

YEAR 1

SEMESTER 1

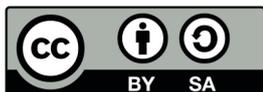
Four-Year B.Ed. Course Manual

FOUNDATIONS OF SOCIAL STUDIES AND TECHNICAL,
VOCATIONAL EDUCATION AND TRAINING





The Government of 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, NTECF, National Teacher Education & Assessment Policy and the National Teacher Education Gender Equality and Social Inclusion (GESI) Strategy and Action Plan.. This will help to ensure that student teachers' learning is integrated within the wider teacher education policy framework.

Professor Mohammed Salifu
Director General,
Ghana Tertiary Education Commission

ACKNOWLEDGEMENTS

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

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

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

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

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

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

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

Core Writing Team

Prof. Ruby Hanson	Science	Dr. Winston Abroampa	Pedagogy
Dr. Vincent Anum Ankamah-Lomotey		Prof. Samuel Kweku Hayford	
Mr. Jonathan Ayelsoma Samari		Prof. Imoro Braimah	
Prof. Victor Antwi		Prof. Anthony Donkor	
Prof Reuben Tamakloe		Dr. Maxwell Kwesi Nyatsikor	
Dr. Ernest I.D. Ngman-Wara		Mr. Kweku Esia-Donkoh	
Prof. Darmian K. Mereku	Mathematics	Dr. Paul Kwadwo Addo	Literacy and Language and Communication Studies
Prof. Christopher A. Okpoti		Dr. Yaw Nyadu Offei	
Mr. Ahmed K. Amihere		Prof. Charles Owu-Ewie	
Mr. Zakaria A. Sadiq		Mr. Robert Quansah	
Prof. Reginald Ocansey	Physical Education and Music and Dance	Mr. Kwasi Adomako	
Prof. Cosmas W.K. Mereku		Dr. Yvonne A.A. Ollennu	
Dr. Mawuyram Quessie Adjahoe		Mr. Richard Bampoh Addo	
Dr. Harriet Naki Amui		Dr. Salome Praise Otami	
Dr. Emmanuel Osei Sarpong	ITC	Dr. Jemima Anderson	
Dr. Ephrem K. Kwaa-Aidoo		Dr. Sarah Emma Eshun	
Mr. Victor King Anyanful		Dr. Mrs. Cecilia Esinam E. Agbeh	French
		Mr. Ibrahim Osmanu	
	Mr. Felix A. Odonkor		

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 CoEs 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 topics 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 topics for weekly PD meetings where tutors/lecturers will situate the lessons in the contexts of their colleges and their student teachers, in order 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

FOUNDATIONS OF SOCIAL STUDIES AND TECHNICAL, VOCATIONAL EDUCATION AND TRAINING

COURSE DETAILS							
Course name	FOUNDATIONS OF SOCIAL STUDIES AND TECHNICAL, VOCATIONAL EDUCATION AND TRAINING						
Pre-requisite	WASSCE/SSSCE						
Co-Requisites	Links to other courses being taught, support coherence in student experience and avoid duplication						
Course Level	100	Semester	1	Course Code		Credit Value	

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.

GOAL FOR THE SUBJECT OR LEARNING AREA

Foundations of Social Studies and Technical, Vocational Education and Training (SSTVET) aspires to prepare new teachers who will be imbued with core values and competencies of these subject areas and who can support all students' learning in a modern, technologically driven society that is inclusive.

COURSE DESCRIPTION

The essence of the course is to create awareness among student teachers by tackling the key issues of identity and interconnections that define individuals and their links to the community, occupations and entrepreneurial skills, core values and competencies that enables the individual to become a functional citizen who can contribute to the development of their communities and become effective teachers capable of developing these qualities in the pupils they teach. The course draws attention of student teachers to the need to engage all learners with a view to ensuring equity and inclusivity in the class with emphasis on engaging the diverse capacities of individuals in society.

The course will be delivered using a variety of pedagogical approaches including group discussions, critical thinking, pair share, community walks, field visits, role plays and work-based learning experience and school visits. Assessment of, for and as learning, will use methods such as quizzes, oral presentations, project works, and the evaluation of their recorded experiences in the journals in their portfolios. (Reference from NTS 1f; 1e; 1g; 2c; NTECF pgs. 16, 55).

KEY CONTEXTUAL FACTORS

The Foundations of Social Studies and Technical, Vocational Education and Training draws on the commonalities in the focus of the two courses. These subjects were previously taught as separate courses as if they were unrelated. The key enablers of this strand are that there exist opportunities for apprenticeship in the communities and the chance to develop a new understanding of the social dimensions of the skills acquired. SSTVET positions Social Studies and TVET as related areas of study within the context of the growing multicultural setting, and the importance of TVET in the socio-economic development of Ghana. Furthermore, the strand clarifies the value systems needed to improve on the development of employability skills and the right attitudes to work that a functional and good citizen must possess.

CORE AND TRANSFERABLE SKILLS AND CROSS CUTTING ISSUES, INCLUDING EQUITY AND INCLUSION

Core and transferable skills: Problem-solving skills (CLO 1, 2, 3, 4), personal motivation (CLO 1, 2, 3, 4, 5) civic literacy, team-work/ collaborative skills, analytical skills, critical thinking, creative and innovative skills, inquiry (CLO 1-5).

Cross-cutting issues: Gender, equity and inclusivity, professional attitudes and values, assessment strategies, action research, reflective thinking.

Course Learning Outcomes	Learning Indicators
On successful completion of the course, student teachers will be able to:	
<ul style="list-style-type: none"> By the end of the course, Students teachers will be able to: CLO 1. Demonstrate basic knowledge of the uniqueness and interrelatedness of the broad spectrum of TVET domains, and social studies and their contributions to national development (NTS 2c; NTECF pg. 55). 	<ul style="list-style-type: none"> Present PowerPoint and charts on the uniqueness/ interrelatedness of the four broad domains of TVET and social studies. Role-Play to demonstrate the interrelatedness of TVET and social studies. Explain the ways in which the different TVET domains contribute to national development.
<ul style="list-style-type: none"> CLO 2. Demonstrate knowledge and understanding of misconceptions and stereotyping of TVET and social studies and how to address them NTS 2g; 3m; NTECF pg. 55). 	<ul style="list-style-type: none"> Discuss the contributions, misconceptions and stereotyping of TVET and Social Studies in education through gallery and community walk sessions. Use internet resources (Open Educational Resources-OER) to present a written report on how to resolve. Misconceptions, biases and stereotyping about TVET and social studies.
<ul style="list-style-type: none"> CLO 3. Use their knowledge and understanding of identity to show linkages that constitute the interconnectedness in communities (NTS 1f; 2c). 	<ul style="list-style-type: none"> Explain the concept of self-identity and the family structures in communities. Create a mind map of the connections that lead to how communities develop.
<ul style="list-style-type: none"> CLO 4. Apply their knowledge and understanding of core values and core competencies in 21st century learning to construct new ideas and thoughts that enables the individual to become a functional citizen who can contribute to the development of their communities. (1d; 1e; 2c). 	<ul style="list-style-type: none"> Explain and identify the similarities and differences between core values and core competencies of 21st century learning. List some core values and explain their significance. Develop different scenarios showing how core competencies help in decision-making and contribution to the development of their communities.
<ul style="list-style-type: none"> CLO 5. Use the ideas from their understanding, knowledge and application of the course in teaching and learning to record their experiences into the Student Reflective Journals (SRJ) NTS 3h, NTECF pg. 45. 	<ul style="list-style-type: none"> Present a write up of reflections from the course in journals. Share reflections on the application of the course in teaching and learning during school visits recorded in SRJ with colleagues.

1. Course Content

Weeks	Topics	Sub-topic (if any)	Teaching and learning activity to achieve the learning outcomes
Preliminary	Preparations for use of course manual and Pre-Learning interactions	<ul style="list-style-type: none"> Personal information (Teacher/Learner). Course expectations. Familiarization with the Course Manual. 	<ul style="list-style-type: none"> Self-introduction (Tutors/Lecturers and student-teachers). Breaking the ice using the Premack principle (e.g., lecturer narrates his/her teaching life experiences after which students are given the opportunity to share their life experiences and their motivation for choosing to become teachers). Discussion on the course and what student-teachers are expected to learn after going through the course as well as description of the course manual. Readings on e.g., Connecting Public Schools to Community Development by Connie Chung (https://www.bostonfed.org/-/media/Documents/cb/PDF/Public.pdf) before the second week's lesson.
1	Identity, self-awareness, families and development of communities (2 weeks).	<ul style="list-style-type: none"> Understanding oneself (Who am I? - birth and growing up). Family systems (Parents; nuclear and extended family systems). Links to the Community (Individual, Social groups the school, religious groups and others). 	<ul style="list-style-type: none"> Thought Shower to enable student-teachers to discuss how discrimination and stigmatization can be reduced among learners of diverse cultural backgrounds. Concept mapping using graphic diagrams (e.g., depicting the family tree and types of family and demonstrate the connections between concepts and ideas, e.g., father, mother, children, members that make up the nuclear and extended families). Small group discussion to enable student-teachers to discuss the linkages between individuals, social and religious groups within the school setting.
2	TVET domains (their distinctiveness/ interrelatedness and misconceptions in TVET) and interconnectedness with Social Studies (5 weeks).	<p>Introduction to the 4 main domains of TVET:</p> <p>Technical:</p> <ul style="list-style-type: none"> Wood Technology Metal Technology Automotive Technology Construction Technology Electronics Technology Electrical Technology <p>Visual Arts:</p> <ul style="list-style-type: none"> Picture Making Ceramics Sculpture Textiles Graphic Design Jewellery Leatherwork Bamboo and Rattan 	<ul style="list-style-type: none"> Use simulations and pre-video recordings from sources such as YouTube, Khan Academy, Coursera, Udemy, MOOCs to demonstrate and discuss the distinctiveness and inter-relatedness of TVET domains. <p>For example, the tutor can create a Massive Open Online Course (MOOC) or Schoology platforms to enable student teachers to make a network of connectivity with other professionals in these areas and tap the necessary expertise from them.</p> <ul style="list-style-type: none"> Use think pair share to help students to demonstrate knowledge and understanding of the interconnectedness between TVET and Social studies.

Weeks	Topics	Sub-topic (if any)	Teaching and learning activity to achieve the learning outcomes
		<p>Home Economics:</p> <ul style="list-style-type: none"> • Food and Nutrition (Catering and Hospitality). • Clothing and Textiles (Fashion/Sewing). • Management in Living. <p>Agriculture:</p> <ul style="list-style-type: none"> • Crop Husbandry. • Animal husbandry. • Horticulture and Landscape Design. • Agriculture Mechanization. • Agribusiness. • Fish Farming. • Forestry. <ul style="list-style-type: none"> • Misconceptions of TVET/Social Studies and how to address them. • Females for Home Economics. • Males for technical and Agriculture programmes. • TVET is perceived as a domain for non-academics. • Little or no academic progression for TVET graduates. • TVET is for the poor and less privileged. • TVET is perceived as a dirty vocation. • TVET is expensive, etc. • TVET and Social Studies are unrelated. 	
3	Core values, competencies and skills development (2 weeks).	<ul style="list-style-type: none"> • What are core values. • What are core competencies of 21st century learning? • How core values and competencies help in shaping attitudes, choices and responses of individuals in enhancing community action and development. • Entrepreneurship and employability skills. 	<ul style="list-style-type: none"> • Value clarification approach to enable student-teachers to suggest ways to apply core values and competencies of 21st century learning. • Community walk to enable students to identify occupations and entrepreneurship opportunities in the community.

