



ESSENTIAL VALUES FOR
GHANAIAIAN
YOUTH

H A N D B O O K



Ghana Education
Service (GES)



NaCCA
NATIONAL COUNCIL FOR
CURRICULUM AND ASSESSMENT



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ESSENTIAL VALUES FOR GHANAIAIAN YOUTH

Handbook



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FOREWORD BY THE DIRECTOR GENERAL OF GHANA EDUCATION SERVICE

The youth of Ghana play a key role in the progress and development of the nation. They carry the ideas, aspirations and abilities that will determine the direction of our future. For this reason, our education system must do more than imparting academic knowledge- it must guide learners to develop the skills, values, attitudes and behaviours that uphold the dignity and progress of our society.

In recent years, the Ghana Education Service (GES), supported by T-TEL, has prioritised a more holistic approach to learning. The development of this Values Handbook for Learners is a key part of that commitment. The handbook is designed to help learners understand who they are, how they relate to others, and how the choices they make today shape the communities and nation we hope to build tomorrow. It highlights essential Ghanaian values such as integrity, respect, responsibility, diligence, empathy and teamwork. These are values that strengthen character and prepare young people for life in this increasingly complex world.

Our culture provides strong roots for these values. From the traditions of communal living to the deep respect we show for elders, to the shared pride expressed in “Yɛn Ara Asaase Ni,” the Ghanaian identity is anchored in principles that call us to service, unity and excellence. This handbook helps translate these principles into everyday practice for learners across the country.

GES recognises that character formation is not separate from academic achievement but rather enhances it. When learners develop sound values, they become more disciplined, more focused, and more determined to contribute meaningfully to society. This handbook therefore serves as both an educational guide and a life resource, supporting teachers, counsellors and students to cultivate habits that lead to personal growth and national development.

I invite all learners to approach this book with an open mind and a willingness to reflect. Let its lessons shape not only what you know, but who you become. As you work hard to succeed in your studies, remember that your values always speak loudly, even than your achievements.



Professor Ernest Kofi Davis

Director General

Ghana Education Service

FOREWORD BY THE NATIONAL UNION OF GHANA STUDENTS

The future of any nation depends on the values and character of its youth. As the voice of the over 12.5 million Ghanaian students, National Union of Ghana Students (NUGS) is committed to shaping young people who embody integrity, responsibility and leadership.

The Essential Values for Ghanaian Youth Handbook reflects this vision as it is written by young people for young people. We strongly believe that this handbook will inspire and equip young people with the principles needed to build a just and progressive Ghana.

More than a collection of ideals, this handbook is a guide to responsible citizenship, honesty, integrity, discipline, diversity and self-directed learning. Through structured themes, interactive learning and peer-led engagement, it encourages young people to apply these values in their daily lives.

NUGS is proud to have partnered with the Ghana Education Service, the National Council for Curriculum and Assessment (NaCCA) and other implementing partners to develop this handbook.

We urge every young person, teacher and school leader to embrace this handbook as a tool for personal and national transformation. Its success will be measured not just by policies but by the impact on shaping ethical, visionary young leaders.

Let us live these values and build a future we can all be proud of. Arise Ghana Youth For Your Country.



DANIEL NII KORLEY BOTCHWAY

President, National Union of Ghana Students

INTRODUCTION

The National Council for Curriculum and Assessment (NaCCA) has developed a new secondary education curriculum. It aims to ensure that all learners achieve their potential by equipping them with 21st-century skills, competencies, character qualities, and shared Ghanaian values. Ultimately, the curriculum will prepare learners to live a responsible adult life, further their education and develop skills for the world of work.

This Senior High School Curriculum places a strong focus on national values and aims to educate a generation of Ghanaian youth to become proud citizens who can contribute effectively to Ghana's development. Shared Ghanaian values have been integrated into the curriculum to ensure that all young people understand what it means to be a responsible and productive Ghanaian citizen.

These values include *honesty, integrity, diversity, equity, self-directed learning, confidence, adaptability, resourcefulness, leadership and responsible citizenship*.

This Handbook has been created by young people for the youth of Ghana and aims to:

1. Emphasise core values that are essential for development and productivity.
2. Create a structured guide that assists young people in understanding what these values are and how to put them into practice.
3. Promote a culture where core values drive young people's decision-making and inform their behaviour.
4. Help young people to understand and appreciate the importance of shared national values for Ghana's development.

The Handbook features weekly activities where students take the lead in interactive sessions with their peers.

The sessions cover the academic year from semester 1 to semester 2. There are 22 sessions covering 11 core social and moral values that will be studied for up to 16 weeks each semester. Covering each value in two sessions is to ensure that learners have ample time to understand what each of the values stands for and how to apply them appropriately. The sessions should be held simultaneously with teachers' Professional Learning Community (PLC) sessions so that learners are engaged at the same time as their teachers are attending PLC sessions.

The Ghana Education Service (GES) and the National Union of Ghana Students (NUGS), through the Youth Advisory Board, successfully facilitated the selection of writers for the Handbook, including learners from various second cycle schools and tertiary institutions. This ensured equitable representation from Category A, B and C schools across all 16 regions, with at least two, and at most four schools for each region.

The Handbook covers 11 core values delivered in 22 sessions:

1. Understanding Responsible Citizenship
2. Applying Responsible Citizenship
3. Understanding Honesty to combat misinformation.
4. Applying Honesty to combat misinformation
5. Understanding Integrity
6. Applying Integrity
7. Understanding Diversity

8. Applying Diversity
9. Understanding Equity
10. Applying Equity
11. Understanding Discipline
12. Applying Discipline
13. Understanding Self-directed Learning
14. Applying Self-directed Learning
15. Understanding Adaptability
16. Applying Adaptability
17. Understanding Resourcefulness
18. Applying Resourcefulness
19. Understanding Leadership
20. Applying Leadership
21. Understanding Building Confidence
22. Applying Building Confidence

The first 12 values can be described as core social and moral values. The rest - 13 to 22 - refer to values that learners need to become critical and future oriented leaders for national development. They also focus on values that can be directly learnt and developed in schools and classrooms

SESSION 0: HOW TO USE THIS HANDBOOK

Activity 1: Silent reading (10 minutes)

Hello, young learners!

There is some exciting news for us! The leaders in charge of education in Ghana have worked hard to develop a new curriculum just for us that can give us the best education possible; one that meets Ghanaian national aspirations and matches global standards. This means that whatever our dream is, whether it is to become a teacher, an artist, an engineer, a doctor or a scientist, we will be well prepared to fulfil our dream and be prepared for the future.

The most exciting thing about this curriculum is that it focuses on three important things:

-  The Head – It gives us knowledge, helping us understand subjects better and to think critically.
-  The Heart – It teaches us important values like honesty, respect and kindness, so that we grow to become not just intelligent but also good and ethically minded individuals.
-  The Hand – It helps us develop practical and technical skills which we can apply to our lives.

But here is the best part - we, the young people, played a BIG role in shaping this curriculum. Students from Senior High Schools and universities came together to create this special handbook on values to guide us in how to become great leaders, problem solvers and responsible citizens. Values shape our behaviour because they are important beliefs and principles that guide how we act, treat others, and make decisions that benefit us and our society. They help us understand what is right and wrong and shape the kind of people we become. They also make us who we are as Ghanaians.

While our teachers attend their Professional Learning Community (PLC) sessions, we will have the opportunity to participate in our own Values Learning Community (VLC) sessions. These sessions will be led by Peer Guides, two of our classmates who have been carefully selected and trained to help us explore and engage with this Handbook.

At the end of every session, we will have the opportunity to *reflect on* and give *feedback on* how we felt about each session using these emojis.

1. 
2. 
3. 
4. 

 – I felt excited about today's session. It met my expectations!

 – I felt satisfied with today's session, although I needed more things to be explained clearly on one or two of the activities.

 – I felt frustrated with some of the activities in the session because it did not meet my expectations.

 – I did not feel fully engaged with the session because I could not contribute much.

Through discussions and participation in the activities, we will learn things that will enhance our character, improve the quality of our decisions and help us interact better with our peers.

Now, let's get started! Let's begin by establishing our *Ways of Working* for each 90-minute session for the week. These are guidelines that will help us create a respectful, engaging, and productive learning space for everyone.

Activity 2: (20 minutes)

Think about this...

- a) If someone asked you "What are values?" what will you say?
 - b) How many values are covered in this Handbook? How many can you name?
 - c) What do you think this Values Handbook aims to achieve?
 - d) How will any one of the values in the Handbook help you to become a good Ghanaian citizen?
- (Peer Guide will take responses from 3-5 learners)*

Activity 3: Establishing Ways of Working (20 minutes)

Guidelines for Peer Guides:

1. Ask each learner to think quietly about what makes a good learning space. As they think encourage them to consider the following questions:
 - a. How should we treat each other if we are to live in peace and harmony in school and in society?
 - b. What behaviours will help everyone feel respected and included?
 - c. What will help us stay focused on what we want to achieve in life and make the most of our time together in this school?
2. After five minutes, Peer Guides should invite responses from learners, ensuring that suggestions are framed positively - For example, instead of saying "Don't interrupt others," they can frame it as "Listen attentively."
3. Once the class agrees on their final set of *Ways of Working*, write them on a poster card or flip chart and add their thumbprints or ticks to confirm their suggestions as agreed-upon guidelines.
4. Display the VLC Agreement in the classroom as a reminder for future sessions.

Activity 4: (10 minutes)

How many values can you find?

There are over 20 values hidden in this word search, how many can you find in 10 minutes?

E X C E L L E N C E N G R I T Z R T J E
Y C X T U M U T P X G Q P C Y A E U E S
Z T R E S O U R C E F U L N E S S M D O
K F I R E S I L I E N C E T Z T P G P B
P I H S R E D A E L P A S P I A O E I C
H X N Y R M O S Q E N S K C T X N J U J
A U L D V E S B I C O Q E H G N S R K W
R Z M K N E V N D N I E Y R E L I Y Y D
D G Z I S E T I O E S Q I S H O B T P I
W H R F L E S C D D I V S C S Y I I U S
O X K O G I L S E I C I I I T L L V N C
R V A R W N T D U F E Q T S I Q I I C I
K J I I Y T U Y G N R Y E B I L T T T P
H T L E T T H L F O P N A N I O Y A U L
Y W E F I P U Y C C O T K X K R N E A I
G B P T U K Z O T H P Q R C P L Q R L N
H Z A H Q V E C N A R E L O T X Y C I E
C R B H E C W C D N O I S S A P M O T I
G Z A T O Q C A L P A T I E N C E C Y Y
Y T I L I B A T N U O C C A M U Z I Q B

Activity 5: Guided Discussion (20 minutes)

Guidelines for Peer Guides:

- Facilitate the discussion using the prompts below.
- All learners should write their responses in their books.
- After each prompt, invite five learners to share their answers with the group.

Discussion Prompts:

1. Out of the over 20 values, which five do you find most important to you and why?
2. Now, narrow it down to three. Which ones would you choose and why?
3. If you had to pick just one value that is most important to you, what would it be, and why?

