

YEAR 3

SEMESTER 2

Four-Year B.Ed. Course Manual

Cultural Landscape and Food Production in Ghana





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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.

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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

Social Studies/TVET Course Manual

Resources for Course Manual Writing

- Soft copies of the CWG, New Four-Year B.Ed. Curriculum introduction
- Soft and hard copies of the course specifications for the subject for year one and two
- Soft and hard Course Manual Writing Guide (CMWG)
- Relevant subject texts

Target Audience

- College of Education Tutors
- Teacher Education University Lecturers
- Student Teachers
- Mentors

The purpose of course manuals

- To provide a lesson by lesson overview of the course, building on, adapting and developing the material in the course specifications
- To provide a resource to support professional development sessions for tutors/lecturers on how to plan for and teach courses from the New Four-Year B.Ed. Curriculum
- To inform tutors /lecturers, student teachers and others working with student teachers about:
 - what is to be taught and why
 - how it can be taught
 - how it should be assessed
- To support consistency in the implementation of the New Four-Year B.Ed. across institutions who train teachers
- To ensure that all **training** information on skills, processes, and other information necessary to perform the teaching task are together in one place.
- To operationalize the Teacher Education Reform Policy; the requirements of the NTS & NTECF and the Four-Year B.Ed.

Guiding principles of course manual writing

- They are written with the learner, the student teacher, in mind: what they will *be able* to cope with and only include what student teachers need to know, understand, be able to do and be as a basic school teacher
- They take in to consideration the learner's, the student teacher's, context and possible barriers to, and enablers for, learning
- They are written with the tutors /lecturers who are going to teach the course in mind. Tutors must be able to adapt and develop the plans in course manuals to fit the context they are teaching in and to support their teaching
- They are aligned to the key principles and practices of the Teacher Education Reform Policy: the NTS, the NTECF and the New Four-Year B.Ed.
- They are written to provide opportunities for student teachers to develop and apply knowledge during supported teaching in school
- They are written to reflect the stage of student teacher development, set out in the model for progress in the New Four-Year B.Ed.
- They are written to support progress in student teacher learning, including building on prior learning from the previous programme or course/s and supporting progress to the next course.
- They are to be used as self-study tools.
- They are written to have the following characteristics: easy to read; uses active voice and avoids jargon; uses bullet points to offset text; uses images

What a teacher educator needs to know, understand and use to inform what they do

- The aims and structure of the education system and Education strategic Plan
- The Basic School Curriculum
- The Inclusion Policy
- The teacher education system: The National Teacher's Standards, the vision for teacher education and the core principles of the New Four-Year B.Ed.
- Andragogy, effective methods and practices for teaching adult learners
- Assessment Literacy. Assessment for, of and as learning -Educative Assessment

Guidance for completing the course manual writing proforma: two sections

A. Course Information

Title Page

i. Conflict Management and Peace Building

ii. 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. ”				
iii. Course Details: as in course specification unless important reason why not				
Pre-requisite/s	The programme / previous semester courses studied.			
Co-Requisites	Links to other courses being taught, support coherence in student experience and avoid duplication			
Course Level	Course Code	Credit Value		
Table of contents				
<p>Each manual will include:</p> <ul style="list-style-type: none"> • The goal for the subject or learning area • Course description • Key contextual factors • Core and cross cutting issues, including equity and inclusion • Course Learning outcomes • Course content • Teaching and learning strategies • CourseAssessment components • Reading and reference list • Handouts, power points and other resources for lessons • Plans for each lesson in the semester 				

A. Course information
1. Goal for the Subject or Learning Area
<i>Conflict Management and Peace Building</i> aspires to imbue student-teachers with knowledge and understanding of conflict management, peace-building, and peace education and enable them use these in their teaching to purposefully build alliances between learners from different backgrounds/interests and creates opportunities for group work to ensure inclusivity and equity in the classrooms and schools. The course intends to equip student teachers with the tools with which they can support their learners to embrace peace and become agents of peace in the school, home and society.
2. Key contextual factors
The course on the Cultural Landscape and Food Production in Ghana is developed in response to the need to support student teachers to appreciate the different cultural landscape in Ghana and how they contribute to food production. Ghana is known for its production of primary products with a variety of skills related vocations that support the economy. There is a growing preference for foreign foods with dire implications for food production and self-reliance. This situation is compounded by the absence of a clear national response for promoting Ghanaian indigenous foods contributing to a general lack of knowledge and understanding about food production and how the contributions of the different cultural landscapes and agro-ecological zones influence food production in Ghana. Furthermore, the declining interest among many young persons in participating in agriculture and other skills-based occupations presents a clear and present danger to the sustainability of food production and related support services that promote the economic development of Ghana. The need for the adoption of new attitudes, skills and values towards creating an inclusive indigenous food production environment to inspire consumer preference for Ghanaian indigenous foods are the imperative for this course.
The arrangement of this course satisfies the requirement of the integration of Social Studies and TVET. It equips student teachers with the skills to handle the different strands separately under the specialisms.
3. Course Description
The focus of this course is to expose student teachers to the cultural landscape and food production in Ghana and help student teachers to appreciate the contributions of culture in food production and the importance of promoting the consumption of Ghanaian indigenous foods. The course traces the importance of Agriculture and the different areas where some major food crops are produced. It also traces the history of agricultural production with a view to helping student teachers understand the development of agriculture in Ghana. The course builds on previous courses on culture and presents additional information on the agro-ecological zones in Ghana and the locations of the different cultures in Ghana relating to indigenous food production.
It also uses a comparative approach to address the challenges posed by the growing preference for non-Ghanaian foods. Ultimately, the course examines the implications of conditions highlighted in culture, food production and history of agriculture on the socio-economic development of Ghana.
Student teachers at the end of the course will be able to use their knowledge and understanding of the cultural landscape and food production to help learners understand the importance of culture and the sources of the different types of food products in Ghana; Student teachers will also be able to use experiences from the course during their school visits. Student teachers will be assisted to record their experiences in their reflective journals as part of the different artefacts contained in their journals.
The course will be delivered using a variety of pedagogical approaches including group discussions, think, pair share, field visits and role plays.
The assessment of, for and as learning to measure the achievement of the learning outcomes will use methods such as quizzes, oral presentations, project works, and the evaluation of their recorded experiences in their journals as part of their portfolios. The course takes reference from NTS 1f; 1e; 1g; 2c; NTECF pgs. 16, 55, NTS 3h, NTECF pg. 45
4. Core and transferable skills and cross cutting issues, including equity and inclusion
Core and transferable skills: Problem-solving skills(CLO1,2,3,4), personal motivation (CLO1, 2,3,4,5) civic literacy, team-work/ collaborative skills, analytical skills, critical thinking, creative and innovative skills, inquiry (CLO1-5).
Cross-cutting issues: Gender, equity and inclusivity, professional attitudes and values, assessment strategies, action research, reflective thinking
This can be found in the course specification. Which core and transferable skills or cross cutting issues will be applied or developed through this course? This needs to be made explicit to student teachers. Are there specific issues to do with equity and inclusion which must be addressed so that all student teachers can fully take part? For example, issues related to gender and mathematics or science.

5. Course Learning Outcomes		6. Learning indicators	
<p>By the end of the course, Students teachers will be able to:</p> <ul style="list-style-type: none"> • CLO 1. Use their knowledge and understanding of cultural settlements in Ghana to identify their specific locations on the map of Ghana. (NTS 2c) 		<p>1.1 Describe the cultural settlements in Ghana 1. 2 Draw the map of Ghana and identify the locations of the different cultural settlements.</p>	
<p>CLO2. Demonstrate knowledge and understanding of different culinary practises of the different cultural settlements in Ghana to show the differences between Ghanaian and non-Ghanaian foods. NTS 2g; 3m; NTECF pg. 55).</p> <ul style="list-style-type: none"> • 		<p>2.1. Explain the differences in the culinary practices of the cultures in Ghana 2.2. Discuss the differences between Ghanaian and non-Ghanaian foods through gallery walk sessions. 2. 3 Discuss how food can be used to promote culture</p>	
<p>CLO3. Use their knowledge and understanding of the different agro-ecological zones to describe the different agricultural produce from these areas. (NTS 1f; 2c).</p>		<p>3.1. Explain the different agro-ecological zones in Ghana. 3.2. Draw a map of the agro-ecological zones in Ghana and identify the agricultural products produced in these areas.</p>	
<p>CLO 4. Apply their knowledge and understanding of core values and core competencies in 21st century learning to construct new ideas and thoughts on how to promote food through culture and identify ways that Culture and food production can contribute to socio-economic improvement. (1d; 1e; 2c).</p>		<p>4.1. Describe how core values and core competencies of 21st century learning can be applied to promote improvements in Agriculture and the economy. 4.2 Identify and explain the different ways to promote Ghanaian food through tourism and leisure.</p>	
<p>CLO 5. Use the ideas from their understanding, knowledge and application of the course in peer teaching and learning. NTS 3h, NTECF pg. 45</p>		<p>5.1 Present a write up of reflections from the course in journals 5.2 Share reflections on the application of the outcome of the course in teaching and learning during school visits, record experiences in SRJ and share with colleagues</p>	
5. Course content			
<p>In the course specification. This should provide an outline of the academic and / or practical content of the course. It should be clear how this content relates to the achievement of the intended learning outcomes. The name of each unit in the course should be <i>briefly</i> set out – the name should make it clear what the unit is about.</p>			
Unit	Topic	Sub-topic (If any)	Teaching and learning activities to achieve the learning outcome
1	Cultural landscapes (3weeks)	<ul style="list-style-type: none"> • Cultural settlements in Ghana • Ghanaian indigenous culinary practices (a discussion on the different cultural foods in Ghana; distinction between non-Ghanaian and Ghanaian food types) • Food as expression of culture (Promoting culture through food) 	<ul style="list-style-type: none"> • Resource Person • Shower Thoughts to enable student-teachers discuss the cultural settlements and the distinguishing features of the settlements. • Know-want to know and learnt; (initiate discussion with student teachers about their knowledge of the different culinary practices of the different cultural groups in Ghana and the distinction between Ghanaian and non-Ghanaian foods. Students teachers indicate what they want to learn, and finally after the lesson indicate what they have learnt). • Use Debates (to discuss the differences between Ghanaian and non-Ghanaian foods and food as an expression of culture) • Group work (Group students between 5-7 members. Ensure that consideration is given to addressing equity and inclusivity concerns). • This will enable student teachers to discuss the potential threat to the Ghanaian food as a preferred choice in Ghana).

2	Agro-ecological zones in Ghana and food production (4weeks)	<ul style="list-style-type: none"> • Agro-ecological zones in Ghana (savanna, forest, transitional (mix of forest and savanna) and coastal) • Evolution of production (from hunting and gathering to domestication; subsistence farming to commercialisation) • Links between culinary practices and sources of food production • Promoting and sustaining consumption of local foods 	<ul style="list-style-type: none"> • Shower Thoughts to enable student-teachers discuss the different agro-ecological zones cultural settlements and the distinguishing features of the settlements. • Group work (Group students between 5-7 members. Ensure that consideration is given to addressing equity and inclusivity concerns). This will enable student teachers to discuss the evolution of food production in Ghana and the links between culinary practise and sources of food production
3	Implications for socio-economic development (4 weeks)	<ul style="list-style-type: none"> • Health, Safety and Environmental Issues in food production • Tourism and Leisure • Intercultural exchanges • Areas of economic development. 	<ul style="list-style-type: none"> • Value clarification approach to enable student-teachers suggest ways to apply core values and 21st century competencies in promoting socio-economic development. Use educational visits to areas of Agricultural production and tourist sites and communities to interact.the lessons).
4	Building learning portfolios (1weeks)	Writing reflections in Student Reflective Journals (SRJ) from school visits and educational tours	<ul style="list-style-type: none"> • Cooperative Learning Techniques (Learning Together Model) In Learning Together, students-teachers are put into groups of four- or five-members to share experiences from school and educational visits.

