production choices with the environment, society, and economy.	• Analyse the cause-and-effect relationships of real-world examples (case studies) of consumption and production choices and their impact on the environment, society, and economy. • Create flyers or posters on the impact of consumption choices on the environment.	• Engage in hands-on activities that demonstrate the environmental, social, and economic consequences of different consumption and production choices. • Embark on field trips/ virtual tours to eco-friendly businesses, recycling centres, or sustainable farm sites. • Design projects on aspects of recycling. (e.g., plastic, paper, and electronic waste)	• Undertake research projects to investigate specific aspects of consumption and production. Examples: environmental impact of fashion/fast food or the social consequences of food production practices.
Demonstrate basic financial skills, such as budgeting, saving, and making informed financial decisions.	Show respect for the value of money and the effort required to earn it.	• Engage in projects that highlight the value of money and the importance of giving back to the community.	• Analyse advertisements or media messages that target children, focusing on the messages related to money, spending, and consumer choice to recognise the strategies used to influence their choices.	• Reflect on own experiences and discuss their observations regarding the value of money and the effort required to earn it. • Foster open and respectful discussions to share thoughts, opinions, and ideas.

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SUB-THEME 2	ECOSYSTEM	LEARNING ACTIVITIES/EXPERIENCES		
LEARNING OUTCOMES	**LEARNING INDICATORS**	**CLASS 4**	**CLASS 5**	**CLASS 6**
Accept and respect the importance of biodiversity and the interdependence of living organisms within ecosystems.	Use observation and data collection techniques to develop appreciation of biodiversity in local environments.	• Emphasise the importance of appreciating the role of biodiversity in the local environment. • Design posters showing the role of biodiversity.	• Discuss the positive effects of sustainable choices allowing biodiversity in the local environment • Move into the community in groups to educate them on the effect of preserving some plants/insects in the local environment.	• Engage in projects that highlight the value of biodiversity to the community. • Create a sheltered garden of different plants and label them. • Take pictures of the plants, label them and write the health properties to be published.
SUB-THEME 2	**ECOSYSTEM**	**LEARNING ACTIVITIES/EXPERIENCES**		
LEARNING OUTCOMES	**LEARNING INDICATORS**	**CLASS 4**	**CLASS 5**	**CLASS 6**
Demonstrate awareness of the environmental impact of human activities on natural resources.	Show empathy towards the effects of resource depletion and pollution on ecosystems and the well-being of other living organisms.	• Organise a screening of a thought-provoking documentary that highlights the impact of resource depletion and pollution on ecosystems and living organisms. • Share the documentary at school meetings (PTA meetings, open days etc.)	• Invite an environmental expert, biologist, or conservationist to speak at mini durbars about the consequences of resource depletion and pollution on the ecosystem.	• Organise a field trip to a local ecosystem, such as a forest, river, or coastal area that has been affected by resource depletion and pollution. • Design posters to create awareness on human activities that destroy natural resources.

SUB-THEME 2	ECOSYSTEM	LEARNING ACTIVITIES/EXPERIENCES		
LEARNING OUTCOMES	**LEARNING INDICATORS**	**CLASS 4**	**CLASS 5**	**CLASS 6**
Appreciate the ecological, economic, social, and cultural significance of biodiversity, including its role in ecosystem stability, human well-being, and cultural heritage.	Evaluate the causes and consequences of biodiversity loss (e.g., habitat destruction, invasive species, pollution, climate change), and design conservation strategies and tools (e.g., protected areas, restoration efforts, sustainable resource management) for biodiversity preservation. Advocate for sustainable behaviour.	• Conduct independent research on biodiversity-related topics and communicate findings through reports, presentations, or publications. • Create and perform short skits/scenarios that demonstrate sustainable behaviour and responsible resource management.	• Reflect on the impact of their behaviour on resource management. • Write a reflective journal on the importance of sustainable use of resources and share with friends and family members.	• Develop and show case innovative solutions for resources conservation and restoration.
SUB-THEME 3	**CLIMATE CHANGE**	**LEARNING ACTIVITIES/EXPERIENCES**		
LEARNING OUTCOMES	**LEARNING INDICATORS**	**CLASS 4**	**CLASS 5**	**CLASS 6**
Demonstrate empathy and compassion to affected communities suffering as a result of climate change.	Reflect on the impact of climate change on affected communities.	• Engage in storytelling and reflect about the impact of climate change on affected communities and share feelings with friends and family.	• Reflect on personal feelings and attitudes towards affected communities and the impact of climate change through artistic expression. • Post these art works on notice board.	• Design and implement an awareness campaign in the school or community about climate change and its impact on affected communities.

