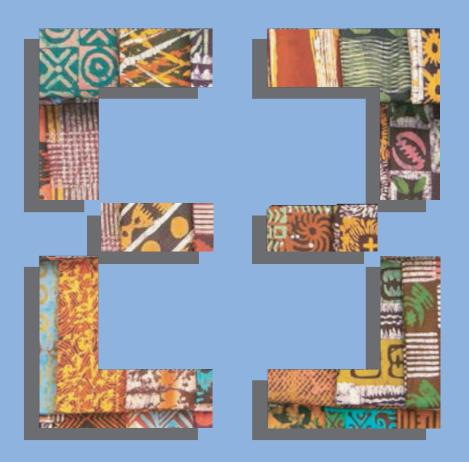


# Four-Year B.Ed. Course Manual

# **Music: Analysis of Policy Document and Syllabi**

















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# FOREWORD

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

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

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

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

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

# ACKNOWLEDGEMENTS

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

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

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

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

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

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

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

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# **INTRODUCTION TO COURSE MANUALS**

Welcome to this B.Ed. Course manual.

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

The manuals serve the following purposes:

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

Specifically, they also:

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

Who are course manuals for:

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

# **USING THIS MANUAL**

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

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

My teaching philosophy is .....

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

## Introduction to Specialism Programmes: Junior High School Specialism

**Goal:** This programme is designed to provide student teachers with concepts and pedagogy required to teach in Junior High School, to support the learning of pupils between the ages of 11 and 14. Pupils of this age range are in the early adolescent stage of development, which involves rapid developmental changes. Student teachers will gain understanding of human development and the developmental milestones associated with JHS and how they are manifested, individually and in groups.

This specialism provides the opportunity for the student teachers to acquire in-depth subject matter knowledge in two specialist subjects<sup>\*</sup> and the ability to teach using appropriate interactive strategies. Student teachers will be trained to understand their pupils as individuals and members of their communities; be able to shape their learning and support their well-being and participation in such a way that it builds on their interests and aspirations, strengths and needs and encourage them to become thinkers and doers.

TheJHS teacher education programme will support the student teacher in appreciating and demonstrating honesty, integrity and love for country and be able to transfer these values to the learners.

By the end of their programme, 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.

\* Specialist subjects: English, French, Ghanaian Languages, ICT, Mathematics, Music, PE, Science, SEND, Geography, History, Social Studies and TVET

#### Context

The Government, in its desire to improve the teaching and learning environment in the Junior High School has initiated several on-going interventions. However, Junior High School education still faces a number of challenges including the lack of commitment and involvement of parents, financial constraints and inadequate infrastructure. Some of the attendant challenges are:

- lack of qualified teachers at the Junior High School level in the various subject areas.
- some school do not have sufficient number of teachers trained to identify, manage and support the learning challenges of adolescents.
- the school system lacks mechanisms to identify and support pupils with learning disabilities and other SEN
- many Junior High School teachers have low ICT competency and are unable to integrate ICT into their teaching and learning
- cultural practices and prejudices that prevent the creation of a learning environment conducive to supporting the learning of all learners. An example is the belief that STEM subjects are male specific and home economics is female specific.
- teaching at the Junior high school at the moment mostly focuses on passing the Basic Education Certificate Examination (BECE) and not on quality and depth in learning and personal development: this leads to teaching and learning by rote

• There is a lack of parental involvement in the teaching and learning process.

### Key Learning/overarching Outcomes:

Student teachers should be able to:

- 1. Demonstrate secure content knowledge in their specialist subjects and be able to teach these to their pupils. (NTS 2c, 3i, NTECF Pillar 1)
- 2. Use appropriate differentiated, interactive instructional and assessment strategies that encourage inquiry learning, develop deductive reasoning and the ability to deal with abstract concepts; cater for the need of all pupils in JHS, including those with special education needs (NTS 3e, 3f, 3g, 3k, 3l, 3m, 3n, 3o, 3p NTECF pillar 4)
- 3. Demonstrate knowledge and application of the subject specific literacies of the subjects they teach and be able to support pupils in acquiring these; also demonstrate the ability to use language for academic purposes (NTS 2c, 3i, NTECF Pillar 2)
- 4. Understand human development and the developmental milestones of adolescence and be able to cater for these in their teaching; guide and counsel pupils who are going through critical physical, emotional and cognitive development and make them feel that their increasing maturity is being recognised and appreciated
- 5. Understand, recognise, make visible and address stigma, bias and other forms of discrimination, bullying and other exclusion related matters in subjects, (for example over representation of boys in mathematics) the curriculum, school and classrooms.
- 6. Manage smooth transitions between lessons
- 7. Collaborate with other teachers to make connections between subjects
- 8. Support transition from Upper Primary to JHS, from class teaching to subject teaching and understand progress in learning in the ages before and after JHS.
- Recognise and understand adolescent behaviour and be equipped with positive behaviour management skills to deal effectively with such things as: disaffection from learning and low level disruption and ensure rewards and sanctions are relevant as pupils grow in maturity; creating a positive and stimulating learning environment. (NTS 2e, 2f, 3d, NTECF Pillar 3)

- 10. Demonstrate the core and transferrable skills like problem solving and creativity and taking advantage of the affordances of ICT integrating it into teaching and learning (NTS 3j, NTECF pillar 4, crosscutting issues; Core skills, Professional values and attitudes, ICT)
- 11. Carry out classroom inquiry and action research and reflect on their teaching practices for continuous professional development (NTS 1a, 1b,1c 3b, NTECF: crosscutting issues; Core skills, Professional values and attitudes)
- 12. Collaborate with parents and stakeholders to secure their participation in developing adolescent pupils in JHS (NTS 1e)
- 13. Develop and use locally available materials creatively to produce appropriate TLMs for Junior High School (NTS 3j, NTECF pillar 4)
- 14. Through all of the above, demonstrate knowledge and application of the Teachers' Standards, Junior High School curriculum, laws protecting children and all relevant regulations (*NTS 1c, 1e, 1f, 1g, 2a NTECF: crosscutting issues; Core skills, Professional values and attitudes*).

#### **Distinctive Features of the Specialisms**

#### JHS Building strong relationships Communication Knowing the specific literacy and language of the subject/s taught Support pupils in acquiring these and in their ability to use language for academic purposes Inclusion and Equity Human development (teenage years) and developmental milestones Making gender roles visible in the curriculum (i.e. over-representation of boys in music) Explore student/teacher personal bias and stereotypes as well as institutional discrimination within the subject; produce learning opportunities that target specific themes in the subject matter Identify/screen students, within a class, who might need: group, targeted, of intensive interventions and plan accordingly (identify support human resources) Work with families and external professionals to ensure barriers to leaning are identified, addressed and overcome • Teaching Deep understanding of the subject content and ability to teach this using teaching and assessment strategies appropriate for JHS. Consideration for formal abstract teaching Collaboration between teachers of other subjects (e.g. Mathematics teaching vectors or trigonometry in collaboration with ICT teacher) interrelatedness of subjects 0 o community of practice o adherence to subject teaching durations & managing smooth transition between subjects in class 0 **Managing transitions** between subjects subject orientation have an ability to incorporate/ integrate subjects (Knowledge of the JHS curriculum) to approaches to T and L in SHS **Characteristics of adolescence** Behaviour monitoring & management: ability to recognise varied adolescent behaviours in class and be equipped with skills to handle them (\*equity &inclusivity issues) Assessment for as and of learning: know, understand and guide adolescent child to engage in self-assessment use other age-appropriate and learner-friendly assessment formats Ethics and values of teaching: know, understand and demonstrate the ethics of the profession bearing in mind the unique characteristics of early adolescent child Teachers' Standards, child's rights, laws protecting children

Extended	Lesson	Planner

Α.	Course Information
e Page	
i.	The vision for the New Four-Year B.Ed. Curriculum
and so	asform initial teacher education and train highly qualified, motivated new teachers who are effective, engaging and fully prepared improve the learning outcomes and life chances of all learners they teach as set out in the National Teachers' Standards. In doing 's core values of honesty, integrity, creativity and responsible citizenship and to achieve inclusive, equitable, high quality educatio
Upon c	completion of the developing year in the New B.Ed. programme, the student teacher will be able to;
1.	Teach, motivate, support and manage, working individually and in pairs, the learning of small groups of pupils in the core sub and science and other subjects as appropriate to their specialism.
2.	Begin to identify, assess and analyse the needs of children, taking into account any issues of background and experience.
3.	Discuss key features of the school curriculum, including issues of continuity and progression within their specialism and across a
4.	Undertake small scale classroom enquiry focussed on children's learning and progress, demonstrating an emerging ability to re-
5.	Demonstrate a high standard of professional conduct and positive professional values at all times and act as a good role model
6.	Demonstrate a growing understanding of the requirements of the NTS in terms of professional practice, knowledge, va professional role as a teacher, and be able to reflect on, record and discuss evidence of their progress towards meeting the NTS
7.	May be working towards 30% of class responsibility with the small groups they are planning for and teaching.

8. Carry out small-scale action research on syllabi under the guidance of the mentor in school where they will spend a total 60 day

Course Manual W	Vriting Format						
B. Course In	nformation						
e Page							
i. The visio	on for the New Four-Ye	ear B.Ed. Cu	rriculum				
						are effective, engaging and fully prepared	
						the National Teachers' Standards. In doing	
		ty, creativit	y and respor	nsible citizenship ar	nd to achieve	e inclusive, equitable, high quality educatio	
ii. Course D							
Course name	Analysis of Policy Do	ocuments ar	nd Syllabi				
Pre-requisite							
Course Level	200	Course Code		Credit Value	3		
Table of contents							
	this Lesson						
						ns pertaining to PEMD. Student teachers v	
			ich will infor	rm future planning	and practice	e. Student teachers will chart scope and se	
	is for such barriers/pro	oblems.					
2. Course I							
						rtaining to pre-tertiary education in Ghana	
	-	•	-			and dance. The course is designed to link u	
						-PE, etc.) and music education (including use will look at TLMs, facilities and other res	
	ning in the disciplines.			cy, etc.j. Furtherinc	fie, this cour	se will look at TEWIS, facilities and other re-	
	textual factors						
		vllahi <b>cours</b>	e will he tau	ight in a one-three-	hour session	in each week. Every 3-hour session in a w	
						hat extended evening practices should be	
			-			ent will increase opportunity to respond, a	
	address persistent con				-		
						<b>cy and literacy content</b> . The content and tl	
						ight and cannot be compared to numeracy	
						nusic and dance settings	
						space for approach and use. Policy and sy	
						t-handed. In fact, making provisions for a	
						to achieve all the five CLOs. The general	
strategies for deli	very will include:						
Explainin	ng principles and conce	epts of PEM	ID syllabi thr	rough examples.			
	ductive-deductive app				ıbi.		
<ul> <li>Enabling</li> </ul>	students to solve app	lication pro	blems in the	e PEMD NaCCA sylla	abi.		
<ul> <li>Focusing</li> </ul>	on the teacher as a m	nediator and	d looking at	students' character	istics as pote	ential barrier to learning.	
<ul> <li>Ensuring</li> </ul>	that all activities are r	respectful o	f every child	d's right to educatio	n as well as	ensure that all children can learn and bene	
				-			
4. Core and	d transferable skills ar	nd cross cut	ting issues,	including equity an	nd inclusion		
Student teachers	will be taken through	compreher	isive experie	ences to develop po	sitive profes	sional attitudes and values, cross-cutting s	
Physical Educatio	n & Music and Dance i	including:					
Background of	of learners—self-awar	eness					
Cultural issue	es						
Gender issue	Gender issues in music, dance						
Equity and In	Equity and Inclusivity—including Gender and SEN/Disability—						
Professional	Professional values and attitudes—						
Cross-cutting	-problem solving, fin	ancial litera	acy, digital li	teracy, open-minde	edness.		
Core Values-	-honesty, integrity, co	operation,	perseverand	ce and grit, teamwo	ork responsit	le citizenry, respect for others, etc.	
5. Course L	earning Outcomes					6. Learning Indicators	
O1 Explore existing	g pre-tertiary PEMD po	olicies, sylla	bi and legisl	ative documents w	ith attention		
	rms, policies and trend		-			reforms, existing policies and sy	
Theme 9 pg13,16,	,66;					LI.2 Develop a scope and sequence	
<b>S</b> 2c & 2d, <b>NTECF</b> p						syllabus	
	1.1.(1, 2 & 3) to B6. 2						
	3) to B6. 2.2.4.(1, 2 &					B1.	
2.3.5.(1, 2 & 3) to	2.3.5.(1, 2 & 3) to B6. 2.3.5.(1, 2 & 3); B1. 2.4.6.1 to B6. 2.4.6.1 and B1. 2.4.7.1 to B6. 2.4.7.1.						

NaCCA – PE : 1, 2,3,4 &5 B1- B6	
(NTS 2c & 2d, NTECF p16., & Early-years, Primary and JHS Music and Dance Syllabuses [EPJMDS])	
CLO2 Demonstrate knowledge of PEMD equipment and facilities; TLMs; basic integration of ICT	LI.1 Select the most appropriate
into teaching at KG-JHS and build a teaching portfolio.	documentaries with ICT demonstration on instruments
NTS 2c & 2d, NTECF p16.	one instruction, explaining wit
<b>PD</b> Theme 5 pg. 35-44	traditional notation and symbolic
<b>PD</b> Theme 7 pg. 27-34; 41-47	selection and interpret the resu
<b>NaCCA-PA,</b> B1. 2.1.1.(1, 2 & 3) to B6. 2.1.1.(1, 2 & 3); B1. 2.2.2.(1, 2 & 3) to B6. 2.2.2.(1, 2 & 3);	
B1. 2.2.4.(1, 2 & 3) to B6. 2.2.4.(1, 2 & 3); B1. 2.3.4.(1, 2 & 3) to B6. 2.3.4.(1, 2 & 3) and B1.	
2.3.5.(1, 2 & 3) to B6. 2.3.5.(1, 2 & 3); B1. 2.4.6.1 to B6. 2.4.6.1 and B1. 2.4.7.1 to B6. 2.4.7.1.	
NaCCA – PE : 2,3,4,5 B1- B6	
CLO3 Demonstrate understanding of impact analysis, problem identification and solutions.	LI.1Develop a Group impact analysi:
<b>PD</b> Theme 8 pg. 29-34; 37-43	solutions.
<b>NaCCA-PA</b> , B1. 2.1.1.(1, 2 & 3) to B6. 2.1.1.(1, 2 & 3); B1. 2.2.2.(1, 2 & 3) to B6. 2.2.2.(1, 2 & 3);	LI.2 Carry out small-scale action res
B1. 2.2.4.(1, 2 & 3) to B6. 2.2.4.(1, 2 & 3); B1. 2.3.4.(1, 2 & 3) to B6. 2.3.4.(1, 2 & 3) and B1.	basic schools.
2.3.5.(1, 2 & 3) to B6. 2.3.5.(1, 2 & 3); B1. 2.4.6.1 to B6. 2.4.6.1 and B1. 2.4.7.1 to B6. 2.4.7.1.	
NaCCA – PE : 2,3,4,5 B1- B6	
CLO4 Demonstrate in-depth knowledge and understanding of core cross-cutting issues as	LI.1Develop a core cross-cutting
related to PEMD.	specialism.
NTS, NTE. NTECF AND EPJMDS. (NTS 2e & 2f, NTECF p16).	LI.2
<b>PD</b> Theme 6 pg. 41-44	
<b>NaCCA-PA</b> , B1. 2.1.1.(1, 2 & 3) to B6. 2.1.1.(1, 2 & 3); B1. 2.2.2.(1, 2 & 3) to B6. 2.2.2.(1, 2 & 3);	
B1. 2.2.4.(1, 2 & 3) to B6. 2.2.4.(1, 2 & 3); B1. 2.3.4.(1, 2 & 3) to B6. 2.3.4.(1, 2 & 3) and B1.	
2.3.5.(1, 2 & 3) to B6. 2.3.5.(1, 2 & 3); B1. 2.4.6.1 to B6. 2.4.6.1 and B1. 2.4.7.1 to B6. 2.4.7.1.	
NaCCA – PE : 2,3,4,5 B1- B6	

CLO5 Building a teaching portfolio of PEMD policies, syllabi and legislative documents.
NTS 2e, 2f, NTECF pp. 20 & 23.
<b>PD</b> Theme 7 pg. 27-34; 41-47
r b meme / pg. 27-34, 41-47
<b>NaCCA-PA</b> , B1. 2.1.1.(1, 2 & 3) to B6. 2.1.1.(1, 2 & 3); B1. 2.2.2.(1, 2 & 3) to B6. 2.2.2.(1, 2 & 3);
B1. 2.2.4.(1, 2 & 3) to B6. 2.2.4.(1, 2 & 3); B1. 2.3.4.(1, 2 & 3) to B6. 2.3.4.(1, 2 & 3) and B1.
2.3.5.(1, 2 & 3) to B6. 2.3.5.(1, 2 & 3); B1. 2.4.6.1 to B6. 2.4.6.1 and B1. 2.4.7.1 to B6. 2.4.7.1.
NaCCA – PE : 2,3,4,5 B1- B6

LI.1 Exhibit PEMD policies, syllabi and LI.2 Develop a core cross-cutting ind STS for portfolio.

