

**YEAR 2**

**SEMESTER 2**

# **Four-Year B.Ed. Course Manual**

## **Analysis of Policy Document and Syllabi**





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# 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.

We are indebted to the Ministry of Education and the Ghana Tertiary Education Commission (GTEC) for the general support and specific helpful advice provided during production of the course manuals. Recognition and thanks must go to Chief Technical Advisor for T-TEL and Policy Advisor to the National Education Reform Secretariat, Akwasi Addae-Boahene, Prof. Mohammed Salifu, the Director General of GTEC and Mr. Jerry Sarfo the coordinator for the colleges of education, who in diverse ways supported during the course manual writing workshops.

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

#### i. 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

<b>Course name</b>	Analysis of Policy Documents and Syllabi				
<b>Pre-requisite</b>					
<b>Course Level</b>	200	<b>Course Code</b>		<b>Credit Value</b>	3

### Table of contents

#### 1. Goal for this Lesson

The 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:

- 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, cross-cutting 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—

<ul style="list-style-type: none"> <li>• Cross-cutting—problem solving, financial literacy, digital literacy, open-mindedness.</li> <li>• Core Values—honesty, integrity, cooperation, perseverance and grit, teamwork responsible citizenry, respect for others, etc.</li> </ul>	
5. Course Learning Outcomes	6. Learning Indicators
<p>CLO1 Explore existing pre-tertiary PEMD policies, syllabi and legislative documents with attention to educational reforms, policies and trends pertaining to PEMD.</p> <p><b>PD</b> Theme 9 pg13,16,66;  <b>NTS</b> 2c &amp; 2d, <b>NTECF</b> p16.,  <b>NaCCA-PA</b>, B1. 2.1.1.(1, 2 &amp; 3) to B6. 2.1.1.(1, 2 &amp; 3); B1. 2.2.2.(1, 2 &amp; 3) to B6. 2.2.2.(1, 2 &amp; 3); B1. 2.2.4.(1, 2 &amp; 3) to B6. 2.2.4.(1, 2 &amp; 3); B1. 2.3.4.(1, 2 &amp; 3) to B6. 2.3.4.(1, 2 &amp; 3) and B1. 2.3.5.(1, 2 &amp; 3) to B6. 2.3.5.(1, 2 &amp; 3); B1. 2.4.6.1 to B6. 2.4.6.1 and B1. 2.4.7.1 to B6. 2.4.7.1.</p> <p>NaCCA – PE : 1, 2,3,4 &amp;5 B1- B6  <b>(NTS 2c &amp; 2d, NTECF p16., &amp; Early-years, Primary and JHS Music and Dance Syllabuses [EPJMDS])</b></p>	<p>LI.1 Develop a catalogue of annotated descriptions of various educational reforms, existing policies and syllabi documents</p> <p>LI.2 Develop a scope and sequence chart for at least one specialism level syllabus</p> <p>LI.3 Audit and monitor syllabi for at least one specialism.</p>
<p>CLO2 Demonstrate knowledge of PEMD equipment and facilities; TLMs; basic integration of ICT into teaching at KG-JHS and build a teaching portfolio.</p> <p><b>NTS</b> 2c &amp; 2d, <b>NTECF</b> p16.  <b>PD</b> Theme 5 pg. 35-44  <b>PD</b> Theme 7 pg. 27-34; 41-47  <b>NaCCA-PA</b>, B1. 2.1.1.(1, 2 &amp; 3) to B6. 2.1.1.(1, 2 &amp; 3); B1. 2.2.2.(1, 2 &amp; 3) to B6. 2.2.2.(1, 2 &amp; 3); B1. 2.2.4.(1, 2 &amp; 3) to B6. 2.2.4.(1, 2 &amp; 3); B1. 2.3.4.(1, 2 &amp; 3) to B6. 2.3.4.(1, 2 &amp; 3) and B1. 2.3.5.(1, 2 &amp; 3) to B6. 2.3.5.(1, 2 &amp; 3); B1. 2.4.6.1 to B6. 2.4.6.1 and B1. 2.4.7.1 to B6. 2.4.7.1.</p> <p>NaCCA – PE : 2,3,4,5 B1- B6</p>	<p>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.</p>
<p>CLO3 Demonstrate understanding of impact analysis, problem identification and solutions.</p> <p><b>PD</b> Theme 8 pg. 29-34; 37-43  <b>NaCCA-PA</b>, B1. 2.1.1.(1, 2 &amp; 3) to B6. 2.1.1.(1, 2 &amp; 3); B1. 2.2.2.(1, 2 &amp; 3) to B6. 2.2.2.(1, 2 &amp; 3); B1. 2.2.4.(1, 2 &amp; 3) to B6. 2.2.4.(1, 2 &amp; 3); B1. 2.3.4.(1, 2 &amp; 3) to B6. 2.3.4.(1, 2 &amp; 3) and B1. 2.3.5.(1, 2 &amp; 3) to B6. 2.3.5.(1, 2 &amp; 3); B1. 2.4.6.1 to B6. 2.4.6.1 and B1. 2.4.7.1 to B6. 2.4.7.1.</p> <p>NaCCA – PE : 2,3,4,5 B1- B6</p>	<p>LI.1Develop a Group impact analysis report identifying two problems and solutions.</p> <p>LI.2 Carry out small-scale action research on impact of the new syllabi in basic schools.</p>
<p>CLO4 Demonstrate in-depth knowledge and understanding of core cross-cutting issues as related to PEMD.</p> <p>NTS, NTE. NTECF AND EPJMDS. (<b>NTS</b> 2e &amp; 2f, <b>NTECF</b> p16).  <b>PD</b> Theme 6 pg. 41-44  <b>NaCCA-PA</b>, B1. 2.1.1.(1, 2 &amp; 3) to B6. 2.1.1.(1, 2 &amp; 3); B1. 2.2.2.(1, 2 &amp; 3) to B6. 2.2.2.(1, 2 &amp; 3); B1. 2.2.4.(1, 2 &amp; 3) to B6. 2.2.4.(1, 2 &amp; 3); B1. 2.3.4.(1, 2 &amp; 3) to B6. 2.3.4.(1, 2 &amp; 3) and B1. 2.3.5.(1, 2 &amp; 3) to B6. 2.3.5.(1, 2 &amp; 3); B1. 2.4.6.1 to B6. 2.4.6.1 and B1. 2.4.7.1 to B6. 2.4.7.1.</p> <p>NaCCA – PE : 2,3,4,5 B1- B6</p>	<p>LI.1Develop a core cross-cutting indicator chart the syllabus of one specialism.</p> <p>LI.2</p>
<p>CLO5 Building a teaching portfolio of PEMD policies, syllabi and legislative documents.</p> <p><b>NTS</b> 2e, 2f, <b>NTECF</b> pp. 20 &amp; 23.  <b>PD</b> Theme 7 pg. 27-34; 41-47  <b>NaCCA-PA</b>, B1. 2.1.1.(1, 2 &amp; 3) to B6. 2.1.1.(1, 2 &amp; 3); B1. 2.2.2.(1, 2 &amp; 3) to B6. 2.2.2.(1, 2 &amp; 3); B1. 2.2.4.(1, 2 &amp; 3) to B6. 2.2.4.(1, 2 &amp; 3); B1. 2.3.4.(1, 2 &amp; 3) to B6. 2.3.4.(1, 2 &amp; 3) and B1. 2.3.5.(1, 2 &amp; 3) to B6. 2.3.5.(1, 2 &amp; 3); B1. 2.4.6.1 to B6. 2.4.6.1 and B1. 2.4.7.1 to B6. 2.4.7.1.</p> <p>NaCCA – PE : 2,3,4,5 B1- B6</p>	<p>LI.1 Exhibit PEMD policies, syllabi and legislative documents in portfolio.</p> <p>LI.2 Develop a core cross-cutting indicator chart for a PEMD lesson during STS for portfolio.</p> <p>LI.3 Build a teaching portfolio containing materials for PEMD syllabi such as pictures, video recordings, brochures, etc.</p>

7. Course Content			
Unit	Topic	Sub-topic if any)	Teaching and learning outcomes
1	Pre-tertiary PEMD Syllabi & policies	1) existing pre-tertiary policies and legislative documents  2) syllabi and legislative documents pertaining to PEMD	<b>Independent Study:</b> Research and catalogue legislative documents  <b>Small group discussion:</b> documents and syllabi and present to class
2	KG NaCCA Curriculum for <b>PE-Creative Arts</b>	GES 2008 Syllabus NaCCA 2019  Scope and Sequence, etc.	<b>Group Work:</b> Students tasked to identify strengths and weaknesses
3	KG and Primary NaCCA Curriculum for <b>PE-Creative Arts I</b>	Scheme of Work  Model Lesson Notes  TLMs	<b>Class Discussion:</b> Identify policies in PRMD – TV/Radio program  <b>Independent Study:</b> impact for portfolio
4	KG and Primary NaCCA Curriculum for <b>PE-Creative Arts II</b>	Peer Teaching in the three Specialisms Early Years Primary JHS	<b>Small Group Discussion:</b> PEMD. <b>Group Presentation:</b> weaknesses in specialisms
5	PEMD Curricula Inter-connection	How the sub-strands of the two curricula connect with each other	<b>Class Discussion:</b> \ And the Benefits of Theme 5, pg16-18.  <b>On-Campus Field Work:</b> Observation of the observe TLMs and (PD Theme 5, pg28)  <b>e-Learning:</b> Identify teaching and learning  <b>Project:</b> Production improvisation of P
6	PEMD Peer Teaching	Developing Integrated Lessons for Early Years Developing Integrated Lessons for Primary Developing Integrated Lessons for JHS	<b>Class Discussion:</b> / PEMD.  <b>Group Work:</b> Identify monitoring schemes  <b>Independent Study:</b> auditing and monitoring
7	Building a teaching portfolio Case Study of PEMD in the three specialisms	NaCCA Syllabi – Data Collection	<b>Class Discussion:</b> / portfolio. (PD Theme 5, pg28)  <b>Small Group Discussion:</b> teaching portfolio.
8	PE Movement Practice Music Practice and Rehearsals	PE Movement Practice Music Practice and Rehearsals	3:30 – 5:30 session This is an off the clock day for three days

<b>8. Teaching and Learning Strategies</b>	
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 demonstrator with music.	
<b>9. Course Assessment Components (of, for, and as learning)</b>	
<b>Component 1 [PROJECT ASSESSMENT]:30%</b>	
Documentary Analysis orally 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 th
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 a
<b>Component 2 [CONTINUOUS ASSESSMENT]:Portfolio Building and Practical Exams - 30%</b>	
Portfolio Building, Singing-along ICT tools assembly patriotic songs; Demonstration of fundamental movement patterns with music.	
CLOs CLO5(NTS 2e & f ; NTECF 16)	
<b>NaCCA-PA</b> , 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) 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.	
<b>NaCCA – PE</b> : 2,3,4,5 B1- B6	
<b>Component 3 [END OF SEMESTER EXAMINATION]: Written Examination 40%</b>	
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 3l	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 3o	Demonstrates awareness of national and school learning outcomes of learners.
NTS 3p	Uses objective criterion referencing to assess learners.

<b>10. Required Reading and Reference List</b>
<p><b>Physical Education</b> Ghana Education Service (2018). <i>Pre-tertiary curricular for Physical Education for basic schools: KG-JHS</i>. MOE, Accra: National Council for Curriculum and Assessment (NaCCA).</p> <p><b>Music Education</b> Ghana Education Service (2018). <i>Pre-tertiary curricular for Music and Dance basic schools: KG-JHS</i>. MOE, Accra: National Council for Curriculum and Assessment (NaCCA).</p>
<p><b>Music Education</b> APA (2011). <i>Publication Manual of the American Psychological Association</i>. (6<sup>th</sup> ed.) Washington DC, NY: American Psychological Association. Brown, T. H. (2005). Beyond constructivism: exploring future learning paradigms. <i>Education Today</i>, 2(2), 1-11. Cain, T. (2004). Theory, technology and the music curriculum. <i>British Journal of Music Education</i>, 21(02), 215-221. Farrant, J. S. (2004). <i>Principles and practice of education</i>. (2<sup>nd</sup> ed.). London: Longman Group UK Ltd. Bekoe, S. O., Eshun, I. &amp; Bordo, A. (2013). Formative assessment techniques tutors use to assess teacher-trainees' learning in Social Studies in Colleges of Education in Ghana. <i>Research on Humanities and Social Sciences</i>, 3(4), 20-30. De Rijdt, C., Tiquet, E., Dochy, F. &amp; Devolder, M. (2006). Teaching portfolios in higher education and their effects: An explorative study. <i>Teaching and Teacher Education</i>, 22(8), 1084-1093. Ferrance, E. (2000). <i>Action Research</i>. Brown University: Northeast and Islands Regional Mereku, C.W.K., Ohene- Okantah, M. and Addo G.W. (2005) <i>Teaching music and dance in junior secondary schools: a handbook for JSS 1, 2 &amp; 3 teachers</i>. Accra: Adwinsa Publications. T-TEL Professional Development Programme (2016). <i>Theme 5: Teaching and Learning Materials (Handbook for Student Teachers)</i>. Accra: Ministry of Education Website: <a href="http://oer.t-tel.org">http://oer.t-tel.org</a>. Younge, Paschal Y. (2011). <i>Music and Dance Traditions of Ghana: History, Performance and Teaching</i>. Jefferson, NC: McFarland &amp; Company, Inc.</p> <p><b>Physical Education</b> Corbin, C. B., Welk, G.J., Corbin, W. R. &amp; Welk, K. A. (2008). <i>Concepts of physical fitness: Active lifestyles for wellness (14<sup>th</sup> Ed)</i>. Boston: McGraw Hill. Ghana Education Service (2017). <i>Physical education and Sports Implementation Guidelines</i>. MOE, Accra: Ghana Education Service Sarpong, E. O., Apaak, D. &amp; Dominic, O. L. (2015). Reported Physical Activity Levels and Equipment Use as Predictors of Body Composition of Members in Ghanaian Fitness Clubs. <i>Research Journal's Journal of Public Health</i>. 1, 4: 7-16 Siedentop, D. (2007). <i>Introduction to physical education, fitness, and sport</i> (6<sup>th</sup> ed.). Boston: McGraw-Hill. Online Resources  <a href="https://youtu.be/MDrb24vfvM">https://youtu.be/MDrb24vfvM</a>. – 'Sounds from Ghana.' <a href="http://anthemworld.com/U.S.A.html">http://anthemworld.com/U.S.A.html</a>.</p>
<b>11. Teaching and Learning resources</b>
<p>A modest <u>recording and playback gadgets</u> in the classroom or music room.</p> <ol style="list-style-type: none"> <li>1. Compact Disc (Audio &amp; Video) player with a recording facility (possibly with a detached microphone)</li> <li>2. Electronic keyboard with synthesizer</li> <li>3. Computers (Laptops or PCs) for playing back MP3 and MP4 files.</li> <li>4. Video Camera, LCD Projector and Screen, Tripod and Monitoring Unit (for listening and recording, viewing and reviewing performances)</li> <li>5. Few African drums (high-pitched, medium pitched, low pitched, master drum, and donno)</li> <li>6. Improvised Classroom Equipment:       <ol style="list-style-type: none"> <li>a. Toy keyboards, tablets, atenteben, percussive body sounds, and other locally learners-made melodic and percussive instruments.</li> <li>b. Already-made nursery school play stickers (alphabets, numbers [Arabic &amp; 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.</li> </ol> </li> <li>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.</li> <li>8. Balls for soccer, basketball, volleyball, handball, table tennis equipment, badminton equipment, etc.</li> </ol>
<b>12. Course related professional development for tutors/ lecturers</b>
<ol style="list-style-type: none"> <li>a) Documentary Analysis and auditing and monitoring</li> <li>b) Analysis of Movement Patterns</li> <li>c) How to make PowerPoint Presentations</li> <li>d) Case Study in PEMD Project on Syllabi in Schools</li> <li>e) Manipulating of i-Box, T-TEL resources and YouTube</li> <li>f) Portfolio Building in <i>PE-Music and Dance</i></li> </ol>

