

YEAR 2

SEMESTER 1

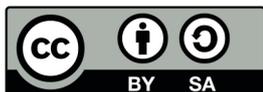
Four-Year B.Ed. Course Manual

SOCIO-CULTURAL HISTORY OF GHANA





The Government of Ghana



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FOREWORD

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

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

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

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

Professor Mohammed Salifu Director General, Ghana Tertiary Education Commission

ACKNOWLEDGEMENTS

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

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

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

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

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

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

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

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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

Course Manual Writing

A. Course Information

Title Page: **Socio-cultural History of Ghana**

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	Socio-cultural History of Ghana				
Pre-requisite					
Course Level	200	Course Code		Credit Value	3

Table of contents

1. Goal for the Subject or Learning Area

The goal for this subject area is to prepare History student teachers for basic school education by teaching them how to: Conduct historical research, engage in how to criticize and examine historical issues, disseminate information to learners, as well as promote the study of history as a discipline and a guide for life. It also seeks to train student teachers to possess the ability to explain current developments in Ghana through a critical study of major past events.

2. Key contextual factors

The current craze for foreign culture and foreign materials, especially among our youth, has created a feeling of inferiority because of the lack of knowledge and pride in our own culture and civilization. This course provides student teachers with an overview of the socio-cultural history of Ghana by examining the origins and development of socio-cultural practices such as language, family units and rites of passage in the Ghanaian society since the pre-colonial period. Consequently, student teachers will be in tune with and acquire knowledge of the rich aspects of the Ghanaian cultural identity and transfer this in their teaching and learning strategies. This will further enhance their appreciation and love for the Ghanaian culture which is largely ignored, in favour of western culture. Finally, student teachers will acquire values and attitudes such as patriotism and tolerance which are essential elements for national growth.

3. Course Description

This course focuses on the essential social and cultural elements of the Ghanaian society. It addresses the common elements among the ethnic groups of Ghana such as religion, language, festivals, family structure, kinship, rites of passage, as well as their differences and how these diversities have been harnessed to promote peaceful co-existence. Towards understanding the current socio-cultural practices among Ghanaians, this course will discuss the influence made by foreign agents including the Arabs and Europeans since pre-colonial times. The course also aims at instilling the spirit of collaboration, tolerance and purposeful learning among communities. Interactive strategies that will be employed in the teaching and learning process include field and archival research, in-class research and dramatization. The use of variety of assessment practices such as paper, documentary, poster and webpage will be employed in the teaching to support learning. The course is designed to meet the following NTS, NTECF expectations and requirements (NTS 3h, p14, NTS 2c p. 13, NTS 1b p. 12, NTS 3a p. 14, NTS 1a p.12, NTS 3f p. 14, NTECF p.45).

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

Critical Thinking, Equity and Inclusivity, Social Collaboration/Team work, Creativity, Innovation, Problem solving, reflection, developing historical skills and Inquiry

5. Course Learning Outcomes	6. Learning Indicators
1. Appreciate the diverse traditions of origins and migration accounts of the people of Ghana (NTS 2c p. 13, NTECF p.45)	Analyze the different traditions of origin and migration of the various ethnic groupings.
2. Understand the social and cultural diversities in the Ghanaian society. (NTS 2c p. 13, NTECF p.45)	2.1 Report on the socio-cultural differences among ethnic and linguistic groups in the Ghanaian society.
3. Understand the religious practices of Ghanaians	3.1 Discuss developments in the religious beliefs and

in the past and connect it to present conditions. (NTS 2c p. 13, NTECF p.45)	practices among Ghanaians.
4. Appreciate the effects of other foreign cultures on the socio-cultural organization of the Ghanaian society. (NTS 2c p. 13, NTECF p.45)	4.1 produce a sheet of history with archival references.
5. Collect information through interviews and archival research to reconstruct the sociocultural history of Ghanaians. (NTS 2c p. 13, NTS 1b p. 12, NTECF p. 45)	5.1 design a questionnaire to reconstruct the sociocultural history of diverse communities.

6. Plan and deliver varied and challenging lessons, showing a clear grasp of the intended outcomes of their teaching. (NTS 3a p. 14, NTECF p. 45)	6.1 prepare a scheme of work on the socio-cultural history of Ghana.
7. Critically and collectively reflect and engage all learners especially those with special needs to improve the teaching and learning of History (NTS 1a p.12, NTS 3f p. 14)	7.1Develop lesson notes in teaching the socio-cultural history of Ghana. 7.2Design student reflective logs, journals or portfolios. 7.3Seek advice from experienced teachers and SEN specialists. 7.4 Design a Gender Responsive Scorecard

7. Course Content

Unit/Week	Topic	Sub-topic if any)	Teaching and learning activity to achieve the learning outcomes
1	Traditions of origin and creation of settlements	Akan traditions & Non-Akan traditions of origin and creation of settlements.	Debate on the different migration account of Ghana's ethnic groupings and record the debate for later reflection. Performance and recording of the migration and settlement history of different ethnic groups as documented product. Sketch and locate on a map of Ghana the various ethnic and linguistic groupings during the pre-colonial period.
2	Social organizations/ practices in pre-colonial Ghana	Traditional belief systems and change, Kinship units, inheritance and succession	Engage in fieldwork on the social and religious organization of the people of Ghana. Individuals discuss some ethnic groups and their rites of passage Groups discuss the similarities and differences in the rites among ethnic groups
3	Social organizations/ practices in pre-colonial Ghana	Festivals	Engage in fieldwork on the social and religious organization of the people of Ghana. Individuals discuss some ethnic groups and their rites of passage Groups discuss the similarities and differences in the rites among ethnic groups
4	Social organizations/ practices in pre-colonial Ghana	Rites of passage	Engage in fieldwork on the social and religious organization of the people of Ghana. Individuals discuss some ethnic groups and their rites of passage Groups discuss the similarities and differences in the rites among ethnic groups
5	Slavery in Ghana	Slavery and the slave trade in Ghana (I)	Use variety of approaches such as think-pair-share, debate, in-class research and talk for learning to discuss the various forms of slavery in pre-colonial Ghana
6	Slavery in Ghana	Slavery and the slave trade in Ghana (II)	Use variety of approaches such as think-pair-share, debate, in-class research and talk for learning to discuss the various forms of slavery in pre-colonial Ghana

7	History of Education	History of Education (I)	Groups write and present in class their findings on earliest forms of education Debate whether or not education in Ghana began with the Europeans
8	History of Education	History of Education (II)	Groups write and present in class their findings on earliest forms of education Debate whether or not education in Ghana began with the Europeans
9	Socio-cultural practices in Contemporary Ghana	Socio-cultural practices in contemporary Ghana (I)	Use creative approaches such as debate, mind/concept map, role play, poster presentation, individual/group presentation to discuss the effects of colonialism on socio-cultural practices in contemporary Ghana.
10	Socio-cultural practices in Contemporary Ghana	Socio-cultural practices in contemporary Ghana (I)	Use creative approaches such as debate, mind/concept map, role play, poster presentation, individual/group presentation to discuss the effects of colonialism on socio-cultural practices in contemporary Ghana.
11	Fieldwork presentation	Fieldwork presentation	
12	Course Review	Reflections and review of the semester.	

1. Teaching and Learning Strategies

Verbal exposition, Peer presentation, Mind mapping, Debates, Tutorial sessions, Think-Pair-Share, Brainstorming, Field/archival studies, Resource persons.

