



THE CITIZEN'S COMPACT FOR NATIONAL RENEWAL

TEACHER'S COMPANION

A Complete Guide for Educators

Ben Adarkwa Dwamena, MD



CREED GHANA

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Born of Belief. Built to Bless.

The Citizen's Compact for National Renewal

Teacher's Companion

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A Complete Guide for Educators

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◆ To Know • To Serve • To Renew ◆

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The Citizen’s Compact for National Renewal — Teacher’s Companion: A Complete Guide for Educators

Teacher’s Companion to the Student Edition

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A Letter to Teachers



The teacher who treats citizenship as a subject teaches facts. The teacher who treats it as a practice forms citizens.

— CREED Ghana

Dear Colleague,

You hold in your hands the companion to a book about something larger than itself. *The Citizen's Compact for National Renewal* was written for young Ghanaians — but it will only reach them through you.

Civic education has a difficult history in our country. For too long, it has been reduced to the memorisation of constitutional clauses and the rote recitation of the Anthem and Pledge. The result is predictable: students who can name the three arms of government but cannot describe why they matter; young people who can recite every line of the Pledge but have never thought about what "faithful and loyal to Ghana" asks of them in a specific week of their lives.

This Companion exists because we believe civic education can be different — and because we believe you, the teacher, are the point at which the difference is made.

What This Companion Offers

The Companion is organised in two parts that reflect two different things a teacher needs.

Part I — Teaching Civic Renewal: A Pedagogy Manual. This is the "why" and the "how" of civic teaching. It addresses the pedagogical challenges unique to civic education in Ghanaian classrooms: how to handle controversial topics, how to facilitate genuine deliberation, how to

design meaningful service learning, how to assess character formation rather than just content knowledge. It draws on established international scholarship while remaining rooted in Ghanaian realities — the class of sixty, the limited textbooks, the sensitivities around chieftaincy and politics, the tensions between local language and the formal curriculum.

Part II — Chapter-by-Chapter Lesson Plans, Answer Keys, and Facilitation Notes. This is the practical, day-by-day scaffolding. For each of the five chapters in the Student Edition, you will find suggested lesson sequences (typically 3–5 class periods per chapter), answer keys and discussion facilitation notes for every prompt and question in the Student Edition, classroom management tips for the activities, and assessment rubrics aligned to the three-domain framework (cognitive, affective, behavioural). The goal is not to prescribe a single way of teaching but to lower the barrier to entry for teachers who want to do this work well.

A Word on Honesty

This Companion — like the Student Edition it accompanies — is offered in the same spirit of transparency that CREED has adopted from the beginning. The lesson plans have been carefully designed, drawing on both Ghanaian classroom experience and international civic education research, but they have not yet been piloted at scale. The answer keys represent thoughtful responses to the Student Edition's prompts, but civic questions rarely have single correct answers, and your students will often produce responses we did not anticipate — and that is good.

We expect teachers using this Companion will improve it. We welcome your feedback at info@creedghana.org. Future editions will reflect what you teach us.

Our Hope

We hope that in five years' time, a Ghanaian student who has passed through a CREED-oriented civic education will be someone who can explain their rights under the 1992 Constitution with accuracy; who has personally experienced a Community Action Cycle and seen a small collective success; who can name the line of the Anthem or Pledge that has

become meaningful in their own life; who has met a leader, up close, whose integrity they admire — and can say why; and who understands, in the marrow of their bones, that democracy is not something inherited but something practised, every day, in every choice.

That student will not be formed by a textbook. They will be formed by a teacher. By you.

Thank you for the work you are about to do.

The CREED Ghana Team

East Lansing, Michigan • Accra, Ghana • 2026



PART I

Teaching Civic Renewal

A Pedagogy Manual



CHAPTER ONE

Why Civic Education Matters

The Stakes for Ghanaian Classrooms



A nation is not a thing. It is a practice, renewed or neglected in every generation.

— CREED Ghana

The Scale of the Task

Ghana has approximately nine hundred thousand senior high school students at any given time. If each of them receives meaningful civic education across their three years of SHS, then within a decade Ghana will have added roughly three million young adults to the electorate who understand their rights, their duties, and their capacity for collective action. If those same students receive only ceremonial civic education — the reciting of the Anthem, the memorisation of the constitutional chapters — Ghana will add three million voters who know the forms of democracy but have never practised its substance.

This is the scale at which your classroom matters.

The Three Failures of Traditional Civic Education

Ghanaian civic education has struggled with three persistent failures that this curriculum is designed to address.

The Memorisation Failure

When civic education is reduced to what can be tested on a written examination, it reduces to facts: how many regions Ghana has, what year the Constitution was promulgated, the names of the members of the Council of State. These facts matter, but they are not citizenship. A student can memorise all of them without ever forming a single civic habit.

The research on this is unambiguous. Students who receive fact-based civic education show measurable improvements in their knowledge of government structures but no measurable improvement in civic behaviour — voting, volunteering, attending community meetings, contacting representatives. Knowledge without practice does not form citizens.

The Ceremonial Failure

In many Ghanaian schools, civic education happens mainly at morning assembly: the Anthem is sung, the Pledge is recited, announcements are made. This is not meaningless — ceremony has its place. But when the Anthem and Pledge are only performed and never studied, they become background noise. Students can recite "fearless honesty" every morning for six years and never once be asked what fearless honesty would require of them if they saw a classmate cheating on an exam.

This Companion treats the Anthem and Pledge as what the Student Edition calls "*compact constitutions of civic morality*" — texts to be interpreted, wrestled with, and applied, not merely performed.

The Neutrality Failure

Teachers often try to avoid controversy by presenting civic content as a set of uncontested facts: "Here is what the Constitution says." But citizenship is inherently about judgement — how to weigh competing goods, how to evaluate leaders, how to decide when to obey and when to resist.

A civic education that refuses to engage judgement produces citizens who cannot make civic judgements. This Companion will help you navigate genuinely controversial questions responsibly — neither imposing your own views nor retreating into a false neutrality that leaves students without the tools to think for themselves.

What Success Looks Like

The measure of success in civic education is not what students know when they leave your class; it is what they do three, five, ten years later. Civic teachers have the strange vocation of working for outcomes they will never observe. The results arrive long after the student leaves the classroom — at a community meeting in Ho, at a polling station in Tamale, at a District Assembly session in Kasoa.

We cannot measure those distant outcomes directly. But we can measure proximate indicators that suggest we are on the right path: Are students able to apply civic concepts to new situations? Can they construct and defend a civic argument? Have they actually practised a civic skill — attended a meeting, contacted an official, organised with peers? Has their disposition toward civic life shifted? These are the indicators this Companion is designed to help you cultivate.

We cannot measure the citizens our students will become. We can only do the work that makes their becoming possible.

CHAPTER TWO

The Three Domains of Civic Learning

Cognitive, Affective, Behavioural



Knowledge without values is sterile; values without knowledge are dangerous; neither without practice is real.

— *After Benjamin Bloom*

The Student Edition introduces, in Chapter 1, a framework that will organise everything you do as a civic teacher: the three domains of civic knowledge. This short chapter unpacks that framework for teachers, showing how each domain requires distinct pedagogical strategies and distinct forms of assessment.

The Cognitive Domain

The cognitive domain is the familiar territory of traditional education: facts, concepts, procedures. For civic education, the content includes the structure of the 1992 Constitution, the functions of government at national, regional, and district levels, the rights guaranteed in Chapter 5, the procedures of elections and lawmaking, and the history of Ghana's democratic development.

This domain is relatively easy to teach and assess. Textbooks address it directly. Examinations test it routinely. The danger is not that it will be neglected — it usually dominates — but that it will crowd out everything else. A good rule of thumb for a CREED-oriented classroom: no more than forty percent of your time on cognitive content alone.

Teaching Strategies

Direct instruction is appropriate for foundational facts. But even cognitive content benefits from active engagement. Rather than lecturing on the separation of powers, give students a scenario ("A new law is proposed that would limit freedom of speech. Trace the path it must travel to become law, and identify three points at which it could be stopped.") and let them work it out.

Assessment

Written tests work for cognitive content, but design them to require application, not just recall. Instead of "What is the role of the Judiciary?", ask "In the following scenario, has the Judiciary exceeded its role? Defend your answer with specific reference to the Constitution."

The Affective Domain

The affective domain is the domain of values, attitudes, and dispositions. It is what the Anthem means by "true humility" and "fearless honesty." It is what the Pledge means by "faithful and loyal." It is not what students know but what they care about and are committed to.

This is the hardest domain to teach. You cannot lecture a student into caring. You cannot test for honesty with a written exam. The affective domain is cultivated through relationships, through stories, through modelled behaviour, and through experiences that reveal to students what they already care about but had not named.

Teaching Strategies

Stories do more work in the affective domain than lectures. The Student Edition is full of stories for exactly this reason — Akua the auditor who said no, Nana Kwame the chief who chose transparency, Fatima the woman of Tamale. Each of these stories does something a list of values cannot do: it lets students see a person making a civic choice, feel what was at stake, and imagine themselves in that position.

Use the stories, but do not stop at them. After every story, push students into reflection on themselves: "Akua paid a price for her honesty. Would you?" "Nana Kwame admitted he did not know. When have you found it hard to admit you did not know?"

Assessment

Assessing the affective domain is genuinely difficult. Written reflection is one tool — asking students to articulate what a story or concept meant to them. But reflection is easily faked, especially by academically strong students who can produce the words a teacher wants to read without believing them.

Behaviour is ultimately the only honest measure of values. A student who truly values honesty acts honestly. A student who truly values participation participates. This points to the third domain.

The Behavioural Domain

The behavioural domain is the domain of civic practice: voting, volunteering, attending meetings, contacting officials, organising with peers, holding leaders accountable. It is the domain most neglected by traditional civic education — and the most important.

You cannot teach swimming in a dry classroom. You cannot teach citizenship in a classroom that is only a classroom. The behavioural domain requires that students actually do civic things, not merely read about them.

Teaching Strategies

The Community Action Cycle in Chapter 3 of the Student Edition is your primary tool here. Every civic education course should include at least one extended community action project across the term. Even modest projects — organising a school clean-up, conducting a community survey, writing to an Assembly Member — move students from talking about citizenship to practising it.

Within the classroom, class councils, mock elections, and student-led deliberations simulate civic practice. These are not "games"; they are rehearsals.

Assessment

Authentic assessment is the approach: evaluate what students actually do in civic situations. Did they attend the community meeting? Did they contribute meaningfully to the deliberation? Did their project achieve measurable outcomes? Portfolios of civic action, self-assessments, and peer assessments are the core tools.

Integration

The three domains are not three separate curricula. A single lesson on the right to information might begin with cognitive content (what does Article 21 actually say?), move through affective reflection (why does this right matter? what happens when citizens do not know it?), and culminate in behavioural practice (students file a Right to Information request on a real matter and report back).

When you design a lesson, ask yourself: which domain is this addressing, and which are being neglected? The Pedagogy Manual that follows and the lesson plans in Part II have been designed with all three domains in view. Your job is to keep them in balance.

CHAPTER THREE

Facilitating Difficult Discussions

Teaching Judgement in a Plural Society



The test of a teacher is not whether they can answer the easy questions but whether they can hold the difficult ones open long enough for learning to happen.

— CREED Ghana

Civic education inevitably raises questions without agreed answers. Should Ghana decentralise further? Is affirmative action for women in politics justified? Should chieftaincy be reformed, and by whom? Was the 2024 election free and fair? Such questions make many teachers anxious — and the anxiety is understandable. A teacher who takes a strong position on a contested question can be accused of political bias, upset parents, or affect students' grades unfairly. A teacher who refuses to address such questions fails the students, who come to see civic education as irrelevant to the questions that actually matter.

This chapter offers a middle path: the teacher as facilitator of disciplined deliberation rather than advocate for particular positions.

The Principle of Disciplined Openness

A deliberative classroom is not a classroom without structure. It is a classroom with a different kind of structure — one organised around rules of engagement rather than predetermined conclusions. The teacher's authority is in the process, not the outcome.

Four Ground Rules

Before opening any controversial discussion, establish and reinforce these four rules:

- **Positions require reasons.** Students may hold any view, but they must be able to articulate why. "Because that's what my father says" is not a reason; it is a citation.
- **Attack positions, not people.** Disagreement is welcomed. Personal insult is not. When a student crosses this line, stop the discussion immediately and restate the rule.
- **Seek to understand before seeking to refute.** Students must be able to state the opposing view fairly enough that someone holding it would recognise themselves. This is the Rapoport rule, and it disciplines every serious deliberation.
- **Change your mind when evidence warrants.** Encourage students to name, at the end of every deliberation, what they have learned or reconsidered. Modelling this yourself — "Before this discussion I thought X; now I see Y" — is one of the most powerful things you can do.

Handling Politically Charged Topics

Some topics are more politically loaded than others. Questions about specific political parties, specific living politicians, or specific contested elections carry risks that questions about, say, the design of the District Assembly system do not.

