MINISTRY OF EDUCATION

GOVERNMENT
For Senior High Schools

TEACHER MANUAL

YEAR 1 - BOOK 2

NATIONAL COUNCIL FOR CURRICULUM & ASSESSMENT OF MINISTRY OF EDUCATION

MINISTRY OF EDUCATION

REPUBLIC OF GHANA

GOVERNMENT

For Senior High Schools

Teacher Manual

Year One - Book Two

NATIONAL COUNCIL FOR CURRICULUM & ASSESSMENT OF MINISTRY OF EDUCATION

NaCCA

GOVERNMENT TEACHER MANUAL

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INTRODUCTION

The National Council for Curriculum and Assessment (NaCCA) has developed a new Senior High School (SHS), Senior High Technical School (SHTS) and Science, Technology, Engineering and Mathematics (STEM) Curriculum. It aims to ensure that all learners achieve their potential by equipping them with 21st Century skills, competencies, character qualities and shared Ghanaian values. This will prepare learners to live a responsible adult life, further their education and enter the world of work.

This is the first time that Ghana has developed an SHS Curriculum which focuses on national values, attempting to educate a generation of Ghanaian youth who are proud of our country and can contribute effectively to its development.

This Book Two of the Teacher Manual for Government covers all aspects of the content, pedagogy, teaching and learning resources and assessment required to effectively teach Year One of the new curriculum. It contains information for the second 12 weeks of Year One. Teachers are therefore to use this Teacher Manual to develop their weekly Learning Plans as required by Ghana Education Service.

Some of the key features of the new curriculum are set out below.

Learner-Centred Curriculum

The SHS, SHTS, and STEM curriculum places the learner at the center of teaching and learning by building on their existing life experiences, knowledge and understanding. Learners are actively involved in the knowledge-creation process, with the teacher acting as a facilitator. This involves using interactive and practical teaching and learning methods, as well as the learner's environment to make learning exciting and relatable. As an example, the new curriculum focuses on Ghanaian culture, Ghanaian history, and Ghanaian geography so that learners first understand their home and surroundings before extending their knowledge globally.

Promoting Ghanaian Values

Shared Ghanaian values have been integrated into the curriculum to ensure that all young people understand what it means to be a responsible Ghanaian citizen. These values include truth, integrity, diversity, equity, self-directed learning, self-confidence, adaptability and resourcefulness, leadership and responsible citizenship.

Integrating 21st Century Skills and Competencies

The SHS, SHTS, and STEM curriculum integrates 21st Century skills and competencies. These are:

- **Foundational Knowledge:** Literacy, Numeracy, Scientific Literacy, Information Communication and Digital Literacy, Financial Literacy and Entrepreneurship, Cultural Identity, Civic Literacy and Global Citizenship

- **Competencies:** Critical Thinking and Problem Solving, Innovation and Creativity, Collaboration and Communication

- **Character Qualities:** Discipline and Integrity, Self-Directed Learning, Self-Confidence, Adaptability and Resourcefulness, Leadership and Responsible Citizenship

Balanced Approach to Assessment - not just Final External Examinations

The SHS, SHTS, and STEM curriculum promotes a balanced approach to assessment. It encourages varied and differentiated assessments such as project work, practical demonstration, performance assessment, skills-based assessment, class exercises, portfolios as well as end-of-term examinations and final external assessment examinations. Two levels of assessment are used. These are:

- Internal Assessment (30%) – Comprises formative (portfolios, performance and project work) and summative (end-of-term examinations) which will be recorded in a school-based transcript.

- External Assessment (70%) – Comprehensive summative assessment will be conducted by the West African Examinations Council (WAEC) through the WASSCE. The questions posed by WAEC will test critical thinking, communication and problem solving as well as knowledge, understanding and factual recall.

The split of external and internal assessment will remain at 70/30 as is currently the case. However, there will be far greater transparency and quality assurance of the 30% of marks which are school-based. This will be achieved through the introduction of a school-based transcript, setting out all marks which learners achieve from SHS 1 to SHS 3. This transcript will be presented to universities alongside the WASSCE certificate for tertiary admissions.

An Inclusive and Responsive Curriculum

The SHS, SHTS, and STEM curriculum ensures no learner is left behind, and this is achieved through the following:

- Addressing the needs of all learners, including those requiring additional support or with special needs. The SHS, SHTS, and STEM curriculum includes learners with disabilities by adapting teaching and learning materials into accessible formats through technology and other measures to meet the needs of learners with disabilities.

- Incorporating strategies and measures, such as differentiation and adaptative pedagogies ensuring equitable access to resources and opportunities for all learners.

- Challenging traditional gender, cultural, or social stereotypes and encouraging all learners to achieve their true potential.

- Making provision for the needs of gifted and talented learners in schools.

Social and Emotional Learning

Social and emotional learning skills have also been integrated into the curriculum to help learners to develop and acquire skills, attitudes, and knowledge essential for understanding and managing their emotions, building healthy relationships and making responsible decisions.

Philosophy and vision for each subject

Each subject now has its own philosophy and vision, which sets out why the subject is being taught and how it will contribute to national development. The Philosophy and Vision for Government is:

Philosophy: The philosophy underlying the study of government is to develop learners with effective leadership and problem-solving skills through enquiry-based learning environment that can transform them to become functional citizens in society.

Vision: Learners equipped with effective leadership skills, the spirit of patriotism and the ability to solve societal problems to become global citizens capable of pursuing further studies or proceeding to the world of work and adult life.

