

Four-Year B.Ed. Course Manual

Analysis of Policy Document and Syllabi









GOVERNMENT OF GHANA









FOREWORD

These Initial Teacher Education course manuals were developed by a team consisting of members from Colleges of Education and four universities namely the University of Ghana, Kwame Nkrumah University of Science and Technology, University of Education, Winneba, and University for Development Studies. This team was originally constituted by the National Council for Tertiary Education (now the Ghana Tertiary Education Commission) in 2019 to support the delivery of the new B.Ed. curriculum with assistance from T-TEL and UK Aid. The revision, finalization and printing of these manuals took place in 2021 with support from T-TEL and Mastercard Foundation.

The course manuals have been produced for use as general guides for the delivery of the new four-year B.Ed. curriculum in Colleges of Education in collaboration with their affiliated universities. They are designed to support student teachers, tutors, and lecturers in delivering a complete B.Ed. course for training student teachers which meets the requirements of the National Teachers' Standards, enabling them to teach effectively in basic schools.

The first section of the manuals is focused on the course information and vision for the B.Ed. curriculum. The second section presents the course details, goal for the subject or learning area, course description, key contextual factors as well as core and transferable skills and cross-cutting issues, including equity and inclusion. The third section is a list of course learning outcomes and their related learning indicators. The fourth section presents the course content which is broken down into units for each week, the topic and sub-strands and their related teaching and learning activities to achieve the learning outcomes and the teaching and learning strategies. This is followed by course assessment components in section five. Each manual contains a list of required reading and references as well as teaching and learning resources. The final section presents course related professional development for tutors and lecturers to be able to use each section of the manual.

Field instructions to guide Supported Teaching in School are integrated into the course manuals to provide the student teacher with guidance in developing teaching throughout the entire period of study to be able to meet the requirements of the National Teachers' Standards (NTS) and the National Teacher Education Curriculum Framework (NTECF). To ensure maximum benefit the course manuals should be used in addition to other resources such as the NTS, NTCEF, National Teacher Education & Assessment Policy and the National Teacher Education Gender Equality and Social Inclusion (GESI) Strategy and Action Plan.. This will help to ensure that student teachers' learning is integrated within the wider teacher education policy framework.

Professor Mohammed Salifu Director General, Ghana Tertiary Education Commission

ACKNOWLEDGEMENTS

The course manuals were developed through the collaborative efforts of a team of individuals from Colleges of Education, University of Ghana, Kwame Nkrumah University of Science and Technology, University of Education, Winneba, and University for Development Studies. They were produced in association with the Ghana Tertiary Education Commission of the Ministry of Education, Ghana.

A participatory team approach was used to produce this set of resources for tutors/lecturers, mentors, and student teachers. We are grateful to the specialists who contributed their knowledge and expertise.

Special thanks to Professor Jophus Anamuah-Mensah - T-TEL Key Advisor, Dr. Eric Daniel Ananga - T-TEL Key Advisor for Curriculum reform and Beatrice Noble-Rogers who provided key editorial, review and content input and facilitated the process of drafting and finalising the course manual.

Patricia Appiah-Boateng and Gameli Samuel Hahomene, served as typesetting and formatting coordinators and designed and produced the illustrations, tables, and other graphics which appear in the pages. They spent time and effort designing and redesigning the graphic layout and producing the camera-ready copy resulting in a set of materials that are easy to use, read, and reference.

Thanks also goes to all T-Tel staff members who worked to support production of these course manuals, particularly Beryl Opong-Agyei and Gideon Okai. Their frankness and co-operative attitude complimented the team approach used to produce this manual.

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In addition to all the staff who participated visibly in the development of these materials we would like to acknowledge all those people from the many colleges of education and universities in which we have worked who have, directly or indirectly, shared their views on the curriculum with us.

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INTRODUCTION TO COURSE MANUALS

Welcome to this B.Ed. Course manual.

Following the accreditation of the B.Ed. by the national accreditation Board with its recognition as a world class teacher education curriculum, the decision was taken to support effective implementation through the development of course manuals. the course manuals provide tutors and lecturers with the materials necessary to support teaching each of the B.Ed. courses. The manuals adhere directly to, and emphasise, the principles and standards set out in the NTS, NTECF and in the B.Ed. and will help ensure operationalising the Government's teacher education reform Policy.

The manuals serve the following purposes:

- they are the key educational agreements between the training institution and the student teachers. In this way student teachers know what the expectations are for them and for the training they will receive.
- they lay out the course outcomes, content, strategies, and assessment, thereby providing direction to and consistency in training and B.Ed. implementation among tutors across the country.
- they are explicit documents that provide other institutions with information on which to base transfer/ articulation decisions.

Specifically, they also:

- support coherent lesson planning and teaching which will enable student teachers to achieve the NTS and become good teachers who ensure all pupils' learning whilst offering tutors the flexibility for adaptation for local needs and contexts.
- Provide a lesson by lesson overview of the course, building on and developing the material in the course specifications.
- Inform tutors, student teachers and others working with student teachers about:
 - 1. What is to be taught and why.
 - 2. how it can be taught.
 - 3. how it should be assessed.
- Provide opportunities for student teachers to develop and apply knowledge during supported teaching in school, creating a strong bond between learning in school and in the training institution.
- Reflect the stage of student teacher development, set out in the model for progress across the four years
 of the B.Ed.
- Can be used as self-study tools by student teachers.
- Ensure that all information necessary to inform teacher training is in one place (serves as reference document).
- The manuals are the basis of the codes and university professional development sessions to ensure Principals, tutors, lecturers and heads of department are fully familiar with the details of: courses, outcomes, content, approaches, assessments and lessons.

Who are course manuals for:

- College of Education Tutors
- Teacher Education University Lecturers
- Student Teachers
- Mentors and Lead Mentors
- All Those with An Interested In Teacher Education.

USING THIS MANUAL

Writers of the manuals engaged widely with colleagues in each subject area at each stage of development. Besides, writers envisaged themselves in varied contexts as they wrote, to suggest methodologies and strategies for teaching the strands which would ensure student teachers are enabled to achieve the learning outcomes. In view of our commitment to creativity, problem solving, collaboration and to lifelong learning, we expect that individual tutors will "own" their manuals and become user-developers. lessons in the manuals will be strands for weekly Pd meetings where tutors/lecturers will situate the lessons in the contexts of their colleges and their student teachers, to maximize the benefits.

It is also expected that tutors will model the best pedagogic practices for student teachers. Key among such practices is the communication of the importance of having a personal teaching philosophy. We expect that tutors and lecturers will explicitly communicate their personal teaching philosophies to their student teachers during the first meeting of every course. in preparation for this, we suggest you set out your personal teaching philosophy and how it will be demonstrated in your teaching using, or adapting, the sample sentence introductions below.

My teaching philosophy is	
In view of this philosophy, I will facilitate this course by/through	

Course Manual Writing Format

A. Course Information

Title Page

The vision for the New Four-Year B.Ed. Curriculum

To transform initial teacher education and train highly qualified, motivated new teachers who are effective, engaging and fully prepared to teach the basic school curriculum and so improve the learning outcomes and life chances of all learners they teach as set out in the National Teachers' Standards. In doing this to instil in new teachers the Nation's core values of honesty, integrity, creativity and responsible citizenship and to achieve inclusive, equitable, high quality education for all learners

ii. Course Details

ii. Codisc Details							
Course name	Analysis of Policy Documents and Syllabi						
Pre-requisite							
Course Level	200	Course Code		Credit Value	3		

Table of contents

1. Goal for this Lesson

e goal of this lesson is to help student teachers to familiarize with existing policies and reforms pertaining to PEMD. Student teachers will analyse, audit and evaluate existing policies and syllabi to develop understanding which will inform future planning and practice. Student teachers will chart scope and sequence to identify problems (barriers) and find solutions for such barriers/problems.

2. Course Description

The course focuses on exploration and analysis of existing policy and legislative documents pertaining to pre-tertiary education in Ghana. In addition, the course focuses on analysis of the existing and the New NaCCA syllabi for teaching physical education and music and dance. The course is designed to link up with pedagogical principles and theories of learning in physical education (including Guggisberg, Siedentop, WHO, UN Charter-PE, etc.) and music education (including understanding the works of Kodaly, Dalcroze, Carl Orff, Suzuki, Gordon, Nzewi, Ghana Cultural Policy, etc.). Furthermore, this course will look at TLMs, facilities and other resources that promote effective teaching and learning in the disciplines.

3. Key contextual factors

The Analysis of Policy Documents and Syllabi course will be taught in a one-three-hour session in each week. Every 3-hour session in a week would be team-taught to promote the inter-disciplinary connections between and amongst various courses. It is recommended that extended evening practices should be required at least 3-days in a week from 3:30pm to 5:30pm each day to practice skills and concepts introduced in-class. This arrangement will increase opportunity to respond, and allow student teachers to master the content and address persistent contextual issues and misconceptions. such as:

- 1. Physical education sport, music and dance content are not as important as numeracy and literacy content. The content and the pedagogical experiences will reveal that physical education, sport, dance and music are unique and worthy in their own right and cannot be compared to numeracy and literacy content. It will further reveal that, numeracy and literacy content can be reinforced in physical education, music and dance settings
- Physical education, sport, music and dance content lack equity, flexibility, size and space for approach and use.
 Policy and syllabi will address issues of size and space for use regardless of the learner's body size, posture, or mobility, left- or right-handed. In fact, making provisions for all manner of learners

The course is organised in an integrative instructional manner that prepares student teachers to achieve all the five CLOs. The general

strategies for delivery will include:

- Explaining principles and concepts of PEMD syllabi through examples.
- Using inductive-deductive approaches to teaching the PEMD NaCCA syllabi.
- Enabling students to solve application problems in the PEMD NaCCA syllabi.
- Focusing on the teacher as a mediator and looking at students' characteristics as potential barrier to learning.
- Ensuring that all activities are respectful of every child's right to education as well as ensure that all children can learn and benefit from education.

4. Core and transferable skills and cross cutting issues, including equity and inclusion

Student teachers will be taken through comprehensive experiences to develop positive professional attitudes and values, crosscutting skills with regards to the teaching of Physical Education & Music and Dance including:

- Background of learners—self-awareness
- Cultural issues
- Gender issues in music, dance
- Equity and Inclusivity—including Gender and SEN/Disability—
- Professional values and attitudes—

- Cross-cutting—problem solving, financial literacy, digital literacy, open-mindedness.
- Core Values—honesty, integrity, cooperation, perseverance and grit, teamwork responsible citizenry, respect for others, etc.

5. Course Learning Outcomes

CLO1 Explore existing pre-tertiary PEMD policies, syllabi and legislative documents with attention to educational reforms, policies and trends pertaining to PEMD.

PD Theme 9 pg13,16,66;

NTS 2c & 2d, NTECF p16.,

NaCCA-PA, B1. 2.1.1.(1, 2 & 3) to B6. 2.1.1.(1, 2 & 3); B1. 2.2.2.(1, 2 & 3) to B6. 2.2.2.(1, 2 & 3); B1. 2.2.4.(1, 2 & 3) to B6. 2.2.4.(1, 2 & 3); B1. 2.3.4.(1, 2 & 3) to B6. 2.3.4.(1, 2 & 3) and B1. 2.3.5.(1, 2 & 3) to B6. 2.3.5.(1, 2 & 3); B1. 2.4.6.1 to B6. 2.4.6.1 and B1. 2.4.7.1 to B6. 2.4.7.1.

NaCCA - PE: 1, 2,3,4 &5 B1-B6

(NTS 2c & 2d, NTECF p16., & Early-years, Primary and JHS Music and Dance Syllabuses [EPJMDS])

CLO2 Demonstrate knowledge of PEMD equipment and facilities; TLMs; basic integration of ICT into teaching at KG-JHS and build a teaching portfolio.

NTS 2c & 2d, **NTECF** p16.

PD Theme 5 pg. 35-44

PD Theme 7 pg. 27-34; 41-47

NaCCA-PA, B1. 2.1.1.(1, 2 & 3) to B6. 2.1.1.(1, 2 & 3); B1. 2.2.2.(1, 2 & 3) to B6. 2.2.2.(1, 2 & 3); B1. 2.2.4.(1, 2 & 3) to B6. 2.2.4.(1, 2 & 3); B1. 2.3.4.(1, 2 & 3) to B6. 2.3.4.(1, 2 & 3) and B1. 2.3.5.(1, 2 & 3) to B6. 2.3.5.(1, 2 & 3); B1. 2.4.6.1 to B6. 2.4.6.1 and B1. 2.4.7.1 to B6. 2.4.7.1. NaCCA – PE: 2,3,4,5 B1- B6

CLO3 Demonstrate understanding of impact analysis, problem identification and solutions.

PD Theme 8 pg. 29-34; 37-43

NaCCA-PA, B1. 2.1.1.(1, 2 & 3) to B6. 2.1.1.(1, 2 & 3); B1. 2.2.2.(1, 2 & 3) to B6. 2.2.2.(1, 2 & 3); B1. 2.2.4.(1, 2 & 3) to B6. 2.2.4.(1, 2 & 3); B1. 2.3.4.(1, 2 & 3) to B6. 2.3.4.(1, 2 & 3) and B1. 2.3.5.(1, 2 & 3) to B6. 2.3.5.(1, 2 & 3); B1. 2.4.6.1 to B6. 2.4.6.1 and B1. 2.4.7.1 to B6. 2.4.7.1. NaCCA – PE: 2,3,4,5 B1- B6

CLO4 Demonstrate in-depth knowledge and understanding of core crosscutting issues as related to PEMD.

NTS, NTE. NTECF AND EPJMDS. (NTS 2e & 2f, NTECF p16).

PD Theme 6 pg. 41-44

NaCCA-PA, B1. 2.1.1.(1, 2 & 3) to B6. 2.1.1.(1, 2 & 3); B1. 2.2.2.(1, 2 & 3) to B6. 2.2.2.(1, 2 & 3); B1. 2.2.4.(1, 2 & 3) to B6. 2.2.4.(1, 2 & 3); B1. 2.3.4.(1, 2 & 3) to B6. 2.3.5.(1, 2 & 3) to B6. 2.3.5.(1, 2 & 3) to B6. 2.3.5.(1, 2 & 3); B1. 2.4.6.1 to B6. 2.4.6.1 and B1. 2.4.7.1 to B6. 2.4.7.1. NaCCA – PE: 2,3,4,5 B1-B6

CLO5 Building a teaching portfolio of PEMD policies, syllabi and legislative documents.

NTS 2e, 2f, NTECF pp. 20 & 23.

PD Theme 7 pg. 27-34; 41-47

NaCCA-PA, B1. 2.1.1.(1, 2 & 3) to B6. 2.1.1.(1, 2 & 3); B1. 2.2.2.(1, 2 & 3) to B6. 2.2.2.(1, 2 & 3); B1. 2.2.4.(1, 2 & 3) to B6. 2.2.4.(1, 2 & 3); B1. 2.3.4.(1, 2 & 3) to B6. 2.3.4.(1, 2 & 3) and B1. 2.3.5.(1, 2 & 3) to B6. 2.3.5.(1, 2 & 3); B1. 2.4.6.1 to B6. 2.4.6.1 and B1. 2.4.7.1 to B6. 2.4.7.1. NaCCA – PE: 2,3,4,5 B1- B6

- 6. Learning Indicators
- LI.1 Develop a catalogue of annotated descriptions of various educational reforms, existing policies and syllabi documents
- LI.2 Develop a scope and sequence chart for at least one specialism level syllabus
- LI.3 Audit and monitor syllabi for at least one specialism.
- LI.1 Select the most appropriate method(s), TLMs (e.g., watching documentaries with ICT resources, group presentations, demonstration on instruments, singing-along ICT resources, one-on-one instruction, explaining with simplified physical activities / non-traditional notation and symbols / sport adaptations and justify the selection and interpret the results.
- LI.1Develop a Group impact analysis report identifying two problems and solutions.
- LI.2 Carry out small-scale action research on impact of the new syllabi in basic schools.
- LI.1Develop a core cross-cutting indicator chart the syllabus of one specialism.
- LI.2
- LI.1 Exhibit PEMD policies, syllabi and legislative documents in portfolio.
- LI.2 Develop a core cross-cutting indicator chart for a PEMD lesson during STS for portfolio.
- LI.3 Build a teaching portfolio containing materials for PEMD syllabi such as pictures, video recordings, brochures, etc.

7. Course Content			
Unit	Торіс	Sub-topic if any)	Teaching and lear outcomes
1	Pre-tertiary PEMD Syllabi & policies	1) existing pre-tertiary policies and legislative documents	Independent Stud Research and cata legislative docume
		syllabi and legislative documents pertaining to PEMD	Small group discust documents and sy and present to class
2	KG NaCCA Curriculum for PE-Creative Arts	GES 2008 Syllabus NaCCA 2019	Group Work : Stud tasked to identify:
		Scope and Sequence, etc.	Group Presentatic strengths and wea
3	KG and Primary NaCCA Curriculum for PE- Creative Arts I	Scheme of Work	Class Discussion: I
	Greative Arts I	Model Lesson Notes TLMs	Group Work: Iden policies in PRMD—TV/Radio program
			Independent Stud impact for portfoli
4	KG and Primary NaCCA Curriculum for PE- Creative Arts II	Peer Teaching in the three Specialisms Early Years Primary JHS	Small Group Discu PEMD. Group Presentatic weaknesses in spe
5	PEMD Curricula Inter-connection	How the sub-strands of the two curricula connect with each other	Class Discussion: \ And the Benefits o Theme 5, pg16-18
			On-Campus Field Observation of the observe TLMs and (PD Theme 5, pg28
			e-Learning: Identif teaching and learn
			Project : Productio improvisation of P
6	PEMD Peer Teaching	Developing Integrated Lessons for Early Years Developing Integrated Lessons for	Class Discussion: / PEMD.
		Primary Developing Integrated Lessons for	Group Work: Iden monitoring schem
		JHS	Independent Stud auditing and moni
7	Building a teaching portfolio Case Study of PEMD in the three specialism	NaCCA Syllabi – Data Collection	Class Discussion: I portfolio. (PD Ther
			Small Group Discu teaching portfolio.
8	PE Movement Practice Music Practice and Rehearsals	PE Movement Practice Music Practice and Rehearsals	3:30 – 5:30 sessior This is an off the cl day for three days

8. Teaching and Learning Strategies

The specific strategies for delivery will include analysis of documentaries orally and by written report; group presentations orally and by instrument development project; portfolio building; macro-teaching; singing-along ICT tools assembly patriotic songs and demonstration with music.

9. Course Assessment Components (of, for, and as learning)

Component 1 [PROJECT ASSESSMENT]:30%

Documentary Analysis or ally and written report by responding and connecting to physical activities and musical concepts; group present scope and sequence chart project and action research project.

CLOs 1, 2 & 3 (NTS 1a, 1d, 1d, 2c, d, e & f; NTECF 16,20,21,23,32,38,38 & 41)

- NTS 1a Critically and collectively reflects to improve teaching and learning.
- NTS 1d Is guided by legal and ethical teacher codes of conduct in his or her development as a professional teacher.
- NTS 2c Has secure content knowledge, pedagogical knowledge and pedagogical content knowledge for the school and grade the NTS 2d At pre-primary and primary the teacher knows the curriculum for the years appropriate to multi-grade classes; has goo
- NTS 2d At pre-primary and primary the teacher knows the curriculum for the years appropriate to multi-grade classes; has goo beginning reading and numeracy and speaking, listening, reading and writing, and to use at least one Ghanaian languag
- NTS 2e Understands how children develop and learn in diverse contexts and applies this in his or her teaching.
- NTS 2f Takes accounts of and respects learners' cultural, linguistic, socio-economic and educational backgrounds in planning at

Component 2 [CONTINUOS ASSESSMENT]:Portfolio Building and Practical Exams - 30%

Portfolio Building, Singing-along ICT tools assembly patriotic songs; Demonstration of fundamental movement patterns with music. CLOs CLO5(NTS 2e & f; NTECF 16)

NaCCA-PA, B1. 2.1.1.(1, 2 & 3) to B6. 2.1.1.(1, 2 & 3); B1. 2.2.2.(1, 2 & 3) to B6. 2.2.2.(1, 2 & 3); B1. 2.2.4.(1, 2 & 3) to B6. 2.2.4.(1, 2 & 3) & 3) and B1. 2.3.5.(1, 2 & 3) to B6. 2.3.5.(1, 2 & 3); B1. 2.4.6.1 to B6. 2.4.6.1 and B1. 2.4.7.1 to B6. 2.4.7.1.

