

Four-Year B.Ed. Course Manual

Pedagogy: Multimedia









GOVERNMENT OF GHANA









FOREWORD

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

The course manuals have been produced for use as general guides for the delivery of the new four-year B.Ed. curriculum in Colleges of Education in collaboration with their affiliated universities. They are designed to support student teachers, tutors, and lecturers in delivering a complete B.Ed. course for training student teachers which 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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CORE WRITING TEAM

Names of writers	Subject	Names of writers	Subject
Dr. Isaac Eshun		Cletus Ngaaso	Social Studies
Dr. Anthony Baabereyir		Mohammed Adam	
Ms. Shirley Dankwa	African Studies	Dr. Emmanuel Adjei-Boateng	
Prof. S.Y. Annor	Agriculture	Dr. Yaw Nyadu Offei	Special Education
Dr. Salome praise Otami		Prof. Samuel Hayford	
Dr. Samuel Frimpong		Dr. Awuni	
Robert Quansah	Early Grade	Rev.(Dr) Nyueko Avotri	Technical Vocational
Dr. Abraham Kwadwo Okrah	English Language	Elizabeth Lani Ashong	Education and Training
Dr. Sarah Emma Eshun	- Liigiisii Laiigaage	Michael Tsorgali	. ITallillig
Vivian Acquaye Felix A. Odonkor		Frnacis Donkor	
Dr. Cecilia Esinam Agbeh		Dr. Maxwell Nyatsikor	
Ibrahim Osmanu	French	Prof. Salomey Essuman	
Dr. Kofi Adu-Boahen		Dr. Paul Kwadwo Addo	
Dr. M. Kusimi		Dr. Winston Kwame Abroampa	
Dr. Aboagye Dacosta		Mr. Kwaku Esia-Donkoh	
Mr. Alexander Otoo	Geography	Mohammed Z. Abdulmumin	Pedagogy
Dr. Yvonne A.A. Ollennu	Ghanaian	Dr. Mohammed Hafiz	Arabic
Kwasi Adomako	Language	Iddris Mohammed	
Dr. Akwasi Kwarteng Amoako-Gyampah		Mohammed Almu Mahaman	
Anitha Oforiwah Adu- Boahen		Murtada M. Muaz	
Gertrude Nkrumah	History	Dr M. Q. Adjahoe	Music
Prof Charles Owu-Ewie	Literacy	Prof Cosmas Mereku	
Dr. Ahmed Amihere		Prof. Reginald Ocansey	Physical Education
Zakaria Sadiq	Mathematics	Dr. Emmanuel Osei Sarpong	
Dr. R. Addai-Mununkum	RME	E. Kwaku Kwaa-Aidoo	ICT

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 UpperPrimary teacher education programmesupports 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

- 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

- College of Education Tutors
- Teacher Education University Lecturers
- Student Teachers
- Mentors

The purpose of course manuals

- 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:
 - 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

- 1. They are written with the learner, the student teacher, in mind: what they will be able 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

- 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

"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."

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

Each manual will include:

- 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

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)
- 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).
- 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)
- 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).

6. Learning indicators

- 1.1 Explain the meaning of Ghanaian identity, culture and arts
- 1.2 Describe the relation among National identity, culture, the
- 1.3 Explain the rights and responsibilities that goes with our Ghanaian identity.
- 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.
- 3.1 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
- 3.4 Explain how they would support Child development through colour expression and the arts

- 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)
 4.1 describe the basic theories of colour 4.2 examine colour and occasions in Ghana 4.3 undertake basic colour work
 5.2 Share ideas on what has been taught an course and the application of the knowledge
 - 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.

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

	development and writing in Social Studies (Our people, our world) and	
	TVET	

8. Course Assessment Components

Component 1: Subject Portfolio Assessment: (30% overall score)

- 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)

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

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

Component 3: end of semester examination -40%

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.

Year of B.Ed. 2	Semester 1	Place of lesson in semester	1 2345678910 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		Student-teachers are familiar with the cultures of various ethnic groups in the country and have							
knowledge, prior learning	encounte	encountered artistic expressions of Ghanaian cultures in various ways and can apply this in							
(assumed)	understar	nding the less	on.						
Possible barriers to	• Misco	onceptions al	out Social St	udies					
learning in the lesson	• The o	rientation of	Tutors/Lectu	rers and head	ls of the CoEs				
Lesson Delivery – chosen	Face-	Practical	Work-	Seminars	Independen	t e-le	arning	Practicum	
to support students in	to-face	Activity	Based		Study	орр	ortunities		
achieving the outcomes	٧		Leaning						
Lesson Delivery – main	• KWL								
mode of delivery chosen	• Show	er Thoughts							
to support student	• Grou	p Discussion							
teachers in achieving the		rentiated tas	k grouping						
learning outcomes.		e class discu							
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	This lesson is intended to enable student-teachers to appreciate how culture and arts are used to define the identity of a people.								
of the NTS addressed									
•	Learning	Outcomes:	Learning Ind	licators	1	dentify v	which cross o	utting	
of the NTS addressed	_	Outcomes:	Learning Ind	licators			which cross core and trar	_	
of the NTS addressed • Learning Outcome	By the e		Learning Inc	licators	i	ssues – (kills, eq	core and trar	nsferable ressing	
• Learning Outcome for the lesson, picked	By the e lesson, th	nd of the	Learning Ind	licators	i	ssues – (kills, eq	core and tran	nsferable ressing	
Learning Outcome for the lesson, picked and developed from	By the e lesson, th	end of the ne student-	Learning Ind	licators	i 9	ssues – (kills, eq	core and trar uity and add . How will th	nsferable ressing	
Learning Outcome for the lesson, picked and developed from the course	By the e lesson, th teacher w	end of the ne student- vill be able		licators meaning of GI	i	ssues – o kills, eq liversity ddresse	core and trar uity and add . How will th	nsferable ressing	
Learning Outcome for the lesson, picked and developed from the course specification	By the elesson, the teacher was to: Demonstrict knowledge	nd of the ne student- vill be able rate e and	Explain the r		i	kills, eq liversity ddresse	core and trar uity and add . How will th	ressing ese be	
Learning Outcome for the lesson, picked and developed from the course specification Learning indicators	By the e lesson, th teacher w to: Demonstr	nd of the ne student- vill be able rate e and	Explain the r	meaning of Gl	i	kills, eq liversity ddresse In d tuto	core and trar uity and add . How will the d. elivering this r should ensu	ressing ese be	
Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning	By the elesson, the teacher was to: Demonstrict knowledge	end of the see student-vill be able rate e and adding of	Explain the ridentity, cult	meaning of Gl	nanaian	kills, eq liversity ddresse In d tuto Gene	core and tranuity and add How will th d. elivering this r should ensu	ressing ese be s lesson, the are that:	
Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning	By the elesson, the teacher was to: Demonstration knowledge understant the conce	end of the see student-vill be able rate e and adding of	Explain the ridentity, cult	meaning of Gl cure and arts	nanaian d	kills, eq liversity ddresse In d tuto Gene dive	core and tranuity and add How will th d. elivering this r should ensuder equality, rsity and in	ressing ese be s lesson, the ire that: respect for clusivity are	
Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning	By the elesson, the teacher was to: Demonstration knowledge understant the conce	end of the se student-vill be able rate e and onding of pts of culture and	Explain the ridentity, cult	meaning of Gl cure and arts relation amo	nanaian d	kills, eq liversity ddresse In d tuto Gene dive	core and trar uity and add . How will th d. elivering this r should ensu der equality, rsity and in	ressing ese be selesson, the are that: respect for clusivity are y giving	
Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning	By the elesson, the teacher water. Demonstration knowledge understant the conceidentity, carts and here.	end of the se student-vill be able rate e and onding of pts of culture and	Explain the r identity, cult Describe the national iden	meaning of Gl cure and arts relation amo ntity, culture,	nanaian d	kills, eq kills, eq liversity ddresse In d tuto Gend dive addr oppo	core and tranuity and add How will th d. elivering this r should ensuder equality, rsity and in essed bortunity to	ressing ese be s lesson, the ire that: respect for clusivity are y giving	
Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning	By the elesson, the teacher water. Demonstration knowledge understant the conceidentity, carts and here.	and of the se student-vill be able rate e and ading of pts of culture and sow these	Explain the r identity, cult Describe the national iden Explain how	meaning of Gl cure and arts relation amo ntity, culture, the cultural	nanaian ong the arts	ssues – 6 kills, eq liversity ddresse In d tuto Gendive addr oppo teac	core and tranuity and add How will the d. elivering this reshould ensured equality, resity and in essed bortunity to there to expense.	ressing ese be seese	
Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning	By the elesson, the teacher water. Demonstration knowledge understant the conceidentity, carts and here.	and of the se student-vill be able rate e and ading of pts of culture and sow these	Explain the ridentity, cult Describe the national ider Explain how expressions	meaning of Gl cure and arts relation amo ntity, culture,	nanaian ong the arts	kills, eq kills, eq liversity ddresse In d tuto Gendive addr oppo teac vario	core and tranuity and add How will the d. elivering this reshould ensured equality, resity and in essed bortunity to there to expense.	ressing ese be see lesson, the are that: respect for clusivity are y giving o student- kamine the ectives of	

