

Four-Year B.Ed. Course Manual

PE CURRICULUM AND ORGANIZATION OF SCHOOL SPORT









The Government of Ghana









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FOREWORD

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

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

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

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

Professor Mohammed Salifu Director General, Ghana Tertiary Education Commission

ACKNOWLEDGEMENTS

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

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

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

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

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

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

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

ACKNOWLEDGEMENTS

The course Manuals were developed over several months 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 of development studies. they were produced in association with the national council for tertiary education of the Ministry of education, Ghana.

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CORE WRITING TEAM

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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

Extended Lesson Planner

A. Course Information

Title Page

i.

The vision for the New Four-Year B.Ed. Curriculum

To transform initial teacher education and train highly qualified, motivated new teachers who are effective, engaging and fully prepared to teach the basic school curriculum and so improve the learning outcomes and life chances of all learners they teach as set out in the National Teachers' Standards. In doing this to instil in new teachers the Nation's core values of honesty, integrity, creativity and responsible citizenship and to achieve inclusive, equitable, high quality education for all learners.

ii. Course Details

Course	PE cui	PE curriculum and organization of school sport								
name										
Pre- requisite	Inters	Intersection of Physical Activity, Sport, Music and Dance								
Course Level	200	200 Course Code Credit Value 3								

Table of contents

1. Goal for the Course

The goal is to introduce student teachers to the curriculum development and lesson planning processes as well as cover pertinent areas such as safe environment that promote inclusion and learning. Also, to build on student teachers' knowledge from the pre-requisite courseby applying knowledge relating to organization and administration of dance, play, sport, fitness and wellness events/festivals.

2. Course Description

The course focuses on exploration and analysis of curriculum models that can promote increases in physical activity level to improve health and cognition. The course is designed to link up curriculum principles to curriculum models (**Teaching Games for Understanding, Sports Education, Fitness Education, Concepts and Traditional Olympics Games**). In addition, the course will introduce student teachers to the curriculum development and lesson planning processes as well as cover pertinent areas such as **safe environment** that promote learning, **managing resources** to support inclusion and the **built environment** including physical facilities, opportunities and accommodations for physical education and sport within school and out of school. Additionally, students teachers will learn about and apply knowledge relating to **organization and administration** of dance, play, sport, fitness and wellness events/festivals.

3. Key contextual factors

The *PE curriculum and organization of school sport* course will be taught in a one-three-hour session in each week. Every 3-hour session in a week should focus on both theory and practical performance and analysis of curriculum models in physical education. It is expected that, practicing of sports models using various physical activities should be pursued at least 3-days in a week from 3:30pm to 5:30pm each day. This will allow student teachers opportunity to practice curriculum models. This arrangement will increase opportunity to respond and allow student teachers to master the content and diffuse the following misconceptions:

- 1. Lack of content alignment: The pedagogical and content knowledge included in this course will show linkages between Sustainable Development Goals Agenda (SGD) and how for example, physical activity can ensure healthy life (SDG3) through increases in levels of physical activity which contribute to reducing Non-Communicable Diseases (Target 3.4).
- 2. **Physical education content is not as important as numeracy and literacy content**. The content and the pedagogical experiences will reveal that physical education is unique and worthy in its own right and cannot be compared to numeracy and literacy content. It will further reveal that; numeracy and literacy content can be reinforced in physical education settings

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

Student teachers will be taken through pedagogical experiences to develop positive attitudes and values with regards to the unique features of Physical Education and Sport including:

-cross-discipline connections that promote or reinforce numeracy, literacy, social and science concepts -Critical thinking through analysis of curriculum modelsand reflection

-Cultural, gender and inclusivity issues through traditional Olympic games- include learners with special needs

Core Values—honesty, integrity, cooperation, responsible citizenry, etc. (NTECF) through various curriculum models Digital literacy- opportunities to surf and present information across units using various digital tools

5. Course Learning Outcomes (CLO)	6. Learning Indicators (LI)
CLO1 Demonstrate knowledge and understanding of	LI.1 Explore and compare different definitions of curriculum and their
the curriculum development and lesson planning	supporting philosophies.
processes in physical education and sport as well as	LI.2 Create "own" definition of curriculum based on exploration of
the conceptual framework for increasing overall	various definitions and their underlying philosophies.

GESPES NaCCA-	l activity PES Ghana Education IG pg. 6-7, NTS 2c & 2d, NTEC PE 4: B1- B6- , PD 1,3,4,5,& 7 emonstrate knowledge and ur PE and Sport models includir Games for Understanding, Sp Fitness Education, Concepts	F p16, Inderstanding of Ing Teaching ports Education,	 LI.3 Explain Bloom's taxonomy as it applies to curriculum goals and objectives [Refer to the revision by Krathwohl (2002)] LI.4 Demonstrate ability to apply (use)the following steps in the curriculum development process; time available for instruction, selection and prioritization of content and sequencing content across classes- to show understanding of the structure of the basic school curriculum LI.5 Demonstrate understanding of the conceptual framework for PES and show how it contributes to increasing overall PES (GESPESIG pg. 6-7). LI.1 Select the most appropriate model(s) and justify the selection and interpret the results. LI.2 Develop monitoring templates for tracking participation levels in physical activity and sport 				
NaCCA-	Olympics Games & 2d, NTECF p16 PE 2 &4 : B1- B6, PD 1,3,4,5 &		plans, red child stud	aching portfolio containing materials such as lesson cords of physical activity and sports participation and dy/action research report, etc.			
enviro admini NTS 2e, & 7	CLO 3.0 Demonstrate understanding of safe built environment as well as organization and administration of sport events/festivals. NTS 2e, 3c NTECF p.20,NaCCA 2 & 5: B1-B6, PD 1,3,4,5			LI.1 Identify and analyse at least two (2) built environments within the school and the environ and state how they contribute to overall physical activity levels and physical literacyLI.2demonstrate ability to develop fixtures, organize and implement a sport festival in school.			
7. Unit	Course Content Topic	ub-topic (if any)		Teaching and learning activity to achieve			
• · · · ·				the learning outcomes			
2	Curriculum development and lesson planning processes PE and Sports Curriculum	 Defining curricular Philosophy& below Beliefs Goals and object taxonomy [References of the second second	eliefs ctives-bloom's fer to the athwohl for instruction prioritization atent across mework for	 Small Group Presentation/Discussion: Engage in presentations and discussions to demonstrate knowledge and understanding of the curriculum, development and lesson planning as well as the conceptual framework for increasing overall PES in schools. Individualized Project: Develop own physical education sport philosophy based on beliefs and contextual influences. Planning:Develop a quality lesson draft/ plan in at least three (3) physical activity areas that are connected to other disciplines (cross-discipline) Analysis and Reflection: Analyse strengths and 			
2	PE and Sports Curriculum Models	 Sports Education Fitness Education Concepts mode Traditional Olymodel 	on model el	weaknesses of models. Present analysis to a small group. In their small groups, they select one curriculum model, plan and teach in the real setting during supported teaching			
3	Safe built environment and organization of school sport events/festivals	 Identify safe er for sports and activity Managing reso including othe community act as parents Provision for act sportsperform 	physical urces r teachers and tivists as well dapted	Collaborative Small Group Work : Work in small groups to organize a music, dance and sport festival. Inspect and take inventory of facilities available for sport and physical activity- playing fields, halls, open spaces, walkways, paths, trees for climbing, stairways for walking etc. Organize and conduct a school event in sport.			
4	Knowledge translation	 1. GES structure f events 2. Tournament fix robin, single e double elimina 	tures- round limination and	Working as local organizing committees: Analyse the structure for sports events and festivals and plan a quality sports festival for execution following the recommendations in the GES Physical Education and Sport Implementation Guidelines(<i>GESPESIG</i> , pgs 11-13)			
5	Teaching Portfolio for PES	1. Recording shee 2. Skills/Fitness da		Continuing development of portfolio: Include all organizational/planning materials. For example;			

	Desting of survivalues	 Measuring/Assessment instrument Adapted physical activities Monitoring and surveillance: 	fixtures, assignment of responsibilities, pre-festival training protocols, recording instruments- all based on the GES: Physical Education and Sport Implementation Guidelines for quality PE and organization of school sports. Also, develop monitoring templates for tracking participation levels of learners in physical activity and sport.						
6	Practice of curriculum		3:30 – 5:30 sessions.						
	models		This is an off the classroom training for at least 2 hours a day for three days in a week.						
8.	Teaching and Learning Stra	tegies							
a) 1	The <i>course</i> will be taught in a c	one-three-hour session in each wee	k. Every 3-hour session in a week should be taught to						
F	promote the inter-disciplinary	connections between and amongst	various courses. This will comprise the Theory and						
Practical Instruction in the classroom setting. It is recommended that extended evening practices should be required at									
	least 3-days in a week from 3:30pm to 5:30pm each day to practice skills and concepts introduced in-class. This gives the								
	, course nine (9) [i.e., 3+6] conta								
	· · · · ·								

- b) Cooperative learning
- c) Teamwork/group
- d) Individual and group presentations
- e) Writing of reflective notes
- f) Think-pair-share

9. Course Assessment Components (of, for, and as learning)

COMPONENT 1 [PROJECT]: 30%

PROJECT TITLE:

Analysis of the GES PES Conceptual Framework and how it can be employed to increase PA among learners **TYPE OF PROJECT:**

Document analysis

PROJECTDESCRIPTION OF:

The project focuses on exploration and analysis of curriculum models that can promote increases in physical activity level to improve health and cognition. Students in small groups unpack the GES-PES conceptual framework and integrate curriculum models to develop an action plan that can foster increases in PA levels among learners. The curriculum models for integration include **Teaching Games for Understanding, Sports Education, Fitness Education, Concepts and Traditional Games**). **GOAL OF THE PROJECT**:

To unpack the GES-PES curriculum conceptual framework and to develop plan of action to increase PA participation in learners **PROJECT REQUIREMENTS**:

- 1. Analysis and Reflection: Analyse strengths and weaknesses of models. Refine analysis based on feedback from a peer group and document the reflections. Select the models to integrate and justify
- 2. Game Adaptations: Develop game adaptations to be used in the action plan. Justify game adaptations.
- 3. **Develop organizational/planning materials**: For example; fixtures, assignment of responsibilities, pre-festival training protocols, recording instruments- all based on the GES: Physical Education and Sport Implementation Guidelines for quality PE and organization of school sports. Also, develop monitoring templates for tracking participation levels of learners in physical activity and sport.
- 4. Working as local organizing committees: Analyse the structure for sports events and festivals and plan a quality sports festival for execution following the recommendations in the GES Physical Education and Sport Implementation Guidelines(GESPESIG, pgs 11-13)

PROJECT REPORTING:

Provide a narrative on the project including pre-festival activities, festival activities and post festival activities. Also in post festival activities include a reflection and assessment of the project, the relevance of the project and conclusions. As part of the reporting, each small group member will provide a self-appraisal of involvement in the project with clear indications of the role(s) played in pre festival, festival and post festival activities.

NTS 1 a, b, & d 2 c, e, d, f, 3 c;

NTS 1 a Critically and collectively reflects to improve teaching and learning

NTS1.d Is guided by legal and ethical teacher codes of conduct in his or her

development as a professional teacher.

NTS 2 c Has secure content knowledge, pedagogical knowledge and pedagogical

content knowledge for the school and grade they teach in.

