

**YEAR 2**

**SEMESTER 1**

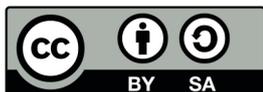
# Four-Year B.Ed. Course Manual

## INTRODUCTION TO RELIGIOUS AND MORAL EDUCATION (RME)





The Government of Ghana



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# FOREWORD

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

The course manuals have been produced for use as general guides for the delivery of the new four-year B.Ed. curriculum in Colleges of Education in collaboration with their affiliated universities. They are designed to support student teachers, tutors and lecturers in delivering a complete B.Ed. course for training student teachers which 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, NTECF, National Teacher Education & Assessment Policy and the National Teacher Education Gender Equality and Social Inclusion (GESI) Strategy and Action Plan. This will help to ensure that student teachers learning is integrated within the wider teacher education policy framework.

Professor Mohammed Salifu Director General, Ghana Tertiary Education Commission

# ACKNOWLEDGEMENTS

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

A participatory team approach was used to produce 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.

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

In addition to all the staff who participated visibly in the development of these materials we would like to acknowledge all those people from the many colleges of education and universities in which we have worked 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

<b>Course name</b>	Introduction to Religious and Moral Education (RME)				
<b>Pre-requisite</b>	Student-teachers' exposure to the three main religions in Ghana, either as practitioners, observers, or students of religious studies				
<b>Course Level</b>	200	Course Code	Credit Value	3	

### Table of contents

#### 1. Goal for the Subject or Learning Area

The main aim of Religious and Moral Education is to develop religious, moral, and inclusive principles in student teachers, to enable them function as religiously literate teachers who are able to model morally upright behaviours and make sound decisions in today's religiously plural world. With increasing globalization and technological advancement, physical and social barriers are being broken down, occasioning increased interaction between people from varied societies, economic backgrounds, and cultures. While this pattern is valuable for development, it brings with it two social challenges and opportunities for education. First, 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. Schools ought to take this charge to make learners to be inclusive in their thoughts and collaborative in their dealings with persons of varied faiths. Second, increasing globalization also occasions cultural transfer, with the propensity of unhealthy influences challenging the moral fabric of the Ghanaian society. 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 religiously 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-teachers 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 RME curriculum that will ensure that student-teachers develop the requisite competencies for teaching RME.

#### 3. Course Description

This course introduces studentteachers to key concepts and terminologies in Religious and Moral Education (RME) such as religion, morality and education. It also highlights the meaning, aims, scope, and historical perspectives of RME. Through tutorials, discussions, presentations and other interactive pedagogies, the course will draw on studentteachers' previous knowledge and map connections of RME to other areas in the curriculum such as History, Social Studies and Literacy. The purpose of the course is to equip student-teachers with required background knowledge that will shape their values and attitudes towards becoming professional 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 3b, f, g; NTECF Pillar 3), (NTS 1a, g; NTECF p.41).

#### 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 the student-teachers' appreciation of the multi-religious nature of Ghanaian society and how values such as tolerance and respect are key to promoting social harmony (CLO 3)

**Digital literacy** will be enhanced through tutors and studentteachers' use of technological tools for fact-finding, and as instructional resources during teaching and learning (CLO 6)

**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 (CLO4)

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

<p><b>Life-long learning/personal life skills</b> 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 5</p> <p><b>Communicative skills</b> of student teacher would be enhanced through opportunities to be offered in the lessons for presentations (Indicator 6.1)</p> <p><b>Equity &amp; Inclusivity</b> 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.</p>			
5. Course Learning Outcomes		6. Learning Indicators	
1.	demonstrate knowledge and understanding of key concepts and terminologies in RME and link them to their professional practice. (NTS 1a, 2c, NTECF pg 20; NTS 1e)	1.1	Explain key concepts such as religion, morality and education
2.	apply knowledge of the principles of equity and inclusivity in teaching RME. (NTS 2c,e, f)	1.2	Explain terminologies such as religious education and moral education and their interrelationships
3.	demonstrate an understanding and appreciation of the multi-religious nature of the Ghanaian society, and integrate competencies such as honesty, integrity, tolerance, respect and commitment in teaching and learning of RME to promote inclusivity (NTS 2f,NTS 3n; NTECF pg 20)	2.1	illustrate ways RME lessons can cater for the needs of all categories of learners.
		3.1	identify and document the dominant religions of the Ghanaian society
		3.2	model tolerance for and understanding of learners with diverse faiths and culture through group work and debates.
		3.3	participate in a seminar to differentiate between religious faith and professional work during teaching of RME
4.	demonstrate the application of the understanding of religious principles to achieve collaboration and peace in the school community (NTS 3n, NTECF pg 20)	4.1	describe the nature of religion and apply its principles in teaching.
		4.2	use religious and moral principles to promote peaceful co-existence among pupils in and outside the school
5.	identify their own professional needs in terms of professional practice, knowledge, values and attitudes (NTS 3g, h,k,n)	5.1	reflect to identify their own weaknesses in teaching
		5.2	demonstrate commitment to seeking training and professional development
		5.3	show commitment to life-long learning and professional development.
6.	Demonstrate an understanding of the Integration of ICT and multimedia in teaching and learning of RME. (NTS 3j)	6.1	Design a PowerPoint presentation on how to integrate ICT and multimedia in the teaching of RME
7.	Explore student-teacher and learner personal bias and stereotypes as well as institutional discrimination within the school (NTEF p.41, NTS 3f)	7.1	reflect and document personal religious biases and how it can influence their teaching.
		7.2	Identify peers' religious backgrounds and how it influences their biases and stereotypes.
		7.3	critique through writing, institutional practices that occasion discrimination in communities
		7.4	suggest ways of overcoming biases.
7. Course Content			
Unit/Week	Topic	Sub-topic if any)	Teaching and learning activity to achieve the learning outcomes
1.	Nature of Religious and Moral Education	<ul style="list-style-type: none"> <li>• Meaning</li> <li>• Rationale</li> <li>• Scope</li> <li>• Historical perspectives of RME</li> <li>• Relevance of RME</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Tutorials:</b> Tutor leads studentteachers in tutorials to explain key concepts</li> <li>• <b>Jigsaw:</b> Tutor puts students into groups and uses Jigsaw method to help them learn key concepts</li> <li>• <b>Paired Brainstorming:</b> Tutor assigns readings to students individually and requests them to share their thoughts with peers</li> </ul>
2.	Aims of Teaching RME	<ul style="list-style-type: none"> <li>• Non-Educational (Ecclesiastical) Aims</li> <li>• R S Peters Criteria for determining inclusion of Religious Education in the school curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Tutorials:</b> Tutor leads studentteachers in tutorials to explain key concepts</li> <li>• <b>Group Tasks:</b> Tutor assigns students to groups and gives them unique tasks.</li> <li>• <b>K-W-L:</b> Teacher uses Know-Want to Know-Learn (K-W-L) to introduce lesson</li> <li>• <b>ICT Tools:</b> Tutor uses ICT tools and resources such as PowerPoint to present key concepts of his/her lessons.</li> </ul>

		<ul style="list-style-type: none"> <li>Educational Aims as Stated in the RME syllabus</li> </ul>	
3.	The Concept of Religion	<ul style="list-style-type: none"> <li>Meaning of Religion</li> <li>Characteristics of Religion</li> <li>Approaches to the Study of Religion</li> <li>Functions and Dysfunctions of Religion</li> <li>The Religiously Educated Person</li> </ul>	<ul style="list-style-type: none"> <li><b>Group Tasks:</b> Tutor assigns students to groups and give them unique tasks</li> <li><b>K-W-L:</b> Teacher uses Know-Want to Know-Learn (K-W-L) to introduce lesson</li> <li><b>Films &amp; Documentaries:</b> Teacher shows Films and documentaries on religion and initiate a discussion afterwards</li> <li><b>ICT Tools:</b> Tutor uses ICT tools and resources such as PowerPoint to present key concepts of a lesson</li> <li><b>Tutorials:</b> Tutor leads studentteachers in tutorials to explain key concepts</li> </ul>
4.	The Concept of Morality	<ul style="list-style-type: none"> <li>Meaning</li> <li>Characteristics of Morality</li> <li>Importance of Morality</li> <li>Promoting Moral Values in the Society</li> <li>The Morally Educated Person</li> </ul>	<p><b>Group Tasks:</b> Tutor puts students into groups and gives them unique tasks</p> <p><b>K-W-L:</b> Teacher uses Know-Want to Know-Learn (K-W-L) to introduce and close lesson</p> <p><b>Discussion:</b> Tutor engages student teachers in a discussion on who a morally educated person is.</p> <p><b>Films &amp; Documentaries:</b> Teacher shows Films and documentaries on religion and initiate a discussion afterwards</p> <p><b>ICT Tools:</b> Tutor uses ICT tools and resources such as PowerPoint to present lesson's key concepts</p>
5.	The Concept of Education	<ul style="list-style-type: none"> <li>Meaning</li> <li>Types &amp; Characteristics of Education</li> <li>Importance of Education</li> <li>Religious Education</li> <li>Moral Education</li> </ul>	<ul style="list-style-type: none"> <li><b>Tutorials:</b> Tutor leads student-teachers in tutorials to explain key concepts</li> <li><b>Jigsaw:</b> Tutor puts students into groups and uses Jigsaw method to help them learn key concepts</li> <li><b>Group Tasks:</b> Tutor assigns students to groups and gives them unique tasks</li> <li><b>K-W-L:</b> Teacher uses Know-Want to Know-Learn (K-W-L) to introduce and close lesson</li> <li><b>Discussion:</b> Tutor engages student teachers in a discussion on who an educated person is</li> <li><b>Films &amp; Documentaries:</b> Teacher shows Films and documentaries on education and initiate a discussion afterwards</li> </ul> <p>Or any other interactive pedagogies</p>
6.	Indoctrination in RME	<ul style="list-style-type: none"> <li>Meaning of Indoctrination</li> <li>Processes of Indoctrination</li> <li>Indoctrination and Religious and Moral Education (Similarities and Differences)</li> <li>Ways of Avoiding Indoctrination in the Classroom</li> </ul>	<ul style="list-style-type: none"> <li><b>Group Tasks:</b> Tutor assigns students to groups and gives them unique tasks</li> <li><b>K-W-L:</b> Teacher uses Know-Want to Know-Learn (K-W-L) to introduce and close lesson</li> <li><b>Discussion:</b> Tutor engages student teachers in a discussion on indoctrination</li> <li><b>Films and Documentaries:</b> Teacher shows Films and documentaries on indoctrination and initiate a discussion afterwards</li> <li><b>Dramatization:</b> Student teachers can dramatize the practice of indoctrination and how it can be avoided in the classrooms</li> <li><b>Report Writing:</b> Following their STS, student teachers write reports on their observation of practices they consider as indoctrinating.</li> </ul> <p>Or any other interactive pedagogies</p>