SUMMARY SCOPE AND SEQUENCE

S/N	STRAND	SUB-STRAND	YEAR 1			YEAR 2			YEAR 3		
			CS	LO	LI	CS	LO	LI	CS	LO	LI
1	Government and Development	Basics of Government	1	1	3	1	2	6	1	1	2
		Indigenous and Contemporary Governance in Ghana	1	1	3	1	1	2	1	1	2
2	Constitution, Institutions and Administration	Constitution and Organs of Government	1	2	5	1	1	3	1	1	3
		State and Non-state Actors in Ghana	1	1	3	1	2	5	1	2	4
3	Ghana in the Global System	Ghana in the Community of Nations	1	1	2	1	1	2	1	1	2
		Globalisation and Development	-	-	-	1	1	2	1	1	2
Total			**5**	**6**	**16**	**6**	**8**	**20**	**6**	**7**	**15**

Overall Totals (SHS 1 – 3)

Content Standards	**17**
Learning Outcomes	**21**
Learning Indicators	**51**

SECTION 4: STATE SOCIETY RELATIONS

Strand: **Constitution, Institutions and Administration**

Sub-Strand: State and Non-state Actors in Ghana

Learning Outcome: *Use information in the environment to analyse how public opinion, the mass media, political parties and pressure shape national discourse*

Content Standard: Exhibit knowledge and understanding of State-Society Relations in Ghana

INTRODUCTION AND SECTION SUMMARY

This section explores the practical relevance of public opinion, mass media, political parties and pressure groups. It surveys the interrelatedness of these concepts and their imperativeness for the functioning of modern societies. Specifically, this section is aimed at addressing the conceptual aspect of these concepts, paying close attention to the meanings, features, types and importance of the concepts. These dynamics are explored within the context of Ghana's democratic dispensation. Further, several pedagogical strategies have been deployed to enhance learners' understanding and comprehension of the core focal areas. By the end of the section, learners will have acquired the values of patriotism, teamwork and responsibility in addition to 21st century innovation, leadership and communication skills. The most likely opportunities for linkages are with English.

The themes covered by the section are:

> **Weeks 13 and 14**: Public Opinion
>
> **Weeks 15 and 16**: Mass Media
>
> **Weeks 17 – 19**: Political Parties & Pressure Groups

SUMMARY OF PEDAGOGICAL EXEMPLARS

Interactive techniques and strategies have been used to help learners understand the subject matter and apply the content to their everyday lives. The selected pedagogical approaches take into consideration 21st century skills and competencies including GESI and social-emotional learning and other cross-cutting issues. The engaging and interactive approaches to teaching in this section include group work, experiential learning and talk for learning. These pedagogical strategies will help learners ask questions, explore ideas and collaborate with peers in the teaching and learning process.

ASSESSMENT SUMMARY

The assessment in this section is designed for both formative and summative purposes. The assessment strategies include oral presentations, class exercises, quizzes, homework assignments, project work and the end-of-term assessment. These assessment tools are aligned with the learning outcomes. The assessment also takes into consideration the scalability and the Depth of Knowledge (DoK) which ranges from level 1 to 4.

WEEK 13

Learning Indicator(s): *Explain how public opinion influences public policy decisions*

Theme or Focal Area: **Meaning, Features, and Sources of Public Opinion**

Public opinion refers to the total of thoughts and views of groups of people on important national issues at any given time. It represents the measure of the directionality and strength of issue-specific views and sentiments held by sections of the population. Public opinion is an important aspect of the functioning of a democratic society as it influences (or should influence) political decision-making in line with the wishes of the majority of the population. It is important to recognise that public opinion is shaped by the information and ideas accessed by the population and is, therefore, open to manipulation. The advent of social media has tended to make public opinion more fragmented, as different sections of the population access different sources of information.

Features of Public Opinion

1. Focuses on issues of public concern/importance.

2. Opinions can be varied and diverse and, therefore, public opinion may not be homogeneous.

3. It is dynamic and may change in response to new events or interventions by leaders and influencers.

4. Based on reason/rationality but dependent on quality and accuracy of information in the public domain.

Sources of Public Opinion

1. Social networks (e.g., family and friends)

2. Mass media, including both traditional media such as newspapers, radio and television, and the newer social media

3. Indigenous values, norms, customs and systems

4. Interest groups and political parties

5. Religious and cultural organisations

6. Educational institutions

Learning Tasks

1. State the meaning and features of public opinion.

2. Explain how public opinion is formed.

3. Analyse the various sources of public opinion and explain their relative importance.

4. Evaluate the extent to which public opinion is founded on valid evidence.

Pedagogical Exemplars

1. The teacher leads an interactive discussion to draw out what learners understand about public opinion. Learners should suggest the various ways in which public opinion is formed (see Sources above) with the teacher eventually filling any gaps.

2. In small groups, learners should discuss how they believe their views have been formed and the relative influence of family, friends and the various media.

3. The teacher should identify and give support to learners, including those with special needs, who might be struggling to understand the meanings of government.

4. Competent learners should be encouraged to evaluate the respective importance of the various influences on public opinion and the extent to which public opinion is founded on good evidence.

5. Each small group should report its findings to the whole class, with other learners being encouraged to ask questions and make comments.

6. The teacher should then summarise the main points of agreement and difference and encourage the formation of consensus views if possible.

Theme or Focal Area: Measurement of Public Opinion

It is important, particularly in democratic societies, to have reliable means of measuring public opinion. Evidence of public opinion is important for the government in making decisions that align with the views of the population. Also, however, if governments wish to introduce novel and innovative policies, they need to know the baseline views of the population and what they need to do to convince them about such new policies. It is also of interest to citizens to know the extent to which their views and those of the population at large coincide.

The measurement of public opinion must be valid and reliable as people can be influenced by what other people seem to think. There are various ways in which public opinion can be measured or judged.

Methods for Measuring Public Opinion

1. **Mass media**: Traditional media such as newspapers often attempted to reflect popular opinion (either because they believed it was the right thing to do or because it helped their sales). Newspapers also give space for letters from its readers. However, it should also be noted that newspapers often have their agenda and give their support to particular political cause.

   Social media provides the opportunity for people to share their opinions directly, although often mainly with like-minded people. Nevertheless, this media gives some guide to what people believe.

2. **Elections**: Elections in a democratic society are in ways the ultimate guide to public opinion. However, there are two caveats. First, elections must be free and fair; in many countries, elections are 'rigged' or are perceived to be so by a section of the population. The second point is that voting for a particular party does not necessarily mean that people support all aspects of the government's programme, although governing parties typically claim that they have a mandate for anything that was in their manifesto.

3. **Survey research and focus groups**: The most scientific way of measuring public opinion is through surveys (opinion polls) and focus groups. Surveys are quantitative in nature and, if validly designed, should provide valid evidence of the views of the population on specific issues. Focus groups are small groups of people brought together to take part in a structured discussion. They are more qualitative in nature and allow exploration not only of what people think but why.

4. **Public consultations**: Governments will sometimes consult the public before introducing legislation or a policy. The aim is both to determine the extent of support for a proposal and also to help refine the details of the legislation or policy. In particular, it may help the government to identify particular aspects of a proposal that would be strongly opposed by the electorate.