NTS 2 e Understands how children develop and learn in diverse contexts and applies this in his or her teaching.

NTS 2 dAt pre-primary and primary the teacher knows the curriculum for the years

appropriate to multigrade classes; has good knowledge of how to teach beginning reading and numeracy and speaking, listening, reading and writing, and to use at least one Ghanaian language as a medium of instruction. NTS 2 f Takes accounts of and respects learners' cultural, linguistic, socio-economic and educational backgrounds in planning and teaching.

NTECF 16 , NaCCA 2,4 & 5, PD 1,2,3,4,5 & 7

COMPONENT 2 [PORTFOLIO]: 30%

ORGANIZATION & MANAGEMENT OF SPORT FESTIVAL REFLECTIVE REPORT

Organization and management of sport festival. Students work in small groups to plan, organize and execute a traditional sports festival using integrated curriculum models. The festival will be conducted during regular class sessions as well as the after-class allocations. Expectations- students will show evidence of participation in small group discussions on planning tasks, organizational tasks, implementation tasks. Each small group will produce a report covering reflection on planning, organization and implementation of the festival. Student teachers will discuss how they intend to extend the festival into the real world.

NTS 1 a, b, & d 2 c, e, d, f, 3 c;

NTS 1 a Critically and collectively reflects to improve teaching and learning. NTS 1 b

NTS 1 d Is guided by legal and ethical teacher codes of conduct in his or her development as a professional teacher

NTS 2 c Has secure content knowledge, pedagogical knowledge and pedagogical content knowledge for the school and grade they teach in.

NTS 2 e Understands how children develop and learn in diverse contexts and applies this in his or her teaching.

NTS 2 dat pre-primary and primary the teacher knows the curriculum for the years

appropriate to multigrade classes; has good knowledge of how to teach beginning reading and numeracy and speaking, listening, reading and writing,

and to use at least one Ghanaian language as a medium of instruction.

NTS 2 f Takes accounts of and respects learners' cultural, linguistic, socio-economic and

educational backgrounds in planning and teaching

NTECF 16, NaCCA 2,4 & 5, PD 1,2,3,4,5 & 7

COMPONENT 3 [EXAMINATION]: 40% FINAL EXAM

NTS 1a, 1d, 1d, 2c, d, e & f;

NTS 1 a Critically and collectively reflects to improve teaching and learning NTS1.d Is guided by legal and ethical teacher codes of conduct in his or her

development as a professional teacher

NTS 2 c Has secure content knowledge, pedagogical knowledge and pedagogical content knowledge for the school and grade they teach in

NTS 2dAt pre-primary and primary the teacher knows the curriculum for the years appropriate to multigrade classes; has good knowledge of how to teach beginning reading and numeracy and speaking, listening, reading and writing, and to use at least one Ghanaian language as a medium of instruction

NTS2e Understands how children develop and learn in diverse contexts and applies this in his or her teaching

NTS 2f Takes accounts of and respects learners' cultural, linguistic, socio-economic and educational backgrounds in planning and teaching

NTECF 16,20,21,23,32,38,38 & 41 NaCCA 2,4 & 5, PD 1,2,3,4,5 & 7

10. Required Reading and Reference List

Ghana Education Service (2019). Pre-tertiary curricular for Physical Education for basic schools: KG-JHS. MOE, Accra: National Council for Curriculum and Assessment (NaCCA).

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Alto, Calif: Mayfield Pub. Co.
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Siedentop, D. (2007). Introduction to physical education, fitness, and sport (6 th ed.). Boston: McGraw-Hill.
11. Teaching and Learning resources
1. Video Camera, LCD Projector and Screen, Tripod and Monitoring Unit (for listening and recording, viewing and reviewing
performances)
2. Cones, markers, whistles, stop watches, stadiometer, bathroom scale, skinfold callipers, tape measure, sit and reach
box, heart rate monitors, medicine ball, free weights, dumb bells, rubber bands, goal ball, etc.
3. Balls for soccer, basketball, volleyball, handball, table tennis equipment, badminton equipment, etc.
12. Course related professional development for tutors/ lecturers
 key features of curriculum models including;
a. Sports Education model
b. Fitness Education model
c. Concepts model and
d. Traditional Olympics Games model
2. Class discussion on the curriculum models (PD 3)
3. Practical work on active participation with the model and assessment practices (PD 5)
4. Individualized projects develop a chart to explicate PES content standards and how they align with the Model and
National Teaching Standards (PD 7)

5. Small group presentation (PD 4)

Year	of B.Ed.	2	Semester	emester 1 Place of lesson in semester 1 ₂₃					2 3 4 5 6 7 8 9 10 11 12					
	of Lesson	-	Curriculum			•	-		_	sson Duration	3 hours			
Less	on descriptio	n	explore the Specifically, curriculum taxonomy	In general, the course focuses on the scope of the specialism. Tutors help student teachers to explore the field of physical education and various pathways to orient them to the profession. Specifically, this lesson covers self-introductions, ice breaker, defining curriculum, overview of curriculum concepts and principles (example; standards-based curriculum, Revised Bloom's taxonomy by Krathwohl, D. R. (2002), principle of utility, training and synthesis, individual differences and variety)										
Prev	vious student	teacher	Student te	Student teachers understand the relationship between dance patterns and health-related										
knov	wledge, prior	learning	physical fit	ness. They	/ also	understand	how phys	sical activity	y (in	cluding dance)	and music			
(assi	umed)		communica		-									
	ible barriers	to learnin	-											
in th	ie lesson		2. Adaptatio				-	-						
					· · ·		-	-		and career oppo				
	on Delivery –			Practical		Work-	Seminar	Independ	ent	e-learning	Practicum			
	port students		face 🗹	Activity 🗹		Based	S	Study⊠		opportunities				
	eving the out			alar bit		Leaning	al au == :				ult a a -!			
	on Delivery					-				n small groupwo				
	le of delivery port student t			-	-		velopment	concepts an	u exp	olore pathways i	n the			
	eving the	learnin			•	•	ical educati	on snort nhi	ilosoi	phy based on bel	liefs and			
	omes.	icariiii	contextual	-	Devel	p own pnys		on sport pin	1030	Sity based of be				
oute	ionneon				tion/Di	scussion: En	gage in pres	sentations a	nd di	iscussions to den	nonstrate			
			knowledge	-										
•	Purpose for t	the lessor								uding goals, obje	ctives,			
	what you		,				-	-		al education and				
	students to			se					-					
	serves as ba	sis for th	e											
	learning out	comes. A	n											
	expanded v		of											
	the description													
	Write in full	-	of											
	the NTS addr	1												
	Learning Out									y which cross-cu	-			
	for the lessor	٦,	Loorning Outo	earning Outcomes			Loorning Indicators		issues - core and transferable skills, inclusivity, equity and					
	picked and developed from the second	om tha	Learning Outco	Jilles	Learning Indicators					ssing diversity. H	•			
	course specif									be addressed or				
	Learning indi	-	CLO1 Demonst	rate	- 11	1 Explore ar	nd compare			sessment skills, s	-			
	for each learn		knowledge and			-	definitions			mmunication ski				
	outcome	ъ	understanding				m and their			flection and hone				
			concepts and p		F		ng philosop			tical thinking and	•			
			curriculum dev			2 Create "o	- · ·			ving,				
			and lesson plan				im based or			Itural and civic lit	teracy,			
			processes in pl	-		explorat	ion of vario	us		novation and coll	-			
			education and		ell	-	ns and their			nder issues; SEN				
			as the concept				ng philosop			erapeutic);				
			framework for	-		3 Explain Bl		-		aptations for chi	ldren with			
			overall physica		S		the revisio	n by		N diversity and in				
				nana Education Service: Krathwohl (2002)] as it					PE	MD				
			GESPESIG pg. 6		&		o curriculur	n goals	inf	ormation literac	у,			
			2d, NTECF p16		_	and obje		· •	eth	nical issues on st	ereotyping			
			B1-B6, PD 1,2,3	3,5,& 7	LI.	4 Explain va			in	music and PE				
						concepts	and princip	bies						

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				
			Tutor Activity	Student Teacher Activity			
Introduction to the curriculum development process		Stage 1 - 45 min	 Set Induction: Tutors organize student teachers to do introduce themselves and reflect on what they learned from the integrated course in year one semester 2 focusing on the place of music and dance in teaching physical education. Tutors introduce the course manual stating how it would be used to facilitate learning in the JHS physical education and sports specialism. Tutors help student teachers to transition to the PES specialism while exploring various pathways in the profession. 	Student teachers introduce themselves, recap background and uniqueness and 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 in teaching physical education. • Student teachers listen attentively and take notes.			
			 Tutors introduce the sequence of the lesson content (i.e., main topic and sequence of subtopic(s) expectations, reflection, connection and application, closure, assignments and assessment), and how learning will occur. 				
		Stage 2 - 30 min	Presentation: Tutors explain various curriculum concepts and principles and help student teachers to explore and compare various definitions of curriculum and their supporting philosophies. Discussion: Tutors discuss Bloom's taxonomy and behavioural objectives as it applies to curriculum goals and objectives.	Small Group Work: Student teachers listen attentively, take notes, state "own" understanding of curriculum and then share with others in small groups. Small Group Work: Student teachers listen attentively, take notesand discuss Bloom's taxonomy in small groups and how it applies to statement of curriculum goals and objectives.			
		Stage 3 - 40 min	Discussion : Tutors help student teachers to write curriculum goals and objectives as a step in creating an enabling environment for practice.	Small Group Work:Student teachers work in small groups to develop goals and objectives and share with other groups (pair-share), culminating with presentation of refined goals and objectives.			
		Stage 4 - 60 min	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. Connection: Tutors help student teachers to match what they have	Reflection: -Student teachers reflect by expressing what they thought they learned and then ask questions for clarification or to refine their understanding. Connection: Student teachers match/connect what they have learned to similar			

		learned to similar occurre	nces or occurrence or	encounters in				
		encounters in life, real we						
		across disciplines.	disciplines.					
		Application: Tutors helps						
		teachers to think creative		tudent teachers				
		they can apply what they	nave express how the	hey would use or				
		learned to impact themse		ey have learned				
		others or society.	to impact self	or others				
		Closure: Tutors summariz	e the positively.					
		purpose of the lesson and						
		the summaries of studen						
		Tutors state the focus of						
		lesson on curriculum dev	-					
		process.Tutors additional						
		reiterate the source(s)in t RequiredReferences forf						
		exploratory exercise to fa						
		understanding.						
Lesson assessments –	1. Reflection	-Connection-Application	I					
evaluation of learning:		-Share in small groups						
of, for and as learning								
within the lesson								
(linking to learning								
outcomes)								
Teaching Learning		evised Bloom's taxonomy						
Resources		riginal Bloom's taxonomy us definitions of curriculum						
		ntaining various goals and objectives						
Required Text (core)		ervice (2019). <i>Pre-tertiary curricular</i>	or Physical Education for b	asic schools: KG-				
		Accra: National Council for Curriculur	-					
		Service (2017). Physical education a		Guidelines. MOE,				
	Accra: Gh	na Education Service						
		002) A Revision of Bloom's Taxonomy						
		002. Ohio State University. Retrieved		nd-krathwohl-				
		-2016 and http://thesecondprinciple.	-					
		ploads/2014/01/Example-of-using-rev		and curriculus				
		Siedentop, D., Mand, C. L., & Taggart, A. (1986). <i>Physical education: Teaching and curriculum strategies for grades 5-12</i> . Palo Alto, Calif: Mayfield Pub. Co.						
Additional Reading List		G.J., Corbin, W. R. & Welk, K. A. (200		ess: Active				
i controllar reduing Eist		or wellness (14th Ed). Boston: McGrav						
		Siedentop, D. (2007). Introduction to physical education, fitness, and sport (6th ed.). Boston:						
	McGraw-							
CPD Needs	Key features o	curriculum models including;						
		on active participation with curriculu						
		on developing TLMs for the various v	rsions of the Blooms' Taxon	nomy				
		Reflection, Connect and Apply						
	4. Small group presentation(PD 4)							