2. Course Assessment Components

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

- Selected items of student's work (3 of them – 10% each)
 - Written Assignment
 - Group Presentation
 - Individual Presentation
- Midterm assessment/Quiz - 20%
- Reflective Journal – 40%
- Organisation of the portfolio –10% (how it is presented/organised)

Assesses Learning Outcomes: CLO 1, 2, 3 and 4

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

- Introduction: a clear statement of aim and purpose of the project – 10%
- Methodology: what the student teacher has done and why to achieve the purpose of the work (20%)
- Substantive or main section – 40%
- Conclusion – 30%

Assesses Learning Outcomes: CLO 5, 6&7

Component 3: End-of-semester examinations (40%)

Assesses Learning Outcomes: CLO 1,2,3,4,5,6,7

3. Required Reading and Reference List

Amenumey D.E.K. (2011). *Ghana: A Concise History from Pre-colonial Times to the 20th Century*, Accra: Woeli.
Boahen A. A. (1975). *Ghana: Evolution and change in the nineteenth and twentieth centuries*. New York: Longman.

Gocking, R. (2005). *The history of Ghana*. Westport, Connecticut: Greenwood Press.

11. Teaching and learning resources

Primary data (pictures, videos/documentary, archival documents), computers/ laptops, LCD projector/screen, video/ audio player and camera

12. Course related professional development for tutors/ lecturers

Workshop for tutors on:

- historical writing and research
- field and archival studies
- integrating ICT in teaching history
- Teaching and Learning Resources (audio-visuals and visuals)

Lesson 1

Year of B.Ed.	2	Semester	2	Place of lesson in semester	1	2	3	4	5	6	7	8	9	10	11	12
Title of Lesson	Traditions of origin and creation of settlements			Lesson Duration	3 Hours											
Lesson description	This lesson focusses on the origin, migratory history and the creation of settlements among the Akan, Ewe, Ga-Adangbe, Mole-Dagbani and the Guan ethnic groups in Ghana. It places emphasis on the settlement patterns of these ethnic groups in modern Ghana and the factors leading to the rise and decline of these ethnic groups in Ghana. As the first lesson of the semester, general introduction to the course, as well as outcomes, expectations, and the three assessment components, will be provided in the lesson.															
Previous student teacher knowledge, prior learning (assumed)	Student teachers have been introduced to the migration histories surrounding the origin of political states in the previous semester.															
Possible barriers to learning in the lesson	Some student teachers may not be familiar with the geographical location of these ethnic groups.															
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face [v]	Practical Activity []	Work-Based Learning []	Seminars [v]	Independent Study [v]	e-learning opportunities					Practicum []					
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	The course will be delivered using the following methods Face-to-face: Discussion, Demonstration Independent Study: Inquiry Learning to prepare reports and present findings Seminar: Presentations of models, mapping of the concepts															
Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed	The purpose of this lesson is to encourage student teachers to appreciate the diverse traditions of origins and migration accounts of the people of Ghana. The lesson seeks to achieve the following domain of the National Teachers’ Standards: “Has secure content knowledge, pedagogical knowledge and pedagogical content knowledge for the school and grade they teach in” (NTS 2c).															
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								
	1. Demonstrate understanding of the course requirements and expectations for the semester.			Discuss some of the expectations of the course.				<ul style="list-style-type: none"> Gender balance, inclusivity and diversity will be developed by grouping students according to mixed abilities, and by putting into a common group pupil of different ethnicities. Develop the ability to integrate ICT skills into lesson delivery through identifying relevant documentaries or videos relevant to the topic. Critical thinking and problem-solving skills, creative and innovative ways in solving social problems will be developed through debates. 								

	2. Develop understanding of the settlement pattern of various Akan groups in modern-day Ghana.	Prepare a map of the settlement of Akan groups such as the Asante, Fante, Akwamu, Denkyira, etc	
	3. Exhibit familiarity with the key socio-physical features of the major ethnic groups in Ghana.	Discuss the key socio-cultural features of the major ethnic groups in Ghana, and their geographical location.	
	4. Demonstrate familiarity of the settlement pattern of the major ethnic groups in modern-day Ghana.	Sketch a map of the current settlement patterns of non-Akan groups in Ghana	
Content of lesson picked and developed from the course specification	Sub Topic	Time or Stage	Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study
Topic Title			Teacher Activity
			Student Activity
Traditions of origins and creation of settlements	Course requirements and expectations for the semester	40minutes	Face-to-face: Tutor discusses with student teachers the course requirements and expectations for the semester.
	The Akan of Ghana	20 minutes	Face-to-face <ul style="list-style-type: none"> Using the map of Ghana, assist students to know where the Akan can be found Ask students to give some features of the Akan (e.g. Language, food, location, etc)
	Settlement Patterns of the Akan of Ghana	40 minutes	Face-to-face: Tutor leads student teachers to prepare a conceptual grid on the dispersion of the Akan-speaking people from the Pra-Offin confluence to settle new territories in Southern Ghana
	Mole-Dagbani, Ewe, Ga-Dangbe and the Guan	40 minutes	Face-to-face <ul style="list-style-type: none"> Provide students with the Map of Ghana and assist them to locate some ethnic groups such as Mole-Dagbani, Ewe, Ga-Adangbe, etc Group students to discuss some key features of Non-Akan
			Face-to-face: <ul style="list-style-type: none"> Student teachers ask questions about the course requirements and expectations.
			<ul style="list-style-type: none"> Show where the Akan groups can be located from the Map of Ghana From already existing knowledge, students mention some key characteristics of the Akan
			Practical Activity: <ul style="list-style-type: none"> Student teachers prepare a conceptual grid showing the patterns of dispersion of the Akan-Speaking people of Ghana.
			Face-to-face <ul style="list-style-type: none"> Identify the non-Akan groups from the map of Ghana Students in groups discuss some features of non-Akan states

			these ethnic groups – Ewe, Ga-Adangbe and Guan.share their answers to the class. (Students can use the internet in this exercise)	
	Poster development	500 minutes	Group activity <ul style="list-style-type: none"> • Group student teachers and provide them with materials to prepare a settlement pattern of the Ewe, the Ga-Dangbe, the Mole-Dagbani and the Guan • Guide student teachers to present their poster on the settlement patterns in class. 	Group activity <ul style="list-style-type: none"> • Student teachers in groups prepare a sketch/map of the settlement pattern of non-Akan groups • Present their posters to the class
Lesson assessments – evaluation of learning: of, for and as learning within the lesson	Develop a conceptual grid/mind map showing the core reasons that informed the dispersion of the Akan and non-Akan ethnic groups in Ghana. CLO 1 NTS: 2c: Has secure content knowledge, pedagogical knowledge and pedagogical content knowledge for the school and grade they teach in.			
Teaching Learning Resources	Primary data (pictures, videos/documentary, archival documents), computers/ laptops, LCD projector/screen, video/ audio player and camera			
Required Text (core)	Amenumey D.E.K. (2011). <i>Ghana: A Concise History from Pre-colonial Times to the 20th Century</i> , Accra: Woeli. Boahen A. A. (1975). <i>Ghana: Evolution and change in the nineteenth and twentieth centuries</i> . New York: Longman. Gocking, R. (2005). <i>The history of Ghana</i> . Westport, Connecticut: Greenwood Press.			
Additional Reading List	Buah, F.K. (2007). <i>A history of Ghana</i> . London: MacMillan. Konadu K., & Campbell C.C. (ed.) (2016). <i>The Ghana reader: History, culture, politics</i> . Durham, N.C.: Duke University Press361 Perbi A. A. (2004). <i>Ahistory of indigenous slavery in Ghana: from the 15th to the19th century</i> . Accra: Sub-Saharan Publishers. Philip F. (1965). <i>Education and Social Change in Ghana</i> . Chicago: University of Chicago Press.			
CPD Requirement	Workshops for tutors on: - Best Practices in History Instruction ie. Using Historical Question to Focus on Inquiry, use of appropriate Scaffolds and Handouts to Support Student Learning, providing students multiple opportunities to Practice New Skills etc. - Integrating ICT in teaching history - Teaching and Learning Resources (audio-visuals and visuals)			

