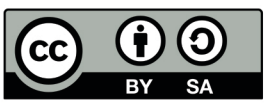
YEAR 1

SEMESTER 2

Four-Year B.Ed. Course Manual

PEDAGOGY: GROWTH, DEVELOPMENT AND LEARNING

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

Professor Mohammed Salifu
Director General,
Ghana Tertiary Education Commission

ACKNOWLEDGEMENTS

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

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

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

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

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

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

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

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INTRODUCTION TO COURSE MANUALS

Welcome to this B.Ed. Course manual.

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

The manuals serve the following purposes:

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

Specifically, they also:

- Support coherent lesson planning and teaching which will enable student teachers to achieve the NTS and become good teachers who ensure all pupils' learning whilst offering tutors the flexibility for adaptation for local needs and contexts.
- Provide a lesson by lesson overview of the course, building on and developing the material in the course specifications.
- Inform tutors, student teachers and others working with student teachers about:

    1. What is to be taught and why.
    2. How it can be taught.
    3. How it should be assessed.

- Provide opportunities for student teachers to develop and apply knowledge during supported teaching in school, creating a strong bond between learning in school and in the training institution.
- Reflect the stage of student teacher development, set out in the model for progress across the four years of the B.Ed.
- Can be used as self-study tools by student teachers.
- Ensure that all information necessary to inform teacher training is in one place (serves as reference document).
- The manuals are the basis of the 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 …….....

PEDAGOGY: GROWTH, DEVELOPMENT AND LEARNING

COURSE DETAILS							
Course name	GROWTH, DEVELOPMENT AND LEARNING						
Pre-requisite	Student teachers have taken the course 'inclusive school-based inquiry' which exposed them to characteristics of learners with varying needs and various developmentally appropriate interventions to address them. They have also taken the course "foundations of education in Ghana".						
Course Level	100	**Semester**	2	**Course Code**		**Credit Value**	3

THE VISION FOR THE NEW FOUR-YEAR B.Ed. CURRICULUM

The vision is 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. This is to instil in new teachers the Nation's core values of honesty, integrity, creativity and responsible citizenship so as to achieve inclusive, equitable, and high-quality education for all learners.

GOAL FOR THE SUBJECT OR LEARNING AREA

The goal of pedagogic studies is to equip student teachers with the foundation of the teaching profession by providing requisite instructional competencies, passion, commitment and positive attitude that ensures effective learning in diverse contexts.

COURSE DESCRIPTION

This is an introductory course in psychology that exposes student teachers to the nature, stages and basic principles of human growth, development and learning. Student teachers would be introduced to basic concepts in human growth, development and maturation and threats as well as the causes of abnormality. Additionally, student teachers will be exposed to basic knowledge about the domains of development, learning styles and motivational techniques that respects the diversity of all learners. They would also appreciate the various distinct characteristics of themselves and learners from early grade (early childhood) through primary (middle childhood) to the junior high school (early adolescence). In the delivery of the course, differentiated interactive and assessment techniques will be employed to help student teachers examine the educational implications of the domains of development and the varying learning styles. This course will thus make student teachers aware of the need for differentiated instruction to cater for the diversities in their classrooms **(NTECF, NTS 3f, 3g).**

KEY CONTEXTUAL FACTORS

Some basic school teachers tend to use the same instructional strategies for learners without recourse to diverse learner characteristics, abilities and developmental stages. This is due to the fact that the existing Diploma in Basic Education Curriculum (DBE) provides general knowledge about child development. Teachers therefore need to be equipped with the knowledge and skills in identifying the diverse learning characteristics of learners from early grade to early adolescence. Additionally, teachers' assessment needs to be differentiated to meet the diverse needs of all learners. It is therefore imperative that student teachers are equipped to gain basic knowledge and understanding of basic characteristics of development across various domains to enable them to identify and appreciate the diversities of learners they would support all learners.

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

- **Digital literacy** of student teachers will be enhanced by giving them opportunities to surf and present information across units and lessons using various digital tools.
- **Critical thinking** is developed in student teachers when they discuss and debate issues in pairs and in groups and peer assess themselves.
- **Collaboration** is fostered through assigning group projects and presentation of various topics across units and lessons.
- **Communicative skills** of student teacher would be enhanced through the examination, interrogation and presentation of their group and individual presentations.
- **Personal development & Enquiry skills** would be fostered through the use of technology, acquiring group values and human relationship skills etc.
- **Respect for diversity and Individual differences** would be engendered in student teachers by through the examination ad understanding of threats to development, varying learning styles and motivating learners with different characteristics. Mixed ability/mixed gender groups would be formed for presentations across various lessons (CLO 4, 5 and 6).

Course Learning Outcomes (CLOs)	Learning Indicators (LIs)
On successful completion of the course, student teachers will be able to:	
Demonstrate knowledge and understanding of the concepts of human growth, development and maturation and the causes of deviations in growth and development (NTECF, NTS 3f, 3g).	• Explain the difference between human growth, development, maturation and learning. Discuss the educational implications of the principles of human growth and development in relation to the distinctive features of the specialisms in the B.Ed. programme.
Demonstrate knowledge and understanding of the course of human growth and development and how to determine the sex of a developing foetus (NTS 2e; 3d,e,f,j,k).	• Describe the pre-natal, peri-natal and the post natal phases of human development. • Explain how the sex of a developing foetus is determined. • Discuss the educational implications of the course of human growth and development and sex determination in relation to the distinctive features of the specialisms in the B.Ed. program.
Demonstrate knowledge and understanding of the domains of development and their basic distinctive features (NTS 3g, 3f).	• Identify the basic distinctive features of intellectual development of learners from early childhood to early adolescence. • Explain the basic distinctive features of emotional development of learners from early childhood to early adolescence. • Describe the basic distinctive features of physical development of learners from early childhood to early adolescence. • Develop awareness of self and write down characteristics that make them different from others.
Demonstrate knowledge and understanding of the environmental threats to human growth and development and their educational implications (NTS 2f, p.17, 3c, 3g, p. 14).	• Identify the various environmental threats to human growth and development. • Explain how the environmental threats/ impede/serve as barriers to learning and how they can be addressed.
Demonstrate understanding and application of learning styles of learners with diverse background and various strategies for learning with differentiated instruction to support learning (NTS 2e; 3d, e,f,j,k).	• Identify the various learning styles and clearly explain how it relates to them. • Examine the various learning strategies for each learning style and how they support learning of diverse learners.
Demonstrate effective ways of motivating all learners in inclusive and multi-grade/age learning environments (NTECF, NTS 3d, p.14).	• Use appropriate techniques such as positive reinforcement and shaping to modify behaviour of diverse learners in inclusive classrooms. • Apply democratic principles in teaching and learning sessions to highlight the values of fairness and justice to enhance collaborative learning.

Student teachers should be able to know, understand and demonstrate characteristics of teachers teaching at either the early grade, primary or JHS to enable them to support the learning of all learners at that level (NTS 1f, 2d, e, 3d).	• Explain the distinctive features required for teaching at the early grade. • Explain the distinctive features required for teaching at the upper primary. • Explain the distinctive features required for teaching at the JHS. • Identify misconceptions associated with teaching at specific levels and how to address them.

1. Course Content

Unit	Topics	Sub-topic (if any)	Teaching and learning activity to achieve the learning outcomes
1	**Basic concepts of psychology of human development**	1.1 Growth, development, maturation and learning. 1.2 Principles of growth, development and their in relation to the distinctive features of the specialisms in the B.Ed. program.	√ Animation and simulations of human development from conception and abnormality from YouTube and other online resources. Diamond nine and pyramid techniques to discuss the basic concepts. √ Audio-visual and tactile analysis of human fertilisation.
2	**The course of human growth and development**	2.1 Conception, pre-natal and post-natal development. 2.2 Mechanisms of sex determination.	√ Audio-visual and tactile analysis of pre-natal and post-natal development. √ Show animations and diagrams on sex determination and follow-up with Panel discussion on the educational implications in relation to the distinctive features of the specialisms in the B.Ed. program.
3	**Domains of humans' development**	3.1 Basic characteristics of intellectual, emotional and physical development from early childhood to early adolescence and their implications in relation to the distinctive features of the specialisms in the B.Ed. program.	√ Audio-visual and tactile analysis of development across the domains. √ Show animations and follow-up with discussion on the distinctive features of intellectual, emotional and physical development from early childhood to early adolescence and education implications .
4	**Threats to human growth and development and how they impede learning and how they can be addressed.**	4.1 Environmental threats to growth and development. 4.2 How environmental threats and characteristics impede learning and how they can be addressed.	√ Use concept mapping to organise information on environmental threats to human development. √ Small group discussion on environmental threats and how they impede learning and how to address them.

5	**Learning and learning styles**	5.1 The concepts of learning, learning styles. 5.2 Strategies for learning styles.	√ Using concept mapping and cartooning for illustrating and discussing the learning styles and their differentiated strategies.
6	**Motivation**	6.1 The concept and types of motivation and how they can be used in promoting learning of diverse learners.	√ Role play on various scenarios of behaviour. √ Analysis of cases and reflective notes on different classroom scenarios on motivation.

