

**YEAR 3**

**SEMESTER 1**

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

# **Guidance and Counselling**





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# FOREWORD

These Initial Teacher Education course manuals were developed by a team consisting of members from Colleges of Education and four universities namely the University of Ghana, Kwame Nkrumah University of Science and Technology, University of Education, Winneba, and University for Development Studies. This team was originally constituted by the National Council for Tertiary Education (now the Ghana Tertiary Education Commission) in 2019 to support the delivery of the new B.Ed. curriculum with assistance from T-TEL and UK Aid. The revision, finalization and printing of these manuals took place in 2021 with support from T-TEL and Mastercard Foundation.

The course manuals have been produced for use as general guides for the delivery of the new four-year B.Ed. curriculum in Colleges of Education in collaboration with their affiliated universities. They are designed to support student teachers, tutors, and lecturers in delivering a complete B.Ed. course for training student teachers which meets the requirements of the National Teachers' Standards, enabling them to teach effectively in basic schools.

The first section of the manuals is focused on the course information and vision for the B.Ed. curriculum. The second section presents the course details, goal for the subject or learning area, course description, key contextual factors as well as core and transferable skills and cross-cutting issues, including equity and inclusion. The third section is a list of course learning outcomes and their related learning indicators. The fourth section presents the course content which is broken down into units for each week, the topic and sub-strands and their related teaching and learning activities to achieve the learning outcomes and the teaching and learning strategies. This is followed by course assessment components in section five. Each manual contains a list of required reading and references as well as teaching and learning resources. The final section presents course related professional development for tutors and lecturers to be able to use each section of the manual.

Field instructions to guide Supported Teaching in School are integrated into the course manuals to provide the student teacher with guidance in developing teaching throughout the entire period of study to be able to meet the requirements of the National Teachers' Standards (NTS) and the National Teacher Education Curriculum Framework (NTECF). To ensure maximum benefit the course manuals should be used in addition to other resources such as the NTS, NTCEF, National Teacher Education & Assessment Policy and the National Teacher Education Gender Equality and Social Inclusion (GESI) Strategy and Action Plan.. This will help to ensure that student teachers' learning is integrated within the wider teacher education policy framework.

**Professor Mohammed Salifu Director General, Ghana Tertiary Education Commission**

## ACKNOWLEDGEMENTS

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

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

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

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

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

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# INTRODUCTION TO COURSE MANUALS

Welcome to this B.Ed. Course manual.

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

The manuals serve the following purposes:

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

Specifically, they also:

- support coherent lesson planning and teaching which will enable student teachers to achieve the NTS and become good teachers who ensure all pupils' learning whilst offering tutors the flexibility for adaptation for local needs and contexts.
- Provide a lesson by lesson overview of the course, building on and developing the material in the course specifications.
- Inform tutors, student teachers and others working with student teachers about:
  1. What is to be taught and why.
  2. how it can be taught.
  3. how it should be assessed.
- Provide opportunities for student teachers to develop and apply knowledge during supported teaching in school, creating a strong bond between learning in school and in the training institution.
- Reflect the stage of student teacher development, set out in the model for progress across the four years of the B.Ed.
- Can be used as self-study tools by student teachers.
- Ensure that all information necessary to inform teacher training is in one place (serves as reference document).
- The manuals are the basis of the codes and university professional development sessions to ensure Principals, tutors, lecturers and heads of department are fully familiar with the details of: courses, outcomes, content, approaches, assessments and lessons.

Who are course manuals for:

- College of Education Tutors
- Teacher Education University Lecturers
- Student Teachers
- Mentors and Lead Mentors
- All Those with An Interested In Teacher Education.

## USING THIS MANUAL

Writers of the manuals engaged widely with colleagues in each subject area at each stage of development. Besides, writers envisaged themselves in varied contexts as they wrote, to suggest methodologies and strategies for teaching the strands which would ensure student teachers are enabled to achieve the learning outcomes. In view of our commitment to creativity, problem solving, collaboration and to lifelong learning, we expect that individual tutors will “own” their manuals and become user-developers. Lessons in the manuals will be strands for weekly Pd meetings where tutors/lecturers will situate the lessons in the contexts of their colleges and their student teachers, to maximize the benefits.

It is also expected that tutors will model the best pedagogic practices for student teachers. Key among such practices is the communication of the importance of having a personal teaching philosophy. We expect that tutors and lecturers will explicitly communicate their personal teaching philosophies to their student teachers during the first meeting of every course. In preparation for this, we suggest you set out your personal teaching philosophy and how it will be demonstrated in your teaching using, or adapting, the sample sentence introductions below.

My teaching philosophy is .....

In view of this philosophy, I will facilitate this course by/through .....

# Course Manual Writing Format

## A. Course Information

### Title Page

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

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

#### ii. Course Details

<b>Course name</b>	Guidance and Counselling for Early Grade				
<b>Pre-requisite</b>					
<b>Course Level</b>	200	Course Code		Credit Value	3

### Table of contents

#### 1. 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.

#### 2. Key contextual factors

Teaching and learning is often regarded as two sides of a coin. For both to be effective and successful, there is need for creating suitable environments. The ability to create these environments partly depends on the level of teachers' knowledge of the psychology of learning in middle childhood. The ability to use varied instructional strategies for learners with diverse learner characteristics, abilities and developmental stages of middle childhood learners is the hallmark of an effective teacher. In same vein, it is expected that adopting differentiated classroom and behaviour management strategies to meet the peculiar strengths, needs and challenges of primary school learners will promote effective teaching and learning. This course will equip student teachers with the theoretical knowledge and practical skills to foster effective learning and manage learners' transition from the home to Early Grade Schools.

#### 3. Course Description

This course is meant to further expose and consolidate student teachers' knowledge about the psychology of learning at the Early Grade level. The course focuses on the stages of human and language development and their learning implications in Early Grade classrooms. Student teachers would be exposed to theories of learning, transfer of learning, and behaviour management techniques and their implications for learning in Early Grade. In the delivery of the course, differentiated interactive and assessment techniques would be employed to help student teachers examine the educational implications of the stages of development, learning theories and behaviour management techniques. This course, will therefore, equip student teachers with the knowledge and skills that will enable them apply differentiated instruction as well as managing transitional strategies from home to Early Grade schools (**NTECF, NTS 3d, p.14**)

#### 4. 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 using various digital tools

**Critical thinking** is developed in student teachers when they express their conceptions, misconceptions and biases towards the use of various multimedia resources.

**Collaboration** is fostered through assigning group projects and presentation of various topics across units.

**Communicative skills** of student teacher would be enhanced through group discussions, presentations, co-planning and co-teaching

**Personal development** would be fostered through individual and group presentation, examining personal prejudices for some multimedia resources for teaching.

**Respect for diversity** would be engendered in student teachers by using various criteria of group formation.

**Commitment and passion for teaching** would be developed when student teachers develop various multimedia resources for teaching.

**Creativity:** This would be enhanced by creating or developing different multimedia resources to support the learning of learners with diverse characteristics.

#### 5. Course Learning Outcomes

CLO 1: Demonstrate a clear knowledge and understanding of the historical and conceptual issues in guidance and counselling

#### 6. Learning Indicators

- Provide the important milestones in guidance and counselling in Ghana.
- Discuss the meaning, purpose, objectives of, differences and similarities between guidance and counselling.

<b>(NTECF p.4, 13, 18, NTS 3f).</b>	
CLO2: Demonstrate knowledge, understanding and use of guidance services, communication skills and counselling techniques, including online resources for counselling <b>(NTECF p.68; NTS 3c, 3d).</b>	<ul style="list-style-type: none"> <li>• Explain each of the guidance services.</li> <li>• Enumerate the communicative skills required of a good counsellor of Early Grade school learners.</li> <li>• Discuss some counselling techniques used by counsellors including online resources for counselling learners in Early Grade schools.</li> </ul>
CLO 3: Develop and demonstrate passion and commitment in applying appropriate techniques and assessment inventories in counselling for behaviour modification of learners including those with special needs in Early Grade schools <b>(NTECF p. 13, NTECF p.68, NTS 2f, NTS 1f, NTS 1b, 1g).</b>	<ul style="list-style-type: none"> <li>• Outline the criteria used to select specific techniques for specific counselling situations for diverse learners in Early Grade schools.</li> <li>• Explain the techniques appropriate for specific counselling needs of Early Grade school learners.</li> <li>• Apply appropriate counselling skills and techniques in modifying behaviour and supporting the learning of learners with diverse needs in Early Grade schools.</li> </ul>
CLO 4: Demonstrate knowledge and understanding of diverse counselling techniques suitable for learners with diverse physical, mental, social, behavioural, emotional needs in Early Grade schools <b>(NTS 3g)</b>	<ul style="list-style-type: none"> <li>• Identify the counselling techniques and services used to manage different needs and challenges of Early Grade learner in the; <ul style="list-style-type: none"> <li>- Psychomotor domain.</li> <li>- Cognitive domain.</li> <li>- Affective domain.</li> </ul> </li> </ul>
CLO 5: Demonstrate knowledge and understanding of ethical standards and legal concerns in counselling learners in the Early Grade stage <b>(NTS 1d).</b>	<ul style="list-style-type: none"> <li>• Discuss the ethical procedures in counselling learners in Early Grade schools.</li> <li>• Explain the legal implications and concerns in counselling in learners in Early Grade schools.</li> <li>• Discuss the differences and similarities between ethical and legal issues in counselling learners in Early Grade schools.</li> </ul>
CLO 6: Demonstrate knowledge, understanding, and preparation of a good professional teaching portfolio <b>(NTS 1d)</b>	<ul style="list-style-type: none"> <li>• Submit portfolio and projects as requirements for formative assessment for the course.</li> </ul>

#### 7. Course Content

Unit	Topic	Sub-topic if any)	Teaching and learning activity to achieve the learning outcomes
1	Conceptual and Historical Issues	Meaning of guidance and counselling, Development of guidance and counselling, Differences and similarities between guidance and counselling, Misconceptions and barriers to counselling in inclusive Early Grade schools, Purpose, objectives and the need for guidance and counselling in Early Grade schools, Principles of guidance and counselling, Types of counselling, Role of teachers and parents in guidance and counselling in Early Grade schools.	Use Talk for learning approaches, individual and group presentations to discuss the meaning and history of guidance and counselling; Shower thoughts on the misconceptions and barriers to counselling in Early Grade schools; Discussion on the principles of guidance and counselling; Audio-visual and tactile analysis of types of counselling; Simulation/role play of the roles of teachers and parents in guidance and counselling.
2	Guidance Services	Orientation service; Placement service; Appraisal service; Vocational and career service; Information service; Consultation service; Counselling service; Referral service; Follow-up service; and Evaluation service.	Pyramid and panel discussions on some guidance services; think-pair-share; audio-visual and tactile analysis of some of the guidance services; role play of procedures involved in the delivery of some of the guidance services; individual and group presentations using power point.
3	Communication Skills in Counselling	The communication process; Listening and giving feedback; Developing listening skills; Developing responding (continuation responses and questioning); Developing skills in feedback (paraphrasing, reflection of feelings and confrontation); Developing skills in feedback (focusing and summarising)	Generate posters to model the communication process (verbal and non-verbal); Dramatisation or role play of some of the communication skills in counselling (e.g. listening and giving feedback); Audio-visual and tactile analysis of some of the communication skills in counselling; Peer counselling to highlight various aspects of

			communication skills in counselling; Case studies of counselling sessions. Reflective notes on the communication skills in counselling.
4	Counselling Techniques for Behaviour Modification in Early Grade Schools	Conditions that facilitate counselling; Stages in the counselling process; Techniques of counselling (cognitive restructuring and assertive training; modelling; systematic desensitisation and relaxation); Techniques for online counselling	Sociometric techniques; Case studies of counselling sessions to modelling the conditions; stages and techniques of counselling; Audio-visual and tactile analysis of some counselling techniques for behaviour modification in children; Individual and group presentations and projects on techniques for online counselling.
5	Assessment Inventories for Counselling and Practicum.	Meaning and Types of assessment inventories for counselling and practicum; Factors to consider to develop an assessment inventory; Factors/criteria to consider in selecting assessment inventories for specific counselling situations; Uses of assessment inventories for counselling and practicum.	Pyramid and panel discussions on some assessment inventories used by counsellors; Individual and group presentations on the types and uses of specific assessment inventories; Audio-visual and tactile analysis of uses of assessment inventories for counselling and practicum; case studies of specific counselling situations; group project on application of techniques in supporting individual learners.
6	Counselling Learners with Special Needs.	Idiographic assessment; unique counsellor characteristics; parent counselling and guidance services for learners with SEN; confidentiality/ ethical issues in counselling learners with SEN; creating and counselling learners with SEN environment; key counselling approaches for learners with SEN.	Resource persons, Individual and group projects using ICT, role play, individual and group presentations using power point, case studies, sociometric techniques, audio-visual and tactile analysis.
7	Ethical Standards and Legal Concerns in Counselling in Early Grade schools.	Areas of ethical and legal concern; Ethical standards in counselling, Confidentiality and privacy; Privileged information; Legal issues in counselling; Professionalism.	Audio-visual and tactile analysis of selected cases on ethical concerns in counselling sessions; Audio-visual and tactile analysis of selected cases on legal concerns in counselling; Case studies of cases bothering on ethical and legal concerns; Pyramid and panel discussion on professionalism in counselling; Individual and group presentations of ethical standards and legal concerns in counselling; reflective notes.
<b>8. Teaching and Learning Strategies</b>			
<ul style="list-style-type: none"> <li>• Talk for learning Approaches-Pyramid and panel discussion, shower thoughts etc.</li> <li>• Role play/Simulation</li> <li>• Case study</li> <li>• Cooperative learning</li> <li>• Individual and group presentations</li> <li>• Writing of reflective notes</li> <li>• Think-pair-share, debates</li> <li>• Sociometric techniques</li> <li>• Audio visual and tactile analysis</li> </ul>			
<b>9. Course Assessment Components</b>			
In assessing student teachers, teacher educators should endeavour to use assessment procedures that are gender sensitive/responsive and those that promote inclusivity (gender balanced and mixed ability groups for presentations, projects).			
<b>Component 1: Subject Portfolio Assessment (30% overall score)</b>			
<ul style="list-style-type: none"> <li>• Selected items of students work (3 of them -10% each) = 30%</li> <li>• Midterm assessment = 20%</li> </ul>			

- Reflective Journal = 40%
- Organisation of the subject portfolio = 10% (how it is presented /organised)

NOTE:

- a. Assignment (Each should NOT be more than 400 words)
  - i. Identify a child in your school or community of practice with a problem that serves as a barrier to learning. Describe the problem, noting its characteristics.
  - ii. Identify a creative approach and describe how it can be used to solve a school related problem.
  - iii. Describe steps or procedures adopted during a face-to-face counselling session.

Assesses Learning outcomes: CLO 2, CLO 3, CLO 4 and CLO 6

Addresses the following NTS:

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

3b: Carries out small-scale action research to improve practice

3m: Identifies and remediates learners' difficulties or misconceptions, referring learners whose needs lie outside the competency of the teacher.

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

- Introduction, a clear statement of aim and purpose of the project = 10%
- Methodology: what the student teacher has done and why to achieve the purpose of the project = 20%
- Substantive or main section = 40%
- Conclusion = 30%

Note: Subject Project: This should be given in week 2 and taken in week 5

"Write a 10-paged (excluding reference), double-spaced Project Report on Guidance Services provided in the schools you visited for STS. Reflect and discuss the challenges faced by the schools in providing guidance services, and suggest innovative ways to address them".

