

YEAR 2

SEMESTER 2

Four-Year B.Ed. Course Manual

Pedagogy: Multimedia





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FOREWORD

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

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

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

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

Professor Mohammed Salifu

Director General, Ghana Tertiary Education Commission

ACKNOWLEDGEMENTS

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

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

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

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

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

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INTRODUCTION TO COURSE MANUALS

Welcome to this B.Ed. Course manual.

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

The manuals serve the following purposes:

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

Specifically, they also:

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

Who are course manuals for:

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

USING THIS MANUAL

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

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

My teaching philosophy is

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

INTRODUCTION TO THE UPPER PRIMARY SOCIAL STUDIES SPECIALISM

This programme is designed to provide student teachers with the concepts and pedagogy required to teach **Upper Primary Social Studies (Our World and Our People(OWOP)) Specialism** and to support the learning of children between the ages of 9 and 12. Student teachers are expected to gain understanding of human development and the developmental milestones associated with Upper Primary and develop the ability to recognise and address the varied behaviours that can accompany this age range.

This specialism also affords student-teachers the opportunity to acquire the subject knowledge required of a class teacher who teaches all subjects of the Upper Primary Basic School Curriculum. They will be able to teach the Upper Primary OWOP curriculum using appropriate differentiated interactive teaching, learning and assessment strategies that encourage: inquiry learning; develop logical thinking; the ability to deal with abstract concepts and to recognise connections across subjects. It is anticipated that student teachers will understand their pupils as individuals and be able to shape their learning and support their well-being in such a way that it builds on the interests, strengths and needs of all pupils regardless of culture, background or special educational need.

With this background, it is expected that student-teachers understand, recognise and be able to explore and address issues of diversity within the class/OWOP and potential barriers to inclusion (including personal bias, stereotypes and institutional discrimination). The Upper Primary teacher education programme supports the student teacher in appreciating and demonstrating honesty, integrity and love for country and be able to transfer these values into the learners. After going through this specialism, the student teachers will have the opportunity to gain the subject knowledge, skills, values and attitudes of a good teacher who meets the NTS in full (NaCCA, 2019).

Social Studies/TVET Course Manual
Resources for Course Manual Writing
<ul style="list-style-type: none"> • Soft copies of the CWG, New Four-Year B.Ed. Curriculum introduction • Soft and hard copies of the course specifications for the subject for year one and two • Soft and hard Course Manual Writing Guide (CMWG) • Relevant subject texts
Target Audience
<ul style="list-style-type: none"> • College of Education Tutors • Teacher Education University Lecturers • Student Teachers • Mentors
The purpose of course manuals
<ul style="list-style-type: none"> • To provide a lesson by lesson overview of the course, building on, adapting and developing the material in the course specifications • To provide a resource to support professional development sessions for tutors/lecturers on how to plan for and teach courses from the New Four-Year B.Ed. Curriculum • To inform tutors /lecturers, student teachers and others working with student teachers about: <ul style="list-style-type: none"> – what is to be taught and why – how it can be taught – how it should be assessed • To support consistency in the implementation of the New Four-Year B.Ed. across institutions who train teachers • To ensure that all training information on skills, processes, and other information necessary to perform the teaching task are together in one place. • To operationalize the Teacher Education Reform Policy; the requirements of the NTS & NTECF and the Four-Year B.Ed.
Guiding principles of course manual writing
<ol style="list-style-type: none"> 1. They are written with the learner, the student teacher, in mind: what they will <i>be able</i> to cope with and only include what student teachers need to know, understand, be able to do and be as a basic school teacher 2. They take in to consideration the learner’s, the student teacher’s, context and possible barriers to, and enablers for, learning 3. They are written with the tutors /lecturers who are going to teach the course in mind. Tutors must be able to adapt and develop the plans in course manuals to fit the context they are teaching in and to support their teaching 4. They are aligned to the key principles and practices of the Teacher Education Reform Policy: the NTS, the NTECF and the New Four-Year B.Ed. 5. They are written to provide opportunities for student teachers to develop and apply knowledge during supported teaching in school 6. They are written to reflect the stage of student teacher development, set out in the model for progress in the New Four-Year B.Ed. 7. They are written to support progress in student teacher learning, including building on prior learning from the previous programme or course/s and supporting progress to the next course. 8. They are to be used as self-study tools. 9. They are written to have the following characteristics: easy to read; uses active voice and avoids jargon; uses bullet points to offset text; uses images
What a teacher educator needs to know, understand and use to inform what they do
<ul style="list-style-type: none"> • The aims and structure of the education system and Education strategic Plan • The Basic School Curriculum • The Inclusion Policy • The teacher education system: The National Teacher’s Standards, the vision for teacher education and the core principles of the New Four-Year B.Ed. • Andragogy, effective methods and practices for teaching adult learners • Assessment Literacy. Assessment for, of and as learning -Educative Assessment

A. Course Information					
Title Page					
i. Course name: Introduction to Social Studies					
ii. The vision for the New Four-Year B.Ed. Curriculum					
<p>“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.”</p>					
iii. Course Details: as in course specification unless important reason why not					
Pre-requisite/s	The programme / previous semester courses studied.				
Co-Requisites	Links to other courses being taught, support coherence in student experience and avoid duplication				
Course Level		Course Code		Credit Value	
Table of contents					
<p>Each manual will include:</p> <ol style="list-style-type: none"> 1. The goal for the subject or learning area 2. Course description 3. Key contextual factors 4. Core and cross cutting issues, including equity and inclusion 5. Course Learning outcomes 6. Course content 7. Teaching and learning strategies 8. Course Assessment components 9. Reading and reference list 10. Handouts, power points and other resources for lessons 11. Plans for each lesson in the semester 					

A. Course information	
1. Goal for the Subject or Learning Area	
This course is therefore intended to provide the student-teacher the opportunity to	
2. Key contextual factors	
This course draws on the commonalities in the focus of the Social Studies and TVET strands. The contemporary challenges in the appreciation of the Ghanaian identity, characterised by low levels of patriotism and low sense of identification. The link that exists in Culture and Arts helps to give a basis for understanding the Ghanaian identity. Under the section of the Arts the poor appreciation of Arts creates an opportunity for the course to help student teachers to appreciate the significance of the Arts in strengthening the Ghanaian identify. Herein lies the connection between Social Studies and the areas of skills development under the TVET programmes which is the essence of this course. The specific context of the course, therefore is to demonstrate how cultural and artistic expressions and vocations in Ghana reinforce development and sustenance of our Ghanaian identity and uniqueness.	
3. Course Description	
The course intends to introduce student teachers to the relationship between Ghanaian identity, culture and arts. This course aims at helping student teachers to understand the diverse cultural elements of Ghana. It also focuses on supporting student teachers' appreciation of the various vocations and artistic expressions of Ghana. This course also aims at helping student teachers to appreciate the importance of the arts and culture in the expression of our national identity. It also focuses on aspects of equity and inclusivity to enable student-teachers connect with diversity in its teaching. Additionally, it is intended to offer student-teachers the opportunity to help their learners appreciate their Ghanaian identity, culture and arts and the need to promote Ghanaian identity through expression of our culture and arts. Furthermore, the course will equip student-teachers with the knowledge and competencies to support their learners to demonstrate different ways of positively demonstrating Ghanaian identity and core values. Student-teachers will be able to take accounts of and respect learners diverse linguistic and cultural backgrounds in teaching about Ghanaian identity, culture and artistic expression/vocations. The course will be delivered using differentiated strategies and approaches. The assessment strategies of, for and as learning will include the use of quizzes, presentations, and project work. The course refers to NTS 1c, f & g; 2f; 3e, f & i. NTECF p. 20-22, 27-31, 38-42, 45.	
4. Core and transferable skills and cross cutting issues, including equity and inclusion	
Core and transferable skills: Problem-solving skills (CLOs 1, 2, 3, 4 and 5), civic literacy (CLOs 1, 2, 3 and 4), Team work/collaborative skills (CLOs 1, 2, 3 and 4), critical/analytical thinking skills (CLOs 1, 2, 3 and 4), communication skills (CLOs 1, 2, 3 and 4),	
Cross-cutting Issues: Gender, equity and Inclusivity, assessment strategies, reflective thinking, professional attitudes and values	
5. Course Learning Outcomes	6. Learning indicators
On successful completion of the course, Student-teachers will be able to:	
1. Demonstrate a clear understanding of the concepts of Ghanaian identity, culture and arts within the multicultural setting and explain how core values and competencies that support the exercise of individual rights and responsibilities with special focus on equity and inclusivity (NTS 1e, NTS 3f, g; NTECF p.38-45)	1.1 Explain the meaning of Ghanaian identity, culture and arts 1.2 Describe the relation among National identity, culture, the arts 1.3 Explain the rights and responsibilities that goes with our Ghanaian identity.
2. Appreciate the cultural diversity of the people of Ghana and the various vocations and artistic expressions in the country and their implications for the teaching and learning of the upper primary curriculum to promote equity and inclusivity. (NTS 2e, f; NTECF p. 38-39, 45).	2.1 Identify cultural elements that are unique to specific ethnic groups in Ghana 2.2 State common cultural elements among the ethnic groups in Ghana 2.3 Identify the various vocations and the arts of Ghana 2.4 Describe how they will apply knowledge of diverse cultural expressions of Ghana in their relationship with children to promote equity and inclusivity.
3. Appreciate the importance of the arts and culture in the expression of our Ghanaian identity and the need to promote Ghanaian identity through expression of our culture and arts in the teaching of Social Studies and TVET (NTS 1e, f, 2f, 3f, g; NTECF p.38-45)	3.1 Examine the importance of cultural and artistic expressions of Ghana to our unique Ghanaian identity. 3.2 Explain how they would use the teaching of Social Studies and TVET support expression of our culture, arts and Ghanaian identity. 3.3 Explain how they will use knowledge and understanding of cultural diversity of Ghana and various forms of expression in their teaching to support children to demonstrate different ways of positively demonstrating Ghanaian identity and our core values
4. Demonstrate understanding of the relevance of teaching an integration of the arts, vocations and Social Studies to child development and apply this knowledge in teaching Social Studies and TVET. (NTS 1e, 3c, f, g, j; NTECF p.38-45).	3.4 Explain how they would support Child development through colour expression and the arts

<p>5. Use ideas from their understanding, knowledge and application of the course in teaching and learning to record their experiences into SRJ. (NTS 3h; NTECF p. 45)</p>	<p>4.1 describe the basic theories of colour 4.2 examine colour and occasions in Ghana 4.3 undertake basic colour work</p> <p>5.2 Share ideas on what has been taught and learnt in the course and the application of the knowledge in the course in teaching The Upper Primary curriculum.</p>
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7. Course content

In the course specification. This should provide an outline of the academic and / or practical content of the course. It should be clear how this content relates to the achievement of the intended learning outcomes. The name of each unit in the course should be *briefly* set out – the name should make it clear what the unit is about.

