Four-Year B.Ed. Course Manual

INTRODUCTION TO CHRISTIAN RELIGION

The Government of Ghana
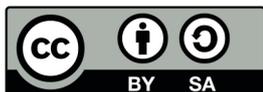
FOREWORD

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 meet 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 these sets 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 copies 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 is approach used to produce these manual.

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

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INTRODUCTION TO COURSE MANUALS

Welcome to this B.Ed. Course manual.

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

The manuals serve the following purposes:

- they are the key educational agreements between the training institution and the student teachers. In this way student teachers know what the expectations are for them and for the training they will receive.

- they lay out the course outcomes, content, strategies, and assessment, thereby providing direction to and consistency in training and B.Ed. implementation among tutors across the country.

- they are explicit documents that provide other institutions with information on which to base transfer/ articulation decisions.

Specifically, they also:

- support coherent lesson planning and teaching which will enable student teachers to achieve the NTS and become good teachers who ensure all pupils' learning whilst offering tutors the flexibility for adaptation for local needs and contexts.

- Provide a lesson by lesson overview of the course, building on and developing the material in the course specifications.

- Inform tutors, student teachers and others working with student teachers about:

  1. What is to be taught and why.

  2. how it can be taught.

  3. how it should be assessed.

- Provide opportunities for student teachers to develop and apply knowledge during supported teaching in school, creating a strong bond between learning in school and in the training institution.

- Reflect the stage of student teacher development, set out in the model for progress across the four years of the B.Ed.

- Can be used as self-study tools by student teachers.

- Ensure that all information necessary to inform teacher training is in one place (serves as reference document).

- The manuals are the basis of the codes and university professional development sessions to ensure Principals, tutors, lecturers and heads of department are fully familiar with the details of: courses, outcomes, content, approaches, assessments and lessons.

Who are course manuals for:

- College of Education Tutors

- Teacher Education University Lecturers

- Student Teachers

- Mentors and Lead Mentors

- All Those with An Interested In Teacher Education.

USING THIS MANUAL

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

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

My teaching philosophy is   ………………………………………………………………………………………………......

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

Course Manual Writing 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

Course name	Introduction to Christian Religion			
Pre-requisite	Student teachers' exposure to the three main religions in Ghana, either as practitioners, observers, or students of religious studies			
Course Level	200	Course Code		Credit Value	3

Table of contents

1.	Goal for the Subject or Learning Area

The main goal for Religious and Moral Education is todevelop religious and moral principles in learners, thereby enabling them to grow up as religious, moral and responsible adults and able to make sound decisions in today's changing world (Anti, Ntreh, & Sey, 2002). It is a school subject that reinforces informal religious and moral training young people acquire from their homes and communities in order to help them become morally responsible and patriotic citizens. With increasing globalization and technological advancement, physical and social barriers are being broken down, occasioning increased interaction between people from varied societies and cultures. While this pattern is valuable for development, it has the propensity of unhealthy influences that challenge the moral fabric of the Ghanaian society. Relatedly, such increased association with people of varied religious backgrounds requires pluralistic competencies that young people ought to acquire in order to remain relevant in a religiously plural world. Religious and Moral Education fulfils this need by providing learners with education that will imbibe in them sound religious and moral principles, and also develop appropriate attitudes and values that will help them to make healthy associations and sound decisions in an ever-changing diverse world.

2.	Key contextual factors

The introduction of RME as a subject has generated some misconceptions about what and how the subject should be taught. RME is considered a complex subject having many dimensions and this makes its teaching and learning difficult. There is also the misconception that religious practitioners without requisite training in the subject can be made to teach it. In order to redirect the focus of RME to emphasize the practice of positive behaviours, there is the urgent need for student teacher to be trained to be more efficient at using pedagogical tools to teach and assess learners' behaviours and attitudes. There is also the need for the subject to be taught by professionals who can teach all the components and dimensions of religion and morality in multi-religious classrooms. This calls for anRME curriculum that will ensure that student teachers develop the requisite competencies for teaching RME.

3.	Course Description

This course will provide student teachers with an in-depth knowledge of Christianity as a global religion that is practiced in Ghana. It will focus on the history, beliefs, practices and values, and how these contribute to shape the behaviour of Christians. Through tutorials, discussions, presentations and other interactive pedagogies the course will build upon student teachers' previous exposure to Christianity, to erode misconceptions, misrepresentations, marginalization and fanaticism. By this, student teachers will be equipped with solid knowledge-base and deepened understanding, that will develop their pedagogical skills towards creating religiously inclusive classrooms in the teaching of RME. Student teachers will be assessed based on project assignments, quizzes, presentations, artefacts from practical work, reports of school observation and end of semester examination (NTS 2b,c,f; NTECF pillar1, NTS 1a, g; NTECF p.41, NTS 3b, f, g; NTECF Pillar 3)

4.	*Core and transferable skills and cross cutting issues, including equity and inclusion*

Respect for diversity &Civic literacy of the student teacher will be enhanced through deliberations in class that will lead to thestudent teachers' appreciation of the multi-religious nature of Ghanaian society and how Christian values such as tolerance and respect are key to promoting social harmony

Digital literacy will be enhanced through tutors and student teachers' use of technological tools for fact-finding,

and as instructional resources during teaching and learning

Critical thinking and problem-solving skills will be developed in student teachers through assigned tasks that will require them to provide solutions to potential challenges to pluralism in schools (CLO6)

Collaborative/Social skills will be enhanced through opportunities that will be offered for student teachers to work together in groups.

Life-long learning/personal life skills will be developed by student teachers' writing in their reflective journals, an assessment of their own professional needs and competencies and reflecting on the desire for more learning opportunities CLO 6

Communicative skills of student teacher would be enhanced through opportunities to be offered in the lessons for presentations (CLO 7)

Equity & Inclusivity will be enhanced through tutors' deliberate actions to provide equal opportunities for all-student teachers irrespective of their religious, gender, ethnic, ability, and language differences (CLO 4).

5. Course Learning Outcomes	6. Learning Indicators
Outcomes	**Indicators**
1. demonstrate knowledge and understanding of Christianity as a religion and how it relates to their professional practice as RME teachers. (NTS 1a, 2c, NTECF pg 20; NTS 1e)	1.1 Recount the history of the spread of Christianity to Ghana 1.2 Mention major Christian beliefs 1.3 State Christian values and explore their linkages to morality 1.4 Explain key concepts in Christianity 1.5 Assess and present a report on the role of Christianity in the Ghanaian society
2. demonstrate an understanding in the usage of Christian terminologies (NTECF, p.23)	2.1 explain identifiable Christian terminologies 2.2 use appropriate Christian vocabulary in the right contexts
3. demonstrate ability to apply their understanding of Christian principles to assist learners to appreciate Christianity. (NTS 3n, NTECF pg. 20).	3.1 explain Christian principles to facilitate understanding 3.2 use Christian principles to promote peaceful co-existence among pupils in and outside the school
4. explore connections between Christian beliefs and matters related to equity and inclusivity, in order to apply them in their teaching of RME. (NTS 2c,e, f)	4.1 identify Christian principles on equity and inclusivity 4.2 examine linkages between Christian beliefs and their connections to gender and SEN
5. identify their own professional needs in terms of professional practice, knowledge, values and attitudes in relation to the teaching of RME (NTS 3g, h,k,n)	5.1 mention their professional needs such as knowledge, values and attitudes and record in the student teacher Reflective Journal 5.2 observe mentors and collaborate with them during Supported Teaching in order to achieve their personal professional goals.
6. reflect on their professional needs to develop critical thinking and ignite the quest for continuous learning (NTS 1b)	6.1 develop and document a plan for their continuous learning and development
7. create opportunities where all learners can be used as resources to facilitate learning about diversity (NTS 2f NTECF p.41)	7.1 plan avenues for learners to be utilized as resource persons
7. Course Content	

Unit/ Week	Topic	Sub-topic if any)	Teaching and learning activity to achieve the learning outcomes
1.	**History of Christianity**	• Judaism-Christianity Connections • Spread of Christianity to Ghana	• **Resources persons:** Tutor invites an expert to present on the history of Christianity in Ghana • **Films & Documentaries:** Teacher shows Films and documentaries on Christian missionary activities in Ghana • **Discussion:** Tutor engages student teachers in

			a discussion on the connections between Judaism and Christianity • **K-W-L:** Teacher uses Know-Want to Know-Learn (K-W-L) to introduce and close lesson Or any other interactive pedagogies
2.	**Christian Scriptures (Bible)**	• Books of the Bible and their classifications	• **Group Tasks:** Tutor assigns student teachers to groups and gives them unique tasks • **Document/Visual analysis:** Tutor engages student teachers to physically examine the structural organization of the Bible • **Films & Documentaries:** Teacher shows Films and documentaries on canonization of the Bible and initiate a discussion afterwards • **ICT Tools:** Tutor uses ICT tools and resources such as PowerPoint to present lesson's key concepts Or any other interactive pedagogies