Weeks	Topics	Sub-topic (if any)	Teaching and learning activity to achieve the learning outcomes
4	TVET and Community Development (2 weeks)	<p>Contribution of TVET to national/community development:</p> <p>Social:</p> <ul style="list-style-type: none"> • Poverty alleviation. • Crime reduction. • Social cohesion. • Improved health of the citizenry. • Facilitates the inclusion of the marginalised and the disadvantaged. <p>Economic:</p> <ul style="list-style-type: none"> • Employment generation (self/ wage). • Growth of Gross Domestic Product (GDP). • Profitability and productivity. • Facilitates sustainable and prevents environmental degradation. • Food security. <p>Technology:</p> <ul style="list-style-type: none"> • Innovation in skills. • Facilitates industrialization. 	<ul style="list-style-type: none"> • Use community walks to identify the different careers and the interplay of the various TVET domains and the interconnectedness with the society. • Use educational visits to industry (automotive workshops, metal/ welding/wood workshops, construction sites, electrical/ electronic workshops, studios, exhibitions, art galleries, museums, craft workshops, restaurants, farms, etc.) to observe, interact, take pictures (still/motion) and write reports on how gender and inclusivity manifest in the world of work in TVET • Use Group work to assist student teachers report on their educational visit to industry to discuss the contributions of TVET to national development • Use oral presentation of student teachers to discuss career progression/career prospects in TVET. • Produce a pictorial portfolio to illustrate the role of TVET in the local community.
5	Building learning portfolios (1 week)	<ul style="list-style-type: none"> • Writing reflections in Student Reflective Journals (SRJ) from school visits (applying techniques of the teaching about the domains of TVET and how to use core values and 21st century competencies in developing attitudes and making informed decisions. 	<ul style="list-style-type: none"> • Know-Want to know and Learnt (KWL). Initiate discussion with student teachers about how to write in SRJs what they already know (e.g. What is SRJ, about the family as a social unit, and types of family), what they want to learn, and after the lesson indicate what they have learnt). • Whole class discussion; student-teachers in whole class discussion share experiences from the school visits concerning the application of the outcomes of the course.

2. Teaching and Learning Strategies

Component 1: Examination

Assessment Type: Assessment of Learning

Category of Assessment: Written End of Semester Examination - Maximum Duration: 3 hours

Students teachers are assessed by summative examination on:

- The ways in which the different TVET domains contribute to community and national development.
- The concept of identity and the family structures in communities
- The ways in which the different TVET domains contribute to national development
- The similarities and differences between core values and core competencies of 21st century learning.

Learning Outcomes assessed: CLO 1; CLO 3; CLO 4;

NTS

1a) Critically and collectively reflects to improve teaching and learning

1g) Sees his or her role as a potential agent of change in the school, community and country.

2c) Has secure content knowledge, pedagogical knowledge and pedagogical content knowledge for the school and grade they teach in.

2e) Understands how children develop and learn in diverse contexts and applies this in his or her teaching.

Weighting (40%)

Component 2: Continuous Assessment 1

Assessment Type: Assessment for and as Learning

Category of Assessment:

Student teachers assessed through Class Assignment with Oral Presentation on the following:

Develop and present, 20 minute presentation, a power point with a maximum of 10 slides, with charts on the uniqueness/interrelatedness of the four broad domains of TVET and its interconnectedness with social studies

Learning Outcomes assessed: CLO 1; CLO 2; CLO 4;

NTS 1

e) Engages positively with colleagues, learners, parents, School Management Committees, Parent-Teacher Associations and wider public as part of a community of practice.

f) Develops a positive teacher identity and acts as a good role model for students

g) Sees his or her role as a potential agent of change in the school, community and country.

NTS 2

b) Has comprehensive knowledge of the official school curriculum, including learning outcomes.

c) Has secure content knowledge, pedagogical knowledge and pedagogical content knowledge for the school and grade they teach in.

Weighting (40%)

Component 3: Coursework 2

Student teachers assessed through Project Work on:

The core values and core competencies of 21st century learning and how they can be applied in the teaching of the TVET domains. Enquiry activities such as observation during school and other visits will be an important source of evidence.

Learning Outcomes Assessed: CLO 5;

NTS 1:

a) Critically and collectively reflects to improve teaching and learning.

b) Improves their personal and professional development through lifelong learning and Continuous Professional Development.

c) Demonstrates effective growing leadership qualities in the classroom and wider school;

NTS 2:

c) Professional knowledge: Has secure content knowledge, pedagogical knowledge and pedagogical content knowledge for the school and grade they teach in.;

NTS 3

b) Carries out small scale action research to improve practice.

Weighting (20%)

3. Required Reading and Reference List

<ul style="list-style-type: none">• Tamakloe, E. K., Amedahe, F. K., & Atta, E. T. (2005). <i>Principles and methods of teaching</i> (2nd ed.). Accra: Black Mask.• Upham, A. A. (2018). <i>An introduction to agriculture</i>. New Delhi: Forgotten Books Limited. (Reprint).• Anderson, M. L. & Taylor, H. F. (2004). <i>Sociology</i> (3rd ed.). Belmont: Wadsworth.• Awedoba, A. K. (2005). <i>Culture and development in Africa</i>. Accra: Historical Society of Ghana.	<ul style="list-style-type: none">• Stage, S. & Vincenti, V. B. (2018). <i>Rethinking Home Economics: Women and the History of a Profession</i> Cornell University Press.• T-TEL Teaching and Learning material. Theme 5: Professional Development Guide for Tutors.• America Institute for Research (2016). <i>Integrating employability skills: a framework for all educators</i>. Washington DC: AIR (Available online).• Poatob, S. (2017). <i>Entrepreneurship: a guide for beginners</i> (2nd ed.). Accra: Baggie Technologies.	<p>Chinien, C. (2003). <i>The Use of ICTs in Technical and Vocational Education and Training: Analytical Survey</i>. Moscow: UNESCO Institute for Information Technologies in Education.</p>
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4. Teaching and Learning resources

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

5. Teaching and Learning strategies

Thought shower, whole class discussion, concept mapping, independent learning, value clarification, community walks, team teaching, MOOC, Schoology, simulation, role play, etc.

CPD Need: See PD Material on Teaching Year 1 Semester 1 Course on Foundations of Social Studies and Technical, Vocational Education and Training.

LESSON 1

DUPLICATE THE PLANNER FOR EACH LESSON

Plans for each lesson in the semester.

The following format should be completed for each lesson in the semester.

Year of B.Ed.	LEVEL 100	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	Understanding oneself and family systems							Lesson Duration	3 hours
Lesson description	This lesson focuses on the concept of self, self-identity, and links to the family systems in the community. It is also intended to provide opportunity for student teachers to become conscious of the new learning environment they find themselves and adjust to its demands.								
Previous student teacher knowledge, prior learning (assumed)	Student Teacher are: <ul style="list-style-type: none"> Familiar with self-concept and the family systems. They are conscious of their abilities and aspirations. 								
Possible barriers to learning in the lesson	<ul style="list-style-type: none"> The possibility of some student teachers enrolling on the course as a last resort and not a matter of choice due to lack of proper career guidance. The extent of tutors' appreciation of how to support the students to make the transition and connect themselves to the new learning environment and purpose. 								
Lesson Delivery - chosen to support student teachers 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 thought shower to enable student teachers to describe and explain who they are, places of birth and conditions and circumstances that have influenced their current state. Use think, pair and share to enable students to discuss their plans and aspirations. Use concept mapping to describe the links and connections between individual, and the family as a system and family systems. Use group discussion to get student teachers discuss their strengths and aspirations and use the information to connect to their new learning environment. 								
<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 concept of self, self-identity, and links to the family systems in the community. The course is also intended to provide opportunity for student teachers to become conscious of the new learning environment they find themselves in and adjust to its demands.								

<ul style="list-style-type: none"> • Learning Outcome for the lesson, picked and developed from the course specification 	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"> • Learning indicators for each learning outcome 	<ul style="list-style-type: none"> • Demonstrate knowledge and understanding of the concept of self-identity. • Demonstrate knowledge and understanding of the links between self-identity and the family as a system, and of family systems. • Apply their understanding of their strengths and aspirations to describe how they will connect to their new learning environment. 	<ul style="list-style-type: none"> • Explain the concept of self-identity and the family structures in the communities. • Create a mind map of the connections that lead to how communities develop. • Use their knowledge and understanding of their strengths and aspirations as teachers to be to describe how they will connect to their new learning environment. 	<p>Crosscutting Issues to be addressed in the lesson:</p> <ul style="list-style-type: none"> • Gender. • Socio-cultural and economic differences. • Issues of SEN (Special Education Needs). • Assessment strategies. • Action research. <p>Transferable skills to addressed in the lesson:</p> <ul style="list-style-type: none"> • Problem-solving skills. • Personal motivation. • Team-work/ collaborative skills. • Analytical skills. • Critical thinking creative and innovative skills inquiry.

Topic Title	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
Teaching and Learning Activity to achieve learning outcomes depending on the delivery mode selected. Teacher led, collaborative group work or independent.				
Preparations for use of course manual and Pre-Learning interactions Understanding oneself and Family systems	Self-Introduction	1 Hour 30 minutes	<ul style="list-style-type: none"> Through face-to-face interaction, Tutor/ Lecturer and student-teachers introduce themselves. 	<ul style="list-style-type: none"> Student-teachers do self-introduction (Tutor/ Lecturers and student-teachers).
	Breaking the Ground - The Premack Principle (what they liked or didn't like about TVET/Social Studies at the pre-tertiary level).	2 Hour 30 minutes	<ul style="list-style-type: none"> Through whole class discussion, lecturer guides student teachers to share their experiences in relation to what they liked or did not like learning about TVET (e.g., BDT)/ Social Studies in their schools, as well as their motivation for choosing teaching as a profession. 	<ul style="list-style-type: none"> Student-teachers share their experiences on why they liked or did not like TVET related subjects and Social Studies while in JHS/ SHS as well as their motivation for choosing to become teachers.
	Introduction to the TVET/Social Studies course manual.	3 Hour 15 minutes	<ul style="list-style-type: none"> Tutor/Lecturer initiates discussion on the TVET/ Social Studies course manual including the manual's expectations. 	<ul style="list-style-type: none"> Student-teachers in groups discuss the manual and what they are expected to learn after studying the course.
	(1) Understanding Oneself	4 Hour 30 minutes	<ul style="list-style-type: none"> Tutor facilitates using thought shower to enable student teachers to describe and explain who they are, places of birth and conditions and circumstances that have influenced their current state. 	<ul style="list-style-type: none"> Student teachers use thought shower to describe and explain who they are, their places of birth and conditions and circumstances that have influenced their current state.
	(2) Family Systems	5 Hour 45 minutes	<ul style="list-style-type: none"> Tutor guides a discussion on the links between the individual as a member of a family and the various components of the family as a system and family systems. Tutor guides student teachers to develop a concept map on power point slides to show linkages between individual, the family as a system and family systems. 	<p>Student teachers</p> <ul style="list-style-type: none"> Engage in discussions in groups on the individual, family as a system and family systems, and Develop concept map working in groups to describe the links and connections between individual, the family as a system and family systems. Share their respective group work with the rest of the class.

Topic Title	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
	3) Knowledge of Self, aspirations and Connection to new learning environment.	6 Hour 30 minutes	<ul style="list-style-type: none"> Tutor asks student teachers to pair up and share their individual aspirations with their partners. 	<ul style="list-style-type: none"> Use think, pair and share to enable students to discuss their plans and aspirations and use the information to connect to their new learning environment. Student teachers take turns to share what their respective partners shared with them.

Lesson assessments – evaluation of learning: of, for and as learning within the lesson (linked to course lesson learning outcome)	<p>In Lesson Assessment</p> <p>Student teachers assessed through Class Assignment with Oral Presentation on the following:</p> <ul style="list-style-type: none"> Present PowerPoint showing a concept mapping of the links between the individual, the family as a system and family systems and do a presentation of the work to explain the links. Present a written paper on their aspirations and how they intend to adjust to their new learning environment.
Teaching and learning Resources	<ul style="list-style-type: none"> Audio-visual Equipment and Video clips on interpersonal relationships and community layouts. Pictures and posters of components of the community, community and school layouts and interpersonal relationships. Braille, Scanner and Embosser Sign language (Resource Person). Internet facility, laptop computer/PCs.
Required Text (core)	<ul style="list-style-type: none"> Tamakloe, E. K., Amedahe, F. K., & Atta, E. T. (2005). Principles and methods of teaching (2nd ed.). Accra: Black Mask. Upham, A. A. (2018). An introduction to agriculture. New Delhi: Forgotten Books Limited. (Reprint).
Additional Reading List	<ul style="list-style-type: none"> Anderson, M. L. & Taylor, H. F. (2004). Sociology (3rd ed.). Belmont: Wadsworth. Awedoba, A. K. (2005). Culture and development in Africa. Accra: Historical Society of Ghana. 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"> CPD Need: See PD Material on Teaching Year 1 Semester 1 Course on Foundations of Social Studies and Technical, Vocational Education and Training.

LESSON 2

DUPLICATE THE PLANNER FOR EACH LESSON

Plans for each lesson in the semester.

The following format should be completed for each lesson in the semester.

