

**YEAR 3**

**SEMESTER 1**

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

## **Child Health, Safety & Security**





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Transforming Teaching, Education & Learning



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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

## A. Course Information

### Title Page

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

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

#### Course Details

<b>Course name</b>	<b>Child Health, Safety and Security</b>
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<b>Pre-requisite</b>	Child Growth and Development
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<b>Course Level</b>	<b>300</b>	<b>Course Code</b>		<b>Credit Value</b>	<b>3</b>
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#### Table of contents

#### Goal for the Subject or Learning Area

Early years' education (age range 4-8 years) is the bases of all learning, equipping children with the development of strong, solid and firm foundational skills needed for life. The goal of this early grade teacher education programme is to equip student teachers with the knowledge, skills and understanding of how children grow, develop and learn. This will enable student teachers to appreciate the uniqueness of each child and to employ developmentally appropriate practices that promote the physical, cognitive, emotional and social development of all children.

#### Course Description

This course is intended to address issues regarding child protection in the broad sense. It will expose student teachers to some basic hygienic practices, first aid principles and practices, implementation of child protection policy, and safety & security of school environment. These will equip them with the requisite knowledge and skills to administer first aid in emergency situations, promote health, safety and security of all children including those with Special Education Needs and Disability (SEN). The course will emphasize the use of active play activities (e.g. indigenous games and dances) to promote the health of all children. It will also help the student teachers to make use of the acquired knowledge on child's safety and security issues during the teaching and learning process. The course will enable student teachers to put into practice the measures that promote the health, active lifestyle, safety and security of all children. The child protection policy of Ghana will be introduced and knowledge from the policy will help student teachers to ensure that children (learners) are well protected. Additionally, it will help student teachers to respect and value the rights of all children. The course will enable the student teachers to serve as agents of change within the school and the community advocating the right for all children. Student teachers will appreciate the need to create a safe and secure learning environment for all children. It will enable student teachers to collaborate effectively with parents, SMCs on the safety and security needs of school environment for all children. The unit on first aid and cardio-pulmonary resuscitation (CPR) will enable student teachers to gain the skills and the practical knowledge/experiences needed to perform/administer first/CPR on learners and colleagues, as first responder, in emergency situations in school settings.

Strategies such as brainstorming, discussions, think pair share, games, play and talk for learning will be used in delivering the course content. The unit on first aid shall be taught in collaboration with the National Red Cross. Multi-media tools (power points and video clips, digital library) will also be used to model the integration of ICT in teaching and learning process.

Class assignments, quizzes, checklists, rating scales, group presentations, observational reports and portfolios will be used as methods of assessment for, as and of learning.

(NTS, 2a), (NTS, 3c), (NTS, 1d), (NTS, 1e and 1g), (NTS, 3c), (NTC, 1e), (NTS, 3j), (NTS, 3k and 3m).

#### Key contextual factors

The current training for early grade teachers does not adequately equip them with requisite knowledge and skills to use developmentally appropriate practices (DAP) in the teaching and learning processes. Early Grade Education (EGE) faces some challenges such as lack of commitment and involvement of parents and unsafe physical infrastructure. There is inadequate training for early grade teachers in child health, safety, security and first aid. Specifically, the vast majority of early grade teachers lack knowledge on policies on health, safety, security and first aid.

#### Core and transferable skills and cross cutting issues, including equity and inclusion

Course Learning Outcomes	Learning Indicators
On successful completion of the course, student teachers will be able to:	

CLO 1. Demonstrate knowledge and understanding of appropriate techniques to help all children learn and develop a healthy lifestyle in a safe environment (NTS, 3c and 3e)	<ul style="list-style-type: none"> <li>State and explain some health and safety techniques that ensure a safe learning environment.</li> <li>Participate in indigenous games and playful activities.</li> </ul>
CLO 2. Demonstrate knowledge and understanding of Ghana's child protection policy and how it promotes the health, safety and security of all learners (NTS, 3c and 3o)	<ul style="list-style-type: none"> <li>State at least three (3) parts of the child protection policy</li> <li>Discuss in pairs the different parts of the child protection policy</li> <li>Role play some aspect of the child protection policy</li> </ul>
CLO 3. Demonstrate awareness of what a sound, safe and secured early grade learning environment is (NTS 3c).	Work with mentor to create a sound, safe and secured learning environment
CLO 4. Collaborate effectively with parents and other stakeholders in meeting the physical, safety and security needs of all children (NTS, 1e)	<ul style="list-style-type: none"> <li>Communicate with parents and other stakeholders to ensure that the safety and security needs of all children are catered for</li> <li>Participate in active play through traditional dances</li> </ul>
CLO 5. Carry out school wide inquiry on active health, safety and security issues of children (NTS, 3b)	<ul style="list-style-type: none"> <li>Do a group project on child health and safety</li> </ul>
CLO 6. Demonstrate knowledge and understanding of ICT and its application in their practice (NTS, 3j).	<ul style="list-style-type: none"> <li>Deliver lessons using ICT tools</li> </ul>
CLO 7. Demonstrate knowledge, skill and competence in the administration of first aid and cardio-pulmonary resuscitation on learners and colleagues in emergency situations in schools. (NTS 3c; NTECF 21, 29, 38 & 41)	<ul style="list-style-type: none"> <li>Describe appropriate measures to be taken during emergency situations.</li> <li>Attend to emergency situations appropriately as a first responder</li> </ul>

**Course Content**

Units	Topics:	Sub-topics (if any):	Teaching and learning activities
1	Basic Hygienic Practices	Personal Hygiene and healthy practices in the home and school such as: - hand washing - brushing of teeth - covering mouth when yawning and coughing	<ul style="list-style-type: none"> <li>Use games to teach basic hygienic practices</li> <li>Story sharing on the importance of personal hygiene</li> <li>Poster presentations on personal hygiene</li> </ul>
2	Wellbeing of all Children	Eating Healthy food  Regular exercising for healthy living - outdoor physical activities - traditional games and dances that promote healthy living of children	<ul style="list-style-type: none"> <li>Visit school to observe children's active health and the environmental conditions that influence safety</li> <li>Peer discussion on active health and the wellbeing of all children</li> <li>Small group discussions on traditional games and dances</li> <li>Poster presentations on potential emergencies</li> <li>A role-play of safety measures during emergencies</li> </ul>
3	Child's right and protection policies	Child protection Policy and its Implementation - social welfare services  Child rights - responsibilities of the teacher and parents - Agents of child's right protection	<ul style="list-style-type: none"> <li>Discussions on child's right</li> <li>Enquiries into the existing policies</li> <li>Think pair share</li> <li>Brainstorm the responsibilities of teachers and parents</li> <li>Debate on responsibilities of parents and school</li> <li>Power point presentation on the roles and responsibilities of teachers and parents</li> </ul>
		*Communication between the school and the home	<ul style="list-style-type: none"> <li>Discuss the importance of communication between school and the home</li> <li>Pretence play of parent teacher conversation in pairs</li> <li>Student teacher led discussions on the modes of communication</li> </ul>
			<ul style="list-style-type: none"> <li>Personal reflection on the roles of teacher as an agent of change</li> <li>Peer discussions on stakeholders as</li> </ul>

			agents of change Video analysis on stake holders
4	Safety and security of school environment	School Environment -The physical structures --Safety of resources and materials Emotional environment of the school -creating a calm and friendly atmosphere	<ul style="list-style-type: none"> <li>Identify and discuss some selected safety materials and resources</li> <li>Brainstorm the safety of materials and resources in the school environment Group discussions on uses and maintenance of safety materials and resources</li> </ul>
		-Safe and Smooth Transition (Home to school, KG-B3)	<ul style="list-style-type: none"> <li>Pair discussions on safe and smooth transition Debate on safe and smooth transition techniques</li> </ul>
5	First Aid and CPR	-First Aid Principles Types and nature of emergencies - Treatment of emergencies - Equipment and Materials - CPR	<ul style="list-style-type: none"> <li>Small group discussion on principles and practice of first aid</li> <li>Practical modelling and practice in the treatment of emergencies One-to-one performance of CPR on manikins</li> </ul>
<b>Course Assessment Components</b>			
<b>Component 1: Subject Portfolio Assessment (30%)</b> <ul style="list-style-type: none"> <li>Selected items of student's work (3 of them – 10% each)</li> <li>Mid-term assessment – 20%</li> <li>Reflective journal – 40%</li> <li>Organisation of the subject portfolio – 10% ( how it is presented/organised)</li> </ul> <p>Summary of Assessment Method: Assessment for and as learning  (i) Presentations (power point and poster presentation) on safe and healthy practices  (ii) Written reports on practices that ensure protection and rights of all children  (ii) Documentations of school observations on barriers to health and safety issues as well as evidence of engaging/collaborating with schools and other institutions within/outside the school to address these barriers</p> <p><b>[Note: Red Cross Certification in first aid and CPR is required]</b></p>			
<b>Component 2: Subject Project (30% overall semester score)</b> <ul style="list-style-type: none"> <li>Introduction: a clear statement of aim and purpose of the project – 10%</li> <li>Methodology: what the student teacher has done and why to achieve the purpose of the project – 20%</li> <li>Substantive or main section – 40%</li> <li>Conclusion – 30%</li> </ul> <p>Summary of Assessment Method: Assessment for and as learning  (i) Campaign posters on the protection of children's right and the responsibilities of parents  (ii) School and community wide inquiry on effective collaboration among teachers, parent and other stakeholders on the safety and security needs of all children and strategies for addressing them</p>			
<b>Component 3: End of semester examination (40%)</b> <p>Summary of Assessment Method: Assessment of learning</p> <p>Weighting: 40%  Assesses: CLO1 to CLO6</p>			

**Required Reading and Reference List**

- First Aid/ CPR/AED : Participants Manual (2014) American Red Cross; StayWell Health & Safety Solutions ; USA
- Nadine Saubers (2008) The Everything First Aid Book, Adamsmedia, Avon, Massachusetts, USA
- Younge, Paschal Y. (2011). *Music and Dance Traditions of Ghana: History, Performance and Teaching*. Jefferson, NC: McFarland & Company, Inc.