Year of B.Ed.	2	Sem	mester 1 Pla			ce of lesson in semester 1 2 3 4 5 6 7 8 9 10 11 12						
Title of Lesson			The curriculum development process Lesson Duration 3									
Lesson description		Covers the GES conceptual framework for PES and how it contributes to increasing overall physical activity, rationale for standards-based curriculum, factors that influence curriculum development, calculation of time available for instruction, content selection and prioritization, and sequencing of content across levels of learning										
Previous student knowledge, prior (assumed)			Student teachers understand curriculum concepts and can explain Bloom's taxonomy behavioural objectives									
Possible barriers t the lesson	o learnin	g in	 Student teachers may have special educational needs. Adaptations for children with SEN diversity and inclusivity Lack of familiarity with the content for teaching specialty 									
Lesson Delivery – support students the outcomes			Face-to- face ☑	Practio Activit	al	Work- Based Leaning	Seminars	Independent Study	e-learning opportunities	Practicum		
 Lesson Delivery - of delivery chose student teachers the learning outco Purpose for what you students t serves as b learning ou expanded ve description. Write in full a NTS addresse 	in to support in achie pomes. the less want to achi- asis for tcomes. ersion of aspects of	son, the eve, the An the	 curriculum and engage student teachers in small groups to discuss factors that influence curriculum development Practical Activity:Engage students incalculation of time available for instruction, content selection and prioritization, and sequencing of content across levels of learning To introduce student teachers to the standards-based approach to curriculum development the factors that influence curriculum and how planning differs for traditional and standard based curricula. 							luence ontent velopment,		
 Learning Out lesson, picked developed fro course specif Learning india each learning 	come for t d and om the ication cators for		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 Demo knowledge understand concepts ar principles o curriculum developme lesson plan processes in education a well as the framework increasing o physical act Ghana Educ Service: GE 6-7, NTS 2c NTECF p16, B1- B6, PD	and ing of t nd f nt and ning n physic and spoi concept for overall civity PE cation SPESIG & 2d, NaCCA	he al tual S pg. 4:	standa and th educa LI.6 Explore influe develo mobili accou LI.7 Calcula instru priorit conte reveal schoo LI.8 Analyse frame overal throug	e the rationa ards-based c tional reform the factors nce curriculu opment (e.g. ty, time and ntability) te time avail ction, select ize content, nt across cla the efficacy I curriculum the concep work for inc I physical ac gh PES s(GESPESIG	urriculum n hat im , societal, able for and sequence sses- to the basic tual reasing tivity	 Assessment si skills, commu skills, reflection honesty. critical thinkin problem solvi cultural and composition and collaboration and c	nication on and ng and ng, ivic literacy, d ; SEN or children ersity and PES teracy, on		

Торіс	Sub-	Stage/Time	Teaching and learning activities to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study					
	topic		Teacher Activity	Student Activity				
The curriculum development process		Stage 1 - 15 min	Set Induction : Tutors set the tone for the lesson by stating what is to be learned and how it will be learned. Also, reflect on the curriculum principles and concepts from the previous lecture.	-Student teachers listen attentively and reflect on the curriculum principles and concepts from the previous lecture.				
		Stage 2 – 45 min	Presentation : Tutors help student teachers to explore the Ghana Education Service conceptual framework for PES implementation	Small Group Work:Student teachersdiscuss the implications of the conceptual framework for increasing physical activity levels of basic school children in small groups.				
		Stage 3 - 20 min	Discussion : Tutor facilitates discussion on the reasons and justification for a standards-based curriculum.	Small Group Work:Student teachers work in small groups to compare their understanding of the reasons we have gone to standards-based curriculum				
		Stage 4 - 40 min	Discussion: Tutors help student teachers to calculate time available for instruction, select and prioritize content, sequence of content across classes. Tutors guide student teachers to apply the outcome of time available, content selection, prioritization and sequence to examine the efficacy of the basic school curriculum.	Small Group Work: Student teachers work in small groups to calculate time available for instruction. They review thebasic school curriculum and determine the adequacy of the scope of content and how the scope compares with available time.				
		Stage 5 - 60 min	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.	Reflection : -Student teachers reflect by expressing what they thought they learned and then ask questions for clarification or to refine their understanding.				
			Connection : Tutors help student teachers to match what they have learned and match what they have learned to similar occurrences or encounters in life, real world or across disciplines.	Connection : Student teachers match/connect what they have learned to similar occurrence or encounters in the real world or across disciplines.				
			Application : Tutors help student teachers to think creatively in ways they can apply what they have learned to impact themselves, others or society.	Application : Student teachers express how they would use or apply what they have learned to impact self or others positively.				
			Closure : Tutors summarize the purpose of the lesson and assess the summaries of student teachers.	Closure -Student teacherslisten attentively and take notes.				

	Tutors state the focus of the next								
	lesson on curriculum value								
	orientations and Standards. Tutors								
	additionally, reiterate the source(s)in								
	the RequiredReferences forfurther								
	exploratory exercise to facilitate								
	understanding.								
Lesson assessments –	Reflection-Connection-Application.								
evaluation of learning: of,	Small Group Assignment involving calculation and matching content versus time								
for and as learning within	Think-Pair-share								
the lesson (linking to	Active participation in discussions								
learning outcomes)									
Teaching Learning	 TLM chart showing reasons and justification for a standards-based curriculum 								
Resources	TLM chart showing the conceptual frameworkthat underpin the basic school curriculum								
	Questions for Reflect, Connect & Apply								
Required Text (core)	Lund, Jacalyn Lea, and Deborah Tannehill. 2009. Standards-Based Physical Education Curriculum								
	Development. Jones and Bartlett Publishers. Sudbury, Massachusetts								
	Ghana Education Service (2019). Pre-tertiary curricular for Physical Education for basic schools:								
	KG-JHS. MOE, Accra: National Council for Curriculum and Assessment (NaCCA).								
	Ghana Education Service (2017). Physical education and Sports Implementation Guidelines. MOE,								
	Accra: Ghana Education Service								
Additional Reading List	Corbin, C. B., Welk, G.J., Corbin, W. R. & Welk, K. A. (2008). Concepts of physical fitness: Active								
	lifestyles for wellness (14th Ed). Boston: McGraw Hill.								
	Siedentop, D. (2007). Introduction to physical education, fitness, and sport (6th ed.). Boston:								
	McGraw-Hill.								
	Siedentop, D., Mand, C. L., & Taggart, A. (1986). Physical education: Teaching and curriculum								
	strategies for grades 5-12. Palo Alto, Calif: Mayfield Pub. Co.								
CPD Needs	Reflection-Connection-Application pertaining to the curriculum development process								
	• Reasons and justification for a standards-based curriculum (using Think-Pair-Share)								
	Individualized projects develop a chart to explicate PES content standards and how they								
	align with the Model and National Teaching Standards (PD 7)								
	 Small group presentation (PD 4) 								

Year of B.Ed.	2	Semester	1	Place of lesson i	n semester	1234567	8 9 10 11 12						
Title of Lesson		Curriculum va	lue orienta	ations and Stand	ards	Les	son Duration	3 hours					
Lesson descriptio	n	like to unpack	Covers curriculum value orientations, the National Teaching Standards and how it would look like to unpack the standards. Also examines existing content standards and how the content standards align with the National Teaching Standards.										
Previous student knowledge, prior (assumed) Possible barriers learning in the les Lesson Delivery – to support studer	learning to sson chosen	Student teac behavioural of 1. Student tea 2. Adaptations	ace ☑ Activity Based Study☑ opportunities Leaning ☑										
achieving the out Lesson Delivery mode of delivery support student in achieving the outcomes.	comes – main chosen to teachers	Presentation- Small Group E standards and											
lesson, what the stude	ents to erves as e learning An ersion of on. aspects of	help them to u	To explore value orientations, the National Teaching Standards and PES content standards and t help them to unpack the NTS in relation to PES content standards.										
 Learning Out the lesson, pi developed fro course specif Learning indi each learning outcome 	come for icked and om the ication cators for	Learning Outco	omes	Learnin	g Indicators		Identify whi cutting issue and transfer inclusivity, e addressing o How will the addressed o developed.	es - core rable skills, equity and liversity. ese be					
		CLO2 Demonst knowledge and understanding value orientati National Teach and how it wo unpack the sta PES content st the National To Standards. Ghana Educati GESPESIG pg. 6 2d, NTECF p16 B1-B6, PD 1,2,3	d of curricu ions, the ning Stand uld look lil undards. Al andards w eaching on Service 5-7, NTS 20 , NaCCA 2	lum ori sm ards LI.2. Ide ke to ch lign lite ith LI.3. Col wi sy : ali c &	racteristics or rate learner.	two value d share in a class. Iain at least tw of the physical ntent standarc ne NTS and	vo problem ly • Gender • adaptati children diversity inclusivi • ethical is	ill and n. hinking and solving, issues; ons for with SEN and ty.					

Торіс	Sub-topic	Stage/Time					
Curriculum value			Tutor Activity	Student Teacher Activity			
orientations and Standards		Stage 1 - 20 min	Set Induction: Tutors set the tone for the lesson by stating what is to be learned and how it will be learned. Also, reflect on curriculum development process from the previous lecture.	-Student teachers listen attentively and reflect on the curriculum development process from the previous lesson.			
		Stage 2 -40 min	Presentation : Tutor helps student teachers to explore and analyse various curriculum value orientations	Small Group Work:Student teachers discus the strengths and weaknesses of the value orientations and establish their own value positions for discussion in small groups.			
		Stage 3 - 50 min	Discussion : Tutors facilitate discussion on the characteristics of the physically literate individual and helps student teachers to unpack the PE content standards.	Small Group Work:Student teachers work in small groups to compare their understanding of the physically literate individual They also unpack content standards, compare with those in the National Teaching Standards and synthesize the level of alignment			
		Stage 4 - 60 min	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.	Reflection : -Student teachers reflect by expressing what they thought they learned and then ask questions for clarification or to refine their understanding.			
			Connection: Tutors help student teachers to match what they have learned and match what they have learned to similar occurrences or encounters in life, real world or across disciplines. Application: Tutors help student teachers to think creatively in ways they can apply what they have learned to impact themselves, others or society. Closure: Tutors summarize the purpose of the lesson and assess the summaries of student teachers. Tutors state the focus of the next lesson on Teaching Games for	Connection: Student teachers match/connect what they have learned to similar occurrence or encounters in the real world or across disciplines. Application: Student teachers express how they would use or apply what they have learned to impact self or others positively. -Student teacherslisten attentively and take notes			
			Understanding curriculum model. Tutors additionally, reiterate the source(s)in the RequiredReferencesforfurther exploratory exercise to facilitate understanding.				