Year of B.Ed.	LEVEL 100	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	Links and connections between the individual, family, school and community				Lesson Duration	3 hours	
Lesson description	This lesson focuses on the links between the individual, families, school, other social groups and development of communities. It also focuses on the impact family, school and community have on individual's development and learning, and how teachers can collaborate with one another in order work together with the family and community to advance education of the children they would teach in basic schools.						
Previous student teacher knowledge, prior learning (assumed)	Student Teacher are: <ul style="list-style-type: none"> Familiar with the role family, school and community play in their education. Conscious of the need to be successful. 						
Possible barriers to learning in the lesson	<ul style="list-style-type: none"> Peer Influence (Please expand). Socio-cultural influence (Expand). 						
Lesson Delivery - chosen to support student teachers 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 Concept Mapping to enable student teachers to describe and explain the links and connections between the individual, families, social groups and their communities. Use audio-visual (video clip) to enable student teachers to discuss how some individuals have contributed to the development of their families and communities. Use Cooperative Learning Techniques (Learning Together Model) to enable student teachers to discuss, in groups, how families, other social groups and communities shape individual's development and learning. Use thought shower to enable student teachers to describe and explain how children's families and communities will be important to their work as teachers. 						

<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 the links and connections between the individual, family, social groups and communities. It is also intended to provide opportunities for student teachers to become conscious of the relationship between families and communities, on one hand and an individual's development and learning.</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 	<p>Learning Outcomes: By the end of the lesson, the student teacher will be able to:</p>	<p>Learning Indicators</p>	<p>Identify which cross cutting issues – core and transferable skills, equity and addressing diversity and how these will be addressed.</p>
	<ul style="list-style-type: none"> • Demonstrate knowledge and understanding of the links and connections between individuals, families, schools, other social groups and their communities. • Demonstrate knowledge and understanding of individuals' contribution to the development of families, the school and community. • Demonstrate knowledge and understanding of the importance of families and communities to an individual's development and learning. • Apply their knowledge and understanding gained to demonstrate how they will work with one another in the school setting, families, and community to support children's learning. 	<ul style="list-style-type: none"> • Create concept map to explain the links and connections between the individual, family, school, other social groups and communities. • Explain how the individual can contribute to the development of their families, schools and communities. • Describe how the family and community can shape/support individual's development and learning. • Use their knowledge and understanding of the links and connections between individual, school, family and community to describe how they will connect with families and communities in their work as teachers. 	<p>Crosscutting Issues to be addressed in the lesson:</p> <ul style="list-style-type: none"> • Gender, equity and inclusivity. • Socio-cultural and economic differences • Issues of SEN (Special Education Needs). <p>Transferable skills to addressed in the lesson:</p> <ul style="list-style-type: none"> • Team-work/ collaboration. • ICT. • Professional attitudes and values.

Topic Title	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study.				
Links and connections between the individual, family and community	Lesson Introduction	1 Hour 15 minutes	<ul style="list-style-type: none"> • Tutor facilitates student teachers' revision of previous lesson on <i>Understanding oneself and family systems</i>. • Tutor facilitates student teachers' transition to the new lesson with the use of Know-Want to know and Learnt (KWL). • Tutor directs student teachers to fill the first two columns of KWL form. • Tutor calls on them to share ideas on the completed forms. • NB: The L column, which is what they actually learned from the lesson can be filled after the lesson. 	<ul style="list-style-type: none"> • Student teachers use Thought Shower to revise their knowledge and understanding gained from <i>Understanding oneself and family systems</i>. • 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 know about the topic and what they want to learn from the lesson.
	Linkages between individuals, School, family and community.	2 Hour 45 minutes	<ul style="list-style-type: none"> • Tutor asks student teachers to form small groups (five or six members each) and tasks them to describe and explain links and connections between the individual, school, family, other social groups and community with the aid of concept map. • NB: consider mixed ability, gender and SEN in the grouping of students. This implies that girls or boys should not be put in single-sex groups, or "high achievers" should not be put in one group and "low achievers" should not also be put in the same group but should be mixed. Similarly, learners with special education needs should be mixed with those without such needs. 	Working in small groups, student teachers use Concept Mapping to describe and explain the links and connections between individuals, schools, families, other social groups and their communities and make presentation of their work to class for comments and suggestions.

Topic Title	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
	Individuals contribution to family and community development.	3 Hour 50 minutes	<ul style="list-style-type: none"> Tutor shows a short video clip on contributions individuals can make to the development of the communities and families. (NB: Advance preparation and testing of equipment required. Again, consider issues of SEN). Tutor uses questions to facilitate whole-class discussion of issues in the video clip and how education can make individual more functional to their communities and families. 	<ul style="list-style-type: none"> Student teachers watch audio-visual (video clip) on contribution of individuals to development of their families and communities and take notes of their observations. Student teachers share their thoughts on issues in the video clip and ask questions for clarification. Student teachers discuss how education can make individuals functional to their communities and families.
	Impact of family and community on individual development and learning.	4 Hour 35 minutes	<ul style="list-style-type: none"> Tutor facilitates group discussion on impact/ contributions of families, the school, other social groups and community on individual's development and learning. 	<ul style="list-style-type: none"> Student teachers discuss in groups, how families, the school, other social groups and communities shape individual's development and learning. Groups share their work with class.
	Importance of Family, the School and Community to the work of Teachers.	5 Hour 35 minutes	<ul style="list-style-type: none"> Tutor facilitates using thought shower to enable student teachers to describe and explain how children's families, schools and communities are important to their work as teachers. Tutor facilitates discussion on how student teachers can apply their knowledge and understanding gained on the links and connections between the individual, school, family and community in their work with families, school and community to support children's learning. NB: Tutor reminds students to complete the L part of the Know-Want to Know-Learnt (KWL). 	<ul style="list-style-type: none"> Student teachers use thought shower to describe and explain the importance of children's families, schools and communities to the work of teachers. Student teachers demonstrate how they can apply their knowledge and understanding gained on the links and connections between the individual, school, family and community in their work with families, school and community to support children's learning. NB: Student teacher fills L part of the KWL form.

Lesson assessments - evaluation of learning: of, for and as learning within the lesson	In Lesson Assessment: Assessment for and as Learning <ul style="list-style-type: none"> • Observation of student teachers' participation in discussion on how families, schools and community can shape and support an individual's development and learning. • In groups, student teachers create concept map to explain the links and connections between the individual, family, schools, social groups and community. • Group presentation demonstrating how student teachers will use their knowledge and understanding of the links and connections between individual, family and community to connect with families and communities in their teaching work. <p>Learning Outcomes assessed: CLO 4; CLO 3; CLO 5; NTS Page 12 (a, b, c & f); page 14 (k)</p>
Teaching and Learning Resources	<ul style="list-style-type: none"> • Audio-visual Equipment and Video clips on interpersonal relationships and community layouts. • Pictures and posters of components of the community, community and school lay-outs and interpersonal relationships. • Braille, Scanner and Embosser, Sign language (Resource Person). • internet facility, laptop computer/PCs.
Required Text (core)	<ul style="list-style-type: none"> • Anderson, M. L. & Taylor, H. F. (2004). Sociology (3rd ed.). Belmont: Wadsworth. • Awedoba, A. K. (2005). Culture and development in Africa. Accra: Historical Society of Ghana.
Additional Reading List	<ul style="list-style-type: none"> • Tamakloe, E. K., Amedahe, F. K., & Atta, E. T. (2005). Principles and methods of teaching (2nd ed.). Accra: Black Mask. • Upham, A. A. (2018). An introduction to agriculture. New Delhi: Forgotten Books Limited. (Reprint).
CPD Needs	<ul style="list-style-type: none"> • See PD Material on Teaching Year 1 Semester 1 Course on Foundations of Social Studies and Technical, Vocational Education and Training.

LESSON 3

DUPLICATE THE PLANNER FOR EACH LESSON

Plans for each lesson in the semester.

The following format should be completed for each lesson in the semester.

Year of B.Ed.	LEVEL 100	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	Interrelatedness of Technical Skills and Social Studies				Lesson Duration	3 hours	
Lesson description	<p>Technical Skills and Social Studies are related areas of study within the context of the growing multicultural setting of Ghana. The domains are important because individuals learning these subjects can acquire skills which are relevant to the socio-economic development of Ghana. The lesson presents opportunities for the student teachers to explore the interrelatedness of social studies and technical skills and implications for teaching the basic school curriculum. Team teaching is recommended for this lesson because of the integration of Technical Skills and Social Studies.</p>						
Previous student teacher knowledge, prior learning (assumed)	<p>Student Teacher are:</p> <ul style="list-style-type: none"> Familiar with the role the various Technical Skills play in community development. They are also aware of the role of Technical Skills in infrastructural development of the community. 						
Possible barriers to learning in the lesson	<ul style="list-style-type: none"> Gender issues in the choice of careers in Technical Skills: Technical Skills is a male dominated occupation. Tutors of Social Studies and TVET may not easily appreciate the need to work together. TVET is not considered a subject or vocation for SEN students. 						
Lesson Delivery - chosen to support student teachers 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 of interactive lectures for presentation on introduction to Technical Skills. Use of recordings of videos from sources such as YouTube, Khan Academy, Coursera, Udemy, MOOCs to enable student teachers to demonstrate and discuss the distinctiveness and inter-relatedness of Technical Skills to Social Studies and its implications for teaching the basic school curriculum, Use think pair share to help students to demonstrate knowledge and understanding of the interconnectedness between Technical Skills and Social studies. Organise student teachers in groups to discuss the strengths of Technical Skills being vocation for SEN students, and make presentations in a seminar. 						

<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 predispose student teachers to the concept of distinctiveness/interrelatedness of Technical Skills and Social Studies as a subject in the 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 	<p>Learning Outcomes By the end of the lesson, the student teacher will be able to:</p>	<p>Learning Indicators</p>	<p>Identify which cross cutting issues – core and transferable skills, equity and addressing diversity. How will these be addressed.</p>
	<ul style="list-style-type: none"> • Demonstrate knowledge and understanding of the branches and importance of Technical Skills. • Demonstrate basic knowledge of the uniqueness and interrelatedness of Technical Skills and Social Studies. • Demonstrate knowledge and understanding of the strengths of the interrelatedness between Technical Skills, and Social Studies as sources of vocation for all including students, teachers with SEN and their implications for teaching the basic school curriculum. 	<ul style="list-style-type: none"> • Explain the branches and importance of Technical Skills namely: Woodwork, Automotive, Construction, Metal, Electronics and Electricity. • Explain the distinctiveness and inter-relatedness of Technical Skills and Social Studies and their implications for teaching the basic school curriculum • Use Role-Play to demonstrate the interrelatedness of Technical Skills and Social Studies. • Discuss the ways in which Technical Skills as subject areas have contributed to national development. • Describe the strengths of Technical Skills, and Social Studies as vocation for all, including SEN student teachers and their implications for teaching the basic school curriculum. 	<p>Crosscutting Issues to be addressed in the lesson:</p> <ul style="list-style-type: none"> • Gender, equity and inclusivity. • Issues of SEN (Special Education Needs). • Leadership skills. • ICT skills. • Team work skills. • Collaborative skills.

Topic Title	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study.				
Interrelatedness of Technical Skills and Social Studies	Introduction	1 Hour 10 minutes	<ul style="list-style-type: none"> Tutor facilitates student teachers' revision of the relevance of previous lesson on interrelatedness of Technical Skills and Social Studies. 	<ul style="list-style-type: none"> Students discuss the interrelatedness between Technical Skills and Social Studies as an integrated subject and write short answers to the questions.
	Branches of Technical Skills and their importance	2 Hour 60 minutes	<ul style="list-style-type: none"> Tutor use interactive lectures to engage students concerning the branches of Technical Skills and their importance. Tutor to record pre-video scenarios on the distinctiveness and inter-relatedness of Technical Skills and Social Studies from the internet e.g., the link between Social Studies and Agriculture https://www.youtube.com/channel/UC1vXs1SuxJHZPUswgtiwBEA for the student teachers and organise them in groups to discuss the video. 	<ul style="list-style-type: none"> Student teachers participate in the lectures, contribute to the discussions and write down important points. Social studies and agriculture. Student teachers to critically observe the video and engage in group discussion on the distinctiveness and inter-relatedness of Technical Skills and Social Studies as shown in the video. Student teachers share the respective group work with the rest of the class.
		3 Hour 50 minutes	<ul style="list-style-type: none"> Tutor using think pair share to help students to demonstrate knowledge and understanding of the interconnectedness between Agriculture, Home Economics and Social studies and their implications for teaching the early grade, upper primary and the JHS curriculum. 	<ul style="list-style-type: none"> Student teachers use think pair share to explain the interconnectedness between Technical Skills and Social studies and how that can be taught in the basic school curriculum.
		4 Hour 60 minutes	<ul style="list-style-type: none"> Tutor shows short video on scenes of stereotypes/ misconceptions (e.g. female mechanic or carpenter working, or e.g., video of a visually impaired car mechanic). Tutor facilitates group discussion on the strengths of Technical Skills being a vocation for all including, SEN student teachers and their implications for teaching the basic school curriculum. NB: Tutors may adapt the lesson to suit their own circumstances. 	<ul style="list-style-type: none"> Student teachers watch the video on scenes of stereotypes/ misconceptions and discuss what they have observed. In groups, student teachers discuss the strengths of Technical Skills being a vocation for all, including SEN student teachers and share their findings with the class and their implications for teaching the basic school curriculum.