Lesson 2

Year of B.Ed.	2	Semester	2	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	Social organizations/practices in pre-colonial Ghana			Lesson Duration		3 Hours	
Lesson description	This lesson seeks to introduce student teachers to some traditional belief systems in pre-colonial Ghana. It will also expose student teachers to the systems of inheritance and succession patterns, as well as the various kinship units and it how functioned in pre-colonial Ghanaian societies.						
Previous student teacher knowledge, prior learning (assumed)	Student teachers are familiar with some religious practices in their community.						
Possible barriers to learning in the lesson	Student teachers may project their contemporary understanding of inheritance, religious practices and clan system in the Ghanaian society on the lesson.						
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face [v]	Practical Activity []	Work-Based Learning []	Seminars	Independent Study [v]	e-learning opportunities	Practicum []
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	The course will be delivered using the following methods Face-to-face: Discussion, Demonstration Independent Study: Inquiry Learning to prepare reports and present findings Seminar: Presentations of models, mapping of the concepts						
Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed	The purpose of this lesson is to help student teachers tounderstand the religious practices of Ghanaians in the past and connect it to present conditions. The lesson seeks to achieve the following domain of the National Teachers’ Standards: “Has secure content knowledge, pedagogical knowledge and pedagogical content knowledge for the school and grade they teach in” (NTS 2c).						
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	
	1. Demonstrate understanding of some traditional belief systems in pre-colonial Ghana			Mention and explain the traditional belief systems in pre-colonial Ghana		<ul style="list-style-type: none"> • An appreciation of the need for gender balance, inclusivity and diversity. • Develop the ability to integrate ICT skills into lesson delivery. • Develop Critical thinking and problem-solving skills, creative and innovative ways in solving social problems. 	
	2. Demonstrate knowledge of the nature of inheritance and succession patterns in pre-colonial Ghana			Identify the matrilineal and patrilineal inheritance and succession patterns in pre-colonial Ghana			
	3. Exhibit familiarity with the Kinship units and how it functionedin pre-colonial Ghana			Describe the Kinship units by showing how it operated among any major ethnic group			

Content of lesson picked and developed from the course specification	Sub Topic	Time or Stage	Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study	
Topic Title			Teacher Activity	Student Activity
Social organizations/practices in pre-colonial Ghana	Traditional belief systems	70 minutes	Face-to-face <ul style="list-style-type: none"> Brainstorm with student teachers to identify some common traditional belief systems among the people of Ghana. (<i>Belief in Supreme Being, gods, ancestors, nature, life after death</i>) Group student teachers to discuss some of these belief systems. Guide students to understand that before the arrival of Europeans, the people of Ghana already worshipped God through other means 	Face-to-face <ul style="list-style-type: none"> Student teachers mention some common beliefs they know Student teachers in groups discuss in details the mentioned belief systems.
	Inheritance and succession	40minutes	Group activity <ul style="list-style-type: none"> Brainstorm with student teachers the difference between matrilineal and patrilineal inheritance. Guide student teachers to provide a list of Ethnic groups that practice both type of inheritance 	Group activity <ul style="list-style-type: none"> Think, pair and share the difference between Matrilineal and patrilineal inheritance. Individually outline the ethnic groups that practices matrilineal and/or patrilineal system of inheritance
	Kinship units	70minutes	Seminar <ul style="list-style-type: none"> Brainstorm the meaning of Kinship ties with student teachers. Invite a resource person in the community to give a talk on the kinship unit practiced by the community. For example, the Clan system, Inheritance and succession 	Seminar <ul style="list-style-type: none"> Student teachers brainstorm and come out with the meaning of kinship unit Prepare a note or an outline of kinship practices in the community from the presentation by the resource person
Lesson assessments – evaluation of learning: of, for and as learning within the lesson	Prepare a note or an outline of kinship practices in Ghana to be submitted in the next lesson CLO 3 NTS: 2c: Has secure content knowledge, pedagogical knowledge and pedagogical content knowledge for the school and grade they teach in.			
Teaching Learning Resources	Primary data (pictures, videos/documentary, archival documents), computers/ laptops, LCD projector/screen, video/ audio player and camera			
Required Text (core)	Amenumey D.E.K. (2011). <i>Ghana: A Concise History from Pre-colonial Times to the 20th Century</i> , Accra: Woeli. Boahen A. A. (1975). <i>Ghana: Evolution and change in the nineteenth and twentieth centuries</i> . New York: Longman. Gocking, R. (2005). <i>The history of Ghana</i> . Westport, Connecticut: Greenwood Press.			
Additional Reading List	Buah, F.K. (2007). <i>A history of Ghana</i> . London: MacMillan. Konadu K., & Campbell C.C. (ed.) (2016). <i>The Ghana reader: History, culture, politics</i> . Durham, N.C. :			

	<p>Duke University Press361 Perbi A. A. (2004). <i>A History of Indigenous Slavery in Ghana: from the 15th to the 19th century</i>. Accra: Sub-Saharan Publishers. Philip F. (1965). <i>Education and Social Change in Ghana</i>. Chicago: University of Chicago Press.</p>
CPD Requirement	<p>Workshops for tutors on:</p> <ul style="list-style-type: none"> - Best Practices in History Instruction ie. Using Historical Question to Focus on Inquiry, use of appropriate Scaffolds and Handouts to Support Student Learning, providing students multiple opportunities to <i>Practice New Skills etc.</i> - Integrating ICT in teaching history - Teaching and Learning Resources (audio-visuals and visuals).

Lesson 3

Year of B.Ed.	2	Semester	2	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	Social organizations/practices in pre-colonial Ghana(I)			Lesson Duration			3 Hours	
Lesson description	This lesson seeks to introduce student teachers to festivals in Ghana. It seeks to expose student teachers to the origins and purpose of festivals celebrated by the various ethnic groups in Ghana. Selecting cases representative of the various regions of the country, the lesson will also highlight the continuing relevance of festivals to the socio-economic development of Ghana.							
Previous student teacher knowledge, prior learning (assumed)	Student teachers have been introduced to some socio-cultural practices in Ghana.							
Possible barriers to learning in the lesson	Student teachers may project their contemporary understanding of festivals in the Ghanaian society on the lesson							
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face [v]	Practical Activity []	Work-Based Learning []	Seminars [v]	Independent Study [v]	e-learning opportunities	Practicum []	
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	The course will be delivered using the following methods Face-to-face: Discussion, Demonstration Independent Study: Inquiry Learning to prepare reports and present findings Seminar: Presentations of models, mapping of the concepts							
Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed	The purpose of this lesson is to help student teachers tounderstand the social and cultural diversities in the Ghanaian society. The lesson seeks to achieve the following domain of the National Teachers’ Standards: “Has secure content knowledge, pedagogical knowledge and pedagogical content knowledge for the school and grade they teach in” (NTS 2c).							
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	
	1. Identify some major festivals in Ghana			Prepare an outline of some major festivals and the group of people who celebrates them			<ul style="list-style-type: none"> An appreciation of the need for gender balance, inclusivity and diversity. Develop the ability to integrate ICT skills into lesson delivery. Develop Critical thinking and problem-solving skills, creative and innovative ways in solving social problems. 	
	2. Exhibit knowledge of the origins and purpose of some selected festivals in Ghana			Present a paper recounting the origins and purpose of a selected festival				
3. Demonstrate knowledge of the continuing significance of festivals to the socio-economic development of Ghana			Debate the socio-economic relevance of festivals in contemporary Ghana					