NaCCA - PE: 2,3,4,5 B1- B6

Component 3 [END OF SEMESTER EXAMINATION]: Written Examination 40%

CLOs 1, 2, 3, 4&5(NTS 1a, 1d, 1d, 2c, d, e & f; NTECF 16,20,21,23,32,38,38 & 41)

- NTS 3a Plans and delivers varied and challenging lessons, showing a clear grasp of the intended outcomes of their teaching.
- NTS 3b Carries out small-scale action research to improve practice.
- NTS 3c Creates a safe, encouraging learning environment.
- NTS 3d Manages behaviour and learning with small and large classes.
- NTS 3e Employs a variety of instructional strategies that encourages student participation and critical thinking.
- NTS 3f Pays attention to all learners, especially girls and students with Special Educational Needs, ensuring their progress.
- NTS 3g Employs instructional strategies appropriate for mixed ability, multilingual and multi-age classes.
- NTS 3h Sets meaningful tasks that encourages learner collaboration and leads to purposeful learning.
- NTS 3i Explains concepts clearly using examples familiar to students.
- NTS 3j Produces and uses a variety of teaching and learning resources including ICT, to enhance learning.
- NTS 3k Integrates a variety of assessment modes into teaching to support learning.
- NTS 3I Listens to learners and gives constructive feedback.
- NTS 3m Identifies and remediates learners' difficulties or misconceptions, referring learners whose needs lie outside the compe
- NTS 3n Keeps meaningful records of every learner and communicates progress clearly to parents and learners.
- NTS 30 Demonstrates awareness of national and school learning outcomes of learners.
- NTS 3p Uses objective criterion referencing to assess learners.

10. Required Reading and Reference List

Physical Education

Ghana Education Service (2018). *Pre-tertiary curricular for Physical Education for basic schools: KG-JHS.* MOE, Accra: National Council for Curriculum and Assessment (NaCCA).

Music Education

Ghana Education Service (2018). Pre-tertiary curricular for Music and Dance basic schools: KG-JHS. MOE, Accra: National Council for Curriculum and Assessment (NaCCA).

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Siedentop, D. (2007). Introduction to physical education, fitness, and sport (6th ed.). Boston: McGraw-Hill.

Online Resources

https://youtu.be/ MDrb24vfvM. - 'Sounds from Ghana.'

http://anthemworld.com/U.S.A.html.

11. Teaching and Learning resources

A modest recording and playback gadgets in the classroom or music room.

- 1. Compact Disc (Audio & Video) player with a recording facility (possibly with a detached microphone)
- 2. Electronic keyboard with synthesizer
- 3. Computers (Laptops or PCs) for playing back MP3 and MP4 files.
- 4. Video Camera, LCD Projector and Screen, Tripod and Monitoring Unit (for listening and recording, viewing and reviewing performances)
- 5. Few African drums (high-pitched, medium pitched, low pitched, master drum, and donno)
- 6. Improvised Classroom Equipment:
 - a. Toy keyboards, tablets, atɛntɛbɛn, percussive body sounds, and other locally learners-made melodic and percussive instruments.
 - b. Already-made nursery school play stickers (alphabets, numbers [Arabic & Roman], animals in their environment, jungle animals, cartoon characters, movie protagonists, etc.; local Akan Adinkra, Ga traditional canon and Ewe Agama symbol stickers, other everyday-life stickers, etc.
- 7. Cones, markers, whistles, stop watches, stadiometer, bathroom scale, skinfold calipers, tape measure, sit and reach box, heart rate monitors, medicine ball, free weights, dumb bells, rubber bands, goal ball, etc.
- 8. Balls for soccer, basketball, volleyball, handball, table tennis equipment, badminton equipment, etc.

12. Course related professional development for tutors/ lecturers

- a) Documentary Analysis and auditing and monitoring
- b) Analysis of Movement Patterns
- c) How to make PowerPoint Presentations
- d) Case Study in PEMD Project on Syllabi in Schools
- e) Manipulating of i-Box, T-TEL resources and YouTube
- f) Portfolio Building in PE-Music and Dance

- g) Manipulating Sing-along ICT Toolsh) Developing a scope and sequence chart.i) Building a teaching portfolio.

Year of B.Ed.	2 Semester	2	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	Existing p	re-tertiary edu	cational poli	cies and	Lesson D	uration	3	hours	
		documents- P							
Lesson description					of existing	education	onal policies and	d legislative	
							ation of such p		
		documents in		•	1100010113	ioi appiic	action of such p	oncies and	
Previous student teacher					tersection	n of Phy	sical Education	and Music	
knowledge, prior learning	&Dance.	cachers have	Kilowicuge	iii tiic iiit	ici scciloi	i Oi i iiy	sicai Laucatioi	i ana iviasio	
(assumed)	QDance.								
• • • • • • • • • • • • • • • • • • • •	Lask of h							£	
Possible barriers to learning in		Lack of knowledge about policy development, lack of understanding of the functions of Ministry of Education (policy development) and the Ghana Education Service (policy							
the lesson						Gilalia	Education Se	rvice (policy	
		tation) and ot						I	
Lesson Delivery – chosen to	Face-to-	Practical	Work-	Seminars	-	endent	e-learning	Practicum	
support students in achieving	face☑	Activity 🗹	Based		Study	M	opportunities		
the outcomes			Learning				Ø		
Lesson Delivery – main mode	Additiona	l lesson delive	ry modes are	listed belo	w:				
of delivery chosen to support	• (lass Discussio	n regardinge	xisting pre-	tertiary p	olicy doc	uments and syl	labi	
student teachers in achieving	• S	mall Groupwo	ork to review	existing ed	ucation p	olicies ar	nd sharing with	colleagues	
the learning outcomes.	• [ocumentary \	/ideo Analys	is of teaching	ng in Gha	naian bas	sic schools	_	
		roup Work or	-		J				
		ndependent S	•	nn research					
Purpose for the lesson,		•	•		aciza avi	cting adu	cational policie	s and	
							cies to those in		
	_				-	•			
students to achieve,			y, the purpo	se is to esta	blish the	iiiikages	to the PEMD po	nicies and	
serves as basis for the	legislative	documents.							
learning outcomes. An									
expanded version of the									
description.									
• Write in full aspects of the									
NTS addressed									
 Learning Outcome for the 						Identify	which cross-cu	tting issues -	
lesson, picked and						core and	d transferable s	kills,	
developed from the	Learning	Outcomes	Learning I	ndicators		inclusiv	ity, equity and	addressing	
course specification						diversit	y. How will the	se be	
 Learning indicators for 						address	ed or develope	d.	
each learning outcome	CLO1 Exp	lore existing	LI.1 Devel	op a catalo	gue of	• Asse	essment Skills, S	ocial Skills,	
G	pre-tertia	_		description	_		nmunication Ski		
	1 -	syllabi and	various ed	ucational re	eforms,		ection and Hon	•	
		documents		olicies and			cal Thinking an		
		tention to	document		-,		ing, Financial Li		
	education			lop a scop	ne and		tal Literacy, Ope	• •	
		and trends		chart for a		_	dedness	211-	
		to PEMD.		lism level sy			ural and Civic Li		
		1.6.1 and B1.		and monitor	-		vation and Coll		
		B6. 2.4.7.1.	for at least	one specia	lism.	Gen	der issues; SEN		
		PE: 1, 2,3,4 &				(the	rapeutic);		
	5 B1- B6					Ada	ptations for chi	ldren with	
	(NTS 2c	& 2d, NTECF				SEN	-		
	p16., &	Early-years,					ersity and Inclus	ivity MD	
	Primary a	nd JHS Music					rmation literacy		
		ce Syllabuses					cal issues on St	,	
	[EPJMDS]	•					carissues on Str sic and PE	ereorybing it	
		•							
						(Pie	ase apply to all)		
	1		1						

Торіс	Sub-	0. 5	Teaching and learning activities to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study			
Existing pre-tertiary educational policies and legislative documents in	topic	Stage/Time	Tutor Activity	Student Teacher Activity		
physical education		Stage 1 - 30 min	Set Induction: Set Induction: (Breaking the ice, setting rules and routines for the class). Call three students at random to tell 'TOLI' very interesting laugh-of-laugh stories to the class. Tutor then introduces student teachers to the three specialism (Early Years, Primary and JHS); the course manual for the semester; and the general expectations of the Analysis of Policy Documents and Syllabicourse. Tutors give an overview of the lesson, assignments, e-learning resources on the internet. What is to be learned and how it will be learned. Ask students to sit in their specialisms if the setting is appropriate to enable you know their specialised areas to facilitate planning.	Students are engaged in setting the rules and routines for the class. Three students tell their TOLI to class as they laugh. Students listen attentively, interact where necessary as Tutor tells them about the three specialism (Early Years, Primary and JHS); the course manual for the semester; and the general expectations of the Analysis of Policy Documents and Syllabicourse Student teachers listen attentively and take notes. Students sit in their specialisms if setting is appropriate to enable Tutor know them (i.e., their specialised areas and numbers.		
			Class Discussion 1 Tutor tells the PE in schools Developments to date • Sports and Games Festival for Schools Grants and Equipment for Music and Dance	Class Discussion 1		
		Stage 2 - 40 min	Small Groupwork: Tutorsassign student teachers to small groups and task 2 small groups to review one policy and or legislative document on education. -The groups share their review as it pertains to purpose, objectives, vision and mission	Small Group: Student teachers engage a critical review and synthesis of the assigned policy document		
				-Student teachers share review with sister small groups and examine the vision, mission, purpose and objectives		

	l	1 -	T	'		
		Stage 3 - 30	Presentation: As an extension	-Student teachers share their		
		min	to the small groupwork, tutors	work from the small		
			lead student teachers to	groupwork. Student teacher		
			present their work with the	listen to group presentations		
			class.	and engage colleagues with		
				questions, observation and		
		61 1 00	2.0	comments.		
		Stage 4- 90	Reflection – Connection-			
		min	Application and Closure.	Beffertiere Charlent track and		
			Defication Tatana Illand	Reflection: -Student teachers		
			Reflection: Tutors allow	reflect by expressing what		
			student teachers to think	they thought they learned and		
			about what they have learned	then ask questions for clarification		
			and allow them to express			
			their "own" understandingTutors help student teachers	-Student teacher identify		
			to examine the	strengths and weaknesses of the policy documents		
			strengths/weakness, and	reviewed.		
			available opportunities for	-Student teachers identify		
			PEMD.	potential opportunities for		
				PEMD		
			Connection: Tutors help			
			student teachers to match	Connection: Student teachers		
			what they have learned to real	match/connect what they		
			world in PEMD.	have learned to the real world		
				in PEMD		
			Application: Tutors help			
			student teachers to think	Application: Student teachers		
			creatively in ways they can	express what they can do with		
			apply what they have learned	what they have learned to		
			to impact themselves, others	impact self, others and		
			or schools	schoolpositively.		
			Classina Tutana aumanania tha			
			Closure: Tutors summarize the	Church and the application		
			purpose of the lesson, assess the summaries of student	Student teachers listen		
			teachers and reiterate the	attentively and take notes.		
			source(s) in the			
			RequiredReferences for			
			further exploratory exercise to	Independent Study:		
			facilitate understanding.	Student teachers		
			-Tutors state the focus of the	independently		
			next lesson on Existing pre-	search the web to		
			tertiary policies and legislative	familiarize with		
			documents – Music and	additional and		
			Dance and sets expectations for	current references		
			the next lesson.	on the topic		
			-Tutors provide independent e-			
			learning assignments for			
			further reading			
			-Provide reading assignment			
Losson assassments avaluation	1	Pofloction by stude	nt teachers on the development of	DE in Ghana		
Lesson assessments – evaluation	1.		nt teachers on the development of			
of learning: of, for and as learning within the lesson (linking to						
learning outcomes)	3. Describe what should be the basic equipment for basic schools.					
Teaching Learning Resources	1.	Compact Disc (Audi	o & Video) player with a recording	facility (possibly with a		
5 - 2 - 2 - 2 - 2 - 2 - 2 - 2 - 2 - 2 -		detached micropho		., ((
	2.		s or PCs) for playing back MP3 and	MP4 files.		
			Projector and Screen, Tripod and N			
			and reviewing performances)			

	4. Policy Documents					
Required Text (core)	Inclusive Education Policy; http://sapghana.com/data/documents/Inclusive-Education-					
	Policy-official-document.pdf					
	Sexuality Education Policies:					
	https://www.guttmacher.org/sites/default/files/report_pdf/sexuality-					
	education-ghana-report.pdf					
	Ato Essuman & Kwame Akyeampong (2011) Decentralisation policy and practice in Ghana: the					
	promise and reality of community participation in education in rural					
	communities, Journal of Education Policy, 26:4, 513-					
	527, DOI: <u>10.1080/02680939.2011.554999</u>					
Additional Reading List	Physical Education					
	Ghana Education Service (2018). Pre-tertiary curricular for Physical Education for basic schools:					
	KG-JHS. MOE, Accra: National Council for Curriculum and Assessment (NaCCA).					
	Music Education					
	Ghana Education Service (2018). Pre-tertiary curricular for Music and Dance basic schools: KG-					
	JHS. MOE, Accra: National Council for Curriculum and Assessment (NaCCA).					
CPD Needs	a) Documentary Analysis					
	b) Organising Class Discussions (Panel, Symposia, Debate, etc.,)					

Year of B.Ed. 2	Semester 2	Place of lesson in semester		ter	1 2 3 4 5 6 7 8 9 10 11 12			
Title of Lesson	Existing pre-tertiary educational policies and legislative documents-Music and Dance Education							
Lesson description	This course provides a red	eflection and s nes the approp	ynthesis of e oriate connec	_			_	
Previous student teacher knowledge, prior learning	legislative documents in music and dance . Student teachers have knowledge in the intersection of Physical Education and Music & Dance.							
(assumed) Possible barriers to learning in the lesson	Lack of knowledge about of Education (policy dev	elopment) and	•			-	•	
Lesson Delivery – chosen to support students in	other related stakeholde Face-to- face ☑ Practical Activity ☑	Work- Based	Seminars	Independ Study ☑		e-learning opportunities	Practicum	
achieving the outcomes Lesson Delivery – main mode of delivery chosen to	Additional lesson deliver • Class Discussion			rtiary polic	y doc	☑ uments and syllal	bi	
support student teachers in achieving the learning outcomes.		rk to review e Ideo Analysis	xisting educa	ation polici	ies an	d sharing with co		
Purpose for the lesson,	Independent St The purpose of this lessor	cudy on action on is to reflect	and synthes		_		_	
what you want the students to achieve, serves as basis for the learning outcomes. An	documents and to conne Specifically, the purpose documents.							
expanded version of the description. • Write in full aspects of								
Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for	Learning Outcomes	Learning Ind	dicators		issud skill: addi	etify which cross- es - core and trans, inclusivity, equ ressing diversity. te be addressed o	nsferable nity and How will	
each learning outcome	CLO1 Explore existing pre-tertiary PEMD policies, syllabi and legislative documents with attention to educational reforms, policies and trends pertaining to PEMD. to B6. 2.4.6.1 and B1. 2.4.7.1 to B6. 2.4.7.1. NaCCA – PE: 1, 2,3,4 & 5 B1- B6 (NTS 2c & 2d, NTECF p16., & Early-years, Primary and JHS Music and Dance Syllabuses [EPJMDS])	annotated various et existing p documents LI.2 Devel sequence c specialism I LI.3 Audit a at least one	op a catal descriptic ducational olicies and op a sco hart for at level syllabus monitor s specialism.	ons of reforms, syllabi ope and east one		Assessment skills, communication si reflection and hor critical thinking as solving, financial idigital literacy, or mindedness cultural and civic innovation and conference issues; SE (therapeutic); adaptations for closen diversity and MD information literate thical issues on sin music and PE	, social skills, kills, nesty. nd problem literacy, pen- literacy, pllaboration in hildren with inclusivity	

Торіс	Sub- topic	Stage/Time	Teaching and learning activities to depending on delivery mode selected group work or independent study			
Existing pre-tertiary	τορίο		Tutor Activity	Student Teacher Activity		
educational policies and legislative documents in Music and Dance		Stage 1 - 30 min	Set Induction: Set Induction: (Breaking the ice, setting rules and routines for the class). Call three students at random to tell 'TOLI' very interesting laugh-of-laugh stories to the class.	Students are engaged in setting the rules and routines for the class. Three students tell their TOLI to class as they laugh.		
			Tutor then introduces student teachers to the three specialism (Early Years, Primary and JHS); the course manual for the semester; and the general expectations of the <i>Analysis of Policy Documents and Syllabi</i> course.	Students listen attentively, interact where necessary as Tutor tells them about the three specialism (Early Years, Primary and JHS); the course manual for the semester; and the general expectations of the <i>Analysis</i>		
			Tutors give an overview of the lesson, assignments, e-learning resources on the internet. What is to be learned and how it will be learned.	of Policy Documents and Syllabicourse Student teachers listen attentively and take notes.		
			Ask students to sit in their specialisms if the setting is appropriate to enable you know their specialised areas to facilitate planning.	Students sit in their specialisms if setting is appropriate to enable Tutor know them (i.e., their specialised areas and numbers.		
		Stage 2 - 40	Class Discussion 1 Tutor tells students about the development of Music and Dance in schools to date: Trends in Global Music Education History of Music Education from the Gold Coast through 1987 Educational reform Curriculum Enrichment Programme Music and Dance Syllabus Arts and Cultural Festival for Schools Grants and Equipment for Music and Dance Small Group Work: Tutors assign	Class Discussion 1 Small Group: Student		
		min	student teachers to small groups and task small groups to review one policy and or legislative document on education.	teachers engage a critical review and synthesis of the assigned policy document		
			-The groups share their review as it pertains to purpose, objectives, vision and mission	-Student teachers share review with sister small groups and examine the vision, mission, purpose and objectives		
		Stage 3 - 30 min	Presentation: As an extension to the small group work, tutors lead student teachers to present their work with the class	-Student teachers share their work from the small group work. Student teachers listen to group presentations and engage		

		T	T	I
				colleagues with questions, observation and comments.
		Stage 4 - 90	Reflection – Connection- Application	observation and comments.
		min	and Closure.	
			una ciosarc.	Reflection: -Student
			Reflection: Tutors allow student	teachers reflect by
			teachers to think about what they have	expressing what they
			learned and allow them to express	thought they learned and
			their "own" understanding.	then ask questions for
			Tutors help student teachers to	clarification
			examine the strengths/weakness,	Student teachers
			and available opportunities for	identify strengths and
			PEMD.	weaknesses of the
				policy documents
			Connection: Tutors help student	reviewed.
			teachers to match what they have	Student teachers
			learned to real world in PEMD.	identify potential
				opportunities for PEMD
			Application: Tutors help student	Connection: Student
			teachers to think creatively in ways	teachers match/connect
			they can apply what they have learned	what they have learned to
			to impact themselves, others or	the real world in PEMD
			schools	
			Closure: Tutors summarize the	Application: Student
			purpose of the lesson, assess the	teachers express what they
			summaries of student teachers and	can do with what they have
			reiterate the source(s) in the	learned to impact self,
			RequiredReferences for further	others and school
			exploratory exercise to facilitate understanding.	positively.
			Tutors state the focus of the next	Student teachers listen
			lesson on Integrating PEMD at	attentively and take notes.
			the KG Level and sets	
			expectations for the next lesson.	Independent Study:
			Tutors provide independent e-	Student teachers
			learning assignments for further	independently search the web to familiarize with
			reading	additional and current
			 Provide reading assignment for the next lecture 	references on the topic
Lesson assessments –	1. R	eflection by stud	dent teachers on the development of Musi	
evaluation of learning: of,			gnment to list events for the Music and Da	
for and as learning within	3. D	escribe what sh	ould be the basic equipment for basic scho	ools music and dance.
the lesson (linking to				
learning outcomes)	1 0	ompact Disc / A	ıdio & Video) player with a recording facili	ty (possibly with a datached
Teaching Learning Resources		ompact Disc (Au iicrophone)	idio & video, piayer with a recording facili	ry (hossiniy with a detached
			ops or PCs) for playing back MP3 and MP4	files.
			CD Projector and Screen, Tripod and Monit	
			g and reviewing performances)	
		olicy Documents		
Required Text (core)		ducation Policy olicy-official-de	; http://sapghana.com/data/documen	ts/Inclusive-Education-
		Education Polici		
	-		es. ittmacher.org/sites/default/files/repor	t pdf/sexuality-education-
		hana-report.po		The state of the s
			cyeampong (2011) Decentralisation policy	and practice in Ghana: the
			ty of community participation in education	
			rnal of Education Policy, 26:4, 513-	