Lesson assessments - evaluation of learning: of, for and as learning within the lesson	<p>In lesson assessment: Assessment Type: Assessment for and as Learning</p> <p>Category of Assessment:</p> <ul style="list-style-type: none"> • Student teachers make group presentation on the strengths of Technical Skills being a vocation for all, including SEN student teachers. <p>Learning Outcomes assessed: CLO 1 NTS Page 14 (b).</p> <ul style="list-style-type: none"> • Group presentation on strengths of the various subjects within Technical Skills as vocations for all, including SEN student teachers CLO 1 NTS Page 14 (b).
Teaching and Learning Resources	Internet facility, laptop computer/PCs.
Required Text (core)	<ul style="list-style-type: none"> • Tamakloe, E. K., Amedahe, F. K., & Atta, E. T. (2005). Principles and methods of teaching (2nd ed.). Accra: Black Mask.
Additional Reading List	<ul style="list-style-type: none"> • Anderson, M. L. & Taylor, H. F. (2004). Sociology (3rd ed.). Belmont: Wadsworth.
CPD Needs	<ul style="list-style-type: none"> • See PD Material on Teaching Year 1 Semester 1 Course on Foundations of Social Studies and Technical, Vocational Education and Training.

LESSON 4

DUPLICATE THE PLANNER FOR EACH LESSON

Plans for each lesson in the semester.

The following format should be completed for each lesson in the semester.

Year of B.Ed.	LEVEL 100	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	Interrelatedness of Visual Arts and Social Studies				Lesson Duration	3 hours	
Lesson description	<p>Visual Arts and Social Studies are related areas of study within the context of the growing multicultural setting of Ghana. Visual Arts is important because the individuals learning this subject can acquire skills which are relevant to the socio-economic development of the country. The lesson presents opportunity for the student teachers to explore the interrelatedness of social studies and visual arts and implications for teaching the basic school curriculum.</p> <p>Team teaching is recommended for this lesson because of the integration of the two subjects.</p>						
Previous student teacher knowledge, prior learning (assumed)	<p>Student Teacher are:</p> <ul style="list-style-type: none"> Familiar with TVET domains within their communities. They are conscious of the Visual artefacts. 						
Possible barriers to learning in the lesson	<ul style="list-style-type: none"> Many people find Visual Art difficult. Society looks down on the Visual arts. 						
Lesson Delivery - chosen to support student teachers 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>Use community walk session to:</p> <ul style="list-style-type: none"> Identify the various areas of Visual Arts and their importance in the community. Discuss the distinctiveness and inter-relatedness of Visual Arts areas as well as their connection with Social Studies. Identify the career opportunities provided within Visual Arts and their relevance for community development. Think, pair and share observations to enable student teachers to discuss their plans, preferences and aspirations within the Visual Arts domains. Enable student teachers to record pictorially relevant activities in the community into their reflective journals. 						

<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"> • The purpose of this lesson is to introduce student teachers to Visual Arts as a TVET domain (their distinctiveness/interrelatedness. It is also intended to provide opportunity for student teachers to become conscious of their strengths, preferences and opportunities within the Visual Arts domains and make informed choices that will facilitate their adjustment to their new learning environment and its demands and the implications of these for teaching 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 	<p>Learning Outcomes: By the end of the lesson, the student teacher will be able to:</p> <ul style="list-style-type: none"> • Demonstrate knowledge and understanding of the various areas of Visual arts and their importance in the community. • Demonstrate knowledge and understanding of the distinctiveness and interrelatedness of Visual Arts domains as well as the links between Visual Arts and Social Studies and their implications for teaching the basic school curriculum. • Demonstrate knowledge and understanding of the career opportunities within the Visual Arts and their relevance for community development. • Demonstrate understanding of personal preferences and aspirations within the Visual Arts domains. • Demonstrate the ability to keep reflective record of relevant activities during their community walk session into the reflective journals 	<p>Learning Indicators</p> <ul style="list-style-type: none"> • List the various areas of the Visual arts and discuss their importance in the community. • Explain the distinctiveness and interrelatedness within the Visual Arts domains as well as the links between Visual Arts and Social Studies and their implications for teaching the basic school curriculum. • Identify and discuss the career opportunities within Visual Arts and their relevance for community development. • Discuss personal preferences and aspirations within the Visual Arts domains noting the influence of backgrounds. • Record of relevant activities during their community walk session into the reflective journals 	<p>Identify which cross cutting issues – core and transferable skills, equity and addressing diversity. How will these be addressed.</p> <p>Crosscutting Issues to be addressed in the lesson:</p> <ul style="list-style-type: none"> • Communication skills. • Leadership skills. • Entrepreneurial skills. • Digital literacy- information communication & technology (ICT) skills. • Civic literacy. • Gender issues. • Socio-cultural and economic differences. • Team work. • Issues of SEN (Special Education Needs).

Topic Title	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study.				
Interrelatedness of Visual Arts and Social Studies	Introduction	1 Hour 15 minutes	<p>Tutor facilitates student teachers' revision of previous lesson on <i>Understanding oneself and Family systems</i> think-pair-share.</p> <p>Tutor facilitates student teacher transition to the new lesson with the use of 'know-want to know and learnt' (KWL).</p>	<p>Student teachers think-pair-share with their colleagues to revise their knowledge and understanding gained from previous lessons:</p> <ul style="list-style-type: none"> • Understanding oneself and Family systems. • Links and connections between the individual, family, school and community. • Interrelatedness of Technical skills and Social Studies. <p>Student teachers fill first two columns of Know-want to know and learnt (KWL) form and share with class with respect to what they already know about the topic and what they want to learn from the lesson.</p>
	1. Introduction to visual Arts domains (their distinctiveness and interrelatedness and their importance in the community.	2 Hour 35 minutes	<ul style="list-style-type: none"> • Tutor facilitates the use of thought shower to enable student teachers list, describe and explain the domains of Visual Arts (their distinctiveness and inter-relatedness). • Tutor guides student teachers through community walk session to discuss the importance of Visual Arts in the community and in the school. 	<p>Through use of thought shower Student teachers list, describe and explain the Visual Arts domains (their distinctiveness and interrelatedness):</p> <ul style="list-style-type: none"> • Picture making • Ceramics and pottery • Sculpture • Textiles • Jewellery • Leather works • Graphic designs <p>Based on the observations made during community walks, student teachers discuss the importance of Visual arts in the community.</p>

Topic Title	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
	2. The distinctiveness and inter-relatedness between Visual Arts and Social Studies.	3 Hour 40 minutes	Tutor uses community walk session to facilitate discussions on the distinctiveness and inter-relatedness of Visual Arts and Social Studies and their implications for teaching the basic school curriculum. (e.g., Social Studies seeks to identify and find lasting solutions to individual and societal problems such as unemployment, and poverty, while people in our communities also engage in Visual Art-related activities such as sculpture, graphic design, leather works, etc which are sources of employment and income generation.	<ul style="list-style-type: none"> • Student teachers (i) engage in discussions in groups on distinctiveness and inter-relatedness between Visual Arts and Social Studies and their implications for teaching the basic school curriculum using their observations, during the community walk sessions. • Student Teachers share their respective group work with the rest of the class for comments and review.
	3. Career Opportunities and the Contributions of Visual Arts to Community Development.	4 Hour 50 Minutes	<ul style="list-style-type: none"> • Tutor invites resource person(s) (role models) in the community who have defied limitations and stereotyping in TVET to succeed in Visual art business (e.g., female mechanic, visually impaired mechanic artist/ software developer, male chef, etc) to discuss career opportunities and the contribution of Visual arts to community development. • Tutor guides student teachers to debrief the session to establish whether they (student teachers) found appropriate answers to their questions. 	<ul style="list-style-type: none"> • Student teachers in groups interact with the resource person(s) and discuss the career opportunities as well as the contributions of Visual Arts to community development. • Student teachers take turns to share their group discussions with the class.

Topic Title	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
	4. Plans, preferences and aspirations of student teachers in Visual Arts domains.	20 minutes	<ul style="list-style-type: none"> Tutor guides student teachers to discuss their plans, preferences and aspirations within the Visual Arts domains through the use of think, pair, share technique. 	Student teachers in pairs share their thoughts on their plans, preferences and aspirations within the Visual Arts domains and discuss with the whole class.
	5. Record of relevant activities during their community walk session into the reflective journals.	10 minutes	<ul style="list-style-type: none"> Tutor guides student teachers to record into the reflective journals relevant discoveries during their community walk session and how these will influence the delivery of the basic school curriculum. 	<p>student teachers to record into the reflective journals relevant discoveries during their community walk session and how these will influence the delivery of the basic school curriculum.</p> <p>Student teachers exhibit pictorial documentations from their community walk.</p>

<p>Lesson assessments - evaluation of learning: of, for and as learning within the lesson</p>	<p style="text-align: center;">Summary of Assessment Methods</p> <hr/> <p>Component 1: Examination Assessment Type: Assessment of Learning. Category of Assessment: Continuous Assessment 1. Maximum Duration: 3 hours Students teachers are assessed by summative examination on: <ul style="list-style-type: none"> • List of various subjects in Visual Arts and their relevance for community development • Discussions on the distinctiveness and interrelatedness of Visual Arts. • the links between Visual Arts and Social Studies. • List of career opportunities in Visual Arts. Learning Outcomes assessed: CLO 1; CLO 2; CLO 3; NTS Page 12 (a, b, c & f); page 14(k) Weighting (40%)</p> <hr/> <p>Component 2: Continuous Assessment 2 <ul style="list-style-type: none"> • Assessment Type: Assessment for and as Learning. • Category of Assessment: Learning Outcomes assessed: CLO 2; CLO 3; CLO 4; NTS Page 14 (b) Weighting (40%)</p> <hr/> <p>Component 3: Coursework 2 Assessment Type: Assessment for Learning. Category of Assessment: Student teachers assessed through application of lesson on: <ul style="list-style-type: none"> • Plans and aspirations based on new knowledge acquired and how it will be used as a connection to their new learning environment and course choices. • Reflective journal recordings. Learning Outcomes Assessed: CLO 5; NTS page 12 (a, b, c); 13 (c); 14 (b) Weighting (20%)</p>
<p>Teaching and Learning Resources</p>	<ul style="list-style-type: none"> • Audio-visual Equipment and Video clips on interpersonal relationships and community layouts. • Pictures and posters of components of the community, community and school layouts and interpersonal relationships. • Scanner and embosser Sign language (Resource Person). • Internet facility, laptop computer/PCs. • Resource person.
<p>Required Text (core)</p>	<ul style="list-style-type: none"> • Adams L. S. (2010). A History of western Art. McGraw-Hill Education; 5 edition, City University of New York.
<p>Additional Reading List</p>	<p>Fiero G.K (2015) the Humanistic Tradition. The Global Village of the Twentieth Century, 7th edition. Brown and Benchmark. Wisconsin.</p> <p>Grierson, E., & Mansfield, J. (Eds.). (2003). The arts in education: critical perspectives from Aotearoa New Zealand.</p> <p>Price, G. (2005). Navigating histories of understanding art. New Zealand. Waitakere.</p> <p>Jossey-Bass. & Pearson, H. (2004). Truth beyond appearances: the art of Nigel Brown. Whangaparaoa: Interactive Education Ltd.</p>
<p>CPD Needs</p>	<ul style="list-style-type: none"> • See PD Material on Teaching Year 1 Semester 1 Course on Foundations of Social Studies and Technical, Vocational Education and Training.

LESSON 5

DUPLICATE THE PLANNER FOR EACH LESSON

Plans for each lesson in the semester.

The following format should be completed for each lesson in the semester.