7.	Religious Sources of Morality	<ul style="list-style-type: none"> <li>• Christian Sources</li> <li>• Islamic Sources</li> <li>• African Traditional Sources</li> <li>• Implications of the Sources for Teaching RME</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Brainstorming:</b> Student-teachers brainstorm on the religious sources of morality and share with the class</li> <li>• <b>Think-pair-share:</b> Tutor gives student teachers individual tasks, following which they pair with their peers and share their thoughts on the task given</li> <li>• <b>Discussion:</b> Tutor engages student teachers in a discussion on religious sources of morality</li> </ul> <p>Or any other interactive pedagogies</p>
8.	Non-Religious (Secular) Sources of Morality	<ul style="list-style-type: none"> <li>• The National Constitution (The State Law)</li> <li>• The Home Environment</li> <li>• The School Environment</li> <li>• The Mass Media (Print &amp; Electronic)</li> <li>• Governmental and Non-Governmental Organisations (NGO'S)</li> <li>• The Human Conscience</li> <li>• Implications of the Sources for Teaching RME</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Brainstorming:</b> Studentteachers brainstorm on the religious sources of morality and share with the class</li> <li>• <b>Think-pair-share:</b> Tutor gives student teachers individual tasks, following which they pair with their peers and share their thoughts on the task given</li> <li>• <b>Discussion:</b> Tutor engages student teachers in a discussion on non-religious sources of morality</li> <li>• <b>Writing Assignment:</b> Student teachers write a list of moral values they learnt outside their religion and identify the sources of such values</li> </ul>
9.	Spiritual Development and Religious Growth of young People	<ul style="list-style-type: none"> <li>• Meaning of Spirituality</li> <li>• Nature of Spirituality</li> <li>• Spirituality and Religious Growth</li> <li>• Factors that Shape Children's Spirituality</li> <li>• Ways of Expressing Spirituality</li> <li>• Educational Implications of Spiritual Development</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Tutorials:</b> Tutor leads studentteachers in tutorials to explain key concepts</li> <li>1. <b>Individual Presentations:</b> Student teachers make PowerPoint presentations on spiritual development and religious growth from childhood to adolescence</li> <li>2. <b>Group Presentations:</b> Tutors assigns students to groups and makes them present on spiritual development and religious growth of children/adolescents.</li> <li>• <b>Think-pair-share:</b> Tutor gives student teachers individual tasks, after which they pair with their peers and share their thoughts on the task given</li> <li>• <b>Reflective Writing:</b> Student teacher reflects and writes in the journals, narratives of their own spiritual growth and how that can impact their teaching of RME</li> </ul>

**8. Teaching and Learning Strategies**

- Think-pair-share
- Group presentations
- Individual presentations
- Discussions
- Brainstorming
- K-W-L
- Dramatizations
- Jigsaw
- Films and documentaries

## 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
  - Oral Presentations
  - Poster presentation
  - Essays
  - Term Paper
- Midterm assessment/Quiz - 20%
- Reflective Journal – 40%
- Organisation of the portfolio –10% (how it is presented/organised)

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

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

Task student teachers to visit public schools in the college township and collect data on RME books that are used in the schools. Consulting online sources for direction, student teachers are to do an annotated bibliography of the books they find, providing appropriate commentaries about their relative strengths and weaknesses. This subject project response should be presented by 11<sup>th</sup> week.

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 1, 3, 4,5,6

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

Assesses Learning Outcomes: CLO 1,2,3,4,5,6,7

### Component 1: Practical Activities(Projects)

#### Summary of Assessment Methods:

- a. Presentations
- b. Term Papers
- c. Mini-Research Projects e.g.: Using relevant tools to collect information on important issues and reporting on them

Weighting: 30%

Assesses Learning Outcomes: CLO 2, 3, 4, 5& 7

### 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, 3, 6

### Component 3: End of Term Exam

#### Summary of Assessment Method: End of Term Exams

Weighting: 40%

Assesses Learning Outcomes: CLO3 CLO4 CLO5 CLO7

#### 10. Required Reading and Reference List

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

- In-service training on: emerging pedagogies for teaching abstract and concrete concepts such as 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
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Title of Lesson	Nature of RME I				Lesson Duration	3 Hours	
Lesson description	This is the first of two introductory lessons that introduces student-teachers to Religious and Moral Education (RME) as a subject in the curriculum. As the first lesson of the semester, general introduction to the course, as well as outcomes, expectations, and the three assessment components, will be provided.						
Previous student teacher knowledge, prior learning (assumed)	Student-teachers learnt RME as a subject during their days as students at Junior High Schools.						
Possible barriers to learning in the lesson	Student-teachers hold misconceptions about the purpose of RME as a subject that deals with diversity of beliefs and therefore a potential source of indoctrination and sectarianism.						
Lesson Delivery – chosen to support student teachers in achieving the outcomes	Face-to-face [ ✓ ]	Practical Activity [ ✓ ]	Work-Based Learning	Seminars [ ]	Independent Study	e-learning opportunities [ ✓ ]	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	<p><b>Face-to-face:</b> interaction will be utilized for this lesson. This will require student-teachers physical presence at lecture rooms for instruction.</p> <p><b>e-learning:</b> opportunity will be created in class for studentteachers to use their smartphones or computers to search for information.</p> <p><b>Practical Activity:</b> students will engage in a Jigsaw activity to learn some key terminologies.</p>						
<ul style="list-style-type: none"> <li>Overarching outcome, what you want the student teachersto achieve, serves as basis for the learning outcomes. An expanded version of the description.</li> <li>Write in full aspects of the NTS addressed</li> </ul>	<p>Student teachers will demonstrate knowledge and understanding of key concepts and terminologies in RME and link them to their professional practice as religious and moral educators. (NTS 1a, 2c, NTECF pg 20; NTS 1e)</p>						
<ul style="list-style-type: none"> <li>Learning Outcome for the lesson, picked and developed from the course specification</li> <li>Learning indicators for each learning outcome</li> </ul>	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-teacher will be able to: <ul style="list-style-type: none"> <li>identify misconceptions people have about RME</li> <li>demonstrate knowledge and understanding of the following terms: religion, morality and education</li> <li>justify the need for the study of RME</li> </ul>	<ul style="list-style-type: none"> <li>List at least 3 misconceptions people have about RME</li> <li>Explain to a layperson terminologies such as: religion, morality, education</li> <li>Take a stand in a debate to justify the need to keep RME in the curriculum</li> </ul>	<p><b>Respect for diversity, Civic literacy, equity &amp; inclusivity</b> will be addressed by disabusing religious monism and emphasising the understanding that different religions have equally valid claims (truth) about the “wholly other”</p>				

<b>Topic Title:</b> Nature of RME I <ul style="list-style-type: none"> <li>• Meaning</li> <li>• Rationale</li> <li>• Scope</li> </ul>	<b>Sub-topic</b>	<b>Stage/time</b>	<b>Teaching and learning activities to achieve outcomes depending on the delivery mode selected.</b>	
			<b>Teacher Activity</b>	<b>Student Activity</b>
	<b>Introduction to Course</b>	30mins	<b>Face to face:</b> Tutor introduces the course and expectations of student teachers. Copies of course outline (as displayed above) should be made available for students	<b>Face-to-face:</b> Student teachers listen to tutors explanations and ask clarifying questions as appropriate
	<b>Misconceptions about RME</b>	30mins	<b>Face to face:</b> Tutor instructs student-teachers to reflect and write 2 negative comments about RME they received from relations  Tutor initiates a discussion following students submissions  Tutor jots down misconceptions about RME student-teachers will raise and provide appropriate responses to refute them	<b>Face to Face:</b> Student-teachers write down misconceptions and read the out when called upon  They join in a discussion about misconceptions and make arguments to counter the misconceptions
	<b>Meaning</b>	1hr	<b>Practical Activity</b> Use a Jigsaw activity to engage student teachers to understand key terminologies in RME <i>Ref: PD Handbook Theme 4 pg 87</i>	<b>Practical Activity:</b> Participate actively in the Jigsaw activities to learn the meaning of key terminologies
	<b>Rationale</b>	30mins	<b>Face-to-face</b> Use talk-for-learning approach (such as Convince yourself, a friend, a scholar) to develop arguments in support of the study of RME. <i>Ref: PD Handbook Theme 3 p27</i>	<b>Face-to-face</b> Engage in talk for learning activity to develop convincing arguments that justify the relevance of RME
	<b>Scope of RME</b>	30minutes	<b>E-learning</b> Guide student-teachers to do google search for infographics on religions of the world. Initiate a discussion thereafter on religious diversity and how the scope of RME narrows religions to the dominant 3 in Ghana.	<b>E-learning:</b> Students use smartphones or computers to locate and interact with infographics on world religions and participate in further deliberations
<b>Lesson assessments – evaluation of learning: of, for and as learning within the lesson</b>	<b>Subject Project Assessment:</b> Task student teachers to visit public schools in the college township and collect data on RME books that are used in the schools. Consulting online sources for direction, student teachers are to do an annotated bibliography of the books they find, providing appropriate commentaries about their relative strengths and weaknesses. This subject project response should be presented by 11 <sup>th</sup> week.  <b>NTS to be addressed:</b> NTS 2c has secure content knowledge, pedagogical knowledge and pedagogical content knowledge for the school and grade they teach in.			

	<b>Core skills to be developed:</b> Creativity, life-long learning, communicative skills
<b>Instructional Resources</b>	<ul style="list-style-type: none"> <li>• Internet</li> <li>• Smart phones</li> <li>• Computers</li> </ul>
<b>Required Text (core)</b>	Yaokumah, J. H., Opoku, F. K., & Annobil, C. N. (2010). <i>Religious and moral education for basic school teacher</i> . Winneba: Institute for Educational Development and Extension.
<b>Additional Reading List</b>	<p>Asare-Danso, S., Annobil, C. N., Afriyie, O., &amp; Agyemang, M. (2014). <i>Religious and Moral Education for Colleges of Education</i>. Kumasi: Jerusalem Press.</p> <p>Annobil, C. N., (2018) <i>Religious and Moral Education for Colleges of Education and Universities</i>. Winneba: Franko Printing Press and Stationary.</p> <p>Awuah, G. J., &amp; Afriyie, O. (2005). <i>General Introduction to Religious and Moral Introduction for Colleges of Education and Higher Level Students</i>. Kumasi: Jerusalem Press.</p>
<b>CPD needs</b>	<p>Training on the use of ICT resources in classroom.</p> <p>Training on the use of emerging teaching strategies such as Jigsaw</p>

# 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
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Title of Lesson	Nature of RME II						Lesson Duration	3 Hours
Lesson description	This is the second of two introductory lessons that exposes student-teachers to Religious and Moral Education (RME) as a subject in the curriculum. In this lesson, the focus will be on appreciating the history of RME and how it has changed over time and space.							
Previous student teacher knowledge, prior learning (assumed)	Student-teachers learnt about the nature of RME in their previous lesson							
Possible barriers to learning in the lesson	Student-teachers hold misconceptions about the nature of RME as a subject that deals with diversity of beliefs and therefore a potential source of conflicts and misunderstanding in class.							
Lesson Delivery – chosen to support student teachers in achieving the outcomes	Face-to-face [ <input checked="" type="checkbox"/> ]	Practical Activity [ <input checked="" type="checkbox"/> ]	Work-Based Learning	Seminars [ ]	Independent Study	e-learning opportunities [ <input checked="" type="checkbox"/> ]	Practicum	
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	<p><b>Face-to-face:</b> interaction will be utilized for this lesson. This will require student-teachers physical presence at lecture rooms for instruction.</p> <p><b>Practical activity:</b> opportunity will be create a poster</p>							
<ul style="list-style-type: none"> <li>Overarching outcome, what you want the student teachers to achieve, serves as basis for the learning outcomes. An expanded version of the description.</li> <li>Write in full aspects of the NTS addressed</li> </ul>	To demonstrate knowledge and appreciation of historical narratives relating to RME in the school curriculum, and an appreciation of how the transformations in RME require teachers' adaptation of their professional practice. (NTS 1a, 2c, NTECF pg 20; NTS 1e)							
<ul style="list-style-type: none"> <li>Learning Outcome for the lesson, picked and developed from the course specification</li> <li>Learning indicators for each learning outcome</li> </ul>	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?			
	<p><b>By the end of the lessons, student-teachers will:</b></p> <ol style="list-style-type: none"> <li>Demonstrate knowledge of historical accounts relating to RME</li> <li>Produce a chart containing a timeline of events relating to the transformations in RME</li> <li>Reflect on teaching practices at the various stages of RME transformations and show the new demands on their professional practice as teachers</li> </ol>	<ol style="list-style-type: none"> <li>Oral presentations by student-teachers indicating important milestones on the historical timelines of RME</li> <li>A poster showing a timeline of RME historical accounts</li> <li>A write-up in reflective journal</li> </ol>	<p><b>Equity &amp; inclusivity, civic literacy, respect for diversity</b></p> <p>During presentations, tutors will highlight the lack of <b>inclusivity</b> in previous versions of RME that were implemented over the years.</p> <p>Discussion should highlight the inclusion of three religions as an <b>equity and civic literacy and diversity</b> issue</p>					