Reflection (10 minutes)

1. Reflect on the activities from this session and identify one specific action you will take to make this value practical in your life?
2. Indicate how you feel about learning values by selecting one of the emojis below.
 - a) 😄 – *I felt excited about today's session. It met my expectations!*
 - b) 😊 – *I felt satisfied with today's session, although I needed more things to be explained clearly on one or two of the activities.*
 - c) 😞 – *I felt frustrated with some of the activities in the session because it did not meet my expectations.*
 - d) 😐 – *I did not feel fully engaged with the session because I could not contribute much.*
3. Think about each of the 11 values and find its meaning in your own Ghanaian language before the next session.

Glossary

1. Potential- capable of becoming real or possible
2. Competencies- the necessary ability or qualities to perform a task or hold a position.
3. Character- the way a person usually thinks, feels, and acts, especially in terms of what is right or wrong.
4. Focus- to concentrate on someone or something
5. Emphasize- to place emphasis on, stress something as being important or to stand out
6. Oriented- to get acquainted with a situation or environment
7. Harmony- living peacefully and happily with others, without fighting or causing trouble.



SESSION 1: UNDERSTANDING RESPONSIBLE CITIZENSHIP

Activity 1: Silent reading (10 minutes)

Ask learners to silently read the purpose, focusing on what they will learn, how they will show what they know and what they understand by the nature of responsible citizenship.

Purpose

This session is aimed at helping us to develop a sense of pride about being Ghanaian and show loyalty towards Ghana in a way which encourages us to actively participate in and contribute to Ghana's development.

What you will learn

By the end of this session, you will be able to:

1. Explain what responsible citizenship means and why it matters to Ghana's development.
2. Describe everyday actions that demonstrate responsible citizenship.
3. Tell the difference between patriotic and unpatriotic acts.

How you will show what you know

1. By explaining what it means to be a responsible citizen, describing its benefits in different settings such as in school, at home and in the community.
2. By identifying and giving examples of what patriotic and unpatriotic acts are and how they impact national development.
3. By demonstrating how you can encourage patriotism.

Nature

Being a responsible citizen means taking part in your community's development, knowing your rights and responsibilities and thinking about how your actions affect others. It means acting in ways that promote the good of everyone, helping them to be their best, respecting people irrespective of their religion and culture, and following rules and laws. It also means behaving in a way which shows that you are loyal and proud to be a Ghanaian.

ACTIVITY 2: Think about this... (10 minutes)

What do you think it means to be a responsible citizen, and how do you think you will be able to demonstrate it based on your reading?

(Peer Guide will take responses from 3-5 learners)

ACTIVITY 3: Group Discussion (40 minutes)

Instructions for Peer Guide

Group Formation (5 minutes)

1. Put the class into 5 groups.
2. Ask the whole class to recite the Ghana National Anthem and assign a line to each group. Here is how the anthem is to be split:

Group	Assigned Line (s)
1	God bless our homeland Ghana and make our nation great and strong
2	Bold to defend forever; the cause of Freedom and of Right
3	Fill our hearts with true humility
4	Make us cherish fearless honesty
5	And help us to resist oppressors' rule with all our will and might forevermore

Group Discussion (15 minutes)

- Each group should reflect on their assigned lines using the questions below.

Guiding Prompts

1. What does your assigned line mean in your own words?
2. What responsibility is being encouraged in your assigned line?
3. How can you apply this responsibility daily in your school and community?
4. Give an example of how someone you know has demonstrated this responsibility. What did it make you feel and why?

Groups should be encouraged by peer guide to present their reflections in any of the following formats:

- A brief explanation (they can speak or use sign language)
- A short role play (they can act it out of use signs and gestures)
- A chant, song, or slogan

Group Presentations (15 minutes)

Allow each group to present their reflections in 2 minutes.

Reflection (10 minutes)

1. Reflect on the activities from this session and write the importance of understanding the national anthem and what it means to be a responsible citizen in your VLC exercise book (A dedicated exercise book for your reflections after every VLC Session).
2. Indicate how you felt about this session by selecting one of the emojis below.

- a) 🥳 – I felt excited about today's session. It met my expectations!
- b) 😊 – I felt satisfied with today's session, although I needed more things to be explained clearly on one or two of the activities.
- c) 😞 – I felt frustrated with some of the activities in the session because it did not meet my expectations.
- d) 🙄 – I did not feel fully engaged with the session because I could not contribute much.



SESSION 2: APPLYING RESPONSIBLE CITIZENSHIP

Activity 1: Recap of the previous session on responsible citizenship (10 minutes)

Learners should review the session on **understanding responsible citizenship** using the prompts below.

1. *Who is a responsible citizen?*
2. *Identify five ways in which you can demonstrate that you are a responsible citizen.*

Activity 2: Picture Association (15 minutes)

Prompts:

1. Describe the activities /actions in each of the pictures below.
2. Which of the activities /actions demonstrate patriotism? Explain the reason for your choice.
3. How do those activities/actions affect your community?



Picture 1



Picture 2

Activity 3: Creativity Corner (25 minutes)

Guideline for Peer Guide

1. Put students into five groups.
2. Each group has 15 minutes to create a short patriotic message, song, quote or picture that encourages others to be responsible citizens in their:
 - a) classrooms
 - b) schools
 - c) communities

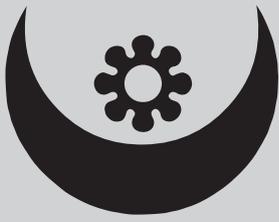
After 15 minutes, the Peer Guide selects any 3 groups to present their creations. (Each group has 2 minutes to present their work)

Reflection (10 Minutes)

1. Reflect and write your reflection in your VLC exercise book on the specific actions you would take to show that you are a responsible citizen in your daily life, and the personal behaviours you would change based on what you learned from this session.
2. Indicate how you feel about this session by selecting one of the emojis below.
 - a) 😄 – I felt excited about today's session. It met my expectations!
 - b) 😊 – I felt satisfied with today's session, although I needed more things to be explained clearly on one or two of the activities.
 - c) 😞 – I felt frustrated with some of the activities in the session because it did not meet my expectations.
 - d) 😐 – I did not feel fully engaged with the session because I could not contribute much.

Glossary

1. Pride- to think highly of (oneself)
2. Loyalty- faithful to a cause or ideal
3. Patriotic- love of one's own country
4. Unpatriotic- no love for one's own country
5. Responsibility- having a duty to do something and being trusted to do it well.



SESSION 3: UNDERSTANDING HONESTY AND COMBATting MISINFORMATION

Activity 1: Silent reading (10 minutes)

Learners silently read the purpose of the session, what it says they will learn, how they will show what they know, and the nature of honesty and combatting misinformation.

Purpose

This session is aimed at helping us think carefully about information we receive or share. We will learn why it is important to check if information received or shared is true before sharing it with others and how sharing wrong information can be harmful to society.

What you will learn

By the end of this session, you will be able to:

1. Tell the importance of honesty and how spreading false information can be harmful.
2. Differentiate between facts, opinions and false information.

How you will show what you know

1. By making a commitment to be truthful.
2. By crosschecking to ensure that the information you come across or receive is factual before sharing it.

Nature

Honesty is being truthful and transparent. It is a commitment to always sharing correct information. Misinformation is sharing false or incorrect information. We avoid spreading misinformation by checking if the information we receive is true or accurate and verifying from multiple sources before sharing with others. This is important because sharing wrong information can create confusion and cause trouble.

ACTIVITY 2: Think about this... (10 minutes)

What do you think it means to be honest? And how do you think this session will help you to practice honesty based on your reading?

(Guide will take responses from 3-5 learners)

Activity 3: Scenario on honesty and combatting misinformation (40 minutes)

Instruction:

Read this story carefully, then discuss it using the prompts provided.

During an exam, Blessing saw some classmates cheating. He didn't know the answers, so even though he usually didn't cheat, he joined them in cheating in the exam. After the exam, he felt bad about what he had done. When the school found out that many students had higher scores than usual, it raised suspicion and school authorities started investigating. Blessing told the truth and admitted he had cheated. He was punished, but he somehow felt better for telling the truth about what he had done.

Later, someone said that Hawa, Blessing's classmate, had also cheated, but she didn't. Hawa was very sad and cried. When Blessing heard this, he told everyone it was not true and asked them to stop spreading lies. His honesty helped others learn how important it is to tell the truth and the effect of sharing false stories.

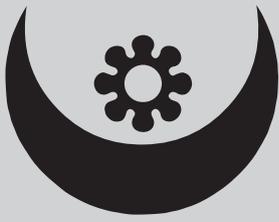
Guidelines for Peer Guide

Ask the learners to think about the questions below and discuss their responses with another partner. After that, choose 2 to 4 students from different pairs to share what they discussed.

1. Why do you think it was good for Blessing to tell the truth about cheating in the exam? Would you have done the same if you were in Blessing's shoes? Why?
2. Why was it important for Blessing to tell the truth about Hawa when he heard others spreading lies about what happened?
3. Think of a time when you were honest. How difficult was your decision to be honest and why? How did it make you feel after being honest?

Reflection (10 minutes)

1. Reflect on the activities from this session and write down something you did in the past that showed you were honest and how you made sure the information you shared was correct in your VLC exercise book.
2. Indicate how you feel about this session by selecting one of the emojis below.
 - a) 😄 – I felt excited about today's session. It met my expectations!
 - b) 😊 – I felt satisfied with today's session, although I needed more things to be explained clearly on one or two of the activities.
 - c) 😞 – I felt frustrated with some of the activities in the session because it did not meet my expectations.
 - d) 🙄 – I did not feel fully engaged with the session because I could not contribute much.



SESSION 4: APPLICATION: COMBATTING MISINFORMATION

Activity 1: Recap of previous session on honesty and combatting misinformation (10 minutes)

Learners should review the session on understanding honesty and combatting misinformation using the prompts below.

1. Share an instance where you showed honesty when you were confronted with behaviour you knew was wrong.
2. Share one way in which you can ensure that the information you are sharing is true or accurate?

Activity 2: Scenario on honesty (25 minutes allows)

Guidelines

The peer guide starts the session by giving the class a scenario from the list below.

The peer guide gives seven colleagues an opportunity to suggest what they would do if they were in the selected scenario and answer the questions that follow.

Scenario list

1. An honest behaviour you would demonstrate during a class quiz you did not adequately prepare for.
2. A story that you heard and shared with others only to find out it was not true.
3. A situation where you feel like lying or not telling the full truth.

Prompts

1. What are some other situations you encountered in your school that made telling the truth difficult, but you still did it? What was the reaction and how did it make you feel?
2. What motivated you to tell the truth in those situations and how did it make you feel afterward?

Activity 3: Scenario on misinformation (15 minutes)

Guidelines

1. The peer guide starts the session by asking one person to read the scenario.
2. The peer guide then asks one person to read the questions.

3. In five groups, learners discuss the prompts among themselves.
4. The peer guide calls 2-3 learners to share their thoughts with the class.

Scenario

Kojo saw a post on a social media platform saying that Adu, his classmate, has not been in school because he died. Without crosschecking to confirm the information, he spread it to all his colleagues and caused a lot of sadness in school. While they were crying, a teacher came to tell them that their classmate was not dead and was at home because of chicken pox. Kojo felt embarrassed and wished he had confirmed the news before spreading it.

Prompts

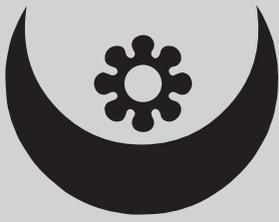
1. How could Kojo have cross-checked this information before circulating it?
2. Share a story on how you cross-checked an information you came across on social media.

