

YEAR 2

SEMESTER 1

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, NTECF, National Teacher Education & Assessment Policy and the National Teacher Education Gender Equality and Social Inclusion (GESI) Strategy and Action Plan. This will help to ensure that student teachers learning is integrated within the wider teacher education policy framework.

Professor Mohammed Salifu Director General, Ghana Tertiary Education Commission

ACKNOWLEDGEMENTS

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

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

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

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

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

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

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

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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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 name	PE curriculum and organization of school sport				
Pre-requisite	Intersection of Physical Activity, Sport, Music and Dance				
Course Level	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 course by 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:

- 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).
- 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 models and 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)

CLO1 Demonstrate knowledge and understanding of the curriculum development and lesson planning processes in physical education and sport as well as the conceptual framework for increasing overall

6. Learning Indicators (LI)

- LI.1 Explore and compare different definitions of curriculum and their supporting philosophies.
- LI.2 Create "own" definition of curriculum based on exploration of various definitions and their underlying philosophies.

physical activity PES Ghana Education Service: GESPESIG pg. 6-7, NTS 2c & 2d, NTECF p16, NaCCA-PE 4: B1- B6- , PD 1,3,4,5,& 7	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).
CLO2 Demonstrate knowledge and understanding of PE and Sport models including Teaching Games for Understanding, Sports Education, Fitness Education, Concepts and Traditional Olympics Games NTS 2c & 2d, NTECF p16 NaCCA-PE 2 &4 : B1- B6, PD 1,3,4,5 & 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 LI.3 Build a teaching portfolio containing materials such as lesson plans, records of physical activity and sports participation and child study/action research report, etc.
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 & 7	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 literacy LI.2demonstrate ability to develop fixtures, organize and implement a sport festival in school.

7. Course Content

Unit	Topic	Sub-topic (if any)	Teaching and learning activity to achieve the learning outcomes
1	Curriculum development and lesson planning processes	1. Defining curriculum 2. Philosophy& beliefs 2. Beliefs 3. Goals and objectives-bloom’s taxonomy [Refer to the revision by Krathwohl (2002)] 4.Time available for instruction 5. Selection and prioritization of content 6. Sequencing content across grade levels 6. Conceptual framework for PES	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)
2	PE and Sports Curriculum Models	1. Sports Education model 2. Fitness Education model 3. Concepts model 4. Traditional Olympics Games model	Analysis and Reflection: Analyse strengths and 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	1. Identify safe environments for sports and physical activity 2. Managing resources including other teachers and community activists as well as parents 3. Provision for adapted sportsperformance	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 for sport events 2. Tournament fixtures- round robin, single elimination and double elimination	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)
5	Teaching Portfolio for PES	1. Recording sheets 2. Skills/Fitness data	Continuing development of portfolio: Include all organizational/planning materials. For example;

		3. Measuring/Assessment instrument 4. Adapted physical activities 5. 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 models		3:30 – 5:30 sessions. This is an off the classroom training for at least 2 hours a day for three days in a week.

8. Teaching and Learning Strategies

- a) The **course** will be taught in a one-three-hour session in each week. Every 3-hour session in a week should be taught to 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] contact hours per week.
- 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

PROJECT DESCRIPTION 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 a 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 (GESPE SIG, 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 d At 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 d At 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 2d At 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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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.

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

1. 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)

LESSON 1

Year of B.Ed.	2	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	Curriculum development concepts& transition to specialism				Lesson Duration	3 hours	
Lesson description	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)						
Previous student teacher knowledge, prior learning (assumed)	Student teachers understand the relationship between dance patterns and health-related physical fitness. They also understand how physical activity (including dance) and music communicate social and personal skill.						
Possible barriers to learning in the lesson	<ol style="list-style-type: none"> 1. Student teachers may have special educational needs. 2. Adaptations for children with SEN diversity and inclusivity 3. Student teachers may have limited knowledge about the discipline and career opportunities 						
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face <input checked="" type="checkbox"/>	Practical Activity <input checked="" type="checkbox"/>	Work-Based Learning	Seminars	Independent Study <input checked="" type="checkbox"/>	e-learning opportunities <input checked="" type="checkbox"/>	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	<p>Class Discussion- Introduce new topics and engage student teachers in small groupwork and presentations pertaining to curriculum development concepts and explore pathways in the physical education and sport enterprise</p> <p>Individualized Project- Develop own physical education sport philosophy based on beliefs and contextual influences</p> <p>Small Group Presentation/Discussion: Engage in presentations and discussions to demonstrate knowledge and understanding of the curriculum goals and objectives,</p>						
<ul style="list-style-type: none"> • Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. • Write in full aspects of the NTS addressed 	<ol style="list-style-type: none"> 1. To explore standards-based curriculum development concepts including goals, objectives, principles and supporting philosophies, and pathways in the physical education and sport enterprise 						
<ul style="list-style-type: none"> • Learning Outcome for the lesson, picked and developed from the course specification • Learning indicators for each learning outcome 	<p>Learning Outcomes</p> <p>CLO1 Demonstrate knowledge and understanding of the concepts and principles of curriculum development and lesson planning processes in physical education and sport as well as the conceptual framework for increasing overall physical activity PES Ghana Education Service: GESPESIG pg. 6-7, NTS 2c & 2d, NTECF p16, NaCCA 4: B1-B6, PD 1,2,3,5,& 7</p>	<p>Learning Indicators</p> <p>LI.1 Explore and compare different definitions of curriculum and their supporting philosophical.</p> <p>LI.2 Create “own” definition of curriculum based on exploration of various definitions and their underlying philosophies.</p> <p>LI.3 Explain Bloom’s taxonomy [Refer to the revision by Krathwohl (2002)] as it applies to curriculum goals and objectives</p> <p>LI.4 Explain various curriculum concepts and principles</p>	<p>Identify which cross-cutting issues - core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed.</p> <ul style="list-style-type: none"> • Assessment skills, social skills, communication skills, reflection and honesty. • critical thinking and problem solving, • cultural and civic literacy, innovation and collaboration • Gender issues; SEN (therapeutic); • adaptations for children with SEN diversity and inclusivity, in PEMD • information literacy, • ethical issues on stereotyping in music and PE 				