<b>Topic Title:</b> Nature of RME II – <ul style="list-style-type: none"> <li>• Relevance of RME</li> <li>• Historical perspectives of RME</li> </ul>	Sub-topic	Stage/time	Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent.	
			Teacher Activity	Student Activity
	Introduction	15mins	<b>Practical Activity</b> Tutor invites student teachers to present their infographic assignment from the previous lesson.  Tutor uses responses to introduce the lesson for the day	<b>Practical Activity</b> Student teachers submit their assignments to tutor for grading.
	Relevance of RME	30minutes	<b>Face-to-face:</b> Lead student teachers to review previous discussion on the justification for RME, using questioning. Use talk for learning approach (Building on what other say) to build consensus around the relevance of RME.  <i>Ref: PD Handbook Theme 2 p.7</i> <i>PD Handbook Theme 3 p.63</i>	<b>Face-to-face</b> Respond to review questions and participate in discussions relating to the relevance of RME
	Historical Perspectives	1.30minutes	<b>PracticalActivity:</b> Tutor creates groups with student-teachers, supplies student-teachers with reading materials and provides guidelines for students to create a poster. (While digital versions are preferred, use of cardboards may be used as alternatives).  <i>Ref: PD Handbook Theme 4 p. 25</i>	<b>Practical Activity:</b> Based on tutors direction, student teachers Identify and join their groups,  Read assigned materials to understand key milestones in the history of RME  Together with colleagues in their groups create a poster as directed.
	Presentations	45mins	<b>Face-to-face:</b> Directs students to display their posters and arrange for them to explain their products	<b>Face-to-face</b> Follow tutors’ instructions to display their posters.  Orally explain their creation and justify their choices
<b>Lesson assessments – evaluation of learning: of, for and as learning within the lesson</b>	<b>Poster Presentation</b> Students’ posters and presentations may be assessed and scored as deemed fit by the tutor  <b>NTS to be addressed:</b> <i>2c Has secure content knowledge, pedagogical knowledge and pedagogical content knowledge for the school and grade they teach in.</i>  <b>Core skills to be developed:</b> Creativity and problem solving skills, collaborative and social skills, communicative skills, leadership skills and ICT skills (where applicable)			
<b>Instructional Resources</b>	Computers with appropriate software for creating posters Cardboards and markers Required text			
<b>Required Text (core)</b>	Addai-Mununkum, R. (2014). Rethinking Christian Religious Education in Ghana: History, Challenges and Prospects. <i>Journal of Research on Christian Education</i> , 23(3), 294–306. <a href="https://doi.org/10.1080/10656219.2014.966873">https://doi.org/10.1080/10656219.2014.966873</a>			

	<p>Asare-Danso, S. (2010). Religious Education in a Democratic State: The Ghanaian Experience. Presented at the International Conference on Religious Education in a Democratic state, Bar-Ilan University: Bar-Ilan University. Retrieved from <a href="http://teo.au.dk/fileadmin/www.teo.au.dk/forskning/aktuel_forskning/11th_Nordic_conference_on_Religious_Education/Full_papers/4.1.Danso.pdf">http://teo.au.dk/fileadmin/www.teo.au.dk/forskning/aktuel_forskning/11th_Nordic_conference_on_Religious_Education/Full_papers/4.1.Danso.pdf</a></p> <p>Yaokumah, J. H., Opoku, F. K., &amp; Annobil, C. N. (2010). <i>Religious and moral education for basic school teacher</i>. Winneba: Institute for Educational Development and Extension.</p>
<b>Additional Reading List</b>	<p>Asare-Danso, S., &amp; Annobil, C. N., (2016) <i>Religious and Moral Education in Early Childhood Education</i>. University of Education Institute for Educational Development and Extension, UEW, Winneba.</p> <p>Awuah, G. J., &amp; Afriyie, O. (2005). <i>General Introduction to Religious and Moral Introduction for Colleges of Education and Higher Level Students</i>. Kumasi: Jerusalem Press.</p>
<b>CPD needs</b>	<p>Training on the use of emerging teaching strategies such as creative drawing and material development</p>

# 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
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Title of Lesson	Aims of Teaching RME				Lesson Duration		3 Hours	
<b>Lesson description</b>	This lesson seeks to clarify misconceptions about the purpose of RME and incite student-teachers to champion the educational aims of RME. While some have viewed the subject as an avenue for making students religious, the lesson will focus on disabusing this misconception and challenge student-teachers to make RME lessons satisfy R. S Peter's criteria of: valuable content, involve knowledge and understanding and hinge on voluntariness on the part of the learner. Opportunity will be created for student-teachers to reflect on the aims of RME as provided by the official curriculum and how they were attained or not in their recent history.							
<b>Previous student teacher knowledge, prior learning (assumed)</b>	Studentteachers learnt RME as a subject in JHS. They have also been introduced to the nature of RME in previous lessons.							
<b>Possible barriers to learning in the lesson</b>	Student-teachers' individual biases and hidden evangelistic agenda may prevent them from getting fuller understanding of the real aims of the subject.							
<b>Lesson Delivery – chosen to support student teachers in achieving the outcomes</b>	Face-to-face [ v ]	Practical Activity	Work-Based Learning	Seminars [ v ]	Independent Study	e-learning opportunities [ v ]	Practicum	
<b>Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.</b>	<p><b>Face-to-face:</b> interaction will be utilized for this lesson. This will require student-teachers physical presence at lecture rooms for instruction.</p> <p><b>Independent study:</b> Opportunity will be created in class for students to do an independent study which will culminate in the writing of a reflective essay.</p>							
<ul style="list-style-type: none"> <li><b>Overarching outcome, what you want the student teachers to achieve, serves as basis for the learning outcomes. An expanded version of the description.</b></li> <li><b>Write in full aspects of the NTS addressed</b></li> </ul>	<p>By the end of the lesson students teachers will:</p> <ul style="list-style-type: none"> <li>demonstrate understanding of the educational aims of RME and commit to providing lessons that are devoid of proselytization (NTS 1a, 1d, 2c).</li> <li>be conversant with other educationally acceptable criteria that can guide effective teaching and learning of RME</li> </ul> <p>identify their own professional needs in terms of professional practice, knowledge, values and attitudes (NTS 3g, h,k,n)</p>							
<ul style="list-style-type: none"> <li><b>Learning Outcome for the lesson, picked and developed from the course specification</b></li> <li><b>Learning indicators for each learning outcome</b></li> </ul>	<b>Learning Outcomes</b>		<b>Learning Indicators</b>			<b>Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?</b>		
	<p><b>By the end of the lesson, student teachers will be able to:</b></p> <ol style="list-style-type: none"> <li>Demonstrate understanding of the educational aims of RME</li> <li>Reflect on their previous experiences as students of RME and evaluate the attainment of the stated aims</li> </ol>		<ol style="list-style-type: none"> <li>A self-written explanation of the aims of RME</li> <li>A reflective essay assessing their previous experience as student of RME</li> </ol>			<p><b>Equity &amp; Inclusivity, Collaborative &amp; Social Skills, and life long learning</b></p> <p>Equity &amp; Inclusivity will be addressed as a justification for not using RME for ecclesiastical purposes. Working pairs will develop collaborative skills, while reflective writing will develop a quest for life-long learning.</p>		

<b>Topic Title:</b> <ul style="list-style-type: none"> <li>• Non-Educational (Ecclesiastical) Aims</li> <li>• R S Peters Criteria for determining inclusion of Religious Education in the school curriculum</li> <li>• Educational Aims as Stated in the RME syllabus</li> </ul>	Sub-topic	Stage/time	Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent.	
			Teacher Activity	Student Activity
	Non-Educational aims	30mins	<b>Face-to-face:</b> Tutor introduces the lesson and directs students to do a <b>quick write</b> (with their phones, technology permitting) of the purpose of RME.  Teacher take turns to listen to students-teachers contributions and comment on them. More important for the lesson is to clarify misconceptions student-teachers have about ecclesiastical aims of religious education- the belief that RME’s purpose is to make students religious.	<b>Face-to-face</b> Student-teachers compose responses stating their ideas about the aim of RME and submit to tutor  Students take turns to read/listen to their submissions and participate in discussion about them.
	<b>Criteria for inclusion of religious education as a subject</b>	1hr	<b>Face-to-face:</b> Tutor introduces student-teachers to buzz lecture activity and uses it to explain RS Peters criteria for determining inclusion of Religious Education  Provides a Buzz lecture and direct student-teachers to summarize the key ideas and jot them down.  <i>Ref: PD Handbook theme 2 p.9</i>	<b>Face-to-face</b> Student-teachers follow tutor’s instruction on Buzz lecture and participate  Student-teachers write summary of main ideas and read them out for class <b>discussion</b> .
	Educational Aims of RME	1.30mins	<b>Independent study:</b> Tutor supplies student-teachers with a copy of a page in the RME syllabus and task students to read and reflect on how these aims were achieved during their days as JHS students.	<b>Independent study:</b> Student-teachers write a reflective essay on the six major aims of RME as contained in the current Basic school RME curriculum.
<b>Lesson assessments – evaluation of learning: of, for and as learning within the lesson</b>	<b>Reflective Essay</b> Reflective Journal essay on the major aims of RME may be submitted and scored  <b>NTS to be addressed:</b> 1 a) Critically and collectively reflects to improve teaching and learning.  <b>Core skills to be developed:</b> Communicative skills, Creativity and problem-solving skills life-long learning,			
<b>Instructional Resources</b>	Copies of preliminary pages of RME syllabus			

<b>Required Text (core)</b>	Asare-Danso, S., & Annobil, C. N., (2016) <i>Religious and Moral Education in Early Childhood Education</i> . University of Education Institute for Educational Development and Extension, UEW, Winneba. Yaokumah, J. H., Opoku, F. K., & Annobil, C. N. (2010). <i>Religious and moral education for basic school teacher</i> . Winneba: Institute for Educational Development and Extension.
<b>Additional Reading List</b>	Awuah, G. J., & Afriyie, O. (2005). <i>General Introduction to Religious and Moral Introduction for Colleges of Education and Higher Level Students</i> . Kumasi: Jerusalem Press.
<b>CPD needs</b>	Training on the use of emerging teaching strategies such as Buzz Lecture

# Lesson 4

Year of B.Ed.	2	Semester	1	Place of lesson in semester	1 2 3 <b>4</b> 5 6 7 8 9 10 11 12
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Title of Lesson	The Concept of Religion I				Lesson Duration	3 Hours	
Lesson description	This is the first of a two part lesson on the concept of religion. In this introductory part, we will interrogate deeply the concept of religion in terms of meaning, characteristics and approaches to studying it.						
Previous student teacher knowledge, prior learning (assumed)	Students were introduced to the concept of religion in the first lecture and possess a general understanding of the concept of religion						
Possible barriers to learning in the lesson	Student teachers might think of religion in their context of their own faiths which might close their minds to other equally important religions and possibilities.						
Lesson Delivery – chosen to support student teachers in achieving the outcomes	Face-to-face [ √ ]	Practical Activity [ √ ]	Work-Based Learning	Seminars [ ]	Independent Study	e-learning opportunities [ √ ]	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	<p><b>Face-to-face:</b> interaction will be utilized for this lesson. This will require student-teachers physical presence at lecture rooms for instruction.</p> <p><b>Practical:</b> Students will engage in carousel activity as part of this lesson.</p> <p><b>e-learning opportunities:</b> Students will engage in an internet search on definitions of religion</p>						
<ul style="list-style-type: none"> <li>Overarching outcome, what you want the student teachers to achieve, serves as basis for the learning outcomes. An expanded version of the description.</li> <li>Write in full aspects of the NTS addressed</li> </ul>	<p>Student-teachers will demonstrate understanding of the concept of religion and an appreciation that it defies a concise definition. Such understanding will lead them to show a commitment to learning more about different religions and the consequently the quest to avoid religious biases (NTS 1b, 2f) .</p>						
<ul style="list-style-type: none"> <li>Learning Outcome for the lesson, picked and developed from the course specification</li> <li>Learning indicators for each learning outcome</li> </ul>	<b>Learning Outcomes</b>	<b>Learning Indicators</b>		<b>Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?</b>			
	<p><b>By the end of the lesson, student-teachers will:</b></p> <ol style="list-style-type: none"> <li>Demonstrate knowledge and understanding of the meaning and characteristics of religion</li> <li>Make a choice and justify the use of one approach in teaching.</li> </ol>	<ol style="list-style-type: none"> <li>a written set of definitions of religion by notable scholars</li> <li>a written assignment justifying the use of one of the approaches to studying religion</li> </ol>	<p>Equity &amp; Inclusivity, ICT skills, Collaborative Skills. These will be developed by:</p> <ol style="list-style-type: none"> <li>the introduction of Feminists approaches to the study of religion</li> <li>use of internet resources to search for information</li> <li>student-teachers working in groups for the carousel activity</li> </ol>				