Content of lesson picked and developed from the course specification	Sub Topic	Time or Stage	Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study	
Topic Title			Teacher Activity	Student Activity
Social organizations/practices in pre-colonial Ghana	Festivals in Ghana	30 minutes	Face-to-face <ul style="list-style-type: none"> Brainstorm with students some major festivals celebrated across the country 	Face-to-face <ul style="list-style-type: none"> Students mention some common festivals they know
	Origin and Purpose of some selected Festivals (eg: Odwira – Denkyira, Asante & Akuapim; Aboakyir – Efutu; Kundum – Nzema; Hogbetsotso – Ewe; Homowo – Ga; Asafotufiam – Ada; Fire Festival (BugumChugu, Fior) – Dagomba, Apo Festival (Bonos) etcetera.	90minutes	Group activity <ul style="list-style-type: none"> Relying on the course reading, assist students to recount the history of some of the festivals they have identified 	Group activity <ul style="list-style-type: none"> Student teachers in mix-groups representing the various ethnic groups in Ghana discuss the origins and purpose of some selected festivals. Student teachers in mix-groups present their findings on the origins and purpose of selected festivals.
	Socio-economic Significance of Festivals in Ghana	60minutes	Face-to-face: Tutor leads student teachers to discuss the socio-economic significance of the selected festivals in present-day Ghana	Face-to-face: <ul style="list-style-type: none"> Student teachers discuss the socio-economic significance of selected festivals.
Lesson assessments – evaluation of learning: of, for and as learning within the lesson	Write a reasoned argument justifying why the celebration of a selected (choose from those discussed in class) must be encouraged in contemporary Ghana to be submitted during the next lesson CLO 2 NTS: 2c: Has secure content knowledge, pedagogical knowledge and pedagogical content knowledge for the school and grade they teach in.			
Teaching Learning Resources	Primary data (pictures, videos/documentary, archival documents) , computers/ laptops, LCD projector/screen, video/ audio player and camera			
Required Text (core)	Amenumey D.E.K. (2011). <i>Ghana: A Concise History from Pre-colonial Times to the 20th Century</i> , Accra: Woeli. Boahen A. A. (1975). <i>Ghana: Evolution and change in the nineteenth and twentieth centuries</i> . New York: Longman. Gocking, R. (2005). <i>The History of Ghana</i> . Westport, Connecticut: Greenwood Press.			
Additional Reading List	Buah, F.K. (2007). <i>A history of Ghana</i> . London: MacMillan. Konadu K., & Campbell C.C. (ed.) (2016). <i>The Ghana reader: History, Culture, Politics</i> . Durham, N.C. : Duke University Press 361 Perbi A. A. (2004). <i>A History of Indigenous Slavery in Ghana: from the 15th to the 19th century</i> . Accra: Sub-Saharan Publishers. Philip F. (1965). <i>Education and Social Change in Ghana</i> . Chicago: University of Chicago Press.			
CPD Requirement	Workshops for tutors on: - Best Practices in History Instruction ie. Using Historical Question to Focus on Inquiry, use of appropriate Scaffolds and Handouts to Support Student Learning , providing students multiple opportunities to <i>Practice New Skills etc.</i> - Integrating ICT in teaching history - Teaching and Learning Resources (audio-visuals and visuals)			

Lesson 2

Year of B.Ed.	2	Semester	2	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	Social organizations/practices in pre-colonial Ghana (II)			Lesson Duration		3 Hours	
Lesson description	This lesson seeks to introduce student teachers to some cultural practices such as rites of passage in Ghana. It seeks to highlight the significance of these rites of passages in contemporary Ghana and expose student teachers to some of the changes and continuities in these rites of passages.						
Previous student teacher knowledge, prior learning (assumed)	Student teachers have been introduced to some socio-cultural practices in Ghana.						
Possible barriers to learning in the lesson	Student teachers may project their contemporary understanding of rites of passage in the Ghanaian society on the lesson						
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face [v]	Practical Activity []	Work-Based Learning []	Seminars [v]	Independent Study [v]	e-learning opportunities	Practicum []
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	The course will be delivered using the following methods Face-to-face: Discussion, Demonstration Independent Study: Inquiry Learning to prepare reports and present findings Seminar: Presentations of models, mapping of the concepts						
Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed	The purpose of this lesson is to help student teachers tounderstand the social and cultural diversities in the Ghanaian society. The lesson seeks to achieve the following domain of the National Teachers’ Standards: “Has secure content knowledge, pedagogical knowledge and pedagogical content knowledge for the school and grade they teach in” (NTS 2c). “Employs a variety of instructional strategies that encourages student participation and critical thinking.” (NTS 3e) “Pays attention to all learners, especially girls and students with Special Educational Needs, ensuring their progress.” (NTS 3f) “Employs instructional strategies appropriate for mixed ability, multilingual and multi-age classes.” (NTS 3g)						
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	
	1. Exhibit understanding of some rites of passage in Ghanaian societies			List the common rites of passage in Ghana		<ul style="list-style-type: none"> An appreciation of the need for gender balance, inclusivity and diversity. Develop the ability to integrate ICT skills into lesson delivery. Develop Critical thinking and problem-solving skills, creative and innovative ways in solving social problems. 	
	2. Demonstrate knowledge of some rites of passage among the various ethnic groups in Ghana			Describe the rites of passage among the various ethnic groups in Ghana			
3. Demonstrate skills in justifying the need to practice rites of passage in Ghanaian societies			Debate the significance of the observance of the rites of passage in Ghanaian society				

Content of lesson picked and developed from the course specification	Sub Topic	Time or Stage	Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study	
Topic Title			Teacher Activity	Student Activity
Social organizations/practices in pre-colonial Ghana	Relevant Previous Knowledge	10	Face-to-face: Tutor leads student teachers to review previous lesson festivals in Ghana.	Discussion: Student teachers discuss the previous lessons identifying areas of weakness that needs to be addressed.
	Rites of Passage Discuss the rites of passage such as Naming Ceremony, Puberty rites, Marriage Ceremony, Funeral Rites among some ethnic groups in Ghana.	100 minutes	Discussion: Brainstorm the meaning of Rite of passage -Assist students Identify the rites of passage in the society. -Show a documentary on any of the rites of passage (Naming Ceremony, Puberty rite (https://www.youtube.com/watch?v=prwwUsWNISY) or -Student teachers in Groups role play the rites of passage in class -Assist student teachers to identify some of the changes and continuities in the rites of passage.	Discussion: Brainstorm and come out with the meaning of rite of passage <ul style="list-style-type: none">• Make an outline of the rites of passage in the Ghanaian Society• Make notes from the documentary being shown and share with a colleague after the film or -Prepare and role play any of the rites of passage -Student teachers identify changes and continuities in the rites of passage.
	Significance of the Observance of Rites of Passage	70	Discussion: Tutor leads student teachers to discuss the relevance of the observance of the various rites of passage in Ghanaian societies	Discussion: Student teachers examine why there is a need to continue to observe rites of passage in Ghanaian society.
Lesson assessments – evaluation of learning: of, for and as learning within the lesson	Write a reasoned argument justifying why the performance of a selected rites of passage must be encouraged in contemporary Ghana. CLO 2 NTS: 2c: Has secure content knowledge, pedagogical knowledge and pedagogical content knowledge for the school and grade they teach in. 3e Employs a variety of instructional strategies that encourages student participation and critical thinking. 3f Pays attention to all learners, especially girls and students with Special Educational Needs, ensuring their progress. 3g Employs instructional strategies appropriate for mixed ability, multilingual and multi-age classes. 3h Sets meaningful tasks that encourages learner collaboration and leads to purposeful learning. 3i Explains concepts clearly using examples familiar to students			
Teaching Learning Resources	Primary data (pictures, videos/documentary, archival documents), computers/ laptops, LCD projector/screen, video/ audio player and camera			
Required Text (core)	Amenumey D.E.K. (2011). <i>Ghana: A Concise History from Pre-colonial Times to the 20th Century</i> , Accra: Woeli. Boahen A. A. (1975). <i>Ghana: Evolution and change in the nineteenth and twentieth centuries</i> . New York: Longman. Gocking, R. (2005). <i>The History of Ghana</i> . Westport, Connecticut: Greenwood Press.			