Topic Title	Sub-topics (if	Stage/Tim	Teaching and Learning Activit	ry to achieve learning outcomes
	any):	е		mode selected. Teacher led,
			collaborative group work or ind	
			Teacher Activity	Student Activity
Preparations for use of course manual and Pre-Learning interactions	(1) Self- Introduction	1/ 30 minutes	Through face-to-face interaction, Tutor/lecturer and student-teachers introduce themselves	Student-teachers do self- introduction (Tutor and student- teachers)
			Tutor guides student-teachers to discuss the course goal/aims and objectives as well as its structure and content	Student-teachers examine the course goal/aims and objectives as well as its structure and content
	Addressing Certain Perceptions and Stereotypes about the People's Cultures	2/70minut es	Culturally Responsive Pedagogies 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: i. distributing questionnaires, asking about student-teachers' interests, perceptions and stereotypes about other cultures; ii. collecting information about student-teachers' learning styles; and iii. 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	Culturally Responsive Pedagogies 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
Cultural Divorcity	(2) Changian	2/30	Debate 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. Know-Want to know-Learnt	Debate 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. Know-Want to know-Learnt
Cultural Diversity and its Expression Among various Ethnic Groups of Ghana	(3) Ghanaian Identity, Culture and Arts; The Relationship Among National Identity, Culture, the Arts (4) How Cultural Expressions are	2/30 minutes	Tutor through the use of Know-Want to know-Learnt guides student-teachers to explain the concepts of identity, culture and arts	Student-teachers share their ideas on what they know and want to know the concepts of identity, culture and arts Student-teachers after the first two steps (K and W), now share what they have learnt to satisfy the L stage of the technique.

	used to Identify		Crown Discussion	Crown Discussion		
	used to Identify		Group Discussion	Group Discussion		
	Ghanaians as a		Tutor guides student-teachers	Student-teachers in their groups		
	unique people	4/ 30	through group discussion to	discuss the relationships among		
		minutes	explain the relationships	identity, culture and arts		
			among identity, culture and			
			arts	Student-teachers in whole class		
				discussion, present their findings		
			Tutor tasks student-teachers	on how cultural expressions are		
			to discuss in groups and do	used to identify Ghanaians as a		
			group presentations on how	unique people both within and		
			cultural expressions are used	outside Ghana		
			to identify Ghanaians as a			
			unique people both within and			
			outside Ghana			
			outside Gridina			
			Tutor tasks student-teachers			
			to do independent			
			differentiated group task			
			study on the rights and			
			responsibilities associated with			
			Ghanaian identity			
Lesson assessments	· ·		Assessment 1			
evaluation of learnin	-		nent for, as and of Learning			
for and as learning w		Assessment:				
the lesson (link to		thers assessed	_			
Learning Outcomes)			ering all the learning outcomes			
	self-asse	essment at sta	t at stages of the lesson where independent study and differentiated task			
	groupin	g are required				
			sed: CLO1; NTS Page 15 (1 a, b, e,	& f, 2c, e, f and 3a-i, k-n,)		
Teaching Learning	Resource Pe	rson, Cell phoi	ne, manila cards,			
Resources						
Required Text (core)	Awedoba, A	. K. (2005). <i>Cul</i>	ture and development in Africa. A	ccra: Historical Society of Ghana		
Additional Reading L	ist Anderson, M	Anderson, M. L. & Taylor, H. F. (2004). <i>Sociology</i> (3 rd ed.). Belmont: Wadsworth.				
	,	. , ,				
Lesson Policy						
CPD Needs	Team Teach	ing Approach				

Year of B.Ed.	2	Semester	1	Place of lesson in semester	123456789101112
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Title of Lesson	Rights and Respo	nsibilities Ass	ociated wi	th Ghanaian Iden	tity	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 achieve and can apply this in understanding the lesson							
Possible barriers to learning in the lesson		ons about Socia		nd heads of the C	nEs			
Lesson Delivery – chosen to support students in achieving the outcomes	The orientation of Tutors/Lecturers and heads of the CoEs Face-to-face Practical Work-Based Leaning Study The orientation of Tutors/Lecturers and heads of the CoEs Face-to-face Practical Work-Based Leaning Study					e-learning opportunities	Practicun	
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes. • Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of	Think, pair, s Group Discus This lesson is integrity with one identifying the second secon	ended to make			te the rights a	nd responsibilitie	s that com	
the description. Write in full aspects of the NTS addressed								
 Learning Outcome for the lesson, picked and developed from the 	lesson, the stu- able to:	-		Learning Indicators	core and tra	ch cross cutting insferable skills, diversity. How w	equity and	
course specification Learning indicators for each learning outcome	Demonstrate cle individual rights that are associal Ghanaian with s and inclusivity	and respor ted one ident	nsibilities city as a	Analyse the rights and responsibilities that are associated with individual's identity as a Ghanaian with special focus onequity and inclusivity	should of Gender diversity addressstudent	y and inclued by giving op op- teachers to e perspectives of t	espect fo sivity ar portunity t xamine th	

Topic Title	Sub-topics (if any):	Stage/Time		y to achieve learning outcomes selected. Teacher led, collaborative		
	uny,.		group work or independent	selected. Teacher lea, comasorative		
			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 theRights and Responsibilities that come with it	2/ minutes	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	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		
			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.	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.		
			Tutor task student-teachers to do individual independent study on the vocations and arts of the various ethnic groups of Ghana.			
Lesson assessments –	Component 2: Co	ntinuous Asse				
evaluation of learning: of, for and as learning within the lesson (link to Learning Outcomes)	Category of Assess Student teachers	ssment: assessed throu	for, as and of Learning ugh: stages of the lesson			
to rearming outcomes,			_	on the power point presentations		
	 the use of observation scales and award marks to groups based on the power point present 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. 					
Community of Practice:The Teacher: 1e) Engages positively with colleagues, learners, parents, School Management Comparent-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						
	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.					
			nd respects learners' cultural, lingui ds in planning and teaching.	istic, socio-economic and		

	NTS 3: Professional Practice (Managing the learning environment) The Teacher: 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. Teaching and Learning: The Teacher: 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.
	Assessment: The Teacher: 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)	• Republic of Ghana (1992). The 1992 Constitution of Ghana. Accra: Assembly Press UNESCO (2009). Investing in cultural diversity and intercultural: UNESCO World report. Luxembourg: UNESCO
Additional Reading List	• Anderson, M. L. & Taylor, H. F. (2004). <i>Sociology</i> (3 rd ed.). 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

Year of B.Ed. 2 Semester 1 Place of lesson in semester 12345678910 11 12

Title of Lesson	Vocations a	nd Arts of C	Shana			Lesson Duration	3 hours
Previous student- teacher knowledge, prior learning (assumed) Possible barriers to learning	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. Student-teachers are familiar with Misconceptions about Social Studies						
in the lesson	• The ori	entation of	Tutors/Lect	urers and he	eads of the Co	Es	
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to- face	Practical Activity	Work- Based Leaning	Seminars	Independer Study		Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	GroupWhole	r Thoughts Discussion class discus point prese					
 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 	and artistic	expressions	s promote G		chers' knowle		
 Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for 	Learning O of the le teacher wil	sson, the	student-	Learning I	ndicators	Identify which crossissues – core and to skills, equity and a diversity. How will addressed?	ransferable ddressing
each learning outcome	of the p their voi expression • Analyse the vocations expression and lear primarycu	e the cultura eople of G cations an as in the cou- ne implication and as for the ning of ti rriculum to I inclusivity.	chana and d artistic untry ons of the artistic teaching he upper o promote	vocation arts of G Describe will appl knowled diverse G expressi Ghana in relations	e how they ly lge of cultural ons of n their ship with to	opportunity to e	re that: respect for clusivity are giving student the certives of the certives