2. Teaching and Learning Strategies

- Concept cartoons and concept maps.
- Cooperative learning.
- Individual and group presentations.
- Writing of reflective notes.
- Think-pair-share.
- Ishakawa or fishbone strategy.
- Team teaching – co-planning and co-teaching by tutors and lecturers with varying expertise.
- Talk for learning approaches- always, sometimes, never true, convince yourself, convince a friend; pyramid discussion etc.

3. Course Assessment Components

Component 1: Formative assessment (individual and group presentation).

Summary of Assessment Method: Individual presentation with written report, 1500 words, on threats to child development; and on motivation and interventions, differentiated strategies, that can support diverse learners
(core skills to be developed: respect for diversity, critical thinking, digital literacy, collaboration and communicative skills, personal development).
Weighting: 30%
Assesses Learning Outcomes: CLO 4, 5 and 6 (units 4, 5, & 6).2c) Has secure content knowledge, pedagogical knowledge and pedagogical content
knowledge for the school and grade they teach in.
2d) At pre-primary and primary the teacher knows the curriculum for the years
appropriate to multigrade classes; has good knowledge of how to teach beginning reading and numeracy and speaking, listening, reading and writing, and to use at least one Ghanaian language as a medium of instruction.
Knowledge of students
The Teacher:
2e) Understands how children develop and learn in diverse contexts and applies this
in his or her teaching.
2f) Takes accounts of and respects learners' cultural, linguistic, socio-economic and
educational backgrounds in planning and teaching.

Component 2: Formative assessment

Summary of Assessment Method: Written assignment, 1500 words, on differences in principles of growth, maturation, development and their educational implications
(core skills to be developed: critical thinking, personal development).
Weighting: 30%
Assesses Learning Outcomes: CLO 1 and 2 (unit 1 and 2)
2e)Understands how children develop and learn in diverse contexts and applies this
in his or her teaching.
2f) Takes accounts of and respects learners' cultural, linguistic, socio-economic and
educational backgrounds in planning and teaching.

Component 3: Summative assessment

Summary of Assessment Method: End of semester examination on units 1 to 4 (core skills to be developed: critical thinking, personal development)
Weighting: 40%
Assesses Learning Outcomes: CLO 2, 3 and 4

4. Required Reading and Reference List

Ammah, C. (2016). Developmental psychology for educators. Accra: Janlex Ventures. Berlinder, D. C. & Calfee, R. C. (Eds.) (2006). Handbook of educational psychology. New York: Macmillan, Brown and Benchmark.

Berk, L. E. (2012). Infants and children: Pre-natal through middle childhood (7th ed.). Toronto: Allyn & Bacon.

Bronfenbrenner, U. (2009). The ecology of human development: Experiments by nature and design. Cambridge, Massachusetts: Harvard University Press.

Dacey, J. S., Travers, J. F., & Fiore, L. (2008). Human development: Across the lifespan (7th ed.). Boston: McGraw-Hill.

Giccarelli, S. K., & White, J. N. (2009). Psychology. New Jersey: Pearson Education, Inc.

Feldman, R. S. (2008). Understanding psychology (8th ed.). New York: McGraw-Hill.

Ormrod, J. E. (2014). Essentials of educational psychology (4th ed.). New Jersey: Pearson.

Owusu-Banahene, N. O. (2007). Educational psychology: The science of learning (2nded.). Kumasi: Narco Printers.

5. Teaching and Learning resources

- Audio-visuals and animations from YouTube.
- Projectors and computers.
- Solid and cross section models of the brain.

6. Course related professional development for tutors/ lecturers

See PD Material on Year 1 Semester 2 Course on Growth, development and Learning

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

Title of Lesson	**Basic Concepts and Principles in Psychology of Human Growth and Development**					**Lesson Duration**	**3 hours**
Lesson description	This course is meant to expose student teachers to the concepts and basic principles of human growth and development. In this connection, student teachers would be introduced to the concepts of human growth, development and maturation. Their similarities and differences will also be explored. Student teachers will be introduced to the principles of human growth and development and their implications for classroom practice.						
Previous student teacher knowledge, prior learning (assumed)	Student teachers may be aware of their own developmental changes and maturation, as well as their siblings and other people in their immediate community. They may also be aware of primary and secondary sexual characteristics.						
Possible barriers to learning in the lesson	Large class size, misconceptions about human growth and development. Individual differences in growth, development and maturation among student teachers (intra and inter variations in growth and development). Cultural sensitivities to naming body parts as they are.						
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.	• **Face-to-face**: lecturette, diamond nine and pyramid discussion based on short videos watched from YouTube and other online resources. • **Independent study and seminars:** individual and Group projects for presentations using PowerPoint. • **E-learning opportunities:** Watch short videos, animations and using digital devices for searching, assembling and presenting information.						

Overarching outcome, 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**	Student teachers would be able to demonstrate knowledge and understanding of the concepts of human growth, development, and maturation. Thus, student teachers would be able to explain the differences among human growth, development and maturation. Again, the lesson will seek to enhance student teachers' understanding of the principles of human growth and development and discuss the educational implications for these principles (NTECF, NTS 3f, 3g). These would be achieved through audio-visual and tactile analysis of animations and simulations of human growth, development, and maturation from YouTube and other online resources.		
• **Learning Outcome for the lesson, picked and developed from the course specification** • **Learning indicators for each learning outcome**	**Learning Outcomes: The student teacher will be able to:**	**Learning Indicators**	**Identify which cross-cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?**
	Demonstrate knowledge and understanding of the concepts of human growth, development, and maturation. Demonstrate knowledge and understanding of the principles of human growth and development and discuss their educational implications.	• Explain the differences among human growth, development and maturation. • Present a poster of principles of human growth. • Discuss the educational implications of the principles of human growth and development through group PowerPoint presentation in relation to the distinctive features of the specialisms in the B. Ed curriculum.	• Integration of ICT by utilising short videos from YouTube and other online resources. • Collaboration and communication through group presentations. • Reflection and critical thinking for self-awareness through multi and varied interactive strategies that would support learners with diverse characteristics.

Topic Title	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent.				
Basic Concepts and Principles in Psychology of Human Growth and Development	**Meaning of growth, development, maturation and learning**	1 hour 30 minutes	**Face-to-face:** Introduce lesson through lecturette for whole class/group discussion (PD Theme 2; p.10- 39; PD Theme 4; p.31-49). Show short videos (animations and simulations) from YouTube and other online resources on growth, development and maturation after which student teachers discuss the meanings, similarities and differences (PD Theme 5; p. 238-240).	Share their views on human growth, development, maturation and learning Based on the videos, animations, and simulations watched, use diamond nine or pyramid discussions, and present their understanding of the concepts.
	Principles of human growth and development and their educational implications	1 hour 30 minutes	**Face-to-face:** Introduce lesson through lecturette (PD Theme 2; p.10- 39; PD Theme 4; p.31-49). **E-learning opportunities:** Show short videos from YouTube and other online resources on principles of human growth and development after which student teachers discuss in groups and present their findings on the principles and their educational implications relation to the distinctive features in the specialisms in the B.Ed. curriculum using PowerPoint (PD Theme 5; p. 238-240).	Student teachers share their knowledge and understanding on the principles of human growth and development. Based on the short videos watched, student teachers, through the use of diamond nine or pyramid discussions, present their understanding of the principles of growth and development and their educational implications using PowerPoint.

Lesson assessments – evaluation of learning: of, for and as learning within the lesson	In-lesson Assessment: Using group presentations, student teachers distinguish between and/or among basic concepts, explain the principles and their educational implications. **Topics treated will be assessed through a Quiz in the 4th week** Assessment weight: Attendance to class throughout semester/course = 5% Distinction between and/or among growth, development and maturation = 10% Detail explanation of the educational implications of the concepts = 15% Total Weight: 30%
Instructional Resources	• Audio-visuals from YouTube. • Samples of teaching portfolios (including e-portfolio).
Required Text (core)	Ammah, C. (2016). Developmental psychology for educators. Accra: Janlex Ventures. Berk, L. E. (2012). Infants and children: Pre-natal through middle childhood (7th ed.). Toronto: Allyn & Bacon. Dacey, J. S., Travers, J. F., & Fiore, L. (2008). Human development: Across the lifespan (7th ed.). Boston: McGraw-Hill.
Additional Reading List	Turnbull, A., Turnbull, R. & Wehmeyer, M.I. (2010). Exceptional lives: Special education in today's schools (6th ed.). New Jersey: Pearson. Feldman, R. S. (2008). Understanding psychology (8th ed.). New York: McGraw-Hill. Ormrod, J. E. (2014). Essentials of educational psychology (4th ed.). New Jersey: Pearson. Owusu-Banahene, N. O. (2007). Educational psychology: The science of learning (2nd ed.). Kumasi: Narco Printers.
CPD needs	See PD Material on Year 1 Semester 2 Course on Growth, development and Learning.