6. Course Assessment Components

In the course specification. The NTS and the NTECF require a move away from largely examination-based assessment to strategies to enable assessment of student teachers' skills, knowledge and understanding against the learning outcomes and through these the against the NTS

- There should be a maximum of 3 assessment components per 3 credit-course; to avoid over loading student and tutors/lecturers
- The learning outcomes to be assessed by each assessment component should be identified.
- Each assessment component should explicitly reference the NTS or aspects of the NTS it will assess.
- Each assessment component should include:
 - The category or type, for example: written, coursework or practical, teaching, examination, collaborative project or presentation, poster, TLM
 - The type of assessment: of, for and /or as.
 - An indication of the size of each assessment component (e.g. duration of exams, word limit of written submissions, length of presentations; whether presentations have an individual or group etc.).
- Each assessment should be manageable and relevant to supporting the student teachers' development.

The guidance on assessing student teachers from the NTS, the NTECFthe CWG and the New Four Year B.Ed. should be used.

Component 1 : Subject Portfolio Assessment: (30% overall score)

- Selected items of students work (3 of them – 10% each)-30%
- Midterm assessment – 20%
- Reflective journal – 40%
- Organization of the subject portfolio -10 % (how it is presented /organized)

Component 2: Subject Project: (30% overall semester score)

- Introduction, a clear statement of aim and purpose of the project-10%
- Methodology: what the student teacher has done and why to achieve the purpose of the project -20%
- Substantive or main section -40%
- Conclusion -40%

Component 3: end of semester examination -40%

7. Teaching and learning strategies

Detail in this section should show how the total learning hours will be used to achieve the intended learning outcomes, to provide a guide to the teaching and learning strategies to be used. Each teaching strategy should be selected as most appropriate to achieving the learning outcomes. This may include team teaching or additional tutors. As stated in the B.Ed. experiential learning and interactive teaching approaches are encouraged

8. Required Reading and reference list

One or two compulsory texts which must be made available to the student teachers and a SHORT list of 5 relevant references. These lists should be annotated with the key value of each text. Use APA style of writing.

9. Teaching and Learning Resources

Instructional resources required to support learning during the course e.g.: TLMs, lab and workshop equipment, videos, projectors

Course related professional development for tutors/ lecturers

This is not included the course manual but professional development needs must be identified to ensure all tutors / lecturers are prepared to teach the course identify any specific topics or issues which may be challenging for tutors / lecturers.

(2 Semester lesson plans

Guidance for Lesson planning

The expanded planning proforma was

- Created using the course specification proforma CWG(p32/33)
- Designed to support writing lessons which address the key features of the New Four-Year B.Ed. curriculum
- The completed proformas will be an important piece of evidence for CoE in being awarded **Transitional Support Funding (TSF)**

Things to consider as you write and then review lessons:

- Will all student teachers be able to achieve the learning outcomes and demonstrate the indicators by undertaking the activities set out in the lesson?
- What might be barriers to learning? How can you address these?
- How does the lesson support progress in and or consolidate student teacher learning; including building on prior learning and supporting progress to next lessons?
- How you can address transition from school to CoE in the first semester?
- Are there explicit links between learning outcomes, learning indicators and assessments?
- Do all activities support student teachers in achieving the learning outcomes?
- Is there an emphasis on interactive, learner focused approaches to training new teachers?
- Does it explicitly address cross cutting -issues: equity and inclusion, gender, SEND, ICT?
- Does it explicitly develop core skills, including: professional values and attitudes, classroom enquiry and reflection?
- Overall the lesson must be 'do-able' for the student teacher
 - ✓ in the time available
 - ✓ with the skills, knowledge and understanding they have

Title of Lesson	
Lesson Duration	
Lesson description	It is essential that student teachers know what this lesson is about. The lesson description should be short, clear, and accessible to all students.
Previous student teacher knowledge, prior learning (assumed)	<ul style="list-style-type: none"> • What links to previous knowledge / prior learning need to be built in to the lesson? • Prior learning could be from: this course and previous lessons; from senior high school; from supported teaching in school/practicum; from other courses. NB important to build on work from previous lessons • If you are unsure about previous knowledge or prior learning how you need to check for this as part of the activity in the lesson/s. If the expected prior knowledge is not adequate you will need to modify the lesson.
Possible barriers to learning in the lesson	<ul style="list-style-type: none"> • What specific conceptual, linguistic, social, cultural, conceptual, gender, or ability related issues might stop student teachers in achieving the learning outcomes; act as barriers to their learning? • How will you address these? • Does this lesson require that student teachers examine their own bias? If so, you will need to plan support this
Points on inclusivity, equity and addressing diversity	<ul style="list-style-type: none"> • You need to represent and address diversity in your lesson-plan. Are the multiple diversity issues (see <u>diversity wheel</u>) ? • How would these issues be addressed with student teachers during activities for both their own learning and the learning of the students they will teach?

	<ul style="list-style-type: none"> • How are issues of diversity (equity and inclusion) addressed in your lesson plan so that student teachers can see diversity modelled during this teaching and learning activity? • How are issues of diversity (equity and inclusion) addressed in your lesson plan so that student teachers can learn how to address it with the students they will teach? • For example: gender stereotype issues related to: PE, literacy and language, science and mathematics. 						
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>Face-to-face: opportunity for an extended and coherent line of argument. It includes discussion, brainstorming, question and answer, etc. This can be tutor and / or student teacher led. It should not usually be the main mode.</p> <p>Practical Activity: enabling experimentation and the analysis and discussion of issues, documents and materials, as well as physical activities.</p> <p>Work based learning: to allow students to undertake observation, enquiry and/or hands-on development work (mostly TVET)</p> <p>Seminars: to generate group and individual creativity, discussion and reflection: student and / or tutor led</p> <p>Independent study: to enable students to engage with relevant and appropriate materials to promote individual and collaborative enquiry, more in-depth analysis and development. This can be part of any of the above modes</p> <p>E-learning opportunities – involving the use of interactive packages and virtual learning environments. This can be part of any of the above modes of delivery. It is unlikely to be a delivery mode in its own right.</p> <p>Practicum (supported teaching in school): support to enable student teachers to experience and learn from the basic school context by doing observations and child study in Y1 to full class teaching in and action research in Y4.</p>						
<ul style="list-style-type: none"> • Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. • Write in full aspects of the NTS addressed 	<ul style="list-style-type: none"> • What is the main thing you want student teachers to know, understand and be able to do as a result of this lesson? • Is this lesson aimed at: Learning or embedding a new concept? Developing a skill? Understanding how various concepts and skills come together to create a body of knowledge? Practicing the application of new knowledge? • This will relate back to the overall intention and learning outcomes for the course. 						
<ul style="list-style-type: none"> • Learning Outcome for the lesson, picked and developed from the course specification • Learning indicators for each learning outcome 	<p>Learning Outcomes</p> <ul style="list-style-type: none"> • The learning outcomes for the lesson will enable student teachers to achieve the purpose for the lesson. • For example, in mathematics: student teachers are prepared to teach a specific mathematics operation. In this instance, the learning outcomes would be the things the students would need to know and do in order to be able to teach the operation. • What the student teacher will know and be able to do as a result of this lesson. ‘By the end of the lesson the student will....’ • Learning outcomes may be developed and re-visited over a number of lessons • Be realistic in terms of what can be achieved in any one lesson • Some learning outcomes may address specific student teacher needs 			<p>Learning Indicators</p> <ul style="list-style-type: none"> • Measurable/assessable/observable performances that provide evidence of learning or other changes taking place in student teachers’ behaviour which demonstrate that they have met the learning outcome/s. • What the student teacher will need to do to show they have achieved the learning outcome. (in an inclusive lesson, this should vary and be responsive to student teacher’s individual characteristic) 			

Content of lesson picked and developed from the course specification Unit/s covered from the course specification:	Time or stage Identify how much time will be required for each part of the lesson	Topics and sub-topics (if any):	Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study	
			Teacher Activity	Student Activity
			<ul style="list-style-type: none"> Plan to model what is expected of student teachers Plan for activities to support student teachers in working towards and / or demonstrating achieving the learning outcomes. Where possible set up activities with students as active participants Make links to other aspects of the New Four-Year B.Ed. programme or between subject and pedagogic knowledge State if team teaching involved or additional tutors contributing 	For example: Interactive and collaborative group and pair work, e.g., <ul style="list-style-type: none"> identifying, developing, presenting and evaluating suitable resources and materials picking out key points from education texts, raising questions and issues sharing practice and experience preparing for school visits self and peer assessment Other examples <ul style="list-style-type: none"> Student teacher led seminars ICT e.g. discussion using VLE Video observation of and analysis of teaching Role-play
Which core or transferable skills will be used or developed and how	Core and transferable skills include: critical thinking, problem solving, social skills, creative thinking and communication skills, use of ICT			
Which cross cutting issues will be addressed or developed and how	Cross cutting issues include: assessment literacy and assessing students' progress and professional values and attitudes, reflection and classroom enquiry			
Lesson assessments – evaluation of learning: of, for and as learning within the lesson	<ul style="list-style-type: none"> Assessment as learning: ongoing self-<i>assessment</i> by student teachers reflecting on their own <i>learning</i> and making adjustments so that they achieve deeper understanding, occurs throughout the learning process. <i>This needs to be planned for in the lesson.</i> Assessment of learning: is usually summative and is mostly done at the end of a task, unit of work, placement etc. Weighted Assessment Components in course outlines. <i>This needs to be planned for in the lesson.</i> Assessment for learning: is using assessment as a means of finding out what students know, understand and are able to do and using that information to adapt teaching approaches and to differentiate according to different student needs, it occurs through the learning process, may be part of the Assessment components, and it occurs when assessing prior learning Differentiation in lessons (UDL guidelines): the lesson needs to include a range of teaching and assessment strategies to motivate and reach all learners The approach to assessment in lessons must be appropriate to the teaching and learning strategies 			
Instructional Resources	Computer Technology and Multi-Media, Tactile Analysis, posters, Resource persons			
Required Text (core)	Castro, L. N. C., & Nario-Galace, J. (2008). <i>Peace education: A pathway to a culture of peace</i> . Quezon City: Center for Peace Education, Miriam College. Obeng, I. J. (2016). <i>Introduction to conflict and peace studies</i> . Accra: Derisco Co Ltd			
Additional Reading List	Nii Ankrah, M. (2014). <i>Conflict resolution in Africa: The case of the Organization of African Unity (OAU)</i> .			

Hamburg: Anchor Academic Publishing.

ROSS, M. H. (2001). Action evaluation in the theory and practice of conflict resolution. *PSYCHOLOGIA*. Pp 71-

81

Wallensteen, P. (2015) *Understanding conflict resolution*. Los Angeles: Sage.