	527, DOI: <u>10.1080/02680939.2011.554999</u>					
Additional Reading List	Physical Education					
	Ghana Education Service (2018). Pre-tertiary curricular for Physical Education for basic schools:					
	KG-JHS. MOE, Accra: National Council for Curriculum and Assessment (NaCCA).					
	Music Education					
	Ghana Education Service (2018). Pre-tertiary curricular for Music and Dance basic schools: KG-JHS.					
	MOE, Accra: National Council for Curriculum and Assessment (NaCCA).					
CPD Needs	a) Documentary Analysis					
	b) Organising Class Discussions (Panel, Symposia, Debate, etc.,)					

Year of B.Ed.	2	Semester	2	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	Integrating Physical Educati	on and	Lesson D	uration	3 hou	rs			
	Music & Dance at the KG Le				- 1100				
	Wasie & Baries at the Re Le	•••							
Lesson description	This course provides a refle	ction on ho	w Physical I	Education and M	lusic & Dance a	at the KG			
	Level have been integrated	into the Na	ICCA KG syll	abus. They will a	also be introdu	ced to the			
	processes to follow to conduct a Case Study focusing on children's learning and progress in								
	PEMD NaCCA Syllabi								
Previous student teacher	Student teachers have knowledge in the intersection of Physical Education and Music &								
knowledge, prior learning	Dance.								
(assumed)									
Possible barriers to learning in	Lack of knowledge about	policy dev	elopment,	lack of underst	anding of the	functions of			
the lesson	Ministry of Education (po	olicy devel	lopment) a	nd the Ghana	Education S	ervice (policy			
	implementation) and other	related sta	keholders.						
Lesson Delivery – chosen to	Face-to-face Practical	Work-	Seminars	Independent	e-learning	Practicum			
support students in achieving	☑ Activity	Based		Study 🗹	opportunitie	5			
the outcomes		Learning			V				
Lesson Delivery - main mode	Additional lesson delivery m	nodes are li	sted below:						
of delivery chosen to support	Class Discussion re	garding exi	isting pre-te	rtiary policy dod	cuments and sy	·llabi			
student teachers in achieving	Small Group Work	to review	existing edu	cation policies a	nd sharing wit	h colleagues			
the learning outcomes.	Documentary Vide					_			
	Group Work on syl	-	· ·						
	Independent Study		research						
Purpose for the lesson,	The purpose of this lesson			nesize NaCCA KG	syllahus Snec	ifically it will			
what you want the	develop a scope and sequ		•			•			
students to achieve, serves	teaching portfolio and car				-				
as basis for the learning	Also they will explore the	-			-				
outcomes. An expanded	and preparation towards								
version of the description.	conduct a Case Study foci								
Write in full aspects of the	conduct a case study rock	331116 OTT CTT	ilai cii 5 icai	iiiig and progre	33 1111 21412 144	cc/(3yllabi.			
NTS addressed									
Learning Outcome for the					Identify	which cross-			
lesson, picked and					-	sues - core			
developed from the course					and trans				
specification					skills, inc				
Learning indicators for	Learning Outcomes	Learni	ng Indicato	rs		nd addressing			
each learning outcome						. How will			
each learning outcome					_	addressed or			
					develope				
	CLO1 Demonstrate a	II 1 De	velop a cat	alogue of		ssment skills,			
	comprehensive content		•	tions of various		l skills,			
	knowledge in the NaCCA KG		ns of the syl			nunication			
	syllabus trends pertaining to			pe and sequence		reflection			
	PEMD.			ne specialism	I				
	to B6. 2.4.6.1 and B1. 2.4.7.		yllabus	are specialistif		nonesty.			
	to B6. 2.4.7.1.			nitor syllabi for a		al thinking			
	NaCCA – PE: 1, 2,3,4 & 5 B1		ne specialis			oroblem			
	B6	- least 0	ne specialis	111.		ng, financial			
	(NTS 2c & 2d, NTECF p16., 8					cy, digital			
						cy, open-			
	Early-years, Primary and JHS		المعاملة عاما	d atudu fa aua':		edness			
	Music and Dance Syllabuses			d study focusing		ral and civic			
	[EPJMDS])			ning and progres					
	CLO 2 Dawns 1 1			rt in the twelfth	_	ation and			
	CLO 2 Demonstrate a			ase studyfocusir	-	ooration			
	comprehensive	I on chil	dren's learr	ing and progres	s enc	er issues;			

	understanding of directedsupported tasks students during Supported Teaching in Schools (STS) (NTS, 1e), (NTS, 2a), (NTS, 1a), (NTS, 1f), (NTS, 1a, e f), (NTS, 1d, 1f, 1g, & 2a), (NTS, 2a), (NTS, 2a), (NTS, 3b), (NTS, 1d, 1f, 1g, & 2a), (NTS 2b) 2d), (NTS 2f)		orted TS). NTS, a, e, & 2a), NTS,	in PEMD NaCCA Syllabi.		SEN (therapeutic); adaptations for children with SEN diversity and inclusivity MD information literacy, ethical issues on stereotyping in music and PE
Торіс	Sub-	Stage/Time	depen	ng and learning activities ding on delivery mode se work or independent study		~
Integrating <i>Physical</i> Education and Music & Dance	topic			Activity		tudent Teacher activity
at the KG Level		Stage 1 - 30 min	Set Indising so the KG Sing all Tutors lesson, resour is to be lear Ask stuspecial appropriates on D S S S S S S S S S S S S S S S S S S	duction: duction: duction: Ask students to ome children songs sang at a level from Mereku's We and Learn. give an overview of the assignments, e-learning ces on the internet. What a learned and how it will red. dudents to sit in their lisms if the setting is oriate to facilitate the delivery. Discussion oriefly discusses the ing points: Organisation and Structure of the Curriculum developing a Scope and equence Chart and and subtrands and Subtrands annotation of the	Students sir children son Sing and Lea Student tea and interact and take no Students sit setting is ap the lesson de Class Discus Student tea	ng some KG level ngs from Mereku's We arn. chers listen attentively t through questions ites. in their specialisms if opropriate to facilitate delivery. ssion chers listen attentively t through questions
			• B	urriculum uilding a teaching ortfolios ation towards STS		

1	T 2:	T	1
	Stage 2 - 40 min	Small Group Work: Tutors assign student teachers to small groups and task small groups to review KG syllabus identifying the point raised in the discussion.	Small Group: Student teachers engage a critical review and synthesis of KG syllabus identifying the point raised in the discussion.
		The groups share their review as it pertains to purpose, objectives, themes, content standards, sub-sub-strands, and annotation etc.	Student teachers share review as it pertains to purpose, objectives, themes, content standards, sub-sub- strands, and annotation, etc.
	Stage 3 - 30 min	Presentation: As an extension to the small group work, tutors lead student teachers to present their work with the class Tutor encourages students to engage colleagues with questions, comments and observe.	 Student teachers share their work from the small group work. Student teachers listen to group presentations and engage colleagues with questions and comments.
	Stage 4 - 90 min	Reflection – Connection- Application and Closure.	Reflection: -Student teachers reflect by expressing what they thought they learned and
		Reflection: Tutors allow student teachers to think about what they have learned and allow them to express their "own" understanding. • Tutors help student teachers to examine the strengths/weakness, and available opportunities for PEMD.	then ask questions for clarification Student teacher identify strengths and weaknesses of the policy documents reviewed. Student teachers identify potential opportunities for PEMD
		Connection: Tutors help student teachers to match what they have learned to real world in PEMD.	Connection: Student teachers match/connect what they have learned to the real world in PEMD
		Application: Tutors help student teachers to think creatively in ways they can apply what they have learned to impact themselves, others or schools	Application: Student teachers express what they can do with what they have learned to impact self, others and school positively.
		Closure: Tutors summarize the purpose of the lesson, assess the summaries of student teachers and reiterate the source(s) in the RequiredReferences for further exploratory exercise to facilitate understanding.	Student teachers listen attentively and take notes.
		Tutors state the focus of the next lesson on B1-B6 NaCCA Curriculum for Physical Education II and sets expectations for the next lesson.	Independent Study: Student teachers independently search the web to familiarize with additional and current references on the topic

Lesson assessments – evaluation of learning: of, for and as learning within the lesson (linking to	Tutors provide independent e-learning assignments for further reading Provide reading assignment for the next lecture 1. Reflection by student teachers on the NaCCA GK syllabus. 2. Small Group Assignment to Developing a Scope and Sequence Chart. 3. Describe the annotation of the NaCCA GK Curriculum
learning outcomes)	3. Describe the unfotation of the Nace Confedition
Teaching Learning Resources	 Compact Disc (Audio & Video) player with a recording facility (possibly with a detached microphone) Computers (Laptops or PCs) for playing back MP3 and MP4 files. Video Camera, LCD Projector and Screen, Tripod and Monitoring Unit (for listening and recording, viewing and reviewing performances) Policy Documents
Required Text (core)	Inclusive Education Policy; http://sapghana.com/data/documents/Inclusive- Education-Policy-official-document.pdf Sexuality Education Policies: https://www.guttmacher.org/sites/default/files/report_pdf/sexuality- education-ghana-report.pdf Ato Essuman & Kwame Akyeampong (2011) Decentralisation policy and practice in Ghana: the promise and reality of community participation in education in rural communities, Journal of Education Policy, 26:4, 513- 527, DOI: 10.1080/02680939.2011.554999
Additional Reading List	Physical Education Ghana Education Service (2018). Pre-tertiary curricular for Physical Education for basic schools: KG-JHS. MOE, Accra: National Council for Curriculum and Assessment (NaCCA). Music Education Ghana Education Service (2018). Pre-tertiary curricular for Music and Dance basic schools: KG-JHS. MOE, Accra: National Council for Curriculum and Assessment (NaCCA).
CPD Needs	a) Documentary Analysis b) Organising Class Discussions (Panel, Symposia, Debate, etc.,) c)

Year of B.Ed.	2	Semester	2	Place of lesson in semester	123 4 56789101112
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Title of Lesson	B1-B6 NaCCA Curriculum : Education I	for Physical	Lesson Duration	3	hours			
Lesson description	This course provides a ref			ılum for <i>Physical</i>				
	Educationcan be integrate							
Previous student teacher	Student teachers have kn	owledge in the inte	rsection of Phys	sical Education a	nd Music &			
knowledge, prior learning (assumed)	Dance.							
Possible barriers to learning in	Lack of knowledge about policy development, lack of understanding of the functions							
the lesson		Ministry of Education (policy development) and the Ghana Education Service (policy lementation) and other related stakeholders.						
Lesson Delivery – chosen to		ork- Seminars	Independent	e-learning	Practicum			
support students in achieving the	face ☑ Activity Ba	sed	Study ☑	opportunities				
outcomes		arning	, —	✓				
Lesson Delivery – main mode of	Additional lesson delivery	•	low.					
delivery chosen to support	1	regarding existing pr		documents and	syllahi			
student teachers in achieving the		rk to review existing						
learning outcomes.	colleagues	ik to review existing	education polic	ies and snaring v	VICII			
rearming outcomes.		doo Analysis of tood	ning in Chanaia	a basis schools				
		deo Analysis of teacl	iiiig iii Gilallalal	I Dasic Scribbis				
	Group Work on s	•						
	•	dy on action research						
• Purpose for the lesson, what	 The purpose of this less 							
you want the students to	will develop a scope and							
achieve, serves as basis for	build a teaching portfol	build a teaching portfolio and carry out small-scale action research on impact of the						
	new syllabus. Also they will explore the Content Standards and Sub-strands, annotation							
the learning outcomes. An	1	•		and Sub-strands,				
expanded version of the	new syllabus. Also they of the curriculum, and p	•		and Sub-strands,				
expanded version of the description.	1	•		and Sub-strands,				
expanded version of the description. • Write in full aspects of the	1	•		and Sub-strands,				
expanded version of the description. • Write in full aspects of the NTS addressed	1	•	STS		annotation			
expanded version of the description. Write in full aspects of the NTS addressed Learning Outcome for the	1	•	STS Identif	iy which cross-cu	annotation			
expanded version of the description. Write in full aspects of the NTS addressed Learning Outcome for the lesson, picked and	of the curriculum, and p	preparation towards	STS Identifi issues	fy which cross-cu - core and transi	annotation utting ferable			
expanded version of the description. Write in full aspects of the NTS addressed Learning Outcome for the lesson, picked and developed from the course	1	•	Identii issues skills, i	fy which cross-cu - core and transi inclusivity, equit	annotation utting ferable y and			
expanded version of the description. Write in full aspects of the NTS addressed Learning Outcome for the lesson, picked and developed from the course specification	of the curriculum, and p	preparation towards	Identii issues skills, i addres	fy which cross-cu - core and transi inclusivity, equit ssing diversity. H	annotation Itting ferable y and ow will			
expanded version of the description. Write in full aspects of the NTS addressed Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each	of the curriculum, and p	Learning Indicator	Identification issues skills, address these	fy which cross-cu - core and transf inclusivity, equit ssing diversity. H be addressed or	annotation utting ferable y and ow will developed.			
expanded version of the description. Write in full aspects of the NTS addressed Learning Outcome for the lesson, picked and developed from the course specification	of the curriculum, and publication of the curriculum of the curr	Learning Indicator	Identification issues skills, in address these lalogue • As.	fy which cross-cu - core and transi inclusivity, equit ssing diversity. H be addressed or sessment skills, s	annotation Itting ferable y and ow will developed. ocial skills,			
expanded version of the description. Write in full aspects of the NTS addressed Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each	Learning Outcomes CLO1 Demonstrate a comprehensive content	Learning Indicator LI.1 Develop a cata of annotated	Identification issues skills, address these lalogue • As.	fy which cross-cu - core and transf inclusivity, equit ssing diversity. H be addressed or sessment skills, s mmunication skil	annotation utting ferable y and ow will developed. ocial skills,			
expanded version of the description. Write in full aspects of the NTS addressed Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each	Learning Outcomes CLO1 Demonstrate a comprehensive content knowledge in the NaCCA	Learning Indicator LI.1 Develop a cata of annotated descriptions of var	Identification issues skills, address these lalogue • Ascorious ref	fy which cross-cu - core and transf inclusivity, equit issing diversity. H be addressed or sessment skills, s mmunication skill flection and hone	annotation Itting ferable y and ow will developed. ocial skills, lls, esty.			
expanded version of the description. Write in full aspects of the NTS addressed Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each	Learning Outcomes CLO1 Demonstrate a comprehensive content knowledge in the NaCCA Basic 1-3 Physical	LI.1 Develop a cata of annotated descriptions of the syl	Identification issues skills, address these lalogue orious reference is a contraction or critical skills.	fy which cross-cu - core and transfinclusivity, equitesing diversity. Hobe addressed or sessment skills, sommunication skilflection and hone tical thinking and	annotation atting ferable y and ow will developed. ocial skills, lls, esty.			
expanded version of the description. Write in full aspects of the NTS addressed Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each	Learning Outcomes CLO1 Demonstrate a comprehensive content knowledge in the NaCCA Basic 1-3 Physical Education syllabus	LI.1 Develop a cata of annotated descriptions of the syl LI.2 Develop a sco	Identification issues skills, address these lalogue orious labus. orious pe solutions	fy which cross-cu - core and transi inclusivity, equit ssing diversity. H be addressed or sessment skills, s mmunication skil flection and hone tical thinking and lying, financial lit	annotation atting ferable y and ow will developed. ocial skills, lls, esty. d problem eracy,			
expanded version of the description. Write in full aspects of the NTS addressed Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each	Learning Outcomes CLO1 Demonstrate a comprehensive content knowledge in the NaCCA Basic 1-3 Physical Education syllabus trends pertaining to	LI.1 Develop a cata of annotated descriptions of the syl LI.2 Develop a sco and sequence cha	Identification issues skills, address these lalogue orious labus. orious pe rt for dig	fy which cross-cu - core and transi inclusivity, equit ssing diversity. H be addressed or sessment skills, s mmunication skil flection and hone tical thinking and lying, financial lit gital literacy, ope	annotation atting ferable y and ow will developed. ocial skills, lls, esty. d problem eracy,			
expanded version of the description. Write in full aspects of the NTS addressed Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each	Learning Outcomes CLO1 Demonstrate a comprehensive content knowledge in the NaCCA Basic 1-3 Physical Education syllabus trends pertaining to PEMD.	LI.1 Develop a cata of annotated descriptions of the syl LI.2 Develop a sco and sequence cha at least one specia	Identification issues skills, in address these lalogue of these labus. In address the address these labus. In address the addr	fy which cross-cu-core and transificclusivity, equitesing diversity. He addressed or sessment skills, semmunication skilflection and hone tical thinking and lying, financial litigital literacy, opendedness	annotation atting ferable y and low will developed. ocial skills, lls, esty. d problem eracy, n-			
expanded version of the description. Write in full aspects of the NTS addressed Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each	Learning Outcomes CLO1 Demonstrate a comprehensive content knowledge in the NaCCA Basic 1-3 Physical Education syllabus trends pertaining to PEMD. to B6. 2.4.6.1 and B1.	LI.1 Develop a cata of annotated descriptions of the syl LI.2 Develop a sco and sequence cha at least one special level syllabus	Identification issues skills, in address these lalogue or reference solution is address the second solution	fy which cross-cu- core and transificclusivity, equitesing diversity. However, the beaddressed or sessment skills, sommunication skill flection and hone to living, financial litigital literacy, opendedness	annotation atting ferable y and low will developed. ocial skills, esty. d problem eracy, n- eracy,			
expanded version of the description. Write in full aspects of the NTS addressed Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each	Learning Outcomes CLO1 Demonstrate a comprehensive content knowledge in the NaCCA Basic 1-3 Physical Education syllabus trends pertaining to PEMD. to B6. 2.4.6.1 and B1. 2.4.7.1 to B6. 2.4.7.1.	Learning Indicator LI.1 Develop a cate of annotated descriptions of the syl LI.2 Develop a sco and sequence cha at least one special level syllabus LI.3 Audit and more	Identification issues skills, in address these lalogue of	fy which cross-cu-core and transificclusivity, equitesing diversity. He addressed or sessment skills, semmunication skilflection and hone tical thinking and lying, financial litigital literacy, opendedness	annotation atting ferable y and low will developed. ocial skills, esty. d problem eracy, n- eracy,			
expanded version of the description. Write in full aspects of the NTS addressed Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each	Learning Outcomes CLO1 Demonstrate a comprehensive content knowledge in the NaCCA Basic 1-3 Physical Education syllabus trends pertaining to PEMD. to B6. 2.4.6.1 and B1. 2.4.7.1 to B6. 2.4.7.1. NaCCA – PE: 1, 2,3,4 & 5	Learning Indicator LI.1 Develop a cata of annotated descriptions of the syl LI.2 Develop a sco and sequence cha at least one special level syllabus LI.3 Audit and mor syllabi for at least	Identification issues skills, in address these lalogue alogue of these labus. In a continue in a cui i	fy which cross-cu- core and transificclusivity, equitesing diversity. However, the beaddressed or sessment skills, sommunication skill flection and hone to living, financial litigital literacy, opendedness	annotation atting ferable y and ow will developed. ocial skills, lls, esty. d problem eracy, n- eracy, aboration			
expanded version of the description. Write in full aspects of the NTS addressed Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each	Learning Outcomes CLO1 Demonstrate a comprehensive content knowledge in the NaCCA Basic 1-3 Physical Education syllabus trends pertaining to PEMD. to B6. 2.4.6.1 and B1. 2.4.7.1 to B6. 2.4.7.1. NaCCA – PE: 1, 2,3,4 & 5 B1-B6	Learning Indicator LI.1 Develop a cate of annotated descriptions of the syl LI.2 Develop a sco and sequence cha at least one special level syllabus LI.3 Audit and more	Identification issues skills, in address these lalogue alogue of these lalogue of these lalogue. In the interval in the interv	fy which cross-cu- core and transi- inclusivity, equit- ssing diversity. He be addressed or sessment skills, sommunication skilf- flection and hone- tical thinking and lying, financial lit- gital literacy, ope- ndedness litural and civic literation and coll ender issues; SEN terapeutic);	annotation atting ferable y and ow will developed. ocial skills, lls, esty. d problem eracy, n- eracy, aboration			
expanded version of the description. Write in full aspects of the NTS addressed Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each	Learning Outcomes CLO1 Demonstrate a comprehensive content knowledge in the NaCCA Basic 1-3 Physical Education syllabus trends pertaining to PEMD. to B6. 2.4.6.1 and B1. 2.4.7.1 to B6. 2.4.7.1. NaCCA – PE: 1, 2,3,4 & 5 B1- B6 (NTS 2c & 2d, NTECF	Learning Indicator LI.1 Develop a cata of annotated descriptions of the syl LI.2 Develop a sco and sequence cha at least one special level syllabus LI.3 Audit and mor syllabi for at least	Identification issues skills, in address these lalogue alogue of these lalogue of these lalogue. In the interval in the interv	fy which cross-cu- core and transificclusivity, equitions and core sessment skills, sommunication skilfection and hone tical thinking and lying, financial lite gital literacy, ope ndedness ltural and civic lite novation and coll ander issues; SEN	annotation Itting ferable y and ow will developed. ocial skills, essty. d problem eracy, n- eracy, aboration			
expanded version of the description. Write in full aspects of the NTS addressed Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each	Learning Outcomes CLO1 Demonstrate a comprehensive content knowledge in the NaCCA Basic 1-3 Physical Education syllabus trends pertaining to PEMD. to B6. 2.4.6.1 and B1. 2.4.7.1 to B6. 2.4.7.1. NaCCA – PE: 1, 2,3,4 & 5 B1-B6	Learning Indicator LI.1 Develop a cata of annotated descriptions of the syl LI.2 Develop a sco and sequence cha at least one special level syllabus LI.3 Audit and mor syllabi for at least	Identification issues skills, address these alogue	ry which cross-cu- core and transificclusivity, equitions and consistency of the sessment skills, sommunication skilfection and hone tical thinking and lying, financial litigital literacy, open dedness litural and civic litinovation and collender issues; SEN ierapeutic); aptations for chil	annotation Itting ferable y and ow will developed. ocial skills, lls, esty. d problem eracy, n- eracy, aboration			
expanded version of the description. Write in full aspects of the NTS addressed Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each	Learning Outcomes CLO1 Demonstrate a comprehensive content knowledge in the NaCCA Basic 1-3 Physical Education syllabus trends pertaining to PEMD. to B6. 2.4.6.1 and B1. 2.4.7.1 to B6. 2.4.7.1. NaCCA – PE: 1, 2,3,4 & 5 B1- B6 (NTS 2c & 2d, NTECF p16., & Early-years, Primary and JHS Music	Learning Indicator LI.1 Develop a cata of annotated descriptions of the syl LI.2 Develop a sco and sequence cha at least one special level syllabus LI.3 Audit and mor syllabi for at least	Identification issues skills, address these alogue	ry which cross-cu- core and transificusivity, equitions and consisting diversity. He addressed or sessment skills, sommunication skilfection and hone tical thinking and lying, financial litigital literacy, opeindedness litural and civic litinovation and collender issues; SEN increapeutic); aptations for chill N diversity and ir	annotation Itting ferable y and ow will developed. ocial skills, lls, esty. d problem eracy, n- eracy, aboration			
expanded version of the description. Write in full aspects of the NTS addressed Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each	Learning Outcomes CLO1 Demonstrate a comprehensive content knowledge in the NaCCA Basic 1-3 Physical Education syllabus trends pertaining to PEMD. to B6. 2.4.6.1 and B1. 2.4.7.1 to B6. 2.4.7.1. NaCCA – PE: 1, 2,3,4 & 5 B1- B6 (NTS 2c & 2d, NTECF p16., & Early-years,	Learning Indicator LI.1 Develop a cata of annotated descriptions of the syl LI.2 Develop a sco and sequence cha at least one special level syllabus LI.3 Audit and mor syllabi for at least	Identification issues skills, in address these lalogue or reference labus. In the control one of the control	fy which cross-cu- core and transificusivity, equitions and inclusivity, equitions and inclusivity. He addressed or sessment skills, sommunication skill election and hone tical thinking and lying, financial litigital literacy, operadedness altural and civic litinovation and collender issues; SEN increpeutic); aptations for chill N diversity and in the collections and collections are considered to the collections and collections for chill N diversity and in the collections are considered to the collections and collections for chill N diversity and in the collections are considered to the collections and collections are collections.	annotation atting ferable y and ow will developed. ocial skills, lls, esty. d problem eracy, n- eracy, aboration ddren with nclusivity			
expanded version of the description. Write in full aspects of the NTS addressed Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each	Learning Outcomes CLO1 Demonstrate a comprehensive content knowledge in the NaCCA Basic 1-3 Physical Education syllabus trends pertaining to PEMD. to B6. 2.4.6.1 and B1. 2.4.7.1 to B6. 2.4.7.1. NaCCA – PE: 1, 2,3,4 & 5 B1- B6 (NTS 2c & 2d, NTECF p16., & Early-years, Primary and JHS Music	Learning Indicator LI.1 Develop a cata of annotated descriptions of the syl LI.2 Develop a sco and sequence cha at least one special level syllabus LI.3 Audit and mor syllabi for at least	Identification issues skills, address these lalogue corious labus. pe refalism equation one for the form one	ry which cross-cu- core and transificusivity, equitions and consisting diversity. He addressed or sessment skills, sommunication skilfection and hone tical thinking and lying, financial litigital literacy, opeindedness litural and civic litinovation and collender issues; SEN increapeutic); aptations for chill N diversity and ir	annotation Itting ferable y and ow will developed. ocial skills, lls, esty. d problem eracy, n- eracy, aboration Idren with nclusivity			