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

Title of Lesson	**Pre-natal and Peri-natal Human Development**					**Lesson Duration**	**3 hours**
Lesson description	The lesson aims at equipping student teachers with the basic knowledge and understanding of pre-natal and peri-natal human development. The key features or milestones during these periods are examined. Equipped with this knowledge, student teachers are expected to relate the factors affecting these stages of development to classroom practice.						
Previous student teacher knowledge, prior learning (assumed)	Student teachers have been introduced to the concepts of growth, development and maturation in humans. They have also observed their elder relatives and community members who have been attending antenatal and postnatal clinics. Some of the student teachers may be parents who have experience about these three stages.						
Possible barriers to learning in the lesson	Gender roles (e.g. specific roles for male and female) and societal expectation. Misconceptions and superstitious beliefs surrounding the birth of some individuals whose gestation periods are not up to or beyond the normal duration.						
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.	• **Face-to-face:** lecturette, whole class discussion, diamond nine or pyramid discussion, concept cartooning based on short videos on pre-natal, peri-natal and postnatal Human Development watched from YouTube and other online resources. • **Independent study and seminars:** individual and Group projects for presentations using PowerPoint. • **E-learning opportunities:** watch short videos, animations and using digital devices for searching, assembling and presenting information through power point.						

Overarching outcome, 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**	Student teachers would be able to demonstrate knowledge and understanding by explaining the course of human growth and development (NTS 3f, 3g). Knowledge derived from this lesson will ultimately equip them with the classroom implications thus, creating stimulating psychological environment in school and classroom to optimise teaching and learning. Student teachers would understand and appreciate the differences among the pupils they encounter during STS. Moreover, student teachers would also be in the fore front to educate members of the school community on the educational implications of the phases of human development.		
• **Learning Outcome for the lesson, picked and developed from the course specification** • **Learning indicators for each learning outcome**	**Learning Outcomes: The student teacher will be able to:**	**Learning Indicators**	**Identify which cross-cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?**
	Demonstrate knowledge and understanding of the causes of human development.	• Describe the key features of the pre-natal stage of human development. • Explain the features of the peri-natal stage of human development.	• Integration of ICT by utilising short videos from YouTube and other online resources. • Collaboration and communication through group presentations. • Reflection and critical thinking for self-awareness through multi and varied interactive strategies that would support learners with diverse characteristics.

Topic Title	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent.				
Basic Concepts and Principles in Psychology of Human Growth and Development	**Pre-natal human development.**	20 minutes 40 minutes	Review RPK through questions. Introduce topic through lecturette (PD Theme 2; p.10- 39; PD Theme 4; p.31-49). Show short videos from YouTube, after which student teachers discuss the features of pre-natal development (PD Theme 5; p. 238-240).	Through whole class discussion, student teachers share their understanding of pre-natal phase of human development. Based on the videos watched, student teachers discuss in groups, the key features of pre-natal human development, and present their findings using PowerPoint.
	Peri-natal human development.	2 hours	Use lecturette to introduce student teachers to peri-natal human development (PD Theme 2; p.10- 39; PD Theme 4; p.31-49). Show short videos from YouTube, after which student teachers discuss the features of peri-natal development (from conception to birth), (PD Theme 5; p. 238-240).	Through whole class discussion, Student teachers share their understanding of peri-natal phase of human development. Based on the videos watched, student teachers discuss in groups, the key features of peri-natal human development and present their findings using PowerPoint.

Lesson assessments – evaluation of learning: of, for and as learning within the lesson	In-lesson Assessment: Assess understanding of student teachers through oral questions. Topic treated should be part of assessment in the 4th week.
Instructional Resources	• Audio-visuals and animations from YouTube and other online resources. • Projectors, computers and smart phones.
Required Text (core)	Ammah, C. (2016). Developmental psychology for educators. Accra: Janlex Ventures. Berk, L. E. (2012). Infants and children: Pre-natal through middle childhood (7th ed.). Toronto: Allyn & Bacon. Bronfenbrenner, U. (2009). The ecology of human development: experiments by nature and design. Cambridge, Massachusetts: Harvard University Press. Turnbull, A., Turnbull, R. & Wehmeyer, M.I. (2010). Exceptional lives: Special education in today's schools (6th ed.). New Jersey: Pearson.
Additional Reading List	Feldman, R. S. (2008). Understanding psychology (8th ed.). New York: McGraw-Hill. Ormrod, J. E. (2014). Essentials of educational psychology (4th ed.). New Jersey: Pearson. Owusu-Banahene, N. O. (2007). Educational psychology: The science of learning (2nded.). Kumasi: Narco Printers.
CPD needs	See PD Material on Year 1 Semester 2 Course on Growth, development and Learning.

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

Title of Lesson	**Sex Determination in the Developing Foetus**					**Lesson Duration**	**3 hours**
Lesson description	Having been introduced to the various phases of human growth and development, this lesson aims at helping student teachers to understand how sex is determined at conception. It is expected that knowledge gained from this lesson will help student teachers demystify some misconceptions surrounding the birth of particular sex types. It would also help them become aware of themselves and their learners in class.						
Previous student teacher knowledge, prior learning (assumed)	Student teachers have been introduced to the features of pre-natal and peri-natal phases of human development. Again, student teachers are aware of the different features of males and females. Student teachers can draw knowledge in human reproduction from studies in Senior High School integrated science.						
Possible barriers to learning in the lesson	Conceptions and misconceptions about what determines the sex of a child such as having sex on particular dates, months, eating certain types of foods, etc.						
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.	• **Face-to-face:** shower thoughts, Panel/pyramid discussion on the educational implications of the course of human development. • **E-learning opportunities:** show short videos, simulations, animations and diagrams on sex determination from YouTube and other online resources (Audio-visual and tactile analysis). • **Independent Study:** read assignments and class exercise.						

Overarching outcome, 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**	Student teachers would also demonstrate knowledge and understanding by explaining how the sex of a developing foetus is determined, and the educational implications of the course of human development (NTS 3f, 3g). Student teachers are expected to draw on the knowledge in this lesson to demystify, explain and connect with gender-gaps in learning outcomes.		
• **Learning Outcome for the lesson, picked and developed from the course specification** • **Learning indicators for each learning outcome**	**Learning Outcomes: The student teacher will be able to:**	**Learning Indicators**	**Identify which cross-cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?**
	Demonstrate knowledge and understanding of how the sex of humans are determined at conception.	• Explain how the sex of humans are determined at conception. • Discuss the educational implications of the sex of humans.	• Integration of ICT by utilising short videos from YouTube and other online resources. • Collaboration and communication through group presentations. • Reflection and critical thinking for self-awareness through multi and varied interactive strategies that would support learners with diverse characteristics.

Topic Title	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent.				
	Sex determination of a developing foetus.	120 minutes	• Review student teachers RPK through questioning to introduce the lesson (PD Theme 2; p.10- 39). • Show short videos, animations, and simulations from YouTube and other online resources on sex determination of a developing foetus (PD Theme 5; p. 238-240).	• Through whole class discussion, student teachers share their understanding on how sex of a developing foetus is determined. • Based on the videos watched, student teachers discuss in groups, the processes of determining sex of a developing foetus and present their findings using PowerPoint or notes.
	Educational implications of the sex of humans.	60 minutes	• Use shower thoughts to introduce student teachers to the educational implications of the sex of humans (PD Theme 3; p.64). • Initiate and facilitate pyramid discussion on educational implications of the sex of humans in relation to the distinctive features (PD Theme 4; p.31-49). • Guide groups formed to present implications to class.	• Student teachers share their views on educational implications of the sex of humans. • Using pyramid discussion, student teachers deliberate on the educational implications of the sex of humans after which they present their findings using PowerPoint. • Identify distinctive features and how that promotes learning in an inclusive classroom to be presented to class.

Lesson assessments – evaluation of learning: of, for and as learning within the lesson	**In-lesson assessment:** Group presentation to class on how sex differences and distinct features can promote learning in an inclusive setting. Class should assess presentations.
Instructional Resources	• Audio-visuals and animations from YouTube and other online resources. • Projectors and computers.
Required Text (core)	Ammah, C. (2016). Developmental psychology for educators. Accra: Janlex Ventures. Berk, L. E. (2012). Infants and children: Pre-natal through middle childhood (7th ed.). Toronto: Allyn & Bacon. Bronfenbrenner, U. (2009). The ecology of human development: Experiments by nature and design. Cambridge, Massachusetts: Harvard University Press. Turnbull, A., Turnbull, R. & Wehmeyer, M.I. (2010). Exceptional lives: Special education in today's schools (6th ed.). New Jersey: Pearson.
Additional Reading List	Feldman, R. S. (2008). Understanding psychology (8th ed.). New York: McGraw-Hill. Ormrod, J. E. (2014). Essentials of educational psychology (4th ed.). New Jersey: Pearson. Owusu-Banahene, N. O. (2007). Educational psychology: The science of learning (2nded.). Kumasi: Narco Printers.
CPD needs	See PD Material on Year 1 Semester 2 Course on Growth, development and Learning.