Additional Reading List	<p>Buah, F.K. (2007). <i>A history of Ghana</i>. London: MacMillan.</p> <p>Konadu K., & Campbell C.C. (ed.) (2016). <i>The Ghana reader: History, Culture, Politics</i>. Durham, N.C. : Duke University Press 361</p> <p>Perbi A. A. (2004). <i>A History of Indigenous Slavery in Ghana: from the 15th to the 19th century</i>. Accra: Sub-Saharan Publishers.</p> <p>Philip F. (1965). <i>Education and Social Change in Ghana</i>. Chicago: University of Chicago Press.</p>
CPD Requirement	<p>Workshops for tutors on:</p> <ul style="list-style-type: none"> - Best Practices in History Instruction ie. Using Historical Question to Focus on Inquiry, use of appropriate Scaffolds and Handouts to Support Student Learning, providing students multiple opportunities to <i>Practice New Skills etc.</i> - Integrating ICT in teaching history - Teaching and Learning Resources (audio-visuials and visuals)

Lesson 2

Year of B.Ed.	2	Semester	2	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	Slavery and the slave trade in Ghana (I)				Lesson Duration	3 Hours	
Lesson description	This lesson seeks to expose student teachers to the history of slavery and the slave trade in Ghana. The main focus of the lesson is to address the nature and development of indigenous/domestic slavery, Trans-Saharan slave trade and the Atlantic slave trade before European encounter. It further addresses the introduction of the Atlantic Slave trade into the Gold Coast and the distinct similarities and differences between these types of slavery and the slave trade.						
Previous student teacher knowledge, prior learning (assumed)	Student teachers have contemporary understanding of the term's slavery and slave trade.						
Possible barriers to learning in the lesson	The tendency to project modern-day concepts and understanding of the term slavery instead of looking at it from a historical perspective.						
Lesson Delivery – chosen to support student teachers in achieving the outcomes	Face-to-face [<input checked="" type="checkbox"/>]	Practical Activity [<input type="checkbox"/>]	Work-Based Learning [<input type="checkbox"/>]	Seminars [<input type="checkbox"/>]	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>Face-to-face – Discussion, lecture, think, pair share should be used in facilitating lessons. Interaction with resource persons who are experienced and accomplished teachers.</p> <p>e-learning opportunities – Videos from YouTube of shared experiences of accomplished teachers and educators should be showed for analysis, reflections and discussions.</p> <p>Seminars: to generate group and individual opinion, discussion and reflection: student and/or tutor led</p> <p>Independent study: to enable student teachers to engage with relevant and appropriate on issues related to teaching as a profession. This can be part of any of the above modes.</p>						

<ul style="list-style-type: none"> Overarching outcome, what you want the student teachers to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed 	<p>The purpose of this lesson is to help student teachers to demonstrate understanding of the background to slavery and slave trade in the Ghanaian society. The lesson seeks to achieve the following domain of the National Teachers' Standards:</p> <p>"Has secure content knowledge, pedagogical knowledge and pedagogical content knowledge for the school and grade they teach in" (NTS 2c).</p> <p>"Employs a variety of instructional strategies that encourages student participation and critical thinking." (NTS 3e)</p> <p>"Pays attention to all learners, especially girls and students with Special Educational Needs, ensuring their progress." (NTS 3f)</p> <p>"Employs instructional strategies appropriate for mixed ability, multilingual and multi-age classes." (NTS 3g)</p> <p>"Explains concepts clearly using examples familiar to students." (NTS3i)</p>		
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?
	1. Demonstrate understanding of the d features of domestic slavery and the origins and expansion in the Atlantic slave trade in Ghana.	1. Outline the features of domestic slavery and the introduction and expansion in the Atlantic slave trade as practiced since the precolonial times.	
	2. Exhibit knowledge of the practice and conduct of slavery and slave trade before European encounter	2. Discuss how Indigenous and Trans-Saharan slave trades were conducted.	An understanding of the background and development and features of the slave trade and slavery as an institution in

	3.Show an understanding of the reasons for the introduction of the Atlantic slave trade into the Gold Coast.	3.Outline the key reasons for the introduction of the Atlantic slave trade in the Gold Coast.	Ghana will equip student teachers with better knowledge of the history of slavery and thus dispel the misconceptions associated with this sensitive issue. Student teachers will thus be able to deal with sensitive issues and thus develop qualities of tolerance and open-mindedness, appreciating and accommodating human weaknesses and accountability.
Topic Title: Slavery and the slave trade in Ghana (I)	Sub-topic	Stage/time	Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent.
			Teacher Activity
			Student Activity
	Introduction	40 minutes	<p>Face -to-Face:</p> <ul style="list-style-type: none"> Tutor introduces the lesson by explaining the concepts of slavery as an institution and as a trade. Tutor further gives a general background to the practice of slavery and conduct of the concept as a trade.
	Indigenous slavery and slave trade, Trans-Saharan slave trade	70 minutes	<p>Face -to-Face:</p> <p>Differentiate between indigenous slavery and Trans-Saharan slave trade.</p>
			<p>Face -to-Face & e-learning</p> <ul style="list-style-type: none"> By means of on-line resources (such as https://www.youtube.com/watch?v=3NXC4Q_4JVg, https://www.youtube.com/watch?v=dnV_MTFEGIY) tutor guides student teachers to identify the distinct features of domestic slavery and Trans-Saharan slave trades.
	Reasons for the introduction for the Atlantic slave trade.	70 minutes	<p>Face-to-Face:</p> <ul style="list-style-type: none"> Tutor leads a discussion on the reasons for the introduction of the Atlantic slave trade in the Gold Coast. Tutor discusses with student teachers the parties involved in the Trans-Saharan slave trade and how.
			<p>Student Activity & e-learning:</p> <ul style="list-style-type: none"> Using required reading materials, teacher tasks student teachers to outline the reasons for the introduction of the Atlantic slave trade. Tutor puts student teachers in a mixed group setting and tasks them to critique the outlined reasons for the introduction of the Atlantic slave trade in Ghana.

Lesson assessments – evaluation of learning: of, for and as learning within the lesson	<p>Prepare a poster outlining the features of domestic slavery and the Atlantic slave trade to be presented in class next week.</p> <p>CLO 4</p> <p>NTS: 2c: Has secure content knowledge, pedagogical knowledge and pedagogical content knowledge for the school and grade they teach in.</p> <p>3e Employs a variety of instructional strategies that encourages student participation and critical thinking.</p> <p>3f Pays attention to all learners, especially girls and students with Special Educational Needs, ensuring their progress.</p> <p>3 g Employs instructional strategies appropriate for mixed ability, multilingual and multi-age classes.</p> <p>3h Sets meaningful tasks that encourages learner collaboration and leads to purposeful learning.</p> <p>3i Explains concepts clearly using examples familiar to students</p>
Instructional Resources	Primary data (pictures, videos/documentary, archival documents), computers/ laptops, LCD, projector/screen, video/ audio player and camera.
Required Text (core)	<ol style="list-style-type: none"> 1. Amenumey D.E.K. (2011). <i>Ghana: A Concise History from Pre-colonial Times to the 20th Century</i>, Accra: Woeli. 2. Boahen A. A. (1975). <i>Ghana: Evolution and change in the nineteenth and twentieth centuries</i>. New York: Longman. 3. Perbi A. A. (2004). <i>A History of Indigenous Slavery in Ghana: from the 15th to the 19th century</i>. Accra: Sub-Saharan Publishers.
Additional Reading List	
CPD needs	Workshop for tutors on: <ul style="list-style-type: none"> -historical writing and research - integrating ICT in teaching history - Teaching and Learning Resources (audio-visuals and visuals)