Reflection (10 minutes)

1. Reflect and write how you will promote honesty and how you can help stop the spread of false information in your VLC exercise book.
2. Indicate how you feel about this session by selecting one of the emojis below.
 - a) 😄 – I felt excited about today's session. It met my expectations!
 - b) 😊 – I felt satisfied with today's session, although I needed more things to be explained clearly on one or two of the activities.
 - c) 😞 – I felt frustrated with some of the activities in the session because it did not meet my expectations.
 - d) 🙄 – I did not feel fully engaged with the session because I could not contribute much.

Glossary

1. Combat- to strive to reduce or eliminate
2. Information- knowledge obtained from investigation, study, or instruction
3. Factual- something that is true and based on real facts, not opinions or guesses.
4. Transparent- easily detected or understood
5. Misinformation- information that is not correct or not true.
6. Accurate- free from mistakes especially as the result of careful consideration
7. Verifying- to prove or check the truth, accuracy, or reality of
8. Cheating- to use unfair or dishonest methods to gain an advantage
9. Suspicion - a feeling that something is wrong without definite evidence



SESSION 5: UNDERSTANDING INTEGRITY

Activity 1: Silent reading (10 minutes)

Learners silently read the purpose of the session, what it says they will learn, how they will show what they know, and the nature of integrity.

Purpose

This session is to deepen our understanding of integrity to guide us to take the right actions, whether under supervision or otherwise.

What you will learn

By the end of this session, you will be able to:

1. Explain why integrity matters.
2. Show how you can practice integrity in your daily life.
3. Judge whether an action shows integrity or not.

How you will show what you know

1. By explaining what integrity means
2. By creating a personal code of conduct that reflects integrity
3. By making ethical decisions.

Nature

Integrity means doing the right thing even when no one is checking or looking. It involves obeying rules and regulations and staying true to our values, even in challenging situations.

ACTIVITY 2: Think about this... (10 minutes)

What do you think it means to have integrity, and how do you think this session will help you to practice that based on your reading?

(Peer Guide will take responses from 3-5 learners)

Activity 3: Integrity Trail (40 minutes)

This activity will help us understand how to apply integrity in real-life situations.

Guidelines for Peer Guide

1. Put learners into groups of fives
2. Each group should pick a folded paper with a scenario from a box.
3. They will have 5 minutes to read and talk about the scenario.
4. As a group, decide what to do in that instance, will you report or confront?
5. Share your decision with the class and explain how your choice shows honesty and doing the right thing (integrity).

To report means to tell the right authority about the issue.

To confront means to tackle the situation directly.

6. After each group shares their decisions, the class can give their thoughts or suggest other ways to handle the situation.

Sample Scenario:

Scenario 1: You and your sibling found a wallet with money on the street.

- a. Report: You could take the wallet to the nearest police station or inform the rightful owner if the wallet has information that helps find the owner. This shows honesty and responsibility.
- b. Confront: You could try to find the person who lost the wallet and return it to them directly, using clues such as an ID or a complementary card in the wallet, or even a photo. This would show that you value honesty and fairness.

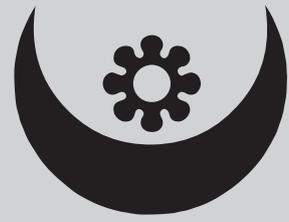
In your group, decide which action you take and explain why.

Note: The Peer Guide calls on learners from different groups to present their work.

1. You passed by a store and noticed a friend stealing. (Report, Confront)
2. You encounter someone being bullied in a public park. (Report, Confront)
3. You notice a friend sharing someone else's personal photos online without their permission. (Report, Confront)
4. A classmate offers you answers to a major test in exchange for help with a project. (Report, Confront)
5. You see a group of friends throwing rubbish in a local river despite the no-littering signs. (Report, Confront)
6. On a bus, you see a weak older person standing while a younger person is seated. (Report, Confront)
7. You are in a school competition, and you notice a teammate cheating to get ahead. The team could win a prize if no one gets caught. (Report, Confront)

Reflections (10 minutes)

1. Reflect on the activities from this session and write in your VLC exercise book how you can demonstrate integrity daily and why that is important.
2. Indicate how you feel about this session by selecting one of the emojis below.
 - a. 😄 – I felt excited about today's session. It met my expectations!
 - b. 😊 – I felt satisfied with today's session, although I needed more things to be explained clearly on one or two of the activities.
 - c. 😞 – I felt frustrated with some of the activities in the session because it did not meet my expectations.
 - d. 😞 – I did not feel fully engaged with the session because I could not contribute much.



SESSION 6: APPLYING INTEGRITY

Activity 1: Recap of previous session on integrity (10 minutes)

Learners should review the session on understanding integrity using the prompt below.

1. Share an instance where you applied integrity in the past week.

Activity 2: Class Integrity wall and Ethics board (40 minutes)

An integrity code describes how we would practice integrity in school. An example of an integrity code is "As a person of integrity, I will not be late to class". People of integrity commit to their integrity code.

Guidelines for Peer Guide

1. Attach a large piece of cardboard to a wall in the classroom or set aside a section of the board to create the Class Integrity Wall.
2. Divide the class into ten groups at random.
3. Each group will have 10 minutes to discuss and agree on one rule that shows integrity. Some examples include, "We will always tell the truth", "We will not cheat during tests."
4. One or two groups will present their proposed rule to the class.
5. After the presentations, the whole class will vote. If most people agree with a rule, that group will write it on the Integrity Wall.
6. Once the class has agreed on a set of Integrity Codes, all learners commit to following them. These rules should describe behaviours that show honesty, fairness and doing the right thing.
7. Form an Ethics Board: The class will now choose a small group of learners to serve on the Ethics Board. This group will help make sure everyone follows the integrity rules. Choose learners who show good behaviour and can help lead fair and respectful discussions.

Note:

In mixed schools, make sure there are both boys and girls as members of the ethics board. In all-girls or all-boys schools, choose learners from different backgrounds or roles in the class to ensure fairness and representation.

8. Agree on Consequences: As a class, agree on what should happen if someone breaks one of the integrity rules. The consequences should be fair and help the person learn and do better.
9. Enforce the Rules: If someone breaks a rule, the agreed consequences should be applied fairly. The goal is not punishment but learning and accountability.

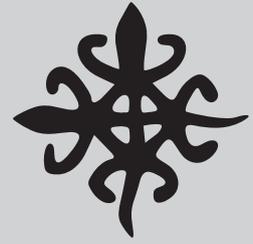
10. Role of the Ethics Board: The Ethics Board will check in regularly to see how well the class is following the integrity codes. Every week, they will give a short report to the class. They should say what is going well, what needs improvement and share ideas to help the class live by its values.

Reflection (10 minutes)

1. Reflect and write your reflection in your VLC exercise book on a specific action you would take and a personal behavior you would adopt to show that you have built your confidence based on what you learned in today's session.
2. Indicate how you feel about this session by selecting one of the emojis below.
 - a. 😄 – *I felt excited about today's session. It met my expectations!*
 - b. 😊 – *I felt satisfied with today's session, although I needed more things to be explained clearly on one or two of the activities.*
 - c. 😞 – *I felt frustrated with some of the activities in the session because it did not meet my expectations.*
 - d. 😞 – *I did not feel fully engaged with the session because I could not contribute much.*

Glossary

1. Decision- a choice you make after thinking about different options
2. Sibling- one of two or more individuals having the same parents or sometimes only one parent in common
3. Complementary card- a small card that a person or company gives to others with their name, contact details, and sometimes a short message
4. Ethics- the rules of moral conduct governing an individual or a group
5. Consequences- importance that comes from the power to produce an effect



SESSION 7: UNDERSTANDING DIVERSITY

Activity 1: Silent reading (10 minutes)

Learners silently read the purpose of the session, what it says they will learn, how they will show what they know, and the nature of diversity.

Purpose

This session will help us learn to respect and value people who are different from us. This includes understanding differences in religion, culture and how people think, making sure everyone feels safe and included.

What You Will Learn

By the end of this session, you will be able to:

1. Tell why it is good to collaborate with people from different backgrounds.
2. Learn how to speak and listen kindly to others, even when they are different from us.
3. Work with others to solve problems in ways that bring people together and build peace.

How You Will Show What You Know

1. By explaining the concept of diversity.
2. By engaging effectively and respectfully with individuals from diverse backgrounds.
3. By applying appropriate problem-solving strategies to address disagreements, promoting understanding and peace.

Nature

Diversity means recognising and valuing the differences among people, including their backgrounds, cultures and how they think. It is about creating an inclusive environment where everyone is respected and appreciated for their uniqueness. In Ghana, our diversity is our strength. Even though we come from many different ethnic groups, we are known for our hospitality and for working together towards common goals.

ACTIVITY 2: Think about this... (10 minutes)

What do you think diversity means, and how do you think this session will help you to practice it based on your reading?

(Peer Guide will take responses from 3-5 learners)

Activity 3: Diversity Scattergories (30 minutes)

How to Play:

1. The Peer Guide will **say or sign** one of the categories from the table (like names of food, names of people or places from different cultures).
2. Learners must quickly **write examples** that start with the given letter at the top of the table.
3. The first person to finish **shouts or signs "scatter!"** — everyone stops writing.
4. That person says or signs their answer.
5. The class checks if the answer is **correct**.
 - If it's correct, the learner can **choose one person** to sit out of the game.
 - If the answer is **wrong**, that learner is out, and the game goes on.
6. Keep playing until all the categories are used.

After the Diversity Scattergories game, the peer guide should lead a quick discussion with the prompts provided.

Game Chant

Peer Guide: Scattergories

Learners: Which Diversity category

Peer Guide: Scattergories (mention any category)

Categories	Examples				
	F	E	D	B	G
Towns in Ghana	Fumesu	Elimina	Dansoman	Bubuashie	Gomoa
Names of Girls			Dede		
Names of Boys		Elikem			
Languages in Ghana				Bimoba	
Examples of Foods	Fufu				
Culture Related					Gahu Dance
Ghanaian Tribes		Ewe			

Discussion on Scattergories

Prompts:

1. Review the answers from the Diversity Scattergories game, highlighting any interesting or surprising examples.
2. Explain how this game makes you appreciate our diversity as Ghanaians.

3. Have you ever heard someone say something mean or unfair about you or someone else because of who they are; their tribe, religion, gender, disability or background? What was said, and how did you deal with the situation?

Reflection (10 Minutes)

1. Reflect on the activities from this session and write down one thing you will do to deepen your understanding of diversity in your VLC exercise book.
2. Indicate how you feel about this session by selecting one of the emojis below.
 - a. 😄 – I felt excited about today's session. It met my expectations!
 - b. 😊 – I felt satisfied with today's session, although I needed more things to be explained clearly on one or two of the activities.
 - c. 😞 – I felt frustrated with some of the activities in the session because it did not meet my expectations.
 - d. 😓 – I did not feel fully engaged with the session because I could not contribute much.