Assesses Learning Outcomes: CLO 2, CLO 3, and CLO 4

Addresses the following NTS:

NTS 3e: Employs a variety of instructional strategies that encourages student participation and critical thinking.

NTS 3f: Pays attention to all learners, especially girls and students with Special Educational Needs, ensuring their progress.

NTS 3g: Employs instructional strategies appropriate for mixed ability, multilingual and multi-age classes.

NTS 3i: Listens to learners and gives constructive feedback. Summary of Assessment Method: Semester Project Report.

**Component 3: End of semester examination = 40% over all**

Assesses Learning Outcomes: CLO 1, CLO 2, CLO 4, and CLO 5.

**10. Required Reading and Reference List**

Ackumey, M. A., & Ackom, P. E. (2010). *Counselling in teacher education*. Winneba: Institute for Educational Development and Extension.

Akindde, E. A. (2012). *Introduction to modern guidance and counselling: A basic text for tertiary institutions*. Ibadan: Brightways Publishers.

Antwi, T. (2016). *Introduction to guidance and counselling for the basic school educator*. Accra: Design's Network.

Bedu-Addo, P. K. A. (2014). *Guidance and counselling "unmasked"*. Kumasi: Approacher's Ghana Limited.

Buku, D. K., Noi-Okwei, C., & Wilson, K. N. (2012). *Counselling skills and strategies*. Accra: SEDCO Publishing Ltd.

Namale, M. K. (2012). *Guidance and counselling in education*. Tema: Richblank Publications.

Ackumey, M. A. (2003). *Organization and administration of school guidance programme*. Accra: Media Graphic & Press Ltd.

Gibson, R. L., & Mitchell, M. (2008). *Introduction to counselling and guidance* (7<sup>th</sup> ed.). New York: Pearson Education, Inc.

Miller, D. F. (2010). *Positive child guidance* (6<sup>th</sup> ed.). Belmont, California: Wadsworth, Cengage Learning.

Oladele, J. O. (2000). *Guidance and counselling. A functional approach*. Lagos: John-Lad Publisher Ltd.

Shertzer, B., & Stone, S. C. (1980). *Fundamentals of counselling* (3<sup>rd</sup> ed.). Hughton: Mifflin Company.

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

PD Theme 1(creative approaches), Theme 3 (Talk for Learning), Theme 4 (Group Work), and Theme 7 (Assessing student teachers)

# LESSON 1

Year of B.Ed.	3	Semester	1	Place of lesson in semester	1	2	3	4	5	6	7	8	9	10	11	12
<b>Title of Lesson</b>	Conceptual and Historical Issues in Guidance and Counselling I				<b>Lesson Duration</b>	<b>3 Hours</b>										
<b>Lesson description</b>	<p>The lesson seeks to provide student teachers with the knowledge and understanding of the concepts and historical issues in Guidance and Counselling. It seeks to expose student teachers to the meaning, purpose and objectives of Guidance and Counselling as well as the differences and similarities between them. The lesson aims at assisting student teachers to understand the beginnings of Guidance and Counselling in general and also with specific reference to Ghana. The lesson also seeks to address misconceptions and barriers to Guidance and Counselling and with specific reference to upper primary school settings. This will help student teachers to address misconceptions parents and learners have on Guidance and Counselling, as well as barriers to Counselling in Early Grade classrooms during Supported Teaching in Schools.</p> <p><b>This first lesson introduces student teachers to the course learning outcomes and the 3 assessment components of the course.</b></p>															
<b>Previous student teacher knowledge, prior learning (assumed)</b>	<p>Student teachers were also exposed to the cause of human growth and development including environmental threats to human development. They have also been introduced to psychology of learning in the second year and are aware of some learning needs and difficulties of learners they observed during STS. Student teachers might have been advised by teachers and parents on programmes pursue or schools to attend for further academic pursuits. Student teachers in one way or the other offered advice to learners during observation in schools.</p>															
<b>Possible barriers to learning in the lesson</b>	<p>Misconceptions about confidentiality which also serves as a barrier to learners availing themselves for counselling services.</p>															
<b>Lesson Delivery – chosen to support student teachers in achieving the outcomes</b>	<b>Face-to-face</b> [v]	<b>Practical Activity</b> [ ]	<b>Work-Based Learning</b> [ ]	<b>Seminars</b> [ v ]	<b>Independent Study</b> [ v ]	<b>E-learning opportunities</b> [ v ]	<b>Practicum</b> [v ]									
<b>Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.</b>	<p>Face-to-face: Talk for learning approaches including pyramid and panel discussion, think-pair-share, shower thoughts etc. should be used in facilitating the lesson.</p> <p>E-learning opportunities: Videos from YouTube on misconceptions and barriers to counselling.</p> <p>Seminars: to generate group and individual creativity, discussion and reflection; student and/or tutor led on the use various learning resources.</p> <p>Independent study: to enable student teachers to engage with relevant issues related to topic.</p> <p>Practicum: working in mixed-ability groups for role play, discussion, and presentations.</p>															
<b>Overarching outcome, what you want the student teachers to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed</b>	<p>It is expected that student teachers would be aware of the various topics to be discussed within the semester for the course, and understand the statement of teaching philosophy of the tutor in order to develop their teaching philosophy which will guide them during STS. Student teachers should be able to explain the meaning, purpose and objectives of Guidance and Counselling, as well as differences and similarities between them. They should also be able to trace the history of Guidance and Counselling, especially in the Ghanaian context. Student teachers should be able to identify, explain, and address the misconceptions of, and barriers to counselling in Early Grade schools. <b>(NTS 1a, 2c, 3e, 3f and 3m).</b></p>															
<ul style="list-style-type: none"> <li>Learning Outcome for the lesson, picked and developed from the course specification</li> <li>Learning indicators for each learning outcome</li> </ul>	<b>Learning Outcomes</b>			<b>Learning Indicators</b>			<b>Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?</b>									
	CLO 1: Demonstrate a clear knowledge and understanding of the historical and conceptual issues in			<ul style="list-style-type: none"> <li>Explain the various topics to be discussed for the course, and formulate a good</li> </ul>			<p>Communication skills: through critiquing and presentations.</p> <p>Digital literacy: Surfing the internet for relevant information on the themes to be discussed in the</p>									

	guidance and counselling (NTS 3f)		<p>teaching philosophy.</p> <ul style="list-style-type: none"> <li>• Discuss the meaning, purpose, and objectives of Guidance and Counselling.</li> <li>• Discuss the differences and similarities between Guidance and Counselling.</li> <li>• Trace the history of Guidance and Counselling and specifically discuss how it started in Ghana.</li> <li>• Discuss the misconceptions of and barriers to Guidance and Counselling.</li> </ul>	<p>lesson.</p> <p>Creativity and innovation: thinking about ways of applying the characteristics of physical development in middle childhood classrooms.</p> <p>Equity and inclusivity: using various strategies in grouping students considering their background characteristics and abilities.</p>
<b>Topic Title:</b>	<b>Sub-topic</b>	<b>Stage/ Time</b>	<b>Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent.</b>	
Conceptual and Historical Issues in Guidance and Counselling I			<b>Teacher Activity</b>	<b>Student Activity</b>
	Introduction: Course Manual and Course Learning Outcomes	20 minutes	<p><b>Face-to-Face</b></p> <p>Explain to student teachers the need for the course and what it involves. Introduce student teachers to the course manual and the course learning outcomes. Make your teaching philosophy known to student teachers and encourage them to share their teaching philosophy and why they hold such a philosophy.</p>	<p><b>Face-to-face</b></p> <p>Share your views on the need for the course and discuss your understanding of the course learning outcomes. Share your teaching philosophy with colleagues and discuss the reason(s) for having such a philosophy.</p>
	Meaning, purpose, and objectives of Guidance and Counselling	40 minutes	<p><b>Face-to-face</b></p> <p>Use relevant talk for learning approaches (shower thoughts or whole class discussion) to elicit ideas from student teachers on the meaning, purpose and objectives of Guidance and Counselling.</p>	<p><b>Face-to-face</b></p> <p>Share your views on the meaning, purpose and objectives of Guidance and Counselling.</p>
	Differences and similarities between Guidance and Counselling	40 minutes	<p><b>Face-to-face</b></p> <p>Use mixed-ability groupings to enable student teachers discuss the differences and similarities between Guidance and Counselling after which the groups present their findings on a poster.</p>	<p><b>Face-to-face</b></p> <p>In your mixed-ability groups, discuss the similarities and differences between Guidance and Counselling and prepare your findings on a poster for presentation to the whole class.</p>

	History of Guidance and Counselling	10 minutes  30 minutes	Use tutor led discussion to identify the trends in the development of Guidance and Counselling in general, and make specific reference to the Ghanaian context.  <b>Digital Literacy</b> Ask student teachers to search from the internet, the trends (history) of Guidance and Counselling. In mixed-ability groups, ask student teachers to list the trends in the development of Guidance and Counselling (including the context of Ghana) on a manila card and display them in the lecture room.	Listen and contribute to discussion, and make notes on the history of Guidance and Counselling (including the situation in Ghana).  <b>Digital Literacy</b> Surf the internet for information on the history of Guidance and Counselling. Summarise the trends of Guidance and Counselling on a manila card and display them in the lecture room.
	Misconceptions and Barriers to Counselling in Upper Primary Schools	30 minutes	<b>Face-to-face</b> Use shower thoughts to elicit views of student teachers on misconceptions and barriers to counselling, and cite specific examples from the perspectives of learners from Early Grade school settings. Encourage student teachers to put down notes.	<b>Face-to-face</b> Contribute to the discussion on misconceptions and barriers to counselling and prepare your notes on it.
	Conclusion	10 minutes	Review with student teachers, the key points discussed in the lesson.  Ask student teachers to read on principles and types of Guidance and Counselling. Identify volunteers among the student teachers and ask them to read and prepare for a role play on the roles of teachers and parents in Guidance and Counselling for learners in Early Grade schools.	Contribute to the review by sharing your ideas on what has been learned.  For the next lesson, read on principles and types of Guidance and Counselling as well as the roles of teachers and parents in Guidance and Counselling for learners in Early Grade schools. Prepare for the role play.
<b>Lesson assessments – evaluation of learning: of, for and as learning within the lesson</b>	<b>In-lesson Assessment</b> (Peer Assessment and Group Report: Assesses Course Learning Outcome 1) Peer assessment of group presentation on the differences and similarities between Guidance and Counselling. Group report on trends in the development of Guidance and Counselling. This will be part of the portfolio of student teachers to be submitted by the end of Lesson 11. Assesses the following NTS: <b>((NTS 2c, 3d, 3e, 3f and 3m)</b> <b>NTS 2c:</b> Has secure content knowledge, pedagogical knowledge and pedagogical content knowledge for the school and grade they teach. <b>NTS 3d:</b> Manages behaviour and learning with small and large classes. <b>NTS 3e:</b> Employs a variety of instructional strategies that encourages student participation and critical thinking. <b>NTS 3f:</b> Pays attention to all learners, especially those with Special Education Needs (SEN)			

	<b>NTS 3m:</b> Identifies and remediates learners' difficulties or misconceptions, referring learners.
<b>Instructional Resources</b>	<p>Transforming Teacher Education and Learning (2016). <i>Teaching and learning materials: Professional development guide for tutors</i>. Accra. Ministry of Education (<a href="http://www.t-tel.org">www.t-tel.org</a>)</p> <p>Transforming Teacher Education and Learning (2016). <i>Group work: Professional development guide for tutors</i>. Accra. Ministry of Education (<a href="http://www.t-tel.org">www.t-tel.org</a>)</p> <p>Transforming Teacher Education and Learning (2016). <i>Creative approaches: Professional development guide for tutors</i>. Accra. Ministry of Education (<a href="http://www.t-tel.org">www.t-tel.org</a>)</p> <p>Mobile phones</p> <p>Laptops</p> <p>Videos from YouTube on features of physical development in middle childhood.</p>
<b>Required Text (core)</b>	<p>Ackummey, M. A., &amp; Ackom, P. E. (2010). <i>Counselling in teacher education</i>. Winneba: Institute for Educational Development and Extension.</p> <p>Akindde, E. A. (2012). <i>Introduction to modern guidance and counselling: A basic text for tertiary institutions</i>. Ibadan: Brightways Publishers.</p> <p>Antwi, T. (2016). <i>Introduction to guidance and counselling for the basic school educator</i>. Accra: Design's Network.</p> <p>Bedu-Addo, P. K. A. (2014). <i>Guidance and counselling "unmasked"</i>. Kumasi: Approacher's Ghana Limited.</p> <p>Buku, D. K., Noi-Okwei, C., &amp; Wilson, K. N. (2012). <i>Counselling skills and strategies</i>. Accra: SEDCO Publishing Ltd.</p> <p>Namale, M. K. (2012). <i>Guidance and counselling in education</i>. Tema: Richblank Publications.</p>
<b>Additional Reading List</b>	<p>Ackummey, M. A. (2003). <i>Organization and administration of school guidance programme</i>. Accra: Media Graphic &amp; Press Ltd.</p> <p>Gibson, R. L., &amp; Mitchell, M. (2008). <i>Introduction to counselling and guidance</i> (7<sup>th</sup> ed.). New York: Pearson Education, Inc.</p> <p>Miller, D. F. (2010). <i>Positive child guidance</i> (6<sup>th</sup> ed.). Belmont, California: Wadsworth, Cengage Learning.</p> <p>Oladele, J. O. (2000). <i>Guidance and counselling. A functional approach</i>. Lagos: John-Lad Publisher Ltd.</p> <p>Shertzer, B., &amp; Stone, S. C. (1980). <i>Fundamentals of counselling</i> (3<sup>rd</sup> ed.). Hughton: Mifflin Company.</p>
<b>CPD needs</b>	Using Questioning and downloading relevant short videos to teach biological threats to human growth and development.

## LESSON 2

Year of B.Ed.	3	Semester	1	Place of lesson in semester	1	2	3	4	5	6	7	8	9	10	11	12
<b>Title of Lesson</b>	Conceptual and Historical Issues in Guidance and Counselling II				<b>Lesson Duration</b>	<b>3 Hours</b>										
<b>Lesson description</b>	The lesson is aimed at exposing student teachers to the principles and types of Guidance and Counselling. It is also to introduce student teachers to the role of teachers and parents in Guidance and Counselling for learners in Early Grade schools. With this knowledge, student teachers, during school visits, will be able to analyse and evaluate the various Guidance and Counselling services available to learners in Early Grade schools.															
<b>Previous student teacher knowledge, prior learning (assumed)</b>	Student teachers have been introduced to the meaning, purpose, objective, and history of Guidance and Counselling. They have also been exposed to the differences and similarities between Guidance and Counselling, as well as the misconceptions of, and barriers to Guidance and Counselling in Early Grade schools.															
<b>Possible barriers to learning in the lesson</b>	Misconceptions about confidentiality which also serves as a barrier to learners availing themselves for counselling services.															
<b>Lesson Delivery – chosen to support student teachers in achieving the outcomes</b>	<b>Face-to-face</b> [v]	<b>Practical Activity</b> [ ]	<b>Work-Based Learning</b> g	<b>Seminars</b> [ v ]	<b>Independent Study</b> [ v ]	<b>E-learning opportunities</b> [ v ]	<b>Practicum</b> [v]									
<b>Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.</b>	<p>Face-to-face: Talk for learning approaches including pyramid and panel discussion, think-pair-share, shower thoughts etc. should be used in facilitating the lesson.</p> <p>E-learning opportunities: Videos from YouTube on misconceptions and barriers to counselling.</p> <p>Seminars: to generate group and individual creativity, discussion and reflection; student and/or tutor led on the use various learning resources.</p> <p>Independent study: to enable student teachers to engage with relevant issues related to topic.</p> <p>Practicum: working in mixed-ability groups for role play, discussion, and presentations.</p>															
<b>Overarching outcome, what you want the student teachers to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed</b>	It is expected that student teachers would be able to demonstrate understanding of the principles and types of Guidance and Counselling in Early Grade schools, and discuss the role of teachers and parents in offering Guidance and Counselling to learners in upper primary schools. It is envisaged that student teachers will be able to role play or simulate such roles of teachers and parents in Guidance and Counselling for learners in Early Grade schools ( <b>NTS 2c, 3e, 3f and 3m</b> ).															