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

Title of Lesson	**Domains of Human Development (I)**					**Lesson Duration**	**3 hours**
Lesson description	This lesson is a build-up on the previous week's lesson and focuses on equipping student teachers with knowledge about the distinctive features associated with intellectual, emotional and physical domains of the early childhood, middle childhood and adolescence stages. Differences between and similarities in male and female development characteristics will be explored in detail. This would enable student teachers appreciate themselves and varying characteristics of their learners. The implications of the key milestones across these domains and their implications for teaching across the three specialisms in the B.Ed. curriculum shall be explored.						
Previous student teacher knowledge, prior learning (assumed)	Student teachers have taken the course 'inclusive school-based inquiry' which exposed them to learners with varying characteristics across the various domains and the appropriate interventions to support their learning.						
Possible barriers to learning in the lesson	Student teachers have little knowledge and understanding of what growth and development across the three domains are and also some misconceptions related to the intellectual, emotional and physical development in males and females.						
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.	• **E-learning opportunities:** use various technological devices to search for information from the internet and also present organised information using projectors. • **Face-to-face:** employ various talk for learning approaches and using resource persons where necessary. • **Independent Study:** provide opportunities for student teachers to work individually, in pairs and in groups for presentations. • **Seminar:** provide opportunities for students to do presentations and peer assess themselves.						

Overarching outcome, 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**	Demonstrate basic knowledge and understanding of characteristics of development across intellectual, emotional and physical domains of development (NTS 3g, 3f). Gaining knowledge in these concepts will enable them develop self-awareness, appreciate the varying characteristics of others and their pupils to guide them to adapt differentiated teaching and learning strategies for multi-age and multi-grade learners within classrooms.		
• **Learning Outcome for the lesson, picked and developed from the course specification** • **Learning indicators for each learning outcome**	**Learning Outcomes: The student teacher will be able to:**	**Learning Indicators**	**Identify which cross-cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?**
	Demonstrate basic knowledge and understanding of characteristics of development across intellectual and physical domains of development (NTS 3g, 3f). Demonstrate knowledge and understanding that enables them to develop self-awareness, appreciate the varying characteristics of others and their pupils to guide them to adapt differentiated teaching and learning strategies for multi-grade/ age learners within classrooms.	• Explain basic features characterising intellectual development of learners from early childhood to early adolescence. • Describe physical/motor development of learners from early childhood to early adolescence. • Identify distinctive features that make student teachers different from other colleagues. • Identify distinctive features among early grade (early childhood), primary (middle childhood) and JHS (early adolescent) learners and their implications for teaching and learning. • Establish relationship between intellectual and physical development and their implications for learning. • Write down some misconceptions associated with intellectual and physical development and how they can be addressed.	• Integration of ICT by utilising short videos from YouTube and other online resources. • Collaboration and communication through group presentations. • Reflection and critical thinking for self-awareness through multi and varied interactive strategies that would support learners with diverse characteristics.

Topic Title	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent.				
Basic concepts and characteristics of cognitive and Physical development.	**Concepts and characteristics of intellectual development**	30 minutes	• **Face-to-Face:** review previous knowledge using questions. • Brainstorm and brain write with student teachers on the meaning of cognition, cognitive development and physical development (PD Theme 3; p.64).	• Answer relevant questions on RPK. • Use mobile phones to search internet on meaning of concepts and present to whole class.
	Characteristics of intellectual development from early childhood through to early adolescence Physical/motor development across the three stages: early childhood, middle childhood, and early adolescence.	20 minutes 90 min	**E-learning opportunities:** show a short video or simulation on development across the domains. Ask questions to stimulate thinking (PD Theme 5; p. 238-240). **Independent study & seminar:** introduce Jean Piaget's stages of cognitive/intellectual development. Put student teachers into smaller mixed ability/ mixed gender groups. Break topic according to 3 levels/ stages of development (early childhood to early adolescence).	• Watch, analyse scenes and try to identify basic characteristics associated with domains. • **Independent study:** Group leader selects one of the three levels to work on using Jean Piaget's stages of cognitive development as a guide. • Members must read resource material/ textbook and supplement with online resources using mobile phones and other devices. • Identify basic characteristics of the intellectual development of children at the stage selected (e.g. object performance - 2 to 7 years). Present to class.

	Implications of intellectual and physical development to teaching and learning across the 3 specialisms in the B.Ed. curriculum.		• Direct group leaders to select one of 3 levels for the group to work on and present. • Listen and contribute to presentations.	• Seminar: Prepare a table or grid mapping out levels and characteristics and what teachers need to do for poster or PowerPoint presentation. • Other groups must listen and ask questions for clarification
	Relationship between intellectual and physical development and their misconceptions	40 mins	• Independent learning. • Guide student teachers to think-pair and share information on relationship between the two domains and misconceptions society has about them and how they can be addressed. • Select pairs at random to share notes.	• Think-pair and share information with peers. • Make notes and present to class.
			• Assignment • Summarise presentations and link them to socio-emotional development to be discussed in the next lesson.	• In your groups read and prepare similar grid on socio-emotional development and classroom implications. Use Erikson's theory as a guide.

Lesson assessments – evaluation of learning: of, for and as learning within the lesson	Formative Assessment: Group presentation of grid, mapping out intellectual and physical characteristics across various stages of development and what they mean for the classroom teacher across the 3 specialisms in the B.Ed. curriculum. Presentation should be peer assessed. Items should be constructed from week 1 to 4 topics for a quiz. Weight: 30%
Instructional Resources	• Audio-visuals and animations from YouTube. • Projectors and computers. • Solid and cross section models of the brain.
Required Text (core)	Ammah, C. (2016). Developmental psychology for educators. Accra: Janlex Ventures. Feldman, R. S. (2008). Understanding psychology (8th ed.). New York: McGraw-Hill.
Additional Reading List	Berlinder, D. C. & Calfee, R. C. (Eds.) (2006). Handbook of educational psychology. New York: Macmillan, Brown and Benchmark. Berk, L. E. (2012). Infants and children: Pre-natal through middle childhood (7th ed.). Toronto: Allyn & Bacon. Bronfenbrenner, U. (2009). The ecology of human development: Experiments by nature and design. Cambridge, Massachusetts: Harvard University Press. Dacey, J. S., Travers, J. F., & Fiore, L. (2008). Human development: Across the lifespan (7th ed.). Boston: McGraw-Hill. Giccarelli, S. K., & White, J. N. (2009). Psychology. New Jersey: Pearson Education, Inc. Oppong Frimpong, S., & Amissah, P. A. K. (2009). Psychology of adolescence. Accra: Emmpong Press. Zanden, V. J. W. (1993). Human development. (5th ed.). McGraw-Hill: USA. Ormrod, J. E. (2014). Essentials of educational psychology (4th ed.). New Jersey: Pearson. Owusu-Banahene, N. O. (2007). Educational psychology: The science of learning (2nded.). Kumasi: Narco Printers.
CPD needs	See PD Material on Year 1 Semester 2 Course on Growth, development and Learning.

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

Title of Lesson	**Domains of Human Development (II)**					**Lesson Duration**	**3 hours**
Lesson description	The previous lesson exposed student teachers to the cognitive and physical characteristics of childhood through to adolescence. In this lesson, socio-emotional development from early childhood through to early adolescence will be considered. Specifically, the lesson will discuss Erik Erikson's psychosocial development and their implications for teaching and learning across the specialisms in the B.Ed. curriculum. Misconceptions associated with this domain across the three developmental stages shall be explored.						
Previous student teacher knowledge, prior learning (assumed)	Student teachers have taken the course 'inclusive school-based inquiry' which exposed them to learners with varying SEN across the various domains and the appropriate interventions to support their learning. They also know and understand the characteristics associated with intellectual and physical domain across the three stages (early childhood, middle childhood and early adolescence) and their implications for teaching and learning across the three specialisms in the B.Ed. curriculum.						
Possible barriers to learning in the lesson	Students have little knowledge and understanding, as well as misconceptions about socio-emotional development.						
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.	• **E-learning opportunities:** use various technological devices to search for information from the internet and also present organised information using an appropriate medium. • **Face-to-face:** employ various talk for learning approaches and use resource persons where necessary. • **Independent Study:** provide opportunities for student teachers to work individually, in pairs and in groups for presentation. • **Seminar:** provide opportunities for student teachers to do presentations and peer assess themselves.						

Overarching outcome, 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**	Demonstrate basic knowledge and understanding of characteristics of development across socio-emotional and development, their implications for teaching and learning across the specialisms in the B.Ed. curriculum, their misconceptions and how they can be addressed (NTS 3g, 3f).		
• **Learning Outcome for the lesson, picked and developed from the course specification** • **Learning indicators for each learning outcome**	**Learning Outcomes: The student teacher will be able to:**	**Learning Indicators**	**Identify which cross-cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?**
	Demonstrate basic knowledge and understanding of characteristics of development across socio-emotional and development, their implications for teaching and learning across the specialisms in the B.Ed. curriculum, their misconceptions and how they can be addressed (NTS 3g, 3f).	• Identify key features of the socio-emotional development of learners from early childhood to early adolescence. • Explain the implications of the key features of teaching and learning across the specialisms in the B.Ed. curriculum. • Write down some misconceptions associated with socio-emotional development across early childhood, middle childhood and early adolescence and how to address them. • Establish a relationship between intellectual, physical and socio-emotional development and their implications to learning.	• Integration of ICT by utilising short videos from YouTube and other online resources. • Collaboration and communication through group presentations. • Reflection and critical thinking for self-awareness through multi and varied interactive strategies that would support learners with diverse characteristics. • Respect gender and characteristics through mixed gender and ability groupings.