Topic Title	Sub-topics (if	Stage/Tim	Teaching and Learning Activity to	
	any):	е	depending on the delivery mo collaborative group work or indep	
			Teacher Activity	Student Activity
Vocations and Arts of Ghana	(1) Lesson Introduction	1/ 30minute s	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	2/ 60	Using shower thoughts , tutor guides student-teachers to identify some vocations and the arts associated with the various ethnic groups of Ghana	Student-teachers identify some vocations and the arts associated with the various ethnic groups of Ghana.
	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 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
	(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 primaryto nurture the ideals of inclusivity, equity and harmony to be presented in the next lesson.	class discussion. 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 –	Component 2: C		sessment 1	
evaluation of learning: of, for and as learning within the lesson (link to Learning Outcomes)	Category of Asses Student teachers A 20 minute self-assessm the use of ol Learning Outcon NTS 1: Professio 1a) Criti 1b) Imp Continu Community of Pr 1e) Eng Commit of pract	essment: s assessed thr s Quiz at the nent at variou bservation sca nes Assessed nal Developn ically and coll proves person ious Profession ractice:The Te ages positivel itees, Parent- ice.	end of the lesson covering all the less stages of the lesson ales and award marks to groups predict the stage of the lesson ales and award marks to groups predict the stage of the stage of the stage of the lesson all the less stage of the lesson all the less all the lesson al	sentations 2c, e, f and 3a-i, k-n,) g and learning rough lifelong learning and , School Management olic as part of a community

	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.
	NTS 3: Professional Practice (Managing the learning environment) The Teacher:
	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.
	Teaching and Learning: The Teacher:
	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.
	Assessment: The Teacher:
	 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). Investing in cultural diversity and intercultural: UNESCO World report. Luxembourg: UNESCO
Additional Reading List	• Anderson, M. L. & Taylor, H. F. (2004). <i>Sociology</i> (3 rd ed.). 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

Year of B.Ed. 2 Semester 1 Place of lesson in semester	123456789101112
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Title of Lesson	Teaching Cultural Dive		to Nurture the	Lesson	3					
	Ideals of Inclusivity, Eq	Duration	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	cultural and social orientations. Student-teachers are familiar with									
knowledge, prior learning	Student-teachers are ra	tudent-teachers are familiar with								
(assumed)										
Possible barriers to	Misconceptions about Social Studies									
learning in the lesson		The orientation of Tutors/Lecturers and heads of the CoEs								
Lesson Delivery – chosen		Work- Seminars	Independent	e-learning	Practicum					
to support students in	to-face Activity E									
achieving the outcomes	√ ΄ ι	eaning .	,	opportunities						
Lesson Delivery – main	Shower Thoughts		•							
mode of delivery chosen	Group Discussion									
to support student	Whole class discus	sion								
teachers in achieving the	Think-pair-share									
learning outcomes.										
• Purpose for the	This lesson is intende			_	e of cultural					
lesson, what you	diversity, vocations and	arts in teaching upper	primarylearners							
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										
Learning Outcome for the	Learning Outcomes:	Learning Indicators	Ident	ify which cross co	utting issues					
lesson, picked and	By the end of the		- core	and transferable	e skills,					
developed from the	lesson, the student-		•	y and addressing	•					
course specification	teacher will be able		How	will these be add	lressed?					
Learning indicators	to:									
for each learning	Appreciate the	Describe how they (S		n delivering this	,					
outcome	cultural diversity of	teachers) will apply	_	utor should ensu						
	the people of Ghana and the various	knowledge of diverse cultural expressions	_	ender equality,						
	vocations and artistic	Ghana in their relation		iversity and in ddressed b						
	expressions in the	with children to pron	~	ddressed b pportunity to						
	country and their	equity and inclusivity			xamine the					
	implications for the	Explain how they			ectives of					
	teaching and learning	knowledge		eaching and asse						
	of the upper	_	cultural	5 zz 2300	- **					
	primarycurriculum to	diversity of Ghai	na and							
	promote equity and	various forms of ex	pression							
	inclusivity	in their teaching to								
			onstrate							
		different ways of p								
			Shanaian							

Topic Title	Sub-topics (if any):	Stage/Time	outcomes depending on	Activity to achieve learning the delivery mode selected.
			Teacher led, collaborative g	
			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	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. On the L (Learnt) column, student-teachers record the new things they learned as a
	Addressing cultural diversity, equity,	2/ 60 minutes	primaryto nurture the ideals of inclusivity, equity and harmony to be presented in the next lesson.	result of seeking information/responses for the assignment.
	inclusivity and harmony through artistic expression		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.	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 primaryto 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 primaryto 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	Student-teacher identify and discuss with their colleagues, ways by which they can teach cultural diversity to nurture in the upper primarylearner the ideals of inclusivity, equity and harmony other than what is/are known already or as might have been provided by other groups.
			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.	

Lesson assessments –	Component 2: Continuous Assessment 1						
evaluation of learning: of,	Assessment Type: Assessment for, as and of Learning						
for and as learning within	Category of Assessment:						
the lesson (link to	Student teachers assessed through:						
Learning Outcomes)	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	Resource Person, Cell phone, manila cards,						
Resources							
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	Using Taboo as a teaching technique						

Year of B.Ed.	2	Semester	1	Place of lesson in semester	1234 5 6789101112
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Title of Lesson	Importance Ghanaian	of Cultural	and Artist	ic Expressions	s to the	Lesson	n Duration	3 hours
Lesson description	artistic exp behaviour. diversity an development as spice of I This lesson cultural and	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. 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.						
Previous student- teacher knowledge, prior learning (assumed)	Student-tea	chers are fa	miliar with	some	•			
Possible barriers to	Miscon	ceptions ab	out Social 9	Studies				
learning in the lesson				turers and hea	ds of the	CoEs		
Lesson Delivery – chosen	Face-to-	Practical	Work-	Seminars	Indepe		e-learning	Practicum
to support students in	face	Activity	Based	,	Study		opportunities	
achieving the outcomes	٧	,	Leaning		,		1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	
Lesson Delivery – main	Showe							
mode of delivery chosen								
to support student		stration						
teachers in achieving the		ntiated task	grouping					
learning outcomes.	Dillele	iitiateu task	grouping					
 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 60 Learning Outcome for the lesson, picked and developed from 	and artistic Learning C end of	expressions Outcomes: the lesso	By the n, the		cators	Identify core an	r which cross cutt d transferable sk	ment. ting issues – ills, equity
and developed from the course	to:	acher will l				these b	dressing diversity e addressed?	
specification Learning indicators	the arts and	the importa	he	Examine the importance of	:	tut	delivering this or should ensure	that:
for each learning outcome	identity and promote Gh through exp	of our Ghand the need to nanaian iden pression of co arts in the to udies and	tity our	cultural and an expressions of Ghana to our unique Ghana identity.	f	dive add to the	nder equality, ersity and ind dressed by giving student-teachers various pers ching and assess	clusivity are gopportunity to examine pectives of

Topic Title	Sub-topics (if any):	Stage/Time	depending on the deliver	vity to achieve learning outcomes y mode selected. Teacher led,	
			collaborative group work or Teacher Activity	Student Activity	
Importance of Cultural and Artistic Expressions to the Ghanaian Identity	(1) Introduction	1/ 30minutes 2/50	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	
	of cultural and artistic expressions in Ghana (2) Teaching Culture and	minutes 3/ 80 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	
	Art to Promote National development	80 minutes	Tutor demonstrates to student-teachers how they can teach upper primarylearners 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)	Assessment Ty Category of As Student teache • A 20 minut • self-assess	sessment: ers assessed thr tes Quiz at the e ment at various	t for, as and of Learning ough: end of the lesson covering all to stages of the lesson	he learning outcomes s during discussion/presentations	
Teaching Learning Resources		on, Cell phone,		· ·	
Required Text (core) Additional Reading List	_	Republic of Ghana (1992). The 1992 Constitution of Ghana. Accra: Assembly Press UNESCO (2009). Investing in cultural diversity and intercultural: UNESCO World report.			
Lesson Policy					
CPD Needs	Demonstration	n technique of	teaching		