<ul style="list-style-type: none"> <li>• Learning Outcome for the lesson, picked and developed from the course specification</li> <li>• Learning indicators for each learning outcome</li> </ul>	<b>Learning Outcomes</b>		<b>Learning Indicators</b>		<b>Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?</b>
	CLO 1: Demonstrate a clear knowledge and understanding of the historical and conceptual issues in guidance and counselling <b>(NTS 3f)</b>		<ul style="list-style-type: none"> <li>• Discuss the principles of Guidance and Counselling for learners in Early Grade schools.</li> <li>• Explain the types of Counseling available to learners in Early Grade schools.</li> <li>• Role play and discuss the role of teachers and parents in offering Guidance and Counselling to learners in Early Grade schools.</li> </ul>		<p>Communication skills: through critiquing and presentations.</p> <p>Digital literacy: Surfing the internet for relevant information on the themes to be discussed in the lesson.</p> <p>Creativity and innovation: thinking about ways of applying the characteristics of physical development in middle childhood classrooms.</p> <p>Equity and inclusivity: using various strategies in grouping students considering their background characteristics and abilities.</p>
<b>Topic Title:</b>	<b>Sub-topic</b>	<b>Stage/ time</b>	<b>Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent.</b>		
Conceptual and Historical Issues in Guidance and Counselling II			<b>Teacher Activity</b>		<b>Student Activity</b>
	Introduction: Course Learning Outcomes	10 minutes	<b>Face-to-Face</b> Lead student teachers to discuss and understand the Learning Outcomes for the lesson. Review student teachers' knowledge on the readings on principles of Guidance and Counselling, types of Counselling, and role of teachers and parents in offering Guidance and Counselling to learners in Early Grade schools.		<b>Face-to-face</b> Share your understanding of the learning outcomes to be achieved at the end of the lesson. Contribute to the review of the reading assignment.
	Principles of Guidance and Counselling and Types of Counselling	40 minutes	<b>Face-to-face, Digital Literacy</b> Put student teachers into mixed-ability groups for them to discuss the principles of Guidance and Counselling and present their findings through power point presentation for comments and further discussion. Supervise mixed-group activities to ensure compliance and participation by student teachers.		<b>Face-to-face, Digital Literacy</b> In your mixed-ability groups, discuss the principles of Guidance and Counselling, and the types of Counselling. Ensure you actively participate in the discussion with your group members.

	Principles of Guidance and Counselling and Types of Counselling	40 minutes	<b>Seminar</b> Use mixed-ability groups to enable student teachers discuss the differences and similarities between Guidance and Counselling after which they do power point presentation for comments and further discussion.	<b>Face-to-face</b> Share your group findings with the whole class through power point presentation for comments and further discussion.
	Role of Teachers and Parents in Guidance and Counselling in Upper Primary Schools	45 minutes  30 minutes	<b>Practicum</b> Invite volunteer student teachers to role play/simulate the role of teachers and parents in offering guidance and counselling to learners in Early Grade schools. <b>Face-to-face</b> Based on the role play/simulation, use shower thought to enable student teachers to discuss the role of teachers and parents in offering Guidance and Counselling in Early Grade schools. Ask student teachers to reflect on these roles as observed during school visits. Ask student teachers to prepare their own notes from the discussion.	<b>Practicum</b> Critically observe/watch the role play/simulation and put down notes for discussion.  <b>Face-to-face</b> Contribute to the discussion and share your observation and experiences (during STS) on how teachers and parents help in offering guidance and counselling in Early Grade schools. Prepare your own notes from the comments and discussions.
	Conclusion	15 minutes	<b>Face-to-face</b> Review student teachers' understanding of the key issues discussed in the lesson. Ask student teachers to research and read on Guidance and Counselling for the next lesson.	<b>Face-to-face</b> Contribute to the discussion to review what was learned.
<b>Lesson assessments – evaluation of learning: of, for and as learning within the lesson</b>	<b>In-lesson Assessment</b> (Group Presentation: Assesses Course Learning Outcomes 1) Group presentation on similarities and differences between Guidance and Counselling. This will form part of the portfolio of student teachers to be submitted at the end of Lesson 11. Assesses the following NTS: <b>((NTS 2c, 3d, 3e, 3f and 3m)</b> <b>NTS 2c:</b> Has secure content knowledge, pedagogical knowledge and pedagogical content knowledge for the school and grade they teach. <b>NTS 3d:</b> Manages behaviour and learning with small and large classes. <b>NTS 3e:</b> Employs a variety of instructional strategies that encourages student participation and critical thinking. <b>NTS 3f:</b> Pays attention to all learners, especially those with Special Education Needs (SEN) <b>NTS 3m:</b> Identifies and remediates learners' difficulties or misconceptions, referring learners.			
<b>Instructional Resources</b>	Transforming Teacher Education and Learning (2016). <i>Teaching and learning materials: Professional development guide for tutors</i> . Accra. Ministry of Education ( <a href="http://www.t-tel.org">www.t-tel.org</a> ) Transforming Teacher Education and Learning (2016). <i>Group work: Professional development guide for tutors</i> . Accra. Ministry of Education ( <a href="http://www.t-tel.org">www.t-tel.org</a> ) Transforming Teacher Education and Learning (2016). <i>Creative approaches: Professional development guide for tutors</i> . Accra. Ministry of Education ( <a href="http://www.t-tel.org">www.t-tel.org</a> ) Mobile phones Laptops			

	Videos from YouTube on features of physical development in middle childhood.
<b>Required Text (core)</b>	<p>Ackummey, M. A., &amp; Ackom, P. E. (2010). <i>Counselling in teacher education</i>. Winneba: Institute for Educational Development and Extension.</p> <p>Akindde, E. A. (2012). <i>Introduction to modern guidance and counselling: A basic text for tertiary institutions</i>. Ibadan: Brightways Publishers.</p> <p>Antwi, T. (2016). <i>Introduction to guidance and counselling for the basic school educator</i>. Accra: Design's Network.</p> <p>Bedu-Addo, P. K. A. (2014). <i>Guidance and counselling "unmasked"</i>. Kumasi: Approacher's Ghana Limited.</p> <p>Buku, D. K., Noi-Okwei, C., &amp; Wilson, K. N. (2012). <i>Counselling skills and strategies</i>. Accra: SEDCO Publishing Ltd.</p> <p>Namale, M. K. (2012). <i>Guidance and counselling in education</i>. Tema: Richblank Publications.</p>
<b>Additional Reading List</b>	<p>Ackummey, M. A. (2003). <i>Organization and administration of school guidance programme</i>. Accra: Media Graphic &amp; Press Ltd.</p> <p>Gibson, R. L., &amp; Mitchell, M. (2008). <i>Introduction to counselling and guidance</i> (7<sup>th</sup> ed.). New York: Pearson Education, Inc.</p> <p>Miller, D. F. (2010). <i>Positive child guidance</i> (6<sup>th</sup> ed.). Belmont, California: Wadsworth, Cengage Learning.</p> <p>Oladele, J. O. (2000). <i>Guidance and counselling. A functional approach</i>. Lagos: John-Lad Publisher Ltd.</p> <p>Shertzer, B., &amp; Stone, S. C. (1980). <i>Fundamentals of counselling</i> (3<sup>rd</sup> ed.). Hughton: Mifflin Company.</p>
<b>CPD needs</b>	Using Questioning, Group Work, and Role Play to teach Meaning, purpose, objectives of Guidance and Counselling, and the differences and similarities between them.

## LESSON 3

Year of B.Ed.	3	Semester	1	Place of lesson in semester	1	2	3	4	5	6	7	8	9	10	11	12	
<b>Title of Lesson</b>	Guidance Services							<b>Lesson Duration</b>	<b>3 Hours</b>								
<b>Lesson description</b>	The lesson is aimed at exposing student teachers to the guidance Services. With this knowledge, student teachers, during school visits, will be able to analyse and evaluate the various guidance services available to learners in Early Grade schools. The lesson will also enable student teachers to assist in organising and implementing guidance services during their internship period of the STS.																
<b>Previous student teacher knowledge, prior learning (assumed)</b>	Student teachers have been introduced to the principles of guidance and counselling as well as the types of counselling. Again, student teachers were given the opportunity to benefit from orientation and career services while at the Junior and Senior High Schools. Also, student teachers were given orientation when they were initially admitted to the College of Education.																
<b>Possible barriers to learning in the lesson</b>	Some student teachers might not have benefited from guidance services while at the Junior and Senior High Schools.																
<b>Lesson Delivery – chosen to support student teachers in achieving the outcomes</b>	<b>Face-to-face [v]</b>	<b>Practical Activity [ ]</b>	<b>Work-Based Learning</b>	<b>Seminars [ v ]</b>	<b>Independent Study [ v ]</b>	<b>E-learning opportunities [ v ]</b>	<b>Practicum [ ]</b>										
<b>Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.</b>	Face-to-face: Talk for learning approaches including pyramid and panel discussion, think-pair-share, shower thoughts etc. should be used in facilitating the lesson. E-learning opportunities: Videos from YouTube on misconceptions and barriers to counselling. Seminars: to generate group and individual creativity, discussion and reflection; student and/or tutor led on the use various learning resources. Independent study: to enable student teachers to engage with relevant issues related to topic.																
<b>Overarching outcome, what you want the student teachers to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed</b>	Student teachers would be expected to demonstrate understanding their understanding of the guidance services and analyse the services offered by schools they visit for STS (NTS 2c, 3e, 3f and 3m).																

<ul style="list-style-type: none"> <li>• Learning Outcome for the lesson, picked and developed from the course specification</li> <li>• Learning indicators for each learning outcome</li> </ul>	<b>Learning Outcomes</b>		<b>Learning Indicators</b>		<b>Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?</b>
	CLO2: Demonstrate knowledge, understanding and use of guidance services, communication skills and counselling techniques, including online resources for counselling (NTS 3c, 3d).		<ul style="list-style-type: none"> <li>• Explain guidance services.</li> <li>• Discuss the importance of guidance services in schools, with emphasis on Early Grade schools.</li> <li>• Discuss by sharing observation and experiences from STS on how Early Grade schools provide guidance services for learners.</li> </ul>		<p>Communication skills: through critiquing and presentations.</p> <p>Digital literacy: Surfing the internet for relevant information on the themes to be discussed in the lesson.</p> <p>Creativity and innovation: thinking about ways of applying the characteristics of physical development in middle childhood classrooms.</p> <p>Equity and inclusivity: using various strategies in grouping students considering their background characteristics and abilities.</p>
<b>Topic Title:</b> Guidance Services	<b>Sub-topic</b>	<b>Stage/ time</b>	<b>Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent.</b>		
			<b>Teacher Activity</b>	<b>Student Activity</b>	
	Introduction	10 minutes	<b>Face-to-Face</b> Review RPK of student teachers on meaning and types of guidance services.	<b>Face-to-face</b> Share your views on the meaning and types of guidance services.	
	Types, Meaning, Purpose, and Importance of Guidance Services in Early Grade Schools	120 minutes	<p><b>Face-to-face</b> Put student teachers into nine (9) mixed-ability groups and ask a representative of each group to ballot for the guidance service to discuss.</p> <p>Each group should identify the guidance service selected, discuss the meaning, purpose, and importance in Early Grade schools.</p> <p><b>Digital Literacy and Seminar</b> Ask each of the nine (9) groups to prepare power point on their findings and present to the whole class for comments and further discussion.</p> <p>Ask student teachers to note the comments and write an individual project on guidance services to be submitted for assessment by the end of Lesson 11.</p>	<p><b>Face-to-face</b> Put yourselves into nine (9) groups and select a representative to ballot on behalf of each group. This will enable each group to identify a guidance service to discuss on.</p> <p>In your groups, identify the guidance service selected, discuss its meaning, purpose, and importance in Early Grade schools.</p> <p><b>Digital Literacy and Seminar</b> Each group should prepare power point on their findings and present to the whole class for comments and further discussion.</p> <p>Write and submit an individual project on guidance services for assessment by the end of Lesson 11.</p>	

	Reflection on Observed Guidance Services Provided by Upper Primary Schools During School Visits	30 minutes	<p><b>Face-to-face</b> Ask student teachers to reflect and share their observation from STS on guidance services offered in Early Grade schools. Such observation should include the type of guidance service provided, the challenges faced in providing these guidance services, and the innovative ways to address them.</p> <p>Ask student teachers to write a reflective report of at most 1500 words on this and submit as part of their portfolio for assessment at the end of Lesson 11.</p>	<p><b>Face-to-face</b> Reflect and share your observation and experiences from STS on provision of guidance services in Early Grade schools, the challenges faced in providing these guidance services, and the innovative ways to address these challenges for improvement.</p> <p>For an assignment, write a reflect report of at most 1500 words on this and submit as part of your portfolio to be submitted for assessment after Lesson 11.</p>
	Conclusion	20 minutes	Use question and answer technique to review the key issues raised in the discussion of the group presentations and remind student teachers of the individual reflective report.	Actively contribute to discussion on the review of the key issues raised in the lesson.
<b>Lesson assessments – evaluation of learning: of, for and as learning within the lesson</b>	<p><b>In-lesson Assessment</b> (Group Presentation and Peer Assessment: Assesses Course Learning Outcome 2) Peer assessment of group presentation on Guidance Services. Individual Project on Guidance Services to be submitted for assessment at the end of Lesson 11. Individual reflective report of challenges faced in providing guidance services in schools of visit and innovative ways to address them (This will form part of the portfolio to be submitted for assessment at the end of Lesson 11.) Assesses the following NTS: <b>(NTS 3c, 3d)</b> <b>NTS 3c:</b> Creates a safe, encouraging learning environment. <b>NTS 3d:</b> Manages behaviour and learning with small and large classes.</p>			
<b>Instructional Resources</b>	<p>Transforming Teacher Education and Learning (2016). <i>Teaching and learning materials: Professional development guide for tutors</i>. Accra. Ministry of Education (<a href="http://www.t-tel.org">www.t-tel.org</a>) Transforming Teacher Education and Learning (2016). <i>Group work: Professional development guide for tutors</i>. Accra. Ministry of Education (<a href="http://www.t-tel.org">www.t-tel.org</a>) Transforming Teacher Education and Learning (2016). <i>Creative approaches: Professional development guide for tutors</i>. Accra. Ministry of Education (<a href="http://www.t-tel.org">www.t-tel.org</a>) Mobile phones Laptops Videos from YouTube on features of physical development in middle childhood.</p>			
<b>Required Text (core)</b>	<p>Ackummey, M. A., &amp; Ackom, P. E. (2010). <i>Counselling in teacher education</i>. Winneba: Institute for Educational Development and Extension. Akindde, E. A. (2012). <i>Introduction to modern guidance and counselling: A basic text for tertiary institutions</i>. Ibadan: Brightways Publishers. Antwi, T. (2016). <i>Introduction to guidance and counselling for the basic school educator</i>. Accra: Design's Network. Bedu-Addo, P. K. A. (2014). <i>Guidance and counselling "unmasked"</i>. Kumasi: Approacher's Ghana Limited. Buku, D. K., Noi-Okwei, C., &amp; Wilson, K. N. (2012). <i>Counselling skills and strategies</i>. Accra: SEDCO Publishing Ltd. Namale, M. K. (2012). <i>Guidance and counselling in education</i>. Tema: Richblank Publications.</p>			
<b>Additional Reading List</b>	<p>Ackummey, M. A. (2003). <i>Organization and administration of school guidance programme</i>. Accra: Media Graphic &amp; Press Ltd. Gibson, R. L., &amp; Mitchell, M. (2008). <i>Introduction to counselling and guidance</i> (7<sup>th</sup> ed.). New York: Pearson Education, Inc.</p>			

	<p>Miller, D. F. (2010). <i>Positive child guidance</i> (6<sup>th</sup> ed.). Belmont, California: Wadsworth, Cengage Learning.</p> <p>Oladele, J. O. (2000). <i>Guidance and counselling. A functional approach</i>. Lagos: John-Lad Publisher Ltd.</p> <p>Shertzer, B., &amp; Stone, S. C. (1980). <i>Fundamentals of counselling</i> (3<sup>rd</sup> ed.). Hughton: Mifflin Company.</p>
<b>CPD needs</b>	Using talk for learning approaches and group work to teach development of guidance and counselling, and misconceptions of guidance and counselling.