<b>Topic Title:</b> The concept of Religion <ul style="list-style-type: none"> <li>• Meaning</li> <li>• Characteristics</li> <li>• Approaches</li> </ul>	<b>Sub-topic</b>	<b>Stage/time</b>	<b>Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent.</b>	
			<b>Teacher Activity</b>	<b>Student Activity</b>
	Meaning	1 hour	<b>E-learning:</b> Teacher guides students to do an internet search to derive definitions of religion by notable scholars  Teacher leads students to analyze the definitions through <b>questioning</b> , and provides an explanation to the effect that there is no concise definition of religion.  <i>Ref: PD Handbook Theme 2</i>	Student search for definitions of religions by notable scholars: John Wilson E. B. Taylor Emile Durkeim Karl Max Sigmund Freud Ninian Smart Paul Tillich
	Characteristics	1 hour	<b>Practical Activity</b> Teacher provides student-teachers with materials (write-ups, objects, pictures etc) on characteristics of religion. Using <b>carousel activity</b> direct student-teachers to engage with reading materials in groups and in turns.  Through <b>questioning</b> , summarize the main characteristics of religion  <i>Ref: PD Handbook Theme 4 p.93</i> <i>PD Handbook Theme 2</i>	<b>Practical Activity</b> Student-teachers take turns (in groups) to go round and engage with materials at different locations on the characteristics of religion such as: Belief in a deity , doctrine, code of ethics, sacred stories and rituals.
	Approaches	1 hour	<b>Face-to-face</b> Using a lecture method, tutor explains varied approaches to the study of religion including: <ul style="list-style-type: none"> <li>• Phenomenological</li> <li>• Sociological</li> <li>• Anthropological</li> <li>• Psychological</li> <li>• Feminist</li> </ul>	<b>Face-to-face</b> Student-teachers participate by listening, jotting notes, and asking questions on the approaches to the study of religion.  Write an assignment to justify one of the approaches and its relevance to teaching RME
<b>Lesson assessments – evaluation of learning: of, for and as learning within the lesson</b>	<b>Assignment</b> Written assignment on approaches to the study of religion.  <b>NTS to be addressed:</b> 2c) Has secure content knowledge, pedagogical knowledge and content knowledge for the school and grade they teach in. <b>Core skills to be developed:</b> collaborative and social skills, communicative skills, and ICT skills			
<b>Instructional Resources</b>	<a href="https://www2.kenyon.edu/Depts/Religion/Fac/Adler/Reln101/definitions.pdf">https://www2.kenyon.edu/Depts/Religion/Fac/Adler/Reln101/definitions.pdf</a> <a href="http://faculty.smcm.edu/ccraney/restricted/PDF/Basic_Characteristics_Religion.pdf">http://faculty.smcm.edu/ccraney/restricted/PDF/Basic_Characteristics_Religion.pdf</a>			
<b>Required Text (core)</b>	Harrison, V. S. (2006). The pragmatics of defining religion in a multi-cultural world. <i>International Journal for Philosophy of Religion</i> , 59(3), 133–152.			

	<a href="https://doi.org/10.1007/s11153-006-6961-z">https://doi.org/10.1007/s11153-006-6961-z</a>
<b>Additional Reading List</b>	<p>Asare-Danso, S., Annobil, C. N., Afriyie, O., &amp;Agyemang, M. (2014).<i>Religious and Moral Education for Colleges of Education</i>. Kumasi: Jerusalem Press.</p> <p>Annobil, C. N., (2018) <i>Religious and Moral Education for Colleges of Education and Universities</i>. Winneba: Franko Printing Press and Stationary.</p> <p>Awuah, G. J., &amp;Afriyie, O. (2005). <i>General Introduction to Religious and Moral Introduction for Colleges of Education and Higher Level Students</i>. Kumasi: Jerusalem Press.</p> <p>Yaokumah, J. H., Opoku, F. K., &amp;Annobil, C. N. (2010). <i>Religious and moral education for basic school teacher</i>. Winneba: Institute for Educational Development and Extension.</p>
<b>CPD needs</b>	Training on the use of ICT resources in teaching.

# Lesson 5

Year of B.Ed.	2	Semester	1	Place of lesson in semester	1 2 3 4 <b>5</b> 6 7 8 9 10 11 12
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<b>Title of Lesson</b>	The concept of Religion II				<b>Lesson Duration</b>	<b>3 Hours</b>	
<b>Lesson description</b>	This is the second of a two-part lesson on the concept of religion. Student-teachers will be exposed to functions and dysfunctions of religion as well as create a criterion for determining a religiously educated person.						
<b>Previous student teacher knowledge, prior learning (assumed)</b>	Studentteachers learnt about religion in the first part of the lesson in the previous week						
<b>Possible barriers to learning in the lesson</b>	Studentteachers might hold a biased view that religion offers very little source of skills and employment opportunities exist for humanity.						
<b>Lesson Delivery – chosen to support student teachers in achieving the outcomes</b>	<b>Face-to-face</b> [ √ ]	<b>Practical Activity</b> [ √ ]	<b>Work-Based Learning</b>	<b>Seminars</b> [ ]	<b>Independent Study</b>	<b>e-learning opportunities</b>	<b>Practicum</b>
<b>Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.</b>	<p><b>Face-to-face:</b> interaction will be utilized for this lesson. This will require student-teachers physical presence at lecture rooms for instruction.</p> <p><b>Practical Activity:</b> Student teachers will be engaged in a think-pair-share activity as part of the lesson.</p>						
<ul style="list-style-type: none"> <li><b>Overarching outcome, what you want the student teachers to achieve, serves as basis for the learning outcomes. An expanded version of the description.</b></li> <li><b>Write in full aspects of the NTS addressed</b></li> </ul>	By the end of the lesson, student-teachers will demonstrate an appreciation of functions and dysfunctions of religion and show commitment towards maximizing the positive effects of religion through the teaching of RME (NTS 1a, g, 2c)						
<ul style="list-style-type: none"> <li><b>Learning Outcome for the lesson, picked and developed from the course specification</b></li> <li><b>Learning indicators for each learning outcome</b></li> </ul>	<b>Learning Outcomes</b>			<b>Learning Indicators</b>		<b>Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?</b>	
	By the end of the lesson, student-teachers will be able to:						
	<ul style="list-style-type: none"> <li>a. Demonstrate skills in debating</li> <li>b. argue persuasively about the functions and dysfunctions of religion</li> <li>c. reflect on their own weaknesses in religious education</li> </ul>			<ul style="list-style-type: none"> <li>a. participation in debate</li> <li>b. make persuasive arguments on the functions and dysfunctions of religion</li> <li>c. write-up in reflective journal</li> </ul>		Collaborative/social skills, communicative skills, personal life skills will be enhanced by <ul style="list-style-type: none"> <li>a. students working in groups to form debating team</li> <li>b. student-teachers making persuasive arguments in a debate</li> <li>c. student-teachers making self-</li> </ul>	

			assessment of their rating as religiously educated persons	
<p><b>Topic Title:</b></p> <ul style="list-style-type: none"> <li>• Functions and Dysfunctions of Religion</li> <li>• The Religiously Educated Person</li> </ul>	<b>Sub-topic</b>	<b>Stage/time</b>	<b>Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent.</b>	
			<b>Teacher Activity</b>	<b>Student Activity</b>
	<b>Introduction</b>	15mins	<p><b>Practical Activity</b></p> <p>Tutor instructs student teachers to turn in their assignments from previous lesson.</p> <p>Tutor samples responses from submissions to introduce the lesson for the day</p>	<p><b>Practical Activity</b></p> <p>Student teachers turn in their assignments to tutor for grading.</p>
	<b>Functions and dysfunctions of religion</b>	1.45mins	<p><b>Face-to-face:</b></p> <p>Teacher introduces a debate activity by describing the challenge and modalities for participation</p> <p>Divides the class to two opposing sides and assign a debate motions to them</p> <p>Moderates a debate session on a motion: “religion has done more harm than good”</p> <p>Summarizes main arguments about the functions and dysfunctions of religion</p> <p><i>Ref: PD Handbook Theme 3</i></p>	<p><b>Face-to-face:</b></p> <p>Students do a preparatory investigation and group activity to build their arguments for or against the motion.</p> <p>Choose speakers for their groups</p> <p>Participate in the debate either as speakers or supporters</p> <p>Answer questions to build up summary of the subtopic</p>
<b>The religiously educated person</b>	1hour	<p><b>Practical Activity:</b></p> <p>Directs students teachers to brainstorming and/or think-pair-share activity to elicit student-teachers’ thought on who a religiously educated person is.</p> <p>Summarizes student-teachers’ ideas on the topic and work together with them to create a defining criteria.</p> <p><i>Ref: PD Handbook Theme 3</i></p>	<p><b>Practical Activity:</b></p> <p>Participate in brainstorming or think-pair-share activity to suggest characteristics of religiously educated persons</p> <p>Reflect on the criteria created and do a self-assessment of their status in religious education.</p> <p>Write a paragraph in their reflective journal about their status and areas of their lives needing improvement.</p>	
<b>Lesson assessments – evaluation of learning: of, for and as learning within the lesson</b>	<p><b>Reflective Essay</b></p> <p>Student reflective notes to be graded</p> <p>NTS to be addressed: 1a <i>Critically and collectively reflects to improve teaching and learning.</i></p> <p><b>Core skills to be developed:</b> collaborative and social skills, creativity and problem-solving skills, and communicative skills.</p>			

<b>Instructional Resources</b>	<a href="https://www.youtube.com/watch?v=plgb-3e8CWA">https://www.youtube.com/watch?v=plgb-3e8CWA</a> <a href="http://faculty.smcm.edu/ccraney/restricted/PDF/Basic_Characteristics_Relig.pdf">http://faculty.smcm.edu/ccraney/restricted/PDF/Basic_Characteristics_Relig.pdf</a>
<b>Required Text (core)</b>	Asare-Danso, S., Annobil, C. N., Afriyie, O., &Agyemang, M. (2014). <i>Religious and Moral Education for Colleges of Education</i> . Kumasi: Jerusalem Press. Annobil, C. N., (2018) <i>Religious and Moral Education for Colleges of Education and Universities</i> . Winneba: Franko Printing Press and Stationary.
<b>Additional Reading List</b>	Awuah, G. J., &Afriyie, O. (2005). <i>General Introduction to Religious and Moral Introduction for Colleges of Education and Higher Level Students</i> . Kumasi: Jerusalem Press. Yaokumah, J. H., Opoku, F. K., &Annobil, C. N. (2010). <i>Religious and moral education for basic school teacher</i> . Winneba: Institute for Educational Development and Extension.
<b>CPD needs</b>	Training on the use of deliberative pedagogy