Year of B.Ed.	LEVEL 100	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	Interrelatedness of Agriculture and Social Studies				Lesson Duration	3 hours	
Lesson description	<p>Agriculture and social studies are related areas of study within the context of the growing multicultural setting of Ghana. Agriculture is important because individuals learning it acquire certain employability and entrepreneurial skills necessary for creating self-employment as one of the general aims of Social Studies. This is relevant to the socio-economic development of Ghana. The lesson therefore presents an opportunity for the student teachers to explore the interrelatedness of Social studies and agriculture and how to teach same at the basic school level.</p> <p>Team teaching is recommended for this lesson because of the integrated nature of these two subjects.</p>						
Previous student teacher knowledge, prior learning (assumed)	<p>Student Teacher are:</p> <ul style="list-style-type: none"> Familiar with the role of farmers in community development. 						
Possible barriers to learning in the lesson	<ul style="list-style-type: none"> Gender issues in the choice of career in Agriculture: Agriculture is a male dominated occupation. (Verify). Tutors of Agriculture and Social Studies' appreciation of teaching the course as an integrated curriculum. Agriculture not being a vocation for SEN student teachers. 						
Lesson Delivery - chosen to support student teachers in achieving the outcomes	Face-to-face √	Practical Activity √	Work-Based Learning	Seminars √	Independent Study √	E-learning opportunities √	Practicum
Lesson Delivery – chosen to support students in achieving the outcomes	<ul style="list-style-type: none"> Use interactive lecture to make brief presentation on introduction to Agriculture. Use pre-video recordings from sources such as YouTube, Khan Academy, Coursera, Udemy, MOOCs to enable student teachers to demonstrate and discuss the distinctiveness and inter-relatedness of Agriculture to Social Studies, OR Use think pair share to help students to demonstrate knowledge and understanding of the interconnectedness between Agriculture and Social studies and its implications for teaching the basic school curriculum. Use group discussion to get student teachers to discuss the strengths of Agriculture being a vocation for people with SEN, and make presentation to the rest of the class. 						

<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 the distinctiveness/ interrelatedness of Agriculture and Social Studies and the of the interrelatedness of these two subjects for teaching 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 	<p>Learning Outcomes: By the end of the lesson, the student teacher will be able to:</p>	<p>Learning Indicators</p>	<p>Identify which cross cutting issues – core and transferable skills, equity and addressing diversity. How will these be addressed.</p>
	<ul style="list-style-type: none"> • Demonstrate knowledge and understanding of the branches and importance of Agriculture. • Demonstrate basic knowledge of the uniqueness and interrelatedness of Agriculture and Social Studies and its implications for teaching the basic school curriculum. • Demonstrate knowledge and understanding of the strengths of Agriculture as vocation for all including SEN student teachers TVET domains, and social studies. 	<ul style="list-style-type: none"> • Explain the branches and importance of Agriculture to national development. • Discuss the distinctiveness and inter-relatedness of Agriculture to Social Studies and implications of that to the teaching of social studies curriculum. • Role-Play to demonstrate the interrelatedness of Agriculture and Social Studies. • Describe the strengths of Agriculture as vocation for all, including SEN student teachers. 	<p>Crosscutting Issues to be addressed in the lesson:</p> <ul style="list-style-type: none"> • Gender • Issues of SEN (Special Education Needs) • Leadership skills • ICT skills • Team work skills • Collaborative skills

Topic Title	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study				
Interrelatedness of Agriculture and Social Studies	Introduction	1 Hour 10 minutes	<ul style="list-style-type: none"> Tutor facilitates student teachers' revision of previous lesson on interrelatedness of Agriculture and Social Studies. 	<ul style="list-style-type: none"> Students answer questions and do brief discussions.
	Branches and Importance of Agriculture to National Development	2 Hour 60 minutes	<ul style="list-style-type: none"> Tutor uses interactive lecture to explain the branches and importance of Agriculture to national development. Tutor shows pre-video recordings on distinctiveness and inter-relatedness of Agriculture to Social Studies to student teachers and lead a discussion of the video. 	<ul style="list-style-type: none"> Student teachers listen, contribute to the discussion and write down important points. Student teachers engage in discussions in groups on the distinctiveness and inter-relatedness of Agriculture to Social Studies as shown in the video. Student teachers share their respective group work with the rest of the class.
	Implications of the interrelatedness of Agriculture and Social Studies for teaching the basic school curriculum	3 Hour 50 minutes	<ul style="list-style-type: none"> Tutor facilitates the use of think pair share to help students demonstrate knowledge and understanding of the interconnectedness between Agriculture and Social studies and its implications for teaching the basic school curriculum. 	<ul style="list-style-type: none"> Student teachers use think pair share to explain the interconnectedness between Agriculture and Social studies and its implications for teaching the basic school curriculum.
	Strengths of Agriculture as a vocation for all	4 Hour 60 minutes	<ul style="list-style-type: none"> Tutor guides student teachers to form groups and facilitates a discussion on the strengths of Agriculture as a vocation for all, including SEN student teachers. NB: Tutors are free to adapt the lesson to their own circumstances. Tutor facilitates group discuss on how to teach the basic school integrated Social Studies and Agriculture curriculum. 	<ul style="list-style-type: none"> In groups, student teachers discuss the strengths of Agriculture being a vocation for all, including SEN student teachers, and share their findings with other groups. In groups, student teachers discuss how to teach the basic school integrated Social Studies and Agriculture curriculum.

Lesson assessments – evaluation of learning: of, for and as learning within the lesson (link to Learning Outcomes)	In lesson assessment: Assessment Type: Assessment for and as Learning. Category of Assessment: <ul style="list-style-type: none"> • Group presentation on distinctiveness and inter-relatedness of Agriculture to Social Studies. Learning Outcomes assessed: CLO 1 NTS Page 14 (b). <ul style="list-style-type: none"> • Group presentation on strengths of Agriculture as vocations for all, including SEN student teachers CLO 1 NTS Page 14.
Teaching and Learning Resources	Internet facility, laptop computer/PCs.
Required Text (core)	<ul style="list-style-type: none"> • Tamakloe, E. K., Amedahe, F. K., & Atta, E. T. (2005). Principles and methods of teaching (2nd ed.). Accra: Black Mask. • Upham, A. A. (2018). An introduction to agriculture. New Delhi: Forgotten Books Limited. (Reprint).
Additional Reading List	<ul style="list-style-type: none"> • Anderson, M. L. & Taylor, H. F. (2004). Sociology (3rd ed.). Belmont: Wadsworth.
CPD Needs	<ul style="list-style-type: none"> • See PD Material on Teaching Year 1 Semester 1 Course on Foundations of Social Studies and Technical, Vocational Education and Training.

LESSON 6

DUPLICATE THE PLANNER FOR EACH LESSON

Plans for each lesson in the semester.

The following format should be completed for each lesson in the semester.

Year of B.Ed.	LEVEL 100	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	Interrelatedness of Home Economics and Social Studies				Lesson Duration	3 hours	
Lesson description	Home Economics and Social Studies are related areas of study within the context of the growing multicultural setting of Ghana. The domain is important because individuals learning it acquire certain employability and entrepreneurial skills necessary for creating self-employment as one of the general aims of Social Studies. This is relevant to the socio-economic development of Ghana. The lesson therefore presents an opportunity for the student teachers to explore the interrelatedness of Social studies and Home Economics and how to teach this at the basic school level. Team teaching is recommended for this lesson because of the integrated nature of these two subjects.						
Previous student teacher knowledge, prior learning (assumed)	Student Teachers are: <ul style="list-style-type: none"> Aware of the role of Home Economics in keeping a healthy home and community and as well as avenue for employment creation. 						
Possible barriers to learning in the lesson	<ul style="list-style-type: none"> Gender issues in the choice of careers in Home Economics: Home Economics is for females. Tutors of Home Economics and Social Studies' appreciation of teaching the course as an integrated curriculum. Home Economics not being a vocation for SEN student teachers. Home Economics as a programme/course of study is for 'non-performing' or 'weak' students. 						
Lesson Delivery - chosen to support student teachers 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 interactive lecture to make brief presentation on introduction to Home Economics. Use pre-video recordings from sources such as YouTube, Khan Academy, Coursera, Udemy, MOOCs to enable student teachers to demonstrate and discuss the distinctiveness and inter-relatedness of Home Economics and Social Studies. Use think pair share to help students to demonstrate knowledge and understanding of the interconnectedness between Home Economics and Social studies and implications for teaching these at the basic school level. Use group discussion to get student teachers to discuss the strengths of Home Economics being a vocation for SEN student teachers, and make presentations in a seminar. 						

<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 enable student teachers to appreciate the distinctiveness/interrelatedness of Home Economics and Social Studies and the implications of the interrelatedness of these two subjects for teaching 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 	<p>Learning Outcomes: By the end of the lesson, the student teacher will be able to:</p> <ul style="list-style-type: none"> • Demonstrate knowledge and understanding of the branches and importance of Home Economics to national development. • Demonstrate basic knowledge of the uniqueness and interrelatedness of Home Economics and Social Studies and their implications for teaching the basic school curriculum. • Demonstrate knowledge and understanding of the strengths of Home Economics as vocation for all including SEN student teachers. 	<p>Learning Indicators</p> <ul style="list-style-type: none"> • Explain the branches of Home Economics. • Discuss the distinctiveness and inter-relatedness of Home Economics to Social Studies and their implications for the teaching of basic school curriculum. • Role-Play to demonstrate the interrelatedness of Home Economics and Social Studies. • Explain ways in which Home Economics contributes to national development. • Describe the strengths of Home Economics as a vocation for all, including SEN student teachers. 	<p>Developing and addressing Cross cutting issues - core and transferable skills, inclusivity, equity and diversity.</p> <p>Crosscutting Issues to be addressed in the lesson:</p> <ul style="list-style-type: none"> • Gender. • Issues of SEN (Special Education Needs). • Leadership skills. • ICT skills. • Team work skills. • Collaborative skills.

Topic Title	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study				
Interrelatedness of Agriculture, Home Economics and Social Studies	Introduction	1 Hour 10 minutes	<ul style="list-style-type: none"> Tutor facilitates student teachers' revision of previous lesson on interrelatedness of Agriculture and Social Studies. 	<ul style="list-style-type: none"> Students answer questions and do brief discussions.
	Branches and Importance of Home Economics	2 Hour 60 minutes	<ul style="list-style-type: none"> Tutor uses interactive lecture to explain the branches and importance of Home Economics. <p>OR</p> <ul style="list-style-type: none"> Tutor shows recorded video on a scene that depicts inter-relatedness of Home Economics and Social Studies to student teachers and facilitates discussion on its implications for the teaching of the basic school curriculum. 	<ul style="list-style-type: none"> Student teachers listen, contribute to the discussion and write down important points. Student teachers engage in discussions in groups on the distinctiveness and inter-relatedness of Home Economics to Social Studies as shown in the video and its implications for teaching the integrated basic school curriculum. Student teachers share the respective group work with the rest of the class.
	Interconnectedness between Home Economics and Social studies	3 Hour 50 minutes	<ul style="list-style-type: none"> Tutor uses think pair share to help students to demonstrate knowledge and understanding of the interconnectedness between Home Economics and Social studies. 	<ul style="list-style-type: none"> Student teachers use think pair share to explain the interconnectedness between Home Economics and Social studies.
	Home Economics as a vocation	4 Hour 60 minutes	<ul style="list-style-type: none"> Tutor guides student teachers to form groups and facilitates a discussion on the strengths of Home Economics being a vocation for all including, SEN student teachers. NB: Tutors are free to adapt the lesson to their own circumstances. 	<ul style="list-style-type: none"> In groups, student teachers discuss the strengths of Home Economics being a vocation for all, including SEN student teachers, and share their findings with other groups.

Lesson assessments – evaluation of learning: of, for and as learning within the lesson (link to Learning Outcomes)	In lesson assessment: Assessment Type: Assessment for and as Learning. Category of Assessment: <ul style="list-style-type: none"> • Group presentation on distinctiveness and inter-relatedness of Home Economics to Social Studies. Learning Outcomes assessed: CLO 1 NTS Page 14 (b). <ul style="list-style-type: none"> • Group presentation on strengths of Home Economics as vocations for all, including SEN student teachers CLO 1 NTS Page 14 (b).
Teaching and Learning Resources	Internet facility, laptop computer/PCs.
Required Text (core)	<ul style="list-style-type: none"> • Stage, S. &Vincenti, V. B. (2018). Rethinking Home Economics: Women and the History of a Profession Cornell University Press.
Additional Reading List	<ul style="list-style-type: none"> • Goldstein, Carolyn M. (2012). Creating Consumers: Home Economists in Twentieth-Century America. Chapel Hill, NC: University of North Carolina Press. • East, M. (1980). Home Economics Past, Present and Future. Boston: Allyn and Bacon Inc.
CPD Needs	See PD Material on Teaching Year 1 Semester 1 Course on Foundations of Social Studies and Technical, Vocational Education and Training.