Unit	Topic	Sub-topic (If any)	Teaching and learning activities to achieve the learning outcome
1	<p>Identity, Culture and Arts in a Multicultural Setting and how Core Values and Competencies Support the Exercise of Individual Rights and Responsibilities(OWOP B. 4-6)(2Weeks)</p>	<p>Cultural Diversity in Ghana and its Expression among various Ethnic Groups</p> <p>Rights and Responsibilities Associated with Ghanaian Identity</p>	<p>Power point presentation to explain the various perspectives of Social Studies (Social Studies as: an amalgamation of the social sciences, citizens</p>
2	<p>Cultural Diversity of the People of Ghana and their Vocations and Artistic Expressions(3Weeks)</p>	<p>Vocations and Arts of Ghana</p> <p>Teaching cultural diversity in upper primary to nurture the ideals of inclusivity, equity and harmony</p>	
3	<p>Importance of the Arts and Culture in the Expression and Promotion of Ghanaian identity (3Weeks)</p>	<p>Importance of cultural and artistic expressions to the Ghanaian identity</p> <p>Teaching Social Studies (Our people, our world) and TVET to promote Ghanaian culture, arts and identity</p> <p>Structure and organization of the upper primary Social Studies/TVET Curriculum</p> <p>Introduction to Techniques and strategies of teaching Social Studies/TVET as integrated discipline</p>	<p>ough differentiated group task, student-teachers discuss the rationale and goals of teaching Social Studies</p>
4	<p>Relevance of Teaching an Integration of the arts, Vocations and Social Studies to Child Development(2 weeks)</p>	<p>Basic theories of colour</p> <p>Colour and Occasions in Ghana</p> <p>Undertaking Basic Colour Work</p>	
5	<p>Recording Student-teacher Experiences into SRJ (2)</p>	<p>Introduction to student-teachers reflective journal</p>	

		development and writing in Social Studies (Our people, our world) and TVET	
8. Course Assessment Components			
<p>Component 1 : Subject Portfolio Assessment: (30% overall score)</p> <ul style="list-style-type: none"> Selected items of students work (3 of them – 10% each)-30% Midterm assessment – 20% Reflective journal – 40% Organization of the subject portfolio -10 % (how it is presented /organized) <p>Component 2: Subject Project: (30% overall semester score)</p> <ul style="list-style-type: none"> Introduction, a clear statement of aim and purpose of the project-10% Methodology: what the student teacher has done and why to achieve the purpose of the project -20% Substantive or main section -40% Conclusion -40% <p>Component 3: end of semester examination -40%</p>			
9. Teaching and learning strategies			
Detail in this section should show how the total learning hours will be used to achieve the intended learning outcomes, to provide a guide to the teaching and learning strategies to be used. Each teaching strategy should be selected as most appropriate to achieving the learning outcomes. This may include team teaching or additional tutors. As stated in the B.Ed. experiential learning and interactive teaching approaches are encouraged			
10. Required Reading and reference list			
One or two compulsory texts which must be made available to the student teachers and a SHORT list of 5 relevant references. These lists should be annotated with the key value of each text. Use APA style of writing.			
11. Teaching and Learning Resources			
Instructional resources required to support learning during the course e.g.: TLMs, lab and workshop equipment, videos, projectors			
Course related professional development for tutors/ lecturers			
This is not included the course manual but professional development needs must be identified to ensure all tutors / lecturers are prepared to teach the course identify any specific topics or issues which may be challenging for tutors / lecturers.			

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	Cultural Diversity in Ghana and its Expression among various Ethnic Groups				Lesson Duration	3 hours	
Lesson description	This lesson introduces student-teachers to the concepts of the concepts of identity, culture and arts and how these are expressed in Ghana by the various ethnic groups. It also offers opportunity to student-teachers to examine the commonalities of the cultural elements and their expressions among the various ethnic groups and how these are used to identify Ghanaians as a unique people. Art as an element of the Ghanaian culture is also examined.						
Previous student-teacher knowledge, prior learning (assumed)	Student-teachers are familiar with the cultures of various ethnic groups in the country and have encountered artistic expressions of Ghanaian cultures in various ways and can apply this in understanding the lesson.						
Possible barriers to learning in the lesson	<ul style="list-style-type: none"> Misconceptions about Social Studies The orientation of Tutors/Lecturers and heads of the CoEs 						
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face √	Practical Activity	Work-Based Learning	Seminars	Independent Study	e-learning opportunities	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	<ul style="list-style-type: none"> KWL Shower Thoughts Group Discussion Differentiated task grouping Whole class discussion 						
<ul style="list-style-type: none"> Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed 	This lesson is intended to enable student-teachers to appreciate how culture and arts are used to define the identity of a people.						
<ul style="list-style-type: none"> Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	Learning Outcomes: By the end of the lesson, the student-teacher will be able to:		Learning Indicators		Identify which cross cutting issues – core and transferable skills, equity and addressing diversity. How will these be addressed.		
	Demonstrate knowledge and understanding of the concepts of identity, culture and arts and how these concepts are related		Explain the meaning of Ghanaian identity, culture and arts Describe the relation among national identity, culture, the arts Explain how the cultural expressions are used to identify Ghanaians as a unique people		<ul style="list-style-type: none"> In delivering this lesson, the tutor should ensure that: Gender equality, respect for diversity and inclusivity are addressed by giving opportunity to student-teachers to examine the various perspectives of teaching and assessment. 		

Topic Title	Sub-topics (if any):	Stage/Time	Teaching and Learning Activity to achieve learning outcomes depending on the delivery mode selected. Teacher led, collaborative group work or independent	
			Teacher Activity	Student Activity
Preparations for use of course manual and Pre-Learning interactions	(1) Self-Introduction	1/ 30 minutes	<p>Through face-to-face interaction, Tutor/lecturer and student-teachers introduce themselves</p> <p>Tutor guides student-teachers to discuss the course goal/aims and objectives as well as its structure and content</p>	<p>Student-teachers do self-introduction (Tutor and student-teachers)</p> <p>Student-teachers examine the course goal/aims and objectives as well as its structure and content</p>
	Addressing Certain Perceptions and Stereotypes about the People's Cultures	2/70 minutes	<p>Culturally Responsive Pedagogies</p> <p>Tutor starts the lesson by demonstrating the desire to adapt his/her teaching techniques and style to the student-teachers' varying needs that will help them feel valued by:</p> <ol style="list-style-type: none"> distributing questionnaires, asking about student-teachers' interests, perceptions and stereotypes about other cultures; collecting information about student-teachers' learning styles; and holding open discussions, allowing students to talk/share stories about the positive sides of their cultures, communities or societies as well as experiences from past classes/lessons and encounters <p>Debate</p> <p>Tutor provides opportunity to student teachers to debate the pros and cons of stereotyping and their perceptions about other people's cultures or other people.</p>	<p>Culturally Responsive Pedagogies</p> <p>Student teachers participate in answering the questionnaire and as well talk/share stories about the positive sides of their cultures, communities, people or societies as well as experiences from past classes/lessons and encounters</p> <p>Debate</p> <p>Tutor provides opportunity to student teachers to debate the pros and cons of stereotyping and their perceptions about other people's cultures or other people.</p>
Cultural Diversity and its Expression Among various Ethnic Groups of Ghana	<p>(3) Ghanaian Identity, Culture and Arts; The Relationship Among National Identity, Culture, the Arts</p> <p>(4) How Cultural Expressions are</p>	2/30 minutes	<p>Know-Want to know-Learnt</p> <p>Tutor through the use of Know-Want to know-Learnt guides student-teachers to explain the concepts of identity, culture and arts</p>	<p>Know-Want to know-Learnt</p> <p>Student-teachers share their ideas on what they know and want to know the concepts of identity, culture and arts</p> <p>Student-teachers after the first two steps (K and W), now share what they have learnt to satisfy the L stage of the technique.</p>

	used to Identify Ghanaians as a unique people	4/ 30 minutes	<p>Group Discussion Tutor guides student-teachers through group discussion to explain the relationships among identity, culture and arts</p> <p>Tutor tasks student-teachers to discuss in groups and do group presentations on how cultural expressions are used to identify Ghanaians as a unique people both within and outside Ghana</p> <p>Tutor tasks student-teachers to do independent differentiated group task study on the rights and responsibilities associated with Ghanaian identity</p>	<p>Group Discussion Student-teachers in their groups discuss the relationships among identity, culture and arts</p> <p>Student-teachers in whole class discussion, present their findings on how cultural expressions are used to identify Ghanaians as a unique people both within and outside Ghana</p>
Lesson assessments – evaluation of learning: of, for and as learning within the lesson (link to Learning Outcomes)	<p>Component 2: Continuous Assessment 1 Assessment Type: Assessment for, as and of Learning Category of Assessment: Student teachers assessed through:</p> <ul style="list-style-type: none"> • A 20 minutes Quiz covering all the learning outcomes • self-assessment at stages of the lesson where independent study and differentiated task grouping are required <p>Learning Outcomes Assessed: CLO1; NTS Page 15 (1 a, b, e, & f, 2c, e, f and 3a-i, k-n,)</p>			
Teaching Learning Resources	Resource Person, Cell phone, manila cards,			
Required Text (core)	Awedoba, A. K. (2005). <i>Culture and development in Africa</i> . Accra: Historical Society of Ghana			
Additional Reading List	Anderson, M. L. & Taylor, H. F. (2004). <i>Sociology</i> (3 rd ed.). Belmont: Wadsworth.			
Lesson Policy				
CPD Needs	Team Teaching Approach			