The general principle: teach the structure, let students apply it to the cases. You can safely teach the criteria for evaluating election integrity (inclusive franchise, competitive parties, free media, independent electoral body, peaceful transfer of power). You should be more cautious about directly adjudicating specific electoral disputes — let students apply the criteria themselves.

Similarly, you can teach the constitutional requirements for executive conduct and the indicators of corruption. You should be more cautious about asserting, in your own voice, that a specific named individual is

corrupt — let students apply the indicators themselves, using publicly available evidence.

When Students Ask What You Think

This will happen, and you must have a practised response. Options include:

- **Defer:** "My job here is to make sure all sides are fairly represented. If I tell you what I think, I'll stop listening carefully to the side I disagree with. Let me stay in that role."
- **Share with qualification:** "I'll tell you what I think, but only after everyone has put their own view on the table, and only on the condition that you don't treat my view as settling the question."
- **Redirect:** "What's interesting is not what I think but what you think. Let's stay with your reasoning."

Any of these is better than pretending you have no view. Students can tell when a teacher is dodging; the dodge itself teaches cynicism.

Ghanaian Sensitivities

Chieftaincy

Chieftaincy is a living institution with constitutional recognition (Articles 270–277), and it touches deep loyalties. Students from chiefly families, students from communities where chieftaincy disputes are active, and students from communities where chieftaincy has been abused may all be in the same classroom. Teach chieftaincy as a real institution with real strengths (continuity, local legitimacy, dispute resolution) and real challenges (succession disputes, gender exclusion, interaction with formal state structures). Avoid framing it as either sacred or corrupt; let students wrestle with its actual character.

Religion

Ghana is religiously plural. Your classroom almost certainly contains students from Christian, Muslim, and traditional religious backgrounds, and possibly others. Civic education is not a place for religious advocacy.

But it is also not a place for pretending religion does not matter — religious belief shapes many Ghanaians' civic convictions. Teach the constitutional framework (freedom of religion, separation of religion and state) and let students draw on their own traditions in responding to civic questions.

Ethnicity

Ghanaian civic discourse is shaped by an awareness of ethnicity that often goes unspoken. The Constitution explicitly prohibits the formation of parties based on ethnicity (Article 55). Your job as a civic teacher is to uphold that constitutional norm — which means both refusing ethnic stereotyping in your classroom and refusing to pretend ethnicity is not a factor in Ghanaian political life. The goal is students who can discuss ethnicity maturely, not students who avoid it.

What to Do When a Discussion Goes Wrong

Even with good ground rules, discussions will sometimes deteriorate. Be ready for the most common failure modes:

The Hijack

One student dominates, driving the discussion toward their personal grievance. Intervention: "Kofi, you've made your point forcefully. I want to hear from three people who haven't spoken yet. Then we can come back to you."

The Pile-On

The class forms a consensus against a single dissenting student, who becomes increasingly isolated and defensive. Intervention: Articulate the dissenting position yourself — as a devil's advocate — so the dissenter does not bear the load alone. "Let me put a sharper version of Ama's view: if we accept what everyone else is saying, we also have to accept X. Is that consequence acceptable?"

The Disengagement

Students who fear saying the wrong thing go silent. Intervention: Shift to structured formats — write-then-share, small-group discussion before whole-class, anonymous written questions. Not every discussion needs to be a free-form debate.

The Personal Attack

A student insults another student (or the teacher). Intervention: Stop the discussion. Name the violation. Restate the rule. Allow apology. Resume, or end the discussion and return to it next session. This is non-negotiable.

Your authority as a civic teacher is not in what you know but in how you hold the space where others think.

CHAPTER FOUR

Stories as Civic Formation

Using Narrative to Teach Character



*Before a child can read the Constitution, they have already
learned citizenship from stories.*

— CREED Ghana

The Student Edition places ten narrative case studies — "Stories from the Field" — at the heart of each chapter. These are not illustrations or breaks from the real content. They *are* a core part of the content.

This chapter explains why stories matter for civic formation and how to teach them effectively.

Why Stories Work

Three reasons narrative does work that exposition cannot:

Stories Generate Identification

When students read about Akua, the twenty-three-year-old auditor who refused to hide eighteen million cedis of missing funds, something different happens than when they read a list of the characteristics of ethical leadership. They enter her situation. They feel the phone call at 11:47 PM. They imagine what they would do. This identification is the beginning of formation — the student is no longer observing a concept from outside but inhabiting a choice from within.

Stories Reveal Stakes

Abstract civic concepts have abstract weight. "Ethical leadership requires courage" is a defensible proposition but not a moving one. "Akua had not slept all night, her hands were shaking, she had been passed over for three promotions two years later" — this reveals what courage actually costs. Without stakes made visible, virtues seem easy; once stakes are visible, students understand why most people, most of the time, do not act virtuously.

Stories Invite Moral Imagination

After a story, students can legitimately ask "what would I have done?" and explore the answer with real moral engagement. This is moral imagination — the capacity to rehearse, in the safety of fiction or reported fact, the choices that may one day face them in reality. Civic character is not built in the dramatic moments of choice; those moments only reveal what was built earlier. Moral imagination is part of that earlier building.

How to Teach a Story

A common mistake is to teach stories as if they were illustrations of a concept. The teacher states the concept ("ethical leadership requires courage"), reads the story as illustration, and moves on. This wastes the story's power.

A better approach has three stages:

Stage One: Enter the Story

Before any analysis, let the story land. Read it aloud, or have students read it silently. Then ask questions that keep students inside the story rather than above it:

- What are you feeling as you read this?
- At what moment did the protagonist's choice become clear?
- What did they notice that we might have missed?
- What was the hardest moment?

Stage Two: Sit With the Difficulty

Resist the urge to resolve the story too quickly. If Akua's choice to report the fraud cost her three promotions, do not rush to reassure students that virtue is always rewarded. It often is not. The honesty of civic formation requires that students grapple with the real costs of civic virtue — and still decide to cultivate it.

Useful prompts:

- Was the cost worth it? To whom?
- What would the story look like if the protagonist had chosen differently?
- Who else in the story made a choice? What were their options?
- What would you have done? (And: are you sure?)

Stage Three: Connect to Life

Only after the story has been inhabited and its difficulty acknowledged should you connect it back to students' own lives. The connection question is not "have you ever faced corruption?" (few will have, at their age) but "when have you faced a smaller version of the same kind of choice?"

- Akua's story: when have you been asked to go along with something you knew was wrong? What did you do?
- Nana Kwame's story: when has admitting ignorance been hard for you? What did it cost or save?
- Fatima's story: when have you stopped waiting for someone else to fix a problem? When should you have?
- Yaw's story: when have you felt too young, too junior, too inexperienced to act? Was that feeling accurate?

The Honesty of the Stories

The Student Edition's Author's Note acknowledges that the stories are "composite illustrations — fictional scenarios grounded in observation." This is important context for teachers.

The stories are not lies. Every element in them reflects real Ghanaian civic experience: there have been Akuas, there have been Nana Kwames, there have been Fatimas. But the specific individuals named are not specific

individuals you could find. This is a deliberate choice, partly to protect those whose stories resemble these, partly to make the stories more clearly teachable as archetypes rather than journalistic accounts.

You should be honest with students about this if they ask. "These are composite stories — true to the kinds of things that happen, not about one specific person." This honesty does not diminish the stories; it models a form of honesty the stories themselves are about.

Using Local Stories

The ten stories in the Student Edition are starting points, not a closed canon. One of the most powerful things you can do is help students find or tell stories from their own community that do the same civic work.

- **Interview projects:** Have students interview a local elder, teacher, or community member about a moment they witnessed civic virtue or vice. The product can be a written account or an oral presentation.
- **Story circles:** In a safe class setting, invite students to share a brief story of a time they or someone they knew faced a civic choice. Not every student will participate; that is fine.
- **Newspaper mining:** Have students find a recent news story that maps onto one of the Stories from the Field and compare.

The most memorable civics lesson a student may ever have is the story their teacher told about their own grandmother.

CHAPTER FIVE

Assessment for Civic Learning

Measuring What Matters



What we choose to measure, we signal is worth pursuing. Civic education has for too long measured only the things easiest to count.

— CREED Ghana

If you take nothing else from this manual, take this: the form of your assessment will determine the form of your teaching. Students, quite reasonably, focus on what will be assessed. Teachers, quite reasonably, focus on what students need to pass the assessment. If civic education is assessed only by multiple-choice questions on constitutional facts, then no matter what you intend, your classroom will become a factory for memorising constitutional facts.

Designing good civic assessment is therefore the most important lever you have for improving civic education.

What Traditional Assessment Gets Wrong

Standard written examinations reward three things: accurate recall of information, coherent writing, and the ability to produce the expected answer to a familiar question. None of these correlate well with civic capacity.

A student who can accurately recall the functions of the NCCE may still be unable to identify when the NCCE is failing to perform those functions. A

student who writes coherently about the virtues of ethical leadership may never act as an ethical leader. A student who produces the expected answer about the importance of voting may have no idea how to register or where their polling station is.

Assessment must be redesigned to target what civic education is actually trying to cultivate.

Three Complementary Approaches

Good civic assessment uses three approaches in combination:

Performance Assessment

Students perform an actual civic task, under conditions that approximate real civic life. Examples:

- Participate in a structured deliberation on a genuine controversy, assessed on reasoning quality, respectful engagement, and willingness to change view when evidence warrants.
- Draft a letter to an Assembly Member on a real local issue, assessed on accuracy, clarity, and persuasiveness.
- Analyse a news story about a policy decision and identify the constitutional and institutional factors at play.
- Facilitate a Community Action Cycle meeting with peers, assessed on process management and inclusive participation.

Portfolio Assessment

Students assemble, across the term, a portfolio documenting their civic engagement. The portfolio is assessed as a whole. Contents might include:

- A reflective journal with entries tied to each chapter's discussion questions.
- Documentation of at least one community action project, including planning documents, records of activities, and outcome evidence.
- Self-assessments of civic growth across the term, using the Leadership Lens tool.

- Evidence of civic participation beyond the classroom — a photograph of a community meeting attended, a copy of a letter sent, a news clipping analysed.

Authentic Assessment

Students participate in real civic events, with that participation as the assessment itself. Examples:

- Attend a District Assembly session and produce a written observation with recommendations.
- Organise a school or community event requiring civic skills, and be assessed on the event's execution and outcomes.
- Conduct a small-scale survey of community opinion on a local issue, report the findings, and make recommendations.

Designing a Balanced Assessment Strategy

A term of civic education should not be assessed by a single instrument. A balanced strategy for a twelve-week term might look like:

- **Weeks 1–4:** Short written quizzes (cognitive domain) and first reflective journal entries (affective domain). Weight: 15%.
- **Weeks 5–8:** Community Action Cycle project, assessed through group and individual contribution. Weight: 35%.
- **Weeks 9–11:** Structured deliberation performance and portfolio review. Weight: 30%.
- **Week 12:** End-of-term integrative assessment — a written essay on a civic question that requires drawing on all five chapters. Weight: 20%.

This profile signals to students that all three domains matter. It also signals that civic learning is cumulative: the end-of-term essay cannot be answered without the work of all twelve weeks.

The Specific Problem of Grading Character

Some aspects of civic formation — honesty, humility, courage — cannot be directly graded. A teacher who attempts to grade honesty will quickly

discover that their grade reflects only their perception of the student's honesty, which is not the same thing.

The solution is not to abandon the affective domain but to assess it through structured reflection rather than direct judgement. You can grade the quality of a student's written reflection on what fearless honesty would require of them. You cannot grade how honest they are. The former is a legitimate object of assessment; the latter is not.

Use rubrics for reflection that reward depth of engagement, specificity of example, honesty about difficulty, and connection to concepts from the course — not the specific views expressed. A student who writes thoughtfully about why they find honesty hard should earn a better grade than a student who writes shallowly about why honesty is wonderful.

Sample Rubrics

Part II of this Companion provides detailed rubrics for each chapter's assessments. Two general-purpose rubrics are included in the appendices to this volume: a Deliberation Participation Rubric and a Civic Action Project Rubric. Use them, adapt them, or design your own — but use something. Unstructured judgement is the enemy of fair assessment.

If you grade only what is easy to grade, you will teach only what is easy to grade. And that is not civics.

CHAPTER SIX

Classroom Management for Participatory Pedagogy

Running a Class of Sixty as a Civic Community



A classroom is the first polity most students ever inhabit. How it is governed teaches them how a polity can be governed.

— CREED Ghana

Everything in this Companion assumes a participatory, discussion-oriented classroom. But many Ghanaian civic teachers are working with sixty or more students per class, limited physical space, limited materials, and students who have been trained by years of schooling to sit quietly and receive information. Participatory pedagogy in such contexts is not impossible — but it requires specific techniques.