## LESSON 4

Year of B.Ed.	3	Semester	1	Place of lesson in semester	1 2 3 <b>4</b> 5 6 7 8 9 10 11 12
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<b>Title of Lesson</b>	Communication Skills in Counselling				<b>Lesson Duration</b>	<b>3 Hours</b>	
<b>Lesson description</b>	The lesson intends to provide student teachers with the knowledge and understanding of the concept of communication skills in counselling, and explain the various communication skills in counselling. With this knowledge and understanding, student teachers will have the skills in communicating with learners during guidance and counselling sessions with learners during STS.						
<b>Previous student teacher knowledge, prior learning (assumed)</b>	Student teachers were also exposed to guidance services in schools in the previous lesson. Again, student teachers have been communicating with learners with learning difficulties and other behaviour challenges with the aim of helping address these challenges.						
<b>Possible barriers to learning in the lesson</b>	Student teachers may not be familiar with the appropriate skills in communicating during guidance and counselling sessions.						
<b>Lesson Delivery – chosen to support student teachers in achieving the outcomes</b>	<b>Face-to-face [v]</b>	<b>Practical Activity [ ]</b>	<b>Work-Based Learning</b>	<b>Seminars [ v ]</b>	<b>Independent Study [ v ]</b>	<b>E-learning opportunities [ v ]</b>	<b>Practicum [v ]</b>
<b>Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.</b>	<p>Face-to-face: Talk for learning approaches including pyramid and panel discussion, think-pair-share, shower thoughts etc. should be used in facilitating the lesson.</p> <p>E-learning opportunities: Videos from YouTube on misconceptions and barriers to counselling.</p> <p>Seminars: to generate group and individual creativity, discussion and reflection; student and/or tutor led on the use various learning resources.</p> <p>Independent study: to enable student teachers to engage with relevant issues related to topic.</p> <p>Practicum: working in mixed-ability groups for role play, discussion, and presentations.</p>						
<b>Overarching outcome, what you want the student teachers to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed</b>	It is expected that student teachers would be able to understand the concept of communication skills in counselling, explain the skills in counselling and demonstrate how these skills are used in counselling sessions ( <b>NTS 3c, and 3d</b> ).						
<ul style="list-style-type: none"> <li>Learning Outcome for the lesson, picked and developed from the course specification</li> <li>Learning indicators for each learning outcome</li> </ul>	<b>Learning Outcomes</b>	<b>Learning Indicators</b>			<b>Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?</b>		
	CLO 2: Demonstrate knowledge, understanding and use of guidance services, communication skills and counselling techniques, including online resources for counselling ( <b>NTECF p.68; NTS 3c, 3d</b> ).	<ul style="list-style-type: none"> <li>Explain communication and the process of communication in counselling.</li> <li>Discuss listening skills in counselling.</li> <li>Discuss responding skills in counselling (continuation responses and questioning).</li> <li>Discuss feedback skills in counselling (paraphrasing, reflection of feelings and confrontation, focusing and summarising).</li> </ul>	<p>Communication skills: through critiquing and presentations.</p> <p>Digital literacy: Surfing the internet for relevant information on the themes to be discussed in the lesson.</p> <p>Creativity and innovation: thinking about ways of applying the characteristics of physical development in middle childhood classrooms.</p> <p>Equity and inclusivity:</p>				

		<ul style="list-style-type: none"> <li>Demonstrate the use of communication skill in counselling.</li> </ul>	Various strategies in grouping students considering their background characteristics and abilities.	
Communication Skills in Counselling	<b>Sub-topic</b> <b>Sub-topic</b>	<b>Stage/ time</b>	<b>Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent.</b>	
			<b>Teacher Activity</b> <b>Student Activity</b>	
	Introduction: The Concept of Communication Skills in Counselling	20 minutes	<b>Face-to-Face</b> Use question and answer technique to review student teachers' knowledge on communication skills and help them to explain the concept of communication skills in Counselling.	<b>Face-to-face</b> Share your understanding of communication skills. With your understanding of communication skills, explain in your own words the meaning of communication skills in counselling.
	Communication Skills in Counselling	80 minutes	<b>Face-to-face and Seminar</b> Put students into mixed-ability groups and ask them to discuss the communication skills in counselling, and present during the lesson for comments and further discussion. Let student teachers peer assess presentation of the various groups.	<b>Face-to-face and Seminar</b> In your groups, discuss the communication skills in counselling and write your answers to be presented for comments and further discussion. Peer assess the presentation by the various groups.
	Role Play of Communication Skills in and Counselling	80 minutes	<b>Practicum</b> Ask student teachers to role play the various communication skills in counselling for discussion.	<b>Practicum</b> Demonstrate how to use the various communication skills in a counselling session. Contribute to the discussion after the role play.
	Conclusion	20 minutes	Review with student teachers, the key points discussed in the lesson. Ask student teachers to read on conditions for counselling and the stages in the counselling process. Ask them to download and watch short videos on traditional techniques and online techniques in counselling for discussion during the next lesson.	Contribute to the review by sharing your ideas on what has been learned. Read on conditions for counselling and the stages in the counselling process. Download and watch short videos from YouTube on counselling techniques.

<b>Lesson assessments – evaluation of learning: of, for and as learning within the lesson</b>	<p><b>Formative Assessment</b> (In-lesson Assessment through peer review of mixed-ability group presentations: Assesses Course Learning Outcome 2). This will form part of end of semester examination.</p> <p>Assesses the following NTS: <b>((NTS 3c, 3d)</b></p> <p><b>NTS 3c:</b> Creates a safe, encouraging learning environment.</p> <p><b>NTS 3d:</b> Manages behaviour and learning with small and large classes.</p>
<b>Instructional Resources</b>	<p>Transforming Teacher Education and Learning (2016). <i>Teaching and learning materials: Professional development guide for tutors</i>. Accra. Ministry of Education (<a href="http://www.t-tel.org">www.t-tel.org</a>)</p> <p>Transforming Teacher Education and Learning (2016). <i>Group work: Professional development guide for tutors</i>. Accra. Ministry of Education (<a href="http://www.t-tel.org">www.t-tel.org</a>)</p> <p>Transforming Teacher Education and Learning (2016). <i>Creative approaches: Professional development guide for tutors</i>. Accra. Ministry of Education (<a href="http://www.t-tel.org">www.t-tel.org</a>)</p> <p>Mobile phones</p> <p>Laptops</p> <p>Videos from YouTube on features of physical development in middle childhood.</p>
<b>Required Text (core)</b>	<p>Ackumme, M. A., &amp; Ackom, P. E. (2010). <i>Counselling in teacher education</i>. Winneba: Institute for Educational Development and Extension.</p> <p>Akindde, E. A. (2012). <i>Introduction to modern guidance and counselling: A basic text for tertiary institutions</i>. Ibadan: Brightways Publishers.</p> <p>Antwi, T. (2016). <i>Introduction to guidance and counselling for the basic school educator</i>. Accra: Design's Network.</p> <p>Bedu-Addo, P. K. A. (2014). <i>Guidance and counselling "unmasked"</i>. Kumasi: Approacher's Ghana Limited.</p> <p>Buku, D. K., Noi-Okwei, C., &amp; Wilson, K. N. (2012). <i>Counselling skills and strategies</i>. Accra: SEDCO Publishing Ltd.</p> <p>Namale, M. K. (2012). <i>Guidance and counselling in education</i>. Tema: Richblank Publications.</p>
<b>Additional Reading List</b>	<p>Ackumme, M. A. (2003). <i>Organization and administration of school guidance programme</i>. Accra: Media Graphic &amp; Press Ltd.</p> <p>Gibson, R. L., &amp; Mitchell, M. (2008). <i>Introduction to counselling and guidance</i> (7<sup>th</sup> ed.). New York: Pearson Education, Inc.</p> <p>Miller, D. F. (2010). <i>Positive child guidance</i> (6<sup>th</sup> ed.). Belmont, California: Wadsworth, Cengage Learning.</p> <p>Oladele, J. O. (2000). <i>Guidance and counselling. A functional approach</i>. Lagos: John-Lad Publisher Ltd.</p> <p>Shertzer, B., &amp; Stone, S. C. (1980). <i>Fundamentals of counselling</i> (3<sup>rd</sup> ed.). Hughton: Mifflin Company.</p>
<b>CPD needs</b>	<p>Using Questioning and creative approaches to teach communication skills in counselling.</p>

## LESSON 5

Year of B.Ed.	3	Semester	1	Place of lesson in semester	1	2	3	4	5	6	7	8	9	10	11	12	
<b>Title of Lesson</b>	Counselling Techniques for Behaviour Modification in Early Grade Schools I							<b>Lesson Duration</b>	<b>3 Hours</b>								
<b>Lesson description</b>	The lesson exposes student teachers to the conditions that facilitate counselling, and the various stages in the counselling process. It discusses the various techniques (including online techniques) for behaviour modification among learners in Early Grade schools. These techniques, which include cognitive restructuring and assertive training; modelling; systematic desensitisation and relaxation, will expose student teachers to the various strategies to use in counselling learner in Early Grade school settings.																
<b>Previous student teacher knowledge, prior learning (assumed)</b>	Student teachers have been introduced to communication skills in counselling. Again, student teachers have in various ways and circumstances, observed or experienced the techniques teachers use in counselling learners in order to modify their behaviour.																
<b>Possible barriers to learning in the lesson</b>	Lack of skills to apply appropriate techniques in counselling situations in schools.																
<b>Lesson Delivery – chosen to support student teachers in achieving the outcomes</b>	<b>Face-to-face [ √ ]</b>	<b>Practical Activity [ √ ]</b>	<b>Work-Based Learning</b>	<b>Seminars [ √ ]</b>	<b>Independent Study [ √ ]</b>	<b>E-learning opportunities [ √ ]</b>	<b>Practicum [ ]</b>										
<b>Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.</b>	<p>Face-to-face: Discussion, lecturette, think, pair share should be used in facilitating lessons.</p> <p>E-learning opportunities: Videos from YouTube on features of intellectual development in middle childhood.</p> <p>Seminars: to generate group and individual creativity, discussion and reflection among student teachers.</p> <p>Independent study: to enable student teachers to engage with relevant issues related to topic.</p> <p>Practical activity: working in groups or individually on projects for presentation.</p> <p>Practicum: working in mixed-ability groups for role play, discussion, and presentations.</p>																
<b>Overarching outcome, what you want the student teachers to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed</b>	Student teachers should be able to explain the conditions that facilitate counselling, and the various stages in the counselling process. It is expected that student teachers will be able to explain cognitive restructuring and assertive training; modelling; systematic desensitisation and relaxation as techniques of counselling and demonstrate how they are used during STS. More so, student teachers will be able to identify and explain appropriate online techniques for counselling. <b>(NTS 3c, 3d).</b>																
<ul style="list-style-type: none"> <li>• Learning Outcome for the lesson, picked and developed from the course specification</li> <li>• Learning indicators for each learning outcome</li> </ul>	<b>Learning Outcomes</b>			<b>Learning Indicators</b>				<b>Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?</b>									
	CLO 4: Demonstrate knowledge, understanding and use of guidance services, communication skills and counselling techniques, including online resources for counselling <b>(NTS 3c, 3d).</b>			<ul style="list-style-type: none"> <li>• Explain the conditions that facilitate counselling</li> <li>• Explain the stages in the counselling process</li> <li>• Role play the techniques of counselling (cognitive restructuring and assertive training; modelling; systematic desensitisation and relaxation)</li> <li>• Discuss the techniques for online counselling</li> </ul>				<p>Creativity and innovation: Planning for and implementing a role play.</p> <p>Digital literacy: using their mobile devices to search for information.</p> <p>Communication skills: through critiquing and presentations.</p> <p>Equity and inclusivity: using various strategies in grouping students considering their background characteristics and abilities.</p>									

Topic title Counselling Techniques for Behaviour Modification in Upper Primary Schools I	Sub-topic	Stage/time	Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent.	
			Teacher Activity	Student Activity
	Introduction	20 minutes	<b>Face-to-face</b> Review student teachers' RPK based on their observation and experiences during STS on conditions necessary for counselling, and techniques for modifying behaviour of learners.	<b>Face-to-face</b> Share views on your observation and experiences during STS on conditions necessary for counselling, and techniques for modifying behaviour of learners
	Conditions Necessary for Counselling, and Stages in Counselling	40 minutes	<b>Face-to-face and Seminar</b> Use mixed-ability groups to enable student teachers discuss the conditions necessary for counselling, and stages in the counselling process and present their findings using poster. Lead student teachers make comments on the presentations. Encourage them to prepare their notes from the poster presentations and the comments made (PD Theme 4).	<b>Face-to-face and Seminar</b> In your group, discuss the conditions necessary for counselling, and stages in the counselling process. Present your findings using poster. Prepare your notes from the poster presentations by incorporating the comments made during the presentations.
	Techniques (including online techniques) in Counselling	40 minutes	<b>Face-to-face and Seminar</b> Reshuffle the mixed-ability groups used earlier, and ask student teachers to discuss the counselling techniques (including online techniques). Ask various groups to prepare their findings for group presentation. Encourage student teachers to comment on the presentation by each group to improve on them. Let student teachers peer assess and score the presentations.	<b>Face-to-face and Seminar</b> Contribute actively to the group discussion and preparation for presentation. Observe, listen and ask questions after presentations. Peer assess and score group presentations.
	Role play of Techniques in Counselling	60 minutes	<b>Practicum</b> Ask student teachers to demonstrate the use of the counselling techniques through a role play after which they comment for improvement (PD Theme 1).	<b>Practicum</b> Observe the role play and note issues for comments, clarifications, questions, and suggestions.