Topic Title	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent.				
Basic characteristics of cognitive and Physical development	**Concepts socio-emotional development and classroom implications**	90 minutes	• **Face-to-Face:** review previous knowledge using questions. • Brainstorm and brain write with student teachers on the meaning of socio-emotional development (PD Theme 3; p.64).	• Answer relevant questions on RPK. • Use mobile phone to search internet on meaning of concepts and present to class.
				• Watch, analyse scenes and try to identify basic characteristics associated with the domains.
	Characteristics of socio-emotional development from infancy to the early childhood and classroom implications	90 mins	**E-learning opportunities:** show a short video on socio-emotional development across the domains. Asked questions to stimulate thinking (PD Theme 5; p. 238-240).	• **Independent study:** Answer questions and review assignment/ presentation.
			• **Independent study & seminar:** introduce Erikson's theory and ask questions. Let student teachers stay in their smaller mixed ability/mixed gender groups used for the previous week's lesson. • Guide student teachers to explore the implications of socio-emotional development for teaching and learning of pupils from early childhood, middle childhood and early adolescence.	

			• Guide groups to review what they have done and start presentations (PD Theme 4). • Listen and contribute to presentations.	• **Seminar:** Prepare a table or grid, mapping out levels and characteristics and what teachers need to do for poster or PowerPoint presentation.
	Misconceptions associated with emotional development across the three stages		• Guide student teachers in their groups to explore misconceptions associated with socio-emotional development.	• Other groups must listen and ask questions for clarification. • Search for information using their mobile phones and other devices.
			• **Face-to-face:** summarize presentations and guide student teachers to establish linkages among cognitive, Physical and socio-emotional development (PD Theme 3; p.64).	• Review presentations across the three domains and establish relationships between them.

Lesson assessments – evaluation of learning: of, for and as learning within the lesson	**Formative Assessment:** Group presentation of grid, mapping out socio-emotional characteristics across various stages of development and what they mean for the classroom teacher. Presentation should be peer assessed. This should be added to 6th week presentation and graded. Weighting: 30%
Instructional Resources	• Audio-visuals and animations from YouTube • Projectors and computers • Solid and cross section models of the brain
Required Text (core)	Ammah, C. (2016). Developmental psychology for educators. Accra: Janlex Ventures. Feldman, R. S. (2008). Understanding psychology (8th ed.). New York: McGraw-Hill.
Additional Reading List	Berlinder, D. C. & Calfee, R. C. (Eds.) (2006). Handbook of educational psychology. New York: Macmillan, Brown and Benchmark. Berk, L. E. (2012). Infants and children: Pre-natal through middle childhood (7th ed.). Toronto: Allyn & Bacon. Bronfenbrenner, U. (2009). The ecology of human development: Experiments by nature and design. Cambridge, Massachusetts: Harvard University Press. Dacey, J. S., Travers, J. F., & Fiore, L. (2008). Human development: Across the lifespan (7th ed.). Boston: McGraw-Hill. Giccarelli, S. K., & White, J. N. (2009). Psychology. New Jersey: Pearson Education, Inc. Oppong-Frimpong, S., & Amissah, P. A. K. (2009). Psychology of adolescence. Accra: Emmpong Press. Zanden, V. J. W. (1993). Human development. (5th ed.). McGraw-Hill: USA. Ormrod, J. E. (2014). Essentials of educational psychology (4th ed.). New Jersey: Pearson. Owusu-Banahene, N. O. (2007). Educational psychology: The science of learning (2nded.). Kumasi: Narco Printers.
CPD needs	See PD Material on Year 1 Semester 2 Course on Growth, development and Learning.

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

Title of Lesson	**Moral Development and Morality in the Classroom**					**Lesson Duration**	**3 hours**
Lesson description	This lesson reinforces and consolidates all the dimensions of human development taught in previous years. In this lesson, the stages of moral development as proposed Kohlberg and Piaget are discussed in relation to both school/classroom and general life experiences. Strategies to promote morality and professional values in the classroom are also explored. This would enable student teachers demonstrate acceptable professional ethics and values when teaching pupils who fall within any of the three stages or categories of development.						
Previous student teacher knowledge, prior learning (assumed)	The previous week's lesson touched on the socio-emotional development of humans from early childhood to adolescence which considered concepts on morality. They have also, knowledge about the characteristics associated with intellectual and physical domains across the three stages (early childhood, middle childhood and early adolescence).						
Possible barriers to learning in the lesson	Student teachers' beliefs about morality and humans' locus of control in life's experiences and situations.						
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.	• **E-learning opportunities:** use various technological devices to search for information from the internet and also present organised information using an appropriate medium. • **Face-to-face:** employ various talk for learning approaches and use resource persons where necessary. • **Independent Study:** provide opportunities for student teachers to work individually, in pairs and in groups for presentations. • **Seminar:** provide opportunities for students to do presentations and peer assess themselves.						

Overarching outcome, 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**	Demonstrate basic knowledge and understanding of characteristics of the stages of moral development. It is expected that student teachers will be able to apply the knowledge gained from the lesson to promote effective learning and management of early grade, primary and JHS learners (NTS 3g, 3f).		
• **Learning Outcome for the lesson, picked and developed from the course specification** • **Learning indicators for each learning outcome**	**Learning Outcomes: The student teacher will be able to:**	**Learning Indicators**	**Identify which cross-cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?**
	Demonstrate knowledge and understanding of the key features of the stages of moral development as proposed by Kohlberg and Piaget and also apply this knowledge in managing early grade, primary and JHS learners (NTS 3g, 3f).	• Identify key features of the stages of moral development from early childhood to adolescence. • Explain the implications of the key features for teaching, learning and managing learners at the early grade, primary and JHS.	• Integration of ICT by utilising short videos from YouTube and other online resources. • Collaboration and communication through group presentations. Respect for diversity and gender through mixed gender and ability groups. • Reflection and critical thinking for self-awareness through multi and varied interactive strategies that would support learners with diverse characteristics.

Topic Title	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent.				
Basic characteristics of cognitive and physical development	**Definitions and stages of Kohlberg's moral development**	60 mins	**Face-to-Face:** review previous knowledge using questions. Brainstorm and brain write with student teachers on the meaning of socio-emotional development (PD Theme 3; p.64). **Role play:** Create a scenario on morality for student teachers to play out (PD Theme 1; p.40-47).	Answer relevant questions on RPK. Use mobile phone to search the internet on the meaning of concepts and present to whole class. Student teachers role play the scenario after which they discuss.
			E-learning opportunities: Show a short video on the stages of moral development. Ask questions to stimulate thinking (PD Theme 5; p. 238-240).	Watch and analyse scenes from the video and connect them to the specific stages of moral development. **Independent study**: Answer questions and review assignment/ presentation.
	Definitions and stages of Piaget's moral development	60 mins	**Independent study & seminar:** Introduce the two theories of morality. Let student teachers stay in their smaller mixed ability/mixed gender groups used for the previous week's lesson. Guide groups to discuss extensively the implications of teaching, learning and managing pupils in early grade, primary and JHS. Guide groups to review what they have done and start presentations (PD Theme 4; p. 15-49). Listen and contribute to presentations.	
	Implications of stages of moral development for teaching and learning across the specialisms in the B.Ed. programme	60 mins		**Seminar:** Prepare a table or grid, mapping out levels and characteristics, and what teachers need to do for poster or PowerPoint presentation. Other groups must listen and ask questions for clarification

			Face-to-face: summarize presentations and guide students to establish linkages among cognitive, physical and socio-emotional development (PD Theme 3; p.64).	Review presentations across three domains and establish relationships.

Lesson assessments – evaluation of learning: of, for and as learning within the lesson	**Formative Assessment:** Group presentation of grid, mapping out socio-emotional characteristics across various stages and what they mean for the classroom teacher. Presentation should be peer assessed. This should be added to 5th week presentation and graded. Weighting: 30%
Instructional Resources	• Audio-visuals and animations from YouTube • Projectors and computers • Solid and cross section models of the brain
Required Text (core)	Ammah, C. (2016). Developmental psychology for educators. Accra: Janlex Ventures. Feldman, R. S. (2008). Understanding psychology (8th ed.). New York: McGraw-Hill.
Additional Reading List	Berlinder, D. C. & Calfee, R. C. (Eds.) (2006). Handbook of educational psychology. New York: Macmillan, Brown and Benchmark. Berk, L. E. (2012). Infants and children: Pre-natal through middle childhood (7th ed.). Toronto: Allyn & Bacon. Bronfenbrenner, U. (2009). The ecology of human development: Experiments by nature and design. Cambridge, Massachusetts: Harvard University Press. Dacey, J. S., Travers, J. F., & Fiore, L. (2008). Human development: Across the lifespan (7th ed.). Boston: McGraw-Hill. Giccarelli, S. K., & White, J. N. (2009). Psychology. New Jersey: Pearson Education, Inc. Oppong Frimpong, S., & Amissah, P. A. K. (2009). Psychology of adolescence. Accra: Emmpong Press. Zanden, V. J. W. (1993). Human development. (5th ed.). McGraw-Hill: USA. Ormrod, J. E. (2014). Essentials of educational psychology (4th ed.). New Jersey: Pearson. Owusu-Banahene, N. O. (2007). Educational psychology: The science of learning (2nd ed.). Kumasi: Narco Printers.
CPD needs	See PD Material on Year 1 Semester 2 Course on Growth, development and Learning.