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

# LESSON 1

Year of B.Ed.	2	Semester	2	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12							
<b>Title of Lesson</b>	Existing pre-tertiary educational policies and legislative documents- <b>Physical Education</b>			<b>Lesson Duration</b>		<b>3 hours</b>						
<b>Lesson description</b>	This course provides a reflection and synthesis of existing educational policies and legislative documents and establishes the appropriate connections for application of such policies and legislative documents in <b>physical education</b> .											
<b>Previous student teacher knowledge, prior learning (assumed)</b>	Student teachers have knowledge in the intersection of Physical Education and Music & Dance.											
<b>Possible barriers to learning in the lesson</b>	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.											
<b>Lesson Delivery – chosen to support students in achieving the outcomes</b>	<b>Face-to-face</b> <input checked="" type="checkbox"/>	<b>Practical Activity</b> <input checked="" type="checkbox"/>	<b>Work-Based Learning</b>	<b>Seminars</b>	<b>Independent Study</b> <input checked="" type="checkbox"/>	<b>e-learning opportunities</b> <input checked="" type="checkbox"/>	<b>Practicum</b>					
<b>Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.</b>	Additional lesson delivery modes are listed below: <ul style="list-style-type: none"> <li>• <b>Class Discussion</b> regarding existing pre-tertiary policy documents and syllabi</li> <li>• <b>Small Groupwork</b> to review existing education policies and sharing with colleagues</li> <li>• <b>Documentary Video Analysis</b> of teaching in Ghanaian basic schools</li> <li>• <b>Group Work</b> on syllabi</li> <li>• <b>Independent Study</b> on action research</li> </ul>											
<ul style="list-style-type: none"> <li>• <b>Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description.</b></li> <li>• <b>Write in full aspects of the NTS addressed</b></li> </ul>	The purpose of this lesson is to reflect and synthesize existing educational policies and legislative documents and to connect the existing educational policies to those in PEMD environment. Specifically, the purpose is to establish the linkages to the PEMD policies and legislative documents.											
<ul style="list-style-type: none"> <li>• <b>Learning Outcome for the lesson, picked and developed from the course specification</b></li> <li>• <b>Learning indicators for each learning outcome</b></li> </ul>	<b>Learning Outcomes</b>		<b>Learning Indicators</b>			<b>Identify which cross-cutting issues - core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed.</b>						
	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])		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.			<ul style="list-style-type: none"> <li>• Assessment Skills, Social Skills, Communication Skills, Reflection and Honesty.</li> <li>• Critical Thinking and Problem Solving, Financial Literacy, Digital Literacy, Open-Mindedness</li> <li>• Cultural and Civic Literacy, Innovation and Collaboration</li> <li>• Gender issues; SEN (therapeutic);</li> <li>• Adaptations for children with SEN</li> <li>• Diversity and Inclusivity MD</li> <li>• Information literacy,</li> <li>• Ethical issues on Stereotyping in Music and PE (Please apply to all)</li> </ul>						

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	
			Tutor Activity	Student Teacher Activity
Existing pre-tertiary educational policies and legislative documents in physical education		Stage 1 - 30 min	<p><b>Set Induction:</b> Set Induction: (Breaking the ice, setting rules and routines for the class). Call three students at random to tell 'TOLI' very interesting <i>laugh-of-laugh</i> stories to the class.</p> <p>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 Syllabicourse</i>.</p> <p>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.</p> <p>Ask students to sit in their specialisms if the setting is appropriate to enable you know their specialised areas to facilitate planning.</p>	<p>Students are engaged in setting the rules and routines for the class. Three students tell their TOLI to class as they laugh.</p> <p>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 of Policy Documents and Syllabicourse</i></p> <p>Student teachers listen attentively and take notes.</p> <p>Students sit in their specialisms if setting is appropriate to enable Tutor know them (i.e., their specialised areas and numbers.</p>
			<p><b>Class Discussion 1</b> Tutor tells the PE in schools Developments to date</p> <ul style="list-style-type: none"> <li>Sports and Games Festival for Schools Grants and Equipment for <i>Music and Dance</i></li> </ul>	<p><b>Class Discussion 1</b></p>
		Stage 2 - 40 min	<p><b>Small Groupwork:</b> Tutor assign student teachers to small groups and task 2 small groups to review one policy and or legislative document on education.</p> <p>-The groups share their review as it pertains to purpose, objectives, vision and mission.....</p>	<p><b>Small Group:</b> Student teachers engage a critical review and synthesis of the assigned policy document</p> <p>-Student teachers share review with sister small groups and examine the vision, mission, purpose and objectives</p>

		Stage 3 - 30 min	<b>Presentation:</b> As an extension to the small groupwork, tutors lead student teachers to present their work with the class.	-Student teachers share their work from the small groupwork. Student teacher listen to group presentations and engage colleagues with questions, observation and comments.
		Stage 4- 90 min	<p><b>Reflection – Connection- Application and Closure.</b></p> <p><b>Reflection:</b> 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.</p> <p><b>Connection:</b> Tutors help student teachers to match what they have learned to real world in PEMD.</p> <p><b>Application:</b> Tutors help student teachers to think creatively in ways they can apply what they have learned to impact themselves, others or schools</p> <p><b>Closure:</b> Tutors summarize the purpose of the lesson, assess the summaries of student teachers and reiterate the source(s) in the</p> <p><b>RequiredReferences</b> for further exploratory exercise to facilitate understanding. -Tutors state the focus of the next lesson on Existing pre-tertiary policies and legislative documents –<b>Music and Dance</b> and sets expectations for the next lesson. -Tutors provide independent e-learning assignments for further reading -Provide reading assignment for the next lecture</p>	<p><b>Reflection:</b> -Student teachers reflect by expressing what they thought they learned and then ask questions for clarification -Student teacher identify strengths and weaknesses of the policy documents reviewed. -Student teachers identify potential opportunities for PEMD</p> <p><b>Connection:</b> Student teachers match/connect what they have learned to the real world in PEMD</p> <p><b>Application:</b> Student teachers express what they can do with what they have learned to impact self, others and schoolpositively.</p> <p>Student teachers listen attentively and take notes.</p> <p><b>Independent Study:</b> Student teachers independently search the web to familiarize with additional and current references on the topic</p>
<b>Lesson assessments – evaluation of learning: of, for and as learning within the lesson (linking to learning outcomes)</b>				<ol style="list-style-type: none"> <li>1. Reflection by student teachers on the development of PE in Ghana.</li> <li>2. Small Group Assignment to list events for the sports festival.</li> <li>3. Describe what should be the basic equipment for basic schools.</li> </ol>
<b>Teaching Learning Resources</b>				<ol style="list-style-type: none"> <li>1. Compact Disc (Audio &amp; Video) player with a recording facility (possibly with a detached microphone)</li> <li>2. Computers (Laptops or PCs) for playing back MP3 and MP4 files.</li> <li>3. Video Camera, LCD Projector and Screen, Tripod and Monitoring Unit (for listening and recording, viewing and reviewing performances)</li> </ol>

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

## LESSON 2

Year of B.Ed.	2	Semester	2	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12							
<b>Title of Lesson</b>	Existing pre-tertiary educational policies and legislative documents- <b>Music and Dance Education</b>			<b>Lesson Duration</b>	<b>3 hours</b>							
<b>Lesson description</b>	This course provides a reflection and synthesis of existing educational policies and legislative documents and establishes the appropriate connections for application of such policies and legislative documents in <b>music and dance</b> .											
<b>Previous student teacher knowledge, prior learning (assumed)</b>	Student teachers have knowledge in the intersection of Physical Education and Music & Dance.											
<b>Possible barriers to learning in the lesson</b>	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.											
<b>Lesson Delivery – chosen to support students in achieving the outcomes</b>	<b>Face-to-face</b> <input checked="" type="checkbox"/>	<b>Practical Activity</b> <input checked="" type="checkbox"/>	<b>Work-Based Learning</b>	<b>Seminars</b>	<b>Independent Study</b> <input checked="" type="checkbox"/>	<b>e-learning opportunities</b> <input checked="" type="checkbox"/>	<b>Practicum</b>					
<b>Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.</b>	Additional lesson delivery modes are listed below: <ul style="list-style-type: none"> <li>• <b>Class Discussion</b> regarding existing pre-tertiary policy documents and syllabi</li> <li>• <b>Small Groupwork</b> to review existing education policies and sharing with colleagues</li> <li>• <b>Documentary Video Analysis</b> of teaching in Ghanaian basic schools</li> <li>• <b>Group Work</b> on syllabi</li> <li>• <b>Independent Study</b> on action research</li> </ul>											
<ul style="list-style-type: none"> <li>• <b>Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description.</b></li> <li>• <b>Write in full aspects of the NTS addressed</b></li> </ul>	The purpose of this lesson is to reflect and synthesize existing educational policies and legislative documents and to connect the existing educational policies to those in PEMD environment. Specifically, the purpose is to establish the linkages to the PEMD policies and legislative documents.											
<ul style="list-style-type: none"> <li>• <b>Learning Outcome for the lesson, picked and developed from the course specification</b></li> <li>• <b>Learning indicators for each learning outcome</b></li> </ul>	<b>Learning Outcomes</b>	<b>Learning Indicators</b>			<b>Identify which cross-cutting issues - core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed.</b>							
	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])	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.	<ul style="list-style-type: none"> <li>• Assessment skills, social skills, communication skills, reflection and honesty.</li> <li>• critical thinking and problem solving, financial literacy, digital literacy, open-mindedness</li> <li>• cultural and civic literacy, innovation and collaboration</li> <li>• Gender issues; SEN (therapeutic);</li> <li>• adaptations for children with SEN diversity and inclusivity MD</li> <li>• information literacy,</li> <li>• ethical issues on stereotyping in music and PE</li> </ul>									

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	
			Tutor Activity	Student Teacher Activity
Existing pre-tertiary educational policies and legislative documents in <i>Music and Dance</i>		Stage 1 - 30 min	<p><b>Set Induction:</b> Set Induction: (Breaking the ice, setting rules and routines for the class). Call three students at random to tell 'TOLI' very interesting <i>laugh-of-laugh</i> stories to the class.</p> <p>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 Syllabicourse</i>.</p> <p>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.</p> <p>Ask students to sit in their specialisms if the setting is appropriate to enable you know their specialised areas to facilitate planning.</p>	<p>Students are engaged in setting the rules and routines for the class. Three students tell their TOLI to class as they laugh.</p> <p>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 of Policy Documents and Syllabicourse</i></p> <p>Student teachers listen attentively and take notes.</p> <p>Students sit in their specialisms if setting is appropriate to enable Tutor know them (i.e., their specialised areas and numbers.</p>
			<p><b>Class Discussion 1</b> Tutor tells students about the development of Music and Dance in schools to date:</p> <ul style="list-style-type: none"> <li>• Trends in Global Music Education</li> <li>• History of Music Education from the Gold Coast through 1987 Educational reform</li> <li>• Curriculum Enrichment Programme</li> <li>• Music and Dance Syllabus</li> <li>• Arts and Cultural Festival for Schools Grants and Equipment for <i>Music and Dance</i></li> </ul>	<p><b>Class Discussion 1</b></p>
		Stage 2 - 40 min	<p><b>Small Group Work:</b> Tutors assign student teachers to small groups and task small groups to review one policy and or legislative document on education.</p> <p>-The groups share their review as it pertains to purpose, objectives, vision and mission.....</p>	<p><b>Small Group:</b> Student teachers engage a critical review and synthesis of the assigned policy document</p> <p>-Student teachers share review with sister small groups and examine the vision, mission, purpose and objectives</p>
		Stage 3 - 30 min	<p><b>Presentation:</b> As an extension to the small group work, tutors lead student teachers to present their work with the class</p>	<p>-Student teachers share their work from the small group work. Student teachers listen to group presentations and engage</p>

				colleagues with questions, observation and comments.
	Stage 4 - 90 min	<p><b>Reflection – Connection- Application and Closure.</b></p> <p><b>Reflection:</b> Tutors allow student teachers to think about what they have learned and allow them to express their “own” understanding.</p> <ul style="list-style-type: none"> <li>• Tutors help student teachers to examine the strengths/weakness, and available opportunities for PEMD.</li> </ul> <p><b>Connection:</b> Tutors help student teachers to match what they have learned to real world in PEMD.</p> <p><b>Application:</b> Tutors help student teachers to think creatively in ways they can apply what they have learned to impact themselves, others or schools</p> <p><b>Closure:</b> Tutors summarize the purpose of the lesson, assess the summaries of student teachers and reiterate the source(s) in the</p> <p><b>RequiredReferences</b> for further exploratory exercise to facilitate understanding.</p> <ul style="list-style-type: none"> <li>• Tutors state the focus of the next lesson on Integrating <i>PEMD</i> at the <b>KG Level</b> and sets expectations for the next lesson.</li> <li>• Tutors provide independent e-learning assignments for further reading</li> <li>• Provide reading assignment for the next lecture</li> </ul>	<p><b>Reflection:</b> -Student teachers reflect by expressing what they thought they learned and then ask questions for clarification</p> <ul style="list-style-type: none"> <li>• Student teachers identify strengths and weaknesses of the policy documents reviewed.</li> <li>• Student teachers identify potential opportunities for PEMD</li> </ul> <p><b>Connection:</b> Student teachers match/connect what they have learned to the real world in PEMD</p> <p><b>Application:</b> Student teachers express what they can do with what they have learned to impact self, others and school positively.</p> <p>Student teachers listen attentively and take notes.</p> <p><b>Independent Study:</b> Student teachers independently search the web to familiarize with additional and current references on the topic</p>	
<b>Lesson assessments – evaluation of learning: of, for and as learning within the lesson (linking to learning outcomes)</b>	<ol style="list-style-type: none"> <li>1. Reflection by student teachers on the development of Music Education in Ghana.</li> <li>2. Small Group Assignment to list events for the Music and Dance Schools Cultural Festiva.</li> <li>3. Describe what should be the basic equipment for basic schools music and dance.</li> </ol>			
<b>Teaching Learning Resources</b>	<ol style="list-style-type: none"> <li>1. Compact Disc (Audio &amp; Video) player with a recording facility (possibly with a detached microphone)</li> <li>2. Computers (Laptops or PCs) for playing back MP3 and MP4 files.</li> <li>3. Video Camera, LCD Projector and Screen, Tripod and Monitoring Unit (for listening and recording, viewing and reviewing performances)</li> <li>4. Policy Documents</li> </ol>			
<b>Required Text (core)</b>	<p><b>Inclusive Education Policy;</b> <a href="http://sapghana.com/data/documents/Inclusive-Education-Policy-official-document.pdf">http://sapghana.com/data/documents/Inclusive-Education-Policy-official-document.pdf</a></p> <p><b>Sexuality Education Policies:</b> <a href="https://www.gutmacher.org/sites/default/files/report_pdf/sexuality-education-ghana-report.pdf">https://www.gutmacher.org/sites/default/files/report_pdf/sexuality-education-ghana-report.pdf</a></p> <p>Ato Essuman &amp; Kwame Akyeampong (2011) Decentralisation policy and practice in Ghana: the promise and reality of community participation in education in rural communities, <i>Journal of Education Policy</i>, 26:4, 513-</p>			