Торіс	Sub-topic	Stage/Time		tivities to achieve learning livery mode selected. Teacher or independent study
B1-B6 NaCCA Curriculum for <i>Physical Education I</i>			Tutor Activity	Student Teacher Activity
	Organisation and Structure of the Curriculum Developing a Scope and	Stage 1 - 30 min	Set Induction: Set Induction: Ask students to sing some children songs sang at the Basic 1-3 level from Mereku's We Sing and	Students sing some Basic 1-3 level children songs from Mereku's We Sing and Learn.
	Sequence Chart Understanding the Termly Themes for Performing Arts		Tutors give an overview of the lesson, assignments, elearning resources on the	Student teachers listen attentively and interact through questions and take notes.
	• Content Standards and Sub-strands		internet. What is to be learned and how it will be learned.	Students sit in their specialisms if setting is
	Annotation of the Curriculum Building a teaching		Ask students to sit in their specialisms if the setting is appropriate to facilitate the lesson delivery.	appropriate to facilitate the lesson delivery.
	portfolios • Preparation towards STS		Class Discussion Tutor briefly discusses the following points: Organisation and Structure of the Curriculum Developing a Scope and Sequence Chart Understanding the Termly Themes for Performing Arts Content Standards and Sub-strands Annotation of the Curriculum Building a teaching portfolio Preparation towards STS	Class Discussion Student teachers listen attentively and interact through questions and take notes.
		Stage 2 - 40 min	Small Group Work: Tutors assign student teachers to small groups and tasks the groups to review Basic 1-3 Physical Education syllabus identifying the point raised in the discussion. -Tutors ask the groups to share their review as it pertains to purpose, objectives, themes, content standards, sub-sub-strands,	Small Group: Student teachers engage a critical review and synthesis of Basic 1-3 Physical Education syllabus to identifying the point raised in the discussion. -Student teachers share their review as it pertains to purpose, objectives, themes, content standards, sub-sub- strands, and annotation, etc.
		Stage 3 - 30 min	and annotation etc. Presentation: As an extension to the small group work, tutors lead student teachers to present their work with the class Tutor encourages students to engage colleagues with	-Student teachers share their work from the small group work with their colleagues. Student teachers listen to group presentations and

			Γ	T
			questions, comments and	engage colleagues with
		Stage 4 00	observe.	questions and comments.
		Stage 4 - 90 min	Reflection – Connection- Application and Closure.	
			t b	
			Reflection: Tutors allow	Reflection: -Student teachers
			student teachers to think	reflect on the topic by
			about what they have	expressing what they thought
			learned and allow them to	they learned and then ask
			express their "own" understanding.	questions for clarification -Student teachers identify
			-Tutors help student	strengths and weaknesses of
			teachers to examine the	the policy documents
			strengths/weakness, and	reviewed.
			available opportunities for	-Student teachers identify
			PEMD.	potential opportunities for
				PEMD
				Connection: Student teachers
			Connection: Tutors help	match/connect what they
			student teachers to match	have learned to the real
			what they have learned to	world in PEMD
			real world in PEMD.	
				Application : Student teachers
			Application: Tutors help student teachers to think	express what they can do
			creatively in ways they can	with what they have learned to impact self, others and
			apply what they have	school positively.
			learned to impact	
			themselves, others or	
			schools	Student teachers listen attentively and take notes.
			Closure: Tutors summarize	
			the purpose of the lesson,	
			assess the summaries of	11
			student teachers and	Independent
			reiterate the source(s) in the	Study: Student teachers
			RequiredReferences for	independently
			further exploratory exercise	search the web to
			to facilitate understanding.	familiarize with
			Tutors state the focus	additional and
			of the next lesson on	current references
			B4-B6 NaCCA Curriculum for <i>Creative</i>	on the topic
			Arts and sets	
			expectations for the	
			next lesson.	
			Tutors provide	
			independent e-learning	
			assignments for further	
			reading	
			Provide reading assignment for the poyt	
			assignment for the next lecture	
Lesson assessments –	1. Reflection l	by student tead	thers on the B1-B6 NaCCA Curric	ulum for Physical Education.
evaluation of learning: of,			o Developing a Scope and Seque	ence Chart.
for and as learning within	Describe th	e events of Sch	nools Sports Festival.	
the lesson (linking to				
learning outcomes)				

Tarabina Lagurina	1 Comment Disa (Audia 9 Videa) planer with a good in a facility (good by with a datached
Teaching Learning	Compact Disc (Audio & Video) player with a recording facility (possibly with a detached
Resources	microphone)
	Computers (Laptops or PCs) for playing back MP3 and MP4 files.
	3. Video Camera, LCD Projector and Screen, Tripod and Monitoring Unit (for listening and
	recording, viewing and reviewing performances)
	4. Policy Documents
Required Text (core)	Inclusive Education Policy; http://sapghana.com/data/documents/Inclusive-Education-
	Policy-official-document.pdf
	Sexuality Education Policies:
	https://www.guttmacher.org/sites/default/files/report_pdf/sexuality-education-
	ghana-report.pdf
	Ato Essuman & Kwame Akyeampong (2011) Decentralisation policy and practice in Ghana: the
	promise and reality of community participation in education in rural
	communities, Journal of Education Policy, 26:4, 513-
	527, DOI: <u>10.1080/02680939.2011.554999</u>
Additional Reading List	Physical Education
	Ghana Education Service (2018). Pre-tertiary curricular for Physical Education for basic schools:
	KG-JHS. MOE, Accra: National Council for Curriculum and Assessment (NaCCA).
CPD Needs	a) Documentary Analysis
	b) Organising Class Discussions (Panel, Symposia, Debate, etc.,)

Year of B.Ed.	2	Semester	2	Place of lesson in semester	1234 5 6789101112
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Title of Lesson	B1-B6 NaCCA Curriculum for <i>Creative</i> Lesson				esson Du	son Duration		3 hours						
	Arts I													
Lesson description	This course	providos a	roflection	on how P1	L DE NaC	CA Curric	ulum for Cr	ativ	Arts can					
Lesson description	This course provides a reflection on how B1-B6 NaCCA Curriculum for <i>Creative Arts</i> can be integrated into aPEMD syllabus.													
Previous student teacher		Student teachers have knowledge in the intersection of Physical Education and Music &												
knowledge, prior learning	Dance.	Danice.												
(assumed) Possible barriers to learning in the	Lack of knowledge about policy development, lack of understanding of the functions of													
lesson		Ministry of Education (policy development) and the Ghana Education Service (poimplementation) and other related stakeholders.												
Laccan Dalinom, sharen ta	· .	_					.		Due etieuu					
Lesson Delivery – chosen to		Practical	Work-	Seminar	-	endent	e-learning		Practicur					
support students in achieving the	face 🗹	Activity	Based	S	Study	/ M	opportunit	ties						
outcomes			Learning		<u> </u>									
Lesson Delivery – main mode of	Additional		-											
delivery chosen to support student			_	-			cy document		-					
teachers in achieving the learning		-	Work to re	view existi	ing educ	ation poli	cies and sha	ring	with					
outcomes.	co	lleagues												
	• Do	ocumentar	y Video An	alysis of te	eaching i	n Ghanaia	an basic scho	ols						
	• Gı	oup Work	on syllabi											
	• In	dependent	Study on a	action rese	arch									
 Purpose for the lesson, what 	The purp	ose of this	lesson is to	reflect an	d synthe	size B1-B	6 NaCCA Cu	rricul	um for					
you want the students to	Creative	<i>Arts</i> . Speci	fically, it w	ill develop	a scope	and sequ	ence chart, o	devel	op a core					
achieve, serves as basis for the	cross-cut	ting indicat	tor chart, b	uild a teac	hing por	tfolio and	carry out sr	nall-s	scale actio					
learning outcomes. An	research	on impact	of the new	syllabus. A	Also they	will expl	ore the Cont	ent S	Standards					
expanded version of the	and Sub-	strands, an	notation o	f the curric	culum, ar	nd prepar	ation toward	ds ST	S					
description.														
Write in full aspects of the NTS														
addressed .														
Learning Outcome for the						dentify v	vhich cross-	cuttii	ng issues -					
lesson, picked and developed						core and	transferable	skill	s,					
from the course specification	Learning O	utcomes	Learn	ing Indicat	ors	inclusivit	y, equity and	d add	Iressing					
Learning indicators for each						diversity.	How will th	Learning Outcomes Learning Indicators inclusivity, equity and addressing diversity. How will these be						
learning outcome						-	addressed or develope							
3	CLO1 Demo	onstrate a	1110				a or aevelop		,,					
	_		LI.I D	evelop a			•	ed.						
	compreher	sive conte		evelop a		• Asses	sment skills,	soci	al skills,					
		sive conte		gue of		• Asses	sment skills, nunication sl	soci	al skills,					
	knowledge NaCCA Bas	in the	nt catalo annot	gue of ated		 Asses comn and h 	sment skills, nunication sl onesty.	socia kills,	al skills, reflection					
	knowledge NaCCA Bas	in the ic 1-3	nt catalo annot descri	gue of	of	Asses command hcritical	sment skills, nunication sl onesty. al thinking an	socia kills, i	al skills, reflection oblem					
	knowledge NaCCA Bas Physical Ed	in the ic 1-3 ucation	nt catalo annot descri variou	gue of ated ptions of us portions	of	Asses command hcritical solving	sment skills, nunication sl onesty. al thinking ar g, financial l	social kills, ind printera	al skills, reflection oblem cy, digital					
	knowledge NaCCA Bas Physical Ed syllabus tre	in the ic 1-3 ucation ends	nt catalo annot descri variou the sy	egue of ated ptions of us portions Illabus.		Asses command hcritical solving literage	sment skills, nunication sl onesty. al thinking ar g, financial I cy, open-mir	social kills, ind printeral iteral	al skills, reflection oblem cy, digital ness					
	knowledge NaCCA Bas Physical Ed	in the ic 1-3 ucation ends to PEMD.	nt catalo annot descri variou the sy LI.2 D	gue of ated ptions of us portions dlabus. evelop a so	cope	 Asses command h critical solving literal culture 	sment skills, nunication sl onesty. al thinking ar g, financial l cy, open-mir ral and civic	social kills, ind printeral iteral	al skills, reflection oblem cy, digital ness cy,					
	knowledge NaCCA Bas Physical Ed syllabus tre pertaining	in the ic 1-3 ucation ends to PEMD.	nt catalo annot descri variou the sy LI.2 D and so	egue of ated ptions of us portions Illabus.	cope	 Asses comm and h critical solving literal culture innover 	sment skills, nunication sl onesty. al thinking ar g, financial I cy, open-mir ral and civic ation and cc	social so	al skills, reflection oblem cy, digital ness cy, oration					
	knowledge NaCCA Bas Physical Ed syllabus tre pertaining to B6. 2.4.6 2.4.7.1 to E	in the ic 1-3 ucation ends to PEMD. 5.1 and B1. 36. 2.4.7.1.	nt catalo annot descri variou the sy LI.2 D and so for at	gue of ated ptions of as portions dlabus. evelop a so equence ch	cope	Asses comn and h critical solvin literal culture innov Gend	sment skills, nunication sl onesty. al thinking ar g, financial I cy, open-mir ral and civic ation and co er issues; SE	social so	al skills, reflection oblem cy, digital ness cy, oration erapeutic					
	knowledge NaCCA Bas Physical Ed syllabus tre pertaining to B6. 2.4.6	in the ic 1-3 ucation ends to PEMD. 5.1 and B1. 36. 2.4.7.1.	nt catalo annot descri variou the sy LI.2 D and so for at specia	gue of ated ptions of us portions Illabus. evelop a so equence ch least one alism level	cope	Asses comn and h critical solvin literal cultur innov Gend adapt	sment skills, nunication slonesty. al thinking an g, financial I cy, open-miral and civic ation and coer issues; SE cations for ch	nd priterandediliterandliterandliterandliterandliabo	al skills, reflection oblem cy, digital ness cy, oration erapeutic					
	knowledge NaCCA Bas Physical Ed syllabus tre pertaining to B6. 2.4.6 2.4.7.1 to E NaCCA – PI 5 B1- B6	in the ic 1-3 ucation ends to PEMD. 5.1 and B1. 6. 2.4.7.1. E: 1, 2,3,4 8	nt catalo annot descri variou the sy LI.2 D and so for at specia syllab	gue of ated ptions of us portions illabus. evelop a so equence ch least one alism level us	cope	 Assess command h critical solving literal culture innov Gend adapted diversion 	sment skills, nunication slonesty. al thinking arg, financial loy, open-miral and civic ation and coer issues; SE sations for chisty and included	socialis, in the property of t	al skills, reflection oblem cy, digital ness cy, oration erapeutic)					
	knowledge NaCCA Bas Physical Ed syllabus tre pertaining to B6. 2.4.6 2.4.7.1 to E NaCCA – PI 5 B1- B6 (NTS 2c & 2	in the ic 1-3 ucation ends to PEMD. 5.1 and B1. 66. 2.4.7.1. E: 1, 2,3,4 &	nt catalo annot descri variou the sy LI.2 D and so for at specia syllab LI.3 A	gue of ated ptions of us portions dlabus. evelop a so equence ch least one alism level us udit and	cope nart	Assess command h critical solving literal culture innov Gend adapt divers inform	sment skills, nunication slonesty. If thinking arg, financial lacy, open-mired and civic ation and coer issues; SE sations for choice and inclunation litera	socialis, independent of the property of the p	al skills, reflection oblem cy, digital ness cy, oration erapeutic) en with SEI					
	knowledge NaCCA Bas Physical Ed syllabus tre pertaining to B6. 2.4.6 2.4.7.1 to E NaCCA – PI 5 B1- B6 (NTS 2c & 2 p16., & Ear	in the ic 1-3 ucation ends to PEMD. 5.1 and B1. 66. 2.4.7.1. E: 1, 2,3,4 & Cd, NTECF ly-years,	nt catalo annot descri variou the sy LI.2 D and so for at specia syllab LI.3 A monit	gue of ated ptions of us portions illabus. evelop a sequence chleast one alism level us udit and or syllabi f	cope nart	 Assess command h critical solvin literal culture innov Gend adapted diversion inform ethical 	sment skills, nunication slonesty. al thinking arg, financial loy, open-miral and civic ation and coer issues; SE sations for chisty and included	socialis, independent of the property of the p	al skills, reflection oblem cy, digital ness cy, oration erapeutic en with SEI					
	knowledge NaCCA Bas Physical Ed syllabus tre pertaining to B6. 2.4.6 2.4.7.1 to E NaCCA – PI 5 B1- B6 (NTS 2c & 2 p16., & Ear Primary an	in the ic 1-3 ucation ends to PEMD. 5.1 and B1. 66. 2.4.7.1. E: 1, 2,3,4 & Dd, NTECF ly-years, d JHS Music	nt catalo annot descri variou the sy LI.2 D and so for at specia syllab LI.3 A monit	gue of ated ptions of us portions dlabus. evelop a so equence ch least one alism level us udit and	cope nart	Assess command h critical solving literal culture innov Gend adapt divers inform	sment skills, nunication slonesty. If thinking arg, financial lacy, open-mired and civic ation and coer issues; SE sations for choice and inclunation litera	socialis, independent of the property of the p	al skills, reflection oblem cy, digital ness cy, oration erapeutic) en with SEI					
	knowledge NaCCA Bas Physical Ed syllabus tre pertaining to B6. 2.4.6 2.4.7.1 to E NaCCA – PI 5 B1- B6 (NTS 2c & 2 p16., & Ear	in the ic 1-3 ucation ends to PEMD. 5.1 and B1. 66. 2.4.7.1. E: 1, 2,3,4 & Dd, NTECF ly-years, d JHS Music	nt catalo annot descri variou the sy LI.2 D and so for at specia syllab LI.3 A monit	gue of ated ptions of us portions illabus. evelop a sequence chleast one alism level us udit and or syllabi f	cope nart	 Assess command h critical solvin literal culture innov Gend adapted diversion inform ethical 	sment skills, nunication slonesty. If thinking arg, financial lacy, open-mired and civic ation and coer issues; SE sations for choice and inclunation litera	socialis, independent of the property of the p	al skills, reflection oblem cy, digital ness cy, oration erapeutic) en with SEI					