Topic	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	<p>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.</p> <ul style="list-style-type: none"> 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. 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. 	<p>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.</p> <ul style="list-style-type: none"> Student teachers listen attentively and take notes.
		Stage 2 - 30 min	<p>Presentation: Tutors explain various curriculum concepts and principles and help student teachers to explore and compare various definitions of curriculum and their supporting philosophies.</p> <p>Discussion: Tutors discuss Bloom’s taxonomy and behavioural objectives as it applies to curriculum goals and objectives.</p>	<p>Small Group Work: Student teachers listen attentively, take notes, state “own” understanding of curriculum and then share with others in small groups.</p> <p>Small Group Work: Student teachers listen attentively, take notes and discuss Bloom’s taxonomy in small groups and how it applies to statement of curriculum goals and objectives.</p>
		Stage 3 - 40 min	<p>Discussion: Tutors help student teachers to write curriculum goals and objectives as a step in creating an enabling environment for practice.</p>	<p>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.</p>
		Stage 4 - 60 min	<p>Reflection – Connection- Application and Closure.</p> <p>Reflection: Tutors allow student teachers to think about what they have learned and allow them to express their “own” understanding.</p> <p>Connection: Tutors help student teachers to match what they have</p>	<p>Reflection: -Student teachers reflect by expressing what they thought they learned and then ask questions for clarification or to refine their understanding.</p> <p>Connection: Student teachers match/connect what they have learned to similar</p>

			<p>learned to similar occurrences or encounters in life, real world or across disciplines.</p> <p>Application: Tutors help student teachers to think creatively in ways they can apply what they have learned to impact themselves, others or society.</p> <p>Closure: Tutors summarize the purpose of the lesson and assess the summaries of student teachers. Tutors state the focus of the next lesson on curriculum development process. Tutors additionally, reiterate the source(s) in the</p> <p>RequiredReferences for further exploratory exercise to facilitate understanding.</p>	<p>occurrence or encounters in the real world or across disciplines.</p> <p>Application: Student teachers express how they would use or apply what they have learned to impact self or others positively.</p>
Lesson assessments – evaluation of learning: of, for and as learning within the lesson (linking to learning outcomes)	<ol style="list-style-type: none"> 1. Reflection-Connection-Application 2. Think-Pair-Share in small groups 			
Teaching Learning Resources	<ol style="list-style-type: none"> 1. TLM for the revised Bloom’s taxonomy 2. TLM for the original Bloom’s taxonomy 3. Chart of various definitions of curriculum 4. Task cards containing various goals and objectives 			
Required Text (core)	<p>Ghana Education Service (2019). <i>Pre-tertiary curricular for Physical Education for basic schools: KG-JHS</i>. MOE, Accra: National Council for Curriculum and Assessment (NaCCA).</p> <p>Ghana Education Service (2017). <i>Physical education and Sports Implementation Guidelines</i>. MOE, Accra: Ghana Education Service</p> <p>Krathwohl, D. R. (2002) A Revision of Bloom’s Taxonomy. (PDF) in <i>Theory into Practice</i>. V 41. #4. Autumn, 2002. Ohio State University. Retrieved @Wilson’s PDF anderson-and-krathwohl-revised-10-2016 and http://thesecondprinciple.com/wp-content/uploads/2014/01/Example-of-using-revised-taxonomy.pdf</p> <p>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.</p>			
Additional Reading List	<p>Corbin, C. B., Welk, G.J., Corbin, W. R. & Welk, K. A. (2008). <i>Concepts of physical fitness: Active lifestyles for wellness (14th Ed)</i>. Boston: McGraw Hill.</p> <p>Siedentop, D. (2007). <i>Introduction to physical education, fitness, and sport (6th ed.)</i>. Boston: McGraw-Hill.</p>			
CPD Needs	<p>Key features of curriculum models including;</p> <ol style="list-style-type: none"> 1. Practical work on active participation with curriculum development concepts 2. Practical work on developing TLMs for the various versions of the Blooms’ Taxonomy 3. Questions for Reflection, Connect and Apply 4. Small group presentation(PD 4) 			

LESSON 2

Year of B.Ed.	2	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	The curriculum development process				Lesson Duration	3 hours	
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 teacher knowledge, prior learning (assumed)	Student teachers understand curriculum concepts and can explain Bloom's taxonomy behavioural objectives						
Possible barriers to learning in the lesson	<ul style="list-style-type: none"> • 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 – chosen to support students in achieving the outcomes	Face-to-face <input checked="" type="checkbox"/>	Practical Activity <input checked="" type="checkbox"/>	Work-Based Learning	Seminars	Independent Study	e-learning opportunities	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	<p>Presentation & Small Group Discussion: Tutors present rationale for standards-based curriculum and engage student teachers in small groups to discuss factors that influence curriculum development</p> <p>Practical Activity: Engage students in calculation of time available for instruction, content selection and prioritization, and sequencing of content across levels of learning</p>						
<ul style="list-style-type: none"> • Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. • Write in full aspects of the NTS addressed 	To introduce student teachers to the standards-based approach to curriculum development, the factors that influence curriculum and how planning differs for traditional and standards-based curricula.						
<ul style="list-style-type: none"> • Learning Outcome for the lesson, picked and developed from the course specification • Learning indicators for each learning outcome 	Learning Outcomes	Learning Indicators			Identify which cross-cutting issues - core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed.		
	CLO1 Demonstrate knowledge and understanding of the concepts and principles of curriculum development and lesson planning processes in physical education and sport as well as the conceptual framework for increasing overall physical activity PES Ghana Education Service: GESPESIG pg. 6-7, NTS 2c & 2d, NTECF p16, NaCCA 4: B1- B6, PD 1,2,3,5,& 7	LI.5 Examine the rationale for standards-based curriculum and the triggers for educational reform LI.6 Explore the factors that influence curriculum development (e.g., societal, mobility, time and accountability) LI.7 Calculate time available for instruction, select and prioritize content, sequence content across classes- to reveal the efficacy the basic school curriculum LI.8 Analyse the conceptual framework for increasing overall physical activity through PES classes(GESPESIG pg. 6-7).	<ul style="list-style-type: none"> • Assessment skills, social skills, communication skills, reflection and honesty. • critical thinking and problem solving, • cultural and civic literacy, innovation and collaboration • Gender issues; SEN (therapeutic); • adaptations for children with SEN. diversity and inclusivity, in PES • information literacy, • ethical issues on stereotyping in music and PE 				