5. **Public protests/demonstrations**: Sometimes, opinions are expressed through protests and demonstrations, especially where it is felt that the government isn't paying heed or taking the desired action. The right to take part in peaceful protest is a fundamental democratic right.

Learning Tasks

1. State the main ways of measuring or gauging public opinion.

2. Explain the distinctive ways in which each method tells us about public opinion.

3. Analyse the various measures of public opinion and explain their relative importance.

4. Evaluate the extent to which the methods collectively lead to a proper understanding of public opinion.

Pedagogical Exemplars

The teacher leads an interactive discussion, drawing out from learners what they know about methods of measuring or judging public opinion. The teacher should guide the discussion to ensure that the main features of each of the methods are understood and introduce and explain methods that have not been suggested by learners. All methods should be noted by the class.

The teacher should then focus on one particular method: opinion polls.

Group Work

1. Learners in mixed-ability groups should devise and conduct an opinion poll on a topic of their choice. The poll will be conducted outside class.

2. The poll must include about 5-7 items that require learners to pick responses using the Likert scale (e.g., *strongly agree, disagree, not sure, agree, strongly agree*) with the questions.

3. Sample question: "Should primary healthcare be free for all Ghanaians?" Or "Do you support the efforts to completely ban illegal mining in our communities?"

4. Learners should then predict the results of their polls. Groups report on their poll to the whole class using a simple graph (bar chart).

5. Other learners and the teacher should ask probing questions of the presenters.

6. The teacher leads an interactive discussion of the extent to which opinion polls are a useful means of gauging public opinion and what some limitations might be. This can lead to a general discussion of the relative strengths and weaknesses of the various methods of measuring public opinion.

7. The teacher identifies and gives support to learners who might be struggling to understand the concepts and encourages higher-performing learners to engage with the more analytical and evaluative aspects of the Learning Task.

[*Refer to assessments at the end of the learning indicator, thus week 14*]

WEEK 14

Learning Indicator(s): *Explain how public opinion influences public policy decisions.*

Theme or Focal Area: How Public Opinion Shapes Public Policy

The expression of public opinion deepens democratic practice and encourages political participation. It also serves as a mechanism to hold political leaders accountable and provides a basis for government decisions/policy formation. Ultimately, it determines electoral outcomes/results and influences law-making.

1. Governments consider and analyse evidence of public opinion, e.g. via opinion polls to try to ensure that policies are broadly in line with the wishes of the population and that the ruling party will not be 'punished' at the next election.

2. Governments may set up focus groups to understand main public concerns and be able to predict which policies will be popular and what risks avoiding.

3. Public opinion shapes the activities of lobby groups or organised interests on public policies and programmes.

Learning Tasks

1. State the ways public opinion influences public policy decisions.

2. Explain how different expressions of public opinion influence policy formation.

3. Analyse the relative importance of different ways of expression of public opinion.

4. Evaluate the overall impact of public opinion on policy formulation in Ghana.

Pedagogical Exemplars

Experiential Learning

1. Learners watch a video of presidential updates on the COVID-19 pandemic.

2. In small groups, learners discuss the content/message in the video and relate it to the importance of the lockdown during the COVID-19 pandemic.

3. Learners discuss the level of support for the lockdown restrictions (closure of schools, playgrounds, entertainment centres, ban on churches and funerals etc.).

4. The teacher leads a discussion on how public opinion influenced the government in making certain decisions such as the free utilities, and the provision of free nose masks and hand sanitisers.

5. The teacher then invites learners to explore other government decisions that were influenced by public opinion.

6. Learners who have a better understanding of the concept should provide help to peers.

7. The teacher provides further assistance to learners who are less secure in the concept and more challenging tasks to proficient learners. This could include inviting them to conduct research into other policies influenced by public opinion.

8. Provision should be made for learners with special educational needs, particularly those with visual and hearing difficulties.

9. Learners acquire, digital, communication and critical thinking skills.

Key Assessment

Level 1: State the meaning of public opinion, the main ways of measuring it and how public opinion can influence public policy.

Level 2: Explain with appropriate examples how public opinion influences government policy decisions in Ghana.

Level 3: Analyse the relative importance of how public opinion is formed, the ways of measuring it and how public opinion influences policymaking.

Level 4: Evaluate the extent to which public opinion is founded on valid evidence, the extent to which the methods of measurement of public opinion result in a proper understanding of public opinion and the overall impact of public opinion on policymaking in Ghana.

WEEK 15

Learning Indicator(s): *Discuss the mass media*

Theme or Focal Area: Meaning, Types and Principles of The Mass Media

The mass media refers to the various means or channels of communication that are used to disseminate information to a large audience at the same time. The media are the conduits through which issues are brought to the attention of the public.

Types of Media

1. Print media (newspapers, journals, posters, magazines and books)
2. Electronic media (TV, radio, podcasts and social media)

Principles of the Media

The media should display the following ethical characteristics:

1. Truthfulness
2. Accuracy
3. Balance or Impartiality
4. Fairness
5. Independence

Learning Tasks

1. State the meaning and types of media.
2. Compare and contrast the advantages and disadvantages of each type.
3. State the main principles of the media.
4. Explain the significance of each of the main principles.
5. Compare the ways different media deal with the same topic.
6. Evaluate the extent to which the various media adhere to ethical principles.

Pedagogical Exemplars

The teacher leads an interactive discussion in which learners explain the types of media with which they are familiar. Learners are then asked to suggest what characteristics the media should display.

Group Work

1. In small groups, learners prepare and make a presentation to peers on the types and principles of the media.
2. The teacher walks around the groups, identifying learners who are less secure in understanding the meaning of the media and types or the distinction between the principles and providing additional assistance.

3. Learners who are more confident should be encouraged to engage with the more comparative and evaluative aspects of the Learning Task.

4. Learners' discussion of the principles of the media will help instil the values of courage, fairness, balance, integrity and honesty.

OR

Experiential Learning

1. Learners listen to/view excerpts from radio or TV news programmes or documentaries and read press articles on the same subject (selected in advance by the teacher).

2. In small groups, they then discuss the similarities and differences in the way different media outlets treat the same topic. They then present their findings to the whole class.