Торіс	Sub-topic	Stage/Time	Teaching and learning activities to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study				
B1-B6 NaCCA Curriculum for <i>Creative Arts I</i>	·		Tutor Activity	Student Teacher Activity			
	Organisation and Structure of the Curriculum Developing a Scope and Sequence Chart Understanding the Termly Themes for Performing Arts Content Standards and Sub-strands Annotation of	Stage 1 - 30 min	Set Induction: Set Induction: Ask students to sing some children songs sang at the Basic 1-3 level from Mereku's We Sing and Learn. Tutors give an overview of the lesson, assignments, e- learning resources on the internet. What is to be learned and how it will be learned.	Students sing some Basic 1-3 level children songs from Mereku's <i>We Sing and Learn</i> . Student teachers listen attentively and interact through questions and take notes. Students sit in their specialisms if setting is			
	the CurriculumBuilding a teachingportfolios		Ask students to sit in their specialisms if the setting is appropriate to facilitate the lesson delivery.	appropriate to facilitate the lesson delivery.			
	portfolios • Preparation towards STS		Class Discussion Tutor briefly discusses the following points: Organisation and Structure of the Curriculum Developing a Scope and Sequence Chart Understanding the Termly Themes for Performing Arts Content Standards and Sub-strands Annotation of the Curriculum Building a teaching portfolio Preparation towards STS	Class Discussion Student teachers listen attentively and interact through questions and take notes.			
		Stage 2 - 40 min	Small Group Work: Tutors assign student teachers to small groups and tasks the groups to review B1-B6 NaCCA Curriculum for <i>Creative Arts</i> identifying the points raised in the discussion.	Small Group: Student teachers are engage in critical review and synthesis of theB1-B6 NaCCA Curriculum for <i>Creative Arts</i> identifying the points raised in the discussion.			
			Tutors ask the groups to share their review as it pertains to purpose, objectives, themes, content standards, sub- sub-strands, and annotation etc.	 Student teachers share their review as it pertains to purpose, objectives, themes, content standards, sub-sub- strands, and annotation, etc. 			
		Stage 3 - 30 min	Presentation: As an extension to the small group work, tutors lead student teachers to present their	Student teachers share their work from the small group work with			

		work with the class.	their colleagues.
		Tutor encourages students	Charlent to a share
		to engage colleagues with	Student teachers
		questions, comments and	listen to group
		observe.	presentations and
			engage colleagues
			with questions and
			comments.
	Stage 4 - 90	Reflection – Connection-	
	min	Application and Closure.	
		Reflection: Tutors allow	Reflection: -Student teachers
		student teachers to think	reflect on the topic by
		about what they have	expressing what they thought
		learned and allow them to	they learned and then ask
		express their "own"	questions for clarification
		understanding.	-Student teachers identify
		-Tutors help student	strengths and weaknesses of
		teachers to examine the	the policy documents
		strengths/weakness, and	reviewed.
		available opportunities for	-Student teachers identify
		PEMD.	potential opportunities for
		FLIVID.	PEMD
			FLIVID
			Connection: Student
		Connection: Tutors halp	Connection: Student
		Connection: Tutors help	teachers match/connect
		student teachers to match	what they have learned to
		what they have learned to	the real world in PEMD
		real world in PEMD.	
			Application: Student
		Application: Tutors help	teachers express what they
		student teachers to think	can do with what they have
		creatively in ways they can	learned to impact self, others
		apply what they have	and school positively.
		learned to impact	
		themselves, others or	
		schools	Student teachers listen
			attentively and take notes.
		Closure: Tutors summarize	
		the purpose of the lesson,	
		assess the summaries of	
		student teachers and	
		reiterate the source(s) in the	
		RequiredReferences for	Independent
		further exploratory exercise	Study:
		to facilitate understanding.	Student teachers
		-Tutors state the focus of the	independently
		next lesson on B4-B6 NaCCA	search the web to
		Curriculum for Physical	familiarize with
		Education II and set	additional and
		expectations for the next	current references
		lesson.	on the topic
		-Tutors provide independent	
		e-learning assignments for	
		further reading	
		-Provide reading assignment	
		for the next lecture	
1		ioi die next icoluic	

Lesson assessments –	 Reflection by student teachers on the B1-B6 NaCCA Curriculum for Creative Arts. 						
evaluation of learning: of,	Small Group Assignment to Developing a Scope and Sequence Chart.						
for and as learning within	3. Describe the events of Arts and Cultural Festival for Schools						
the lesson (linking to							
learning outcomes)							
Teaching Learning	1. Compact Disc (Audio & Video) player with a recording facility (possibly with a detached						
Resources	microphone)						
	Computers (Laptops or PCs) for playing back MP3 and MP4 files.						
	3. Video Camera, LCD Projector and Screen, Tripod and Monitoring Unit (for listening and						
	recording, viewing and reviewing performances)						
	4. Policy Documents						
Required Text (core)	Inclusive Education Policy; http://sapghana.com/data/documents/Inclusive-Education-						
	Policy-official-document.pdf						
	Sexuality Education Policies:						
	https://www.guttmacher.org/sites/default/files/report_pdf/sexuality-education-						
	ghana-report.pdf						
	Ato Essuman & Kwame Akyeampong(2011) Decentralisation policy and practice in Ghana: the						
	promise and reality of community participation in education in rural						
	communities, Journal of Education Policy, 26:4, 513-						
	527, DOI:10.1080/02680939.2011.554999						
Additional Reading List	Physical Education						
_	Ghana Education Service (2018). Pre-tertiary curricular for Physical Education for basic schools:						
	KG-JHS. MOE, Accra: National Council for Curriculum and Assessment (NaCCA).						
CPD Needs	a) Documentary Analysis						
	b) Organising Class Discussions (Panel, Symposia, Debate, etc.,)						

Year of B.Ed.	2	Semester	2	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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Titl	e of Lesson	B1-B6 NaCCA Curriculum for <i>Physical Education II</i>					Lesson Duration	3 hours		
1	and description	This course provides a reflection on how P1 B6 NaCCA Curriculum for Physical Education con								
Les	son description	This course provides a reflection on how B1-B6 NaCCA Curriculum for <i>Physical Education</i> can								
D		be integrated into a PEMD syllabus. Student teachers have knowledge of the two separate Physical Education and Creative Arts.								
	vious student teacher	Student teachers have knowledge of the two separate Physical Education and Creative Al								
	owledge, prior learning	NaCCA curricula. They have looked at organisation and structure of the curriculum, developing								
(as:	sumed)	a scope and sequence chart, understanding the termly themes for performing arts, content standards and sub-strands and annotation of the curriculum.								
Dar	sible besieve to leave in a in	Lask of knowledge s	haut	naliau da	valanmant	lack of under	standing of the	instinct of		
	sible barriers to learning in lesson	Lack of knowledge a								
tne	riesson	Ministry of Education				na the Ghar	a Education Ser	vice (policy		
Las	son Delivery sharen to	implementation) and Face-to-face Practic		Work-		Independen	. la lacurius	Practicum		
	son Delivery – chosen to	Face-to-race Practic		Based	Seminars	Study 🗹		Practicum		
-	port students in achieving	M	.y			Study 🖭	opportunities ☑			
	outcomes son Delivery – main mode of	Additional lesson deli	10 m 1 m	Learning	stad balavu					
						rtion, policy d	soumonts and sull	ah:		
	ivery chosen to support dent teachers in achieving			-			ocuments and sylla			
	learning outcomes.				_		and sharing with	colleagues		
tile	learning outcomes.		-	-	of teaching	in Ghanaian b	asic schools			
		Group Work	•							
		Independent								
•	Purpose for the lesson,	The purpose of this								
	what you want the	can be integrated in								
	students to achieve, serves	chart, develop a cor		_						
	as basis for the learning	small-scale action re								
	outcomes. An expanded	Content Standards	and S	ub-strands,	annotation	of the curricul	um, and preparati	on towards		
	version of the description.	STS								
•	Write in full aspects of the									
	NTS addressed					I				
•	Learning Outcome for the					_	hich cross-cutting			
	lesson, picked and	Learning Outcomes		Learning	Indicators		ransferable skills,	-		
	developed from the course				,		l addressing diver			
	specification					_	be addressed or d			
•	Learning indicators for	CLO1 Demonstrate a		LI.1 Deve			ment skills, social			
	each learning outcome	comprehensive conte		catalogu			unication skills, re	flection and		
		knowledge in the NaC	CA	annotate		hones	•			
		Basic 1-6 Physical		descripti			thinking and prob			
		Education syllabus tre	nds		ortions of		g, financial literacy			
		pertaining to PEMD.		the sylla		literac	y, open-mindedne	SS		
		to B6. 2.4.6.1 and B1. LI.2 Develop a scope • cultu					al and civic literacy	•		
		2.4.7.1 to B6. 2.4.7.1.		-	ience chart		tion and collabora			
		NaCCA – PE: 1, 2,3,4 8	ኔ 5	for at lea		Gende	r issues; SEN (ther	apeutic);		
		B1- B6		specialis	m level	 adapta 	tions for children	with SEN		
		(NTS 2c & 2d, NTECF p		syllabus		diversi	ty and inclusivity I	MD		
		& Early-years, Primary	/ and	LI.3 Audi		• inform	ation literacy,			
		JHS Music and Dance			syllabi for at	- Cunca	issues on stereot	yping in PE		
		Syllabuses [EPJMDS])		least one	e specialism.			· · · ·		

Topic	Sub-topic	Stage/Time	Teaching and learning activities to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study			
B1-B6 NaCCA Curriculum for			Tutor Activity	Student Teacher Activity		
Physical Education II	 Motor Skill and Movement Patterns Movement Concepts, Principles and Strategies Physical Fitness Physical 	Stage 1 - 30 min	Set Induction: Set Induction: Ask students to sing some children songs sang at the Basic 1-3 level from Mereku's We Sing and Learn.	Students sing some Basic 1-3 level children songs from Mereku's We Sing and Learn.		
			Tutors give an overview of the lesson, assignments, e-learning resources on the internet. What is to be learned and how it will be learned.	Student teachers listen attentively and interact through questions and take notes.		
	Fitness Concepts, Principles and Strategies Values and Psycho-Social		Ask students to sit in their specialisms if the setting is appropriate to facilitate the lesson delivery.	Students sit in their specialisms if setting is appropriate to facilitate the lesson delivery.		
	Concepts, Principles and Strategies Building a teaching portfolios reparation towards STS		Class Discussion Tutor briefly discusses the following points: • Motor Skill and Movement Patterns • Movement Concepts, Principles and Strategies • Physical Fitness • Physical Fitness Concepts, Principles and Strategies • Values and Psycho-Social Concepts, Principles and Strategies • Building a teaching portfolios • Preparation towards STS	Class Discussion Student teachers listen attentively and interact through questions and take notes.		
		Stage 2 - 40 min	Small Group Work: Tutors assign student teachers to small groups and task the groups to review Basic 1-6 Physical Education syllabus identifying the points raised in the discussion. -Tutors ask the groups to share their review as it pertains to purpose, objectives, themes, contest stradards sub-sub-sub-sub-sub-sub-sub-sub-sub-sub-	Small Group: Student teachers engage in a critical review and synthesis of Basic 1-6 Physical Education syllabus identifying the points raised in the discussion. -Student teachers share their review as it pertains to material student.		
			content standards, sub-sub- strands, and annotation etc.	to motor skill and movement patterns, movement concepts, principles and strategies, physical fitness concepts, principles and strategies, values and psycho-social concepts, principles and strategies etc.		

Stage 3 - 30 min Stage 4 - 90	Presentation: As an extension to the small group work, tutors lead student teachers to present their work with the class. Tutor encourages students to engage colleagues with questions, comments and observations. Reflection – Connection-	Student teachers share their work from the small group work with their colleagues. Student teachers listen to group presentations and engage colleagues with questions and comments.
min	Reflection: Tutors allow student teachers to think about what they have learned and allow them to express their "own" understanding.	Reflection: -Student teachers reflect on the topic by expressing what they thought they learned and then ask
	-Tutors help student teachers to examine the strengths/weakness, and available opportunities for PEMD.	questions for clarification -Student teachers identify strengths and weaknesses of the policy documents reviewedStudent teachers identify potential opportunities for PEMD
	connection: Tutors help student teachers to match what they have learned to real world in PEMD. Application: Tutors help student teachers to think	Connection: Student teachers match/connect what they have learned to the real world in PEMD
	creatively in ways they can apply what they have learned to impact themselves, others or schools Closure: Tutors summarize the purpose of the lesson, assess	Application: Student teachers express what they can do with what they have learned to impact self, others and school positively.
	the summaries of student teachers and reiterate the source(s) in the RequiredReferences for	Student teachers listen attentively and take notes.
	further exploratory exercise to facilitate understandingTutors state the focus of the next lesson on B1-B6 NaCCA Curriculum for <i>Creative Arts II</i> and set expectations for the	Independent Study: Student teachers
	next lessonTutors provide independent e- learning assignments for further reading -Provide reading assignment for the next lecture	independently search the web to familiarize with additional and current references on the topic

Lesson assessments –	1. Reflection by student teachers on the B1-B6 NaCCA Curriculum for Physical				
evaluation of learning: of, for	Education.				
and as learning within the	Small Group Assignment to Developing a Lesson Plan for their PEMD delivery.				
lesson (linking to learning	3. Describe the Content Standards for the five sub-strands for the B1-B6 NaCCA				
outcomes)	Curriculum for Physical Education.				
Teaching Learning Resources	1. Compact Disc (Audio & Video) player with a recording facility (possibly with a				
	detached microphone)				
	2. Computers (Laptops or PCs) for playing back MP3 and MP4 files.				
	3. Video Camera, LCD Projector and Screen, Tripod and Monitoring Unit (for listening				
	and recording, viewing and reviewing performances)				
	4. Policy Documents				
Required Text (core)	Inclusive Education Policy; http://sapghana.com/data/documents/Inclusive-Education-				
	Policy-official-document.pdf				
	Sexuality Education Policies:				
	https://www.guttmacher.org/sites/default/files/report_pdf/sexuality-				
	education-ghana-report.pdf				
	Ato Essuman & Kwame Akyeampong (2011) Decentralisation policy and practice in Ghana: the				
	promise and reality of community participation in education in rural				
	communities, Journal of Education Policy, 26:4, 513-				
	527, DOI:10.1080/02680939.2011.554999				
Additional Reading List	Physical Education				
	Ghana Education Service (2018). Pre-tertiary curricular for Physical Education for basic				
	schools: KG-JHS. MOE, Accra: National Council for Curriculum and Assessment				
	(NaCCA).				
CPD Needs	a) Documentary Analysis				
	b) Organising Class Discussions (Panel, Symposia, Debate, etc.,)				

Year of B.Ed. 2 Semester 2 Place of lesson in semester 1 2 3 4 5 6
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Title of Lesson	B1-B6 NaCCA	Curriculum	for <i>Crea</i>	tive Arts II		Lesso	on Duration	3 hours
Lesson description		This course provides a reflection on how B1-B6 NaCCA Curriculum for <i>Creative Arts II</i> can be integrated into a PEMD syllabus.						
Previous student teacher	Student teachers have knowledge of the two separate Physical Education and Creative							
knowledge, prior learning	Arts NaCCA cui	Arts NaCCA curricula. They have looked at organisation and structure of the curriculum,						
(assumed)							mly themes for p	
	arts, content st	andards ar	nd sub-st	rands and ar	nnotation	of the	curriculum.	-
Possible barriers to learning in the	Lack of knowl	edge abou	t policy (developmen	t, lack of	under	standing of the f	functions of
lesson	Ministry of E	ducation (oolicy de	velopment)	and the	Ghan	a Education Ser	vice (policy
	implementation							
Lesson Delivery – chosen to			/ork-	Seminars	Indepen	dent	e-learning	Practicum
support students in achieving the	to-face Act	ivity B	ased		Study ☑	1	opportunities	
outcomes		-	earning		•		☑ .	
Lesson Delivery – main mode of	Additional less	on deliver	/ modes	are listed be	low:			
delivery chosen to support						policy	documents and	syllabi
student teachers in achieving the							ies and sharing v	
learning outcomes.	collea	-				. роло		
· ·		J	ideo Ana	l vsis of teac	hing in Gh	anaiai	n basic schools	
		Work on		ilysis or teac	6 0	anaiai	i busic scribbis	
	1			ction rocoar	·h			
Down and for the large what				ction researc		I 4	la a NI a CCA Constant	
Purpose for the lesson, what					•		he NaCCA <i>Creati</i>	
you want the students to							lop a scope and s	
achieve, serves as basis for							eaching portfolio	
the learning outcomes. An							us. Also they will	
expanded version of the			Sub-stra	inds, annota	tion of the	e curri	culum, and prepa	aration
description.	towards STS							
Write in full aspects of the								
NTS addressed								
Learning Outcome for the							ify which cross-	
lesson, picked and developed							s - core and tran	
from the course specification	Learning Outo	nmes	Learn	ing Indicato	rs		, inclusivity, equ	-
 Learning indicators for each 	Learning Oute	omes	Lean	ing indicate			essing diversity.	
learning outcome							e be addressed o	r
						deve	loped.	
	CLO1 Demons	rate a		evelop a cat		• A	ssessment skills,	social
	comprehensiv	e content	of anı	notated desc	riptions	S	kills, communica	tion skills,
	knowledge in	he NaCCA	of var	ious portion	s of the	re	eflection and hor	nesty.
	Basic 1-6 Crea	ive Arts	syllab	us.		• C	ritical thinking ar	nd problem
	syllabus trend	5	LI.2 D	evelop a sco	pe and		olving, financial I	•
	pertaining to F			nce chart fo			igital literacy, op	
	to B6. 2.4.6.1		-	one specialis			nindedness	
	2.4.7.1 to B6.		syllab				ultural and civic	literacy.
	NaCCA – PE: 1	2,3,4 & 5	,	udit and mo	nitor		nnovation and co	
	B1- B6		svllah	i for at least	one		iender issues; SE	
	(NTS 2c & 2d,	NTECF	specia		-		therapeutic);	. •
	p16., & Early-y		1 2000					aildran with
	Primary and Ji						daptations for ch	
	and Dance Syl						EN diversity and	inclusivity
	[EPJMDS])	ubuses					ΛD	
	[LE JIVIDO])						nformation litera	cy,
							thical issues on	
						S	tereotyping in PE	