Topic	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	
			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 teachers discuss 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 the basic 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. 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.	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. Closure: -Student teachers listen 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 for further exploratory exercise to facilitate understanding.	
Lesson assessments – evaluation of learning: of, for and as learning within the lesson (linking to learning outcomes)	<ul style="list-style-type: none"> • Reflection-Connection-Application. • Small Group Assignment involving calculation and matching content versus time • Think-Pair-share • Active participation in discussions 			
Teaching Learning Resources	<ul style="list-style-type: none"> • TLM chart showing reasons and justification for a standards-based curriculum • TLM chart showing the conceptual framework that underpin the basic school curriculum • Questions for Reflect, Connect & Apply 			
Required Text (core)	<p>Lund, Jacalyn Lea, and Deborah Tannehill. 2009. <i>Standards-Based Physical Education Curriculum Development</i>. Jones and Bartlett Publishers. Sudbury, Massachusetts</p> <p>Ghana Education Service (2019). Pre-tertiary curricular for Physical Education for basic schools: KG-JHS. MOE, Accra: National Council for Curriculum and Assessment (NaCCA).</p> <p>Ghana Education Service (2017). Physical education and Sports Implementation Guidelines. MOE, Accra: Ghana Education Service</p>			
Additional Reading List	<p>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.</p> <p>Siedentop, D. (2007). Introduction to physical education, fitness, and sport (6th ed.). Boston: McGraw-Hill.</p> <p>Siedentop, D., Mand, C. L., & Taggart, A. (1986). Physical education: Teaching and curriculum strategies for grades 5-12. Palo Alto, Calif: Mayfield Pub. Co.</p>			
CPD Needs	<ul style="list-style-type: none"> • 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) 			

LESSON 1

Year of B.Ed.	2	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	Curriculum value orientations and Standards				Lesson Duration	3 hours	
Lesson description	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 teacher knowledge, prior learning (assumed)	Student teachers have acquired knowledge about the Basic school curriculum framework Student teachers understand curriculum concepts and can explain Bloom’s taxonomy behavioural objectives.						
Possible barriers to learning in the lesson	1. Student teachers may have special educational needs. 2. Adaptations for children with SEN diversity and inclusivity 3. Lack of grounding in values and beliefs for good citizenship						
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face <input checked="" type="checkbox"/>	Practical Activity	Work-Based Learning	Seminars	Independent Study <input checked="" type="checkbox"/>	e-learning opportunities <input checked="" type="checkbox"/>	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	Presentation- introduce value orientations Small Group Discussion- discuss strengths and weaknesses of value orientations; PES content standards and how they align with the National Teaching Standards (refer to the strand for PES which targets the physical literacy)						
<ul style="list-style-type: none"> Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed 	To explore value orientations, the National Teaching Standards and PES content standards and to help them to unpack the NTS in relation to PES content standards.						
<ul style="list-style-type: none"> Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	Learning Outcomes	Learning Indicators			Identify which cross-cutting issues - core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed.		
	CLO2 Demonstrate knowledge and understanding of curriculum value orientations, the National Teaching Standards and how it would look like to unpack the standards. Align PES content standards with the National Teaching Standards. Ghana Education Service: GESPESIG pg. 6-7, NTS 2c & 2d, NTECF p16, NaCCA 2 & 4: B1-B6, PD 1,2,3,5 & 7	LI.1 Compare strengths and weaknesses of two value orientations and share in a small group in class. LI.2. Identify and explain at least two characteristics of the physically literate learner. LI.3. Contrast PES content standards with those in the NTS and synthesize the level of alignment			<ul style="list-style-type: none"> Assessment skills, social skill and reflection. critical thinking and problem solving, Gender issues; adaptations for children with SEN diversity and inclusivity. ethical issues on stereotyping fitness 		

Topic	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
Curriculum value 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 discuss 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	<p>Reflection – Connection-Application and Closure.</p> <p>Reflection: Tutors allow student teachers to think about what they have learned and allow them to express their “own” understanding.</p> <p>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.</p> <p>Application: Tutors help student teachers to think creatively in ways they can apply what they have learned to impact themselves, others or society.</p> <p>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 Understanding curriculum model. Tutors additionally, reiterate the source(s) in the RequiredReferences for further exploratory exercise to facilitate understanding.</p>	<p>Reflection: -Student teachers reflect by expressing what they thought they learned and then ask questions for clarification or to refine their understanding.</p> <p>Connection: Student teachers match/connect what they have learned to similar occurrence or encounters in the real world or across disciplines.</p> <p>Application: Student teachers express how they would use or apply what they have learned to impact self or others positively.</p> <p>-Student teachers listen attentively and take notes</p>

Lesson assessments – evaluation of learning: of, for and as learning within the lesson (linking to learning outcomes)	<ul style="list-style-type: none"> • Reflection-Connection-Application. • Small Group Assignment • Think-Pair-share • Active participation in discussions
Teaching Learning Resources	<ul style="list-style-type: none"> • TLM for the characteristics of a physically literate individual • TLM for unpacking content standards,
Required Text (core)	<p>Lund, Jacalyn Lea, and Deborah Tannehill. 2009. <i>Standards-Based Physical Education Curriculum Development</i>. Jones and Bartlett Publishers. Sudbury, Massachusetts</p> <p>Ghana Education Service (2019). <i>Pre-tertiary curricular for Physical Education for basic schools: KG-JHS</i>. MOE, Accra: National Council for Curriculum and Assessment (NaCCA).</p> <p>Ghana Education Service (2017). <i>Physical education and Sports Implementation Guidelines</i>. MOE, Accra: Ghana Education Service</p>
Additional Reading List	<p>Corbin, C. B., Welk, G.J., Corbin, W. R. & Welk, K. A. (2008). <i>Concepts of physical fitness: Active lifestyles for wellness (14th Ed)</i>. Boston: McGraw Hill.</p> <p>Siedentop, D. (2007). <i>Introduction to physical education, fitness, and sport (6th ed.)</i>. Boston: McGraw-Hill.</p> <p>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.</p>
CPD Needs	<ul style="list-style-type: none"> • The characteristics of a physically literate individual • Assessing value orientation (PD 7) • Contrast PES content standards with those in the NTS (small group work- PD 4)