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

Title of Lesson	**Environmental threats to human growth and development**					**Lesson Duration**	**3 hours**
Lesson description	This lesson focuses on the environmental factors that influence the growth and development of humans from conception through birth and beyond. It identifies and discusses possible environmental conditions and factors that can affect development across the domains and serve as barriers to learning across the three specialisms. The educational implications of these threats for teaching and learning are explored. Strategies to be used to manage and minimise the effects of the environmental threats on learning are also considered.						
Previous student teacher knowledge, prior learning (assumed)	Student teachers have knowledge about biological and genetic threats to human growth and development. Students may have watched movies that had scenes of pregnant women drinking and smoking. Students live and come from different localities, communities or environments.						
Possible barriers to learning in the lesson	Student teachers' conceptions and misconceptions of the causes of deviations in growth and development such as superstition and cultural explanations to these human deviations from the normal growth and development processes.						
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.	• **Face-to-face:** use discussion, brainstorming, question and answer etc. to elicit some of the sources of environmental threats during (i) pre-natal (before birth) (ii) peri-natal stage (during birth) and (iii) post-natal (after birth). • **E-learning opportunities:** use audio-visual and animations of some environmental conditions that predispose humans to threats at each of the three stages identified above. • **Practicum (supported teaching in school):** student teachers explore and share their views on some conditions in their schools of observation that could predispose school children to threats in their development and affect learning.						

Overarching outcome, 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**	Demonstrate awareness of the environmental conditions and threats to human growth and development at each of the stages identified and their implications for teaching and learning. It is expected that student teachers will apply the knowledge acquired in various classroom situations, alter their perceptions, conceptions and attitudes towards persons with developmental challenges and conditions. Ultimately, student teachers are expected to transfer this knowledge through the adoption of differentiated instruction to foster optimum benefits of teaching and learning for all (NTECF, NTS 3f, 3g).		
• **Learning Outcome for the lesson, picked and developed from the course specification** • **Learning indicators for each learning outcome**	**Learning Outcomes: The student teacher will be able to:**	**Learning Indicators**	**Identify which cross-cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?**
	Demonstrate awareness of the environmental conditions and threats to human growth and development at each of the stages identified and their implications for teaching and learning. It is expected that student teachers will apply the knowledge acquired in various classroom situations, alter their perceptions, conceptions and attitudes towards persons with developmental challenges and conditions. Ultimately, student teachers are expected to transfer this knowledge through the adoption of differentiated instruction to foster optimum benefits of teaching and learning for all (NTECF, NTS 3f, 3g).	• Identify some environmental conditions and their effect on the intellectual, emotional and physical development of learners. • Explain how these effects of the environmental conditions serve as barriers to teaching and learning and how they can be addressed. • Explore some of the misconceptions associated with the effects of the environmental conditions and how they can be addressed.	• Integration of ICT by utilising short videos from YouTube and other online resources. • Collaboration and communication through group presentations. • Reflection and critical thinking for self-awareness through multi and varied interactive strategies that would support learners with diverse characteristics.

Topic Title	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent.				
	Environmental threats to human growth and development	90 mins	**Face-to-face:** Review previous week's lesson through questions (PD Theme 4; p. 15-49). **Independent study:** Put students into smaller groups for them to select and work on one environmental threat and its effects: e.g. alcohol, smoking, sexually transmitted diseases, nutrition etc. Leading students to define and explain environmental factors respective to the three stages identified (PD Theme 4; p. 15-49). Discussion of environmental threats generated by students in addition to others. Audio-visual, tactile analysis and animations of environmental threats of human development and abnormality (PD Theme 5).	Student teachers generate as many sources/causes of environment threat to human growth and development. Linkages of threats to the development of self, peers and children in schools of observation. Students share their experiences on the topic.
	Educational implications of environmental threats to human growth and development at: **pre-natal stage** **peri-natal stage** **postnatal stage**	90 mins	Teacher-led question and answer session to guide students to connect the effects of the identified threats on the teaching and learning process (PD Theme 4; p. 15-49).	Group presentation on the causes and educational implications of each of the identified stages.
			Guide student teachers to think-pair and share misconceptions about some of these effects and how to address them.	Think-pair and share the misconceptions on the effects of environmental conditions and how they can be addressed.

Lesson assessments – evaluation of learning: of, for and as learning within the lesson	End of semester Assessment: • State any three environmental threats at: - Pre-natal stage - Peri-natal stage - Postnatal stage • Identify and explain how the environment in the school you are practicing threatens or facilitates affective and cognitive development of the pupils.
Instructional Resources	• Audio-visuals and animations from YouTube. • Projectors and computers. • Charts and diagrams of environmental conditions that can facilitate or threaten proper human growth and development in all three domains.
Required Text (core)	Ammah, C. (2016). Developmental psychology for educators. Accra: Janlex Ventures. Feldman, R. S. (2008). Understanding psychology (8th ed.). New York: McGraw-Hill. Ormrod, J. E. (2014). Essentials of educational psychology (4th ed.). New Jersey: Pearson. Owusu-Banahene, N. O. (2007). Educational psychology: The science of learning (2nded.). Kumasi: Narco Printers.
Additional Reading List	Berlinder, D. C. & Calfee, R. C. (Eds.) (2006). Handbook of educational psychology. New York: Macmillan, Brown and Benchmark. Berk, L. E. (2012). Infants and children: Pre-natal through middle childhood (7th ed.). Toronto: Allyn & Bacon. Bronfenbrenner, U. (2009). The ecology of human development: Experiments by nature and design. Cambridge, Massachusetts: Harvard University Press. Dacey, J. S., Travers, J. F., & Fiore, L. (2008). Human development: Across the lifespan (7th ed.). Boston: McGraw-Hill. Giccarelli, S. K., & White, J. N. (2009). Psychology. New Jersey: Pearson Education, Inc. Oppong Frimpong, S., & Amissah, P. A. K. (2009). Psychology of adolescence. Accra: Emmpong Press. Zanden, V. J. W. (1993). Human development. (5th ed.). McGraw-Hill: USA.
CPD needs	See PD Material on Year 1 Semester 2 Course on Growth, development and Learning.

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

Title of Lesson	**Concepts of learning and learning styles: VAK learning model and educational implications**					**Lesson Duration**	**3 hours**
Lesson description	This lesson focuses on the definitions and meaning of learning as implied in education. What constitutes learning or otherwise is explored to bring to awareness. The features of the Visual-Auditory-Kinesthetic (VAK) learning model, their limitations and educational implications are discussed in detail. This will enable student teachers to become aware of themselves, how they learn and also appreciate the learning styles of others and that of pupils they will be teaching to enable them select or employ differentiated strategies that would support the learning of diverse learners across the three specialisms.						
Previous student teacher knowledge, prior learning (assumed)	Student teachers have engaged in several life skills and activities thought to be aspects of learning such as: reading lecture notes, driving, cooking and swimming. Student teachers have also been watching audio visual on diverse subjects and topics. They have also started observation and thus encountering differences in pupils learning.						
Possible barriers to learning in the lesson	Possible student teachers' misconceptions about what learning is and what it is not. For instance, the definition of learning as "relatively permanent" change in behaviour and experience. Some student teachers may not also know their learning styles as a result they do not appreciate the styles of others.						
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.	• **Face-to-face:** use discussion, brainstorming, question and answer etc. to elicit students' views about what learning is, what is not learning and factors to consider when defining learning. • **E-learning opportunities:** use audio-visual and animations illustrating different aspects Visual-Auditory-Kinesthetic (VAK) learning model. Intermittently audio-visuals are paused for discussions of important concepts or features of the model. • **Independent study and Practicum (supported teaching in school):** student teachers share their views and experiences of specific teaching methods and conditions in their schools of observation that could exemplify the VAK learning model.						

Overarching outcome, 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**	Demonstrate knowledge and understanding of the learning styles of learners with diverse background and the application of various strategies for learning with differentiated instruction to support learning across early grade, primary and JHS (NTS 2e; 3d,e,f,j,k).		
• **Learning Outcome for the lesson, picked and developed from the course specification** • **Learning indicators for each learning outcome**	**Learning Outcomes: The student teacher will be able to:**	**Learning Indicators**	**Identify which cross-cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?**
	Demonstrate knowledge and understanding of learning styles of learners with diverse background and application of various strategies for learning with differentiated instruction to support learning across early grade, primary and JHS (NTS 2e; 3d,e,f,j,k)	• Identify the various learning styles and clearly explain how it relates to them. • Examine the various learning strategies for each learning style and how they support learning of diverse learners.	• Integration of ICT by utilising short videos from YouTube and other online resources. • Collaboration and communication through group presentations. • Reflection and critical thinking for self-awareness through multi and varied interactive strategies that would support learners with diverse characteristics.