**Additional Reading List**

- Miller, R. (1996). Developmentally Appropriate Inclusive Classroom Education: Delmar Publisher
- The Children's Act, 1998
- The UN Conventions on the Rights of the Child
- Early childhood Policy (2002). Ministry of Women and Children's Affairs
- Right to play materials
- FTTT manuals (Sabre Education)
- Universities and Colleges ECE modules/programmes
- TESSA documents
- T-tel Education manuals
- Child development books
- NALAP documents and materials
- W.H. O-recommendations for physical activity for children

**Teaching and Learning resources**

- Samples of portfolio
- Overhead projector
- Drums
- Audio and video tapes
- Video/ picture slides
- Resource Persons
- Flip Charts
- Computers
- Manikin
- First aid kits
- Manila Cards
  
- Educational Resource centre (markers, pencils, crayons, cardboards, lego, abacus, geoboard)
- Open Educational Resources (Including: YouTube and online training resources for first aid/CPR)

**Course related professional development for tutors/ lecturers**

## LESSON 1

Year of B.Ed.	3	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	Introductory Lesson			Lesson Duration			3 hours
<b>Lesson description</b>	This course introduces student teachers to the course manual, its importance and uses. It also exposes student teachers to the early grade education with developmentally appropriate practices that indicate that all children, including children with special educational needs learn through play oriented activities. Children learn by doing, thus, hands-on, activity based approaches, and children learn by exploring, discovering, experimenting and through creativity. It also takes students through use of this course manual. This first lesson introduces the student teachers to the course learning outcomes and the 3 assessment components of the course.						
<b>Previous student teacher knowledge, prior learning (assumed)</b>	Student teachers have been introduced to other manuals already						
<b>Possible barriers to learning in the lesson</b>	Student teachers might not have accessed the course manuals yet						
<b>Lesson Delivery – chosen to support students in achieving the outcomes</b>	Face-to-face	Practical Activity	Work-Based Learning	Seminars	Independent Study	e-learning opportunities	Practicum
<b>Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.</b>	<b>Face-to face: discussions on the use and importance of the course manual.</b> <b>Practical activity: working in small groups, sharing ideas, views and experiences on the use and importance of the course manual.</b> <b>Seminar: A talk on the use and importance of the manual</b> <b>Independent Study: Students individually prepare points on the use and importance of the course manual</b>						
<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>	<b>Learning Outcomes:</b>			<b>Learning Indicators:</b>		<b>Core skills/ cross-cutting issues</b>	
	Demonstrate knowledge and understanding of the use and importance of the course manual.			<ul style="list-style-type: none"> <li>Identify and explain what course manuals are</li> <li>Indicate the need for course manuals</li> <li>Examine the usefulness of course manuals</li> </ul>		Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, digital literacy,	
<b>Topic:</b>	<b>Sub topic</b>	<b>Stage/time</b>	<b>Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study</b>				
			<b>Teacher Activity</b>			<b>Student Activity</b>	
<b>Introduction to Child Health, Safety and Security Course Manual</b>	Pre-Learning interactions	Introduction: 15min	<b>Discussion</b> Ask student teachers to share with a partner what they expect to learn/gain from going through this course. Invite a few people to share with the whole class what their partner's expect to learn/gain from the course.			<b>Discussion</b> In pairs, student teachers share what they expect to learn/gain from going through the course. Student teachers share with the whole class what their partner's expect to learn/gain from the course.	

	Preparations for the use of the course manual	Stage 1: 30mins	<b>Discussion&amp; Brainstorming</b> Using the approaches of brainstorming and discussion tutor/lecturer introduces the lesson and leads student teachers in discussions on what they think and know about course manual.	<b>Discussion</b> Using talk for learning approach, Tutor/Lecturer creates opportunities for student teachers to talk about what they think and know about course manuals in their own words)
	The need for a course manuals	Stage 2: 90 mins	<b>Brainstorming &amp;Discussion</b> Tutor/Lecturer puts student teachers in small groups to brainstorm the need for a course manual. Facilitate a discussion about why a course manual is needed, highlighting its importance for both tutor and student teachers.	<b>Brainstorming &amp;Discussion</b> In small groups, student teachers brainstorm the need for a course manual. Student teachers participate in class discussion by sharing their ideas from the brainstorming.
	Using the course manuals	Stage 3: 35 mins	<b>Discussion</b> Tutor/Lecturer introduces the structure of the course manual and leads discussion on how the course manual is used.	<b>Discussion</b> Student teachers participate in whole class discussion about the use of the course manual. Student teachers take note of key information being shared by the tutor on effective use of the course manual
		Conclusion: 10mins	<b>Discussion</b> Tutor/Lecturer leads student teachers in discussion to summaries the importance of the course manuals in their portfolios  Ask student teachers to read about child personal hygiene in the home and in the school, including, regular hand washing, brushing of teeth and covering of mouth, when coughing and yawing to prepare for next lesson.	<b>Discussion</b> Student teachers individually summarise the importance of course manuals in their portfolios  Student teachers read about child personal hygiene in the home and in the school, including, regular hand washing, brushing of teeth and covering of mouth, when coughing and yawing from online and other sources to prepare for next lesson.
<b>Lesson assessments – evaluation of learning:of, for and as learning within the lesson(linked to learning outcomes)</b>	<b>Summary of assessment method:</b> Assessment for and as learning (Participation and contribution during the lesson). Core skills targeted are communication, teamwork/collaboration and inquiry skills. <b>Assesses learning outcomes: CLO 1</b>			
<b>Teaching Learning Resources</b>	<ul style="list-style-type: none"> <li>• Samples of portfolio</li> <li>• Overhead projector</li> <li>• Audio and video tapes</li> <li>• Video/ picture slides</li> <li>• Resource Persons</li> <li>• Flip Charts</li> <li>• Computers</li> <li>• Manikin</li> <li>• First Aid kits</li> <li>• Manila Cards</li> </ul>			

	<ul style="list-style-type: none"> <li>• Educational Resource centre (markers, pencils, crayons, cardboards, lego, abacus, geo-board)</li> <li>• Open Educational Resources (Including: YouTube and online training resources for first aid/CPR)</li> </ul>
<b>Required Text (core)</b>	<p>First Aid/ CPR/AED : Participants Manual (2014) American Red Cross; StayWell Health &amp; Safety Solutions ; USA</p> <p>Miller, P.H. (2002). Theories of developmental psychology (4<sup>th</sup> ED), New York: Springer</p> <p>Nadine Saubers (2008) The Everything First Aid Book, Adamsmedia, Avon, Massachusetts, USA</p> <p>Younge, Paschal Y. (2011). <i>Music and Dance Traditions of Ghana: History, Performance and Teaching</i>. Jefferson, NC: McFarland &amp; Company, Inc.</p>
<b>Additional Reading List</b>	<ul style="list-style-type: none"> <li>• Miller, R. (1996). Developmentally Appropriate Inclusive Classroom Education: Delmar Publisher</li> <li>• The Children's Act, 1998</li> <li>• Early Childhood Care and Development Policy (2002). Ministry of Women and Children's Affairs</li> <li>• Inclusive Education Policy of Ghana Implementation Plan (2015-2019)</li> </ul>
<b>CPD Needs</b>	Seminar for tutors on the use of Course Manuals to support the delivery of the new ITE curriculum

## LESSON 1

Year of B.Ed.	3	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12							
<b>Title of Lesson</b>	<b>Personal Hygiene and Hygienic Practices in the Home and School</b>			<b>Lesson Duration</b>				<b>3 hours</b>				
<b>Lesson description</b>	The lesson introduces student teachers to personal hygiene and healthy practices such as regular hand washing with soap and water, brushing of teeth, covering the mouth when coughing, yawning, and sneezing.											
<b>Previous student teacher knowledge, prior learning (assumed)</b>	Student teachers do hand washing, brushing of teeth, and covering the mouth when coughing.											
<b>Possible barriers to learning in the lesson</b>	Reading materials may not be readily available											
<b>Lesson Delivery – chosen to support students in achieving the outcomes</b>	<b>Face-to-face</b>	<b>Practical Activity</b>	<b>Work-Based Learning</b>	<b>Seminars</b>	<b>Independent Study</b>	<b>e-learning opportunities</b>	<b>Practicum</b>					
<b>Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.</b>	<p>Face to face: To discuss personal hygiene and healthy practices issues</p> <p>Practical Activity: Students in small groups to discuss, share views and opinions on good hygienic practices such as regular hand washing with soap, brushing of teeth, covering of the mouth when coughing, sneezing, yawning among others.</p> <p>Seminar: On good hygienic practices</p> <p>Independent Study: Individually, students prepare their own notes on the topic into their portfolios</p> <p>e-learning opportunities: A video clip on good hygienic practices</p>											
<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>Core skills/ cross-cutting issues</b>					
	<p>On successful completion of the course, student teachers will be able to:</p> <p>CLO 1. Demonstrate knowledge and understanding of appropriate techniques to help all children learn and develop a healthy lifestyle in a safe environment (NTS, 3c and 3e)</p>			<ul style="list-style-type: none"> <li>• State and explain some health and safety practices that ensure a good hygienic practices, such as:</li> <li>• regular hand washing with soap</li> <li>• Brushing of teeth</li> <li>• Covering of mouth when sneezing, coughing, and yawning among others</li> </ul>			<p>Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, digital literacy,</p>					

Topic:	Sub topic	Stage/time	Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study	
			Teacher Activity	Student Activity
Basic Hygienic Practices	Introduction to personal hygiene and healthy practices in the home and school such as: - hand washing	Stage 1: 30 mins.	<b>Brainstorming and Discussion</b> <ul style="list-style-type: none"> <li>Tutor/Lecturer leads the lesson through brainstorming by asking students to mention activities they did before coming to school.</li> <li>Students are also asked to talk about what they engage themselves in when they arrive at school.</li> <li>Discussions and explaining general good hygienic practices</li> </ul>	<b>Brainstorming and Discussion</b> Student teachers brainstorm on activities they perform before coming to school Student teachers share ideas on what they did when arrived at school. In pairs, student teachers discuss and explain good hygienic practices
	-brushing of teeth	Stage 2: 50 mins	<b>Brainstorming</b> Tutor/Lecturer leads student teachers to brainstorm and talk about the need to brush our teeth regularly, at least, twice a day and the items used in teeth brushing	<b>Demonstration</b> Student teachers in small groups discuss and demonstrate brushing of teeth using the items for teeth brushing as a good hygienic practice and share among themselves.
	-covering mouth when yawning and coughing	Stage 3: 50mins	<b>Discussion</b> Tutor/Lecturer leads student teachers to discuss the need to cover the mouth when coughing, yawning, sneezing, etc.	<b>Watching of Video and Discussions</b> Student teachers discuss the need to cover the mouth at needed times, and show a video clip on good hygienic practices from youtube.com
	Lesson closure	Stage 4: 50 mins	<b>Preparation of Notes for the Portfolio and Reading Ahead for the next lesson</b> Tutor/Lecturer asks students to prepare notes on salient points of the lesson and add to their portfolio. Students teachers are asked to read on Healthy food in preparation for the next lesson	<b>Preparation of Notes for the Portfolio and Reading Ahead for the next lesson</b> Students to prepare notes on salient points of the lesson and add to their portfolio. Students teachers are asked to read on Healthy food in preparation for the next lesson
<b>Lesson assessments – evaluation of learning: of, for and as learning within the lesson(linked to learning outcomes)</b>	<b>Summary of assessment method:</b> Assessment for and as learning (Individual work in portfolios, group presentation, and discussion of a video clip on good hygienic practices) Core skills targeted: Communication skills, collaborative, observation and digital skills <b>Assesses learning outcomes:</b> CLO 1			
<b>Teaching Learning Resources</b>	Samples of portfolio Overhead projector Drums Audio and video tapes Video/ picture slides Resource Persons Flip Charts Computers Manikin			