3. The teacher leads a general class discussion on what conclusions learners have formed from the comparison of different media. Questions for discussion could include:

   i. To what extent did the various media observe the ethical principles discussed above?
   ii. In particular, which of the programmes/articles seemed to be most evidence-based and objective?
   iii. Did some media seem more credible than others?
   iv. What are the implications for the learners in respect of trying to get to the truth? (E.g., not relying on one source but accessing a range of media and 'triangulating'; asking whether points of view are supported by evidence.)
   v. The teacher should be mindful of learners who are having difficulty with the concept of ethical principles and encourage more confident learners to address the more evaluative aspects of the Learning Task.

Project

Learners (working as individuals or in pairs or small groups) should identify a current issue of interest to them and investigate the treatment of this issue across the media. They conduct research both in class and as homework and produce written reports, including pictures and graphics). The reports should present the facts of how the topic in question was addressed in the various media but also, depending on the confidence of the learner, critically compare the different accounts and draw conclusions about the objectivity and fairness of the media and the implications for citizens.

[*Refer to assessments at the end of the learning indicator, thus week 16*]

WEEK 16

Learning Indicator(s): *Discuss mass media*

Theme or Focal Area: Media Censorship

Media censorship refers to restricting the activities of the media, i.e. what can be collected, recorded and disseminated for the consumption of the public. It is about media freedom in terms of what can be produced and accessed. The issue of media censorship is often about the defence of democracy, e.g., authoritarian governments curtailing freedom of speech to prevent challenges to their power and privilege. At its most extreme, media censorship is exercised through the arrest and imprisonment of journalists, physical assaults and intimidation, raids of TV/radio stations, shutdown of social media networks, revocation of operating licences, manipulation and surveillance.

However, there are also democratically legitimate grounds for censorship. These include protecting people against defamation, obscenity, pornography, hate speech, intrusion into personal privacy and threats to national security.

There are different views on the extent to which restrictions on free speech are legitimate.

Learning Tasks

1. State meaning of media censorship.

2. Discuss the mechanisms for media censorship

3. Analyse the arguments for and against media censorship.

Pedagogical Exemplars

Talk for Learning

1. The teacher should consolidate the meaning, types and principles of the media through targeted questioning.

2. The teacher should then introduce the topic of media censorship, with learners offering their opinions on whether media censorship is justifiable in any circumstances.

3. The teacher presents a motion for debate as to whether it is imperative/important to restrict the activities of the media or whether freedom of speech should be absolute.

4. Roles should be assigned to learners such as judge, timekeeper, principal speakers, secondary speakers and audience.

5. In two main groups, have learners debate the motion. Offer opportunities for group members to make their inputs and contributions.

6. Upon the completion of the debate, teacher leads the entire class discussion on the suppression of media freedom or censorship.

7. Learners' discussion of media censorship will instil the values of freedom, fairness, empathy and balance.

Theme or Focal Area: **Importance And Problems Of The Media**

Importance of the Media

1. Information dissemination and education

2. Entertainment

3. Watchdog function (e.g., monitoring government and other institutions)

4. Creation of job opportunities

Problems of the Media

1. Misinformation

2. Quality of media personnel/skilled human resource

3. Weak financial position/dwindling revenue sources

4. Poor working conditions (work-related resources)

5. Media ownership and regulations

Learning Tasks

1. State reasons for the importance of the media.

2. Outline problems faced by the media.

3. Explain the significance of the media in public life in Ghana.

4. Analyse how problems facing the media might be addressed.

Pedagogical Exemplars

Talk for Learning

1. The teacher leads a whole class discussion and targets questions to draw out what learners already know and believe about the importance of media to their daily lives.

2. In a jigsaw activity, learners discuss the importance and problems of the media and try to explain them in their own words.

3. Learners then make presentations to the whole class for peer review.

4. Teachers should identify and give support to learners who might be struggling to understand the importance and problems of the media in a state.

5. Encourage learners to observe the values of tolerance, courage and loyalty in the discussion of the subject matter.

6. Learners develop further their understanding of diversity, inclusion and respect for different views.

Key Assessment

Level 1: State the types of media, the ethical principles which they should observe, the meaning of media censorship and reasons for importance of media.

Level 2: Explain the significance of the ethical principles, the mechanisms used for media censorship and the problems faced by the media.

Level 3: Analyse the extent to which the various media adhere to ethical principles, the arguments for and against media censorship, the significance of the problems faced by the media and overall importance of the media in Ghanaian public life.

Level 4: Evaluate the strengths and weaknesses of the media in Ghana and how they might be improved.

WEEK 17

Learning Indicator(s): *Explain political party and its structure*

Theme or Focal Area: Meaning and Types of Political Parties

A political party is a group of people, frequently with a common ideology, who seek to capture political power through elections to implement their policies and programmes in a state. Examples: The New Patriotic Party (NPP), the National Democratic Congress (NDC), the Convention People's Party (CPP), the People's National Convention (PNC) etc.

However, parties are not always ideological in nature. Some may be based in whole or part around ethnic or other interest groups or be vehicles for patronage.

A distinction may be made between mass parties and elite parties.

Mass Party refers to a political party whose membership is drawn from all sections of society, although in many cases, a party will have particular appeal to certain sections of the population, e.g., right-wing pro-business parties and social democratic or socialist parties targeting working class or the marginalised in society.

An Elite Party refers to a political party whose membership is restricted to a selected few, particularly the elites and the wealthy.

Learning Tasks

1. Define 'political party' and name the main political parties in Ghana.

2. Describe the aims/ideology of the main political parties in Ghana.

3. Compare and contrast the programmes of the main political parties in Ghana.

Pedagogical Exemplars

Collaborative Learning

1. The teacher presents learners with material (print or electronic) on Ghana's political parties. The teacher introduces the material and explains that the purpose of the lesson is to learn about the political parties and their similarities and differences, not to favour any particular party or comment on individual politicians.

2. Following this introduction by the teacher, learners in small groups discuss the material and prepare presentations, including graphics, on what type of party each of the main political parties is, their policies and programmes and similarities and differences.

3. Each group presents in turn, focusing on one political party (to avoid undue repetition).

4. The teacher leads a class discussion to reach a consensus on the main features of each party programme and the similarities and differences among them.