Olowu, S. (2001). Conflicts and conflicts resolution. *IFE PSYCHOLOGIA*: 83(305) pp. 118-133

LESSON 1

Year of B.Ed.	3	Semester	2	Place of lesson in semester	1	2	3	4	5	6	7	8	9	10	11	12
Title of Lesson	Cultural settlements in Ghana			Lesson Duration	3 Hours											
Lesson description	<p>This lesson focuses on locating and description of cultural settlements in Ghana. Ghana is made up of people of different cultures. This lesson focuses on identification description towns and cities of different types of the people different cultures in Ghana. It also focuses on the economic activities of the people in different cultural settlements in Ghana. The course also focuses attention on how pre-service teachers can use knowledge and understanding of <i>Cultural Settlements in Ghana</i> to teach the basic school curriculum</p> <p>This lesson introduces student teachers to the course learning outcomes and the three assessment components of the course</p>															
Previous student teacher knowledge, prior learning (assumed)	<p>Student Teachers are:</p> <ul style="list-style-type: none"> Familiar with traditional towns and cities in Ghana. Familiar with the economic activities of different cultural settlements in Ghana. Preparing themselves for teaching job 															
Possible barriers to learning in the lesson	<ul style="list-style-type: none"> Misconceptions about different cultures and some traditional activities 															
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.	<ul style="list-style-type: none"> shower thoughts whole-class discussion group activity concept maps 															
<ul style="list-style-type: none"> Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed 	<p>The purpose of this lesson is to introduce student teachers to cultural settlements in Ghana. The course is intended to provide opportunity for student teachers to become conscious of the different cultural settlements in Ghana and activities associated with people in these communities. The course is also intended to provide opportunity for student teachers to understand how they can use the knowledge gained to teach the basic school curriculum</p>															
<ul style="list-style-type: none"> Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	Learning Outcomes: By the end of the lesson, the student teacher will be able to:			Learning Indicators				Identify which cross cutting issues – core and transferable skills, equity and addressing diversity. How will these be addressed.								
	<ul style="list-style-type: none"> Demonstrate knowledge and understanding of the meaning of cultural settlement Demonstrate the ability to locate and describe some traditional settlements of the different ethnic groups in Ghana 			<ul style="list-style-type: none"> Explain the meaning of cultural settlement Use map of Ghana to locate some traditional communities of the different ethnic/cultural groups in Ghana and describe their uniqueness as settlements 				<ul style="list-style-type: none"> Gender, equity and inclusivity socio-cultural and economic differences Issues of SEN (Special Education Needs) Team work/collaboration ICT Professional attitudes and values 								

	<ul style="list-style-type: none"> Demonstrate knowledge and understanding of the main traditional/economic activities associated with the people in different cultural settlements Demonstrate knowledge and understanding of how to teach this topic in the basic school curriculum 	<ul style="list-style-type: none"> Identify and discuss traditional/economic activities associated with the people in different cultural settlements Design a lesson, in groups, to demonstrate how they would teach the topic <i>cultural settlements in Ghana</i> in the Upper Primary 	
Topic Title	Sub-topics (if any):	Stage/Time	Teaching and Learning Activity to achieve learning outcomes depending on the delivery mode selected. Teacher led, collaborative group work or independent
Understanding the concept of conflict and its types			Teacher Activity
			Student Activity
	Lesson Introduction to Course Manual/Lesson	(1)/ 15 Minutes	<p>Reading and Discussion Tutor uses reading and discussion to enable student teachers become familiar with the year three Social Studies course manual</p> <p>Introduction: Questioning, KWL Tutor facilitates student teachers review of Relevant Previous Knowledge(RPK) through Questioning and also supports their transition to the new lesson with the use of Know-Want to Know and Learnt (KWL)</p> <p>Tutor Allows student teachers to fill the first two columns of KWL form</p> <p>Tutor calls on them to share</p> <p>NB: The L column, which is what they actually learned from the lesson can be filled after the lesson</p>
The Meaning of Cultural Settlements	(2) 20 minutes	<p>Shower thought Tutor facilitates the use of shower thought to enable student teachers describe a cultural settlement and also identify the ethnic groups in Ghana.</p>	<p>With the use of shower thoughts, student teachers describe a cultural settlement</p> <p>Student teachers also identify the ethnic/cultural groups in Ghana</p>

	Location and description of cultural settlements	(3) 40 minutes	<p>Differentiated-Tasks Group Activity, internet search and Maps</p> <p>Tutor asks student teachers to form small groups (five or six members each) and task them to identify and describe some traditional settlements associated with an ethnic group, with the aid of internet search and maps.</p> <p>NB: consider mixed ability, gender and SEN in the grouping of students</p> <p>Tutor encourages student teachers to contribute, comment and ask questions on the presentations</p>	<p>In small groups, student teachers use the internet (can use mobile technology) and ethnic map of Ghana to locate some traditional communities of the different ethnic groups of Ghana</p> <p>Groups share their work with class, for comments, suggestions and questions</p>
	Traditional/economic activities associated with the people in different cultural settlements	(4)/ 25 minutes	<p>Small Group Discussion/Activity</p> <p>Tutor facilitates the use of small group activity to enable student teachers identify and discuss the traditional/economic activities in the cultural settlements they identified in the previous activity</p>	<p>In small group activity, student teachers identify and discuss traditional/economic activities of some identified cultural settlements in Ghana</p> <p>Groups share their work with class</p>
	Teaching the Basic School Curriculum	(5) 35minutes	<p>Small Group Activity, Demonstration</p> <p>Tutor use group activity to enable student teachers design a demonstration lesson showing how they would teach <i>cultural settlements</i> in the basic school</p> <p>NB: Tutor may need to remind students to complete the L part of the KWL form</p>	<p>In groups, student teachers design a demonstration lesson showing how they would teach this lesson in the basic school</p> <p>Groups share their work with class</p> <p>NB: Student teacher can fill L part of the KWL form</p>
Lesson assessments – evaluation of learning: of, for and as learning within the lesson (link to Learning Outcomes)	<p>Assessment : Component 1: Projects</p> <p>Assessment for and as Learning</p> <ul style="list-style-type: none"> • Observation of student teacher’s participation in group activities • In groups, student teachers create a demonstration lesson <p>Component 2: Portfolio</p> <ul style="list-style-type: none"> • Individual’s completed KWL form <p>Learning Outcomes assessed: CLO 4; CLO3; CLO 5; National Teachers’ Standards (NTS) Page 12(a, b,c & f); page 14 (k)</p>			

Teaching Learning Resources	<ul style="list-style-type: none"> • Audio-visual Equipment and Video clips on culture and location • Pictures and posters depicting cultural settlements • Braille, Scanner and Embosser Sign language (Resource Person). • internet facility, laptop computer/PCs
Required Text (core)	<p>Awedoba, A. K. (2005). <i>Culture and development in Africa</i>. Accra: Historical Society of Ghana.</p> <p>Upham, A. A. (2018). <i>An introduction to agriculture</i>. New Delhi: F b & c Limited</p>
Additional Reading List	<p>Anderson, M. L. & Taylor, H. F. (2004). <i>Sociology</i> (3rded.). Belmont: Wadsworth.</p> <p>Banks, J. A. (1990). <i>Teaching strategies for the social studies: inquiry, valuing and decision-making</i>. New York: Longman.</p>
CPD Needs	Culturally Responsive Pedagogy

LESSON 1

Year of B.Ed.	3	Semester	2	Place of lesson in semester	1	2	3	4	5	6	7	8	9	10	11	12
Title of Lesson	Ghanaian indigenous culinary practices											Lesson Duration	3 hours			
Lesson description	This lesson focuses on the Ghanaian indigenous culinary practices. It focuses on identification and discussion of traditional foods in Ghana. It also focuses on distinction between Ghanaian and non-Ghanaian food types. The course also focuses attention on how pre-service teachers can use knowledge and understanding to teach the basic school curriculum															
Previous student teacher knowledge, prior learning (assumed)	Student Teachers are: <ul style="list-style-type: none"> • Have previous knowledge on cultural settlements • Familiar with local foods • They are preparing to become teachers 															
Possible barriers to learning in the lesson	<ul style="list-style-type: none"> • Preference for non-Ghanaian foods 															
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.	<ul style="list-style-type: none"> • shower thoughts • concept maps • Cooperative Learning Techniques (Learning Together Model) and concept mapping 															
<ul style="list-style-type: none"> • Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. • Write in full aspects of the NTS addressed 	The purpose of this lesson is to introduce student teachers to the Ghanaian culinary practices. It also focuses on identification and discussion of traditional foods in Ghana as well as distinction between Ghanaian and non-Ghanaian foods. The lesson is intended to provide opportunity for student teachers to become conscious of the culinary practices in Ghana and use the understanding to teach the basic school curriculum.															
<ul style="list-style-type: none"> • Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	Learning Outcomes: By the end of the lesson, the student teacher will be able to:			Learning Indicators				Identify which cross cutting issues – core and transferable skills, equity and addressing diversity. How will these be addressed.								
	Demonstrate knowledge and understanding of the different culinary practices of the cultures in Ghana Demonstrate knowledge and understanding of the different types of the differences between Ghanaian and non-Ghanaian foods Demonstrate knowledge and understanding of how food can be used to promote culture Apply the knowledge to teach the Upper Primary curriculum			<ul style="list-style-type: none"> • Explain the differences in the culinary practices of the cultures in Ghana • Discuss the differences between Ghanaian and non-Ghanaian foods through gallery walk sessions. • Discuss how food can be used to promote culture • Discuss the strategies and resources they can use to teach the topic in the basic school curriculum 				<ul style="list-style-type: none"> • Gender, equity and inclusivity • socio-cultural and economic differences • Issues of SEN (Special Education Needs) • Team work/collaboration • ICT • Professional attitudes and values 								

Topic Title	Sub-topics (if any):	Stage/Time	Teaching and Learning Activity to achieve learning outcomes depending on the delivery mode selected. Teacher led, collaborative group work or independent	
The concept and types of Peace			Teacher Activity	Student Activity
	Introduction of Lesson	1/ 20 Minutes	Introduction: Shower thought. Tutor facilitates student teachers' revision of previous lesson on <i>cultural settlements of Ghana</i> and transition into the new lesson	Student teachers use Shower thoughts to revise their knowledge and understanding gained from <i>the concept and types of conflict</i>
	Culinary Practices	2/ 50 minutes	Differentiated Tasks Groups, Presentations Tutor uses small group activity to enable student teachers to identify and explain the culinary practices of particular cultural groups in Ghana assigned to their group NB: consider mixed ability, gender and SEN in the grouping of students	Student teachers participate in differentiated tasks group activity on culinary practices of cultural groups in Ghana Group share their work to show the uniqueness, similarities and differences of culinary practices of various ethnic groups in Ghana
	Ghanaian and non-Ghanaian Food Types	3/ 60 minutes	Small Group Activity; Concept Maps Tutor uses small group activity and concept maps to enable student teachers to identify and discuss the differences between Ghanaian and non-Ghanaian foods in the country NB: consider mixed ability, gender and SEN in the grouping of students	In small groups and with the use concept maps student teachers identify and discuss the differences between Ghanaian and non-Ghanaian foods in the country
	Teaching the Upper Primary Curriculum	4/ 50 minutes	Cooperative Learning Techniques (Learning Together Model) Tutor facilitates the use of Cooperative Learning Techniques (Learning Together Model) to enable student teachers to discuss, in groups, techniques and strategies as well as the resources they can use to teach the <i>Ghanaian</i>	Student teachers participate in small group discussion on techniques and strategies they can adopt to teach the topic in the JHS curriculum Groups share their work with class and respond questions from class/tutor