	- Deflection Connection Application
Lesson assessments –	Reflection-Connection-Application.
evaluation of learning: of,	Small Group Assignment
for and as learning within	Think-Pair-share
the lesson (linking to	Active participation in discussions
learning outcomes)	
Teaching Learning Resources	TLM for the characteristics of a physically literate individual
	TLM for unpacking content standards,
Required Text (core)	Lund, Jacalyn Lea, and Deborah Tannehill. 2009. Standards-Based Physical Education
	Curriculum Development. Jones and Bartlett Publishers. Sudbury, Massachusetts
	Ghana Education Service (2019). Pre-tertiary curricular for Physical Education for basic schools:
	KG-JHS. MOE, Accra: National Council for Curriculum and Assessment (NaCCA).
	Ghana Education Service (2017). Physical education and Sports Implementation Guidelines.
	MOE, Accra: Ghana Education Service
Additional Reading List	Corbin, C. B., Welk, G.J., Corbin, W. R. & Welk, K. A. (2008). Concepts of physical fitness: Active
	lifestyles for wellness (14th Ed). Boston: McGraw Hill.
	Siedentop, D. (2007). Introduction to physical education, fitness, and sport (6th ed.). Boston:
	McGraw-Hill.
	Siedentop, D., Mand, C. L., & Taggart, A. (1986). Physical education: Teaching and curriculum
	strategies for grades 5-12. Palo Alto, Calif: Mayfield Pub. Co.
CPD Needs	Thecharacteristics of a physically literate individual
	Assessing value orientation (PD 7)
	• Contrast PES content standards with those in the NTS (small group work- PD 4)

Year of B.Ed.	2	Semester	1 F	Place of less	on in semeste	r 123 4 5	123456789101112					
Title of Lesson		Teaching ga	ames for ur	nderstandir	g curriculum m	nodel	Lesso	on Duration	3 hours			
Lesson description	n	and PES Co	Covers rationale and development of the model, tactical games approach, relationship to NTS and PES Content Standards. Explores and participates in examples of the model in action as well as assessment of student learning.									
Previous student knowledge, prior (assumed)	learning	Student te curriculum business in Bloom's tax	Student teachers have acquired knowledge about how to build a quality curriculum, curriculum development process and how standards have changed the rules for doing business in education. Student teachers understand curriculum concepts and can explain Bloom's taxonomy behavioural objectives.									
Possible barriers t in the lesson Lesson Delivery –			Practical	Work-	Seminars	Independent		learning	Practicum			
support students the outcomes			Activity	Based		Study		ortunities	Flacticum			
 Lesson Delivery – of delivery chose student teachers the learning outco Purpose for 	n to supp in achiev omes.	ort and present ing Small Grou demonstrat (physical ac Model	tations p Presenta e knowled tivity litera	ation/Discu lge and und ate person,	w topics and en ssion: Engage in erstanding of t physical literac	n presentation he relationship y) and the Tea	s and di os betwo ching G	iscussions to een the PES ames for Ur	strand derstanding			
 what you students to serves as be learning our expanded ver description. Write in ful the NTS address and the NTS addres	want to o achie asis for to tcomes. rsion of to aspects	to address to ve, content sta che An che	To introduce student teachers to the model for teaching games to foster understanding and to address the relationships between the model, the National Teaching Standards and PES content standards.									
 Learning Out lesson, picked developed fro course specif Learning india each learning 	come for t d and om the ication cators for	Learning O	utcomes	L	earning Indicat	ors			ues - core erable skills, equity and diversity. hese be or			
		CLO3 Demo knowledge understand Games for (TGFU) incl and develo model, tact approach, r NTS and PE Standards. NTS 2c & 2c NaCCA 2 & 1,2,3,4,5,&	and ling of Tead Understand uding ratio pment of t cical games relationship S Content d, NTECF p 5: B1-B6, F	ching ding onale the Li to p to 16, PD Li	model between ir games clea .2. Examine developme model between s net/wall g the NTS .3 Chart the re the TGFU r Standards .4 Participate a of the TGFU	nt for the and distir nvasion, and t rly. the rationale nt for the and distir triking/fielding ames clearly. lationships bet model, PES Co	TGFU aguish target and TGFU aguish t, and and tween ontent	 Assessissocial services of the service of the service	ment skills, skill and ion. thinking oblem , r issues; tions for n with SEN ty and <i>v</i> ity. issues on typing			

Торіс	Sub-topic	Stage/Ti me	Teaching and learning activities to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study					
Tooching Comos for		ine	Teacher Activity	Student Activity				
Teaching Games for Understanding (TGFU)		Stage 1 - 15 min	Set Induction: Tutors set the tone for the lesson by stating what is to be learned and how it will be learned. Also, reflect on the curriculum value orientations and Standards from the previous lecture.	-Student teachers listen attentively and reflect on the curriculum value orientations and Standards from the previous lecture.				
		Stage 2 – 40 min	Discussion: Tutors facilitate discussion on development of the Teaching Games for Understanding model and its relationship to the National Teaching Standards and the PE content standards	Small Group Work:Student teachersexamine the rationale and development of the Teaching Games ForUnderstanding model and distinguish between invasion, target, striking/fielding, and net/wall games clearly.				
		Stage 3 – 60 min	Practical Activity : Tutors organize student teachers to participate in examples of TGFU- e.g.,introductory net/wall games unit	Practical Activity: Student teachers work in small groups (teams) to discuss the tasks requirements for the sample game. They pair- share team understanding and then commence active implementation of their understanding				
		Stage 4 - 60 min	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.	Reflection : -Student teachers reflect by expressing what they thought they learned and then ask questions for clarification or to refine their understanding.				
			Connection : Tutors help student teachers to match what they have learned and match what they have learned to similar occurrences or encounters in life, real world or across disciplines.	Connection : Student teachers match/connect what they have learned to similar occurrence or encounters in the real world or across disciplines.				
			Application : Tutors help student teachers to think creatively in ways they can apply what they have learned to impact themselves, others or society.	Application: Student teachers express how they would use or apply what they have learned to impact self or others positively.				
			Closure : Tutors summarize the purpose of the lesson and assess the summaries of student teachers. Tutors state the focus of the next lesson on Practice of TGFU	Closure -Student teacherslisten attentively and take notes				

	Activities. Tutors additionally,
	reiterate the source(s)in the
	RequiredReferences
	forfurther exploratory
	exercise to facilitate
	understanding.
Lesson assessments –	Reflection-Connection-Application.
evaluation of learning: of, for	• Small Group Assignment (examine rationale, game types, match between TGFU and NTS)
and as learning within the	
lesson (linking to learning	
outcomes)	
Teaching Learning Resources	• TLM for games fixtures (work together with student teachers. Include traditional
	games)
	Audio & Video recorder/player (to provide music accompanying physical
	participation. Video capture for future analysis)
	Cones, markers, whistles, stop watches, balls etc for play area setup
Required Text (core)	Lund, Jacalyn Lea, and Deborah Tannehill. 2009. Standards-Based Physical Education
	Curriculum Development. Jones and Bartlett Publishers. Sudbury, Massachusetts
	Ghana Education Service (2019). Pre-tertiary curricular for Physical Education for basic
	schools: KG-JHS. MOE, Accra: National Council for Curriculum and Assessment
	(NaCCA).
	Ghana Education Service (2017). Physical education and Sports Implementation Guidelines.
	MOE, Accra: Ghana Education Service
Additional Reading List	Siedentop, D., Mand, C. L., & Taggart, A. (1986). Physical education: Teaching and curriculum
	strategies for grades 5-12. Palo Alto, Calif: Mayfield Pub. Co.
	Siedentop, D. (2007). Introduction to physical education, fitness, and sport (6th ed.). Boston:
	McGraw-Hill.
	Corbin, C. B., Welk, G.J., Corbin, W. R. & Welk, K. A. (2008). Concepts of physical fitness:
	Active lifestyles for wellness (14th Ed). Boston: McGraw Hill.
CPD Needs	Discuss key features of model
	Distinguish between target and invasion games
	How to organize the practical application and practice of the model
	How to align the PES content standards, the model and NTS (PD 7)
	Small group presentation (PD 4)

Year of B.Ed. 2 Se	mester	1 Pla	5789101112								
Title of Lesson	Practice of	[GFU model]	activities			Lesson Duration	3 hours				
Lesson description	Focuses on the practice of the TGFU model using the tactical games approach and explores various ways of increasing organized sport participation and promote quality physical education										
Previous student teacher knowledge, prior learning (assumed) Possible barriers to learning	curriculum business in	Student teachers have acquired knowledge about how to build a quality curriculum, curriculum development process and how standards have changed the rules for doing business in education. Student teachers understand curriculum concepts and can explain Bloom's taxonomy behavioural objectives.									
in the lesson Lesson Delivery – chosen to support students in achieving the outcomes	Face-to- face ☑	Practical Activity⊠	Work- Based Leaning	Seminars	Independent Study⊠	e-learning opportunities ☑	Practicum				
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	model Small Grou relationship	p Work discu s between th	issions to de ne PES stran	monstrate kn d (physical ac	owledge and u	oractices associate understanding of t person, physical lite	he				
 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 	to address t content sta	the Teaching Games for Understanding Model To introduce student teachers to the model for teaching games to foster understanding and to address the relationships between the model, the National Teaching Standards and PES content standards. Also to explore various ways of increasing organized sport participation and promoting quality physical education									
 Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	Learning Ou	Learning Outcomes Learning Indicators inclusivit addressin will these developed									
	and unders Teaching Gi Understand model unde game conte striking/fiel invasion, ar games. NTS 2c & 2c	e knowledge tanding of ames for ling (TGFU) er a variety o ext including ding, net/wa nd target d, NTECF p16 5: B1-B6, PD	e st in CC LI.2. Cd f a N II S	ractice activit riking/fielding vasion, and ta ontexts. onduct analys ind chart rela ITS and PES C tandards	g, net/wall arget games sis of games tionship to	 Assessment s skill and reflect critical thinking problem solvi Gender issues adaptations for with SEN diversional set inclusivity. ethical issues stereotyping for 	ction. ng and ng, s; or children rsity and on				

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				
Practice of Teaching Games			Tutor Activity	Student Teacher Activity			
for Understanding (TGFU) Activities		Stage 1 - 15 min	Set Induction : Tutors set the tone for the lesson by stating what is to be learned and how it will be learned. Also, reflect on TGFU model, PES Content Standards and NTS from the previous lecture.	-Student teachers engage in reflective activity in small groups about TGFU model, PES Content Standards and NTS They compare strengths and weaknesses in their charts and then pair-share with other groups to fine- tune their work			
		Stage 2 – 105 min	Practical Activity : Tutors organize student teachers to practice Teaching Games for Understanding (TGFU) Activities	Practical Activity: Student teachers work in small groups (teams) to discuss the tasks requirements for the sample games for TGFU. They pair- share team understanding and then commence active implementation of their understanding.			
		Stage 3 - 60 min	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.	Reflection : -Student teachers reflect by expressing what they thought they learned and then ask questions for clarification or to refine their understanding.			
			Connection : Tutors help student teachers to match what they have learned and match what they have learned to similar occurrences or encounters in life, real world or across disciplines.	Connection : Student teachers match/connect what they have learned to similar occurrence or encounters in the real world or across disciplines.			
			Application : Tutors help student teachers to think creatively in ways they can apply what they have learned to impact themselves, others or society.	Application : Student teachers express how they would use or apply what they have learned to impact self or others positively.			
			Closure : Tutors summarize the purpose of the lesson and assess the summaries of student teachers. Tutors state the focus of the next lesson on Sport Education Curriculum Model . Tutors additionally, reiterate the source(s)in the RequiredReferences forfurther exploratory exercise to facilitate understanding.	Closure -Student teacherslisten attentively and take notes.			