Basic Christian Beliefs	• God • Holy Spirit • Jesus Christ • Bible (Founder) • Salvation • Prayer • Angels • Religious Songs • Recitations • Crucifixion • Resurrection • Eschatology (Future)	• **Resources persons:** Tutor invites student teachers to present on Christian beliefs • **Group Tasks:** Tutor assigns student teachers to groups and gives them unique tasks • **K-W-L:** Teacher uses Know-Want to Know-Learn (K-W-L) to introduce lesson • **Discussion**: Tutor engages student teachers in a discussion on Christian beliefs • **ICT Tools:** Tutor uses ICT tools and resources such as PowerPoint to present key conceptsin lessons • **Reflective Writing**: Compare and/or contrast their own religious beliefs and the Christian beliefs discussed in class Or any other interactive pedagogies
Christian Practices	• Worship (Liturgical, Individual, Communal, formal & Informal) • Prayer • Baptism • Eucharist (Communion) • Festivals • Care for the Needy • Tithing (Offertory) • Evangelism	• **Ethnographic Observation**: Student teachers observe worship services during STS and report on practices they observe • **Group Presentations**: Tutors assign student teachers to groups and directs them to present on varied Christian practices • **Interviews:** Student teachers interview their colleague Christian student teachers on their practices • **Films and Documentaries:** Teacher shows Films and documentaries on Christian practices and initiates a discussion afterwards **Discussion:** Tutor engages student teachers in a discussion on Christian religious practices
Christian Values	• Love • Equity and Inclusiveness • Justice • Respect • Responsibility • Self Control • Honesty & Integrity • Kindness and Compassion • Contentment &Thankfulness • Peace • Loyalty and Commitment etc.	• **Role Play:** Student teachers role play to illustrate Christian values • **What, So-What, Now-What:** Studentteachers read a passage and write responses to the questions: What did you read? What does that mean? What are the implications of the reading? • **Values Clarification**: Student teachers clarify and value their own moral choices in relation to the values learnt • **Group Tasks:** Tutor assigns student teachers to groups and give them unique tasks • **Films & Documentaries:** Teacher shows Films and documentaries on Christian values and initiate a discussion afterwards Or any other interactive pedagogies
Christian Churches/ Denominations	• Catholic • Protestants • Charismatics • Pentecostals • Syncretic Denominations etc.	• **Individual Presentations**: Student teachers do PowerPoint presentations on varied Christian denominations • **Group Presentations**: Tutors assign student teachers to groups and make them present on assigned Christian denominations • **Discussion:** Tutor engages student teachers in a discussion on different Christian

		denominations
		• **Field Trips/Observation**: Student teachers visit to observe different Christian Churches at worship and write their report.
		Or any other interactive pedagogies

| Contribution of Christianity to national development | • Contribution to Human Development
• Contribution to Social Services
• Contribution to Moral development | • **Group Tasks:** Tutor puts student teachersinto groups and gives them unique tasks on the topic under discussion
• **K-W-L:** Teacher uses Know-Want to Know-Learn (K-W-L) to introduce and close lesson
• **Discussion:** Tutor engages student teachers in a discussion on the contribution of Christianity to national development
• **Films and Documentaries:** Teacher shows Films and documentaries on Christian social services and initiate a discussion afterwards
• **Written Assignment:** Student teachers review newspaper reports about social services of Christian denominations and present their findings |
| **Fanaticism in Christianity and its implication for the teacher** | **Term Project:** A critical paper on activities of Christian fanatics and their implications for the teacher | **Independent Study** |

8. Teaching and Learning Strategies

- Use of resource persons
- Films & Documentaries
- Discussion
- Group tasks
- ICT tools
- Role Play
- Values Clarification

9. Course Assessment Components

Component 1: Subject Portfolio Assessment (30% overall score)
- Selected items of student's work (3 of them – 10% each)
  - Written Assignment
  - Creative composition
  - Field Notes
  - Group Presentation
  - Individual Presentation
- Midterm assessment/Quiz - 20%
- Reflective Journal – 40%
- Organisation of the portfolio –10% (how it is presented/organised)

Weighting: 30%
Assesses Learning Outcomes: CLO 1, 2, 4 5, 6, and 7

Component 1: Practical Activities (Projects/Skills Development)
Summary of Assessment Methods:
   a. Presentations
   b. Term Papers
   c. Mini-Research Projects
Weighting: 30%
Assesses Learning Outcomes: CLO 1,2,3,4,5,6,7

Component 2: Subject Project (30% overall semester score)
Subject Project Assessment
Task student teachers to conduct a survey and list Christian denominations in the college township. This data should be analysed in terms of the generic grouping of Orthodox, Charismatic, Pentecostal, and Syncretic Churches with descriptive statistics and appropriate graphs. This assessment should be submitted by the 11week.

Format:

- 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 work (20%)
- Substantive or main section – 40%
- Conclusion – 30%

Assesses Learning Outcomes: CLO 2, 3 & 4

Component 2: Written Work/ Exercises

Summary of Assessment Methods:
Category A:
    a. Quizzes
    b. Class exercises
    c. Written Assignments
Category B:
    d. Observation Report from Field trips
    e. Observation Report from STS
    f. Reports from Watching of Films and Documentaries
    g. Reflective Writing
    h. Reflective Journals

NB: Minimum of One (1) of the Assessment methods from each of the categories should be used per semester

Weighting: 30 %

Assesses Learning Outcomes: CLO 1 & 2

Component 3: End-of-semester examinations (40%)

Component 3: End of Semester Exams

Summary of Assessment Method:
    End of Semester Exams

Weighting: 40%
Assesses Learning Outcomes: CLO 4, 5, & 6

10. Required Reading and Reference List

The Bible,(Revised Standard Version)

Addai-Mununkum, R. (2014). Rethinking Christian Religious Education in Ghana: History, Challenges and Prospects. *Journal of Research on Christian Education*, *23*(3), 294–306. https://doi.org/10.1080/10656219.2014.966873

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Annobil, C. N., (2018) *Religious and Moral Education for Colleges of Education and Universities*. Winneba: Franko Printing Press and Stationary.

Asamoah-Gyadu, J. K. (2010). Religious Education and Religious pluralism in the new Africa. *Religious Education*, *105*(3), 238–244.

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Asare-Danso, S., Annobil, C. N., Afriyie, O., &Agyemang, M. (2014).*Religious*

Asare-Danso, S., &Annobil, C. N., (2016) *Religious and Moral Education in Early Childhood Education*.University of Education Institute for Educational Development and Extension, UEW, Winneba.

Awuah, G. J., &Afriyie, O. (2005). *General Introduction to Religious and Moral Introduction for Colleges of Education and Higher Level Student teachers*. Kumasi: Jerusalem Press.

Awuah, G. J., &Afriyie, O. (2006). *Study of Content and Methodology in Religious and Moral Introduction for Diploma in Basic Education*. Kumasi: U. G. C Publishing House.

Buama, L.K (1991). "Christian Witnessing in a Religiously Pluralistic Climate" in Trinity   *Journal of Church and Theology, Vol 1, Number, 1* Accra: Presbyterian Press.

Debrunner, H. W. (1967). *A history of Christianity in Ghana*. Waterville Pub. House.

Mbiti, J. S. (1980). The Encounter of the Christian Faith and African Religion. *Christian Century*, (8/27 - 9/3), 817–

820.

Ramshaw, G. (2013). *What is Christianity?: An Introduction to the Christian Religion*. London   ; New York: Fortress Press.

11. Course related professional development for tutors/ lecturers

- In-service training on: emerging pedagogies for teaching abstract and concrete concepts such us K-W-L, Think-pair-Share, Jigsaw,
- Workshops on use of technological tools and audio-visual equipment

Lesson 1

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

Title of Lesson	History of Christianity		Lesson Duration	3 Hours
Lesson description	This lesson introduces student teachers to the roots of Christian religion. In this lesson, student teachers will be exposed to course learning outcomes including expectations for the three assessment components. Through interactive pedagogies, student teachers will be exposed to the history of Christianity and how it spread to Africa and eventually Ghana.			
Previous student teacher knowledge, prior learning (assumed)	Student teachers know bits and pieces of the history of Christianity through their participation as religious practitioners and/or observers of Christian practices both at school and in the community.			
Possible barriers to learning in the lesson	Student teachers might hold misconceptions of the history of Christianity that ought to be corrected. Others might be negligent of the connections of Christianity to Africa.			

Lesson Delivery – chosen to support student teachers in achieving the outcomes	Face-to-face [√]	Practical Activity	Work-Based Learning	Seminars [ ]	Independent Study [√]	e-learning opportunities [√]	Practicum

Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	**Face-to-face:** This lesson will require student teachers' physical presence and active engagement in the lecture room. **e-learning opportunities**: In this lesson, student teachers will be required to do an internet search and/or watch YouTube clips on the history of Christianity. **Independent Study**: Student teachers will be tasked at the end of this lesson to do a project assignment that will require an independent study.
• **Overarching outcome, what you want the student teachersto achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed**	The course is intended to give student teachers opportunity to demonstrate knowledge and understanding of the history of the spread of Christianity as a religion and how it relates to their professional practice as RME teachers (NTS 1a, 2c, NTECF pg 20; NTS 1e),

• **Learning Outcome for the lesson, picked and developed from the course specification** • **Learning indicators for each learning outcome**	**Learning Outcomes**	**Learning Indicators**	**Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?**
	By the end of the lesson, student teachers will be able to: a. Recount an authentic history of Christianity from its roots to its spread to Africa b. evaluate the role of various missionary groups in the spread of Christianity to Ghana	a. Narration of the history of Christianity from the Ministry of Jesus to the time of the apostles. b. Oral presentation tracing the roots of Christianity to Judaism c. Created chart indicating the settlement pattern of various Christian missionary groups.	**Literacy skills** will be developed through student teachers' participation in reading activity. **Creativity and innovative skills** will be developed through student teachers' undertaking of project assignment. **Collaborative/social skills** will be enhanced by student teachers' participation in group activities. **Digital literacy** will be developed by student teachers' use of digital resources to search for and watch videos.