Year of B.Ed. 2	Semester	1	Place of lesson in semester	12345 6 78910 11 12
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Title of Lesson	Teaching Social	al Studies and	TVET to P	romote Ghar	naian Culture and	Lesson Duration	3 hou		
	,								
Lesson description	careful study of could be deve holistic perspe This lesson se	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. This lesson seeks to explore ways to teach Social Studies and TVET within the context of the							
Previous student		Ghanaian culture and how this can be used to promote the Ghanaian identity.							
teacher knowledge, prior learning (assumed)	do an indepen	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.							
Possible barriers to learning in the lesson		ptions associat	ted with th	e relationshi	p between Social	Studies and TV	ET		
Lesson Delivery –	• s Face-to-face	Practical	Work-	Seminars	Independent	e-learning	Practicur		
chosen to support students in achieving the outcomes	√ V	Activity	Based Leaning	Jenniars	•	opportunities	Fracticui		
mode of delivery chosen to support student teachers in achieving the learning outcomes. • 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	 Think, pair, share Inquiry design module Group Discussion 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.								
addressed Learning Outcome for	Learning Outo	omes: By the	end of L	earning.	Identify w	hich cross cutti	ng issues -		
the lesson, picked and developed from the course specification	the lesson, t will be able to	he student t	eacher I	ndicators	core and to and addre these be a	ransferable skil ssing diversity. ddressed?	lls, equity How will		
Learning indicators for each learning outcome	Appreciate the arts and cultur of our Ghanaia need to promo identity throug culture and ar Social Studies	re in the expre an identity and ote Ghanaian gh expression ts in the teach	ssion v I the t Sof our a ing of S	explain how to vould use the eaching of social Studies and TVET to support expression of our culture, and Ghanaiar dentity.	tutors Gende divers addres to stu the v teachi	elivering this should ensure the equality, rity and inclused by giving adent-teachers various persing and assessming and assessming and ensure the equations of	hat: respect fousivity and opportunity to examinate opectives of the contraction of the contraction opectives of the contraction opectives of the contraction opectives of the contraction opectives of the contraction opec		

Topic Title	Sub-topics	Stage/Time					
	(if any):			mode selected. Teacher led,			
			collaborative group work or in Teacher Activity	Student Activity			
Teaching Social Studies	(1)	1/	Patrick's Interactive	Patrick's interactive Notebook			
and TVET to promote Ghanaian Culture and Identity	Introduction	30minutes	Notebook 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	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.			
	(2) Common Goal for Teaching and Learning and Integrated Social Studies and TVET	2/60 minutes	misunderstandings, etc. Tutor guides student- teachers to discuss how Social Studies and TVET can be taught to promote Ghanaian culture and identity. Think, Pair, Share 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	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. Think, Pair, Share 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. 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.			
	(3)Ways of Teaching Social Studies and TVET to Promote Ghanaian Culture and Identity	3/ 70minutes	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	Student-teachers discuss ways through which Social Studies and TVET can be taught using the inquiry design module to promote Ghanaian culture and identity.			

		NB: The inquiry design
		module involves
		experimenting, probing,
		questioning, searching,
		thinking, analysis and
		evaluating with a view to
		acquiring, updating or
		validating knowledge.
		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.
Lesson assessments –	Component 2: Continuous	Assessment 1
evaluation of learning:	Assessment Type: Assessm	ent for, as and of Learning
of, for and as learning	Category of Assessment:	
within the lesson (link	Student teachers assessed t	through:
to Learning Outcomes)	 Take-home assignment 	on core values to discussed in class (LO2)
	 self-assessment at varie 	ous stages of the lesson (LO 1, 2 &3)
		ed: CLO 2; NTS Page 15 (1 a, b, e, & f, 2c, e, f and 3a-i, k-n,)
Teaching Learning	Laptop, projector, projector	screen, Cell phone, manila cards,
Resources		
Required Text (core)		g material. Theme 5: Professional Development Guide for Tutors
Additional Reading List	1 ' ' ' ' '	&Ngaaso, C.K. (2018). Skills, methods and techniques of teaching
	Social Studies. Accra: BM St	udios Ltd (Whitespace Gh)
Lesson Policy		
CPD Needs	CPD on the inquiry design a	nd value clarification modules

Year of B.Ed. 2 Semester 1	Place of lesson in semester	123456789101112
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Title of Lesson	Structure and Studies and T	_		oper Primary So	cial	Less	on Duration	3 hours						
Lesson description				it-teachers to th	e unner nr	imarv	curriculum on O	ur World						
2000011 description							cial Studies and							
	· ·						sation of the cur							
				d learning of So		_								
Previous student teacher	Student-teach	iers are famili	ar with t	he goal of an ir	itegrated S	Social	Studies and TVE	T and how						
knowledge, prior learning	this can be tau	his can be taught to promote Ghanaian culture and identity.												
(assumed)														
Possible barriers to	• Misconceptions about the Social Studies and TVET (e.g., TVET is for students with poor													
learning in the lesson	academic	background,	some asp	ects of the TVE	Γe.g, Hom	e Eco	nomics is for girl	s and Social						
	Studies is	subject that a	nybody c	an read and tea	ch).									
	Orientation	ons of tutors												
	The in-am	nenability of t	utors to a	ccept the integ	ration betv	ween	Social Studies an	d TVET and						
	to use the	e new approa	ch of tea	ching the subje	ct since a	numb	er of them are	used to the						
	traditiona	al ways of teac	hing thei	r traditional sub	ject areas.									
				form and for th	at matter	tutors	s and student-te	achers alike						
	may find	it difficult usin	g it.					•						
Lesson Delivery – chosen	Face-to-		Work-	Seminars	Independ	dent	e-learning	Practicum						
to support students in	face		Based		Study		opportunities							
achieving the outcomes	٧		Leaning		٧		٧							
Lesson Delivery – main	Shower T	_												
mode of delivery chosen	Virtual fie	•												
to support student	Group Dis													
teachers in achieving the		lent studies												
learning outcomes.		ass discussion												
		ated group ta												
5 (1)		al Value Reaso			f !!!! -									
Purpose for the							mselves with th	,						
lesson, what you want the students to		-		ning of the Soci			Norld, Our Peop	ie and their						
achieve, serves as	implications it	or the teaching	g allu leal	illing of the 30ci	ai Studies d	anu i	VLI.							
basis for the learning														
outcomes. An														
expanded version of														
the description.														
Write in full aspects														
of the NTS addressed														
Learning Outcome for the	Learning Outcomes: By the Learning Indicators Identify which cross cutting													
Learning Outcome for the	Learning Out	comes: By th	e Leari	ning Indicators		Ident	ify which cross c	utting						
lesson, picked and	Learning Out end of the	•		ning Indicators			ify which cross cos – core and tran	0						
lesson, picked and developed from the		e lesson, th	e	ning Indicators	i	issues	,	sferable						
lesson, picked and developed from the course specification	end of the	e lesson, th	e	ning Indicators	;	issues skills, divers	- core and tran equity and addr sity. How will the	sferable essing						
lesson, picked and developed from the course specification Learning indicators for	end of the student teach to:	e lesson, the ner will be ab	le le		; ;	issues skills, divers addre	s – core and tran equity and addr sity. How will the essed?	sferable essing ese be						
lesson, picked and developed from the course specification	end of the student teach to: Appreciate the	e lesson, the ner will be ab	le Expla	in the	key	issues skills, divers addre	s – core and tran equity and addr sity. How will the essed? delivering this	essing ese be						
lesson, picked and developed from the course specification Learning indicators for	end of the student teach to: Appreciate the of the arts and	e lesson, the ner will be ab	Expla	in the ponents and C	key ontents	issues skills, divers addre • In o	s – core and tran equity and addr sity. How will the essed? delivering this or should ensure	essing ese be lesson, the						
lesson, picked and developed from the course specification Learning indicators for	end of the student teach to: Appreciate the of the arts and expression of	e lesson, the ner will be ab	Explain Composition of the	nin the ponents and C e upper primar	key ontents	issues skills, divers addre • In o tuto • Ge	s – core and tran equity and addr sity. How will the essed? delivering this or should ensure ender equality,	essing ese be esson, the that: respect for						
lesson, picked and developed from the course specification Learning indicators for	end of the student teach to: Appreciate the of the arts and expression of identity and the student to the stud	e lesson, the ner will be able e importance disculture in the our Ghanaian he need to	Explain Composite Studies	nin the ponents and C e upper primar ies and	key ontents	skills, divers addre • In (tuto • Ge	s – core and tran equity and addr sity. How will the essed? delivering this or should ensure ender equality, versity and inc	essing esse be lesson, the that: respect for usivity are						
lesson, picked and developed from the course specification Learning indicators for	end of the student teach to: Appreciate the of the arts and expression of identity and the promote Gharman and the complex of	e lesson, the ner will be ab e importance d culture in the our Ghanaian the need to naian identity	Explain Composite Studies	nin the ponents and C e upper primar	key ontents	issues skills, divers addre • In c tuto • Ge div	s – core and tran equity and addr sity. How will the essed? delivering this or should ensure ender equality, versity and incideressed by	essing ese be esson, the that: respect for usivity are giving						
lesson, picked and developed from the course specification Learning indicators for	end of the student teach to: Appreciate the of the arts and expression of identity and the promote Gharthrough expression.	e lesson, the ner will be ab	Explain Composite Studio currie	nin the ponents and C e upper primar ies and culum	key ontents y Social TVET	issues skills, divers addre • In o tuto • Ge div ad	s – core and tran equity and addr sity. How will the essed? delivering this or should ensure ender equality, eversity and incl dressed by oportunity to	essing ese be lesson, the that: respect for lusivity are giving student-						
lesson, picked and developed from the course specification Learning indicators for	end of the student teach to: Appreciate the of the arts and expression of identity and the promote Gharthrough expreculture and arthrough and arthrough and arthrough and arthrough and arthrough expreculture and arthrough	e lesson, the ner will be able e importance d culture in the our Ghanaian the need to naian identity ession of our ts in the	Expla Com of th Studi curri	nin the ponents and C e upper primar ies and culum yse the contents	key ontents y Social TVET	issues skills, divers addre • In (tuto • Ge div ad op te	equity and addressed? delivering this or should ensure ender equality, versity and incideressed by portunity to achers to exact exact enders to exact exact exact exact ender exact exact ender exact	essing ese be lesson, the that: respect for usivity are giving student-						
lesson, picked and developed from the course specification Learning indicators for	end of the student teach to: Appreciate the of the arts and expression of identity and the promote Gharthrough expression.	e lesson, the ner will be able e importance d culture in the our Ghanaian the need to naian identity ession of our ts in the	Expla Composite Studi curri	nin the ponents and C e upper primar ies and culum	key ontents y Social TVET s of the Studies	issues skills, divers addre • In c tuto • Ge div ad op te va	s – core and tran equity and addr sity. How will the essed? delivering this or should ensure ender equality, eversity and incl dressed by oportunity to	essing ese be lesson, the that: respect for lusivity are giving studentamine the ctives of						