	527, DOI: <a href="https://doi.org/10.1080/02680939.2011.554999">10.1080/02680939.2011.554999</a>
<b>Additional Reading List</b>	<p><b>Physical Education</b> Ghana Education Service (2018). <i>Pre-tertiary curricular for Physical Education for basic schools: KG-JHS</i>. MOE, Accra: National Council for Curriculum and Assessment (NaCCA).</p> <p><b>Music Education</b> Ghana Education Service (2018). <i>Pre-tertiary curricular for Music and Dance basic schools: KG-JHS</i>. MOE, Accra: National Council for Curriculum and Assessment (NaCCA).</p>
<b>CPD Needs</b>	<ul style="list-style-type: none"> <li>a) Documentary Analysis</li> <li>b) Organising Class Discussions (Panel, Symposia, Debate, etc.,)</li> </ul>

# LESSON 1

Year of B.Ed.	2	Semester	2	Place of lesson in semester	1 2 <b>3</b> 4 5 6 7 8 9 10 11 12		
<b>Title of Lesson</b>	Integrating <i>Physical Education</i> and Music & Dance at the KG Level			<b>Lesson Duration</b>	<b>3 hours</b>		
<b>Lesson description</b>	This course provides a reflection on how <i>Physical Education</i> and Music & Dance at the KG Level have been integrated into the NaCCA KG syllabus. They will also be introduced to the processes to follow to conduct a Case Study focusing on children’s learning and progress in PEMD NaCCA Syllabi						
<b>Previous student teacher knowledge, prior learning (assumed)</b>	Student teachers have knowledge in the intersection of Physical Education and Music & Dance.						
<b>Possible barriers to learning in the lesson</b>	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.						
<b>Lesson Delivery – chosen to support students in achieving the outcomes</b>	<b>Face-to-face</b> <input checked="" type="checkbox"/>	<b>Practical Activity</b> <input checked="" type="checkbox"/>	<b>Work-Based Learning</b>	<b>Seminars</b>	<b>Independent Study</b> <input checked="" type="checkbox"/>	<b>e-learning opportunities</b> <input checked="" type="checkbox"/>	<b>Practicum</b>
<b>Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.</b>	Additional lesson delivery modes are listed below: <ul style="list-style-type: none"> <li>• <b>Class Discussion</b> regarding existing pre-tertiary policy documents and syllabi</li> <li>• <b>Small Group Work</b> to review existing education policies and sharing with colleagues</li> <li>• <b>Documentary Video Analysis</b> of teaching in Ghanaian basic schools</li> <li>• <b>Group Work</b> on syllabi</li> <li>• <b>Independent Study</b> on action research</li> </ul>						
<ul style="list-style-type: none"> <li>• <b>Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description.</b></li> <li>• <b>Write in full aspects of the NTS addressed</b></li> </ul>	<ul style="list-style-type: none"> <li>• The purpose of this lesson is to reflect and synthesize NaCCA KG syllabus. Specifically, it will develop a scope and sequence chart, develop a core cross-cutting indicator chart, 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 of the curriculum, and preparation towards STS. They will also be introduced to the processes to follow to conduct a Case Study focusing on children’s learning and progress in PEMD NaCCA Syllabi.</li> </ul>						
<ul style="list-style-type: none"> <li>• <b>Learning Outcome for the lesson, picked and developed from the course specification</b></li> <li>• <b>Learning indicators for each learning outcome</b></li> </ul>	<b>Learning Outcomes</b>	<b>Learning Indicators</b>		<b>Identify which cross-cutting issues - core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed.</b>			
	CLO1 Demonstrate a comprehensive content knowledge in the NaCCA KG 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 and Dance Syllabuses [EPJMDS])  CLO 2 Demonstrate a comprehensive	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.  L.1 Undertake child study focusing on children’s learning and progress. L.2 Produce a report in the twelfth week on his/her case study focusing on children’s learning and progress	<ul style="list-style-type: none"> <li>• Assessment skills, social skills, communication skills, reflection and honesty.</li> <li>• critical thinking and problem solving, financial literacy, digital literacy, open-mindedness</li> <li>• cultural and civic literacy, innovation and collaboration</li> <li>• Gender issues;</li> </ul>				

		understanding of directed supported tasks for 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, 3b), (NTS, 1d, 1f, 1g, & 2a), (NTS 2b, 2d), (NTS 2f)	in PEMD NaCCA Syllabi.	SEN (therapeutic); <ul style="list-style-type: none"> <li>• adaptations for children with SEN diversity and inclusivity MD</li> <li>• information literacy,</li> <li>• ethical issues on stereotyping in music and PE</li> </ul>
<b>Topic</b>  Integrating <i>Physical Education</i> and Music & Dance at the KG Level	<b>Sub-topic</b>	<b>Stage/Time</b>	<b>Teaching and learning activities to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study</b>	
			<b>Tutor Activity</b>	<b>Student Teacher Activity</b>
		Stage 1 - 30 min	<b>Set Induction:</b> Set Induction: Ask students to sing some children songs sang at the KG level from Mereku's <i>We Sing and Learn</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.  Ask students to sit in their specialisms if the setting is appropriate to facilitate the lesson delivery.	Students sing some KG 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 appropriate to facilitate the lesson delivery.
		<b>Class Discussion</b> Tutor briefly discusses the following points: <ul style="list-style-type: none"> <li>• Organisation and Structure of the Curriculum</li> <li>• Developing a Scope and Sequence Chart</li> <li>• Understanding the Termly Themes for Performing Arts</li> <li>• Content Standards and Sub-strands</li> <li>• Annotation of the Curriculum</li> <li>• Building a teaching portfolios</li> </ul> Preparation towards STS	<b>Class Discussion</b> Student teachers listen attentively and interact through questions and take notes.	

	Stage 2 - 40 min	<p><b>Small Group Work:</b> Tutors assign student teachers to small groups and task small groups to review KG syllabus identifying the point raised in the discussion.</p> <ul style="list-style-type: none"> <li>The groups share their review as it pertains to purpose, objectives, themes, content standards, sub-sub-strands, and annotation etc.</li> </ul>	<p><b>Small Group:</b> Student teachers engage a critical review and synthesis of KG syllabus identifying the point raised in the discussion.</p> <ul style="list-style-type: none"> <li>Student teachers share review as it pertains to purpose, objectives, themes, content standards, sub-sub-strands, and annotation, etc.</li> </ul>
	Stage 3 - 30 min	<p><b>Presentation:</b> 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.</p>	<ul style="list-style-type: none"> <li>Student teachers share their work from the small group work.</li> <li>Student teachers listen to group presentations and engage colleagues with questions and comments.</li> </ul>
	Stage 4 - 90 min	<p><b>Reflection – Connection-Application and Closure.</b></p> <p><b>Reflection:</b> Tutors allow student teachers to think about what they have learned and allow them to express their “own” understanding.</p> <ul style="list-style-type: none"> <li>Tutors help student teachers to examine the strengths/weakness, and available opportunities for PEMD.</li> </ul> <p><b>Connection:</b> Tutors help student teachers to match what they have learned to real world in PEMD.</p> <p><b>Application:</b> Tutors help student teachers to think creatively in ways they can apply what they have learned to impact themselves, others or schools</p> <p><b>Closure:</b> Tutors summarize the purpose of the lesson, assess the summaries of student teachers and reiterate the source(s) in the <b>RequiredReferences</b> for further exploratory exercise to facilitate understanding.</p> <ul style="list-style-type: none"> <li>Tutors state the focus of the next lesson on <b>B1-B6 NaCCA Curriculum for Physical Education II</b> and sets expectations for the next lesson.</li> </ul>	<p><b>Reflection:</b> -Student teachers reflect by expressing what they thought they learned and then ask questions for clarification</p> <ul style="list-style-type: none"> <li>Student teacher identify strengths and weaknesses of the policy documents reviewed.</li> <li>Student teachers identify potential opportunities for PEMD</li> </ul> <p><b>Connection:</b> Student teachers match/connect what they have learned to the real world in PEMD</p> <p><b>Application:</b> Student teachers express what they can do with what they have learned to impact self, others and school positively.</p> <p>Student teachers listen attentively and take notes.</p> <p><b>Independent Study:</b> Student teachers independently search the web to familiarize with additional and current references on the topic</p>

			<ul style="list-style-type: none"> <li>• Tutors provide independent e-learning assignments for further reading</li> <li>• Provide reading assignment for the next lecture</li> </ul>	
<b>Lesson assessments – evaluation of learning: of, for and as learning within the lesson (linking to learning outcomes)</b>			<ol style="list-style-type: none"> <li>1. Reflection by student teachers on the <i>NaCCA GK syllabus</i>.</li> <li>2. Small Group Assignment to Developing a Scope and Sequence Chart.</li> <li>3. Describe the annotation of the NaCCA GK Curriculum</li> </ol>	
<b>Teaching Learning Resources</b>			<ol style="list-style-type: none"> <li>1. Compact Disc (Audio &amp; Video) player with a recording facility (possibly with a detached microphone)</li> <li>2. Computers (Laptops or PCs) for playing back MP3 and MP4 files.</li> <li>3. Video Camera, LCD Projector and Screen, Tripod and Monitoring Unit (for listening and recording, viewing and reviewing performances)</li> <li>4. Policy Documents</li> </ol>	
<b>Required Text (core)</b>			<p><b>Inclusive Education Policy;</b> <a href="http://sapghana.com/data/documents/Inclusive-Education-Policy-official-document.pdf">http://sapghana.com/data/documents/Inclusive-Education-Policy-official-document.pdf</a></p> <p><b>Sexuality Education Policies:</b>  <a href="https://www.guttmacher.org/sites/default/files/report_pdf/sexuality-education-ghana-report.pdf">https://www.guttmacher.org/sites/default/files/report_pdf/sexuality-education-ghana-report.pdf</a></p> <p>Ato Essuman &amp; Kwame Akyeampong (2011) Decentralisation policy and practice in Ghana: the promise and reality of community participation in education in rural communities, <i>Journal of Education Policy</i>, 26:4, 513-527, DOI: <a href="https://doi.org/10.1080/02680939.2011.554999">10.1080/02680939.2011.554999</a></p>	
<b>Additional Reading List</b>			<p><b>Physical Education</b>  Ghana Education Service (2018). <i>Pre-tertiary curricular for Physical Education for basic schools: KG-JHS</i>. MOE, Accra: National Council for Curriculum and Assessment (NaCCA).</p> <p><b>Music Education</b>  Ghana Education Service (2018). <i>Pre-tertiary curricular for Music and Dance basic schools: KG-JHS</i>. MOE, Accra: National Council for Curriculum and Assessment (NaCCA).</p>	
<b>CPD Needs</b>			<ol style="list-style-type: none"> <li>a) Documentary Analysis</li> <li>b) Organising Class Discussions (Panel, Symposia, Debate, etc.,)</li> <li>c)</li> </ol>	

## LESSON 4

Year of B.Ed.	2	Semester	2	Place of lesson in semester	1 2 3 <b>4</b> 5 6 7 8 9 10 11 12		
<b>Title of Lesson</b>	B1-B6 NaCCA Curriculum for <i>Physical Education I</i>			<b>Lesson Duration</b>	<b>3 hours</b>		
<b>Lesson description</b>	This course provides a reflection on how B1-B6 NaCCA Curriculum for <i>Physical Education</i> can be integrated into the PEMD syllabus.						
<b>Previous student teacher knowledge, prior learning (assumed)</b>	Student teachers have knowledge in the intersection of Physical Education and Music & Dance.						
<b>Possible barriers to learning in the lesson</b>	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.						
<b>Lesson Delivery – chosen to support students in achieving the outcomes</b>	<b>Face-to-face</b> <input checked="" type="checkbox"/>	<b>Practical Activity</b> <input checked="" type="checkbox"/>	<b>Work-Based Learning</b>	<b>Seminars</b>	<b>Independent Study</b> <input checked="" type="checkbox"/>	<b>e-learning opportunities</b> <input checked="" type="checkbox"/>	<b>Practicum</b>
<b>Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.</b>	Additional lesson delivery modes are listed below: <ul style="list-style-type: none"> <li>• <b>Class Discussion</b> regarding existing pre-tertiary policy documents and syllabi</li> <li>• <b>Small Group Work</b> to review existing education policies and sharing with colleagues</li> <li>• <b>Documentary Video Analysis</b> of teaching in Ghanaian basic schools</li> <li>• <b>Group Work</b> on syllabi</li> <li>• <b>Independent Study</b> on action research</li> </ul>						
<ul style="list-style-type: none"> <li>• <b>Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description.</b></li> <li>• <b>Write in full aspects of the NTS addressed</b></li> </ul>	<ul style="list-style-type: none"> <li>• The purpose of this lesson is to reflect and synthesize <b>NaCCA KG syllabus</b>. Specifically, it will develop a scope and sequence chart, develop a core cross-cutting indicator chart, 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 of the curriculum, and preparation towards STS</li> </ul>						
<ul style="list-style-type: none"> <li>• <b>Learning Outcome for the lesson, picked and developed from the course specification</b></li> <li>• <b>Learning indicators for each learning outcome</b></li> </ul>	<b>Learning Outcomes</b>	<b>Learning Indicators</b>		<b>Identify which cross-cutting issues - core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed.</b>			
	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 and Dance Syllabuses [EPJMDS])	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.		<ul style="list-style-type: none"> <li>• Assessment skills, social skills, communication skills, reflection and honesty.</li> <li>• critical thinking and problem solving, financial literacy, digital literacy, open-mindedness</li> <li>• cultural and civic literacy, innovation and collaboration</li> <li>• Gender issues; SEN (therapeutic);</li> <li>• adaptations for children with SEN diversity and inclusivity MD</li> <li>• information literacy,</li> <li>• ethical issues on stereotyping in PE</li> </ul>			