	c. Analyse the pattern of settlement of Christian denominations from varied denominations			
Topic Title: History of Christianity	**Sub-topic**	**Stage/ time**	**Teaching and learning activities to achieve outcomes depending on the delivery mode selected.**	
			Teacher Activity	**Student teacher Activity**
	Introduction to Course	30mins	**Face to face:** Tutor introduces the course and expectations of student teachers. Tutor should highlight the essence of the course as intended to equip student teachers to be able to understand and use Christian beliefs, principles and values **to** promote religious pluralism. Tutor distributes copies of the curriculum (Course syllabus)(as displayed above) to student teachers and make time to explain expectations such as attendance, participation, assessment, as well as core and transferrable skills to be developed.	**Face-to-face:** Student teachers read portions of the curriculum (syllabus) as requested They listen to tutors' explanations and ask clarifying questions as appropriate.
	Judaism-Christianity connections	1hr	**E-learning/Face-to-face:** Tutor directs student teachers to search for and watch (or shows) a clip of a documentary on the history of Christianity. (Eg. National Geographic Channel Clip from youtubehttps://www.youtube.com/watch?v=LvL3YXa0n2M Tutor leads student teachers to identify the salient points in the history of Christianity, highlighting its' connection to Judaism Tutor directs student teachers to search for and watch (or shows) a clip on how Christianity came to Africa. Example: https://www.youtube.com/watch?v=32cQSyxphTw Tutor leads student teachers to discuss the role Africa(ns)/played in the history of Christianity.	**E-Learning/Face-to-face:** Student teachers search for and watch clips on the history of Christianity. Student teachers participate in discussions on the history of Christianity and the role Africa played in that history.
	Spread of Christianity to Ghana	1 hour 30mins	**Work-based Learning:** Through a Directed Reading Activity (DRA) Tutor groups student teachers and provides them with reading materials on the history of Christianity in Ghana.	**Work-based Learning** Student teachers join groups, take turns to read the material, and jot down important points that are worth attention.

			Student teachers are then tasked to read and identify important milestones in the introduction of Christianity, noting the specific roles played by the various denominational groups.	Student teachers prepare their notes and present to the class for discussion.
			Tutor engages student teachers to present their findings and provides commentary on their presentations.	Student teachers make an oral presentation of their findings and participate in a discussion afterwards.
	Assignment	Homew ork	**Independent study**: Tutor gives student teachers an exercise to draw a map of Ghana; identifying the settlements of various Christian missionaries.	**Independent Study**: Student teachers follow tutor's directions to undertake a project assignment for submission;**using relevant tools to collect information on important issues and reporting on them**

Lesson assessments – evaluation of learning: of, for and as learning within the lesson	**Subject Project Assessment** Task student teachers to conduct a survey and list Christian denominations in the college township. This data should be analysed in terms of the generic grouping of Orthodox, Charismatic, Pentecostal, and Syncretic Churches with descriptive statistics and appropriate graphs. Addresses CLO 1, 2, 3 **NTS to be Addressed:** NTS 2C: *"Has secure content knowledge, pedagogical knowledge and pedagogical* *content knowledge for the school and grade they teach in".* **Core skills to be developed:** Creativity and innovative skills, literacy skills collaborative/social skills, digital literacy
Instructional Resources	YouTube videos: https://www.youtube.com/watch?v=LvL3YXa0n2M https://www.youtube.com/watch?v=32cQSyxphTw
Required Text (core)	*The Bible,(Revised Standard Version)* Debrunner, H. W. (1967). A history of Christianity in Ghana. Waterville Pub. House.
Additional Reading List	Addai-Mununkum, R. (2014). Rethinking Christian Religious Education in Ghana: History, Challenges and Prospects. *Journal of Research on Christian Education*, *23*(3), 294–306. https://doi.org/10.1080/10656219.2014.966873 Annobil, C. N., (2018) *Religious and Moral Education for Colleges of Education and Universities*. Winneba: Franko Printing Press and Stationary Mbiti, J. S. (1980). The Encounter of the Christian Faith and African Religion. *Christian Century*, (8/27 - 9/3), 817–820. Ramshaw, G. (2013). *What is Christianity?: An Introduction to the Christian Religion*. London ; New York: Fortress Press.
CPD needs	Training on the use of YouTube videos for classroom instruction.

Lesson 2

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

Title of Lesson	Christian Scriptures (Bible)		Lesson Duration	3 Hours
Lesson description	This lesson is focused on exposing student teachers to the Christian scripture – The Bible. Student teachers will be provided with opportunities to interact and appreciate the structure and form of the Bible.			
Previous student teacher knowledge, prior learning (assumed)	Christian student teachers use the Bible for worship purposes. Non-Christian student teachers have come across the Bible at one point or another.			
Possible barriers to learning in the lesson	Christian students might find the Bible too sacred to be used for academic exegesis. They might find criticisms such as The Bible being "male-centric", offensive.			

Lesson Delivery – chosen to support student teachers in achieving the outcomes	Face-to-face [√]	Practical Activity [√]	Work-Based Learning	Seminars [ ]	Independent Study	e-learning opportunities	Practicum

Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	**Face-to-face:** This lesson will require student teachers' physical presence and participation in all activities. **Practical Activity**: Student teachers will engage in practical activities such as think pair share, Directed Reading Activity and Creative Compositions.
• **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**	The course is intended to give student teachers opportunity to demonstrate knowledge and deeper understanding of the Christian scriptures and use them in their lessons in the most educationally acceptable manner(NTS 1a, 2c, NTECF pg 20; NTECF, P. 23; NTS 1e).

• **Learning Outcome for the lesson, picked and developed from the course specification** • **Learning indicators for each learning outcome**	**Learning Outcomes**		**Learning Indicators**	**Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?**

	By the end of the lesson, student teachers will be able to:
	  a. Classify the books of the Bible by authorship, type and historical sequence.
	  b. Critique the male-centric nature of authorship of The Bible
	  c. Compose an art form to aid memorization of the books of The Bible
			a. Jotted notes on the structure of the Bible
			
			b. Oral arguments exposing the absence of a female writer among the authors of books of The Bible
				Inclusivity will be addressed by the deliberate acknowledgement and explanation of why there were no women involved in the writing of the Bible.
				
				Creative and innovative skills, entrepreneurial skills, critical thinking/problem solving skills will be addressed

			through student teachers' creative compositions. **Collaborative/social skills** will be enhanced through student teachers participation in group activities.

Topic Title: The Christian Scripture	Sub-topic	Stage/time	Teaching and learning activities to achieve outcomes depending on the delivery mode selected.	
			Teacher Activity	**Student teacher Activity**
	Introduction	15mins	**Practical Activity:** Tutor requests studentteachers to present their assignments from the previous lesson. Tutor asks student teachers to mention challenges they encountered in undertaking the task.	**Practical Activity** Student teachers submit their assignments from previous lesson to tutor for grading. Student teachers provide feedback on their experience of undertaking the assignments.
	Scripture	20mins	**Practical Activity** Using-think-pair-share activity, Tutor engages student teachers in a brainstorming activity to explain the term scripture. Tutor summarizes ideas emanating from student teachers to generate criteria for defining scriptures. Tutor introduces The Bible as scripture for Christians	**Practical Activity** Student teachers participate in activity by writing their own explanation of the term "Scripture" and defending their ideas in front of their peers. Student teachers share their ideas and participate in the creation of a defining criteria for the term "scripture"
	Organization of Old Testament	1 hr	**Practical Activity** Tutor supplies student teachers with copies of The Bible (may ask student teachers to bring their own copies). Using Directed Reading Activity (DRA), Tutor directs student teachers to engage with The Bible to identify its organizational structure: ie Pentateuch, Judges, Writings, Prophets. Tutor engages in a discussion with student teachers on the outcomes of their reading.	**Practical Activity** Student teachers engage with The Bible jotting down salient organizational structure of the Old Testament. Student teachers share in discussion about what they find.

	Organization of New Testament	45mins	**Practical Activity** Using Group Activity, tutor directs student teachers to their groups and assign tasks related to the organization of the New Testament. Tutor leads a discussion on the structure of the New Testament highlighting the absence of women writers in the Bible as a derivative of the socio-cultural environment within which the Bible was written.	**Practical Activity** Student teachers participate in group activity to identify and classify books of the New Testament. Student teachers participate in discussions on the books of the New Testament
	Creative Compositions	40mins	**Practical Activity:** Tutor directs student teachersto compose a song or poem about the books of the Bible	**Practical Activity** Student teachers compose songs/poems about the books of the Bible and perform their creation in Class.
Lesson assessments – evaluation of learning: of, for and as learning within the lesson	**Creative Composition:** Student creative compositions will be scored and graded Addresses CLO 3 **NTS to be Addressed:**NTS 3e: e) Employs a variety of instructional strategies that encourages student participation and critical thinking. **Core skills to be developed:** Creative and innovative skills, Collaborative/social skills, entrepreneurial skills, critical thinking/problem solving skills.			
Instructional Resources	The Bible			
Required Text (core)	*The Bible(Revised Standard Version)*			
Additional Reading List	Ramshaw, G. (2013). *What is Christianity?: An Introduction to the Christian Religion*. London ; New York: Fortress Press.			
CPD needs	Training on assessment of student teachers' creative writing.			