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	(1)	1/20	Graphic Organisers	Graphic Organisers			
Organisation of the Upper Primary Social Studies and TVET Curriculum	introduction	minutes	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	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			
	(2) Key Components of the Upper Primary Social Studies and TVET Curriculum	2/80 Minutes	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. Differentiated Group Discussion Tutor guides student- teachers through differentiated group discussion, to examine the key Components of the upper primarycurriculum on Our Word, Our People (e.g., structure and organization of the curriculum, aims/objectives, format/design, suggestions for teaching and assessment/profile dimension).	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. 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			
	(3) Contents of the Upper Primary Social Studies and TVET Curriculum	3/ 60 Minutes	Tutor guides student- teachers to in small groups identify the contents (e.g, controversial issues, generalisations, facts, concepts and opinions) of the upper primaryCurriculum on Our World, Our People. Through the Inferential Value Reasoning Process, lecturer guides student- teacher to assess whether	Student-teachers in small groups identify the content of of the upper primaryCurriculum on Our World, Our People and share with their colleagues in a whole class discussion. Student-teachers through the Inferential Value Reasoning Process, examine whether the content of the Basic Social Studies curriculum addresses			

	ı	ı		
			issues about the core values	competencies of democratic
			and competencies of	citizenship, gender and inclusivity
			democratic citizenship,	
			gender and inclusivity.	
			NB: Here, the student-	
			teachers are expected to:	
			a. Locate and assemble	
			facts about the issue	
			b. organize and classify the	
			evidence	
			c. list the inferred values	
			and competencies that	
			informed the curriculum	
			designers to select the	
			particular content	
			d. evaluate each inferred	
			reason and eliminate	
			those that are found not	
			to be justified; and	
			e. draw conclusion as to	
			whether the content is	
			appropriate or not	
			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.	
Lesson assessments –	Component 2: C	Continuous Ass	L.	
evaluation of learning: of,			t for, as and of Learning	
for and as learning within	Category of Ass		tion, as and or Learning	
the lesson (link to	Student teacher		ough:	
Learning Outcomes)			end of the lesson covering all the	e learning outcomes
			stages of the lesson	e rearring outcomes
			les and award marks to groups	during discussion
	the disc of o	DSCI Vation Sca	iics and award marks to groups	during discussion
Teaching Learning	Resource Persor	n, Cell phone, i	manila cards,	
Resources				
Required Text (core)			en curriculum for preschools (KG	
	• NaCCA. (20	19). Our world	and our people (OWOP) curric	ulum for primary schools (Basic 1 -
	<i>3).</i> Accra: N	aCCA, MoE		
Additional Reading List				thods and techniques of teaching
	Social Studies. A	ccra: BM Stud	ios Ltd (Whitespace Gh)	
Lesson Policy				
CPD Needs	i. Graphic O	rganisers for g	eneration effect	
			er softwares, electronic brail, scr	reen and video magnifiers, etc
		l Value Reasor		-
			-	

Year of B.Ed. 2	Semester	1	Place of lesson in semester	12345678910 11 12
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Title of Lesson	Introduction	to The Te	chniques I	Principles a	nd Stratogies	of Lesson	3 hours
Title of Lesson		arning Social St					3 110013
Lesson description						basic principles, t	
	_	_				T as an integrated	
					-	f teaching/learning	g, qualities
Previous student		of good teacher, and principles of teaching and learning. Student-teachers are familiar with the structure and organisation of the upper primarySocial					
teacher knowledge,	Studies and TVET curriculum and will be able to relate their knowledge of these to the lesson.						
prior learning	Studies und 1	Studies and TVET culticulum and will be able to relate their knowledge of these to the lesson.					
(assumed)							
Possible barriers to	Misconc	eptions about S	ocial Studies	and TVET			
learning in the		ions of tutors					
lesson	• The inar	menability of to	utors to use	the new ap	proach of tea	ching the subject	(e.g., team
						ays of teaching.	
	• The man	nual may not be	e in brail for	m and for th	nat matter tuto	ors and student-te	achers alike
	may find	it difficult usin	g it.				
Lesson Delivery –	Face-to-	Practical	Work-	Seminars	Independent		Practicum
chosen to support	face	Activity	Based		Study	opportunities	
students in	٧		Leaning		٧	٧	
achieving the outcomes							
Lesson Delivery –	Shower	Thoughts					
main mode of		nd Whole Discu	ıssinns				
delivery chosen to	C. Cap a	dent studies	13310113				
support student		tiated group ta	sk				
teachers in achieving		and a group to					
the learning							
outcomes.							
 Purpose for the 						ciples of teaching,	
lesson, what	_	_	that can be	used to en	sure active pa	rticipation of lear	ners during
you want the students to	classroom ac	tivities.					
students to achieve, serves							
as basis for the							
learning							
outcomes. An							
expanded							
version of the							
description.							
• Write in full							
aspects of the							
NTS addressed Learning Outcome	Learning Ou	tcomes: By the	and Loar	ning Indicate	ore Ident	tify which cross cu	itting issues
for the lesson,	_	son, the stu		ining infulcati		e and transferable	-
picked and	teacher will l		ident			ty and addressing	
developed from the						will these be add	
course specification	Appreciate th	ne importance o	of Expl	ain the ethica	al and • I	n delivering this le	sson, the
Learning	the arts and	culture in the	lega	l issues of	t	utor should ensur	e that:
indicators for	- 1	f our Ghanaian	teac	hing/learninչ	-	Gender equality, re	•
each learning	identity and					diversity and inclu	
outcome		anaian identity		ain the princ	-	addressed by givin	
		ession of our		niques and		opportunity to stu	
		irts in the teach		egies of		eachers to examin	
	of Social Stud	dies and TVET		hing/learninք al Studies an	_	arious perspectiv	
	1		20CI	ai Studies an	uivei	eaching and asses	sment.