SESSION 8: APPLYING DIVERSITY

Activity 1: Recap of previous session on Diversity (20 minutes)

Learners should review the session on understanding diversity using the prompt below;

1. Share an instance where you applied diversity the past week.

Activity 2:

Honourable's Hot Seat (30 minutes)

Description:

This activity will help us understand the experiences of people who may have different abilities or face unique challenges. Through storytelling and respectful conversations, we can learn more about each other's strengths and differences. The goal of this activity is to have a classroom where everyone feels respected, supported and valued irrespective of what makes them different. In this activity, a volunteer will share a story about living with a disability or unique ability. The volunteer is interviewed by the Peer Guide and classmates. The class will listen, ask questions respectfully and learn how they can help make the classroom a welcoming and supportive place. At the end of the activity, the entire class would read a poem of encouragement and appreciation to the volunteer.

Note:

If no volunteer is available, stories of notable individuals with diverse abilities can be shared.

What you need for the activity:

1. A seat you will call "The Hot Seat"
2. A volunteer with lived experience (if comfortable)

How to Perform the Activity

1. The Peer Guide identifies and prepares a volunteer before the session.
2. The Peer Guide keeps a seat in front of the class, and names it "The Hot Seat"
3. The Peer Guide calls upon the volunteer (or role played) in the class starting with the title "Honourable" e.g. Honourable Kofi Armah or Honourable Lamisi (note: Learners must applaud the learner as he or she takes the seat in front of the class)
4. The Peer Guide introduces the activity by explaining that the session is about learning, appreciating and respecting diverse experiences without judgment and ushers the learner into the hot seat.

5. The Peer Guide introduces the activity to the learners by reading or signing the description and activity summary, then begins the interview.

Honourable's Hot Seat Interview

Questions

1. Can you tell us a little about yourself and what makes you happy or proud?
2. What are some things you are really good at?
3. What are some hard things you deal with, and how can your classmates help you?
4. Are there things people often get wrong about you that you would like to explain?
5. How do you feel when people include you and treat you with respect?
6. What advice would you give to help everyone feel welcome and included?
7. What do you wish people would notice or ask about when they meet someone like you?
8. What can we do in our class or school to help everyone do their best?

Note:

Peer Guides should leave room for learners to ask their questions from time to time. Peer Guides should summarise what can be done to make the learner with special needs successful in their day-to-day activities. After the Peer Guide's summary, every learner should recite the poem below to the volunteer.

Title: Just the Way You Are

You face challenges that others don't,
But you're strong in a way that they won't.
Your struggles don't define who you are,
You shine brightly like a twinkling star.
Your disability may be a burden to bear,
But you're strong because you have the courage to care.
You've overcome obstacles and take on challenges,
And that's why your strength is one of your greatest advantages.
So don't let anyone ever put you down,
You're a survivor and you're wearing your crown.
You're unique and special in every way,
And your light will never fade away.
So, keep pushing through and don't give up,
Because you're amazing and strong as a pup
You may not fit the mould of what others expect,
But you're different and that's what makes you perfect.
And we love you just the way you are.
(Clap or raise your hands in the air and wave them – that is the "deaf applause")

Poem by P. A. Asare- Emerging Writer

Reflection (10 minutes)

1. Reflect on the activities from this session and write down one way you will demonstrate what you have learned about diversity in your daily life. Record your response in your VLC exercise book.
2. Indicate how you feel about this session by selecting one of the emojis below.
 - a. 😄 – I felt excited about today's session. It met my expectations!
 - b. 😊 – I felt satisfied with today's session, although I needed more things to be explained clearly on one or two of the activities.
 - c. 😞 – I felt frustrated with some of the activities in the session because it did not meet my expectations.
 - d. 😞 – I did not feel fully engaged with the session because I could not contribute much.

Glossary

1. Religion- a set of beliefs, practices, and ways of worship that guide how people understand God or gods, the world, and how they should live.
2. Culture- the way of life of a group of people, including their language, food, clothing, music, beliefs, customs, and how they behave.
3. Collaborate - to work together with one or more people to achieve a common goal.
4. Background- the place, culture, family, and experiences a person comes from, which can influence who they are and how they live.
5. Problem- solving- finding ways to understand a challenge and choose the best steps to fix it.
6. Uniqueness- the quality of being different from everyone or everything else in a special way.
7. Hospitality- being friendly, kind, and welcoming to guests or strangers, and making them feel comfortable.
8. Irrespective -without being affected or influenced by something.
9. Notable -important, special, or worth noticing.
10. Volunteer- a person who offers to do something without being forced or paid.
11. Summarise -to tell the main points of something in a shorter and clearer way.
12. Obstacles -things that make it difficult to do something or reach a goal.
13. Mould- to shape or form something.



SESSION 9: UNDERSTANDING EQUITY

Activity 1: Silent reading (5 minutes)

Learners silently read the purpose of the session, what it says they will learn, how they will show what they know, and the nature of equity.

Purpose

This session aims at equipping us with the knowledge and skills needed to encourage and practice fairness in various aspects of life.

What you will learn

By the end of this session, you will be able to:

1. Recognize the importance of fairness and ensure opportunities are provided based on the needs of people.
2. Take practical steps that promote equity.

How you will show what you know

1. By explaining the importance of equity in providing opportunities.
2. By participating in activities that raise awareness about inclusion and equity.

Nature

Equity means achieving fairness by distributing resources, opportunities and support in a way that ensures that everyone receives what they need to succeed, regardless of their backgrounds and circumstances.

It is about giving people what they need, not just giving everyone the same thing.

Activity 2: Think about this... (10 minutes)

What do you think equity means and how do you think this session will help you to practice that based on your reading?

(Peer Guide will take responses from 2-3 learners)

Activity 3: Equity and Inequity (10 minutes)

Examine the photo below of three people trying to watch a field game. Reflect on and discuss how equity was used to ensure each person has an opportunity to enjoy the game.

Note:

Peer Guide should give opportunities for 2-3 learners to share their viewpoints.

THE GOAL (to ensure that the unique needs of all the spectators behind the fence are catered for to enable them to watch the game on the field)



INEQUITY

(not considering the unique needs of each learner and allocating resources "blindly" – giving each learner the same support)



EQUITY

(considering the unique needs of each learner and being fair in the allocation of resources according to their needs)

Activity 4: Equity Around us (15 minutes)

Reflect and share experiences in the school and community where equity or inequity was evident.

Prompts

1. What situation did you encounter?
2. What could have been done differently, to ensure equity for all the people involved?
3. What would you do differently should you encounter a similar situation?

Peer Guide should give opportunities for 2-3 learners to share their viewpoints.

Activity 5: Equity Puzzle (10 minutes)

Learners find these six words: **needs, equity, support, access, fairness and inclusivity** in the puzzle below. Learners who find most of the words within 5 minutes are declared winners.

Equity Puzzle

The Peer Guide should ask the winner(s) to explain how one of the words found in the puzzle is related to equity.

M	A	X	O	U	M	L	K	H	X	P	I
Q	E	J	P	I	A	C	C	E	S	S	A
W	A	U	J	K	I	E	M	L	N	M	C
F	S	S	L	X	R	Q	S	P	E	C	I
A	K	I	V	V	B	U	G	W	I	B	P
I	N	C	L	U	S	I	V	I	T	Y	A
R	W	C	S	D	N	T	D	Q	P	O	U
N	E	E	D	S	K	Y	H	W	L	B	A
E	J	D	U	V	V	I	Q	R	E	Q	U
S	U	P	P	O	R	T	Z	W	Q	P	K
S	M	P	G	H	J	Y	D	X	U	L	W

Reflection (10 minutes)

1. Reflect on the activities from this session and write in your VLC exercise book the specific actions you will take to promote equity in your daily life.
2. Indicate how you feel about this session by selecting one of the emojis below.
 - a. 😄 – I felt excited about today's session. It met my expectations!
 - b. 😊 – I felt satisfied with today's session, although I needed more things to be explained clearly on one or two of the activities.
 - c. 😞 – I felt frustrated with some of the activities in the session because it did not meet my expectations.
 - d. 😐 – I did not feel fully engaged with the session because I could not contribute much.



SESSION 10: APPLYING EQUITY

Activity 1: Recap of previous session on Equity (15 minutes)

Learners should review the session on understanding equity using the prompts below:

1. Think about something you did last week that helped make things fair for others. What was it?
2. Why did you choose to do this? What made you want to help?
3. Did anything make it hard for you to be fair or include others? What was the challenge?

Activity 2: Analyse the passage below on the free education policy with your knowledge on equity (35 minutes)

The Ghana Free SHS policy, introduced in 2017, aims to make secondary education accessible to all qualified Ghanaian learners by eliminating financial barriers. It covers fees for tuition, examination, library, science development, computer lab, boarding and meals, among others for **all** learners. The policy also focuses on improving the quality of education through measures like providing textbooks, rationalising teacher deployment and expanding infrastructure.

Guidelines for Peer Guide:

1. The peer guide puts the class into five groups.
2. Each group will discuss the policy using the guiding questions.
3. After the discussion, each group will choose one representative to share their findings with the class.

Prompts

- Identify key components of the free education policy.
- What changes will you make to ensure the policy is better and why?

Reflection (10 minutes)

1. Reflect on the activities from this session and write down in your VLC exercise book the specific actions you will take to promote equity in your daily life.
2. Indicate how you feel about this session by selecting one of the emojis below.
 - a. 🥳 – I felt excited about today's session. It met my expectations!
 - b. 😊 – I felt satisfied with today's session, although I needed more things to be explained clearly on one or two of the activities.

- c. 😞 – I felt frustrated with some of the activities in the session because it did not meet my expectations.
- d. 😞 – I did not feel fully engaged with the session because I could not contribute much.

Glossary

1. Rationalising - Making something more organised or fair. In education, it means making sure resources like teachers or materials are shared properly so no school is left out.
2. Deployment - Sending people to where they are needed. For example, teacher deployment means assigning teachers to different schools so that all schools have enough teachers.



SESSION 11: UNDERSTANDING DISCIPLINE

Activity 1: Silent reading (10 minutes)

Learners silently read the purpose of the session, what it says they will learn, how they will show what they know, and the nature of discipline.

Purpose

This session is to help us commit to good behaviour in and outside the school.

What you will learn

By the end of this session, we will be able to:

1. Adhere to school rules and regulations.
2. Describe the challenges involved in applying discipline.
3. Highlight the importance of personal discipline in achieving life goals.

How you will show what you know

1. By taking up responsibilities at school and beyond.
2. By explaining challenges in maintaining discipline.
3. By discussing effective strategies to overcome barriers to being disciplined.

Nature

Discipline refers to the practice of training oneself or others to obey rules or a code of behaviour. It involves commitment to doing the right thing, at the right time, with the right motivation and right procedures.

Examples

A learner in SHS creates a personal study timetable and follows it diligently, ensuring they review their subjects every day after school. This routine helps them to stay on top of their coursework, perform well in exams and avoid last-minute cramming. Despite distractions like friends or social media, they remain focused on their academic goals.

A disciplined learner wakes up early and arrives at school on time every day. They attend all their classes without skipping and are always present for extracurricular activities or prep sessions. This learner values punctuality and makes sure they never miss an opportunity to learn.

Activity 2: Think about this... (10 minutes)

What do you think it means to be a disciplined learner and how do you think this session will help you to practice that based on your reading

(Peer Guide will take responses from 3-5 learners).