	<p>First aid kits Manila Cards Educational Resource centre (markers, pencils, crayons, cardboards, lego, abacus, geo-board) Open Educational Resources (Including: YouTube and online training resources for first aid/CPR)</p>
<b>Required Text (core)</b>	<p>First Aid/ CPR/AED : Participants Manual (2014) American Red Cross; StayWell Health &amp; Safety Solutions ; USA</p> <p>Miller, P.H. (2002). Theories of developmental psychology (4<sup>th</sup> ED), New York: Springer</p> <p>Nadine Saubers (2008) The Everything First Aid Book, Adamsmedia, Avon, Massachusetts, USA</p> <p>Snow, C. E. &amp; Van Hemel, S.B. (2008). Early childhood Assessment: <i>Why, What and How</i>. Washington, DC: National Academies Press</p> <p>Younge, Paschal Y. (2011). <i>Music and Dance Traditions of Ghana: History, Performance and Teaching</i>. Jefferson, NC: McFarland &amp; Company, Inc.</p>
<b>Additional Reading List</b>	<ul style="list-style-type: none"> <li>• Miller, R. (1996). Developmentally Appropriate Inclusive Classroom Education: Delmar Publisher</li> <li>• The Children’s Act, 1998</li> <li>• Early childhood Policy (2002).Ministry of Women and Children’s Affairs</li> <li>• Inclusive Education Policy of Ghana Implementation Plan (2015-2019)</li> <li>• Right to play materials</li> <li>• FTTT manuals (Sabre Education)</li> <li>• Universities and Colleges ECE modules/programmes</li> <li>• TESSA documents</li> <li>• T-tel Education manuals</li> <li>• Child development books</li> <li>• NALAP documents and materials</li> <li>• W.H. O-recommendations for physical activity for children</li> </ul>
<b>CPD Needs</b>	<p>Organise a seminar on best hygienic practices</p>

## LESSON 3

Year of B.Ed.	3	Semester	1	Place of lesson in semester	1 2 <b>3</b> 4 5 6 7 8 9 10 11 12							
Title of Lesson	Wellbeing of All Learners: Eating Healthy Food				Lesson Duration				3 hours			
Lesson description	This course introduces student teachers to the wellbeing being of learners in terms of eating healthy foods. It also exposes student teachers to the food groups and the need to eat from each of the groups daily. Children learn by doing, thus, hands-on, activity based approaches, and children learn by exploring, discovering, experimenting and through creativity. It is therefore very important to take students through variety of activities that will enhance the wellbeing of all learners; including eating well balanced diet foods from the food groups and in the rightful proportions, feeding learners should also include fruits and vegetables											
Previous student teacher knowledge, prior learning (assumed)	Student teachers have learnt about the six food groups from Senior High School level											
Possible barriers to learning in the lesson	Presenting samples of concrete materials to cover all the six food groups might be a challenge in some localities.											
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face	Practical Activity	Work-Based Learning	Seminars	Independent Study	e-learning opportunities	Practicum					
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	<p><b>Face to Face:</b> In pairs student teachers discuss on the topic, eating healthy foods.</p> <p><b>Practical Activity:</b> Student teachers in small groups discuss the six food groups by sharing experiences, agree to disagree</p> <p><b>Seminar:</b> A seminar on wellbeing of learners</p> <p><b>Independent study:</b> Students individually come out with jig saw puzzles on the six food groups</p>											
<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>	Learning Outcomes:			Learning Indicators:		Core skills/ cross-cutting issues						
	Demonstrate knowledge and understanding on the wellbeing of all learners in terms of eating healthy foods			<ul style="list-style-type: none"> <li>Discuss healthy foods</li> <li>The need to eat healthy foods in the rightful proportions</li> </ul>		Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, digital literacy,						
Topic:	Sub topic	Stage/time	Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study									
			Teacher Activity			Student Activity						
Eating Healthy Foods	Introduction to the six food groups	Stage 1: 50 mins	<b>Discussions</b> Tutor/Lecturer leads student teachers to discuss their favourite foods. Ask students to discuss what they read earlier on the six food groups and their importance				<b>Discussions and Group Work</b> Student teachers discuss their favourite foods. Students in small groups discuss the six food groups and their importance					
	Balanced diet for school feeding programme	Stage 2: 50 mins	<b>Talk Show</b> Tutor/Lecturer leads to students to present a talk to the District/Municipal on Balanced Diet for learners.				<b>Talk Show</b> Students to present a talk to the District/Municipal on Balanced Diet for learners.					
	Eating with rightful proportions	Stage 3: 30 mins	<b>Brainstorming&amp; Group Presentations</b> Tutor/Lecturer leads discussions with students on the need to eat using the rightful proportions. Students in small groups present				<b>Brainstorming&amp; Group Presentations</b> Student teachers brainstorm the need to eat using the rightful proportions. Students in					

			points on the Need to eat right proportions of food.	small groups present points on the Need to Eat Right Proportions of Food.
	Educate parents and families on balanced for learners	Stage 4: 40 mins	<b>Discussions on Poster Presentation</b> Tutor/Lecturer leads student teachers on discussions to mount poster card presentations to educate parents/families on the need to provide learners with balanced diet meals on daily basis.	<b>Discussions on Poster Presentation</b> Tutor/Lecturer leads student teachers on discussions to mount poster card presentations to educate parents/families on the need to provide learners with balanced diet meals on daily basis.
	Lesson Closure	Stage 5: 10 mins	<b>Preparation of Notes on Main issues in the Lesson and Assigned Reading</b> Tutor/Lecturer leads student teachers to individually prepare short notes on the main points of the lesson. Student teachers read for the next lesson on regular exercises for healthy living	<b>Preparation of Notes on Main issues in the Lesson and Assigned Reading</b> Student teachers individually prepare short notes on the main points of the lesson. Student teachers read for the next lesson on regular exercises for healthy living
<b>Lesson assessments – evaluation of learning: of, for and as learning within the lesson(linked to learning outcomes)</b>	<p><b>Summary of assessment method:</b> Assessment for and as learning (Individual work in portfolios, group presentation, and discussion of a video clip on good hygienic practices) Core skills targeted: Communication skills, collaborative, observation and digital skills</p> <p><b>Assesses learning outcomes: CLO 1</b></p>			
<b>Teaching Learning Resources</b>	<p>Samples of portfolio Overhead projector Drums Audio and video tapes Video/ picture slides Resource Persons Flip Charts Computers Manikins First aid kits Manila Cards Educational Resource centre (markers, pencils, crayons, cardboards, lego, abacus, geo-board) Open Educational Resources (Including: YouTube and online training resources for first aid/CPR)</p>			
<b>Required Text (core)</b>	<p>First Aid/ CPR/AED : Participants Manual (2014) American Red Cross; Stay Well Health &amp; Safety Solutions ; USA</p> <p>Miller, P.H. (2002). Theories of developmental psychology (4<sup>th</sup> ED), New York: Springer</p> <p>Nadine Saubers (2008) The Everything First Aid Book, Adamsmedia, Avon, Massachusetts, USA</p> <p>Snow, C. E. &amp; Van Hemel, S.B. (2008). Early childhood Assessment: <i>Why, What and How</i>. Washington, DC: National Academies Press</p> <p>Younge, Paschal Y. (2011). <i>Music and Dance Traditions of Ghana: History, Performance and Teaching</i>. Jefferson, NC: McFarland &amp; Company, Inc.</p>			
<b>Additional Reading List</b>	<ul style="list-style-type: none"> <li>• Miller, R. (1996). Developmentally Appropriate Inclusive Classroom Education: Delmar Publisher</li> <li>• The Children’s Act, 1998</li> <li>• Early childhood Policy (2002).Ministry of Women and Children’s Affairs</li> <li>• Inclusive Education Policy of Ghana Implementation Plan (2015-2019)</li> <li>• Right to play materials</li> <li>• FTTT manuals (Sabre Education)</li> <li>• Universities and Colleges ECE modules/programmes</li> </ul>			

	<ul style="list-style-type: none"><li>• TESSA documents</li><li>• T-tel Education manuals</li><li>• Child development books</li><li>• NALAP documents and materials</li><li>• W.H. O-recommendations for physical activity for children</li></ul>
<b>CPD Needs</b>	

## LESSON 4

Year of B.Ed.	3	Semester	1	Place of lesson in semester	1 2 3 <b>4</b> 5 6 7 8 9 10 11 12						
Title of Lesson	Wellbeing of All Learners: Regular Exercises for Healthy Living			Lesson Duration			3 hours				
Lesson description	This lesson exposes student teachers to physical activities (both indoor and outdoor) including traditional games and play oriented activities that enhance healthy living of all learners through a variety of exercises. Children learn by doing, thus, hands-on, activity based approaches, which also promote physical development and healthy living by offering opportunities to exercise through active play-based activities. It also takes students through Regular exercises for healthy living.										
Previous student teacher knowledge, prior learning (assumed)	Student teachers jump, run, walk etc. on daily basis										
Possible barriers to learning in the lesson	Some schools may lack outdoor equipment, objects and materials that enhance healthy living through exercises.										
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face	Practical Activity	Work-Based Learning	Seminars	Independent Study	e-learning opportunities	Practicum				
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	<p><b>Face to face:</b> Student teachers groups discuss, share experiences, ideas and views on regular exercises on healthy living.</p> <p><b>Practical Activity:</b> Student teachers design and develop some materials that will enhance play and games for healthy living</p> <p><b>Seminars:</b> On the Importance of exercises for all learners</p> <p><b>Independent study:</b> Individually, students prepare salient points from the lesson into their portfolios</p> <p><b>e-learning opportunity:</b> Tradition music and games could be played on radio and video clips for learners to dance, hence, body movement for healthy living.</p>										
<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>	Learning Outcomes:			Learning Indicators:			Core skills/ cross-cutting issues				
	CLO 1. Demonstrate knowledge and understanding of appropriate techniques to help all children learn and develop a healthy lifestyle in a safe environment (NTS, 3c and 3e)			<ul style="list-style-type: none"> <li>Design and develop activities for outdoor space</li> <li>Discuss some healthy games activities appropriate for good healthy living</li> </ul>			Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, digital literacy,				
Topic:	Sub topic	Stage/time		Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study							
		Teacher Activity			Student Activity						
Wellbeing of All learners	Regular Exercises for Healthy Living	Stage 1: 20 mins		<b>Brainstorming</b> Tutor/Lecturer leads student teachers to brainstorm and explain with examples on healthy living through a variety of exercises. Student teachers examine exercises that are healthy for all learners in early grade level.			<b>Brainstorming</b> Student teachers to brainstorm and explain with examples on healthy living through variety of exercise. Student teachers examine exercises that are healthy for all learners in early grade level.				
	Outdoor Physical Activity	Stage 2: 40mins		<b>Discussions</b> Tutor/Lecturer leads student teachers to discussions on outdoor physical environment. Tutor/lecturer asks student			<b>Discussions &amp; Group Work</b> Student teachers to discussions on outdoor physical environment. Tutor/lecturer asks				