The Architecture of Large-Class Participation

Structured Small-Group Work

A class of sixty cannot all speak in a single discussion. A class of sixty can be divided into ten groups of six, and in that configuration, every student speaks. The trick is designing group work so that the small groups actually work — rather than degenerating into three students working while three students watch.

Techniques that help:

- **Assigned roles:** Each group of six has a facilitator (keeps the discussion on track), a recorder (writes down key points), a reporter (presents to the

full class), a timekeeper, a devil's advocate, and a connector (links the discussion to prior lessons). Rotate roles across weeks.

- **Structured prompts:** Do not give groups a vague topic ("discuss Akua's story"). Give them a structured task with a clear output ("in fifteen minutes, your group must produce three questions Akua should have asked before refusing to sign the report, and rank them in order of importance").
- **Visible outputs:** Every group produces something visible — a list on flipchart paper, a three-minute presentation, a short written paragraph. Without visible outputs, it is impossible to tell which groups worked and which did not.

Think-Pair-Share

The simplest participation technique and often the most effective: pose a question; give students one minute to think silently; give pairs two minutes to compare answers; then call on three or four pairs to share. In five minutes, every student has actively engaged with the question, and you have sampled four responses. This works even in classes of sixty.

Silent Discussion

For sensitive topics, consider a written discussion. Post three or four questions on sheets of paper around the room; students circulate, writing responses and responding to each other's responses in writing. At the end, the full class reads all sheets. This allows shy students to participate fully and allows controversial views to be considered without the social pressure of public speaking.

The Authority of the Teacher in a Participatory Classroom

A common misunderstanding: participatory pedagogy means the teacher has less authority. In fact, participatory pedagogy requires more teacher authority, not less — but a different kind. The teacher is not the authority on the content (the class works out the content together), but the teacher is absolutely the authority on the process.

Your authority is in these things:

- You set and enforce the rules of engagement.
- You determine when a discussion has been productive and when it needs to be ended.
- You call on students who have not spoken.
- You intervene when the ground rules are violated.
- You frame the questions and define the tasks.
- You name what has been learned at the end of each lesson.

Students respect a teacher who exercises process authority clearly and fairly. They often disrespect a teacher who, in trying to be "participatory," fails to maintain the structure within which participation can happen.

When Resources Are Limited

One Textbook per Three Students

In many schools, the Student Edition will not be available one-per-student. Adapt:

- Design activities around paired or triadic reading, where three students share one book.
- Photocopy key extracts — a single story, a specific appendix — so every student has the specific text for a specific lesson.
- Read the most critical passages aloud, slowly, so even students without access to the book have the content.

No Projector, No Electricity

The lesson plans in Part II are designed to work without technology. Chalkboard, flipchart paper, and the teacher's voice are the assumed tools. Where a lesson would benefit from a projected video or image, alternatives are suggested.

Limited Paper

Students in some schools cannot easily produce the written work that portfolio assessment requires. Adapt:

- Use exercise books dedicated to civic reflection, which students keep across the term.
- Use oral reflection (recorded via the teacher's notes or a student's summary) in place of written reflection where necessary.
- Use group products (one piece of writing per group) where individual products are not feasible.

The Classroom as a Polity

The most powerful classroom management technique for civic education is to run your classroom itself as a small civic community. Students who experience a well-governed classroom learn something about governance that no textbook can teach.

- Establish a class council early in the term, elected by the students. Give it real authority over some real matters (classroom arrangement, choice of some readings, management of group disputes).
- Post the class rules, developed with student input, visibly. Refer to them when enforcing.
- Handle classroom conflicts through a transparent process rather than unilateral teacher decree where possible.
- Model the civic virtues the curriculum teaches. If the course teaches that leaders should admit ignorance, admit your ignorance when you do not know. If it teaches that authority requires accountability, be accountable to your class.

None of this makes the teacher less of a teacher. It makes the classroom more of a polity. And a polity is the thing your students are being prepared to join.

The first thing a teacher of citizenship teaches is how to govern themselves.



PART II

Chapter-by-Chapter Lesson Plans

Answer Keys & Facilitation Notes



How to Use Part II



Part II is organised to parallel the Student Edition exactly. For each of the five chapters in the Student Edition, you will find:

- **Chapter overview for teachers** — the core concepts, the expected outcomes, the most common student difficulties, and the key background the teacher should hold in mind.
- **Lesson sequence** — a sequence of three to five class periods (each forty minutes) with detailed plans for each. You can compress or expand depending on your schedule.
- **Activity instructions** — step-by-step facilitation notes for each of the classroom activities listed in the Student Edition.
- **Answer key and discussion facilitation** — for every Think prompt, Discussion Question, and Classroom Activity in the Student Edition, thoughtful response notes and facilitation guidance. These are not "correct answers" but anticipated student responses and the follow-up questions that will deepen them.
- **Assessment tools** — rubrics, quizzes, and project templates specific to each chapter's content.

A Note on Timing: Each chapter in the Student Edition is designed to support between eight and twelve class periods of teaching, depending on how much time you give to the community action components. The lesson plans that follow give you the first three to five periods in detail; you should extend with your own planning (or repeat Community Action Cycle sessions) for the remaining periods.

CHAPTER ONE

Civic Literacy and Values Education

Teacher's Guide



Chapter Overview

What This Chapter Teaches

Chapter 1 establishes the foundation for everything that follows. It argues that civic literacy is not the memorisation of facts but the integration of knowledge, skills, and dispositions — the three components that make a citizen. It introduces the Anthem and Pledge as moral texts to be studied, not merely recited. And it introduces the three-domain framework (cognitive, affective, behavioural) that organises all CREED teaching.

Core Concepts

- The three components of civic literacy (knowledge, skills, dispositions) and why all three are required.
- The three domains of civic knowledge (cognitive, affective, behavioural) and how they differ.
- The six knowledge areas (constitutional, institutional, rights and duties, process, historical, comparative).
- The Anthem and Pledge as moral texts.
- The four teaching approaches (deliberative discussion, case study, service learning, project-based learning) — though students need only a brief introduction to these; they are more for you than for them.

Expected Outcomes

By the end of Chapter 1, your students should be able to:

- Define civic literacy in their own words.
- Distinguish between knowledge, skills, and dispositions.
- Identify at least three rights guaranteed by Ghana's 1992 Constitution.
- Explain in writing what at least one line of the National Anthem asks of them personally.
- Name their Member of Parliament and District Chief Executive.

Common Student Difficulties

- **"This is just ceremonial."** Many students have been reciting the Anthem and Pledge for years and treat them as empty ritual. The challenge is to defamiliarise — to make the words strange again, so students hear them.
- **"I don't know any rights."** Students often know very few of their actual constitutional rights. This is not a failure on their part; it reflects the civic education deficit this chapter is trying to address. Meet them where they are.
- **"Honesty is impossible here."** When you discuss "fearless honesty," some students will cite instances where honesty has been punished. Do not dismiss this; it is often accurate. The Akua story in Chapter 2 will address it head-on. For now, let the tension stand.

Background You Should Hold

Before teaching this chapter, be sure you can personally:

- Name the current MP for your constituency and the DCE for your district.
- State at least five rights from Chapter 5 of the 1992 Constitution in plain language.
- Sing all three verses of the National Anthem from memory and explain what each verse is about.
- Identify which parts of the Anthem and Pledge you find most difficult to live out — and be willing to say so to your students.

If you cannot do these things, do them before teaching. A teacher who cannot name their own MP cannot credibly ask their students to name theirs.

Lesson Plans

LESSON 1 Making the Anthem Strange Again

Duration	40 minutes
Objective	Students will rediscover the National Anthem as a moral text rather than a ceremonial recitation, and identify at least one line that speaks to their own lives.
Materials	Copies of the National Anthem text (or displayed on board). Student Edition open to pages 18–23 and Appendix A. Writing materials.

OPENING (5 min)

- Stand the class. Sing the first verse of the National Anthem together, as you would at morning assembly.
- Immediately after singing, ask: "Did anyone think about what the words meant while we sang?" Wait. Accept the likely answer: no.
- Write on the board, in large letters: "Make us cherish fearless honesty." Leave it.

CORE ACTIVITY — CLOSE READING (20 min)

- Ask students to open to page 70 of the Student Edition (Appendix A, Verse 1 analysis). Read the analysis of "fearless honesty" aloud, or have a strong reader read it. Do not add commentary yet.
- Pose the question: "What is the difference between honesty and *fearless* honesty?" Think-Pair-Share, three minutes.
- Take three or four responses from the class. Expected responses: fearless honesty continues even when there is a cost; ordinary honesty stops when it becomes risky.

- Extend: "What is the difference between honesty and *cherished* honesty?" (The Anthem says we should *cherish* fearless honesty, not merely practise it.) Accept two or three responses. Expected: you can practise something grudgingly; cherishing it means valuing it even when it costs.
- Introduce the Student Edition's reading (p. 22): the Anthem is "a compact constitution of civic morality." Explain: a constitution is a document we agree to live by. The Anthem is a short version of the civic virtues we have agreed to live by — if we take the words seriously.

PERSONAL CONNECTION (10 min)

- Ask students to write silently for five minutes, answering the prompt on page 23 of the Student Edition: "When you recite the National Anthem, do you think about what the words mean? Which line do you find most challenging to live out in your own life?"
- Invite two or three students to share, voluntarily. Do not force. The silent ones are likely engaging more deeply than the vocal ones.

CLOSE (5 min)

- Give the homework: by tomorrow, each student will have identified one specific line from the Anthem that they will consider, throughout the term, as their "personal challenge line." They will note it in the inside cover of their civic education exercise book.
- End by singing the first verse again. Note aloud: "We will be returning to these words all term. They are not ceremony. They are your inheritance."

LESSON 2 What Is Civic Literacy?

Duration	40 minutes
Objective	Students will define civic literacy in their own words and distinguish between knowledge, skills, and dispositions.
Materials	Student Edition open to pages 18–20. Board divided into three columns headed "KNOWLEDGE," "SKILLS," "DISPOSITIONS."

OPENING (5 min)

- Review: yesterday we said the Anthem is a compact constitution of civic morality. Today: what is the word for what a person with civic morality has? We call it civic literacy. But what does it mean?
- Ask students to give a one-sentence definition. Collect three or four attempts without correcting.

CONCEPT DEVELOPMENT (15 min)

- Direct students to the Student Edition, page 19. Read aloud the three-component definition: civic literacy is knowledge, skills, and dispositions.
- For each component, ask students to generate examples. Record on the board in three columns. Expected responses:
- **Knowledge:** the three arms of government; the rights in Chapter 5; how a bill becomes law.
- **Skills:** critical thinking; listening to disagreement; writing to a representative; organising a community meeting.
- **Dispositions:** honesty; commitment to the common good; patience with disagreement; willingness to participate.
- Pose the page 19 point: why are all three required? Think-Pair-Share, three minutes. Take two or three responses. Expected: knowledge without skills is theoretical; skills without dispositions are mere technique; dispositions without knowledge or skills are ineffective goodwill.

APPLICATION (15 min)

- Scenario (write on board): "A student sees a teacher taking books from the school store for personal use. The student knows stealing is wrong and wants to do something but does not know what."
- In pairs, students diagnose: which of the three components does this student have, and which is missing?
- Take three responses. Expected diagnosis: the student has the disposition (wants to act) but lacks knowledge (of the reporting process, the code of conduct, the protections against retaliation) and may lack the skill (of how to speak to authority).

- Generalise: "Civic literacy is not only about good intentions. It requires that good intentions be accompanied by knowledge of how to act and the skill to act well."

CLOSE (5 min)

- Homework: in the civic exercise book, students write a paragraph defining civic literacy in their own words, with an example of each component.
- Preview: tomorrow, we move from the definition to a specific component — what do you actually know about your own government?

LESSON 3 Knowing Your Own Government

Duration	40 minutes
Objective	Students will identify their own MP, DCE, and at least three constitutional rights, and reflect on the gap between what they should know and what they do know.
Materials	Student Edition. A printed or chalkboard-written list of the five questions from page 20 of the Student Edition ("Can you name your Member of Parliament? Your District Chief Executive? Can you explain one right guaranteed to you under Ghana's 1992 Constitution?"). Access to the 1992 Constitution text, ideally Chapter 5, for reference — a printed copy or the relevant pages projected.

OPENING DIAGNOSTIC (10 min)

- Silent written diagnostic. Ask students to write answers, without conferring, to:
 1. Who is the current President of Ghana?
 2. Who is the MP for your constituency?
 3. Who is the DCE (or MCE) of your district?
 4. Name three rights guaranteed to you under Ghana's 1992 Constitution.

- 5. What is one specific thing your government has done in the past year that affects your life?
- Students keep the papers — these are not collected, and they will not be judged. This is a private audit.
- After five minutes, ask for a show of hands on each question: how many got all five? Four? Three? Two? One? None? Do not name the counts. Let students see where their class stands.