Lesson 3

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

Title of Lesson	Basic Christian Beliefs I			Lesson Duration	3 Hours
Lesson description	This is the first of a two-part lesson on Christian beliefs. In the lesson, student teachers will be exposed to beliefs in the Bible, Jesus Christ, Salvation and Prayer.				
Previous student teacher knowledge, prior learning (assumed)	Student teachers learnt about the Bible in their previous lesson. Christian student teachers already demonstrate practical examples of these beliefs.				
Possible barriers to learning in the lesson	Student teachers might hold misconceptions about some of the Christian beliefs. Some Christian student teachers might find it uncomfortable to openly discuss their beliefs				

Lesson Delivery – chosen to support student teachers in achieving the outcomes	Face-to-face [√]	Practical Activity	Work-Based Learning	Seminars [ ]	Independent Study	e-learning opportunities [√]	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	**Face-to-face:** This lesson will require student teachers' physical presence and participation in class. **E-learning:** Opportunities will be created in the lesson for student teachers to undertake internet search for definitions and/or YouTube videos						

| • **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** | The course is expected to give student teachers opportunity to:
 • demonstrate knowledge and deeper understanding of basic Christian beliefs and their relevance to faith and character developments of teachers and learners (NTECF, p. 23)
 • demonstrate ability to apply their understanding of Christian beliefs to assist learners to appreciate the role of Christianity in society as well as their implications for teaching RME (NTS 1a, 2c, NTECF pg 20; NTS 1se; NTS 3n) | | | | | | |

• **Learning Outcome for the lesson, picked and developed from the course specification** • **Learning indicators for each learning outcome**	**Learning Outcomes**	**Learning Indicators**	**Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?**
	By the end of the lesson, student teachers will be able to: a. Demonstrate knowledge and understanding of 5 Christian beliefs b. Show how denominational diversity is influenced by nuanced variations in beliefs c. Demonstrate skills in the use of videos to enhance learning	a. Use terminologies appropriately b. Assignment write-up indicating diversities in Christian beliefs among varied denominations c. Successful searching, watching and extracting valuable content from music.	**Inclusion** will be addressed through Tutors' submission on denominational diversity. **Collaborative/Social Skills, Critical Thinking Skills Creativity/Innovative skills**, will be enhanced through student teachers' undertaking of assignment. **ICT skills** will be developed through student teachers use of smartphones in class.

Topic Title:	Sub-topic	Stage/time	Teaching and learning activities to achieve outcomes depending on the delivery mode selected.	
			Teacher Activity	Student teacher Activity
	Bible	30mins	**Face-to-face:** Using "building-on-what-others-say strategy, Tutor leads student-teachers to review previous lesson on the Christian Scripture, emphasizing the need to appreciate belief in the Bible as one of the paramount tenets of Christianity	**Face-to-face:** Student teachers participate in activities to review previous lesson on the Christian scripture. Christian student teachers share their beliefs about the Bible
	God	30mins	**E-learning/Face-to-face:** Tutor introduces the concept of "Trinity" by making student teachers search the internet for definitions. Through Directed Reading Activity, Tutor directs student teachers to read passages from the Bible in connection to The Trinity Tutor emphasizes the concept of Trinity as an example of the value of collaboration	**E-Learning/Face-to-face:** Student teachers participate by conducting online search and sharing their thoughts on the meaning of Trinity. Student teachers follow Tutor's direction to read passages from the Bible
	Jesus Christ	45mins	**E-Learning:** Tutor shows (directs student teachers to search and watch) a Christian music video about Jesus. Eg: Ohemaa Mercy's Jesus https://www.youtube.com/watch?v=RduR5KVWC2M Tutor tasks student teachers to write statements in the song that show the singers' belief in Jesus, and share with class during discussion	**E-learning:** Student teachers watch (or search and watch) a Christian music video about the life or ministry of Jesus. Student teachers jot down key issues in the song and share their thoughts in a discussion.
	Salvation	30mins	**Face-to-face:** Using a Lecturette, tutor explains the concept of Salvation to student teachers and initiates discussion about Christian belief on Salvation. Tutor should emphasize the belief of "Salvation through Jesus alone" as distinctly Christian.	**Face-to-face:** Student teachers listen and jot down notes about the concept of Salvation. Student teacher make oral contributions to discussions about Christian belief of Salvation.

	Prayer	45mins	**Face-to-face/E-learning:** Tutor instructs student teachers to use their smartphones to search for the Lords' Prayer.	**Face-to-face/ E-learning:** Student teachers use their smartphones to search for the Lord's prayer and read it out at the call of the Tutor.
			Tutor leads student teachers in a discussion about the format of Christian prayer following the pattern provided in Matthew 6:9-13.	Student teachers contribute to discussion by identifying the structure of Christian payer
			Tutor should clarify diversity in Christian prayers due to denominational differences in Christianity	

Lesson assessments – evaluation of learning: of, for and as learning within the lesson	**Assignment:** Task student teachers to undertake a mini-research with their peers (Christians) by identifying denominational differences in their beliefs about Trinity, Prayer and Salvation. Addresses CLO: 3, 7 **NTS to be addressed:** *h) Sets meaningful tasks that encourages learner collaboration and leads to purposeful learning.* **Core skills to be developed:** Creativity/Innovative skills, Collaborative/Social Skills, Critical Thinking Skills, ICT skills
Instructional Resources	YouTube videos
Required Text (core)	*The Bible*, Revised Standard Version
Additional Reading List	Asamoah-Gyadu, J. K. (2010). Religious Education and Religious pluralism in the new Africa. *Religious Education*, *105*(3), 238–244. Asamoah-Gyadu, J. K. (2012). Hearing, Viewing, and Touched by the Spirit; Televangelism in Contemporary African Christianity. In P. N. Thomas & P. Lee (Eds.), *Global and Local Televangelism* (pp. 126–145). Palgrave Macmillan. Ramshaw, G. (2013). *What is Christianity?: An Introduction to the Christian Religion*. London ; New York: Fortress Press.
CPD needs	Training on the use of digital resources in teaching

Lesson 1

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

Title of Lesson	Basic Christian Beliefs II		Lesson Duration		3 Hours
Lesson description	This is the second of two-part lesson on Christian Beliefs. In this lesson, student teachers will be exposed to beliefs in Angels, Christian songs, Judgment and eschatology.				
Previous student teacher knowledge, prior learning (assumed)	Student teachers already learnt 5 Christian beliefs in previous lessons. Christian student teachers already practice these beliefs				
Possible barriers to learning in the lesson	Student teachers might hold misconceptions about some of the Christian beliefs. Some Christian student teachers might find it uncomfortable to openly discuss their beliefs.				

Lesson Delivery – chosen to support student teachers in achieving the outcomes	Face-to-face [√]	Practical Activity [√]	Work-Based Learning	Seminars [ ]	Independent Study	e-learning opportunities [√]	Practicum

Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	**Face-to-face:** This lesson requires the physical presence and participation of student teachers in class activities. **Practical Activity**: Opportunities will be created in this lesson to for student teachers to engage in creative drawing. **e-learning:** Student teachers will make internet search and use multimedia in this lesson.
• **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**	The course will enable student teachers to demonstrate ability and skills to apply their understanding of Christian beliefs to real life situations and particularly RME classrooms (NTS 3n, NTECF pg 20). It is also expected that student teachers will be in position to assist learners to show maximum respect to other people's beliefs other than their own.

• **Learning Outcome for the lesson, picked and developed from the course specification** • **Learning indicators for each learning outcome**	**Learning Outcomes**	**Learning Indicators**	**Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?**
	By the end of the lesson, student teachers will be able to: a. Demonstrate knowledge and understanding of 5 Christian beliefs b. Demonstrate skills in the use of videos to enhance learning c. Reflect on their own belief and how it differs from potential students they will teach	a. Oral submissions about angels, music and eschatology b. Successful search and watching of music videos c. Reflective essays	Inclusivity, **Life-long Learning, Literacy Skills, and ICT skills** will be developed through student teachers' participation in activities (such as internet search, Bible reading, creative drawing) and also writing of reflective essay.

Topic Title:	Sub-topic	Stage/ time	Teaching and learning activities to achieve outcomes depending on the delivery mode selected.	
			Teacher Activity	Student teacher Activity
	Introduction	15mins	**Practical Activity** Teacher instructs student teachers to present their reflective essays for grading. Tutor samples a few of the submission to read and use as an introduction to the lesson.	**Practical Activity** Student- teachers submit their written reflective essay for grading
	Angels	1hour	**Practical Activity:** Tutor instructs student teachers to draw an image of an angel Tutor take turns to review student teachers' submission, interrogating their representations to highlight misconceptions about. Tutor supplies student teacher with Bible quotes about angels and instruct them to read after class	**Practical Activity** Student teachers draw and share their images with the class. Make oral submissions defending their choices in the creation of the images Participate in discussions to erode misconceptions about angels
	Christian songs	1 hour	**E-learning:** Tutor arranges / directs student teachers to search and watch videos of different types of Christian songs. Examples: 1. Hymn: https://www.youtube.com/watch?v=2CeBoSQsBR0 2. Praise/Worship: https://www.youtube.com/watch?v=Yv9NMhKfF2k 3. Choral Highlife: https://www.youtube.com/watch?v=Nl47mW8ctOs 4. Traditional highlife: https://www.youtube.com/watch?v=rQiRz-jy45A Tutor leads a discussion on relevance of Christian music to practitioners of the Christian faith	**E-learning:** Student teachers watch videos, noting contrasting features of different genres of Christian music
	Judgement& Eschatology	45mins	**Independent Study**: Tutor directs student teachers to do an independent study, identifying quotations from the Bible on Judgment. Tutor leads student teachers to identify salient features of Christian beliefsconcerning future(end-time) and Judgment Tutor directs student teachers to write a reflective essay contrasting their own beliefs to (other) Christian beliefs on judgment	**Independent study:** Student teachers identify and write quotations from the Bible on Judgement Student teachers make a written submission about Judgement and eschatology Student teachers write reflective essay their own belief and how it differs from other Christian beliefs concerning judgement.