			teachers in small groups to write their views on outdoor play activities for presentation	student teachers in small groups to write their views on outdoor play activities for presentation
	<b>Traditional Games and Dances that promote healthy living of all learners</b>	Stage 3: 50 mins	<b>Discussions</b> Tutor/Lecturer leads student teachers to discuss indigenous games, songs, and play oriented activities that promote good healthy living for all learners through variety activities. Student teachers design and develop a variety of activities and materials for outdoor play that enhance healthy living among all learners including those with special educational needs.	<b>Discussion &amp; Designing</b> Student teachers to discuss indigenous games, songs, and play oriented activities that promote good healthy living for all learners through variety activities. Student teachers design and develop variety of materials for outdoor activities that enhance healthy living among all learners including those with special educational needs.
		Stage 4: 60 min	<b>Practical Activity</b> Set up active games and activities outdoor that that provide opportunity for exercising. Include activities and materials designed by student teachers. Take student teachers outdoor to experience the activities set up and on return to the classroom, ask student teachers to share their feedback from the activities.	<b>Practical Activity</b> Student teachers go outdoor and experience the different activities and games set up. Student teachers share their feedback from the activities on return to the classroom.
		<b>Lesson Closure:</b> 10mins	Ask student teachersto sum up the lesson by presenting the salient points learnt from the lesson.	Student teachers present salient points learnt from the lesson.
<b>Lesson assessments – evaluation of learning: of, for and as learning within the lesson(linked to learning outcomes)</b>	<b>Summary of assessment method:</b> Assessment for and as learning (Individual work in portfolios, group presentation, and discussion of a video clip on good hygienic practices) <b>Core skills targeted:</b> Communication skills, collaborative, observation and digital skills <b>Assesses learning outcomes:</b>			
<b>Teaching Learning Resources</b>	Samples of portfolio Overhead projector DrumBasic Hygienic Practices Audio and video tapes Video/ picture slides Resource Persons Flip Charts Computers Manikins First aid kits Manila Cards Educational Resource centre (markers, pencils, crayons, cardboards, lego, abacus, geo-board) Open Educational Resources (Including: YouTubeand online training resources for first aid/CPR)			
<b>Required Text (core)</b>	First Aid/ CPR/AED : Participants Manual (2014) American Red Cross; StayWell Health & Safety Solutions ; USA  Miller, P.H. (2002). Theories of developmental psychology (4 <sup>th</sup> ED), New York: Springer			

	<p>Nadine Saubers (2008) <i>The Everything First Aid Book</i>, Adamsmedia, Avon, Massachusetts, USA</p> <p>Snow, C. E. &amp; Van Hemel, S.B. (2008). <i>Early childhood Assessment: Why, What and How</i>. Washington, DC: National Academies Press</p> <p>Younge, Paschal Y. (2011). <i>Music and Dance Traditions of Ghana: History, Performance and Teaching</i>. Jefferson, NC: McFarland &amp; Company, Inc.</p>
<b>Additional Reading List</b>	<ul style="list-style-type: none"> <li>• Miller, R. (1996). <i>Developmentally Appropriate Inclusive Classroom Education</i>: Delmar Publisher</li> <li>• The Children’s Act, 1998</li> <li>• Early childhood Policy (2002).Ministry of Women andChildren’s Affairs</li> <li>• Inclusive Education Policy of Ghana Implementation Plan (2015-2019)</li> <li>• Right to play materials</li> <li>• FTTT manuals (Sabre Education)</li> <li>• Universities and Colleges ECE modules/programmes</li> <li>• TESSA documents</li> <li>• T-tel Education manuals</li> <li>• Child development books</li> <li>• NALAP documents and materials</li> <li>• W.H. O-recommendations for physical activity for children</li> </ul>
<b>CPD Needs</b>	Workshop for tutors on games and activities for young children that promote healthy living

## LESSON 5

Year of B.Ed.	3	Semester	1	Place of lesson in semester	1 2 3 4 <b>5</b> 6 7 8 9 10 11 12		
<b>Title of Lesson</b>	<b>Child Right and Protection Policies</b>			<b>Lesson Duration</b>	<b>3 hours</b>		
<b>Lesson description</b>	This lesson exposes student teachers to the early grade education with developmentally appropriate practices that indicate that all children, including children with special educational needs learn through play oriented activities. Children learn by doing, thus, hands-on, activity based approaches, and children learn by exploring, discovering, experimenting and through creativity. This lesson also takes students through Child rights and Protection Policies, Social Welfare, services, support services for learners with special educational needs, including unlawful photography and filming of learners without their consent and that of their parents and families.						
<b>Previous student teacher knowledge, prior learning (assumed)</b>	Student teachers are aware of some of the Child Protection Policies						
<b>Possible barriers to learning in the lesson</b>	Some student teachers may not understand why the child and the parents should be consulted before taking photographs of them and filming them.						
<b>Lesson Delivery – chosen to support students in achieving the outcomes</b>	<b>Face-to-face</b>	<b>Practical Activity</b>	<b>Work-Based Learning</b>	<b>Seminars</b>	<b>Independent Study</b>	<b>e-learning opportunities</b>	<b>Practicum</b>
<b>Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.</b>	<p><b>Face to face:</b> Student teachers meet to discuss, brainstorm, share ideas, opinion, views, experiences among themselves in small groups</p> <p><b>Practical Activity:</b> Student teachers advocate for the Rights of the child, invite support services personnel to work with children with special educational need</p> <p><b>Seminars:</b> Organise a Seminar on Child’s Right and Protection Policy</p> <p><b>Independent study:</b> Student teachers individually prepare notes on the lesson treated</p> <p><b>e-learning opportunities:</b> Video clips may be used to inform practice</p>						
<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>	<b>Learning Outcomes:</b>		<b>Learning Indicators:</b>		<b>Core skills/ cross-cutting issues</b>		
	CLO 2. Demonstrate knowledge and understanding of Ghana’s child protection policy and how it promotes the health, safety and security of all learners (NTS, 3c and 3o)		<ul style="list-style-type: none"> <li>State at least three (3) components of the child protection policy</li> <li>Discuss in pairs the different components of the child protection policy</li> <li>Role play some aspect of the child protection policy</li> </ul>		Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, digital literacy,		
<b>Topic:</b>	<b>Sub topic</b>	<b>Stage/time</b>	<b>Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study</b>				
			<b>Teacher Activity</b>			<b>Student Activity</b>	
<b>Child Rights and Protection Policy</b>	<b>Child Protection Policies</b>	Stage 1: 30 mins	<b>Brainstorming &amp; Discussion</b> Tutor/Lecturer leads student teachers to brainstorm, discuss and explain the Child Protection Policy. Tutor/Lecturer leads to identify the components of the Child Protection Policies, and its implications to the early grade classroom teacher.			<b>Brainstorming &amp; Discussion</b> Student teachers to brainstorm, discuss and explain the Child Protection Policy. Students search the Google scholar to identify the components of the Child Protection Policies, and its implications to the early grade classroom teacher.	

	<b>Social Welfare Services</b>	Stage 2: 50 mins	<b>Discussions</b> Tutor/lecturer lead discussions with student teachers on what they know about Social Welfare services. The role of Social welfare in Early Grade Education, such as, certifying the kitchen staff to cook for the learners, and ensure the wellbeing of all learners at Early Grade level among others.	<b>Group Discussions &amp; Presentations</b> Student teachers share ideas on Social Welfare Services. The role of Social welfare in Early Grade Education, such as, certifying the kitchen staff to cook for the learners, and ensuring the wellbeing of all learners at Early Grade level among others
	<b>Support Services for SPEN Learners</b>	Stage 3: 50 mins	<b>Brainstorming &amp; Discussions</b> Tutor/Lecturer leads students to identify and examine support services available for learners with special educational need at Early Grade Level. Tutor/Lecturer asks student teachers in small groups make a list of support services for various educational needs	<b>Discussions &amp; Group Work</b> Students to identify and examine support services available for learners with special educational need at Early Grade Level. Student teachers in small groups make a list of support services for various educational needs
	<b>Photography/ filming</b>	Stage 4: 20 mins	<b>Brainstorming &amp; Discussions</b> Tutor/Lecturer leads discussions on what students think in terms of taking photographs of learners without their consent and filming them likewise without the nod of parents and families. Ask student teachers to share ideas on their discussions on the lesson.	<b>Brainstorming &amp; Discussions</b> Students discuss what think in terms of taking photographs of learners without their consent and filming them likewise without the nod of parents and families. Student teachers share ideas on their discussions on the lesson.
	<b>Closure of Lesson</b>	Stage 5: 10mins	<b>Recap of Salient Points</b> Individually, student teachers mention and prepare salient points on the lesson into their note books to end the lesson	<b>Recap of Salient Points</b> Individually, student teachers mention and prepare salient points on the lesson into their note books to end the lesson
<b>Lesson assessments – evaluation of learning: of, for and as learning within the lesson(linked to learning outcomes)</b>	<b>Summary of assessment method:</b> Assessment for and as learning (Quiz on good hygienic practices and other areas covered in previous lessons) Core skills targeted: Communication skills, collaborative, observation and digital skills Assesses learning outcomes: CLO 1			
<b>Teaching Learning Resources</b>	Samples of portfolio Overhead projector Drums Audio and video tapes Video/ picture slides Resource Persons Flip Charts Computers Manikins First aid kits Manila Cards Educational Resource centre (markers, pencils, crayons, cardboards, lego, abacus, geo-board) en Educational Resources (Including: YouTube and online training resources for first aid/CPR)			
<b>Required Text (core)</b>	First Aid/ CPR/AED : Participants Manual (2014) American Red Cross; StayWell Health & Safety Solutions ; USA			