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	
			Tutor Activity	Student Teacher Activity
B1-B6 NaCCA Curriculum for <i>Physical Education I</i>	<ul style="list-style-type: none"> <li>• Organisation and Structure of the Curriculum</li> <li>• Developing a Scope and Sequence Chart</li> <li>• Understanding the Termly Themes for Performing Arts</li> <li>• Content Standards and Sub-strands</li> <li>• Annotation of the Curriculum</li> <li>• Building a teaching portfolios</li> <li>• Preparation towards STS</li> </ul>	Stage 1 - 30 min	<p><b>Set Induction:</b> Set Induction: Ask students to sing some children songs sang at the Basic 1-3 level from Mereku's <i>We Sing and Learn</i>.</p> <p>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.</p> <p>Ask students to sit in their specialisms if the setting is appropriate to facilitate the lesson delivery.</p>	<p>Students sing some Basic 1-3 level children songs from Mereku's <i>We Sing and Learn</i>.</p> <p>Student teachers listen attentively and interact through questions and take notes.</p> <p>Students sit in their specialisms if setting is appropriate to facilitate the lesson delivery.</p>
			<p><b>Class Discussion</b> Tutor briefly discusses the following points:</p> <ul style="list-style-type: none"> <li>• Organisation and Structure of the Curriculum</li> <li>• Developing a Scope and Sequence Chart</li> <li>• Understanding the Termly Themes for Performing Arts</li> <li>• Content Standards and Sub-strands</li> <li>• Annotation of the Curriculum</li> <li>• Building a teaching portfolio</li> </ul> <p>Preparation towards STS</p>	<p><b>Class Discussion</b> Student teachers listen attentively and interact through questions and take notes.</p>
		Stage 2 - 40 min	<p><b>Small Group Work:</b> 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.</p> <p>-Tutors ask the groups to share their review as it pertains to purpose, objectives, themes, content standards, sub-sub-strands, and annotation etc.</p>	<p><b>Small Group:</b> Student teachers engage a critical review and synthesis of Basic 1-3 Physical Education syllabus to identifying the point raised in the discussion.</p> <p>-Student teachers share their review as it pertains to purpose, objectives, themes, content standards, sub-sub-strands, and annotation, etc.</p>
		Stage 3 - 30 min	<p><b>Presentation:</b> 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</p>	<p>-Student teachers share their work from the small group work with their colleagues.</p> <p>Student teachers listen to group presentations and</p>

			questions, comments and observe.	engage colleagues with questions and comments.
		Stage 4 - 90 min	<p><b>Reflection – Connection-Application and Closure.</b></p> <p><b>Reflection:</b> 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.</p> <p><b>Connection:</b> Tutors help student teachers to match what they have learned to real world in PEMD.</p> <p><b>Application:</b> Tutors help student teachers to think creatively in ways they can apply what they have learned to impact themselves, others or schools</p> <p><b>Closure:</b> Tutors summarize the purpose of the lesson, assess the summaries of student teachers and reiterate the source(s) in the</p> <p><b>RequiredReferences</b> for further exploratory exercise to facilitate understanding.</p> <ul style="list-style-type: none"> <li>• Tutors state the focus of the next lesson on <b>B4-B6 NaCCA Curriculum for Creative Arts</b> and sets expectations for the next lesson.</li> <li>• Tutors provide independent e-learning assignments for further reading</li> <li>• Provide reading assignment for the next lecture</li> </ul>	<p><b>Reflection:</b> -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</p> <p><b>Connection:</b> Student teachers match/connect what they have learned to the real world in PEMD</p> <p><b>Application:</b> Student teachers express what they can do with what they have learned to impact self, others and school positively.</p> <p>Student teachers listen attentively and take notes.</p> <p><b>Independent Study:</b> Student teachers independently search the web to familiarize with additional and current references on the topic</p>
Lesson assessments – evaluation of learning: of, for and as learning within the lesson (linking to learning outcomes)				<ol style="list-style-type: none"> <li>1. Reflection by student teachers on the <b>B1-B6 NaCCA Curriculum for Physical Education.</b></li> <li>2. Small Group Assignment to Developing a Scope and Sequence Chart.</li> <li>3. Describe the events of Schools Sports Festival.</li> </ol>

<b>Teaching Learning Resources</b>	<ol style="list-style-type: none"> <li>1. Compact Disc (Audio &amp; Video) player with a recording facility (possibly with a detached microphone)</li> <li>2. Computers (Laptops or PCs) for playing back MP3 and MP4 files.</li> <li>3. Video Camera, LCD Projector and Screen, Tripod and Monitoring Unit (for listening and recording, viewing and reviewing performances)</li> <li>4. Policy Documents</li> </ol>
<b>Required Text (core)</b>	<p><b>Inclusive Education Policy;</b> <a href="http://sapghana.com/data/documents/Inclusive-Education-Policy-official-document.pdf">http://sapghana.com/data/documents/Inclusive-Education-Policy-official-document.pdf</a></p> <p><b>Sexuality Education Policies:</b>  <a href="https://www.guttmacher.org/sites/default/files/report_pdf/sexuality-education-ghana-report.pdf">https://www.guttmacher.org/sites/default/files/report_pdf/sexuality-education-ghana-report.pdf</a></p> <p>Ato Essuman &amp; Kwame Akyeampong (2011) Decentralisation policy and practice in Ghana: the promise and reality of community participation in education in rural communities, <i>Journal of Education Policy</i>, 26:4, 513-527, DOI:<a href="https://doi.org/10.1080/02680939.2011.554999">10.1080/02680939.2011.554999</a></p>
<b>Additional Reading List</b>	<p><b>Physical Education</b>  Ghana Education Service (2018). <i>Pre-tertiary curricular for Physical Education for basic schools: KG-JHS</i>. MOE, Accra: National Council for Curriculum and Assessment (NaCCA).</p>
<b>CPD Needs</b>	<ol style="list-style-type: none"> <li>a) Documentary Analysis</li> <li>b) Organising Class Discussions (Panel, Symposia, Debate, etc.,)</li> </ol>

## LESSON 5

Year of B.Ed.	2	Semester	2	Place of lesson in semester	1	2	3	4	5	6	7	8	9	10	11	12
<b>Title of Lesson</b>	B1-B6 NaCCA Curriculum for <i>Creative Arts I</i>			<b>Lesson Duration</b>	3 hours											
<b>Lesson description</b>	This course provides a reflection on how B1-B6 NaCCA Curriculum for <i>Creative Arts</i> can be integrated into aPEMD syllabus.															
<b>Previous student teacher knowledge, prior learning (assumed)</b>	Student teachers have knowledge in the intersection of Physical Education and Music & Dance.															
<b>Possible barriers to learning in the lesson</b>	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.															
<b>Lesson Delivery – chosen to support students in achieving the outcomes</b>	<b>Face-to-face</b> <input checked="" type="checkbox"/>	<b>Practical Activity</b> <input checked="" type="checkbox"/>	<b>Work-Based Learning</b>	<b>Seminars</b>	<b>Independent Study</b> <input checked="" type="checkbox"/>	<b>e-learning opportunities</b> <input checked="" type="checkbox"/>	<b>Practicum</b>									
<b>Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.</b>	Additional lesson delivery modes are listed below: <ul style="list-style-type: none"> <li>• <b>Class Discussion</b> regarding existing pre-tertiary policy documents and syllabi</li> <li>• <b>Small Group Work</b> to review existing education policies and sharing with colleagues</li> <li>• <b>Documentary Video Analysis</b> of teaching in Ghanaian basic schools</li> <li>• <b>Group Work</b> on syllabi</li> <li>• <b>Independent Study</b> on action research</li> </ul>															
<ul style="list-style-type: none"> <li>• <b>Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description.</b></li> <li>• <b>Write in full aspects of the NTS addressed</b></li> </ul>	<ul style="list-style-type: none"> <li>• The purpose of this lesson is to reflect and synthesize B1-B6 NaCCA Curriculum for <i>Creative Arts</i>. Specifically, it will develop a scope and sequence chart, develop a core cross-cutting indicator chart, 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 of the curriculum, and preparation towards STS</li> </ul>															
<ul style="list-style-type: none"> <li>• <b>Learning Outcome for the lesson, picked and developed from the course specification</b></li> <li>• <b>Learning indicators for each learning outcome</b></li> </ul>	<b>Learning Outcomes</b>			<b>Learning Indicators</b>			<b>Identify which cross-cutting issues - core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed.</b>									
	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 and Dance Syllabuses [EPJMDS])			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.			<ul style="list-style-type: none"> <li>• Assessment skills, social skills, communication skills, reflection and honesty.</li> <li>• critical thinking and problem solving, financial literacy, digital literacy, open-mindedness</li> <li>• cultural and civic literacy, innovation and collaboration</li> <li>• Gender issues; SEN (therapeutic);</li> <li>• adaptations for children with SEN diversity and inclusivity MD</li> <li>• information literacy,</li> <li>• ethical issues on stereotyping in PE</li> </ul>									

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	
			Tutor Activity	Student Teacher Activity
B1-B6 NaCCA Curriculum for <i>Creative Arts I</i>	<ul style="list-style-type: none"> <li>• Organisation and Structure of the Curriculum</li> <li>• Developing a Scope and Sequence Chart</li> <li>• Understanding the Termly Themes for Performing Arts</li> <li>• Content Standards and Sub-strands</li> <li>• Annotation of the Curriculum</li> <li>• Building a teaching portfolios</li> <li>• Preparation towards STS</li> </ul>	Stage 1 - 30 min	<p><b>Set Induction:</b> Set Induction: Ask students to sing some children songs sang at the Basic 1-3 level from Mereku's <i>We Sing and Learn</i>.</p> <p>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.</p> <p>Ask students to sit in their specialisms if the setting is appropriate to facilitate the lesson delivery.</p>	<p>Students sing some Basic 1-3 level children songs from Mereku's <i>We Sing and Learn</i>.</p> <p>Student teachers listen attentively and interact through questions and take notes.</p> <p>Students sit in their specialisms if setting is appropriate to facilitate the lesson delivery.</p>
			<p><b>Class Discussion</b> Tutor briefly discusses the following points:</p> <ul style="list-style-type: none"> <li>• Organisation and Structure of the Curriculum</li> <li>• Developing a Scope and Sequence Chart</li> <li>• Understanding the Termly Themes for Performing Arts</li> <li>• Content Standards and Sub-strands</li> <li>• Annotation of the Curriculum</li> <li>• Building a teaching portfolio</li> </ul> <p>Preparation towards STS</p>	<p><b>Class Discussion</b> Student teachers listen attentively and interact through questions and take notes.</p>
		Stage 2 - 40 min	<p><b>Small Group Work:</b> 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.</p> <ul style="list-style-type: none"> <li>• Tutors ask the groups to share their review as it pertains to purpose, objectives, themes, content standards, sub-sub-strands, and annotation etc.</li> </ul>	<p><b>Small Group:</b> Student teachers are engage in critical review and synthesis of the B1-B6 NaCCA Curriculum for <i>Creative Arts</i> identifying the points raised in the discussion.</p> <ul style="list-style-type: none"> <li>• Student teachers share their review as it pertains to purpose, objectives, themes, content standards, sub-sub-strands, and annotation, etc.</li> </ul>
		Stage 3 - 30 min	<p><b>Presentation:</b> As an extension to the small group work, tutors lead student teachers to present their</p>	<ul style="list-style-type: none"> <li>• Student teachers share their work from the small group work with</li> </ul>

			work with the class. Tutor encourages students to engage colleagues with questions, comments and observe.	<p>their colleagues.</p> <ul style="list-style-type: none"> <li>• Student teachers listen to group presentations and engage colleagues with questions and comments.</li> </ul>
		Stage 4 - 90 min	<p><b>Reflection – Connection-Application and Closure.</b></p> <p><b>Reflection:</b> 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.</p> <p><b>Connection:</b> Tutors help student teachers to match what they have learned to real world in PEMD.</p> <p><b>Application:</b> Tutors help student teachers to think creatively in ways they can apply what they have learned to impact themselves, others or schools</p> <p><b>Closure:</b> Tutors summarize the purpose of the lesson, assess the summaries of student teachers and reiterate the source(s) in the</p> <p><b>RequiredReferences</b> for further exploratory exercise to facilitate understanding. -Tutors state the focus of the next lesson on <b>B4-B6 NaCCA Curriculum for Physical Education II</b> and set expectations for the next lesson. -Tutors provide independent e-learning assignments for further reading -Provide reading assignment for the next lecture</p>	<p><b>Reflection:</b> -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</p> <p><b>Connection:</b> Student teachers match/connect what they have learned to the real world in PEMD</p> <p><b>Application:</b> Student teachers express what they can do with what they have learned to impact self, others and school positively.</p> <p>Student teachers listen attentively and take notes.</p> <p><b>Independent Study:</b> Student teachers independently search the web to familiarize with additional and current references on the topic</p>

Lesson assessments – evaluation of learning: of, for and as learning within the lesson (linking to learning outcomes)	<ol style="list-style-type: none"> <li>1. Reflection by student teachers on the <b>B1-B6 NaCCA Curriculum for Creative Arts</b>.</li> <li>2. Small Group Assignment to Developing a Scope and Sequence Chart.</li> <li>3. Describe the events of Arts and Cultural Festival for Schools</li> </ol>
Teaching Learning Resources	<ol style="list-style-type: none"> <li>1. Compact Disc (Audio &amp; Video) player with a recording facility (possibly with a detached microphone)</li> <li>2. Computers (Laptops or PCs) for playing back MP3 and MP4 files.</li> <li>3. Video Camera, LCD Projector and Screen, Tripod and Monitoring Unit (for listening and recording, viewing and reviewing performances)</li> <li>4. Policy Documents</li> </ol>
Required Text (core)	<p><b>Inclusive Education Policy;</b> <a href="http://sapghana.com/data/documents/Inclusive-Education-Policy-official-document.pdf">http://sapghana.com/data/documents/Inclusive-Education-Policy-official-document.pdf</a></p> <p><b>Sexuality Education Policies:</b>  <a href="https://www.guttmacher.org/sites/default/files/report_pdf/sexuality-education-ghana-report.pdf">https://www.guttmacher.org/sites/default/files/report_pdf/sexuality-education-ghana-report.pdf</a></p> <p>Ato Essuman &amp; Kwame Akyeampong(2011) Decentralisation policy and practice in Ghana: the promise and reality of community participation in education in rural communities, <i>Journal of Education Policy</i>, 26:4, 513-527, DOI:<a href="https://doi.org/10.1080/02680939.2011.554999">10.1080/02680939.2011.554999</a></p>
Additional Reading List	<p><b>Physical Education</b></p> <p>Ghana Education Service (2018). <i>Pre-tertiary curricular for Physical Education for basic schools: KG-JHS</i>. MOE, Accra: National Council for Curriculum and Assessment (NaCCA).</p>
CPD Needs	<ol style="list-style-type: none"> <li>a) Documentary Analysis</li> <li>b) Organising Class Discussions (Panel, Symposia, Debate, etc.,)</li> </ol>