Lesson 6

Year of B.Ed.	2	Semester	2	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	Slavery and the slave trade in Ghana (II)				Lesson Duration	3 Hours	
Lesson description	This lesson connects with the preceding lesson which addresses the development of slavery as an institution and the slave trade. It primarily examines the differences and similarities of both the indigenous and Atlantic slave trade as well as discusses the impact of the introduction of the Atlantic slave trade on the Ghanaian society. Another aspect of the lesson focuses on the abolition of the slave trade and slavery as an institution in Ghana.						
Previous student teacher knowledge, prior learning (assumed)	Student teachers have been exposed to the different features of slavery and the slave trade in pre-colonial Ghana.						
Possible barriers to learning in the lesson	Student teachers may have a skewed and limited understanding of the complexities of slavery, slave trade and the abolition of the slave trade and the institution of slavery.						
Lesson Delivery – chosen to support student teachers in achieving the outcomes	Face-to-face [✓]	Practical Activity []	Work-Based Learning []	Seminars [✓]	Independent Study [✓]	e-learning opportunities [✓]	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	<p>Face-to-face – Discussion, lecture, think, pair share should be used in facilitating lessons. Interaction with resource persons who are experienced and accomplished teachers.</p> <p>e-learning opportunities – Videos from YouTube of shared experiences of accomplished teachers and educators should be showed for analysis, reflections and discussions.</p> <p>Seminars: to generate group and individual opinion, discussion and reflection: student and/or tutor led</p> <p>Independent study: to enable student teachers to engage with relevant and appropriate on issues related to teaching as a profession. This can be part of any of the above modes.</p>						
<ul style="list-style-type: none"> Overarching outcome, what you want the student teachers to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed 	<p>The purpose of this lesson is to help student teachers to understand the social and cultural diversities in the Ghanaian society. The lesson seeks to achieve the following domain of the National Teachers’ Standards:</p> <p>“Has secure content knowledge, pedagogical knowledge and pedagogical content knowledge for the school and grade they teach in” (NTS 2c).</p> <p>“Employs a variety of instructional strategies that encourages student participation and critical thinking.” (NTS 3e)</p> <p>“Pays attention to all learners, especially girls and students with Special Educational Needs, ensuring their progress.” (NTS 3f)</p> <p>“Employs instructional strategies appropriate for mixed ability, multilingual and multi-age classes.” (NTS 3g)</p>						
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?	
	1. Show Appreciation of the distinct differences and similarities between the Indigenous and the Atlantic slavery and slave trades.		1. Compare and contrast the indigenous slavery and the slave trade with the Atlantic Slave Trade.			An understanding of the background and development and features of the slave trade and slavery as an institution in Ghana will equip student teachers with better knowledge of the history of slavery and thus dispel the misconceptions associated with this sensitive issue. Student teachers will thus be able to deal with sensitive issues and thus develop qualities of tolerance and	
	2. Exhibit a keen knowledge of the significant effects of the introduction of the Atlantic slave trade in the Gold Coast.		2. Identify significant implications of the introduction of the Atlantic Slave Trade in the Gold Coast				

		3.Show a keen understanding into the complex process of abolitions of the slave trade and slavery in the Ghanaian society.	3.Outline the processes and complexities involved in the abolition of the slave trade and slavery as an institution.	open-mindedness, appreciating and accommodating human weaknesses and accountability
Topic Title: Slavery and the slave trade in Ghana (II)	Sub-topic	Stage/time	Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent.	
			Teacher Activity	Student Activity
	Review of Previous Lesson	30 minutes	Face -to-Face: Tutor reviews the previous lesson and draws the connection with the present lesson.	Face -to-Face and Class Activity: Tutor calls on student teachers to recall some of the key points in the previous lesson. Tutor asks student teachers to identify and write down points in the present lesson that will be used later in analyzing the connection between the indigenous slave trade and the Atlantic slave trade.
	Differences and similarities between Indigenous and the Atlantic slavery and slave trades.	40 minutes	Face -to-Face: Tutor discusses with student teachers the key differences and similarities between indigenous slavery and Atlantic slave trade in Ghana.	Face -to-Face & Practical Activity Tutor tasks student teachers to write down the key features of both the indigenous and the Atlantic slave trade focusing on the differences and similarities.
	effects of the introduction of the Atlantic slave trade in the Gold Coast	50 minutes	Face-to-Face Tutor discusses with student teachers the effect of the introduction of the Atlantic slave trade on the Gold Coast.	Student Activity & e-learning: In a mixed group setting, student teachers deliberate on the impact of the Atlantic slave trade on the Gold Coast.
	The process of abolitions of slavery and the trade in the Ghanaian society.	50 minutes	Face-to-Face Tutor leads a discussion on the processes of abolition of first the slave trade and slavery as an institution in the Gold Coast by emphasising the roles played by missionaries, colonial authorities and indigenous Ghanaians.	Face-to-Face Teacher engages student teachers in a discussion on the processes and agents of abolition of slavery and slave trade in the Gold Coast.
Lesson assessments – evaluation of learning: of, for and as learning within the lesson	Student teachers to visit places of historical sites such as the Cape Coast and Elmina castles, Salaga, Pikworo slave sites and recount their impression of how the history of slavery in Ghana has been portrayed. Weighting: component 2. CLO 4 NTS: 2c: Has secure content knowledge, pedagogical knowledge and pedagogical content knowledge for the school and grade they teach in.			
Instructional Resources	Primary data (pictures, videos/documentary, archival documents), computers/ laptops, LCD, projector/screen, video/ audio player and camera.			

Required Text (core)	<ol style="list-style-type: none"> 1. Amenumey D.E.K. (2011). <i>Ghana: A Concise History from Pre-colonial Times to the 20th Century</i>, Accra: Woeli. 2. Boahen A. A. (1975). <i>Ghana: Evolution and change in the nineteenth and twentieth centuries</i>. New York: Longman. 3. Perbi A. A. (2004). <i>A History of Indigenous Slavery in Ghana: from the 15th to the 19th century</i>. Accra: Sub-Saharan Publishers.
Additional Reading List	
CPD needs	<p>Workshop for tutors on:</p> <ul style="list-style-type: none"> • historical writing and research • integrating ICT in teaching history • Teaching and Learning Resources (audio-visuals and visuals)

Lesson 7

Year of B.Ed.	2	Semester	2	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	History of Education (I)				Lesson Duration	3 Hours	
Lesson description	The course seeks to expose student teachers to the History of Education in Ghana from the precolonial through to the end of colonial period. It addresses the concept of informal education in the pre-colonial society before the introduction and development of formal education first by missionary activities and later by the British colonial administration. It further discusses the impact of the introduction of formal education on the Gold Coast society.						
Previous student teacher knowledge, prior learning (assumed)	Student teachers have been through the educational system and have knowledge of the institution of education in Ghana.						
Possible barriers to learning in the lesson	Student teachers lack concrete understanding of the history and development of education in Ghana.						
Lesson Delivery – chosen to support student teachers in achieving the outcomes	Face-to-face [v]	Practical Activity []	Work-Based Learning	Seminars []	Independent Study [v]	e-learning opportunities []	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	<p>Face-to-face – Discussion, lecturette, think-pair-share should be used in facilitating lessons. Interaction with resource persons (history professors, teacher unionist, retired educationist) who are experienced and knowledgeable about the key developments in the education sector.</p> <p>Seminars- to generate group and individual creativity, discussion and reflection on some of the major educational challenges, key educational policies and their outcomes and reflect on the way forward.</p> <p>Practical activity- Students will be engaged in a historical individual fieldwork. Student teachers will choose a relevant topic related to developments in the education sector and write on it.</p> <p>Work Based learning- Tutor will engage student teachers in discussion and in-class-work on similar topics they may be working on.</p>						
<ul style="list-style-type: none"> Overarching outcome, what you want the student teachers to achieve, serves as basis for the learning outcomes. An expanded version of the description. 	<p>The purpose of this lesson is to help student teachers to understand the social and cultural diversities and appreciate the effects of other foreign cultures on the socio-cultural organization of the Ghanaian society. The lesson seeks to achieve the following domain of the National Teachers’ Standards:</p> <p>“Has secure content knowledge, pedagogical knowledge and pedagogical content knowledge for the school and grade they teach in” (NTS 2c).</p> <p>“Employs a variety of instructional strategies that encourages student participation and critical thinking.” (NTS 3e)</p> <p>“Pays attention to all learners, especially girls and students with Special Educational Needs, ensuring their progress.” (NTS 3f)</p> <p>“Employs instructional strategies appropriate for mixed ability, multilingual and multi-age classes.” (NTS 3g)</p> <p>“Sets meaningful tasks that encourages learner collaboration and leads to purposeful learning.” (NTS 3h)</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?		
	1.Appreciate the earliest form(s) of education before the introduction of formal education by Europeans.	1.Outline the various form(s) of education before European encounter.			A well-grounded insight into the history and development of education in Ghana equips student teachers		