Topic Title	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent.				
Learning and learning styles	**Concepts of learning and learning styles**	15 minutes	**Face-to-face & Independent learning** Use questions to answers to review RPK. Guide student teachers to use their phones to search for definition of learning and learning styles.	Student teachers define learning in their own words. Using mapping and cartooning to illustrate what learning is and what it is not.
	VAK learning model and educational implications: **Visual - role, conditions necessary for its application, and educational implications** **Auditory – role, conditions necessary for its application, and educational implications** **Kinesthetic - role, conditions necessary for its application, and educational implications**	1 hour 1 hour 45 minutes	Introduce the VAK learning model. Distribute the VAK learning styles questionnaire for student teachers to fill and analyse. Put student teachers into groups to examine aspects of the VAK model or the category they fall within under the following: The role of each of the components of the model (PD Theme 2). Conditions necessary for the successful application of the VAK (PD Theme 4). Educational implications of utilizing the: • Visual • Auditory • Kinesthetic sense of learning Guide student teachers to present using PowerPoint.	Answer VAK questionnaire and analyse to know one's learning style. Imply relevant prior experiences of self and classroom observation to derive the importance of each of the components of the VAK. Use relevant prior experiences of self and classroom observation to derive the importance of each of the components of the VAK. Present findings using power point for colleagues to ask questions.
			Assignment Distribute Kolb's learning styles questionnaire to student teachers to fill and analyse and submit the following week.	Fill in Kolb's learning styles questionnaire, analyse and submit during the next lesson.

Lesson assessments – evaluation of learning: of, for and as learning within the lesson	In-lesson Assessment: Present group work using power point for peers to ask questions and assess.
Instructional Resources	• Audio-visuals and animations from YouTube. • Projectors and computers. • Charts and diagrams of environmental conditions that can facilitate or threaten proper human growth and development in all three domains.
Required Text (core)	Ammah, C. (2016). Developmental psychology for educators. Accra: Janlex Ventures. Owusu-Banahene, N. O. (2007). Educational psychology: The science of learning (2nded.). Kumasi: Narco Printers.
Additional Reading List	Berlinder, D. C. & Calfee, R. C. (Eds.) (2006). Handbook of educational psychology. New York: Macmillan, Brown and Benchmark. Berk, L. E. (2012). Infants and children: Pre-natal through middle childhood (7th ed.). Toronto: Allyn & Bacon. Bronfenbrenner, U. (2009). The ecology of human development: Experiments by nature and design. Cambridge, Massachusetts: Harvard University Press. Feldman, R. S. (2008). Understanding psychology (8th ed.). New York: McGraw-Hill. Ormrod, J. E. (2014). Essentials of educational psychology (4th ed.). New Jersey: Pearson. Dacey, J. S., Travers, J. F., & Fiore, L. (2008). Human development: Across the lifespan (7th ed.). Boston: McGraw-Hill. Giccarelli, S. K., & White, J. N. (2009). Psychology. New Jersey: Pearson Education, Inc. Oppong Frimpong, S., & Amissah, P. A. K. (2009). Psychology of adolescence. Accra: Emmpong Press. Zanden, V. J. W. (1993). Human development. (5th ed.). McGraw-Hill: USA.
CPD needs	See PD Material on Year 1 Semester 2 Course on Growth, development and Learning.

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

Title of Lesson	**Kolb's learning and educational implications**					**Lesson Duration**	**3 hours**
Lesson description	The lesson focuses on Kolb's experiential learning model and its application in the Ghanaian context. Each of the four approaches namely; Accommodator (Concrete Experience + Active Experiment); Converger (Abstract Conceptualization + Active Experiment); Diverger (Concrete Experience + Reflective Observation); Assimilator (Abstract Conceptualization + Reflective Observation) will be thoroughly discussed and their connection to practice highlighted. This will enable student teachers know themselves and appreciate what they learn and how their pupils also learn to enable them to support their learning.						
Previous student teacher knowledge, prior learning (assumed)	Students have been taught learning and have used the VAK model questionnaire to identify their learning styles.						
Possible barriers to learning in the lesson	Inappropriate approaches to teaching and non-use of relevant teaching and learning materials.						
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.	• **Face-to-face:** teacher-led discussion to explain the core tenets of Kolb's model and how applicable it is in our Ghanaian context. • **E-learning opportunities:** use audio-visual and animations illustrate the different approaches to the learning model. • **Practical Activity:** student teachers work in groups and do a presentation on the approaches suggested by the model. • **Practicum (supported teaching in school):** student teachers are to look out for the application of these learning styles and evaluate the extent of success and challenges encountered in their application.						

Overarching outcome, 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**	Demonstrate knowledge and understanding of learning styles of learners with diverse background and application of various strategies for learning with differentiated instruction to support learning across early grade, primary and JHS (NTS 2e; 3d,e,f,j,k).		
• **Learning Outcome for the lesson, picked and developed from the course specification** • **Learning indicators for each learning outcome**	**Learning Outcomes: The student teacher will be able to:**	**Learning Indicators**	**Identify which cross-cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?**
	Demonstrate knowledge and understanding of learning styles of learners with diverse background and application of various strategies for learning with differentiated instruction to support learning across early grade, primary and JHS (NTS 2e; 3d,e,f,j,k).	• Identify the various learning styles and clearly explain how it relates to them. • Examine the various learning strategies for each learning style and how they support learning of diverse learners.	• Mixed ability/interests group work. • Respecting diversity by pointing out individual differences in learning style preferences.

Topic Title	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent.				
Kolb's learning model and educational implications	**Kolb's approaches:** **Accommodator** **Converger** **Diverger** **Assimilator**	30 mins	**Practical activity** Put student teachers into groups of learning styles they belong based on their analysis of the Kolb's inventory. Give each group sometime to discuss characteristics peculiar to their practice, their strengths and weaknesses and how they can be addressed (PD Theme 4).	Use question and answers for clarifications. Mini project on the strengths and weakness of each approach to learning.
		1 hours	**Guide group presentation and ask questions.**	Group presentation on key features peculiar to each style, strength and weaknesses
	Educational implications of each of the approaches to learning.	30 minutes	Keep student teachers in their groups to discuss educational implications respective to each approach of the learning model (PD Theme 2).	Shower thoughts to generate connection of the approaches to educational practice.
			Guide group presentation and ask questions.	Group presentation on key features peculiar to each style, strength and weaknesses.

Lesson assessments – evaluation of learning: of, for and as learning within the lesson	In-lesson Assessment: groups present of topics assigned for peers to listen, comment and assess.
Instructional Resources	• Audio-visuals and animations from YouTube demonstrating each of the approaches to the learning style. • Projectors and computers.
Required Text (core)	Ammah, C. (2016). Developmental psychology for educators. Accra: Janlex Ventures. Feldman, R. S. (2008). Understanding psychology (8th ed.). New York: McGraw-Hill. Ormrod, J. E. (2014). Essentials of educational psychology (4th ed.). New Jersey: Pearson. Owusu-Banahene, N. O. (2007). Educational psychology: The science of learning (2nded.). Kumasi: Narco Printers.
Additional Reading List	Berlinder, D. C. & Calfee, R. C. (Eds.) (2006). Handbook of educational psychology. New York: Macmillan, Brown and Benchmark. Berk, L. E. (2012). Infants and children: Pre-natal through middle childhood (7th ed.). Toronto: Allyn & Bacon. Bronfenbrenner, U. (2009). The ecology of human development: Experiments by nature and design. Cambridge, Massachusetts: Harvard University Press. Dacey, J. S., Travers, J. F., & Fiore, L. (2008). Human development: Across the lifespan (7th ed.). Boston: McGraw-Hill. Giccarelli, S. K., & White, J. N. (2009). Psychology. New Jersey: Pearson Education, Inc. Oppong Frimpong, S., & Amissah, P. A. K. (2009). Psychology of adolescence. Accra: Emmpong Press. Zanden, V. J. W. (1993). Human development. (5th ed.). McGraw-Hill: USA.
CPD needs	See PD Material on Year 1 Semester 2 Course on Growth, development and Learning.

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

Title of Lesson	**Motivation and reinforcement**					**Lesson Duration**	**3 hours**
Lesson description	The lesson focuses on exposing student teachers to the concept of motivation and their types. The associated advantages and disadvantages of types of motivation and their applicability in given situations are discussed. Strategies to motivate individuals are also within the scope of this lesson.						
Previous student teacher knowledge, prior learning (assumed)	Students have been "motivated" to engage in many activities such as deciding to come to college, driving, reading notes, cooking, eating, making one choice or another.						
Possible barriers to learning in the lesson	Misconceptions about some forms of motivation and biases towards other types of motivation.						
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.	• **Face-to-face:** use teacher-led question and answer session to elicit various instances of motivation grouping the responses into types. • **E-learning opportunities:** use audio-visual and animations to illustrate different **classroom instances portraying (i) extrinsic motivation and (ii) intrinsic motivation.** • **Practical Activity:** Students work in groups and do a presentation on the types of motivation noting their advantages, disadvantages and educational implications and approaches suggested by the model. • **Practicum (supported teaching in school):** student teachers look out for and record instances when certain types of motivation were applied in the school or classroom they are assigned to for observation.						