Lesson2

Year of B.Ed.	2	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12		
Title of Lesson	Rights and Responsibilities Associated with Ghanaian Identity			Lesson Duration	3 hours		
Lesson description	Every person is entitled to a body of rights to enable them live in decency. Corresponding to these rights are duties and responsibilities that must be fulfilled. This lesson seeks to introduce student-teachers to the rights and responsibilities of individuals, with particular reference to Ghanaian citizens. The lesson emphasises on the need to give every child, irrespective of gender, circumstance of birth or physical condition equal opportunity to realise their dreams and aspirations to the fullest.						
Previous student-teacher knowledge, prior learning (assumed)	Student-teachers are familiar with some basic concepts in Social Studies and what the subject seeks to achieve and can apply this in understanding the lesson						
Possible barriers to learning in the lesson	<ul style="list-style-type: none"> Misconceptions about Social Studies The orientation of Tutors/Lecturers and heads of the CoEs 						
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face √	Practical Activity	Work-Based Learning	Seminars	Independent Study	e-learning opportunities	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	<ul style="list-style-type: none"> Power point presentation Think, pair, share Group Discussion 						
<ul style="list-style-type: none"> Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed 	This lesson is intended to make student-teachers appreciate the rights and responsibilities that come with one identifying him/herself as a Ghanaian.						
<ul style="list-style-type: none"> Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	Learning Outcomes: By the end of the lesson, the student-teacher will be able to:	Learning Indicators	Identify which cross cutting issues – core and transferable skills, equity and addressing diversity. How will these be addressed.				
	Demonstrate clear understanding of individual rights and responsibilities that are associated one identity as a Ghanaian with special focus onequity and inclusivity	Analyse the rights and responsibilities that are associated with individual’s identity as a Ghanaian with special focus onequity and inclusivity	<ul style="list-style-type: none"> In delivering this lesson, the tutor should ensure that: Gender equality, respect for diversity and inclusivity are addressed by giving opportunity to student-teachers to examine the various perspectives of teaching and assessment. 				

Topic Title	Sub-topics (if any):	Stage/Time	Teaching and Learning Activity to achieve learning outcomes depending on the delivery mode selected. Teacher led, collaborative group work or independent	
			Teacher Activity	Student Activity
Rights and Responsibilities Associated with Ghanaian Identity (OWOP B. 4-6)	(1) Lesson Introduction	1/ 30 minutes	Tutor guides student-teachers to do power point presentation on the rights they enjoy as Ghanaians and the responsibilities they carry out for being Ghanaians.	Student-teachers do power presentation on the independent study task assigned them during the last lesson
	(2) Ghanaian Identity and the Rights and Responsibilities that come with it	2/ minutes	<p>Through think, pair, share tutor guides student-teachers differentiate between the concepts of rights and responsibilities and discuss how their rights and responsibilities are connected with their Ghanaian identity</p> <p>Through mixed-ability group discussion, tutor guides student-teachers to discuss why there is the need to give every Ghanaian child, irrespective of gender, circumstance of birth or physical condition equal opportunity to realise their dreams and aspirations to the fullest.</p> <p>Tutor task student-teachers to do individual independent study on the vocations and arts of the various ethnic groups of Ghana.</p>	<p>Student-teachers think individually about the answer (e.g. 1-3 minutes) then pair student to discuss their answers and finally expand discussion to the whole class</p> <p>In a whole class discussion, student-teachers examine why there is the need to give every Ghanaian child, irrespective of gender, circumstance of birth or physical condition equal opportunity to realise their dreams and aspirations to the fullest.</p>
Lesson assessments – evaluation of learning: of, for and as learning within the lesson (link to Learning Outcomes)	<p>Component 2: Continuous Assessment 1 Assessment Type: Assessment for, as and of Learning Category of Assessment: Student teachers assessed through:</p> <ul style="list-style-type: none"> self-assessment at various stages of the lesson the use of observation scales and award marks to groups based on the power point presentations <p>Learning Outcomes Assessed: CLO1; NTS Page 15 (1 a, b, e, & f, 2c, e, f and 3a-i, k-n), NTS 1: Professional Development: The Teacher(s): 1a) Critically and collectively reflects to improve teaching and learning 1b) Improves personal and professional development through lifelong learning and Continuous Professional Development.</p> <p>Community of Practice: The Teacher: 1e) Engages positively with colleagues, learners, parents, School Management Committees, Parent-Teacher Associations and wider public as part of a community of practice. 1f) Develops a positive teacher identity and acts as a good role model for students</p> <p>NTS 2 Professional Knowledge (Knowledge of educational frameworks and curriculum) The Teacher: 2c) Has secure content knowledge, pedagogical knowledge and pedagogical content knowledge for the school and grade they teach in. 2e) Understands how children develop and learn in diverse contexts and applies this in his or her teaching. 2f) Takes accounts of and respects learners’ cultural, linguistic, socio-economic and educational backgrounds in planning and teaching.</p>			

	<p>NTS 3: Professional Practice (Managing the learning environment)</p> <p>The Teacher:</p> <ul style="list-style-type: none"> a) Plans and delivers varied and challenging lessons, showing a clear grasp of the intended outcomes of their teaching. b) Carries out small-scale action research to improve practice. c) Creates a safe, encouraging learning environment. d) Manages behaviour and learning with small and large classes. <p>Teaching and Learning: The Teacher:</p> <ul style="list-style-type: none"> e) Employs a variety of instructional strategies that encourages student participation and critical thinking. f) Pays attention to all learners, especially girls and students with Special Educational Needs, ensuring their progress. g) Employs instructional strategies appropriate for mixed ability, multilingual and multi-age classes. h) Sets meaningful tasks that encourages learner collaboration and leads to purposeful learning. i) Explains concepts clearly using examples familiar to students. <p>Assessment: The Teacher:</p> <ul style="list-style-type: none"> k) Integrates a variety of assessment modes into teaching to support learning. l) Listens to learners and gives constructive feedback. m) Identifies and remediates learners' difficulties or misconceptions, referring learners whose needs lie outside the competency of the teacher. n) Keeps meaningful records of every learner and communicates progress clearly to parents and learners.
Teaching Learning Resources	Resource Person, Cell phone, manila cards, the
Required Text (core)	<ul style="list-style-type: none"> • Republic of Ghana (1992). The 1992 Constitution of Ghana. Accra: Assembly Press UNESCO (2009). <i>Investing in cultural diversity and intercultural: UNESCO World report</i>. Luxembourg: UNESCO
Additional Reading List	<ul style="list-style-type: none"> • Anderson, M. L. & Taylor, H. F. (2004). <i>Sociology</i> (3rded.). Belmont: Wadsworth. Awedoba, A. K. (2005). <i>Culture and development in Africa</i>. Accra: Historical Society of Ghana
Lesson Policy	
CPD Needs	Independent Study, Mixed Ability Grouping

Lesson3

Year of B.Ed.	2	Semester	1	Place of lesson in semester	12 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	Vocations and Arts of Ghana				Lesson Duration	3 hours	
Lesson description	This lesson is the first of two lessons designed and developed to produce responses to the second learning outcome (CLO2) of the course. It focuses on traditional vocations and artistic expressions of the various ethnic groups in Ghana and how these promote Ghanaian culture and identity.						
Previous student- teacher knowledge, prior learning (assumed)	Student-teachers are familiar with						
Possible barriers to learning in the lesson	<ul style="list-style-type: none"> Misconceptions about Social Studies The orientation of Tutors/Lecturers and heads of the CoEs 						
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face √	Practical Activity	Work-Based Learning	Seminars	Independent Study	e-learning opportunities	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	<ul style="list-style-type: none"> Shower Thoughts Group Discussion Whole class discussion Power point presentation 						
<ul style="list-style-type: none"> Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed 	This lesson is intended to deepen student-teachers' knowledge on how traditional vocations and artistic expressions promote Ghanaian culture and identity.						
<ul style="list-style-type: none"> Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	Learning Outcomes: By the end of the lesson, the student-teacher will be able to:		Learning Indicators		Identify which cross cutting issues – core and transferable skills, equity and addressing diversity. How will these be addressed?		
	<ul style="list-style-type: none"> Appreciate the cultural diversity of the people of Ghana and their vocations and artistic expressions in the country Analyse the implications of the vocations and artistic expressions for the teaching and learning of the upper primary curriculum to promote equity and inclusivity. 		<ul style="list-style-type: none"> Identify the various vocations and the arts of Ghana Describe how they will apply knowledge of diverse cultural expressions of Ghana in their relationship with children to promote equity and inclusivity. 		<ul style="list-style-type: none"> In delivering this lesson, the tutor should ensure that: Gender equality, respect for diversity and inclusivity are addressed by giving opportunity to student-teachers to examine the various perspectives of teaching and assessment. 		

Topic Title	Sub-topics (if any):	Stage/Time	Teaching and Learning Activity to achieve learning outcomes depending on the delivery mode selected. Teacher led, collaborative group work or independent	
			Teacher Activity	Student Activity
Vocations and Arts of Ghana	(1) Lesson Introduction	1/ 30minutes	Tutor guides student-teachers to do group discussion and presentations they were given in the previous lesson on the vocations and arts of the various ethnic groups of Ghana	Student-teachers share ideas in groups and later do whole class discussion on the vocations and arts of the various ethnic groups of Ghana
	(2) Vocations and Artistic Expression of the Various Ethnic groups of Ghana	2/ 60 minutes	Using shower thoughts , tutor guides student-teachers to identify some vocations and the arts associated with the various ethnic groups of Ghana Through differentiated task grouping , tutor tasks student-teachers to analyse how traditional vocations and artistic expressions associated with some ethnic groups promote Ghanaian culture and national identity	Student-teachers identify some vocations and the arts associated with the various ethnic groups of Ghana. Student-teachers discuss in groups how traditional vocations and artistic expressions associated with some ethnic groups promote Ghanaian culture and national identity and discuss with their colleagues in a whole class discussion.
	(3) Importance of Diverse Cultural Expressions in Promoting Equity and Inclusivity	3/ 60 minutes	Using group discussion , tutor guides student-teachers to demonstrate how they would help their learners to appreciate the importance of diverse cultural expressions in promoting equity and inclusivity. Tutor gives student-teachers take-home group assignment on how to teach cultural diversity in upper primary to nurture the ideals of inclusivity, equity and harmony to be presented in the next lesson.	Student-teachers showcase various ways through which their learners can be helped to understand the importance of diverse cultural expressions Ghana in promoting equity and inclusivity.
Lesson assessments – evaluation of learning: of, for and as learning within the lesson (link to Learning Outcomes)	<p>Component 2: Continuous Assessment 1 Assessment Type: Assessment for, as and of Learning Category of Assessment: Student teachers assessed through:</p> <ul style="list-style-type: none"> • A 20 minutes Quiz at the end of the lesson covering all the learning outcomes • self-assessment at various stages of the lesson • the use of observation scales and award marks to groups presentations <p>Learning Outcomes Assessed: CLO 2; NTS Page 15 (1 a, b, e, & f, 2c, e, f and 3a-i, k-n,) NTS 1: Professional Development: The Teacher(s): 1a) Critically and collectively reflects to improve teaching and learning 1b) Improves personal and professional development through lifelong learning and Continuous Professional Development.</p> <p>Community of Practice: The Teacher: 1e) Engages positively with colleagues, learners, parents, School Management Committees, Parent-Teacher Associations and wider public as part of a community of practice. 1f) Develops a positive teacher identity and acts as a good role model for students</p>			