Lesson assessments – evaluation of learning: of, for and as learning within the lesson	**Assessment for Learning:** **Reflective Essay:** Student teachers' reflective essays may be scored and graded Addresses CLO 5&6 **NTS to be addressed: 1 a &b** *a) Critically and collectively reflects to improve teaching and learning.* *b) Improves personal and professional development through lifelong learning and Continuous Professional Development.* **Core skills to be developed:** Life-long Learning, Literacy Skills, ICT skills
Instructional Resources	Internet connected tech device
Required Text (core)	*The Bible*, Revised Standard Version
Additional Reading List	Asamoah-Gyadu, J. K. (2010). Religious Education and Religious pluralism in the new Africa. *Religious Education*, *105*(3), 238–244. Asamoah-Gyadu, J. K. (2012). Hearing, Viewing, and Touched by the Spirit; Televangelism in Contemporary African Christianity. In P. N. Thomas & P. Lee (Eds.), *Global and Local Televangelism* (pp. 126–145). Palgrave Macmillan. Ramshaw, G. (2013). *What is Christianity?: An Introduction to the Christian Religion*. London ; New York: Fortress Press.
CPD needs	Training on the use of digital resources in teaching

Lesson 5

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

Title of Lesson	Christian Practices I		Lesson Duration	3 Hours
Lesson description	This is the first of a two-part lesson on Christian Practices. In this lesson, student teachers will be exposed to some Christian practices such as worship, Baptism and Eucharist.			
Previous student teacher knowledge, prior learning (assumed)	Student teachers have experienced Christian practices either as practitioners or observers of these practices from their communities.			
Possible barriers to learning in the lesson	Student teachers might have biased views about forms of practices that differ from practices of their own faith. Others might hold misconceptions about certain Christian practices.			

Lesson Delivery – chosen to support student teachers in achieving the outcomes	Face-to-face [ ]	Practical Activity	Work-Based Learning	Seminars [ ]	Independent Study	e-learning opportunities [√]	Practicum [√]

Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	**Practicum**: Before this lesson, student teachers will be given an opportunity to observe a Christian worship during STS and document their findings. **E-learning**: Student teachers will opportunities in the lesson to do an internet search and/or watch online videos. **Independent Study:** Student teachers shall do independent study of selected Christian practices from other sources and share their findings with class.
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**	Create opportunities where all learners can be used as resources to facilitate learning about diversity (NTS 2f NTECF p.41). Student teachers are most likely to develop a sense of tolerance of the practices of other beliefs and promote the ideal of religious pluralism which fosters peace and harmony among people of diverse religious inclinations.

Learning Outcome for the lesson, picked and developed from the course specification **Learning indicators for each learning outcome**	**Learning Outcomes**	**Learning Indicators**	**Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?**
	By the end of the lesson, student teachers will be able to a. demonstrate skills in observation and documentation of records b. reflect on their own beliefs and appreciate how it differs from others c. demonstrate skills in using student teachers as resources in class	a. field notes from STS on Christian worship b. Student reflective essay c. Student teachers' role play	**Inclusivity/diversity** will be addressed by Tutors' deliberate effort to explain doctrinal differences in worship, baptism and Eucharist. Student teachers' participation in class and writing of assignment will develop **Literacy, Lifelong learning, communication, collaborative and social skills**

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 teacher Activity
	Introduction	15mins	**Practical Activity:** Tutor requests student teachers to present their reflective essays from the previous lesson. Tutor asks student teachers to mention challenges they encountered in undertaking the task.	**Practical Activity** Student teachers submit their assignments from previous lesson to tutor for grading. Student teachers provide feedback on their experience of undertaking the assignments.
	Worship	1hour	**Practicum**: Tutor directs student teachers before this lesson to observe a Christian religious service during STS. Tutor initiates a discussion by taking submissions from student teachers about their worship experiences at STS	**Practicum**: Student teachers observe worship services during STS and document their findings Student teachers participate in lesson by making orals submissions about their experiences. Christian student teachers act as resources, providing clarifications to aid understanding of elements in Christian worship
	Baptism	1hour	**E-learning:** Tutor shows (direct student teachers to search and watch) clips of different types of Christian Baptism. Eg 1. Immersion: https://www.youtube.com/watch?v=9_dr9njVzKM 2. Sprinkling: https://www.youtube.com/watch?v=26aXO-7L0Gg Tutor emphasizes doctrinal differences among Christian denominations necessitating an appreciation of unity in diversity.	**E-learning:** Student teachers (search and) watch clips showing Christian Baptisms Student teachers contribute to discussions on baptism. Christian student teachers share their experiences of baptism and what it means to them. Student teachers reflect on their own belief in Baptism and how it differs from that of others they might meet. Student teachers write and submit a one paragraph essay
	Eucharist	45mins	**E-learning**: Tutor directs student teachers to search for meaning of the term "Eucharist". Tutor provides needed commentary to explain the term and its relevance to the Christian belief system Tutor directs student teachers to role play their experiences with Christian Communion	**E-learning:** Student teachers do an internet search for the term "Eucharist" and contribute to clarification commentary by tutor. Student teachers form groups to demonstrate the practice of Eucharist by their denominations

	services. Tutor must acknowledge the diversity in this practice and offer opportunity for different individuals/groups to present Tutor leads a discussion on the value of communion services to Christians	Student teachers participate in discussions by sharing personal experiences in respect of Eucharist and what it means to them.
Lesson assessments – evaluation of learning: of, for and as learning within the lesson	**Assessment for Learning:** **Field notes:** Student teachers may submit field notes from STS for scoring and grading**.** **Addresses CLO 1,2,3 & 4** **NTS to be addressed:** NTS 3k *Integrates a variety of assessment modes into teaching to support learning.* **Core Skills to be developed:** Literacy, Lifelong learning, communication skills, collaborative and social skills
Instructional Resources	Internet connected teaching devices
Required Text (core)	*The Bible*, Revised Standard Version
Additional Reading List	Asamoah-Gyadu, J. K. (2010). Religious Education and Religious pluralism in the new Africa. *Religious Education*, *105*(3), 238–244. Asamoah-Gyadu, J. K. (2012). Hearing, Viewing, and Touched by the Spirit; Televangelism in Contemporary African Christianity. In P. N. Thomas & P. Lee (Eds.), *Global and Local Televangelism* (pp. 126–145). Palgrave Macmillan. Ramshaw, G. (2013). *What is Christianity? An Introduction to the Christian Religion*. London: New York: Fortress Press.
CPD needs	Training on the use of digital resources in teaching

Lesson 6

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

Title of Lesson	Christian Practices II		Lesson Duration	3 Hours
Lesson description	This is the second of a two-part lesson on Christian Practices. In this lesson, student teachers will be exposed to Festivals, Evangelism, care for the needy and tithing.			
Previous student teacher knowledge, prior learning (assumed)	Student teachers have experienced Christian practices either as practitioners or observers of these practices from their communities.			
Possible barriers to learning in the lesson	Some student teachers might have biased views about Christian practices that differ from that of their own faith. Others might hold misconceptions about certain Christian practices.			

Lesson Delivery – chosen to support student teachers in achieving the outcomes	Face-to-face [√]	Practical Activity [√]	Work-Based Learning	Seminars [ ]	Independent Study [√]	e-learning opportunities [ ]	Practicum

Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	**Face to-face**: This lesson will require student teachers' physical presence and participation in the classroom. **Practical Activity**: Student teachers will be engaged in group activity **Independent study**: Student teachers will undertake an independent writing of an essay.
• **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**	Student teachers will identify basic Christian practices and relate these to their own professional work in terms of professional practice, knowledge, values and attitudes in relation to the teaching of RME (NTS 3g, h,k,n)

• **Learning Outcome for the lesson, picked and developed from the course specification** • **Learning indicators for each learning outcome**	**Learning Outcomes**	**Learning Indicators**	**Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?**
	By the end of the lesson, student teachers will be able to: a. Demonstrate understanding of 5 Christian practices b. Show commitment to avoid proselytization in their professional practice	a. Group presentation b. Reflective Essay	Critical thinking, creativity, , communication skills will be enhanced through the writing of essay at the end of the lesson. Collaborative skills will be developed by student teachers' participation in group activity and presentation.

Topic Title:	Sub-topic	Stage/ Time	Teaching and learning activities to achieve outcomes depending on the delivery mode selected.	
• Christian Practices II Festivals Care for the Needy Tithing (Offertory) Evangelism			Teacher Activity	Student teacher Activity
	Introduction	15mins	**Face-to-face**: Tutor introduces group activity and presentation and creates 4 mixed ability groups of student teachers. Tutor tasks each group to learn about, and prepare a presentation on the topic assigned.	**Face-to-face:** Student teachers join groups to participate in discussion Student teachers work on their assigned tasks
	Groupwork	1hour	**Practical Activity**: Tutor takes turns to visit groups as they the work on tasks to offer direction	**Practical Activity**: Student teachers meet in a group to undertake task and plan a presentation
	Group presentation	1.20mins	**Face-to-face**: Tutor invites groups in turns to present about Christian Festivals, Generosity, Tithing and Evangelism Tutor asks probing questions after each presentation and offers needed commentary	**Face-to-face**: Student teacher groups take turns to present about their assigned tasks. Student teachers answer questions and offer responses to questions asked.
	Reflective Essay	25mins	**Independent Study**: Tutor directs student teachers to write a reflective essay on why it is wrong to evangelize in the school context.	**Independent study:** Student teachers write an essay on proselytization in the school context.
Lesson assessments – evaluation of learning: of, for and as learning within the lesson	**Presentations:** Student teachers' presentations may be assessed and graded Addresses CLO 1,2,3, 5, 7 **NTS to be addressed:** *Employs a variety of instructional strategies that encourages student participation and critical thinking.* **Core skills to be developed:** Critical thinking, creativity, collaborative skills, communication skills			
Instructional Resources	ICT tools to aid presentations			
Required Text (core)	*The Bible*, Revised Standard Version			
Additional Reading List	Asamoah-Gyadu, J. K. (2010). Religious Education and Religious pluralism in the new Africa. *Religious Education*, *105*(3), 238–244. Asamoah-Gyadu, J. K. (2012). Hearing, Viewing, and Touched by the Spirit; Televangelism in Contemporary African Christianity. In P. N. Thomas & P. Lee (Eds.), *Global and Local Televangelism* (pp. 126–145). Palgrave Macmillan. Ramshaw, G. (2013). *What is Christianity?: An Introduction to the Christian Religion*. London ; New York: Fortress Press.			
CPD needs	Training on the use of digital resources in teaching			

Lesson 7

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

Title of Lesson	Christian Values I		Lesson Duration	3 Hours
Lesson description	This is the first of two-part lesson on Christian values. Student teachers through educational drama will be exposed to the key issues in Christian values and also learn how to integrate drama into RME lessons			
Previous student teacher knowledge, prior learning (assumed)	Student teachers have experienced Christian values either as practitioners or observers of these practices from their communities.			
Possible barriers to learning in the lesson	Student teachers might have biased views about Christian values that differ from that of their own faith. Others might hold misconceptions about certain Christian practices.			