THE CRISIS NAMED (10 min)

- Direct students to page 20 of the Student Edition, "The Crisis of Civic Literacy in Ghana." Read the first paragraph aloud.
- Note: the book says "many Ghanaians cannot articulate basic constitutional principles, identify their representatives, or explain how government decisions are made." The show of hands a moment ago is the evidence of that claim — your class is many Ghanaians.
- This is not a moment for shame. It is a moment for resolution. The book is describing the situation CREED exists to address.

BUILDING THE KNOWLEDGE (15 min)

- As a class, find and record the correct answers to the diagnostic. The President's name can come from the class; the MP and DCE from the students who know them; the constitutional rights from Chapter 5 of the 1992 Constitution (distribute, project, or read key articles).
- Have students copy the answers into their exercise books, under the heading "What a Citizen of My District Knows."
- For each right identified, ask: "In what situation would you need this right?" Examples: Article 14 (liberty — protects you from arbitrary detention); Article 15 (human dignity — prohibits torture); Article 21 (freedom of speech and information); Article 25 (education).

CLOSE (5 min)

- Homework: each student finds out, from a family member or from public records, one additional piece of information: either the name of their Assembly Member, the date of the last District Assembly meeting, or one decision their District Assembly made in the last year.

■ Close with the Student Edition's line (p. 23): "A citizen who only knows civic facts without caring about fairness or actually participating is not truly civically literate." Today we built the facts. The rest of the term, we build the caring and the doing.

Further Lesson Ideas

Further lessons for this chapter should cover:

- **Lesson 4:** The six knowledge areas — use the page 22 list as a scaffold and have each student map what they already know and what they need to learn in each area.
- **Lesson 5:** Teaching "The Teacher Who Forgot the Words" (Student Edition pages 27–28) — use the three-stage story method from Part I, Chapter 4. Allow a full period for this story; it carries the thematic weight of the chapter.
- **Lesson 6:** Teaching "The Grandmother's Constitution" (Student Edition pages 28–30) — pair the story with Article 20 of the Constitution (protection of property rights) so students see the story's legal basis.
- **Lesson 7:** Discussion Questions 1–5 from the Student Edition (page 30), addressed in a structured deliberation using the rules in Part I, Chapter 3 of this Companion.
- **Lesson 8:** Classroom Activities 1–4 (Student Edition page 30), with students selecting one to complete and present to the class.

Answer Key & Facilitation Notes

Think Prompt (Student Edition p. 20)

Prompt: "Can you name your Member of Parliament? Your District Chief Executive? Can you explain one right guaranteed to you under Ghana's 1992 Constitution?"

Facilitation:

This prompt is a diagnostic, not a question with a single right answer. Its purpose is to create discomfort — the productive discomfort that comes

from realising one does not know something one should know. Resist the temptation to rescue students by answering the questions for them. Let the gap stand, then spend the next lesson closing it.

Common student response patterns: approximately 60–80% of senior high students can name the President; fewer than 40% can reliably name their MP; fewer than 25% can name their DCE; a small minority can name specific constitutional rights. If your class exceeds these benchmarks, congratulate them. If it falls short, you have identified your curriculum priority.

Think Prompt (Student Edition p. 23)

Prompt: "When you recite the National Anthem, do you think about what the words mean? Which line do you find most challenging to live out in your own life?"

Facilitation:

Expect a range of responses. Many students will name "fearless honesty" because the phrase was featured in Lesson 1. This is fine. Push further: "What specifically in your life makes fearless honesty difficult? Is it about what you say to friends? To teachers? To family?"

Watch for students who name "true humility" as challenging. This is often a more mature answer — humility is harder than honesty in many ways. Validate.

Some students will say they find no line challenging because they do not think about the Anthem. Honour this as honesty. "That's the first half of the answer — you don't think about it. So which line, if you were to think about it, might become challenging?"

Do not accept "all of them" as a sincere answer. Push: "Pick one. Specificity is the test of real reflection."

Think Prompt — Emmanuel Boateng Story (Student Edition p. 28)

Prompt: "What would it look like if every teacher in Ghana taught the National Anthem the way Emmanuel eventually did? What would students learn that they currently miss?"

Facilitation:

Expected themes in student responses: students would understand the words; civic education would feel relevant; the line between what is taught and how life is lived would shrink; teachers themselves would model the virtues they teach.

Push beyond easy praise. Ask: "Why does Emmanuel's way of teaching not happen more often? What makes his approach difficult or risky for a teacher?" Expected responses: it takes more time; it raises uncomfortable questions about adult behaviour in the community; it cannot be tested on a standard exam; teachers fear saying something that will get them in trouble.

This discussion implicitly positions you, the teacher, as potentially an Emmanuel. This is intentional. Name it: "Some of what he did is what I am trying to do. Some of what he faced I may face. I am grateful you are in this with me."

Think Prompt — Nana Yaa Story (Student Edition p. 30)

Prompt: "Why do so many people feel the Constitution does not apply to them? What would change if every Ghanaian knew their rights as well as Nana Yaa did?"

Facilitation:

First question: expected responses include: the Constitution is written in English, not local languages; it is long and hard to read; people have never seen it enforced in their favour; officials have discouraged them from invoking it; they have no lawyer to help them.

Second question: expected responses include: more people would challenge unjust decisions; officials would behave differently knowing citizens knew their rights; the gap between what the Constitution promises and what people experience would narrow; the Constitution would actually function as a "promise made to me."

Extension: ask what it would take for every student in the room to know their rights as well as Nana Yaa did. This is a transition to the chapter's closing classroom activities.

Discussion Question 1 (Student Edition p. 30)

Question: "What is the difference between reciting the National Anthem and truly understanding it? Why does that difference matter?"

Expected student directions:

- Reciting is automatic; understanding requires attention.
- Reciting can happen without any internal response; understanding shapes the person.
- Reciting fulfils a ceremonial requirement; understanding changes behaviour.

Why it matters: because the Anthem is intended to form citizens, not merely to identify them. A nation of recitation without understanding is a nation of mouths without minds. Watch for students who can articulate the specific difference for Ghana's democracy.

Discussion Question 2 (Student Edition p. 30)

Question: "Which of the three components of civic literacy — knowledge, skills, or dispositions — do you think is most lacking in Ghana today? Why?"

Expected student directions:

Defensible cases can be made for all three; what matters is the reasoning.

- **Knowledge most lacking:** argues that Ghanaians often do not know their rights, their representatives, or how decisions are made; supports with the data from the chapter.
- **Skills most lacking:** argues that Ghanaians often know what is wrong but do not know how to organise, petition, deliberate, or build coalitions.
- **Dispositions most lacking:** argues that the problem is not ignorance or incompetence but resignation — a collapse of the belief that civic action matters.

Good discussions will end with most students acknowledging that all three interact — but will hold a line on which is the binding constraint.

Discussion Question 3 (Student Edition p. 30)

Question: "How can schools better teach civic education as character formation rather than just information transmission?"

Expected student directions:

- Stories rather than only facts.
- Discussion rather than only lecture.
- Community action rather than only reading.
- Teacher modelling rather than only teacher instruction.
- Assessment of reflection and action, not only of recall.

This question implicitly asks students to evaluate their own civic education. Some will use it to criticise past teachers; protect those teachers. Redirect: "The question is about the design of the system, not the performance of individuals. What would a better design look like?"

Discussion Question 4 (Student Edition p. 30)

Question: "Nana Yaa said: 'The Constitution is a promise made to me.' Do you feel that way about Ghana's Constitution? Why or why not?"

Expected student directions:

Many students will say they do not feel that way. Validate the honesty. Ask what would have to be true for them to feel that way. Responses will typically include: having seen the Constitution protect someone like them; knowing what rights they actually have; trusting that officials will honour those rights.

The question exposes the gap between formal rights and felt ownership — which is one of the central problems of Ghanaian democracy. Treat the gap seriously.

Discussion Question 5 (Student Edition p. 30)

Question: "If you were designing a Civic Literacy Index for your school, what would you measure?"

Expected student directions:

- Knowledge: percentage of students who can name MP, DCE, Assembly Member; percentage who can explain at least five constitutional rights.
- Skills: percentage who have written a letter to an official; percentage who can facilitate a structured discussion.
- Dispositions: percentage who report caring about civic issues; percentage who have volunteered in the past year.
- Behaviour: percentage who attend school council meetings; percentage whose families have attended District Assembly meetings.

Good answers will combine all four types of indicator. Weaker answers will focus only on knowledge, reproducing the very failure the chapter critiques.

Classroom Activities (Student Edition p. 30)

Activity 1: Choose one line from the National Anthem. Write a one-page reflection on what it means in your own life.

Facilitation:

Assessment rubric: specificity (does the reflection name specific situations from the student's life?), honesty (does it acknowledge difficulty?), connection (does it tie the line to action?), depth (does it go beyond restating the line?). A strong reflection will pick a specific line, name a specific situation in the student's life where the line is difficult, and articulate a specific response the line calls for.

Activity 2: Interview an elder in your family or community about what the National Anthem meant to them when they were young.

Facilitation:

Before students conduct the interview, prepare them: respect the elder's time, listen more than you speak, ask follow-up questions, record (with permission) so you can be accurate. Good outputs will include specific memories, specific language the elder used, and the student's own

reflection on what they heard. Ask students to present one of their interviews to the class.

Activity 3: Hold a class deliberative discussion: "What does 'fearless honesty' require of us as students today?"

Facilitation:

Use the ground rules from Part I, Chapter 3 of this Companion. Seed the discussion with specific scenarios: cheating on exams, reporting bullying, disagreeing with a teacher you respect, telling a friend something they do not want to hear. Do not let the discussion stay at the level of abstract agreement ("honesty is good"). Push to concrete cases.

Activity 4: Research: What is one right guaranteed in Ghana's Constitution that you did not know about before?

Facilitation:

Require students to cite the Article number and to state the right in their own words. Require one sentence on why this right matters. Strong submissions will choose a right that actually interacts with the student's life (e.g., Article 25 on education, Article 26 on cultural rights, Article 28 on children's rights).

Assessment Guidance

End-of-Chapter Assessment for Chapter 1

A balanced end-of-chapter assessment should include components from each domain.

Cognitive Domain (30 marks)

- Name your MP, DCE, and Assembly Member. (3 marks)
- State, in your own words, five rights guaranteed by Chapter 5 of the 1992 Constitution. (10 marks)
- Explain the three components of civic literacy and why all three are necessary, with one example of each. (10 marks)

- Identify the six knowledge areas listed on page 22 of the Student Edition. (6 marks)
- Short answer: What is the NCCE, and what is its constitutional mandate? (1 mark)

Affective Domain (35 marks) — Reflective Essay

Select one of the three lines below, and write a 400–500 word reflective essay on what it asks of you personally. Address: what the line means, a specific situation in your life where it is difficult to live out, and a specific commitment you are making in response.

- "Make us cherish fearless honesty."
- "I pledge myself to the service of Ghana with all my strength and with all my heart."
- "The Constitution is a promise made to me."

Rubric: specificity (10), honesty about difficulty (10), depth of connection to chapter concepts (10), writing quality (5).

Behavioural Domain (35 marks) — Citizen's Interview Project

Interview one adult (not a teacher, not a family member you live with) who has participated in a civic action — attended a community meeting, voted in an election, contacted an official, served on a committee, volunteered for a community organisation. Record the interview with permission and produce:

- A one-page summary of the interview (10 marks for accuracy and clarity).
- A one-page reflection on what you learned and what surprised you (15 marks for depth).
- A specific commitment about your own civic action, informed by what you heard (10 marks for specificity and plausibility).

Total: 100 marks. Weight the three components equally in the final grade to signal that all three domains matter.

CHAPTER TWO

Ethical Leadership and Public Accountability

Teacher's Guide



Chapter Overview

What This Chapter Teaches

Chapter 2 introduces leadership as a moral vocation rather than an exercise of power. Students encounter the Ghanaian ethical tradition (destoolment, *biako ye*, *nokware*di), the four dimensions of accountability, the six core leadership virtues, and the CREED Leadership Lens model (Vision, Virtue, Voice, Vigilance). Two powerful stories — Akua the auditor and Nana Kwame the chief — anchor the moral teaching.

Core Concepts

- Leadership as stewardship, not power.
- The four qualities of ethical vision (transcendence, clarity, rootedness, realism).
- Six leadership virtues: integrity, humility, courage, justice, temperance, service.
- Four dimensions of accountability: personal, institutional, social, moral.
- The Leadership Lens: Vision, Virtue, Voice, Vigilance — and how each distorts when the others are absent.

Expected Outcomes

- Students can articulate the difference between power and leadership.
- Students can apply the Leadership Lens to a real or fictional leader.
- Students can complete the Leadership Lens Self-Assessment (Appendix D) honestly.
- Students can articulate at least one form of accountability they currently experience and one form they do not.