			<p><i>indigenous culinary practices</i> in the basic school curriculum</p> <p>NB: consider mixed ability, gender and SEN in the grouping of students</p>	
<p>Lesson assessments – evaluation of learning: of, for and as learning within the lesson (link to Learning Outcomes)</p>	<p>In Lesson Assessment : Assessment for and as Learning</p> <p>Assessment: Component 1: Projects Observation of student teacher’s participation during the Differentiated Tasks Groups activity.</p> <p>Assessment: Component 2: Portfolio Student teachers write a reflective paper on how teachers and schools can contribute to making indigenous foods popular among children</p> <p>Learning Outcomes assessed: CLO 4; CLO3; National Teachers’ Standards (NTS) Page 12(a, b,c & f); page 14 (k)</p>			
<p>Teaching Learning Resources</p>	<ul style="list-style-type: none"> • Audio-visual Equipment and Video clips on maintenance of law and order • Braille, Scanner and Embosser Sign language (Resource Person). • internet facility, laptop computer/PCs 			
<p>Required Text (core)</p>	<p>Awedoba, A. K. (2005). <i>Culture and development in Africa</i>. Accra: Historical Society of Ghana.</p> <p>Upham, A. A. (2018). <i>An introduction to agriculture</i>. New Delhi: F b &c Limited</p>			
<p>Additional Reading List</p>	<p>Anderson, M. L. & Taylor, H. F. (2004). <i>Sociology</i> (3rded.). Belmont: Wadsworth.</p> <ul style="list-style-type: none"> • Banks, J. A. (1990). <i>Teaching strategies for the social studies: inquiry, valuing and decision-making</i>. New York: Longman. 			
<p>CPD Needs</p>	<p>Differentiated – Tasks Groups</p>			

LESSON 3

Year of B.Ed.	3	Semester	2	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12							
Title of Lesson	Foods and Promotion of Culture							Lesson Duration	3 Hours			
Lesson description	This lesson examines indigenous foods as expression of culture. It focuses on helping the student teachers become conscious of the potential of foods as strategic tools for the promotion of culture of people in a community and country. The lesson intends to support the student teacher to be able to teach the basic school curriculum.											
Previous student teacher knowledge, prior learning (assumed)	Student Teachers are: <ul style="list-style-type: none"> Familiar with the culinary practices of different cultures from lesson 2. Preparing themselves for teaching job 											
Possible barriers to learning in the lesson	<ul style="list-style-type: none"> Misconceptions and negative attitudes towards government jobs 											
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.	<ul style="list-style-type: none"> shower thoughts Concept map group activity whole-class discussion 											
<ul style="list-style-type: none"> Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed 	The lesson focuses on introducing student teachers to foods as expression of culture. The lesson is intended to provide an opportunity for student teachers to become conscious of the fact that food is an element of cultural expression and has the capacity to promote the culture of the people of a community or a country.											
<ul style="list-style-type: none"> Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	Learning Outcomes: By the end of the lesson, the student teacher will be able to:			Learning Indicators		Identify which cross cutting issues – core and transferable skills, equity and addressing diversity. How will these be addressed.						
	<ul style="list-style-type: none"> Demonstrate knowledge and understanding of the importance of indigenous foods to the culture of the people in a community Demonstrate knowledge and understanding of the importance of indigenous Ghanaian foods to Ghanaian culture and identity Demonstrate knowledge and understanding of the importance of how foods can be used to promote Ghanaian culture 	Identify indigenous foods of certain cultures and explain the importance such foods to the culture of the people Examine the importance of indigenous Ghanaian foods to Ghanaian culture and identity Discuss how foods can be used to promote Ghanaian culture Develop a demonstration lesson for an Upper Primary class		<ul style="list-style-type: none"> Gender, equity and inclusivity socio-cultural and economic differences Issues of SEN (Special Education Needs) Team work/collaboration ICT Professional attitudes and values 								

	<ul style="list-style-type: none"> Apply the knowledge and understanding gained to teach the Upper Primary Curriculum 		
Causes of Conflicts	Sub-topics (if any):	Stage/Time	Teaching and Learning Activity to achieve learning outcomes depending on the delivery mode selected. Teacher led, collaborative group work or independent
			Teacher Activity
			Student Activity
	Lesson Introduction	(1)/ 15 Minutes	<p>Introduction; Shower thought ; Questioning</p> <p>Tutor facilitates student teachers revision of previous lesson on Ghanaian indigenous culinary practices through shower thought</p> <p>Tutor facilitates student teachers' connection with relevant previous knowledge/transition to the new lesson with the use of questioning</p>
	Importance of indigenous foods to the culture of communities	(2) 60 minutes	<p>Role-play/simulation and Discussion</p> <p>Tutor guides student teachers to role-play or perform a simulation exercise depicting importance of food to the culture of people in communities</p> <p>Based on the role-play, let student teachers, in whole class, discuss the possible causes (immediate and remote) of the conflict as depicted in the role-play/simulation and apply the understanding to discuss causes of conflict within the family setting in Ghana.</p> <p>Tutor ensures inclusivity by encouraging participation of individual student teachers with special attention to those who might not volunteer to participate</p>
			<p>Student teachers use Shower thoughts to revise their knowledge and understanding gained from Ghanaian indigenous culinary practices</p> <p>Student teachers indicate their precious knowledge through responses</p> <p>student teachers to role-play or perform a simulation exercise depicting importance of food to the culture of people in communities</p>

	Ghanaian foods and Ghanaian culture and identity	(3)/ 50 minutes	<p>Small-group activity; Discussion Tutor asks student teachers to form small groups (five or six members each) and task them to identify and discuss the importance of indigenous Ghanaian foods to Ghanaian culture and identity</p> <p>NB: consider mixed ability, gender and SEN in the grouping of student teachers</p> <p>Tutor encourages student teachers to contribute, comment and ask questions on the presentations</p>	<p>In small groups, student teachers discuss the importance of indigenous Ghanaian foods to Ghanaian culture and identity</p> <p>Groups share their work with class, for comments, suggestions and questions</p>
	Promoting Culture through Indigenous Foods	(4)/ 50 minutes	<p>Small Group Activity; Discussion Tutor facilitates use of group activity to enable student teachers examine how foods can be used to promote Ghanaian culture</p>	<p>Student teacher, in groups, examine how foods can be used to promote Ghanaian culture</p> <p>Groups present their findings to class</p>
	Teaching the Upper Primary Curriculum	5/	<p>Small Group Activity; Discussion Tutor uses small group activity to enable student teachers develop a demonstration lesson <i>on foods and promotion of culture</i> for an Upper Primary class</p>	<p>In small groups student teachers develop a demonstration lesson <i>on foods and promotion of culture</i> for an Upper Primary class</p> <p>Groups present their findings to class</p>
Lesson assessments – evaluation of learning: of, for and as learning within the lesson (link to Learning Outcomes)	<p>In Lesson Assessment : Assessment for and as Learning</p> <p>Projects</p> <p>Observation of student teacher’s participation in-group activity. Group projects/presentations on a demonstration lesson and how indigenous foods can be used to promote Ghanaian culture</p> <p>Portfolio</p> <p>Reflective writings on how teaching can be used to promote the culture of the community in which the school is situated.</p> <p>Learning Outcomes assessed: CLO 2; CLO3; NTS Page 12(a, b,c & f); page 14 (k)</p>			

Teaching Learning Resources	<ul style="list-style-type: none"> • Audio-visual Equipment and Video clips on participatory citizenship • Braille, Scanner and Embosser Sign language (Resource Person). • internet facility, laptop computer/PCs
Required Text (core)	Awedoba, A. K. (2005). <i>Culture and development in Africa</i> . Accra: Historical Society of Ghana. Upham, A. A. (2018). <i>An introduction to agriculture</i> . New Delhi: F b & c Limited
Additional Reading List	Anderson, M. L. & Taylor, H. F. (2004). <i>Sociology</i> (3rded.). Belmont: Wadsworth. Banks, J. A. (1990). <i>Teaching strategies for the social studies: inquiry, valuing and decision-making</i> . New York: Longman.
CPD Needs	Culturally Responsive Pedagogy

LESSON 4

Year of B.Ed.	3	Semester	2	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	Agro-ecological zones in Ghana						Lesson Duration	3 Hours
Lesson description	This lesson focuses on the different agro-ecological zones in Ghana. It focuses on introducing student teachers to the different agro-ecological zones in Ghana and the agricultural products associated with these zones. The lesson focuses on how to use the knowledge and understanding gained to teach the Upper Primary curriculum							
Previous student teacher knowledge, prior learning (assumed)	Student Teachers: <ul style="list-style-type: none"> Familiar with indigenous foods in Ghana They live in different parts of the country Preparing themselves for teaching job 							
Possible barriers to learning in the lesson	<ul style="list-style-type: none"> Misconceptions about viability of certain agro-ecological zones 							
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.	<ul style="list-style-type: none"> Use whole-class discussion to enable student teachers discuss effects of conflict on the individual, including children. Use group activity to enable student teachers identify and discuss possible effects of conflict on the family 							
<ul style="list-style-type: none"> Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed 	The purpose of this lesson is to introduce student teachers to the different agro-ecological zones in Ghana and the agricultural products associated with the zones, especially foodstuff. The lesson is intended to help student teachers to use the knowledge and understanding to teach the basic school curriculum..							
<ul style="list-style-type: none"> Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	Learning Outcomes: By the end of the lesson, the student teacher will be able to:			Learning Indicators		Identify which cross cutting issues – core and transferable skills, equity and addressing diversity. How will these be addressed.		
	<ul style="list-style-type: none"> Demonstrate knowledge and understanding of the different agro-ecological zones in Ghana and their characteristics Demonstrate knowledge and understanding of the agricultural produce associated with the agro-ecological zones in Ghana Apply the knowledge to teach the Upper Primary curriculum 			<ul style="list-style-type: none"> Identify and describe Discuss the different agro-ecological zones in Ghana Identify and describe the agricultural produce associated with the agro-ecological zones in Ghana Identify and discuss the strategies they can use to teach agro-ecological zones and food production in Ghana 		<ul style="list-style-type: none"> Gender, equity and inclusivity socio-cultural and economic differences Issues of SEN (Special Education Needs) Team work/collaboration ICT Professional attitudes and values 		

Topic Title	Sub-topics (if any):	Stage/Time	Teaching and Learning Activity to achieve learning outcomes depending on the delivery mode selected. Teacher led, collaborative group work or independent	
Effects of conflicts: The individual and families			Teacher Activity	Student Activity
	Lesson Introduction	(1)/ 20 Minutes	<p>Tutor facilitates student teachers' revision of previous lesson on foods and promotion of culture</p> <p>Tutor facilitates student teachers' connection with relevant previous knowledge/transition to the new lesson with the use of Know-Want to know and Learnt (KWL)</p> <p>Tutor Allows student teachers to fill the first two columns of KWL form</p> <p>Tutor calls on them to share</p> <p>NB: The L column, which is what they actually learned from the lesson can be filled after the lesson</p>	<p>Student teachers use Show thoughts to revise their knowledge and understanding gained from foods and promotion of culture</p> <p>Student teachers fill first two columns of Know-want to know and learnt (KWL) form and share to class with respect to what they already about the topic and what they want to learn from the lesson.</p>
	Agro-Ecological Zones in Ghana	(2) 100 minutes	<p>Small Group Activity; maps; internet</p> <p>Tutor facilitate the use of small group activity, maps and internet to enable student teachers</p> <ol style="list-style-type: none"> 1. identify the agro-ecological zones in Ghana 2. draw the agro-ecological zones in Ghana 3. discuss the characteristics of the agro-ecological zones in Ghana <p>NB: consider mixed ability, gender and SEN in the grouping of students</p>	<p>In groups, student teachers identify the agro-ecological zones in Ghana and discuss their features</p> <p>Groups share their work with class, for comments, suggestions and questions</p>
Agro-ecological zones and food production in Ghana	(3) 60 minutes	<p>Small-Group Discussion; internet.</p> <p>Tutor uses small group activity to enable student teachers identify agricultural production, particularly, foodstuff associated with a particular agro-ecological zone in Ghana</p> <p>NB: consider mixed ability, gender and SEN in the grouping of students</p>	<p>In groups, student teachers identify agricultural production, particularly, foodstuff associated with a particular agro-ecological zone in Ghana</p> <p>Group presentation of reports</p>	