LI.3 Build a teaching portfolio contai pictures, video recordings, broc

Unit	Торіс	ub-topic if any)	Teaching and le
Onit	Topic		outcomes
1	Pre-tertiary PEMD Syllabi & policies	1) existing pre-tertiary policies and legislative documents	Independent Study/e-Lear Research and catalogue ex legislative documents.
		2) syllabi and legislative documents pertaining to PEMD	Small group discussion & p and syllabi in small groups,
2	KG NaCCA Curriculum for PE- Creative Arts	GES 2008 Syllabus NaCCA 2019	Group Work: Students are identify strengths and wea
		Scope and Sequence, etc.	Group Presentation in Spe and weaknesses in speciali
3	KG and Primary NaCCA Curriculum for <b>PE-Creative Arts I</b>	Scheme of Work	Class Discussion: Impact A
		Model Lesson Notes	Group Work: Identify setting in PRMD—Newspaper Rep
		TLMs	real events, etc.
			Independent Study/e-Lear portfolios.
4	KG and Primary NaCCA Curriculum for <b>PE-Creative Arts II</b>	Peer Teaching in the three Specialisms Early Years Primary JHS	Small Group Discussion: Ba Group Presentation: Stude in specialism groups.
5	PEMD Curricula Inter-connection	How the sub-strands of the two curricula connect with each other	<b>Class Discussion</b> : Why use Benefits of TLMs in teachir 18).
			<b>On-Campus Field Trip to P</b> outdoors and environment practical hands-on experie (PD Theme 5, pg28)
			e-Learning: Identify and ca and learning.
			<b>Project</b> : Production, repair PEMD equipment.
6	PEMD Peer Teaching	Developing Integrated Lessons for Early Years Developing Integrated Lessons for Primary	Class Discussion: Auditing
		Developing Integrated Lessons for JHS	Group Work: Identify indic scheme.
			Independent Study/e-Lear monitoring for portfolio.
7	Building a teaching portfolio Case Study of PEMD in the three specialism	NaCCA Syllabi – Data Collection	Class Discussion: Developin (PD Theme 7, pg. 27-39)
	specialism		Small Group Discussion: As

			portfolio. (PD Theme 7, pg.
8	PE Movement Practice	PE Movement Practice	3:30 – 5:30 sessions.
	Music Practice and Rehearsals	Music Practice and Rehearsals	This is an off the classroom
			three days in a week.
	ching and Learning Strategies		
		of documentaries orally and by written repor	
instrument de with music.	evelopment project; portfolio building; m	acro-teaching; singing-along ICT tools assemb	ly patriotic songs and demonstration
	rse Assessment Components (of, for, and	as learning)	
	[PROJECT ASSESSMENT]:30%		
•		oonding and connecting to physical activities	and musical concepts; group presen
•	quence chart project and action research	· ·	
	(NTS 1a, 1d, 1d ,2c, d, e & f; NTECF 16,20		
NTS 1a	Critically and collectively reflects to in		
NTS 1d		codes of conduct in his or her development a	
NTS 2c		ogical knowledge and pedagogical content k	
NTS 2d		er knows the curriculum for the years approp	
		speaking, listening, reading and writing, and t	
NTS 2e NTS 2f		d learn in diverse contexts and applies this in rs' cultural, linguistic, socio-economic and ed	-
-	2 [CONTINUOS ASSESSMENT]:Portfolio I		ucational backgrounds in planning a
•		atriotic songs; Demonstration of fundamental	movement natterns with music
	NTS 2e & f ; NTECF 16)		movement patterns with masie.
	· · · · ·	B1. 2.2.2.(1, 2 & 3) to B6. 2.2.2.(1, 2 & 3); B1.	2.2.4.(1, 2 & 3) to B6. 2.2.4.(1, 2 & 3
		. 2.4.6.1 to B6. 2.4.6.1 and B1. 2.4.7.1 to B6. 2	
	: 2,3,4,5 B1- B6		
Component 3	[END OF SEMESTER EXAMINATION]: Wr	itten Examination 40%	
CLOs 1, 2, 3, 4	4&5 <b>(NTS 1a, 1d, 1d ,2c, d, e &amp; f; NTECF 16</b>	,20,21,23,32,38,38 & 41)	
NTS 3a	Plans and delivers varied and challeng	ing lessons, showing a clear grasp of the inte	nded outcomes of their teaching.
NTS 3b	Carries out small-scale action research	n to improve practice.	
NTS 3c	Creates a safe, encouraging learning e		
NTS 3d	Manages behaviour and learning with	-	
NTS 3e		tegies that encourages student participation	
NTS 3f		ly girls and students with Special Educational	
NTS 3g		opriate for mixed ability, multilingual and mul	
NTS 3h NTS 3i	Explains concepts clearly using examp	s learner collaboration and leads to purposeful los familiar to students	u learning.
NTS 3j		ig and learning resources including ICT, to en	hance learning
NTS 3k	Integrates a variety of assessment mo		nance learning.
NTS 3I	Listens to learners and gives construct	- · · · ·	
NTS 3m	-	ficulties or misconceptions, referring learner	s whose needs lie outside the comp
NTS 3n		irner and communicates progress clearly to p	
NTS 30		and school learning outcomes of learners.	
NTS 3p	Uses objective criterion referencing to	-	
10. Req	uired Reading and Reference List		
Physical Educ	ation		
Ghana Educa	tion Service (2018). Pre-tertiary curricular	for Physical Education for basic schools: KG-J	HS. MOE, Accra: National Council fo
Music Educat	ion		
Ghana Educa	tion Service (2018). Pre-tertiary curricular	for Music and Dance basic schools: KG-JHS. M	MOE, Accra: National Council for Cur
Music Educat			
		ological Association. (6 <sup>th</sup> ed.) Washington DC,	
		uture learning paradigms. Education Today, 2	
		culum. British Journal of Music Education, 21	(02), 215-221.
		n. (2 <sup>nd</sup> ed.). London: Longman Group UK Ltd.	
		ssessment techniques tutors use to assess te	acner-trainees' learning in Social St
	search on Humanities and Social Sciences,		their offects. An evelopetive stud
-		. Teaching portfolios in higher education and	their effects: An explorative study.
	84-1093. 2000). <i>Action Research</i> . Brown University:	Northeast and Islands Pogional	
		(2005) Teaching music and dance in junior	secondary schools a handhook for
wiereku, C.W	, Onene- Okantan, IVI. anu Auuu G.W.	(2005) reaching music and dance in julior	secondary sendors. a nanabolk jul

Publications.

T-TEL Professional Development Programme (2016). Theme 5: Teaching and Learning Materials (Handbook for Student Teachers). http://oer.t-tel.org.

Younge, Paschal Y. (2011). Music and Dance Traditions of Ghana: History, Performance and Teaching. Jefferson, NC: McFarland & Compa

#### **Physical Education**

Corbin, C. B., Welk, G.J., Corbin, W. R. & Welk, K. A. (2008). *Concepts of physical fitness: Active lifestyles for wellness (14<sup>th</sup> Ed)*. Boston: M Ghana Education Service (2017). Physical education and Sports Implementation Guidelines. MOE, Accra: Ghana Education Service Sarpong, E. O., Apaak, D. & Dominic, O. L. (2015). Reported Physical Activity Levels and Equipment Use as Predictors of Body Compositio

Clubs. Research Journali's Journal of Public Health. 1, 4: 7-16

Siedentop, D. (2007). *Introduction to physical education, fitness, and sport* (6<sup>th</sup> ed.). Boston: McGraw-Hill. Online Resources

https://youtu.be/\_MDrb24vfvM. - 'Sounds from Ghana.'

http://anthemworld.com/U.S.A.html.

#### 11. Teaching and Learning resources

A modest recording and playback gadgets in the classroom or music room.

- 1. Compact Disc (Audio & Video) player with a recording facility (possibly with a detached microphone)
- 2. Electronic keyboard with synthesizer
- 3. Computers (Laptops or PCs) for playing back MP3 and MP4 files.
- 4. Video Camera, LCD Projector and Screen, Tripod and Monitoring Unit (for listening and recording, viewing and reviewing perfor
- 5. Few African drums (high-pitched, medium pitched, low pitched, master drum, and donno)
- 6. Improvised Classroom Equipment:
  - a. Toy keyboards, tablets, atɛntɛbɛn, percussive body sounds, and other locally learners-made melodic and percussive instrum
    b. Already-made nursery school play stickers (alphabets, numbers [Arabic & Roman], animals in their environment, jung
- protagonists, etc.; local Akan Adinkra, Ga traditional canon and Ewe Agama symbol stickers, other everyday-life stickers, et
  Cones, markers, whistles, stop watches, stadiometer, bathroom scale, skinfold calipers, tape measure, sit and reach box, he weights, dumb bells, rubber bands, goal ball, etc.
- weights, dumb bells, rubber bands, goal ball, etc.
- 8. Balls for soccer, basketball, volleyball, handball, table tennis equipment, badminton equipment, etc.

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

- a) Documentary Analysis and auditing and monitoring
- b) Analysis of Movement Patterns
- c) How to make PowerPoint Presentations
- d) Case Study in PEMD Project on Syllabi in Schools
- e) Manipulating of i-Box, T-TEL resources and YouTube
- f) Portfolio Building in *PE-Music and Dance*
- g) Manipulating Sing-along ICT Tools
- h) Developing a scope and sequence chart.
- i) Building a teaching portfolio.

### DUPLICATE THE PLANNER FOR EACH LESSON

## 13. Plans for each lesson in the semester

### The following Formatshould be completed for each lesson in the semester

Year of	Level 200	Semest	er :	2	Place	e of lesson in ester	Week 1	
B.Ed. e of Lesson		Existing pre-tertia Physical Educatio		oolicies and l	egislative docu	iments-	Lesson Duration	ho
son description	n	This course provides a reflection and synthesis of existing educational policies and establishes the appropriate connections for application of such policies and legisla education.					es and legislative docu	uments and
evious student owledge, prior sumed)		Student teachers	have knowledge	e in the inter	section of Phy	sical Education	and Music &Dance.	
sible barriers t lesson	to learning in			•		-	the functions of Min ion) and other related	•
son Delivery – port students outcomes		Face-to-face☑	Practical Activity ☑	Work- Based Learning	Seminars	Independent Study⊠	e-learning opportunities ☑	Practicum
Purpose for t you want th achieve, serv the learning expanded v description.	the lesson, what the students to yes as basis for outcomes. An ersion of the aspects of the	Small Groups     Document     Group W     Independent     The purpose of th	ntary Video Ana York on syllabi dent Study on a is lesson is to re ng educational J	iew existing e alysis of teac ction researc flect and syr policies to th	education poli hing in Ghanai h thesize existir ose in PEMD e	cies and sharing an basic school ng educational p	with colleagues	
NTS addresse Learning Oute lesson, picked developed fro specification	come for the	Learning Outcom	es	Learning In	dicators	transfera addressi	which cross-cutting iss able skills, inclusivity, ng diversity. How will ed or developed.	equity and
•	cators for each ome	CLO1 Explore tertiary PEMD pr and legislative do attention to reforms, policies pertaining to PEM to B6. 2.4.6.1 and B6. 2.4.7.1. NaCCA – PE: 1, 2,3 (NTS 2c & 2d, N Early-years, Prim Music and Dand [EPJMDS])	olicies, syllabi cuments with educational and trends ID. B1. 2.4.7.1 to B,4 & 5 B1- B6 ITECF p16., & hary and JHS	pre- yllabi annotated descriptions of with various educational reforms, ional eends• Assessment Skill Communication Honesty.ional eends documents LI.2 Develop a scope and sequence chart for at least one specialism level syllabus LI.3 Audit and monitor syllabi for at least one specialism.• Assessment Skill Communication Honesty.2.1 to sequence chart for at least one specialism level syllabus LI.3 Audit and monitor syllabi for at least one specialism.• Cultural and Civi Collaboration • Gender issues; S • Adaptations for • Diversity and Inc • Information liter		ssment Skills, Social Sk munication Skills, Refle esty. Fal Thinking and Proble notal Literacy, Digital Li- ledness and Civic Literacy, boration ler issues; SEN (therap tations for children wi rsity and Inclusivity ME mation literacy, al issues on Stereotypi	ection and mSolving, teracy, Open- Innovation and eutic); th SEN D	
ָ זוֹכ		Sub-topic	Stage/Time				ieve learning outcom Illaborative group wo	

sting pre-tertiary educational		Tutor Activity	Student Teacher Activity
icies and legislative cuments in physical education	Stage 1 - 30 min	Set Induction: Set Induction: (Breaking the ice, setting rules and routines for the class). Call three students at random to tell 'TOLI' very interesting laugh- of-laugh stories to the class. Tutor then introduces student teachers to the three specialism (Early Years, Primary and JHS); the course manual for the semester; and the general expectations of the Analysis of Policy Documents and Syllabicourse.	Students are engaged in setting the rules and routines for the class. Three students tell their <i>TOLI</i> to class as they laugh. Students listen attentively, interact where necessary as Tutor tells them about the three specialism (Early Years, Primary and JHS); the course manual for the semester; and the general expectations of the <i>Analysis of Policy</i> <i>Documents and Syllabi</i> course Student teachers listen attentively and take notes.
		Tutors give an overview of the lesson,assignments, e-learning resources on the internet. What is to be learned and how it will be learned. Ask students to sit in their specialisms if the setting is appropriate to enable you know their specialised areas to	Students sit in their specialisms if setting is appropriate to enable Tutor know them (i.e., their specialised areas and numbers.
	Stage 2 - 40 min	facilitate planning. Class Discussion 1 Tutor tells the PE in schools Developments to date • Sports and Games Festival for Schools Grants and Equipment for <i>Music and Dance</i> Small Groupwork: Tutorsassign student teachers to small groups and task 2	Class Discussion 1 Small Group: Student teachers engage a critic review and synthesis of the assigned policy document
		small groups to review one policy and or legislative document on education. -The groups share their review as it pertains to purpose, objectives, vision and mission	-Student teachers share review with sister small groups and examine the vision, missior purpose and objectives

Г]				1
		Stage 3 - 30 min	<b>Presentation:</b> As an extension to the small groupwork, tutors lead student teachers to present their work with the class.	-Student teachers share their work from the small groupwork. Student teacher listen to group presentations and engage colleagues with questions, observation and comments.
		Stage 4- 90 min	Reflection – Connection- Application and Closure. Reflection: Tutors allow student teachers to think about what they have learned	<b>Reflection</b> : -Student teachers reflect by expressing what they thought they learned and then ask questions for
			and allow them to express their "own" understanding. -Tutors help student teachers to examine the strengths/weakness, and available opportunities for PEMD.	clarification -Student teacher identify strengths and weaknesses of the policy documents reviewed. -Student teachers identify potential opportunities for
			<b>Connection</b> : Tutors help student teachers to match what they have learned to real world in PEMD.	PEMD <b>Connection</b> : Student teachers match/connect what they have learned to the real world in PEMD
			<b>Application</b> : Tutors help student teachers to think creatively in ways they can apply what they have learned to impact themselves, others or schools	Application: Student teachers express what they can do with what they have learned to impact self, others and schoolpositively.
			<b>Closure</b> : Tutors summarize the purpose of the lesson, assess the summaries of student teachers and reiterate the source(s) in the <b>RequiredReferences</b> for	Student teachers listen attentively and take notes.
			further exploratory exercise to facilitate understanding. -Tutors state the focus of the next lesson on Existing pre- tertiary policies and legislative documents – <i>Music and</i> <i>Dance</i> and sets expectations for the next lesson. -Tutors provide independent e-	Independent Study: Student teachers independently search the web to familiarize with additional and current references on the topic
			learning assignments for further reading -Provide reading assignment for the next lecture	
Lesson assessments – evaluation of learning: of, for and as learning within the lesson (linking to learning outcomes)	2.	Small Group Assign	nt teachers on the development of ment to list events for the sports fe Ild be the basic equipment for basic	stival.
Teaching Learning Resources	2. 3.	detached micropho Computers (Laptop Video Camera, LCD	io & Video) player with a recording one) s or PCs) for playing back MP3 and Projector and Screen, Tripod and N and reviewing performances)	MP4 files.