5. The lesson should be used to highlight the values of tolerance, fairness, respect and freedom.

Theme or Focal Area: Structure of Political Parties

The organisational structure of political parties in Ghana is hierarchical, with the national secretariat at the apex and the ward at the lowest. It determines the administrative machinery of political parties as contained in their respective constitutions. The structure outlines how leadership and other positions are occupied in each party. The common structure among political parties in Ghana is:

1. National Secretariat/Executive

2. Regional Secretariat/Office

3. Constituency Secretariat/Office

4. Branch/Ward

5. Polling station

Learning Tasks

1. Describe the typical structure of political parties in Ghana.

2. Explain the similarities and differences among political party structures in Ghana.

3. Analyse how the general population can become involved in political parties.

Pedagogical Exemplars

Talk for Learning

1. Drawing on print and electronic material, the teacher leads the class to discuss the structure of political parties in Ghana and highlight that the structure determines the leadership of each party. Similarities and differences in the structures of the political parties should be noted and discussed.

2. Allow learners independently to sketch the organisational structure of a political party of their choice and compare their works with left or right elbow friend.

3. Have learners paste their works in the classroom for a gallery walk and the teacher moves around the classroom to ensure that learners have designed and pasted their works.

4. The teacher should then lead a discussion on how ordinary people can become involved in the life of political parties and the extent to which the population can influence the evolution of party policies.

5. The teacher should ensure learners hold the values of respect, fairness and cooperation as well as the contribution of women in the overall organisation and operation of political parties.

*[**Refer to assessments at the end of the learning indicator, thus week 19**]*

Week 18

Theme or Focal Area: Comparison of Political Parties and Pressure Groups

Pressure groups are organised groups of people to achieve certain goals, often by influencing government decisions. They aim to influence policies or change public opinion but do not seek to gain public office. They may be promoting a general cause such as the environment or women's rights, (promotional pressure groups) or seeking to promote the specific interests of their members(sectional pressure groups). Examples of the latter are organisations representing businesses, particular industries or specific types of workers.

Promotional pressure groups usually try to build up a large membership base to increase their political influence. Pressure groups can work inside the political system (insider groups) or try to influence the system from outside (outsider groups). Insider groups are frequently consulted by the government and use these connections to bring about change. They are likely to try to influence decisions by gathering and presenting evidence. Outsider groups are more likely to use media campaigns and public demonstrations to influence the government and public opinion.

There are also anomic pressure groups who don't believe their aims can be achieved by conventional means and use violent methods including rioting and assassination.

Techniques Used by Pressure Groups

1. Seminars and conferences
2. Lobbying
3. Protests and demonstrations
4. Petitions and memoranda

Functions of Pressure Groups

1. Promote the interest and welfare of their members
2. Promote the interest of marginalised and privileged groups
3. Provide expert advice on government policy decisions.
4. Watchdog role or monitor the activities of government etc.

Learning Tasks

1. State what a pressure group is and name the different types of pressure groups.
2. Discuss the mechanisms/techniques used by pressure groups to achieve their aims.
3. Contrast the role of pressure groups and political parties.
4. Evaluate the contribution of pressure groups to public life in Ghana.

Pedagogical Exemplars

Talk for Learning

1. The teacher leads an interactive discussion, drawing out what learners already know about pressure groups and what examples they can give. The teacher then shares material (print and/or electronic) on various pressure groups in Ghana and reviews the material with the class to ensure that it is understood.

2. Learners in small groups then use the material to identify the aims of the various pressure groups and whether they are promotional or sectional, insider or outsider, or anomic. They should also discuss the techniques and mechanisms used by pressure groups to achieve their aims.

3. Groups then share their conclusions with the rest of the class, leading to general discussion and an attempt to find a consensus.

4. The teacher then introduces a discussion on the differences between pressure groups and political parties (their aims, structures and methods). Learners in pairs and using graphic organisers, distinguish between pressure groups and political parties and present to the larger class for further discussion.

5. Teacher should pay attention to learners who are shy and unwilling to talk and assign challenging tasks to learners who have a better understanding of the subject matter.

*[**Refer to assessments at the end of the learning indicator, thus week 19**]*

WEEK 19

Learning Indicator(s): *Explain political party and its structure.*

Theme or Focal Area: Project

This week is devoted to a single project in which, individually or in pairs or small groups, research and report on the role and activities of one political party or pressure group in Ghana. The pedagogical aim is to allow learners to conduct a more in-depth type of investigation and enhance their skills of critical thinking, communication and collaboration. The teacher may need to introduce the idea of the project before Week 19 to allow learners time to think and prepare.

Learners (working individually, in pairs or small groups, should choose a Ghanaian political party or pressure group they wish to research. The teacher should aid the learners in finding good source material on the political party or pressure group selected. Confident learners should be encouraged to gain evidence directly from members of the party/pressure group, e.g. by arranging an interview.

Learners should set out their findings either as a report or a class presentation.

Key Assessment

Level 1: Define political party and pressure group, state the main political parties in Ghana and name the different types of pressure groups.

Level 2: Describe the aims/ideology of the main political parties in Ghana and the typical party structure and discuss the mechanisms/techniques used by pressure groups to achieve their aims.

Level 3: Compare and contrast the programmes of the main political parties in Ghana, explain the similarities and differences among political party structures in Ghana, and contrast the roles of political parties and pressure groups.

Level 4: Analyse how the general population can become involved in political parties and evaluate the contribution of pressure groups to public life in Ghana.

Section Review

This section surveyed public opinion, mass media, political parties and their activities within the state. Throughout the section, learners identified types and principles of the media as well as some of the pertinent challenges that media face and the impact of these challenges on their successful activities. The section also emphasised the role of public opinion in the making of public policies. Furthermore, the section examined the differences between political parties and pressure groups and the techniques they use to promote their interests. The interactive teaching strategies helped the teacher realign course content, learning indicators, expected learning outcomes and mode of assessment.

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SECTION 5: ACTORS IN THE INTERNATIONAL SYSTEM

Strand: **Ghana in the Global System**

Sub-Strand: Ghana in the Community of Nations

Learning Outcome: *Examine the meaning of state and non-state actors and their role in the international system.*

Content Standard: Demonstrate knowledge and understanding of Ghana's external relations.