			Tutor encourages student teachers to contribute, comment and ask questions on the presentations	
	Teaching the Upper Primary Curriculum	(4)/ 35 minutes	<p>Small-group activity; presentation Tutor uses group activity to enable student teachers examine the effects of conflicts on schools in general and teaching and learning in particular.</p> <p>NB: consider mixed ability, gender and SEN in the grouping of students</p> <p>Tutor encourages student teachers to contribute, comment and ask questions on the presentations</p> <p>NB: Tutor may need to remind students to complete the L part of the KWL form</p>	<p>Student teachers participate in group discussion on ways by which conflicts affect schools in general and teaching and learning in particular.</p> <p>Groups share their work with class</p> <p>NB: Student teacher can fill L part of the KWL form</p>
Lesson assessments – evaluation of learning: of, for and as learning within the lesson (link to Learning Outcomes)	<p>Assessment : Assessment for and as Learning Component 1: Projects</p> <ul style="list-style-type: none"> • Observation of student teacher’s participation in group discussions • Group report/presentation on the effects of conflicts on individuals belonging to identifiable vulnerable groups <p>Component 2: Portfolio Individually, student teachers identify foodstuff produced in each agro-ecological zone in Ghana</p> <p>Learning Outcomes assessed: CLO 4; CLO3; CLO 5; NTS Page 12(a, b,c & f); page 14 (k)</p>			
Teaching Learning Resources	<ul style="list-style-type: none"> • Audio-visual Equipment and Video clips on role of the individual in maintaining law and order • Pictures and posters depicting contribution to maintenance of law and order • Braille, Scanner and Embosser Sign language (Resource Person). • internet facility, laptop computer/PCs 			
Required Text (core)	<p>Awedoba, A. K. (2005). <i>Culture and development in Africa</i>. Accra: Historical Society of Ghana. Upham, A. A. (2018). <i>An introduction to agriculture</i>. New Delhi: F b &c Limited</p>			
Additional Reading List	<p>Anderson, M. L. & Taylor, H. F. (2004). <i>Sociology</i> (3rd ed.). Belmont: Wadsworth. Banks, J. A. (1990). <i>Teaching strategies for the social studies: inquiry, valuing and decision-making</i>. New York: Longman.</p>			
CPD Needs	<p>Concept mapping</p>			

LESSON 5

Year of B.Ed.	3	Semester	2	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	Evolution of production							Lesson Duration	3 Hours
Lesson description	This lesson focuses on the evolution of production. It focuses on introducing student teachers to evolution of production, starting from hunting and gathering, domestication, subsistence farming and commercialization. The lesson focuses on how to use the knowledge and understanding of evolution of production to teach the basic school curriculum								
Previous student teacher knowledge, prior learning (assumed)	Student Teachers are: <ul style="list-style-type: none"> familiar with food production in Ghana Preparing themselves for teaching job 								
Possible barriers to learning in the lesson	<ul style="list-style-type: none"> Misconceptions and negative attitudes towards government jobs 								
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.	<ul style="list-style-type: none"> shower thoughts Concept map group activity 								
<ul style="list-style-type: none"> Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed 	The purpose of this lesson is to introduce student teachers evolution of production. The lesson is intended to provide opportunity for student teachers to become conscious and aware of the evolution of production from hunting and gathering, domestication, through subsistence farming to commercialization The lesson is also intended to prepare student teachers to use the knowledge and understanding to teach the basic school curriculum.								
<ul style="list-style-type: none"> Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	Learning Outcomes: By the end of the lesson, the student teacher will be able to:			Learning Indicators		Identify which cross cutting issues – core and transferable skills, equity and addressing diversity. How will these be addressed.			
	<ul style="list-style-type: none"> Demonstrate knowledge and understanding of the activities under the periods of hunting and gathering and domestication Demonstrate knowledge and understanding of the production activities under the periods of subsistence farming and commercialization Apply the knowledge and understanding of evolution of production to teach the Upper Primary curriculum 	<ul style="list-style-type: none"> Describe the period of hunting and gathering and domestication and the activities of people during those times Distinguish between the period of subsistence farming and commercialization and state activities of people under each period Design a lesson on the topic for upper primary class 	<ul style="list-style-type: none"> Gender, equity and inclusivity socio-cultural and economic differences Issues of SEN (Special Education Needs) Team work/collaboration ICT Professional attitudes and values 						

Effects of Conflicts: Communities, Schools and the Nation	Sub-topics (if any):	Stage/Time	Teaching and Learning Activity to achieve learning outcomes depending on the delivery mode selected. Teacher led, collaborative group work or independent	
			Teacher Activity	Student Activity
	Lesson Introduction	(1)/ 15 Minutes	<p>Introduction; Revision, Questioning</p> <p>Tutor facilitates student teachers' revision of previous lesson on the <i>agro-ecological zones in Ghana</i></p> <p>Tutor facilitates student teachers' connection with relevant previous knowledge/transition to the new lesson with the use of questioning</p>	Student teachers indicate their precious knowledge through responses
	Hunting and gathering and domestication periods	(2) 60 minutes	<p>Internet Search, Group Work, concept map</p> <p>Tutor uses group activity with internet search and concept mapping to enable student teachers describe the periods of hunting and gathering and domestication and activities of people under those periods</p> <p>Tutor ensures inclusivity by encouraging participation of individual student teachers with special attention to those who might not volunteer to participate</p>	<p>student teachers describe the periods of hunting and gathering and domestication and activities of people under those periods</p> <p>Group report and presentation</p>
	Subsistence farming and commercialization periods	(3) 60 minutes	<p>Internet Search/Video clip</p> <p>Tutor uses small group activity, internet search or video clip to enable student teachers distinguish between the period of subsistence farming and commercialization and state activities of people under each period.</p> <p>NB: consider mixed ability, gender and SEN in the grouping of student teachers</p> <p>Tutor encourages student teachers to contribute, comment and ask questions on the presentations</p>	<p>In small groups, student teachers distinguish between the period of subsistence farming and commercialization and state activities of people under each period.</p> <p>Groups share their work with class, for comments, suggestions and questions</p>

	Teaching the upper primary curriculum	(4)/ 45 Minutes	Small Group Activity; Discussion Tutor facilitates use of group activity to enable student teachers design a lesson on <i>evolution of production</i> in upper primary Tutor encourages student teachers to contribute, comment and ask questions on the presentations	student teachers design a lesson on <i>evolution of production</i> in upper primary Groups share their work with class to celebrate their learning and receive feedback from peers and tutor.
Lesson assessments – evaluation of learning: of, for and as learning within the lesson (link to Learning Outcomes)	Assessment : Assessment for and as Learning Component 1: Projects <ul style="list-style-type: none"> • Observation of student teacher’s participation in group discussions. • Group report/presentation on evolution of production Component 2: Portfolio Students write a reflective paper on importance of evolution of production Learning Outcomes assessed: CLO 4; CLO3; CLO 5; National Teachers’ Standards (NTS) Page 12(a, b,c & f); page 14 (k)			
Teaching Learning Resources	<ul style="list-style-type: none"> • Audio-visual Equipment and Video clips on effects of conflicts • Pictures and posters depicting effects of conflicts • Braille, Scanner and Embosser Sign language (Resource Person). • internet facility, laptop computer/PCs 			
Required Text (core)	Awedoba, A. K. (2005). <i>Culture and development in Africa</i> . Accra: Historical Society of Ghana. Upham, A. A. (2018). <i>An introduction to agriculture</i> . New Delhi: F b &c Limited			
Additional Reading List	Anderson, M. L. & Taylor, H. F. (2004). <i>Sociology</i> (3rded.). Belmont: Wadsworth. Banks, J. A. (1990). <i>Teaching strategies for the social studies: inquiry, valuing and decision-making</i> . New York: Longman.			
CPD Needs	<ul style="list-style-type: none"> • Use of ICT in teaching (video clips, internet search) , discussion 			

LESSON 6

Year of B.Ed.	3	Semester	2	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	Links between culinary practices and sources of food production				Lesson Duration	3 Hours	
Lesson description	This lesson focuses on the links between culinary practices and sources of food production. The also focuses on helping the student teachers appreciate the relationship between the sources of food production and culinary practices of the people in a community. The lesson focuses helping the student teachers use the knowledge and understanding to teach the basic school curriculum.						
Previous student teacher knowledge, prior learning (assumed)	Student Teachers are: Familiar with the agro-ecological zones and food production in Ghana Preparing themselves for teaching job						
Possible barriers to learning in the lesson	<ul style="list-style-type: none"> Misconceptions and negative attitudes towards government jobs 						
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.	<ul style="list-style-type: none"> shower thoughts Concept map group activity 						
<ul style="list-style-type: none"> Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed 	<p>The purpose of this lesson focuses on introducing student teachers links between culinary practices and sources of food production. The course is intended to provide opportunity for student teachers to become conscious of the relationship between the types food produce in an area (community and country) and the culinary practices of the people. TThe course intends to enable student teachers teach the basic school curriculum.</p>						
<ul style="list-style-type: none"> Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	Learning Outcomes: By the end of the lesson, the student teacher will be able to:	Learning Indicators			Identify which cross cutting issues – core and transferable skills, equity and addressing diversity. How will these be addressed.		
	<ul style="list-style-type: none"> Demonstrate knowledge and understanding of the links between culinary practices and food production in their agro-ecological zones Demonstrate knowledge and understanding of the links between culinary practices and food production in other agro-ecological zones in Ghana Apply knowledge and understanding to teach the basic school curriculum 	<ul style="list-style-type: none"> Explain the links between culinary practices and food production in their agro-ecological zones Explain the links between culinary practices and food production in other agro-ecological zones in Ghana Discuss how they can make teaching of the <i>links between culinary practices and food production in their agro-ecological zones hands-on in the Upper Primary classroom</i> 	<ul style="list-style-type: none"> Gender, equity and inclusivity socio-cultural and economic differences Issues of SEN (Special Education Needs) Team work/collaboration ICT Professional attitudes and values 				

Conflict prevention and its mechanisms	Sub-topics (if any):	Stage/Time	Teaching and Learning Activity to achieve learning outcomes depending on the delivery mode selected. Teacher led, collaborative group work or independent	
			Teacher Activity	Student Activity
	Lesson Introduction	(1)/ 15 Minutes	<p>Introduction; Shower thought ; Questioning Tutor facilitates student teachers revision of previous lesson on <i>Agro-ecological zones and food production in Ghana</i> through shower thought</p> <p>Tutor facilitates student teachers' connection with relevant previous knowledge/transition to the new lesson with the use of questioning</p>	<p>Student teachers use Shower thoughts to revise their knowledge and understanding gained from <i>Agro-ecological zones and food production in Ghana</i></p> <p>Student teachers indicate their precious knowledge through responses</p>
	links between culinary practices in local communities and food production in the area	(2)/ 45 minutes	<p>Small Group Activity; Discussion; concept mapping Tutor uses small group activity with concept mapping to enable student teachers to</p> <ol style="list-style-type: none"> 1. Identify the agricultural produce (foodstuff) in the local community 2. Identify culinary practices in the local community, including the indigenous food 3. discuss the links culinary practices and agricultural produce in the community <p>Tutor encourages student teachers to contribute, comment and ask questions on the presentations</p>	<p>In small groups, student teachers use concept mapping identify and discuss the links between culinary practices in the local community and food production in the area</p> <p>Groups share their work with class, for comments, suggestions and questions</p>
	Links between culinary practices and food production in Ghana	(3)/45	<p>Small Group Activity; Discussion; concept mapping; posters Tutor facilitates use of group activity to enable student teachers</p> <ol style="list-style-type: none"> 1. identify the indigenous and contemporary culinary practices in Ghana 2. identify foods produce in Ghana 3. examine the links between the culinary practices and foods produce in the country 	<p>Student teachers discuss, in groups, the links between culinary practices and food production in Ghana</p> <p>Groups share their work with class to celebrate their learning and receive feedback from peers and tutor</p>