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Sample Lessons

OWOP, HISTORY AND ENGLISH

SAMPLE LESSON EXEMPLARS FOR OWOP, HISTORY AND ENGLISH

OWOP Lesson Exemplar

<table>
<tr><td colspan="4">SECOND TERM
WEEKLY LESSON NOTES – WEEK 10 (9th JUNE, 2023)
BASIC 5</td></tr>
<tr><td>DATE: 7TH JUNE, 2023
TIME: 7:30 – 8:00 AM
CLASS SIZE: 30</td><td>PERIOD: 1
CLASS: 5
REFERENCES: the OWOP Curriculum, Teachers Resource Pack</td><td colspan="2">SUBJECT: OWOP
STRAND: Our Beliefs and Values
SUB-STRAND: Basic Human Rights
GCED THEME: Human Rights</td></tr>
<tr><td colspan="2">CONTENT STANDARD:
B5.3.3.1. Demonstrate understanding of how to respect human rights as a citizen.</td><td>INDICATOR:
B5.3.3.1.1.
Describe fundamental human rights in the family.</td><td>LESSON</td></tr>
<tr><td colspan="2">PERFORMANCE INDICATORS:
Learners can:
1. identify at least two fundamental human rights and their corresponding responsibilities in the family,
2. say why they must respect the rights of others,
3. discuss how they feel towards other children who do not go to school,
4. develop posters to create awareness on human rights.</td><td colspan="2">CORE COMPETENCIES:
Self-awareness
VALUES:
Respect, humanity, empathy</td></tr>
<tr><td>TIME:</td><td>TEACHER/LEARNER ACTIVITIES</td><td colspan="2">RESOURCES</td></tr>
<tr><td>KEY WORDS</td><td>Human rights, empathy, humanity</td><td colspan="2"></td></tr>
</table>

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STARTER (5mins)	Have learners watch a short video on human rights.	Cards showing human right scenarios.
MAIN LEARNING INCLUDING ASSESSMENT (20mins)	Provide cards for groups of learners with various scenarios of human rights and have them discuss and say why they must respect those rights. Have learners share other human rights they know. In groups learners discuss education as a fundamental human right and what will happen to people if their right to education is violated. Using think-pair-share, ask learners to show how they feel when they see children of their age who are not in school. Learners talk about how they think life will be for such children in future and how their inability to go to school would affect other people. Learners develop posters describing the right to education ASSESSMENT 1. Ask learners to write down their feelings towards their friends who do not go to school. PROJECT (individual and group) 2. Individuals develop posters to create awareness about one human right issue in the class/ school/community and present it to the class. Groups embark on human rights awareness campaign in the school and community.	Pictures showing various human rights. VIDEO A4 sheets Computer Exercise book Poster colours
REFLECTIONS (LEARNER AND TEACHER) (5mins)	Have learners share the part of the lesson they enjoyed most. Ask them to identify one basic human right of their family member and share how they will respect that right.	Remarks

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History Lesson Exemplar

<table>
<tr><td colspan="4">SECOND TERM</td></tr>
<tr><td>DATE: 8TH JUNE, 2023

TIME: 7:30 – 8:00 AM

CLASS SIZE: 30</td><td>PERIOD: 1

CLASS: 6

REFERENCES:
History Curriculum, Teachers Resource Pack.</td><td colspan="2">SUBJECT: HISTORY