Activity 3: The Cost of Overconfidence (30 Minutes)

Scenario

Adanko, a talented student known for his natural speaking abilities, was selected to represent his school in the national debate competition. Proud of his selection, Adanko became overconfident in his abilities, believing his talent alone would secure him victory. Despite the structured training sessions organized by his coach, Adanko frequently arrived late, often skipped sessions altogether and ignored the debate rules that were emphasised during practice. His coach and teammates tried to encourage him to take the training seriously, but Adanko brushed off their concerns believing his charisma and quick thinking would carry him through.

When the competition day arrived, Adanko found himself unprepared. He missed key arguments, struggled to stick to the debate format and frequently broke the rules. His disorganized and unfocused performance not only affected his confidence but also disappointed his coach, teammates and supporters. His school was disqualified due to the numerous rule violations and Adanko realised too late that his lack of discipline had cost him the opportunity to shine on a national stage. He was left reflecting on how his overconfidence, lack of preparation and disregard for guidance had led to failure—not just for himself, but for the entire team.

Peer Guide leads the entire class to discuss the following prompts:

1. In what ways did Adanko's lack of discipline affect not only himself but also his teammates and school?
2. What could Adanko have done differently to balance his confidence with the discipline needed to succeed?
3. How would you apply the lessons from Adanko's experience to your personal goals or schoolwork?
4. Now that you know how Adanko addressed his challenges, what challenges might you face in practicing discipline outside school?

Reflection (10 minutes)

1. Reflect on the activities from this session and write in your VLC exercise book the specific actions you will take to promote discipline in your daily life.
2. Indicate how you feel about this session by selecting one of the emojis below.
 - a. 🥳 – I felt excited about today's session. It met my expectations!
 - b. 😊 – I felt satisfied with today's session, although I needed more things to be explained clearly on one or two of the activities.
 - c. 😞 – I felt frustrated with some of the activities in the session because it did not meet my expectations.
 - d. 🙄 – I did not feel fully engaged with the session because I could not contribute much.



SESSION 12: APPLYING DISCIPLINE

Activity 1: Recap of previous session on Discipline (20 minutes)

Learners should review the session on understanding discipline using the prompts below:

1. Share something you did last week that showed discipline (like finishing work on time or following rules)?
2. What made you want to do this or stay focused?
3. What was hard about staying disciplined?

Activity 2: The Discipline Bingo (30 minutes)

How to Play:

- Using a pencil and sheet of paper or highlighting on your tables, check or tick (✓) all the activities to which you can relate.
- Check or tick (✓) bingo if you do not relate to any of the activities.
- On a weekly basis, erase the activities you no longer relate with until all have been erased then you are the **Bingo King or Queen**.

Guidelines for Peer Guide:

After completing the bingo, the Peer Guide engages the learners in a discussion about how they felt during the activity, which boxes they ticked and how those actions (e.g., being late, not completing homework) impact how disciplined they are, their learning and their commitment to relationships.

Prompt

Which areas do you think you can improve in?

I have never eaten in class before	I have never slept during prep	I have never been late to class	I have never slept in class before	I have never skipped a social gathering
I have never been caught in the classroom after prep	I have never been punished for not wearing my belt	BINGO!	I have never been locked outside the dorm for being late	I have never skipped morning assembly
I have never passed by rubbish on the compound	I have never forgotten to bring my cutlery to the dining hall	I have never left school without an exeat	I have never been in a fight with my mates/teachers.	I have never bought food from outside before.

Reflection (10 minutes)

1. Reflect on the activities from this session and write down in your VLC exercise book the specific actions you will take to promote discipline in your daily life.
2. Indicate how you feel about this session by selecting one of the emojis below.
 - a. 😄 – I felt excited about today's session. It met my expectations!
 - b. 😊 – I felt satisfied with today's session, although I needed more things to be explained clearly on one or two of the activities.
 - c. 😞 – I felt frustrated with some of the activities in the session because it did not meet my expectations.
 - d. 🙄 – I did not feel fully engaged with the session because I could not contribute much.

Glossary

1. Charisma – A natural charm or appeal that makes people like or admire someone.
2. Cramming – Trying to quickly learn a lot of information in a short time, often right before an exam or event, instead of studying gradually.
3. Disorganised – Not having a clear plan or structure; doing things in a messy or confusing way.
4. Guidance – Advice or support from someone with experience, like a teacher or coach.
5. Overconfident – Being too sure of yourself or your abilities, often without enough reason.
6. Reflecting – Thinking carefully about something that has happened, especially to learn from it.
7. Violation – Breaking a rule or not following something that is expected.



SESSION 13: UNDERSTANDING SELF-DIRECTED LEARNING

Activity 1: Silent reading (5 minutes)

Learners silently read the purpose of the session, what it says they will learn, how they will show what they know, and the nature of self-directed learning.

Purpose

This session is to help us learn how to set our own learning goals and find ways to study that works best for us.

What You Will Learn

By the end of this session, we will be able to:

1. Promote the value of self-directed learning.
2. Demonstrate effective time management to plan and structure independent learning.
3. Identify and use various learning materials independently.

How You Will Show What You Know

1. By explaining the importance of self-directed learning.
2. By demonstrating effective time management to plan and structure our learning independently.
3. By independently selecting and using diverse learning resources.

Nature

Self-directed learning is a value that puts us at the forefront of our learning and growth. When we take charge of our own learning, we understand our learning styles, like reading, watching tutorials, or trying hands-on projects, we build important skills such as research, critical thinking, and managing our time. These skills will not only help us do well in school but also help us in life and our future careers.

Activity 2: Think about this... (10 minutes)

What do you think self-directed learning means, and how do you think this session will help you to practice that based on your reading.

(Peer Guide will take responses from 3-5 learners)

Activity 3: Read and discuss in groups the scenarios below (15 minutes)

Sandra, an active student athlete, has been chosen to represent her school in an inter-school sports competition. Balancing her academic responsibilities with her athletic commitments has been challenging, and as a result, her grades have started to decline due to missed classes. However, by creating a personalized timetable, Sandra successfully managed both her studies and sports, leading to improved academic performance.

- i) Reflect on being in Sandra's situation and discuss what strategies she can use to effectively balance her academics with sporting activities.
- ii) Share an experience of a similar situation you faced and how you overcame it.
- iii) In what ways does it demonstrate self-directed learning
- iv) Be prepared to share your strategies and insights with the class.

Note

Peer Guides should facilitate the discussion of the above scenarios and provide a summary of the key points raised in the discussion.

Information Corner

Note

Learners should read the note below on their own to deepen their understanding of self-directed learning.

To make the most out of self-directed learning, start by setting simple, clear goals and breaking them down into steps. Create a plan that includes what you will need and when you will do it. Use different resources like free online tutorials, library books and asking teachers or knowledgeable friends for advice. Check your progress regularly and don't be afraid to change your plan if you need to. Keep track of what you have learnt, so you can see how far you have come. This will help you feel confident, build useful skills and reach your goals.

Activity 4: Self-Directed Learning Quiz (20 minutes)

Using the boxes below, the Peer Guide will select the first learner to participate in the game at random. A learner answers the question in game box A by matching it to an answer in game box B. When a learner answers the question correctly, he or she gets the reward of choosing the next box in game box A and the person to answer it.

If the other learner fails to answer the question correctly, the Peer Guide then selects another person. However, if he or she answers correctly he or she also gets the chance to choose another person, and the game goes on.

Game Box A

 <p>BOX 1 What makes you believe you can get better if you try?</p>	 <p>Box 4 What is the feeling inside that makes you keep learning, even when it's not easy?</p>
 <p>Box 2 What skill helps you stop procrastinating?</p>	 <p>Box 5 What makes you ask questions and makes you eager to discover new things?</p>
 <p>Box 3 Mention an app or tool that helps you learn alone.</p>	 <p>BOX 6 What value makes you learn without being forced to do so?</p>

Game Box B

**YOUTUBE, CURIOSITY, AMAZING, TIME-MANAGEMENT,
PERSEVERANCE, GRATITUDE,
SELF-DISCIPLINE, SELF-CONFIDENCE**

Discussion

Peer Guide will choose about 5 learners to:

- Discuss how the answers chosen are associated with self-directed learning
- Share experiences on how you have used or applied the answer given.

Reflection (10 minutes)

- Reflect on the activities from this session and write down in your VLC exercise book, one step you will take to promote your understanding of self-directed learning.
- Indicate how you feel about this session by selecting one of the emojis below.
 -  – I felt excited about today's session. It met my expectations!
 -  – I felt satisfied with today's session, although I needed more things to be explained clearly on one or two of the activities.
 -  – I felt frustrated with some of the activities in the session because it did not meet my expectations.
 -  – I did not feel fully engaged with the session because I could not contribute much.



SESSION 14: APPLYING SELF-DIRECTED LEARNING

Activity 1: Recap of previous session on self-directed learning (10 minutes)

Learners should review the session on understanding self-directed learning using the prompts below:

Prompts:

1. What specific actions or behaviours did you demonstrate that exemplify self-directed learning?
2. How did these behaviours align with the value of self-directed learning as discussed in session 13?

Activity 2: Personalised Timetable (20 minutes)

Guidelines

1. Design a personalized timetable to enhance your independent learning. Limit your focus to a maximum of three subjects per day, starting with the subject you find most challenging to help you improve faster.
2. Set a specific time to help manage your study sessions more effectively.
3. Take short breaks after each study session to stay refreshed and engaged.
4. Set a specific time to help manage your study sessions more effectively.
5. Share your timetable with the class and explain why you chose those specific subjects and their order.
6. Explain how you plan to utilize the timetable effectively, including your strategy for time reviews.

Note

Peer Guides should call 2-4 learners to share and receive feedback on their personalised timetable

Activity 3: Prep Checklist (A Self-Directed Learning Activity) (20 minutes)

In many Ghanaian schools, "Prep" is a designated time for personal learning, usually in the evening or early in the morning. Learners focus on revising lessons, completing assignments, and strengthening their understanding of various subjects on their own. If your school does not have a designated Prep period, it is important to block out time for personal learning.

This activity dubbed "Prep Checklist" will help you evaluate how effectively you use your Prep time. By answering Yes or No to the following questions, you can reflect on your learning habits and identify areas for improvement.

Guidelines:

Read each statement carefully. Tick (✓) "YES" if the statement applies to you or (✓) "NO" if it does not. Reflect on your responses to determine whether you are making the most of your Prep time.

#	Statement	Yes (✓)	No (✓)
1	<i>I always attend Prep during designated Prep periods.</i>		
2	<i>I enjoy the personalized study period.</i>		
3	<i>I effectively utilize Prep time to study and complete assignments.</i>		
4	<i>I set clear study goals before each Prep session.</i>		
5	<i>I avoid distractions (e.g., chatting and fidgeting) during Prep.</i>		
6	<i>I review my class notes and textbooks regularly during Prep.</i>		
7	<i>I note topics I don't fully understand during prep and ask for help from teachers or peers afterwards.</i>		
8	<i>I use active study strategies like summarizing, note-taking, and practicing questions.</i>		
9	<i>I feel more confident in my learning after Prep.</i>		
10	<i>I track my progress and reflect on what I learn after each Prep session.</i>		

Next Steps

If you answered "YES" to most statements, congratulations! You are using your Prep time effectively. Keep it up!

If you answered "NO" to multiple statements, identify areas where you can improve. Consider setting goals, reducing distractions, or trying different study techniques to maximize your Prep time.