	Teaching the basic school curriculum.	(4)/ 25minutes	Small Group Activity; Discussion Tutor facilitates use of group activity to enable student teachers discuss the resources and materials they can use to teach links between culinary practices and food production at the upper primary	In groups, Student teachers discuss the resources and materials they can use to teach links between culinary practices and food production at the upper primary Groups share their work with class to celebrate their learning and receive feedback from peers and tutor.
Lesson assessments – evaluation of learning: of, for and as learning within the lesson (link to Learning Outcomes)	<p>In Lesson Assessment : Assessment for and as Learning</p> <p>Component 1: Projects</p> <ul style="list-style-type: none"> • Observation of student teacher’s participation in group discussions. <p>In groups, student teachers design and present concept maps links between culinary practices and food production in Ghana</p> <p>Component 2: Portfolio</p> <p>Students write reflective on the significance of teaching links between culinary practices and food production in the upper primary curriculum</p> <p>Learning Outcomes assessed: CLO 4; CLO3; CLO 5; NTS Page 12(a, b,c & f); page 14 (k)</p>			
Teaching Learning Resources	<ul style="list-style-type: none"> • Audio-visual Equipment and Video clips on participatory citizenship • Braille, Scanner and Embosser Sign language (Resource Person). • internet facility, laptop computer/PCs 			
Required Text (core)	<p>Awedoba, A. K. (2005). <i>Culture and development in Africa</i>. Accra: Historical Society of Ghana.</p> <p>Upham, A. A. (2018). <i>An introduction to agriculture</i>. New Delhi: F b &c Limited</p>			
Additional Reading List	<p>Anderson, M. L. & Taylor, H. F. (2004). <i>Sociology</i> (3rded.). Belmont: Wadsworth.</p> <ul style="list-style-type: none"> • Banks, J. A. (1990). <i>Teaching strategies for the social studies: inquiry, valuing and decision-making</i>. New York: Longman. 			
CPD Needs	<ul style="list-style-type: none"> • Use of ICT in teaching, brainstorming 			

LESSON 6

Year of B.Ed.	3	Semester	2	Place of lesson in semester	1	2	3	4	5	6	7	8	9	10	11	12
Title of Lesson	Promoting and sustaining consumption of local foods										Lesson Duration	3 Hours				
Lesson description	This lesson focuses on promotion and sustaining consumption of local foods in Ghana. The lesson focuses on helping the student teachers to become conscious of the importance of consuming local foods and how they can teach the basic school curriculum to help learners become interested in consumption of local foods and products.															
Previous student teacher knowledge, prior learning (assumed)	Student Teachers are: <ul style="list-style-type: none"> Familiar with foods in Ghana Preparing themselves for teaching job 															
Possible barriers to learning in the lesson	<ul style="list-style-type: none"> Lack of understanding of needs of the youth 															
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.	<ul style="list-style-type: none"> Shower thoughts Concept maps Small group activity Questioning Whole-class discussion Internet searches/mobility 															
<ul style="list-style-type: none"> Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed 	This lesson focuses on introducing student teachers to the idea of promoting and sustaining consumption of local foods in Ghana. The lesson focuses on helping student teachers to become conscious of the importance of consuming local foods and how they can teach the basic school curriculum to help learners become interested in consumption of local foods and products.															
<ul style="list-style-type: none"> Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	Learning Outcomes: By the end of the lesson, the student teacher will be able to: <ul style="list-style-type: none"> Demonstrate knowledge and understanding of the consumption pattern of local foods among Ghana Demonstrate knowledge and understanding of the consumption pattern of non-Ghanaian foods in the country Demonstrate knowledge and understanding of how to promote consumption of local foods among Ghanaians Apply the knowledge and understanding to teach the basic school curriculum 	Learning Indicators <ul style="list-style-type: none"> Examine the consumption pattern of local foods among Ghana Discuss the consumption pattern of non-Ghanaian foods in the country Discuss how to promote consumption of local foods among Ghanaians 	Identify which cross cutting issues – core and transferable skills, equity and addressing diversity. How will these be addressed. <ul style="list-style-type: none"> Gender, equity and inclusivity socio-cultural and economic differences Issues of SEN (Special Education Needs) Team work/collaboration ICT Professional attitudes and values 													

			Discuss how to teach <i>promoting and sustaining consumption of local foods</i> in upper primary class	
Conflict resolution and Conflict Management Strategies	Sub-topics (if any):	Stage/Time	Teaching and Learning Activity to achieve learning outcomes depending on the delivery mode selected. Teacher led, collaborative group work or independent	
			Teacher Activity	Student Activity
	Lesson Introduction	(1)/ 15 Minutes	Introduction; Shower thought ; Questioning Tutor facilitates student teachers revision of previous lesson on <i>links between culinary practices and sources of food production</i> through shower thought Tutor facilitates student teachers' connection with relevant previous knowledge/transition to the new lesson with the use of questioning	Student teachers use Shower thoughts to revise their knowledge and understanding gained from <i>links between culinary practices and sources of food production</i> Student teachers indicate their precious knowledge through responses
	Consumption pattern of local foods among Ghana	(2) 45 minutes	Small Group Activity Tutor asks student teachers to form small groups (five or six members each) and task them to examine the pattern of consumption of local foods among Ghanaians NB: consider mixed ability, gender and SEN in the grouping of student teachers Tutor encourages student teachers to contribute, comment and ask questions on the presentations	Student teachers participate in-group activity aimed at examining the pattern of consumption of local foods among Ghanaians Groups share their work with class, for comments, suggestions and questions
consumption pattern of non-Ghanaian foods in the country	(3) 50 minutes	Small Group Activity Tutor uses small group activity to enable student teachers discuss consumption pattern of non-Ghanaian foods in the country	In small groups , student teachers discuss the consumption pattern of non-Ghanaian foods in the country Groups share their work with class, for comments, suggestions and questions	

			<p>NB: consider mixed ability, gender and SEN in the grouping of student teachers.</p> <p>Tutor encourages student teachers to contribute, comment and ask questions on the presentations</p>	
	<p>promoting consumption of local foods among Ghanaians</p>	<p>4/</p>	<p>Small Group Activity Tutor uses small group activity to enable student teachers discuss how to promote and sustain consumption of local foods in Ghana</p>	<p>In groups, student teachers discuss strategies to promote and sustain consumption of local foods among Ghanaians</p> <p>Groups share their work with class, for comments, suggestions and questions</p>
	<p>Teaching the basic school curriculum</p>	<p>(4)/ 35 minutes</p>	<p>Whole-Class Discussion Tutor uses whole-Class Discussion to enable student teachers discuss how to teach <i>promoting and sustaining consumption of local foods</i> in Ghana</p>	<p>Student teachers participate in class discussion on how to teach <i>promoting and sustaining consumption of local foods</i> in Ghana</p> <p>Groups share their work with class</p>
<p>Lesson assessments – evaluation of learning: of, for and as learning within the lesson (link to Learning Outcomes)</p>	<p>In Lesson Assessment : Assessment for and as Learning</p> <p>Component 1: Projects</p> <ul style="list-style-type: none"> • Observation of student teacher’s participation in whole-class discussions • Group presentations on promoting consumption of local foods <p>Component 2: Portfolio</p> <p>Student teachers write a reflective paper on how to use teaching to promote and sustain interest in consumption of local foods among children</p> <p>Learning Outcomes assessed: CLO 1; CLO2; CLO 3; NTS Page 12(a, b,c & f); page 14 (k)</p>			
<p>Teaching Learning Resources</p>	<ul style="list-style-type: none"> • Audio-visual Equipment and Video clips on meeting the needs of the youth • Pictures and posters depicting youth and national development • Braille, Scanner and Embosser Sign language (Resource Person). • internet facility, laptop computer/PCs 			
<p>Required Text (core)</p>	<p>Awedoba, A. K. (2005). <i>Culture and development in Africa</i>. Accra: Historical Society of Ghana. Upham, A. A. (2018). <i>An introduction to agriculture</i>. New Delhi: F b &c Limited</p>			
<p>Additional Reading List</p>	<p>Anderson, M. L. & Taylor, H. F. (2004). <i>Sociology</i> (3rded.). Belmont: Wadsworth. Banks, J. A. (1990). <i>Teaching strategies for the social studies: inquiry, valuing and decision-making</i>. New York: Longman.</p>			
<p>CPD Needs</p>	<ul style="list-style-type: none"> • Use of ICT in teaching • Questioning • Group activity 			

LESSON 8

Year of B.Ed.	3	Semester	2	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	Health, Safety and Environmental Issues in food production				Lesson Duration	3 Hours	
Lesson description	This lesson focuses on health, safety and environmental issues in food production. The lesson places emphasis on helping student teachers to understanding how agriculture affect human health, impact of food on health, environmental problems from food production and unsafe food. It is focused on helping student teachers to use the understanding to teach the basic school curriculum.						
Previous student teacher knowledge, prior learning (assumed)	Student Teachers are: <ul style="list-style-type: none"> • Familiar with food consumption patterns among Ghanaian • Familiar with production of food in Ghana • Preparing to become teachers 						
Possible barriers to learning in the lesson	<ul style="list-style-type: none"> • Misconceptions about food safety 						
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.	<ul style="list-style-type: none"> • Shower thoughts • Small group activity • Questioning • Whole-class discussion • Culturally-Responsive Pedagogy 						
<ul style="list-style-type: none"> • Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. • Write in full aspects of the NTS addressed 	This lesson is to introduce student teachers to health, safety, and environmental issues in food production. The lesson places emphasis on helping student teachers to understand how agriculture affect human health, impact of food on health, environmental problems from food production and unsafe food. It is focused on helping student teachers to use the knowledge and understanding to teach the basic school curriculum.						
<ul style="list-style-type: none"> • Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	Learning Outcomes: By the end of the lesson, the student teacher will be able to:			Learning Indicators		Identify which cross cutting issues – core and transferable skills, equity and addressing diversity. How will these be addressed.	
	<ul style="list-style-type: none"> • Demonstrate knowledge and understanding of meaning of how agriculture affect human health • Demonstrate knowledge and understanding of the impact of food on human health • Demonstrate knowledge and understanding of the environmental issues arising out of food production • Demonstrate knowledge and understanding of unsafe food 	Examine how agriculture affect human health Discuss the processes involved in peace building efforts in society Discuss the environmental issues occasioned by food production Distinguish between safe and unsafe food		<ul style="list-style-type: none"> • Gender, equity and inclusivity • socio-cultural and economic differences • Issues of SEN (Special Education Needs) • Team work/collaboration • ICT • Professional attitudes and values 			

	<ul style="list-style-type: none"> Apply the knowledge and understanding gained to teach in Upper Primary classrooms 		Discuss the importance of teaching <i>health, safety and environmental issues of food production</i> in the upper primary class	
The Process of peace-building in society	Sub-topics (if any):	Stage/Time	Teaching and Learning Activity to achieve learning outcomes depending on the delivery mode selected. Teacher led, collaborative group work or independent	
			Teacher Activity	Student Activity
	Lesson Introduction	(1)/ 15 Minutes	Introduction; Shower thought; questioning Tutor facilitates student teachers revision of previous lesson on <i>promoting and sustaining consumption of local foods</i> Tutor facilitates student teachers' connection with relevant previous knowledge/transition to the new lesson with the use of questioning	Student teachers use Shower thoughts to revise their knowledge and understanding gained from <i>promoting and sustaining consumption of local foods</i> Student teachers indicate their precious knowledge through responses
	Agriculture and Human Health	(2) 45 minutes	Small Group Activity, Internet Search; Concept Mapping Tutor facilitates the use of small group activity, concept mapping and internet search to enable student teachers examine how agriculture affects human health	In groups, student teachers examine how agriculture affects human health Groups share their works with class
The impact of food on health	(3) 50 minutes	Whole-Class Discussion; internet search Tutor facilitates the use of whole-class activity to enable student teachers identify and discuss the impact of food on health <i>Tutor ensures inclusivity by encouraging participation of individual student teachers, especially those who might not volunteer to contribute</i>	Student teachers discuss the impact of food on health	