Lesson Delivery – chosen to support student teachers in achieving the outcomes	Face-to-face [√]	Practical Activity [√]	Work-Based Learning	Seminars [ ]	Independent Study	e-learning opportunities [ ]	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	**Face-to-face**: This lesson will require student teachers' physical presence and participation in the classroom **Practical Activity:** The greater part of this lesson will involve student teachers' participating in an educational drama.						

• **Overarching outcome, what you want the student teacher to achieve, serves as basis for the learning outcomes. An expanded version of the description.** • **Write in full aspects of the NTS addressed**	**Student teachers shall be exposed to:** • **Demonstrate knowledge and understanding of the core issues in Christian values that are of great interest to their professional work as religious educators** (NTS 1a, 2c, NTECF pg 20; NTS 1e) • Create opportunities for different learners to demonstrate how they will live to reflect Christian values (NTS 2f NTECF p.41) through practical activities • use Christian values to influence behaviour and action of learners through practical work (NTS 2f NTECF p.41)			

• **Learning Outcome for the lesson, picked and developed from the course specification** • **Learning indicators for each learning outcome**	**Learning Outcomes**	**Learning Indicators**	**Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?**
	By the end of the lesson, student teachers will be able to: a. Demonstrate understanding on the use of educational drama to teach RME b. Demonstrate skills in using students as resource persons in classrooms c. Act out to demonstrate Christian values	a. Participation in group activity b. Playing varying roles in drama c. Performing as characters in drama	Through the process of deliberation, choosing, rehearsing and performing drama, student teachers will develop **Collaborative/Social Skills, Critical thinking/problem solving skills, communication skills, life-long learning skills, leadership skills** Crosscutting issues of **gender, equity & inclusivity** will be addressed by tutor when opportunities arise

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.	
• Love • Equity & inclusiveness • Justice • Respect • Responsibility • Self-control			**Teacher Activity**	**Student teacher Activity**
	Introduction	15mins	**Face-to-face:** Tutor introduces lesson and dividesstudent teachers to mixed ability groups. Tutor tasks each group to prepare and dramatize situations that will show the display of the following Christian values: Love, Equity, Justice, Respect, Responsibility, Self-control	**Face-to-face:** Student teachers join mixed ability groups and listen to instructions about their presentations.
	Group Rehearsals	45mins	**Practical Activity:** Tutor takes turns to visit groups and provide direction as needed	**Practical Activity:** Student teachers in their respective groups meet and rehearse a drama on the theme assigned.
	Presentation	2hours	**Practical Activity:** Tutor directs student teachers to take turns to present their drama. Tutor provides commentary and questions as needed to highlight key issues that come up	**Practical Activity:** Student teachers in their groups follow Tutor's directions to perform their drama. They provide responses to questions to participate in discussions that ensue.
Lesson assessments – evaluation of learning: of, for and as learning within the lesson	**Assessment for Learning:** **Drama:** Student teachers drama presentations may be scored and graded Addresses CLO 3,5, 7 **NTS to be addressed:** 3e *Employs a variety of instructional strategies that encourages student participation and critical thinking.* **Core Skills to be developed:** Collaborative/Social Skills, Critical thinking/problem solving skills, communication skills, life-long learning skills, leadership skills			
Instructional Resources	Appropriate costume and furniture for drama			
Required Text (core)	*The Bible*, Revised Standard Version			
Additional Reading List	Asamoah-Gyadu, J. K. (2010). Religious Education and Religious pluralism in the new Africa. *Religious Education*, *105*(3), 238–244. Asamoah-Gyadu, J. K. (2012). Hearing, Viewing, and Touched by the Spirit; Televangelism in Contemporary African Christianity. In P. N. Thomas & P. Lee (Eds.), *Global and Local Televangelism* (pp. 126–145). Palgrave Macmillan. Ramshaw, G. (2013). *What is Christianity?: An Introduction to the Christian Religion*. London ; New York: Fortress Press.			
CPD needs	Training on the use of Educational drama in lesson delivery			

Lesson 8

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

Title of Lesson	Christian Values II		Lesson Duration	3 Hours
Lesson description	This is the second of two-part lesson on Christian values. Student teachers through educational drama will be exposed to the key issues in Christian values and also learn how to integrate drama into RME lessons.			
Previous student teacher knowledge, prior learning (assumed)	Student teachers have experienced Christian values either as practitioners or observers of these practices from their communities.			
Possible barriers to learning in the lesson	Student teachers might have biased views about Christian values that differ from that of their own faith. Others might hold misconceptions about certain Christian practices.			

Lesson Delivery – chosen to support student teachers in achieving the outcomes	Face-to-face [√]	Practical Activity [√]	Work-Based Learning	Seminars [ ]	Independent Study	e-learning opportunities []	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	**Face-to-face**: This lesson will require student teachers' physical presence and participation in the classroom **Practical Activity:** The greater part of this lesson will require student teachers participating in an educational drama.						
• **Overarching outcome, what you want the student teacher to achieve, serves as basis for the learning outcomes. An expanded version of the description.** • **Write in full aspects of the NTS addressed**	Tutors will create opportunities where all student teachers can be used as resources to facilitate learning about diversity in Christian values (NTS 2f NTECF p.41) and also integrate drama into RME lessons						

• **Learning Outcome for the lesson, picked and developed from the course specification** • **Learning indicators for each learning outcome**	Learning Outcomes	Learning Indicators	Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?
	By the end of the lesson, student teachers will be able to: d. Demonstrate understanding on the use of educational drama to teach RME e. Demonstrate skills in using students as resource persons in classrooms f. Act out to demonstrate Christian values	d. Participation in group activity e. Playing varying roles in drama f. Performing as characters in drama	Through the process of deliberation, choosing, rehearsing and performing drama, student teachers will develop the following: **Collaborative/Social Skills, Critical thinking/problem**

Topic Title: • Honesty & Integrity • Kindness & Compassion • Contentment & Thankfulness • Peace Loyalty & Commitment				solving skills, communication skills, life-long learning skills, leadership skills Crosscutting issues of **gender, equity & inclusivity** will be addressed by tutor when opportunities arise
	Sub-topic	**Stage/time**	**Teaching and learning activities to achieve outcomes depending on the delivery mode selected.**	
			Teacher Activity	**Student teacher Activity**
	Introduction	15mins	**Face-to-face:** Tutor introduces lesson and divides student teachers to mixed ability groups. Tutor should ensure that student teachers are reshuffled from the previous week's groupings to offer more opportunities for collaborative skill development Tutor tasks each group to prepare and dramatize situations that will show the display of the following Christian values: Honesty and Integrity Kindness and Compassion Contentment and Thankfulness Peace Loyalty and Commitment	**Face-to-face:** Student teachers join mixed ability groups and listen to instructions about their presentations.
	Group Rehearsals	45mins	**Practical Activity:** Tutor takes turns to visit groups and provides direction as needed	**Practical Activity:** Student teachers in their respective groups meet and rehearse a drama on the theme assigned.
	Presentation	2hours	**Practical Activity:** Tutor directs student teachers to take turns to present their drama. Tutor provides commentary and questions as needed to highlight key issues that come up	**Practical Activity:** Student teachers in their groups follow Tutor's directions to perform their drama. They provide responses to questions to participate in discussions that ensue.
Lesson assessments – evaluation of learning: of, for and as learning within the lesson	**Assessment for Learning:** **Drama:** The drama presentation by thestudent teachersmay be scored and graded Addresses CLO 3,5, 7 **NTS to be addressed:** 3e Employs a variety of instructional strategies that encourages students' participation and critical thinking. **Core Skills to be developed:** Collaborative/Social Skills, Critical thinking/problem solving skills, communication skills, life-long learning skills, leadership skills			
Instructional Resources	Appropriate costume and furniture for drama			
Required Text (core)	*The Bible*, Revised Standard Version			

Additional Reading List	Asamoah-Gyadu, J. K. (2010). Religious Education and Religious pluralism in the new Africa. *Religious Education*, *105*(3), 238–244. Asamoah-Gyadu, J. K. (2012). Hearing, Viewing, and Touched by the Spirit; Televangelism in Contemporary African Christianity. In P. N. Thomas & P. Lee (Eds.), *Global and Local Televangelism* (pp. 126–145). Palgrave Macmillan. Ramshaw, G. (2013). *What is Christianity?: An Introduction to the Christian Religion*. London ; New York: Fortress Press.
CPD needs	Training on the use of Educational drama in teaching

Lesson 9

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

Title of Lesson	Christian Churches/Denominations		Lesson Duration	3 Hours
Lesson description	In this lesson, student teachers submit reports from an earlier visits to two Christian denominations. Such visits are to be arranged at the beginning of the semester.			
Previous student teacher knowledge, prior learning (assumed)	Student teachers have had prior experience with various Christian denominations either as practitioners or as observers in the socio-cultural arena.			
Possible barriers to learning in the lesson	Student teachers might hold misconceptions about various Christian denominations.			