	4. Policy Documents
Required Text (core)	Inclusive Education Policy; <a href="http://sapghana.com/data/documents/Inclusive-Education-Policy-official-document.pdf">http://sapghana.com/data/documents/Inclusive-Education-Policy-official-document.pdf</a> Sexuality Education Policies: <a href="https://www.guttmacher.org/sites/default/files/report_pdf/sexuality-education-ghana-report.pdf">https://www.guttmacher.org/sites/default/files/report_pdf/sexuality-education-ghana-report.pdf</a> Ato Essuman & Kwame Akyeampong (2011) Decentralisation policy and practice in Ghana: the promise and reality of community participation in education in rural communities, Journal of Education Policy, 26:4, 513-527, DOI: 10.1080/02680939.2011.554999
Additional Reading List	Physical Education         Ghana Education Service (2018). Pre-tertiary curricular for Physical Education for basic schools: KG-JHS. MOE, Accra: National Council for Curriculum and Assessment (NaCCA).         Music Education         Ghana Education Service (2018). Pre-tertiary curricular for Music and Dance basic schools: KG-JHS. MOE, Accra: National Council for Curriculum and Assessment (NaCCA).
CPD Needs	<ul><li>a) Documentary Analysis</li><li>b) Organising Class Discussions (Panel, Symposia, Debate, etc.,)</li></ul>

### DUPLICATE THE PLANNER FOR EACH LESSON

### 14. Plans for each lesson in the semester

Year of B.Ed.	Level 200	Semest	ter	2	Place seme	of lesson in ster	Week 2		
e of Lesson		Existing pre-tertia and Dance Educa		policies and leg	islative docur	nents- <b>Music</b>	Lesson Duration	ho	
son description		This course provides a reflection and synthesis of existing educational policies and legislative documents and establishes the appropriate connections for application of such policies and legislative documents in <b>music and dance</b> .							
vious student te owledge, prior le sumed)			have knowledge	e in the interse	ction of Physi	cal Education	and Music & Dance.		
sible barriers to lesson	learning in	Lack of knowledge about policy development, lack of understanding of the (policy development) and the Ghana Education Service (policy implementation)							
son Delivery – cl port students in outcomes		Face-to-face	Practical Activity 🗹	Work- Based Learning		Independent Study 🗹	e-learning opportunities 12	Practicum	
Purpose for the you want the achieve, serves the learning of expanded ver description. Write in full a	students to s as basis for putcomes. An sion of the	• Independent	ng educational	eflect and syntl policies to tho	nesize existing se in PEMD er		olicies and legislative e ecifically, the purpose		
NTS addressed Learning Outco lesson, picked a developed from specification	and	Learning Outcom	es	Learning Indi	cators	transferabl	ich cross-cutting issue e skills, inclusivity, equ diversity. How will the ed.	uity and	
Learning indica learning outcor		CLO1 Explore tertiary PEMD pr and legislative do attention to reforms, policies pertaining to PEM to B6. 2.4.6.1 and B6. 2.4.7.1. NaCCA – PE: 1, 2,3 (NTS 2c & 2d, N Early-years, Prim Music and Dane [EPJMDS])	olicies, syllabi ocuments with educational and trends ID. I B1. 2.4.7.1 to B,4 & 5 B1- B6 ITECF p16., & hary and JHS	of annotated descriptions of various educational reforms, existing policies and syllabi documents LI.2 Develop a scope and sequence chart for at least one specialism level syllabus LI.3 Audit and monitor syllabi for at least one		skills, re critical literacy cultural collabo Gender adaptat inclusiv informa ethical	<ul> <li>Assessment skills, social skills, communica skills, reflection and honesty.</li> <li>critical thinking and problem solving, finar literacy, digital literacy, open-mindedness</li> <li>cultural and civic literacy, innovation and collaboration</li> <li>Gender issues; SEN (therapeutic);</li> <li>adaptations for children with SEN diversit inclusivity MD</li> <li>information literacy,</li> <li>ethical issues on stereotyping in music and</li> </ul>		
ɔic		Sub-topic	Stage/Time	-	-		ieve learning outcom Ilaborative group woi	k or independ	
sting pre-tertiary	educational			Tutor Activity	,		Student Teacher A	ctivity	
icies and legislati	ve		Stage 1 - 30	Set Induction				•	

ice, setting rules and routines routines for the class.
for the class). Call three Three students tell their <i>TOLI</i> to class as they
students at random to tell laugh.
'TOLI' very interesting laugh-
of-laugh stories to the class.
Students listen attentively, interact where
Tutor then introduces student necessary as Tutor tells them about the thre
teachers to the three specialism (Early Years, Primary and JHS); the
specialism (Early Years, course manual for the semester; and the
Primary and JHS); the course general expectations of the Analysis of Policy
manual for the semester; and Documents and Syllabicourse
the general expectations of
the Analysis of Policy Student teachers listen attentively and take
Documents and Syllabicourse. notes.
Tutors give an overview of the
lesson, assignments, e-learning Students sit in their specialisms if setting is
resources on the internet. appropriate to enable Tutor know them (i.e.
What is to be learned and how their specialised areas and numbers.
it will be learned.
Ask students to sit in their
specialisms if the setting is
appropriate to enable you
know their specialised areas to
facilitate planning.
Class Discussion 1 Class Discussion 1
Tutor tells students about the
development of Music and
Dance in schools to date:
Trends in Global Music
Education
History of Music Education
from the Gold Coast through
1987 Educational reform
Curriculum Enrichment
Programme
Music and Dance Syllabus
Arts and Cultural Festival for
Schools
Grants and Equipment for Music and Dance

Stage 2 - 40 min	Small Group Work: Tutors assign student teachers to small groups and task small groups to review one policy and or legislative document on education.	Small Group: Student teachers engage a critical review and synthesis of the assigned policy document
	-The groups share their review as it pertains to purpose, objectives, vision and mission	-Student teachers share review with sister small groups and examine the vision, mission, purpose and objectives
Stage 3 - 30 min	<b>Presentation:</b> As an extension to the small group work, tutors lead student teachers to present their work with the class	-Student teachers share their work from the small group work. Student teachers listen to group presentations and engage colleagues with questions, observation and comments.
Stage 4 - 90	Reflection – Connection-	
min	<ul> <li>Application and Closure.</li> <li>Reflection: Tutors allow student teachers to think about what they have learned and allow them to express their "own" understanding.</li> <li>Tutors help student teachers to examine the strengths/weakness, and available opportunities for PEMD.</li> </ul>	<ul> <li>Reflection: -Student teachers reflect by expressing what they thought they learned and then ask questions for clarification</li> <li>Student teachers identify strengths and weaknesses of the policy documents reviewed.</li> <li>Student teachers identify potential opportunities for PEMD</li> </ul>
	<b>Connection</b> : Tutors help student teachers to match what they have learned to real world in PEMD.	<b>Connection</b> : Student teachers match/connect what they have learned to the real world in PEMD
	<b>Application</b> : Tutors help student teachers to think creatively in ways they can apply what they have learned to impact themselves, others or schools	<b>Application</b> : Student teachers express what they can do with what they have learned to impact self, others and school positively.
	<b>Closure</b> : Tutors summarize the purpose of the lesson, assess the summaries of student teachers and reiterate the source(s) in the <b>RequiredReferences</b> for further exploratory exercise to facilitate understanding.	Student teachers listen attentively and take notes.
	<ul> <li>Tutors state the focus of the next lesson on Integrating <i>PEMD</i> at the KG Leveland sets expectations for the next lesson.</li> <li>Tutors provide independent e-learning</li> </ul>	Independent Study: Student teachers independently search the web to familiarize with additional and current references on the topic

	assignments for further				
	reading				
	Provide reading				
	assignment for the next				
	lecture				
Lesson assessments –	1. Reflection by student teachers on the development of Music Education in Ghana.				
evaluation of learning: of, for	<ol> <li>Small Group Assignment to list events for the Music and Dance Schools Cultural Festiva.</li> </ol>				
and as learning within the	<ol> <li>Describe what should be the basic equipment for basic schools music and dance.</li> </ol>				
-	5. Describe what should be the basic equipment for basic schools music and dance.				
lesson (linking to learning outcomes)					
Teaching Learning Resources	1. Compact Disc (Audio & Video) player with a recording facility (possibly with a detached				
	microphone)				
	2. Computers (Laptops or PCs) for playing back MP3 and MP4 files.				
	3. Video Camera, LCD Projector and Screen, Tripod and Monitoring Unit (for listening and				
	recording, viewing and reviewing performances)				
	4. Policy Documents				
Required Text (core)	Inclusive Education Policy; http://sapghana.com/data/documents/Inclusive-Education-Policy-				
	official-document.pdf				
	Sexuality Education Policies:				
	https://www.guttmacher.org/sites/default/files/report_pdf/sexuality-education-ghana-				
	<u>report.pdf</u>				
	Ato Essuman & Kwame Akyeampong (2011) Decentralisation policy and practice in Ghana: the				
	promise and reality of community participation in education in rural				
	communities, Journal of Education Policy, 26:4, 513-				
	527, DOI: <u>10.1080/02680939.2011.554999</u>				
Additional Decalling List					
Additional Reading List	Physical Education				
Additional Reading List	•				
Additional Reading List	Ghana Education Service (2018). Pre-tertiary curricular for Physical Education for basic schools:				
Additional Reading List	•				
Additional Reading List	Ghana Education Service (2018). <i>Pre-tertiary curricular for Physical Education for basic schools:</i> <i>KG-JHS</i> . MOE, Accra: National Council for Curriculum and Assessment (NaCCA). <b>Music Education</b>				
Additional Reading List	<ul> <li>Ghana Education Service (2018). Pre-tertiary curricular for Physical Education for basic schools: KG-JHS. MOE, Accra: National Council for Curriculum and Assessment (NaCCA).</li> <li>Music Education</li> <li>Ghana Education Service (2018). Pre-tertiary curricular for Music and Dance basic schools: KG-</li> </ul>				
	<ul> <li>Ghana Education Service (2018). Pre-tertiary curricular for Physical Education for basic schools: KG-JHS. MOE, Accra: National Council for Curriculum and Assessment (NaCCA).</li> <li>Music Education</li> <li>Ghana Education Service (2018). Pre-tertiary curricular for Music and Dance basic schools: KG-JHS. MOE, Accra: National Council for Curriculum and Assessment (NaCCA).</li> </ul>				
CPD Needs	<ul> <li>Ghana Education Service (2018). Pre-tertiary curricular for Physical Education for basic schools: KG-JHS. MOE, Accra: National Council for Curriculum and Assessment (NaCCA).</li> <li>Music Education</li> <li>Ghana Education Service (2018). Pre-tertiary curricular for Music and Dance basic schools: KG-</li> </ul>				

ΠΙΡΠΟΑΤ												
DOILICAT	E THE PLANNE	R FOR EACH LESS	N									
1. Plans for ea	ach lesson in th	ne semester										
The follow	ving Format sh	ould be complete	d for each les	son in the s	emester							
Year	Level	Seme	ster	2		Place of	Week 3					
of	200					lesson in						
B.Ed.						semester		<u>.</u>				
Title of Lesson		Integrating Physic	ical Education	and Music	& Dance at t	the KG Level	Lesson	:				
							Duration	ho				
Lesson description		This course prov	ides a reflecti	on on how	Physical Edu	cation and Mu	sic & Dance at the KG	Level have bee				
		integrated into t Case Study focus			•		to the processes to fo CCA Syllabi	llow to conduct				
Previous student tea knowledge, prior lea		Student teachers	s have knowle	edge in the i	ntersection	of Physical Edu	ication and Music & D	ance.				
(assumed)		Look of Incude	daa ahauntua	مائمين وأمينوا	www.ent.les	l. of	unding of the function	no of Ministry				
Possible barriers to the lesson	learning in						nding of the functio ce (policy implemen					
		related stakehole		ing and th			ee (policy implement	tation, and ot				
Lesson Delivery – ch	osen to	Face-to-face	Practical	Work-	Seminars	Independent	e-learning	Practicum				
support students in	achieving	M	Activity 🗹	Based		Study 🗹	opportunities 🗹					
the outcomes			1.11	Learning								
Lesson Delivery – m delivery chosen		Additional lessor				ny policy docu	monts and sullahi					
student teachers in	••		-	-			ments and syllabi d sharing with colleag	ues				
learning outcomes.			-		-							
		<ul> <li>Documentary Video Analysis of teaching in Ghanaian basic schools</li> <li>Group Work on syllabi</li> </ul>										
		Indeper	ndent Study o	on action re	search							
• Purpose for the												
you want the				develop a co	ore cross-cut	ting indicator						
		carry out small-scale action research on impact of the new syllabus. Also they will explore the Content Standards and Sub-strands, annotation of the curriculum, and preparation towards STS. They will also										
the learning o	as basis for			research or	n impact of t	he new syllabu	is. Also they will explo	re the Content				
expanded vers	utcomes. An	Standards and	Sub-strands,	research or annotation	n impact of t of the curric	he new syllabu culum, and pre	s. Also they will explo paration towards STS	re the Content . They will also l				
expanded vers description.	utcomes. An	Standards and	Sub-strands, the processes	research or annotation to follow t	n impact of t of the curric	he new syllabu culum, and pre	is. Also they will explo	re the Content . They will also l				
	utcomes. An sion of the	Standards and introduced to	Sub-strands, the processes	research or annotation to follow t	n impact of t of the curric	he new syllabu culum, and pre	s. Also they will explo paration towards STS	re the Content . They will also l				
<ul> <li>description.</li> <li>Write in full as NTS addressed</li> </ul>	utcomes. An sion of the spects of the	Standards and introduced to	Sub-strands, the processes	research or annotation to follow t	n impact of t of the curric	he new syllabu culum, and pre Case Study foc	is. Also they will explo paration towards STS using on children's lea	re the Content . They will also I arning and				
<ul> <li>description.</li> <li>Write in full as NTS addressed</li> <li>Learning Outcome</li> </ul>	utcomes. An sion of the spects of the me for the	Standards and introduced to	Sub-strands, the processes	research or annotation to follow t	n impact of t of the curric	he new syllabu culum, and pre Case Study foc	is. Also they will explo paration towards STS using on children's lea tify which cross-cuttin	re the Content They will also I arning and ng issues - core				
<ul> <li>description.</li> <li>Write in full as NTS addressed</li> <li>Learning Outcor lesson, picked a</li> </ul>	utcomes. An sion of the spects of the me for the nd	Standards and introduced to	Sub-strands, the processes MD NaCCA Sy	research or annotation to follow to Ilabi.	n impact of t of the curric	he new syllabu culum, and pre Case Study foc Iden and	is. Also they will explo paration towards STS using on children's lea tify which cross-cuttin transferable skills, ind	re the Content They will also I arning and ng issues - core clusivity, equity				
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	(NTS, 1e), (NTS, 2a), (NTS, 1a), (NTS, 1f), (NTS, 1a, e, & f), (NTS, 1d, 1f, 1g, & 2a), (NTS, 2a), (NTS, 3b), (NTS, 1d, 1f, 1g, & 2a), (NTS 2b, 2d), (NTS 2f)	I.2 Produce a report in the twelfth week on his/her case studyfocusing on children's learning and progress in PEMD NaCCA Syllabi.	
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Торіс	Sub- topic	Stage/Time				
Integrating <i>Physical Education</i> and Music & Dance at the KG Level	topic		Tutor Activity	Student Teacher Activity		
		Stage 1 - 30 min	<ul> <li>Set Induction: Set Induction: Ask students to sing some children songs sang at the KG level from Mereku'sWe Sing and Learn.</li> <li>Tutors give an overview of the lesson, assignments, e-learning resources on the internet. What is to be learned and how it will be learned.</li> <li>Ask students to sit in their specialisms if the setting is appropriate to facilitate the lesson delivery.</li> <li>Class Discussion Tutor briefly discusses the following points: <ul> <li>Organisation and Structure of the Curriculum</li> <li>Developing a Scope and Sequence Chart</li> <li>Understanding the Termly Themes for Performing Arts</li> <li>Content Standards and Sub- strands</li> <li>Annotation of the Curriculum</li> <li>Building a teaching portfolios</li> </ul> </li> </ul>	Students sing some KG level children songs from Mereku's <i>We Sing and Learn.</i> Student teachers listen attentively and interact through questions and take notes. Students sit in their specialisms if setting is appropriate to facilitate the lesson delivery. Class Discussion Student teachers listen attentively and interact through questions and take notes.		

	1	
Stage 2 - 40 min	Small Group Work: Tutors assign student teachers to small groups and task small groups to review KG syllabus identifying the point raised in the discussion.	<b>Small Group</b> : Student teachers engage a critical review and synthesis of KG syllabus identifying the point raised in the discussion.
	• The groups share their review as it pertains to purpose, objectives, themes, content standards, sub-sub-strands, and annotation etc.	<ul> <li>Student teachers share review as it pertains to purpose, objectives, themes, content standards, sub-sub- strands, and annotation, etc.</li> </ul>
Stage 3 - 30 min	<b>Presentation:</b> As an extension to the small group work, tutors lead student teachers to present their work with the class Tutor encourages students to engage colleagues with questions, comments and observe.	<ul> <li>Student teachers share their work from the small group work.</li> <li>Student teachers listen to group presentations and engage colleagues with questions and</li> </ul>
Stage 4 - 90 min	Reflection – Connection- Application and Closure.	comments. Reflection: -Student teachers reflect by expressing what
	<ul> <li>Reflection: Tutors allow student teachers to think about what they have learned and allow them to express their "own" understanding.</li> <li>Tutors help student teachers to examine the strengths/weakness, and available opportunities for PEMD.</li> </ul>	<ul> <li>they thought they learned and then ask questions for clarification</li> <li>Student teacher identify strengths and weaknesses of the policy documents reviewed.</li> <li>Student teachers identify potential opportunities for PEMD</li> </ul>
	<b>Connection</b> : Tutors help student teachers to match what they have learned to real world in PEMD.	<b>Connection</b> : Student teachers match/connect what they have learned to the real world in PEMD
	<b>Application</b> : Tutors help student teachers to think creatively in ways they can apply what they have learned to impact themselves, others or schools	<b>Application</b> : Student teachers express what they can do with what they have learned to impact self, others and school positively.
	<b>Closure</b> : Tutors summarize the purpose of the lesson, assess the summaries of student teachers and reiterate the source(s) in the <b>RequiredReferences</b> for further exploratory exercise to facilitate	Student teachers listen attentively and take notes.
	<ul> <li>understanding.</li> <li>Tutors state the focus of the next lesson on B1-B6 NaCCA Curriculum for <i>Physical Education II</i> and sets expectations for the next lesson.</li> </ul>	<b>Independent Study:</b> Student teachers independently search the web to
	Tutors provide independent	familiarize with

			٠	e-learning assignments for further reading Provide reading assignment for the next lecture	additional and current references on the topic	
Lesson assessments – evaluation	1.	Reflection by student teachers on the NaCCA GK syllabus.				
of learning: of, for and as learning	2.	Small Group Assignment to Developing a Scope and Sequence Chart.				
within the lesson (linking to	3.	Describe the annotation of the NaCCA GK Curriculum				
learning outcomes)						
Teaching Learning Resources	1.	Compact Disc (Audio & Video) player with a recording facility (possibly with a detached microphone)				
	2.	Computers (Lap	tops	or PCs) for playing back MP3 an	d MP4 files.	
	3.	Video Camera, LCD Projector and Screen, Tripod and Monitoring Unit (for listening and recording, viewing and reviewing performances)				
	4.	Policy Documer	ts			