	Environmental issues of food production	(4)/30 minutes	<p>Small Group Activity, Internet Search; Concept Mapping</p> <p>Tutor asks student teachers to form small groups (five or six members each) and task them to identify and examine the environmental issues arising from food production</p> <p>NB: consider mixed ability, gender and SEN in the grouping of student teachers</p> <p>Tutor encourages student teachers to contribute, comment and ask questions on the presentations</p>	<p>Student teachers participate in discussion focused identification and examination of environmental issues arising from food production</p> <p>Groups share their work in class for feedback</p>
	Unsafe Food	(5)/20 minutes	<p>Whole-Class Discussion</p> <p>Tutor facilitates the use of whole-class activity to enable student teachers</p> <ol style="list-style-type: none"> 1. explain unsafe and safe food 2. identify and describe unsafe food practices 3. identify how to make food safe for human consumption <p>Tutor ensures inclusivity by encouraging participation of individual student teachers, especially those who might not volunteer to contribute</p>	<p>Student teachers identify and discuss unsafe food practices and how to make food safe for consumption</p>
	Apply the knowledge and understanding gained to teach in JHS classrooms	(6)/20 minutes	<p>Whole-class discussion</p> <p>Tutor uses whole-class activity to enable student teachers discuss the importance of teaching health, safety and environmental issues of food production in the upper primary classroom</p>	<p>In small groups, student teachers discuss the importance of teaching health, safety and environmental issues of food production in the upper primary classroom</p>

<p>Lesson assessments – evaluation of learning: of, for and as learning within the lesson (link to Learning Outcomes)</p>	<p>In Lesson Assessment : Assessment for and as Learning</p> <p>Component 1: Projects Group presentations on environmental issues arising from food production Observation of student teacher’s participation in discussions .</p> <p>Component 2: Portfolio Reflective writing on the need to teach this topic in the basic school curriculum</p> <p>Learning Outcomes assessed: CLO 1; CLO2; CLO3 CLO 4; NTS Page 12(a, b,c & f); page 14 (k)</p>
<p>Teaching Learning Resources</p>	<ul style="list-style-type: none"> • Audio-visual Equipment and Video clips on youth development • Braille, Scanner and Embosser Sign language (Resource Person). • internet facility, laptop computer/PCs
<p>Required Text (core)</p>	<p>Awedoba, A. K. (2005). <i>Culture and development in Africa</i>. Accra: Historical Society of Ghana. Upham, A. A. (2018). <i>An introduction to agriculture</i>. New Delhi: F b &c Limited</p>
<p>Additional Reading List</p>	<p>Anderson, M. L. & Taylor, H. F. (2004). <i>Sociology</i> (3rded.). Belmont: Wadsworth. Banks, J. A. (1990). <i>Teaching strategies for the social studies: inquiry, valuing and decision-making</i>. New York: Longman.</p>
<p>CPD Needs</p>	<ul style="list-style-type: none"> • Teaching Tricky Topics • Group activity • Whole-class discussion

LESSON 6

Year of B.Ed.	3	Semester	2	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12							
Title of Lesson	Tourism, Leisure and foods			Lesson Duration	3 Hours							
Lesson description	This lesson focuses on the tourism, leisure and food. It also focuses on helping student teachers identify and explain the different ways to promote Ghanaian food through tourism and leisure. The lesson focuses on helping the student teachers to use the knowledge and understanding to teach the basic school curriculum.											
Previous student teacher knowledge, prior learning (assumed)	Student Teachers are: <ul style="list-style-type: none"> Familiar with safe and unsafe food Preparing to become teachers 											
Possible barriers to learning in the lesson	<ul style="list-style-type: none"> Misconceptions about the potential of local foods 											
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.	<ul style="list-style-type: none"> Shower thoughts Concept maps Small group activity Questioning 											
<ul style="list-style-type: none"> Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed 	This lesson focuses on introducing student teachers to the relationship between tourism, leisure and food. It also focuses on supporting student teachers to understand how we can use tourism and leisure to promote Ghanaian foods. The lesson aims at helping student teachers to apply the knowledge and understanding gained to teach the basic school curriculum.											
<ul style="list-style-type: none"> Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	Learning Outcomes: By the end of the lesson, the student teacher will be able to:			Learning Indicators			Identify which cross cutting issues – core and transferable skills, equity and addressing diversity. How will these be addressed.					
	<ul style="list-style-type: none"> Demonstrate knowledge and understanding of the relationship between tourism, leisure and food Demonstrate knowledge and understanding of how tourism and leisure can be used to promote Ghanaian foods Apply the knowledge and understanding gained to teach the basic school curriculum 	Explain the relationship between tourism, leisure and food Identify and explain ways by which tourism and leisure can be used to promote Ghanaian foods Discuss the strategies they can use to teach the topic in the upper primary classroom			<ul style="list-style-type: none"> Gender, equity and inclusivity socio-cultural and economic differences Issues of SEN (Special Education Needs) Team work/collaboration ICT Professional attitudes and values 							

Understanding Peace Education	Sub-topics (if any):	Stage/Time	Teaching and Learning Activity to achieve learning outcomes depending on the delivery mode selected. Teacher led, collaborative group work or independent	
			Teacher Activity	Student Activity
	Lesson Introduction	(1)/ 15 Minutes	<p>Lesson Introduction; shower thought; questioning</p> <p>Tutor facilitates student teachers revision of previous lesson on health, safety, environmental issues of food production</p> <p>Tutor facilitates student teachers' connection with relevant previous knowledge/transition to the new lesson with the use of questioning</p>	<p>Student teachers use Shower thoughts to revise their knowledge and understanding gained from health, safety, environmental issues of food production</p> <p>Student teachers indicate their precious knowledge through responses</p>
	Relationship between Tourism, leisure and food	(2) 45 minutes	<p>Small Group Discussion</p> <p>Tutor uses small group activity to enable student teachers identify and describe the relationship between tourism, leisure and food</p>	<p>Student teachers identify and describe the relationship between tourism, leisure and food</p>
		(3) 50 minutes	<p>Whole Class Activity</p> <p>Tutor uses whole-class activity to enable student teachers discuss how we can use tourism and leisure to promote local foods</p> <p>Tutor encourages student teachers to contribute, comment and ask questions on the presentations</p>	<p>Student teachers participate in discussion on the scope of peace education</p>
	Teaching the basic school curriculum	(5)/ 35 Minutes	<p>Whole Class Activity</p> <p>Tutor facilitates student teachers discussion on the strategies they can use to teach the topic in upper primary classroom</p>	<p>Student teachers participate in discussion on the strategies they can use to teach the topic in upper primary classroom</p>
Lesson assessments – evaluation of learning: of, for and as learning within the lesson (link to Learning Outcomes)	<p>In Lesson Assessment : Assessment for and as Learning</p> <p>Component 1: Projects</p> <ul style="list-style-type: none"> • Observation of student teacher's participation in class/group discussions • Groups presentations on the relationship between tourism, leisure and food <p>Component 2: Portfolio</p> <p>Reflective paper importance of promoting local foods through tourism</p> <p>Learning Outcomes assessed: CLO 2; CLO3; CLO 4; NTS Page 12(a, b,c & f); page 14 (k)</p>			
Teaching Learning Resources	<ul style="list-style-type: none"> • Audio-visual Equipment and Video clips on teaching democratic governance • Braille, Scanner and Embosser Sign language (Resource Person). • internet facility, laptop computer/PCs 			

Required Text (core)	Awedoba, A. K. (2005). Culture and development in Africa. Accra: Historical Society of Ghana. Upham, A. A. (2018). An introduction to agriculture. New Delhi: F b &c Limited
Additional Reading List	Anderson, M. L. & Taylor, H. F. (2004). Sociology (3rded.). Belmont: Wadsworth. Banks, J. A. (1990). Teaching strategies for the social studies: inquiry, valuing and decision-making. New York: Longman.
CPD Needs	<ul style="list-style-type: none"> • Group activity, Discussion

LESSON 10

Year of B.Ed.	3	Semester	2	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	Inter-cultural exchanges						Lesson Duration	3 Hours
Lesson description	This lesson focuses on inter-cultural exchanges. It focuses helping the student teachers become conscious of the importance of inter-cultural exchanges and ways of promoting it. The lesson aims at helping the student teacher to use the knowledge and understanding in their teaching and relationship with learners in the basic schools							
Previous student teacher knowledge, prior learning (assumed)	Student Teachers are: <ul style="list-style-type: none"> Familiar with tourism, leisure and food Preparing themselves for teaching job 							
Possible barriers to learning in the lesson	<ul style="list-style-type: none"> Misconceptions about some cultures 							
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.	<ul style="list-style-type: none"> Shower thoughts Concept maps Small group activity Questioning 							
<ul style="list-style-type: none"> Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed 	This lesson is intended to introduce student teachers to inter-cultural exchanges and how to promote it. It focuses on helping student teachers to use the knowledge and understanding to teach the basic school curriculum and in their relationship with the learners.							
<ul style="list-style-type: none"> Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	Learning Outcomes: By the end of the lesson, the student teacher will be able to: <ul style="list-style-type: none"> Demonstrate knowledge and understanding of inter-cultural exchanges and its importance Demonstrate knowledge and understanding of how to promote inter-cultural exchanges Apply the knowledge and understanding gained to design a demonstration lesson for teaching peace education in the upper primary curriculum 			Learning Indicators <p>Explain the meaning of inter-cultural exchanges and identify its importance</p> <p>Discuss how to promote inter-cultural exchanges in schools and society</p> <p>Prepare a demonstration lesson on peace education for teaching in the basic school curriculum</p>		Identify which cross cutting issues – core and transferable skills, equity and addressing diversity. How will these be addressed. <ul style="list-style-type: none"> Gender, equity and inclusivity socio-cultural and economic differences Issues of SEN (Special Education Needs) Team work/collaboration ICT Professional attitudes and values 		

Teaching and Learning Strategies for Peace Education	Sub-topics (if any):	Stage/Time	Teaching and Learning Activity to achieve learning outcomes depending on the delivery mode selected. Teacher led, collaborative group work or independent	
			Teacher Activity	Student Activity
	Lesson Introduction	(1)/ 20 Minutes	<p>Tutor facilitates student teachers revision of previous lesson on tourism, leisure and food</p> <p>Tutor facilitates student teachers' connection with relevant previous knowledge/transition to the new lesson with the use of questioning</p>	<p>Student teachers use Show thoughts to revise their knowledge and understanding gained from tourism, leisure and food.</p> <p>Student teachers indicate their precious knowledge through responses</p>
	Inter-Cultural Exchanges	(2) 80 minutes	<p>Mixed-ability small group</p> <p>Tutor asks student teachers to form small groups (five or six members each) and task them to discuss the meaning and importance of inter-cultural exchanges</p>	<p>In small groups, student teachers identify and discuss the meaning and importance of inter-cultural exchanges</p>
	Promoting inter-cultural exchanges	3/	<p>Mixed-ability small group</p> <p>Tutor asks student teachers to form small groups (five or six members each) and task them to discuss ways of promoting inter-cultural exchanges</p>	<p>In groups, student teachers discuss ways of promoting inter-cultural exchanges in schools and society</p>
	Preparation of lesson to teach the Upper Primary curriculum during STS	(3) 80 minutes	<p>Mixed-ability small group</p> <p>Tutor asks student teachers to form small groups (five or six members each) and task them to use the understanding gained to design a demonstration lesson on inter-cultural exchanges for teaching in upper primary during STS</p> <p>NB: consider mixed ability, gender and SEN in the grouping of student teachers</p> <p>Tutor encourages student teachers to contribute, comment and ask questions on the presentations</p>	<p>In small groups, student teachers design a demonstration lesson on inter-cultural exchanges for teaching in upper primary during STS</p> <p>Groups share their work with class, for comments, suggestions and questions</p>