Topic Title	Sub-topics (if	Stage/Time	Teaching and Learning Activity to achieve learning			
	any):			the delivery mode selected.		
			Teacher led, collaborative g			
Introduction to The	(1) Lesson	1/15minutes	Teacher Activity Select, elect' Strategy	Student Activity 'Select, elect' Strategy		
Techniques, Principles and Strategies of	Introduction		Tutor evokes student- teachers' thinking on the previous lesson by	Student-teachers reflect on the previous lesson and 'select' the most salient		
Teaching/Learning Social Studies and TVET as an			allowing student-teachers the opportunity to 'select' the most salient facts,	facts, ideas, concepts, or terms, from the topic discussed in the previous		
Integrated Discipline			ideas, concepts, or terms, from the revision topic. After the 'select' stage, tutor ask them to now	lesson, and 'elect' what they deem the most significant knowledge or idea/concept that they need to understand		
			' elect' what they deem the most significant knowledge or	to better grasp and be able to apply what has been/being learned.		
			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	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		
			integrated discipline. Shower Thoughts	Shower Thoughts		
	(2) Principles of	2/	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.)	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		

		learning the subject to	time addressing issues of			
		learning the subject to ensure active	gender, and inclusivity.			
		participation of their	gender, and inclusivity.			
		learners in classroom				
		activities and at the same				
		time addressing issues of	Student-teachers explore and			
			explain some techniques of			
		gender, and inclusivity. Tutor guides student-	teaching Social Studies and			
		teachers to identify and	TVET and how these can be			
		discuss the techniques	strategise to ensure their			
		and strategies of teaching	_			
		Social Studies and TVET	classroom activities as well as			
		Social Studies and TVET	optimise the learners'			
		Tutor gives student-	understanding.			
		teachers an independent	understanding.			
		study take-home				
		assignment on the basic				
		theories of colour to be				
		presented in the next				
		lesson.				
Lesson assessments	Component 2: Continuous Asses	ssment 1				
- evaluation of	Assessment Type: Assessment f	or, as and of Learning				
learning: of, for and	Category of Assessment:	_				
as learning within	Student teachers assessed throu	gh:				
the lesson (link to	A 20 minutes Quiz at the end	d of the lesson covering all the le	arning outcomes			
Learning Outcomes)	 self-assessment at various st 	tages of the lesson				
	the use of observation scales and award marks to groups during discussion					
Teaching Learning	Resource Person, Cell phone, ma	nnila cards,				
Resources						
Required Text (core)	• Vella, J. (2008). On teaching and learning: Putting the principles and practice of dialogue					
	education into action. San Francisco: Jossey Bass					
Additional Reading	Adam, M., Odumah, L. K., &Ngaaso, C.K. (2018). Skills, methods and techniques of teaching Social					
List	Studies. Accra: BM Studios Ltd (Whitespace Gh)					
Lesson Policy						
CPD Needs	 'Select and Use' Strategy of 	of Reviewing PK				
	The use of scream reader s	softwares, electronic brail, screer	n and video magnifiers, etc			
	 Inferential Value Reasonin 	g Process.				

Year of B.Ed.	2 Semest	r 1	Place of lesson in semester	12345678 9 10 11 12
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Title of Lesson	Basic Theories of Colour		Le	sson Duration	3 hours		
Previous student teacher knowledge, prior learning (assumed)	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 primarylevel. 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	 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 V Activity	Based	Independent Study V	e-learning opportunities \forall	Practicum		
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes. • 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	 Shower Thoughts Group Discussion Independent studies Whole class discussion Power point presentation Panel Discussion 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 primarylearners.						
addressed 61 Learning Outcome for the lesson, picked and	Learning Outcomes: By Learning Indicators Identify which cross cutting issues – core and transferable skills, equity and addressing diversity. How will these be be able to: addressed?						
developed from the course specification Learning indicators for each learning outcome	be able to:addressed?Demonstrate clear understanding of the relevance of teaching basic theories of colourDescribe the basic theories of colour• 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 occasions in Ghana						

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 minutes 30		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	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		
	(2) Basic Theories of Colour	2/ 70 minutes	indicators Group Presentation Tutor guides student- teachers through group presentation to discuss on the independent study take- home assignment on the basic theories of colour. Shower Thoughts Through shower thoughts, Tutor guides student- teachers explain what the concept of colour theory is at the upper primarylevel.	Group Presentation Student-teachers to do a power point presentation on basic theories of colour Shower Thoughts Student-teachers explain the concept of colour theory.		
			Group Discussion Through group discussion, Tutor guides student- teachers to analyse the structure/components of the colour theory (colour wheel, colour harmonies and contexts)	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.		
	Implications of Basic Colour Theories for Teaching Upper	3/ 60 Minutes	Panel Discussion Tutor through panel discussion facilitates a discussion on the implications of their knowledge of basic colour	Panel Discussion Student-teachers in their discussion, examine the implications of their knowledge of basic colour theories for teaching upper primarylearners.		

	Primary	theories for teaching upper							
	Learners	primarylearners (especially,							
		focusing on the school and							
		classrooms layout							
		implications, etc).							
		Take-Home Independent							
		Study							
		Tutor gives student-teachers							
		a take-home independent							
		study on colour and social							
		occasions in Ghana to be							
	done individually.								
Lesson assessments –	•	Component 2: Continuous Assessment 1							
evaluation of learning:	Assessment Type: Assessme	nt for, as and of Learning							
of, for and as learning	Category of Assessment:								
within the lesson (link	Student teachers assessed th	rough:							
to Learning Outcomes)		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	Resource Person, Cell phone	Resource Person, Cell phone, manila cards,							
Resources									
Required Text (core)	1	Theory: An essential guide to color-from basic principles to practical							
	application. Crown Valley Parkway: Walter Foster Publishing.								
Additional Reading List		elements of colour: A treatise on the colour system of Johannes Itten							
	based on his book t	he art of colour. Ravensburg: KUNST DER FABRE							
Lesson Policy									
CPD Needs	- Visual Composits -								
CPD Needs	Visual Sequencing The use of exposure reads	an anthurana alastuania huail sanaan anduidaa maan iti sasaata							
		er softwares, electronic brail, screen and video magnifiers, etc							
	Inferential Value Reasoning Process.								

Year of B.Ed. 2 Semester 1 Place of lesson in semester 123456789 10 11 12

Title of Lesson	The S Inclusiv		ies (OWC	P) Curricul	um, Gender		Lesson Duration	3 hours	
Previous student teacher	society Ghana, group interpr outdoo Studen	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 outdooring, funerals, festivals and marriage/wedding ceremonies. Student-teachers are observe/witness some social events of their ethnic groups or in their							
knowledge, prior learning (assumed)		olours mean		with the var	ious colours in e	eacn or	tnese occas	ions and what	
Possible barriers to learning in the lesson	• Or • Th nu • Th	 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. 							
Lesson Delivery – chosen to support students in achieving the outcomes	Face- to- face	Practical Activity	Work- Based Leaning	Seminars	Independent Study V		arning ortunities	Practicum	
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes. • 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	 Shower Thoughts Group Discussion Independent studies Whole class discussion Dramatization Differentiated task grouping 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 cutti issues – core and transfer skills, equity and address diversity. How will these addressed?				transferable addressing				
	of co	social occa	ce for	Analyse the interpretation given to interpretation given to			hould ensure ality, respect and inclusivity ed by giving to student- examine the respectives of		

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	1/20minu tes	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		Mixed Ability Groping 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. 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. 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.	Mixed Ability Groping 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. 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. The others observe the drama put up by those selected and communicate their findings in a whole class discussion after the drama. 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			
	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	of these occasions. 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.			

Lesson assessments –	Component 2: Continuous Assessment 1							
evaluation of learning: of, for	Assessment Type: Assessment for, as and of Learning							
and as learning within the	Category of Assessment:							
lesson (link to Learning	Student teachers assessed through:							
Outcomes)	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							
	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.							
Teaching Learning Resources	Resource Person, Cell phone, manila cards,							
Required Text (core)	1. Edwards B. (2004) A course in Mastering the Art of Mixing Colors. Publ.							
	TarcherPerigee, USA							
	2. Amenuke, S. K., et al (1991). General Knowledge in Art for Senior Secondary							
	School. London, Evans							
Additional Reading List	Ngaaso, C. K. &Attom, L. E. (2015). Gender issues and development: Policy implications.							
Additional Reading List	Accra: Yemens Pub. Ltd.							
Losson Boliev	Accia. Tellielis Fub. Etu.							
Lesson Policy								
CPD Needs	Dramatization Technique							

Year of B.Ed. 2 Semester 1 Place of lesson in semester	12345678910 11 12
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Title of Lesson	Understandin	g Basic Colo	ur W	/orks			Lesson Durati	on	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-teach	Student-teachers are familiar with the basic colours							
Possible barriers to learning in the lesson	which ma	ence of high	utors				s' assessment of student-teacher		
Lesson Delivery – chosen to support students in achieving the outcomes	Face- Practito- Activities	cal Work-		Seminars	Indepen Study	dent	e-learning opportunities	Prac	cticum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	Group Di	Shower ThoughtsGroup Discussion							
 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 							and how basic co		
62 Learning Outcome for the lesson, picked and developed	Learning Out the end of t the student t be able to:	he lesson,	Lea	arning Indio	cators	core a	ify which cross of and transferable oddressing diver the addressed?	skills	s, equity
from the course specification Learning indicators for each learning outcome	Demonstrate and understal colour works their knowled assisting the u primarylearne simple colour	nding of and apply ge in upper er to do	edge Explore how basic colour work is done as ply Explain how to assist their upper		• III ss	In delivering this lesson, the tuto should ensure that:Gender equality, respect fo		respect for usivity are oportunity to examine the	
Topic Title	Sub-topics (if any):	Stage/Tin	ne	ne Teaching and Learning outcomes depending o Teacher led, collaborative		ling o	n the delivery group work or	mod indep	de selected.
Understanding Basic Colour Works	(1) Lesson introduction	1/20 minutes	Teacher Activity Tutor through questioning tasks student-teachers to what was taught/lea the previous lesson		arnt in				