LESSON 7

DUPLICATE THE PLANNER FOR EACH LESSON

Plans for each lesson in the semester.

The following format should be completed for each lesson in the semester.

Year of B.Ed.	LEVEL 100	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	Misconceptions about TVET in Ghana						Lesson Duration	3 hours
Lesson description	This lesson focuses on the misconceptions and stereotyping of TVET in Ghana and their implications for the teaching of the subject at the early grade, upper primary and JHS. It is also intended to give student-teachers the opportunity to learn how teacher education in TVET can be used to address these misconceptions and stereotypes about TVET at the basic school level. The course also focuses on helping student-teachers to generate and sustain interest in the learning of TVET. Again, the course is intended to equip the student teachers with the right attitudes that will help them generate and sustain the interests of their learners in TVET.							
Previous student teacher knowledge, prior learning (assumed)	Student Teacher are: <ul style="list-style-type: none"> Familiar with the TVET domains. Conscious of their abilities. 							
Possible barriers to learning in the lesson	<ul style="list-style-type: none"> Peer Influence. Socio-cultural influence. 							
Lesson Delivery - chosen to support student teachers 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 pre-recorded videos to enable student teachers to identify and explain misconceptions and stereotyping in TVET. Use a resource person who has defied the misconceptions and stereotyping to build a successful career in TVET and to enable student teachers to discuss how to overcome the misconceptions and deal with stereotypes in the community. Use thought shower to enable student teachers to describe their preferred TVET domain and the reason for such choices. Use Cooperative Learning Techniques (Learning Together Model) to enable student teachers to discuss, in groups, the role teachers can play to generate and sustain learners' interest in TVET in our schools. 							

<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 afford student-teachers the opportunity to examine the misconceptions and stereotyping of TVET in Ghanaian schools and how these affect the teaching and learning of the subject. In addition, the course is intended to help student-teachers on one hand generate interest in the teaching of TVET at the basic school and on the other hand generate and sustain the interests of their learners in TVET.</p> <p>Include aspect of NTS to be addressed.</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 	<p>Learning Outcomes: By the end of the lesson, the student teacher will be able to:</p> <ul style="list-style-type: none"> • Demonstrate ability to identify and explain misconceptions and stereotyping about TVET. • Demonstrate knowledge and understanding of how to address the misconceptions and stereotypes in the community about TVET. • Demonstrate the ability to identify and explain their preferred TVET domains. • Demonstrate the ability to discuss the role teachers can play to generate and sustain learners' interest in TVET in basic schools. 	<p>Learning Indicators</p> <ul style="list-style-type: none"> • Identify and explain misconceptions and stereotyping about TVET. • Discuss how to address the misconceptions and stereotypes about TVET in communities in Ghana. • Identify their preferred TVET domains and explain the reasons for such choices. • Discuss the role teachers can play to generate and sustain learners' interests in TVET in basic schools. 	<p>Developing and addressing Cross cutting issues - core and transferable skills, inclusivity, equity and diversity.</p> <p>Crosscutting Issues to be addressed in the lesson:</p> <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-Topic:	Stage/ time	Teacher Activity	Student Activity
Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study.				
Misconceptions about TVET in Ghana	Lesson Introduction	1 Hour 5 Minutes	<ul style="list-style-type: none"> Tutor facilitates student teachers' revision of previous lessons on TVET domains and their importance. 	<ul style="list-style-type: none"> Student teachers use Thought Shower to revise their knowledge and understanding on TVET domains and their importance.
	Misconceptions and Stereotyping of TVET	2 Hour 10 Minutes	<ul style="list-style-type: none"> Tutor facilitates student teacher transition to the new lesson with the use of Know-Want to know and Learnt (KWL). Tutor allows student teachers fill the first two columns of KWL form. Tutor calls on them to share. NB: The L column, which is what they actually learned from the lesson can be filled after the lesson. 	<ul style="list-style-type: none"> Student teachers fill first two columns of Know-want to know and learnt (KWL) form and share with class with respect to what they already know about the topic and what they want to learn from the lesson.
		3 Hour 45 Minutes	<ul style="list-style-type: none"> Tutor facilitates the use of pre-recorded videos form e.g., YouTube to enable student teachers to identify and explain misconceptions and stereotyping of TVET (https://www.youtube.com/watch?v=Q9giY2cY3H8). 	<ul style="list-style-type: none"> With the use of pre-recorded videos, student teachers identify and explain misconceptions and stereotyping in TVET.
	Addressing Misconceptions and Stereotypes related to TVET in the community	4 Hour 50 Minutes	<ul style="list-style-type: none"> Tutor invites a resource person (who has defied the misconceptions and stereotyping to build a successful career in TVET) to support student teachers' learning on how to overcome the misconceptions and deal with stereotypes related to TVET in the community. 	<ul style="list-style-type: none"> Student teachers discuss how to overcome the misconceptions and deal with stereotypes in the community. Student teachers ask the resource person relevant questions to clarify issues.
	Choice of TVET Domains	5 Hour 35 minutes	<ul style="list-style-type: none"> Tutor facilitates student teachers' use of thought shower to identify and explain their preferred TVET domains. 	<ul style="list-style-type: none"> With the use of thought shower, student teachers identify and explain their preferred TVET domains.
	Role of Teachers in Arousing and Sustaining Interest in Teaching and Learning of TVET	6 Hour 35 minutes	<ul style="list-style-type: none"> Tutor guides student teachers to form groups and discuss the role teachers can play to generate and sustain learners' interests in TVET in basic schools. NB: Tutor may need to remind students to complete the L part of the KWL form. 	<ul style="list-style-type: none"> In groups, student teachers discuss the role teachers can play to generate and sustain learners' interests in TVET in our schools.

Lesson assessments - evaluation of learning: of, for and as learning within the lesson	<p>In Lesson Assessment: Assessment for and as Learning</p> <ul style="list-style-type: none"> Identify and explain in groups the misconceptions and stereotyping about TVET in Ghana. Observation of student teacher’s participation in class discussion on how to overcome the misconceptions and deal with stereotypes in the community. Observation of student teacher’s participation in class discussion on the role teachers can play to generate and sustain learners’ interest in TVET in our schools. <p>Learning Outcomes assessed: CLO 4; CLO 3; CLO 5; NTS Page 12 (a, b, c & f); page 14 (k).</p>
Teaching and Learning Resources	<ul style="list-style-type: none"> Audio-visual Equipment and Video clips on interpersonal relationships and community layouts. Pictures and posters of components of the community, community and school lay-outs and interpersonal relationships. Braille, Scanner and Embosser Sign language (Resource Person). Internet facility, laptop computer/PCs, smart phones and tablets.
Required Text (core)	<ul style="list-style-type: none"> Anderson, M. L. & Taylor, H. F. (2004). Sociology (3rd ed.). Belmont: Wadsworth. Awedoba, A. K. (2005). Culture and development in Africa. Accra: Historical Society of Ghana.
Additional Reading List	<ul style="list-style-type: none"> Tamakloe, E. K., Amedahe, F. K., & Atta, E. T. (2005). Principles and methods of teaching (2nd ed.). Accra: Black Mask. Upham, A. A. (2018). An introduction to agriculture. New Delhi: Forgotten Books Limited. (Reprint).
CPD Needs	<ul style="list-style-type: none"> See PD Material on Teaching Year 1 Semester 1 Course on Foundations of Social Studies and Technical, Vocational Education and Training.

LESSON 8

DUPLICATE THE PLANNER FOR EACH LESSON

Plans for each lesson in the semester.

The following format should be completed for each lesson in the semester.

Year of B.Ed.	LEVEL 100	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	Picture Reading and Description						Lesson Duration	3 hours
Lesson description	This lesson introduces student teachers to the concepts of core values and competencies and how these shape attitudes and behaviours of individuals. The lesson also provides opportunity for student-teachers to examine their values and competencies and how these influence their decisions to become teachers. It further exposes student-teachers to the roles of core values and competencies in community decision making and action. The lesson is intended to help student-teachers understand how they can use their knowledge in the core values and competencies in the teaching and learning of the basic school curriculum.							
Previous student teacher knowledge, prior learning (assumed)	Student Teacher are: Familiar with certain beliefs and principles they hold as individuals and can apply these in understanding the lesson.							
Possible barriers to learning in the lesson	<ul style="list-style-type: none"> The possibility of student-teachers ridiculing their colleagues in the process of the discussion on individual values and core competencies. Conflict between individual values and group/community values. 							
Lesson Delivery - chosen to support student teachers 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"> Thought Shower. Group Discussion. Value Clarification Approach. Outdoor pedagogy (Community walks). 							

<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 lesson is intended to provide opportunity for student-teachers to examine their values and competencies and how these influence their decisions to become teachers. It is also aimed at giving student-teachers the opportunity to learn how to use the core values and competencies in teaching the basic school curriculum.</p> <p>Also, it is intended to introduce student teachers to the roles of core values and competencies in community decision making and action.</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 	<p>Learning Outcomes: By the end of the lesson, the student teacher will be able to:</p> <ul style="list-style-type: none"> • Demonstrate knowledge and understanding of the differences and similarities between core values and core competencies. • Demonstrate the ability to analyse the relationship between core values and the development of individuals' attitudes and behaviours. • Demonstrate the ability to examine the role of core competencies in informed decisions-making and how this contributes to the development of communities. • Demonstrate the ability to apply knowledge of core values and competencies in teaching the basic school curriculum. 	<p>Learning Indicators</p> <ul style="list-style-type: none"> • Explain the similarities and differences between core values and core competencies of 21st century learning. • Describe different scenarios showing how core values have contributed to shaping attitudes and behaviours of some individuals in the community. • Identify core values that have helped in shaping their attitudes and behaviours as individuals. • Identify and describe different scenarios showing how core competencies help in decision-making and contribution to the development of their communities. • Examine the implications of the knowledge and competencies in teaching. • Explain how to use the core values and competencies in teaching the basic school curriculum. 	<p>Identify which cross cutting issues – core and transferable skills, equity and addressing diversity and how these will be addressed.</p> <p>In delivering this lesson, the tutor should ensure that Gender equality, respect for diversity, and inclusivity are addressed, by giving opportunity to student-teachers to identify their values and competencies.</p>

Topic Title	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study				
Core values, competencies and skills development	1. Concepts of Core Values and Competencies	1 Hour 60 minutes	<ul style="list-style-type: none"> Tutor facilitates the use of thought shower to enable student teachers to describe and explain the concepts of Core Values and Core Competencies. Tutor assigns differentiated tasks to student-teachers in groups on the differences and similarities between core values and core competencies. 	<ul style="list-style-type: none"> Student teachers use thought shower to explain the concepts of core values and core competencies. Student-teachers, in groups, work on the differentiated task assigned them on the differences and similarities between core values and core competencies. Groups share their findings with the class.
	2. The Place of Core Values and Competencies in the Development of Attitudes, and Decision-making	2 Hour 60 minutes	<ul style="list-style-type: none"> Tutor introduces student-teachers to the Value clarification approach and guides them to use it to identify their personal values which have shaped their attitudes and behaviours including decision-making. 	<ul style="list-style-type: none"> Student-teachers use the Value clarification approach to identify their personal values which have shaped their attitudes and behaviours including decision-making.
	3. The Place of Core Values and Competencies in Community Action and Development	3 Hour 60 minutes	<ul style="list-style-type: none"> Tutor/Lecturer/Facilitator shows a short videoclip on community decision making and the values that inform those decisions. Tutor/Lecturer/Facilitator assigns student-teachers to do independent studies in their communities on how values influence community development decision making and actions (NB: The task should be given out to student-teachers to investigate prior to the lesson). Tutor uses questioning to facilitate discussion on the implications of the knowledge and competencies in teaching. Tutor facilitates student teachers' discussion on how to use the core values and competencies in teaching the basic school curriculum through school visits. 	<ul style="list-style-type: none"> Student-teachers watch and discuss the video clip taking into consideration the values that inform community decision making. Student-teachers through community walks do independent studies in their communities on how values influence community development decision making and actions and do oral presentation in class. Student teachers discuss implications of the knowledge and competencies in teaching. Through discussion, student teachers explain how to use the core values and competencies in teaching the basic school curriculum.
	4. Implications of the knowledge of core values and competencies to teaching			

Lesson assessments – evaluation of learning: of, for and as learning within the lesson (link to Learning Outcomes)	<p>Component 2: Continuous Assessment 1</p> <p>Assessment Type: Assessment for and as Learning.</p> <p>Category of Assessment: Student teachers assessed through:</p> <ul style="list-style-type: none"> • Group oral presentation on differences and similarities between core values and core competencies. • Take-home assignment (independent study) on implications of the knowledge and competencies in teaching. <p>Learning Outcomes Assessed: CLO 1; CLO 2; CLO 3; NTS Page 14 (a, b, e, & f, 2c, e, f, i, k-n).</p>
Teaching and Learning Resources	Resource person, video clip from YouTube.
Required Text (core)	T-Tel Teaching and Learning material. Theme 5: Professional Development Guide for Tutors.
Additional Reading List	Adam, M., Odumah, L. K., & Ngaaso, C.K. (2018). Skills, methods and techniques of teaching Social Studies. Accra: BM Studios Ltd (Whitespace Gh).
CPD Needs	See PD Material on Teaching Year 1 Semester 1 Course on Foundations of Social Studies and Technical, Vocational Education and Training.