<p>Lesson assessments – evaluation of learning: of, for and as learning within the lesson (link to Learning Outcomes)</p>	<p>In Lesson Assessment : Assessment for and as Learning</p> <p>Component 1: Projects</p> <ul style="list-style-type: none"> • Observation of student teacher’s participation in group activities. • In groups, student teachers create lesson on inter-cultural exchanges for teaching in upper primary during STS <p>Learning Outcomes assessed: CLO 1; CLO2; National Teachers Standards (NTS) Page 12(a, b,c & f); page 14 (k)</p>
<p>Teaching Learning Resources</p>	<ul style="list-style-type: none"> • Audio-visual Equipment and Video clips on democratic governance • Braille, Scanner and Embosser Sign language (Resource Person). • internet facility, laptop computer/PCs
<p>Required Text (core)</p>	<p>Awedoba, A. K. (2005). Culture and development in Africa. Accra: Historical Society of Ghana. Upham, A. A. (2018). An introduction to agriculture. New Delhi: F b &c Limited</p>
<p>Additional Reading List</p>	<p>Anderson, M. L. & Taylor, H. F. (2004). <i>Sociology</i> (3rded.). Belmont: Wadsworth. Banks, J. A. (1990). <i>Teaching strategies for the social studies: inquiry, valuing and decision-making</i>. New York: Longman.</p>
<p>CPD Needs</p>	<ul style="list-style-type: none"> • Mixed-Ability Grouping

LESSON 11

Year of B.Ed.	3	Semester	2	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	Agriculture and Economic Development						Lesson Duration	3 Hours
Lesson description	<ul style="list-style-type: none"> This lesson focuses on agriculture and economic development. It focuses on how core values and core competencies of 21st century learning can be applied to promote improvements in Agriculture and the economy. It also focuses on how student teachers can use the knowledge and understanding to teach the basic school curriculum 							
Previous student teacher knowledge, prior learning (assumed)	Student Teachers are: <ul style="list-style-type: none"> Familiar with the economy and agricultural production Preparing themselves for teaching job 							
Possible barriers to learning in the lesson	<ul style="list-style-type: none"> Lack of understanding on how to apply core values and competencies 							
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.	<ul style="list-style-type: none"> Shower thoughts Concept maps Small group activity Questioning Whole-class discussion 							
<ul style="list-style-type: none"> Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed 	This lesson intends to introduce students teachers to agriculture and economic development. It intends to help teachers become conscious of how core values and core competencies of 21 st century learning can be applied to promote improvements in agriculture and the economy. and be able to use the understanding to teach the basic school curriculum							
<ul style="list-style-type: none"> Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	Learning Outcomes: By the end of the lesson, the student teacher will be able to:		Learning Indicators		Identify which cross cutting issues – core and transferable skills, equity and addressing diversity. How will these be addressed.			
	Demonstrate knowledge and understanding of the meaning of agriculture and economic development		Explain agric. and economic development		<ul style="list-style-type: none"> Gender, equity and inclusivity socio-cultural and economic differences Issues of SEN (Special Education Needs) Team work/collaboration ICT Professional attitudes and values 			
	Demonstrate knowledge and understanding of ways of promoting agriculture and economic development in Ghana		Explain the attributes of a peace educator					
Apply their knowledge and understanding gained to teach the basic school curriculum.		Examine the roles of teachers as peace educators						

Topic Title	Sub-topics (if any):	Stage/Time	Teaching and Learning Activity to achieve learning outcomes depending on the delivery mode selected. Teacher led, collaborative group work or independent	
Attributes of a Peace Educator			Teacher Activity	Student Activity
	Lesson Introduction	(1)/ 20 Minutes	Shower thought Tutor facilitates student teachers review of the relevant previous knowledge	Student teachers use Shower thoughts to revise their RPK
	Meaning of agric. and economic development	(2) 50 minutes	Small Group Activity Tutor uses small group activity and concept map to enable student teachers identify and explain the meaning of agriculture development and economic development and the links between them	Student teachers explain the meaning of agric-development and economic development and the links between them Students discuss links between entrepreneurship and establishment of enterprises, with the aid of concept map
	Promoting agric. and economic development in Ghana through core values and 21 st century competencies	(3) 60 minutes	Mixed-Ability Small Group Discussion Tutor uses small group activity to enable student teachers to discuss how core values and 21 st century competencies can be applied to promote agric. and economic development in Ghana NB: consider mixed ability, gender and SEN in the grouping of students Tutor encourages student teachers to contribute, comment and ask questions on the presentations	In small groups, student teachers to discuss how core values and 21 st century competencies can be applied to promote agric. and economic development in Ghana Groups share their work with class, for comments, suggestions and questions
	Teaching the basic school curriculum	(4)/ 50 minutes	Whole class Discussion or facilitates student teachers discussion on the significance of teaching basic school learners how to apply core values and the 21 st century competencies to promote agric. and economic development	Student teachers participate in class discussion
Lesson assessments – evaluation of learning: of, for and as learning within the lesson (link to Learning Outcomes)	In Lesson Assessment : Assessment for and as Learning Component 1: Projects Observation of student teacher’s participation in group discussions. Group presentation on promoting agric. and economic development through application of core value and 21 st century competencies Component 2: Portfolio Student teacher write a reflections on how learners can be taught to apply core values and competencies to bring about development Learning Outcomes assessed: CLO 1; CLO2; NTS Page 12(a, b,c & f); page 14 (k)			

Teaching Learning Resources	<ul style="list-style-type: none"> • Audio-visual Equipment and Video clips on traditional system of governance • Pictures and posters depicting contributions of traditional leaders • Braille, Scanner and Embosser Sign language (Resource Person). • internet facility, laptop computer/PCs
Required Text (core)	Awedoba, A. K. (2005). <i>Culture and development in Africa</i> . Accra: Historical Society of Ghana. Upham, A. A. (2018). <i>An introduction to agriculture</i> . New Delhi: F b &c Limited
Additional Reading List	Anderson, M. L. & Taylor, H. F. (2004). <i>Sociology</i> (3 rd ed.). Belmont: Wadsworth. Banks, J. A. (1990). <i>Teaching strategies for the social studies: inquiry, valuing and decision-making</i> . New York: Longman.
CPD Needs	Group activity

LESSON 12

Year of B.Ed.	3	Semester	2	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12						
Title of Lesson	Summary/Revision of Cultural Landscape and Food Production in Ghana				Lesson Duration	3 Hours					
Lesson description	This lesson focuses on summary and revision of issues covered in the unit on Cultural Landscape and Food Production in Ghana. It is an opportunity to recap and clarify issues and topics considered under the unit to consolidate understanding of student teachers. The lesson intends to help students to integrate revision and remediation in their preparation to teach the basic school curriculum during STS										
Previous student teacher knowledge, prior learning (assumed)	Student Teachers are: <ul style="list-style-type: none"> Familiar with topics covered under the unit Preparing themselves for teaching job 										
Possible barriers to learning in the lesson	<ul style="list-style-type: none"> Lack of understanding of the importance of revision in teaching and learning design 										
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.	<ul style="list-style-type: none"> Shower thoughts Concept maps Small group activity Questioning 										
<ul style="list-style-type: none"> Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed 	The purpose of this lesson intends to provide opportunity student teachers to revise issues covered in the unit on Conflict Management and Peace Building. It is an opportunity to recap and clarify issues and topics considered under the unit to consolidate understanding of student teachers. The lesson intends to help students to realize the importance of revision in learning design and the need for them to integrate revision and remediation in their preparation to teach the basic school curriculum during STS										
<ul style="list-style-type: none"> Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	Learning Outcomes: By the end of the lesson, the student teacher will be able to:			Learning Indicators		Identify which cross cutting issues – core and transferable skills, equity and addressing diversity. How will these be addressed.					
	Demonstrate knowledge and understanding of the importance revision and remediation in teaching and learning			Discuss techniques that can be used to teach Cultural Landscape and Food Production in Ghana in upper primary		<ul style="list-style-type: none"> Gender, equity and inclusivity socio-cultural and economic differences Issues of SEN (Special Education Needs) Team work/collaboration ICT Professional attitudes and values 					

Work ethics and competencies that promote productivity and distribution in Ghana	Sub-topics (if any):	Stage/Time	Teaching and Learning Activity to achieve learning outcomes depending on the delivery mode selected. Teacher led, collaborative group work or independent	
			Teacher Activity	Student Activity
	Lesson Introduction	(1)/ 15 Minutes	Introduction; Questioning Tutor facilitates student teachers' connection with relevant previous knowledge/transition to the new lesson with the use of questioning	Student teachers indicate their precious knowledge through responses
	Importance of revision in teaching and learning	(2) 60 minutes	Shower thought Tutor facilitates the use of shower thought to enable student teachers identity and explain the importance of revision in course delivery Tutor ensures inclusivity by encouraging participation of individual student teachers	With the use of shower thoughts , student teachers identity and explain the importance of revision in course delivery
Summary/revision of lessons under the unit on governance and citizenship	(3)/ 105 Minutes	Whole-Class Discussion Tutor uses whole class activity to enable student teachers review their understanding on lessons taught in terms of: <ul style="list-style-type: none"> • what they have learned and understood • what they didn't understand and require clarification • how they can apply their knowledge and understanding in teaching the basic school curriculum, during STS 	student teachers participate in the review of the unit	
Lesson assessments – evaluation of learning: of, for and as learning within the lesson (link to Learning Outcomes)	In Lesson Assessment : Assessment for and as Learning			
	Component 1: Projects			
	<ul style="list-style-type: none"> • Observation of student teacher's participation in the review of the unit Learning Outcomes assessed: CLO 1; CLO2; CLO 3; NTS Page 12(a, b,c & f); page 14 (k)			
Teaching Learning Resources	<ul style="list-style-type: none"> • Audio-visual Equipment and Video clips on course revision • Pictures and posters on supporting students • Braille, Scanner and Embosser Sign language (Resource Person). • internet facility, laptop computer/PCs 			
Required Text (core)	Awedoba, A. K. (2005). Culture and development in Africa. Accra: Historical Society of Ghana. Upham, A. A. (2018). An introduction to agriculture. New Delhi: F b &c Limited			
Additional Reading List	Anderson, M. L. & Taylor, H. F. (2004). <i>Sociology</i> (3 rd ed.). Belmont: Wadsworth. Banks, J. A. (1990). <i>Teaching strategies for the social studies: inquiry, valuing and decision-making</i> . New York: Longman.			
CPD Needs	<ul style="list-style-type: none"> • Integrating revision in course design 			
Course Assessment	¹ Component 1 : Subject Portfolio Assessment: (30% overall score) <ul style="list-style-type: none"> • Selected items of students work (3 of them – 10% each)-30% • Midterm assessment – 20% • Reflective journal – 40% • Organization of the subject portfolio -10 % (how it is presented /organized) 			

¹See Rubrics on Subject Portfolio Assessment in Annex 6 of NTFAP

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

²See rubrics on Subject Project Assessment in Annex 6 of NTFAP

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