STRAND: Europeans in Ghana

SUB-STRAND: Impact of the European Presence.
GCED THEME: Globalisation and Social Justice.</td></tr>
<tr><td colspan="2">CONTENT STANDARD: B6.3.4.1.
Demonstrate knowledge of the impact of European presence on Ghana.</td><td>INDICATOR: 6.3.4.1.1
Assess the changes that the European presence brought to Ghana.</td><td>LESSON
1 of 3</td></tr>
<tr><td colspan="2">PERFORMANCE INDICATORS:
Learners can:
1. talk about the changes that the European presence brought to Ghana.
2. discuss the impact of Christianity on formal education.
3. reflect on the life of out-of-school children and share what actions they will take to get them into school.</td><td colspan="2">CORE COMPETENCIES
Personal development, good communication skills
VALUES: Equity, commitment to achieving excellence.</td></tr>
<tr><td></td><td colspan="2">TEACHER/LEARNER ACTIVITIES</td><td>RESOURCES</td></tr>
<tr><td>KEY WORDS</td><td colspan="2">Translation, alphabet, impact</td><td></td></tr>
</table>

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STARTER (5mins)	Show pictures or a short video of some activities the Europeans engaged in when they came to Ghana.	A picture showing the activities the Europeans engaged in.
MAIN LEARNING (20mins)	*Using Mind Dump.* Learners write short sentences on some of the activities the Europeans engaged in, based on the picture shown e.g., (trade, health facilities, development of the orthography of the local language and translation of the Bible). Use picture prompts to generate responses from learners on Christianity and formal education as one of the positive impacts of European presence in Ghana. Reflect on what life without formal education would be like and share their thoughts with their partners. Have learners reflect on children of their age who are out of school and what their future will be like. ASSESSMENT Write a reflective essay on the impact of the Europeans' presence on Ghana.	Pictures
REFLECTIONS (LEARNER AND TEACHER)	Ask learners to share what they have learnt from the lesson. Learners reflect on children of their age who are out of school in their community and share what they will do to get them to be in school.	Remarks

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English Lesson Exemplar

<table>
<tr><td colspan="3">SECOND TERM</td></tr>
<tr><td>DATE: 8TH JUNE, 2023

TIME: 7:30 – 8:00 AM

CLASS SIZE: 30</td><td>PERIOD: 1

CLASS: 4

REFERENCES:
English Language Curriculum.
Teacher's Resource Pack.</td><td>SUBJECT: English Language

STRAND: Oral Language

SUB-STRAND: Conversation – Talking about Oneself, Family, People, Customs, Social/Cultural Values and Manners.

GCED THEME: Respect for Diversity
Sub-Theme: Cultural Diversity</td></tr>
<tr><td colspan="2">CONTENT STANDARD:
B4.1.6.3: Use knowledge of language and communicative skills to participate in conversation</td><td>INDICATOR:
B4.1.6.3.2. Demonstrate taking turns in conversation on different topics. Speak audibly, and express thoughts and feelings clearly.

LESSON
1 of 3</td></tr>
<tr><td colspan="2">PERFORMANCE INDICATORS:
Learners can:
1. discuss the similarities and differences between foods from their own culture and those from other cultures (Cognitive)
2. take turns in conversation
3. appreciate food from other cultures (Affective)
4. create a recipe for food from another culture and share with their peers (Behavioural)</td><td>CORE COMPETENCIES
Cultural Identity and Global Citizenship, Communication and Collaboration, Critical Thinking and Problem Solving

VALUES: Respect for Diversity.</td></tr>
<tr><td></td><td>TEACHER/LEARNER ACTIVITIES</td><td>RESOURCES</td></tr>
<tr><td>KEY WORDS</td><td>Continental, recipe, ingredients</td><td></td></tr>
</table>