			with the professional skills as trained teachers. Student teachers are better placed to address issues of diversity and inclusivity in their profession
	2.Exhibit understand the origin of formal education in the Gold Coast.	2.Write an essay on the origin of formal education in the Gold Coast.	
	3.Appreciate the role of missionaries and colonial agents in the development of formal education in the Gold Coast.	3.Identify the key roles played by missionaries, colonial agents in the development of formal education in the Gold Coast.	
	4.Understand the effects of formal education on the Gold Coast.	4.Write a two-page essay critiquing the impact of formal education on the Gold Coast society.	
Topic Title: <ul style="list-style-type: none"> Education since independence 	Sub-topic	Stage/time	Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent.
			Teacher Activity
			Student Activity
	Introduction	10 minutes	Face-to-face: <ul style="list-style-type: none"> Tutor introduces the lesson by explaining briefly the relevance of education in a society. Tutor explains how education means more than the arts of reading and writing and the relevance of this form of education.
Earliest form(s) of education before the introduction of formal education by Europeans.	50 minutes	Discussions: <ul style="list-style-type: none"> Tutor leads a discussion on the existence of earliest forms such as informal education and Islamic form of education through of education in precolonial Ghana before the introduction of formal education in the Gold Coast. Teacher discusses further how this form of education was practiced during the precolonial times. 	Group Discussion and Presentation: <ul style="list-style-type: none"> Student teachers engaged in the discussion on early form(s) of education, the practice and their relevance.
Origin and introduction of formal education in the Gold Coast.	60 minutes	Discussions: <ul style="list-style-type: none"> Tutor explains the origin/introduction of formal education into the Gold Coast. Tutor explains further the historical background to this and outlines some of the key factors for the introduction of formal education by Europeans into the Gold Coast. 	Group Discussion: <ul style="list-style-type: none"> Student teachers discuss the origin and history of formal education in the Gold Coast, outlining the major differences of this form of education with the early form(s) of education. n why

				despite the various reforms the education sector is still saddled with many challenges.
	The role of missionaries and colonial agents in the development of formal education in the Gold Coast.	60 minutes	<p>Discussion:</p> <ul style="list-style-type: none"> Tutor leads a discussion on roles and contributions of key groups and personalities such as Philip Quarcoe, Anthony William Amo of Axim, Kwergyir Aggrey, and Frederick Gordon Guggisberg in the development of formal education in the Gold Coast. Teacher concludes the lesson by reminding student teachers to watch Kwaw Ansah's "Heritage Africa" for their subsequent assignment. 	<p>Group Discussion:</p> <ul style="list-style-type: none"> Student teachers through a mixed group activity, write down the roles and contributions of missionaries and colonial agents in the development of formal education in the Gold Coast.
Lesson assessments – evaluation of learning: of, for and as learning within the lesson	<p>Student teachers to watch a video "Heritage Africa" by Kwaw Ansah and write a two-page reflection showing how the movie is useful for assessing the impact of the introduction of formal education on the Gold Coast.</p> <p>CLO 4</p> <p>NTS: 2c: Has secure content knowledge, pedagogical knowledge and pedagogical content knowledge for the school and grade they teach in.</p>			
Instructional Resources	<p>Some Secondary Sources: (Books, Media reports (based on primary sources and appear after an event)some Primary Sources: (Letters, Eyewitness articles, Newspaper reports, Videotapes, Speeches,) computers/ laptops, LCD projector/screen.</p>			
Required Text (core)	<ol style="list-style-type: none"> Foster, P. (1965). <i>Education and Social Change in Ghana</i>. London: Routledge and Kegan Paul Graham, C. K. (1976). <i>The History of Education in Ghana</i>. London: Frank Cass & Co. Ltd, 1976. McWilliam, H.O.A & Kwamena-Poh, M. A (1975). <i>The Development of Education in Ghana</i> (New edition), London: Longman 			
Additional Reading List	<ol style="list-style-type: none"> Amenumey, D. E. K. (2007). <i>Challenges of Education in Ghana in the 21st Century</i>, Accra: Woeli Publishing Services Ansah, K. (1989). Heritage Africa. Meyer, B. (1999). "Popular Ghanaian Cinema and "African Heritage" <i>Africa Today</i>. Vol. 46, No. 2. 93-114. Sampson, M. (1969). <i>Makers of modern Ghana: from Philip Quarcoo to Aggrey (Volume One)</i> Accra: Anowuo Educational Publications 			
CPD needs	<p>Workshop for tutors on:</p> <ul style="list-style-type: none"> -historical writing and research - integrating ICT in teaching history - Teaching and Learning Resources (audio-visuals and visuals) 			

Lesson 8

Year of B.Ed.	2	Semester	2	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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Year 2	Semester 2	Place of lesson in semester				Week 8	
Title of Lesson	History of Education (II)				Lesson Duration	3 Hours	
Lesson description	This lesson seeks to introduce student teachers to key developments in the education sector since independence. It will expose students to major educational reforms, key challenges affecting educational outcomes, as well as teacher union activism and its impact on the education sector.						
Previous student teacher knowledge, prior learning (assumed)	Student teachers have studied the history of education before independence.						
Possible barriers to learning in the lesson	Student teachers may encounter some difficulty in identifying the major shifts in education policy and development since independence.						
Lesson Delivery – chosen to support student teachers in achieving the outcomes	Face-to-face [v]	Practical Activity []	Work-Based Learning	Seminars []	Independent Study [v]	e-learning opportunities []	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	<p>Face-to-face – Discussion, lecturette, think-pair-share should be used in facilitating lessons. Interaction with resource persons (history professors, teacher unionist, retired educationist) who are experienced and knowledgeable about the key developments in the education sector.</p> <p>Seminars- to generate group and individual creativity, discussion and reflection on some of the major educational challenges, key educational policies and their outcomes and reflect on the way forward.</p> <p>Practical activity- Students will be engaged in a historical individual fieldwork. Student teachers will choose a relevant topic related to developments in the education sector and write on it.</p> <p>Work Based learning- Tutor will engage student teachers in discussion and in-class-work on similar topics they may be working on.</p>						

<ul style="list-style-type: none"> Overarching outcome, what you want the student teachers to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed 	<p>The purpose of this lesson is to help student teachers understand the social and cultural diversities and appreciate the effects of other foreign cultures on the socio-cultural organization of the Ghanaian society. The lesson seeks to achieve the following domain of the National Teachers’ Standards:</p> <p>“Has secure content knowledge, pedagogical knowledge and pedagogical content knowledge for the school and grade they teach in” (NTS 2c)</p> <p>“Employs a variety of instructional strategies that encourages student participation and critical thinking.” (NTS 3e)</p> <p>“Pays attention to all learners, especially girls and students with Special Educational Needs, ensuring their progress.” (NTS 3f)</p> <p>“Employs instructional strategies appropriate for mixed ability, multilingual and multi-age classes.” (NTS 3g)</p>		
<p>61 Learning Outcome for the lesson, picked and developed from the course specification</p> <p>62 Learning indicators for each learning outcome</p>	<p>Learning Outcomes</p>	<p>Learning Indicators:</p>	<p>Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?</p>
	<p>1. Appreciate factors responsible for growth in the education sector since independence</p>	<p>1.1 Present findings on the factors responsible for the growth in the education sector since independence.</p>	