LESSON 4

Year of B.Ed.	2	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	Teaching games for understanding curriculum model				Lesson Duration	3 hours	
Lesson description	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 teacher knowledge, prior learning (assumed)	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 to learning in the lesson							
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face <input checked="" type="checkbox"/>	Practical Activity	Work-Based Learning	Seminars	Independent Study <input checked="" type="checkbox"/>	e-learning opportunities <input checked="" type="checkbox"/>	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	<p>Class Discussion- to introduce new topics and engage student teachers in small groupwork and presentations</p> <p>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 Teaching Games for Understanding Model</p>						
<ul style="list-style-type: none"> Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed 	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.						
<ul style="list-style-type: none"> Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	Learning Outcomes	Learning Indicators			Identify which cross-cutting issues - core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed.		
	CLO3 Demonstrate knowledge and understanding of Teaching Games for Understanding (TGFU) including rationale and development of the model, tactical games approach, relationship to NTS and PES Content Standards. NTS 2c & 2d, NTECF p16, NaCCA 2 & 5: B1-B6, PD 1,2,3,4,5,&7	LI.1. Examine the rationale and development for the TGFU model and distinguish between invasion, and target games clearly. LI.2. Examine the rationale and development for the TGFU model and distinguish between striking/fielding, and net/wall games clearly. and the NTS LI.3 Chart the relationships between the TGFU model, PES Content Standards LI.4 Participate actively in examples of the TGFU model and perform assessment on learners	<ul style="list-style-type: none"> Assessment skills, social skill and reflection. critical thinking and problem solving, Gender issues; adaptations for children with SEN diversity and inclusivity. ethical issues on stereotyping fitness 				

Topic	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	
			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	<p>Reflection – Connection-Application and Closure.</p> <p>Reflection: Tutors allow student teachers to think about what they have learned and allow them to express their “own” understanding.</p> <p>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.</p> <p>Application: Tutors help student teachers to think creatively in ways they can apply what they have learned to impact themselves, others or society.</p> <p>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</p>	<p>Reflection: -Student teachers reflect by expressing what they thought they learned and then ask questions for clarification or to refine their understanding.</p> <p>Connection: Student teachers match/connect what they have learned to similar occurrence or encounters in the real world or across disciplines.</p> <p>Application: Student teachers express how they would use or apply what they have learned to impact self or others positively.</p> <p>Closure-Student teacherslisten attentively and take notes</p>

			<p>Activities. Tutors additionally, reiterate the source(s) in the RequiredReferences for further exploratory exercise to facilitate understanding.</p>	
<p>Lesson assessments – evaluation of learning: of, for and as learning within the lesson (linking to learning outcomes)</p>	<ul style="list-style-type: none"> • Reflection-Connection-Application. • Small Group Assignment (examine rationale, game types, match between TGFU and NTS) 			
<p>Teaching Learning Resources</p>	<ul style="list-style-type: none"> • 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 			
<p>Required Text (core)</p>	<p>Lund, Jacalyn Lea, and Deborah Tannehill. 2009. <i>Standards-Based Physical Education Curriculum Development</i>. Jones and Bartlett Publishers. Sudbury, Massachusetts</p> <p>Ghana Education Service (2019). Pre-tertiary curricular for Physical Education for basic schools: KG-JHS. MOE, Accra: National Council for Curriculum and Assessment (NaCCA).</p> <p>Ghana Education Service (2017). Physical education and Sports Implementation Guidelines. MOE, Accra: Ghana Education Service</p>			
<p>Additional Reading List</p>	<p>Siedentop, D., Mand, C. L., & Taggart, A. (1986). Physical education: Teaching and curriculum strategies for grades 5-12. Palo Alto, Calif: Mayfield Pub. Co.</p> <p>Siedentop, D. (2007). Introduction to physical education, fitness, and sport (6th ed.). Boston: McGraw-Hill.</p> <p>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.</p>			
<p>CPD Needs</p>	<ul style="list-style-type: none"> • 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) 			

LESSON 5

Year of B.Ed.	2	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	Practice of TGFU 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)	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 to learning in the lesson							
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face <input checked="" type="checkbox"/>	Practical Activity <input checked="" type="checkbox"/>	Work-Based Learning	Seminars	Independent Study <input checked="" type="checkbox"/>	e-learning opportunities <input checked="" type="checkbox"/>	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	<p>Practical Work- active participation the model and assessment practices associated with the model</p> <p>Small Group Work discussions to demonstrate knowledge and understanding of the relationships between the PES strand (physical activity literate person, physical literacy) and the Teaching Games for Understanding Model</p>						
<ul style="list-style-type: none"> Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed 	<p>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</p>						
<ul style="list-style-type: none"> Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	Learning Outcomes		Learning Indicators			Identify which cross-cutting issues - core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed.	
	CLO4 Practically demonstrate knowledge and understanding of Teaching Games for Understanding (TGFU) model under a variety of game context including striking/fielding, net/wall invasion, and target games. NTS 2c & 2d, NTECF p16, NaCCA 2 & 5: B1-B6, PD 1,2,3,4,5 & 7		LI.1. Practice activities in striking/fielding, net/wall invasion, and target games contexts. LI.2. Conduct analysis of games and chart relationship to NTS and PES Content Standards			<ul style="list-style-type: none"> Assessment skills, social skill and reflection. critical thinking and problem solving, Gender issues; adaptations for children with SEN diversity and inclusivity. ethical issues on stereotyping fitness 	

Topic	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
Practice of Teaching Games 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	<p>Reflection – Connection-Application and Closure.</p> <p>Reflection: Tutors allow student teachers to think about what they have learned and allow them to express their “own” understanding.</p> <p>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.</p> <p>Application: Tutors help student teachers to think creatively in ways they can apply what they have learned to impact themselves, others or society.</p> <p>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 for further exploratory exercise to facilitate understanding.</p>	<p>Reflection: -Student teachers reflect by expressing what they thought they learned and then ask questions for clarification or to refine their understanding.</p> <p>Connection: Student teachers match/connect what they have learned to similar occurrence or encounters in the real world or across disciplines.</p> <p>Application: Student teachers express how they would use or apply what they have learned to impact self or others positively.</p> <p>Closure-Student teachers listen attentively and take notes.</p>

Lesson assessments – evaluation of learning: of, for and as learning within the lesson (linking to learning outcomes)	<ul style="list-style-type: none"> • Reflection-Connection-Application. • Small Group Work (analyse games and assess participation levels)
Teaching Learning Resources	<ul style="list-style-type: none"> • TLM for games fixtures • Audio & Video recorder/player • Cones, markers, whistles, stop watches, balls etc
Required Text (core)	<p>Lund, Jacalyn Lea, and Deborah Tannehill. 2009. <i>Standards-Based Physical Education Curriculum Development</i>. Jones and Bartlett Publishers. Sudbury, Massachusetts</p> <p>Ghana Education Service (2019). Pre-tertiary curricular for Physical Education for basic schools: KG-JHS. MOE, Accra: National Council for Curriculum and Assessment (NaCCA).</p> <p>Ghana Education Service (2017). Physical education and Sports Implementation Guidelines. MOE, Accra: Ghana Education Service</p>
Additional Reading List	<p>Corbin, C. B., Welk, G.J., Corbin, W. R. & Welk, K. A. (2008). <i>Concepts of physical fitness: Active lifestyles for wellness</i> (14th Ed). Boston: McGraw Hill.</p> <p>Siedentop, D. (2007). <i>Introduction to physical education, fitness, and sport</i> (6th ed.). Boston: McGraw-Hill.</p> <p>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.</p>
CPD Needs	<ul style="list-style-type: none"> • How to organize the practice of the model • How to monitor practice • Helping student teachers to analyse games