	Conclusion	20 minutes	Summarise lesson by indicating the key issues raised. Give a reading assignment on creative approaches in counselling learners in upper primary schools (refer student teachers to PD Theme 1; ask student teachers to download short videos from YouTube on creative approaches in counselling).	Take note of key issues raised in the lesson. Read on creative approaches in counselling for the next lesson. Make reference to PD Theme 1. Download and watch short videos from YouTube on the use of creative approaches in counselling.
<b>Lesson assessments – evaluation of learning: of, for and as learning within the lesson</b>	<b>Formative Assessment (In-lesson assessment through peer assessment:</b> Assesses CLO 2 Mixed-ability group presentations on counselling techniques (including online techniques) for peer assessment. Corrected presentations should be part of the portfolio to be submitted for assessment at the end of Lesson 11. Assesses: NTS 3c, and 3d <b>NTS 3c:</b> Creates a safe, encouraging learning environment. <b>NTS 3d:</b> Manages behaviour and learning with small and large classes.			
<b>Instructional Resources</b>	Transforming Teacher Education and Learning (2016). <i>Teaching and learning materials: Professional development guide for tutors</i> . Accra. Ministry of Education (www.t-tel.org) Transforming Teacher Education and Learning (2016). <i>Questioning: Professional development guide for tutors</i> . Accra. Ministry of Education (www.t-tel.org) Transforming Teacher Education and Learning (2016). <i>Group work: Professional development guide for tutors</i> . Accra. Ministry of Education (www.t-tel.org) Mobile phones, Laptops, Videos, Animations and pictures from YouTube on intellectual development in middle childhood			
<b>Required Text (core)</b>	Ackumme, M. A., & Ackom, P. E. (2010). <i>Counselling in teacher education</i> . Winneba: Institute for Educational Development and Extension. Akindde, E. A. (2012). <i>Introduction to modern guidance and counselling: A basic text for tertiary institutions</i> . Ibadan: Brightways Publishers. Antwi, T. (2016). <i>Introduction to guidance and counselling for the basic school educator</i> . Accra: Design's Network. Bedu-Addo, P. K. A. (2014). <i>Guidance and counselling "unmasked"</i> . Kumasi: Approacher's Ghana Limited. Buku, D. K., Noi-Okwei, C., & Wilson, K. N. (2012). <i>Counselling skills and strategies</i> . Accra: SEDCO Publishing Ltd. Namale, M. K. (2012). <i>Guidance and counselling in education</i> . Tema: Richblank Publications.			
<b>Additional Reading List</b>	Ackumme, M. A. (2003). <i>Organization and administration of school guidance programme</i> . Accra: Media Graphic & Press Ltd. Gibson, R. L., & Mitchell, M. (2008). <i>Introduction to counselling and guidance</i> (7 <sup>th</sup> ed.). New York: Pearson Education, Inc. Miller, D. F. (2010). <i>Positive child guidance</i> (6 <sup>th</sup> ed.). Belmont, California: Wadsworth, Cengage Learning. Oladele, J. O. (2000). <i>Guidance and counselling. A functional approach</i> . Lagos: John-Lad Publisher Ltd. Shertzer, B., & Stone, S. C. (1980). <i>Fundamentals of counselling</i> (3 <sup>rd</sup> ed.). Hughton: Mifflin Company.			
<b>CPD needs</b>	Using Questioning and Group Work for Intellectual Development and its learning implications.			

## LESSON 6

Year of B.Ed.	3	Semester	1	Place of lesson in semester	1	2	3	4	5	6	7	8	9	10	11	12	
<b>Title of Lesson</b>	Counselling Techniques for Behaviour Modification in Early Grade Schools II							<b>Lesson Duration</b>	<b>3 Hours</b>								
<b>Lesson Description</b>	The lesson introduces student teachers to the appropriate creative approaches used in counselling learners in Early Grade schools. These approaches, which include games, play, rhymes and poems, songs, and modelling, seek to enable student teachers to understand how they are applied in counselling learners in Early Grade school settings. The lesson therefore seeks to prepare student teachers to provide effective counselling for learners during STS.																
<b>Previous student teacher knowledge, prior learning (assumed)</b>	Student teachers have been introduced to techniques (including online techniques) in counselling in the previous lesson.																
<b>Possible barriers to learning in the lesson</b>	Might not be aware of how to use creative approaches in counselling learners.																
<b>Lesson Delivery – chosen to support student teachers in achieving the outcomes</b>	<b>Face-to-face</b> [ ✓ ]	<b>Practical Activity</b> [ ✓ ]	<b>Work-Based Learning</b>	<b>Seminars</b> [ ✓ ]	<b>Independent Study</b> [ ✓ ]	<b>E-learning opportunities</b> [ ✓ ]	<b>Practicum</b> [ ✓ ]										
<b>Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.</b>	<p>Face-to-face – Discussion, lecturette, think, pair share should be used in facilitating lessons.</p> <p>E-learning opportunities – Videos from YouTube on various kinds of resources used for teaching and learning.</p> <p>Seminars: to generate group and individual creativity, discussion and reflection; student and/or tutor led on the use various learning resources.</p> <p>Independent study: to enable student teachers to engage with relevant issues related to topic.</p> <p>Practical activity: working in groups or individually on projects for presentation.</p> <p>Practicum: working in mixed-ability groups for role play, discussion, and presentations.</p>																
<b>Overarching outcome, what you want the student teachers to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed</b>	It is expected that student teachers would be able to explain the creative approaches in counselling, and use them appropriately when they are on STS (NTS 3c, 3d).																
<ul style="list-style-type: none"> <li>Learning Outcome for the lesson, picked and developed from the course specification</li> <li>Learning indicators for each learning outcome</li> </ul>	<b>Learning Outcomes</b>			<b>Learning Indicators</b>				<b>Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?</b>									
	CLO 2: Demonstrate knowledge, understanding and use of guidance services, communication skills and counselling techniques, including online resources for counselling (NTS 3c, 3d).			<ul style="list-style-type: none"> <li>Explain creative approaches in counselling.</li> <li>Demonstrate the use of creative approaches in counselling learners in Early Grade schools.</li> </ul>				<p><b>Communication skills:</b> Through group discussions, critiquing and presentations.</p> <p><b>Digital literacy:</b> Surfing the internet for relevant information to help in group discussions, and design of power point for presentation social development.</p> <p><b>Personal development:</b> Through team work and collaboration to develop</p>									

			arguments in support of the use of resources for teaching. <b>Equity and inclusivity:</b> Using various strategies in grouping students considering their background characteristics and abilities for instructional activities. <b>Reflection and Critical thinking:</b> Through examination of the application of social development in Early Grade classrooms.
<b>Topic Title:</b> Counselling Techniques for Behaviour Modification in Early Grade Schools II	<b>Sub-topic</b>	<b>Stage/time</b>	<b>Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent.</b>
			<b>Teacher Activity</b>
			<b>Student Activity</b>
	<b>Introduction</b>	20 minutes	<b>Face-to-face</b> Use lecturette and questioning to review student teachers' understanding of counselling techniques as discussed in the previous lesson and link it to their knowledge of creative approaches in counselling from the reading assignment (PD Theme 2, pp. 27-32).
	Creative Approaches in Counselling	80 minutes	<b>Independent Study and group discussion</b> Use pyramid discussion to involve student teachers to discuss the creative approaches in counselling learners in Early Grade schools, after which groups present their findings for comments and further discussion. Assist student teachers to cite relevant examples from their observations during STS (where necessary). Encourage student teachers to prepare notes on the issues discussed (PD Theme 3).
	Use of Creative Approaches in Counselling	60 minutes	<b>Practicum</b> In their groups, ask student teachers to demonstrate the use of selected creative approaches in counselling after which comments are given. (PD Theme 1).
	Conclusion	20 minutes	Guide student teachers to summarise lesson by identifying key points discussed.  Answer questions and note down key points from the lesson. Take note of topic for Lesson 4 and read on it.

<b>Lesson assessments – evaluation of learning: of, for and as learning within the lesson</b>	<b>Component 2:</b> Formative Assessment (In-lesson Assessment by peers: Addresses CLO 2) Mixed-ability group presentations on creative approaches in counselling. Corrected group reports should form part of individual student portfolio to be submitted for assessment at the end of Lesson 11 Assesses: NTS 3c, 3d <b>NTS 3c:</b> Creates a safe, encouraging learning environment. <b>NTS 3d:</b> Manages behaviour and learning with small and large classes.
<b>Instructional Resources</b>	Transforming Teacher Education and Learning (2016). <i>Teaching and learning materials: Professional development guide for tutors</i> . Accra. Ministry of Education (www.t-tel.org) Transforming Teacher Education and Learning (2016). <i>Questioning: Professional development guide for tutors</i> . Accra. Ministry of Education (www.t-tel.org) Transforming Teacher Education and Learning (2016). <i>Group work: Professional development guide for tutors</i> . Accra. Ministry of Education (www.t-tel.org) Mobile phones, Laptops, Videos from YouTube, Animations and pictures.
<b>Required Text (core)</b>	Ackumme, M. A., & Ackom, P. E. (2010). <i>Counselling in teacher education</i> . Winneba: Institute for Educational Development and Extension. Akinde, E. A. (2012). <i>Introduction to modern guidance and counselling: A basic text for tertiary institutions</i> . Ibadan: Brightways Publishers. Antwi, T. (2016). <i>Introduction to guidance and counselling for the basic school educator</i> . Accra: Design’s Network. Bedu-Addo, P. K. A. (2014). <i>Guidance and counselling “unmasked”</i> . Kumasi: Approacher’s Ghana Limited. Buku, D. K., Noi-Okwei, C., & Wilson, K. N. (2012). <i>Counselling skills and strategies</i> . Accra: SEDCO Publishing Ltd. Namale, M. K. (2012). <i>Guidance and counselling in education</i> . Tema: Richblank Publications.
<b>Additional Reading List</b>	Ackumme, M. A. (2003). <i>Organization and administration of school guidance programme</i> . Accra: Media Graphic & Press Ltd. Gibson, R. L., & Mitchell, M. (2008). <i>Introduction to counselling and guidance</i> (7 <sup>th</sup> ed.). New York: Pearson Education, Inc. Miller, D. F. (2010). <i>Positive child guidance</i> (6 <sup>th</sup> ed.). Belmont, California: Wadsworth, Cengage Learning. Oladele, J. O. (2000). <i>Guidance and counselling. A functional approach</i> . Lagos: John-Lad Publisher Ltd. Shertzer, B., & Stone, S. C. (1980). <i>Fundamentals of counselling</i> (3 <sup>rd</sup> ed.). Hughton: Mifflin Company.
<b>CPD needs</b>	Using questioning, group work and role play in teaching creative approaches.

## LESSON 7

Year of B.Ed.	3	Semester	1	Place of lesson in semester	1 2 3 4 5 6 <b>7</b> 8 9 10 11 12
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<b>Title of Lesson</b>	Assessment Inventories for Counselling and Practicum						<b>Lesson Duration</b>	<b>3 Hours</b>
<b>Lesson Description</b>	This lesson is designed to expose student teachers to various assessment inventories that used to gather relevant information on learners with diverse needs. It would thus equip student teachers with the requisite skills to enable them profile learners in diverse learning contexts in other to put in appropriate interventions to support their learning.							
<b>Previous student teacher knowledge, prior learning (assumed)</b>	Student teachers have taken the course 'inclusive school-based inquiry' that exposed them to basic data collection tools they used for child study during supported teaching in schools.							
<b>Possible barriers to learning in the lesson</b>	Student teachers would not have had the experience of counselling learners.							
<b>Lesson Delivery – chosen to support student teachers in achieving the outcomes</b>	<b>Face-to-face [ v ]</b>	<b>Practical Activity [ v ]</b>	<b>Work-Based Learning</b>	<b>Seminars [ v ]</b>	<b>Independent Study [ v ]</b>	<b>E-learning opportunities [ v ]</b>	<b>Practicum [v ]</b>	
<b>Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.</b>	<p>Face-to-face – Discussion, lecturette, think, pair share should be used in facilitating lessons.</p> <p>E-learning opportunities – Videos from YouTube on various kinds of resources used for teaching and learning.</p> <p>Seminars: to generate group and individual creativity, discussion and reflection; student and/or tutor led on the use various learning resources.</p> <p>Independent study: to enable student teachers to engage with relevant issues related to topic.</p> <p>Practical activity: working in groups or individually on projects for presentation.</p> <p>Practicum: working in mixed-ability groups for role play, discussion, and presentations.</p>							
<b>Overarching outcome, what you want the student teachers to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed</b>	It is expected that student teachers would be able to explain the creative approaches in counselling, and use them appropriately when they are on STS (NTS 3c, 3d).							
<ul style="list-style-type: none"> <li>Learning Outcome for the lesson, picked and developed from the course specification</li> <li>Learning indicators for each learning outcome</li> </ul>	<b>Learning Outcomes</b>	<b>Learning Indicators</b>			<b>Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?</b>			
	CLO 3: Develop and demonstrate passion and commitment in applying appropriate techniques and assessment inventories in counselling for behaviour modification of learners including those with special needs in Early Grade schools (NTS 1b, 1f, 1g, 2f).	<ul style="list-style-type: none"> <li>Examine the criteria used to select specific techniques for specific counselling situations for diverse pupils.</li> <li>Explain the techniques appropriate for specific counselling needs of learners in Early Grade schools.</li> <li>Apply appropriate counselling skills and techniques in modifying behaviour and supporting the learning of learners with diverse needs in Early Grade schools.</li> </ul>			<p><b>Communication skills:</b> Through group discussions, critiquing and presentations.</p> <p><b>Digital literacy:</b> Surfing the internet for relevant information to help in group discussions, and design of power point for presentation social development.</p> <p><b>Creativity and innovation:</b> Thinking about ways of developing appropriate TMs.</p> <p><b>Equity and inclusivity:</b> Using various strategies in grouping students considering their background characteristics and abilities for instructional activities.</p>			

Topic Title: Assessment Inventories for Counselling and Practicum	Sub-topic	Stage/time	Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent.	
			Teacher Activity	Student Activity
	Introduction	20 minutes	<b>Face-to-face</b> Use talk for learning approaches to review RPK and their experience in conducting child study. Link the discussion to lesson for the day (PD Theme 3).	<b>Face-to-face</b> Respond questions to review RPK.
	Meaning and Types of Assessment Inventories for Counselling and Practicum	40 minutes	<b>Face-to-face and practical activity</b> Guide student teachers to use their phones to explore the meaning of assessment inventories. Let student teachers work in groups to examine each of the assessment inventories such as: Career inventory, personality inventory, study habit inventory, learning styles inventory etc., and what they are used for (PD Theme 3).	<b>Face-to-face and practical activity</b> Use phone to explore and present findings. Work in small groups and present report.
	Use of Creative Approaches in Counselling	60 minutes	<b>Face-to-face and practical activity</b> Provide samples for each samples of the inventories and assign each to a group to examine the constructs indicated, the items to be customized to suit the Ghanaian context and how data gathered can be scored and interpreted and used for counselling. Each group should gather data with instrument from practice school during STS, analyse and interpret. Report should be added to portfolio.	Work in small groups to collect data with inventory and present report to be added to portfolio.
		40 minutes	<b>Face-to-face</b> Lead discussion on how interpretation made can be used to design various counselling interventions.	<b>Face-to-face</b> Participate in discussions and share experiences from STS
	Conclusion	20 minutes	Review key issues in lesson through questions and summarise.	Respond to questions to review lesson.
<b>Lesson assessments – evaluation of learning: of, for and as learning within the lesson</b>	<p>In-lesson assessment: Group presentations during lessons and presentation of individual reflections (Addresses CLO 3) Group project on the use of inventories should be part of portfolio to be submitted in the 11 week This should be part of course portfolio. <u>Addresses the following NTS:</u> NTS 1d: Is guided by legal and ethical teacher codes of conduct in his or her development as a professional teacher. NTS1e: Engages positively with colleagues, learners, parents, School Management Committees, Parent-Teacher Associations and wider public as part of a community of practice. NTS 3b: Carries out small-scale action research to improve practice.</p>			