## LESSON 6

Year of B.Ed.	2	Semester	2	Place of lesson in semester	1 2 3 4 5 <b>6</b> 7 8 9 10 11 12		
<b>Title of Lesson</b>	B1-B6 NaCCA Curriculum for <i>Physical Education II</i>			<b>Lesson Duration</b>	<b>3 hours</b>		
<b>Lesson description</b>	This course provides a reflection on how B1-B6 NaCCA Curriculum for <i>Physical Education</i> can be integrated into a PEMD syllabus.						
<b>Previous student teacher knowledge, prior learning (assumed)</b>	Student teachers have knowledge of the two separate Physical Education and Creative Arts NaCCA curricula. They have looked at organisation and structure of the curriculum, developing a scope and sequence chart, understanding the termly themes for performing arts, content standards and sub-strands and annotation of the curriculum.						
<b>Possible barriers to learning in the lesson</b>	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.						
<b>Lesson Delivery – chosen to support students in achieving the outcomes</b>	<b>Face-to-face</b> <input checked="" type="checkbox"/>	<b>Practical Activity</b> <input checked="" type="checkbox"/>	<b>Work-Based Learning</b>	<b>Seminars</b>	<b>Independent Study</b> <input checked="" type="checkbox"/>	<b>e-learning opportunities</b> <input checked="" type="checkbox"/>	<b>Practicum</b>
<b>Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.</b>	Additional lesson delivery modes are listed below: <ul style="list-style-type: none"> <li>• <b>Class Discussion</b> regarding existing pre-tertiary policy documents and syllabi</li> <li>• <b>Small Group Work</b> to review existing education policies and sharing with colleagues</li> <li>• <b>Documentary Video Analysis</b> of teaching in Ghanaian basic schools</li> <li>• <b>Group Work</b> on syllabi</li> <li>• <b>Independent Study</b> on action research</li> </ul>						
<ul style="list-style-type: none"> <li>• <b>Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description.</b></li> <li>• <b>Write in full aspects of the NTS addressed</b></li> </ul>	<ul style="list-style-type: none"> <li>• The purpose of this lesson is to reflect and synthesize how the NaCCA <i>Physical Education</i> can be integrated into a PEMD syllabus. Specifically, it will develop a scope and sequence chart, develop a core cross-cutting indicator chart, 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 of the curriculum, and preparation towards STS</li> </ul>						
<ul style="list-style-type: none"> <li>• <b>Learning Outcome for the lesson, picked and developed from the course specification</b></li> <li>• <b>Learning indicators for each learning outcome</b></li> </ul>	<b>Learning Outcomes</b>	<b>Learning Indicators</b>		<b>Identify which cross-cutting issues - core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed.</b>			
	CLO1 Demonstrate a comprehensive content knowledge in the NaCCA Basic 1-6 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 and Dance Syllabuses [EPJMDS])	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.		<ul style="list-style-type: none"> <li>• Assessment skills, social skills, communication skills, reflection and honesty.</li> <li>• critical thinking and problem solving, financial literacy, digital literacy, open-mindedness</li> <li>• cultural and civic literacy, innovation and collaboration</li> <li>• Gender issues; SEN (therapeutic); adaptations for children with SEN diversity and inclusivity MD</li> <li>• information literacy,</li> <li>• ethical issues on stereotyping in PE</li> </ul>			

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	
			Tutor Activity	Student Teacher Activity
B1-B6 NaCCA Curriculum for <i>Physical Education II</i>	<ul style="list-style-type: none"> <li>• Motor Skill and Movement Patterns</li> <li>• Movement Concepts, Principles and Strategies</li> <li>• Physical Fitness</li> <li>• Physical Fitness Concepts, Principles and Strategies</li> <li>• Values and Psycho-Social Concepts, Principles and Strategies</li> <li>• Building a teaching portfolios preparation towards STS</li> </ul>	Stage 1 - 30 min	<p><b>Set Induction:</b> Set Induction: Ask students to sing some children songs sang at the Basic 1-3 level from Mereku's <i>We Sing and Learn</i>.</p> <p>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.</p> <p>Ask students to sit in their specialisms if the setting is appropriate to facilitate the lesson delivery.</p>	<p>Students sing some Basic 1-3 level children songs from Mereku's <i>We Sing and Learn</i>.</p> <p>Student teachers listen attentively and interact through questions and take notes.</p> <p>Students sit in their specialisms if setting is appropriate to facilitate the lesson delivery.</p>
			<p><b>Class Discussion</b> Tutor briefly discusses the following points:</p> <ul style="list-style-type: none"> <li>• Motor Skill and Movement Patterns</li> <li>• Movement Concepts, Principles and Strategies</li> <li>• Physical Fitness</li> <li>• Physical Fitness Concepts, Principles and Strategies</li> <li>• Values and Psycho-Social Concepts, Principles and Strategies</li> <li>• Building a teaching portfolios</li> <li>• Preparation towards STS</li> </ul>	<p><b>Class Discussion</b> Student teachers listen attentively and interact through questions and take notes.</p>
		Stage 2 - 40 min	<p><b>Small Group Work:</b> 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.</p> <p>-Tutors ask the groups to share their review as it pertains to purpose, objectives, themes, content standards, sub-sub-strands, and annotation etc.</p>	<p><b>Small Group:</b> Student teachers engage in a critical review and synthesis of Basic 1-6 Physical Education syllabus identifying the points raised in the discussion.</p> <p>-Student teachers share their review as it pertains to 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 etc.</p>

		<p>Stage 3 - 30 min</p>	<p><b>Presentation:</b> As an extension to the small group work, tutors lead student teachers to present their work with the class.</p> <p>Tutor encourages students to engage colleagues with questions, comments and observations.</p>	<ul style="list-style-type: none"> <li>• Student teachers share their work from the small group work with their colleagues.</li> <li>• Student teachers listen to group presentations and engage colleagues with questions and comments.</li> </ul>
		<p>Stage 4 - 90 min</p>	<p><b>Reflection – Connection-Application and Closure.</b></p> <p><b>Reflection:</b> 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.</p> <p><b>Connection:</b> Tutors help student teachers to match what they have learned to real world in PEMD.</p> <p><b>Application:</b> Tutors help student teachers to think creatively in ways they can apply what they have learned to impact themselves, others or schools</p> <p><b>Closure:</b> Tutors summarize the purpose of the lesson, assess the summaries of student teachers and reiterate the source(s) in the</p> <p><b>RequiredReferences</b> for further exploratory exercise to facilitate understanding. -Tutors state the focus of the next lesson on B1-B6 NaCCA Curriculum for <b>Creative Arts</b> //and set expectations for the next lesson. -Tutors provide independent e-learning assignments for further reading -Provide reading assignment for the next lecture</p>	<p><b>Reflection:</b> -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</p> <p><b>Connection:</b> Student teachers match/connect what they have learned to the real world in PEMD</p> <p><b>Application:</b> Student teachers express what they can do with what they have learned to impact self, others and school positively.</p> <p>Student teachers listen attentively and take notes.</p> <p><b>Independent Study:</b> Student teachers independently search the web to familiarize with additional and current references on the topic</p>

Lesson assessments – evaluation of learning: of, for and as learning within the lesson (linking to learning outcomes)	<ol style="list-style-type: none"> <li>1. Reflection by student teachers on the <b>B1-B6 NaCCA Curriculum for Physical Education</b>.</li> <li>2. Small Group Assignment to Developing a Lesson Plan for their PEMD delivery.</li> <li>3. Describe the Content Standards for the five sub-strands for the <b>B1-B6 NaCCA Curriculum for Physical Education</b>.</li> </ol>
Teaching Learning Resources	<ol style="list-style-type: none"> <li>1. Compact Disc (Audio &amp; Video) player with a recording facility (possibly with a detached microphone)</li> <li>2. Computers (Laptops or PCs) for playing back MP3 and MP4 files.</li> <li>3. Video Camera, LCD Projector and Screen, Tripod and Monitoring Unit (for listening and recording, viewing and reviewing performances)</li> <li>4. Policy Documents</li> </ol>
Required Text (core)	<p><b>Inclusive Education Policy;</b> <a href="http://sapghana.com/data/documents/Inclusive-Education-Policy-official-document.pdf">http://sapghana.com/data/documents/Inclusive-Education-Policy-official-document.pdf</a></p> <p><b>Sexuality Education Policies:</b>  <a href="https://www.guttmacher.org/sites/default/files/report_pdf/sexuality-education-ghana-report.pdf">https://www.guttmacher.org/sites/default/files/report_pdf/sexuality-education-ghana-report.pdf</a></p> <p>Ato Essuman &amp; Kwame Akyeampong (2011) Decentralisation policy and practice in Ghana: the promise and reality of community participation in education in rural communities, <i>Journal of Education Policy</i>, 26:4, 513-527, DOI:<a href="https://doi.org/10.1080/02680939.2011.554999">10.1080/02680939.2011.554999</a></p>
Additional Reading List	<p><b>Physical Education</b></p> <p>Ghana Education Service (2018). <i>Pre-tertiary curricular for Physical Education for basic schools: KG-JHS</i>. MOE, Accra: National Council for Curriculum and Assessment (NaCCA).</p>
CPD Needs	<ol style="list-style-type: none"> <li>a) Documentary Analysis</li> <li>b) Organising Class Discussions (Panel, Symposia, Debate, etc.,)</li> </ol>

## LESSON 7

Year of B.Ed.	2	Semester	2	Place of lesson in semester	1	2	3	4	5	6	7	8	9	10	11	12
<b>Title of Lesson</b>	B1-B6 NaCCA Curriculum for <i>Creative Arts II</i>				<b>Lesson Duration</b>	3 hours										
<b>Lesson description</b>	This course provides a reflection on how B1-B6 NaCCA Curriculum for <i>Creative Arts II</i> can be integrated into a PEMD syllabus.															
<b>Previous student teacher knowledge, prior learning (assumed)</b>	Student teachers have knowledge of the two separate Physical Education and Creative Arts NaCCA curricula. They have looked at organisation and structure of the curriculum, developing a scope and sequence chart, understanding the termly themes for performing arts, content standards and sub-strands and annotation of the curriculum.															
<b>Possible barriers to learning in the lesson</b>	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.															
<b>Lesson Delivery – chosen to support students in achieving the outcomes</b>	<b>Face-to-face</b> <input checked="" type="checkbox"/>	<b>Practical Activity</b> <input checked="" type="checkbox"/>	<b>Work-Based Learning</b>	<b>Seminars</b>	<b>Independent Study</b> <input checked="" type="checkbox"/>	<b>e-learning opportunities</b> <input checked="" type="checkbox"/>	<b>Practicum</b>									
<b>Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.</b>	Additional lesson delivery modes are listed below: <ul style="list-style-type: none"> <li>• <b>Class Discussion</b> regarding existing pre-tertiary policy documents and syllabi</li> <li>• <b>Small Group Work</b> to review existing education policies and sharing with colleagues</li> <li>• <b>Documentary Video Analysis</b> of teaching in Ghanaian basic schools</li> <li>• <b>Group Work</b> on syllabi</li> <li>• <b>Independent Study</b> on action research</li> </ul>															
<ul style="list-style-type: none"> <li>• <b>Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description.</b></li> <li>• <b>Write in full aspects of the NTS addressed</b></li> </ul>	<ul style="list-style-type: none"> <li>• The purpose of this lesson is to reflect and synthesize how the NaCCA <i>Creative Arts</i> can be integrated into a PEMD syllabus. Specifically, it will develop a scope and sequence chart, develop a core cross-cutting indicator chart, 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 of the curriculum, and preparation towards STS</li> </ul>															
<ul style="list-style-type: none"> <li>• <b>Learning Outcome for the lesson, picked and developed from the course specification</b></li> <li>• <b>Learning indicators for each learning outcome</b></li> </ul>	<b>Learning Outcomes</b>				<b>Learning Indicators</b>				<b>Identify which cross-cutting issues - core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed.</b>							
	CLO1 Demonstrate a comprehensive content knowledge in the NaCCA Basic 1-6 Creative Arts 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 and Dance Syllabuses [EPJMDS])				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.				<ul style="list-style-type: none"> <li>• Assessment skills, social skills, communication skills, reflection and honesty.</li> <li>• critical thinking and problem solving, financial literacy, digital literacy, open-mindedness</li> <li>• cultural and civic literacy, innovation and collaboration</li> <li>• Gender issues; SEN (therapeutic);</li> <li>• adaptations for children with SEN diversity and inclusivity MD</li> <li>• information literacy,</li> <li>• ethical issues on stereotyping in PE</li> </ul>							

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	
			Tutor Activity	Student Teacher Activity
B1-B6 NaCCA Curriculum for <i>Creative Arts II</i>	<ul style="list-style-type: none"> <li>• Teaching Thinking &amp; Exploring Lesson</li> <li>• Teaching Planning, Making and Composing Lesson</li> <li>• Teaching Displaying, Sharing and Exhibiting, Performing Lesson</li> <li>• Teaching Appreciating and Appraising Lesson</li> <li>• TLMs and facilities – Music and Dance</li> <li>• Building a teaching portfolios Preparation towards STS</li> </ul>	Stage 1 - 30 min	<p><b>Set Induction:</b> Set Induction: Ask students to sing some children songs sang at the Basic 1-3 level from Mereku's <i>We Sing and Learn</i>.</p> <p>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.</p> <p>Ask students to sit in their specialisms if the setting is appropriate to facilitate the lesson delivery.</p>	<p>Students sing some Basic 1-3 level children songs from Mereku's <i>We Sing and Learn</i>.</p> <p>Student teachers listen attentively and interact through questions and take notes.</p> <p>Students sit in their specialisms if setting is appropriate to facilitate the lesson delivery.</p>
			<p><b>Class Discussion</b> Tutor briefly discusses the following points:</p> <ul style="list-style-type: none"> <li>• Teaching Thinking &amp; Exploring Lesson</li> <li>• Teaching Planning, Making and Composing Lesson</li> <li>• Teaching Displaying, Sharing and Exhibiting, Performing Lesson</li> <li>• Teaching Appreciating and Appraising Lesson</li> <li>• TLMs and facilities – Music and Dance</li> <li>• Building a teaching portfolios</li> <li>• Preparation towards STS</li> </ul>	<p><b>Class Discussion</b> Student teachers listen attentively and interact through questions and take notes.</p>
		Stage 2 - 40 min	<p><b>Small Group Work:</b> 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.</p> <p>-Tutors ask the groups to share their review as it pertains to teaching thinking &amp; 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 and preparation towards STS.</p>	<p><b>Small Group:</b> Student teachers engage in a critical review and synthesis of Basic 1-6 Creative Arts syllabus identifying the points raised in the discussion.</p> <p>-Student teachers share their review as it pertains to teaching thinking &amp; 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 and preparation towards STS.</p>

		<p>Stage 3 - 30 min</p>	<p><b>Presentation:</b> As an extension to the small group work, tutors lead student teachers to present their work with the class.</p> <p>Tutor encourages students to engage colleagues with questions, comments and observations.</p>	<p>-Student teachers share their work from the small group work with their colleagues.</p> <p>Student teachers listen to group presentations and engage colleagues with questions and comments.</p>
		<p>Stage 4 - 90 min</p>	<p><b>Reflection – Connection-Application and Closure.</b></p> <p><b>Reflection:</b> 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.</p> <p><b>Connection:</b> Tutors help student teachers to match what they have learned to real world in PEMD.</p> <p><b>Application:</b> Tutors help student teachers to think creatively in ways they can apply what they have learned to impact themselves, others or schools</p> <p><b>Closure:</b> Tutors summarize the purpose of the lesson, assess the summaries of student teachers and reiterate the source(s) in the</p> <p><b>RequiredReferences</b> for further exploratory exercise to facilitate understanding. -Tutors state the focus of the next lesson on <i>PEMD Curricula Interconnection I</i> and set expectations for the next lesson. -Tutors provide independent e-learning assignments for further reading -Provide reading assignment for the next lecture.</p>	<p><b>Reflection:</b> -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</p> <p><b>Connection:</b> Student teachers match/connect what they have learned to the real world in PEMD</p> <p><b>Application:</b> Student teachers express what they can do with what they have learned to impact self, others and school positively.</p> <p>Student teachers listen attentively and take notes.</p> <p><b>Independent Study:</b> Student teachers independently search the web to familiarize with additional and current references on the topic</p>