Required Text (core)	Inclusive Education Policy; http://sapghana.com/data/documents/Inclusive-Education-					
Required Text (core)						
	Policy-official-document.pdf					
	Sexuality Education Policies:					
	https://www.guttmacher.org/sites/default/files/report_pdf/sexuality-education-					
	ghana-report.pdf					
	Ato Essuman & Kwame Akyeampong (2011) Decentralisation policy and practice in Ghana:					
	the promise and reality of community participation in education in rural					
	communities, Journal of Education Policy, 26:4, 513-					
	527, DOI: 10.1080/02680939.2011.554999					
Additional Reading List	Physical Education					
	Ghana Education Service (2018). Pre-tertiary curricular for Physical Education for basic					
	schools: KG-JHS. MOE, Accra: National Council for Curriculum and Assessment					
	(NaCCA).					
	Music Education					
	Ghana Education Service (2018). Pre-tertiary curricular for Music and Dance basic schools:					
	KG-JHS. MOE, Accra: National Council for Curriculum and Assessment (NaCCA).					
CPD Needs	a) Documentary Analysis					
	b) Organising Class Discussions (Panel, Symposia, Debate, etc.,)					

Y2S2 PEMD Cours		R FOR EACH LESSON						
2. Plans fo	r each lesson in th	ne semester						
The fo	llowing Format sh	ould be completed f	or each les	son in the s	emester			
Year of B.Ed.	Level 200	Semeste	er	2		Place of lesson in semester	Week 4	
Title of Lesson		B1-B6 NaCCA Curri	culum for <b>P</b>	hysical Edu	cation I		Lesson Duration	
Lesson description	on	into the PEMD sylla	abus.				Physical Educationca	
Previous student knowledge, prior (assumed)		Student teachers h	ave knowle	dge in the i	ntersection	of Physical Educ	ation and Music & Da	ance.
Possible barriers the lesson	to learning in		developme				ding of the function e (policy implement	
Lesson Delivery - support students the outcomes			Practical Activity ☑	Work- Based Learning	Seminars	Independent Study 🗹	e-learning opportunities 🗹	Practicu
-	-	Small Gro     Documen     Group Wo     Independe	ussion rega up Work to tary Video ork on syllab ent Study o	rding existi review exis <b>Analysis</b> of bi n action res	ng pre-tertia sting educat teaching in ( search	ion policies and Ghanaian basic s		
you want t achieve, ser the learning expanded description.	the lesson, what the students to ves as basis for g outcomes. An version of the I aspects of the ed	scope and seque carry out small-s	nce chart, c cale action	levelop a co research or	ore cross-cut i impact of t	tting indicator ch he new syllabus	<b>llabus</b> . Specifically, it nart, build a teaching . Also they will explor aration towards STS	portfolio
lesson, picke developed fi specification	rom the course	Learning Outcomes Learning Indicators					Identify which cross-cuttin - core and transferable ski inclusivity, equity and add diversity. How will these b addressed or developed.	
learning out		CLO1 Demonstrate comprehensive cor knowledge in the N 1-3 Physical Educat trends pertaining t	ntent IaCCA Basic tion syllabus	annot portic	ns of the syl evelop a sco	otions of various llabus.	Assessment sl	kills, socia

Торіс	Sub-topic	Stage/Time	outcomes: depending on de	learning activities to achieve learning ending on delivery mode selected. Teacher re group work or independent study		
B1-B6 NaCCA Curriculum for <b>Physical Education I</b>	Sub-topic	Stage/ Time	Tutor Activity	Student Teacher Activity		
	<ul> <li>Organisation and Structure of the Curriculum</li> <li>Developing a</li> </ul>	Stage 1 - 30 min	Set Induction: Set Induction: Ask students to sing some children songs sang at the Basic 1-3 level from Mereku's <i>We Sing and</i>	Students sing some Basic 1-3 level children songs from Mereku's <b>We Sing and Learn.</b>		
	Scope and Sequence Chart		Learn. Tutors give an overview of	Student teachers listen attentively and interact		
	Understandin g the Termly Themes for Performing		the lesson, assignments, e- learning resources on the internet. What is to be learned and how it will be	through questions and take notes.		
	Arts • Content Standards and Sub-		learned. Ask students to sit in their specialisms if the setting is	Students sit in their specialisms if setting is appropriate to facilitate the lesson delivery.		
	strands <ul> <li>Annotation of the Curriculum</li> </ul>		appropriate to facilitate the lesson delivery. Class Discussion Tutor briefly discusses the	Class Discussion Student teachers listen		
	<ul> <li>Building a teaching portfolios</li> </ul>		<ul><li>following points:</li><li>Organisation and Structure of the Curriculum</li></ul>	attentively and interact through questions and take notes.		
	<ul> <li>Preparation towards STS</li> </ul>		<ul> <li>Developing a Scope and Sequence Chart</li> <li>Understanding the Termly Themes for Performing</li> </ul>			
			Arts <ul> <li>Content Standards and Sub-strands</li> </ul>			
			<ul> <li>Annotation of the Curriculum</li> <li>Building a teaching portfolio</li> </ul>			
			Preparation towards STS			
		Stage 2 - 40 min	Small Group Work: Tutors assign student teachers to small groups and tasks the groups to review Basic 1-3 Physical Education syllabus identifying the point raised in the discussion.	Small Group: Student teachers engage a critical review and synthesis of Basic 1-3 Physical Education syllabus to identifying the point raised in the discussion.		
			-Tutors ask the groups to share their review as it pertains to purpose, objectives, themes, content standards, sub-sub-strands,	-Student teachers share their review as it pertains to purpose, objectives, themes, content standards, sub-sub- strands, and annotation, etc.		
			and annotation etc.			
		Stage 3 - 30 min	Presentation: As an extension to the small group work, tutors lead student teachers to present their work with the class	-Student teachers share their work from the small group work with their colleagues.		
			work with the class Tutor encourages students to engage colleagues with	Student teachers listen to group presentations and		

		1	[]
		questions, comments and	engage colleagues with
	Charac 4, 00	observe.	questions and comments.
	Stage 4 - 90	Reflection – Connection-	
	min	Application and Closure.	
		Reflection: Tutors allow	Reflection: -Student teachers
		student teachers to think	reflect on the topic by
		about what they have	expressing what they thought
		learned and allow them to	they learned and then ask
		express their "own"	questions for clarification
		understanding.	-Student teachers identify
		-Tutors help student	strengths and weaknesses of
		teachers to examine the	the policy documents
		strengths/weakness, and	reviewed.
		available opportunities for	-Student teachers identify
		PEMD.	potential opportunities for
			PEMD
			Connection: Student teachers
		Connection: Tutors help	match/connect what they
		student teachers to match	have learned to the real
		what they have learned to real world in PEMD.	world in PEMD
		Application: Tutors help	Application: Student teachers express what they can do
		student teachers to think	with what they have learned
		creatively in ways they can	to impact self, others and
		apply what they have	school positively.
		learned to impact	
		themselves, others or	
		schools	Student teachers listen attentively and take notes.
		Closure: Tutors summarize	
		the purpose of the lesson,	
		assess the summaries of	
		student teachers and	Independent
		reiterate the source(s) in the	Study:
			Student teachers
		RequiredReferences for	independently
		further exploratory exercise	search the web to
		to facilitate understanding.	familiarize with
		Tutors state the focus	additional and
		of the next lesson on	current references
		B4-B6 NaCCA	on the topic
		Curriculum for Creative	
		Arts and sets	
		expectations for the	
		next lesson.	
		Tutors provide	
		independent e-learning	
		assignments for further	
		reading	
		Provide reading     assignment for the next	
		assignment for the next lecture	
		chers on the <b>B1-B6 NaCCA Curric</b>	
		to Developing a Scope and Seque	ence Chart.
_	Describe the events of So	hools Sports Festival.	
the lesson (linking to			
learning outcomes)			

Teaching Learning	1. Compact Disc (Audio & Video) player with a recording facility (possibly with a detached				
Resources	microphone)				
	<ol><li>Computers (Laptops or PCs) for playing back MP3 and MP4 files.</li></ol>				
	3. Video Camera, LCD Projector and Screen, Tripod and Monitoring Unit (for listening and				
	recording, viewing and reviewing performances)				
	4. Policy Documents				
Required Text (core)	Inclusive Education Policy; http://sapghana.com/data/documents/Inclusive-Education-Policy-				
	official-document.pdf				
	Sexuality Education Policies:				
	https://www.guttmacher.org/sites/default/files/report_pdf/sexuality-education-ghana-				
	<u>report.pdf</u>				
	Ato Essuman & Kwame Akyeampong (2011) Decentralisation policy and practice in Ghana: the				
	promise and reality of community participation in education in rural				
	communities, Journal of Education Policy, 26:4, 513-				
	527, DOI: <u>10.1080/02680939.2011.554999</u>				
Additional Reading List	Physical Education				
	Ghana Education Service (2018). Pre-tertiary curricular for Physical Education for basic schools:				
	KG-JHS. MOE, Accra: National Council for Curriculum and Assessment (NaCCA).				
CPD Needs	a) Documentary Analysis				
	b) Organising Class Discussions (Panel, Symposia, Debate, etc.,)				

Y2S2 PEMD Cours		R FOR EACH LESSON	4							
3. Plans fo	r each lesson in th	ne semester								
The fol	lowing Format sh	ould be completed	for each les	son in the s	emester					
Year of B.Ed.	Level 200	Semeste	er	2		Place of lesson in semester	Week 5			
Title of Lesson		B1-B6 NaCCA Curr	iculum for <b>(</b>	Creative Art	s I		Lesson Duration			
Lesson descriptio	'n	aPEMD syllabus.	his course provides a reflection on how B1-B6 NaCCA Curriculum for <i>Creative Arts</i> can be integrate PEMD syllabus.							
Previous student knowledge, prior (assumed)		Student teachers h	nave knowle	edge in the i	ntersection	of Physical Educ	ation and Music & Da	ance.		
Possible barriers the lesson	to learning in		developme				ding of the function e (policy implement			
Lesson Delivery – support students the outcomes			Practical Activity ☑	Work- Based Learning	Seminars	Independent Study ☑	e-learning opportunities 🗹	Practicu		
Lesson Delivery delivery chosed student teachers learning outcome	n to support in achieving the									
you want t achieve, ser the learning expanded v description.	the lesson, what he students to ves as basis for g outcomes. An version of the l aspects of the ed	Specifically, it wi a teaching portfo	ill develop a olio and car	i scope and ry out small	sequence ch -scale actior	hart, develop a c h research on im	Curriculum for <b>Crea</b> ore cross-cutting indi pact of the new sylla the curriculum, and p	icator cha bus. Also		
lesson, picke developed fr specification	om the course	Learning Outcome				Identify which cross-cuttin - core and transferable skil inclusivity, equity and add diversity. How will these b addressed or developed.				
learning out				Learn	ing Indicato	rs	- core and transfe inclusivity, equity diversity. How wi	erable skil and add Il these b		

Topic B1-B6 NaCCA Curriculum	Sub-topic	Stage/Time	Teaching and learning activities to achieve lea outcomes: depending on delivery mode selected. Tea led, collaborative group work or independent study Student Teach		
for <i>Creative Arts I</i>			Tutor Activity	Activity	
	<ul> <li>Organisation and Structure of the Curriculum</li> <li>Developing a Scope and Sequence Chart</li> <li>Understandin g the Termly Themes for Performing Arts</li> <li>Content Standards and Sub- strands</li> </ul>	Stage 1 - 30 min	Set Induction: Set Induction: Ask students to sing some children songs sang at the Basic 1-3 level from Mereku's <i>We Sing and Learn.</i> Tutors give an overview of the lesson, assignments, e- learning resources on the internet. What is to be learned and how it will be learned. Ask students to sit in their specialisms if the setting is appropriate to facilitate the lesson delivery.	Students sing some Basic 1-3 level children songs from Mereku's <b>We Sing and Learn.</b> Student teachers listen attentively and interact through questions and take notes. Students sit in their specialisms if setting is appropriate to facilitate the lesson delivery.	
	<ul> <li>Annotation of the Curriculum</li> <li>Building a teaching portfolios</li> <li>Preparation towards STS</li> </ul>		<ul> <li>Class Discussion</li> <li>Tutor briefly discusses the following points:</li> <li>Organisation and Structure of the Curriculum</li> <li>Developing a Scope and Sequence Chart</li> <li>Understanding the Termly Themes for Performing Arts</li> <li>Content Standards and Sub-strands</li> <li>Annotation of the Curriculum</li> <li>Building a teaching portfolio</li> <li>Preparation towards STS</li> </ul>	Class Discussion Student teachers listen attentively and interact through questions and take notes.	

Stage 2 - 40 min	Small Group Work: Tutors assign student teachers to	Small Group: Student teachers are engage in critical review
	small groups and tasks the	and synthesis of theB1-B6
	groups to review B1-B6	, NaCCA Curriculum for <b>Creative</b>
	NaCCA Curriculum for	Arts identifying the points
	<i>Creative Arts</i> identifying the	raised in the discussion.
	points raised in the	
	discussion.	
		Church and the sector of the sec
		Student teachers
	• Tutors ask the groups to	share their review as
	share their review as it	it pertains to
	pertains to purpose,	purpose, objectives,
	objectives, themes,	themes, content
	content standards, sub-	standards, sub-sub-
	sub-strands, and	strands, and
	annotation etc.	annotation, etc.
Stage 3 - 30	Presentation: As an extension	Student teachers
min	to the small group work,	share their work from
	tutors lead student teachers	the small group work
	to present their work with the	
	-	with their colleagues.
	class.	
	Tutor encourages students to	Student teachers
	engage colleagues with	listen to group
	questions, comments and	presentations and
	observe.	engage colleagues
		with questions and
		comments.
Stage 4 - 90	Reflection – Connection-	
min	Application and Closure.	
	Reflection: Tutors allow	Reflection: -Student teachers
	student teachers to think	reflect on the topic by
	about what they have learned	expressing what they thought
	and allow them to express	they learned and then ask
	their "own" understanding.	questions for clarification
	-Tutors help student teachers	-Student teachers identify
	to examine the	strengths and weaknesses of
	strengths/weakness, and	the policy documents
	available opportunities for	reviewed.
	PEMD.	-Student teachers identify
		, potential opportunities for
		PEMD
	<b>Connection</b> : Tutors help	Connection: Student teachers
	<b>Connection</b> : Tutors help student teachers to match	
		<b>Connection</b> : Student teachers match/connect what they
	student teachers to match	<b>Connection</b> : Student teachers match/connect what they
	student teachers to match what they have learned to real world in PEMD.	<b>Connection</b> : Student teachers match/connect what they have learned to the real world in PEMD
	student teachers to match what they have learned to real world in PEMD. Application: Tutors help	<b>Connection</b> : Student teachers match/connect what they have learned to the real world in PEMD <b>Application</b> : Student teachers
	student teachers to match what they have learned to real world in PEMD. Application: Tutors help student teachers to think	Connection: Student teachers match/connect what they have learned to the real world in PEMD Application: Student teachers express what they can do with
	student teachers to match what they have learned to real world in PEMD. Application: Tutors help	<b>Connection</b> : Student teachers match/connect what they have learned to the real world in PEMD <b>Application</b> : Student teachers
	student teachers to match what they have learned to real world in PEMD. Application: Tutors help student teachers to think	Connection: Student teachers match/connect what they have learned to the real world in PEMD Application: Student teachers express what they can do with what they have learned to
	student teachers to match what they have learned to real world in PEMD. Application: Tutors help student teachers to think creatively in ways they can apply what they have learned	Connection: Student teachers match/connect what they have learned to the real world in PEMD Application: Student teachers express what they can do with what they have learned to impact self, others and school
	student teachers to match what they have learned to real world in PEMD. Application: Tutors help student teachers to think creatively in ways they can apply what they have learned to impact themselves, others	Connection: Student teachers match/connect what they have learned to the real world in PEMD Application: Student teachers express what they can do with what they have learned to
	student teachers to match what they have learned to real world in PEMD. Application: Tutors help student teachers to think creatively in ways they can apply what they have learned	Connection: Student teachers match/connect what they have learned to the real world in PEMD Application: Student teachers express what they can do with what they have learned to impact self, others and school
	student teachers to match what they have learned to real world in PEMD. Application: Tutors help student teachers to think creatively in ways they can apply what they have learned to impact themselves, others	Connection: Student teachers match/connect what they have learned to the real world in PEMD Application: Student teachers express what they can do with what they have learned to impact self, others and school
	<ul> <li>student teachers to match what they have learned to real world in PEMD.</li> <li>Application: Tutors help student teachers to think creatively in ways they can apply what they have learned to impact themselves, others or schools</li> <li>Closure: Tutors summarize</li> </ul>	Connection: Student teachers match/connect what they have learned to the real world in PEMD Application: Student teachers express what they can do with what they have learned to impact self, others and school positively. Student teachers listen
	<ul> <li>student teachers to match what they have learned to real world in PEMD.</li> <li>Application: Tutors help student teachers to think creatively in ways they can apply what they have learned to impact themselves, others or schools</li> <li>Closure: Tutors summarize the purpose of the lesson,</li> </ul>	Connection: Student teachers match/connect what they have learned to the real world in PEMD Application: Student teachers express what they can do with what they have learned to impact self, others and school positively.
	<ul> <li>student teachers to match what they have learned to real world in PEMD.</li> <li>Application: Tutors help student teachers to think creatively in ways they can apply what they have learned to impact themselves, others or schools</li> <li>Closure: Tutors summarize the purpose of the lesson, assess the summaries of</li> </ul>	Connection: Student teachers match/connect what they have learned to the real world in PEMD Application: Student teachers express what they can do with what they have learned to impact self, others and school positively. Student teachers listen
	<ul> <li>student teachers to match what they have learned to real world in PEMD.</li> <li>Application: Tutors help student teachers to think creatively in ways they can apply what they have learned to impact themselves, others or schools</li> <li>Closure: Tutors summarize the purpose of the lesson,</li> </ul>	Connection: Student teachers match/connect what they have learned to the real world in PEMD Application: Student teachers express what they can do with what they have learned to impact self, others and school positively. Student teachers listen

		RequiredReferences for further exploratory exercise to facilitate understanding. -Tutors state the focus of the next lesson on B4-B6 NaCCA Curriculum for Physical Education II and set expectations for the next lesson. -Tutors provide independent e-learning assignments for further reading	Independent Study: Student teachers independently search the web to familiarize with additional and current references on the topic
		further reading -Provide reading assignment for the next lecture	
Lesson assessments – evaluation of learning: of, for and as learning within the lesson (linking to learning outcomes)	2. Small Gro	the next rectare in the next rectare in by student teachers on the <b>B1-B6 NaCCA Curricul</b> up Assignment to Developing a Scope and Sequent the events of Arts and Cultural Festival for Schools	nce Chart.