LESSON 6

Year of B.Ed.	2	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	The Sport Education curriculum model			Lesson Duration	3 hours		
Lesson description	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)	Student teachers have participated in a practical TGFU 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.						
Possible barriers to learning in the lesson	1. Student teachers may have special educational needs. 2. Lack of adequate practical knowledge in sports and fitness						
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face <input checked="" type="checkbox"/>	Practical Activity <input checked="" type="checkbox"/>	Work-Based Learning	Seminars	Independent Study <input checked="" type="checkbox"/>	e-learning opportunities <input checked="" type="checkbox"/>	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	<p>Class Discussion- to introduce new topics and engage student teachers in small groupwork and presentations</p> <p>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</p>						
<ul style="list-style-type: none"> Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed 	To introduce student teachers to the sport education model to foster understanding and to address the relationships between the model, the National Teaching Standards and PES content standards.						
<ul style="list-style-type: none"> Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	Learning Outcomes	Learning Indicators			Identify which cross-cutting issues - core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or 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	<ul style="list-style-type: none"> Assessment skills, social skill and reflection. critical thinking and problem solving, Gender issues; adaptations for children with SEN diversity and inclusivity. ethical issues on stereotyping 				

Topic	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 from the previous lesson.	-Student teachers listen attentively and reflect on the Teaching Games for Understanding curriculum model in practice from the previous lecture.
		Stage 2 – 40 min	Discussion: Tutors facilitate discussion on the distinct features, goals and objectives of the sport education model. -Tutors discuss the relationship of SEM to the NTS and PES Content Standards.	Small Group Work: Student teacher examine the distinct features, goals and objectives of the SEM and distinguish between PES and SEM. -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 of SEM- 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. 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 Practice of SEM Activities. Tutors additionally, reiterate the source(s) in the	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. Closure- Student teachers listen attentively and take notes. - summaries -assessment -what’s to be learned in the next lesson.

			RequiredReferences forfurther exploratory exercise to facilitate understanding.	
Lesson assessments – evaluation of learning: of, for and as learning within the lesson (linking to learning outcomes)	<ul style="list-style-type: none"> • Reflection-Connection-Application. • Small Group Assignment (examine rationale, characteristics, match between SEM and NTS) 			
Teaching Learning Resources	<ul style="list-style-type: none"> • 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)	<p>Lund, Jacalyn Lea, and Deborah Tannehill. 2009. <i>Standards-Based Physical Education Curriculum Development</i>. Jones and Bartlett Publishers. Sudbury, Massachusetts</p> <p>Ghana Education Service (2019). Pre-tertiary curricular for Physical Education for basic schools: KG-JHS. MOE, Accra: National Council for Curriculum and Assessment (NaCCA).</p> <p>Ghana Education Service (2017). Physical education and Sports Implementation Guidelines. MOE, Accra: Ghana Education Service</p>			
Additional Reading List	<p>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.</p> <p>Siedentop, D. (2007). Introduction to physical education, fitness, and sport (6th ed.). Boston: McGraw-Hill.</p> <p>Siedentop, D., Mand, C. L., & Taggart, A. (1986). Physical education: Teaching and curriculum strategies for grades 5-12. Palo Alto, Calif: Mayfield Pub. Co.</p>			
CPD Needs	<ul style="list-style-type: none"> • 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) 			

LESSON 1

Year of B.Ed.	2	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	Practice of Sport Education Model (SEM) Activities				Lesson Duration	3 hours	
Lesson description	Provides active participation a SEM unit and opportunity to identify distinct features and relationship to NTS and PES Content Standards						
Previous student teacher knowledge, prior learning (assumed)	Student teachers have participated in a practical TGFU 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.						
Possible barriers to learning in the lesson	<ul style="list-style-type: none"> 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 <input checked="" type="checkbox"/>	Practical Activity	Work-Based Learning	Seminars	Independent Study <input checked="" type="checkbox"/>	e-learning opportunities <input checked="" type="checkbox"/>	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	<p>Practical Work- active participation in the model and assessment practices associated with the model</p> <p>Small Group Work discussions to demonstrate knowledge and understanding of the relationships between the PES strand (physical activity literate person, physical literacy) and the Sport education Model</p>						
<ul style="list-style-type: none"> Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed 	<p>To introduce student teachers to the sport education model 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, active play and promoting quality physical education</p>						
<ul style="list-style-type: none"> Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	Learning Outcomes		Learning Indicators			Identify which cross-cutting issues - core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or 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 2,4 & 5, PD 1,2,3,4,5,6,&7		LI.1. Examine the goals and objectives of the SEM distinguish between physical education and sport education. LI.2. Analyse 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 adaptations of the SEM model and perform assessment of learners			<ul style="list-style-type: none"> Assessment skills, social skill and reflection. critical thinking and problem solving, Gender issues; adaptations for children with SEN diversity and inclusivity. ethical issues on stereotyping 	

Topic	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
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. 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	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. Closure- Student teachers listen attentively and take notes.

			state the focus of the next lesson on Fitness Education Curriculum Model . Tutors additionally, reiterate the source(s) in the RequiredReferences for further exploratory exercise to facilitate understanding.	
Lesson assessments – evaluation of learning: of, for and as learning within the lesson (linking to learning outcomes)	<ul style="list-style-type: none"> • Reflection-Connection-Application. • Small Group Work (analyse games and assess participation levels) 			
Teaching Learning Resources	<ul style="list-style-type: none"> • Develop a chart to illustrate the relation between the goals and objectives of the SEM as against physical education • 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) • TLM for games fixtures • Audio & Video recorder/player • Cones, markers, whistles, stop watches, balls etc 			
Required Text (core)	<p>Lund, Jacalyn Lea, and Deborah Tannehill. 2009. <i>Standards-Based Physical Education Curriculum Development</i>. Jones and Bartlett Publishers. Sudbury, Massachusetts</p> <p>Ghana Education Service (2019). <i>Pre-tertiary curricular for Physical Education for basic schools: KG-JHS</i>. MOE, Accra: National Council for Curriculum and Assessment (NaCCA).</p> <p>Ghana Education Service (2017). <i>Physical education and Sports Implementation Guidelines</i>. MOE, Accra: Ghana Education Service</p>			
Additional Reading List	<p>Corbin, C. B., Welk, G.J., Corbin, W. R. & Welk, K. A. (2008). <i>Concepts of physical fitness: Active lifestyles for wellness (14th Ed)</i>. Boston: McGraw Hill.</p> <p>Siedentop, D. (2007). <i>Introduction to physical education, fitness, and sport (6th ed.)</i>. Boston: McGraw-Hill.</p> <p>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.</p>			
CPD Needs	<ul style="list-style-type: none"> • How to organize the practice of the model • 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 • 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 			