	<p>NTS 2 Professional Knowledge (Knowledge of educational frameworks and curriculum) The Teacher:</p> <ul style="list-style-type: none"> 2c) Has secure content knowledge, pedagogical knowledge and pedagogical content knowledge for the school and grade they teach in. 2e) Understands how children develop and learn in diverse contexts and applies this in his or her teaching. 2f) Takes accounts of and respects learners’ cultural, linguistic, socio-economic and educational backgrounds in planning and teaching. <p>NTS 3: Professional Practice (Managing the learning environment) The Teacher:</p> <ul style="list-style-type: none"> a) Plans and delivers varied and challenging lessons, showing a clear grasp of the intended outcomes of their teaching. b) Carries out small-scale action research to improve practice. c) Creates a safe, encouraging learning environment. d) Manages behaviour and learning with small and large classes. <p>Teaching and Learning: The Teacher:</p> <ul style="list-style-type: none"> e) Employs a variety of instructional strategies that encourages student participation and critical thinking. f) Pays attention to all learners, especially girls and students with Special Educational Needs, ensuring their progress. g) Employs instructional strategies appropriate for mixed ability, multilingual and multi-age classes. h) Sets meaningful tasks that encourages learner collaboration and leads to purposeful learning. i) Explains concepts clearly using examples familiar to students. <p>Assessment: The Teacher:</p> <ul style="list-style-type: none"> k) Integrates a variety of assessment modes into teaching to support learning. l) Listens to learners and gives constructive feedback. m) Identifies and remediates learners’ difficulties or misconceptions, referring learners whose needs lie outside the competency of the teacher. n) Keeps meaningful records of every learner and communicates progress clearly to parents and learners.
Teaching Learning Resources	Resource Person, Cell phone, manila cards,
Required Text (core)	UNESCO (2009). <i>Investing in cultural diversity and intercultural: UNESCO World report</i> . Luxembourg: UNESCO
Additional Reading List	<ul style="list-style-type: none"> • Anderson, M. L. & Taylor, H. F. (2004). <i>Sociology</i> (3rded.). Belmont: Wadsworth. Awedoba, A. K. (2005). <i>Culture and development in Africa</i>. Accra: Historical Society of Ghana
Lesson Policy	
CPD Needs	Integrated Approach to Teaching, Team Teaching

Lesson4

Year of B.Ed.	2	Semester	1	Place of lesson in semester	12 3 4 5 6 7 8 9 10 11 12		
Title of Lesson	Teaching Cultural Diversity in Upper Primary to Nurture the Ideals of Inclusivity, Equity and Harmony			Lesson Duration	3 hours		
Lesson description	This lesson concludes the responses to the second outcome of the course. It is intended to enable student-teachers apply the knowledge they acquired in the previous lesson in teaching their learners to appreciate the need to live in harmony with colleagues of diverse cultural and social orientations.						
Previous student- teacher knowledge, prior learning (assumed)	Student-teachers are familiar with						
Possible barriers to learning in the lesson	<ul style="list-style-type: none"> Misconceptions about Social Studies The orientation of Tutors/Lecturers and heads of the CoEs 						
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face √	Practical Activity	Work-Based Learning	Seminars	Independent Study	e-learning opportunities	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	<ul style="list-style-type: none"> Shower Thoughts Group Discussion Whole class discussion Think-pair-share 						
<ul style="list-style-type: none"> Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed 	This lesson is intended to enable student-teachers apply their knowledge of cultural diversity, vocations and arts in teaching upper primarylearners.						
Learning Outcome for the lesson, picked and developed from the course specification	Learning Outcomes: By the end of the lesson, the student-teacher will be able to:	Learning Indicators		Identify which cross cutting issues – core and transferable skills, equity and addressing diversity. How will these be addressed?			
Learning indicators for each learning outcome	Appreciate the cultural diversity of the people of Ghana and the various vocations and artistic expressions in the country and their implications for the teaching and learning of the upper primarycurriculum to promote equity and inclusivity	Describe how they (Student-teachers) will apply knowledge of diverse cultural expressions of Ghana in their relationship with children to promote equity and inclusivity. Explain how they will use knowledge and understanding of cultural diversity of Ghana and various forms of expression in their teaching to support children to demonstrate different ways of positively demonstrating Ghanaian identity and our core values		<ul style="list-style-type: none"> In delivering this lesson, the tutor should ensure that: Gender equality, respect for diversity and inclusivity are addressed by giving opportunity to student-teachers to examine the various perspectives of teaching and assessment. 			

Topic Title	Sub-topics (if any):	Stage/Time	Teaching and Learning Activity to achieve learning outcomes depending on the delivery mode selected. Teacher led, collaborative group work or independent	
			Teacher Activity	Student Activity
Teaching cultural diversity in upper primary to nurture the ideals of inclusivity, equity and harmony	(1) Introduction	1/ 40minutes	Through K-W-L technique, tutor guides student-teachers to in groups account for what the information they gathered in respect of the group assignment they were given in the last lesson on how to teach cultural diversity in upper primary to nurture the ideals of inclusivity, equity and harmony to be presented in the next lesson.	Student-teachers write record the information they gathered (know) about the topic prior to the time the assignment was given to them on the K (Know) column.
	Addressing cultural diversity, equity, inclusivity and harmony through artistic expression	2/ 60 minutes	Through mixed-ability groups discussion, tutor guides student-teachers to discuss issues of cultural diversity, equity, inclusivity and harmony that can be addressed through artistic expression.	On the L (Learnt) column, student-teachers record the new things they learned as a result of seeking information/responses for the assignment. Student-teachers identify and explain issues of cultural diversity, equity, inclusivity and harmony that can be addressed through artistic expression.
	Teaching cultural diversity in Upper Primary	3/ 60 minutes	Tutor through the use of questioning and answering , guides student-teachers in their groups to state the things they want to know/learn about how they can teach cultural diversity in upper primary to nurture the ideals of inclusivity, equity and harmony	Student-teachers in their groups identify and present to class the things they want to know/learn about how they can teach cultural diversity in upper primary to nurture the ideals of inclusivity, equity and harmony
			Using the taboo game , tutor guides student-teacher to identify and examine ways by which they can teach cultural diversity to nurture in the upper primary learner the ideals of inclusivity, equity and harmony Tutor gives student-teachers differentiated task grouping to examine the importance of cultural and artistic expressions to the Ghanaian identity to be discussed in the next lesson.	Student-teacher identify and discuss with their colleagues, ways by which they can teach cultural diversity to nurture in the upper primary learner the ideals of inclusivity, equity and harmony other than what is/are known already or as might have been provided by other groups.

Lesson assessments – evaluation of learning: of, for and as learning within the lesson (link to Learning Outcomes)	Component 2: Continuous Assessment 1 Assessment Type: Assessment for, as and of Learning Category of Assessment: Student teachers assessed through: <ul style="list-style-type: none"> • A 20 minutes Quiz at the end of the lesson covering all the learning outcomes • self-assessment at various stages of the lesson • the use of observation scales and award marks to groups during discussion/presentation
Teaching Learning Resources	Resource Person, Cell phone, manila cards,
Required Text (core)	Republic of Ghana (1992). The 1992 Constitution of Ghana. Accra: Assembly Press
Additional Reading List	UNESCO (2009). <i>Investing in cultural diversity and intercultural: UNESCO World report</i> . Luxembourg: UNESCO
Lesson Policy	
CPD Needs	Using Taboo as a teaching technique

Lesson5

Year of B.Ed.	2	Semester	1	Place of lesson in semester	12 3 4 5 6 7 8 9 10 11 12		
Title of Lesson	Importance of Cultural and Artistic Expressions to the Ghanaian			Lesson Duration	3 hours		
Lesson description	<p>Culture and arts play very important role in every society. Elements of culture, including artistic expressions, are often used to define a people's identity, their attitudes and behaviour. Ghana is one of few countries that are blessed with cultural diversities. Cultural diversity and artistic expressions of the various ethnic groups could be tapped for national development in Ghana if learners are offered the opportunity to learn to appreciate diversity as spice of life.</p> <p>This lesson is thus meant to equip student-teachers with knowledge of the relevance of cultural and artistic expressions in Ghana with particular reference to the role of culture and art in creativity and innovation in national development.</p>						
Previous student-teacher knowledge, prior learning (assumed)	Student-teachers are familiar with some						
Possible barriers to learning in the lesson	<ul style="list-style-type: none"> • Misconceptions about Social Studies • The orientation of Tutors/Lecturers and heads of the CoEs 						
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face √	Practical Activity	Work-Based Learning	Seminars	Independent Study	e-learning opportunities	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	<ul style="list-style-type: none"> • Shower Thoughts • Group Discussion • Demonstration • Differentiated task grouping 						
<ul style="list-style-type: none"> • Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. • Write in full aspects of the NTS addressed 	<p>The purpose of this lesson is to enable student-teachers appreciate the relevance of culture and artistic expressions in promoting creativity, innovations and national development.</p>						
60 Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome	Learning Outcomes: By the end of the lesson, the student-teacher will be able to:	Learning Indicators	Identify which cross cutting issues – core and transferable skills, equity and addressing diversity. How will these be addressed?				
	Appreciate the importance of the arts and culture in the expression of our Ghanaian identity and the need to promote Ghanaian identity through expression of our culture and arts in the teaching of Social Studies and	Examine the importance of cultural and artistic expressions of Ghana to our unique Ghanaian identity.	<ul style="list-style-type: none"> • In delivering this lesson, the tutor should ensure that: • Gender equality, respect for diversity and inclusivity are addressed by giving opportunity to student-teachers to examine the various perspectives of teaching and assessment. 				