LESSON 9

DUPLICATE THE PLANNER FOR EACH LESSON

Plans for each lesson in the semester.

The following format should be completed for each lesson in the semester.

Year of B.Ed.	LEVEL 100	Semester	1	Place of lesson in semester	1	2	3	4	5	6	7	8	9	10	11	12
Title of Lesson	TVET and Technology										Lesson Duration	3 hours				
Lesson description	The lesson introduces Student-teachers to the dynamic relationships between TVET and the development and use of technology. The lesson will also emphasise the development and use of Indigenous technology and how to teach it the basic school level.															
Previous student teacher knowledge, prior learning (assumed)	Student Teacher are: <ul style="list-style-type: none"> • Familiar with the indigenous technologies in their community. • Exposed to the contributions of TVET to Social and economic development in the society. • The interrelationship between TVET and Social Studies. • Exposed to the different domains of TVET. 															
Possible barriers to learning in the lesson	Misconception about what technology means.															
Lesson Delivery - chosen to support student teachers 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 work based learning to allow students to observe the use of technology at the workplace. • Use thought shower to enable student teachers to describe and explain who they are, places of birth and conditions and circumstances that have influenced their current state. • Use think, pair and share to enable students discuss their plans and aspirations. • Use concept mapping to describe the links and connections between individual, the family as a system and family systems. • Use group discussion to get student teachers discuss their strengths and aspirations and use the information to connect to their new learning environment. 															
<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"> • The purpose of the lesson is to give student-teachers the opportunity to examine the relationships between TVET and technology and how to use this knowledge to teach at the basic school level. 															

<ul style="list-style-type: none"> • Learning Outcome for the lesson, picked and developed from the course specification 	Learning Outcomes: By the end of the lesson, the student teacher will be able to:	Learning Indicators	Developing and addressing Cross cutting issues - core and transferable skills, inclusivity, equity and diversity.
<ul style="list-style-type: none"> • Learning indicators for each learning outcome 	<ul style="list-style-type: none"> • Demonstrate knowledge and understanding of the meaning of technology in different contexts. • Demonstrate knowledge and understanding of how technologies are developed and applied. • Demonstrate knowledge and understanding on how to teach the relationships between TVET and technology at the basic school level. 	<ul style="list-style-type: none"> • Explain the meaning of technology in different contexts, that is the foreign and indigenous. • Describe specific technologies and how they are applied in industry. • Identify indigenous technologies in the community and explain their uses. • Explain how their knowledge and understanding of the relationships between TVET and technology can be used to teach at the basic school level. 	<p>Crosscutting Issues to be addressed in the lesson:</p> <ul style="list-style-type: none"> • Gender • Socio-cultural and economic differences • Issues of SEN (Special Education Needs) • Assessment strategies • Action research <p>Transferable skills to be addressed in the lesson:</p> <ul style="list-style-type: none"> • Problem-solving skills • Personal motivation • Team-work/ collaborative skills • Analytical skills • Critical thinking • Reflective creative and innovative skills • Inquiry.

Topic Title	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study.				
TVET and Technology	Introduction	1 Hour 15 minutes	<ul style="list-style-type: none"> Tutor facilitates student teachers' group presentation the take-home group assignment on how they can teach the contributions of TVET to national development. 	<ul style="list-style-type: none"> Student-teachers present their take-home assignment.
	TVET and Meaning of Technology	2 Hour 60 minutes	<ul style="list-style-type: none"> Tutor guides student teachers to use thought shower to identify and explain the meaning of technology in different contexts (foreign/western and indigenous). 	<ul style="list-style-type: none"> Student teachers, with the use of thought shower, identify and explain the meaning of technology in different contexts.
	Identification and application of technology	3 Hour 60 minutes	<ul style="list-style-type: none"> Tutor shows video of e.g., indigenous and contemporary ways of preserving fish for student teachers to watch and observe the different technologies used and their application. Tutor puts student-teachers into small groups and tasks them to identify indigenous technologies in their communities and explain their uses. 	<ul style="list-style-type: none"> Student teachers observe and take note of the different technologies and their applications. Student Teachers work in their assigned groups to identify indigenous technologies in their communities and explain their uses. Student teachers share their findings from their respective groups with the rest of the class.
	Teaching the Relationships between TVET and technology	3 Hour 45 minutes	<ul style="list-style-type: none"> Tutor guides student-teachers to discuss in groups how they can apply knowledge and understanding of the relationships between TVET and technology in their teaching at the early grade, upper primary and JHS levels. 	<ul style="list-style-type: none"> In groups, student-teachers discuss how they can apply knowledge and understanding of the relationships between TVET and technology in their teaching at the basic school level.

Lesson assessments – evaluation of learning: of, for and as learning within the lesson	In Lesson Assessment Student teachers present their group work on identification and use of indigenous technologies in their communities.
Teaching and Learning Resources	<ul style="list-style-type: none"> • Audio-visual Equipment and Video clips on interpersonal relationships and community layouts. • Pictures and posters of components of the community, community and school lay-outs and interpersonal relationships. • Braille, Scanner and Embosser Sign language (Resource Person). Internet facility, laptop computer/PCs.
Required Text (core)	<ul style="list-style-type: none"> • Upham, A. A. (2018). An introduction to agriculture. New Delhi: Forgotten Books Limited. (Reprint). • Chinien, C. (2003). The Use of ICTs in Technical and Vocational Education and Training: Analytical Survey. Moscow: UNESCO Institute for Information Technologies in Education.
Additional Reading List	T-TEL, Handbook on Supported Teaching.
CPD Needs	<ul style="list-style-type: none"> • See PD Material on Teaching Year 1 Semester 1 Course on Foundations of Social Studies and Technical, Vocational Education and Training.

LESSON 10

DUPLICATE THE PLANNER FOR EACH LESSON

Plans for each lesson in the semester.

The following format should be completed for each lesson in the semester.

Year of B.Ed.	LEVEL 100	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	Writing reflections in Student Reflective Journals (SRJ) from school visits				Lesson Duration	3 hours	
Lesson description	This lesson builds on the foundations of the preparation of SRJ presented by the STS. It will provide students with the opportunity of learning how to record experiences during the school observation relating to the teaching and learning of TVET and its interconnectedness with Social Studies.						
Previous student teacher knowledge, prior learning (assumed)	Student Teacher are: <ul style="list-style-type: none"> • Have done their school observation and have become familiar with the SRJ. • Are familiar with the principles and content of the TVET and Social Studies manual. 						
Possible barriers to learning in the lesson	<ul style="list-style-type: none"> • Some student teachers may still not be familiar with the principles and contents of the course. • The tutors of the course may not be familiar with the format used in writing the SRJ. 						
Lesson Delivery - chosen to support student teachers 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"> • Work based learning: to allow student-teachers undertake observation, enquiry and/or hands-on activities how to write experiences in the SRJ. • Practicum (supported teaching in school): support to enable student teachers experience and learn from the basic school context by doing observations and child study and document them in the SRJ. 						
<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 the lesson is to help student teachers build on the foundations of the preparation of SRJ presented by the STS. It also seeks to give student teachers the opportunity of learning how to record experiences during school observations relevant to the teaching and learning of TVET and its interconnectedness with Social studies.						

<ul style="list-style-type: none"> • Learning Outcome for the lesson, picked and developed from the course specification 	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"> • Learning indicators for each learning outcome 	<ul style="list-style-type: none"> • Use the ideas from their understanding, knowledge and application of the course in teaching and learning to record their experiences into the Student Reflective Journals (SRJ) NTS 3h, NTECF pg. 45 	<ul style="list-style-type: none"> • Correctly complete all required section in the SRJ format. • Share reflections on the completed format with peers. 	<p>Crosscutting Issues to be addressed in the lesson:</p> <ul style="list-style-type: none"> • Gender, • Socio-cultural and economic differences • ICT • Issues of SEN (Special Education Needs) <p>Transferable skills to be addressed in the lesson:</p> <ul style="list-style-type: none"> • Problem-solving skills • Personal motivation • Team-work/collaborative skills • Analytical skills • Critical thinking • Creative and innovative skills • Inquiry.

Topic Title	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study.				
Writing reflections in Student Reflective Journals (SRJ) from school visits	1. Principles in completing the SRJ	1 Hour 60 minutes	<ul style="list-style-type: none"> Tutor leads discussion, thought shower, question and answer to explain the principles of completing the SRJ. 	<ul style="list-style-type: none"> Student teachers use discussion, thought shower, question and answer to appreciate the principles of completing the SRJ.
	2. Individual/ Group presentation on experiences	2 Hour 120 minutes	<ul style="list-style-type: none"> Tutor guides Student Teachers to form groups, based on gender and mixed ability, to share their experiences as recorded in the SRJ. 	<ul style="list-style-type: none"> Student teachers engage in discussions based on groups formed and share their experiences.

Lesson assessments – evaluation of learning: of, for and as learning within the lesson (link to Learning Outcomes)	In Lesson Assessment Student teachers assessed through Oral Presentation on experiences from school observations recorded in the SRJ.
Teaching and Learning Resources	<ul style="list-style-type: none"> Audio-visual Equipment and Video clips on interpersonal relationships and community layouts. Braille, Scanner and Embosser Sign language (Resource Person). Internet facility, laptop computer/PCs.
Required Text (core)	<ul style="list-style-type: none"> T-TEL, Handbook on Supported Teaching.
Additional Reading List	
CPD Needs	<ul style="list-style-type: none"> Use of different Pedagogical: - PDP Theme 1. Use of ICT in Teaching - PDP Theme 5. Team Teaching-PDP Theme 4.

LESSON 11

DUPLICATE THE PLANNER FOR EACH LESSON

Plans for each lesson in the semester.

The following format should be completed for each lesson in the semester.

Year of B.Ed.	LEVEL 100	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	Entrepreneurship and Employability Skills				Lesson Duration	3 hours	
Lesson description	This lesson introduces student-teachers to the concepts of entrepreneurship and employability skills as key components of realising one’s career goals and aspirations. The lesson will also introduce student-teachers to how they can teach their early grade, upper primary and JHS pupils to realise their career goals or aspirations. Emphasis will be placed on qualities of successful entrepreneurs and employability skills required not only to be successful in the job market but also to ensure sustainable independent career life.						
Previous student teacher knowledge, prior learning (assumed)	Student Teacher are: Familiar with the core values and competencies needed for decision making and can apply these in understanding the lesson.						
Possible barriers to learning in the lesson	<ul style="list-style-type: none"> • Misconceptions about entrepreneurship. • Perceptions of student-teachers not regarding learning of entrepreneurship and employability skills as important to their lives. • Inadequate knowledge of the employability skills required of them as people who seek jobs from employers. • The possibility of student-teachers facing the difficulty of: <ul style="list-style-type: none"> • Appreciating the processes of setting up businesses of their own. • Making critical decision on the kinds of business to set up. 						
Lesson Delivery - chosen to support student teachers 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"> • Thought Shower. • Group Discussion. • Resource person. 						