	<p>Miller, P.H. (2002). <i>Theories of developmental psychology (4<sup>th</sup> ED)</i>, New York: Springer</p> <p>Nadine Saubers (2008) <i>The Everything First Aid Book</i>, Adamsmedia, Avon, Massachusetts, USA</p> <p>Snow, C. E. &amp; Van Hemel, S.B. (2008). <i>Early childhood Assessment: Why, What and How</i>. Washington, DC: National Academies Press</p> <p>Younge, Paschal Y. (2011). <i>Music and Dance Traditions of Ghana: History, Performance and Teaching</i>. Jefferson, NC: McFarland &amp; Company, Inc.</p>
<b>Additional Reading List</b>	<ul style="list-style-type: none"> <li>• Miller, R. (1996). <i>Developmentally Appropriate Inclusive Classroom Education</i>: Delmar Publisher</li> <li>• The Children’s Act, 1998</li> <li>• Early childhood Policy (2002).Ministry of Women andChildren’s Affairs</li> <li>• Inclusive Education Policy of Ghana Implementation Plan (2015-2019)</li> <li>• Right to play materials</li> <li>• FTTT manuals (Sabre Education)</li> <li>• Universities and Colleges ECE modules/programmes</li> <li>• TESSA documents</li> <li>• T-tel Education manuals</li> <li>• Child development books</li> <li>• NALAP documents and materials</li> <li>• W.H. O-recommendations for physical activity for children</li> </ul>
<b>CPD Needs</b>	<p>Communication skills</p> <p>critical thinking skills</p> <p>collaboration skills</p> <p>observation and enquiry skills</p> <p>digital skills</p>

## LESSON 6

Year of B.Ed.	3	Semester	1	Place of lesson in semester	1 2 3 4 5 <b>6</b> 7 8 9 10 11 12		
<b>Title of Lesson</b>	<b>Child Rights and Protection Policies</b>			<b>Lesson Duration</b>	<b>3 hours</b>		
<b>Lesson description</b>	This lesson exposes student teachers to the early grade education with developmentally appropriate practices that indicate that all children, including children with special educational needs learn through play oriented activities. Children learn by doing, thus, hands-on, activity based approaches, and children learn by exploring, discovering, experimenting and through creativity. It also takes students through the United Nations Convention Right of the Child.						
<b>Previous student teacher knowledge, prior learning (assumed)</b>	Student teachers have read a lesson on social Welfare services and the Support services for learners with special educational needs.						
<b>Possible barriers to learning in the lesson</b>	Some students might not comply with the Child Rights Policy						
<b>Lesson Delivery – chosen to support students in achieving the outcomes</b>	<b>Face-to-face</b>	<b>Practical Activity</b>	<b>Work-Based Learning</b>	<b>Seminars</b>	<b>Independent Study</b>	<b>e-learning opportunities</b>	<b>Practicum</b>
<b>Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.</b>	<p><b>Face to face:</b> Student teachers meet to discuss, brainstorm, share ideas, opinion, views, experiences among themselves in small groups</p> <p><b>Practical Activity:</b> Student teachers advocate for the Rights of the child, invite support services personnel to work with children with special educational need</p> <p><b>Seminars:</b> Organise a Seminar on The United nations Right of the Child</p> <p><b>Independent study:</b> Student teachers individually prepare notes on the lesson treated</p> <p><b>e-learning opportunities:</b> Video clips may be used to inform practice</p>						
<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>	<b>Learning Outcomes:</b>		<b>Learning Indicators:</b>		<b>Core skills/ cross-cutting issues</b>		
	CLO 2. Demonstrate knowledge and understanding of UN Convention right of the Child and the Ghana's children Act 560 (1998) protection policy and how it promotes the health, safety and security of all learners (NTS, 3c and 3o)		<ul style="list-style-type: none"> <li>State at least three (3) parts of the UN Convention Rights of the Child</li> <li>Discuss in pairs the different parts of the Ghana Children Act 560 (1998) of the Child</li> <li>Role play some aspect of the UN Convention Right of the Child</li> </ul>		Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, digital literacy,		
<b>Topic:</b>	<b>Sub topic</b>	<b>Stage/time</b>	<b>Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study</b>				
			<b>Teacher Activity</b>			<b>Student Activity</b>	
<b>Child's Right and Protection Policies</b>	Introduction Lesson	Stage 1: 20 mins	<b>Brainstorming and Discussion</b> Tutor/Lecturer leads student teachers to brainstorm, discuss and explain UN Convention Right of the child, and its implications to the early grade classroom teacher.			<b>Brainstorming and Discussion</b> Tutor/Lecturer leads student teachers to brainstorm, discuss and explain Right of the child, and its implications to the early grade classroom teacher.	
	The UN convention Right of the	Stage 2: 70 mins	<b>Brainstorming and Discussion</b> Tutor/Lecturer leads student teachers to brainstorm, discuss			<b>Brainstorming and Discussion</b> Tutor/Lecturer leads	

	Child		and explain the Child Protection Policy. Tutor/Lecturer leads to identify the components of the UN Convention Right of the child, and its implications to the early grade classroom teacher.	student teachers to brainstorm, discuss and explain the parts of the UN Convention Right of the child, and its implications to the early grade classroom teacher
	Ghana Children’s Act 560 (1998)	Stage 3: 70 mins	<b>Brainstorming &amp; Discussions</b> Tutor/Lecturer leads students to brainstorm, discuss, identify and examine The Ghana Act 560 (1998). Ask student teachers to list the parts of the Act that concerns Early Grade Learners and share	<b>Discussions &amp; Group Work</b> Students brainstorm, discuss, identify and examine The Ghana Act 560 (1998). Student teachers list the parts of the Act 560 that concerns Early Grade Learners and present
	Summary of the Lesson	Stage 4: 20 mins	<b>Assignment</b> Ask student teachers to discuss salient points in the lesson in pairs. Let them read about agents of child right protection from the reading list and online resources in preparation for the next lesson.	<b>Assignment</b> Student teachers discuss the salient points of the lesson in pairs and read about agents of child right protection from the reading list and online resources in preparation for the next lesson.
<b>Lesson assessments – evaluation of learning: of, for and as learning within the lesson(linked to learning outcomes)</b>	<b>Summary of assessment method:</b> Assessment for and as learning (Individual work in portfolios, group presentation, and discussion of a video clip on good hygienic practices) <b>Core skills targeted:</b> Communication skills, collaborative, observation and digital skills <b>Assesses learning outcomes</b>			
<b>Teaching Learning Resources</b>	Samples of portfolio Over head projector Drums Audio and video tapes Video/ picture slides Resource Persons Flip Charts Computers Manikins First aid kits Manila Cards Educational Resource centre (markers, pencils, crayons, cardboards, lego, abacus, geo-board) an Educational Resources (Including: YouTube and online training resources for first aid/CPR)			
<b>Required Text (core)</b>	First Aid/ CPR/AED : Participants Manual (2014) American Red Cross; StayWell Health & Safety Solutions ; USA  Miller, P.H. (2002). Theories of developmental psychology (4 <sup>th</sup> ED), New York: Springer  Nadine Saubers (2008) The Everything First Aid Book, Adamsmedia, Avon, Massachusetts, USA  Snow, C. E. & Van Hemel, S.B. (2008). Early childhood Assessment: <i>Why, What and How</i> . Washington, DC: National Academies Press Younge, Paschal Y. (2011). <i>Music and Dance Traditions of Ghana: History, Performance and Teaching</i> . Jefferson, NC: McFarland & Company, Inc.			
<b>Additional Reading List</b>	<ul style="list-style-type: none"> <li>• Miller, R. (1996). Developmentally Appropriate Inclusive Classroom Education: Delmar Publisher</li> <li>• The Children’s Act, 1998</li> <li>• Early childhood Policy (2002). Ministry of Women and Children’s Affairs</li> <li>• Inclusive Education Policy of Ghana Implementation Plan (2015-2019)</li> <li>• Right to play materials</li> </ul>			

	<ul style="list-style-type: none"> <li>• FTTT manuals (Sabre Education)</li> <li>• Universities and Colleges ECE modules/programmes</li> <li>• TESSA documents</li> <li>• T-tel Education manuals</li> <li>• Child development books</li> <li>• NALAP documents and materials</li> <li>• W.H. O-recommendations for physical activity for children</li> </ul>
<b>CPD Needs</b>	Organise a debate on Child's Rights

## LESSON 7

Year of B.Ed.	3	Semester	1	Place of lesson in semester	1 2 3 4 5 6 <b>7</b> 8 9 10 11 12		
<b>Title of Lesson</b>	<b>Agents of Child's Right Protection</b>			<b>Lesson Duration</b>	<b>3 hours</b>		
<b>Lesson description</b>	This lesson builds on student teachers knowledge from the previous lesson on the rights of the child, by introducing student teachers to institutions and persons who are critical agents of child's right protection. Student teachers will explore the specific roles and responsibilities of the teacher and parents in protecting the rights of the child. Challenges facing implementation of child protection policies will be discussed and possible solutions identified.						
<b>Previous student teacher knowledge, prior learning (assumed)</b>	Student teachers have learnt about child protection policies and the rights of the child at global and national levels from previous lessons.						
<b>Possible barriers to learning in the lesson</b>	Student teachers may be unaware of institutional arrangements for ensuring protection of the rights of the child. Student's own biases about certain rights of the child may create a barrier in discussing the responsibilities of a teacher in protecting such rights.						
<b>Lesson Delivery – chosen to support students in achieving the outcomes</b>	<b>Face-to-face</b>	<b>Practical Activity</b>	<b>Work-Based Learning</b>	<b>Seminars</b>	<b>Independent Study</b>	<b>e-learning opportunities</b>	<b>Practicum</b>
<b>Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.</b>	<p><b>Face-to-face:</b> Brainstorming and discussion methods will be employed in discussing the responsibilities of the teacher and parents in protecting the rights of the child.</p> <p><b>Independent study:</b> Student teachers will be asked to read ahead of the lesson in preparation for this week's lesson</p> <p><b>E-learning opportunities:</b> Student teachers will use their laptops and phones to read from online sources about agents of child's right protection.</p> <p><b>Practical Activity:</b> Student teachers will design campaign posters for the protection of the rights of the child.</p>						
<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>	<b>Learning Outcomes:</b>		<b>Learning Indicators:</b>		<b>Core skills/ cross-cutting issues</b>		
	1. Demonstrate knowledge of agents of child right protect and the responsibilities of different agents in protecting the rights of the child		1.1 List of key agents of child right protection and the major roles they play. 1.2 Poster to campaign for the protection of the rights of the child.		Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, digital literacy,		
<ul style="list-style-type: none"> <li></li> </ul>	2. Demonstrate awareness of challenges facing implementation of child protection policies and potential solutions for these challenges.		2.1 Explain some challenges facing implementation of child protection policies 2.2 State potential solutions for addressing challenges identified				
<b>Topic:</b>	<b>Sub topic</b>	<b>Stage/time</b>	<b>Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study</b>				
			<b>Teacher Activity</b>			<b>Student Activity</b>	
Child's right and protection policies		Introduction: 15min	<b>Recap Discussions</b> Recap the previous lesson by asking student teachers to write on sticky notes some of the rights of children in the UN Convention on the Rights of Children and The Children's Act		<b>Reflections on Recap</b> Student teachers reflect on the previous lesson and write on sticky notes some of the rights of children in the UN Convention on the Rights		