Teaching Learning	1. Compact Disc (Audio & Video) player with a recording facility (possibly with a detached
Resources	microphone)
	2. Computers (Laptops or PCs) for playing back MP3 and MP4 files.
	3. Video Camera, LCD Projector and Screen, Tripod and Monitoring Unit (for listening and
	recording, viewing and reviewing performances)
	4. Policy Documents
Required Text (core)	Inclusive Education Policy; <a href="http://sapghana.com/data/documents/Inclusive-Education-Policy-">http://sapghana.com/data/documents/Inclusive-Education-Policy-</a>
	official-document.pdf
	Sexuality Education Policies:
	https://www.guttmacher.org/sites/default/files/report_pdf/sexuality-education-ghana-
	report.pdf
	Ato Essuman & Kwame Akyeampong(2011) Decentralisation policy and practice in Ghana: the
	promise and reality of community participation in education in rural
	communities, Journal of Education Policy, 26:4, 513-
	527, DOI:10.1080/02680939.2011.554999
Additional Reading List	Physical Education
	Ghana Education Service (2018). <i>Pre-tertiary curricular for Physical Education for basic schools:</i>
	KG-JHS. MOE, Accra: National Council for Curriculum and Assessment (NaCCA).
CPD Needs	a) Documentary Analysis
	b) Organising Class Discussions (Panel, Symposia, Debate, etc.,)

### DUPLICATE THE PLANNER FOR EACH LESSON

# 4. Plans for each lesson in the semester

### The following Format should be completed for each lesson in the semester

Year of B.Ed.	Level 200	Semest	er	2		Place of lesson in semester	Week 6	
Title of Lesson		B1-B6 NaCCA Curr	iculum for <b>Ph</b>	ysical Educ	ation II		Lesson Duration	3 hours
Lesson descriptio	n	This course provid into a PEMD syllab		n on how B	-B6 NaCCA	Curriculum for F	Physical Education ca	n be integrated
Previous student knowledge, prior (assumed)		They have looked a	Student teachers have knowledge of the two separate Physical Education and Creative Arts They have looked at organisation and structure of the curriculum, developing a scope and se understanding the termly themes for performing arts, content standards and sub-strands an					
Possible barriers the lesson	to learning in	-				-	the functions of Mir implementation) a	
Lesson Delivery – support students the outcomes		Face-to-face 🗹	Practical Activity ☑	Work- Based Learning	Seminars	Independent Study 🗹	e-learning opportunities 🗹	Practicum
you want the achieve, served the learning expanded we description.	the lesson, what he students to ves as basis for outcomes. An rersion of the aspects of the	Small Gro     Documer     Group W     Independ     The purpose of     into a PEMD syl     indicator chart,	cussion regard oup Work to r ntary Video Au ork on syllabi dent Study on this lesson is t labus. Specific build a teachin rey will explore	ling existing eview exist nalysis of te <u>action rese</u> o reflect an ally, it will o ng portfolic	g pre-tertiar ng educatio aching in G arch d synthesize levelop a so and carry c	hanaian basic sc e how the NaCC/ ope and sequen out small-scale ad	naring with colleague	can be integrated ore cross-cutting pact of the new
<ul> <li>Learning Out lesson, picked developed from specification</li> </ul>		Learning Outcom	es	Learning	Indicators	transferable	h cross-cutting issue skills, inclusivity, eq iversity. How will th I.	uity and
• Learning indi learning outo	cators for each	CLO1 Demonstrat comprehensive cc knowledge in the 1-6 Physical Educa trends pertaining to B6. 2.4.6.1 and to B6. 2.4.7.1. NaCCA – PE: 1, 2,3 B6 (NTS 2c & 2d, NTE Early-years, Prima Music and Dance S [EPJMDS])	ontent NaCCA Basic ation syllabus to PEMD. B1. 2.4.7.1 3,4 & 5 B1- CF p16., & ry and JHS	LI.1 Develop a catalogue of annotated us descriptions of various portions of catalogue of descriptions of various portions of various portions of				solving, financial mindedness ovation and tic); SEN diversity and
Торіс		Sub-topic	Stage/Time	Teaching	and learning	ng activities to a	chieve learning out er led, collaborativ	

B1-B6 NaCCA Curriculum for			Tutor Activity	Student Teacher Activity
Physical Education II	<ul> <li>Motor Skill and Movement Patterns</li> <li>Movement Concepts, Principles and Strategies</li> <li>Physical Fitness</li> <li>Physical Fitness Concepts, Principles</li> </ul>	Stage 1 - 30 min	Set Induction: Set Induction: Ask students to sing some children songs sang at the Basic 1-3 level from Mereku's <i>We Sing and Learn.</i> Tutors give an overview of the lesson, assignments, e- learning resources on the internet. What is to be learned and how it will be learned. Ask students to sit in their specialisms if the setting is appropriate to facilitate the lesson delivery.	Students sing some Basic 1-3 level children songs from Mereku's <b>We Sing</b> and Learn. Student teachers listen attentively and interact through questions and take notes. Students sit in their specialisms if setting is appropriate to facilitate the lesson delivery.
	<ul> <li>and Strategies</li> <li>Values and Psycho-Social Concepts, Principles and Strategies</li> <li>Building a teaching portfolios</li> <li>reparation towards STS</li> </ul>		<ul> <li>Class Discussion</li> <li>Tutor briefly discusses the following points:</li> <li>Motor Skill and Movement Patterns</li> <li>Movement Concepts, Principles and Strategies</li> <li>Physical Fitness</li> <li>Physical Fitness Concepts, Principles and Strategies</li> <li>Values and Psycho-Social Concepts, Principles and Strategies</li> <li>Building a teaching portfolios</li> </ul>	<b>Class Discussion</b> Student teachers listen attentively and interact through questions and take notes.
		Stage 2 - 40 min Stage 3 - 30	Preparation towards STS     Small Group Work: Tutors     assign student teachers to     small groups and task the     groups to review Basic 1-6     Physical Education syllabus     identifying the points raised in     the discussion.     -Tutors ask the groups to share     their review as it pertains to     purpose, objectives, themes,     content standards, sub-sub-     strands, and annotation etc.     Presentation: As an extension	<ul> <li>Small Group: Student teachers engage i a critical review and synthesis of Basic 1 6 Physical Education syllabus identifying the points raised in the discussion.</li> <li>Student teachers share their review as pertains to motor skill and movement patterns, movement concepts, principle and strategies, physical fitness, physical fitness concepts, principles and strategies, values and psycho-social concepts, principles and strategies etc.</li> <li>Student teachers share their work</li> </ul>
		min Stage 4 - 90	to the small group work, tutors lead student teachers to present their work with the class. Tutor encourages students to engage colleagues with questions, comments and observations. Reflection – Connection-	<ul> <li>Student teachers listen to group presentations and engage colleagues with questions and comments.</li> </ul>
		min	Application and Closure. Reflection: Tutors allow	<b>Reflection</b> : -Student teachers reflect on

		student teachers to think about what they have learned	the topic by expressing what they thought they learned and then ask
		and allow them to express	questions for clarification
		their "own" understanding.	-Student teachers identify strengths and
		-Tutors help student teachers	weaknesses of the policy documents
		to examine the	reviewed.
		strengths/weakness, and	-Student teachers identify potential
		available opportunities for PEMD.	opportunities for PEMD
			<b>Connection</b> : Student teachers match/connect what they have learned to the real world in PEMD
		Connection: Tutors help	
		student teachers to match	Application: Student teachers express
		what they have learned to real world in PEMD.	what they can do with what they have learned to impact self, others and school positively.
		Application: Tutors help	positivery.
		student teachers to think	Student teachers listen attentively and
		creatively in ways they can	take notes.
		apply what they have learned	
		to impact themselves, others	
		or schools	
		Closure: Tutors summarize the	
		purpose of the lesson, assess	
		the summaries of student	Independent Study:
		teachers and reiterate the	Student teachers
		source(s) in the	independently search the web to familiarize with additional
		RequiredReferences for	and current references on the
		further exploratory exercise to	topic
		facilitate understanding.	
		-Tutors state the focus of the	
		next lesson on B1-B6 NaCCA	
		Curriculum for <i>Creative Arts</i>	
		<i>II</i> and set expectations for the	
		next lesson.	
		-Tutors provide independent	
		e-learning assignments for	
		further reading -Provide reading assignment	
		for the next lecture	
Lesson assessments – evaluation	1. Reflection by student	t teachers on the <b>B1-B6 NaCCA Curri</b>	culum for Physical Education.
of learning: of, for and as		ent to Developing a Lesson Plan for	
learning within the lesson		t Standards for the five sub-strands f	-
(linking to learning outcomes)	Physical Education.		
Teaching Learning Resources			ility (possibly with a detached microphone
		or PCs) for playing back MP3 and MI	
			nitoring Unit (for listening and recording,
	viewing and reviewin	ng performances)	
Paguirad Taxt (cara)	4. Policy Documents	th://canghana.com/data/document/	Inducivo Education Doligy official
Required Text (core)	document.pdf	tp://sapghana.com/data/documents	STITCIUSIVE-EUUCALION-POIICY-OMCIAI-
		https://www.guttmacher.org/sites/o	default/files/report_pdf/sexuality-
	education-ghana-rep		
	-		y and practice in Ghana: the promise and
		participation in education in rural co , DOI:10.1080/02680939.2011.55499	
Additional Reading List	Physical Education		

	Ghana Education Service (2018). Pre-tertiary curricular for Physical Education for basic schools: KG-JHS. MOE, Accra: National Council for Curriculum and Assessment (NaCCA).
CPD Needs	a) Documentary Analysis
	b) Organising Class Discussions (Panel, Symposia, Debate, etc.,)

## DUPLICATE THE PLANNER FOR EACH LESSON

# 5. Plans for each lesson in the semester

### The following Format should be completed for each lesson in the semester

Year of B.Ed.	Level 200	Semeste	er	2		Place of lesson in semester	Week 7	
Title of Lesson		B1-B6 NaCCA Curri	culum for <b>Cre</b>	ative Arts	11		Lesson Duration	3 hours
Lesson descriptio	on	This course provide a PEMD syllabus.	es a reflection	on how E	1-B6 NaCC	A Curriculum for	<b>Creative Arts II</b> can	be integrated into
Previous student knowledge, prior (assumed)		They have looked a	t organisation	and strue	ture of the	curriculum, dev	tion and Creative Art eloping a scope and rds and sub-strands a	sequence chart,
Possible barriers the lesson	to learning in	-					ding of the functio licy implementation)	
Lesson Delivery – support students the outcomes			Activity B	Vork- Based earning	Seminars	Independent Study 🗹	e-learning opportunities 🗹	Practicum
you want t achieve, ser the learning expanded v description.	n to support in achieving the es.	Small Gro     Documen     Group Wo     Independ     The purpose of t     a PEMD syllabus     indicator chart, b	ussion regard up Work to re tary Video An ork on syllabi ent Study on a his lesson is to . Specifically, i ouild a teachin ey will explore	ing existir eview exis a <b>alysis</b> of t action res o reflect a t will deve ng portfoli	g pre-tertia ting educat eaching in earch nd synthesi elop a scope o and carry	ion policies and Ghanaian basic s ze how the NaC e and sequence out small-scale	eents and syllabi sharing with colleagu schools CA <i>Creative Arts</i> can chart, develop a core action research on ir nds, annotation of th	be integrated into e cross-cutting npact of the new
lesson, picke developed fr specification	tcome for the ed and rom the course	Learning Outcome	s	Learni	ng Indicato	rs	Identify which cro - core and transfe inclusivity, equity diversity. How w addressed or dev	y and addressing ill these be
learning out		CLO1 Demonstrate comprehensive cor knowledge in the N 6 Creative Arts syll pertaining to PEMI to B6. 2.4.6.1 and F B6. 2.4.7.1. NaCCA – PE: 1, 2,3, (NTS 2c & 2d, NTEC Early-years, Primar Music and Dance S [EPJMDS])	ntent NaCCA Basic 1 abus trends D. 31. 2.4.7.1 to 4 & 5 B1- B6 CF p16., & y and JHS	annota - portion LI.2 De sequen specia LI.3 Au	ns of the sy velop a sco nce chart fo ism level sy	otions of various llabus. pe and r at least one /llabus nitor syllabi for	<ul> <li>Assessment s communicatio and honesty.</li> <li>critical thinkin solving, finan- digital literacy mindedness</li> <li>cultural and c innovation an</li> <li>Gender issues (therapeutic);</li> <li>adaptations fr SEN diversity MD</li> <li>information literation</li> </ul>	kills, social skills, on skills, reflection ng and problem cial literacy, y, open- tivic literacy, nd collaboration s; SEN ; or children with and inclusivity

	in PE

Торіс	Sub-topic	Stage/Time	Teaching and learning acti outcomes: depending on deliv led, collaborative group work on	very mode selected. Teacher
B1-B6 NaCCA Curriculum for <i>Creative Arts II</i>			Tutor Activity	Student Teacher Activity
	Teaching Thinking & Exploring Lesson     Teaching Planning, Making and	Stage 1 - 30 min	Set Induction: Set Induction: Ask students to sing some children songs sang at the Basic 1-3 level from Mereku's <i>We Sing and Learn.</i>	Students sing some Basic 1-3 level children songs from Mereku's <b>We Sing and</b> Learn.
	Making and Composing Lesson • Teaching Displaying, Sharing and Exhibiting,		Tutors give an overview of the lesson, assignments, e-learning resources on the internet. What is to be learned and how it will be learned.	Student teachers listen attentively and interact through questions and take notes.
	Performing Lesson • Teaching Appreciating and Appraising		Ask students to sit in their specialisms if the setting is appropriate to facilitate the lesson delivery.	Students sit in their specialisms if setting is appropriate to facilitate the lesson delivery.
	Lesson • TLMs and facilities – Music and Dance • Building a teaching portfolios Preparation towards STS		<ul> <li>Class Discussion</li> <li>Tutor briefly discusses the following points:</li> <li>Teaching Thinking &amp; Exploring Lesson</li> <li>Teaching Planning, Making and Composing Lesson</li> <li>Teaching Displaying, Sharing and Exhibiting, Performing Lesson</li> <li>Teaching Appreciating and</li> </ul>	<b>Class Discussion</b> Student teachers listen attentively and interact through questions and take notes.
			<ul> <li>Appraising Lesson</li> <li>TLMs and facilities – Music and Dance</li> <li>Building a teaching portfolios</li> <li>Preparation towards STS</li> </ul>	
		Stage 2 - 40 min	Small Group Work: Tutors assign student teachers to small groups and task the groups to review Basic 1-6 Creative Arts syllabus identifying the points raised in the discussion.	Small Group: Student teachers engage in a critical review and synthesis of Basic 1-6 Creative Arts syllabus identifying the points raised in the discussion.
			-Tutors ask the groups to share their review as it pertains to teaching thinking & exploring lesson, teaching planning, making and composing lesson, teaching displaying, sharing and exhibiting, performing lesson, teaching appreciating and appraising lesson, TLMS and facilities – music and	-Student teachers share their review as it pertains teaching thinking & exploring lesson, teaching planning, making and composing lesson, teaching displaying, sharing and exhibiting, performing lesson, teaching appreciating and appraising lesson, TLMS and facilities – music and
		Stage 3 - 30 min	dance, building a teaching portfolios and preparation towards STS. <b>Presentation:</b> As an extension to the small group work, tutors	dance, building a teaching portfolios and preparation towards STS. -Student teachers share their work from the small

		1	1	1
			lead student teachers to	group work with their
			present their work with the class.	colleagues.
			Class.	
			Tutor encourages students to	Student teachers listen to
			engage colleagues with	group presentations and
			questions, comments and	engage colleagues with
			observations.	questions and comments.
		Stage 4 - 90	Reflection – Connection-	
		min	Application and Closure.	
			Deficientiana Tutona allaur	Deflections Student
			Reflection: Tutors allow student teachers to think	<b>Reflection</b> : -Student teachers reflect on the topic
			about what they have learned	by expressing what they
			and allow them to express	thought they learned and
			their "own" understanding.	then ask questions for
			-Tutors help student teachers	clarification
			to examine the	-Student teachers identify
			strengths/weakness, and	strengths and weaknesses of
			available opportunities for	the policy documents
			PEMD.	reviewed.
				-Student teachers identify
				potential opportunities for
			Connection: Tutors hole	PEMD
			Connection: Tutors help student teachers to match	Connection: Student
			what they have learned to real	teachers match/connect
			world in PEMD.	what they have learned to
				the real world in PEMD
			Application: Tutors help	
			student teachers to think	Application: Student
			creatively in ways they can	teachers express what they
			apply what they have learned	can do with what they have
			to impact themselves, others	learned to impact self,
			or schools	others and school positively.
			Closure: Tutors summarize the	
			purpose of the lesson, assess	Student teachers listen
			the summaries of student	attentively and take notes.
			teachers and reiterate the	
			source(s) in the	
			RequiredReferences for	
			further exploratory exercise to	
			facilitate understanding.	
			-Tutors state the focus of the	Independent
			next lesson on PEMD Curricula	Study:
			Interconnection I and set	Student teachers
			expectations for the next	independently
			lesson. Tutors provide independent e	search the web to familiarize with
			-Tutors provide independent e- learning assignments for	additional and
			further reading	current references
			-Provide reading assignment	on the topic
			for the next lecture.	
		by student teache	rs on the B1-B6 NaCCA Curriculum	for Creative Arts II.
Lesson assessments –	1. Reflection l	•		
evaluation of learning: of,	2. Small Grou	p Assignment to D	Developing a Lesson Plan for their P	-
evaluation of learning: of, for and as learning within	<ol> <li>Small Grou</li> <li>Describe th</li> </ol>	p Assignment to D ne Content Standa	Developing a Lesson Plan for their P rds for the four sub-strands for the	-
evaluation of learning: of, for and as learning within the lesson (linking to	2. Small Grou	p Assignment to D ne Content Standa		-
evaluation of learning: of, for and as learning within	<ol> <li>Small Grou</li> <li>Describe th Creative Ar</li> </ol>	p Assignment to E ne Content Standa rts.		B1-B6 NaCCA Curriculum for