	(a) Halada	2/	B	B
	(2) Helping	2/	Resource Person	Resource Person
	the Upper	140minutes	Tutor collaborates with	Student-teachers listen to the
	Primary		student-teachers to invite	resource person's (with
	Learner in		a resource person (with	knowledge on instructional
	Colour Work		knowledge on methodology in Art) to the role of the Upper P	
			talk on the role of the	Teacher in helping his/her learner learn and be able to
			Upper Primary Teacher in	apply colour work and jot
			helping his/her learner learn and be able to apply	down salient points
			colour work	
			COIDUI WOIK	
			Shower Thoughts	Shower Thoughts
			Through shower	Student-teachers debrief the
			thoughts, Tutor guides	Resource Person's visits.
			Student-teachers debrief	
			the Resource Person's	Student-teachersexplain the
			visits.	concept of colour work and
				identify various forms of
				colour work.
Lesson assessments –	Component 2:	Continuous Ass	essment 1	
evaluation of learning: of,			for, as and of Learning	
for and as learning within	Category of As	sessment:		
the lesson (link to		ers assessed thro	_	
Learning Outcomes)	A 20 minut	es Quiz at the e	nd of the lesson covering all t	the learning outcomes
			stages of the lesson	
	• the use of	observation sca	les and award marks to group	os during discussion
Teaching Learning	Resource Perso	on, Cell phone, n	nanila cards,	
Resources				
Required Text (core)	• Sharon, T.	. (2006). <i>Teach</i>	h yourself visually knitting.	Hoboken, New Jersey: Wiley
	Publishing	Inc		
Additional Reading List	Allfreeknitting.com (2011). How to Knit for Beginners: 9 Free Tutorials eBook. Dundee Road,			
	Northbrook, IL	60062: Prime	Publishing LLC. www.primed	cp.com
Lesson Policy				
CPD Needs	Use of Resourc	e Person		