Lesson assessments –	Reflection-Connection-Application.
evaluation of learning: of, for	 Small Group Work (analyse games and assess participation levels)
and as learning within the	• Small Gloup work (analyse games and assess participation levels)
-	
lesson (linking to learning outcomes)	
Teaching Learning Resources	TLM for games fixtures
	Audio & Video recorder/player
	Cones, markers, whistles, stop watches, balls etc
Required Text (core)	Lund, Jacalyn Lea, and Deborah Tannehill. 2009. Standards-Based Physical Education
	Curriculum Development. Jones and Bartlett Publishers. Sudbury, Massachusetts
	Ghana Education Service (2019). Pre-tertiary curricular for Physical Education for basic
	schools: KG-JHS. MOE, Accra: National Council for Curriculum and Assessment
	(NaCCA).
	Ghana Education Service (2017). Physical education and Sports Implementation Guidelines.
	MOE, Accra: Ghana Education Service
Additional Reading List	Corbin, C. B., Welk, G.J., Corbin, W. R. & Welk, K. A. (2008). Concepts of physical fitness:
_	Active lifestyles for wellness (14th Ed). Boston: McGraw Hill.
	Siedentop, D. (2007). Introduction to physical education, fitness, and sport (6th ed.). Boston:
	McGraw-Hill.
	Siedentop, D., Mand, C. L., & Taggart, A. (1986). Physical education: Teaching and curriculum
	strategies for grades 5-12. Palo Alto, Calif: Mayfield Pub. Co.
CPD Needs	How to organize the practice of the model
	How to monitor practice
	Helping student teachers to analyse games

Year of B.	l .	2	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	The Sport Education curriculum model Lesson Duration							3	hours			
Lesson description	relationsh	Covers rationale and development of the model, goals and objectives, distinct features and relationship to NTS and PES Content Standards. Explores and participates in examples of the model in action as well as assessment of student learning.										
Previous student teacher knowledge, prior learning (assumed)	how to b changed	Student teachers have participated in a practical TGFU unit and has acquired knowledge about now to build a quality curriculum, curriculum development process and how standards have hanged the rules for doing business in education. Student teachers understand curriculum concepts and can explain Bloom's taxonomy behavioural objectives.										
Possible barriers to learning in the lesson	1. Studen	. Student teachers may have special educational needs. . Lack of adequate practical knowledge in sports and fitness										
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to- face ☑	Practical Activity ☑	Work- Based Leaning	Semir		Independent Study	e-lear oppor s ☑	rning rtunitie	Practicum			
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes. • Purpose for the	presentat Small Gro knowledg literate pe To introdu	Class Discussion- to introduce new topics and engage student teachers in small groupwork and presentations Small Group Presentation/Discussion: Engage in presentations and discussions to demonstrate knowledge and understanding of the relationships between the PES strand (physical activity literate person, physical literacy) and the Sport Education Model To introduce student teachers to the sport education model to foster understanding and to										
 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 	standards	-	3 Detwee	in the mode	, נוכ ו	lational Teachin	g Stand					
 Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	Learning	Learning Outcomes Learning Indicators					Identify which cross cutting issues - core and transferable skills, inclusivity, equity and addressin diversity. How will these be addressed developed.					
	CLO5 Demonstrate knowledge and understanding of the Sports Education Model (SEM) including overview, goals and objectives, distinct features, relationship to NTS and PES Content Standards. NTS 2c & 2d, NTECF p16, NaCCA 2 & 5, PD 1,2,3,4,5,&7					 LI.1. Examine the goals and objectives of the SEM distinguish between physical education and sport education clearly. LI.2. Examine the main features, benefits, limitations and cautions of the SEM LI.3 Chart the relationships between the SEM model and PES Content Standards LI.4 Participate actively in examples of the SEM model and perform assessment of learners 						

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			
			Tutor Activity	Student Teacher Activity		
The Sport Education curriculum model (SEM)		Stage 1 - 15 min	Set Induction : Tutors set the tone for the lesson by stating what is to be learned and how it will be learned. Also, reflect on the TGFU model in practice	-Student teachers listen attentively and reflect on the Teaching Games for Understanding curriculum model in practice from the		
			from the previous lesson.	previous lecture.		
		Stage 2 – 40 min	Discussion: Tutors facilitate discussion on the distinct features, goals and objectives of the sport education model.	Small Group Work:Student teachersexamine the distinct features, goals and objectives of the SEM and distinguish between PES and SEM.		
			-Tutors discuss the relationship of SEM to the NTS and PES Content Standards.	-Student teachers work in small groups to compare PES content standards and NTS to SEM and synthesize the degree of alignment in a chart.		
		Stage 3 - 60 min	Practical Activity : Tutors organize student teachers to participate in examples ofSEM- e.g., and introductory ampe unit.	Practical Activity: Student teachers work in small groups (teams) to discuss the tasks requirements for the sample game. They pair-share team understanding and then commence active implementation of their understanding.		
		Stage 4 - 60 min	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.	Reflection : -Student teachers reflect by expressing what they thought they learned and then ask questions for clarification or to refine their understanding.		
			Connection : Tutors help student teachers to match what they have learned and match what they have learned to similar occurrences or encounters in life, real world or across disciplines.	Connection : Student teachers match/connect what they have learned to similar occurrence or encounters in the real world or across disciplines.		
			Application : Tutors help student teachers to think creatively in ways they can apply what they have learned to impact themselves, others or society.	Application : Student teachers express how they would use or apply what they have learned to impact self or others positively.		
			Closure : Tutors summarize the purpose of the lesson and assess the summaries of student teachers. Tutors state the focus of the next lesson on Practice of SEM Activities. Tutors additionally, reiterate the source(s)in the	Closure -Student teacherslisten attentively and take notes summaries -assessment -what's to be learned in the next lesson.		

	RequiredReferences				
	forfurther exploratory				
	exercise to facilitate				
	understanding.				
Lesson assessments –	Reflection-Connection-Application.				
evaluation of learning: of,	 Small Group Assignment (examine rationale, characteristics, match between SEM and NTS) 				
for and as learning within					
the lesson (linking to					
learning outcomes)					
Teaching Learning	• TLM for games fixtures (work together with student teachers. Include traditional games)				
Resources	• Audio & Video recorder/player (to provide music accompanying physical participation. Video				
	capture for future analysis)				
	Cones, markers, whistles, stop watches, balls etc for play area setup				
Required Text (core)	Lund, Jacalyn Lea, and Deborah Tannehill. 2009. Standards-Based Physical Education Curriculum				
	Development. Jones and Bartlett Publishers. Sudbury, Massachusetts				
	Ghana Education Service (2019). Pre-tertiary curricular for Physical Education for basic schools:				
	KG-JHS. MOE, Accra: National Council for Curriculum and Assessment (NaCCA).				
	Ghana Education Service (2017). Physical education and Sports Implementation Guidelines. MOE,				
	Accra: Ghana Education Service				
Additional Reading List	Corbin, C. B., Welk, G.J., Corbin, W. R. & Welk, K. A. (2008). Concepts of physical fitness: Active				
	lifestyles for wellness (14th Ed). Boston: McGraw Hill.				
	Siedentop, D. (2007). Introduction to physical education, fitness, and sport (6th ed.). Boston:				
	McGraw-Hill.				
	Siedentop, D., Mand, C. L., & Taggart, A. (1986). Physical education: Teaching and curriculum				
	strategies for grades 5-12. Palo Alto, Calif: Mayfield Pub. Co.				
CPD Needs	Discuss key features of model				
	Distinguish between target and invasion games				
	How to organize the practical application and practice of the model				
	How to align the PES content standards, the model and NTS (PD 7)				
	Small group presentation (PD 4)				

Year of B.Ed.	2	Semester	1	Place of lesso	n in semester	1 2 3 4 5 6 7 8 9 10 11 12		
Title of Lesson		Dractice of Spo	rt Educatio	n Madal (SEN	Activitios	Losson	Duration	3 hours
The of Lesson		Practice of Sport Education Model (SEM) Activities Lesson Duration 3 hours					5 110013	
Lesson description	า	Provides active participation a SEM unit and opportunity to identify distinct features and relationship to NTS and PES Content Standards						
Previous student	teacher	Student teachers have participated in a practical TGFU unit and has acquired knowledge about						
knowledge, prior		how to build a quality curriculum, curriculum development process and how standards have						
learning (assumed	d)	changed the rules for doing business in education. Student teachers understand curriculum concepts and can explain Bloom's taxonomy behavioural objectives.						
Possible barriers t	:0							
learning in the les	son				wledge in sport			
Lesson Delivery –		Face-to-face	Practical	Work-	Seminars	Independent	e-learning	Practicum
to support studen	ts in	\mathbf{M}	Activity	Based		Study⊠	opportunities	
achieving the out	comes		-	Leaning		-	Ø	
Lesson Delivery	– main	Practical Work-	- active pai	ticipation in t	ne model and a	ssessment pract	ices associated w	/ith the
mode of delivery	chosen	model						
to support	student	Small Group W	ork discus	sions to demo	nstrate knowle	dge and underst	anding of the rel	ationships
teachers in achiev	ing the	between the PE	ES strand (ohysical activi	y literate perso	n, physical litera	acy) and the Spor	t education
learning outcome	s.	Model						
Purpose for		To introduce student teachers to the sport education model to foster understanding and to						
lesson, wha	-	address the relationships between the model, the National Teaching Standards and PES content						
want the stud					of increasing c	organized sport p	participation, acti	ve play and
achieve, ser		promoting qual	lity physica	l education				
basis for	the							
learning out								
	panded							
version of	the							
description.	o o mo o to							
Write in full of the	ASPECTS NTS							
addressed	NT2							
Learning Oute	ome						Identify whic	h cross-
for the lesson							cutting issues	
picked and	,						transferable	
developed fro	om the	inclusivity equity and					-	
course specif		Learning Outco	omes	Learnin	g Indicators		addressing di	
Learning indi							How will the	-
for each learn		addressed or						
outcome	-						developed.	
		CLO5 Demonstr knowledge and understanding Education Mod including overv and objectives, features, relatio and PES Conter NTS 2c & 2d, N NaCCA 2,4 & 5,	l of the Spo lel (SEM) riew, goals distinct onship to N nt Standard TECF p16,	rts pl ec LI.2. be ITS of Is. LI.3 Ch th St	the SEM disting ysical educatio ucation. nalyse the nefits, limitatic the SEM art the relatio e SEM model a andards	n and sport main features ons and cautions nships betweer and PES Conten	 Gender is adaptatio children v 	and nking and colving, sues; ns for vith SEN and
		1,2,3,4,5,6,&7		0	ticipate actively the SEM mode sessment of lea		 ethical iss stereotyp 	