Resources	microphone)
	2. Computers (Laptops or PCs) for playing back MP3 and MP4 files.
	3. Video Camera, LCD Projector and Screen, Tripod and Monitoring Unit (for listening and
	recording, viewing and reviewing performances)
	4. Policy Documents
Required Text (core)	Inclusive Education Policy; http://sapghana.com/data/documents/Inclusive-Education-Policy-official-
	<u>document.pdf</u>
	Sexuality Education Policies: https://www.guttmacher.org/sites/default/files/report_pdf/sexuality-
	education-ghana-report.pdf
	Ato Essuman & Kwame Akyeampong (2011) Decentralisation policy and practice in Ghana: the promise
	and reality of community participation in education in rural communities, Journal of
	Education Policy, 26:4, 513-527, DOI: <u>10.1080/02680939.2011.554999</u>
Additional Reading List	Physical Education
	Ghana Education Service (2018). Pre-tertiary curricular for Physical Education for basic schools: KG-JHS.
	MOE, Accra: National Council for Curriculum and Assessment (NaCCA).
CPD Needs	a) Documentary Analysis
	b) Organising Class Discussions (Panel, Symposia, Debate, etc.,)

### DUPLICATE THE PLANNER FOR EACH LESSON

# 6. Plans for each lesson in the semester

### The following Format should be completed for each lesson in the semester

Year of B.Ed.	Level 200	Semeste	r	2		Place of lesson in semester	Week 8		
Title of Lesson		Physical Education	Physical Education and Creative Arts Curricula Integration I Lesson Duration						
Lesson descriptio	n	basic school curricu	lum and hel including pe	lps student i ersonal deve	eachers to lopment a	integrate the i	lucation (PE) strands ndicators/exemplars communication and c	to address the	
Previous student knowledge, prior		Student teachers have completed 2 lessons which focused on the general scope and seque Physical Education and the Creative Arts curricula							
(assumed) Possible barriers the lesson	to learning in	-	developmen	nt) and the	Ghana Eo	ducation Servic	ding of the functio e (policy implement ontent		
Lesson Delivery – support students the outcomes		Face-to-face 🗹 🛛	Practical Activity	_	Seminars	Independent Study ☑	e-learning opportunities 🗹	Practicum	
you want t achieve, ser the learning expanded o description.	n to support in achieving the es. the lesson, what the students to ves as basis for g outcomes. An version of the I aspects of the	Small Grou curricula a     Group Wo core comp	ussion regar up Work to und sharing v rkMerging in etencies on his lesson is t	ding core co review core vith colleagu ndicators/ex syllabi to help stud	mpetencie competen ues. cemplars fr ent teache	cies in the creat	e arts and physical ec ive arts and physical e arts and PE curricul the indicators/exemp	education um to address the	
Learning Out lesson, picke	come for the ed and rom the course	Learning Outcomes	;	Learning	Indicators	transfe addres	y which cross-cutting grable skills, inclusivi sing diversity. How v sed or developed.	ty, equity and	
•	icators for each come n and Creative	CLO1 Demonstrate a comprehensive content knowledge in the NaCCA Basic 1-3 Physical Education and pertaining to PEMD.LI.1 Develop a catalogue of annotated descriptions of various portions of the syllabus. LI.2 Develop a scope and sequence chart for at least one specialism level syllabus• Assessment skills, social skil communication skills, reflect honesty.B6. 2.4.6.1 and B1. 2.4.7.1 to B6. 2.4.7.1.B6. 2.4.7.1. (NTS 2c & 2d, NTECF p16., & Early-years, Primary and JHS Music and Dance Syllabuses [EPJMDS])LI.1 Develop a catalogue of annotated descriptions of various portions of the syllabus. LI.2 Develop a scope and sequence chart for at least one specialism level syllabus• Critical thinking and probler financial literacy, digital lite mindednessB6 (NTS 2c & 2d, NTECF p16., & Early-years, Primary and JHS Music and Dance Syllabuses [EPJMDS])LI.1 Develop a catalogue of annotated descriptions of various portions of the syllabus LI.2 Develop a scope and sequence chart for at least one specialism level syllabus• Critical thinking and probler financial literacy, digital lite mindednessB6 (NTS 2c & 2d, NTECF p16., & Early-years, Primary and JHS Music and Dance Syllabuses• Information literacy, ethical stereotyping in PE				effection and blem solving, literacy, open- y, innovation and rapeutic); with SEN MD			

Торіс	Sub-topic	Stage/Time	Teaching and learning activities to achieve learning outcomes depending on delivery mode selected. Teacher led, collaborative group work or independent study				
Physical Education and Creative Arts Curricula Integration I			Tutor Activity	Student Teacher Activity			
		Stage 1 - 30 min	Set Induction: -Tutors organize student teachers to reflect on what they learned from the integrated course in year one semester 2 focusing on the place of music and dance and physical education in teaching core competencies. Tutors give an overview of the lesson, assignments, e-learning	<ul> <li>Set Induction:</li> <li>Student teachers reflect on the intersection of music, sports, dance and physical activity course from year one semester two with a focus on the place of music and dance and physical education in teaching core competencies.</li> <li>Student teachers listen attentively and take notes.</li> </ul>			
			resources on the internet. What is to be learned and how it will be learned.				
		Stage 2 - 40 min	<ul> <li>Class Discussion</li> <li>Tutors facilitate interactive</li> <li>discussion of the core</li> <li>competencies enshrined in the</li> <li>NaCCA curriculum including:</li> <li>Personal development and leadership</li> <li>Communication and collaboration</li> <li>Critical thinking and innovation &amp;</li> <li>Creativity</li> </ul>	Class Discussion Student teachers listen attentively and interact through questions and take notes.			
		Stage 3 - 40 min	Small Group Work: Tutors assign student teachers to small groups in the 3 specialisms and task the groups to review the NaCCA Physical Education and Creative Arts syllabi' They identify and integrate the NaCCA curriculum indicators and exemplars to facilitate planning that address each of the core competencies.	Small Group: Student teachers conduct a critical review and synthesis the NaCCA Physical Education and Creative Arts syllabi, identify and integrate the indicators and exemplars to address each of the core competencies.			
		Stage 3 - 30 min	<b>Presentation:</b> Tutors engage student teachers in interactive presentation focusing on integrated content from PE and creative arts indicators/exemplars to address the core competencies.	<ul> <li>Presentation:</li> <li>Student teachers share their work from the small group work with their colleagues. They demonstrate ability to integrate content from PE and Creative Arts indicators/exemplars to address the core competencies</li> <li>Student teachers listen to group presentations and engage colleagues with questions and</li> </ul>			

	r					
	Stage 4 -	Reflection – Connection-				
	90 min	Application and Closure.				
	90 min	Application and Closure. Reflection: Tutors allow student teachers to reflect on the integrated content developed by the groups in relation to the core competencies- and allow them to express their perceptions about the integrated content. Connection: Tutors help student teachers to express how the indicators/exemplars and core competencies manifest in real life	Reflection: -Student teachers reflect on the integrated content developed by the small groups in relation to the core competencies. -Student teachers express their perceptions about the integrated content and then ask questions for clarification. Connection: Student teachers express how the			
		<b>Application</b> : Tutors help student teachers to think in ways they can apply what they have learned to impact learning	indicators/exemplars and core competencies manifest in real life			
		<ul> <li>impact learning</li> <li>Closure: Tutors summarize the purpose of the lesson, assess the summaries of student teachers and reiterate the source(s) in the <i>Required References</i> for further exploratory exercise to facilitate understanding.</li> <li>Tutors state the focus of the next lesson on integration of NaCCA PE and CA Strands and lesson planningand sets expectations for the next lesson.</li> <li>Tutors provide independent e-learning assignments for further reading</li> <li>Provide reading assignment for the next lecture</li> </ul>	Application: Student teachers express what they can do with what they have learned to impact learning Student teachers listen attentively and take notes. Independent Study: Student teachers independently search the web to familiarize with additional and current references on the			
			topic			
Lesson assessments – evaluation of learning: of, for and as learning within the lesson (linking to learning outcomes)						
Teaching Learning Resources		D Projector and Screen, Tripod and Mon g and reviewing performances)	itoring Unit (for listening and			
Required Text (core)	Ghana Education Service (2 KG-JHS. MOE, Acci Ghana Education Service (2 JHS. MOE, Accra: N	2019). Pre-tertiary curricular for Physical ra: National Council for Curriculum and A 2019). Pre-tertiary curricular for the Crea National Council for Curriculum and Asse	Assessment (NaCCA). tive Arts for basic schools: KG- essment (NaCCA).			
Additional Reading List	Inclusive Education Policy; official-document.	http://sapghana.com/data/documents/ pdf	/Inclusive-Education-Policy-			

	Sexuality Education Policies:
	https://www.guttmacher.org/sites/default/files/report_pdf/sexuality-education-ghana-
	<u>report.pdf</u>
	Ato Essuman & Kwame Akyeampong (2011) Decentralisation policy and practice in Ghana: the
	promise and reality of community participation in education in rural
	communities, Journal of Education Policy, 26:4, 513-
	527, DOI: <u>10.1080/02680939.2011.554999</u>
CPD Needs	a) Document/content Analysis
	b) Organising Class Discussions (Panel, Symposia, Debate, etc.,)
	c) Critical analysis and matching indicators to core competencies

DUPLICA	TE THE PLANNE	R FOR EACH LESSON	N						
7. Plans for e	each lesson in th	e semester							
The follo	wing Format sh	ould be completed	for each les	son in the s	emester				
Year of B.Ed.	Level 200	Semeste	er	2		Place of lesson in semester	Week 9		
Title of Lesson		Physical Education	and Creativ	ve Arts Curr	icula Integra	tion II	Lesson Duration		
Lesson description		curriculum to facil	itate planniı s including p	ng and imploersonal dev	ementation /elopment a	of lesson plans t	tive Arts (CA) strand: hat aim at learner ac ommunication and c	quisition	
Previous student te	eacher	Student teachers	have comp	leted 2 les	sons which	focused on the	general scope and	sequence	
knowledge, prior le	earning	Physical Education	•					·	
(assumed)	-	Student teachers	have compl	eted a lesso	on focused o	on the integration	on of PE and CA ind	icators/e>	
		and the core comp	petencies						
Possible barriers to	learning in	Lack of knowledg	ge about po	olicy develo	pment, lac	k of understand	ding of the functio	ns of Mi	
the lesson		Education (policy related stakeholde					e (policy implement ntent	tation) ar	
Lesson Delivery – c	hosen to	Face-to-face 🗹	Practical	Work-	Seminars	Independent	e-learning	Practicu	
support students in	n achieving		Activity	Based		Study 🗹	opportunities 🗹		
the outcomes			M	Learning					
Lesson Delivery -	main mode of	Additional lesson of	delivery mo	des are liste	d below:				
delivery chosen	••	• Class Discussion regarding strands in the creative arts and physical education curricula							
student teachers in	0	Small Gro	• Small Group Work to integrate the strands in the creative arts and physical education curr						
learning outcomes		and shari	ng with colle	eagues.					
			<ul> <li>Group WorkPlanning integrated lessons</li> </ul>						

<ul> <li>Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description.</li> <li>Write in full aspects of the NTS addressed</li> </ul>	and the Creat	ive Arts (CA) stran	help student teachers to integrat ds in the NaCCA curriculum to fac that aim at learner acquisition of	cilitate planning and
<ul> <li>Learning Outcome for the lesson, picked and developed from the course specification</li> <li>Learning indicators for each learning outcome</li> </ul>	Learning Out	comes	Learning Indicators	Identify which cross- cutting issues - core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed.
Physical Education and Creative Arts Curricula Integration II	1-3 Physical E Creative Arts pertaining to B6. 2.4.6.1 an B6. 2.4.7.1. NaCCA – PE: 1 B6 (NTS 2c & 2d, Early-years, P	ve content the NaCCA Basic ducation and syllabus trends	Ll.1 Develop a catalogue of annotated descriptions of vario portions of the syllabus. Ll.2 Develop a scope and seque chart for at least one specialism level syllabus Ll.3 Audit and monitor syllabi fo least one specialism.	<ul> <li>Assessment skills, social skills, communication skills, reflection and honesty.</li> <li>critical thinking and</li> </ul>
Торіс	Sub-topic	Stage/Time		
Physical Education and Creative Arts Curricula Integration II		Stage 1 - 30 min	Tutor Activity Set Induction: -Tutors organize student teachers to reflect on what they learned from the previous lesson focusing on the core competencies enshrined in the NaCCA	Student Teacher Activity Student teachers reflect on the previous lesson focusing on the core competencies enshrined in the NaCCA curriculum.
		Stage 2 - 30 min	curriculum. Tutors give an overview of what is to be learned and how it will be learned. <b>Class Discussion</b> Tutors facilitate interactive discussion of the Physical Education (PE) strands and the Creative Arts (CA) strands	-Student teachers listen attentively and take notes. Class Discussion Student teachers listen attentively and interact through questions and take notes.

	the NaCCA curriculum and helps student teachers to integrate the PE-CA strands.	
	-Tutors focus on the strands: <b>PE Strands</b> : -Movement	
	Patterns, Movement Concepts, Physical Fitness, Fitness Concepts and Values	
	<b>CA Strands</b> - Exploring, Composing/Making,	
	Performing/Exhibition and Appreciation	
Stage 3 - 30 min	Small Group Work: Tutors assign student teachers to	<b>Small Group</b> : Student teachers conduct a critical analysis of
	small groups in the 3 specialisms and task the groups to review the NaCCA Physical Education and	the NaCCA Physical Education and Creative Arts Strands and integrate the Strands
	Creative Arts syllabi, They identify and integrate the PE	
	and CA Strands to facilitate quality planning and	
	implementation lessons that address acquisition of the NaCCA curriculum core	
	competencies.	
Stage 4 - 30 min	<b>Presentation:</b> Tutors engage student teachers in interactive presentation	Student teachers share their work from the small group work with
	focusing on integrated strands from PE and CA NaCCA basic school curricula	their colleagues. They demonstrate ability to integrate the PE and CA
		Strands. from PE and CA NaCCA basic school curricula
		Student teachers listen     to group presentations
		and engage colleagues with questions and comments.
Stage 5 - 30	Small Groupwork: Tutors	Small Groupwork: Student
min	assign student teachers to small groups in the 3	teachers working in small groups and in the 3
	specialisms and task the	specialisms, develop lesson
	groups to prepare sample	plans that integrate strand and
	lesson plans, using the integrated strands and	indicators and focused on acquisition of the core
	indicators/exemplars to	competencies.
	address age-appropriate core competencies.	