LESSON 1

Year of B.Ed.	2	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	The Fitness Education curriculum model (FEM)			Lesson Duration	3 hours		
Lesson description	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)	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 the lesson	<ol style="list-style-type: none"> 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 <input checked="" type="checkbox"/>	Practical Activity	Work-Based Learning	Seminars	Independent Study <input checked="" type="checkbox"/>	e-learning opportunities <input checked="" type="checkbox"/>	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	<p>Class Discussion- to introduce new topics and engage student teachers in small groupwork and presentations</p> <p>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 Fitness Education Model</p>						
<ul style="list-style-type: none"> • Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. • Write in full aspects of the NTS addressed 	To introduce student teachers to the fitness education model to foster understanding and to address the relationships between the model, the National Teaching Standards and PES content standards.						
<ul style="list-style-type: none"> • Learning Outcome for the lesson, picked and developed from the course specification • Learning indicators for each learning outcome 	Learning Outcomes	Learning Indicators			Identify which cross-cutting issues - core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed.		
	CLO7 Demonstrate knowledge and understanding of the Fitness Education Model (FEM) including overview and characteristics of FEM, distinct components, benefits and limitations, learner assessment in FEM and relationship to NTS and PES Content Standards. NTS 2c & 2d, NTECF p16, NaCCA 2,4,& 5, PD 1,2,3,4,5,6,& 7	LI.1. Examine the main features, benefits, and of FEM LI.3 Chart the relationships between the FEM model and PES Content Standards LI.4 Participate actively in examples of the FEM model and perform assessment of learners	<ul style="list-style-type: none"> • Assessment skills, social skill and reflection. • critical thinking and problem solving, • Gender issues; • adaptations for children with SEN diversity and inclusivity. • ethical issues on stereotyping fitness 				

Topic	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 Sport Education Model from the previous lecture.	<ul style="list-style-type: none"> 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 teachers examine 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. 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	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. Closure- Student teachers listen attentively and take notes.

			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 for further exploratory exercise to facilitate understanding.	
Lesson assessments – evaluation of learning: of, for and as learning within the lesson (linking to learning outcomes)	<ul style="list-style-type: none"> • Reflection-Connection-Application. • Small Group Assignment (examine rationale, characteristics, match between FEM and NTS) 			
Teaching Learning Resources	<ul style="list-style-type: none"> • 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)	<p>Lund, Jacalyn Lea, and Deborah Tannehill. 2009. <i>Standards-Based Physical Education Curriculum Development</i>. Jones and Bartlett Publishers. Sudbury, Massachusetts</p> <p>Ghana Education Service (2019). Pre-tertiary curricular for Physical Education for basic schools: KG-JHS. MOE, Accra: National Council for Curriculum and Assessment (NaCCA).</p> <p>Ghana Education Service (2017). Physical education and Sports Implementation Guidelines. MOE, Accra: Ghana Education Service</p>			
Additional Reading List	<p>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.</p> <p>Siedentop, D. (2007). Introduction to physical education, fitness, and sport (6th ed.). Boston: McGraw-Hill.</p> <p>Siedentop, D., Mand, C. L., & Taggart, A. (1986). Physical education: Teaching and curriculum strategies for grades 5-12. Palo Alto, Calif: Mayfield Pub. Co.</p>			
CPD Needs	<ul style="list-style-type: none"> • 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) 			

LESSON 9

Year of B.Ed.	2	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	Practice of Fitness Education Model (FEM) Activities			Lesson Duration	3 hours		
Lesson description	Provides active participation a FEM unit and opportunity to identify distinct components and relationship to NTS and PES Content Standards						
Previous student teacher knowledge, prior learning (assumed)	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.						
Possible barriers to learning in the lesson	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 <input checked="" type="checkbox"/>	Practical Activity	Work-Based Learning	Seminars	Independent Study <input checked="" type="checkbox"/>	e-learning opportunities <input checked="" type="checkbox"/>	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	<p>Practical Work- active participation in the model and assessment practices associated with the model</p> <p>Small Group Work discussions to demonstrate knowledge and understanding of the relationships between the PES strand (physical activity literate person, physical literacy) and the fitness education Model</p>						
<ul style="list-style-type: none"> Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed 	To introduce student teachers to the fitness education model 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 regular participation in fitness and promoting quality physical education						
<ul style="list-style-type: none"> Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	Learning Outcomes	Learning Indicators			Identify which cross-cutting issues - core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed.		
	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 activities in striking/fielding, net/wall invasion, and target games contexts. LI.2. Conduct analysis of games and chart relationship to NTS and PES Content Standards			<ul style="list-style-type: none"> Assessment skills, social skill and reflection. critical thinking and problem solving, Gender issues; adaptations for children with SEN diversity and inclusivity. ethical issues on stereotyping fitness 		

Topic	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
Practice of Fitness Education Model (FEM) 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 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	<p>Reflection – Connection-Application and Closure.</p> <p>Reflection: Tutors allow student teachers to think about what they have learned and allow them to express their “own” understanding.</p> <p>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.</p> <p>Application: Tutors help student teachers to think creatively in ways they can apply what they have learned to impact themselves, others or society.</p> <p>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 the source(s) in the</p>	<p>Reflection: -Student teachers reflect by expressing what they thought they learned and then ask questions for clarification or to refine their understanding.</p> <p>Connection: Student teachers match/connect what they have learned to similar occurrence or encounters in the real world or across disciplines.</p> <p>Application: Student teachers express how they would use or apply what they have learned to impact self or others positively.</p> <p>Closure- Student teachers listen attentively and take notes.</p>