Lesson Delivery – chosen to support student teachers in achieving the outcomes	Face-to-face [√]	Practical Activity	Work-Based Learning	Seminars [ ]	Independent Study	e-learning opportunities	Practicum [√]

Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	**Practicum:** This lesson will involve student teachers' visiting at least two Christian denominations and writing a report about that. This practicum should be undertaken anytime between when the semester starts, till this lesson. **Face-to-face:** Opportunity will be created during the lesson for student teachers to share their experiences and report and will require their physical presence in the classroom.
• **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**	The course is intended to give student teachers opportunity to create opportunities for all learners to appreciate the rationale for the proliferation of Christian denominations and to demonstrate high sense of respect and tolerance for each of them. This could be achieved through activity-based instruction(NTS 1a, 2c, NTECF pg 20; NTS 1e; NTS 2f NTECF p.41).

• **Learning Outcome for the lesson, picked and developed from the course specification** • **Learning indicators for each learning outcome**	Learning Outcomes	Learning Indicators	Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?
	By the end of the lesson, student teachers will be able to: a. Demonstrate appreciation of denominational diversity in Christianity b. show professionalism in relating to people from different faiths c. demonstrate skills using students as resources in RME classroom	a. written report from church visits b. participation in visitation to churches c. experiencing different faiths and sharing with friends	**Critical Thinking, collaborative skills, communication skills, literacy skills, lifelong and learning/personal skills** will be developed through student teachers' participation in practicum and the consequent report writing. At the core of this lesson is **inclusivity and diversity** and will be highlighted throughout the lesson.

Topic Title: • Catholic • Protestants • Charismatics • Pentecostals • Syncretic Denominations	Sub-topic	Stage/Time	Teaching and learning activities to achieve outcomes depending on the delivery mode selected.	
			Teacher Activity	Student teacher Activity
	Visits to Churches	Days before this lesson	**Practicum** Prior to this lesson, Tutor should task student teachers to visit various Christian denominations: Catholic Protestants – Presby, SDA, Methodist Charismatic – ICGC, Perez Chapel, Action Faith, Fountain Gate Pentecostals – Church of Pentecost, Apostolic Church, Assemblies of God Syncretic – KristoAsafo Tutor ensures that each student at least experiences two Christian services other than their own.	**Practicum:** Student teachers undertake visits to varied Christian denominations to observe and document the practice of Christianity in these churches. Student teachers write a report of the visit, comparing and contrasting beliefs and practices of the various Christian denominations
	Report	3hours	**Face-to-face:** Tutorreceives written reports from student teachers and initiates a discussion about their findings. Tutor should emphasize that comparative assessment is not judgmental but purely educative	**Face-to-face:** Student teachers present their reports about their visits. Student teachers highlight new experiences they have had and contribute to discussing differences and similarities in various Christian denominations.
Lesson assessments – evaluation of learning: of, for and as learning within the lesson	**Assessment for Learning** **Report from Church visits:** Student teachers' submitted reports may be assessed and graded. Addresses CLO: 4, 5,7 **NTS to be addressed: 3h** *Sets meaningful tasks that encourages learner collaboration and leads to* *purposeful learning.* **Core skills to be developed:** Critical Thinking, collaborative skills, communication skills, literacy skills, lifelong learning/personal skills			
Instructional Resources				
Required Text (core)	*The Bible*, Revised Standard Version			
Additional Reading List	Asamoah-Gyadu, J. K. (2010). Religious Education and Religious pluralism in the new Africa. *Religious Education*, *105*(3), 238–244. Asamoah-Gyadu, J. K. (2012). Hearing, Viewing, and Touched by the Spirit; Televangelism in Contemporary African Christianity. In P. N. Thomas & P. Lee (Eds.), *Global and Local Televangelism* (pp. 126–145). Palgrave Macmillan. Ramshaw, G. (2013). *What is Christianity?: An Introduction to the Christian Religion*. London ; New York: Fortress Press.			
CPD needs	Training on organizing field trips and practicum activities			

Lesson 10

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

Title of Lesson	Contribution of Christianity to national development	Lesson Duration	3 Hours
Lesson description	This lesson examines the contribution of Christianity to Ghana's national development. Through a seminar, student teachers will be exposed to support of Christianity to development in the thematic areas of: Human development, Social Services and moral development.		
Previous student teacher knowledge, prior learning (assumed)	Student teachers are beneficiaries of Christian interventions.		
Possible barriers to learning in the lesson			

Lesson Delivery – chosen to support student teachers in achieving the outcomes	Face-to-face [√]	Practical Activity	Work-Based Learning	Seminars [√]	Independent Study [√]	e-learning opportunities [√]	Practicum

Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	**Face-to-face:** The lesson requires student teachers' physical presence and participation in the classroom through active listening, questioning and writing an essay. **Seminar:** The lesson will involve the use of resource persons in a panel discussion. **e-learning**: Opportunities will be created in the lesson for student teachers to use ICT tools to communicate during the seminar. **Independent study**: Student teachers will write reflective essays as part of this lesson

• 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	Student teachers will: • demonstrate the capacity to explore connections between Christian beliefs and matters related to equity and inclusivity, in order to apply them in their teaching of RME. (NTS 2c,e, f) • appreciate **the contribution of Christianity to Ghana's national development through work-based learning and other practical activities**

• Learning Outcome for the lesson, picked and developed from the course specification • Learning indicators for each learning outcome	**Learning Outcomes**	**Learning Indicators**	**Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?**
	By the end of the lesson, student teachers will be able to: a. Demonstrate appreciation of Christianity's contribution to national development b. Show skills in the use of ICT tools to facilitate teaching and learning c. Demonstrate understanding in the use of resource persons to facilitate teaching and learning.	a. Questions and contributions during seminar b. Use of ICT services to communicate during seminar c. Participation in the planning and execution of seminar	**Critical Thinking, communication skills, literacy skills** will be developed through student teachers writing of Essay. ICT skills will be developed through student teachers' use of tech tools to communicate during the Seminar. **Equity and inclusivity** will be directed highlighted and addressed in the lesson.

Topic Title: Contribution of Christianity to National Development	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 teacher Activity**
		Weeks before lesson	**Seminar Planning** Tutor arranges for resource persons and plans for a panel discussion. Resource persons (1-3) may be Priests or persons who will be able to speak to the contribution of Christianity to national development	**Seminar Planning**: Student teachers make suggestions about potential persons to invite for this seminar
		1.30mins	**Seminar:** Tutor leads a panel discussion with resource persons to discuss contribution of Christianity to national development in the areas of: Human development Social services Moral development Tutor should direct discussion to address how Christian contributions have addressed issues of equity in the supply of social services and inclusivity in the non-discriminatory access their social services provide	**Seminar:** Student teachers listen and jot down notes. They also write down questions to ask at the end of the lesson.
		1hr	**Face-to-face/E-learning:** Tutor moderates a question and answer session by mediating between student teachers questions and responses from resource persons. Tutor should be incorporate ICT tools such as allowing student teachers to send their contributions via SMS WhatsApp etc.	**Face-to-face/E-learning:** Student teachers send their questions or contributions through the chosen digital medium and listens to responses from resource persons
		30mins	**Independent Study:** Tutor instructs student teachers to reflect and write an essay: "In what new ways could Christianity be harnessed for national development"	**Independent Study:** Student teachers follow the directions of the Tutor to write a reflective essay on the topic.
Lesson assessments – evaluation of learning: of, for and as learning within the lesson	**Assessment as Learning:** **Essay:** Student teachers tender in written essay for scoring and grading Addresses CLO 4, 6 **NTS to be addressed:** NTS 3e*Employs a variety of instructional strategies that encourages student* *participation and critical thinking*. **Core Skills to be developed**: Critical Thinking, communication skills, literacy skills, ICT skills			

Instructional Resources	Logistics to facilitate seminar
Required Text (core)	*The Bible*, Revised Standard Version/ Christian literature
Additional Reading List	Addai-Mununkum, R. (2014). Rethinking Christian Religious Education in Ghana: History, Challenges and Prospects. *Journal of Research on Christian Education*, *23*(3), 294–306. https://doi.org/10.1080/10656219.2014.966873 Asamoah-Gyadu, J. K. (2010). Religious Education and Religious pluralism in the new Africa. *Religious Education*, *105*(3), 238–244. Asamoah-Gyadu, J. K. (2012). Hearing, Viewing, and Touched by the Spirit; Televangelism in Contemporary African Christianity. In P. N. Thomas & P. Lee (Eds.), *Global and Local Televangelism* (pp. 126–145). Palgrave Macmillan. Debrunner, H. W. (1967). *A history of Christianity in Ghana*. Waterville Pub. House. Ramshaw, G. (2013). *What is Christianity?: An Introduction to the Christian Religion*. London ; New York: Fortress Press.
CPD needs	Training on organizing Seminars

Lesson 11

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

Title of Lesson	Term Paper Presentations		Lesson Duration	3 Hours
Lesson description	This is one of two lessons that will crown the entire semester's work. In this lesson, student teachers present on fanaticism in Christianity, a topic they have been working on throughout the semester. Opportunities will be created in these presentations for Tutors to revise and highlight all the content areas that have been learnt through the semester.			
Previous student teacher knowledge, prior learning (assumed)	Student teachers have experienced activities of Christian fanatics either as listeners of news and/or as direct victims.			
Possible barriers to learning in the lesson	Student teachers might see fanaticism as too distant from themselves and might not appreciate how they occasionally exhibit traits of fanaticism			