	<p>NTS 3c: Creates a safe, encouraging learning environment.</p> <p>NTS 3f: Pays attention to all learners, especially girls and students with Special Educational Needs, ensuring their progress.</p>
<b>Instructional Resources</b>	<p>Mobile Phones, manila cards, markers, videos from YouTube, projectors, inclusive education policy, Disability rights in Ghana.</p> <p>Transforming Teacher Education and Learning (2016). <i>Teaching and learning materials: Professional development guide for tutors</i>. Accra. Ministry of Education (<a href="http://www.t-tel.org">www.t-tel.org</a>)</p> <p>Transforming Teacher Education and Learning (2016). <i>Questioning: Professional development guide for tutors</i>. Accra. Ministry of Education (<a href="http://www.t-tel.org">www.t-tel.org</a>)</p> <p>Transforming Teacher Education and Learning (2016). <i>Group work: Professional development guide for tutors</i>. Accra. Ministry of Education (<a href="http://www.t-tel.org">www.t-tel.org</a>)</p>
<b>Required Text (core)</b>	<p>Ackumme, M. A., &amp; Ackom, P. E. (2010). <i>Counselling in teacher education</i>. Winneba: Institute for Educational Development and Extension.</p> <p>Akindde, E. A. (2012). <i>Introduction to modern guidance and counselling: A basic text for tertiary institutions</i>. Ibadan: Brightways Publishers.</p> <p>Antwi, T. (2016). <i>Introduction to guidance and counselling for the basic school educator</i>. Accra: Design's Network.</p> <p>Bedu-Addo, P. K. A. (2014). <i>Guidance and counselling "unmasked"</i>. Kumasi: Approacher's Ghana Limited.</p> <p>Buku, D. K., Noi-Okwei, C., &amp; Wilson, K. N. (2012). <i>Counselling skills and strategies</i>. Accra: SEDCO Publishing Ltd.</p> <p>Namale, M. K. (2012). <i>Guidance and counselling in education</i>. Tema: Richblank Publications.</p>
<b>Additional Reading List</b>	<p>Ackumme, M. A. (2003). <i>Organization and administration of school guidance programme</i>. Accra: Media Graphic &amp; Press Ltd.</p> <p>Gibson, R. L., &amp; Mitchell, M. (2008). <i>Introduction to counselling and guidance</i> (7<sup>th</sup> ed.). New York: Pearson Education, Inc.</p> <p>Miller, D. F. (2010). <i>Positive child guidance</i> (6<sup>th</sup> ed.). Belmont, California: Wadsworth, Cengage Learning.</p> <p>Oladele, J. O. (2000). <i>Guidance and counselling. A functional approach</i>. Lagos: John-Lad Publisher Ltd.</p> <p>Shertzer, B., &amp; Stone, S. C. (1980). <i>Fundamentals of counselling</i> (3<sup>rd</sup> ed.). Hughton: Mifflin Company.</p>
<b>CPD needs</b>	<p>Workshop on the use of counselling inventories for planning interventions.</p>

## LESSON 8

Year of B.Ed.	3	Semester	1	Place of lesson in semester	1	2	3	4	5	6	7	8	9	10	11	12
<b>Title of Lesson</b>	Counselling Learners with Special Needs I <b>(Lesson should be co-facilitated with a SEN Specialist/Resource Person)</b>											<b>Lesson Duration</b>	<b>3 Hours</b>			
<b>Lesson description</b>	This lesson is designed to expose student teachers to varying ways of assessing individuals with special needs in order to initiate counselling interventions. It will thus equip student teachers with a wide array of strategies and interventions for removing barriers or addressing learning needs of Early Grade learners with SEN to help promote their learning.															
<b>Previous student teacher knowledge, prior learning (assumed)</b>	Some student teachers have attended Early Grade schools with learners with SEN and therefore appreciate the difficulties faced by learners and facilitators. Student teachers might have also seen learners with SEN in their schools of practice.															
<b>Possible barriers to learning in the lesson</b>	Student teachers may have some misconceptions about Early Grade learners with SEN and the learner difficulties they face.															
<b>Lesson Delivery – chosen to support student teachers in achieving the outcomes</b>	<b>Face-to-face [ √ ]</b>	<b>Practical Activity [ √ ]</b>	<b>Work-Based Learning</b>	<b>Seminars [ √ ]</b>	<b>Independent Study [ √ ]</b>	<b>E-learning opportunities [ √ ]</b>	<b>Practicum [ ]</b>									
<b>Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.</b>	<p>Face-to-face: Discussion, lecturette, think, pair share should be used in facilitating lessons.</p> <p>E-learning opportunities: Videos from YouTube on features of intellectual development in middle childhood.</p> <p>Seminars: to generate group and individual creativity, discussion and reflection among student teachers.</p> <p>Independent study: to enable student teachers to engage with relevant issues related to topic.</p> <p>Practical activity: working in groups or individually on projects for presentation.</p> <p>Practicum: working in mixed-ability groups for role play, discussion, and presentations.</p>															
<b>Overarching outcome, what you want the student teachers to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed</b>	Student teachers should be able to explain the conditions that facilitate counselling, and the various stages in the counselling process. It is expected that student teachers will be able to explain cognitive restructuring and assertive training; modelling; systematic desensitisation and relaxation as techniques of counselling and demonstrate how they are used during STS. More so, student teachers will be able to identify and explain appropriate online techniques for counselling. <b>(NTS 3c, 3d).</b>															
<ul style="list-style-type: none"> <li>Learning Outcome for the lesson, picked and developed from the course specification</li> <li>Learning indicators for each learning outcome</li> </ul>	<b>Learning Outcomes</b>			<b>Learning Indicators</b>				<b>Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?</b>								
	CLO 3. demonstrate knowledge and understanding of diverse counselling techniques suitable for learners with diverse physical, mental, social, behavioural, emotional needs in Early Grade schools <b>(NTS 3g)</b>			<ul style="list-style-type: none"> <li>Identify the counselling techniques and services used to manage different needs and challenges of Early Grade learners (in the: Psychomotor domain, Cognitive domain, Affective domain) during Supported Teaching in Schools.</li> </ul>				Creativity and innovation: Planning for and implementing a role play. Digital literacy: using their mobile devices to search for information. Communication skills: through critiquing and presentations. Equity and inclusivity: using various strategies in grouping students considering their background characteristics and abilities.								

Topic title Counselling Learners with Special Needs I	Sub-topic	Stage/time	Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent.	
			Teacher Activity	Student Activity
	Introduction	20 minutes	<b>Face-to-face</b> Review student teachers' RPK through questions to explore their views about challenges faced by learners with SEN there have encountered.	<b>Face-to-face</b> Provide appropriate responses for questions
	Idiographic Assessment	30 minutes	<b>Face-to-face and e-learning opportunities</b> Guide student teachers to use phones to search for meaning of idiographic assessment. Think-pair-share with a peer and with whole class	<b>Face-to-face and e-learning opportunities</b> Use phones to search for meaning of idiographic assessment. Think-pair-share with a peer and with whole class
	Unique Characteristics of Counsellor of Early Grade Learners with SEN	40 minutes	<b>Independent learning</b> Use talk for learning approaches to explore student teachers views on the general characteristics of an Early Grade counsellor. Let the work in small groups and present findings. Guide student teachers to organize their views using webs or concept maps.	<b>Independent learning</b> Work in small groups and present to whole class. Organise thoughts of groups with webs or concept maps.
	General Characteristics of Counsellor of Early Grade Learners with SEN	40 minutes	<b>Independent Learning</b> Use talk for learning approaches to explore student teachers views on the general characteristics of an Early Grade counsellor. Let the work in small groups and present findings.	<b>Independent Learning</b> Work in small groups and present to whole class. Organise thoughts of groups with webs or concept maps.
	Parent counselling and guidance services for Early Grade learners with SEN	30 minutes	<b>Independent learning</b> Guide student teachers to work in smaller groups to explore why parents of Early Grade learners with SEN need to be provided with counselling on how to support their wards. Lead discussion on some concerns such parents may have. For example; grief, loss and 'dream child', safety concerns and over protectiveness, attitude of other parents, and children discounting child's ability and transition concerns.	<b>Independent learning</b> Work in smaller groups to explore why parents of learners with SEN need to be provided with counselling on how to support their wards.

		20 minutes	<b>Independent learning</b> In their small groups, guide student teachers to examine how parents can provide pedagogical support and be involved in the education of their children with SEN. Let student teachers present findings and comment on presentations.	<b>Independent learning</b> In small groups, examine how parents can provide pedagogical support present findings and comment on presentations.
	Conclusion	10 minutes	Review key issues in lesson through questions and summarise. Reading assignment: Read the inclusive education policy and disability rights in Ghana.	Respond to questions to review lesson.  Reading assignment: Read the inclusive education policy and disability rights in Ghana.
<b>Lesson assessments – evaluation of learning: of, for and as learning within the lesson</b>	<p>In-lesson assessment: Group presentations during lessons and peer assessment and comments (Addresses CLO 3).</p> <p><b>Assessment component 2: Portfolio (quiz, child study reports) 30%</b></p> <p>Quiz on topics treated from lessons 6-8 (15%)</p> <p>Child study report on learners with school related problems 15%</p> <p>Addresses the following NTS</p> <p>NTS 1d: Is guided by legal and ethical teacher codes of conduct in his or her development as a professional teacher.</p> <p>NTS 1e: Engages positively with colleagues, learners, parents, School Management Committees, Parent-Teacher Associations and wider public as part of a community of practice.</p> <p>NTS 3b: Carries out small-scale action research to improve practice.</p> <p>NTS 3c: Creates a safe, encouraging learning environment.</p> <p>NTS 3f: Pays attention to all learners, especially girls and students with Special Educational Needs, ensuring their progress.</p>			
<b>Instructional Resources</b>	<p>Transforming Teacher Education and Learning (2016). <i>Teaching and learning materials: Professional development guide for tutors</i>. Accra. Ministry of Education (<a href="http://www.t-tel.org">www.t-tel.org</a>)</p> <p>Transforming Teacher Education and Learning (2016). <i>Questioning: Professional development guide for tutors</i>. Accra. Ministry of Education (<a href="http://www.t-tel.org">www.t-tel.org</a>)</p> <p>Transforming Teacher Education and Learning (2016). <i>Group work: Professional development guide for tutors</i>. Accra. Ministry of Education (<a href="http://www.t-tel.org">www.t-tel.org</a>)</p> <p>Mobile phones, Laptops, Videos, Animations and pictures from YouTube on intellectual development in middle childhood</p>			
<b>Required Text (core)</b>	<p>Ackummey, M. A., &amp; Ackom, P. E. (2010). <i>Counselling in teacher education</i>. Winneba: Institute for Educational Development and Extension.</p> <p>Akindde, E. A. (2012). <i>Introduction to modern guidance and counselling: A basic text for tertiary institutions</i>. Ibadan: Brightways Publishers.</p> <p>Antwi, T. (2016). <i>Introduction to guidance and counselling for the basic school educator</i>. Accra: Design's Network.</p> <p>Bedu-Addo, P. K. A. (2014). <i>Guidance and counselling "unmasked"</i>. Kumasi: Approacher's Ghana Limited.</p> <p>Buku, D. K., Noi-Okwei, C., &amp; Wilson, K. N. (2012). <i>Counselling skills and strategies</i>. Accra: SEDCO Publishing Ltd.</p> <p>Namale, M. K. (2012). <i>Guidance and counselling in education</i>. Tema: Richblank Publications.</p>			
<b>Additional Reading List</b>	<p>Ackummey, M. A. (2003). <i>Organization and administration of school guidance programme</i>. Accra: Media Graphic &amp; Press Ltd.</p> <p>Gibson, R. L., &amp; Mitchell, M. (2008). <i>Introduction to counselling and guidance</i> (7<sup>th</sup> ed.). New York: Pearson Education, Inc.</p> <p>Miller, D. F. (2010). <i>Positive child guidance</i> (6<sup>th</sup> ed.). Belmont, California: Wadsworth, Cengage Learning.</p> <p>Oladele, J. O. (2000). <i>Guidance and counselling. A functional approach</i>. Lagos: John-Lad Publisher Ltd.</p>			

	Shertzer, B., & Stone, S. C. (1980). <i>Fundamentals of counselling</i> (3 <sup>rd</sup> ed.). Hughton: Mifflin Company.
<b>CPD needs</b>	Workshop on parents pedagogical support concerns and how to get involved in the education of their wards with SEN.

## LESSON 9

Year of B.Ed.	3	Semester	1	Place of lesson in semester	1	2	3	4	5	6	7	8	9	10	11	12
<b>Title of Lesson</b>	Counselling Learners with Special Needs II <b>(Lesson should be co-facilitated with a SEN Specialist/Resource Person)</b>										<b>Lesson Duration</b>	<b>3 Hours</b>				
<b>Lesson description</b>	This lesson is designed to expose student teachers to varying ways of assessing individuals with special needs in order to initiate counselling interventions and their ethical and legal implications. It will thus equip student teachers with a wide array of strategies and interventions for removing barriers and also adhere to ethical and legal implications while addressing learning needs of Early Grade learners with SEN to help promote their learning.															
<b>Previous student teacher knowledge, prior learning (assumed)</b>	Some student teachers have attended schools with Early Grade learners with SEN and therefore appreciate the difficulties they face. They might have also seen learners with SEN in their schools of practice. They are also familiar with the inclusive education policy and disability rights in Ghana.															
<b>Possible barriers to learning in the lesson</b>	Student teachers may have some misconceptions about Early Grade learners with SEN and the learner difficulties they face.															
<b>Lesson Delivery – chosen to support student teachers in achieving the outcomes</b>	<b>Face-to-face [ √ ]</b>	<b>Practical Activity [ √ ]</b>	<b>Work-Based Learning</b>	<b>Seminars [ √ ]</b>	<b>Independent Study [ √ ]</b>	<b>E-learning opportunities [ √ ]</b>	<b>Practicum [ ]</b>									
<b>Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.</b>	Face-to-face: Discussion, lecturette, think, pair share should be used in facilitating lessons. E-learning opportunities: Videos from YouTube on features of intellectual development in middle childhood. Seminars: to generate group and individual creativity, discussion and reflection among student teachers. Independent study: to enable student teachers to engage with relevant issues related to topic. Practical activity: working in groups or individually on projects for presentation. Practicum: working in mixed-ability groups for role play, discussion, and presentations.															
<b>Overarching outcome, what you want the student teachers to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed</b>	Student teachers will be able to demonstrate knowledge and understanding of ethical standards and legal concerns in counselling learners in their middle childhood stage(NTS 1d)															
<ul style="list-style-type: none"> <li>Learning Outcome for the lesson, picked and developed from the course specification</li> <li>Learning indicators for each learning outcome</li> </ul>	<b>Learning Outcomes</b>			<b>Learning Indicators</b>				<b>Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?</b>								
	CLO 4: Demonstrate knowledge and understanding of ethical standards and legal concerns in counselling Early Grade learners in their early childhood stage(NTS 1d)			<ul style="list-style-type: none"> <li>Discuss the ethical procedures in counselling learners in early childhood</li> <li>Explain the legal implications and concerns in counselling in learners in early childhood.</li> <li>Discuss the differences and similarities between ethical and legal issues</li> </ul>				Creativity and innovation: Planning for and implementing a role play. Digital literacy: using their mobile devices to search for information. Communication skills: through critiquing and presentations. Equity and inclusivity: using various strategies in grouping students								

			in counselling learners in early childhood.	considering their background characteristics and abilities.
<b>Topic title</b> Counselling Learners with Special Needs II	<b>Sub-topic</b>	<b>Stage/time</b>	<b>Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent.</b>	
			<b>Teacher Activity</b>	<b>Student Activity</b>
	Introduction	20 minutes	<b>Face-to-face</b> Review student teachers' RPK through questions to explore their views about support parents can provide for wards with SEN.	<b>Face-to-face</b> Provide appropriate responses for questions
	Confidentiality or ethical issues in counselling Early Grade learners with SEN	40 minutes	<b>Seminar and e-learning opportunities (co-facilitate with resource person)</b> Lead discussion on confidentiality /ethical issues in counselling and what to consider. SEN resource person facilitates using discussion on confidentiality/ethical issues to consider when counselling Early Grade learners with SEN.	<b>Face-to-face and e-learning opportunities</b> Participate in discussion by responding to questions.
	Unique Characteristics of Counsellor of Early Grade Learners with SEN	40 minutes	<b>Independent learning</b> Use talk for learning approaches to explore student teachers views on the general characteristics of an Early Grade counsellor. Let the work in small groups and present findings. Guide student teachers to organize their views using webs or concept maps.	<b>Independent learning</b> Work in small groups and present to whole class. Organise thoughts of groups with webs or concept maps.
	General Characteristics of Counsellors of Early Grade Learners with SEN	40 minutes	<b>Independent Learning</b> Use talk for learning approaches to explore student teachers views on the general characteristics of a counsellor. Let the work in small groups and present findings.	<b>Independent Learning</b> Work in small groups and present to whole class. Organise thoughts of groups with webs or concept maps.
	Parent counselling and guidance services for Early Grade learners with SEN	30 minutes	<b>Independent learning</b> Guide student teachers to work in smaller groups to explore why parents of Early Grade learners with SEN, and the need to be provided with counselling on how to support their wards. Lead discussion on some concerns such parents may have. For example; grief, loss and 'dream child', safety concerns and over protectiveness, attitude of other parents, and children discounting child's ability and transition concerns.	<b>Independent learning</b> Work in smaller groups to explore why parents of Early Grade learners with SEN and the need to be provided with counselling on how to support their wards.