			RequiredReferences forfurther exploratory exercise to facilitate understanding.	
Lesson assessments – evaluation of learning: of, for and as learning within the lesson (linking to learning outcomes)	<ul style="list-style-type: none"> • Reflection-Connection-Application. • Small Group Work (analyse games and assess participation levels) 			
Teaching Learning Resources	<ul style="list-style-type: none"> • Develop a chart to illustrate the relation between the goals and objectives of the FEM cation • 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)	<p>Lund, Jacalyn Lea, and Deborah Tannehill. 2009. <i>Standards-Based Physical Education Curriculum Development</i>. Jones and Bartlett Publishers. Sudbury, Massachusetts</p> <p>Ghana Education Service (2019). <i>Pre-tertiary curricular for Physical Education for basic schools: KG-JHS</i>. MOE, Accra: National Council for Curriculum and Assessment (NaCCA).</p> <p>Ghana Education Service (2017). <i>Physical education and Sports Implementation Guidelines</i>. MOE, Accra: Ghana Education Service</p>			
Additional Reading List	<p>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.</p> <p>Siedentop, D. (2007). <i>Introduction to physical education, fitness, and sport (6th ed.)</i>. Boston: McGraw-Hill.</p> <p>Corbin, C. B., Welk, G.J., Corbin, W. R. & Welk, K. A. (2008). <i>Concepts of physical fitness: Active lifestyles for wellness (14th Ed)</i>. Boston: McGraw Hill.</p>			
CPD Needs	<ul style="list-style-type: none"> • 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 			

LESSON 10

Year of B.Ed.	2	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	Organization and management of a traditional sports festival I				Lesson Duration	3 hours	
Lesson description	Provides opportunity for student teachers to identify various activities, that meet requirements for active health, organize such activities, administer them and track performance records successfully.						
Previous student teacher knowledge, prior learning (assumed)	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.						
Possible barriers to learning in the lesson	1. Student teachers may have special educational needs. 2. Lack of familiarity with some traditional sports						
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face <input checked="" type="checkbox"/>	Practical Activity <input checked="" type="checkbox"/>	Work-Based Learning	Seminars	Independent Study <input checked="" type="checkbox"/>	e-learning opportunities <input checked="" type="checkbox"/>	Practicum <input checked="" type="checkbox"/>
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	Practical Work- active participation in the event/festival and assessment practices associated with the event						
<ul style="list-style-type: none"> Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed 	To create an enabling environment for a student-teacher oriented organization and implementation of a traditional sports festival using integrated curriculum models Also, to address the relationships between the festival, the National Teaching Standards and PES content standards.						
<ul style="list-style-type: none"> Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	Learning Outcomes	Learning Indicators			Identify which cross-cutting issues - core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed.		
	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	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. Analyze the festival and chart relationship to NTS and PES Content Standards			<ul style="list-style-type: none"> Social skills, communication skills and honesty. critical thinking and problem solving, cultural and civic literacy, and collaboration Gender issues; SEN adaptations for children with SEN diversity and inclusivity 		

Topic	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	
Organization and management of a traditional sports festival I		Stage 1 – 15 min	Tutor Activity	Student Teacher Activity
		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 festival using 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	<p>Reflection – Connection-Application and Closure.</p> <p>Reflection: Tutors allow student teachers to think about what they have learned and allow them to express their “own” understanding.</p> <p>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.</p> <p>Application: Tutors help student teachers to think creatively in ways they can apply what they have learned to impact themselves, others or society.</p> <p>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 for further exploratory exercise to facilitate understanding.</p>	<p>Reflection: -Student teachers reflect by expressing what they thought they learned and then ask questions for clarification or to refine their understanding.</p> <p>Connection: Student teachers match/connect what they have learned to similar occurrence or encounters in the real world or across disciplines.</p> <p>Application: Student teachers express how they would use or apply what they have learned to impact self or others positively.</p> <p>Closure- Student teachers listen attentively and take notes</p>
Lesson assessments – evaluation of learning: of, for and as learning within the lesson (linking to learning outcomes)	<ul style="list-style-type: none"> • Reflection-Connection-Application. • Small Group Assignment 			
Teaching Learning Resources	<ul style="list-style-type: none"> • TLM for games fixtures to be developed by student teachers to use during the traditional Olympics • Score sheets • Cones, markers, whistles, stop watches, tape measure, etc. 			

Required Text (core)	<p>Lund, Jacalyn Lea, and Deborah Tannehill. 2009. <i>Standards-Based Physical Education Curriculum Development</i>. Jones and Bartlett Publishers. Sudbury, Massachusetts</p> <p>Ghana Education Service (2019). <i>Pre-tertiary curricular for Physical Education for basic schools: KG-JHS</i>. MOE, Accra: National Council for Curriculum and Assessment (NaCCA).</p> <p>Ghana Education Service (2017). <i>Physical education and Sports Implementation Guidelines</i>. MOE, Accra: Ghana Education Service</p>
Additional Reading List	<p>Corbin, C. B., Welk, G.J., Corbin, W. R. & Welk, K. A. (2008). <i>Concepts of physical fitness: Active lifestyles for wellness (14th Ed)</i>. Boston: McGraw Hill.</p> <p>Siedentop, D. (2007). <i>Introduction to physical education, fitness, and sport (6th ed.)</i>. Boston: McGraw-Hill.</p> <p>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.</p>
CPD Needs	<ul style="list-style-type: none"> • Selection of traditional sports • Officiating and record keeping • Model integration

LESSON 11

Year of B.Ed.	2	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	Organization and management of a traditional sports festival II			Lesson Duration	3 hours		
Lesson description	Student teachers organize and administer a traditional sports festival using combinations of curriculum models.						
Previous student teacher knowledge, prior learning (assumed)	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.						
Possible barriers to learning in the lesson	1. Student teachers may have special educational needs. 2. Lack of familiarity with some traditional sports						
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face <input checked="" type="checkbox"/>	Practical Activity <input checked="" type="checkbox"/>	Work-Based Learning	Seminars	Independent Study <input checked="" type="checkbox"/>	e-learning opportunities <input checked="" type="checkbox"/>	Practicum <input checked="" type="checkbox"/>
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	Practical Work- active participation in the event/festival and assessment practices associated with the event						
<ul style="list-style-type: none"> Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed 	To engage student teachers in practical traditional sports festival organization and administration and to address the relationships between the festival, the National Teaching Standards and PES content standards.						
<ul style="list-style-type: none"> Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	Learning Outcomes	Learning Indicators		Identify which cross-cutting issues - core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed.			
	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	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		<ul style="list-style-type: none"> Social skills, communication skills and 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 			