Topic Title	Sub-topics (if any):	Stage/Time	Teaching and Learning Activity to achieve learning outcomes depending on the delivery mode selected. Teacher led, collaborative group work or independent	
			Teacher Activity	Student Activity
Importance of Cultural and Artistic Expressions to the Ghanaian Identity	(1) Introduction	1/30minutes	Tutor guides student-teachers to discuss the differentiated task grouping assignment that was given to them on the importance of cultural and artistic expressions to the Ghanaian identity in the previous lesson.	Student-teachers do power point presentations on the importance of cultural and artistic expressions to the Ghanaian identity that was given to them in the previous lesson
	Importance of cultural and artistic expressions in Ghana	2/50 minutes	Through shower thoughts , tutor guides student-teachers to analyse the importance of cultural and artistic expressions in Ghana with particular reference to the role of culture and art in creativity and innovation in national development.	Student-teachers discuss the importance of cultural and artistic expressions in Ghana
	(2) Teaching Culture and Art to Promote National development	3/80 minutes	Tutor demonstrates to student-teachers how they can teach upper primary learners to appreciate the role of culture and art in creativity and innovation in national development. Tutor gives student-teachers take-home assignment to explain how Social Studies and TVET can be taught to promote Ghanaian culture and identity.	Student-teachers observe tutors' demonstration keenly on ways through which their learners can be taught to appreciate the role of culture and art in creativity and innovation in national development.
Lesson assessments – evaluation of learning: of, for and as learning within the lesson (link to Learning Outcomes)	Component 2: Continuous Assessment 1 Assessment Type: Assessment for, as and of Learning Category of Assessment: Student teachers assessed through: <ul style="list-style-type: none"> • A 20 minutes Quiz at the end of the lesson covering all the learning outcomes • self-assessment at various stages of the lesson • the use of observation scales and award marks to groups during discussion/presentations 			
Teaching Learning Resources	Resource Person, Cell phone, manila cards,			
Required Text (core)	Republic of Ghana (1992). The 1992 Constitution of Ghana. Accra: Assembly Press			
Additional Reading List	UNESCO (2009). Investing in cultural diversity and intercultural: UNESCO World report. Luxembourg: UNESCO			
Lesson Policy				
CPD Needs	Demonstration technique of teaching			

Lesson6

Year of B.Ed.	2	Semester	1	Place of lesson in semester	12 3 4 5 6 7 8 9 10 11 12		
Title of Lesson	Teaching Social Studies and TVET to Promote Ghanaian Culture and Identity			Lesson Duration	3 hours		
Lesson description	<p>For a long time, Social Studies and TVET have been taught as unrelated subjects. However, a careful study of these two fields of study would reveal some commonalities in them and which could be developed into a body of knowledge and taught for young learners to acquire a holistic perspective of their culture and identity as a people.</p> <p>This lesson seeks to explore ways to teach Social Studies and TVET within the context of the Ghanaian culture and how this can be used to promote the Ghanaian identity.</p>						
Previous student teacher knowledge, prior learning (assumed)	<p>Student-teachers are familiar with the topic for discussion, especially, as they were tasked to do an independent study on it prior to this lesson.</p>						
Possible barriers to learning in the lesson	<ul style="list-style-type: none"> • Misconceptions associated with the relationship between Social Studies and TVET • s 						
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face √	Practical Activity	Work-Based Learning	Seminars	Independent Study	e-learning opportunities	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	<ul style="list-style-type: none"> • Power point presentation • Think, pair, share • Inquiry design module • Group Discussion 						
<ul style="list-style-type: none"> • Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. • Write in full aspects of the NTS addressed 	<p>This lesson is intended to help disabuse student-teachers apply their knowledge in Social Studies and TVET to learners to appreciate their culture and identity as Ghanaians.</p>						
Learning Outcome for the lesson, picked and developed from the course specification	Learning Outcomes: By the end of the lesson, the student teacher will be able to:	Learning Indicators	Identify which cross cutting issues – core and transferable skills, equity and addressing diversity. How will these be addressed?				
Learning indicators for each learning outcome	<p>Appreciate the importance of the arts and culture in the expression of our Ghanaian identity and the need to promote Ghanaian identity through expression of our culture and arts in the teaching of Social Studies and TVET</p>	<p>Explain how they would use the teaching of Social Studies and TVET to support expression of our culture, arts and Ghanaian identity.</p>	<ul style="list-style-type: none"> • In delivering this lesson, the tutor should ensure that: • Gender equality, respect for diversity and inclusivity are addressed by giving opportunity to student-teachers to examine the various perspectives of teaching and assessment. 				

Topic Title	Sub-topics (if any):	Stage/Time	Teaching and Learning Activity to achieve learning outcomes depending on the delivery mode selected. Teacher led, collaborative group work or independent	
			Teacher Activity	Student Activity
Teaching Social Studies and TVET to promote Ghanaian Culture and Identity	(1) Introduction	1/30minutes	<p>Patrick's Interactive Notebook</p> <p>Tutor guides student-teachers to revise the previous lesson through the use of Patrick's Notebook by affording student-teachers the opportunity to record/represent critical information learned in the previous lesson through teacher and tutor presentations, processing the information with colleagues in pairs or small groups, and elaborating activities, etc in order help the learners enhance new understandings, insights, and corrections of misunderstandings, etc.</p>	<p>Patrick's interactive Notebook</p> <p>Tutor guides student-teachers to revise the previous lesson through the use of Patrick's Notebook by affording student-teachers the opportunity to record/represent critical information learned in the previous lesson through teacher and tutor presentations, processing the information with colleagues in pairs or small groups, and elaborating activities, etc in order help the learners enhance new understandings, insights, and corrections of misunderstandings, etc.</p>
	(2) Common Goal for Teaching and Learning and Integrated Social Studies and TVET	2/60 minutes	<p>Tutor guides student-teachers to discuss how Social Studies and TVET can be taught to promote Ghanaian culture and identity.</p> <p>Think, Pair, Share</p> <p>Through think, pair, share, Tutor guides student-teachers to identify the common goal/aim of teaching and learning of an integrated Social Studies and TVET</p>	<p>Student-teachers do power point presentation on the take-home assignment they were given in the previous lesson on how Social Studies and TVET can be taught to promote Ghanaian culture and identity.</p> <p>Think, Pair, Share</p> <p>Student-teachers think about the main goal of teaching and learning Social Studies and TVET, then pair and share ideas first with a colleague before sharing with the whole class.</p> <p>Student-teachers explore specific objectives/areas in the Social Studies and TVET curriculum that focus on promoting Ghanaian culture and identity and examine how they can apply their knowledge of the objectives can be applied in teaching the upper primarylearner.</p>
	(3)Ways of Teaching Social Studies and TVET to Promote Ghanaian Culture and Identity	3/70minutes	<p>Based on activity 2, Tutor guides student-teachers through the use of the <i>Inquiry design model</i> to examine how Social Studies and TVET can be taught using the inquiry design module to promote Ghanaian culture and identity</p>	<p>Student-teachers discuss ways through which Social Studies and TVET can be taught using the inquiry design module to promote Ghanaian culture and identity.</p>

			<p>NB: The inquiry design module involves experimenting, probing, questioning, searching, thinking, analysis and evaluating with a view to acquiring, updating or validating knowledge.</p> <p>Tutor tasks student-teachers to examine and present in groups in the next lesson, contents, structure and organisation of the curriculum and their implications for the teaching and learning of Social Studies and TVET.</p>	
Lesson assessments – evaluation of learning: of, for and as learning within the lesson (link to Learning Outcomes)	<p>Component 2: Continuous Assessment 1 Assessment Type: Assessment for, as and of Learning Category of Assessment: Student teachers assessed through:</p> <ul style="list-style-type: none"> • Take-home assignment on core values to discussed in class (LO2) • self-assessment at various stages of the lesson (LO 1, 2 &3) <p>Learning Outcomes Assessed: CLO 2; NTS Page 15 (1 a, b, e, & f, 2c, e, f and 3a-i, k-n,)</p>			
Teaching Learning Resources	Laptop, projector, projector screen, Cell phone, manila cards,			
Required Text (core)	T-Tel Teaching and Learning material. Theme 5: Professional Development Guide for Tutors			
Additional Reading List	Adam, M., Odumah, L. K., &Ngaaso, C.K. (2018). Skills, methods and techniques of teaching Social Studies. Accra: BM Studios Ltd (Whitespace Gh)			
Lesson Policy				
CPD Needs	CPD on the inquiry design and value clarification modules			

Lesson7

Year of B.Ed.	2	Semester	1	Place of lesson in semester	12 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	Structure and Organisation of the Upper Primary Social Studies and TVET Curriculum				Lesson Duration	3 hours	
Lesson description	This lesson seeks to introduce student-teachers to the upper primary curriculum on Our World, Our People with particular reference to the aspects that deal with Social Studies and TVET. The lesson introduces student-teachers to contents, structure and organisation of the curriculum and their implications for the teaching and learning of Social Studies and TVET.						
Previous student teacher knowledge, prior learning (assumed)	Student-teachers are familiar with the goal of an integrated Social Studies and TVET and how this can be taught to promote Ghanaian culture and identity.						
Possible barriers to learning in the lesson	<ul style="list-style-type: none"> Misconceptions about the Social Studies and TVET (e.g., TVET is for students with poor academic background, some aspects of the TVET e.g, Home Economics is for girls and Social Studies is subject that anybody can read and teach). Orientations of tutors The in-amenability of tutors to accept the integration between Social Studies and TVET and to use the new approach of teaching the subject since a number of them are used to the traditional ways of teaching their traditional subject areas. The manual may not be in brail form and for that matter tutors and student-teachers alike may find it difficult using it. 						
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face √	Practical Activity	Work-Based Learning	Seminars	Independent Study √	e-learning opportunities √	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	<ul style="list-style-type: none"> Shower Thoughts Virtual field trips Group Discussion Independent studies Whole class discussion differentiated group task Inferential Value Reasoning Process 						
<ul style="list-style-type: none"> Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed 	This lesson is intended to enable student-teachers familiarise themselves with the contents, structure and organisation of the upper primary curriculum on Our World, Our People and their implications for the teaching and learning of the Social Studies and TVET.						
Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome	Learning Outcomes: By the end of the lesson, the student teacher will be able to:	Learning Indicators			Identify which cross cutting issues – core and transferable skills, equity and addressing diversity. How will these be addressed?		
	Appreciate the importance of the arts and culture in the expression of our Ghanaian identity and the need to promote Ghanaian identity through expression of our culture and arts in the teaching of Social Studies and TVET	Explain the key Components and Contents of the upper primary Social Studies and TVET curriculum	Analyse the contents of the upper primary Social Studies and TVET curriculum		<ul style="list-style-type: none"> In delivering this lesson, the tutor should ensure that: Gender equality, respect for diversity and inclusivity are addressed by giving opportunity to student-teachers to examine the various perspectives of teaching and assessment. 		