	Creating a safe counselling environment for Early Grade learners with SEN;	50 minutes	<b>Independent learning</b> Co-facilitate with SEN resource person to guide student teachers to think-pair and share views on how to create a safe counselling environment for Early Grade learners with SEN. Let selected pairs present and use concept maps to organize ideas presented. Add other things to be considered to enrich discussion.	<b>Independent learning</b> Participate in discussions and present views in pairs.
	Key counselling approaches/strategies for Early Grade learners with SEN	50 minutes	<b>Face-to-face</b> Co-facilitate lesson with SEN resource person and assist student teachers to discuss the counselling approaches/strategies for Early Grade learners with SEN/disability	<b>Face-to-face</b> Participate in discussion by responding to questions.
	Conclusion	20 minutes	Review key issues in lesson through questions and summarise.	Respond to questions to review lesson.
<b>Lesson assessments – evaluation of learning: of, for and as learning within the lesson</b>	In-lesson assessment: Group presentations during lessons and peer assessment and comments. Addresses CLO 4. Addresses the following NTS 1d: Is guided by legal and ethical teacher codes of conduct in his or her development as a professional teacher. NTS 1e: Engages positively with colleagues, learners, parents, School Management Committees, Parent-Teacher Associations and wider public as part of a community of practice. NTS 3b: Carries out small-scale action research to improve practice. NTS 3c: Creates a safe, encouraging learning environment. NTS 3f: Pays attention to all learners, especially girls and students with Special Educational Needs, ensuring their progress.			
<b>Instructional Resources</b>	Transforming Teacher Education and Learning (2016). <i>Teaching and learning materials: Professional development guide for tutors</i> . Accra. Ministry of Education (www.t-tel.org) Transforming Teacher Education and Learning (2016). <i>Questioning: Professional development guide for tutors</i> . Accra. Ministry of Education (www.t-tel.org) Transforming Teacher Education and Learning (2016). <i>Group work: Professional development guide for tutors</i> . Accra. Ministry of Education (www.t-tel.org) Mobile phones, Laptops, Videos, Animations and pictures from YouTube on intellectual development in middle childhood			
<b>Required Text (core)</b>	Ackummey, M. A., & Ackom, P. E. (2010). <i>Counselling in teacher education</i> . Winneba: Institute for Educational Development and Extension. Akindde, E. A. (2012). <i>Introduction to modern guidance and counselling: A basic text for tertiary institutions</i> . Ibadan: Brightways Publishers. Antwi, T. (2016). <i>Introduction to guidance and counselling for the basic school educator</i> . Accra: Design's Network. Bedu-Addo, P. K. A. (2014). <i>Guidance and counselling "unmasked"</i> . Kumasi: Approacher's Ghana Limited. Buku, D. K., Noi-Okwei, C., & Wilson, K. N. (2012). <i>Counselling skills and strategies</i> . Accra: SEDCO Publishing Ltd. Namale, M. K. (2012). <i>Guidance and counselling in education</i> . Tema: Richblank Publications.			
<b>Additional Reading List</b>	Ackummey, M. A. (2003). <i>Organization and administration of school guidance programme</i> . Accra: Media Graphic & Press Ltd. Gibson, R. L., & Mitchell, M. (2008). <i>Introduction to counselling and guidance</i> (7 <sup>th</sup> ed.). New York: Pearson Education, Inc. Miller, D. F. (2010). <i>Positive child guidance</i> (6 <sup>th</sup> ed.). Belmont, California: Wadsworth, Cengage Learning.			

	<p>Oladele, J. O. (2000). <i>Guidance and counselling. A functional approach</i>. Lagos: John-Lad Publisher Ltd.</p> <p>Shertzer, B., &amp; Stone, S. C. (1980). <i>Fundamentals of counselling</i> (3<sup>rd</sup> ed.). Hughton: Mifflin Company.</p>
<b>CPD needs</b>	Workshop on parents pedagogical support concerns and how to get involved in the education of their wards with SEN.

# LESSON 1

Year of B.Ed.	3	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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<b>Title of Lesson</b>	Ethical standards and legal concerns in counselling						<b>Lesson Duration</b>	<b>3 Hours</b>
<b>Lesson description</b>	This lesson has been design to expose student teachers to the ethical and legal issues in counselling. Pertinent issues relative to protecting client’s (learners) confidentiality and information shared shall be discussed. This will equip them to be able to provide the necessary support required for all Early Grade learners to learn.							
<b>Previous student teacher knowledge, prior learning (assumed)</b>	Some student teachers are also familiar with the inclusive education policy and disability rights in Ghana and are also providing varying kinds of support for learners during STS. They have also discussed ethical issues in counselling with SEN							
<b>Possible barriers to learning in the lesson</b>	Student teachers might not have undertaken a full counselling session with an Early Grade school learner.							
<b>Lesson Delivery – chosen to support student teachers in achieving the outcomes</b>	<b>Face-to-face [ v ]</b>	<b>Practical Activity [ v ]</b>	<b>Work-Based Learning</b>	<b>Seminars [ v ]</b>	<b>Independent Study [ v ]</b>	<b>E-learning opportunities [ v ]</b>	<b>Practicum [ ]</b>	
<b>Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.</b>	<p>Face-to-face: Discussion, lecturette, think, pair share should be used in facilitating lessons.</p> <p>E-learning opportunities: Videos from YouTube on features of intellectual development in middle childhood.</p> <p>Seminars: to generate group and individual creativity, discussion and reflection among student teachers.</p> <p>Independent study: to enable student teachers to engage with relevant issues related to topic.</p> <p>Practical activity: working in groups or individually on projects for presentation.</p> <p>Practicum: working in mixed-ability groups for role play, discussion, and presentations.</p>							
<b>Overarching outcome, what you want the student teachers to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed</b>	It is expected that student teachers will demonstrate knowledge and understanding of ethical standards and legal concerns in counselling learners in their middle childhood stage (NTS 1d)							
<ul style="list-style-type: none"> <li>• Learning Outcome for the lesson, picked and developed from the course specification</li> <li>• Learning indicators for each learning outcome</li> </ul>	<b>Learning Outcomes</b>		<b>Learning Indicators</b>		<b>Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?</b>			
	CLO 5: Demonstrate knowledge and understanding of ethical standards and legal concerns in counselling learners in their early childhood stage(NTS 1d)		<ul style="list-style-type: none"> <li>• Discuss the ethical procedures in counselling learners in early childhood</li> <li>• Explain the legal implications and concerns in counselling in learners in early childhood.</li> <li>• Discuss the differences and similarities between ethical and legal issues in counselling learners in early childhood.</li> </ul>		<p>Creativity and innovation: Planning for and implementing a role play.</p> <p>Digital literacy: using their mobile devices to search for information.</p> <p>Communication skills: through critiquing and presentations.</p> <p>Equity and inclusivity: using various strategies in grouping students considering their background characteristics and abilities.</p>			

Topic title	Sub-topic	Stage/time	Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent.	
			Teacher Activity	Student Activity
Ethical Standards and Legal Concerns in Counselling	Introduction	30 minutes	<b>Face-to-face</b> Review student teachers' RPK through questions to explore their views about ethical issues in counselling Early Grade learners with SEN.	<b>Face-to-face</b> Provide appropriate responses for questions
	Areas of ethical, legal concerns and professionalism in counselling	60 minutes	<b>Seminar and E-Learning Opportunities (Co-facilitate with Resource Person)</b> Lead discussion on confidentiality /ethical issues in counselling and what to consider. Through the use talk for learning approaches explore student teachers understanding of relevant aspects read in the inclusive education policy and disability act in Ghana Let them write their reflections and present randomly. This should be submitted at the end of the lecture	<b>Face-to-face and e-learning opportunities</b> Participate in discussion by responding to questions and writing reflections to be part of portfolio
	Confidentiality, privacy and Privileged information	60 minutes	<b>Independent learning</b> Co-facilitate with resource person and guide student teachers to use think-pair and share views on what it means to protect confidentiality and privacy and privileged information in counselling Early Grade learners. Let selected pairs present and use concept maps to organize ideas presented. Enrich discussion by providing other information. Lead discussion on ways to protect client's confidentiality, privacy and privileged information provided Organize views expressed using mapping	<b>Independent learning</b> Participate in discussions and present views in pairs.  Participate in discussion through reflections and responding to questions.
	Conclusion	30 minutes	Review key issues in lesson through questions and summarise.	Respond to questions to review lesson

<b>Lesson assessments – evaluation of learning: of, for and as learning within the lesson</b>	<p>In-lesson assessment: Group presentations during lessons and presentation of individual reflections. This should be part of course portfolio (Addresses CLO 4)</p> <p>Addresses the following NTS</p> <p>NTS 1d: Is guided by legal and ethical teacher codes of conduct in his or her development as a professional teacher.</p> <p>NTS 1e: Engages positively with colleagues, learners, parents, School Management Committees, Parent-Teacher Associations and wider public as part of a community of practice.</p> <p>NTS 3b: Carries out small-scale action research to improve practice.</p> <p>NTS 3c: Creates a safe, encouraging learning environment.</p> <p>NTS 3f: Pays attention to all learners, especially girls and students with Special Educational Needs, ensuring their progress.</p>
<b>Instructional Resources</b>	<p>Transforming Teacher Education and Learning (2016). <i>Teaching and learning materials: Professional development guide for tutors</i>. Accra. Ministry of Education (<a href="http://www.t-tel.org">www.t-tel.org</a>)</p> <p>Transforming Teacher Education and Learning (2016). <i>Questioning: Professional development guide for tutors</i>. Accra. Ministry of Education (<a href="http://www.t-tel.org">www.t-tel.org</a>)</p> <p>Transforming Teacher Education and Learning (2016). <i>Group work: Professional development guide for tutors</i>. Accra. Ministry of Education (<a href="http://www.t-tel.org">www.t-tel.org</a>)</p> <p>Mobile phones, Laptops, Videos, Animations and pictures from YouTube on intellectual development in middle childhood</p>
<b>Required Text (core)</b>	<p>Akummey, M. A., &amp; Ackom, P. E. (2010). <i>Counselling in teacher education</i>. Winneba: Institute for Educational Development and Extension.</p> <p>Akindde, E. A. (2012). <i>Introduction to modern guidance and counselling: A basic text for tertiary institutions</i>. Ibadan: Brightways Publishers.</p> <p>Antwi, T. (2016). <i>Introduction to guidance and counselling for the basic school educator</i>. Accra: Design's Network.</p> <p>Bedu-Addo, P. K. A. (2014). <i>Guidance and counselling "unmasked"</i>. Kumasi: Approacher's Ghana Limited.</p> <p>Buku, D. K., Noi-Okwei, C., &amp; Wilson, K. N. (2012). <i>Counselling skills and strategies</i>. Accra: SEDCO Publishing Ltd.</p> <p>Namale, M. K. (2012). <i>Guidance and counselling in education</i>. Tema: Richblank Publications.</p>
<b>Additional Reading List</b>	<p>Akummey, M. A. (2003). <i>Organization and administration of school guidance programme</i>. Accra: Media Graphic &amp; Press Ltd.</p> <p>Gibson, R. L., &amp; Mitchell, M. (2008). <i>Introduction to counselling and guidance</i> (7<sup>th</sup> ed.). New York: Pearson Education, Inc.</p> <p>Miller, D. F. (2010). <i>Positive child guidance</i> (6<sup>th</sup> ed.). Belmont, California: Wadsworth, Cengage Learning.</p> <p>Oladele, J. O. (2000). <i>Guidance and counselling. A functional approach</i>. Lagos: John-Lad Publisher Ltd.</p> <p>Shertzer, B., &amp; Stone, S. C. (1980). <i>Fundamentals of counselling</i> (3<sup>rd</sup> ed.). Hughton: Mifflin Company.</p>
<b>CPD needs</b>	<p>Workshop on parents pedagogical support concerns and how to get involved in the education of their wards with SEN.</p>

## LESSON 11

Year of B.Ed.	3	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 <b>11</b> 12		
<b>Title of Lesson</b>	Submission and Assessment of Portfolio and Project			<b>Lesson Duration</b>	<b>3 Hours</b>		
<b>Lesson description</b>	This lesson gives the opportunity to student teachers to submit their artifacts and resources as their portfolio for assessment. It also seeks to allow student teachers to submit their project for the course for assessment.						
<b>Previous student teacher knowledge, prior learning (assumed)</b>	Student teachers have been presenting reports (group or individual) writing projects, and have been informed to compile them as part of their portfolio or project for submission and assessment by the tutor.						
<b>Possible barriers to learning in the lesson</b>	Student teachers might not be familiar with this approach of assessment						
<b>Lesson Delivery – chosen to support student teachers in achieving the outcomes</b>	<b>Face-to-face</b> [ <input checked="" type="checkbox"/> ]	<b>Practical Activity</b> [ <input checked="" type="checkbox"/> ]	<b>Work-Based Learning</b>	<b>Seminars</b> [ <input checked="" type="checkbox"/> ]	<b>Independent Study</b> [ <input checked="" type="checkbox"/> ]	<b>E-learning opportunities</b> [ <input checked="" type="checkbox"/> ]	<b>Practicum</b> [    ]
<b>Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.</b>	<p>Face-to-face: Discussion, lecturette, think, pair share should be used in facilitating lessons.</p> <p>E-learning opportunities: Videos from YouTube on features of intellectual development in middle childhood.</p> <p>Seminars: to generate group and individual creativity, discussion and reflection among student teachers.</p> <p>Independent study: to enable student teachers to engage with relevant issues related to topic.</p> <p>Practical activity: working in groups or individually on projects for presentation.</p> <p>Practicum: working in mixed-ability groups for role play, discussion, and presentations.</p>						
<b>Overarching outcome, what you want the student teachers to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed</b>	It is expected that at the end of this exercise, student teachers would have submitted the required Professional Teacher Portfolio and Project for assessment ( <b>NTS 1d</b> ).						
<ul style="list-style-type: none"> <li>Learning Outcome for the lesson, picked and developed from the course specification</li> <li>Learning indicators for each learning outcome</li> </ul>	<b>Learning Outcomes</b>		<b>Learning Indicators</b>		<b>Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?</b>		
	CLO 6: Demonstrate knowledge, understanding, and preparation of a good professional teaching portfolio ( <b>NTS 1d</b> )		<ul style="list-style-type: none"> <li>Submit portfolio developed as a requirement for formative assessment for the course.</li> <li>Submit project written as a requirement for formative assessment for the course.</li> </ul>		Creativity and innovation: Planning for and implementing a role play. Digital literacy: using their mobile devices to search for information. Communication skills: through critiquing and presentations. Equity and inclusivity: using various strategies in grouping students considering their background characteristics and abilities.		