Lesson assessments – evaluation of learning: of, for and as learning within the lesson (linking to learning outcomes)	<ol style="list-style-type: none"> <li>1. Reflection by student teachers on the <b>B1-B6 NaCCA Curriculum for Creative Arts II</b>.</li> <li>2. Small Group Assignment to Developing a Lesson Plan for their PEMD delivery.</li> <li>3. Describe the Content Standards for the four sub-strands for the <b>B1-B6 NaCCA Curriculum for Creative Arts</b>.</li> </ol>
Teaching Learning Resources	<ol style="list-style-type: none"> <li>1. Compact Disc (Audio &amp; Video) player with a recording facility (possibly with a detached microphone)</li> <li>2. Computers (Laptops or PCs) for playing back MP3 and MP4 files.</li> <li>3. Video Camera, LCD Projector and Screen, Tripod and Monitoring Unit (for listening and recording, viewing and reviewing performances)</li> <li>4. Policy Documents</li> </ol>
Required Text (core)	<p><b>Inclusive Education Policy;</b> <a href="http://sapghana.com/data/documents/Inclusive-Education-Policy-official-document.pdf">http://sapghana.com/data/documents/Inclusive-Education-Policy-official-document.pdf</a></p> <p><b>Sexuality Education Policies:</b>  <a href="https://www.guttmacher.org/sites/default/files/report_pdf/sexuality-education-ghana-report.pdf">https://www.guttmacher.org/sites/default/files/report_pdf/sexuality-education-ghana-report.pdf</a></p> <p>Ato Essuman &amp; Kwame Akyeampong (2011) Decentralisation policy and practice in Ghana: the promise and reality of community participation in education in rural communities, <i>Journal of Education Policy</i>, 26:4, 513-527, DOI:<a href="https://doi.org/10.1080/02680939.2011.554999">10.1080/02680939.2011.554999</a></p>
Additional Reading List	<p><b>Physical Education</b></p> <p>Ghana Education Service (2018). <i>Pre-tertiary curricular for Physical Education for basic schools: KG-JHS</i>. MOE, Accra: National Council for Curriculum and Assessment (NaCCA).</p>
CPD Needs	<ol style="list-style-type: none"> <li>a) Documentary Analysis</li> <li>b) Organising Class Discussions (Panel, Symposia, Debate, etc..)</li> </ol>

## LESSON 8

Year of B.Ed.	2	Semester	2	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12		
<b>Title of Lesson</b>	Physical Education and Creative Arts Curricula Integration I			<b>Lesson Duration</b>	<b>3 hours</b>		
<b>Lesson description</b>	This lesson provides a reflection on Creative Arts (CA) and Physical Education (PE) strands in the NaCCA basic school curriculum and helps student teachers to integrate the indicators/exemplars to address the core competencies including personal development and leadership, communication and collaboration, critical thinking and innovation, and creativity.						
<b>Previous student teacher knowledge, prior learning (assumed)</b>	Student teachers have completed 2 lessons which focused on the general scope and sequence of the Physical Education and the Creative Arts curricula						
<b>Possible barriers to learning in the lesson</b>	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						
<b>Lesson Delivery – chosen to support students in achieving the outcomes</b>	<b>Face-to-face</b> <input checked="" type="checkbox"/>	<b>Practical Activity</b> <input checked="" type="checkbox"/>	<b>Work-Based Learning</b>	<b>Seminars</b>	<b>Independent Study</b> <input checked="" type="checkbox"/>	<b>e-learning opportunities</b> <input checked="" type="checkbox"/>	<b>Practicum</b>
<b>Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.</b>	Additional lesson delivery modes are listed below: <ul style="list-style-type: none"> <li>• <b>Class Discussion</b> regarding core competencies in the creative arts and physical education curricula</li> <li>• <b>Small Group Work</b> to review core competencies in the creative arts and physical education curricula and sharing with colleagues.</li> <li>• <b>Group Work</b> Merging indicators/exemplars from the creative arts and PE curriculum to address the core competencies on syllabi</li> </ul>						
<ul style="list-style-type: none"> <li>• <b>Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description.</b></li> <li>• <b>Write in full aspects of the NTS addressed</b></li> </ul>	<ul style="list-style-type: none"> <li>• The purpose of this lesson is to help student teachers to integrate the indicators/exemplars to facilitate learner acquisition of the core competencies</li> </ul>						
<ul style="list-style-type: none"> <li>• <b>Learning Outcome for the lesson, picked and developed from the course specification</b></li> <li>• <b>Learning indicators for each learning outcome</b></li> </ul>	<b>Learning Outcomes</b>	<b>Learning Indicators</b>		<b>Identify which cross-cutting issues - core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed.</b>			
Physical Education and Creative Arts Curricula Integration I	CLO1 Demonstrate a comprehensive content knowledge in the NaCCA Basic 1-3 Physical Education and Creative Arts syllabus trends pertaining to PEMD.  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])	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.	<ul style="list-style-type: none"> <li>• Assessment skills, social skills, communication skills, reflection and honesty.</li> <li>• critical thinking and problem solving, financial literacy, digital literacy, open-mindedness</li> <li>• cultural and civic literacy, innovation and collaboration</li> <li>• Gender issues; SEN (therapeutic);</li> <li>• adaptations for children with SEN diversity and inclusivity MD</li> <li>• information literacy, ethical issues on stereotyping in PE</li> </ul>				

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	
			Tutor Activity	Student Teacher Activity
Physical Education and Creative Arts Curricula Integration I		Stage 1 - 30 min	<p><b>Set Induction:</b> -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.</p> <p>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.</p>	<p><b>Set Induction:</b> 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.</p> <ul style="list-style-type: none"> <li>• Student teachers listen attentively and take notes.</li> </ul>
		Stage 2 - 40 min	<p><b>Class Discussion</b> Tutors facilitate interactive discussion of the core competencies enshrined in the NaCCA curriculum including:</p> <ul style="list-style-type: none"> <li>• Personal development and leadership</li> <li>• Communication and collaboration</li> <li>• Critical thinking and innovation &amp;</li> <li>• Creativity</li> </ul>	<p><b>Class Discussion</b> Student teachers listen attentively and interact through questions and take notes.</p>
		Stage 3 - 40 min	<p><b>Small Group Work:</b> 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.</p>	<p><b>Small Group:</b> 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.</p>
		Stage 3 - 30 min	<p><b>Presentation:</b> Tutors engage student teachers in interactive presentation focusing on integrated content from PE and creative arts indicators/exemplars to address the core competencies.</p>	<p><b>Presentation:</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Student teachers listen to group presentations and engage colleagues with questions and comments.</li> </ul>

		Stage 4 - 90 min	<p><b>Reflection – Connection-Application and Closure.</b></p> <p><b>Reflection:</b> Tutors allow student teachers to reflect on the integrated content developed by the groups in relation to the core competencies- and allow them to express their perceptions about the integrated content.</p> <p><b>Connection:</b> Tutors help student teachers to express how the indicators/exemplars and core competencies manifest in real life</p> <p><b>Application:</b> Tutors help student teachers to think in ways they can apply what they have learned to impact learning</p> <p><b>Closure:</b> Tutors summarize the purpose of the lesson, assess the summaries of student teachers and reiterate the source(s) in the <i>Required References</i> for further exploratory exercise to facilitate understanding.</p> <ul style="list-style-type: none"> <li>• Tutors state the focus of the next lesson on integration of NaCCA PE and CA Strands and lesson planning and sets expectations for the next lesson.</li> <li>• Tutors provide independent e-learning assignments for further reading</li> <li>• Provide reading assignment for the next lecture</li> </ul>	<p><b>Reflection:</b> -Student teachers reflect on the integrated content developed by the small groups in relation to the core competencies. -Student teachers express their perceptions about the integrated content and then ask questions for clarification.</p> <p><b>Connection:</b> Student teachers express how the indicators/exemplars and core competencies manifest in real life</p> <p><b>Application:</b> Student teachers express what they can do with what they have learned to impact learning</p> <p>Student teachers listen attentively and take notes.</p> <p><b>Independent Study:</b> Student teachers independently search the web to familiarize with additional and current references on the topic</p>
<b>Lesson assessments – evaluation of learning: of, for and as learning within the lesson (linking to learning outcomes)</b>			<ol style="list-style-type: none"> <li>1. Reflection and development of integrated content that address the core competencies in the NaCCA curriculum.</li> <li>2. Small Group Assignment to Developing integrated content that address the core competencies.</li> <li>3. Describe the annotation of the NaCCA GK Curriculum</li> </ol>	
<b>Teaching Learning Resources</b>			<ol style="list-style-type: none"> <li>1. Flipchart and pens</li> <li>2. Video Camera, LCD Projector and Screen, Tripod and Monitoring Unit (for listening and recording, viewing and reviewing performances)</li> <li>3. Policy Documents</li> </ol>	
<b>Required Text (core)</b>			<p>Ghana Education Service (2019). <i>Pre-tertiary curricular for Physical Education for basic schools: KG-JHS</i>. MOE, Accra: National Council for Curriculum and Assessment (NaCCA).</p> <p>Ghana Education Service (2019). <i>Pre-tertiary curricular for the Creative Arts for basic schools: KG-JHS</i>. MOE, Accra: National Council for Curriculum and Assessment (NaCCA).</p>	
<b>Additional Reading List</b>			<p><b>Inclusive Education Policy;</b> <a href="http://sapghana.com/data/documents/Inclusive-Education-Policy-official-document.pdf">http://sapghana.com/data/documents/Inclusive-Education-Policy-official-document.pdf</a></p>	

	<p><b>Sexuality Education Policies:</b>  <a href="https://www.guttmacher.org/sites/default/files/report_pdf/sexuality-education-ghana-report.pdf">https://www.guttmacher.org/sites/default/files/report_pdf/sexuality-education-ghana-report.pdf</a>  Ato Essuman &amp; 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: <a href="https://doi.org/10.1080/02680939.2011.554999">10.1080/02680939.2011.554999</a></p>
<b>CPD Needs</b>	<ul style="list-style-type: none"> <li>a) Document/content Analysis</li> <li>b) Organising Class Discussions (Panel, Symposia, Debate, etc.,)</li> <li>c) Critical analysis and matching indicators to core competencies</li> </ul>

## LESSON 9

Year of B.Ed.	2	Semester	2	Place of lesson in semester	1	2	3	4	5	6	7	8	9	10	11	12
<b>Title of Lesson</b>	Physical Education and Creative Arts Curricula Integration II										<b>Lesson Duration</b>	<b>3 hours</b>				
<b>Lesson description</b>	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.															
<b>Previous student teacher knowledge, prior learning (assumed)</b>	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															
<b>Possible barriers to learning in the lesson</b>	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															
<b>Lesson Delivery – chosen to support students in achieving the outcomes</b>	<b>Face-to-face</b> <input checked="" type="checkbox"/>	<b>Practical Activity</b> <input checked="" type="checkbox"/>	<b>Work-Based Learning</b>	<b>Seminars</b>	<b>Independent Study</b> <input checked="" type="checkbox"/>	<b>e-learning opportunities</b> <input checked="" type="checkbox"/>	<b>Practicum</b>									
<b>Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.</b>	Additional lesson delivery modes are listed below: <ul style="list-style-type: none"> <li>• <b>Class Discussion</b> regarding strands in the creative arts and physical education curricula</li> <li>• <b>Small Group Work</b> to integrate the strands in the creative arts and physical education curricula and sharing with colleagues.</li> <li>• <b>Group Work</b> Planning integrated lessons</li> </ul>															
<ul style="list-style-type: none"> <li>• <b>Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description.</b></li> <li>• <b>Write in full aspects of the NTS addressed</b></li> </ul>	The purpose of this lesson is to help student teachers to integrate the Physical Education (PE) and the 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															

<ul style="list-style-type: none"> <li>• Learning Outcome for the lesson, picked and developed from the course specification</li> <li>• Learning indicators for each learning outcome</li> </ul> <p>Physical Education and Creative Arts Curricula Integration II</p>	<b>Learning Outcomes</b>		<b>Learning Indicators</b>	<b>Identify which cross-cutting issues - core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed.</b>
	<p>CLO1 Demonstrate a comprehensive content knowledge in the NaCCA Basic 1-3 Physical Education and Creative Arts syllabus trends pertaining to PEMD.</p> <p>B6. 2.4.6.1 and B1. 2.4.7.1 to B6. 2.4.7.1. NaCCA – PE: 1, 2,3,4 &amp; 5 B1- B6 (NTS 2c &amp; 2d, NTECF p16., &amp; Early-years, Primary and JHS Music and Dance Syllabuses [EPJMDS])</p>		<p>LI.1 Develop a catalogue of annotated descriptions of various portions of the syllabus.</p> <p>LI.2 Develop a scope and sequence chart for at least one specialism level syllabus</p> <p>LI.3 Audit and monitor syllabi for at least one specialism.</p>	<ul style="list-style-type: none"> <li>• Assessment skills, social skills, communication skills, reflection and honesty.</li> <li>• critical thinking and problem solving, financial literacy, digital literacy, open-mindedness</li> <li>• cultural and civic literacy, innovation and collaboration</li> <li>• Gender issues; SEN (therapeutic);</li> <li>• adaptations for children with SEN diversity and inclusivity MD</li> <li>• information literacy, ethical issues on stereotyping in PE</li> </ul>
<b>Topic</b> Physical Education and Creative Arts Curricula Integration II	<b>Sub-topic</b>	<b>Stage/Time</b>	<b>Teaching and learning activities to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study</b>	
		Stage 1 - 30 min	<b>Tutor Activity</b>  <b>Set Induction:</b> -Tutors organize student teachers to reflect on what they learned from the previous lesson focusing on the core competencies enshrined in the NaCCA curriculum.  Tutors give an overview of what is to be learned and how it will be learned.	<b>Student Teacher Activity</b>  Student teachers reflect on the previous lesson focusing on the core competencies enshrined in the NaCCA curriculum.  -Student teachers listen attentively and take notes.
		Stage 2 - 30 min	<b>Class Discussion</b> 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.  -Tutors focus on the strands: <b>PE Strands:</b> -Movement Patterns, Movement Concepts, Physical Fitness, Fitness Concepts and Values <b>CA Strands-</b> Exploring, Composing/Making, Performing/Exhibition and Appreciation	<b>Class Discussion</b> Student teachers listen attentively and interact through questions and take notes.