Topic Title	Sub-topics (if any):		Stage/Time	Teaching and Learning Activity to achieve learning outcomes depending on the delivery mode selected. Teacher led, collaborative group work or independent
			Teacher Activity	Student Activity
Structure and Organisation of the Upper Primary Social Studies and TVET Curriculum	(1) introduction	1/20 minutes	<p>Graphic Organisers Using graphic organisers, tutor guides student-teachers to revise the previous lesson on teaching Social Studies and TVET to promote Ghanaian culture and identity to help them reconstruct their revision topics, making meaningful links and connections</p>	<p>Graphic Organisers Student-teachers through the use of graphic organisers revise the previous lesson on teaching Social Studies and TVET to promote Ghanaian culture and identity to be able to reconstruct their revision topics, making meaningful links and connections</p>
	(2) Key Components of the Upper Primary Social Studies and TVET Curriculum	2/80 Minutes	<p>Power Point Presentation Tutor guides student-teachers to do power point presentation on the contents, structure and organisation of the curriculum and their implications for the teaching and learning of Social Studies and TVET.</p> <p>Differentiated Group Discussion Tutor guides student-teachers through differentiated group discussion, to examine the key Components of the upper primary curriculum on Our Word, Our People (e.g., structure and organization of the curriculum, aims/objectives, format/design, suggestions for teaching and assessment/profile dimension).</p>	<p>Power Point Presentation Student-teachers do power point presentation on the contents, structure and organisation of the curriculum and their implications for the teaching and learning of Social Studies and TVET.</p> <p>Differentiated Group Discussion Student-teachers in groups discuss the key Components (e.g., structure and organization of the curriculum, aims/objectives, format/design, suggestions for teaching and assessment/profile dimension). Each group is assigned a component or two to examine and afterwards, do a whole class discussion</p>
	(3) Contents of the Upper Primary Social Studies and TVET Curriculum	3/60 Minutes	<p>Tutor guides student-teachers to in small groups identify the contents (e.g, controversial issues, generalisations, facts, concepts and opinions) of the upper primary Curriculum on Our World, Our People.</p> <p>Through the Inferential Value Reasoning Process, lecturer guides student-teacher to assess whether the content addresses</p>	<p>Student-teachers in small groups identify the content of of the upper primary Curriculum on Our World, Our People and share with their colleagues in a whole class discussion.</p> <p>Student-teachers through the Inferential Value Reasoning Process, examine whether the content of the Basic Social Studies curriculum addresses issues about the core values and</p>

		<p>issues about the core values and competencies of democratic citizenship, gender and inclusivity.</p> <p>NB: Here, the student-teachers are expected to:</p> <ol style="list-style-type: none"> Locate and assemble facts about the issue organize and classify the evidence list the inferred values and competencies that informed the curriculum designers to select the particular content evaluate each inferred reason and eliminate those that are found not to be justified; and draw conclusion as to whether the content is appropriate or not <p>Tutor tasks student-teachers to do independent group study on the techniques, principles and strategies of teaching and learning school Social Studies and TVET as an integrated discipline to be presented in the next lesson.</p>	competencies of democratic citizenship, gender and inclusivity
Lesson assessments – evaluation of learning: of, for and as learning within the lesson (link to Learning Outcomes)	<p>Component 2: Continuous Assessment 1</p> <p>Assessment Type: Assessment for, as and of Learning</p> <p>Category of Assessment:</p> <p>Student teachers assessed through:</p> <ul style="list-style-type: none"> A 20 minutes Quiz at the end of the lesson covering all the learning outcomes self-assessment at various stages of the lesson the use of observation scales and award marks to groups during discussion 		
Teaching Learning Resources	Resource Person, Cell phone, manila cards,		
Required Text (core)	<ul style="list-style-type: none"> NaCCA (2019). <i>Kindergarten curriculum for preschools (KG 1-2)</i>. Accra: NaCCA, MoE NaCCA. (2019). <i>Our world and our people (OWOP) curriculum for primary schools (Basic 1 - 3)</i>. Accra: NaCCA, MoE 		
Additional Reading List	Adam, M., Odumah, L. K., & Ngaaso, C.K. (2018). Skills, methods and techniques of teaching Social Studies. Accra: BM Studios Ltd (Whitespace Gh)		
Lesson Policy			
CPD Needs	<ol style="list-style-type: none"> Graphic Organisers for generation effect The use of screen reader softwares, electronic brail, screen and video magnifiers, etc Inferential Value Reasoning Process. 		

Lesson8

Year of B.Ed.	2	Semester	1	Place of lesson in semester	12 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	Introduction to The Techniques, Principles and Strategies of Teaching/Learning Social Studies and TVET as an Integrated Discipline				Lesson Duration	3 hours	
Lesson description	This lesson concerns itself with equipping student-teachers with the basic principles, techniques and strategies of teaching, with reference to Social Studies and TVET as an integrated discipline. The lesson introduces student-teachers to ethical and legal issues of teaching/learning, qualities of good teacher, and principles of teaching and learning.						
Previous student teacher knowledge, prior learning (assumed)	Student-teachers are familiar with the structure and organisation of the upper primary Social Studies and TVET curriculum and will be able to relate their knowledge of these to the lesson.						
Possible barriers to learning in the lesson	<ul style="list-style-type: none"> • Misconceptions about Social Studies and TVET • Orientations of tutors • The inamenability of tutors to use the new approach of teaching the subject (e.g., team teaching) since a number of them are used to the traditional ways of teaching. • The manual may not be in brail form and for that matter tutors and student-teachers alike may find it difficult using it. 						
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face √	Practical Activity	Work-Based Learning	Seminars	Independent Study √	e-learning opportunities √	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	<ul style="list-style-type: none"> • Shower Thoughts • Group and Whole Discussions • Independent studies • differentiated group task 						
<ul style="list-style-type: none"> • Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. • Write in full aspects of the NTS addressed 	This lesson is intended to introduce student-teachers to the principles of teaching, techniques and strategies of teaching that can be used to ensure active participation of learners during classroom activities.						
Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome	Learning Outcomes: By the end of the lesson, the student teacher will be able to:	Learning Indicators		Identify which cross cutting issues – core and transferable skills, equity and addressing diversity. How will these be addressed?			
	Appreciate the importance of the arts and culture in the expression of our Ghanaian identity and the need to promote Ghanaian identity through expression of our culture and arts in the teaching of Social Studies and TVET	Explain the ethical and legal issues of teaching/learning	Explain the principles, techniques and strategies of teaching/learning of Social Studies and TVET	<ul style="list-style-type: none"> • In delivering this lesson, the tutor should ensure that: • Gender equality, respect for diversity and inclusivity are addressed by giving opportunity to student-teachers to examine the various perspectives of teaching and assessment. 			

Topic Title	Sub-topics (if any):	Stage/Time	Teaching and Learning Activity to achieve learning outcomes depending on the delivery mode selected. Teacher led, collaborative group work or independent	
			Teacher Activity	Student Activity
Introduction to The Techniques, Principles and Strategies of Teaching/Learning Social Studies and TVET as an Integrated Discipline	(1) Lesson Introduction	1/15minutes	Select, elect' Strategy Tutor evokes student-teachers' thinking on the previous lesson by allowing student-teachers the opportunity to 'select' the most salient facts, ideas, concepts, or terms, from the revision topic. After the 'select' stage, tutor ask them to now 'elect' what they deem the most significant knowledge or idea/concept that they need to understand to better grasp and be able to apply what has been/being learned.	'Select, elect' Strategy Student-teachers reflect on the previous lesson and 'select' the most salient facts, ideas, concepts, or terms, from the topic discussed in the previous lesson, and 'elect' what they deem the most significant knowledge or idea/concept that they need to understand to better grasp and be able to apply what has been/being learned.
	(2) Ethical and Legal Issues of Teaching/Learning	2/75minutes	Whole Class Discussion Tutor student-teachers to do class presentation on the independent group study that was given to them in the last lesson on the techniques, principles and strategies of teaching and learning school Social Studies and TVET as an integrated discipline. Shower Thoughts Through shower thoughts , tutor guides student-teachers to discuss the ethical and legal issues of issues, teaching and learning (e.g., promotion of gender equality, equity and inclusivity, teacher and student freedom of expression, balance between/among culture, religion and schooling, student punishment, e.t.c.)	Whole Class Discussion Student-teachers do whole class discussion on the techniques, principles and strategies of teaching and learning school Social Studies and TVET as an integrated discipline Shower Thoughts Student-teachers explain the ethical and legal issues of issues, teaching and learning.
	(2) Principles of Teaching	3/60minutes	Through the use of differentiated task grouping , tutor guides student-teachers to examine the principles of teaching and learning of Social Studies and TVET and explain how these principles can be applied in the teaching and	Student-teachers in their groups, discuss the principles of teaching and learning of and TVET and explain how these principles can be applied in the teaching and learning the subject to ensure active participation of their learners in classroom activities and at the same

			<p>learning the subject to ensure active participation of their learners in classroom activities and at the same time addressing issues of gender, and inclusivity. Tutor guides student-teachers to identify and discuss the techniques and strategies of teaching Social Studies and TVET</p> <p>Tutor gives student-teachers an independent study take-home assignment on the basic theories of colour to be presented in the next lesson.</p>	<p>time addressing issues of gender, and inclusivity.</p> <p>Student-teachers explore and explain some techniques of teaching Social Studies and TVET and how these can be strategise to ensure their learners' participation in classroom activities as well as optimise the learners' understanding.</p>
Lesson assessments – evaluation of learning: of, for and as learning within the lesson (link to Learning Outcomes)	<p>Component 2: Continuous Assessment 1 Assessment Type: Assessment for, as and of Learning Category of Assessment: Student teachers assessed through:</p> <ul style="list-style-type: none"> • A 20 minutes Quiz at the end of the lesson covering all the learning outcomes • self-assessment at various stages of the lesson • the use of observation scales and award marks to groups during discussion 			
Teaching Learning Resources	Resource Person, Cell phone, manila cards,			
Required Text (core)	<ul style="list-style-type: none"> • Vella, J. (2008). <i>On teaching and learning: Putting the principles and practice of dialogue education into action.</i> San Francisco: Jossey Bass 			
Additional Reading List	Adam, M., Odumah, L. K., & Ngaaso, C.K. (2018). Skills, methods and techniques of teaching Social Studies. Accra: BM Studios Ltd (Whitespace Gh)			
Lesson Policy				
CPD Needs	<ul style="list-style-type: none"> • 'Select and Use' Strategy of Reviewing PK • The use of screen reader softwares, electronic brail, screen and video magnifiers, etc • Inferential Value Reasoning Process. 			