Topic title	Sub-topic	Stage/time	Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent.	
			Teacher Activity	Student Activity
Counselling Learners with Special Needs II	Introduction	20 minutes	<b>Face-to-face</b> Discuss with student teachers, the need for submission and assessment of portfolio and project as requirements for formative assessment for the course. Inform student teachers of the arrangements to submit portfolio and project reports for assessment.	<b>Face-to-face</b> Listen and ask questions for clarification.
	Submission of Portfolio	100 minutes	<b>Face-to-face</b> Ask student teachers to follow arrangement for submission of portfolio for assessment using their index/registration number in an ascending order.	<b>Face-to-face</b> Follow the laid down arrangements to submit portfolio for assessment.
	Submission of Project Report	50 minutes	<b>Face-to-face</b> Ask student teachers to follow arrangement for submission of project report for assessment using their index/registration number in an ascending order.	<b>Face-to-face</b> Follow the laid down arrangements to submit project report for assessment.
	Conclusion	10 minutes	Find out if all student teachers have submitted individual portfolio and project report. Thank them for their co-operation and remind them of the next lesson to review the course and prepare for end of semester examination.	
<b>Lesson assessments – evaluation of learning: of, for and as learning within the lesson</b>	<p>In-lesson assessment: Submission of individual portfolio and project report for assessment  Portfolio (40%)  Project Report (20%)  Addresses the following NTS</p> <p><b>NTS 1a:</b> Critically and collectively reflects to improve teaching and learning.  <b>NTS 2c:</b> Has secure content knowledge, pedagogical knowledge and pedagogical content knowledge for the school and grade they teach  <b>NTS 3c:</b> Creates a safe, encouraging learning environment.  <b>NTS 3d:</b> Manages behaviour and learning in small and large classes.  <b>NTS 3e:</b> Employs a variety of instructional strategies that encourages student participation and critical thinking.  <b>NTS 3f:</b> Pays attention to all learners, especially those with Special Education Needs (SEN)  <b>NTS 3g:</b> Employs instructional strategies appropriate for mixed-ability, multilingual, and multi-age classes.  <b>NTS 3m:</b> Identifies and remediates learners’ difficulties or misconceptions, referring learners whose needs lies outside the competency of the teacher.  <b>NTS 3p:</b> Uses objective criterion referencing to assess learners.</p>			
<b>Instructional Resources</b>	<p>Transforming Teacher Education and Learning (2016). <i>Teaching and learning materials: Professional development guide for tutors</i>. Accra. Ministry of Education (<a href="http://www.t-tel.org">www.t-tel.org</a>)  Transforming Teacher Education and Learning (2016). <i>Questioning: Professional development guide for tutors</i>. Accra. Ministry of Education (<a href="http://www.t-tel.org">www.t-tel.org</a>)  Transforming Teacher Education and Learning (2016). <i>Group work: Professional development guide for tutors</i>. Accra. Ministry of Education (<a href="http://www.t-tel.org">www.t-tel.org</a>)  Mobile phones, Laptops, Videos, Animations and pictures from YouTube on intellectual development in middle childhood</p>			

<b>Required Text (core)</b>	<p>Ackumey, M. A., &amp; Ackom, P. E. (2010). <i>Counselling in teacher education</i>. Winneba: Institute for Educational Development and Extension.</p> <p>Akindde, E. A. (2012). <i>Introduction to modern guidance and counselling: A basic text for tertiary institutions</i>. Ibadan: Brightways Publishers.</p> <p>Antwi, T. (2016). <i>Introduction to guidance and counselling for the basic school educator</i>. Accra: Design's Network.</p> <p>Bedu-Addo, P. K. A. (2014). <i>Guidance and counselling "unmasked"</i>. Kumasi: Approacher's Ghana Limited.</p> <p>Buku, D. K., Noi-Okwei, C., &amp; Wilson, K. N. (2012). <i>Counselling skills and strategies</i>. Accra: SEDCO Publishing Ltd.</p> <p>Namale, M. K. (2012). <i>Guidance and counselling in education</i>. Tema: Richblank Publications.</p>
<b>Additional Reading List</b>	<p>Ackumey, M. A. (2003). <i>Organization and administration of school guidance programme</i>. Accra: Media Graphic &amp; Press Ltd.</p> <p>Gibson, R. L., &amp; Mitchell, M. (2008). <i>Introduction to counselling and guidance</i> (7<sup>th</sup> ed.). New York: Pearson Education, Inc.</p> <p>Miller, D. F. (2010). <i>Positive child guidance</i> (6<sup>th</sup> ed.). Belmont, California: Wadsworth, Cengage Learning.</p> <p>Oladele, J. O. (2000). <i>Guidance and counselling. A functional approach</i>. Lagos: John-Lad Publisher Ltd.</p> <p>Shertzer, B., &amp; Stone, S. C. (1980). <i>Fundamentals of counselling</i> (3<sup>rd</sup> ed.). Hughton: Mifflin Company.</p>
<b>CPD needs</b>	<p>Workshop on parents pedagogical support concerns and how to get involved in the education of their wards with SEN.</p>

## LESSON 12

Year of B.Ed.	3	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 <b>12</b>		
<b>Title of Lesson</b>	Review of Course (Guidance and Counselling in Upper Primary)			<b>Lesson Duration</b>	<b>3 Hours</b>		
<b>Lesson description</b>	This lesson seeks to assist student teachers to review all topics discussed in the first eleven weeks to consolidate their understanding and application of the various concepts discussed under each of the topics.						
<b>Previous student teacher knowledge, prior learning (assumed)</b>	Student teachers have been introduced to all the topics in the course manual and have undertaken all forms of activities for different components of assessment in inclusive middle childhood classrooms.						
<b>Possible barriers to learning in the lesson</b>	Inadequate revision of topics by student teachers.						
<b>Lesson Delivery – chosen to support students in achieving the outcomes</b>	<b>Face-to-face</b> [ v ]	<b>Practical Activity</b> [ v ]	<b>Work-Based Learning</b>	<b>Seminars</b> [ v ]	<b>Independent Study</b> [ v ]	<b>E-learning opportunities</b> [ v ]	<b>Practicum</b>
<b>Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.</b>	Face-to-face: Questioning and tutor-led discussion. Independent Study and Seminar: whole class discussion. E-learning opportunity: Making reference to online information on the topics under review.						
<ul style="list-style-type: none"> <li>• <b>Overarching outcome, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description.</b></li> <li>• <b>Write in full aspects of the NTS addressed</b></li> </ul>	Student teachers would be able to identify and explain the key concepts in all the topics discussed for the semester as a means of getting prepared for end of semester examination, and STS (NTS 1a, 2c, 3c, 3d, 3e, 3f, 3g, 3m, and 3p).						
<ul style="list-style-type: none"> <li>• <b>Learning Outcome for the lesson, picked and developed from the course specification</b></li> <li>• <b>Learning indicators for each learning outcome</b></li> </ul>	<b>Learning Outcomes</b>	<b>Learning Indicators</b>		<b>Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?</b>			
	CLOs 1-5: Demonstrate knowledge, understanding, and application of the key concepts in the topics discussed for the semester	<ul style="list-style-type: none"> <li>• Examine the key concepts in the various topics in the course for the semester, and seek clarification on misunderstandings and clarifications to consolidate understanding.</li> </ul>		<ul style="list-style-type: none"> <li>• Collaboration and communication through group presentations.</li> <li>• Gender, equity through fair distribution of teaching and learning opportunities and recognition of individual differences.</li> <li>• Reflection and critical thinking for self-awareness through multi and varied interactive strategies that would support learners with diverse characteristics.</li> </ul>			

Topic Title: Review of Course	Sub-topic	Stage/time	Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent.	
			Teacher Activity	Student Activity
	Historical and Conceptual Issues	25 minutes	<b>Face-to-face:</b> Use questioning to review student teachers' relevant previous knowledge on conceptual and historical issues in guidance and counselling (PD Theme 2).	<b>Face-to-face</b> Student teachers respond to questions and share their views to contribute to the discussion.
	Guidance Services	25 minutes	<b>Face-to-face</b> Use brainstorming to initiate discussion on the review relevant previous knowledge of student teachers on guidance services (PD Theme 3).	<b>Face-to-face</b> Student teachers respond to questions and share their views to contribute to the discussion.
	Communication Skills in Counselling	25 minutes	<b>Face-to-face</b> Use questioning and brainstorming to initiate discussion on the review relevant previous knowledge of student teachers on communication skills in counselling.	<b>Face-to-face</b> Student teachers respond to questions and share their views to contribute to the discussion.
	Counselling Techniques for Behaviour Modification in Early Childhood	25 minutes	Use questioning and tutor-led discussion to elicit views of student teachers to review the topic on counselling techniques for behaviour modification in early childhood (PD Theme 2, 3).	Student teachers respond to questions and share their views to contribute to the discussion.
	Assessment Inventories for Counselling Practicum	25 minutes	Use questioning and tutor-led discussion to elicit views of student teachers to review the topic on assessment inventories for counselling practicum (PD Theme 2, 3 pp. 75-82).	Student teachers respond to questions and share their views to contribute to the discussion.
	Counselling Early Grade Learners with Special Needs	25 minutes	Use questioning and tutor-led discussion to elicit views of student teachers to review the topic on counselling Early Grade learners with Special Needs (PD Theme 2, 3 pp. 75-82).	Student teachers respond to questions and share their views to contribute to the discussion.
	Ethical Standards and Legal Concerns in Counselling in Early Childhood School Settings	25 minutes	Use questioning and tutor-led discussion to elicit views of student teachers to review the topic on ethical standards and legal concerns in counselling in early childhood school settings (PD Theme 2, 3 pp. 75-82).	Student teachers respond to questions and share their views to contribute to the discussion.
	Conclusion	5 minutes	Conclude by advising student teachers to prepare well for end of semester. Inform them of the nature of the examination and expectations.	

<p><b>Lesson assessments – evaluation of learning: of, for and as learning within the lesson</b></p>	<p><b>In-lesson Assessment</b>  Tutor facilitation of peer assessment of views raised by student teachers.  <b>Component 3: Summative Assessment (40%)</b>  End of Semester Examination  Assesses Course Learning Outcomes 1-5  Assesses: NTS <b>1a, 2c, 3c, 3d, 3e, 3f, 3g, 3m, 3p</b>  <b>NTS 1a:</b> Critically and collectively reflects to improve teaching and learning.  <b>NTS 2c:</b> Has secure content knowledge, pedagogical knowledge and pedagogical content knowledge for the school and grade they teach  <b>NTS 3c:</b> Creates a safe, encouraging learning environment.  <b>NTS 3d:</b> Manages behaviour and learning in small and large classes.  <b>NTS 3e:</b> Employs a variety of instructional strategies that encourages student participation and critical thinking.  <b>NTS 3f:</b> Pays attention to all learners, especially those with Special Education Needs (SEN)  <b>NTS 3g:</b> Employs instructional strategies appropriate for mixed-ability, multilingual, and multi-age classes.  <b>NTS 3m:</b> Identifies and remediates learners’ difficulties or misconceptions, referring learners whose needs lies outside the competency of the teacher.  <b>NTS 3p:</b> Uses objective criterion referencing to assess learners.</p>
<p><b>Instructional Resources</b></p>	<p>TESSA (2016). <i>Inclusive education tool kit</i>. Walton Hall: United Kingdom  Transforming Teacher Education and Learning (2016). <i>Teaching and learning materials: Professional development guide for tutors</i>. Accra. Ministry of Education (<a href="http://www.t-tel.org">www.t-tel.org</a>)  Transforming Teacher Education and Learning (2016). <i>Group work: Professional development guide for tutors</i>. Accra. Ministry of Education (<a href="http://www.t-tel.org">www.t-tel.org</a>).  Transforming Teacher Education and Learning (2016). <i>Talk for learning: Professional development guide for tutors</i>. Accra. Ministry of Education (<a href="http://www.t-tel.org">www.t-tel.org</a>).  Transforming Teacher Education and Learning (2016). <i>Teaching and learning materials: Professional development guide for tutors</i>. Accra. Ministry of Education (<a href="http://www.t-tel.org">www.t-tel.org</a>).  Transforming Teacher Education and Learning (2016). <i>Questioning: Professional development guide for tutors</i>. Accra. Ministry of Education (<a href="http://www.t-tel.org">www.t-tel.org</a>).</p>
<p><b>Required Text (core)</b></p>	<p>Ackumey, M. A., &amp; Ackom, P. E. (2010). <i>Counselling in teacher education</i>. Winneba: Institute for Educational Development and Extension.  Akindde, E. A. (2012). <i>Introduction to modern guidance and counselling: A basic text for tertiary institutions</i>. Ibadan: Brightways Publishers.  Antwi, T. (2016). <i>Introduction to guidance and counselling for the basic school educator</i>. Accra: Design’s Network.  Bedu-Addo, P. K. A. (2014). <i>Guidance and counselling “unmasked”</i>. Kumasi: Approacher’s Ghana Limited.  Buku, D. K., Noi-Okwei, C., &amp; Wilson, K. N. (2012). <i>Counselling skills and strategies</i>. Accra: SEDCO Publishing Ltd.  Namale, M. K. (2012). <i>Guidance and counselling in education</i>. Tema: Richblank Publications.</p>
<p><b>Additional Reading List</b></p>	<p>Ackumey, M. A. (2003). <i>Organization and administration of school guidance programme</i>. Accra: Media Graphic &amp; Press Ltd.  Gibson, R. L., &amp; Mitchell, M. (2008). <i>Introduction to counselling and guidance</i> (7<sup>th</sup> ed.). New York: Pearson Education, Inc.  Miller, D. F. (2010). <i>Positive child guidance</i> (6<sup>th</sup> ed.). Belmont, California: Wadsworth, Cengage Learning.  Oladele, J. O. (2000). <i>Guidance and counselling. A functional approach</i>. Lagos: John-Lad Publisher Ltd.  Shertzer, B., &amp; Stone, S. C. (1980). <i>Fundamentals of counselling</i> (3<sup>rd</sup> ed.). Hughton: Mifflin Company.</p>
<p><b>CPD needs</b></p>	

<p><b>Course Assessment</b></p>	<p><sup>1</sup>Component 1:  <b>Subject Portfolio Assessment (30% overall score)</b></p> <ul style="list-style-type: none"> <li>• Selected items of students work (3 of them -10% each) = 30%</li> <li>• Midterm assessment = 20%</li> <li>• Reflective Journal = 40%</li> <li>• Organisation of the subject portfolio = 10% (how it is presented /organised)</li> </ul> <p><sup>2</sup>Component 2:  <b>Subject Project: (30% overall semester score)</b></p> <ul style="list-style-type: none"> <li>• Introduction, a clear statement of aim and purpose of the project = 10%</li> <li>• Methodology: what the student teacher has done and why to achieve the purpose of the project = 20%</li> <li>• Substantive or main section = 40%</li> <li>• Conclusion = 30%</li> </ul> <p>Component 3:  End of semester Examination = 40%</p>
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<sup>1</sup> See rubrics on Subject Portfolio assessment in Annex 6 of NTEAP

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