			of Ghana (Act 560) Display 2 flipcharts, one for the UN Convention and the other for the Children’s Act so student teachers can paste their sticky notes.	of Children and The Children’s Act of Ghana. Student teachers paste their sticky notes on the appropriate flipchart and read other sticky notes from their colleagues.
	Agents of child’s right protection	Stage 1: 30mins	<b>Discussions</b> Guide student teachers to identify key institutions (e.g. social welfare, religious bodies, civil society organisations etc) and persons that serve as agents of child protection. Facilitate a whole class discussions about the major rolesplayed by these institutions in protecting the rights of children.	<b>Group Discussions</b> From their readings ahead of the lesson, student teachers in groups make a list of key agents of child right protection. Student teachers discuss the major roles of the key institutions in the protection of child rights.
	Responsibilities of the teacher and parents	Stage 2: 45 mins	<b>Discussions</b> Put student teachers into small groups to brainstorm the responsibilities of the teacher and parents as agents of child rights protection. Invite groups to share their ideas with the whole class for discussion and summarize by emphasizing the role of the teacher as an agent of change in the protection of children’s right <i>(as is required in NTS 1g: “Sees his or her role as a potential agent of change in the school, community and country.”)</i>	<b>Brainstorming</b> Student teachers in groups brainstorm the responsibilities of the teacher and parents in the protection of child rights.  Groups of students share the ideas from their brainstorming with the whole class for discussion.
		Stage 3: 45 min	<b>Group Discussions</b> Ask student teachers to work in their groups again to design a campaign poster. Assign some groups to design posters that will be used to educate parents on their responsibilities towards the protection of child rights <b>during STS</b> (e.g. at P.T.A meetings) and other groups to design posters to educate the general public about the rights of the child (especially to quality education) and the protection of these rights. Copies of these posters could be displayed in the partner school.	<b>Group Work</b> In groups, student teachers work with their peers to design campaign posters as assigned to them by the tutor/lecturer for their partner schools. <b>During STS</b> , student teachers display their posters in the partner school and/or work with their mentors and peers to educate parents and guardians about their responsibilities in protecting the rights of the child.
	Challenges with implementation of child protection policies	Stage 4: 30 mins	<b>Brainstorming &amp; Discussions</b> Guide student teachers to discuss some major challenges facing the implementation of child protection policies in Ghana. Ask student teachers to brainstorm and make a list of	<b>Whole Class Discussions</b> Student teachers engage in whole class discussion about some of the major challenges facing the implementation of child protection policies in Ghana.

			potential solutions for addressing implementation challenges. Facilitate a discussion on the potential solutions for addressing challenges facing implementation of child protection policies and ask student teachers to revise their list where necessary.	Student teachers engage in a brainstorming exercise to find potential solutions for the challenges identified. Student teachers make a list of these solutions to share with whole class and review where necessary after discussions with the whole class.
		Conclusion: 15mins	<p><b>Questioning</b> Ask student teachers to reflect on the day's lesson and share their key takeaways. Answer any questions student teachers may have.</p> <p><b>Assignment</b> Ask student teachers to observe the physical environment of their partner schools during their next STS session, in relation to the safety and security of children.</p>	<p><b>Notes Taking</b> Student teachers reflect and make notes of their key takeaways from the lesson to share with the class. Student teachers ask any questions they may have for clarification.</p> <p><b>Assignment</b> During STS, student teachers should observe the physical environment of their partner schools, in relation to the safety and security of children. Student teachers should make notes for the next lesson.</p>
<b>Lesson assessments – evaluation of learning: of, for and as learning within the lesson(linked to learning outcomes)</b>	Summary of assessment method: Assessment for and as learning (Campaign posters on the protection of children's right and the role of parents). Core skills targeted are communication, teamwork/collaboration and critical thinking, digital literacy. <b>Assesses learning outcomes:</b> Course learning outcome 2			
<b>Teaching Learning Resources</b>	<ul style="list-style-type: none"> <li>• Smart phones</li> <li>• Laptops</li> <li>• Sticky notes</li> </ul>			
<b>Required Text (core)</b>	United Nations Children Fund (2007). A human right-based approach to education for all/ New York: UNICEF			
<b>Additional Reading List</b>	<ul style="list-style-type: none"> <li>• Human Rights Watch (2001).Scared at school: Sexual violence against girls in South African School. London: Human Rights Watch</li> <li>• The Children's Act, 1998</li> <li>• The UN Convention on the Rights of the Child</li> <li>• Early Childhood Care and Development Policy (2002).Ministry of Women and Children's Affairs</li> <li>• Early Childhood Education Policy (2020)</li> </ul>			
<b>CPD Needs</b>	Workshop for tutors on child rights and protection issues. This should include an exposure to the UN Conventions on the rights of the child.			

## LESSON 8

Year of B.Ed.	3	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12		
<b>Title of Lesson</b>	<b>Safety of the Physical School Environment</b>			<b>Lesson Duration</b>	<b>3 hours</b>		
<b>Lesson description</b>	In this lesson, student teachers will discussed the school environment, in the context of safety and security. The physical environment of the school, both indoor and outdoor will be looked at, including the classroom structure itself. Student teachers will also discuss the safety of teaching and learning resources.						
<b>Previous student teacher knowledge, prior learning (assumed)</b>	Student teachers have observed a variety of school environment and can talk about the physical state of the schools they have seen.						
<b>Possible barriers to learning in the lesson</b>	Difficulty in overcoming infrastructural challenges in schools due to funding may leave student teachers feeling helpless even as the need for the physical environment of schools to be safe and secured is discussed in this lesson.						
<b>Lesson Delivery – chosen to support students in achieving the outcomes</b>	<b>Face-to-face</b>	<b>Practical Activity</b>	<b>Work-Based Learning</b>	<b>Seminars</b>	<b>Independent Study</b>	<b>e-learning opportunities</b>	<b>Practicum</b>
<b>Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.</b>	<b>Face-to-face:</b> Discussions in small groups as well as whole class discussions will be used during the lesson <b>E-learning opportunities:</b> Video clips showing safe and secured school environment will be shown <b>Independent Study:</b> Student teachers will be asked to read on their own for further information on the safety and security of the physical school environment.						
<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>	<b>Learning Outcomes:</b>		<b>Learning Indicators:</b>		<b>Core skills/ cross-cutting issues</b>		
	1. Demonstrate awareness of what a safe and secure physical school environment for early grade is.		1.1 Discuss key features of a safe and secure physical environment for early grade learners. 1.2 Work with mentors and peers to create safe and secure physical environment for early grade learners. 1.3 Engage in advocacy for safe and secure infrastructure for early grade learners.		Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, digital literacy,		
<b>Topic:</b>	<b>Sub topic</b>	<b>Stage/time</b>	<b>Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study</b>				
			<b>Teacher Activity</b>			<b>Student Activity</b>	
Safety and security of school environment		Introduction:	<b>Sharing</b> Review the previous lesson by asking student teachers to share what they learnt from the previous lesson.			<b>Whole Class Sharing</b> Student teachers reflect on what they learnt from the previous lesson to share with the whole class, highlighting their responsibilities in the protection of child rights.	
	The Physical School Environment	Stage 1:	<b>View Video Clip</b> Show video clip of a safe and secured school environment. Ask student teachers to reflect on the video and their observations of school environment from STS to compare and contrast.			<b>Discussion Video Clip</b> Student teachers watch video clip of a safe and secured school environment and make notes. Student teachers reflect on the video and their observations of	

				school environment from STS. Student teachers compare and contrast the two different environment.
		Stage 2:	<b>Discussion</b> Give out copies of the National Minimum Guidelines for KGs in Ghana (or just the section on requirements for a standard KG centre) and guide student teachers to discuss what a safe and secured environment should have. <i>[NB: In the absence of the National Minimum Guidelines for KGs in Ghana, focus discussion on areas such as location of school environment, sanitary facilities, play areas, fencing, furniture, and the physical structures]</i>	<b>Discussion &amp; Reflection</b> Student teachers discuss the National Minimum Guidelines for KGs in Ghana, focusing on the requirements for a standard KG centre. Student teachers individually reflect on what needs improving in their partner schools based on the requirements in the National Minimum Guidelines for KGs in Ghana
	Safety of resources	Stage 3:	<b>Brainstorming</b> Put student teachers into groups to brainstorm how to ensure teaching and learning resources (TLR) are safe for children to use, both indoor and outdoor. Ask groups to present their ideas focusing on the role of the teacher in ensuring that TLRs are safe for early grade learners to use.	<b>Group Work &amp; Poster Presentation</b> In groups, student teachers brainstorm how to ensure teaching and learning resources (TLR) are safe for children to use, both indoor and outdoor. Student teachers do poster presentations on the ideas from their brainstorming, focusing on the role of the teacher in ensuring that TLRs are safe for early grade learners to use.
		Conclusion:	<b>Reflection</b> Ask student teachers to reflect on the day's lesson and make notes for themselves on what they can do to ensure safe and secured environment for early grade learners in their partner schools. Ask student teachers to exchange their reflective notes for peer review.	<b>Sharing Notes</b> Student teachers reflect on the day's lesson and make notes for themselves on what they can do to ensure safe and secured environment for early grade learners in their partner schools. Student teachers peer review each other's' reflective notes.
<b>Lesson assessments – evaluation of learning: of, for and as learning within the lesson(linked to learning outcomes)</b>	<b>Summary of assessment method:</b> Assessment for and as learning (Peer review of student reflective notes from the lesson) <b>Core skills targeted:</b> Reflective skills, teamwork/collaboration. <b>Assesses learning outcomes:</b> CLO 3 and 4			
<b>Teaching Learning Resources</b>	Projector Laptop Video clip on safe and secured school environment			
<b>Required Text (core)</b>	National Minimum Guidelines for KGs in Ghana			
<b>Additional Reading List</b>	<ul style="list-style-type: none"> <li>• Miller, R. (1996). Developmentally Appropriate Inclusive Classroom Education: Delmar Publisher</li> </ul>			

	<ul style="list-style-type: none"><li>• FTTT manuals (Sabre Education)</li><li>• Right to play materials</li></ul>
<b>CPD Needs</b>	Develop and create child-friendly learning environment