INTRODUCTION AND SECTION SUMMARY

The section aims to assess actors in the international system. It looks at the multiplicity of actors in the global system as divided into two main groups: the state and the non-state actors. The argument in this section is that the international system is more and more shaped by social forces and non-state actors. Thus, it predicts that states alone cannot single-handedly handle the emerging issues, rather need the concerted efforts of individuals, groups and coalitions. For better understanding and comprehension of the lessons, varied interactive techniques have been used. By the end of the section, learners will have an improved grasp of the values of patriotism, loyalty, fairs, and commitment as well as 21stcentury skills of communication skills, leadership and critical thinking skills.

The themes covered by the section are:

> **Weeks 20 -23**: State and non-state actors in the international system

> **Week 24:** Recap of Year 1 learning

SUMMARY OF PEDAGOGICAL EXEMPLARS

To clarify concepts and enhance active participation in the learning process, varied pedagogical strategies have been selected. The essence of these teaching techniques which draw largely on the social constructivism model is to instil core competencies and character qualities in learners. The interactive techniques take into consideration gender dynamics and inclusive language. The strategies used in the section include a talk for learning, collaborative learning and experiential learning which place emphasis on differentiated learning.

ASSESSMENT SUMMARY

The assessment in this section is designed for both formative and summative purposes. The assessment strategies include oral presentations, class exercises, quizzes, homework assignments, project works, and the end-of-term assessment. These assessment tools are aligned with the learning outcomes. The assessment also takes into consideration the scalability and the Depth of Knowledge (DoK) which ranges from level 1 to 4.

WEEK 20

Theme or Focal Area: Meanings and Types of Actors in the International System

The international system is a set of relationships among units, states and non-state actors structured according to certain rules and patterns of interaction which may be implicit or explicit. Several individuals, groups and institutions' actions and activities shape the global system in a profound and dynamic way. These individuals, groups and institutions are collectively known as actors and are generally categorised as either state or non-state actors.

State actors

State actors are individuals and institutions that act on behalf of states/countries. State actors set objectives which seek to address the challenges and protect the well-being of current and future generations. State actors usually derive authority from constitutional sources or other legal sources. Examples are the executive (President, Foreign Minister), the legislature, intelligence/security agencies/the civil bureaucracy.

Non-state actors

Non-state actors are individuals and organisations who act on behalf of themselves, their members or their interest group. They do not speak on behalf of the state but can influence the formulation of foreign policy decisions of governments. Examples include powerful individuals (e.g. Bill Gates), non-profit organisations, multinational corporations and labour unions.

National state actors in the international system are the Government Ministers of all countries, with the President/Prime Minister and Foreign Minister/Secretary being the most important for international relations.

International state actors are normally known as international governmental organisations (IGOs) and are formed by two or more sovereign states with specific objectives. They are also called inter-governmental organisations and may be global, regional or sub-regional.

Examples of global IGOs are the United Nations and the International Monetary Fund. Regional IGOs include the African Union and the European Union. Examples of sub-regional IGOs are the Economic Community of West African States the Southern Africa Development Community.

National non-state actors refer to domestic individuals, groups and institutions that shape a country's decision on the international scene/stage. Examples include think tanks (e.g., the Institute of Economic Affairs (IEA)/ the Centre for Democratic Development-Ghana; Labour Unions (e.g., the Ghana National Association of Teachers, the Ghana Union of Traders Association) and Interest Groups (e.g., Occupy Ghana)

International non-state actors (or Non-Governmental Organisations (NGOs)) are private and formed by individuals or a group of individuals whose operations cut across national borders. It must be acknowledged that they play diverse functions/roles in states or governments. Examples of these actors are Multinational Corporations (Coca-Cola, General Motors, Tullow Oil), Amnesty International, World Vision, the World Muslim Council, Terrorist organisations (Al Qaeda)

Influential personalities in the international system are individuals, usually respectable statesmen who have distinguished themselves in one way or another. They are usually called upon to influence decisions of state actors because of the amount of respect they command internationally or their

wealth. Examples (past and present) include Bill Gates, Warren Buffet, Kofi Annan, Nelson Mandela and Oprah Winfrey.

Role of State Actors

1. Formulation and implementation of foreign policy decisions

2. Protect the interest of their citizens in the international system.

3. Ensure stability of the global system.

Role of Non-state Actors

1. Influence policy decision-making of national governments.

2. Creation of jobs opportunities (e.g. Multinational Corporations-MNCs)

3. Transfers of technology

Learning Tasks

1. State, with examples, the different types of actors in the international system.

2. Explain the respective roles of national and international state and non-state actors.

3. Compare and contrast international non-state with international state actors.

4. Evaluate the significance for Ghana of the activities of actors in the international system.

Pedagogical Exemplars

Talk for Learning

1. The teacher leads a whole class discussion and targets questions to draw out what learners already know of the global scene from their knowledge and experience (e.g., the news media).

2. Based on the learners' responses, the teacher leads the discussion on the identification and meaning of actors in the international system. Learners are asked to mention some influential personalities both in Ghana and other states.

3. The teacher reviews the responses of learners, identifies and categorise the responses into the two domains of state and non-state (noting that 'governmental' is often used instead of 'state'.

4. In pairs, have learners identify and define actors in the international system, try to explain their role in their own words and think of examples beyond those that the teacher has provided.

5. Learners who exhibit a better understanding of the key issues should be encouraged to assist peers. Teacher should identify and give support to learners who might be struggling to understand the types of actors in the international system.

Theme or Focal Area: **Non-State Actors in The International System**

This theme/focal area allows learners to look in more detail at a) national non-state actors and b) influential personalities.

Pedagogical Exemplars

1. The teacher provides materials (print and/or electronic) on national non-state actors and influential personalities (see above for examples).

2. Learners, individually, in pairs or small groups, select one of these actors and prepare a short report/presentation on the ways that the chosen actor intervenes in the international system and the impact the interventions have had.