Reflection (10 minutes)

1. Reflect on the activities from this session and write one specific way in your VLC exercise book to show how you will apply self-directed learning to your studies.
2. Indicate how you feel about this session by selecting one of the emojis below.
 - a. 😄 – I felt excited about today's session. It met my expectations!
 - b. 😊 – I felt satisfied with today's session, although I needed more things to be explained clearly on one or two of the activities.
 - c. 😞 – I felt frustrated with some of the activities in the session because it did not meet my expectations.
 - d. 🙄 – I did not feel fully engaged with the session because I could not contribute much.

Glossary

1. Designated - Selected or chosen for a special purpose
2. Strategies - Plans to do something well
3. Fidgeting- The state of not being able to keep still
4. Maximise- To make the most out of something
5. Distractions - Things that take your attention from what you should be doing.



SESSION 15: UNDERSTANDING ADAPTABILITY

Activity 1: Silent reading (10 minutes)

Learners silently read the purpose of the session, what it says they will learn, how they will show what they know, and the nature of adaptability.

Purpose

This session is designed to help us understand and manage the different academic, social, physical and emotional challenges we face in and out of school and develop skills that make us adapt better to new situations.

What you will learn

By the end of this session, you will be able to:

1. Understand why adaptability is an important skill for success in the 21st century.
2. Identify the skills and characteristics that define an adaptable person.

How you will show what you know

1. By identifying the skills needed to successfully adapt to new situations.
2. By developing strategies to manage and respond to changes calmly and positively.

Nature

Adaptability is the ability to adjust to new conditions, changes and challenges. Being adaptable can also mean seeing challenges as opportunities for growth and improvement.

Examples

1. When learners are elected as prefects or given leadership roles (like class captain or sports prefect), they must adapt to the added responsibilities, balancing leadership duties with academic work and maintaining discipline among their peers.
2. During the COVID-19 pandemic, many learners and families had to quickly adapt to lockdowns, restrictions, and changes in the way education was delivered. Schools closed, and some learners had to switch to online learning or use televised classes to keep up with studies.

Activity 2: Think about this... (10 minutes)

What do you think it means to be adaptable, and how do you think this session will help you to practice based on your reading. (*Peer guide will take responses from 3-5 learners*)

Activity 3: Scenario Session (30 minutes)

- The Peer Guide starts the session by giving the class a scenario from the list below.
- The peer guide gives five or seven learners the opportunity to suggest how they will adapt if they are in that situation.

E.g.: The Peer guide can start by saying: "today the headmaster said the pump is spoilt and so we will have to manage the available water for the week...", the second student will continue the story with how he or she can adapt to the situation and pass it over to the third till it gets to the last.

Scenario list

- The senior house master or mistress says that all dormitories will be closed at exactly 5am from Monday. How will you adapt (take response from five students)?
- Our teachers will be travelling for a week-long workshop. How will you adapt?
- You want to study General Science, but you have been given a Business option instead. How will you adapt?
- You are a dedicated student to learning and interested in extra-curricular activities. How will you adapt?

Guiding questions

1. What are some other situations you encountered in school and how did you adapt to them?
2. What skills did you use to be able to adjust to these situations?

Reflection (10 Minutes)

1. Reflect on the activities from this session and write one specific way in your VLC exercise book to show how you will promote adaptability.
2. Indicate how you feel about this session by selecting one of the emojis below.
 - a. 😄 – I felt excited about today's session. It met my expectations!
 - b. 😊 – I felt satisfied with today's session, although I needed more things to be explained clearly on one or two of the activities.
 - c. 😞 – I felt frustrated with some of the activities in the session because it did not meet my expectations.
 - d. 🙄 – I did not feel fully engaged with the session because I could not contribute much.



SESSION 16: APPLYING ADAPTABILITY

Activity 1: Recap of previous session on Adaptability (10 minutes)

Learners should review the session on understanding adaptability using the prompts below:
(Peer Guide calls 1-2 learners to share their observations on adaptability.)

1. Describe what it means to be adaptable in your local (Ghanaian) language.
2. In what ways did you apply adaptability in the last week?

Activity 2: Designing a buddy system for the school (40 minutes)

In this activity, you will work together to design a buddy system - a way to help new students adjust to life in school and feel supported, included and confident.

Guidelines

1. Create groups of not more than 8 learners.
2. Learners discuss and share the challenges they faced in the early days in senior high school.
3. Learners then share how the senior students helped them navigate their first year at senior high school and how they can in turn help their juniors.
4. The peer guide assists the class in designing a buddy system for the class.
 - a. **Selection process:** make sure your design includes the *traits, interests* and *experiences* that will make someone a good buddy.
 - b. **Training:** make sure your design includes important skills and knowledge that buddies need. For instance, knowing the school layout. Knowing the norms, rules and regulations of the school.
 - c. **Activity:** make sure the design includes the activities that buddies and their new learners can do together, such as, a school tour, sharing a meal, learning together, or attending prep together.
 - d. **Duration:** the design should also include how long the buddy relationship should last and how often buddies should meet.
5. The peer guide then assists the class in combining all the submissions from the various groups into one document.
6. This becomes the official buddy system guideline for the class.

Reflection (10 mins)

1. Write down how you will apply the knowledge and skills gained from adaptability in your VLC exercise book.
2. Indicate how you feel about this session by selecting one of the emojis below.
 - a. 😄 – I felt excited about today's session. It met my expectations!
 - b. 😊 – I felt satisfied with today's session, although I needed more things to be explained clearly on one or two of the activities.
 - c. 😞 – I felt frustrated with some of the activities in the session because it did not meet my expectations.
 - d. 😓 – I did not feel fully engaged with the session because I could not contribute much.

Glossary

1. Challenges – Difficult situations or problems that require effort and skill to overcome. These could be academic, social, physical, or emotional.
2. Extra-curricular activities – Activities outside regular classroom learning, such as sports, drama, clubs, and music, which help learners build new skills.
3. Leadership – The act of guiding or directing others. In school, this can include roles like class captain or sports prefect, which come with added responsibilities.
4. Prefect – A student leader chosen to take on extra responsibilities in school, such as helping to maintain discipline or organise activities.
5. Scenario – A situation or example that helps us think about how we would respond or act in real life.
6. Skills – Abilities or strengths that help a person do something well. Adaptability skills include flexibility, problem-solving, and staying calm under pressure.
7. Workshop – A short, focused training session or group activity where people learn new skills or discuss ideas together.



SESSION 17: UNDERSTANDING RESOURCEFULNESS

Activity 1: Silent reading and related activity (10 minutes)

Learners silently read the purpose of the session, what it says they will learn, how they will show what they know, and the nature of resourcefulness.

Purpose

This session aims to help us create and use innovative solutions to problems.

What you will learn

By the end of this session, you will be able to:

1. Recognize and adjust to changing situations and environments.
2. Use critical thinking and creativity to solve challenges.

How you will show what you know

By identifying challenges and coming up with creative ways to solve them.

Nature

Resourcefulness is about being creative, adaptable and making the most of what is available.

Activity 2: : Think about this... (10 minutes)

What do you think it means to be resourceful and how do you think this session will help you practice that based on your reading? (*Peer Guide will take responses from 3-5 learners*)

Activity 3: Ponder over these scenarios below and discuss them in groups (30 minutes)

Group 1

Help Elorm Find Time

Elorm lives in a small village just outside Techiman. Every day after school, he helps his mother on the farm, fetches water, weeds and sometimes takes care of his little sister when she returns home from crèche. By the time they finish cooking dinner with firewood, it's already getting dark.

Elorm depends on a small kerosene lamp to study at home. Some nights, they can't even afford kerosene, so he reviews his notes mentally before sleeping. At school, Elorm noticed that he was starting to get low grades, not because he wasn't smart, but because he had less time to revise.

- i. How can Elorm make time for his studies to better his grades?
- ii. What challenges might Elorm face when making time and how can he overcome the challenges?

Group 2

Learners from Obibedidi SHS start a recycling programme where learners collect and sort recyclable materials from their homes and the community. They use the proceeds from selling these materials to fund school projects such as a new sports field or buying more library books.

- i) What challenges might learners face when creating and maintaining the school recycling project and how can they creatively overcome these obstacles?
- ii) How can the school encourage increased community involvement in the recycling project and what innovative strategies could be employed to enhance participation and support?
- iii) What are some creative ways the school could further utilise the resources gained from the recycling project to benefit both the school and the community?

Group 3

Yusif notices that his school's football field floods after heavy rains, making it unusable for days.

1. What would he do to improve the state of the field?
2. How would he enhance participation and support from his friends?
3. What challenges would he face in solving the problem and how will he solve them?

Note:

Groups present and receive feedback on their work.

Reflection (10 mins)

1. Reflect on this session's activities and write down one specific action you will take based on your understanding of resourcefulness in your VLC exercise book.
2. Indicate how you feel about this session by selecting one of the emojis below.
 - a. 😄 – I felt excited about today's session. It met my expectations!
 - b. 😊 – I felt satisfied with today's session, although I needed more things to be explained clearly on one or two of the activities.
 - c. 😞 – I felt frustrated with some of the activities in the session because it did not meet my expectations.
 - d. 🙄 – I did not feel fully engaged with the session because I could not contribute much.



SESSION 18: APPLYING RESOURCEFULNESS

Activity 1: Recap of previous session on resourcefulness (10 minutes)

Learners should review the session on understanding resourcefulness using the prompt below:

1. Share one way in which you applied resourcefulness in the last week.

Activity 2: Presentation: Planning an event with limited resources (40 minutes)

Get into groups of eight. Your group has been given GHC 400 to plan an end-of-year party for 40 students. The party must include both indoor and outdoor activities. You'll need to think about how to provide food, drinks, decorations, and music without going over the budget. Work together to plan how you'll spend the money wisely to make the party fun and memorable for everyone.

- **Scenario 1:** The event will take place in a small classroom. With the same GHC 400, how would your group organize the space to make the event fun, engaging and accessible for everyone?
- **Scenario 2:** The party will be outside, but the weather could be unpredictable. How would you ensure the event is enjoyable, regardless of the weather conditions?
 1. What challenges did you encounter as a team in planning the party?
 2. Should you be given another chance to plan, what would you do differently?

Reflection (10 mins)

1. Think about a time recently when something didn't go as planned (e.g., you didn't have what you needed, time was not enough, something broke down, etc.) and write down your reflections in your VLC exercise book.
2. Indicate how you feel about this session by selecting one of the emojis below.
 - a. 🥳 – I felt excited about today's session. It met my expectations!
 - b. 😊 – I felt satisfied with today's session, although I needed more things to be explained clearly on one or two of the activities.
 - c. 😞 – I felt frustrated with some of the activities in the session because it did not meet my expectations.
 - d. 😞 – I did not feel fully engaged with the session because I could not contribute much.

Glossary

1. Creative – Being able to come up with new and interesting ideas.
2. Critical thinking – Thinking carefully about something before deciding or forming an opinion.
3. Innovative – Doing things in a new or different way that works well.
4. Ponder – To spend time thinking deeply about something.
5. Proceeds – The money or profit made from selling something or organising an activity.
6. Recyclable – Something that can be used again after it has been processed.
7. Strategies – Smart plans or steps you take to reach a goal or solve a problem.