Year of B.Ed. 2 Semester 1	Place of lesson in semester	12345678910 11 12
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Title of Lancau	Parisian Lasson Direction 2 house							
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							
Previous student		course of the semester Student-teachers are familiar with the topics that have been dealt with in all 11 lessons						
teacher knowledge,	Student-teach	ners are ram	illar with the	topics that h	ave beei	n dean v	with in all 11 less	SOLIS
prior learning (assumed)								
Possible barriers to	The ettitu	udo of not re	acardina ayan	to in writing	koonina	things	in manari	
learning in the lesson	The attitude	ude of not re	ecording even	its in writing,	keeping	gtnings	in memory	
Lesson Delivery –	Face-to- P	Face-to- Practical Work- Seminars Independent e-learning Practicum						
chosen to support		Activity	Based	Seminars	Study	iluelit	opportunities	Fracticum
students in achieving	v Leaning Study opportunities							
the outcomes	ı i	V Leaning						
Lesson Delivery – main	Shower 1	Shower Thoughts						
mode of delivery		iscussion						
chosen to support	• Think, pa							
student teachers in			ation					
achieving the learning	Powerpo	oint present	ation					
outcomes.								
Purpose for the	The lesson is	intended to	afford both	the tutor ar	nd stude	ent-teacl	ner assess the t	eaching and
lesson, what you							learned/know	-
want the students							understand in t	
to achieve, serves	lessons).							
as basis for the								
learning outcomes.	1							
learning outcomes. An expanded								
An expanded								
An expanded version of the								
An expanded version of the description. Write in full aspects of the NTS								
An expanded version of the description. Write in full aspects of the NTS addressed								
An expanded version of the description. Write in full aspects of the NTS addressed Learning Outcome for	Learning Out	-	Learning Inc	dicators			ch cross cutting	
An expanded version of the description. • Write in full aspects of the NTS addressed Learning Outcome for the lesson, picked and	the end of t	he lesson,	Learning Inc	dicators	core	and tra	nsferable skills,	equity and
An expanded version of the description. • Write in full aspects of the NTS addressed Learning Outcome for the lesson, picked and developed from the	the end of t	the lesson, t teacher	Learning Inc	dicators	core addr	and tra		equity and
An expanded version of the description. • Write in full aspects of the NTS addressed Learning Outcome for the lesson, picked and developed from the course specification	the end of t the student will be able to	t teacher	-		core addr	and tranessing dessed?	nsferable skills, iversity. How w	equity and ill these be
An expanded version of the description. • Write in full aspects of the NTS addressed Learning Outcome for the lesson, picked and developed from the course specification Learning indicators	the end of t the student will be able to Demonstrate	t teacher	Share reflec	tion on the	core addre addre	and trainessing dessed?	nsferable skills, liversity. How w ering this lesson	equity and ill these be
An expanded version of the description. Write in full aspects of the NTS addressed Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning	the end of t the student will be able to Demonstrate knowledge	t teacher o:	Share reflec	tion on the en learned	core addr addr	and trainessing dessed? In delivershould e	nsferable skills, liversity. How w ering this lesson ensure that:	equity and ill these be
An expanded version of the description. • Write in full aspects of the NTS addressed Learning Outcome for the lesson, picked and developed from the course specification Learning indicators	the end of t the student will be able to Demonstrate knowledge understandin	t teacher o: and g, of what	Share reflec what has be with regard	tion on the en learned to all 11	core addr	and trainessing dessed? In deliveshould e	nsferable skills, liversity. How w ering this lesson ensure that: equality, re	equity and ill these be n, the tutor espect for
An expanded version of the description. Write in full aspects of the NTS addressed Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning	the end of t the student will be able to Demonstrate knowledge understandin has been lear	t teacher o: and ag, of what rned in the	Share reflect what has be with regard lessons/topi	tion on the en learned to all 11 ics in the	core addr	and trainessing dessed? In delivershould educersity	nsferable skills, liversity. How we have this lesson ansure that: equality, repairs and inclusives the skills and inclusives the skills are the skills ar	equity and ill these be n, the tutor espect for sivity are
An expanded version of the description. Write in full aspects of the NTS addressed Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning	the end of t the student will be able to Demonstrate knowledge understandin has been lear course and	t teacher o: and ag, of what rned in the apply that	Share reflect what has be with regard lessons/topic course and a	tion on the en learned to all 11 ics in the apply	core addr addr	and trainessing diversed? In delivershould expender diversity addressed	nsferable skills, liversity. How we have this lesson that: equality, regard and included by giving opposite the skills.	equity and ill these be n, the tutor espect for sivity are portunity to
An expanded version of the description. Write in full aspects of the NTS addressed Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning	the end of t the student will be able to Demonstrate knowledge understandin has been lear course and a knowledge in	and sg, of what rned in the apply that n teaching	Share reflect what has be with regard lessons/topi course and a knowledge of	tion on the en learned to all 11 ics in the	core addr addr • I	and trainessing dessed? In delivershould ender diversity addresses tudent-	nsferable skills, liversity. How we reing this lesson ensure that: equality, refund and included by giving opteachers to expressions.	equity and ill these be n, the tutor espect for sivity are portunity to examine the
An expanded version of the description. Write in full aspects of the NTS addressed Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning	the end of t the student will be able to Demonstrate knowledge understandin has been lear course and is knowledge in the Early	and sg, of what rned in the apply that n teaching	Share reflect what has be with regard lessons/topic course and a knowledge of in teaching	tion on the en learned to all 11 ics in the apply of the course	core addr addr	and trainessing desired? In delivershould effender diversity addresses tudent-various	ering this lesson ensure that: equality, re and included by giving op- teachers to expersectives	equity and ill these be n, the tutor espect for sivity are portunity to examine the
An expanded version of the description. Write in full aspects of the NTS addressed Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome	the end of t the student will be able to Demonstrate knowledge understandin has been lear course and knowledge in the Early curriculum.	and ig, of what rned in the apply that in teaching Grade	Share reflect what has be with regard lessons/topic course and a knowledge of in teaching the EG curri	tion on the en learned to all 11 ics in the apply of the course	core addr addr	and trainessing dessed? In deliveshould egender diversity addresses student-various and asse	residential estables skills, iversity. How we have that: equality, residential estables and included by giving operate achers to experspectives assement.	equity and ill these be in, the tutor espect for sivity are portunity to examine the of teaching
An expanded version of the description. Write in full aspects of the NTS addressed Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning	the end of the student will be able to Demonstrate knowledge understandin has been lear course and knowledge in the Early curriculum.	and sg, of what rned in the apply that n teaching	Share reflect what has be with regard lessons/topic course and a knowledge of in teaching the EG currine Teaching	tion on the en learned to all 11 ics in the apply of the course culum g and Learni	core addr	and trainessing dessed? In delivering should effective situations and asserting and asserting training and asserting asserting asserting and asserting a	residential exists of the second exists of the seco	equity and ill these be n, the tutor espect for sivity are portunity to examine the of teaching g outcomes
An expanded version of the description. Write in full aspects of the NTS addressed Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome	the end of t the student will be able to Demonstrate knowledge understandin has been lear course and knowledge in the Early curriculum.	and ig, of what rned in the apply that in teaching Grade	Share reflect what has be with regard lessons/topic course and a knowledge of in teaching the EG currine Teaching depending	tion on the en learned to all 11 ics in the apply of the course culum g and Learni ng on the	core addri addri o I	and trainessing dessed? In deliverable descendent diversity addresses and asservity to a cry mod	ering this lesson ensure that: equality, re- and included by giving op- teachers to ex- perspectives of essment. achieve learning e selected. To	equity and ill these be n, the tutor espect for sivity are portunity to examine the of teaching g outcomes
An expanded version of the description. Write in full aspects of the NTS addressed Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome	the end of the student will be able to Demonstrate knowledge understandin has been lear course and knowledge in the Early curriculum.	and ig, of what rned in the apply that in teaching Grade	Share reflect what has be with regard lessons/topicourse and a knowledge of in teaching the EG curring depending collabora	tion on the en learned to all 11 ics in the apply of the course culum g and Learni ng on the ative group v	core addri addri o I	and trainessing dessed? In delivering descender diversity addresses and assertity to a ry modindepen	respectives of essent. achieve learning esselected. To dent	equity and ill these be n, the tutor espect for sivity are portunity to examine the of teaching g outcomes
An expanded version of the description. Write in full aspects of the NTS addressed Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome	the end of the student will be able to Demonstrate knowledge understandin has been lear course and knowledge in the Early curriculum.	and ig, of what rned in the apply that in teaching Grade	Share reflect what has be with regard lessons/topic course and a knowledge of in teaching the EG currine Teaching depending	tion on the en learned to all 11 ics in the apply of the course culum g and Learni ng on the ative group v	core addri addri o I	and trainessing dessed? In delivering descender diversity addresses and assertity to a ry modindepen	ering this lesson ensure that: equality, re- and included by giving op- teachers to ex- perspectives of essment. achieve learning e selected. To	equity and ill these be n, the tutor espect for sivity are portunity to examine the of teaching g outcomes
An expanded version of the description. Write in full aspects of the NTS addressed Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome Topic Title Introduction to SRJ	the end of the student will be able to Demonstrate knowledge understandin has been lear course and knowledge in the Early curriculum. Sub-topics (if any):	and ig, of what rned in the apply that in teaching Grade	Share reflect what has be with regard lessons/topic course and a knowledge of in teaching the EG currine Teaching depending collabora Teacher	tion on the en learned to all 11 ics in the apply of the course culum g and Learni ng on the ative group v	core addr addr o I g o () a g o () a d o () d d d d d d d d d d d d d	and trainessing dessed? In deliverable diversity addresses student-warious and asservity to a ry modindepen Student KWL	ering this lesson that: equality, revenued by giving opteachers to experspectives of experimental expe	equity and ill these be in, the tutor espect for sivity are portunity to examine the of teaching g outcomes eacher led,
An expanded version of the description. Write in full aspects of the NTS addressed Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome Topic Title Introduction to SRJ Development and	the end of the student will be able to Demonstrate knowledge understandin has been lear course and knowledge if the Early curriculum. Sub-topics (if any):	and ag, of what rned in the apply that n teaching Grade Stage/Tim	Share reflect what has be with regard lessons/topic course and a knowledge of in teaching the EG currine Teaching depending collabora Teacher Different For the	tion on the en learned to all 11 ics in the apply of the course culum g and Learni ng on the ative group v Activity tiated Instruct e purpose	core addriver addrive	and trainessing dessed? In deliverable dessed? In deliverable dessed? In deliverable desset deliverable desset dentivations and asset with to a cry modindepen student. KWL With the series of the series desset des desset des desset des desset	ering this lesson that: equality, repaired and included by giving opposite achers to experspectives of the selected. To dent the aid of the side of the selected and	equity and ill these be n, the tutor espect for sivity are portunity to examine the of teaching g outcomes eacher led, e LOs and
An expanded version of the description. Write in full aspects of the NTS addressed Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome Topic Title Introduction to SRJ	the end of the student will be able to Demonstrate knowledge understandin has been lear course and knowledge in the Early curriculum. Sub-topics (if any):	and g, of what med in the apply that n teaching Grade Stage/Tim	Share reflect what has be with regard lessons/topic course and a knowledge of in teaching the EG currine Teaching depending collabora Teacher Different For the	tion on the en learned to all 11 lics in the apply of the course culum g and Learning on the ative group vactivity	core addriver addrive	and trainessing dessed? In delivershould expended diversity addresses and asservity to a ry modindepen student with the service of the servi	respectives of selected. To dent the aid of the or well and of the course of the cours of the co	equity and ill these be in, the tutor espect for sivity are portunity to xamine the of teaching goutcomes eacher led,
An expanded version of the description. Write in full aspects of the NTS addressed Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome Topic Title Introduction to SRJ Development and	the end of the student will be able to Demonstrate knowledge understandin has been lear course and knowledge in the Early curriculum. Sub-topics (if any):	and g, of what med in the apply that n teaching Grade Stage/Tim	Share reflect what has be with regard lessons/topic course and a knowledge of in teaching the EG currine Teaching depending collabora Teacher Different For the enhancing and	tion on the en learned to all 11 ics in the apply of the course culum g and Learni ng on the ative group v Activity tiated Instruct e purpose ng comprehe retention	ore address ad	and trainessing dessed? In deliverable should expended diversity addresses student-various and asservity to a ry modindepen student with indicate teache	respectives of the aid of the ors of the course the KWL to we have the course the course when the aid of the course when the course the KWL to we have the KWL to we have the KWL to we have the course when the course the KWL to we have the kw	equity and ill these be in, the tutor espect for sivity are portunity to xamine the of teaching goutcomes eacher led,
An expanded version of the description. Write in full aspects of the NTS addressed Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome Topic Title Introduction to SRJ Development and	the end of the student will be able to Demonstrate knowledge understandin has been lear course and knowledge in the Early curriculum. Sub-topics (if any):	and g, of what med in the apply that n teaching Grade Stage/Tim	Share reflect what has be with regard lessons/topic course and a knowledge of in teaching the EG currine Teaching depending collabora Teacher Different For the enhancing collabora the collaboration that the collaboration the collaboration that t	tion on the en learned to all 11 ics in the apply of the course culum g and Learni ng on the ative group v Activity tiated Instruct e purpose ng comprehe retention	ore address ad	and trainessing dessed? In delives should e Gender diversity addresse student-various and assevity to expende the control of	respectives of the aid of the roor of the course of the cours of the course of the course of the aid of the course	equity and ill these be n, the tutor espect for sivity are portunity to xamine the of teaching g outcomes eacher led, e LOs and se, student-echnique to essons (i.e.,

·					
	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.				
	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.)				
Lesson assessments –	Component 2: Continuous Assessment 1				
evaluation of learning:	Assessment Type: Assessment for, as and of Learning				
of, for and as learning	Category of Assessment:				
within the lesson (link	Student teachers assessed through:				
to Learning Outcomes)	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				
	and and an analysis and an ana				
	Learning Outcomes Assessed: CLO 5; NTS Page 15 (1 a, b, e, & f, 2c, e, f and 3a-i, k-n,)				
Teaching Learning	Resource Person, Cell phone, manila cards,				
Resources					
Required Text (core)	■ T-TEL Schools Partnership Programme (2016). Year 3: Teaching Practice (Mentor				
	Handbook). Accra: Published by the Ministry of Education (Ghana), under				
	Creative Commons Attribution. Available online at http://www.t-tel.org.				
Additional Reading List	Creative Commons Attribution. Available online at http://www.t-tel.org .				
Lesson Policy					
CPD Needs	No CPD needed				
Course Assessment	Component 1 : Subject Portfolio Assessment: (30% overall score)				
	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)
Component 2: Subject Project: (30% overall semester score) Introduction, a clear statement of aim and purpose of the project-10% Methodology: what the student teacher has done and why to achieve the purpse of the project -20% Substantive or main section -40% Conclusion -40%
Component 3: end of semester examination -40%