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		
Dractica of Sport			Tutor Activity	Student Teacher Activity	
Practice of Sport Education Model (SEM) Activities		Stage 1 - 15 min	Set Induction: Tutors set the tone for the lesson by stating what is to be learned and how it will be learned. Also, reflect on SEM model, PES Content Standards and NTS from the previous lecture.	Student teachers engage in reflective activity in small groups about SEM model, PES Content Standards and NTS They compare strengths and weaknesses in their charts and then pair-share with other groups to fine- tune their work	
		Stage 2 – 105 min	Practical Activity : Tutors organize student teachers to practice Sport Education Curriculum Model (SEM) Activities	Practical Activity: Student teachers work in small groups (teams) to discuss the tasks requirements for the sample games for SEM. They pair- share team understanding and then commence active implementation of their understanding. Student teachers work in small groups to verify/authenticate the chart the developed from previous lesson comparing PES content standards and NTS to SEM and synthesized the degree of alignment.	
		Stage 3 - 60 min	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. Connection: Tutors help student teachers to match what they have learned and match what they have learned to similar occurrences or encounters in life, real world or across disciplines.	 Reflection: -Student teachers reflect by expressing what they thought they learned and then ask questions for clarification or to refine their understanding. Connection: Student teachers match/connect what they have learned to similar occurrence or encounters in the real world or across disciplines. Application: Student teachers express how they would use or apply what they have learned to impact self or others positively. 	
			Application: Tutors help student teachers to think creatively in ways they can apply what they have learned to impact themselves, others or society. Closure: Tutors summarize the purpose of the lesson and assess the summaries of student teachers. Tutors	Closure -Student teacherslisten attentively and take notes.	

	state the focus of the				
	state the focus of the				
	next lesson on Fitness				
	Education Curriculum				
	Model. Tutors				
	additionally, reiterate the				
	source(s)in the				
	RequiredReferences				
	forfurther exploratory				
	exercise to facilitate				
	understanding.				
Lesson assessments –	Reflection-Connection-Application.				
evaluation of learning:	 Small Group Work (analyse games and assess participation levels) 				
of, for and as learning					
within the lesson (linking					
to learning outcomes)					
Teaching Learning	• Develop a chart to illustrate the relation between the goals and objectives of the SEM as				
Resources	against physical education				
neoourees	 Chart the relationships between the SEM model and PES Content Standards 				
	 Mode of assessment of performance in adaptations of SEM model (to identify adaptations that promote organized sport participation and physical fitness and active play) 				
	that promote organized sport participation and physical fitness and active play)				
	TLM for games fixtures				
	Audio & Video recorder/player				
	Cones, markers, whistles, stop watches, balls etc				
Required Text (core)	Lund, Jacalyn Lea, and Deborah Tannehill. 2009. Standards-Based Physical Education Curriculum				
	Development. Jones and Bartlett Publishers. Sudbury, Massachusetts				
	Ghana Education Service (2019). Pre-tertiary curricular for Physical Education for basic schools: KG-				
	JHS. MOE, Accra: National Council for Curriculum and Assessment (NaCCA).				
	Ghana Education Service (2017). Physical education and Sports Implementation Guidelines. MOE,				
	Accra: Ghana Education Service				
Additional Reading List	Corbin, C. B., Welk, G.J., Corbin, W. R. & Welk, K. A. (2008). Concepts of physical fitness: Active				
	lifestyles for wellness (14th Ed). Boston: McGraw Hill.				
	Siedentop, D. (2007). Introduction to physical education, fitness, and sport (6th ed.). Boston:				
	McGraw-Hill.				
	Siedentop, D., Mand, C. L., & Taggart, A. (1986). <i>Physical education: Teaching and curriculum</i>				
	strategies for grades 5-12. Palo Alto, Calif: Mayfield Pub. Co.				
CPD Needs	 How to organize the practice of the model 				
	 How to organize the practice of the model How to monitor practice 				
	 How to monitor practice Helping student teachers to analyse games (PD 3) 				
	Develop a chart to illustrate the relation between the goals and objectives of the SEM as against physical education				
	against physical education				
	Chart the relationships between the SEM, model NTS and PES Content Standards				
	Mode of assessment of performance in adaptations of SEM model (to identify adaptations				
	that promote organized sport participation and physical fitness and active play)				
	TLM for games fixtures				

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

Title of Lesson	The Fitness E	ducation cu	rriculum mo	del (FEM)	Lesson Duration	on	3 hours	
Lesson description		to NTS and F	ES Content	Standards. E	Explores and par	tives, distinct fea ticipates in exam		
Previous student teacher knowledge, prior learning (assumed)	Student teachers have participated in a practical TGFU & SEM unit and have acquired knowledge about how to build a quality curriculum, curriculum development process and how standards have changed the rules for doing business in education. Student teachers understand curriculum concepts and can explain Bloom's taxonomy behavioural objectives.							
Possible barriers to learning in	1. St	udent teach	ers may hav	ve special ed	ucational needs	5.	bljectives.	
the lesson Lesson Delivery – chosen to support students in achieving	2. La Face-to- face ☑	Practical Activity	Work- Based	Seminars	in physical fitne Independent Study	e-learning opportunities	Practicum	
the outcomes Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	and presenta Small Group	ations Presentatio	n/Discussio	n : Engage in	presentations a	achers in small g	0	
 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 	address the relationships between the model, the National Teaching Standards and PES content standards.						el ding and to	
 Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	Learning Out	tcomes	Learning Indicators			Identify which cross- cutting issues - core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed.		
	CLO7 Demor knowledge a understandin Fitness Educ Model (FEM) overview and characteristi distinct com benefits and limitations, I assessment i relationship PES Content NTS 2c & 2d, p16, NaCCA 1,2,3,4,5,6,8	nd ng of the ation) including d cs of FEM, ponents, earner in FEM and to NTS and Standards. NTECF 2,4,& 5, PD	bene LI.3 Cha betw PES (LI.4 Partici of th	fits, and of F art the een the FEI Content Stan pate actively e FEM mode orm assessm	relationships M model and dards y in examples el and	 Assessment skill and refle critical think problem solv Gender issue adaptations with SEN div inclusivity. ethical issue stereotyping 	ection. ing and ving, es; for children ersity and s on	

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			
	τορις		Tutor Activity	Student Teacher Activity		
The Sport Education curriculum model (SEM)		Stage 1 - 15 min	Set Induction: Tutors set the tone for the lesson by stating what is to be learned and how it will be learned. Also, reflect on the Sport Education Model from the previous lecture.	 Student teachers listen attentively and reflect on the Sport Education curriculum model from the previous lecture. 		
		Stage 2 - 40 min	Discussion: Tutors facilitate discussion on the characteristics, distinct components, benefits and limitations of the Fitness Education Curriculum Model (FEM) -Tutors facilitate discussion of the relationship between FEM, NTS and PES Content Standards	Small Group Work:Student teachersexamine the characteristics of FEM, distinct components, benefits and limitations and learner assessment in small groups. They compare PES content standards and NTS to FEM and synthesize the degree of alignment in a chart		
		Stage 3 - 60 min	Practical Activity: Tutors organize student teachers to participate in examples of FEM- e.g., introductory ampe unit for cardiovascular strength and endurance	Practical Activity: Student teachers work in small groups (teams) to discuss the tasks requirements for the sample game. They pair-share team understanding and then commence active implementation of their understanding		
		Stage 4 - 60 min	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.	Reflection : -Student teachers reflect by expressing what they thought they learned and then ask questions for clarification or to refine their understanding.		
			Connection : Tutors help student teachers to match what they have learned and match what they have learned to similar	Connection : Student teachers match/connect what they have learned to similar occurrence or encounters in the real world or across disciplines.		
			occurrences or encounters in life, real world or across disciplines. Application: Tutors help	Application : Student teachers express how they would use or apply what they have learned to impact self or others positively.		
			student teachers to think creatively in ways they can apply what they have learned to impact themselves, others or society.	Closure - Student teachers listen attentively and take notes.		
			Closure : Tutors summarize the purpose of the lesson			

	and assess the summaries of student teachers. Tutors state the focus of the next lesson on Practice of FEM Activities . Tutors additionally, reiterate the source(s)in the RequiredReferences					
	forfurther exploratory exercise to facilitate					
	understanding.					
Lesson assessments –	Reflection-Connection-Application.					
evaluation of learning: of, for						
and as learning within the	 Small Group Assignment (examine rationale, characteristics, match between FEM and NTC) 					
lesson (linking to learning outcomes)	NTS)					
Teaching Learning Resources	TLM for games fixtures (work together with student teachers. Include traditional					
	games)					
	Audio & Video recorder/player (to provide music accompanying physical					
	participation. Video capture for future analysis)					
	Cones, markers, whistles, stop watches, balls etc for play area setup					
Required Text (core)	 Cones, markers, whistles, stop watches, balls etc for play area setup Lund, Jacalyn Lea, and Deborah Tannehill. 2009. Standards-Based Physical Education Curriculum Development. Jones and Bartlett Publishers. Sudbury, Massachusetts Ghana Education Service (2019). Pre-tertiary curricular for Physical Education for basic schools: KG-JHS. MOE, Accra: National Council for Curriculum and Assessment (NaCCA). Ghana Education Service (2017). Physical education and Sports Implementation Guidelines. MOE, Accra: Ghana Education Service 					
Additional Reading List	 Corbin, C. B., Welk, G.J., Corbin, W. R. & Welk, K. A. (2008). Concepts of physical fitness: Active lifestyles for wellness (14th Ed). Boston: McGraw Hill. Siedentop, D. (2007). Introduction to physical education, fitness, and sport (6th ed.). Boston: McGraw-Hill. Siedentop, D., Mand, C. L., & Taggart, A. (1986). Physical education: Teaching and curriculum strategies for grades 5-12. Palo Alto, Calif: Mayfield Pub. Co. 					
CPD Needs	 Discuss key features of model How to organize the practical application and practice of the model How to align the PES content standards, the model and NTS (PD 7) Small group presentation (PD 4)) 					

Year of B.Ed.	2	Semester	1	Place of lesson in semester	0
					1 2 3 4 5 6 7 8 7 10 11 12

Title of Lesson	Practice of Fitness Education	Model (FEM) Activities	Lesson Duratio	on 3	hours			
Lesson description	Provides active participation relationship to NTS and PES		ty to identify disti	inct components	and			
Previous student teacher knowledge, prior learning (assumed) Possible barriers to learning in the lesson	 Student teachers have participated in a practical TGFU & SEM unit and has acquired knowledge about how to build a quality curriculum, curriculum development process and how standards have changed the rules for doing business in education. Student teachers understand curriculum concepts and can explain Bloom's taxonomy behavioural objectives. 1.Student teachers may have special educational needs. 2.Lack of adequate practical knowledge in physical fitness 							
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to- face ☑			e-learning opportunities ☑	Practicum			
Lesson Delivery – main Practical Work- active participation in the model and assessment practices associated with the model mode of delivery chosen to support student teachers in achieving the learning outcomes.								
 Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed 	 Purpose for the lesson, what you want the students to relationships between the model, the National Teaching Standards and PES conter standards. Also, to explore various ways of increasing regular participationin fitness and promote quality physical education An expanded version of the description. Write in full 							
Learning Outcome for the lesson, picked and developed from the course	Learning Outcomes	Learning Indicators	- core a inclusi diversi	y which cross-cu and transferable vity, equity and a ty. How will the sed or develope	skills, addressing se be			
specification • Learning indicators for each learning outcome	CLO8 Practically demonstrate knowledge and understanding of FEM under a variety of game/exercises focusing on aerobic capacity, muscular strength and endurance, bone strength and endurance, flexibility and balance. NTS 2c & 2d, NTECF p16, NaCCA 2,4,&5, PD 1,3,5&7	 LI.1. Practice FEM activit striking/fielding, ne invasion, and targe games contexts. LI.2. Conduct analysis of and chart relations NTS and PES Conte Standards 	ies in ethyses in the second secon	sessment skills, s d reflection. tical thinking and ving, nder issues; aptations for chil N diversity and in nical issues on ste ness	ocial skill problem dren with clusivity.			