Lesson Delivery – chosen to support student teachers in achieving the outcomes	Face-to-face [ ]	Practical Activity [√]	Work-Based Learning	Seminars [ ]	Independent Study	e-learning opportunities [√]	Practicum

Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	**Practical Activity**: Student teachers will present on their term projects with practical activities **e-learning**: Student teachers will use ICT tools during presentation of their term projects.
• **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**	Student teachers will reflect on their professional needs to develop critical thinking and ignite the quest for continuous learning through series of presentations and work-based learning (NTS 1b)

• **Learning Outcome for the lesson, picked and developed from the course specification** • **Learning indicators for each learning outcome**	Learning Outcomes	Learning Indicators	Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?
	At the end of this lesson, student teachers will: a. Demonstrate skills in academic presentation b. Demonstrate skills in communicating to varied audience using appropriate tools c. Exhibit understanding of	Indicators: a. Student teacher presentations b. Student teacher presentations c. Explanations provided during presentations d. Solutions provided during presentations	Creativity/Critical Thinking, communication skills, literacy skills, ICT skills will be demonstrated in student teachers submissions and presentation of Term projects.

			fanaticism in Christianity d. Provide solutions to averting fanaticism through RME	

Topic Title: **Fanaticism in Christianity and its implication for the teacher**	Sub-topic	Stage/time	Teaching and learning activities to achieve outcomes depending on the delivery mode selected.	
			Teacher Activity	**Student teacher Activity**
		Beginning of the Semester	**Independent Study:** Prior to this lesson, Tutor instructs student teachers to undertake independent study on fanaticism in Christianity. Tutor provides detailed instructions on expectations for the presentation.	**Independent Study:** Student teachers follow Tutor's direction to undertake an independent study and prepare for presentation.
	Fanaticism in Christianity and its implications for the RME teacher	3hours	**E-learning/Practical Activity**: Tutor calls student teachers in turns to present on the outcome of their term papers. Tutor ensures that student teachers incorporate practical activities and/or ICT tools in their presentations. During presentations, Tutor connects presentations to topics discussed in the previous lessons to function as review exercise.	**E-Learning/Practical Activity** Student teachers take turns to present outcomes of their term papers using appropriate ICT tools such as PowerPoint and/or practical activities such as Posters.

Lesson assessments – evaluation of learning: of, for and as learning within the lesson	**Assessment as Learning** **Presentations:** Student presentations will be scored and graded Addresses CLO 1,2,3,4,6 **NTS to be addressed:** 3e *Employs a variety of instructional strategies that encourages student participation and critical thinking.* **Core Skills to be developed:** Creativity/Critical Thinking, communication skills, literacy skills, ICT skills
Instructional Resources	Logistics to facilitate student presentations
Required Text (core)	*The Bible*, Revised Standard Version/ Christian Literature
Additional Reading List	Addai-Mununkum, R. (2014). Rethinking Christian Religious Education in Ghana: History, Challenges and Prospects. *Journal of Research on Christian Education*, *23*(3), 294–306. https://doi.org/10.1080/10656219.2014.966873 Asamoah-Gyadu, J. K. (2010). Religious Education and Religious pluralism in the new Africa. *Religious Education*, *105*(3), 238–244. Asamoah-Gyadu, J. K. (2012). Hearing, Viewing, and Touched by the Spirit; Televangelism in Contemporary African Christianity. In P. N. Thomas & P. Lee (Eds.), *Global and Local Televangelism* (pp. 126–145). Palgrave Macmillan. Behrend, H. (2011). *Resurrecting Cannibals: Witch-hunts, "Pagans" and the Catholic Church in Western Uganda* (Har/DVD). James Currey. Debrunner, H. W. (1967). *A history of Christianity in Ghana*. Waterville Pub. House. Ramshaw, G. (2013). *What is Christianity?: An Introduction to the Christian Religion*. London ; New York: Fortress Press.
CPD needs	Training on assessing oral presentations

Lesson 12

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

Title of Lesson	Term Paper Presentations			Lesson Duration	3 Hours
Lesson description	This is the second of a two-part lesson that will crown the entire semester's work. In this lesson, student teachers present on fanaticism in Christianity, a topic they have been working on throughout the semester. Opportunities will be created in these presentations for Tutors to revise and highlight all the content areas that have been learnt through the semester.				
Previous student teacher knowledge, prior learning (assumed)	Student teachers have experienced activities of Christian fanatics either as listeners of news and/or as direct victims.				
Possible barriers to learning in the lesson	Student teachers might see fanaticism as too distant from themselves and might not appreciate how they occasionally exhibit traits of fanaticism				

Lesson Delivery – chosen to support student teachers in achieving the outcomes	Face-to-face [ ]	Practical Activity [√]	Work-Based Learning	Seminars [ ]	Independent Study	e-learning opportunities [√]	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	**Practical Activity**: Student teachers will present on their term projects with practical activities **e-learning**: Student teachers will use ICT tools during presentation of their term projects.						
• **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**	Student teachers will reflect on their professional needs to develop critical thinking and ignite the quest for continuous learning through series of presentations and work-based learning (NTS 1b). They will also avoid exhibiting traits of religious fanaticism in the school and the community						

• **Learning Outcome for the lesson, picked and developed from the course specification** • **Learning indicators for each learning outcome**	Learning Outcomes	Learning Indicators	Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?
	At the end of this lesson, student teachers will: e. Demonstrate skills in academic presentation f. Demonstrate skills in communicating to varied audience using appropriate tools g. Exhibit understanding of fanaticism in Christianity h. Provide solutions to averting fanaticism through RME	Indicators: e. Student teacher presentations f. Student teacher presentations g. Explanations provided during presentations h. Solutions provided during presentations	Creativity/Critical Thinking, communication skills, literacy skills, ICT skills will be demonstrated in student teachers submissions and presentation of Term projects.

Topic Title: Fanaticism in Christianity and its implication for the teacher	Sub-topic	Stage/time	Teaching and learning activities to achieve outcomes depending on the delivery mode selected.	
			Teacher Activity	**Student teacher Activity**
		Beginning of the Semester	**Independent Study:** Prior to this lesson, Tutor instructs student teachers to undertake independent study on fanaticism in Christianity. Tutor provides detailed instructions on expectations for the presentation.	**Independent Study:** Student teachers follow Tutor's direction to undertake an independent study and prepare for presentation.
	Fanaticism in Christianity and its implications for the RME teacher.	2hours	**E-learning/Practical Activity**: Tutor calls student teachers in turns to present on the outcome of their term papers. Tutor ensures that student teachers incorporate practical activities and/or ICT tools in their presentations.	**E-Learning/Practical Activity** Student teachers take turns to present outcomes of their term papers using appropriate ICT tools such as PowerPoint and/or practical activities such as Posters.
	Course Review	1hr	**Face-to-Face**: During presentations, Tutor connects presentations to topics discussed in the previous lessons to function as review for the course.	**Face-to-Face** Student teachers provide answers to questions to demonstrate mastery of the content of the course.
Lesson assessments – evaluation of learning: of, for and as learning within the lesson	**Assessment of Learning** **Presentations:** Student presentations may be scored and graded Addresses CLO 1,2,3,4,6 **NTS to be addressed:** *3e Employs a variety of instructional strategies that encourages student participation and critical thinking.* **Core Skills to be developed:** Creativity/Critical Thinking, communication skills, literacy skills, ICT skills			
Instructional Resources	Logistics to facilitate student presentations			
Required Text (core)	*The Bible*, Revised Standard Version			
Additional Reading List	Addai-Mununkum, R. (2014). Rethinking Christian Religious Education in Ghana: History, Challenges and Prospects. *Journal of Research on Christian Education*, *23*(3), 294–306. https://doi.org/10.1080/10656219.2014.966873 Asamoah-Gyadu, J. K. (2010). Religious Education and Religious pluralism in the new Africa. *Religious Education*, *105*(3), 238–244. Asamoah-Gyadu, J. K. (2012). Hearing, Viewing, and Touched by the Spirit; Televangelism in Contemporary African Christianity. In P. N. Thomas & P. Lee (Eds.), *Global and Local Televangelism* (pp. 126–145). Palgrave Macmillan. Behrend, H. (2011). *Resurrecting Cannibals: Witch-hunts, "Pagans" and the Catholic Church in Western Uganda* (Har/DVD). James Currey. Debrunner, H. W. (1967). *A history of Christianity in Ghana*. Waterville Pub. House. Ramshaw, G. (2013). *What is Christianity?: An Introduction to the Christian Religion*. London ; New York: Fortress Press.			
CPD needs	Training on assessing oral presentations/reports.			
Assessment Components	[1]**Component 1: Subject Portfolio Assessment (30% overall score)** • Selected items of student's work (3 of them – 10% each) ▪ Written Assignment ▪ Creative composition			

- Field Notes
- Group Presentation
- Individual Presentation
- Midterm assessment/Quiz - 20%
- Reflective Journal – 40%
- Organisation of the portfolio –10% (how it is presented/organised)

[2]Component 2: Subject Project (30% overall semester score)
Task student teachers to conduct a survey and list Christian denominations in the college township. This data should be analysed in terms of the generic grouping of Orthodox, Charismatic, Pentecostal, and Syncretic Churches with descriptive statistics and appropriate graphs. This assessment should be submitted by the 11week.

Format:
- 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 work (20%)
- Substantive or main section – 40%
- Conclusion – 30%

Component 3: End of Semester Examinations (30% overall score)

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[2]See rubrics on Subject Project Assessment in Annex 6 of NTEAP