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STARTER (5mins)	Learners observe and identify pictures of local and continental dishes. Group members take turns to present food from their own culture to the group.	A picture showing the activities the Europeans engaged in.
MAIN LEARNING (20mins)	Picture Discussion. Groups discuss pictures of food from diverse cultures, the history, where the ingredients are produced, who produce them, whether the food is eaten by everybody or only the rich or the poor and why? Which of the food is their favourite and why, etc. Groups discuss why there is the need to appreciate and eat food from other cultures, communities or countries Learners create a recipe for food from another culture and share with their peers ASSESSMENT Observe how learners actively listen, take turns to share ideas, respect and respond to diverse viewpoints.	Pictures of foods from diverse cultures
REFLECTIONS (LEARNER AND TEACHER)	Learners reflect on what will happen if people refuse to eat food from other cultures.	Remarks

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Strategies

Proposed Strategies for GCED Delivery in Ghanaian Schools

Proposed Strategies for GCED Delivery in Ghanaian Schools

These strategies were the outcome of a stakeholder consultation on GCED to determine relevant strategies for GCED delivery in Ghanaian school. The strategies have been categorise into Curriculum level, school level and classroom level strategies. These are to be contextualized and adapted based on the specific school/learning environment.

Table 8: Proposed Strategies for GCED Delivery in Ghanaian Schools

Strategies	Curriculum Level	School Level	Classroom Level
Short term	• As part of lessons, teachers should identify indicators and create activities that reflect GCED • Core competencies should inculcate GCED in learners • Cross-curricular/ transversal links should reflect GCED	• Engaging in sporting activities • Celebration of National and International Days • Excursions • Celebration of Diversities • Club Activities: Civic Education Clubs, STEM, Performing Arts (Debate, Dance, Music, Drama, Art and Graffiti) • School Competitions and quizzes or GCED Olympiads • School gatherings on selected days	• Organising workshops for teachers purposely for GCED • Engaging in activities/ games/ drama/poetry/ dramatisation/ role-play • Creative pedagogies • Group presentations • Talking points/news times • Weekly role models in the classroom • Using reward systems to promote global citizenship • Poster sessions/talking walls/ forum on GCED
Medium term	Mapping should be done by teacher on GCED concepts in the curriculum	• Games based on the idea of gamification • Time with GCED ambassadors • Watching NaCCA-approved documentaries on GCED • Community service or volunteer service • Celebration of diversities • School competitions and quizzes or GCED Olympiads • School gatherings on selected days • Create recitations that hinge on GCED ideals • Learners should adopt and own a GCED ideal	• Inter-class competitions on GCED e.g. debates, quizzes etc. • Open days to showcase GCED • Creating a slot for GCED ambassadors • Allotting a time on the timetable for GCED

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Long term	• Curriculum review should be done to make GCED a stand-alone subject • GCED to be made an examinable subject if possible • TLRs on GCED should be made available for teachers at all times • Training and effective monitoring should be done during GCED roll out/ implementation	• Games based on the idea of gamification • Excursions • Watching NaCCA-approved documentaries on GCED • Community service or volunteer service • GCED champion activities at the community level	• Undertaking GCED projects • Organising conferences, seminars, durbars, festivals to showcase GCED

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Appendix

Breakdown of Competencies in the Curriculum

Appendix

Breakdown of Competencies in the Curriculum

Competency	Elements
Critical Thinking and Problem-Solving	1. Asks questions and follows the evidence. 2. Ability to make judgements during uncertainty. 3. Strive to be well-informed on a wide range of topics. 4. Trustful of own skills to make own judgements. 5. Organised and thoughtful problem solving 6. Identify potential consequences of decisions. 7. Tolerant of different views and sensitive to own biases
Creativity and Innovation	1. Ability to generate and apply/implement ideas. 2. Think independently and outside the box 3. Ability to generate novel ideas
Communication and Collaboration	1. Ability to make use of languages, symbols and texts 2. Ability to exchange information about themselves and their experiences 3. Participate in ideas sharing 4. Engage in dialogue with others 5. Listening and learning from others 6. Respecting divergent views 7. Ability to work together with others irrespective of differences
Cultural Identity and Global Citizenship	1. Put country and service as foremost through an understanding of what it means to be active citizens 2. Sense of environmental, and economic awareness 3. Have a sense of belonging to a global environment
Personal Development and Leadership	1. Self-awareness 2. Self-knowledge 3. Building and renewing self-esteem 4. Identifying and developing talents 5. Fulfilling dreams and aspirations 6. Developing other people and meeting their needs 7. Recognising the importance of values such as honesty and empathy 8. Seeking the well-being of others 9. Distinguishing between right and wrong 10. Fostering perseverance, resilience, and self-confidence.