# Lesson 6

Year of B.Ed.	2	Semester	1	Place of lesson in semester	1 2 3 4 5 <b>6</b> 7 8 9 10 11 12
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Title of Lesson	The concept of Morality				Lesson Duration	3 Hours	
Lesson description	This lesson provides an opportunity for student-teachers to obtain in-depth understanding of morality and its relevance in society. Student-teachers will be expected to use their understanding of the concept to create criteria for examining morally educated persons and solutions to promoting of moral values in Ghanaian society.						
Previous student teacher knowledge, prior learning (assumed)	Student-teachers have an appreciation of what is wrong and right based on the moral standards of their societies.						
Possible barriers to learning in the lesson	Student-teachers biases and projection of their own religious values above all others.						
Lesson Delivery – chosen to support student teachers in achieving the outcomes	Face-to-face [ √ ]	Practical Activity [ √ ]	Work-Based Learning	Seminars	Independent Study [ √ ]	e-learning opportunities	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	<p><b>Face-to-face:</b> interaction will be utilized for this lesson. This will require student-teachers physical presence at lecture rooms for instruction.</p> <p><b>Independent study:</b> A portion of the class will involve students undertaking an independent study and writing an essay.</p> <p><b>Practical Activity:</b> Part of the lesson will involve student teachers undertaking a group pyramid activity.</p>						
<ul style="list-style-type: none"> <li>Overarching outcome, what you want the student teachers to achieve, serves as basis for the learning outcomes. An expanded version of the description.</li> <li>Write in full aspects of the NTS addressed</li> </ul>	<p>At the end of the lesson, student-teachers will be able to demonstrate understanding of the concept of morality and use their ideas to suggest ways to promote moral values in our society (NTS 1e, 2c, 3e, h).</p>						
<ul style="list-style-type: none"> <li>Learning Outcome for the lesson, picked and developed from the course specification</li> <li>Learning indicators for each learning outcome</li> </ul>	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: <ul style="list-style-type: none"> <li>demonstrate understanding of morality and its relevance to society</li> <li>compose solution to the challenge of promoting moral values in Ghanaian society</li> </ul>	<ul style="list-style-type: none"> <li>explain the concept of morality and its relevance to societal cohesion</li> <li>a written essay proposing ideas on the promotion of moral values in our society</li> </ul>	<p><b>Creativity and problem solving skills</b> will be developed through students writing of a solution focused essay. <b>Collaborative and social skills</b> will be developed through working with peers in a group activity. <b>Communicative skills</b> will be developed through student-teachers’ oral defense of their thoughts on moral dilemma and also their writing of an essay.</p>				

	c. develop skills in creating criteria for assessing human development		c. write a criteria for assessing morally educated persons	
<p><b>Topic Title:</b></p> <ul style="list-style-type: none"> <li>• Meaning</li> <li>• Importance of Morality</li> <li>• Promoting Moral Values in the Society</li> <li>• The Morally Educated Person</li> </ul>	<b>Sub-topic</b>	<b>Stage/time</b>	<b>Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent.</b>	
			<b>Teacher Activity</b>	<b>Student Activity</b>
	Meaning of morality	45mins	<p><b>Face-to-face</b> Using <b>story telling strategy</b>, Tutor introduces the lesson with a <b>Moral Dilemma</b> and elicits student-teachers individual decisions in the hypothetical situations through questioning. <i>(Tutor could take submissions through digital platforms)</i></p> <p>Teacher uses responses to explain morality and how it shapes thoughts and actions of individuals in a given society.</p> <p><i>Ref: PD Handbook Theme 1 p.35 PD Handbook Theme 2 p.7</i></p>	<p><b>Face-to-face</b> Student-teachers participate by listening and jotting points from the moral dilemma being narrated.</p> <p>They also provide responses to tutors questions about their opinions in the hypothetical situation. They ask clarification questions to understand the concept of morality.</p>
	Importance of Morality	30 mins	<p><b>Face-to-face:</b> Using “<b>building on What others’ say</b>” strategy, Tutor engages student-teachers to discuss importance of morality to the Ghanaian society and beyond. <i>Ref: PD Handbook Theme 3: 75</i></p>	<p><b>Face-to-face</b> Students participate in activity by making oral contributions to build on others’ arguments.</p>
	Promoting Moral Values in the society	1hr	<p><b>Independent study:</b> Tutor directs student-teachers to investigate and compose a solution focused essay on how moral values could be promoted in the society.</p>	<p><b>Independent study:</b> Student-teachers brainstorm and individually compose an essay on how moral values could be promoted in the society</p>
	The Morally Educated Person	45mins	<p><b>Practical Activity:</b> Teacher leads a Pyramid Grouping activity to generate a criterion for assessing a morally educated person.  <i>Ref: PD Handbook Theme 4 1A</i></p>	<p><b>Practical Activity:</b> Student-teachers follow tutor’s direction to individually write their criteria for defining a morally educated person, share, and refine in pairs, in fours, eights etc</p>
<b>Lesson assessments – evaluation of learning: of, for and as learning within the lesson</b>	<p><b>Essay</b> Students’ essay on how moral values could be promoted in society may be submitted and graded.</p> <p><b>NTS to be addressed:</b> 1g <i>Sees his or her role as a potential agent of change in the school, community and country.</i></p> <p><b>Core skills to be developed:</b> collaborative and social skills, creativity and problem-solving skills, and communicative skills.</p>			
<b>Instructional Resources</b>	Cardboards, Markers, Answer sheets ICT tools			
<b>Required Text (core)</b>	Gyekye, K. (1996). <i>African Cultural Values- An Introduction</i> . Accra: Sankofa Publishing Company.			

<b>Additional Reading List</b>	<p>Asare-Danso, S., Annobil, C. N., Afriyie, O., &amp;Agyemang, M. (2014).<i>Religious and Moral Education for Colleges of Education</i>. Kumasi: Jerusalem Press.</p> <p>Annobil, C. N., (2018) <i>Religious and Moral Education for Colleges of Education and Universities</i>. Winneba: Franko Printing Press and Stationary.</p> <p>Awuah, G. J., &amp;Afriyie, O. (2005). <i>General Introduction to Religious and Moral Introduction for Colleges of Education and Higher Level Students</i>. Kumasi: Jerusalem Press.</p> <p>Yaokumah, J. H., Opoku, F. K., &amp;Annobil, C. N. (2010). <i>Religious and moral education for basic school teacher</i>. Winneba: Institute for Educational Development and Extension.</p>
<b>CPD needs</b>	Training on the use of story telling and Moral Dilemmas to facilitate learning

# Lesson 7

Year of B.Ed.	2	Semester	1	Place of lesson in semester	1 2 3 4 5 6 <b>7</b> 8 9 10 11 12
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<b>Title of Lesson</b>	The concept of Education				<b>Lesson Duration</b>	<b>3 Hours</b>	
<b>Lesson description</b>	This course avails opportunity for student-teachers to obtain in-depth understanding of the concept of Education and relate such knowledge to contrasting religious education from moral education, in order to reflect the professional expectations for teaching RME						
<b>Previous student teacher knowledge, prior learning (assumed)</b>	Studentteachers have learnt about the concept of education in their pedagogy class						
<b>Possible barriers to learning in the lesson</b>	Studentteachers could see this topic as something they already know and might not provide the needed attention.						
<b>Lesson Delivery – chosen to support student teachers in achieving the outcomes</b>	Face-to-face [ √ ]	Practical Activity [ √ ]	Work-Based Learning	Seminars	Independent Study	e-learning opportunities	Practicum
<b>Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.</b>	<p><b>Face-to-face:</b> interaction will be utilized for this lesson. This will require student-teachers physical presence at lecture rooms for instruction.</p> <p><b>Practical Activity:</b> Student-teachers will be offered an opportunity in the lesson to do a practical activity of creative drawing.</p>						
<ul style="list-style-type: none"> <li><b>Overarching outcome, what you want the student teachers to achieve, serves as basis for the learning outcomes. An expanded version of the description.</b></li> <li><b>Write in full aspects of the NTS addressed</b></li> </ul>	At the end of the lesson, studentteachers will demonstrate understanding of the concept of education to distinguish religious education from moral education and commit to maximizing educational value of religious and moral education (NTS 1a, 2c, 3c,j).						
<ul style="list-style-type: none"> <li><b>Learning Outcome for the lesson, picked and developed from the course specification</b></li> <li><b>Learning indicators for each learning outcome</b></li> </ul>	<b>Learning Outcomes</b>	<b>Learning Indicators</b>			<b>Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?</b>		
	<p><b>By the end of the lesson, student-teacher will be able to :</b></p> <ol style="list-style-type: none"> <li><b>Demonstrate knowledge and understanding of the concept</b></li> <li><b>Distinguish among the three types of education</b></li> <li><b>Appreciate the contrast between religious education and moral education</b></li> </ol>	<ol style="list-style-type: none"> <li>Explain the concept of education</li> <li>Sketch images to represent the types of education</li> <li>Reflect on the complexity of basing moral education on religion and commit to working within acceptable professional practice</li> </ol>	<p><b>Creativity and innovative skills</b> will be developed through studentteachers’ creation of sketches.</p> <p><b>Communicative skills</b> will be developed through their oral contribution in class</p>				

<b>Topic Title:</b> <ul style="list-style-type: none"> <li>• Meaning</li> <li>• Types &amp; characteristics of Education</li> <li>• Religious Education</li> <li>• Moral Education</li> </ul>	Sub-topic	Stage/time	Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent.	
			Teacher Activity	Student Activity
	Meaning	40mins	<p><b>Face-to-face:</b> Teacher introduces studentteachers to topic and use brainstorming strategy to elicit their ideas about education.</p> <p>Teacher reads/listen to students' submissions and directs discussion towards emphasizing that no single definition concisely represents education.</p> <p>Ref: PD Handbook Theme 2</p>	<p><b>Face-to-face:</b> Students think and suggest their own definitions of education</p> <p>They say out/write their definitions and participate in discussion to refine their thoughts on the subject.</p>
	Types & Characteristics	1hr40mins	<p><b>Practical Activity:</b> Since this sub-topic has been treated in a pedagogy course in Level 100, Teacher instructs student-teachers to sketch three images that represent the three types of education.</p> <p>Tutor guides a discussion session where student-teachers present their images and explain distinguishing features that make them demonstrate the type of education they represent.</p>	<p><b>Practical Activity</b> Student teachers make paper and pencil sketches to represent the various types of education.</p> <p>They show their images and explain how they qualify to represent the types of education.</p>
	Religious Education & Moral Education	40mins	<p><b>Face-to-face:</b> Tutor follows the directions of gives a buzz lecture and task student-teachers to identify and jot down key issues that are mentioned.</p> <p><i>Ref: PD Handbook theme 2 p.9</i></p>	<p><b>Face-to-face</b> Student-teachers follow tutor's instruction to listen and jot down key issues mentioned in the buzz lecture.</p> <p>The respond to questions to clarify their thoughts and distinguish between Religious Education and Moral Education.</p> <p>Write reflective notes about the complexity of basing the teaching of morality on religion showing how they will commit to working within the domain of professional practice.</p>

<b>Lesson assessments – evaluation of learning: of, for and as learning within the lesson</b>	<b>Reflective Essay</b> Student teachers’ reflective essays will be scored  NTS to be addressed: 3a <i>Plans and delivers varied and challenging lessons, showing a clear grasp of the intended outcomes of their teaching.</i> <b>Core skills to be developed:</b> creativity and innovative skills, and communicative skills.
<b>Instructional Resources</b>	Drawing sheets & materials Colour pencils Note books
<b>Required Text (core)</b>	Abroampa, W. K., & Addai-Mununkum, R. (2017). <i>Rudiments of Curriculum &amp; Social Change</i> . Accra, Ghana. Yaokumah, J. H., Opoku, F. K., & Annobil, C. N. (2010). <i>Religious and moral education for basic school teacher</i> . Winneba: Institute for Educational Development and Extension.
<b>Additional Reading List</b>	Asare-Danso, S., Annobil, C. N., Afriyie, O., & Agyemang, M. (2014). <i>Religious and Moral Education for Colleges of Education</i> . Kumasi: Jerusalem Press. Annobil, C. N., (2018) <i>Religious and Moral Education for Colleges of Education and Universities</i> . Winneba: Franko Printing Press and Stationary. Auwah, G. J., & Afriyie, O. (2005). <i>General Introduction to Religious and Moral Introduction for Colleges of Education and Higher Level Students</i> . Kumasi: Jerusalem Press.
<b>CPD needs</b>	Training on the use of deliberative pedagogy