	Stage 6 - 40 min	Reflection – Connection-				
	11111	Application and Closure.				
		<b>Reflection</b> : Tutors allow student teachers to reflect on the integrated strands and the lesson plans developed by the groups in the 3 specialisms and allow them to express their perceptions about the integrated content in PEMD and lesson plans.	<b>Reflection</b> : -Student teachers reflect on the integrated strands and the lesson plans developed by the groups in the 3 specialisms and express their perceptions about the integrated content in PEMD and lesson plans. -Student teachers express their perceptions about the integrated PEMD content and then ask questions for			
		<b>Connection</b> : Tutors help student teachers to express how the integrated lesson plans connect with those they have experienced in the school setting	clarification. Connection: Student teachers express how the integrated lesson plans connect with those they have experienced in the school setting			
		Application: Tutors help student teachers to think in ways they can apply what they have learned to impact learning	<b>Application</b> : Student teachers express what they can do with what they have learned to			
		<b>Closure</b> : Tutors summarize the purpose of the lesson, assess the summaries of student teachers and reiterate the source(s) in the	impact learning Student teachers listen attentively and take notes.			
		Required References for further exploratory exercise to facilitate understanding. -Tutors state the focus of the next lesson on application of the integrated lesson plans in	-Student teachers finetune their lesson plans for			
		small group teaching practice during the next lesson.	implementation during the next lesson.			
Lesson assessments –	1. Reflection and develo	opment of integrated content that				
evaluation of learning: of, for and as learning within the lesson (linking to learning outcomes)	in the NaCCA curricul 2. Small Group Assignm		n plans			
Teaching Learning Resources	<ol> <li>TLMs</li> <li>PE &amp; CA equipment ( refer to NaCCA PE cu</li> <li>NaCCA curriculum</li> </ol>	to be selected based on the activiti rriculum)	ies chosen for the lesson plan-			
Required Text (core)	<ul> <li>Ghana Education Service (2019). Pre-tertiary curricular for Physical Education for basic schools: KG-JHS. MOE, Accra: National Council for Curriculum and Assessment (NaCCA).</li> <li>Ghana Education Service (2019). Pre-tertiary curricular for the Creative Arts for basic schools: KG- JHS. MOE, Accra: National Council for Curriculum and Assessment (NaCCA).</li> </ul>					
Additional Reading List	Inclusive Education Policy; <u>ht</u> official-document.pd Sexuality Education Policies: <u>https://www.guttma</u>	tp://sapghana.com/data/documen	ts/Inclusive-Education-Policy-			
		mpong (2011) Decentralisation pol f community participation in educa				

		communities, Journal of Education Policy, 26:4, 513- 527, DOI: <u>10.1080/02680939.2011.554999</u>
CPD Needs	a)	Document/content Analysis
	b)	Organising Class Discussions (Panel, Symposia, Debate, etc.,)
	c)	Critical analysis and matching indicators to core competencies

Y2S2 PEMD Course								
DUPLIC	ATE THE PLANNE	R FOR EACH LESSON	J					
8. Plans for	each lesson in th	e semester						
The foll	owing Format sh	ould be completed	for each les	son in the s	emester			
Year of B.Ed.	Level 200	Semeste	er	2		Place of lesson in semester	Week 10	
Title of Lesson		PEMD Micro-Teach	ning I				Lesson Duration	
Lesson description	n	Creative Arts sub-s	strands reali er which th	sed in the p	revious less	on. Student tead	ssons using the integ chers will practice mi cialisms aslaboratory	cro-teach
Previous student	teacher	Student teachers h	ave knowle	dge of the t	wo separate	Physical Educat	ion and Creative Arts	s NaCCA c
knowledge, prior	learning						oncepts, principles ar	
(assumed)		principles and strat planning, making a	egies in the nd composi	PE curricul ng lesson; t	um as we as eaching disp	teaching thinkin laying, sharing a	lues and psycho-soci ng & exploring lesson and exhibiting, perfor erforming arts in the 0	; teachin <sub>{</sub> ming less
Possible barriers t	o learning in	Lack of knowledg	e about p	olicy develo	pment, lac	k of understan	ding of the function	ns of Mii
the lesson		Education (policy related stakeholde	•	ent) and th	e Ghana Eo	ducation Service	e (policy implement	ation) ar
Lesson Delivery – support students the outcomes			Practical Activity ☑	Work- Based Learning	Seminars	Independent Study ☑	e-learning opportunities 🗹	Practicu
Lesson Delivery -	main mode of	Additional lesson of	delivery mo	v	d below:	l	I	L
delivery chosen		Class Discussion regardingNaCCA curricula for PE and Creative Arts for the three specialism						
student teachers	-	• Small Group Work to plan and develop lessons for micro- and peer-teaching.						
learning outcome	s.		•	•		chers teaching re		
		<ul> <li>Independ</li> </ul>	ent Study o	on action res	earch (Case	Study in School	s)	

•	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	with the integration of PE and teaching skills in small groups laboratory classes (simulated	o practice micro- and peer-teaching us Creative Arts sub-strands. Student tea after which they will do peer-teaching classroom). Student teachers will have structure their delivery and reteach.	achers will practice micro- using their specialisms as
•	Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome	Learning Outcomes	Learning Indicators	Identify which cross- cutting issues - core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed.
		CLO1 Demonstrate a comprehensive content knowledge in the NaCCA Basic 1-6 PE/Creative Arts syllabi trends pertaining to PEMD. NaCCA - Music B6. 2.4.6.1 and B1. 2.4.7.1 to B6. 2.4.7.1. NaCCA – PE: 1, 2,3,4 & 5 B1- B6 (NTS 2c & 2d, NTECF p16., & Early-years, Primary and JHS Music and Dance Syllabuses [EPJMDS])	LI.1 Develop a catalogue of annotated descriptions of various portions of the syllabus. LI.2 Develop a scope and sequence chart for at least one specialism level syllabus LI.3 Audit and monitor syllabi for at least one specialism.	<ul> <li>Assessment skills, social skills, communication skills, reflection and honesty.</li> <li>critical thinking and problem solving, financial literacy, digital literacy, open- mindedness</li> <li>cultural and civic literacy, innovation and collaboration</li> <li>Gender issues; SEN (therapeutic);</li> <li>adaptations for children with SEN diversity and inclusivity MD</li> <li>information literacy,</li> <li>ethical issues on stereotyping in PE</li> </ul>

Торіс	Sub-topic	Stage/Time	Teaching and learning activities depending on delivery mo collaborative group work or inde	de selected. Teacher led,
PEMD Micro-Teaching I		otage, mile	Tutor Activity	Student Teacher Activity
		Stage 1 - 30 min	Set Induction: Set Induction: Ask students to sing some children songs sang at the Basic 1-3 level from Mereku's <i>We Sing and Learn</i> .	Students sing some Basic 1-3 level children songs from Mereku's <b>We Sing and Learn.</b>
			Tutors give an overview of the lesson, assignments, e-learning resources on the internet. What is to be learned and how it will be learned.	Student teachers listen attentively and interact through questions and take notes.
			Ask students to sit in their specialisms if the setting is appropriate to facilitate the lesson delivery.	Students sit in their specialisms if setting is appropriate to facilitate the lesson delivery.
			<ul> <li>Group Work</li> <li>Tutor briefly discusses the following points:</li> <li>a. The Tutor prepares three venues (i.e., for each specialism-Early Years, Primary &amp; JHS) for the training environment to serve as a simulated classroom (identifying real students or preparing fellow participants to play</li> </ul>	Group Work Student teachers listen attentively and interact through questions and take note of the instructions being given and move into their groups.
			<ul> <li>the role of particular types of students, adjusting the training sight to approximate a local classroom, etc.)</li> <li>b. Students go into their Small Groups (created during the previous lesson) and organise their lesson plans for the peer-teaching session and then fine tune them for subsequent microteaching with the entire</li> </ul>	
			<i>specialism class.</i> <i>c.</i> A time limit is given for the length of the actual presentation.	
			<ul> <li>An actual lesson is taught or skill or behaviour practiced by each participant whiles a few individuals or the rest of the group evaluates the performance.</li> </ul>	
			<i>e.</i> The Tutor can specify particular behaviours to be evaluated or they can be requested beforehand by	

	the participant (may use	
	STS tools developed for	
	lesson observation).	
	<b>f.</b> Feedback is then given and	
	each participant by his/her	
	peers and the Tutor. Peer	
	evaluation can be oral	
	and/or written.	
	<i>g.</i> When available and	
	appropriate, videotape or	
	audio recorders can be	
	used to allow participants	
	to actually witness their	
	own performance. Personal	
	evaluation and feedback	
	can then precede peer and	
	Tutor feedback. Students	
	allowed to view or hear	
	their own presentation may	
	be better able to identify	
	weak points and/or accept	
	constructive criticism from	
	others.	
	<i>h.</i> Upon receiving evaluations,	
	students restructure their	
	presentations and do a	
	second micro-teaching	
	presentation with altered	
	behaviour to improve	
	performance.	
	<i>i.</i> Re-evaluation is carried out	
	as described in steps f and	
	g.	
	j. Students give a	
	presentation on what they	
	have learned and how it	
	will help them. Feedback	
	by all is encouraged.	
Stage 2 - 40	Micro-Teaching:	Micro-Teaching:
Stage 2 - 40 min	Micro-Teaching: Tutors assigned to the three	Micro-Teaching: Students of the various
	U U	-
	Tutors assigned to the three	Students of the various
	Tutors assigned to the three specialisms-(Early Years, Primary & JHS) move to their	Students of the various specialisms-(Early Years, Primary & JHS) move to their
	Tutors assigned to the three specialisms-(Early Years, Primary & JHS) move to their respective designated venues	Students of the various specialisms-(Early Years, Primary & JHS) move to their respective designated venues
	Tutors assigned to the three specialisms-(Early Years, Primary & JHS) move to their	Students of the various specialisms-(Early Years, Primary & JHS) move to their respective designated venues for the micro-teaching
	Tutors assigned to the three specialisms-(Early Years, Primary & JHS) move to their respective designated venues for the micro-teaching exercise.	Students of the various specialisms-(Early Years, Primary & JHS) move to their respective designated venues
	Tutors assigned to the three specialisms-(Early Years, Primary & JHS) move to their respective designated venues for the micro-teaching exercise. Tutor s follow the	Students of the various specialisms-(Early Years, Primary & JHS) move to their respective designated venues for the micro-teaching
	Tutors assigned to the three specialisms-(Early Years, Primary & JHS) move to their respective designated venues for the micro-teaching exercise. Tutor s follow the scheduleagreed upon with	Students of the various specialisms-(Early Years, Primary & JHS) move to their respective designated venues for the micro-teaching exercise.
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min Stage 4 - 90	Tutors assigned to the three specialisms-(Early Years, Primary & JHS) move to their respective designated venues for the micro-teaching exercise. Tutor s follow the scheduleagreed upon with students for the presentation. Reflection – Connection- Application and Closure.	Students of the various specialisms-(Early Years, Primary & JHS) move to their respective designated venues for the micro-teaching exercise. Students follow the schedule agreed upon with Tutors for the presentation.
min Stage 4 - 90	Tutors assigned to the three specialisms-(Early Years, Primary & JHS) move to their respective designated venues for the micro-teaching exercise. Tutor s follow the scheduleagreed upon with students for the presentation. Reflection – Connection- Application and Closure. Reflection: Tutors allow	Students of the various specialisms-(Early Years, Primary & JHS) move to their respective designated venues for the micro-teaching exercise. Students follow the schedule agreed upon with Tutors for the presentation. Reflection: -Student teachers
min Stage 4 - 90	Tutors assigned to the three specialisms-(Early Years, Primary & JHS) move to their respective designated venues for the micro-teaching exercise. Tutor s follow the scheduleagreed upon with students for the presentation. Reflection – Connection- Application and Closure. Reflection: Tutors allow student teachers to think about	Students of the various specialisms-(Early Years, Primary & JHS) move to their respective designated venues for the micro-teaching exercise. Students follow the schedule agreed upon with Tutors for the presentation. Reflection: -Student teachers reflect on the topic by
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min Stage 4 - 90	Tutors assigned to the three specialisms-(Early Years, Primary & JHS) move to their respective designated venues for the micro-teaching exercise. Tutor s follow the scheduleagreed upon with students for the presentation. Reflection – Connection- Application and Closure. Reflection: Tutors allow student teachers to think about	Students of the various specialisms-(Early Years, Primary & JHS) move to their respective designated venues for the micro-teaching exercise. Students follow the schedule agreed upon with Tutors for the presentation. Reflection: -Student teachers reflect on the topic by
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min Stage 4 - 90	Tutors assigned to the three specialisms-(Early Years, Primary & JHS) move to their respective designated venues for the micro-teaching exercise. Tutor s follow the scheduleagreed upon with students for the presentation. Reflection – Connection- Application and Closure. Reflection: Tutors allow student teachers to think about what they have learned and allow them to express their "own" understanding.	Students of the various specialisms-(Early Years, Primary & JHS) move to their respective designated venues for the micro-teaching exercise. Students follow the schedule agreed upon with Tutors for the presentation. Reflection: -Student teachers reflect on the topic by expressing what they thought they learned and then ask questions for clarification
min Stage 4 - 90	Tutors assigned to the three specialisms-(Early Years, Primary & JHS) move to their respective designated venues for the micro-teaching exercise. Tutor s follow the scheduleagreed upon with students for the presentation. <b>Reflection – Connection-</b> <b>Application and Closure</b> . <b>Reflection:</b> Tutors allow student teachers to think about what they have learned and allow them to express their	Students of the various specialisms-(Early Years, Primary & JHS) move to their respective designated venues for the micro-teaching exercise. Students follow the schedule agreed upon with Tutors for the presentation. Reflection: -Student teachers reflect on the topic by expressing what they thought they learned and then ask

strengths/weakness, and available opportunities for PEMD.	<ul> <li>weaknesses of the policy documents reviewed.</li> <li>Student teachers identify potential opportunities for PEMD</li> </ul>
<b>Connection</b> : Tutors help student teachers to match what they have learned to real world in PEMD.	<b>Connection</b> : Student teachers match/connect what they have learned to the real world in PEMD
<b>Application</b> : Tutors help student teachers to think creatively in ways they can apply what they have learned to impact themselves, others or schools	<b>Application</b> : Student teachers express what they can do with what they have learned to impact self, others and school positively.
<b>Closure</b> : Tutors summarize the purpose of the lesson, assess the summaries of student teachers and reiterate the source(s) in the	Student teachers listen attentively and take notes.
RequiredReferences for further exploratory exercise to facilitate understanding. -Tutors state the focus of the next lesson on <i>PEMD Micro-</i> <i>Teaching II</i> which is the continuation of the micro- teaching exercise and set expectations for the next lesson. -Tutors provide independent e- learning assignments for further reading -Provide reading assignment for the next lecture.	<b>Independent Study:</b> Student teachers independently search the web to familiarize with additional and current references on the topic

Lesson assessments –	4. Reflection by student teachers on the B1-B6 NaCCA Curriculum for Creative Arts II.
evaluation of learning: of,	5. Small Group Assignment to Developing a Lesson Plan for their PEMD delivery.
for and as learning within	6. Describe the Content Standards for the four sub-strands for the B1-B6 NaCCA
the lesson (linking to	Curriculum for Creative Arts.
learning outcomes)	
Teaching Learning	5. Compact Disc (Audio & Video) player with a recording facility (possibly with a detached
Resources	microphone)
	6. Computers (Laptops or PCs) for playing back MP3 and MP4 files.
	7. Video Camera, LCD Projector and Screen, Tripod and Monitoring Unit (for listening and
	recording, viewing and reviewing performances)
	8. Policy Documents
Required Text (core)	Inclusive Education Policy; <a href="http://sapghana.com/data/documents/Inclusive-Education-Policy-">http://sapghana.com/data/documents/Inclusive-Education-Policy-</a>
	official-document.pdf
	Sexuality Education Policies:
	https://www.guttmacher.org/sites/default/files/report_pdf/sexuality-education-ghana-
	<u>report.pdf</u>
	Ato Essuman & Kwame Akyeampong (2011) Decentralisation policy and practice in Ghana: the
	promise and reality of community participation in education in rural
	communities, Journal of Education Policy, 26:4, 513-
	527, DOI: <u>10.1080/02680939.2011.554999</u>
Additional Reading List	Physical Education
	Ghana Education Service (2018). Pre-tertiary curricular for Physical Education for basic schools:
	KG-JHS. MOE, Accra: National Council for Curriculum and Assessment (NaCCA).
CPD Needs	c) Documentary Analysis
	d) Organising Class Discussions (Panel, Symposia, Debate, etc.,)

Y2S2 PEMD Course 1 DUPLICATE		R FOR EACH LESSON	1					
9. Plans for each	ch lesson in th	e semester						
The follow	ing Format sh	ould be completed f	for each les	son in the s	emester			
Year of B.Ed.	Level 200	Semeste	er	2		Place of lesson in semester	Week 11	
Title of Lesson							Lesson Duration	
Lesson description		Creative Arts sub-s	trands reali er which th	sed in the p	revious less	on. Student tead	ssons using the integ chers will practice m cialisms as laborator	icro-teach
Previous student tead knowledge, prior lead (assumed)		They have looked a physical fitness, phy principles and strat planning, making and strat planning and strat strat planning and strat	t motor skil ysical fitnes egies in the nd composi	I and move s concepts, PE curricul ng lesson; t	ment patter principles ar um as we as eaching disp	ns; movement c nd strategies; va teaching thinkir laying, sharing a	ion and Creative Art oncepts, principles a lues and psycho-soc ng & exploring lessor and exhibiting, perfo rforming arts in the	nd strate ial concep n; teachin rming less
Possible barriers to le the lesson	earning in	-	developme		•		ding of the functio e (policy implemen	
Lesson Delivery – cho support students in a the outcomes			Practical Activity ☑	Work- Based Learning	Seminars	Independent Study 🗹	e-learning opportunities ☑	Practic
Lesson Delivery – ma delivery chosen f student teachers in a learning outcomes.	to support	<ul><li>Small Gro</li><li>Documen</li></ul>	ussion rega up Work to tary Video	rding NaCC plan and d <b>Analysis</b> of	A curricula f evelop lesso student teac			specialisr