Overarching outcome, 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 overarching outcome for this lesson is for student teachers to be conversant with the concept of motivation and reinforcement, the types and their associated advantages and disadvantages. Abreast with this knowledge, the student teacher is expected to be able to deploy these motivational and reinforcement strategies to optimise teaching and learning in the school/ classroom environment. It is also expected that student teacher will use knowledge about the concept of motivation as an additional tool to effectively manage school and classroom situations in early grade, primary and JHS (NTECF, NTS 3f, 3g).		
• **Learning Outcome for the lesson, picked and developed from the course specification** • **Learning indicators for each learning outcome**	**Learning Outcomes: The student teacher will be able to:**	**Learning Indicators**	**Identify which cross-cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?**
	Demonstrate effective ways of motivating and reinforcing learners in inclusive and multi-grade/age early grade, primary and JHS learning environments (NTECF, NTS 3d, p.14).	• Demonstrate passion and commitment to teach early grade, primary and JHS learners. • Use appropriate strategies to enable learners with divers characteristics in early grade, primary and JHS develop passion and commitment to learning. • Use appropriate techniques and types of rewards to reinforce behaviour of diverse learners in inclusive classrooms.	• Integration of ICT by utilising short videos from YouTube and other online resources. • Collaboration and communication through group presentations. • Reflection and critical thinking for self-awareness through multi and varied interactive strategies that would support learners with diverse characteristics.

Topic Title	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent.				
Meaning and Types of Motivation	**Meaning and types of motivation: Extrinsic and intrinsic motivation: Their Advantages and disadvantages** **Educational implications of extrinsic motivation**	15 minutes 1 hour 30 minutes	**Face-to-face & independent learning** Review student teachers' previous knowledge through questions. Define and explain the concept of motivation (PD Theme 2). Discuss key 'motivation' situations in "role play and dramatization" (PD Themes 1,4). Discuss the educational implications [application] of this type of motivation (PD Theme 4).	Respond to questions on what forms of motivation they have received before. Role play and dramatise various scenarios of behaviour; analysis of cases and reflective notes on different classroom scenarios on extrinsic and intrinsic motivation. Discuss their implications for teaching and learning in the specialisms in the B.Ed. curriculum.
	Types of reinforcement and their educational implications	45 min	**Independent learning** Put student teachers into smaller groups and guide them to search using their phones on the types of reinforcement and their implications for teaching and learning across the specialisms in the B.Ed. curriculum. Guide students to present their findings (PD Theme 4).	Present findings in smaller groups.
			Ask student teachers to start exploring the distinct characteristics of teachers at the early grade, primary and JHS for the next lesson.	

Lesson assessments – evaluation of learning: of, for and as learning within the lesson	In-lesson Assessment through questions. Topic treated should be part of end of semester assessment.
Instructional Resources	• Audio-visuals and animations from YouTube demonstrating each of the approaches to the learning style. • Projectors and computers.
Required Text (core)	Ammah, C. (2016). Developmental psychology for educators. Accra: Janlex Ventures. Owusu-Banahene, N. O. (2007). Educational psychology: The science of learning (2nded.). Kumasi: Narco Printers.
Additional Reading List	Berlinder, D. C. & Calfee, R. C. (Eds.) (2006). Handbook of educational psychology. New York: Macmillan, Brown and Benchmark. Berk, L. E. (2012). Infants and children: Pre-natal through middle childhood (7th ed.). Toronto: Allyn & Bacon. Bronfenbrenner, U. (2009). The ecology of human development: Experiments by nature and design. Cambridge, Massachusetts: Harvard University Press. Dacey, J. S., Travers, J. F., & Fiore, L. (2008). Human development: Across the lifespan (7th ed.). Boston: McGraw-Hill. Feldman, R. S. (2008). Understanding psychology (8th ed.). New York: McGraw-Hill. Ormrod, J. E. (2014). Essentials of educational psychology (4th ed.). New Jersey: Pearson. Giccarelli, S. K., & White, J. N. (2009). Psychology. New Jersey: Pearson Education, Inc. Oppong Frimpong, S., & Amissah, P. A. K. (2009). Psychology of adolescence. Accra: Emmpong Press. Zanden, V. J. W. (1993). Human development. (5th ed.). McGraw-Hill: USA.
CPD needs	See PD Material on Year 1 Semester 2 Course on Growth, development and Learning.

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

Title of Lesson	**Distinctive Characteristics of teachers in the specialisms**					**Lesson Duration**	**3 hours**
Lesson description	The lesson seeks to explore the distinctive features that distinguish early grade, primary and Junior High School teachers. This is meant to enable student teachers identify and appreciate characteristics that make them different from other teachers at other levels. Student teachers provide them with the knowledge and competencies required to teach and support the learning of learners across the three levels.						
Previous student teacher knowledge, prior learning (assumed)	Student teachers have been exposed to growth and development across the intellectual, emotional and physical domains of the early childhood, middle childhood and early adolescent and their implication for learning.						
Possible barriers to learning in the lesson	Misconceptions about teaching at certain levels at the basic schools.						
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.	• **Face-to-face:** use teacher-led question and answer session to elicit various instances of motivation, grouping the responses into types. • **E-learning opportunities:** download related materials using their phones. • **Practical Activity:** Students work in groups and do a presentation on the distinctive characteristics for specialisms. • **Practicum (supported teaching in school):** students look out for and record instances of teacher characteristics at various levels.						

Overarching outcome, 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**	Student teachers should be able to identify characteristics of teachers teaching at either the early grade, primary or JHS to enable them to support the learning of all learners at that level (NTS1f, 2d,e, 3d).		
• **Learning Outcome for the lesson, picked and developed from the course specification** • **Learning indicators for each learning outcome**	**Learning Outcomes: The student teacher will be able to:**	**Learning Indicators**	**Identify which cross-cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?**
	Student teachers should be able to identify and demonstrate characteristics of teachers teaching at either the early grade, primary or JHS to enable them to support the learning of all learners at that level (NTS 1f, 2d,e, 3d).	• Explain the distinctive features required for teaching at the early grade. • Explain the distinctive features required for teaching at the upper primary. • Explain the distinctive features required for teaching at the JHS • Identify misconceptions associated with teaching at specific levels and how to address them.	• Integration of ICT by utilising short videos from YouTube and other online resources. • Collaboration and communication through group presentations. • Reflection and critical thinking for self-awareness through multi and varied interactive strategies that would support learners with diverse characteristics.

Topic Title	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent.				
Distinctive Characteristics/ features of teachers in the specialisms	**Distinctive features of;** **Early grade teachers** **Upper primary teachers** **JHS teachers**	2 hours	**Practical Work** Explore students RPK through questions and answers on characteristics of humans across the domains. Put student teachers into smaller groups and guide them to identify and discuss the topic. Two or more groups can work on the same level. Guide student teachers to do presentations and compare notes. Use concept maps to organize points made.	Work in smaller groups on topic assigned and present to class.
	Misconceptions about teaching at early grade, upper primary and JHS and how to address them	1 hour	**Independent study** Guide student teachers to think-pair and share misconceptions associated with teaching at a particular level. Let them break into their smaller groups for discussion. Guide them to present to class for discussion and organize thoughts using concept maps.	Pair-share and break into groups for discussion. Present thoughts to class.

Lesson assessments – evaluation of learning: of, for and as learning within the lesson	In-lesson Assessment through questions and answers. Topic treated should be part of end of semester assessment.
Teaching Learning Resources	• Audio-visuals and animations from YouTube demonstrating each of the approaches to the learning style. • Projectors and computers.
Required Text (core)	Ammah, C. (2016). Developmental psychology for educators. Accra: Janlex Ventures. Owusu-Banahene, N. O. (2007). Educational psychology: The science of learning (2nded.). Kumasi: Narco Printers.
Additional Reading List	Berlinder, D. C. & Calfee, R. C. (Eds.) (2006). Handbook of educational psychology. New York: Macmillan, Brown and Benchmark. Berk, L. E. (2012). Infants and children: Pre-natal through middle childhood (7th ed.). Toronto: Allyn & Bacon. Bronfenbrenner, U. (2009). The ecology of human development: Experiments by nature and design. Cambridge, Massachusetts: Harvard University Press. Dacey, J. S., Travers, J. F., & Fiore, L. (2008). Human development: Across the lifespan (7th ed.). Boston: McGraw-Hill. Feldman, R. S. (2008). Understanding psychology (8th ed.). New York: McGraw-Hill. Ormrod, J. E. (2014). Essentials of educational psychology (4th ed.). New Jersey: Pearson. Giccarelli, S. K., & White, J. N. (2009). Psychology. New Jersey: Pearson Education, Inc. Oppong Frimpong, S., & Amissah, P. A. K. (2009). Psychology of adolescence. Accra: Emmpong Press. Zanden, V. J. W. (1993). Human development. (5th ed.). McGraw-Hill: USA.
CPD needs	See PD Material on Year 1 Semester 2 Course on Growth, development and Learning.