## LESSON 9

Year of B.Ed.	3	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 <b>9</b> 10 11 12		
Title of Lesson	Safety of the Emotional School Environment			Lesson Duration	3 hours		
Lesson description	This lesson introduces student teachers to the emotional environment of a school and the need to ensure the emotional environment is safe and secured. Student teachers will explore ways of creating a calm and friendly atmosphere where all learners feel safe and welcomed.						
Previous student teacher knowledge, prior learning (assumed)	Student teachers have learnt about safety and security of the physical environment of the school. Student teachers also have experience of emotional environment from partner schools which they can share during the lesson.						
Possible barriers to learning in the lesson	Student teachers socio-cultural backgrounds may interfere with discussions on what it means to create a calm and friendly atmosphere for early grade learners.						
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face	Practical Activity	Work-Based Learning	Seminars	Independent Study	e-learning opportunities	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	<b>Face-to-face:</b> Discussions in small groups as well as whole class discussions will be used during the lesson <b>E-learning opportunities:</b> Youtube video of teacher greeting learners will be shown. <b>Independent Study:</b> Student teachers will be asked to read on their own for further information on emotional school environment.						
<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>	Learning Outcomes:		Learning Indicators:		e skills/ cross-cutting issues		
	1. Demonstrate awareness of what a safe and secure emotional school environment for early grade is.		1.1 Discuss key features of a safe and secure emotional environment for early grade learners. 1.2 Work with mentors and peers to create calm and friendly atmosphere for early grade learners.		Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, digital literacy,		
Topic:	Sub topic	Stage/time	Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study				
			Teacher Activity			Student Activity	
Safety and security of school environment		Introduction: 20min	<b>Questioning</b> Using questions, revise the previous lessons on safety of the physical school environment. Ask student teachers to share any actions they have been able to take with regards to their reflective notes from the previous lesson.			<b>Revision on Reflective Notes</b> Revise the previous lesson by sharing key things learnt from the previous lesson. Student teachers share with the class any actions they have been able to take with regards to their reflective notes from the previous lesson.	
	Emotional environment of the school	Stage 1: 30	<b>Think Pair Share</b> Using the Think-Pair-Share technique, ask student teachers to think about the emotional environment of the partner schools they have visited. After a few minutes, ask student teachers to work in pairs to discuss the negative/positive impact of such environment on early grade learners.			<b>Pair Discussions</b> Student teachers individually think about the emotional environment of the partner schools they have visited. Student teachers pair up and discuss the negative/positive impact of such environment on early grade learners.	

		Stage 2: 50min	<b>Whole Class Discussion</b> Lead a whole class discussion on the impact of the emotional environment on children’s wellbeing and learning, inviting pairs to share their discussions. Refer student teachers to the neuro-science research on the brain learnt in Year 2 (Nature of Early Grade Education). Establish links between a stressed brain, as a result of danger and threat signals in the classroom and the detrimental effect on children and their learning.	<b>Pair, Share &amp; Discuss</b> Student teachers share their pair discussions on the impact of the emotional environment on children’s wellbeing and learning.
	Creating a calm and friendly atmosphere	Stage 3: 60min	<b>Small Group Brainstorming</b> Put student teachers into small groups and ask them to brainstorm tips for creating an atmosphere that is calm, friendly and welcoming to ALL learners in early grade. Allow student teachers to visit the internet for more tips on creating a calm and friendly atmosphere. Show youtube video of teacher exchanging different greetings with learners at the entrance of the classroom to motivate student teachers about other ways they can establish a calm and friendly atmosphere for early grade learners. Ask student teachers to self-reflect and update their reflective journals with tips for themselves on how they will create an atmosphere that is calm and friendly for young learners	<b>Group Work</b> In groups, student teachers brainstorm for tips on creating an atmosphere that is calm, friendly and welcoming to ALL learners in early grade. Student teachers visit the internet for more tips on creating a calm and friendly atmosphere. Student teachers watch youtube video shown by tutor and make notes for themselves. Student teachers engage in a self-reflection activity to identify tips for themselves on how they will create an atmosphere that is calm and friendly for their learners. Student teachers update their reflective journals with these tips.
		Conclusion: 20min	<b>Sharing</b> Allow a few minutes for student teachers to share their tips. Answer any questions student teachers may have.	<b>Sharing Tips</b> Student teachers share their tips (improvement points) with colleagues. Ask any questions they may have for clarification.
<b>Lesson assessments – evaluation of learning: of, for and as learning within the lesson(linked to learning outcomes)</b>	<b>Summary of assessment method:</b> Core skills targeted: <b>Assesses learning outcomes:</b>			
<b>Teaching Learning Resources</b>	Laptop Projector Youtube video of teacher greeting learners at the door: <a href="https://www.youtube.com/watch?v=67xOEnSovMI">https://www.youtube.com/watch?v=67xOEnSovMI</a> Smartphones			
<b>Required Text (core)</b>				
<b>Additional Reading List</b>	<ul style="list-style-type: none"> <li>• The Children’s Act, 1998</li> <li>• The UN Conventions on the Rights of the Child</li> <li>• FTTT manuals (Sabre Education)</li> </ul>			

**CPD Needs**

Seminar for tutors on creating an appropriate emotional environment for early grade learners

## LESSON 1

Year of B.Ed.	3	Semester	1	Place of lesson in semester	1	2	3	4	5	6	7	8	9	10	11	12
<b>Title of Lesson</b>	Safe and Smooth Transitions							<b>Lesson Duration</b>	3 hours							
<b>Lesson description</b>	This lesson introduces student teachers to the need for a safe and smooth transition for learners from one level to another. Student teachers will explore issues around transition from home to KG1, from KG2 to primary 1 and from primary 3 to primary 4 (Upper Primary).															
<b>Previous student teacher knowledge, prior learning (assumed)</b>	Student teachers experience of going to SHS and university/college of education will be relevant for discussing safe and smooth transitions for early grade learners.															
<b>Possible barriers to learning in the lesson</b>																
<b>Lesson Delivery – chosen to support students in achieving the outcomes</b>	Face-to-face	Practical Activity	Work-Based Learning	Seminars	Independent Study	e-learning opportunities	Practicum									
<b>Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.</b>	<p><b>Practical activity:</b> Student teachers will be made to experience walking on a wobbly bridge</p> <p><b>Face-to-face:</b> Discussions in small groups as well as whole class discussions will be used during the lesson</p> <p><b>E-learning opportunities:</b> Student teachers will do Power point presentations during the lesson.</p>															
<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>	<b>Learning Outcomes:</b>			<b>Learning Indicators:</b>			<b>Core skills/ cross-cutting issues</b>									
	1. Demonstrate awareness of the need for and how to support the smooth transition of learners from one level to another.			1.1 Explain why learners transition from one level to another should be made smooth 1.2 Identify specific ways of ensuring smooth transition for early grade learners from at different levels.			Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, digital literacy,									
<b>Topic:</b>	<b>Sub topic</b>	<b>Stage/time</b>	<b>Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study</b>													
			<b>Teacher Activity</b>							<b>Student Activity</b>						
Safety and security of school environment		Introduction: 20min	Set up a “wobbly bridge” (NB: can use old car tyres and wood) outdoor for student teachers to walk over from one point to another.							Student teachers go outdoor and experience walking on a wobbly bridge.						
	The need for a safe and smooth transition	Stage 1: 20min	<p><b>Feedback &amp; Explanations</b></p> <p>Take student teachers feedback on how they felt walking on the wobbly bridge (NB: responses may include ‘afraid’, ‘unsure’, ‘scared’, ‘happy’, ‘anxious’etc). Sum up the feedback by explaining that for most children (and even some adult), moving from one level to another is like walking on a wobbly bridge with all the</p>							<p><b>Use of Analogue</b></p> <p>Student teachers give feedback on how they felt walking on the wobbly bridge (NB: responses may include ‘afraid’, ‘unsure’, ‘scared’, ‘happy’, ‘anxious’etc). Sum up the feedback by explaining that for most children (and even some adult), moving from one level to another is like</p>						

			possible feelings associated with that. Tutor could also use the analogy of someone getting into marriage, leaving home the first time to go into SHS etc to explain how young children may feel leaving one level to another.	walking on a wobbly bridge with all the possible feelings associated with that. Tutor could also use the analogy of someone getting into marriage, leaving home the first time to go into SHS etc to explain how young children may feel leaving one level to another
	Safe and Smooth Transition (from Home to KG, KG to P1 and P3 to P4	Stage 2: 50min	<b>Discussions</b> Put student teachers into groups and assign each group one of the following transition points. <ul style="list-style-type: none"> <li>• From home to KG</li> <li>• KG to Primary 1</li> <li>• Primary 3 to Primary 4</li> </ul> Ask student teachers in their groups to discuss the distinctive features of children within the transition point assigned to their group and identify ways of ensuring a smooth transition for such children.	<b>Group Discussions</b> In groups, student teachers discuss the distinctive features of children in the transition period assigned to their group. Student teachers should brainstorm and come up with specific ways of ensuring safe and smooth transition for the group of learners assigned them. For groups working on KG to P.1 and P.3 to P.4, consider what the current teacher as well as the receiving teacher could do to aid the transition for learners. Student teachers organize their points on slides for presentation.
		Stage 3: 80min	<b>Presentations</b> Invite groups to do power point presentations on the distinctive features of children at the different transition points and ways of supporting their transitions Summarize the presentations and lead student teachers to discuss the concept of “the school’s readiness for children”, especially for children from home to KG and KG to P.1	<b>Group Discussions</b> Groups take turns to present their discussions to the rest of the class using power point. Student teachers engage in discussion about the concept of “the school’s readiness for children” to aid smooth transition.
		Conclusion: 10min	Invite questions from student teachers and clarify any areas as may be necessary.	Student teachers ask any questions they may have for clarification.
<b>Lesson assessments – evaluation of learning:of, for and as learning within the lesson(linked to learning outcomes)</b>	<b>Summary of assessment method:</b> Assessment for and as learning (Portfolio of student teachers work collected throughout the lesson, including class quiz) <b>Core skills targeted:</b> Communication, critical thinking, teamwork/collaboration and digital literacy <b>Assesses learning outcomes:</b> CLO 3, CLO 4 and CLO 6			
<b>Teaching Learning Resources</b>	Laptop Projector Materials for setting up wobbly bridge			
<b>Required Text (core)</b>				
<b>Additional Reading List</b>	<ul style="list-style-type: none"> <li>• FTTT manuals (Sabre Education)</li> </ul>			
<b>CPD Needs</b>	Workshop for tutors on safe and smooth transition for early grade learners			