		Stage 3 - 30 min	<b>Small Group Work:</b> 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.	<b>Small Group:</b> Student teachers conduct a critical analysis of the NaCCA Physical Education and Creative Arts Strands and integrate the Strands
		Stage 4 - 30 min	<b>Presentation:</b> Tutors engage student teachers in interactive presentation focusing on integrated strands from PE and CA NaCCA basic school curricula	<ul style="list-style-type: none"> <li>• 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</li> <li>• Student teachers listen to group presentations and engage colleagues with questions and comments.</li> </ul>
		Stage 5 - 30 min	<b>Small Groupwork:</b> 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.	<b>Small Groupwork:</b> 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.
		Stage 6 - 40 min	<p><b>Reflection – Connection-Application and Closure.</b></p> <p><b>Reflection:</b> 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.</p> <p><b>Connection:</b> Tutors help student teachers to express how the integrated lesson plans connect with those they have experienced in the school setting</p>	<p><b>Reflection:</b> -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 plans.</p> <p>-Student teachers express their perceptions about the integrated PEMD content and then ask questions for clarification.</p> <p><b>Connection:</b> Student teachers express how the integrated lesson plans connect with those they have experienced in the school setting</p>

			<p><b>Application:</b> Tutors help student teachers to think in ways they can apply what they have learned to impact learning</p> <p><b>Closure:</b> Tutors summarize the purpose of the lesson, assess the summaries of student teachers and reiterate the source(s) in the <i>Required References</i> for further exploratory exercise to facilitate understanding. -Tutors state the focus of the next lesson on application of the integrated lesson plans in small group teaching practice during the next lesson.</p>	<p><b>Application:</b> Student teachers express what they can do with what they have learned to impact learning</p> <p>Student teachers listen attentively and take notes.</p> <p>-Student teachers finetune their lesson plans for implementation during the next lesson.</p>
<b>Lesson assessments – evaluation of learning: of, for and as learning within the lesson (linking to learning outcomes)</b>			<ol style="list-style-type: none"> <li>1. Reflection and development of integrated content that address the core competencies in the NaCCA curriculum.</li> <li>2. Small Group Assignment to developing integrated lesson plans</li> <li>3. Critical analysis of the PE and CA Strands in the NaCCA Curricula</li> </ol>	
<b>Teaching Learning Resources</b>			<ol style="list-style-type: none"> <li>1. TLMs</li> <li>2. PE &amp; CA equipment (to be selected based on the activities chosen for the lesson plan- refer to NaCCA PE curriculum)</li> <li>3. NaCCA curriculum</li> </ol>	
<b>Required Text (core)</b>			<p>Ghana Education Service (2019). <i>Pre-tertiary curricular for Physical Education for basic schools: KG-JHS</i>. MOE, Accra: National Council for Curriculum and Assessment (NaCCA).</p> <p>Ghana Education Service (2019). <i>Pre-tertiary curricular for the Creative Arts for basic schools: KG-JHS</i>. MOE, Accra: National Council for Curriculum and Assessment (NaCCA).</p>	
<b>Additional Reading List</b>			<p><b>Inclusive Education Policy;</b> <a href="http://sapghana.com/data/documents/Inclusive-Education-Policy-official-document.pdf">http://sapghana.com/data/documents/Inclusive-Education-Policy-official-document.pdf</a></p> <p><b>Sexuality Education Policies:</b> <a href="https://www.guttmacher.org/sites/default/files/report_pdf/sexuality-education-ghana-report.pdf">https://www.guttmacher.org/sites/default/files/report_pdf/sexuality-education-ghana-report.pdf</a></p> <p>Ato Essuman &amp; Kwame Akyeampong (2011) Decentralisation policy and practice in Ghana: the promise and reality of community participation in education in rural communities, <i>Journal of Education Policy</i>, 26:4, 513-527, DOI: <a href="https://doi.org/10.1080/02680939.2011.554999">10.1080/02680939.2011.554999</a></p>	
<b>CPD Needs</b>			<ol style="list-style-type: none"> <li>a) Document/content Analysis</li> <li>b) Organising Class Discussions (Panel, Symposia, Debate, etc.,)</li> <li>c) Critical analysis and matching indicators to core competencies</li> </ol>	

## LESSON 10

Year of B.Ed.	2	Semester	2	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12		
<b>Title of Lesson</b>	PEMD Micro-Teaching I			<b>Lesson Duration</b>	<b>3 hours</b>		
<b>Lesson description</b>	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 peer-teaching using their specialisms as laboratory classes (simulated classroom).						
<b>Previous student teacher knowledge, prior learning (assumed)</b>	Student teachers have knowledge of the two separate Physical Education and Creative Arts 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 well 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.						
<b>Possible barriers to learning in the lesson</b>	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.						
<b>Lesson Delivery – chosen to support students in achieving the outcomes</b>	<b>Face-to-face</b> <input checked="" type="checkbox"/>	<b>Practical Activity</b> <input checked="" type="checkbox"/>	<b>Work-Based Learning</b>	<b>Seminars</b>	<b>Independent Study</b> <input checked="" type="checkbox"/>	<b>e-learning opportunities</b> <input checked="" type="checkbox"/>	<b>Practicum</b>
<b>Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.</b>	Additional lesson delivery modes are listed below: <ul style="list-style-type: none"> <li>• <b>Class Discussion</b> regarding NaCCA curricula for PE and Creative Arts for the three specialism.</li> <li>• <b>Small Group Work</b> to plan and develop lessons for micro- and peer-teaching.</li> <li>• <b>Documentary Video Analysis</b> of student teachers teaching recorded.</li> <li>• <b>Independent Study</b> on action research (Case Study in Schools)</li> </ul>						
<ul style="list-style-type: none"> <li>• <b>Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description.</b></li> <li>• <b>Write in full aspects of the NTS addressed</b></li> </ul>	<ul style="list-style-type: none"> <li>• 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 restructure their delivery and reteach.</li> </ul>						
<ul style="list-style-type: none"> <li>• <b>Learning Outcome for the lesson, picked and developed from the course specification</b></li> <li>• <b>Learning indicators for each learning outcome</b></li> </ul>	<b>Learning Outcomes</b>	<b>Learning Indicators</b>		<b>Identify which cross-cutting issues - core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed.</b>			
	CLO1 Demonstrate a comprehensive content knowledge in the NaCCA Basic 1-6 PE/Creative Arts syllabi trends pertaining to PEMD. NaCCA - Music 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])	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.		<ul style="list-style-type: none"> <li>• Assessment skills, social skills, communication skills, reflection and honesty.</li> <li>• critical thinking and problem solving, financial literacy, digital literacy, open-mindedness</li> <li>• cultural and civic literacy, innovation and collaboration</li> <li>• Gender issues; SEN</li> </ul>			

			(therapeutic);	
			<ul style="list-style-type: none"> <li>• adaptations for children with SEN diversity and inclusivity MD</li> <li>• information literacy,</li> <li>• ethical issues on stereotyping in PE</li> </ul>	
<b>Topic</b> PEMD Micro-Teaching I	<b>Sub-topic</b>	<b>Stage/Time</b>	<b>Teaching and learning activities to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study</b>	
			<b>Tutor Activity</b>	<b>Student Teacher Activity</b>
		Stage 1 - 30 min	<p><b>Set Induction:</b> Set Induction: Ask students to sing some children songs sang at the Basic 1-3 level from Mereku's <i>We Sing and Learn</i>.</p> <p>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.</p> <p>Ask students to sit in their specialisms if the setting is appropriate to facilitate the lesson delivery.</p>	<p>Students sing some Basic 1-3 level children songs from Mereku's <i>We Sing and Learn</i>.</p> <p>Student teachers listen attentively and interact through questions and take notes.</p> <p>Students sit in their specialisms if setting is appropriate to facilitate the lesson delivery.</p>
			<p><b>Group Work</b> Tutor briefly discusses the following points:</p> <p><b>a.</b> The Tutor prepares three venues (i.e., for each specialism-Early Years, Primary &amp; 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.)</p> <p><b>b.</b> Students go into their <b>Small Groups</b> (<i>created during the previous lesson</i>) and organise their lesson plans for the peer-teaching session and then fine tune them for subsequent micro-teaching with the entire specialism class.</p> <p><b>c.</b> A time limit is given for the length of the actual presentation.</p> <p><b>d.</b> An actual lesson is taught or skill or behaviour practiced by each participant while a few</p>	<p><b>Group Work</b> Student teachers listen attentively and interact through questions and take note of the instructions being given and move into their groups.</p>

			<p>individuals or the rest of the group evaluates the performance.</p> <p><b>e.</b> 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).</p> <p><b>f.</b> Feedback is then given and each participant by his/her peers and the Tutor. Peer evaluation can be oral and/or written.</p> <p><b>g.</b> 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.</p> <p><b>h.</b> Upon receiving evaluations, students restructure their presentations and do a second micro-teaching presentation with altered behaviour to improve performance.</p> <p><b>i.</b> Re-evaluation is carried out as described in steps f and g.</p> <p><b>j.</b> Students give a presentation on what they have learned and how it will help them. Feedback by all is encouraged.</p>	
		Stage 2 - 40 min	<p><b>Micro-Teaching:</b> Tutors assigned to the three specialisms-(Early Years, Primary &amp; JHS) move to their respective designated venues for the micro-teaching exercise.</p> <p>Tutors follow the schedule agreed upon with students for the presentation.</p>	<p><b>Micro-Teaching:</b> Students of the various specialisms-(Early Years, Primary &amp; JHS) move to their respective designated venues for the micro-teaching exercise.</p> <p>Students follow the schedule agreed upon with Tutors for the presentation.</p>
		Stage 4 - 90 min	<p><b>Reflection – Connection-Application and Closure.</b></p>	

		<p><b>Reflection:</b> 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.</p> <p><b>Connection:</b> Tutors help student teachers to match what they have learned to real world in PEMD.</p> <p><b>Application:</b> Tutors help student teachers to think creatively in ways they can apply what they have learned to impact themselves, others or schools</p> <p><b>Closure:</b> Tutors summarize the purpose of the lesson, assess the summaries of student teachers and reiterate the source(s) in the</p> <p><b>RequiredReferences</b> for further exploratory exercise to facilitate understanding.  -Tutors state the focus of the next lesson on <b>PEMD Micro-Teaching II</b> which is the continuation of the micro-teaching exercise and set expectations for the next lesson.  -Tutors provide independent e-learning assignments for further reading  -Provide reading assignment for the next lecture.</p>	<p><b>Reflection:</b> -Student teachers reflect on the topic by expressing what they thought they learned and then ask questions for clarification</p> <ul style="list-style-type: none"> <li>• Student teachers identify strengths and weaknesses of the policy documents reviewed.</li> <li>• Student teachers identify potential opportunities for PEMD</li> </ul> <p><b>Connection:</b> Student teachers match/connect what they have learned to the real world in PEMD</p> <p><b>Application:</b> Student teachers express what they can do with what they have learned to impact self, others and school positively.</p> <p>Student teachers listen attentively and take notes.</p> <p><b>Independent Study:</b>  Student teachers independently search the web to familiarize with additional and current references on the topic</p>
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Lesson assessments – evaluation of learning: of, for and as learning within the lesson (linking to learning outcomes)	<ol style="list-style-type: none"> <li>4. Reflection by student teachers on the <b>B1-B6 NaCCA Curriculum for Creative Arts II</b>.</li> <li>5. Small Group Assignment to Developing a Lesson Plan for their PEMD delivery.</li> <li>6. Describe the Content Standards for the four sub-strands for the <b>B1-B6 NaCCA Curriculum for Creative Arts</b>.</li> </ol>
Teaching Learning Resources	<ol style="list-style-type: none"> <li>5. Compact Disc (Audio &amp; Video) player with a recording facility (possibly with a detached microphone)</li> <li>6. Computers (Laptops or PCs) for playing back MP3 and MP4 files.</li> <li>7. Video Camera, LCD Projector and Screen, Tripod and Monitoring Unit (for listening and recording, viewing and reviewing performances)</li> <li>8. Policy Documents</li> </ol>
Required Text (core)	<p><b>Inclusive Education Policy;</b> <a href="http://sapghana.com/data/documents/Inclusive-Education-Policy-official-document.pdf">http://sapghana.com/data/documents/Inclusive-Education-Policy-official-document.pdf</a></p> <p><b>Sexuality Education Policies:</b>  <a href="https://www.guttmacher.org/sites/default/files/report_pdf/sexuality-education-ghana-report.pdf">https://www.guttmacher.org/sites/default/files/report_pdf/sexuality-education-ghana-report.pdf</a></p> <p>Ato Essuman &amp; Kwame Akyeampong (2011) Decentralisation policy and practice in Ghana: the promise and reality of community participation in education in rural communities, <i>Journal of Education Policy</i>, 26:4, 513-527, DOI:<a href="https://doi.org/10.1080/02680939.2011.554999">10.1080/02680939.2011.554999</a></p>
Additional Reading List	<p><b>Physical Education</b></p> <p>Ghana Education Service (2018). <i>Pre-tertiary curricular for Physical Education for basic schools: KG-JHS</i>. MOE, Accra: National Council for Curriculum and Assessment (NaCCA).</p>
CPD Needs	<ol style="list-style-type: none"> <li>c) Documentary Analysis</li> <li>d) Organising Class Discussions (Panel, Symposia, Debate, etc.,)</li> </ol>

## LESSON 11

Year of B.Ed.	2	Semester	2	Place of lesson in semester	1	2	3	4	5	6	7	8	9	10	11	12	
<b>Title of Lesson</b>	PEMD Micro-Teaching II										<b>Lesson Duration</b>	<b>3 hours</b>					
<b>Lesson description</b>	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 peer-teaching using their specialisms as laboratory classes (simulated classroom).																
<b>Previous student teacher knowledge, prior learning (assumed)</b>	Student teachers have knowledge of the two separate Physical Education and Creative Arts 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 well 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.																
<b>Possible barriers to learning in the lesson</b>	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.																
<b>Lesson Delivery – chosen to support students in achieving the outcomes</b>	<b>Face-to-face</b> <input checked="" type="checkbox"/>	<b>Practical Activity</b> <input checked="" type="checkbox"/>	<b>Work-Based Learning</b>	<b>Seminars</b>	<b>Independent Study</b> <input checked="" type="checkbox"/>	<b>e-learning opportunities</b> <input checked="" type="checkbox"/>	<b>Practicum</b>										
<b>Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.</b>	Additional lesson delivery modes are listed below: <ul style="list-style-type: none"> <li>• <b>Class Discussion</b> regarding NaCCA curricula for PE and Creative Arts for the three specialism.</li> <li>• <b>Small Group Work</b> to plan and develop lessons for micro- and peer-teaching.</li> <li>• <b>Documentary Video Analysis</b> of student teachers teaching recorded.</li> <li>• <b>Independent Study</b> on action research (Case Study in Schools)</li> </ul>																
<ul style="list-style-type: none"> <li>• <b>Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description.</b></li> <li>• <b>Write in full aspects of the NTS addressed</b></li> </ul>	<ul style="list-style-type: none"> <li>• 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 restructure their delivery and reteach.</li> </ul>																
<ul style="list-style-type: none"> <li>• <b>Learning Outcome for the lesson, picked and developed from the course specification</b></li> <li>• <b>Learning indicators for each learning outcome</b></li> </ul>	<b>Learning Outcomes</b>			<b>Learning Indicators</b>			<b>Identify which cross-cutting issues - core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed.</b>										
	CLO1 Demonstrate a comprehensive content knowledge in the NaCCA Basic 1-6 PE/Creative Arts syllabi trends pertaining to PEMD. NaCCA-Music 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])			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.			<ul style="list-style-type: none"> <li>• Assessment skills, social skills, communication skills, reflection and honesty.</li> <li>• critical thinking and problem solving, financial literacy, digital literacy, open-mindedness</li> <li>• cultural and civic literacy, innovation and collaboration</li> <li>• Gender issues; SEN (therapeutic);</li> <li>• adaptations for children with SEN diversity and inclusivity MD</li> <li>• information literacy,</li> <li>• ethical issues on stereotyping in PE</li> </ul>										

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	
			Tutor Activity	Student Teacher Activity
PEMD Micro-Teaching II		Stage 1 - 30 min	<p><b>Set Induction:</b> Set Induction: Ask students to sing some children songs sang at the Basic 1-3 level from Mereku's <i>We Sing and Learn</i>.</p> <p>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.</p> <p>Ask students to sit in their specialisms if the setting is appropriate to facilitate the lesson delivery.</p>	<p>Students sing some Basic 1-3 level children songs from Mereku's <i>We Sing and Learn</i>.</p> <p>Student teachers listen attentively and interact through questions and take notes.</p> <p>Students sit in their specialisms if setting is appropriate to facilitate the lesson delivery.</p>
			<p><b>Group Work</b> Tutor briefly discusses the following points:</p> <ul style="list-style-type: none"> <li><b>a.</b> The Tutor prepares three venues (i.e., for each specialism-Early Years, Primary &amp; 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.)</li> <li><b>b.</b> Students go into their <b>Small Groups</b> (created during the previous lesson) and organise their lesson plans for the peer-teaching session and then fine tune them for subsequent micro-teaching with the entire specialism class.</li> <li><b>c.</b> A time limit is given for the length of the actual presentation.</li> <li><b>d.</b> An actual lesson is taught or skill or behaviour practiced by each participant while a few individuals or the rest of the group evaluates the performance.</li> </ul>	<p><b>Group Work</b> Student teachers listen attentively and interact through questions and take note of the instructions being given and move into their groups.</p>