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	11. Exploring leadership, 12. Self-regulation and responsibility, 13. Developing a love for lifelong learning.
Digital Literacy	1. Discover, acquire skills in, and communicate through ICT 2. Use ICT to support their learning and 3. Responsible use of digital media

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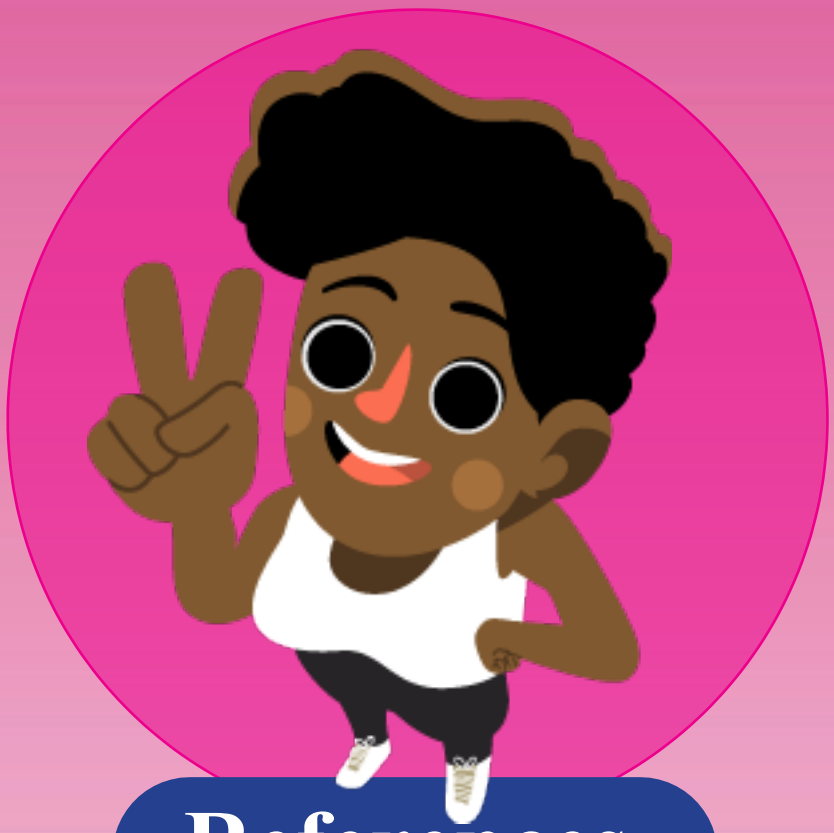

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GCED

GCED, or Global Citizenship Education, aims to cultivate attitudes and behaviors that promote understanding, respect, and cooperation among people worldwide, as well as environmental stewardship. The developed resource pack provides facilitators with guidance on integrating GCED themes, such as cultural diversity, human rights, and sustainable development, into activities. By emphasizing core values such as empathy, tolerance, and responsibility, learners are encouraged to embrace these principles and apply them in their interactions with others and their approach to environmental conservation, ultimately fostering harmony and unity on a global scale.

The resource pack serves as a valuable tool for primary school teachers, providing them with practical guidance and resources to integrate global citizenship education (GCED) into their classroom activities. By incorporating GCED themes, values, and skills into their lessons, teachers can help students develop a deeper understanding of global issues, cultivate empathy and respect for diversity, and learn how to take action to address local and global challenges. The resource pack offers teachers exemplars, lesson plans, and strategies for effective delivery of GCED, empowering them to create transformative learning experiences that prepare students to become responsible global citizens. Ultimately, the resource pack enables teachers to play a pivotal role in shaping the attitudes, behaviors, and perspectives of students towards creating a more inclusive, peaceful, and sustainable world.

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