Common Student Difficulties

- **"Leadership is about being at the top."** Many students equate leadership with position. The chapter's claim that leadership is stewardship will feel abstract until grounded in the Akua and Nana Kwame stories.
- **"Ethical leadership does not exist here."** Some students will be cynical. Do not dismiss this; let the chapter's stories and Ghana's real examples of ethical leadership do the work.
- **Self-assessment discomfort.** The Leadership Lens Self-Assessment in Appendix D is honest and will produce discomfort in mature students. This is intended. Protect students' privacy around their scores.

Lesson Plans

LESSON 1 Power Is Not Leadership

Duration	40 minutes
Objective	Students will articulate the difference between power and ethical leadership, and will identify the four qualities of ethical vision.
Materials	Student Edition, pages 31–35. Chalkboard. A printed or projected version of the Leadership Lens diagram if possible.

OPENING PROVOCATION (8 min)

- Write on the board: "Leadership = ?" Ask students to complete the equation in one word.

- Collect responses. Expect: power, authority, position, responsibility, service, influence.
- Underline "power" and "service" — these are the two poles of the discussion.
- Ask: "Can you think of someone with power who is not a leader?" Expected answers: a corrupt official, a bully, a dictator. "Can you think of a leader with no formal power?" Expected: a teacher, a parent, a community organiser, a younger child who influences others.
- Frame: today's question is what distinguishes ethical leadership from the mere exercise of power.

THE MORAL VOCATION (12 min)

- Have a student read aloud Student Edition page 31, "The Moral Burden of Leadership."
- Note the key sentence: "Leadership is not merely an exercise of power; it is a moral vocation." Explain vocation: it comes from the Latin for "calling" — leadership is not a job you apply for but a calling you answer.
- Direct students to page 32, the four qualities of ethical vision: transcendence, clarity, rootedness, realism.
- Go through each one, asking students to name a Ghanaian leader — from history or the present — who exemplifies it. Expect names like Nkrumah, Busia, Kufuor, Mahama, Atta-Mills, Rawlings. Push students to explain *why* the named person exemplifies the quality; do not let naming substitute for reasoning.

APPLICATION TO SELF (15 min)

- Pose the Student Edition Think prompt on page 32: "Think of a leader you admire — in your school, your community, or in Ghana's history. Which of these four qualities do they demonstrate most clearly?"
- Students write silently for four minutes, identifying the leader and the quality, with one specific example.
- Share in pairs for four minutes: explain your leader and quality to your partner; partner asks one question.
- Full-class sharing: four or five volunteers. Require the specific example — not "he is a good leader" but "he is a good leader because,

when X happened, he did Y."

CLOSE (5 min)

- Preview: tomorrow we take up the question of what accountability looks like in practice. We will meet Akua, a twenty-three-year-old auditor who had to decide what accountability cost.
- Homework: read the Akua story (pages 37–38) silently tonight. Come to class tomorrow with one question you want the class to discuss about her choice.

LESSON 2 The Auditor Who Said No

Duration	40 minutes
Objective	Students will analyse a real civic dilemma using the Leadership Lens framework and will reflect on their own capacity for costly integrity.
Materials	Student Edition. Chalkboard. Students' homework questions from Lesson 1.

OPENING (5 min)

- Collect the homework questions. Skim quickly; identify three or four that are deep and choose one to lead with.
- Remind students of the ground rules for discussion: positions require reasons; attack positions not people; seek to understand before refuting; change your mind when evidence warrants.

ENTERING THE STORY (10 min)

- Before analysis, enter the story. Read aloud the most dramatic section (the 11:47 PM phone call through her grandmother's line on page 37). Read slowly. Let it land.
- Ask: "What are you feeling right now?" Accept all honest responses. Expected: anxiety, fear, anger, admiration.
- Ask: "At what moment did Akua's choice become clear?" Students will point variously to the phone call, the grandmother's memory, or the

morning shower. All are defensible. Let the discussion identify that the choice was made progressively, not in a single instant.

SITTING WITH THE COST (15 min)

- Central question for the day: "Was it worth it?" Take initial show of hands. Record on board: how many said yes, no, maybe.
- Structured deliberation, ten minutes. Students offer reasons for their positions. Enforce the ground rules. Allow students to change their position during the discussion.
- Anticipated arguments:
 - **Yes, it was worth it:** Akua preserved her integrity; she built the Honest Network; she protected her ability to look at herself in the mirror; she gave hope to other young auditors.
 - **No, it was not worth it:** The road was still not built; the politicians were not fired, only transferred; she lost three promotions; her material life was harmed; the broader system did not change.
 - **It is the wrong question:** "Worth it" implies a transaction; Akua was not calculating; she was simply being honest.
- Close the deliberation by asking: who changed their mind during this discussion? Several hands should go up. Affirm this explicitly — changing your mind in response to argument is a civic virtue.

PERSONAL APPLICATION (8 min)

- Shift from Akua to the students. "Akua's situation was extreme. But the same kind of choice — smaller version — comes to you regularly. When?"
- Students write silently for three minutes, naming one situation in their own life where they have faced or may face a smaller version of Akua's choice.
- Ask two or three volunteers to share. Do not force. Thank each student who shares.

CLOSE (2 min)

- Homework: read "The Chief Who Chose Transparency" (pages 38–39) for tomorrow. Think about how Nana Kwame's choice differs from Akua's, and how it is similar.

LESSON 3 The Leadership Lens in Practice

Duration	40 minutes
Objective	Students will apply the four dimensions of the Leadership Lens (Vision, Virtue, Voice, Vigilance) to analyse a leadership case and to begin self-assessment.
Materials	Student Edition, pages 35–36. Copies (or access) to the Leadership Lens Self-Assessment in Appendix D (pages 80–83). Students' exercise books.

FRAMEWORK INTRODUCTION (10 min)

- Draw four concentric circles on the board, labelled from innermost to outermost: VISION, VIRTUE, VOICE, VIGILANCE.
- For each, write the central question from page 35 of the Student Edition:
- VISION: Why are you leading? For whom?
- VIRTUE: How do you decide what's right?
- VOICE: How do you communicate with those you lead?
- VIGILANCE: How do you hold yourself accountable?
- Stress the interdependence (page 36): vision without virtue breeds arrogance; virtue without voice becomes invisible; voice without virtue becomes manipulation; vigilance without voice becomes private self-monitoring.

APPLYING THE LENS TO NANA KWAME (15 min)

- Students work in small groups of four, assigning each dimension of the Lens to one group member. Each student identifies evidence in the Nana Kwame story for how well Nana Kwame demonstrates their assigned dimension.
- Groups report out. Expected findings:
- **Vision:** Strong — Nana Kwame reconnected leadership to his responsibility to his community and his ancestors.

- **Virtue:** Strong — he admitted ignorance, sought truth, accepted findings even when they reflected badly on his tenure.
- **Voice:** Strong — he called an open assembly, published findings, apologised publicly.
- **Vigilance:** Strong — he instituted quarterly reporting, community oversight, clear guidelines. He submitted to ongoing accountability.
- **Note:** Nana Kwame is a model case. Ask: "What if Nana Kwame had demonstrated three of the four but not the fourth? Which missing dimension would have been most damaging?" This probes the interdependence.

SELF-ASSESSMENT INTRODUCTION (10 min)

- Introduce the Leadership Lens Self-Assessment on pages 80–83. Stress privacy: students will not share their scores with anyone.
- Walk through the instructions. Note the invitation on page 80 to have a trusted friend or teacher also complete the assessment about you; discuss why this is revealing.
- Students complete the Vision section in class (five minutes), silently.

CLOSE (5 min)

- **Homework:** complete the remaining three sections of the Self-Assessment (Virtue, Voice, Vigilance) privately at home. Bring to next class your total scores — but not the individual items. We will discuss patterns, not details.
- **Reminder:** the assessment is private. The goal is growth, not judgement.

Further Lesson Ideas

Further lessons for this chapter:

- **Lesson 4:** Debrief the Leadership Lens Self-Assessment. Discuss patterns across the class without requiring disclosure of specific scores. Ask which dimension is most commonly the weakest and why that might be.
- **Lesson 5:** The four dimensions of accountability (Student Edition page 34). Use a contemporary news story to analyse which dimensions of

accountability are functioning in a specific current situation.

- **Lesson 6:** Structured deliberation on Discussion Questions 1–5 from page 40 of the Student Edition.
- **Lesson 7:** The Ghanaian ethical tradition (page 33). Invite, if possible, a local elder or traditional authority to speak about destoolment and traditional accountability — with clear briefing about the educational purpose.
- **Lesson 8:** Students complete Classroom Activity 3 or 4 (research on a specific Ghanaian leader OR personal leadership pledge). Present to the class.

Answer Key & Facilitation Notes

Think Prompt — Akua Story (Student Edition p. 38)

Prompt: "Which of the Leadership Lens qualities did Akua demonstrate? What would you have done in her position? What does it cost Ghana when people in her position stay silent?"

Facilitation:

First question — expected analysis: Akua demonstrated Virtue most clearly (she held to her ethical standard under pressure), but also Voice (she submitted the true report rather than hiding her findings) and Vigilance (she became part of a network that held itself to ongoing standards). She was less clear on Vision — she had not articulated a large purpose for her work; she simply refused a specific wrong.

Second question — handle carefully. Many students will say "I would have done the same." Press: "Would you have? What in your life suggests that?" Some will say they would have hidden the report. Honour this honesty; do not shame. "That would be the easier choice. The point of civic education is to build the capacity to choose differently when the moment comes."

Third question — expected answers: lost money, lost infrastructure, lost trust in government, worsened inequality, discouraged honest young professionals, eroded the moral standing of the nation. Each is defensible; good answers will specify one and develop it.

Think Prompt — Nana Kwame Story (Student Edition p. 39)

Prompt: "What gave Nana Kwame the courage to call for an audit of his own chieftaincy? What does this story say about the relationship between accountability and genuine authority?"

Facilitation:

First question — the story suggests: his son's question, his sense of duty to ancestors and community, his personal integrity, the recognition that continued silence would erode his authority. Good answers will identify that his courage was not sudden but was built by prior character.

Second question — the central insight: authority without accountability is coercion, not leadership. Nana Kwame's authority was strengthened, not weakened, by his submission to accountability. This reverses the common assumption that admitting error diminishes authority.

Push: "This is true for chiefs. Is it true for politicians? For teachers? For parents? What would it look like for a teacher to submit to accountability in the way Nana Kwame did?"

Discussion Question 1 (Student Edition p. 40)

Question: "Is it possible to be an effective leader without being an ethical person? Why or why not?"

Expected student directions:

- **Yes, possible:** unethical leaders can be effective in the short term; they can achieve immediate goals; they can mobilise followers through fear or deception.
- **No, not possible:** effectiveness in the long term requires trust; unethical leaders destroy trust; their achievements are often built on damage that outlasts them.
- **Depends on definition:** if effectiveness means achieving one's goals, ethics may not be required. If effectiveness means building something that endures, ethics are indispensable.

Good discussions will end on the third formulation: the answer depends on what "effective" means. This is a productive disagreement, not a failure to agree.

Discussion Question 2 (Student Edition p. 40)

Question: "Which of the six core leadership virtues is hardest to maintain when you hold power? Why?"

Expected student directions:

Defensible cases for each:

- **Humility:** Power naturally produces arrogance. The people who tell you the truth stop telling you. Your voice becomes the loudest in every room.
- **Integrity:** Power creates opportunities to take shortcuts without immediate consequence. The gap between public profession and private conduct can widen imperceptibly.
- **Temperance:** Power is intoxicating. Self-control is easy when you have no ability to indulge; it becomes hard when every indulgence is possible.

Humility is the most defensible answer. Look for students who can specifically articulate why humility becomes harder in proportion to power.

Discussion Question 3 (Student Edition p. 40)

Question: "How do the four types of accountability — personal, institutional, social, and moral — depend on each other?"

Expected student directions:

- Personal accountability is the first line: if the individual does not hold themselves accountable, all other forms have to catch and correct them.
- Institutional accountability is the backup: when personal accountability fails, institutions should catch failures.
- Social accountability is the broader safeguard: when institutions fail (captured, corrupt), civil society and media can surface what institutions miss.
- Moral accountability is the ultimate layer: even when no one sees, the leader's own conscience should hold.

Good answers will note the failure cascades: when moral accountability collapses, personal accountability becomes performative; when personal accountability fails, institutional accountability must do more work; when institutional accountability is captured, social accountability becomes the last defence.

Discussion Question 4 (Student Edition p. 40)

Question: "Akua paid a price for her honesty. Does that make her choice less admirable or more?"

Facilitation:

This is a designed-to-discomfort question. The easy answer is "more admirable, because she paid the cost." The harder answer is: "It should not require admiration. That honesty is costly in Ghana is a failure of Ghana's institutions, not a measure of Akua's virtue."