SESSION 19: UNDERSTANDING LEADERSHIP

Activity 1: Silent reading (10 minutes)

Learners silently read the purpose of the session, what it says they will learn, how they will show what they know, and the nature of leadership.

Purpose

This session aims at building knowledge and skills on personal leadership for a better country.

What you will learn

By the end of this session, you will be able to:

1. Explain the importance of leadership.
2. Identify the characteristics of an effective leader.
3. Develop strategies to positively lead and inspire others.

How you will show what you know

1. By explaining the characteristics of a leader.
2. By discussing why effective leadership is important.
3. By explaining how to positively lead and motivate others at home and school.

Nature

Leadership is influencing others to achieve common goals. Leadership is about taking responsibility and making a meaningful impact through service and example.

Activity 2: Think about this... (10 minutes)

What do you think it means to be a leader and how do you think this session will help you to practice that based on your reading? (*Peer Guide will take responses from 3 learners*)

Activity 3: Leadership Across Ages (30 minutes)

This activity is designed to help us understand young people's leadership potential and belief in overcoming challenges.

Guidelines

- a. First, Peer Guide reads or signs to the class, the following quote on leadership by Kofi Annan (former United Nations Secretary-General);

"You are never too young to lead, and you should never doubt your capacity to triumph where others have not."

b. Next, learners read or sign this brief text about Kofi Annan for two minutes.

Kofi Annan was a Ghanaian diplomat who served as the seventh Secretary-General of the United Nations from January 1997 to December 2006. He was born on April 8, 1938, in Kumasi, Ghana and passed away on August 18, 2018.

Kofi Annan was deeply involved in global efforts to combat HIV/AIDS and promoted sustainable development, human rights, the rule of law and peacekeeping. His tenure at the UN was marked by efforts to revitalize the organization and enhance its effectiveness.

In 2001, Kofi Annan and the United Nations were jointly awarded the Nobel Peace Prize for their work in better organizing and reviving the UN system and for their efforts to safeguard human rights, combat HIV/AIDS and promote economic and social development. Kofi Annan was known for his calm and diplomatic approach and was widely admired for his leadership style and commitment to international cooperation, peace and security.

Individual Reflection

Write down your initial thoughts and feelings about Kofi Annan's quote on a paper. Focus on what the quote means to you.

Group Work

Work in small groups of five (5) to share opinions about leadership based on the following prompts.

1. Kofi Annan believed in the power of young people to lead. How do you think young leaders today can use their unique perspectives to address challenges like indiscipline, climate change, poverty or inequality?
2. Kofi Annan's leadership focused on diplomacy, peacekeeping and human rights. What leadership qualities do you think are essential for solving conflicts or addressing challenges faced at school?
3. Reflecting on Kofi Annan's quote, what are some challenges or opportunities young people may face when stepping into leadership roles? How can they overcome these challenges?

Note: A representative from each group shares a summary of the answers.

Reflection (10 mins)

1. Reflect on the activities from this session and write one leadership quote in your VLC exercise book.
2. Indicate how confident you are about applying this value by selecting one of the emojis
 - a. 😄 – I felt excited about today's session. It met my expectations!
 - b. 😊 – I felt satisfied with today's session, although I needed more things to be explained clearly on one or two of the activities.
 - c. 😞 – I felt frustrated with some of the activities in the session because it did not meet my expectations.
 - d. 🙄 – I did not feel fully engaged with the session because I could not contribute much.



SESSION 20: APPLYING LEADERSHIP

Activity 1: Observation report (Ball toss activity) (10 minutes)

This activity encourages learners to reflect and discuss their leadership experiences from the previous week.

Guidelines

During this activity, the leader stands in front of the classroom and throws a small ball or a throwable object backward into the class. The learner the ball touches or who catches the ball must share how they have applied leadership in the last week. After sharing, this learner must move to the front and throw the ball backwards, continuing the cycle until five learners have had a chance to report.

Activity 2: Shaping our classroom governance (40 minutes)

This activity aims to improve classroom management by engaging learners in the decision-making process.

Guidelines

1. *Introduction:* Peer Guide initiates a discussion on why classroom roles and committees are important for keeping the classroom collaborative and organised.
2. *Brainstorming Session:* Split into small groups of four or five depending on the class size. Each group will identify new roles (like technology coordinator, environmental steward, etc.) and committees (like welcoming committee, school improvement committee, etc.).
3. *Group Presentations:* Each group will present their suggested roles for committees and teams and reasons to the class.
4. *Committee Membership:* Learners join committees based on their interests. After every learner has joined a committee of interest, they can commit to planning the next steps for their respective committees.
5. *Planning:* The committees will plan activities for the next few weeks and present them to the class at an agreed upon time.
6. *Class Discussion:* Discuss how to fit these committees and teams into existing class structures and how you can take on leadership positions within these teams.

Note:

A representative from each group shares a summary of the discussion.

Reflection (10 mins)

1. Write briefly one action you will take to promote leadership in your school or community in your VLC exercise book.
2. Rate the session by choosing an emoji that reflects how you feel about the day's activities.
 - a. 😄 – *I felt excited about today's session. It met my expectations!*
 - b. 😊 – *I felt satisfied with today's session, although I needed more things to be explained clearly on one or two of the activities.*
 - c. 😞 – *I felt frustrated with some of the activities in the session because it did not meet my expectations.*
 - d. 🙄 – *I did not feel fully engaged with the session because I could not contribute much.*

Glossary

1. Triumph – A great success or victory.
2. Revitalise – To make something active, healthy, or strong again.
3. Sustainable Development – Development that meets today's needs without harming the ability of future generations to meet theirs.
4. Safeguard – To protect something or someone from harm or danger.
5. Diplomatic – Being careful and respectful in dealing with people, especially in sensitive situations.
6. Cooperation – Working together with others to achieve a common goal.
7. Perspective – A way of thinking about or understanding something.
8. Inequality – A situation where people do not have the same rights, opportunities, or resources.
9. Peacekeeping – Actions taken to maintain or restore peace in a place where there is conflict.



SESSION 21: UNDERSTANDING BUILDING CONFIDENCE

Activity 1: Silent reading (5 minutes)

Learners silently read the purpose of the session, what it says they will learn, how they will show what they know, and the nature of confidence building.

Purpose

This session is to enable us to recognise and develop our strengths through self-reflection, self-belief and feedback.

What you will learn

By the end of this session, we will be able to:

1. Recognise actions and habits that show confidence.
2. Understand our personal strengths and areas we need to improve, helping us know ourselves better and grow.
3. Identify behaviours that can make us feel less confident and learn ways to handle them in real life.

How you will show what you know

1. By describing what confidence building means and actions that show confidence
2. By pointing out what we are good at and areas we need to improve.
3. By identifying behaviours that limit confidence and suggest ways to address them

Nature

Confidence building means using our capabilities to achieve success even in challenging times.

Activity 2: Think about this... (5 minutes)

What do you think it means to be confident, and how do you think this session will help you to practice that based on your silent reading? (*Peer Guide will take responses from 3-5 learners*)

Activity 3: The Feedback Sandwich (learning how to give feedback in a way that builds confidence) 20 minutes

Guideline

The Peer Guide explains the concept of feedback to the class by reading the text below.

"Feedback is a way to help others grow by sharing what they are doing well and what they can improve upon. Giving feedback the right way is just as important as receiving it. We will use a simple method called the 'Feedback Sandwich,' which helps make feedback constructive and kind."

Feedback Sandwich:

- Step 1 – Positive Feedback (Top Bun): Start with something positive about the person's work or behaviour.
- Step 2 – Constructive Feedback (Filling): Offer one area for improvement but do so in a way that's helpful, specific and respectful. E.g.: "However, one thing to work on would be the pacing of your speech. At times, it felt like you were rushing through the speech. Slowing down a bit could help your audience better follow your ideas and you will come across as more confident in your delivery."
- Step 3 – Positive Reinforcement (Bottom Bun): End with another positive statement to leave the person feeling motivated.

Demonstration

"I really liked how you explained the concept in your presentation (positive). However, I think you could slow down a bit to make sure everyone can keep up with the ideas (constructive criticism). Overall, you did a great job engaging the class and I'm excited to see your next presentation."

Pairing and Practice:

1. Group learners in pairs. Give learners 10 minutes each to complete an artwork or poem of their choice.
2. Each pair will take turns giving and receiving feedback. One learner will share their work, and the other will provide feedback using the sandwich method. Then, they switch roles.
3. After everyone has had a turn, bring the group back together for a brief discussion using the following prompts:
 - How did it feel to give and receive feedback?
 - Was it easier to accept feedback when it was negative and why?
 - In what situation can we apply this feedback method in our daily interactions?

Activity 4: Gratitude Circle (20 minutes)

Guidelines

The Peer Guide explains the purpose of the activity:

Gratitude is powerful - it helps us feel seen and appreciated. When we notice and acknowledge each other's strengths, it builds confidence and brings out the best in us.

1. Ask everyone to think about qualities or actions they appreciate in their classmates. For example, a time when someone showed kindness, helped or demonstrated a particular strength.
2. Ask the entire class to sit in a circle; the Peer Guide ensures that each learner gets a turn at expressing their gratitude, with each person sharing a statement of gratitude or appreciation for the person on their right. Encourage them to be specific. For example:

"I'm grateful that you always describe what's on the board to me. It really helps me follow the lesson better."

After everyone has shared, the Peer Guide should facilitate a short discussion using the prompts below.

1. How did it feel receiving positive feedback?
2. How did it feel showing appreciation to someone else?
3. What qualities did you discover in yourself that you had not realised before?

Reflection (10 minutes)

1. Reflect on the activities from this session and write how you would demonstrate confidence building daily in your VLC exercise book.
2. Indicate how you feel about this session by selecting one of the emojis below.
 - a. 😄 – I felt excited about today's session. It met my expectations!
 - b. 😊 – I felt satisfied with today's session, although I needed more things to be explained clearly on one or two of the activities.
 - c. 😞 – I felt frustrated with some of the activities in the session because it did not meet my expectations.
 - d. 😞 – I did not feel fully engaged with the session because I could not contribute much.
3. For next week's activity Peer Guides should coordinate with the Guidance and Counselling Coordinator in their school to ensure that materials needed for the session are available.



SESSION 22: APPLICATION OF BUILDING CONFIDENCE

Activity 1: Recap of previous session (10 minutes)

Learners should review the session on understanding building confidence using the prompt below:

1. Share one example of how you demonstrated confidence as discussed in session 21 (Understanding Building Confidence)

Activity 2: Building confidence through appearance (40 minutes)

Guidelines:

Step 1: Group Discussion (10 minutes)

Begin with a discussion on how personal appearance impacts confidence. Use questions such as:

- How does dressing well or grooming make you feel in a group setting?
- What are some challenges you face in maintaining a confident appearance?

Step 2: Confidence Stations (30 minutes)

Set up 4 stations where learners can explore different aspects of appearance and confidence. Learners rotate through each station:

1. **Dressing Station:**

- Demonstrate how to fix a necktie, how to style a suit, or wear a traditional cloth, hijab or other school specific clothing for different occasions, etc.
- Discuss how their choice of clothing reflects their personality and boosts their confidence.

2. **Grooming Station:**

- Demonstrate simple grooming techniques (e.g., fixing a neat hairstyle, brushing teeth, how to bath, etc.).
- Share tips on using deodorant or scents to feel fresh.