# 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
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<b>Title of Lesson</b>	Indoctrination in Religious and Moral Education				<b>Lesson Duration</b>	<b>3 Hours</b>	
<b>Lesson description</b>	This lesson of the Introduction to RME course focuses on the concept of indoctrination. Student-teachers will be provided with opportunities to learn about the history, nature, and forms of indoctrination, as well as how it can be avoided in RME classes.						
<b>Previous student teacher knowledge, prior learning (assumed)</b>	Student-teachers understand the concept of education which is a contrast to the concept of indoctrination						
<b>Possible barriers to learning in the lesson</b>	Student-teachers hold ideas that indoctrinating children with religious values is appropriate.						
<b>Lesson Delivery – chosen to support student teachers in achieving the outcomes</b>	Face-to-face [ ✓ ]	Practical Activity	Work-Based Learning	Seminars	Independent Study [ ✓ ]	e-learning opportunities [ ✓ ]	Practicum
<b>Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.</b>	<p><b>Face-to-face:</b> Will be utilized for students’ classroom activities including jigsaw, group-based and talk-for-learning approaches.</p> <p><b>e-learning opportunities:</b> will be provided for student-teachers to search for information using technological tools</p> <p><b>Independent study:</b> Will be utilized through student-teachers’ writing of a reflective essay after the lesson.</p>						
<ul style="list-style-type: none"> <li><b>Overarching outcome, what you want the student teachers to achieve, serves as basis for the learning outcomes. An expanded version of the description.</b></li> <li><b>Write in full aspects of the NTS addressed</b></li> </ul>	By the end of the lesson, student-teachers will demonstrate knowledge and understanding of the concept of indoctrination to show its’ pervasive nature, and how it can be avoided in teaching RME (NTS 1a, 2c, 3g,h)						
<ul style="list-style-type: none"> <li><b>Learning Outcome for the lesson, picked and developed from the course specification</b></li> <li><b>Learning indicators for each learning outcome</b></li> </ul>	<b>Learning Outcomes</b>	<b>Learning Indicators</b>		<b>Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?</b>			
	By the end of the lesson, student teachers will be able to: <ul style="list-style-type: none"> <li>a. Demonstrate understanding of indoctrination and the forms it can take in RME classes</li> <li>b. Show an appreciation of how teachers’ pedagogical practices can promote indoctrination</li> <li>c. Reflect on classroom experiences and compose ideas about handling</li> </ul>	<ul style="list-style-type: none"> <li>a. Describe how an instructional intent and content of a lesson could facilitate indoctrination</li> <li>b. Explain at least three instances where teachers’ pedagogical choices could promote indoctrination</li> </ul>	<b>Critical thinking &amp; problem solving skills communicative skills, life-long learning &amp; personal skills, literacy</b> will be developed through student-teachers’ active participation in activities throughout the lesson and writing of reflective essay on indoctrination. <b>Digital literacy</b> will be enhanced through student-teachers’ use of digital resources to find information.				

	indoctrinating situations more professionally		c. Reflective essay on indoctrination	
<p><b>Topic Title:</b></p> <ul style="list-style-type: none"> <li>• Meaning of Indoctrination</li> <li>• Processes of Indoctrination</li> <li>• Indoctrination and Religious and Moral Education (Similarities and Differences)</li> <li>• Ways of Avoiding Indoctrination in</li> </ul>	<b>Sub-topic</b>	<b>Stage/time</b>	<b>Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent.</b>	
			<b>Teacher Activity</b>	<b>Student Activity</b>
	Meaning of Indoctrination	45mins	<p><b>e-learning:</b> Instructs student-teachers to do an internet search for the meaning of the term “indoctrination”</p> <p>Group students by mixed ability; supply each group with reading text (an excerpt from Momanu (2012) p.88-89), and task students to read and make notes.</p> <p>Lead a discussion to explain the etymology &amp; meaning of the term indoctrination.</p> <p><i>Ref: PD Handbook Theme 4</i></p>	<p><b>e-learning:</b> Student-teachers do an internet search and note down their understanding of the term indoctrination</p> <p>Student-teachers join mixed-ability groups to read given text and make notes</p> <p>Participate in discussion by posing and answering questions to clarify the ideas about indoctrination.</p>
Indoctrination through intention and content of instruction	45 mins	<p><b>Face-to-face:</b> Tutor initiates a Buzz-lecture to introduce student-teachers to “intention” and “content” as two means by which indoctrination occurs.</p> <p>Using talk-for-learning approaches (always, sometimes, never true) Tutor together with student-teachers, discuss how teachers’ purpose for teaching RME and the content of RME could facilitate the process of indoctrination.</p> <p><i>Ref: PH Handbook Theme 3 PD Handbook Theme 2</i></p>	<p><b>Face-to-face</b> Student teachers write notes from the buzz-lecture and ask/answer questions to deliberate on “intention” and “content” as means of indoctrination.</p> <p>Contribute by mentioning RME content areas that have the potential to be used to indoctrinate</p>	
Indoctrination through methods of instruction	1h30mins	<p><b>Face-to-face:</b> Tasks students to return to their mixed ability groups and supply them with reading text (excerpt from Momano (2012) p.92-93). Assign student teachers to a</p>	<p><b>Face-to-face</b> Student teachers join their mixed-ability groups to read their assign text. They jot down notes individually on scenarios in RME classes where their assigned forms of indoctrination are possible.</p>	

			<p>number of the types of indoctrination and task them to summarize scenario in RME classes where these are possible.</p> <p>Use jigsaw activity to regroup student-teachers for presentation to their peers</p> <p><i>Ref: PD Handbook Theme 4</i></p>	<p>They regroup during the jigsaw activity to present the findings to their colleagues in other groups and facilitate exchange of ideas.</p>
	Avoiding Indoctrination in RME	Homework	<p><b>Independent study:</b> Create guidelines and instruct student-teachers to write a reflective paper in which <b>student-teachers</b> reflect on an experience during STS when they believe a teacher was indoctrinating and they will act differently in similar situations.</p>	<p><b>Independent study:</b> Student-teachers write reflective essay for assessment and add to their portfolio</p>
<b>Lesson assessments – evaluation of learning: of, for and as learning within the lesson</b>	<p><b>Reflective Essay</b> Studentteachers’ reflective essay may be submitted and assessed.</p> <p><b>NTS to be addressed:</b> 1a <i>Critically and collectively reflects to improve teaching and learning</i> <b>Core skills to be developed:</b> Critical thinking &amp; problem solving skills, communicative skills, life-long learning &amp; personal skills, literacy &amp; digital literacy</p>			
<b>Instructional Resources</b>	<p>Excerpt of article printed on sheets of paper Smart phones or internet connected computer Markers &amp; cardboards</p>			
<b>Required Text (core)</b>	<p>Momanu, M. (2012). The pedagogical dimension of indoctrination: Criticism of indoctrination and the constructivism in education. <i>Meta: Research in Hermeneutics, Phenomenology, and Practical Philosophy, 1 (IV)</i>, 88–105. Hyperlink: <a href="https://www.researchgate.net/profile/Mariana_Momanu/publication/282731353_The_Pedagogical_Dimension_of_Indoctrination_Criticism_of_Indoctrination_and_the_Constructivism_in_Education/links/561a452d08ae78721f9f63c2/The-Pedagogical-Dimension-of-Indoctrination-Criticism-of-Indoctrination-and-the-Constructivism-in-Education.pdf">https://www.researchgate.net/profile/Mariana_Momanu/publication/282731353_The_Pedagogical_Dimension_of_Indoctrination_Criticism_of_Indoctrination_and_the_Constructivism_in_Education/links/561a452d08ae78721f9f63c2/The-Pedagogical-Dimension-of-Indoctrination-Criticism-of-Indoctrination-and-the-Constructivism-in-Education.pdf</a> Yaokumah, J. H., Opoku, F. K., &amp; Annobil, C. N. (2010). <i>Religious and moral education for basic school teacher</i>. Winneba: Institute for Educational Development and Extension.</p>			
<b>Additional Reading List</b>	<p>Asare-Danso, S., Annobil, C. N., Afriyie, O., &amp; Agyemang, M. (2014). <i>Religious and Moral Education for Colleges of Education</i>. Kumasi: Jerusalem Press. Annobil, C. N., (2018) <i>Religious and Moral Education for Colleges of Education and Universities</i>. Winneba: Franko Printing Press and Stationary. Awuah, G. J., &amp; Afriyie, O. (2005). <i>General Introduction to Religious and Moral Introduction for Colleges of Education and Higher Level Students</i>. Kumasi: Jerusalem Press.</p>			
<b>CPD needs</b>	<p>Training on the use of ICT resources in the classroom</p>			

# Lesson 9

Year of B.Ed.	2	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 <b>9</b> 10 11 12
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<b>Title of Lesson</b>	Religious Sources of Morality						<b>Lesson Duration</b>	<b>3 Hours</b>
<b>Lesson description</b>	This lesson creates an opportunity for student-teachers to engage with resource persons to deliberate on religious sources of morality. Using a seminar delivery mode, tutor will engage resource persons in a panel discussion on the topic to incite an appreciation of religious pluralism in teaching.							
<b>Previous student teacher knowledge, prior learning (assumed)</b>	Student-teachers learnt about moral values in lesson 6.							
<b>Possible barriers to learning in the lesson</b>	Student-teachers biases make them prioritize values from their own religions over others.							
<b>Lesson Delivery – chosen to support student teachers in achieving the outcomes</b>	<b>Face-to-face [ v ]</b>	<b>Practical Activity</b>	<b>Work-Based Learning</b>	<b>Seminars [ v ]</b>	<b>Independent Study [ v ]</b>	<b>e-learning opportunities [ v ]</b>	<b>Practicum</b>	
<b>Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.</b>	<p><b>Face-to-face:</b> Will be utilized for seminar</p> <p><b>Seminar:</b> Will be utilized through the use of resource persons for a panel discussion.</p> <p><b>e-learning opportunities:</b> will be provided for student-teachers through their use of technological tools in recording seminar</p> <p><b>Independent study:</b> Will be utilized through student-teachers’ writing of an essay after the lesson.</p>							
<ul style="list-style-type: none"> <li><b>Overarching outcome, what you want the student teachers to achieve, serves as basis for the learning outcomes. An expanded version of the description.</b></li> <li><b>Write in full aspects of the NTS addressed</b></li> </ul>	<p>By the end of the lesson, studentteachers will demonstrate an appreciation of how values of varied religions converge to provide universal moral codes, and use such understanding to promote religious pluralism in their classrooms (NTS 2f,3f)</p>							
<ul style="list-style-type: none"> <li><b>Learning Outcome for the lesson, picked and developed from the course specification</b></li> <li><b>Learning indicators for each learning outcome</b></li> </ul>	<b>Learning Outcomes</b>	<b>Learning Indicators</b>			<b>Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?</b>			
	<p><b>By the end of the lesson, student-teachers will be able to:</b></p> <ul style="list-style-type: none"> <li>a. Demonstrate understanding of how varied religions contribute to the creation of values in the society</li> <li>b. Show how values from the three religions</li> </ul>	<ul style="list-style-type: none"> <li>a. Questions and contributions at the end of the seminar</li> <li>b. Essay to be written as after the seminar as homework</li> </ul>	<p><b>Literacy and communicative skills, life-long learning &amp; personal skills,</b> will be developed through students listening to seminar, jotting down notes, asking questions and writing an essay after the seminar. <b>Digital literacy skills</b> will be developed through student-teachers’ use of technological tools to record the seminar. <b>Equity and inclusivity</b> will be addressed by the invitation of resource persons from the 3 religions.</p>					