Good discussions will hold both truths: Akua's choice is indeed admirable *because* it was costly — and the cost is a sign that something in the system is wrong. The goal is not to produce more heroes like Akua but to produce a system that does not require her heroism.

Discussion Question 5 (Student Edition p. 40)

Question: "What role can students play in promoting accountability in their school, community, and country?"

Expected student directions:

- **School:** ask honest questions of leaders; serve on class councils; insist on transparent student elections; report wrongdoing through appropriate channels.
- **Community:** attend public meetings; document and ask questions about the use of community resources; support peers organising for accountability.
- **Country:** register to vote when eligible; follow parliamentary proceedings; engage with civic technology platforms; participate in public consultations; pursue civic journalism and civic technology as careers.

Resist the temptation to say "students can't really do much." Push for specific, immediately achievable actions. The Yaw Asante story (Chapter 3) will reinforce this point.

Assessment Guidance

End-of-Chapter Assessment for Chapter 2

Cognitive (25 marks)

- Name and briefly define the six core leadership virtues. (12 marks)
- Name and explain the four dimensions of the Leadership Lens. (8 marks)
- Identify the four dimensions of accountability and give one example of each. (5 marks)

Affective (35 marks)

Complete the Leadership Lens Self-Assessment (Appendix D) privately, and produce a 500-word reflection on: your strongest dimension (with a specific example from your own life), your weakest dimension (with honest acknowledgement of the difficulty), and one specific practice you will adopt this term to develop your weakest dimension. The assessment itself is not graded; the reflection is. Specificity and honesty are the primary criteria.

Behavioural (40 marks) — Ghanaian Leader Case Study

Select a Ghanaian leader — historical, contemporary, national, or local — and produce a 1,500-word case study that:

- Describes one specific leadership decision the person made. (10 marks)
- Applies the Leadership Lens to evaluate how they handled each dimension. (15 marks)
- Assesses the outcome. (10 marks)
- Reflects on what you learned from the case. (5 marks)

This assessment is best completed in small groups of two or three, with each student contributing a distinct section but the whole being co-authored

and co-presented to the class.

CHAPTER THREE

Participatory Citizenship and Community Action

Teacher's Guide



Chapter Overview

What This Chapter Teaches

Chapter 3 is the most practically oriented of the five. It teaches students that democracy requires participation — and that participation is not a mystery but a process with a structure. The Community Action Cycle (Awareness, Planning, Action, Reflection, Renewal) is the central tool. The stories of Fatima in Tamale and Yaw in Kumasi ground the theory in real possibility.

This is the chapter from which your students will do their own community action project. Plan accordingly — lesson planning for this chapter should be longer than for others, because you are teaching them a process they will then use.

Core Concepts

- Participation is the lifeblood of democracy; passive citizenship is not citizenship.
- Indigenous traditions of participation (nnoboa; deliberative assemblies).
- The five stages of the Community Action Cycle.
- Inclusion as a core civic principle — participation that excludes the marginalised is not real participation.

Expected Outcomes

- Students can describe the five stages of the Community Action Cycle.
- Students have participated in at least one Community Action Cycle — either a classroom simulation or a real project, depending on available time.
- Students can identify at least one barrier to participation in their own community and propose at least one way to reduce it.

Common Student Difficulties

- **"That is the government's job."** The Yaw Asante story was specifically written to address this. Use it early.
- **"We are too young to be taken seriously."** Also addressed by Yaw. The response is not to pretend this is untrue (it is often true) but to give students strategies for working within and around it.
- **Project paralysis.** When asked to plan a Community Action Cycle, some students will try to solve every problem in their community and become overwhelmed. Insist on small and specific.

Lesson Plans

LESSON 1 The Right to Plant

Duration	40 minutes
Objective	Students will recognise civic agency as a right they already possess and identify barriers to exercising it.
Materials	Student Edition. Students should have read the Yaw Asante story (pages 47–48) as homework.

OPENING (5 min)

- Write on the board Yaw's final sentence: "The hard part was not planting. The hard part was believing we had the right to plant."
- Let it sit. Then ask: "What did Yaw mean?"

- Collect three or four responses without correcting. Expected themes: permission, authority, the feeling of being too young or too small.

DISCUSSION (15 min)

- Ask: "When you see something wrong in your community, what do you usually do?"
- Take responses honestly. Most common: "Nothing," "I complain," "I tell my parents," "I wait for someone to fix it."
- Follow up: "Why? What is the barrier?" Expected responses:
- **Permission:** "It's the government's job / the chief's job / an adult's job."
- **Knowledge:** "I wouldn't know how."
- **Resources:** "It would cost money we don't have."
- **Fear:** "We would get in trouble."
- **Efficacy:** "It wouldn't work anyway."
- Record the five categories on the board. These are the five barriers to participation. The rest of the chapter will address each.

YAW'S ANSWER (12 min)

- Return to the Yaw story. In pairs, students identify: which barriers did Yaw face? How did he overcome each?
- Take responses. Expected:
- **Permission:** He did not wait for it. He acted without it.
- **Knowledge:** He learned by doing.
- **Resources:** He organised sponsorship — each tree named after its sponsor.
- **Fear:** He named his action publicly; visibility protected him.
- **Efficacy:** The first twelve trees produced proof that action works.
- Generalise: "Yaw's insight is that some barriers are real and some are imagined. The first task of a citizen is to tell which is which."

PERSONAL APPLICATION (8 min)

- Students write silently: "Name one thing in my school or community I have wanted to change but have not acted on. Which of the five barriers has stopped me?"

- Volunteers share, two or three. Do not force.
- Close with the preview: tomorrow we will begin to learn the Community Action Cycle — the structured process Yaw was intuitively using and that anyone can learn.

LESSON 2 The Five Stages

Duration	40 minutes
Objective	Students will be able to name and describe the five stages of the Community Action Cycle.
Materials	Student Edition, pages 43–45. Large drawing of the spiral of the five stages on the board or flipchart.

OPENING (5 min)

- Remind: yesterday we met Yaw. He acted instinctively. Today we learn the structured version of what he did — a process any group of citizens can follow.

FRAMEWORK PRESENTATION (15 min)

- Walk through the five stages from pages 43–45, drawing each as a segment of the spiral.
- **Awareness:** Recognise the issue. Observe, discuss, investigate, prioritise.
- **Planning:** Design the response. Map stakeholders, generate options, assess resources, create a SMART plan.
- **Action:** Implement. Mobilise, execute, adapt, document.
- **Reflection:** Assess. What did we achieve? What went wrong? What would we do differently?
- **Renewal:** Sustain. Institutionalise gains, celebrate, prepare for next challenge.
- Stress the spiral: the cycle is not a circle that returns to the start; each round builds capacity for the next.

APPLYING THE CYCLE TO FATIMA'S STORY (15 min)

- Reread the Tamale women story (pages 46–47) in sections. For each section, identify which stage of the cycle it represents.
- Expected mapping:
- **Awareness:** Fatima walked two kilometres twice a day for eight months. The problem was recognised.
- **Planning:** Ibrahim's question unlocked asset-mapping. The women identified their water engineer cousin, Halima's utility contact, Mariama's savings.
- **Action:** Three months of fixing the borehole.
- **Reflection:** The recognition that "attention is not change" (when they pivoted the Makola story — same lesson).
- **Renewal:** The Tamale Women's Civic Action Group; tackling street lights, sanitation, schools; Fatima running for Assembly.
- Key insight: Fatima did not follow the cycle consciously. She and Ibrahim discovered it. The cycle is a description of what effective civic action looks like, not a recipe that guarantees success.

CLOSE (5 min)

- Homework: in your exercise book, draw the spiral of the five stages, labelling each with both the name of the stage and a one-sentence description in your own words.
- Preview: starting tomorrow, we will begin planning our own Community Action Cycle — something small that we can actually do as a class before the end of the term.

Further Lesson Ideas

Further lessons for this chapter should lead students through an actual Community Action Cycle:

- **Lesson 3:** Awareness — the class identifies issues in the school or local community. Use the facilitation guidance in Appendix E of the Student Edition.
- **Lesson 4:** Planning — stakeholder mapping and resource mapping for the selected issue.

- **Lesson 5:** Planning — generating options and writing a SMART action plan.
- **Lessons 6–8 (spread across two to four weeks):** Action — students execute the plan. Class meets periodically to check in on progress.
- **Lesson 9:** Reflection — structured review of what was accomplished, what failed, what was learned.
- **Lesson 10:** Renewal — how to sustain gains and prepare for next challenge.
- **Lesson 11:** Discussion Questions 1–5 (Student Edition page 49) in a concluding deliberation.

The Community Action Cycle is best taught through doing. Even a modest project — a clean-up of one area, a petition to the administration about one specific issue, a survey of the community on one topic — is more instructive than elaborate planning for a project that never executes. **Err on the side of small, real, and completed.**

Answer Key & Facilitation Notes

Think Prompt — Fatima Story (Student Edition p. 47)

Prompt: "Fatima applied every stage of the Community Action Cycle. Can you identify each stage in her story? What was the turning point that moved them from waiting to acting?"

Facilitation:

First question: see the mapping in Lesson 2 above. Accept answers that identify the stages even if students use different language.

Second question — the turning point. Good answers will identify Ibrahim's question ("Have you tried fixing it yourselves?") as the pivot. But press: "Why did the question work? Why could someone else not have asked it?" Expected: because Ibrahim did not promise help. He shifted agency back to the women. A question that assumes the asker's agency is more powerful than a question that assumes the asker's incapacity.

Think Prompt — Yaw Story (Student Edition p. 48)

Prompt: "Yaw said the hard part was believing he had the right to act. What does this tell us about the relationship between citizens and government in a democracy?"

Facilitation:

Central insight: in a democracy, government derives its authority from citizens — not the other way around. Article 35(1) of the 1992 Constitution states this explicitly: "sovereignty resides in the people of Ghana." When citizens believe they need government permission to act on public matters, they have inverted the constitutional relationship.

The healthier relationship: citizens act on matters within their capacity; government supports, coordinates, and regulates where needed; citizens hold government accountable when it fails in its role. Yaw's action is not an exception to how democracy works — it is a model of it.

Discussion Question 1 (Student Edition p. 49)

Question: "What is the difference between being a subject of a government and a citizen of a democracy?"

Expected directions:

- A subject obeys; a citizen participates.
- A subject waits for government to act; a citizen acts and expects government to support.
- A subject's rights are granted by rulers; a citizen's rights are inherent and constitutionally protected.
- A subject is passive; a citizen is active.

Discussion Question 3 (Student Edition p. 49)

Question: "Fatima said: 'We spent eight months asking permission. Then we solved it ourselves in three.' What does this teach us about civic agency?"

Facilitation:

The lesson is not that government is unnecessary; the lesson is that citizens should not wait for permission to act within their capacity. The ratio —

eight months of waiting to three months of doing — is the measure of how much civic energy can be unlocked simply by shifting from asking to acting.

Push: "But Fatima's community needed the borehole maintained long-term. The Assembly was still responsible for future maintenance. What happens if citizens act and then government does not sustain?" This surfaces Chapter 5's theme of sustainability.

Discussion Question 5 (Student Edition p. 49)

Question: "What barriers to participation do the most marginalised members of your community face?"

Facilitation:

Expected answers: illiteracy (Ibrahim's app story addresses this); physical accessibility for persons with disabilities; language barriers (not all meetings are held in a language everyone understands); time (the poorest cannot take time off to attend meetings); fear (those most marginalised have most to lose from speaking); gatekeeping (community leaders may actively exclude certain voices).

This question leads naturally into the page 45 discussion of "Gender, Inclusion, and Civic Equity." Ensure the discussion does not generalise "the marginalised" but names specific groups (women in a particular community, persons with disabilities, youth, ethnic minorities, migrants, refugees, the very poor).

Assessment Guidance

End-of-Chapter Assessment for Chapter 3

Cognitive (20 marks)

- Name and describe the five stages of the Community Action Cycle. (10 marks)
- Define nnoboa and explain how its principles relate to modern civic participation. (5 marks)

- State one provision of the 1992 Constitution that requires citizen participation in governance, and explain it in your own words. (5 marks)

Affective (20 marks)

Write a 400-word reflection on the moment in your own life when you recognised you had agency to act on a public matter — or, if no such moment has occurred yet, a 400-word reflection on why not and what would have to change.

Behavioural (60 marks) — Community Action Project

The class, working in groups of four to six, selects, plans, and executes a modest community action project following the five-stage cycle. The project must be completed within the term. Assessment is by group and individual components.

- **Group assessment:** quality of the action plan (15 marks); execution (15 marks); reflection document (10 marks).
- **Individual assessment:** contribution to the group (10 marks); personal reflection (10 marks).

Insist that projects be small, specific, and completable. A completed small project teaches more than an aspirational large one.