3. **Posture and Body Language Station:**

- Practice standing straight, smiling and making eye contact in a role-play scenario (e.g., introducing themselves to a new classmate).

4. Compliment Station:

- Each student writes one compliment for themselves and one for a peer. Compliments are shared in a circle to build mutual confidence.

Reflection (10 minutes)

1. Reflect on the activities from this session using the questions below and write your reflections in your VLC exercise books.
 - a. What specific action would you take to show you have built your confidence?
 - b. With the knowledge you gained from this session what personal behavior would you adopt to show you have built your confidence?
2. Indicate how you feel about this session by selecting one of the emojis below.
 - a. 😄 – I felt excited about today's session. It met my expectations!
 - b. 😊 – I felt satisfied with today's session, although I needed more things to be explained clearly on one or two of the activities.
 - c. 😞 – I felt frustrated with some of the activities in the session because it did not meet my expectations.
 - d. 😞 – I did not feel fully engaged with the session because I could not contribute much.

Glossary

1. Grooming – Taking care of your appearance and hygiene to look neat and presentable.
2. Posture – The way you hold your body when sitting, standing, or walking.
3. Brainstorming – Thinking freely and sharing many ideas to solve a problem or create something new.
4. Capabilities – The skills or qualities a person has to do something.
5. Collaborative – Working together with others to achieve a goal.
6. Concept – A basic idea or understanding of something.
7. Constructive criticism – Helpful feedback meant to improve something, not to hurt or insult.
8. Gratitude – A feeling of thankfulness or appreciation.
9. Prompts – Short messages or questions that help guide thinking or responses.
10. Reinforcement – Something that strengthens learning or behaviour.
11. Self-belief – Confidence in your own abilities.
12. Self-reflection – Thinking about your own thoughts, actions, and decisions to understand yourself better.
13. Steward – Someone who takes care of or manages something responsibly.

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ANNEX

1.0. Terms of Reference for Class Peer Guide(s) as Facilitators of the Values Learning Community (VLC) Sessions

Peer Guiding is a support service under guidance and counselling where a learner leads with shared experiences to help one another navigate everyday school life. Peer Guides (PGs) draw from their own experiences to offer guidance, empathy and encouragement, making it a powerful approach to promoting positive behaviour change and enhancing the life skills of young people. This approach is grounded in the belief that young people are more likely to adopt new behaviours when influenced by those they know and trust (GES Safe Schools Initiative, 2018). Peer Counselling creates a safe space for open discussions on sensitive topics, reducing intimidation and stigma. A Peer Guide is a trained member of a class who provides support and encourages positive change among peers. Peer Guides will facilitate the implementation of the **Essential Values for Ghanaian Youth Handbook**. The trust and comfort within these relationships allow for meaningful conversations that lead to personal growth. Peer Guides serve as role models, demonstrating positive attitudes and behaviours that inspire others. As facilitators of the Values Learning Community (VLC) sessions, Peer Guides will provide informal and formal assistance to students by offering guidance, emotional support and information on available response mechanisms. Their role includes promoting respectful behaviour, breaking the silence around harassment and empowering students to seek help without intimidation or stigma. Through their active involvement, Peer Guides will contribute to building a safe, supportive and harassment-free school environment for all learners.

1.1. Nomination of Class Peer Guides as Facilitators of VLCs

Peer Guides (PGs) are important role-players in making a school/class safe, and their active and engaged participation in the life of the school makes an important contribution. To ensure that the process of selection of leaders as PGs is consultative, each class may choose individuals or in other cases, accept volunteers. It is expected that in mixed-sex schools, the two chosen PGs, are female and male. The below criteria should guide the class:

- a) Have no case of indiscipline reported against them
- b) Have no history of disciplinary actions against them
- c) Demonstrate a strong commitment to gender and social inclusion issues
- d) Command respect among peers
- e) Have the skills and experience acceptable for the role

Once selected by the class, the two Peer Guides shall formally accept the position through a written commitment (letter or swearing an oath of service). This acceptance signifies their dedication to upholding the responsibilities of a Peer Counsellor, including maintaining confidentiality, offering support to peers, and promoting a safe and respectful school environment. Peer Guides will undergo training to equip them with the necessary skills and knowledge to effectively carry out their roles.

All Peer Guides will be managed by School-Based Counsellors, with support from the Guidance and Counselling Committee or Team. This structure ensures that Peer Guides

receive continuous supervision, guidance, and the necessary resources to effectively assist their peers while maintaining ethical standards in their role.

1.2. Personality Traits of the Peer Guides

The Peer Guides must have attributes and behaviours that translate into how they work and interact with all actors of the school community. S/he must:

- a) Be a good listener with impeccable probing skills
- b) Be non-judgmental
- c) Be objective
- d) Be empathetic
- e) Maintain confidentiality
- f) Be professional (in speaking, body language, etc)
- g) Know when to refer and know school support systems
- h) Be approachable and easily accessible to peers
- i) Demonstrate strong 21st-century skills, Social-Emotional Learning (SEL), problem-solving abilities, critical thinking and decision-making skills etc.)
- j) Respect diverse perspectives and cultural differences while promoting a safe and inclusive environment for discussions
- k) Encourage and promote positive behaviour change
- l) Exhibit patience and emotional intelligence
- m) Be assertive and proactive in identifying and addressing general and peer concerns
- n) Show commitment to continuous learning and self-improvement

1.3. Roles and Responsibilities of Peer Guides

1. Provide guided mentorship by supporting peers in overcoming personal and school challenges.
2. Lead the facilitation of the Essential Values for Ghanaian Youth Handbook during VLC sessions.
3. Offer a listening ear and provide advice on personal or academic concerns.
4. Connect peers with relevant resources, such as guidance and counselling services, academic, career, and tertiary support, and psychosocial and guidance services support.
5. Share knowledge and information on specific topics, such as health, wellness, time management etc.
6. Promote a sense of community among peers by building connections and being advocates for Gender Equality and Social Inclusion (GESI) and Inclusivity.
7. Support in the organisation and coordination of events, such as workshops, seminars, or awareness campaigns related to guidance and counselling
8. Peer Guides must familiarise themselves with the new Framework for Guidance & Counselling Services in Ghana's Secondary Education Institutions (November 2023), Essential Values for Ghanaian Youth Handbook (December 2024), Ghana Education Service Safe Schools Training Handbooks on Safe Schools (July 2018) among other relevant resources.

2.0. Modalities for Engagement

As teachers attend their Professional Learning Community (PLC) sessions, learners will have the opportunity to participate in their own Values Learning Community (VLC) sessions. The sessions will be led by Peer Guides or Guides. Young people in second cycle institutions in Ghana will go through self-led weekly sessions to learn valuable lessons that will shape character, decisions, and interactions.

Role of the School Guidance and Counselling Coordinator

The School Guidance and Counselling (G&C) Coordinator plays a crucial role in overseeing the Peer Guides and ensuring the effective implementation of Values Learning Community (VLC) sessions in the school. Their responsibilities include pre-briefing, monitoring, and debriefing sessions to ensure that Peer Guides are well-prepared, supported, and able to facilitate meaningful discussions with their peers. The G&C Coordinator may have a support team consisting of members from the G&C Committee, National Service Personnel, Lead for Ghana Associates, Learner Guides and other members.

Meeting with Peer Guides Before VLC

The G&C Coordinator and support team must:

- schedule to meet all Peer Guides a day before each VLC session to provide guidance and ensure facilitation readiness.
- review the session's topics and activities with Peer Guides, clarifying key points and expected outcomes.
- discuss the structure of the session in detail, innovate delivery strategies, ensuring that each activity is well understood and appropriately planned.
- ensure that session timing is slightly adjusted, using slightly less time than indicated in the manual- to allow for open and unrushed discussions.
- assign a timekeeper to help manage time effectively. Encourage Peer Guides to rotate this role among learners, week by week.
- remind Peer Guides to be conscious of setting the modalities of each engagement – session rules and regulations – class control, respect of opinions, time management, note taking or journaling among others.

Pre-briefing sessions must be conducted weekly to prepare Peer Guides for upcoming VLC sessions. School management is strongly encouraged to schedule these, along with Professional Learning Communities (PLC), in the morning to leverage higher levels of mental alertness and receptiveness, thereby maximising engagement and impact.

Debriefing sessions must not be postponed and should be organised preferably during prep time in the evenings or any convenient period as agreed by management. Debrief sessions will be used to evaluate and reflect on the day's session. During the debriefing, Peer Guides and the G&C Coordinator(s) should discuss key aspects of the VLC, including:

- Session highlights: Positive moments, successful discussions, and key takeaways.
- Low points: Challenges faced, difficulties in engagement and class management, or areas that need improvement.
- Questions requiring further guidance: Issues raised by students that need the input of the School Counsellor.
- Additional support needed: Any materials, resources, or assistance required by Peer Guides to improve their facilitation.
- Any questions that require the School Counsellor's direct intervention will be addressed at the next school assembly to ensure clarity and proper guidance for all students.

APPENDICES

Appendix A: Ghana National Anthem

God bless our homeland Ghana

*And make our nation great and strong
Bold to defend forever
The cause of Freedom and of Right
Fill our hearts with true humility
Make us cherish fearless honesty
And help us to resist oppressor's rule
With all our will and might for evermore
And help us to resist oppressor's rule
With all our will and might for evermore...*

*Hail to thy name, O Ghana,
To thee we make our solemn vow:
Steadfast to build together
A nation strong in Unity;
With our gifts of mind and strength of arm,
Whether night or day, in mist or storm,
In every need what'er the call may be,
To serve thee, Ghana, now and evermore.*

*Raise high the flag of Ghana
And one with Africa advance;
Black star of hope and honour,
To all who thirst for liberty;
Where the banner of Ghana freely flies,
May the way of freedom truly lie
Arise, arise, O sons of Ghanaland,
And under God march on for evermore.*

Appendix B: Ghana National Pledge

*I promise on my honour to be faithful and loyal to Ghana my Motherland
I pledge myself to the service of Ghana, with all my strength and with all my heart
I promise to hold in high esteem our heritage, won for us through the blood and toil of our fathers
I pledge myself in all things to uphold and defend the good name of Ghana
So help me God*

Appendix C: Ghana Youth Anthem

*Arise Ghana youth for your country
The nation demands your devotion
Let us all unite to uphold her
And make her great and strong*

Refrain;

*We are all involved
We are all involved
We are all involved
In building our motherland...*

GLOSSARY

Meaning of Adinkra Symbols



(Good farmer) A symbol of diligence, hard work, and entrepreneurship.



(Moon and Star) A symbol of faithfulness and constancy.



(Conjoined crocodiles) A symbol of unity in diversity giving a common destiny.



(Measuring rod/measuring/balancing scale) A symbol of belief in the best that one can be in any endeavour—abhorrence of imperfection or faulty scales.



(The hen treads upon her chicken but she does not kill them). A symbol of intentional character formation or positive behavioural modification.



(I have heard and kept it). A symbol of obedience, wisdom and knowledge.



(Changing oneself: playing many roles). A symbol of versatility.



(Palm tree) A symbol of wealth, resourcefulness, and self-sufficiency.



(A State or ceremonial sword). A symbol of authority and gallantry.



(horns of ram). A symbol of strength and confidence

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