	converge to provide universal moral codes.			
<b>Topic Title:</b> <ul style="list-style-type: none"> <li>• Islamic Sources</li> <li>• African Traditional Sources</li> <li>• Implications of the Sources for Teaching RME</li> </ul>	<b>Sub-topic</b>	<b>Stage/time</b>	<b>Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent.</b>	
			<b>Teacher Activity</b>	
	Introduction	15mins	<b>Face-to-face:</b> Tutor introduces the lesson by inviting student teachers to present their assignments from previous lesson.  Tutor samples student teacher submissions and connect them to the seminar for the day.  He introduces guests invited and the roles/expectations from student-teachers	<b>Face-to-face</b> Student teachers turn in their assignments from previous lessons.  Student-teachers participate by listening to tutors instructions and perform appropriate gestures to welcome guests to their class
	Seminar	2hours	<b>Seminar:</b> Tutor acts as a moderator and engages 3 resource persons in a panel discussion about religious sources of morality. These guests should be persons who are well vexed in Christianity, Islam and Traditional Religion. Tutor should provide the agenda for the discussion ahead of time in order for them to prepare to deliver  Tutor regulates student-teachers' use of recording devices to ensure they do not disrupt the seminar	<b>Seminar:</b> Student-teachers watch and listen to the seminar, jotting down notes and questions to be asked after the presentations.  Student teachers use appropriate technology to record the seminar using tools such as audio recording applications on smartphones and/or video recorders.
	Questions & Answers	45mins	<b>Face-to-face:</b> Tutor invites student-teachers to ask questions or contribute to the discussion about religious sources of moral values.	<b>Face-to-face</b> Student-teachers ask questions and make oral contributions relating to religious sources of morality
<b>Lesson assessments – evaluation of learning: of, for and as learning within the lesson</b>	<b>Assignment</b> Student-teachers could be tasked to write an essay identifying values that are common to the three religions to show how they converge to provide universal moral codes.  <b>NTS to be addressed:</b> <i>2f Takes accounts of and respects learners' cultural, linguistic, socio-economic and educational backgrounds in planning and teaching.</i> <b>Core skills to be developed:</b> literacy and communicative skills, life-long learning & personal skills, and digital literacy			
<b>Instructional Resources</b>	Resource Persons Audio & video recorders Public address system Convenient venue and appropriate set-up			

<b>Required Text (core)</b>	Yaokumah, J. H., Opoku, F. K., & Annobil, C. N. (2007). <i>Religious and moral education for basic school teacher</i> . Winneba: Institute for Educational Development and Extension
<b>Additional Reading List</b>	Asare-Danso, S., Annobil, C. N., Afriyie, O., & Agyemang, M. (2014). <i>Religious and Moral Education for Colleges of Education</i> . Kumasi: Jerusalem Press. Annobil, C. N., (2018) <i>Religious and Moral Education for Colleges of Education and Universities</i> . Winneba: Franko Printing Press and Stationary. Awuah, G. J., & Afriyie, O. (2005). <i>General Introduction to Religious and Moral Introduction for Colleges of Education and Higher Level Students</i> . Kumasi: Jerusalem Press.
<b>CPD needs</b>	Training on the use of resource persons in college classes

# Lesson 10

Year of B.Ed.	2	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 <b>10</b> 11 12
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Title of Lesson	Non-Religious (Secular) Sources of Morality				Lesson Duration	3 Hours	
Lesson description	This lesson creates an opportunity for student-teachers to engage with resource persons to deliberate on non-religious sources of morality. Using a seminar delivery mode, tutor will engage resources persons in a panel discussion on the topic to incite an appreciation of consensus building in defining societal moral codes.						
Previous student teacher knowledge, prior learning (assumed)	Student-teachers learnt about religious sources of morality in previous lesson.						
Possible barriers to learning in the lesson	Studentteachers could be more loyal to values emanating from their religious faith and could show less interest in secular sources of morality						
Lesson Delivery – chosen to support student teachers in achieving the outcomes	Face-to-face [ √ ]	Practical Activity	Work-Based Learning	Seminars [ √ ]	Independent Study [ √ ]	e-learning opportunities [ √ ]	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	<p><b>Face-to-face:</b> Will be utilized for seminar</p> <p><b>Seminar:</b> Will be utilized through the use of resource persons for a panel discussion.</p> <p><b>e-learning opportunities:</b> Will be provided for student-teachers through their use of technological tools in recording seminar</p> <p><b>Independent study:</b> Will be utilized through student-teachers’ writing of an essay after the lesson.</p>						
<ul style="list-style-type: none"> <li>Overarching outcome, what you want the student teachers to achieve, serves as basis for the learning outcomes. An expanded version of the description.</li> <li>Write in full aspects of the NTS addressed</li> </ul>	By the end of the lesson, studentteachers will demonstrate an appreciation of how consensus is built in the creation of societal values and use such understanding to promote religious pluralism in their classrooms (NTS 2f,3f)						
<ul style="list-style-type: none"> <li>Learning Outcome for the lesson, picked and developed from the course specification</li> <li>Learning indicators for each learning outcome</li> </ul>	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:				Literacy and communicative skills, life-long learning & personal skills, Critical thinking & problem solving skills will be developed through student-teachers listening to seminar, jotting down notes, asking questions and writing an essay after the seminar. <b>Digital literacy</b>		
	a. Demonstrate understanding of processes involved in the creation of non-religious values	a. Questions and contributions at the end of the seminar					
	b. Show how to build	b. Essay to be written as after the seminar as homework					

	consensus around creating bye-laws in their classrooms		<b>skills</b> will be developed through student-teachers' use of technological tools to record the seminar. <b>Equity and inclusivity</b> will be addressed by the invitation of resource persons from varied law creation institutions, backgrounds, and social stratifications.
<b>Face-to-face:</b>		<b>Stage/time</b>	<b>Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent.</b>
			<b>Teacher Activity</b>
			<b>Student Activity</b>
	Introduction	15mins	<p><b>Face-to-face:</b></p> <p>Tutor introduces the lesson by inviting student teachers to present their assignments from previous lesson.</p> <p>Tutor samples student teacher submissions and connect it to the seminar for the day.</p> <p>He/She introduces guests invited and the roles/expectations from student-teachers</p>
	Seminar	2hours	<p><b>Seminar:</b></p> <p>Tutor acts as a moderator and engages 3 resource persons in a panel discussion about non-religious sources of morality. These guests should preferably be a member of Parliament/District assembly, and or traditional ruler who are well vexed in the process of creating laws, regulations that govern our society. Tutor should provide the agenda for the discussion ahead of time in order for them to prepare to deliver</p> <p>Tutor regulates student-teachers' use of recording devices to ensure they do not disrupt the seminar</p> <p>In inviting resource person, tutor should consciously include women and persons with disability to address inclusivity</p>

	Questions & Answers	45mins	<b>Face-to-face:</b> Tutor invites student-teachers to ask questions or contribute to the discussion about non-religious sources of moral values.	<b>Face-to-face</b> Student-teachers ask questions and make oral contributions relating to religious sources of morality
<b>Lesson assessments – evaluation of learning: of, for and as learning within the lesson</b>	<p><b>Assignment</b> Studentteachers should be tasked to write an essay on how they will follow acceptable procedure to create classroom rules and regulations through consensus building.</p> <p><b>NTS to be addressed:</b> 3d <i>Manages behaviour and learning with small and large classes.</i></p> <p><b>Core skills to be developed:</b> Critical thinking &amp; problem solving, literacy and communicative skills, life-long learning &amp; personal skills, and digital literacy</p>			
<b>Instructional Resources</b>	<p>Resource Persons Audio &amp; video recorders Public address system Convenient venue and appropriate set-up</p>			
<b>Required Text (core)</b>	Yaokumah, J. H., Opoku, F. K., & Annobil, C. N. (2010). <i>Religious and moral education for basic school teacher</i> . Winneba: Institute for Educational Development and Extension			
<b>Additional Reading List</b>	<p>Asare-Danso, S., Annobil, C. N., Afriyie, O., &amp; Agyemang, M. (2014). <i>Religious and Moral Education for Colleges of Education</i>. Kumasi: Jerusalem Press.</p> <p>Annobil, C. N., (2018) <i>Religious and Moral Education for Colleges of Education and Universities</i>. Winneba: Franko Printing Press and Stationary.</p> <p>Awuah, G. J., &amp; Afriyie, O. (2005). <i>General Introduction to Religious and Moral Introduction for Colleges of Education and Higher Level Students</i>. Kumasi: Jerusalem Press.</p>			
<b>CPD needs</b>	Training on the use of resource persons in college classes			

# Lesson 11

Year of B.Ed.	2	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 <b>11</b> 12
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Title of Lesson	Spiritual Development and Religious growth of young people I				Lesson Duration	3 Hours	
Lesson description	This lesson seeks to introduce student-teachers to the meaning and nature of spirituality as well as spirituality and religious growth of young people. The focus of the lesson will be on assisting student teachers to understanding the differences between spiritual development and religious growth of young people and their implications for teaching RME.						
Previous student teacher knowledge, prior learning (assumed)	Student-teachers continue to exhibit acts of spirituality and religious growth at home, school and church.						
Possible barriers to learning in the lesson	Student-teachers hold different conceptions about their own religious and spiritual growth. Student-teachers may have <b>geographic, ethnic religious differences</b> .						
Lesson Delivery – chosen to support student teachers in achieving the outcomes	Face-to-face [ √ ]	Practical Activity	Work-Based Learning	Seminars [ ]	Independent Study	e-learning opportunities [ √ ]	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	<p><b>Face-to-face:</b> This lesson requires students physical presence in classroom for face-to-face interaction</p> <p><b>E-learning:</b> Opportunities will be created in the lesson to enable student-teachers practice their skills in creating powerpoint slides.</p> <p><b>Practical Activity:</b> Student-teachers will engage</p>						
<ul style="list-style-type: none"> <li>Overarching outcome, what you want the student teachers to achieve, serves as basis for the learning outcomes. An expanded version of the description.</li> <li>Write in full aspects of the NTS addressed</li> </ul>	<p>By the end of the lesson, student-teachers will be able to distinguish between spirituality and religious growth and justify why such knowledge is useful for their future roles as RME teachers. (NTS 1a, 2c, f 3f)</p>						
<ul style="list-style-type: none"> <li>Learning Outcome for the lesson, picked and developed from the course specification</li> <li>Learning indicators for each learning outcome</li> </ul>	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-teacher will be able to: <ul style="list-style-type: none"> <li>Explain the terms spirituality and religious growth</li> <li>demonstrate knowledge and understanding of the spiritual and religious growth of their pupils</li> <li>justify the need for the study of spiritual development and the religious growth of pupils.</li> </ul>	<ul style="list-style-type: none"> <li>Distinguish by mentioning at least 3 differences between religious and spiritual practices</li> <li>Explain to a layperson differences between spiritual development and religious growth of pupils</li> <li>Engage in a debate to justify why study of spiritual development and the religious growth of pupils is important</li> </ul>	<p><b>Life-long learning</b> will be developed through the writing of reflective entries in their journals.</p> <p><b>Communicative skills</b> will be developed through participation in group activities and presentations.</p>				