			<p><b>e.</b> 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).</p> <p><b>f.</b> Feedback is then given and each participant by his/her peers and the Tutor. Peer evaluation can be oral and/or written.</p> <p><b>g.</b> 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.</p> <p><b>h.</b> Upon receiving evaluations, students restructure their presentations and do a second micro-teaching presentation with altered behaviour to improve performance.</p> <p><b>i.</b> Re-evaluation is carried out as described in steps f and g.</p> <p><b>j.</b> Students give a presentation on what they have learned and how it will help them. Feedback by all is encouraged.</p>	
		Stage 2 - 40 min	<p><b>Micro-Teaching:</b> Tutors assigned to the three specialisms-(Early Years, Primary &amp; JHS) move to their respective designated venues for the micro-teaching exercise.</p> <p>Tutor s follow the schedule agreed upon with students for the presentation.</p>	<p><b>Micro-Teaching:</b> Students of the various specialisms-(Early Years, Primary &amp; JHS) move to their respective designated venues for the micro-teaching exercise.</p> <p>Students follow the schedule agreed upon with Tutors for the presentation.</p>

		<p>Stage 4 - 90 min</p>	<p><b>Reflection – Connection-Application and Closure.</b></p> <p><b>Reflection:</b> 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.</p> <p><b>Connection:</b> Tutors help student teachers to match what they have learned to real world in PEMD. <b>Application:</b> Tutors help student teachers to think creatively in ways they can apply what they have learned to impact themselves, others or schools</p> <p><b>Closure:</b> Tutors summarize the purpose of the lesson, assess the summaries of student teachers and reiterate the source(s) in the</p> <p><b>RequiredReferences</b> for further exploratory exercise to facilitate understanding. -Tutors state the focus of the next lesson on <b>PEMD Micro-Teaching II</b> which is the continuation of the micro-teaching exercise and set expectations for the next lesson. -Tutors provide independent e-learning assignments for further reading -Provide reading assignment for the next lecture.</p>	<p><b>Reflection:</b> -Student teachers reflect on the topic by expressing what they thought they learned and then ask questions for clarification</p> <ul style="list-style-type: none"> <li>• Student teachers identify strengths and weaknesses of the policy documents reviewed.</li> <li>• Student teachers identify potential opportunities for PEMD</li> </ul> <p><b>Connection:</b> Student teachers match/connect what they have learned to the real world in PEMD <b>Application:</b> Student teachers express what they can do with what they have learned to impact self, others and school positively.</p> <p>Student teachers listen attentively and take notes.</p> <p><b>Independent Study:</b> Student teachers independently search the web to familiarize with additional and current references on the topic</p>
<p><b>Lesson assessments – evaluation of learning: of, for and as learning within the lesson (linking to learning outcomes)</b></p>	<ol style="list-style-type: none"> <li>1. Reflection by student teachers on the <b>B1-B6 NaCCA Curriculum for Creative Arts II.</b></li> <li>2. Small Group Assignment to Developing a Lesson Plan for their PEMD delivery.</li> <li>3. Describe the Content Standards for the four sub-strands for the <b>B1-B6 NaCCA Curriculum for Creative Arts.</b></li> </ol>			
<p><b>Teaching Learning Resources</b></p>	<ol style="list-style-type: none"> <li>1. Compact Disc (Audio &amp; Video) player with a recording facility (possibly with a detached microphone)</li> <li>2. Computers (Laptops or PCs) for playing back MP3 and MP4 files.</li> <li>3. Video Camera, LCD Projector and Screen, Tripod and Monitoring Unit (for listening and recording, viewing and reviewing performances)</li> <li>4. Policy Documents</li> </ol>			
<p><b>Required Text (core)</b></p>	<p><b>Inclusive Education Policy;</b> <a href="http://sapghana.com/data/documents/Inclusive-Education-Policy-official-document.pdf">http://sapghana.com/data/documents/Inclusive-Education-Policy-official-document.pdf</a></p>			

	<p><b>Sexuality Education Policies:</b>  <a href="https://www.gutmacher.org/sites/default/files/report_pdf/sexuality-education-ghana-report.pdf">https://www.gutmacher.org/sites/default/files/report_pdf/sexuality-education-ghana-report.pdf</a></p> <p>Ato Essuman &amp; Kwame Akyeampong (2011) Decentralisation policy and practice in Ghana: the promise and reality of community participation in education in rural communities, <i>Journal of Education Policy</i>, 26:4, 513-527, DOI:<a href="https://doi.org/10.1080/02680939.2011.554999">10.1080/02680939.2011.554999</a></p>
<p><b>Additional Reading List</b></p>	<p><b>Physical Education</b>  Ghana Education Service (2018). <i>Pre-tertiary curricular for Physical Education for basic schools: KG-JHS</i>. MOE, Accra: National Council for Curriculum and Assessment (NaCCA).</p>
<p><b>CPD Needs</b></p>	<ul style="list-style-type: none"> <li>a) Documentary Analysis</li> <li>b) Organising Class Discussions (Panel, Symposia, Debate, etc.,)</li> </ul>

## LESSON 12

Year of B.Ed.	2	Semester	2	Place of lesson in semester	1	2	3	4	5	6	7	8	9	10	11	12	
<b>Title of Lesson</b>	Case Study focusing on children’s learning and progress in PEMD NaCCA Syllabi				<b>Lesson Duration</b>	<b>3 hours</b>											
<b>Lesson description</b>	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 weaknesses of the policy documents reviewed and the NaCCA syllabi integration.																
<b>Previous student teacher knowledge, prior learning (assumed)</b>	Student teachers have knowledge of the two separate Physical Education and Creative Arts NaCCA curricula. They have has sixty days of STS in schools and have conducted their case study focusing on children’s learning and progress in PEMD NaCCA Syllabi.																
<b>Possible barriers to learning in the lesson</b>	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.																
<b>Lesson Delivery – chosen to support students in achieving the outcomes</b>	<b>Face-to-face</b> <input checked="" type="checkbox"/>	<b>Practical Activity</b> <input checked="" type="checkbox"/>	<b>Work-Based Learning</b> <input checked="" type="checkbox"/>	<b>Seminars</b>	<b>Independent Study</b> <input checked="" type="checkbox"/>	<b>e-learning opportunities</b>	<b>Practicum</b> <input checked="" type="checkbox"/>										
<b>Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.</b>	Additional lesson delivery modes are listed below: <ul style="list-style-type: none"> <li>• <b>Class Discussion</b> regarding NaCCA curricula for PE and Creative Arts for the three specialism.</li> <li>• <b>Small Group Work</b> to plan and develop lessons for micro- and peer-teaching.</li> <li>• <b>Documentary Video Analysis</b> of student teachers teaching recorded.</li> <li>• <b>Independent Study</b> on action research (Case Study in Schools)</li> </ul>																
<ul style="list-style-type: none"> <li>• <b>Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description.</b></li> <li>• <b>Write in full aspects of the NTS addressed</b></li> </ul>	<ul style="list-style-type: none"> <li>• The purpose of this lesson is to reflect on the course by expressing what they thought they learned and then ask questions for clarification. Student teachers will identify strengths and weaknesses of the policy documents reviewed and the NaCCA syllabi integration and then write their case study report focusing on children’s learning and progress in PEMD NaCCA Syllabi.</li> </ul>																
<ul style="list-style-type: none"> <li>• <b>Learning Outcome for the lesson, picked and developed from the course specification</b></li> <li>• <b>Learning indicators for each learning outcome</b></li> </ul>	<b>Learning Outcomes</b>				<b>Learning Indicators</b>				<b>Identify which cross-cutting issues - core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed.</b>								
	CLO1 Demonstrate a comprehensive content knowledge in the NaCCA KG/Primary/JHS syllabi trends pertaining to PEMD. NaCCA – PE/Creative Arts: 1, 2,3,4 & 5 B1- B6 (NTS 2c & 2d, NTECF p16., & Early-years, Primary and JHS Music and Dance Syllabuses [EPJMDS])				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.				<ul style="list-style-type: none"> <li>• Assessment skills, social skills, communication skills, reflection and honesty.</li> <li>• critical thinking and problem solving, financial literacy, digital literacy, open-mindedness</li> <li>• cultural and civic literacy, innovation and collaboration</li> <li>• Gender issues; SEN (therapeutic);</li> <li>• adaptations for</li> </ul>								
	CLO 2 Demonstrate a comprehensive understanding of directed				L.1 Undertake child study focusing on children’s learning and progress. L.2 Produce a report on his/her case study focusing on children’s												

	supported tasks for 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, 3b), (NTS, 1d, 1f, 1g, & 2a), (NTS 2b, 2d), (NTS 2f)	learning and progress in PEMD NaCCA Syllabi.	children with SEN diversity and inclusivity MD <ul style="list-style-type: none"> <li>• information literacy,</li> <li>• ethical issues on stereotyping in PE</li> </ul>	
Topic PEMD Micro-Teaching II	Sub-topic	Stage/Time	<b>Teaching and learning activities to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study</b>	
			Tutor Activity	Student Teacher Activity
		Stage 1 - 30 min	<p><b>Set Induction:</b> Set Induction: Ask students to sing some children songs sang at the Basic 1-3 level from Mereku's <i>We Sing and Learn</i>.</p> <p>Tutors give an overview of the lesson.</p> <p>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.</p> <p>Tutor offers clarification on students' questions.</p>	<p>Students sing some Basic 1-3 level children songs from Mereku's <i>We Sing and Learn</i>.</p> <p>Student teachers listen attentively and interact through questions and take notes.</p> <p>Students reflect and ask question on concepts that they lack understanding.</p> <p>Student teachers listen attentively and interact through questionsto clear their confusion and take notes.</p>
		<p><b>Class Discussion</b> Tutor briefly discusses the following <b>sub-headings</b> for writing the case study report:</p> <ul style="list-style-type: none"> <li>• Familiarisation with school environment and document/records</li> <li>• Discussion of Basic school curriculum materials with Mentors during Observation</li> <li>• Observation of classroom lesson presentation, management, and Assessment</li> <li>• Observation of traits of teacher professionalism</li> <li>• Discussion of Teaching Philosophy and Building Portfolio</li> </ul>	<p><b>Class Discussion</b> Student teachers listen attentively and interact through questions and take note of the instructions being given and move into their groups.</p>	

		Stage 2 - 40 min	<p><b>Supervisor Assignment &amp; Submission Deadline:</b> Tutors assign Supervisors to the three specialisms-(Early Years, Primary &amp; JHS) and agree on deadlines to submit reports.</p>	<p><b>Supervisor Assignment &amp; Submission Deadline:</b> Students are assigned Supervisors according to their various specialisms-(Early Years, Primary &amp; JHS) and agree on deadlines to submit reports.</p>
		Stage 4 - 90 min	<p><b>Reflection – Connection-Application and Closure.</b></p> <p><b>Reflection:</b> 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.</p> <p><b>Connection:</b> Tutors help student teachers to match what they have learned to real world in PEMD.</p> <p><b>Application:</b> Tutors help student teachers to think creatively in ways they can apply what they have learned to impact themselves, others or schools</p> <p><b>Closure/Overall Summary:</b> Tutors summarize the purpose of the lesson, assess the summaries of student teachers and reiterate the source(s) in the</p> <p><b>RequiredReferences</b> for further exploratory exercise to facilitate understanding. -Tutors 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 the real world.</p> <p><b>RequiredReferences</b> Students are asked to provide a reading list to their report.</p>	<p><b>Reflection:</b> -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</p> <p><b>Connection:</b> Student teachers match/connect what they have learned to the real world in PEMD</p> <p><b>Application:</b> Student teachers express what they can do with what they have learned to impact self, others and school positively.</p> <p>Student teachers listen attentively and take notes.</p> <p><b>RequiredReferences</b> <b>Students ensure they provide a reading list to their report.</b></p>

<b>Lesson assessments – evaluation of learning: of, for and as learning within the lesson (linking to learning outcomes)</b>	<ol style="list-style-type: none"> <li>1. Reflection by student teachers on the Report Writing on Case Study.</li> <li>2. Updating student teachers’ Personal Teaching Philosophy.</li> <li>3. Report Writing focusing on children’s learning and progress in PEMD NaCCA Syllabi.</li> </ol>
<b>Teaching Learning Resources</b>	<ol style="list-style-type: none"> <li>1. Compact Disc (Audio &amp; Video) player with a recording facility (possibly with a detached microphone)</li> <li>2. Computers (Laptops or PCs) for playing back MP3 and MP4 files.</li> <li>3. Video Camera, LCD Projector and Screen, Tripod and Monitoring Unit (for listening and recording, viewing and reviewing performances)</li> <li>4. Policy Documents</li> </ol>
<b>Required Text (core)</b>	<p>Ato Essuman &amp; Kwame Akyeampong (2011) Decentralisation policy and practice in Ghana: the promise and reality of community participation in education in rural communities, <i>Journal of Education Policy</i>, 26:4, 513-527, DOI:<a href="https://doi.org/10.1080/02680939.2011.554999">10.1080/02680939.2011.554999</a></p> <p><b>Inclusive Education Policy;</b> <a href="http://sapghana.com/data/documents/Inclusive-Education-Policy-official-document.pdf">http://sapghana.com/data/documents/Inclusive-Education-Policy-official-document.pdf</a></p> <p><b>Sexuality Education Policies:</b>  <a href="https://www.guttmacher.org/sites/default/files/report_pdf/sexuality-education-ghana-report.pdf">https://www.guttmacher.org/sites/default/files/report_pdf/sexuality-education-ghana-report.pdf</a></p>
<b>Additional Reading List</b>	<p><b>Music and Dance</b></p> <p>American Psychological Association (2011). <i>Publication Manual of the American Psychological Association</i>. 6<sup>th</sup> Ed. Washington DC, NY: American Psychological Association.</p> <p>Ghana Education Service (2018). <i>Pre-tertiary curricular for Physical Education for basic schools: KG-JHS</i>. MOE, Accra: National Council for Curriculum and Assessment (NaCCA).</p> <p>Mereku C. W. K. (2013). <i>We sing and learn: A legacy of songs for Ghanaian schools</i>. Sunyani: Kuapaye Ent. Ltd.</p> <p>Ministry of Education (2019). <i>Creative Arts Curriculum for Primary Schools: Basic 1-6</i>. Accra: National Council for Curriculum and Assessment (NaCCA). <a href="http://www.nacca.gov.gh">www.nacca.gov.gh</a></p> <p>T-TEL Professional Development Programme (2018). <i>Supported Teaching in Schools (School Placement Handbook)</i>. Accra: Ministry of Education Website: <a href="http://oer.t-tel.org">http://oer.t-tel.org</a>.</p>
<b>CPD Needs</b>	<ol style="list-style-type: none"> <li>a) Organising the Case Study Report focusing on children’s learning and progress in PEMD NaCCA Syllabi.</li> <li>b) Organising Class Discussions (Panel, Symposia, Debate, etc.,)</li> <li>c) American Psychological Association (APA) Referencing Style</li> <li>d) Discussion of Teaching Philosophy and Building Portfolio</li> </ol>