<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>This lesson is intended to introduce student-teachers to the concepts of entrepreneurship and employability skills and how they constitute key components of realising one’s career goals and aspirations. Additionally, the lesson aims at introducing student-teachers to ways of teaching their learners to realise their career goals or aspiration in future. Lastly, the lesson is intended to help student-teachers examine qualities of successful entrepreneurs and employability skills required of them not only to be successful in the job market but also to ensure sustainable independent career life.</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 	<p>Learning Outcomes: By the end of the lesson, the student teacher will be able to:</p> <ul style="list-style-type: none"> • Demonstrate knowledge and understanding of the similarities and differences between entrepreneurship and employability skills. • Demonstrate knowledge and understanding of the principles of entrepreneurship, qualities of an entrepreneur and common employability skills the individual is expected to possess. • Demonstrate knowledge and understanding of the relevance of entrepreneurship and employability skills in TVET and Social Studies. • Demonstrate the ability to analyse the various components of employability skills and apply them in teaching the basic school curriculum. 	<p>Learning Indicators</p> <ul style="list-style-type: none"> • Explain the similarities and differences between entrepreneurship and employability skills. • Explain the principles of entrepreneurship, and qualities of an entrepreneur. • Identify common employability skills individuals are expected to possess. • Discuss the relevance of entrepreneurship and employability skills in TVET. • Discuss the relevance of entrepreneurship and employability skills in Social Studies. • Identify and explain the components of employability skills. • Examine the characteristics of each component of employability skills. • Explain how to teach the components of entrepreneurship and employability skills at the early grade, upper primary and JHS levels. 	<p>Identify which cross cutting issues – core and transferable skills, equity and addressing diversity and how these will be addressed.</p> <p>In delivering this lesson, the tutor should ensure that gender equality, respect for diversity, and inclusivity are addressed, by giving opportunity to student-teachers to identify their values and competencies.</p>

Topic Title	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study.				
Entrepreneurship and Employability Skills	Similarities and Differences between Entrepreneurship and employability skills	1 Hour 30 minutes	<ul style="list-style-type: none"> Tutor facilitates the use of thought shower to enable student-teachers to explain the concepts of entrepreneurship and employability skills. Tutor asks student-teachers to search from the internet and to confirm the meaning of the concepts discussed above using their cell phones. Tutor uses differentiated tasks grouping to enable student-teachers to discuss the similarities and differences between entrepreneurship and employability skills. 	<ul style="list-style-type: none"> Student teachers use thought shower to explain the concepts of entrepreneurship. Student-teachers search from the internet and to confirm the meaning of the concepts discussed above using their cell phones. Student-teachers in differentiated tasks groups discuss the similarities and differences between entrepreneurship and employability skills.
	Principles of Entrepreneurship, Qualities of an entrepreneur and Common Employability Skills	2 Hour 50 minutes	<ul style="list-style-type: none"> Facilitator invites a resource person (entrepreneur) to talk on the principles of entrepreneurship, qualities of an entrepreneur and common employability skills employers look for in employees. In groups of 3-4, Use the Taboo game technique to enable student-teachers to identify the principles of entrepreneurship, Qualities of an entrepreneur and Common Employability Skills. NB: Student teachers should be encouraged to think outside the box since it is intended to help them develop their creative and imaginative thinking skills. For more details on the use of this game, refer to curriculum writing specification. 	<ul style="list-style-type: none"> student-teachers listen attentively to the resource person and take notes . Student-teachers in groups of 3/4 identify the principles of entrepreneurship, Qualities of an entrepreneur and Common Employability Skills individuals should possess.

Topic Title	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
	Relevance of Entrepreneurship and Employability Skills in TVET and Social Studies	3 Hour 50 minutes	<ul style="list-style-type: none"> • Use Panel Discussion to afford student-teachers the opportunity to analyse the relevance of entrepreneurship and employability skills in the context of their areas of specialisation. • NB: This should be in conversational form among a selected group of student-teachers (4-8 members to form a panel) with a moderator. The problem for discussion in class is introduced to the groups by the moderator to prepare before they make presentations to the whole class later. • NB: For further details on the use of the panel discussion, refer to the B.Ed. curriculum for CoEs. 	<ul style="list-style-type: none"> • In the Panel Discussion, student teachers analyse the relevance of entrepreneurship and employability skills in the context of their areas of specialization (e.g., early grade, upper primary and JHS pupils).
	Components of Employability Skills and their Characteristics	4 Hour 50 minutes	<ul style="list-style-type: none"> • Facilitator uses concept map technique to guide student-teachers to identify and explain the components of employability skills and in groups discuss the characteristics of each component. • Tutor guides student-teachers in group discussion to explain how they can teach the components of entrepreneurship and employability skills at the basic school level. 	<ul style="list-style-type: none"> • Student-teachers identify the components of employability skills and use them to develop a concept map. discuss the characteristics of each component. • In groups, student-teachers discuss the characteristics of the respective components of employability skills. • Student-teachers explain how they can teach the components of entrepreneurship and employability skills at the basic school level.

Lesson assessments – evaluation of learning: of, for and as learning within the lesson	<p>Component 2: Continuous Assessment 1</p> <p>Assessment Type: Assessment for, as and of Learning.</p> <p>Category of Assessment: Student teachers assessed through:</p> <ul style="list-style-type: none"> • A 20 minutes Quiz at the end of the lesson covering all the learning outcomes. • Self-assessment at various stages of the lesson. • The use of observation scales and award marks to groups during discussion. <p>Learning Outcomes Assessed: CLO 1; CLO 2; CLO 3, CLO 4; NTS Page 14 (a, b, e, & f, 2c, e, f and i, k-n).</p>
Teaching and Learning Resources	Resource Person, Cell phone, manila cards.
Required Text (core)	<ul style="list-style-type: none"> • America Institute for Research (2016). Integrating employability skills: a framework for all educators. Washington DC: AIR (Available online). • Poatob, S. (2017). Entrepreneurship: a guide for beginners (2nd ed.). Accra: Baggie Technologies.
Additional Reading List	<ul style="list-style-type: none"> • Adam, M., Odumah, L. K., & Ngaaso, C.K. (2018). Skills, methods and techniques of teaching Social Studies. Accra: BM Studios Ltd (Whitespace Gh). • Fry, H., Ketteridge, S., & Marshall, S. (Eds.). (2009). A Handbook for Teaching and Learning in Higher Education Enhancing Academic Practice (pp 99-198) (3rd ed.). New York & London: Routledge, Taylor & Francis.
Lesson Policy	
CPD Needs	<ul style="list-style-type: none"> • See PD Material on Teaching Year 1 Semester 1 Course on Foundations of Social Studies and Technical, Vocational Education and Training.

LESSON 12

DUPLICATE THE PLANNER FOR EACH LESSON

Plans for each lesson in the semester.

The following format should be completed for each lesson in the semester.

Year of B.Ed.	LEVEL 100	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	Contributions of TVET to Social and Economic Development of Communities						Lesson Duration	3 hours
Lesson description	The lesson examines the contributions of TVET to the social and economic development of communities. It will also assist student teachers to appreciate the different social and economic issues that TVET helps to address that benefit the development of communities. It also affords student-teachers the opportunity to examine how they can teach their learners to appreciate the contributions of TVET to the development of communities.							
Previous student teacher knowledge, prior learning (assumed)	Student Teachers are: <ul style="list-style-type: none"> Familiar with the interconnectedness between TVET and Social Studies. Exposed to the different domains of TVET. Familiar with the preparation of Concept map in demonstrating linkages among related parts of an issue. 							
Possible barriers to learning in the lesson	<ul style="list-style-type: none"> The misconceptions about TVET. Student teachers do not have knowledge about the key issues that impact on the social and economic situation in communities to which TVET can address. 							
Lesson Delivery - chosen to support student teachers 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 community walks to identify the different careers and the interplay of the various TVET domains and the interconnectedness with the society. Use thought shower to enable student teachers to describe and explain who they are, places of birth and conditions and circumstances that have influenced their current state. Use think, pair and share to enable students to discuss their plans and aspirations. Use concept mapping to describe the links and connections between individual, the family as a system and family systems. Use group discussion to get student teachers discuss their strengths and aspirations and use the information to connect to their new learning environment. 							
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"> The purpose of this lesson is to enable student-teachers to appreciate the contributions of TVET to the development of communities and how they can teach learners to appreciate the contributions of TVET to their personal, community and national development. 							

<ul style="list-style-type: none"> • Learning Outcome for the lesson, picked and developed from the course specification 	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"> • Learning indicators for each learning outcome 	<ul style="list-style-type: none"> • Demonstrate knowledge and understanding of different social and economic issues by explaining how TVET helps to address them in the community. 	<ul style="list-style-type: none"> • Explain the social and economic issues that TVET helps to address in the community. • Create a concept map of the connections that show how TVET contributes to development of communities. 	<p>Crosscutting Issues to be addressed in the lesson:</p> <ul style="list-style-type: none"> • Gender. • Socio-cultural and economic differences • Issues of SEN (Special Education Needs) • Assessment strategies. • Action research. <p>Transferable skills to addressed in the lesson:</p> <ul style="list-style-type: none"> • Problem-solving skills. • Personal motivation. • Team-work/collaborative skills. • Analytical skills. • Critical thinking. • Reflection. • Creative and innovative skills. • Inquiry.

Topic Title	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study.				
Contribution of TVET to Social and Economic Development of Communities	Introduction:	1 Hour 5 minutes	<p>Tutor facilitates student teachers' revision of previous lesson on:</p> <ul style="list-style-type: none"> • Understanding oneself and Family systems. • Links and connections between the individual, family and community. • Domains of TVET. <p>Tutor facilitates student teachers' 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 what they want to learn about the topic.</p> <p>(NB: The L column, which is what the student teachers actually learned from the lesson, can be filled after the lesson).</p>	<ul style="list-style-type: none"> • Student teachers use Thought Shower to revise their knowledge and understanding gained from <i>Understanding oneself and Family systems; Links and connections between the individual, family and community and the Domains of TVET.</i> • 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 know about the topic and what they want to learn from the lesson.
	TVET and Social issues in communities	2 Hour 60 minutes	<p>Tutor leads student teachers to undertake school visits and community walk observing impacts of TVET on the following social issues:</p> <ul style="list-style-type: none"> • Poverty alleviation • Crime reduction • Social cohesion • Improved health and sanitation of the citizenry 	<p>Student teachers</p> <ul style="list-style-type: none"> • Engage in discussions in groups on contributions of TVET to the identified social issues. • Share their respective group work with the rest of the class
	Contributions of TVET Socio-economic Development of Ghana	3 Hour 60 minutes	<p>Tutor facilitates group discussion among student teachers on how TVET contributes to addressing the following Economic issues:</p> <ul style="list-style-type: none"> • Employment generation (self/wage) • Growth of Gross Domestic Product (GDP) • Profitability and productivity • Facilitation of sustainable use of resources • Prevention of environmental degradation • Food security 	<ul style="list-style-type: none"> • Student teachers in groups discuss the contribution of TVET to addressing economic issues in the society. • Student Teachers share views of respective groups in class

Topic Title	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
	How to teach the Contributions of TVET to National Development at the Basic School	1 Hour 5 minutes	<ul style="list-style-type: none"> Tutors to give student-teachers a take-home assignment to discuss in groups how they (student-teachers) can teach the contributions of TVET to individual, community and national development. 	<ul style="list-style-type: none"> Student-teachers do group presentation on how they (student-teachers) can teach the contributions of TVET to individual, community and national development.

Lesson assessments - evaluation of learning: of, for and as learning within the lesson	In Lesson Assessment <ul style="list-style-type: none"> Student teachers use concept mapping to show the links and contributions of TVET to the social and economic issues of the community.
Teaching and Learning Resources	<ul style="list-style-type: none"> Audio-visual Equipment and Video clips on interpersonal relationships and community layouts. Pictures and posters of components of the community, community and school lay-outs and interpersonal relationships. Braille, Scanner and Embosser Sign language (Resource Person). Internet facility, laptop computer/PCs.
Required Text (core)	<ul style="list-style-type: none"> Tamakloe, E. K., Amedahe, F. K., & Atta, E. T. (2005). Principles and methods of teaching (2nd ed.). Accra: Black Mask. Upham, A. A. (2018). An introduction to agriculture. New Delhi: Forgotten Books Limited. (Reprint).
Additional Reading List	<ul style="list-style-type: none"> Anderson, M. L. & Taylor, H. F. (2004). Sociology (3rd ed.). Belmont: Wadsworth. Awedoba, A. K. (2005). Culture and development in Africa. Accra: Historical Society of Ghana. 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"> See PD Material on Teaching Year 1 Semester 1 Course on Foundations of Social Studies and Technical, Vocational Education and Training.