## LESSON 11

Year of B.Ed.	3	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12	
Title of Lesson	Principles of First Aid				Lesson Duration	3 hours
Lesson description	This lesson introduces student teachers to the principles of First Aid; 'The Three P's of First Aid. Student teachers will also discuss different kinds and nature of emergencies that may be encountered in an early grade centre.					
Previous student teacher knowledge, prior learning (assumed)	Student teachers have personal experience of receiving/offering First Aid.					
Possible barriers to learning in the lesson						
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face	Practical Activity	Work-Based Learning	Seminars	Independent Study	e-learning opportunities Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	<p><b>Face-to-face:</b> Discussions in small groups as well as whole class discussions will be used during the lesson</p> <p><b>E-learning opportunities:</b> Student teachers will surf the internet for the 'Three P's of First Aid</p> <p><b>Independent study:</b> Student teachers will read in preparation for this lesson and the next lesson.</p>					
<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>	Learning Outcomes:		Learning Indicators:		Core skills/ cross-cutting issues	
	1. Demonstrate knowledge, skill and competence in the administration of first aid and cardio-pulmonary resuscitation on learners and colleagues in emergency situations in schools.		1.1 Describe appropriate measures to be taken during emergency situations. 1.2 Attend to emergency situations appropriately as a first responder		Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, digital literacy,	
Topic:	Sub topic	Stage/time	Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study			
			Teacher Activity		Student Activity	
First Aid and CPR		Introduction: 10min	<p><b>Review</b></p> <p>Review student teachers knowledge from the previous lesson by asking them to share the key things they learnt about safe and smooth transition for children.</p>		<p><b>Sharing</b></p> <p>Student teachers share the key things they learnt from the previous lesson.</p>	
	Principles of First Aid	Stage 1: 30 min	<p><b>Questioning</b></p> <p>Guide student teachers with questions to discuss what First Aid is. Ask student teachers to share their experience of when they offered or were offered First Aid. Introduce the Principles of First Aid: Preservation of Life, Prevention of further Injury and Promotion of Recovery (The Three P's) using a concept map.</p>		<p><b>Sharing</b></p> <p>Student teachers discuss what First Aid is. Students share their personal experience of a time when they offered or were offered First Aid. Student teachers take note of the Three P's of First Aid for discussion in their groups.</p>	

		Stage 2: 40min	<b>Group Work</b> Put student teachers into groups to discuss the Principles of First Aid. Assign each group one of the Principles of First Aid to discuss and make notes to share with the whole class. Guide student teachers to share their ideas with the whole class and complete the concept map with ideas from the groups.	<b>Group Work</b> In groups, student teachers surf the internet for the Principles of First Aid. Student teachers read about the principle assigned to their group from online and the core reading text. Student teachers present ideas from their readings to the whole class
	Kinds and nature of emergencies	Stage 3: 80min	<b>Discussion</b> Invite one student teacher to lead the class in discussing different kinds and nature of emergency situations that may occur in an early grade setting. <i>[NB: Ensure emergencies such as choking, heart attacks, asthmatic attacks, allergies etc.]</i> Summarize discussion by highlighting some signs and symptoms of different emergencies that student teachers may observe.	<b>Discussions &amp; Presentation</b> Student teachers engage in discussions about different kinds and nature of emergency situations that may occur in an early grade setting.
		Conclusion: 20min	<b>Reporting</b> Using the “radio reporter” technique, ask student teachers to share the key things they have learnt from the lesson.	<b>Role Play</b> One student role plays being a host on a radio station and interviews other student teachers by asking them to share the key things they have learnt from the lesson.
<b>Lesson assessments – evaluation of learning:of, for and as learning within the lesson(linked to learning outcomes)</b>	<b>Summary of assessment method:</b> Assessment for and as learning (Student teachers participation in discussions during the lesson) Core skills targeted: Communication, collaboration/team work, critical thinking and inquiry skills <b>Assesses learning outcomes:</b> CLO 7			
<b>Teaching Learning Resources</b>	Projector Laptop Smartphones			
<b>Required Text (core)</b>	First Aid/ CPR/AED : Participants Manual (2014) American Red Cross; StayWell Health & Safety Solutions ; USA			
<b>Additional Reading List</b>	Nadine Saubers (2008) The Everything First Aid Book, Adamsmedia, Avon, Massachusetts, USA			
<b>CPD Needs</b>	Seminar for tutors on the Principles of First Aid; Three P’s of First Aid			

## LESSON 12

Year of B.Ed.	3	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 <b>12</b>		
<b>Title of Lesson</b>	<b>Treatment of Emergency</b>			<b>Lesson Duration</b>	<b>3 hours</b>		
<b>Lesson description</b>	This lesson introduces student teachers to the treatment of emergencies in the early grade setting. Student teachers will discuss equipment and materials needed for First Aid in different emergency situations. Student teachers will be exposed to cardiopulmonary resuscitation (CPR). The lesson will provide opportunity for student teachers to practice CPR.						
<b>Previous student teacher knowledge, prior learning (assumed)</b>	In the previous lesson, student teachers learnt about the principles of First Aid and kinds of potential emergencies in an early grade centre.						
<b>Possible barriers to learning in the lesson</b>	Some students may feel uncomfortable giving CPR to colleagues during the practice session.						
<b>Lesson Delivery – chosen to support students in achieving the outcomes</b>	<b>Face-to-face</b>	<b>Practical Activity</b>	<b>Work-Based Learning</b>	<b>Seminars</b>	<b>Independent Study</b>	<b>e-learning opportunities</b>	<b>Practicum</b>
<b>Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.</b>	<p><b>Face-to-face:</b> There will be brainstorming sessions, discussions in small groups as well as whole class discussions.</p> <p><b>E-learning opportunities:</b> Student teachers will be encouraged to use their phones during the lesson to surf the internet for information</p> <p><b>Seminar:</b> A resource person will be invited to give a seminar on treatment of emergency and giving CPR. Consider co-planning and co-facilitating the lesson with the resource person (e.g. a personnel from red cross, college or universities health centre or another tutor/lecturer)</p> <p><b>Practical activity:</b> There will be a practical session where student teachers will practice CPR</p>						
<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>Core skills/ cross-cutting issues</b>		
	1. Demonstrate knowledge, skill and competence in the administration of first aid and cardio-pulmonary resuscitation on learners and colleagues in emergency situations in schools.		1.1 Describe appropriate measures to be taken during emergency situations. 1.2 Attend to emergency situations appropriately as a first responder		Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, digital literacy,		
<b>Topic:</b>	<b>Sub topic</b>	<b>Stage/time</b>	<b>Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study</b>				
			<b>Teacher Activity</b>			<b>Student Activity</b>	
First Aid and CPR		Introduction	Using question and answer technique, review student teachers knowledge from the previous lesson. Ask student teachers for some kinds of emergency situations discussed in the previous lesson.			Student teachers share what they learnt from the previous lesson by answering questions from tutor/lecturer	
	Equipment and Materials		<b>Discussion</b> Ask student teachers to discuss in pairs some equipment and materials needed in offering First Aid and handling emergency situations. Ask student teachers to surf the internet for additional equipment and materials to what they discussed and share their ideas with the whole class.			<b>Pair Discussions</b> In pairs, student teachers hold discussions about equipment and materials needed in offering First Aid and handling emergency situations from their own experience.	

				Student teachers surf the internet for additional equipment and materials. Students share their ideas with the whole class.
	Treatment of emergencies		<b>Whole Class discussion</b> Facilitate a whole class discussion about handling emergency situations in the early grade centre, emphasize the need to remain calm. Resource person gives a seminar on the treatment of specific situations and demonstrates where necessary.	<b>Seminar Presentation</b> Student teachers contribute to discussion about handling emergency situations. Student teachers listen to seminar and take note.
	CPR		<b>Watch Video Clip</b> Show a Youtube video (link below) on CPR and ask student teachers to take note while they watch the video ( <i>NB: show video in first link 1st, if time will permit, show 2<sup>nd</sup> video on Hands Only CRP</i> ) <b>Pair Work</b> Ask student teachers to pair up and take turns to practice giving CRP. Invite some groups to demonstrate to the whole class how to give CPR and give feedback after each demonstration.	<b>Pair Work</b> Student teachers watch video clip on CPR and take note. In pairs, student teachers pair up and take turns to practice giving CRP to each other. <b>Demonstration</b> Student teachers demonstrate to the whole class giving CPR.
	-	Conclusion	<b>Summarization</b> Answer any questions student teachers may have for clarification. By way of closing the course, use the "Radio Reporter" method to invite student teachers to share the key things they have learnt from the course. Summarize any key points from the course not mentioned.	<b>Radio Report</b> Student teachers ask any questions they may have for clarification. Student teachers join the radio reporter method to share the key things they have learnt from the course.
<b>Lesson assessments – evaluation of learning: of, for and as learning within the lesson(linked to learning outcomes)</b>	<b>Summary of assessment method:</b> Assessment for and as learning (Demonstration of CPR) Core skills targeted: Communication, collaboration/team work, critical thinking and inquiry skills <b>Assesses learning outcomes:</b> CLO 7			
<b>Teaching Learning Resources</b>	Projector Laptop Smartphones Youtube video: CPR - Simple steps to save a life <a href="https://www.youtube.com/watch?v=ozzZVQQTvo4">https://www.youtube.com/watch?v=ozzZVQQTvo4</a> Youtube video: Hands Only CPR <a href="https://www.youtube.com/watch?v=XpEvQuQWME0">https://www.youtube.com/watch?v=XpEvQuQWME0</a>			
<b>Required Text (core)</b>	First Aid/ CPR/AED : Participants Manual (2014) American Red Cross; StayWell Health & Safety Solutions; USA			
<b>Additional Reading List</b>	Nadine Saubers (2008) The Everything First Aid Book, Adamsmedia, Avon, Massachusetts, USA			
<b>CPD Needs</b>	Workshop for tutors on giving CPR			
<b>Course Assessment</b>	<sup>1</sup> <b>Component 1: Subject Portfolio Assessment (30%)</b> <ul style="list-style-type: none"> <li>• Selected items of student’s work (3 of them – 10% each)</li> <li>• Mid-term assessment – 20%</li> <li>• Reflective journal – 40%</li> <li>• Organisation of the subject portfolio – 10% ( how it is presented/organised)</li> </ul>			

<sup>1</sup>See rubrics on Subject Portfolio Assessment in Annex 6 of NTEAP

	<sup>2</sup> <b>Component 2: Subject Project Assessment (30% overall semester score)</b> <ul style="list-style-type: none"> <li>• Introduction: a clear statement of aim and purpose of the project – 10%</li> <li>• Methodology: what the student teacher has done and why to achieve the purpose of the project – 20%</li> <li>• Substantive or main section – 40%</li> <li>• Conclusion – 30%</li> </ul>
	<b>Component 3: End of semester examination (40%)</b>

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<sup>2</sup>See rubrics on Subject Project Assessment in Annex 6 of NTEAP