3. Each group (or as many as possible) present their findings to the whole class.

4. Learners ask questions of each other. In the end, the teacher helps learners to summarise what has been learned.

[*Refer to assessments at the end of the learning indicator, thus week 21*]

WEEK 21

Learning Indicator: *Identify and explain state and non-state actors in the international system.*

Theme or Focal Area: International Governmental Actors (Economic Community of West African States - ECOWAS)

Background/Origin

The Economic Community of West African States (ECOWAS) emerged at a Treaty in Lagos on 28 May, 1975. It was originally inaugurated primarily as an economic cooperation and integration organisation after the challenges of the 1970s due to the oil crisis of 1973. It is an organisation that cut across all colonial boundaries, consisting of Anglophone (Ghana, Nigeria, the Gambia, Liberia and Sierra Leone), Francophone (Benin, Burkina Faso, Côte d'Ivoire, Guinea, Mali, Niger, Sénégal and Togo) and Lusophone (Cabo Verde and Guinea-Bissau) countries of the sub-region. However, in the aftermath of several domestic violent conflicts in the sub-region, ECOWAS has assumed a more political role.

NB: Mauritania, a signatory to the Treaty of Lagos withdrew its membership of ECOWAS in 2002.

Aims/Purpose of ECOWAS

1. Promote economic integration and development among member states

2. Eliminate trade restrictions/barriers

3. To promote free movement of persons, goods and services among member states

4. To harmonise the economic and monetary policies of member states

5. To create a fund for cooperation, compensation and development among member states etc.

Achievements of ECOWAS

1. Promotion of democratic governance

2. Conflict prevention, management and resolution (peacekeeping operations)

3. Promotion of free movement of persons (Protocol on Free Movement

4. Response to humanitarian emergences

5. Trade liberalisation.

Challenges for ECOWAS

1. Political instability (civil war, intrastate ethnic conflicts etc.)

2. Undemocratic regimes and military coup d'état

3. Financial constraints

4. Domestic and international terrorism etc.

5. Lack of institutional capacity building

Learning Tasks

1. State what ECOWAS is and its main aims.

2. Explain the problems that ECOWAS seeks to address and how it aims to address them.

3. Analyse the achievements of ECOWAS and the challenges it still faces.

4. Evaluate the impact of ECOWAS on Ghana.

Pedagogical Exemplars

Collaborative Learning

1. The teacher puts learner in groups. Each group should discuss why counties might benefit from being part of a wider group.

2. Learners then share responses with the whole class for consideration.

3. The teacher links their ideas on the benefits of belonging to a group to the lesson on ECOWAS.

4. The teacher displays the map of West Africa and ask learners to identify the member states and why it was important for West African states to form an organisation.

5. Leaners display their written responses on the whiteboard for further discussion.

6. The teacher provides materials (print and electronic) on ECOWAS and poses the question "Is membership of ECOWAS good?" Learners, having spent some time studying the materials, debate the motion. Learners independently make short contributions to the motion. The teacher then leads a whole-class discussion on the aims, achievements and challenges of ECOWAS.

7. Learners are then asked to explain the benefits and challenges of ECOWAS in their own words and give examples.

8. The teacher should identify and give support to learners who might be struggling to understand ECOWAS and its aims. More confident learners could be asked to evaluate the impact of ECOWAS on Ghana.

9. Learners begin to identify diversity, inclusion, and respect for different views and acquire communication, leadership and critical thinking skills.

Key Assessment

Level 1: State, with examples, the different types of actors in the international system, and state what ECOWAS is and what its main aims are.

Level 2: Explain the respective roles of national and international state and non-state actors and explain the problems that ECOWAS seeks to address and how it aims to address them.

Level 3: Compare and contrast international non-state with international state actors and analyse the achievements of ECOWAS and the challenges it still faces.

Level 4: Evaluate the significance for Ghana of the activities of actors in the international system and the impact of ECOWAS on Ghana.

WEEK 22

Theme or Focal Area: International Governmental Actors -African Union (AU)

Background/Origin

The African Union (AU) has its roots in the Manchester Pan-Africanism Congress of 1946. To promote unity, equity and economic welfare of the African people, the defunct Organisation of African Unity (OAU), was established by the then independent states of Africa on 25 May 1963. In July 2002, the OAU was relaunched in Durban, South Africa and replaced by the African Union (AU). It focuses primarily on achieving political integration. Thus, the AU's integration agenda is driven by efforts towards socio-economic cooperation with emphasis on democratisation, human rights, good governance and the rule of law as contained in the Agenda 2063 (AU 2063).

Aims/Purpose of AU

1. To promote peace, security and stability of the African continent

2. To promote democratic principles and good governance within member states

3. To defend the sovereignty, territorial integrity and independence of African states.

4. Promote human rights in accordance with the African Charter on Human and Peoples Rights and other relevant instruments.

5. To promote and defend Africa's position on important issues in the global system etc.

Agenda 2063: The Africa We Want

Agenda 2063 (AU 2063) is a blueprint or long-term plan adopted by the African Union (AU) to define and structure the continent's sustainable growth and development. The AU aims at restoring peace and stability and promotes rapid development through the full involvement of the private and public sectors. Simply, Agenda 2063 set out 50 years development framework which requires AU member states to integrate it into their national development plans in a three-phase-based approach.

Goals and Aspirations of Agenda 2063

1. A prosperous Africa based on inclusive growth and sustainable development

2. An integrated continent, politically united and based on the ideals of Pan-Africanism

3. An Africa of good governance, democracy, respect for human rights, justice and the rule of law

4. An Africa with a strong cultural identity, common heritage, shared values and ethics

5. An Africa whose development is people-driven, relying on the potential of African people, especially its women and youth and caring for children etc.

Achievements of AU

1. Promotion of democracy and good governance (e.g. credible multiparty elections)

2. Conflicts prevention, resolution and peacekeeping operations

3. Trade and investment

4. Economic performance (e.g. The Africa Continental Free Trade Area) etc.

Challenges for AU

1. Political instability (problems of intra and inter-state conflicts)

2. Involvement of the military in political affairs Financial constraints (problem of financial deficit)

3. Poverty and diseases

4. Human trafficking and arms trade etc.

Learning Tasks

1. State the aims and purpose of the African Union

2. Discuss the goals and aspirations of Agenda 2063

3. Outline the challenges facing the African Union

Pedagogical Exemplars

Talk for Learning

1. The teacher leads an interactive discussion, drawing out what learners know about the African Union, then makes a presentation on the origins and goals of the African Union.

2. Learners are then provided with print and/or electronic materials on the work of the African Union and its achievements. In small groups, they attempt to summarise the AU's achievements and current challenges.

3. Groups then present their findings and the teacher leads a whole-class discussion before summarising what are agreed to be the AU's main achievements and challenges.