Торіс	Sub-topic	Stage/Time	Teaching and learning activities to achieve lead outcomes: depending on delivery mode selected. Teach, collaborative group work or independent study		
B1-B6 NaCCA Curriculum for <i>Creative Arts II</i>			Tutor Activity	Student Teacher Activity	
	 Teaching Thinking & Exploring Lesson Teaching Planning, Making and Composing Lesson Teaching 	Stage 1 - 30 min	Set Induction: Set Induction: Ask students to sing some children songs sang at the Basic 1-3 level from Mereku's We Sing and Learn.	Students sing some Basic 1-3 level children songs from Mereku's We Sing and Learn.	
	Displaying, Sharing and Exhibiting, Performing Lesson Teaching Appreciating and Appraising Lesson		Tutors give an overview of the lesson, assignments, e-learning resources on the internet. What is to be learned and how it will be learned.	Student teachers listen attentively and interact through questions and take notes.	
	 TLMs and facilities Music and Dance Building a teaching portfolios Preparation 		Ask students to sit in their specialisms if the setting is appropriate to facilitate the lesson delivery.	Students sit in their specialisms if setting is appropriate to facilitate the lesson delivery.	
	towards STS		Class Discussion Tutor briefly discusses the following points: Teaching Thinking & Exploring Lesson Teaching Planning, Making and Composing Lesson Teaching Displaying, Sharing and Exhibiting, Performing Lesson Teaching Appreciating and Appraising Lesson TLMs and facilities – Music and Dance Building a teaching portfolios Preparation towards STS	Class Discussion Student teachers listen attentively and interact through questions and take notes.	
		Stage 2 - 40 min	Small Group Work: Tutors assign student teachers to small groups and task the groups to review Basic 1-6 Creative Arts syllabus identifying the points raised in the discussion. -Tutors ask the groups to share their review as it pertains to teaching thinking & exploring lesson, teaching planning, making and composing lesson, teaching displaying, sharing and exhibiting, performing lesson, teaching appreciating and appraising lesson, TLMS and facilities – music and	Small Group: Student teachers engage in a critical review and synthesis of Basic 1-6 Creative Arts syllabus identifying the points raised in the discussion. -Student teachers share their review as it pertains teaching thinking & exploring lesson, teaching planning, making and composing lesson, teaching displaying, sharing and exhibiting, performing lesson, teaching appreciating and appraising lesson, TLMS and facilities —	
			dance, building a teaching portfolios and preparation towards STS.	music and dance, building a teaching portfolios and preparation towards STS.	

T	C+ 2 22	Dungantation (Charles to a share to
	Stage 3 - 30 min	Presentation: As an extension to the small group work, tutors lead student teachers to present their work with the	-Student teachers share their work from the small group work with their colleagues.
		class.	
		Tutor encourages students to engage colleagues with questions, comments and observations.	Student teachers listen to group presentations and engage colleagues with questions and comments.
	Stage 4 - 90	Reflection – Connection-	questions and somments.
	min	Application and Closure.	
		Reflection: Tutors allow student teachers to think about what they have learned and allow them to express their "own" understandingTutors help student teachers to examine the strengths/weakness, and available opportunities for PEMD.	Reflection: -Student teachers reflect on the topic by expressing what they thought they learned and then ask questions for clarification -Student teachers identify strengths and weaknesses of the policy documents reviewedStudent teachers identify potential opportunities for PEMD
		Connection: Tutors help student teachers to match what they have learned to real world in PEMD.	Connection: Student teachers match/connect what they have learned to the real world in PEMD
		Application: Tutors help student teachers to think creatively in ways they can apply what they have learned to impact themselves, others or schools	Application: Student teachers express what they can do with what they have learned to impact self, others and school positively.
		Closure: Tutors summarize the purpose of the lesson, assess the summaries of student teachers and reiterate the source(s) in the	Student teachers listen attentively and take notes.
		RequiredReferences for further exploratory exercise to facilitate understandingTutors state the focus of the next lesson on PEMD Curricula Interconnection I and set expectations for the next lessonTutors provide independent elearning assignments for further reading -Provide reading assignment	Independent Study: Student teachers independently search the web to familiarize with additional and current references on the topic
		for the next lecture.	

	.					
Lesson assessments –	1. Reflection by student teachers on the B1-B6 NaCCA Curriculum for Creative Arts II.					
evaluation of learning: of,	2. Small Group Assignment to Developing a Lesson Plan for their PEMD delivery.					
for and as learning within	3. Describe the Content Standards for the four sub-strands for the B1-B6 NaCCA Curriculum					
the lesson (linking to	Creative Arts.					
learning outcomes)						
Teaching Learning	1. Compact Disc (Audio & Video) player with a recording facility (possibly with a detached					
Resources	microphone)					
	2. Computers (Laptops or PCs) for playing back MP3 and MP4 files.					
	3. Video Camera, LCD Projector and Screen, Tripod and Monitoring Unit (for listening and					
	recording, viewing and reviewing performances)					
	4. Policy Documents					
Required Text (core)	Inclusive Education Policy; http://sapghana.com/data/documents/Inclusive-Education-Policy-					
	official-document.pdf					
	Sexuality Education Policies:					
	https://www.guttmacher.org/sites/default/files/report_pdf/sexuality-education-					
	ghana-report.pdf					
	Ato Essuman & Kwame Akyeampong (2011) Decentralisation policy and practice in Ghana: the promise					
	and reality of community participation in education in rural communities, Journal of					
	Education Policy, 26:4, 513-527, DOI:10.1080/02680939.2011.554999					
	Eddeddion Folicy, 2011, 313-327, 2011 <u>1012000, 0200033312011133-1333</u>					
Additional Reading List	Physical Education					
3 11 11 11 11 11 11 11 11 11 11 11 11 11	Ghana Education Service (2018). Pre-tertiary curricular for Physical Education for basic schools: KG-JHS.					
	MOE, Accra: National Council for Curriculum and Assessment (NaCCA).					
CPD Needs	a) Documentary Analysis					
	b) Organising Class Discussions (Panel, Symposia, Debate, etc.,)					

Year of B.Ed.	2	Semester	2	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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	T-1 1 1-1 .							
Title of Lesson	Physical Educat	ion and Creat	ive Arts Ci	irricula Integ	ration I	Lesson Duration	3 hours	
						Duration		
Lesson description	This lesson prov	This lesson provides a reflection on Creative Arts (CA) and Physical Education (PE) strands in						
	the NaCCA basi	the NaCCA basic school curriculum and helps student teachers to integrate the						
	indicators/exen	indicators/exemplars to address the core competencies including personal development and						
	leadership, com	leadership, communication and collaboration, critical thinking and innovation, and creativity.						
Previous student teacher	Student teache	rs have comp	leted 2 les	sons which	focused on the	general scope ar	d sequence	
knowledge, prior learning	of the Physical I	Education and	the Creat	ive Arts curr	icula			
(assumed)								
Possible barriers to learning in	Lack of knowle	edge about _l	olicy dev	elopment, I	ack of unders	tanding of the f	unctions of	
the lesson						a Education Serv		
	implementation	n) and other r	elated sta	keholders. L	ack of knowled	dge of integration	of curricula	
	content							
Lesson Delivery – chosen to	Face-to-face	Practical	Work-	Seminars	Independent	e-learning	Practicum	
support students in achieving		Activity	Based		Study 🗹	opportunities		
the outcomes			Learning			Ø		
Lesson Delivery - main mode	Additional lesso	n delivery mo	odes are lis	sted below:				
of delivery chosen to support		Discussion reg	arding cor	e competen	cies in the crea	itive arts and phys	ical	
student teachers in achieving	educat	ion curricula						
the learning outcomes.	Small (Group Work t	o review o	ore compete	encies in the cr	eative arts and ph	ıysical	
	educat	ion curricula	and sharin	g with collea	igues.			
	• Group	WorkMergin	g indicator	rs/exemplars	from the crea	tive arts and PE cu	ırriculum to	
	addres	s the core co	mpetencie	s on syllabi				
• Purpose for the lesson,	The purpose	of this lesson	is to help :	student teac	hers to integra	te the indicators/	exemplars	
what you want the	to facilitate le	arner acquisi	tion of the	core compe	etencies			
students to achieve, serves								
as basis for the learning								
outcomes. An expanded								
version of the description.								
• Write in full aspects of the								
NTS addressed								
 Learning Outcome for the 					Identi	fy which cross-cu	tting issues	
lesson, picked and					- core	and transferable	skills,	
developed from the course	Learning Outco	mes	Learnin	g Indicators	inclus	ivity, equity and a	ddressing	
specification					divers	ity. How will thes	e be	
 Learning indicators for 					addre	ssed or developed	d	
each learning outcome	CLO1 Demonstr	ate a	LI.1 Dev	elop a catal	ogue • As	sessment skills, so	ocial skills,	
	comprehensive		of anno	tated	co	mmunication skill	S,	
Physical Education and Creative				tions of vario		flection and hone	sty.	
Arts Curricula Integration I	Basic 1-3 Physic	al Education	portion	s of the sylla	bus. • cr	itical thinking and	nrohlem	
	and Creative Ar	ts syllabus	LI.2 Dev	elop a scope	e and so	lving, financial lite	problem	
	Annual and a second at the first	,						
	trends pertainir	ng to PEMD.	sequen	ce chart for		gital literacy, oper	eracy,	
		ng to PEMD.	sequen least or	ce chart for a ne specialism		-	eracy,	
	B6. 2.4.6.1 and	ng to PEMD.	sequen least or syllabus	ne specialism s	level m	gital literacy, oper	eracy, n-	
		ng to PEMD.	sequen least or syllabus LI.3 Aud	ne specialism s dit and moni	level m • cu tor in	gital literacy, oper indedness	eracy, eracy,	
	B6. 2.4.6.1 and	ng to PEMD. B1. 2.4.7.1 to	sequen least or syllabus LI.3 Aud syllabi f	ne specialism s dit and monifor at least o	level m cu tor in	gital literacy, oper indedness Itural and civic lite	eracy, eracy,	
	B6. 2.4.6.1 and B6. 2.4.7.1. NaCCA – PE: 1, B6	ng to PEMD. B1. 2.4.7.1 to 2,3,4 & 5 B1-	sequen least or syllabus LI.3 Aud	ne specialism s dit and monifor at least o	tor in	gital literacy, oper indedness Itural and civic lite novation and colla	eracy, eracy,	
	B6. 2.4.6.1 and B6. 2.4.7.1. NaCCA – PE: 1, B6 (NTS 2c & 2d, N	ng to PEMD. B1. 2.4.7.1 to 2,3,4 & 5 B1- TECF p16., &	sequen least or syllabus LI.3 Aud syllabi f	ne specialism s dit and monifor at least o	tor in Ge (ti	gital literacy, oper indedness Itural and civic lite novation and colla ender issues; SEN	eracy, eracy, eracy, boration	
	B6. 2.4.6.1 and B6. 2.4.7.1. NaCCA – PE: 1, B6	ng to PEMD. B1. 2.4.7.1 to 2,3,4 & 5 B1- TECF p16., &	sequen least or syllabus LI.3 Aud syllabi f	ne specialism s dit and monifor at least o	tor in GG (till	gital literacy, oper indedness Itural and civic lite novation and colla ender issues; SEN nerapeutic); laptations for chile	eracy, eracy, eboration	
	B6. 2.4.6.1 and B6. 2.4.7.1. NaCCA – PE: 1, B6 (NTS 2c & 2d, N	ng to PEMD. B1. 2.4.7.1 to 2,3,4 & 5 B1- TECF p16., & mary and JHS	sequen least or syllabus LI.3 Aud syllabi f	ne specialism s dit and monifor at least o	tor in GG (till	gital literacy, oper indedness ltural and civic lite novation and collacted issues; SEN nerapeutic); laptations for child N diversity and in	eracy, eracy, eboration	
	B6. 2.4.6.1 and B6. 2.4.7.1. NaCCA – PE: 1, B6 (NTS 2c & 2d, N Early-years, Prir	ng to PEMD. B1. 2.4.7.1 to 2,3,4 & 5 B1- TECF p16., & mary and JHS	sequen least or syllabus LI.3 Aud syllabi f	ne specialism s dit and monifor at least o	tor in e GG (ttl	gital literacy, oper indedness ltural and civic lite novation and collacted issues; SEN nerapeutic); laptations for child N diversity and in	eracy, eracy, eboration dren with clusivity	

Торіс	Sub-topic	Stage/Time	Teaching and learning activities to achieve learning outcome depending on delivery mode selected. Teacher le collaborative group work or independent study			
Physical Education and Creative			Tutor Activity	Student Teacher Activity		
Arts Curricula Integration 1		Stage 1 - 30 min	Set Induction: -Tutors organize student teachers to reflect on what they learned from the integrated course in year one semester 2 focusing on the place of music and dance and physical education in teaching core competencies. Tutors give an overview of the lesson, assignments, e-learning resources on the internet. What is to be learned and how	Set Induction: Student teachers reflect on the intersection of music, sports, dance and physical activity course from year one semester two with a focus on the place of music and dance and physical education in teaching core competencies. • Student teachers listen attentively and take notes.		
		Stage 2 - 40 min	it will be learned. Class Discussion Tutors facilitate interactive discussion of the core competencies enshrined in the NaCCA curriculum including: Personal development and leadership Communication and collaboration Critical thinking and innovation &	Class Discussion Student teachers listen attentively and interact through questions and take notes.		
		Stage 3 - 40 min	Creativity Small Group Work: Tutors assign student teachers to small groups in the 3 specialisms and task the groups to review the NaCCA Physical Education and Creative Arts syllabi' They identify and integrate the NaCCA curriculum indicators and exemplars to facilitate planning that address each of the core competencies.	Small Group: Student teachers conduct a critical review and synthesis the NaCCA Physical Education and Creative Arts syllabi, identify and integrate the indicators and exemplars to address each of the core competencies.		
		Stage 3 - 30 min	Presentation: Tutors engage student teachers in interactive presentation focusing on integrated content from PE and creative arts indicators/exemplars to address the core competencies.	Presentation: Student teachers share their work from the small group work with their colleagues. They demonstrate ability to integrate content from PE and Creative Arts indicators/exemplars to address the core competencies		
				Student teachers listen to group presentations and engage colleagues with questions and comments.		

		T.				
	Stage 4 -	Reflection – Connection-				
	90 min	Application and Closure.				
		Reflection: Tutors allow student teachers to reflect on the integrated content developed by the groups in relation to the core competenciesand allow them to express their perceptions about the integrated content.	Reflection: -Student teachers reflect on the integrated content developed by the small groups in relation to the core competenciesStudent teachers express their perceptions about the integrated content and then			
		Connection: Tutors help student teachers to express how the indicators/exemplars and core	ask questions for clarification.			
		competencies manifest in real life Application: Tutors help student	Connection: Student teachers express how the indicators/exemplars and			
		teachers to think in ways they can apply what they have learned to impact learning	core competencies manifest in real life			
		Closure: Tutors summarize the purpose of the lesson, assess the summaries of student teachers and reiterate the source(s) in the Required References for further	Application: Student teachers express what they can do with what they have learned to impact learning			
		exploratory exercise to facilitate understanding. Tutors state the focus of the next lesson on integration of NaCCA PE and CA Strands and lesson planningand sets expectations for the next lesson.	Student teachers listen attentively and take notes.			
		 Tutors provide independent elearning assignments for further reading Provide reading assignment for the next lecture 	Independent Study: Student teachers independently search the web to familiarize with additional and current references on the topic			
Lesson assessments – evaluation	1. Reflection and dev	 velopment of integrated content that ad				
of learning: of, for and as	in the NaCCA curri	· -	and and abre competences			
learning within the lesson	-	nment to Developing integrated content	t that address the core			
(linking to learning outcomes)	competencies. 3. Describe the anno	tation of the NaCCA GK Curriculum				
Teaching Learning Resources	2. Video Camera, LCI	Video Camera, LCD Projector and Screen, Tripod and Monitoring Unit (for listening and recording, viewing and reviewing performances)				
Required Text (core)	Ghana Education Service (2 <i>KG-JHS</i> . MOE, Acci	019). Pre-tertiary curricular for Physical ra: National Council for Curriculum and A	Assessment (NaCCA).			
		1019). <i>Pre-tertiary curricular for the Crea</i> National Council for Curriculum and Asse				
Additional Reading List		http://sapghana.com/data/docume				
•	Policy-official-do					
	<u> </u>	a conjector				

	Sexuality Education Policies:				
	https://www.guttmacher.org/sites/default/files/report_pdf/sexuality-				
	education-ghana-report.pdf				
	Ato Essuman & Kwame Akyeampong (2011) Decentralisation policy and practice in Ghana: the				
	promise and reality of community participation in education in rural				
	communities, Journal of Education Policy, 26:4, 513-				
	527, DOI: <u>10.1080/02680939.2011.554999</u>				
CPD Needs	a) Document/content Analysis				
	b) Organising Class Discussions (Panel, Symposia, Debate, etc.,)				
	c) Critical analysis and matching indicators to core competencies				

Year of B.Ed.	2	Semester	2	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	Physical E	Education and	d Creative A	Arts Curricula	a Integration	Lesson Duration	3 hours		
Lesson description	This lesson focuses on integration of Physical Education (PE) and Creative Arts (CA) strands in the NaCCA curriculum to facilitate planning and implementation of lesson plans that aim at learner acquisition of the core competencies including personal development and leadership, communication and collaboration, critical thinking and innovation, and creativity.								
Previous student teacher knowledge, prior learning (assumed)	Student teachers have completed 2 lessons which focused on the general scope and sequence of the Physical Education and the Creative Arts curricula. Student teachers have completed a lesson focused on the integration of PE and CA indicators/exemplars and the core competencies								
Possible barriers to learning in the lesson	Lack of knowledge about policy development, lack of understanding of the functions of Ministry of Education (policy development) and the Ghana Education Service (policy implementation) and other related stakeholders. Lack of knowledge of integration of curricula content								
Lesson Delivery – chosen to support students in achieving the outcomes	Face- to-face ☑	Practical Activity ☑	Work- Based Learning	Seminars	Independent Study ☑	e-learning opportunities ☑	Practicum		
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	Additional lesson delivery modes are listed below: Class Discussion regarding strands in the creative arts and physical education curricula Small Group Work to integrate the strands in the creative arts and physical education curricula and sharing with colleagues. Group Work Planning integrated lessons								
 Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed 	The purp (PE) and	ose of this leading in the Creative in the Cre	sson is to he Arts (CA) st	elp student trands in the	teachers to inte NaCCA curricul	grate the Physical Ec um to facilitate plani in of the core compe	ning and		

Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome		Outcomes	Learning Indicators	Identify which cross-cutting issues - core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed.		
Physical Education and Creative Arts Curricula Integration II	compreh knowled Basic 1-3 Educatio Arts sylla pertainir B6. 2.4.6 2.4.7.1 tr NaCCA – B1- B6 (NTS 2c 8 p16., & E	n and Creative abus trends ag to PEMD. 1.1 and B1. 1.2 B6. 2.4.7.1. 1.4 PE: 1, 2,3,4 & 5 3.4 2d, NTECF Carly-years, and JHS Music cee Syllabuses	LI.1 Develop a catalogue of annotated descriptions of various portions of the syllabus. LI.2 Develop a scope and sequence chart for at least one specialism level syllabus LI.3 Audit and monitor syllabi for at least one specialism. LI.2 Develop a scope and sequence chart for at least one specialism level syllabus LI.3 Audit and monitor syllabi for at least one specialism. LI.2 Develop a scope and sequence chart for at least one specialism literacy, digital			
Торіс	Sub-	Stage/Time		ss to achieve learning outcomes: node selected. Teacher led,		
Physical Education and Creative Arts Curricula Integration II	topic	Stage, Time	Tutor Activity	Student Teacher Activity		
		Stage 1 - 30 min	Set Induction: -Tutors organize student teachers to reflect on what they learned from the previous lesson focusing on the core competencies enshrined in the NaCCA curriculum.	Student teachers reflect on the previous lesson focusing on the core competencies enshrined in the NaCCA curriculum.		
		Stage 2 - 30 min	Tutors give an overview of what is to be learned and how it will be learned.	-Student teachers listen attentively and take notes.		
			Class Discussion Tutors facilitate interactive discussion of the Physical Education (PE) strands and the Creative Arts (CA) strands the NaCCA curriculum and helps student teachers to integrate the PE-CA strands.	Class Discussion Student teachers listen attentively and interact through questions and take notes.		
			-Tutors focus on the strands: PE Strands: -Movement Patterns, Movement Concepts, Physical Fitness, Fitness Concepts and Values CA Strands- Exploring, Composing/Making, Performing/Exhibition and Appreciation			

m	tage 3 - 30 nin	Small Group Work: Tutors assign student teachers to small groups in the 3 specialisms and task the groups to review the NaCCA Physical Education and Creative Arts syllabi, They identify and integrate the PE and CA Strands to facilitate quality planning and implementation lessons that address acquisition of the NaCCA curriculum core competencies.	Small Group: Student teachers conduct a critical analysis of the NaCCA Physical Education and Creative Arts Strands and integrate the Strands
St	tage 4 - 30 nin	Presentation: Tutors engage student teachers in interactive presentation focusing on integrated strands from PE and CA NaCCA basic school curricula	 Student teachers share their work from the small group work with their colleagues. They demonstrate ability to integrate the PE and CA Strands. from PE and CA NaCCA basic school curricula Student teachers listen to group presentations and engage colleagues with questions and
St	tage 5 - 30 nin	Small Groupwork: Tutors assign student teachers to small groups in the 3 specialisms and task the groups to prepare sample lesson plans, using the integrated strands and indicators/exemplars to address age-appropriate core competencies.	comments. Small Groupwork: Student teachers working in small groups and in the 3 specialisms, develop lesson plans that integrate strand and indicators and focused on acquisition of the core competencies.
	tage 6 - 40 nin	Reflection – Connection-Application and Closure. Reflection: Tutors allow student teachers to reflect on the integrated strands and the lesson plans developed by the groups in the 3 specialisms and allow them to express their perceptions about the integrated content in PEMD and lesson plans.	Reflection: -Student teachers reflect on the integrated strands and the lesson plans developed by the groups in the 3 specialisms and express their perceptions about the integrated content in PEMD and lesson plansStudent teachers express their perceptions about the integrated PEMD content and then ask questions for clarification.
		Connection: Tutors help student teachers to express how the integrated lesson plans connect with those they have experienced in the school setting	Connection: Student teachers express how the integrated lesson plans connect with those they have experienced in the school setting

	Application: Tutors help Application: Student teachers
	student teachers to think in express what they can do with
	ways they can apply what what they have learned to
	they have learned to impact impact learning
	learning
	Closure: Tutors summarize Student teachers listen
	the purpose of the lesson, attentively and take notes.
	assess the summaries of
	student teachers and
	reiterate the source(s) in the
	Required References for further exploratory exercise
	to facilitate understandingStudent teachers finetune
	-Tutors state the focus of the their lesson plans for
	next lesson on application of implementation during the
	the integrated lesson plans innext lesson.
	small group teaching practice
	during the next lesson.
Lesson assessments –	Reflection and development of integrated content that address the core
evaluation of learning: of, for	competencies in the NaCCA curriculum.
and as learning within the	Small Group Assignment to developing integrated lesson plans
lesson (linking to learning outcomes)	3. Critical analysis of the PE and CA Strands in the NaCCA Curricula
Teaching Learning Resources	1. TLMs
	2. PE & CA equipment (to be selected based on the activities chosen for the lesson
	plan- refer to NaCCA PE curriculum)
	3. NaCCA curriculum
Required Text (core)	Ghana Education Service (2019). Pre-tertiary curricular for Physical Education for basic
	schools: KG-JHS. MOE, Accra: National Council for Curriculum and Assessment
	(NaCCA). Ghana Education Service (2019). <i>Pre-tertiary curricular for the Creative Arts for basic</i>
	schools: KG-JHS. MOE, Accra: National Council for Curriculum and Assessment
	(NaCCA).
Additional Reading List	Inclusive Education Policy; http://sapghana.com/data/documents/Inclusive-
	Education-Policy-official-document.pdf
	Sexuality Education Policies:
	https://www.guttmacher.org/sites/default/files/report_pdf/sexuality-
	education-ghana-report.pdf
	Ato Essuman & Kwame Akyeampong (2011) Decentralisation policy and practice in Ghana:
	the promise and reality of community participation in education in rural
	communities, Journal of Education Policy, 26:4, 513-
	527, DOI: <u>10.1080/02680939.2011.554999</u>
CPD Needs	a) Document/content Analysis
	b) Organising Class Discussions (Panel, Symposia, Debate, etc.,)
	c) Critical analysis and matching indicators to core competencies

Year of B.Ed.	2	Semester	2	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12

Title of Lesson	PEMD Mic	ro-Teaching	g l		Lesson Duration	1	3 hours				
Lesson description	This course	provides o	pportunitie	es for studer	t teachers to de	velop lessons us	ing the integration of				
							hers will practice				
		micro-teaching skills in small groups after which they will do peer-teaching using their specialisms									
		aslaboratory classes (simulated classroom).									
Previous student teacher	Student teachers have knowledge of the two separate Physical Education and Creative Arts NaCCA										
knowledge, prior learning							concepts, principles				
(assumed)						ciples and strate					
							teaching thinking &				
				-			isplaying, sharing and				
	_	_		e Arts currici		appraising lesson	; TLMS and facilities				
	lioi periorii	illig al ts ill	ine Creative	E AI LS CUITICE	iluiii.						
Possible barriers to	Lack of kno	wledge ah	out policy o	lovelonment	lack of underst	tanding of the fu	nctions of Ministry of				
learning in the lesson							implementation) and				
rearming in the lesson	other relat			una the Gi	idiid Eddedtioii	Service (policy	implementation, and				
Lesson Delivery – chosen	Face-to-	Practical	Work-	Seminar	Independent	e-learning	Practicum				
to support students in	face ☑	Activity	Based	s	Study ☑	opportunities					
achieving the outcomes		\square	Learnin			\square					
o o			g								
Lesson Delivery – main	Additional	lesson deli	very modes	are listed be	elow:						
mode of delivery chosen	• CI	ass Discuss	ion regardi	ngNaCCA cu	rricula for PE an	d Creative Arts fo	or the three				
to support student	sp	ecialism.									
teachers in achieving the	• St	mall Group	Work to pla	an and deve	op lessons for m	nicro- and peer-t	eaching.				
learning outcomes.	• D	ocumentar	y Video Ana	alysis of stud	lent teachers te	aching recorded.					
	• In	dependent	Study on a	ction resear	ch (Case Study i	n Schools)					
• Purpose for the	The purp	ose of this	lesson is to	practice mid	cro- and peer-te	aching using less	ons developed with				
lesson, what you	_					t teachers will pr					
want the students to							heir specialisms as				
achieve, serves as						will have the op	portunity to receive				
basis for the learning	teedbacl	k and then i	estructure	their deliver	y and reteach.						
outcomes. An											
expanded version of											
the description.Write in full aspects											
of the NTS addressed											
Learning Outcome						Identify	which cross-cutting				
for the lesson, picked						issues - c					
and developed from							able skills,				
the course	Learning C	utcomes		Learning I	ndicators	inclusivit	y, equity and				
specification	•					addressi	ng diversity. How				
Learning indicators						will thes	e be addressed or				
for each learning						develope	ed.				
outcome	CLO1 Dem				p a catalogue o		ssment skills, social				
	comprehe				descriptions of		, communication				
	knowledge			-	rtions of the		, reflection and				
	1-6 PE/Cre			syllabus.	-	hone	•				
	trends per	_			op a scope and		al thinking and				
	NaCCA - M			-	chart for at least		lem solving, financial				
	B1. 2.4.7.1				level syllabus		icy, digital literacy,				
	NaCCA - P				and monitor syll		-mindedness				
	(NTS 2c & 2 Early-years			ioi at least	one specialism.		ral and civic literacy,				
	Music and						vation and				
	[EPJMDS])	Dance Sylla	וטעטכט				boration				
	[[CL1IVID3]					• Gend	ler issues; SEN				

Topic			Teaching and learning activities depending on delivery mo	
	Sub-topic	Stage/Time	collaborative group work or inde	ependent study
PEMD Micro-Teaching I			Tutor Activity	Student Teacher Activity
		Stage 1 - 30 min	Set Induction: Set Induction: Ask students to sing some children songs sang at the Basic 1-3 level from Mereku's We Sing and Learn. Tutors give an overview of the lesson, assignments, e-learning resources on the internet. What is to be learned and how it will be learned. Ask students to sit in their specialisms if the setting is appropriate to facilitate the lesson delivery. Group Work Tutor briefly discusses the following points: a. The Tutor prepares three venues (i.e., for each specialism-Early Years, Primary & JHS) for the training environment to serve as a simulated classroom (identifying real students or preparing fellow participants to play the role of particular types of students, adjusting the training sight to approximate a local classroom, etc.) b. Students go into their Small Groups (created during the previous lesson) and organise their lesson plans for the peer-teaching session and then fine tune them for subsequent microteaching with the entire specialism class. c. A time limit is given for the length of the actual presentation. d. An actual lesson is taught or skill or behaviour practiced by each participant whiles a few	Students sing some Basic 1-3 level children songs from Mereku's We Sing and Learn. Student teachers listen attentively and interact through questions and take notes. Students sit in their specialisms if setting is appropriate to facilitate the lesson delivery. Group Work Student teachers listen attentively and interact through questions and take note of the instructions being given and move into their groups.

	T .	
	individuals or the rest of	
	the group evaluates the	
	performance.	
	e. The Tutor can specify	
	particular behaviours to be	
	evaluated or they can be	
	requested beforehand by	
	the participant (may use	
	STS tools developed for	
	■	
	lesson observation).	
	f. Feedback is then given and	
	each participant by his/her	
	peers and the Tutor. Peer	
	evaluation can be oral	
	and/or written.	
	g. When available and	
	appropriate, videotape or	
	audio recorders can be	
	used to allow participants	
	to actually witness their	
	own performance. Personal	
	evaluation and feedback	
	can then precede peer and	
	Tutor feedback. Students	
	allowed to view or hear	
	their own presentation may	
	be better able to identify	
	weak points and/or accept	
	constructive criticism from	
	others.	
	h. Upon receiving evaluations,	
	m opon receiving evaluations,	
	students restructure their	
	students restructure their	
	students restructure their presentations and do a	
	students restructure their presentations and do a second micro-teaching presentation with altered	
	students restructure their presentations and do a second micro-teaching presentation with altered behaviour to improve	
	students restructure their presentations and do a second micro-teaching presentation with altered behaviour to improve performance.	
	students restructure their presentations and do a second micro-teaching presentation with altered behaviour to improve performance. i. Re-evaluation is carried out	
	students restructure their presentations and do a second micro-teaching presentation with altered behaviour to improve performance. i. Re-evaluation is carried out as described in steps f and	
	students restructure their presentations and do a second micro-teaching presentation with altered behaviour to improve performance. i. Re-evaluation is carried out as described in steps f and g.	
	students restructure their presentations and do a second micro-teaching presentation with altered behaviour to improve performance. i. Re-evaluation is carried out as described in steps f and g. j. Students give a	
	students restructure their presentations and do a second micro-teaching presentation with altered behaviour to improve performance. i. Re-evaluation is carried out as described in steps f and g. j. Students give a presentation on what they	
	students restructure their presentations and do a second micro-teaching presentation with altered behaviour to improve performance. i. Re-evaluation is carried out as described in steps f and g. j. Students give a presentation on what they have learned and how it	
	students restructure their presentations and do a second micro-teaching presentation with altered behaviour to improve performance. i. Re-evaluation is carried out as described in steps f and g. j. Students give a presentation on what they have learned and how it will help them. Feedback	
	students restructure their presentations and do a second micro-teaching presentation with altered behaviour to improve performance. i. Re-evaluation is carried out as described in steps f and g. j. Students give a presentation on what they have learned and how it	
	students restructure their presentations and do a second micro-teaching presentation with altered behaviour to improve performance. i. Re-evaluation is carried out as described in steps f and g. j. Students give a presentation on what they have learned and how it will help them. Feedback by all is encouraged.	
Stage 2 - 40	students restructure their presentations and do a second micro-teaching presentation with altered behaviour to improve performance. i. Re-evaluation is carried out as described in steps f and g. j. Students give a presentation on what they have learned and how it will help them. Feedback by all is encouraged. Micro-Teaching:	Micro-Teaching:
Stage 2 - 40 min	students restructure their presentations and do a second micro-teaching presentation with altered behaviour to improve performance. i. Re-evaluation is carried out as described in steps f and g. j. Students give a presentation on what they have learned and how it will help them. Feedback by all is encouraged. Micro-Teaching: Tutors assigned to the three	Students of the various
_	students restructure their presentations and do a second micro-teaching presentation with altered behaviour to improve performance. i. Re-evaluation is carried out as described in steps f and g. j. Students give a presentation on what they have learned and how it will help them. Feedback by all is encouraged. Micro-Teaching:	
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_	students restructure their presentations and do a second micro-teaching presentation with altered behaviour to improve performance. i. Re-evaluation is carried out as described in steps f and g. j. Students give a presentation on what they have learned and how it will help them. Feedback by all is encouraged. Micro-Teaching: Tutors assigned to the three specialisms-(Early Years, Primary & JHS) move to their respective designated venues	Students of the various specialisms-(Early Years, Primary & JHS) move to their respective designated venues
_	students restructure their presentations and do a second micro-teaching presentation with altered behaviour to improve performance. i. Re-evaluation is carried out as described in steps f and g. j. Students give a presentation on what they have learned and how it will help them. Feedback by all is encouraged. Micro-Teaching: Tutors assigned to the three specialisms-(Early Years, Primary & JHS) move to their	Students of the various specialisms-(Early Years, Primary & JHS) move to their respective designated venues for the micro-teaching
_	students restructure their presentations and do a second micro-teaching presentation with altered behaviour to improve performance. i. Re-evaluation is carried out as described in steps f and g. j. Students give a presentation on what they have learned and how it will help them. Feedback by all is encouraged. Micro-Teaching: Tutors assigned to the three specialisms-(Early Years, Primary & JHS) move to their respective designated venues for the micro-teaching exercise.	Students of the various specialisms-(Early Years, Primary & JHS) move to their respective designated venues
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_	students restructure their presentations and do a second micro-teaching presentation with altered behaviour to improve performance. i. Re-evaluation is carried out as described in steps f and g. j. Students give a presentation on what they have learned and how it will help them. Feedback by all is encouraged. Micro-Teaching: Tutors assigned to the three specialisms-(Early Years, Primary & JHS) move to their respective designated venues for the micro-teaching exercise. Tutor s follow the scheduleagreed upon with	Students of the various specialisms-(Early Years, Primary & JHS) move to their respective designated venues for the micro-teaching exercise.
_	students restructure their presentations and do a second micro-teaching presentation with altered behaviour to improve performance. i. Re-evaluation is carried out as described in steps f and g. j. Students give a presentation on what they have learned and how it will help them. Feedback by all is encouraged. Micro-Teaching: Tutors assigned to the three specialisms-(Early Years, Primary & JHS) move to their respective designated venues for the micro-teaching exercise.	Students of the various specialisms-(Early Years, Primary & JHS) move to their respective designated venues for the micro-teaching exercise. Students follow the schedule
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_	students restructure their presentations and do a second micro-teaching presentation with altered behaviour to improve performance. i. Re-evaluation is carried out as described in steps f and g. j. Students give a presentation on what they have learned and how it will help them. Feedback by all is encouraged. Micro-Teaching: Tutors assigned to the three specialisms-(Early Years, Primary & JHS) move to their respective designated venues for the micro-teaching exercise. Tutor s follow the scheduleagreed upon with students for the presentation. Reflection – Connection-	Students of the various specialisms-(Early Years, Primary & JHS) move to their respective designated venues for the micro-teaching exercise. Students follow the schedule agreed upon with Tutors for
min	students restructure their presentations and do a second micro-teaching presentation with altered behaviour to improve performance. i. Re-evaluation is carried out as described in steps f and g. j. Students give a presentation on what they have learned and how it will help them. Feedback by all is encouraged. Micro-Teaching: Tutors assigned to the three specialisms-(Early Years, Primary & JHS) move to their respective designated venues for the micro-teaching exercise. Tutor s follow the scheduleagreed upon with students for the presentation.	Students of the various specialisms-(Early Years, Primary & JHS) move to their respective designated venues for the micro-teaching exercise. Students follow the schedule agreed upon with Tutors for
min Stage 4 - 90	students restructure their presentations and do a second micro-teaching presentation with altered behaviour to improve performance. i. Re-evaluation is carried out as described in steps f and g. j. Students give a presentation on what they have learned and how it will help them. Feedback by all is encouraged. Micro-Teaching: Tutors assigned to the three specialisms-(Early Years, Primary & JHS) move to their respective designated venues for the micro-teaching exercise. Tutor s follow the scheduleagreed upon with students for the presentation. Reflection – Connection-	Students of the various specialisms-(Early Years, Primary & JHS) move to their respective designated venues for the micro-teaching exercise. Students follow the schedule agreed upon with Tutors for

Reflection: Tutors allow student teachers to think about what they have learned and allow them to express their "own" understanding.
-Tutors help student teachers to examine the strengths/weakness, and available opportunities for PEMD.

Reflection: -Student teachers reflect on the topic by expressing what they thought they learned and then ask questions for clarification

- Student teachers identify strengths and weaknesses of the policy documents reviewed.
- Student teachers identify potential opportunities for PEMD

Connection: Tutors help student teachers to match what they have learned to real world in PEMD.

Connection: Student teachers match/connect what they have learned to the real world in PEMD

Application: Tutors help student teachers to think creatively in ways they can apply what they have learned to impact themselves, others or schools Application: Student teachers express what they can do with what they have learned to impact self, others and school positively.

Closure: Tutors summarize the purpose of the lesson, assess the summaries of student teachers and reiterate the source(s) in the

Student teachers listen attentively and take notes.

RequiredReferences for further exploratory exercise to facilitate understanding.
-Tutors state the focus of the next lesson on PEMD Micro-Teaching II which is the continuation of the micro-teaching exercise and set expectations for the next lesson.