<ul> <li>Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description.</li> <li>Write in full aspects of the NTS addressed</li> </ul>	deve will usin will	eloped with the in practice micro-tea g their specialisms	tegration of PE and Cre ching skills in small gro s as laboratory classes (	ative Arts oups after v simulated	r-teaching using lessons sub-strands. Student teachers which they will do peer-teaching classroom). Student teachers restructure their delivery and	
<ul> <li>Learning Outcome for the lesson, picked and developed from the course specification</li> </ul>	Learning Out	comes	Learning Indicators	and tran equity a	which cross-cutting issues - core nsferable skills, inclusivity, and addressing diversity. How se be addressed or developed.	
Learning indicators for each learning outcome	1-6 PE/Creativ trends pertain NaCCA-Music B1. 2.4.7.1 to NaCCA – PE: 1 B6 (NTS 2c & 2d, Early-years, P	ve content the NaCCA Basic ve Arts syllabi hing to PEMD. B6. 2.4.6.1 and	LI.1 Develop a catalogue of annotated descriptions of various portions of the syllabus. LI.2 Develop a scope and sequence chart for at least one specialism level syllabus LI.3 Audit and monitor syllabi for at least one specialism.	<ul> <li>open-mindedness</li> <li>cultural and civic literacy, inn and collaboration</li> <li>Gender issues; SEN (theraper adaptations for children with diversity and inclusivity MD</li> <li>information literacy,</li> <li>ethical issues on stereotyping</li> </ul>		
Торіс	Sub-topic	Stage/Time	Teaching and learnin	livery m		
PEMD Micro-Teaching II		Stage 1 - 30 min	Tutor Activity Set Induction: Set Induction: Ask students to sing some children songs sang at the Basic 1-3 level from Mereku's <i>We Sing and Learn</i> .		Student Teacher Activity Students sing some Basic 1-3 level children songs from Mereku's <i>We Sing and Learn.</i> Student teachers listen	
			learning resources or internet. What is to be learned and how it we learned. Ask students to sit in specialisms if the sett appropriate to facilita	het. What is to be ed and how it will be ed. Students to sit in their alisms if the setting is opriate to facilitate the alisms defined and how it will be set and how it will be students sit in their appropriate to facilitate the set and how it will be set and how it will be		
			appropriate to facilitate the lesson delivery.lesson delivery.Group WorkGroup WorkTutor briefly discusses the following points:Student teachers lister attentively and interact through questions and note of the instruction given and move into the years, Primary & JHS) for the training environment to serve asGroup Work			

a simulated classroom
(identifying real
students or preparing
fellow participants to
play the role of
particular types of
students, adjusting the
training sight to
approximate a local
classroom, etc.)
<b>b.</b> Students go into their
Small Groups (created
during the previous
lesson)and organise their
lesson plans for the peer-
teaching session and then
fine tune them for
subsequent micro-
teaching with the entire
specialism class.
<i>c.</i> A time limit is given for
the length of the actual
presentation.
d. An actual lesson is taught
or skill or behaviour
practiced by each
participant whiles a few
individuals or the rest of
the group evaluates the
performance.
e. The Tutor can specify
particular behaviours to
be evaluated or they can
be requested beforehand
by the participant (may
use STS tools developed
for lesson observation).
<i>f.</i> Feedback is then given
and each participant by
his/her peers and the
Tutor. Peer evaluation
can be oral and/or
written.
<i>g.</i> When available and
appropriate, videotape or
audio recorders can be
used to allow participants
to actually witness their
own performance.
Personal evaluation and
feedback can then
precede peer and Tutor
feedback. Students
allowed to view or hear
their own presentation
may be better able to
identify weak points
and/or accept
constructive criticism
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h. Upon receiving
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<ul> <li>evaluations, students</li> <li>evaluations, students</li> <li>restructure their</li> <li>presentation with altered</li> <li>behaviour to improve</li> <li>perevaluation is carried</li> <li>out as described in step f</li> <li>and g</li> <li>f. Students give a</li> <li>presentation on what</li> <li>they have learned and</li> <li>how i'will help them.</li> <li>Feedback by all is</li> <li>encouraged.</li> <li>Micro-Teaching:</li> <li>trutors assigned to the three</li> <li>specialisme-(Early Years,</li> <li>primary &amp; HS) more to their</li> <li>respective designated versus</li> <li>specialisme-(Early Years,</li> <li>Primary &amp; HS) more to their</li> <li>respective designated versus</li> <li>for the micro-teaching</li> <li>exercise.</li> <li>Tutors follow the schedule</li> <li>agreed upon with students</li> <li>Students follow the schedule</li> <li>agreed upon with students</li> <li>student schedules</li> <li>agreed upon with students</li> <li>student schedules</li> <li>agreed upon with students</li> <li>student schedules</li> <li>agreed upon with students</li> <li>reflect on the topic by they they adreamed</li> <li>student teachers to think</li> <li>adaliable opportunities for</li> <li>PEMD.</li> <li>Student teachers identify</li> <li>student teachers to think</li></ul>	 _		
second micro-teaching presentation with altered behaviour to improve performance.       k         i       Ne-evaluation is second out as described performance.       Micro-Teaching: Students give a presentation on what they have learned and how it will help them. Feedback by all is encouraged.       Micro-Teaching: Students give a presentation on what they have learned and how it will help them. Feedback by all is encouraged.         Stage 2 - 40       Micro-Teaching: Tutors assigned to the three specialisms-(Early Vears, Primary & JHS) move to their respective designated venues for the micro-teaching exercise.       Micro-Teaching: Students of the various spectrime various for the micro-teaching exercise.         Stage 4 - 90       Reflection - Connection- Application and Gosure.       Stage 4 - 90 Reflection: Tutors allow student teachers to think about what they have learned and allow them to express their "own" underskens, and avariable opportunities for PEMD.       Reflection: Student teachers reflect on he topic to impact themselves, other student teachers to think about what they have learned to impact teachers to think creatively in ways they can apply what they have learned to impact teachers to think creatively in ways they can apply what they have learned to impact teachers to they have learned to the real world in pethol Application: Student teachers express what they can do with what they have learned to impact sef, others and school positively.		evaluations, students	
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stage 4 - 90       Refection: Tutors help student to mark to they have learned to the micro-teaching exercise.         Stage 4 - 90       Refection: Tutors help student teachers to think about what they have learned to the micro-teaching exercise.         Stage 4 - 90       Reflection: Tutors help student teachers to think about what they have learned to the generation.         Stage 4 - 90       Reflection: Tutors help student teachers to think about what they have learned and allow then teachers to think about what they have learned and allow then teachers to think about what they have learned and allow then teachers to think about what they have learned to real word in PEMD.       Reflection: Student teachers to think about what they have learned to real word in PEMD.         Student solut teachers to think what they have learned to real word in restrict to examine the strength/weakness, and available opportunities for PEMD.       Reflection: Student teachers to think about what they have learned to real word in PEMD.         Connection: Tutors help student teachers to think what they have learned to real word in PEMD.       Student teachers to think what they have learned to real word in PEMD.         Connection: Tutors help student teachers to think what they have learned to the real word in pEMD.       Student teachers to think what they have learned to real word in real word in PEMD.         Connection: Tutors shelp student teachers to think creatively in ways they can apply what they have learned to real word in real word in PEMD.       Student teachers indentify potential opportunities for PEMD         Application: Tutors shelp student teachers is then at they have learned to real word in		presentations and do a	
Stage 2 - 40       Micro-Teaching:         min       Stage 2 - 40         min       Micro-Teaching:         Tutors assigned to the three specialisms-(Early Years, Primary & JHS) move to their respective designated venues for the micro-teaching exercise.       Micro-Teaching:         Tutors assigned to the three specialisms-(Early Years, Primary & JHS) move to their respective designated venues for the micro-teaching exercise.       Micro-Teaching:         Tutors follow the schedule agreed upon with students for the presentation.       Student softwares, Primary & JHS) move to their respective designated venues for the micro-teaching exercise.       Student softwares, Primary & JHS) move to their the resentation.         Stage 4 - 90       Reflection - Connection- min       Reflection: Tutors follow the schedule agreed upon with students for the presentation.       Student teachers to their presentation.         Stage 4 - 90       Reflection: Tutors follow the schedule agreed upon with students and allow them to express their "own" understanding. -Tutors help student teachers to think about what they have learned and allow them to express their word in PEMD.       Reflection: Student teachers reflect on the toge by exactnesses of the policy documents reviewed.         Student teachers to think and worliable oportunities for PEMD.       Student teachers identify strengths and there allow the student teachers identify student teachers identify student teachers identify student teachers identify student teachers identify student teachers and envide in restively in ways they can apply what they have learned to real world in PEMD.       Connection: Student te		second micro-teaching	
image:       imagee:		presentation with altered	
image:       imagee:		behaviour to improve	
i       Re-evaluation is carried out as described in steps f and g.       j       Students give a presentation on what they have learned and how it will heigh them. Feedback by all is encouraged.         Stage 2 - 40       Micro-Teaching:       Students of the various segmed to the three specialisms-(Early Years, Primary & Jris) move to their respective designated venues for the micro-teaching exercise.       Students of the various segmed to the three specialisms-(Early Years, Primary & Jris) move to their respective designated venues for the micro-teaching exercise.         Tutor s follow the schedule agreed upon with students for the presentation.       Student to follow the schedule agreed upon with Tutors for the presentation.         Stage 4 - 90       Reflection: Tutors allow student teachers to think able opportunities for PEMD.       Student teachers identify upotential opportunities for PEMD.         Student teachers to think creatively in ways they can apply what they have learned to real world in PEMD.       Student teachers identify upotential opportunities for PEMD.         Application action: Tutors help student teachers to think creatively in ways they can apply what they have learned to real world in PEMD.       Student teachers identify upotential opportunities for PEMD.         Application: Tutors help student teachers to think creatively in ways they can apply what they have learned to in mack them skew, others or schools       Student teachers and wurden real-world in PEMD.         Application: Tutors help student teachers and the impact self, others and school positively.       Student teachers listen attentively and take notes.			
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	RequiredReferences for
	further exploratory exercise
	to facilitate understanding. Independent Study:
	-Tutors state the focus of the Student teachers
	next lesson on <b>PEMD Micro</b> - independently
	<i>Teaching II</i> which is the search the web to
	continuation of the micro- familiarize with
	teaching exercise and set additional and
	expectations for the next current references
	lesson. on the topic
	-Tutors provide independent
	e-learning assignments for
	further reading
	-Provide reading assignment
	for the next lecture.
Lesson assessments –	1. Reflection by student teachers on the B1-B6 NaCCA Curriculum for Creative Arts II.
evaluation of learning: of,	2. Small Group Assignment to Developing a Lesson Plan for their PEMD delivery.
for and as learning within	3. Describe the Content Standards for the four sub-strands for the <b>B1-B6 NaCCA</b>
the lesson (linking to	Curriculum for Creative Arts.
learning outcomes)	
Teaching Learning	1. Compact Disc (Audio & Video) player with a recording facility (possibly with a detached
Resources	microphone)
	2. Computers (Laptops or PCs) for playing back MP3 and MP4 files.
	3. Video Camera, LCD Projector and Screen, Tripod and Monitoring Unit (for listening and
	recording, viewing and reviewing performances)
	4. Policy Documents
Required Text (core)	Inclusive Education Policy; <a href="http://sapghana.com/data/documents/Inclusive-Education-Policy-">http://sapghana.com/data/documents/Inclusive-Education-Policy-</a>
	official-document.pdf
	Sexuality Education Policies:
	https://www.guttmacher.org/sites/default/files/report_pdf/sexuality-education-ghana-
	report.pdf
	Ato Essuman & Kwame Akyeampong (2011) Decentralisation policy and practice in Ghana: the
	promise and reality of community participation in education in rural
	communities, Journal of Education Policy, 26:4, 513-
	527, DOI:10.1080/02680939.2011.554999
	527, 561. <u>16.1666, 62.666555.2011.554555</u>
Additional Reading List	Physical Education
	Ghana Education Service (2018). Pre-tertiary curricular for Physical Education for basic schools:
	<i>KG-JHS.</i> MOE, Accra: National Council for Curriculum and Assessment (NaCCA).
CPD Needs	a) Documentary Analysis
CPD Needs	<ul> <li>a) Documentary Analysis</li> <li>b) Organising Class Discussions (Panel, Symposia, Debate, etc.,)</li> </ul>

2.0.1		R FOR EACH LESSC	0N						
10 Plans for	r each lesson in th								
		ould be completed	l for one	hlosson	in the cor	mastar			
	-	-				nester			
Year of B.Ed.	Level 200	Semester 2				Place lesso		Week 1	2
Title of Lesson		Case Study focus	ing on ch	hildren's l	earning a	ind progress	semester in PEMD	Lesson	
		NaCCA Syllabi						Duratio	n
Lesson descriptio	n		rned and	then ask	questior	ns for clarific	ation. Student t	e course by expres eachers identify str tegration.	-
Previous student knowledge, prior (assumed) Possible barriers the lesson	learning	They have has six and progress in Pl Lack of knowledg (policy developr	ty days c EMD Nat ge about	of STS in s CCA Sylla policy de	chools ar bi. evelopme	nd have conc	lucted their case	n and Creative Arts e study focusing on the functions of M implementation)	children' 1inistry of
Lesson Delivery -	chocon to	stakeholders. Face-to-face	Practic		ork-	Seminars	Independent	e-learning	Pract
support students			Activity	y Ba	sed	Seminars	Study 🗹	opportunities	
the outcomes Lesson Delivery	- main mode of	Additional lesson			arning 🗹	helow			
student teachers learning outcome • Purpose for t	25.	<ul> <li>Small Gr</li> <li>Docume</li> <li>Independent</li> </ul>	roup Wo entary Vi ident Stu	<b>rk</b> to plan deo Anal	n and dev <b>lysis</b> of st	elop lessons udent teach	for micro- and ers teaching rec tudy in Schools)		
<ul> <li>achieve, service</li> <li>the learning</li> <li>expanded with</li> <li>description.</li> <li>Write in full</li> <li>NTS addresse</li> </ul>	he students to ves as basis for outcomes. An version of the aspects of the ed	then ask quest	ions for o iewed a	clarificati nd the Na	reflect on on. Stude aCCA sylla	the course b ent teachers abi integratio	by expressing w will identify stre on and then writ	hat they thought then they thought the end weakne their case study in the study in	sses of the
<ul> <li>achieve, servite learning expanded widescription.</li> <li>Write in full NTS addresse</li> <li>Learning Out lesson, picke developed fri specification</li> </ul>	he students to ves as basis for outcomes. An version of the aspects of the ed come for the d and om the course cators for each	then ask quest documents rev	ions for ( iewed a ning and	clarificati nd the Na	reflect on on. Stude aCCA sylla in PEMD	the course b ent teachers abi integratio	by expressing w will identify stre on and then writ bi.	engths and weakne	cross-cut sferable s ity and ac will these eveloped

	(NTS, 1f), (NTS, 1a, e, & f), (NTS, 1d, 1f, 1g, & 2a), (NTS, 2a), (NTS, 3b), (NTS, 1d, 1f, 1g, & 2a), (NTS 2b, 2d), (NTS 2f)		
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Topic PEMD Micro-Teaching II	Sub-topic	Stage/Time	Teaching and learning activities to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study	
			Tutor Activity	Student Teacher Activity
		Stage 1 - 30 min	Set Induction: Set Induction: Ask students to sing some children songs sang at the Basic 1-3 level from Mereku's <i>We Sing and Learn.</i> Tutors give an overview of the lesson. Tutor asks questions to enable them reflect on the course. Student teachers are asked to identify strengths and weaknesses of the policy documents and the NaCCA syllabi integration reviewed.	Students sing some Basic 1-3 level children songs from Mereku's <b>We Sing and Learn.</b> Student teachers listen attentively and interact through questions and take notes. Students reflect and ask question on concepts that they lack understanding.
			Tutor offers clarification on students' questions.	Student teachers listen attentively and interact through questionsto clear their confusion and take notes.
			<ul> <li>Class Discussion <ul> <li>Tutor briefly discusses the following sub-headings for writing the case study report:</li> <li>Familiarisation with school environment and document/records</li> <li>Discussion of Basic school curriculum materials with Mentors during Observation</li> <li>Observation of classroom lesson presentation, management, and Assessment</li> <li>Observation of traits of teacher professionalism</li> <li>Discussion of Teaching Philosophy and Building Portfolio</li> </ul></li></ul>	Class Discussion Student teachers listen attentively and interact through questions and take note of the instructions being given and move into their groups.
		Stage 2 - 40 min	Supervisor Assignment & Submission Deadline: Tutors assign Supervisors to the three specialisms-(Early Years, Primary & JHS) and agree on deadlines to submit reports.	Supervisor Assignment & Submission Deadline: Students are assigned Supervisors according to their various specialisms-(Early Years, Primary & JHS) and agree on deadlines to submit reports.
		Stage 4 - 90 min	Reflection – Connection- Application and Closure.	

Lesson assessments –				
Lesson assessments – evaluation of learning: of, for and as learning within the lesson (linking to learning outcomes)				
Teaching Learning Resources	<ol> <li>Compact Disc (Audio &amp; Video) player with a recording facility (possibly with a detached microphone)</li> <li>Computers (Laptops or PCs) for playing back MP3 and MP4 files.</li> <li>Video Camera, LCD Projector and Screen, Tripod and Monitoring Unit (for listening and recording, viewing and reviewing performances)</li> <li>Policy Documents</li> </ol>			
Required Text (core)	Ato Essuman & Kwame Akyeampong (2011) Decentralisation policy and practice in Ghana: the promise and reality of community participation in education in rural			

	communities, Journal of Education Policy, 26:4, 513- 527, DOI: <u>10.1080/02680939.2011.554999</u> Inclusive Education Policy; <u>http://sapghana.com/data/documents/Inclusive-Education-Policy-official-document.pdf</u> Sexuality Education Policies: <u>https://www.guttmacher.org/sites/default/files/report_pdf/sexuality-education-ghana-report.pdf</u>	
Additional Reading List	Music and Dance         American Psychological Association (2011). Publication Manual of the American Psychological Association.         Ghana Education Service (2018). Pre-tertiary curricular for Physical Education for basic schools:         KG-JHS. MOE, Accra: National Council for Curriculum and Assessment (NaCCA).         Mereku C. W. K. (2013). We sing and learn: A legacy of songs for Ghanaian schools. Sunyani:         Kuapaye Ent. Ltd.         Ministry of Education (2019). Creative Arts Curriculum for Primary Schools: Basic 1-6. Accra:         National Council for Curriculum and Assessment (NaCCA).         T-TEL Professional Development Programme (2018). Supported Teaching in Schools (School Placement Handbook). Accra: Ministry of Education Website: <a href="http://oer.t-tel.org">http://oer.t-tel.org</a> .	
CPD Needs	<ul> <li>a) Organising the Case Study Report focusing on children's learning and progress in PEMD NaCCA Syllabi.</li> <li>b) Organising Class Discussions (Panel, Symposia, Debate, etc.,)</li> <li>c) American Psychological Association (APA) Referencing Style</li> <li>d) Discussion of Teaching Philosophy and Building Portfolio</li> </ul>	

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