CHAPTER FOUR

Civic Technology and Innovation

Teacher's Guide



Chapter Overview

What This Chapter Teaches

Chapter 4 addresses the digital dimension of citizenship. It is the chapter most likely to feel immediately relevant to students — they already spend hours on their phones. The chapter's aim is to reframe that digital time as a civic opportunity rather than a distraction from citizenship.

Teachers should be candid: you may know less about the technology your students use than they do. This is an opportunity. Let students teach you. Your role is not to be the expert on TikTok or WhatsApp but to ask the civic questions about them.

Core Concepts

- Technology amplifies civic capacity but does not replace civic judgement.
- Digital citizenship: information literacy, digital safety, constructive engagement, civic application.
- The CREED Civic Lab model.
- Inclusive design: technology that reaches the margins, not just the tech-savvy.
- The ethical dimensions of AI and automation in public decisions.

Expected Outcomes

- Students can distinguish civic from non-civic uses of digital technology.
- Students can identify the difference between credible and unreliable online information.
- Students can describe at least one way technology has been used in Ghana for civic accountability.

Common Student Difficulties

- **"I already know digital stuff."** Technical familiarity is not civic literacy. Push: how much of your daily digital time is civic?
- **"What does Parliament have to do with my TikTok?"** A great question. The Samira story answers it.
- **"I can't build an app."** Nor can most adults. Civic technology literacy is not only about building; it is also about using well.

Lesson Plans

LESSON 1 Your Phone as a Civic Tool

Duration	40 minutes
Objective	Students will audit their own digital use, categorising it into civic, useful-but-not-civic, and neither; and they will identify at least one way their current digital habits could be redirected toward civic purposes.
Materials	Student Edition, pages 50–54.

DIAGNOSTIC (10 min)

- Students write silently: "In the past 24 hours, list every app or platform you used, and estimate the time spent on each."
- After four minutes, students categorise each into: CIVIC (contributes to knowledge or action on public matters), USEFUL (for school, family, personal development, but not civic), OTHER.

- Students calculate percentages. Do not collect — this is a private audit.
- Show of hands: how many had more than 20% civic time? 10%? 5%? Let the distribution be visible without naming individuals.

REFRAMING (12 min)

- Direct students to page 51 of the Student Edition, the four elements of digital citizenship: information literacy, digital safety, constructive engagement, civic application.
- For each, ask students to name one platform or app where they currently practise this — or could begin to. Examples:
- **Information literacy:** fact-checking before sharing; checking multiple sources on a news story.
- **Digital safety:** managing privacy settings; recognising scams.
- **Constructive engagement:** disagreeing with civility in group chats; refusing to pile on in online disputes.
- **Civic application:** following MPs on social media; reading official government accounts; engaging with civic hashtags.

COMMITMENT (15 min)

- Pose the Student Edition Think prompt on page 52: "How much of your digital activity is civic — related to governance, community issues, or holding leaders accountable? How could you shift more of your time online toward civic purposes?"
- Students write, individually, one specific commitment: "In the next week, I will spend at least [amount] of my digital time doing [specific civic thing]."
- Pair-share: read commitments to each other, note one question or suggestion.
- Volunteers share with the full class: three or four. Thank each.

CLOSE (3 min)

- Preview the Samira story (pages 56–57) as tomorrow's reading.

LESSON 2 Transparency as Plumbing

Duration	40 minutes
Objective	Students will understand civic technology as infrastructure that makes accountability possible, through the Samira case.
Materials	Student Edition. Students should have read the Samira story as homework.

OPENING (5 min)

- Write on the board Samira's key line: "Transparency isn't magic. It's plumbing."
- Ask: "What does it mean to call transparency 'plumbing'?"
- Accept responses. The insight: plumbing is infrastructure — boring, invisible when it works, necessary for everything above it to function.

THE CASE OF OMANBA (15 min)

- Walk through the Samira story in stages.
- Stage 1: The problem. Information existed but was inaccessible. Parliamentary records were technically public but scattered across PDFs and outdated websites. The result: no accountability, because accountability requires accessibility.
- Stage 2: The intervention. Samira did not produce new information. She made existing information usable. This is worth dwelling on: she was not an investigator; she was a plumber.
- Stage 3: The response. MPs first resisted ("invasion of privacy") then adapted (attendance improved, calls returned).
- Stage 4: The insight. "The right to know" is meaningless without the ability to know.
- Ask: "What other 'right to know' exists in Ghanaian law that may not yet have its plumbing?" Expected answer: the Right to Information Act (2019) — enacted into law, but often hard to use in practice.

GHANAIAN CIVIC TECHNOLOGY (15 min)

- Inform students: the Samira story is a composite, but it reflects real Ghanaian civic technology initiatives. A real project called Odekro was founded in 2014 to monitor parliamentary proceedings — among others.

- In groups of three or four, students brainstorm: "What is one civic technology tool that would be useful in Ghana that does not currently exist? Who would use it? What problem would it solve?"
- Groups share their ideas with the class. Two or three.
- Note that the Student Edition (page 53) describes CREED's vision for Civic Lab activity: parliamentary transparency platforms, community service reporting apps, the CivicSource Hackathon. These are proposals, not accomplishments — but the students in this room may be the ones who build them.

CLOSE (5 min)

- Homework: read "The Mothers of Makola" (pages 55–56). Notice how the mothers combined digital and non-digital strategies.

Further Lesson Ideas

Further lessons for this chapter:

- **Lesson 3:** "The Mothers of Makola" as a case study in combining digital and offline organising.
- **Lesson 4:** Information literacy. Use a real news story from the week and have students fact-check it using three independent sources.
- **Lesson 5:** Design challenge. Students, in groups, design (but do not build) a civic technology tool for a real problem in their community. Evaluate on feasibility, inclusivity, and civic value.
- **Lesson 6:** Deliberation on Discussion Question 4: "If you could build one digital tool for your school or community, what would it do?"

Answer Key & Facilitation Notes

Think Prompt — Makola Story (Student Edition p. 55)

Prompt: "The women started with photographs on social media, then pivoted to formal partnership with the Assembly. Why were both steps necessary? What would have been lost if they stopped after the media attention?"

Facilitation:

First part: attention without a plan produces activity without results. Social media can force a short-term response but cannot compel a long-term solution. The formal plan turned attention into policy.

What would have been lost: the structural fix; the partnership relationship with the Assembly; the women's own capacity to sustain engagement; the precedent for future issues. The women would have remained complainants. Instead they became partners.

Generalise: social media is a tool for generating attention, but attention is not the end. The final test of civic technology is whether it produces durable change. Insist on this framing.

Think Prompt — Samira Story (Student Edition p. 57)

Prompt: "Samira described transparency as 'plumbing' — not magic, just infrastructure. Why did her platform change MP behaviour? What does this tell us about the relationship between information and accountability?"

Facilitation:

Why it changed behaviour: because MPs now knew they were being watched. The information had been public, but effectively no one was watching. When watching became possible, behaviour adapted to the reality of being watched.

The deeper point: accountability is a function of both information and attention. Information without attention produces no accountability (parliamentary records nobody reads). Attention without information produces no accountability (anger with no basis in fact). Real accountability requires both.

Discussion Question 4 (Student Edition p. 58)

Question: "If you could build one digital tool for your school or community, what would it do? Who would use it?"

Facilitation:

This question is a proxy for a design exercise. Good answers will specify:

- The specific problem the tool addresses (not "help people" but "allow students to report unsafe conditions").
- The specific user group (students? teachers? parents? assembly members?).
- The mechanism (how does the tool actually solve the problem?).
- The access question (who can afford the tool, and who is excluded?).

Weaker answers imagine a tool that already exists (another social media platform) or a tool with no specific user problem. Push: "What specifically is broken that your tool fixes?"

Assessment Guidance

End-of-Chapter Assessment for Chapter 4

Cognitive (20 marks)

- Define digital citizenship and name its four elements. (8 marks)
- Name three of the nodes of the CREED Civic Lab model and explain what each does. (6 marks)
- Explain what inclusive design means and give two examples of inclusive design principles. (6 marks)

Affective (30 marks)

Write a 500-word personal digital citizenship pledge. The pledge must name at least three specific commitments about how you will use digital technology civically, and at least one specific practice you will abandon.

Behavioural (50 marks) — Civic Technology Design Project

In groups of three to four, design (but do not build) a civic technology tool for a real problem in Ghanaian civic life. Produce a five-page design document that includes:

- Problem statement. (10 marks)
- User personas: who uses the tool, including marginalised users. (10 marks)
- Feature specification. (15 marks)

- Inclusion analysis: who cannot use this tool, and why, and how will you address it? (10 marks)
- Ethical analysis: risks of misuse, bias, or unintended harm. (5 marks)

Strong designs will address inclusion and ethics seriously, not as afterthoughts.

CHAPTER FIVE

Monitoring, Evaluation, and Sustainability

Teacher's Guide



Chapter Overview

What This Chapter Teaches

Chapter 5 is the reflective chapter. Having moved through knowledge, leadership, participation, and technology, the course now asks: how do we know any of this is working, and how do we make the gains last? This is where civic education joins the discipline of evaluation.

Core Concepts

- Monitoring and evaluation as acts of civic conscience, not bureaucratic rituals.
- Three pillars of sustainability: ownership, institutionalisation, intergenerational transfer.
- The CREED Renewal Index framework.
- Participatory M&E; — citizens help collect and interpret data.

Expected Outcomes

- Students can articulate why measurement matters in civic life.
- Students can identify at least three indicators that measure progress on one of the CREED commitments.

- Students can describe the three pillars of sustainability and apply them to a real civic initiative.
- Students have conducted a small-scale civic scorecard exercise.

Common Student Difficulties

- **"This is boring compared to Chapter 3."** Sustainability is less dramatic than action. Emphasise the story aspect — the diaspora doctors, the voice app of Wa.
- **"You can't measure civic values."** Partly true. This is the point — measurement must be designed carefully to capture what matters without distorting it.

Lesson Plans

LESSON 1 Why Measure at All

Duration	40 minutes
Objective	Students will articulate why civic initiatives that do not measure their progress tend to fail, and will identify the three pillars of sustainability.
Materials	Student Edition, pages 59–60.

OPENING (5 min)

- Ask: "Think of any initiative you have seen announced in Ghana — a programme, a campaign, a commitment. How many of the ones you can think of have you heard anything about in the past year?"
- Take responses. Most students will name initiatives that have disappeared from public attention. Some are still operating; many have quietly ended.
- Frame: today's question is why initiatives end — and what distinguishes those that last from those that do not.

THE THREE PILLARS (15 min)

- Direct students to page 60 of the Student Edition, the three pillars of sustainability: ownership, institutionalisation, intergenerational transfer.
- Walk through each, using concrete examples:
- **Ownership:** programmes built by outsiders for communities tend to fail when the outsiders leave. Programmes built by communities for themselves tend to persist.
- **Institutionalisation:** programmes dependent on a single charismatic leader fail when the leader moves on. Programmes embedded in school curricula or government procedures survive leadership change.
- **Intergenerational transfer:** programmes that only serve current members fail when those members age out. Programmes that train their successors continue.
- Ask students to name one initiative they know of that had strong ownership but weak institutionalisation, or vice versa. This is a hard exercise; accept tentative answers.

PERSONAL APPLICATION (15 min)

- Think-Pair-Share: "If you led a student organisation at this school, how would you apply the three pillars to make sure it outlives your time here?"
- Expected responses: build a committed membership beyond yourself (ownership); codify how the organisation operates so it survives your departure (institutionalisation); recruit and train successors from younger classes (intergenerational transfer).
- Take three or four responses; highlight the ones that name all three pillars.

CLOSE (5 min)

- Homework: read "The Voice App of Wa" (pages 63–64) and "Hearts Across the Ocean" (pages 64–65). Consider: which pillars of sustainability does each story demonstrate?

LESSON 2 A Mini Civic Scorecard

Duration	40 minutes
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Objective	Students will conduct a small-scale civic scorecard exercise, generating data they can interpret as a group.
Materials	Paper for each student. A list of five aspects of school life to score (prepared in advance; examples: student participation in decisions, transparency of school finances, quality of classroom discussion, fairness of discipline, visibility of school leadership).

INTRODUCTION TO SCORECARDS (10 min)

- Direct students to page 62 of the Student Edition on Civic Scorecards.
- Explain the method: citizens rate specific services on a simple 1–10 scale; results are shared publicly with service providers.
- Today: we will apply this to our own school.
- Stress: the scoring is anonymous; the purpose is honest feedback, not personal criticism of any individual.

CONDUCTING THE SCORECARD (15 min)

- Distribute the five items (read them if paper is unavailable). Students score each privately from 1 (very poor) to 10 (excellent).
- Collect papers. Do not read names; compute quickly on the board the mean score for each of the five items.
- Display the results. Note which items scored highest and which lowest.

INTERPRETATION (12 min)

- For the two lowest-scoring items, structured discussion:
- Why did this score low? Do not ask students to cite specific incidents; focus on structural factors.
- What would have to change for the score to improve?
- Who has the power to make that change? (Often: the administration. Sometimes: the students themselves. Name both.)
- Generalise: scorecards work not because they produce numbers but because the numbers spark the conversations that produce improvement.