Sub-topic	Stage/Time	0				
		Tutor Activity	Student Teacher Activity			
	Stage 1 - 15 min	Set Induction: Tutors set the tone for the lesson by stating what is to be learned and how it will be learned. Also, reflect on FEM model, PES Content Standards and NTS from the previous lecture.	Student teachers engage in reflective activity in small groups about FEM model, PES Content Standards and NTS They compare strengths and weaknesses in their charts and then pair-share with other groups to fine-tune their work.			
	Stage 2 – 105 min	Practical Activity : Tutors organize student teachers to practice of Fitness Education Model (FEM) Activities.	Practical Activity: Student teachers work in small groups (teams) to discuss the tasks requirements for the sample games for FEM. They pair-share team understanding and then commence active implementation of their understanding. Student teachers work in small groups to verify/authenticate the chart the developed from previous lesson comparing PES content standards and NTS to FEM and synthesized the degree of alignment.			
	Stage 3 - 60 min	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.	Reflection : -Student teachers reflect by expressing what they thought they learned and then ask questions for clarification or to refine their understanding.			
		Connection : Tutors help student teachers to match what they have learned and match what they have learned to similar occurrences or	Connection : Student teachers match/connect what they have learned to similar occurrence or encounters in the real world or across disciplines.			
		Application: Tutors help student teachers to think creatively in ways they can apply what they have learned	Application : Student teachers express how they would use or apply what they have learned to impact self or others positively.			
		to impact themselves, others or society.	Closure- Student teacherslisten attentively and take notes.			
		Closure : Tutors summarize the purpose of the lesson and assess the summaries of student teachers. Tutors state the focus of the next lesson on Organization and management of a traditional sports festival. Tutors additionally, reiterate				
		min Stage 2 – 105 min Stage 3 - 60	Stage 1 - 15 minSet Induction: Tutors set the tone for the lesson by stating what is to be learned and how it will be learned. Also, reflect on FEM model, PES Content Standards and NTS from the previous lecture.Stage 2 - 105 minPractical Activity: Tutors organize student teachers to practice of Fitness Education Model (FEM) Activities.Stage 3 - 60 minReflection - Connection- Application and Closure. Reflection: Tutors allow student teachers to think about what they have learned and allow them to express their "own" understanding.Connection: Tutors help student teachers to match what they have learned to similar occurrences or encounters in life, real world or across disciplines.Application: Tutors help student teachers to think creatively in ways they can apply what they have learned to impact themselves, others or society.Closure: Tutors summarize the purpose of the lesson and assess the summaries of student teachers. Tutors state the focus of the next lesson on Organization and management			

	RequiredReferences forfurther						
	exploratory exercise to						
	facilitate understanding.						
Lesson assessments –	Reflection-Connection-Application.						
evaluation of learning:	Small Group Work (analyse games and assess participation levels)						
of, for and as learning							
within the lesson							
(linking to learning							
outcomes)							
Teaching Learning	• Develop a chart to illustrate the relation between the goals and objectives of the FEM cation						
Resources	Chart the relationships between the FEM model, PES Content Standards requirements for PA						
	• Mode of assessment of performance in adaptations of FEM model (to identify adaptations that						
	promote organized sport participation and physical fitness and active play)						
Required Text (core)	Lund, Jacalyn Lea, and Deborah Tannehill. 2009. Standards-Based Physical Education Curriculum						
	Development. Jones and Bartlett Publishers. Sudbury, Massachusetts						
	Ghana Education Service (2019). Pre-tertiary curricular for Physical Education for basic schools: KG-						
	JHS. MOE, Accra: National Council for Curriculum and Assessment (NaCCA).						
	Ghana Education Service (2017). Physical education and Sports Implementation Guidelines. MOE,						
	Accra: Ghana Education Service						
Additional Reading List	Siedentop, D., Mand, C. L., & Taggart, A. (1986). Physical education: Teaching and curriculum						
	strategies for grades 5-12. Palo Alto, Calif: Mayfield Pub. Co.						
	Siedentop, D. (2007). Introduction to physical education, fitness, and sport (6th ed.). Boston:						
	McGraw-Hill.						
	Corbin, C. B., Welk, G.J., Corbin, W. R. & Welk, K. A. (2008). <i>Concepts of physical fitness: Active</i>						
	lifestyles for wellness (14th Ed). Boston: McGraw Hill.						
CPD Needs	How to organize the practice of the model						
	 Helping student teachers to select fitness items based on WHO recommendations 						
	Chart the relationships between the FEM, model NTS and PES Content Standards						
	TLM for performance record monitoring						

Year of B.Ed. 2	Semester 1	Place	of lesson ir	semester	1234567	8 9 10 11 12			
					I				
Title of Lesson	-	Organization and management of a traditional sports Lesson Duration 3 hours							
Lesson description		festival I Provides opportunity for student teachers to identify various activities, that meet requirements							
	for active health,	-		-			-		
	successfully.								
Previous student teacher	Student teachers				-		•		
knowledge, prior learning (assumed)	knowledge about standards have ch								
(assumed)	curriculum concer	-		-			sunderstand		
Possible barriers to learning	1. Student teache								
in the lesson	2. Lack of familiar	ity with som	e tradition	al sports					
Lesson Delivery – chosen to	Face-to-face 🗹	Practical	Work-	Seminars	Independent	e-learning	Practicum		
support students in		Activity	Based		Study⊠	opportunitie	s 🗹		
achieving the outcomes	Dractical Marks		Leaning	o overt/fest	ival and access		accociated		
Lesson Delivery – main mode of delivery chosen to	Practical Work- ac with the event	Live particip	bation in th	e event/test	ival and assess	ment practices	associated		
support student teachers in	with the event								
achieving the learning									
outcomes.									
• Purpose for the lesson,	To create an enab	-				•			
what you want the	implementation o		-	-	-				
students to achieve,	address the relation	-	veen the fe	estival, the N	lational Teachir	ng Standards an	d PES		
serves as basis for the learning outcomes. An	content standards								
expanded version of									
the description.									
• Write in full aspects of									
the NTS addressed									
Learning Outcome for						lentify which c	-		
the lesson, picked and						sues - core and			
developed from the course specification	Learning Outcom	es	Learning Indicators			kills, inclusivity ddressing diver			
Learning indicators for						addressing diversity. How will these be addressed or			
each learning outcome					d	eveloped.			
	CLO9 Practically			rk in small gr		• Social skills,			
	demonstrate know	-		ntify activitie		communicat	on skills and		
	understanding of		-	organize a sports festival		honesty.			
	management and administration of		with a clear focus to			critical thinking and			
	events/festival an	-	increase PA levels by promoting organized			problem solvcultural and	-		
	the global require			orts participa		and collabora			
	aerobic strength a			duct the eve	10	 Gender issue 			
	endurance, muscu		and track performance			 adaptations 	-		
	strength and end		records of participants.			with SEN div			
	bone strength and			yze the festi		inclusivity			
	endurance, flexibi balance.	inty and		art relationsh d PES Conter					
	NTS 2c & 2d, NTE	CF p16.		ndards	11				
	NaCCA 2, 4 & 5, PE	-							
	7								

Торіс	Sub-topic Stage/Time		Teaching and learning activities to achieve learning o depending on delivery mode selected. Teacher led, collaborative group work or independent study			
Organization and			Tutor Activity	ependent study Student Teacher Activity		
management of a traditional sports festival I		Stage 1 – 15 min	Set Induction : Tutors set the tone for the lesson by stating what is to be learned and how it will be learned.	Student teachers listen attentively and take notes		
		Stage 2 – 115 min	Practical Activity : Tutors help student teachers to organize and manage a traditional sports festivalusing combinations of the curriculum models they learned.	Practical Activity : Tutors help student teachers engage in organization and management of a traditional sports festival in teams		
		Stage 3 - 60 min	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.	Reflection : -Student teachers reflect by expressing what they thought they learned and then ask questions for clarification or to refine their understanding.		
			Connection : Tutors help student teachers to match what they have learned and match what they have learned to similar occurrences or encounters in life, real world or across disciplines.	Connection : Student teachers match/connect what they have learned to similar occurrence or encounters in the real world or across disciplines.		
			Application : Tutors help student teachers to think creatively in ways they can apply what they have learned to impact themselves, others or society.	Application : Student teachers express how they would use or apply what they have learned to impact self or others positively.		
			Closure : Tutors summarize the purpose of the lesson and assess the summaries of student teachers. Tutors state the focus of the next lesson on traditional sports festival II . Tutors additionally, reiterate the source(s)in the RequiredReferences forfurther exploratory exercise to facilitate understanding.	Closure- Student teacherslisten attentively and take notes		
Lesson assessments – evaluation of learning: of, for and as learning within the lesson (linking to learning outcomes)		ection-Connection-/ Il Group Assignmen	Application.	ı		
Teaching Learning Resources	Olyn • Scor	Olympics • Score sheets				

Required Text (core)	Lund, Jacalyn Lea, and Deborah Tannehill. 2009. Standards-Based Physical Education Curriculum							
	Development. Jones and Bartlett Publishers. Sudbury, Massachusetts							
	Ghana Education Service (2019). Pre-tertiary curricular for Physical Education for basic s							
	<i>KG-JHS. MOE</i> , Accra: National Council for Curriculum and Assessment (NaCCA).							
	Ghana Education Service (2017). Physical education and Sports Implementation Guidelines.							
	MOE, Accra: Ghana Education Service							
Additional Reading List	Corbin, C. B., Welk, G.J., Corbin, W. R. & Welk, K. A. (2008). Concepts of physical fitness: Active							
	lifestyles for wellness (14th Ed). Boston: McGraw Hill.							
	Siedentop, D. (2007). Introduction to physical education, fitness, and sport (6th ed.). Boston:							
	McGraw-Hill.							
	Siedentop, D., Mand, C. L., & Taggart, A. (1986). Physical education: Teaching and curriculum							
	strategies for grades 5-12. Palo Alto, Calif: Mayfield Pub. Co.							
CPD Needs	Selection of traditional sports							
	Officiating and record keeping							
	Model integration							