<b>Topic Title:</b> <ul style="list-style-type: none"> <li>• Meaning of spirituality</li> <li>• Nature of Spirituality</li> <li>• Spirituality and Religious Growth</li> </ul>	Sub-topic	Stage/time	Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent.	
			Teacher Activity	Student Activity
	Introduction	15mins	<b>Face-to-face:</b> Tutor introduces the lesson by inviting student teachers to present their assignments from previous lesson.  Tutor samples student teacher submissions and connect it to the lesson for the day.	<b>Face-to-face</b> Student teachers turn in their assignments from previous lessons.
	Meaning and Nature of Spirituality	30 Minutes	<b>Practical Activity</b> Tutor gives student teachers a lecture on meaning and nature of spirituality, after which they pair with their peers in a <b>think-pair-share</b> activity, where they share stories about their individual spiritual development	<b>Practical Activity:</b> Student teachers Participate in think-pair-share activity by sharing stories about their personal spiritual development
	Religious, Spiritual and Secular Practices	30 minutes	<b>Face-to-face</b> Using pictures, charts, video clips, etc tutors demonstrate to student teachers some religious, spiritual and secular practices etc.  Tutors to use the pictures, charts, video etc, to teach differences and similarities among these practices.	<b>Face-to-face</b> Student-teachers write down examples of religious, spiritual and secular practices and read them out when called upon  They join in a discussion about religious and spiritual practices and make arguments to explain how these practices can promote their spiritual development
	Religious and Spiritual Values	1 hr	<b>Practical Activity</b> Tutor assigns student teachers to in groups and instructs them to identify and document the dominant religions and spiritual values	<b>Practical Activity</b> Student teachers works in groups in order to identify and document the dominant religions
	Relationship between and among Spirituality and Religious Growth	45mins	<b>Face-to-face</b> Tutors engage students to discuss relationship between spirituality and religious growth of pupils and their implications for teaching RME	<b>Face-to-face:</b> Student teachers participate in discussion. They also reflect and write in the journals, narratives of their own spiritual growth and how that can impact their teaching of RME
<b>Lesson assessments – evaluation of learning: of, for and as learning within the lesson</b>	<b>Reflective Essay</b> Student teachers reflect and write in their journals, narratives of their own spiritual growth and how that can impact their teaching of RME  <b>NTS to be addressed:</b> 2c Has secure content knowledge, pedagogical knowledge and pedagogical content knowledge for the school and grade they teach in. <b>Core skills to be developed:</b> Creativity, life-long learning, communicative skills			
<b>Instructional Resources</b>				

<b>Required Text (core)</b>	<p>Zinnbauer, B. J., Pargament, K. I., Cole, B., Rye, M. S., Butter, E. M., Belavich, T. G., ... Kadar, J. L. (1997). Religion and Spirituality: Unfuzzifying the Fuzzy. <i>Journal for the Scientific Study of Religion</i>, 36(4), 549. <a href="https://doi.org/10.2307/1387689">https://doi.org/10.2307/1387689</a></p> <p>Masango, M. J. (2006). African spirituality that shapes the concept of Ubuntu. <i>Verbum et Ecclesia</i>, 27(3), 930–943.</p>
<b>Additional Reading List</b>	<p>Asare-Danso, S., Annobil, C. N., Afriyie, O., &amp;Agyemang, M. (2014). <i>Religious and Moral Education for Colleges of Education</i>. Kumasi: Jerusalem Press.</p> <p>Annobil, C. N., (2018) <i>Religious and Moral Education for Colleges of Education and Universities</i>. Winneba: Franko Printing Press and Stationary.</p> <p>Awuah, G. J., &amp;Afriyie, O. (2005). <i>General Introduction to Religious and Moral Introduction for Colleges of Education and Higher Level Students</i>. Kumasi: Jerusalem Press.</p> <p>King, P. E., &amp;Boyatzis, C. J. (2004). Exploring Adolescent Spiritual and Religious Development: Current and Future Theoretical and Empirical Perspectives. <i>Applied Developmental Science</i>, 8(1), 2–6. <a href="https://doi.org/10.1207/S1532480XADS0801_1">https://doi.org/10.1207/S1532480XADS0801_1</a></p>
<b>CPD needs</b>	<p>Training on the use of ICT resources in classroom. Collaborative research. Informal dialogue. Mentoring. Peer observation in classroom. Coaching</p>

# 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 <b>12</b>
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<b>Title of Lesson</b>	Spiritual Development and Religious growth of young people II				<b>Lesson Duration</b>	<b>3 Hours</b>	
<b>Lesson description</b>	This second part of the lesson builds upon the previous lesson to introduce student-teachers to factors that shape the religious growth and spirituality of children/adolescents as well as ways of expressing their spirituality. The focus of the lesson will be on assisting student teachers to understanding the factors of spiritual development and religious growth of young people and their implications for teaching RME.						
<b>Previous student teacher knowledge, prior learning (assumed)</b>	Student-teachers have been introduced to the nature of spirituality as well as religious and spiritual practices and their values.						
<b>Possible barriers to learning in the lesson</b>	Student teachers may have difficulty in differentiating between acts of spirituality and religious growth of young people Student teachers may have difficulty in transferring religious and spiritual concepts in the local language (L1).						
<b>Lesson Delivery – chosen to support student teachers in achieving the outcomes</b>	<b>Face-to-face</b> [ <input checked="" type="checkbox"/> ]	<b>Practical Activity</b> [ <input checked="" type="checkbox"/> ]	<b>Work-Based Learning</b>	<b>Seminars</b> [ ]	<b>Independent Study</b>	<b>e-learning opportunities</b> [ ]	<b>Practicum</b>
<b>Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.</b>	<b>Face-to-face:</b> This lesson requires students physical presence in classroom for face-to-face interaction <b>Practical Activity:</b> Student teachers will engage in a role play activity as part of this lesson						
<ul style="list-style-type: none"> <li><b>Overarching outcome, what you want the student teachers to achieve, serves as basis for the learning outcomes. An expanded version of the description.</b></li> <li><b>Write in full aspects of the NTS addressed</b></li> </ul>	By the end of the lesson, studentteachers will be able to describe varied ways by which people demonstrate spirituality and justify the need for RME teachers to learn and appreciate. (NTS 1a, 2c, f 3f)						
<ul style="list-style-type: none"> <li><b>Learning Outcome for the lesson, picked and developed from the course specification</b></li> </ul>	<b>Learning Outcomes</b>			<b>Learning Indicators</b>		<b>Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?</b>	
<ul style="list-style-type: none"> <li><b>Learning indicators for each learning outcome</b></li> </ul>	<b>Learning Outcomes</b> By the end of the lesson, student-teacher will be able to: a. Demonstrate by explaining factors that shape the spirituality and religious growth of young children			<b>Learning Indicators</b> a. Explain by mentioning at least 3 differences between religious and spiritual practices		<b>Creativity</b> will be developed through the creation of an image. <b>Life-long learning</b> will be developed through the writing of reflective entries in their journals. <b>Communicative skills</b> will be developed	

	<p>b. demonstrate knowledge and understanding ways of expressing spirituality and religious growth of learners</p> <p>c. provide an analysis of the implications for the study of spiritual development and religious growth of learners.</p>	<p>b. Dramatize at least two ways of expressing young peoples' spirituality and religious growth</p> <p>c. Engage in a debate to justify why study of spiritual development and the religious growth of pupils is important</p>	through participation in group activities and presentations.	
<p><b>Topic Title:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>	<b>Sub-topic</b>	<b>Stage/time</b>	<b>Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent.</b>	
			<b>Teacher Activity</b>	<b>Student Activity</b>
	Factors that Shape the religious growth of Children's/adolescents'	1hr	<b>Practical Activity:</b> Tutors assign student teachers to groups and assist them to reflect and document factors that shape religious growth of children and how these can influence their teaching.	<b>Practical Activity:</b> Student teachers work in groups in order to reflect and document factors that contribute to shape religious growth of learners
	Factors that Shape Children's Spirituality	1hr	<b>Face-to-face:</b> Tutors engage students in a discussion on factors that shape children's spirituality	<b>Face-to-face</b> Student teachers participate by making oral submissions and jotting down notes.
	Educational Implications of Spiritual Development	30 minutes	<b>Face-to-face</b> Tutors to guide student teachers to discuss educational implications of spirituality	<b>Face-to-face</b> Student teachers to engage in a discussion of various means individuals express their spirituality.
	<b>Course Review</b>	30minutes	<b>Face-to-Face:</b> Using question and answer technique, tutor summarizes the entire course and highlight key issues and concepts.	<b>Face-to-Face</b> Student teachers answer questions to demonstrate mastery of the content of the course and ask clarifying questions as needed.
<b>Lesson assessments – evaluation of learning: of, for and as learning within the lesson</b>				
<b>Instructional Resources</b>	Internet Smart phones Computers Projectors			
<b>Required Text (core)</b>	Zinnbauer, B. J., Pargament, K. I., Cole, B., Rye, M. S., Butter, E. M., Belavich, T. G., Kadar, J. L. (1997). Religion and Spirituality: Unfuzzifying the Fuzzy. <i>Journal for the Scientific Study of Religion</i> , 36(4), 549. <a href="https://doi.org/10.2307/1387689">https://doi.org/10.2307/1387689</a> Masango, M. J. (2006). African spirituality that shapes the concept of Ubuntu. <i>Verbum et Ecclesia</i> , 27(3), 930–943.			

<b>Additional Reading List</b>	<p>Asare-Danso, S., Annobil, C. N., Afriyie, O., &amp;Agyemang, M. (2014). <i>Religious and Moral Education for Colleges of Education</i>. Kumasi: Jerusalem Press.</p> <p>Annobil, C. N., (2018) <i>Religious and Moral Education for Colleges of Education and Universities</i>. Winneba: Franko Printing Press and Stationary.</p> <p>Awuah, G. J., &amp;Afriyie, O. (2005). <i>General Introduction to Religious and Moral Introduction for Colleges of Education and Higher Level Students</i>. Kumasi: Jerusalem Press.</p> <p>King, P. E., &amp;Boyatzis, C. J. (2004). Exploring Adolescent Spiritual and Religious Development: Current and Future Theoretical and Empirical Perspectives. <i>Applied Developmental Science, 8</i>(1), 2–6. <a href="https://doi.org/10.1207/S1532480XADS0801_1">https://doi.org/10.1207/S1532480XADS0801_1</a></p>
<b>CPD needs</b>	<p>Training on the use of ICT resources in classroom. Collaborative research. Informal dialogue. Mentoring. Peer observation in classroom. Coaching</p>
<b>Course Assessment</b>	<p><b><sup>1</sup>Component 1: Subject Portfolio Assessment (30% overall score)</b></p> <ul style="list-style-type: none"> <li>• Selected items of student’s work (3 of them – 10% each) <ul style="list-style-type: none"> <li>• Written Assignment</li> <li>• Oral Presentations</li> <li>• Poster presentation</li> <li>• Essays</li> <li>• Term Paper</li> </ul> </li> <li>• Midterm assessment/Quiz - 20%</li> <li>• Reflective Journal – 40%</li> <li>• Organisation of the portfolio –10% (how it is presented/organised)</li> </ul> <p>Assesses Learning Outcomes: CLO 1, 2, 4 5, 6, and 7</p> <p><b><sup>2</sup>Component 2: Subject Project (30% overall semester score)</b></p> <p>Task student teachers to visit public schools in the college township and collect data on RME books that are used in the schools. Consulting online sources for direction, student teachers are to do an annotated bibliography of the books they find, providing appropriate commentaries about their relative strengths and weaknesses. This subject project response should be presented by 11<sup>th</sup> week.</p> <p>Format:</p> <ul style="list-style-type: none"> <li>• Introduction: a clear statement of aim and purpose of the project – 10%</li> <li>• Methodology: what the student teacher has done and why to achieve the purpose of the work (20%)</li> <li>• Substantive or main section – 40%</li> <li>• Conclusion – 30%</li> </ul> <p>Assesses Learning Outcomes: CLO 1, 3, 4,5,6</p> <p><b>Component 3: End-of-semester examinations (40%)</b></p>

<sup>1</sup>See rubrics on Subject Portfolio Assessment in Annex 6 of NTEAP

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