Lesson9

Year of B.Ed.	2	Semester	1	Place of lesson in semester	12 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	Basic Theories of Colour				Lesson Duration	3 hours	
Lesson description	This lesson introduces student-teachers to basic theories of colour. It focuses on principles that govern the choice of colours and categorisation of colours such as the colour wheel, primary, secondary and tertiary colours. Other areas of focus include colour harmony and colour context and their implications for teaching and learning at the upper primary level.						
Previous student teacher knowledge, prior learning (assumed)	Student-teachers are familiar with colours and would be able to apply that knowledge in understanding this lesson, basic theories of colour.						
Possible barriers to learning in the lesson	<ul style="list-style-type: none"> • Misconceptions about the visual Arts • Orientations of tutors • The in amenability of tutors to use the new approach of teaching the subject since a number of them are used to the traditional ways of teaching. • The manual may not be in brail form and for that matter tutors and student-teachers alike may find it difficult using it. 						
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face √	Practical Activity	Work-Based Learning	Seminars	Independent Study √	e-learning opportunities √	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	<ul style="list-style-type: none"> • Shower Thoughts • Group Discussion • Independent studies • Whole class discussion • Power point presentation • Panel Discussion 						
<ul style="list-style-type: none"> • Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. • Write in full aspects of the NTS addressed 	This lesson is intended to equip student-teachers with knowledge of the theoretical basis of the categorisation of colours, issues of colour context and harmony and the implications of these for teaching upper primary learners.						
61 Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome	Learning Outcomes: By the end of the lesson, the student teacher will be able to:	Learning Indicators		Identify which cross cutting issues – core and transferable skills, equity and addressing diversity. How will these be addressed?			
	Demonstrate clear understanding of the relevance of teaching basic theories of colour to enable the upper primary learner appreciate the relevance of colour in defining occasions in Ghana	Describe the basic theories of colour	examine the implications of their knowledge of basic colour theories for teaching upper primary learners.	<ul style="list-style-type: none"> • In delivering this lesson, the tutor should ensure that: • Gender equality, respect for diversity and inclusivity are addressed by giving opportunity to student-teachers to examine the various perspectives of teaching and assessment. 			

Topic Title	Sub-topics (if any):	Stage/Time	Teaching and Learning Activity to achieve learning outcomes depending on the delivery mode selected. Teacher led, collaborative group work or independent	
			Teacher Activity	Student Activity
	(1) Introduction	1/ 30 minutes	<p>Visual Sequencing Tutor guides student-teachers to revise the previous lesson by either give student-teachers copies of e.g., a flow chart template or draw/module a flow chart on a markerboard or whiteboard ask the student-teachers to draw has been modelled on piece of paper. Tutor then ask student-teachers to identify the potential steps or stages of the process—how one subtopic/event leads to the final outcome—and to place the steps on the visual diagram. As the y progress through their studies, students should correct earlier assumptions and elaborate on each component or step in relation to the LOs and their indicators</p>	<p>Visual Sequencing Student-teachers go through the review of the previous lesson by drawing/copying onto a piece of paper, a flow chart template the tutor drew on the markerboard or whiteboard. Student-teachers then identify the potential steps or stages of the process—how one subtopic/event leads to the final outcome—and place the steps on the visual diagram. Student-teachers then correct earlier assumptions and elaborate on each component or step in relation to the LOs and their indicators</p>
	(2) Basic Theories of Colour	2/ 70 minutes	<p>Group Presentation Tutor guides student-teachers through group presentation to discuss on the independent study take-home assignment on the basic theories of colour.</p> <p>Shower Thoughts Through shower thoughts, Tutor guides student-teachers explain what the concept of colour theory is at the upper primarylevel.</p> <p>Group Discussion Through group discussion, Tutor guides student-teachers to analyse the structure/components of the colour theory (colour wheel, colour harmonies and contexts)</p>	<p>Group Presentation Student-teachers to do a power point presentation on basic theories of colour</p> <p>Shower Thoughts Student-teachers explain the concept of colour theory.</p> <p>Group Discussion Student-teachers discuss in their groups use cell phones to identify and explain the structure/components of the colour theory (colour wheel, colour harmonies and contexts) and present to the class in a whole class discussion session.</p>
	Implications of Basic Colour Theories for Teaching Upper	3/ 60 Minutes	<p>Panel Discussion Tutor through panel discussion facilitates a discussion on the implications of their knowledge of basic colour</p>	<p>Panel Discussion Student-teachers in their discussion, examine the implications of their knowledge of basic colour theories for teaching upper primarylearners.</p>

	Primary Learners		<p>theories for teaching upper primarylearners (especially, focusing on the school and classrooms layout implications, etc).</p> <p>Take-Home Independent Study Tutor gives student-teachers a take-home independent study on colour and social occasions in Ghana to be done individually.</p>	
Lesson assessments – evaluation of learning: of, for and as learning within the lesson (link to Learning Outcomes)	<p>Component 2: Continuous Assessment 1 Assessment Type: Assessment for, as and of Learning Category of Assessment: Student teachers assessed through:</p> <ul style="list-style-type: none"> • A 20 minutes Quiz at the end of the lesson covering all the learning outcomes • self-assessment at various stages of the lesson • the use of observation scales and award marks to groups during discussion/presentation. 			
Teaching Learning Resources	Resource Person, Cell phone, manila cards,			
Required Text (core)	<ul style="list-style-type: none"> • Mollica, P. (2013). Color Theory: An essential guide to color-from basic principles to practical application. Crown Valley Parkway: Walter Foster Publishing. 			
Additional Reading List	Verlag, M. (1970). Itten, the elements of colour: A treatise on the colour system of Johannes Itten based on his book the art of colour. Ravensburg: KUNST DER FABRE			
Lesson Policy				
CPD Needs	<ul style="list-style-type: none"> • Visual Sequencing • The use of scream reader softwares, electronic brail, screen and video magnifiers, etc • Inferential Value Reasoning Process. 			

Lesson 10

Year of B.Ed.	2	Semester	1	Place of lesson in semester	12 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	The Social Studies (OWOP) Curriculum, Gender and Inclusivity				Lesson Duration	3 hours
Lesson description	Colour and social occasions in Ghana is one of the symbols of communication every society uses to communicate its emotions, attitudes, behaviour and social events. In Ghana, the use and interpretations of colours are culturally defined, with every ethnic group assigning its own interpretations. This lesson introduces student-teachers to the interpretation given to colours used in social events such as naming ceremonies/baby outdooing, funerals, festivals and marriage/wedding ceremonies.					
Previous student teacher knowledge, prior learning (assumed)	Student-teachers are observe/witness some social events of their ethnic groups or in their communities and are familiar with the various colours in each of these occasions and what such colours mean.					
Possible barriers to learning in the lesson	<ul style="list-style-type: none"> • Lack of/inadequate knowledge on the culture of other ethnic groups aside their own • Orientations of tutors • The inamenability of tutors to use the new approach of teaching the subject since a number of them are used to the traditional ways of teaching. • The manual may not be in brail form and for that matter tutors and student-teachers alike may find it difficult using it. 					
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face √	Practical Activity	Work-Based Learning	Seminars	Independent Study √	e-learning opportunities √
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	<ul style="list-style-type: none"> • Shower Thoughts • Group Discussion • Independent studies • Whole class discussion • Dramatization • Differentiated task grouping 					
<ul style="list-style-type: none"> • Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. • Write in full aspects of the NTS addressed 	The purpose of this lesson is to enable the student-teacher appreciate the significance of colour choice for specific social occasions in Ghana.					
Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome	Learning Outcomes: By the end of the lesson, the student teacher will be able to:		Learning Indicators		Identify which cross cutting issues – core and transferable skills, equity and addressing diversity. How will these be addressed?	
	Appreciate the relevance of colour choice for specific social occasions in Ghana.		Analyse the interpretation given to colours used in at least 5 social events in Ghana Explain the importance of colour choice for e.g., funerals, festivals, naming ceremonies, wedding,		<ul style="list-style-type: none"> • In delivering this lesson, the tutor should ensure that: • Gender equality, respect for diversity and inclusivity are addressed by giving opportunity to student-teachers to examine the various perspectives of teaching and assessment. 	

Topic Title	Sub-topics (if any):		Stage/Time	Teaching and Learning Activity to achieve learning outcomes depending on the delivery mode selected. Teacher led, collaborative group work or independent
			Teacher Activity	Student Activity
	(1) Introduction	1/20minutes	Tutor calls student-teachers to share with the class what they learned in the previous lesson on basic colour theories	Student-teachers to share with their colleagues what they learned in the previous lesson on basic colour theories
	Interpreting Colours Used in Some Selected Social Events in Ghana	2/80 Minutes	<p>Mixed Ability Grouping Tutor guides student-teachers share their findings on the take-home independent study on colour and social occasions in Ghana with their colleagues in groups of 3-5 members and present to the whole class.</p> <p>Dramatization Through dramatization, Tutor guides student-teachers showcase/act some selected social events like funerals, naming ceremonies in Ghana and the colour of clothes types used in these occasions.</p> <p>Tutor asks student-teachers to share their knowledge on other colours put on in some unfamiliar social events in Ghana, or about some unfamiliar ethnic groups' choice of colours for some of these occasions.</p>	<p>Mixed Ability Grouping Student-teachers do power point presentations on colour and social occasions in Ghana after sharing with their colleagues in their various groups to the class.</p> <p>Dramatization Student-teachers put up an act depicting these selected social events like funerals, naming ceremonies in Ghana while putting on costumes used for these occasions.</p> <p>The others observe the drama put up by those selected and communicate their findings in a whole class discussion after the drama.</p> <p>Student-teachers share their knowledge on other colours put on in some unfamiliar social events in Ghana, or about some unfamiliar ethnic groups' choice of colours for some of these occasions.</p>
	Importance of Colour Choice for Some Selected Social Events in Ghana		Tutor gives student-teacher differentiated task grouping activity to discuss the importance of colour choice for some selected social events in Ghana	Student-teachers in their groups, examine in their groups the importance of colour choice for some selected social events in Ghana and share with their colleagues in a whole class discussion.