Independent Study: Student teachers independently search the web to familiarize with additional and current references on the topic

-Tutors provide independent elearning assignments for further reading -Provide reading assignment for the next lecture.

Lesson assessments –	4. Reflection by student teachers on the B1-B6 NaCCA Curriculum for Creative Arts II.
evaluation of learning: of,	5. Small Group Assignment to Developing a Lesson Plan for their PEMD delivery.
for and as learning within	6. Describe the Content Standards for the four sub-strands for the B1-B6 NaCCA
the lesson (linking to	Curriculum for Creative Arts.
learning outcomes)	
Teaching Learning	5. Compact Disc (Audio & Video) player with a recording facility (possibly with a detached
Resources	microphone)
	6. Computers (Laptops or PCs) for playing back MP3 and MP4 files.
	7. Video Camera, LCD Projector and Screen, Tripod and Monitoring Unit (for listening and
	recording, viewing and reviewing performances)
	8. Policy Documents
Required Text (core)	Inclusive Education Policy; http://sapghana.com/data/documents/Inclusive-Education-
	Policy-official-document.pdf
	Sexuality Education Policies:
	https://www.guttmacher.org/sites/default/files/report_pdf/sexuality-
	education-ghana-report.pdf
	Ato Essuman & Kwame Akyeampong (2011) Decentralisation policy and practice in Ghana: the
	promise and reality of community participation in education in rural
	communities, Journal of Education Policy, 26:4, 513-
	527, DOI:10.1080/02680939.2011.554999
Additional Reading List	Physical Education
	Ghana Education Service (2018). Pre-tertiary curricular for Physical Education for basic schools:
	KG-JHS. MOE, Accra: National Council for Curriculum and Assessment (NaCCA).
CPD Needs	c) Documentary Analysis
	d) Organising Class Discussions (Panel, Symposia, Debate, etc.,)

Year of B.Ed.	2	Semester	2	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	PEMD Micro-Teaching	II			Lesson Duration	3 hours				
Lesson description	This course provides opportunities for student teachers to develop lessons using the integration of PE and Creative Arts sub-strands realised in the previous lesson. Student teachers will practice micro-teaching skills in small groups after which they will do peerteaching using their specialisms as laboratory classes (simulated classroom). Student teachers have knowledge of the two separate Physical Education and Creative Arts									
Previous student teacher knowledge, prior learning										
(assumed)	NaCCA curricula. They have looked at motor skill and movement patterns; movement concepts, principles and strategies; physical fitness, physical fitness concepts, principles and strategies; values and psycho-social concepts, principles and strategies in the PE curriculum as we as teaching thinking & exploring lesson; teaching planning, making and composing lesson; teaching displaying, sharing and exhibiting, performing lesson; and teaching appreciating and appraising lesson; TLMS and facilities for performing arts in the Creative Arts curriculum.									
Possible barriers to learning in the lesson	Lack of knowledge al Ministry of Education implementation) and of	n (policy deve	elopment) ai		-					
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face Practic	cal Work- ty Based	Seminars	Independen Study ☑	opportunities	Practicum				
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes. Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed	 Class Discussion regarding NaCCA curricula for PE and Creative Arts for the three specialism. Small Group Work to plan and develop lessons for micro- and peer-teaching. Documentary Video Analysis of student teachers teaching recorded. Independent Study on action research (Case Study in Schools) The purpose of this lesson is to practice micro- and peer-teaching using lessons developed with the integration of PE and Creative Arts sub-strands. Student teachers will practice micro-teaching skills in small groups after which they will do peer-teaching using their specialisms as laboratory classes (simulated classroom). Student teachers will have the opportunity to receive feedback and then restructur their delivery and reteach. 									
 Learning Outcome for the lesson, picked and developed from the course specification 	Learning Outcomes Learning Indicators Learning Indicators Identify which cross-cuttir core and transferable skill equity and addressing divergence will these be addressed or									
Learning indicators for each learning outcome	CLO1 Demonstrate a comprehensive conter knowledge in the NaCC Basic 1-6 PE/Creative A syllabi trends pertainin PEMD. NaCCA-Music B6. 2.4.6 and B1. 2.4.7.1 to B6. 2.4.7.1. NaCCA – PE: 1, 2,3,4 & B1- B6 (NTS 2c & 2d, NTECF p & Early-years, Primary JHS Music and Dance Syllabuses [EPJMDS])	Arts descrip og to various the syll of.1 LI.2 Descripe a scope a sequen of.1 syllabu and LI.3 Au	ue of ted tions of portions of abus. velop a ind ce chart for one sm level s dit and r syllabi for	comminum honest critical financi open-r cultura and co Gende adapta diversi inform	ment skills, social sunication skills, ref y. thinking and prob al literacy, digital I nindedness al and civic literacy, llaboration r issues; SEN (therations for children st ty and inclusivity Nation literacy, issues on stereoty	lection and lem solving, iteracy, , innovation apeutic); with SEN				

Торіс	Sub-	Stage/Time	Teaching and learning activities to achieve learning of depending on delivery mode selected. Teachage/Time collaborative group work or independent study		
PEMD Micro-Teaching II	topic		Tutor Activity	Student Teacher Activity	
		Stage 1 - 30 min	Set Induction: Set Induction: Ask students to sing some children songs sang at the Basic 1-3 level from Mereku's We Sing and Learn.	Students sing some Basic 1-3 level children songs from Mereku's We Sing and Learn.	
			Tutors give an overview of the lesson, assignments, elearning resources on the internet. What is to be learned and how it will be learned.	Student teachers listen attentively and interact through questions and take notes.	
			Ask students to sit in their specialisms if the setting is appropriate to facilitate the lesson delivery.	Students sit in their specialisms if setting is appropriate to facilitate the lesson delivery.	
			Group Work Tutor briefly discusses the following points: a. The Tutor prepares three venues (i.e., for each specialism-Early Years, Primary & JHS) for the training environment to serve as	Group Work Student teachers listen attentively and interact through questions and take note of the instructions being given and move into their groups.	
			a simulated classroom (identifying real students or preparing fellow participants to play the role of particular types of students, adjusting the training sight to approximate a local		
			classroom, etc.) b. Students go into their Small Groups (created during the previous lesson) and organise their lesson plans for the peerteaching session and then fine tune them for subsequent micro-		
			teaching with the entire specialism class. c. A time limit is given for the length of the actual presentation. d. An actual lesson is taught or skill or behaviour practiced by each		
			participant whiles a few individuals or the rest of the group evaluates the performance.		

T		
	e. The Tutor can specify	
	particular behaviours to	
	be evaluated or they can	
	be requested beforehand	
	by the participant (may	
	use STS tools developed	
	for lesson observation).	
	f. Feedback is then given	
	and each participant by	
	his/her peers and the	
	Tutor. Peer evaluation	
	can be oral and/or	
	written.	
	g. When available and	
	appropriate, videotape or	
	audio recorders can be	
	used to allow participants	
	to actually witness their	
	own performance.	
	Personal evaluation and	
	feedback can then	
	precede peer and Tutor	
	feedback. Students	
	allowed to view or hear	
	their own presentation	
	•	
	may be better able to	
	identify weak points	
	and/or accept	
	constructive criticism	
	from others.	
	h. Upon receiving	
	evaluations, students	
	restructure their	
	presentations and do a	
	second micro-teaching	
	presentation with altered	
	behaviour to improve	
	performance.	
	i. Re-evaluation is carried	
	out as described in steps f	
	and g.	
	j. Students give a	
	presentation on what	
	they have learned and	
	how it will help them.	
	Feedback by all is	
	encouraged.	
Stage 2 - 40	Micro-Teaching:	Micro-Teaching:
min	Tutors assigned to the three	Students of the various
	specialisms-(Early Years,	specialisms-(Early Years,
	Primary & JHS) move to their	Primary & JHS) move to their
	respective designated venues	respective designated venues
	for the micro-teaching	for the micro-teaching
	_	_
	exercise.	exercise.
	Tutor o follow the cabe dul-	
	Tutor s follow the schedule	Charles to House I I I I
1	agreed upon with students	Students follow the schedule
	for the presentation.	agreed upon with Tutors for the presentation.

	Stage 4 - 90 min	Reflection – Connection- Application and Closure.	
		Reflection: Tutors allow student teachers to think about what they have learned and allow them to express their "own" understandingTutors help student teachers to examine the strengths/weakness, and available opportunities for PEMD.	Reflection: -Student teachers reflect on the topic by expressing what they thought they learned and then ask questions for clarification Student teachers identify strengths and weaknesses of the policy documents reviewed. Student teachers identify potential opportunities for PEMD
		Connection: Tutors help student teachers to match what they have learned to real world in PEMD. Application: Tutors help student teachers to think creatively in ways they can apply what they have learned to impact themselves, others or schools	Connection: Student teachers match/connect what they have learned to the real world in PEMD Application: Student teachers express what they can do with what they have learned to impact self, others and school positively.
		Closure: Tutors summarize the purpose of the lesson, assess the summaries of student teachers and reiterate the source(s) in the	Student teachers listen attentively and take notes.
		RequiredReferences for further exploratory exercise to facilitate understandingTutors state the focus of the next lesson on <i>PEMD Micro-Teaching II</i> which is the continuation of the microteaching exercise and set expectations for the next lessonTutors provide independent e-learning assignments for further reading -Provide reading assignment for the next lecture.	Independent Study: Student teachers independently search the web to familiarize with additional and current references on the topic
Lesson assessments – evaluation of learning: of, for	2. Small Group Assign	int teachers on the B1-B6 NaCCA C ment to Developing a Lesson Plan nt Standards for the four sub-stra	for their PEMD delivery.
and as learning within the lesson (linking to learning outcomes)	Curriculum for Crea	ative Arts.	
Teaching Learning Resources	 Compact Disc (Audio & Video) player with a recording facility (possibly with a detached microphone) Computers (Laptops or PCs) for playing back MP3 and MP4 files. Video Camera, LCD Projector and Screen, Tripod and Monitoring Unit (for listening and recording, viewing and reviewing performances) 		
Required Text (core)	4. Policy Documents Inclusive Education Policy; http://sapghana.com/data/documents/Inclusive-Education-Policy-official-document.pdf		

	Sexuality Education Policies: https://www.guttmacher.org/sites/default/files/report_pdf/sexuality- education-ghana-report.pdf Ato Essuman & Kwame Akyeampong (2011) Decentralisation policy and practice in Ghana: the promise and reality of community participation in education in rural communities, Journal of Education Policy, 26:4, 513- 527, DOI:10.1080/02680939.2011.554999
Additional Reading List	Physical Education Ghana Education Service (2018). Pre-tertiary curricular for Physical Education for basic schools: KG-JHS. MOE, Accra: National Council for Curriculum and Assessment (NaCCA).
CPD Needs	a) Documentary Analysis b) Organising Class Discussions (Panel, Symposia, Debate, etc.,)

Year of B.Ed.	2	Semester	2	Place of lesson in semester	1234567891011 12
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			1		I .	
Title of Lesson	Case Study focusing on chi	n Duration	3 hours			
	in PEMD NaCCA Syllabi					
Lesson description	This course provides opportunities for student teachers to reflect on the course by expressing					
•		what they thought they learned and then ask questions for clarification. Student teachers				
	identify strengths and wea	identify strengths and weaknesses of the policy documents reviewed and the NaCCA syllabi				
	integration.					
Previous student teacher	Student teachers have kno					
knowledge, prior learning	NaCCA curricula. They have				eir case study	
(assumed)	focusing on children's learn					
Possible barriers to learning	Lack of knowledge about p			-	•	
in the lesson	of Education (policy deve		na Education Se	ervice (policy imp	olementation)	
Lancar Ballinama aharan ta	and other related stakeho		11	- 1	B	
Lesson Delivery – chosen to		Vork- Seminars	Independent	e-learning	Practicum ☑	
support students in achieving the outcomes		ased earning ⊡	Study ☑	opportunities		
Lesson Delivery – main	Additional lesson delivery					
mode of delivery chosen to		egarding NaCCA curricu		eative Arts for th	e three	
support student teachers in	specialism.	cgaranig Nacca carried		cative Arts for th	ic tilicc	
achieving the learning		k to plan and develop le	essons for micro	- and peer-teach	ing.	
outcomes.	-	eo Analysis of student			6.	
	1	dy on action research (C		-		
Purpose for the lesson,	The purpose of this lessor				ought they	
what you want the	learned and then ask qu			-	-	
students to achieve,	weaknesses of the policy					
serves as basis for the	write their case study re					
learning outcomes. An	Syllabi.					
expanded version of the						
description.						
Write in full aspects of						
the NTS addressed				1		
Learning Outcome for				Identify whic		
the lesson, picked and				cutting issues		
developed from the course specification						
Learning indicators for	Learning Outcomes Learning Indicators inclusivity, equity and addressing diversity. How					
each learning outcome				_	addressed or	
cuen rearring outcome				developed.		
	CLO1 Demonstrate a	LI.1 Develop a catal	ogue of	Assessme	nt skills,	
	comprehensive content	annotated descript	-	social skil		
	knowledge in the NaCCA	portions of the sylla	abus.	communi	cation skills,	
	KG/Primary/JHS syllabi	LI.2 Develop a scop	•		and honesty.	
	trends pertaining to PEMD		ne specialism	 critical th 	inking and	
	NaCCA – PE/Creative Arts:			problem		
	1, 2,3,4 & 5 B1- B6	LI.3 Audit and moni				
	(NTS 2c & 2d, NTECF p16.,	least one specialism	٦.	_	eracy, open-	
	& Early-years, Primary and			mindedne		
	JHS Music and Dance			• cultural a		
	Syllabuses [EPJMDS])	L.1 Undertake child	study focusing	-	nnovation	
	CLO 2 Demonstrate a	on children's learni		and collal		
	comprehensive	I.2 Produce a repor		• • • • • • • • • • • • • • • • • • • •		
	understanding of directed	case study focusing		(therapeu		
	anderstanding of directed	case stady rocasting	on children 3	 adaptation 	ns tor	

	Teaching in (NTS, 1e), (I 1a), (NTS, 1 f), (NTS, 1d, (NTS, 2a), (I	aring Supported Schools (STS). NTS, 2a), (NTS, f), (NTS, 1a, e, & , 1f, 1g, & 2a), NTS, 3b), (NTS, & 2a), (NTS 2b,	learning and progress in PEMD NaCCA Syllabi.	children with SEN diversity and inclusivity MD information literacy, ethical issues on stereotyping in PE
Торіс	Sub-topic	Stage/Time		s to achieve learning outcomes: ode selected. Teacher led, dependent study
PEMD Micro-Teaching			Tutor Activity	Student Teacher Activity
		Stage 1 - 30 min	Set Induction: Set Induction: Ask students to sing some children songs sang at the Basic 1-3 level from Mereku's We Sing and Learn. Tutors give an overview of the lesson. Tutor asks questions to enable them reflect on the course. Student teachers are asked to identify strengths and weaknesses of the policy documents and the NaCCA syllabi integration reviewed.	Students sing some Basic 1-3 level children songs from Mereku's <i>We Sing and Learn</i> . Student teachers listen attentively and interact through questions and take notes. Students reflect and ask question on concepts that they lack understanding.
			Tutor offers clarification on students' questions.	Student teachers listen attentively and interact through questionsto clear their confusion and take notes.
			Class Discussion Tutor briefly discusses the following sub-headings for writing the case study report: Familiarisation with school environment and document/records Discussion of Basic school curriculum materials with Mentors during Observation Observation of classroom lesson presentation, management, and Assessment Observation of traits of teacher professionalism Discussion of Teaching Philosophy and Building Portfolio	Class Discussion Student teachers listen attentively and interact through questions and take note of the instructions being given and move into their groups.

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Stage 2 - 40 min	Supervisor Assignment & Submission Deadline: Tutors assign Supervisors to the three specialisms-(Early Years, Primary & JHS) and agree on deadlines to submit reports.	Supervisor Assignment & Submission Deadline: Students are assigned Supervisors according to their various specialisms-(Early Years, Primary & JHS) and agree on deadlines to submit reports.
Stage 4 - 90 min	Reflection – Connection- Application and Closure.	
	Reflection: Tutors allow student teachers to think about what they have learned and allow them to express their "own" understandingTutors help student teachers to examine the strengths/weakness, and available opportunities for PEMD.	Reflection: -Student teachers reflect on the topic by expressing what they thought they learned and then ask questions for clarification -Student teachers identify strengths and weaknesses of the policy documents reviewedStudent teachers identify potential opportunities for PEMD
	Connection: Tutors help student teachers to match what they have learned to real world in PEMD.	Connection: Student teachers match/connect what they have learned to the real world in PEMD
	Application: Tutors help student teachers to think creatively in ways they can apply what they have learned to impact themselves, others or schools	Application: Student teachers express what they can do with what they have learned to impact self, others and school positively.
	Closure/Overall Summary: Tutors summarize the purpose of the lesson, assess the summaries of student teachers andreiterate the source(s) in the RequiredReferences for further exploratory exercise to facilitate understandingTutors help student teachers to reflect on the course lesson topic/subtopics as a whole and help them to connect across topics/subtopics and the real world, as well as how they would apply what they have learned from the course to	RequiredReferences Students ensure they provide a reading list to their
	the real world. RequiredReferences Students are asked to provide a reading list to their report.	report.

Lesson assessments –	 Reflection by student teachers on the Report Writing on Case Study. 					
evaluation of	Updating student teachers' Personal Teaching Philosophy.					
learning: of, for and as	3. Report Writing focusing on children's learning and progress in PEMD NaCCA Syllabi.					
learning within the						
lesson (linking to						
learning outcomes)						
Teaching Learning	1. Compact Disc (Audio & Video) player with a recording facility (possibly with a detached					
Resources	microphone)					
	2. Computers (Laptops or PCs) for playing back MP3 and MP4 files.					
	3. Video Camera, LCD Projector and Screen, Tripod and Monitoring Unit (for listening and					
	recording, viewing and reviewing performances)					
	4. Policy Documents					
Required Text (core)	Ato Essuman & Kwame Akyeampong (2011) Decentralisation policy and practice in Ghana: the					
	promise and reality of community participation in education in rural communities, Journal of					
	Education Policy, 26:4, 513-527, DOI:10.1080/02680939.2011.554999					
	Inclusive Education Policy; http://sapghana.com/data/documents/Inclusive-Education-Policy-					
	official-document.pdf					
	Sexuality Education Policies:					
	https://www.guttmacher.org/sites/default/files/report_pdf/sexuality-education-					
	ghana-report.pdf					
Additional Booding	Music and Dance					
Additional Reading	American Psychological Association (2011). Publication Manual of the American Psychological					
List	Association. 6 th Ed. Washington DC, NY: American Psychological Association.					
	Ghana Education Service (2018). Pre-tertiary curricular for Physical Education for basic schools: KG-					
	JHS. MOE, Accra: National Council for Curriculum and Assessment (NaCCA).					
	Mereku C. W. K. (2013). We sing and learn: A legacy of songs for Ghanaian schools. Sunyani: Kuapaye Ent. Ltd.					
	Ministry of Education (2019). Creative Arts Curriculum for Primary Schools: Basic 1-6. Accra: National Council for Curriculum and Assessment (NaCCA). www.nacca.gov.gh					
	T-TEL Professional Development Programme (2018). Supported Teaching in Schools (School Placement Handbook). Accra: Ministry of Education Website: http://oer.t-tel.org .					
	Hundbookj. Accra. Willistry of Education Website: http://oer.t-tel.org.					
CPD Needs	a) Organising the Case Study Report focusing on children's learning and progress in PEMD					
CI D Necus	NaCCA Syllabi.					
	b) Organising Class Discussions (Panel, Symposia, Debate, etc.,)					
	c) American Psychological Association (APA) Referencing Style					
	d) Discussion of Teaching Philosophy and Building Portfolio					
	a, Discussion of reaching Filliosophy and ballang Fortions					