OR

Experiential learning (Role Play)

1. Learners are asked to choose an African country they would like to represent in a mock head of state and government summit.

2. Teacher assigns roles to learners.

3. In mixed groups, learners role-play as the leaders of selected countries to work together in addressing the issue of poverty and under development.

4. Learners who are experiencing difficulties should receive some guidance and support from the teacher. Learners who are confident should act out their roles independently.

5. On completion of the role play, the teacher leads the whole-class discussion on what they learnt from the exercise about AU's role in addressing poverty and other issues.

6. Learners acquire the core values of tolerance, respect for one another's views, commitment, as well as leadership, innovation and critical thinking skills.

*[**Refer to assessments at the end of the learning indicator, thus week 23**]*

WEEK 23

Theme or Focal Area: International Governmental Actors (The United Nations Organisation (UN or UNO)

Background/Origin

To reduce the risk of conflicts and stamp out mass violence after World War II, Britain, the United States, China and the Soviet Union met in Moscow in 1943 and pledged their support to co-operate through the formation of an organisation dedicated and committed to the promotion of global peace. The discussion to restore peace continued to Dumbarton Oaks, Washington, DC, in 1944 and at Yalta in February 1945. In Dumbarton Oaks, the decision-making structure of the United Nations (UN) was designed. Finally, on 26th June 1945 in San Francisco, fifty-one (51) states signed the United Nations Charter to maintain a new international order, peace and security.

The structure/main organs of the United Nations are the General Assembly, the Security Council, the Economic and Social Council (ECOSOC), the Trusteeship Council, the International Court of Justice and the Secretariat. The Trusteeship Council became defunct after the decolonisation process. The organisation depends largely on the 'goodwill' of the United States, France, the United Kingdom, Russia and China. They make up the five Permanent Members of the Security Council and possess the right of Veto. The Security Council has wide powers for the protection and maintenance of global peace and security. The verdict of the five Permanent Members is binding on all its member states. The General Assembly permit every state, no matter how small, an equal vote on its resolutions. Thus, the General Assembly is the forum where all member states are represented.

Aims and Purpose of the United Nations

1. Preservation of the international peace and collective security

2. Promotion of human rights and respect for international law

3. Promote social and economic progress etc.

Achievements of the United Nations

1. Peace building and peacekeeping operations

2. Provision of humanitarian assistance/intervention

3. Support the decolonisation process (e.g. states in Africa and Asia)

4. Promotion of democratic governance

5. Design strategic development plans (e.g. MDGs and SDGs)

Challenges of the United Nations

1. Inadequate resources

2. Bureaucratic administrative system

3. Persistence of wars/political instability

4. Nuclear proliferation

Learning Tasks

1. Analyse the purpose of the United Nations

2. Identify the component in the organisational structure of the United Nations

3. Discuss the achievement of the United Nations

Pedagogical Exemplars

Talk for Learning

1. The teacher leads an interactive discussion, drawing out what learners know about the United Nations, then makes a presentation on its origins and goals.

2. Learners are then provided with print and/or electronic materials on the work of the UN and its achievements.

3. In small groups, they attempt to summarise the UN's achievements and current challenges.

4. Groups then present their findings, and the teacher leads a whole-class discussion, before summarising what are agreed to be the UN's main achievements and challenges.

OR

Experiential learning (Role Play)

1. Learners are asked to role play Ghana's representatives at the UN. In small groups, they choose a topic they wish to present on Ghana's behalf to the UN, e.g., climate change, poverty, development goals, or peace.

2. Learners then prepare presentations on their chosen topic. When one group is making its presentation, the rest of the class act as the UN General Assembly. The teacher may assign specific roles to learners such as the UN Secretary-General or President of Session.

3. Learners who are experiencing difficulties receive should receive some guidance and support from peers and the teacher. Learners who are confident act out their roles independently.

4. Learners acquire the core values of tolerance, respect for one another's views, commitment, as well as leadership, innovation and critical thinking skills.

Key Assessment

Level 1: State the aims and purpose of the African Union, the goals and aspirations of Agenda 2063 and the aims and purpose of the United Nations.

Level 2: Outline the achievements of and challenges facing the African Union and United Nations

Level 3: Suggest ways for the African Union and United Nations to address the challenges confronting them.

Level 4: Evaluate the impact of the African Union and United Nations on Ghana.

WEEK 24

Learning Indicator(s): *Revision and recap*

Pedagogical Exemplars

1. The purpose of the lessons in Week 24 is to revise and recap all learning indicators in Year One.

2. The teacher gives the learners a quiz (multiple choice and short answer) on each section of the syllabus. To allow for quick feedback and reflection, learners swap their answers with other learners who then mark them in line with the answers announced by the teacher.

3   After each quiz has been marked, the teacher and learners identify topics with which learners experienced some difficulty and the teacher leads further discussion to clarify gaps in understanding.

Portfolio Building

1. **Statement of Teaching Philosophy**

    Reflective log: This log is intended to help you (the teacher) reflect on your learning and chart your progress. This log should progress for the semester, thus on goals achieved, lessons learnt (what might I do differently) and the possible pedagogical changes. This self-evaluation can take place weekly, monthly or end-of-semester.

My personal learning goals	*My activities for the semester to achieve this goal*
1.	
2.	
3.	

2. **Pedagogical goals** (e.g., 2-4 specific goals)

    This should align with content standards, learning outcomes, learning indicators and assessment strategies. Take into consideration the depth of knowledge levels and differentiation.

3. **Resources and Artefacts (**books, projects, reflections, pedagogical strategies, stories/journal entries, pictures, images, audio and videos)

4. **Reflection on Teaching**
    i.   *Identify*-what went wrong or well.
    ii. *Analyse* -which aspects need interventions.
    iii. *Evaluate* – judgement and decision-making.
    iv. *Apply* (application of the adjusted pedagogical strategies)

NB: The teacher guides learners to build their portfolios.

Section Review

This section looks at actors in the contemporary international system. It specifically covered state and non-state actors. It discussed that national and global individuals, communities, governments and organisations join efforts to address current issues. The section particularly examined the rationale for the establishment of inter-governmental organisations such as ECOWAS, the Africa Union and the United Nations and their achievements since their inception, as well as their challenges.

Additional Readings

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