<p>Lesson assessments – evaluation of learning: of, for and as learning within the lesson (link to Learning Outcomes)</p>	<p>Component 2: Continuous Assessment 1 Assessment Type: Assessment for, as and of Learning Category of Assessment: Student teachers assessed through:</p> <ul style="list-style-type: none"> • A 20 minutes Quiz at the end of the lesson covering all the learning outcomes • self-assessment at various stages of the lesson • the use of observation scales and award marks to groups during discussion <p>Learning Outcomes Assessed: CLO 4; NTS NTS 1: Professional Development: The Teacher(s): 1a) Critically and collectively reflects to improve teaching and learning 1b) Improves personal and professional development through lifelong learning and Continuous Professional Development.</p>
<p>Teaching Learning Resources</p>	<p>Resource Person, Cell phone, manila cards,</p>
<p>Required Text (core)</p>	<ol style="list-style-type: none"> 1. Edwards B. (2004) A course in Mastering the Art of Mixing Colors. Publ. TarcherPerigee, USA 2. Amenuke, S. K., et al (1991). <i>General Knowledge in Art for Senior Secondary School</i>. London, Evans
<p>Additional Reading List</p>	<p>Ngaaso, C. K. &Attom, L. E. (2015). Gender issues and development: Policy implications. Accra: Yemens Pub. Ltd.</p>
<p>Lesson Policy</p>	
<p>CPD Needs</p>	<p>Dramatization Technique</p>

Lesson 11

Year of B.Ed.	2	Semester	1	Place of lesson in semester	12 3 4 5 6 7 8 9 10 11 12		
Title of Lesson	Understanding Basic Colour Works			Lesson Duration	3 hours		
Lesson description	This lesson focuses on helping student-teachers to gain knowledge and appreciation of the basic principles of colour works as beginners. The lesson also affords student-teachers the opportunity to learn how to do painting, knitting, e.tc., using different colours.						
Previous student teacher knowledge, prior learning (assumed)	Student-teachers are familiar with the basic colours						
Possible barriers to learning in the lesson	<ul style="list-style-type: none"> Huge class size The influence of high-stake assessments on the tutors' assessment of student-teachers which may lead to tutors teaching to the test and student-teachers also learning to pass and get certificate 						
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face √	Practical Activity	Work-Based Learning	Seminars	Independent Study	e-learning opportunities	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	<ul style="list-style-type: none"> Shower Thoughts Group Discussion Outdoor pedagogy (Community walks) 						
<ul style="list-style-type: none"> Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed 	This lesson is intended to help student-teachers understand how basic colour work is done as well as understand how to assist their upper primarylearners to do simple colour works.						
62 Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome	Learning Outcomes: By the end of the lesson, the student teacher will be able to:		Learning Indicators		Identify which cross cutting issues – core and transferable skills, equity and addressing diversity. How will these be addressed?		
	Demonstrate knowledge and understanding of colour works and apply their knowledge in assisting the upper primarylearner to do simple colour works		Explore how basic colour work is done as Explain how to assist their upper primarylearners to do simple colour works		<ul style="list-style-type: none"> In delivering this lesson, the tutor should ensure that: Gender equality, respect for diversity and inclusivity are addressed by giving opportunity to student-teachers to examine the various perspectives of teaching and assessment. 		
Topic Title	Sub-topics (if any):	Stage/Time	Teaching and Learning Activity to achieve learning outcomes depending on the delivery mode selected. Teacher led, collaborative group work or independent				
			Teacher Activity		Student Activity		
Understanding Basic Colour Works	(1) Lesson introduction	1/20 minutes	Tutor through questioning tasks student-teachers to tell what was taught/learnt in the previous lesson				

	(2) Helping the Upper Primary Learner in Colour Work	2/140minutes	<p>Resource Person Tutor collaborates with student-teachers to invite a resource person (with knowledge on instructional methodology in Art) to talk on the role of the Upper Primary Teacher in helping his/her learner learn and be able to apply colour work</p> <p>Shower Thoughts Through shower thoughts, Tutor guides Student-teachers debrief the Resource Person's visits.</p>	<p>Resource Person Student-teachers listen to the resource person's (with knowledge on instructional methodology in Art) talk on the role of the Upper Primary Teacher in helping his/her learner learn and be able to apply colour work and jot down salient points</p> <p>Shower Thoughts Student-teachers debrief the Resource Person's visits. Student-teachereexplain the concept of colour work and identify various forms of colour work.</p>
Lesson assessments – evaluation of learning: of, for and as learning within the lesson (link to Learning Outcomes)	<p>Component 2: Continuous Assessment 1 Assessment Type: Assessment for, as and of Learning Category of Assessment: Student teachers assessed through:</p> <ul style="list-style-type: none"> • A 20 minutes Quiz at the end of the lesson covering all the learning outcomes • self-assessment at various stages of the lesson • the use of observation scales and award marks to groups during discussion 			
Teaching Learning Resources	Resource Person, Cell phone, manila cards,			
Required Text (core)	<ul style="list-style-type: none"> • Sharon, T. (2006). <i>Teach yourself visually knitting</i>. Hoboken, New Jersey: Wiley Publishing Inc 			
Additional Reading List	Allfreeknitting.com (2011). <i>How to Knit for Beginners: 9 Free Tutorials eBook</i> . Dundee Road, Northbrook, IL 60062: Prime Publishing LLC. www.primecp.com			
Lesson Policy				
CPD Needs	Use of Resource Person			

Lesson 12

Year of B.Ed.	2	Semester	1	Place of lesson in semester	12 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	Revision	Lesson Duration	3 hours			
Lesson description	This lesson constitutes the last lesson and involves a revision of what has been learned in the course of the semester					
Previous student teacher knowledge, prior learning (assumed)	Student-teachers are familiar with the topics that have been dealt with in all 11 lessons					
Possible barriers to learning in the lesson	<ul style="list-style-type: none"> The attitude of not recording events in writing, keeping things in memory 					
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face √	Practical Activity	Work-Based Learning	Seminars	Independent Study	e-learning opportunities Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	<ul style="list-style-type: none"> Show Thoughts Group Discussion Think, pair, share Power point presentation 					
<ul style="list-style-type: none"> Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed 	The lesson is intended to afford both the tutor and student-teacher assess the teaching and learning during the semester. It focuses on what students have learned/know and can do, identify and work on areas they need to develop (found difficult to understand in the previous lessons).					
Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome	Learning Outcomes: By the end of the lesson, the student teacher will be able to:	Learning Indicators	Identify which cross cutting issues – core and transferable skills, equity and addressing diversity. How will these be addressed?			
	Demonstrate knowledge and understanding, of what has been learned in the course and apply that knowledge in teaching the Early Grade curriculum.	Share reflection on the what has been learned with regard to all 11 lessons/topics in the course and apply knowledge of the course in teaching the EG curriculum	<ul style="list-style-type: none"> In delivering this lesson, the tutor should ensure that: Gender equality, respect for diversity and inclusivity are addressed by giving opportunity to student-teachers to examine the various perspectives of teaching and assessment. 			
Topic Title	Sub-topics (if any):	Stage/Time	Teaching and Learning Activity to achieve learning outcomes depending on the delivery mode selected. Teacher led, collaborative group work or independent			
			Teacher Activity	Student Activity		
Introduction to SRJ Development and Writing	(2) Introduction	1/70 minutes	Differentiated Instruction For the purpose of enhancing comprehension and retention of information on the previous lessons learnt	KWL With the aid of the LOs and indicators of the course, student-teachers use the KWL technique to revise the previous lessons (i.e., from lesson 1 through to 11).		

			<p>among student-teachers, tutor through the use of the KWL technique activates student-teachers' prior knowledge by asking them refer to the previous lessons' LOs and indicators and indicate which of the LOs and indicators have been met (what they have learnt/Know) at the "K" stage; then student-teachers collaborate in small groups identify the set goals that were not met (i.e., what they could not understand and want to learn) (W) and get better understanding. Finally, after going through the goals that were not met in the previous lessons, student-teachers are guided to discuss what they have Learned (L) (i.e., in relation to what hitherto, they found it difficult understanding.</p> <p>NB: In addition to the KWL, tutor integrates other techniques of teaching/learning to help the student-teacher revise the previous lessons for better understanding (e.g., 'select, elect', Patrick's Interactive Notebook, lecture, questioning and answering etc.)</p>	
Lesson assessments – evaluation of learning: of, for and as learning within the lesson (link to Learning Outcomes)	<p>Component 2: Continuous Assessment 1 Assessment Type: Assessment for, as and of Learning Category of Assessment: Student teachers assessed through:</p> <ul style="list-style-type: none"> • A 20 minutes Quiz at the end of the lesson covering all the learning outcomes • self-assessment at various stages of the lesson • the use of observation scales and award marks to groups during discussion <p>Learning Outcomes Assessed: CLO 5; NTS Page 15 (1 a, b, e, & f, 2c, e, f and 3a-i, k-n,)</p>			
Teaching Learning Resources	Resource Person, Cell phone, manila cards,			
Required Text (core)	<ul style="list-style-type: none"> ▪ T-TEL Schools Partnership Programme (2016). <i>Year 3: Teaching Practice (Mentor Handbook)</i>. Accra: Published by the Ministry of Education (Ghana), under Creative Commons Attribution. Available online at http://www.t-tel.org. 			
Additional Reading List				
Lesson Policy				
CPD Needs	No CPD needed			
Course Assessment	<p>Component 1 : Subject Portfolio Assessment: (30% overall score)</p> <ul style="list-style-type: none"> • Selected items of students work (3 of them – 10% each)-30% 			

	<ul style="list-style-type: none"> • Midterm assessment – 20% • Reflective journal – 40% • Organization of the subject portfolio -10 % (how it is presented /organized)
	<p>Component 2: Subject Project: (30% overall semester score)</p> <ul style="list-style-type: none"> • Introduction, a clear statement of aim and purpose of the project-10% • Methodology: what the student teacher has done and why to achieve the purpose of the project -20% • Substantive or main section -40% • Conclusion -40%
	<p>Component 3: end of semester examination -40%</p>