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

Title of Lesson	Organization and management of a traditional sports Lesson Duration 3 hours festival II						
Lesson description	Student teachers organize and administer a traditional sports festival using combinations of curriculum models.						
Previous student teacher knowledge, prior learning (assumed) Possible barriers to learning in the lesson	 Student teachers have participated in a practical TGFU, SEM & FEM unit and has acquired knowledge about how to build a quality curriculum, curriculum development process and how standards have changed the rules for doing business in education. Student teachers understand curriculum concepts and can explain Bloom's taxonomy behavioural objectives. Student teachers may have special educational needs. Lack of familiarity with some traditional sports 						
Lesson Delivery – chosen to support students in	Face-to-face Practical Work- Seminars Independent e-learning Practical ☑ Activity ☑ Based Study ☑ opportunities ☑						
achieving the outcomes Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.							
 Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed 		and to addres	s the relati	-	orts festival org	anization and , the National Te	aching
 Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	Learning Outc	omes	Lea	rning Indicat	ors	Identify which of issues - core and transferable ski inclusivity, equi addressing dive will these be ad developed.	d lls, ty and rsity. How
	CLO9 Practically demonstrate knowledge and understanding of management and administration of sports events/festival and to meet the global requirements for aerobic strength and endurance, muscular strength and endurance, bone strength and endurance, flexibility and balance. NTS 2c & 2d, NTECF p16, NaCCA 2, 4 & 5, PD 1,2,3,5& 7		ng of tion to ss h th d LI.2	 LI.1. Work in small groups to identify activities to organize a sports festival with a clear focus to increase PA levels by promoting organized sports participation. LI.2. Conduct the event/festival and track performance records of participants. LI.3.write a report covering the organization and management of the festival. Reflect – Connect and Apply 		 Social skills, communication skillsand honesty. critical thinking and problem solving, cultural and civic literacy, and collaboration Gender issues; SEN adaptations for children with SEN diversity and inclusivity. ethical issues on stereotyping in music and PE 	

Торіс	Sub-topic	Stage/Time	Teaching and learning activities to achieve learning outcomes: depending on delivery mode selected. Teacher			
Organization and			led, collaborative group work of	Student Teacher Activity		
management of a traditional sports festival II		Stage 1 – 15 min	Tutor ActivitySet Induction: Tutors set the tone for the lesson by stating what is to be learned and how it will be learned.	Student teachers listen attentively and take notes		
		Stage 2 – 115 min	Practical Activity: Tutors serve as resource person as student teachers organize themselves and continue with the traditional sports festivalusing combinations of the curriculum models they learned.	Practical Activity : Student teachers engage in organization and management of the traditional sports festival in their teams.		
		Stage 3 - 60 min	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.	Reflection : -Student teachers reflect by expressing what they thought they learned and then ask questions for clarification or to refine their understanding.		
			Connection: Tutors help student teachers to match what they have learned and match what they have learned to similar occurrences or encounters in life, real world or across disciplines. Application: Tutors help student teachers to think	Connection : Student teachers match/connect what they have learned to similar occurrence or encounters in the real world or across disciplines.		
			creatively in ways they can apply what they have learned to impact themselves, others or society. Closure : Tutors summarize the purpose of the lesson and	Application: Student teachers express how they would use or apply what they have learned to impact self or others positively.		
			assess the summaries of student teachers. Tutors state the focus of the next lesson on traditional sports festival II . Tutors additionally, reiterate the source(s)in the RequiredReferences forfurther exploratory exercise to facilitate understanding. -Tutors task student teachers to develop reflective notes	Closure - Student teacherslisten attentively and take notes		
			based upon the course lessons completed to date for the overall "reflect-connect-apply" summary in the next lesson			

Lesson assessments –	1 Reflection-Connection-Application.					
evaluation of learning: of,	2 Small Group Assignment					
for and as learning within	3. Think-Pair-share					
the lesson (linking to	4. Active participation in discussions					
learning outcomes)						
Teaching Learning Resources	1. TLM for games fixtures to be developed by student teachers to use during the traditional					
	Olympics					
	2. Score sheets					
	3. Cones, markers, whistles, stop watches, tape measure, etc.					
Required Text (core)	Lund, Jacalyn Lea, and Deborah Tannehill. 2009. Standards-Based Physical Education Curriculum					
	Development. Jones and Bartlett Publishers. Sudbury, Massachusetts					
	Ghana Education Service (2019). Pre-tertiary curricular for Physical Education for basic schools:					
	KG-JHS. MOE, Accra: National Council for Curriculum and Assessment (NaCCA).					
	Ghana Education Service (2017). Physical education and Sports Implementation Guidelines. MOE,					
	Accra: Ghana Education Service					
Additional Reading List	Corbin, C. B., Welk, G.J., Corbin, W. R. & Welk, K. A. (2008). Concepts of physical fitness: Active					
	lifestyles for wellness (14th Ed). Boston: McGraw Hill.					
	Siedentop, D. (2007). Introduction to physical education, fitness, and sport (6th ed.). Boston:					
	McGraw-Hill.					
	Siedentop, D., Mand, C. L., & Taggart, A. (1986). Physical education: Teaching and curriculum					
	strategies for grades 5-12. Palo Alto, Calif: Mayfield Pub. Co.					
CPD Needs	 reflection and assessment of Festival 1 from the previous lesson 					
	Review CPD needs from previous lesson (including assessment of selected traditional					
	sports, record keeping and officiating					

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

Title of Lesson	Curriculu	m evaluation		Le	Lesson Duration		3 hours	
Lesson description	Provides opportunities for curriculum evaluation and how you can keep your curriculum dynamic- so that, it is not business as usual using dynamic tools such as NASPE, STARS and PECAT.							
Previous student teacher knowledge, prior learning (assumed) Possible barriers to	Student teachers have participated in a practical TGFU, SEM, FEM & Sport festival event and has acquired knowledge about how to build a quality curriculum, curriculum development process and how standards have changed the rules for doing business in education. Student teachers understand curriculum concepts and can explain Bloom's taxonomy of behavioural objectives. Student teachers may have special educational needs Lack of familiarity with available (contemporary) resources for evaluation							
learning in the lesson Lesson Delivery – chosen to support students in achieving the outcomes	Face- to-face	Practical Activity	Work- Based Leaning	Seminars	Independent Study	e-learning opportunities	Practicum ☑	
 Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes. Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed 	 Class Discussion- to introduce new topics and engage student teachers in small groupworl presentations Individualized Project- use one of the 3 instruments to analyse a basic school curriculum Small Group Presentation/Discussion: Engage in presentations and discussions to demons knowledge and understanding of the curriculum evaluation process. To engage student teachers in the evaluation process in PES curriculum and to actively administer an instrument. 					ulum emonstrate		
 Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for 	and Learning Outcomes for Learning Indicators Learning Indicators Learning Indicators Learning Indicators diversity. How will these be addressed or developed.					ransferable skill , equity and ado How will these b	s, Iressing	
each learning outcome						reflection oblem ties; in with SEN y, in PES		
Торіс	Sub- topic Stage/Time Teaching and learning activities to achieve learning outcome depending on delivery mode selected. Teacher led, collabor group work or independent study							
Curriculum evaluation		Stage 1 - 15 min	Teacher Activit Set Induction: T student-teache previously discu models and how physical educat standards and r standards.	Futors help rs to reflect ussed curricu w they align ion content	on teachers ulum activity i with curriculu align wit ching content	Activity oup Work: Stud s engage in refle n small groups a im models and h h physical educa Standards and t standards	ctive bout now they ation	

Stage 2 – 20 min	 Tutors provide overview of what's to be learned and how it will be learned. Discussion: Tutors facilitate discussion to explore the meaning of evaluation, the purposes of evaluation and what constitutes good evaluation in physical education and sport. 	Student teachers compare their work and then pair-share with other groups to fine-tune their work Small Group Work : Student teachers listen attentively, and they explore various meanings of evaluation and identify the characteristics that constitute good evaluation.
Stage 3 – 30 min	Discussion : Tutors facilitate discussion to answer the following questions- When should you evaluate? How should you evaluate?	Small Group Work: Student teachers participate in the discussion in small groups and compare answers to the questions raised. They pair-share team understanding with other groups and then refine their understanding for class presentation.
Stage 4 – 30 min	Discussion: Tutors will facilitate discussion on indirect measure of program effectiveness (e.g., participation in after school and non-school programs, attendance and fitness levels).	Reflection : Student teachers reflect on several ways of generating key elements for program effectiveness particularly, those that connect/relate to physical activity levels of children. They pair-share following reflection to harmonize the key program effectiveness indicators.
Stage 5 – 40 min	Discussion: Tutors will facilitate discussion on resources for curriculum evaluation (e.g., Physical Education Curriculum Analysis Tool [PECAT], NASPE&STARS program). Student teachers will use these tools while enrolled in the next course(Policy Documents and Syllabus Analysis)- Year 2 Semester 2	Data Collection : Student teachers work in small groups to discuss analytic tools(e.g., Physical Education Curriculum Analysis Tool [PECAT], NASPE&STARS program)to evaluate a basic education level PES program while enrolled in the next course(Policy Documents and Syllabus Analysis)- Year 2 Semester 2
Stage 3 - 50 min	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.	Reflection : -Student teachers reflect by expressing what they thought they learned and then ask questions for clarification or to refine their understanding.
	Connection : Tutors help student teachers to match what they have learned and match what they have learned to similar occurrences or encounters in life, real world or across disciplines.	Connection: Student teachers match/connect what they have learned to similar occurrence or encounters in the real world or across disciplines. Application: Student teachers express what they can do with the
	Application : Tutors help student teachers to think creatively in ways they can apply what they have learned to	results from evaluation and how they would use or apply what they have learned to impact self or others positively.

	impact ther	nselves, others or				
	-	, what to do with	Student teachers listen attentively			
		evaluation?)	and take notessummaries.			
		,				
	Closure/Ov	Closure/Overall Summary:				
	Tutors sum	marize the purpose				
	of the lesso	n, assess the				
	summaries	of student teachers				
	andreiterat	e the source(s) in the				
	RequiredRe	RequiredReferences for further				
		exercise to facilitate				
	understand	-				
	-	student teachers to				
		ne course lesson				
		pics as a whole and				
	help them t					
		s/subtopics and the as well as how they				
		what they have				
		m the course to the				
	real world.					
		nds student teachers				
	that the ana	alytic tools(e.g.,				
		ucation Curriculum				
	Analysis To					
	NASPE&STARS program) shall					
	be used practically to evaluate a					
	basic education level PES					
	program while enrolled in the					
		next course(Policy Documents				
	-	s Analysis)- Year 2				
	Semester 2					
Lesson assessments – evaluation of learning: of,	 Program evaluation Beflection-Connection-Application 					
for and as learning within	Reflection-Connection-Application.Small Group Assignment					
the lesson (linking to	 Think-Pair-share 					
learning outcomes)	 Active participation in discussions 					
Teaching Learning	 Physical Education Curriculum Analysis Tool [PECAT], NASPE&STARS program 					
Resources						
Required Text (core)	Ghana Education Service (2019). Pre-tertiary curricular for Physical Education for basic schools:					
	KG-JHS. MOE, Accra: National Council for Curriculum and Assessment (NaCCA).					
	Ghana Education Service (2017). Physical education and Sports Implementation Guidelines.					
	MOE, Accra: Ghana Education Service					
	Lund, Jacalyn Lea, and Deborah Tannehill. 2009. Standards-Based Physical Education Curriculum					
Additional Reading List	Development. Jones and Bartlett Publishers. Sudbury, Massachusetts					
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	Siedentop, D., Mand, C. L., & Taggar					
	strategies for grades 5-12. F		-			
	Siedentop, D. (2007). Introduction to					
	McGraw-Hill.		-			
CPD Needs	• Contemporary resources for pro	gram evaluation				
	✓ NASPE					
	✓ STARS and					
	✓ PECAT					
	 Physical activity key indicators a 	s indirect measure for	program effectiveness(PD 5)			