Topic	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	
Organization and management of a traditional sports festival II			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.	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 festival using 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	<p>Reflection – Connection-Application and Closure.</p> <p>Reflection: Tutors allow student teachers to think about what they have learned and allow them to express their “own” understanding.</p> <p>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.</p> <p>Application: Tutors help student teachers to think creatively in ways they can apply what they have learned to impact themselves, others or society.</p> <p>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 for further exploratory exercise to facilitate understanding.</p> <p>-Tutors task student teachers to develop reflective notes based upon the course lessons completed to date for the overall “reflect-connect-apply” summary in the next lesson</p>	

Lesson assessments – evaluation of learning: of, for and as learning within the lesson (linking to learning outcomes)	<ol style="list-style-type: none"> 1 Reflection-Connection-Application. 2 Small Group Assignment 3. Think-Pair-share 4. Active participation in discussions
Teaching Learning Resources	<ol style="list-style-type: none"> 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)	<p>Lund, Jacalyn Lea, and Deborah Tannehill. 2009. <i>Standards-Based Physical Education Curriculum Development</i>. Jones and Bartlett Publishers. Sudbury, Massachusetts</p> <p>Ghana Education Service (2019). <i>Pre-tertiary curricular for Physical Education for basic schools: KG-JHS</i>. MOE, Accra: National Council for Curriculum and Assessment (NaCCA).</p> <p>Ghana Education Service (2017). <i>Physical education and Sports Implementation Guidelines</i>. MOE, Accra: Ghana Education Service</p>
Additional Reading List	<p>Corbin, C. B., Welk, G.J., Corbin, W. R. & Welk, K. A. (2008). <i>Concepts of physical fitness: Active lifestyles for wellness</i> (14th Ed). Boston: McGraw Hill.</p> <p>Siedentop, D. (2007). <i>Introduction to physical education, fitness, and sport</i> (6th ed.). Boston: McGraw-Hill.</p> <p>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.</p>
CPD Needs	<ul style="list-style-type: none"> • 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)

LESSON 12

Year of B.Ed.	2	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	Curriculum evaluation			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)	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.						
Possible barriers to learning in the lesson	Student teachers may have special educational needs Lack of familiarity with available (contemporary) resources for evaluation						
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face <input checked="" type="checkbox"/>	Practical Activity	Work-Based Learning	Seminars	Independent Study <input checked="" type="checkbox"/>	e-learning opportunities <input checked="" type="checkbox"/>	Practicum <input checked="" type="checkbox"/>
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	Class Discussion- to introduce new topics and engage student teachers in small groupwork and 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 demonstrate knowledge and understanding of the curriculum evaluation process.						
<ul style="list-style-type: none"> Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed 	To engage student teachers in the evaluation process in PES curriculum and to actively administer an instrument.						
<ul style="list-style-type: none"> Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	Learning Outcomes	Learning Indicators	Identify which cross-cutting issues - core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed.				
	CLO10 Demonstrate knowledge of curriculum evaluation and how you can keep your curriculum dynamic- so that, it is not business as usual. NaCCA 2,4 &5 B1-B6 , PD 1,2,3,4,5,6&7	LI.1. Identify a local or international resource for curriculum evaluation (e.g., NASPE, STARS and PECAT)	<ul style="list-style-type: none"> Assessment skills, social skills, communication skills, reflection and honesty. critical thinking and problem solving, Gender sensitive activities; adaptations for children with SEN diversity and inclusivity, in PES ethical issues & stereotyping 				
Topic	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				
Curriculum evaluation			Teacher Activity		Student Activity		
		Stage 1 - 15 min	Set Induction: Tutors help student-teachers to reflect on previously discussed curriculum models and how they align with physical education content standards and national teaching standards.		Small Group Work: Student teachers engage in reflective activity in small groups about curriculum models and how they align with physical education content Standards and the national teaching standards		

		<ul style="list-style-type: none"> Tutors provide overview of what's to be learned and how it will be learned. 	Student teachers compare their work and then pair-share with other groups to fine-tune their work
	Stage 2 – 20 min	Discussion: Tutors facilitate discussion to explore the meaning of evaluation, the purposes of evaluation and what constitutes good evaluation in physical education and sport.	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. 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	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 what they can do with the results from evaluation and how they would use or apply what they have learned to impact self or others positively.

		<p>impact themselves, others or society (e.g., what to do with results from evaluation?)</p> <p>Closure/Overall Summary: Tutors summarize the purpose of the lesson, assess the summaries of student teachers and reiterate the source(s) in the Required References for further exploratory exercise to facilitate understanding. -Tutors help student teachers to reflect on the course lesson topic/subtopics as a whole and help them to connect across topics/subtopics and the real world, as well as how they would apply what they have learned from the course to the real world. -Tutor reminds student teachers that the analytic tools (e.g., Physical Education Curriculum Analysis Tool [PECAT], NASPE&STARS program) shall be used practically to evaluate a basic education level PES program while enrolled in the next course (Policy Documents and Syllabus Analysis)- Year 2 Semester 2</p>	<p>Student teachers listen attentively and take notes. -summaries.</p>
<p>Lesson assessments – evaluation of learning: of, for and as learning within the lesson (linking to learning outcomes)</p>	<ul style="list-style-type: none"> • Program evaluation • Reflection-Connection-Application. • Small Group Assignment • Think-Pair-share • Active participation in discussions 		
<p>Teaching Learning Resources</p>	<ul style="list-style-type: none"> • Physical Education Curriculum Analysis Tool [PECAT], NASPE&STARS program 		
<p>Required Text (core)</p>	<p>Ghana Education Service (2019). <i>Pre-tertiary curricular for Physical Education for basic schools: KG-JHS</i>. MOE, Accra: National Council for Curriculum and Assessment (NaCCA). Ghana Education Service (2017). <i>Physical education and Sports Implementation Guidelines</i>. MOE, Accra: Ghana Education Service Lund, Jacalyn Lea, and Deborah Tannehill. 2009. <i>Standards-Based Physical Education Curriculum Development</i>. Jones and Bartlett Publishers. Sudbury, Massachusetts</p>		
<p>Additional Reading List</p>	<p>Corbin, C. B., Welk, G.J., Corbin, W. R. & Welk, K. A. (2008). <i>Concepts of physical fitness: Active lifestyles for wellness</i> (14th Ed). Boston: McGraw Hill. 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. Siedentop, D. (2007). <i>Introduction to physical education, fitness, and sport</i> (6th ed.). Boston: McGraw-Hill.</p>		
<p>CPD Needs</p>	<ul style="list-style-type: none"> • Contemporary resources for program evaluation <ul style="list-style-type: none"> ✓ NASPE ✓ STARS and ✓ PECAT • Physical activity key indicators as indirect measure for program effectiveness (PD 5) 		