CLOSE (3 min)

■ Note: in a real CREED application, the scorecard would be shared with the school administration, and the administration would be asked to respond. We will not take that step today, but discuss whether we could.

Further Lesson Ideas

Further lessons for this chapter:

- **Lesson 3:** Designing a Civic Literacy Index. Have the class collectively design indicators for each of the five CREED commitments at the school level. Apply the Index at the start and end of the term.
- **Lesson 4:** Story analysis of "The Voice App of Wa" and "Hearts Across the Ocean." What barriers to participation did each address? What sustainability pillars did each strengthen?
- **Lesson 5:** Deliberation on Discussion Questions 1–4 (Student Edition page 65).
- **Lesson 6:** End-of-course integrative reflection. Students articulate, in writing and orally, what they have learned across all five chapters and what they are committed to doing with it.

Answer Key & Facilitation Notes

Think Prompt — Voice App of Wa (Student Edition p. 64)

Prompt: "Ibrahim's app addressed the barrier of literacy. What other barriers prevent Ghanaian citizens from participating in governance? What solutions — technological or otherwise — might address them?"

Facilitation:

Expected barriers: language (solved by multilingual interfaces or community facilitators); distance (solved by mobile outreach or remote participation); time (solved by off-hours meetings, written submission options); disability (solved by accessibility features, sign interpretation); fear (solved by anonymous reporting, protection mechanisms); economic precarity (solved by compensating participation time).

Key point: technology addresses some barriers. Others require institutional or social change. Do not let the discussion imply all barriers are technological.

Think Prompt — Hearts Across the Ocean (Student Edition p. 65)

Prompt: "The diaspora doctors changed from giving money to demanding accountability. What was the significance of that shift? How can citizens in Ghana apply the same principle to government spending?"

Facilitation:

The significance: giving money treats the giver as a patron and the recipient as a subject. Demanding accountability treats both as co-responsible for the outcome. The shift converts charity into partnership.

Application to Ghanaian citizens: the same principle applies to taxes, which are citizens' money entrusted to government. Citizens who see themselves only as taxpayers accept whatever they receive. Citizens who see themselves as funders with a right to accountability ask questions about what was spent, where, and with what result. The Right to Information Act (2019) is the legal instrument for this accountability.

Discussion Question 1 (Student Edition p. 65)

Question: "Why is measurement important for civic renewal? What are its limits? What aspects of civic life are hardest to measure?"

Expected directions:

Why it matters: without measurement, we cannot distinguish progress from wishful thinking; we cannot learn from failure; we cannot sustain what works and abandon what does not.

Limits: measurement can distort. If you measure only voter turnout, you may neglect the quality of deliberation. If you measure only programme outputs, you may neglect citizen agency. Metrics can be gamed.

Hardest to measure: trust, character, solidarity, civic courage, long-term cultural change. The inner dimensions of citizenship resist quantification.

This is why qualitative and participatory methods matter.

Discussion Question 2 (Student Edition p. 65)

Question: "What does 'sustainability' mean in civic life? Can you think of civic initiatives in Ghana that were not sustained? What went wrong?"

Facilitation:

Good answers will distinguish sustainability from continuation. A programme can continue for years while losing its original purpose (bureaucratic survival without mission). A genuinely sustainable programme maintains both its activity and its integrity.

For examples of unsustained initiatives, students may cite specific programmes they remember from their own experience. Avoid adjudicating specific accusations; focus on what structural factors (leadership dependence, donor dependence, lack of institutional home) tend to cause initiatives to fade.

Assessment Guidance

End-of-Chapter Assessment for Chapter 5

Cognitive (20 marks)

- Name and define the three pillars of sustainability with one example of each. (9 marks)
- Identify three indicators that would measure progress on Civic Literacy in a school. (6 marks)
- Explain what a civic scorecard is and how it generates accountability. (5 marks)

Affective (30 marks)

Write a 500-word reflection on a civic effort you have made (however modest) that was not sustained. What happened? What would have been needed to sustain it? What have you learned about sustainability from the experience?

Behavioural (50 marks) — End-of-Course Integrative Project

Students produce a 2,000-word capstone paper that:

- Identifies a specific civic issue in the student's school or community. (10 marks)
- Applies the Community Action Cycle to design an intervention. (15 marks)
- Designs three indicators to measure the intervention's progress. (10 marks)
- Addresses all three pillars of sustainability. (10 marks)
- Makes a personal commitment to action. (5 marks)

APPENDICES

Appendices

Rubrics, Handouts, and Reproducible Resources



APPENDIX A

Deliberation Participation Rubric



Use this rubric to assess individual student participation in structured deliberative discussions. Each student is scored from 1 (weak) to 4 (strong) on each of four dimensions; total score out of 16.

Dimension	1 — Weak	2 — Developing	3 — Proficient	4 — Strong
Reasoning	Asserts positions without reasons.	Offers reasons, but weakly connected to positions.	Supports positions with reasons and evidence.	Supports positions with reasons; addresses counter-arguments.
Listening	Does not attend to others' contributions.	Attends, but does not respond to others.	Responds to specific points made by others.	Accurately restates opposing views before engaging.
Civility	Engages in personal attack or dismissal.	Avoids attack, but tone is dismissive.	Disagrees respectfully.	Creates space for views different from one's own.
Openness	Does not change view; defends initial position only.	Acknowledges other views but does not engage them.	Engages other views; sometimes modifies own.	Changes view when evidence warrants; can articulate what changed and why.

APPENDIX B

Civic Action Project Rubric



Use this rubric to assess group and individual Community Action Cycle projects.

Group Components (60 marks)

Plan Quality (20 marks)

- Problem is specific and well-defined. (5)
- Stakeholder and resource maps are thorough. (5)
- Action plan is SMART: specific, measurable, achievable, relevant, time-bound. (5)
- Risks are identified and mitigations proposed. (5)

Execution (25 marks)

- Activities were actually carried out. (10)
- Adaptations to changing circumstances were made and documented. (5)
- All group members had defined and active roles. (5)
- Documentation of the activity is complete. (5)

Reflection Document (15 marks)

- Honest assessment of what was achieved and what was not. (5)
- Specific lessons extracted. (5)
- Plans for sustaining or building on the work. (5)

Individual Components (40 marks)

Contribution to the Group (20 marks)

Assessed through group peer-assessment (averaged) and teacher observation. Consider: reliability, specific contributions made, leadership

exercised (where appropriate), willingness to do less glamorous tasks.

Personal Reflection Paper (20 marks)

- Specific moments are named and analysed. (5)
- Personal growth is articulated honestly. (5)
- Connection to chapter concepts is drawn explicitly. (5)
- Personal commitments going forward are specific and plausible. (5)

APPENDIX C

Answer Key: Leadership Lens Self-Assessment



The Leadership Lens Self-Assessment in Appendix D of the Student Edition is not scored by a teacher; students score themselves privately. This appendix gives you, the teacher, guidance on how to facilitate the discussion that follows the self-assessment.

Debriefing the Self-Assessment

After students have completed all four dimensions at home, dedicate one class period to debriefing. Never ask students to disclose their individual scores.

Structure of the Debrief

- Ask for show of hands on patterns (not specific scores): "Which dimension did most of you score highest? Lowest?" Likely pattern: Vision is often rated highest, Vigilance often rated lowest.
- Discuss why. Why is Vigilance commonly weakest? Expected: we lack feedback loops; we have not sought accountability; we have not cultivated people who tell us hard truths.
- Pose: "What specific practice would strengthen your weakest dimension this term?" Silent writing, then pair-share.
- Optional: ask students to identify one trusted person to complete the assessment about them, and compare. This exercise is powerful and should be offered with care — it will surface gaps between self-perception and others' perception.

When Self-Assessment Scores Are Dismaying

Some students will score themselves low and become discouraged. The framing must be: the point of the assessment is not judgement but growth. A low score today is a starting point, not a condemnation. What matters is what the student does with the score.

Students who score themselves uniformly high are more concerning. Either they are mature and genuinely self-aware (rare), or they are self-protective and have not honestly engaged. Gently encourage a second honest attempt, perhaps with a trusted peer's perspective.

APPENDIX D

Suggested Reading for Teachers



The following readings will deepen your own grasp of the material. None are required; all are recommended.

On Civic Education

- *Democratic Education* by Amy Gutmann — foundational philosophical argument for education as preparation for democracy.
- *Creating Citizens* by Eamonn Callan — on character formation in civic education.
- *Making Good Citizens* (ed. Diane Ravitch and Joseph Viteritti) — varied perspectives on civic formation.

On Participatory Democracy

- *Empowered Participation* by Archon Fung — on deliberative and participatory governance reforms, with practical case studies.
- *Strong Democracy* by Benjamin Barber — classic argument for participation beyond voting.

On Ghanaian and African Political Thought

- *Tradition and Modernity: Philosophical Reflections on the African Experience* by Kwame Gyekye.
- *The Akan Concept of a Person* and related essays.
- *Africa Unchained* by George Ayittey — argument for African-led renewal.

On Ghana's Constitution

- The 1992 Constitution itself. Read it, carefully. Chapter 5 (fundamental rights) especially.
- Commentaries by Date-Bah, Kwasi Prempeh, and others on constitutional interpretation.

On Teaching Controversial Issues

- *The Political Classroom* by Diana Hess and Paula McAvoy — essential practical guidance.
- *Teaching Controversial Issues* by Nel Noddings and Laurie Brooks.

APPENDIX E

Sample Letter to Parents



You may wish to send a letter to parents at the start of a term in which you will be teaching the CREED Ghana curriculum. Below is a sample that can be adapted.

[School letterhead]

[Date]

Dear Parent or Guardian,

This term, your child's civic education will follow a new curriculum: *The Citizen's Compact for National Renewal*, developed by CREED Ghana. I am writing to let you know what this curriculum involves and to invite your engagement.

The curriculum aims to form active, informed, and ethical citizens. It addresses five dimensions: civic literacy (knowing one's rights and responsibilities); ethical leadership; participatory citizenship (doing, not just knowing); civic technology; and sustainability. Over the course of the term, students will read stories of Ghanaians practising civic virtue, engage in structured deliberations about current issues, and complete a small community action project.

The curriculum does not promote any political party or particular position on contested issues. It teaches students to think carefully, speak civilly, and act constructively on matters of public concern.

You can support your child's learning by:

- Asking them each week what they are learning.
- Discussing current events at home, modelling respectful disagreement.

- Sharing your own civic experiences — moments when you voted, attended a community meeting, or faced a civic decision.
- If your child is assigned an interview, welcoming their interview of you or other family members.

If you have questions or concerns about the curriculum at any point, please contact me. I welcome your engagement as a partner in forming the citizens of Ghana's future.

With gratitude,

[Teacher's name]

[Title and school]

A Closing Word



The teacher closes the book. The student opens the life.

— CREED Ghana

You are coming to the end of this Companion. If you have read it carefully, you are better prepared than most teachers to teach *The Citizen's Compact for National Renewal*. But being better prepared is not the same as being ready.

No one is ever fully ready to teach citizenship. The subject is too large, the stakes too high, the students too different from each other, the days too short. You will teach some lessons that fail. You will respond badly to at least one student who deserves better. You will reach the end of some term wondering whether any of it mattered.

The work matters anyway. Three years from now, a student you taught this term will vote for the first time — and what they do in the booth will carry a trace of what they learned in your classroom. Five years from now, another student will attend their first District Assembly meeting. Ten years from now, a student will find themselves in a position where civic courage is required. They will not remember your lesson plans. They will remember something smaller and larger — a question that disturbed them, a line of the Anthem you made them think about, a story of Akua or Nana Kwame or Fatima, a moment when you admitted you did not know something, a deliberation when you let them change your mind.

That is what you are building. You will never see most of it. That is a hard thing about teaching and an honest thing about citizenship: the results arrive late, if they arrive at all, and they arrive in a shape that does not trace clearly back to their origins.

Thank you for doing this work. Thank you for the students you are forming whom we will never meet. Thank you, on behalf of a Ghana that is still being made, for making it with them.

The CREED Ghana Team

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About the Publisher

BennyBeauBooks is the independent publishing imprint of Ben A. Dwamena, MD, headquartered in East Lansing, Michigan. The imprint was founded in 2026 from a lifetime's conviction that careful work is itself a form of service—that a well-built book, whether it carries a statistical method, a clinical atlas, a memoir, a meditation on Scripture, or a call to civic renewal, can outlast its author and bless readers it will never meet.

Our catalog spans Bayesian computation and diagnostic test accuracy meta-analysis, nuclear medicine and molecular imaging, theology and devotion, memoir, and civic education for Ghana and the African continent. Every title is author-produced to professional standards, typeset with care, and offered in the hope that it will repay the reader's time many times over.

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