	1. Exhibit knowledge of the major reforms in the education sector since independence.	2.1 List the various education reforms since independence.		
Topic Title: <ul style="list-style-type: none"> Education since independence 	Sub-topic	Stage/time	Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent.	
	Review of previous lesson	10 minutes	Teacher Activity <u>Face-to-face</u> <ul style="list-style-type: none"> Tutor-led review of previous lesson. 	Student Activity <u>Discussion</u> <ul style="list-style-type: none"> Student teachers to discuss previous lesson, recalling key issues raised and identifying areas of weakness that needs to be addressed.
	Dynamics of educational growth during the first decade after independence	70 minutes	Discussions: <ul style="list-style-type: none"> Tutor Leads a discussion on the growth in education since independence Tutor explains how various interventions in the education sector contributed to increased enrolment at the pre-tertiary levels. Tutor leads discussion on the challenges that were encountered following the exponential increase in enrolment levels Tutor leads discussion on developments in tertiary education in Ghana. Tutor explain some of the measures that were adopted to mitigate the effects of increased enrolments 	Group Discussion and Presentation: <ul style="list-style-type: none"> Student teachers to discuss the implications of the expansion in pre-tertiary education. Student teachers to present their findings on what key interventions contributed to the expansion in educational delivery in the first few years after independence

	Educational Reforms since Independence	60 minutes	<p>Discussions:</p> <ul style="list-style-type: none"> based on the course reading materials, student teachers identify key reforms that have been implemented in the education sector since independence Tutor guides student teachers to discuss the politics of educational reforms in Ghana since independence 	<p>Group Discussion:</p> <ul style="list-style-type: none"> Student teachers break into groups to discuss the strengths and weaknesses of the various education reforms. Student teachers to deliberate how political considerations affect outcomes of education reforms.
	Teachers and their Unions	40 minutes	<p>Face-to face</p> <ul style="list-style-type: none"> Tutor to lead discussions on the origins and development of teacher unions in the education sector Tutor explain the implications of teacher activism for teachers and educational outcomes Teacher to guide students to identify the various teacher unions in the education sector 	<p>Face-to-face Student teachers discuss the origins and development of teacher unions in the education sector</p> <p>Debate:</p> <ul style="list-style-type: none"> Student teachers to debate the necessity for teachers to belong to professional unions.
Lesson assessments – evaluation of learning: of, for and as learning within the lesson	<p>Task student teachers to evaluate the outcomes of some of the major educational reforms since independence.</p> <p>CLO 2</p> <p>NTS: 2c: Has secure content knowledge, pedagogical knowledge and pedagogical content knowledge for the school and grade they teach in.</p> <p>3e Employs a variety of instructional strategies that encourages student participation and critical thinking.</p> <p>3f Pays attention to all learners, especially girls and students with Special Educational Needs, ensuring their progress.</p> <p>3 g Employs instructional strategies appropriate for mixed ability, multilingual and multi-age classes.</p> <p>3h Sets meaningful tasks that encourages learner collaboration and leads to purposeful learning.</p> <p>3i Explains concepts clearly using examples familiar to students</p>			
Instructional Resources	<p>Some Secondary Sources: (Books, Media reports (based on primary sources and appear after an event)somePrimary Sources: (Letters, Eyewitness articles, Newspaper reports, Videotapes, Speeches),computers/ laptops, LCD projector/screen.</p>			
Required Text (core)	<p>Amoako, S. (2014). "Black Board Struggles: Teacher Unionism under the "Democratic" Rawlings Regime, 1992-2000", <i>Ghana Studies</i> vol. 17, 7-38</p> <p>McWilliam, H.O.A & Kwamena-Poh, M. A (1975). <i>The Development of Education in Ghana</i> (New edition), London: Longman</p>			
Additional Reading List	<p>Amenumey, D. E. K. (2007). <i>Challenges of Education in Ghana in the 21st Century</i>, Accra: Woeli Publishing Services</p>			

	<p>Amoako, S. (2014). "Teaching and Labour: Teacher Unionism in Ghana, 1931 – 1966", <i>International Journal of African Historical Studies</i>, vol.47 no 1. 55- 75.</p> <p>Darkwah K. (2014). <i>A History of GNAT</i>, Accra: Woeli Publishing Services,</p>
<p>CPD needs</p>	<p>Workshop for tutors on:</p> <ul style="list-style-type: none"> • historical writing and research • field and archival studies • integrating ICT in teaching history • Teaching and Learning Resources (audio-visuals and visuals)

Lesson 9

Year of B.Ed.	2	Semester	2	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	Socio-cultural practices in contemporary Ghana			Lesson Duration	3 Hours		
Lesson description	This lesson seeks to expose student teachers with an overview of the socio-cultural history of Ghana by examining common socio-cultural elements such as religion, class stratification, fashion and architecture in the Ghanaian society since independence. It seeks to enhance student teachers' appreciation of the Ghanaian culture, as a way of addressing the changes and continuity in the socio-cultural practices in contemporary times. The lesson examines how political, social and economic forces have influenced socio-cultural elements and how these imperatives have themselves been influenced by socio-cultural practices in contemporary Ghana.						
Previous student teacher knowledge, prior learning (assumed)	Student teachers have prior knowledge of socio-cultural practices in precolonial and colonial Ghana.						
Possible barriers to learning in the lesson	Student teachers may face difficulty with overcoming their pre-conceived ideas about some cultural and religious practices.						
Lesson Delivery – chosen to support student teachers in achieving the outcomes	Face-to-face [✓]	Practical Activity []	Work-Based Learning	Seminars []	Independent Study [✓]	e-learning opportunities []	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	<p>Face-to-face – Discussion, lecturette, think-pair-share should be used in facilitating lessons. Interaction with resource persons (librarians, history professors) who are experienced and accomplished in conducting and writing a historical research.</p> <p>e-learning opportunities – Videos from YouTube of shared experiences of accomplished teachers and educators should be showed for analysis, reflections and discussions.</p> <p>Seminars- to generate group and individual creativity, discussion and reflection of some research techniques and some challenges associated with writing a historical research and identify ways of overcoming these challenges.</p> <p>Practical activity- Students will be engaged in a historical individual fieldwork.</p>						
<ul style="list-style-type: none"> Overarching outcome, what you want the student teachers to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed 	<p>The purpose of this lesson is to help student teachers understand the social and cultural diversities and appreciate the effects of other foreign cultures on the socio-cultural organization of the Ghanaian society. The lesson seeks to achieve the following domain of the National Teachers' Standards:</p> <p>"Has secure content knowledge, pedagogical knowledge and pedagogical content knowledge for the school and grade they teach in" (NTS 2c).</p> <p>"Employs a variety of instructional strategies that encourages student participation and critical thinking." (NTS 3e)</p> <p>"Pays attention to all learners, especially girls and students with Special Educational Needs, ensuring their progress." (NTS 3f)</p> <p>"Employs instructional strategies appropriate for mixed ability, multilingual and multi-age classes." (NTS 3g)</p>						
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?		
	1. Demonstrate knowledge of the key religious groups in Ghana	2. Appreciate the need for religious tolerance.	1. List the various religious groups in Ghana.	2. Present a paper on the need to tolerate other religious views	By exposing student teachers to the core tenets and values of the different religions in Ghana, they will develop values such as religious tolerance and the need for peaceful co-existence.		

Topic Title: <ul style="list-style-type: none"> Socio-cultural practices in contemporary Ghana: Religion. 	Sub-topic	Stage/time	Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent.	
			Teacher Activity	Student Activity
	Review of previous lesson	10 minutes	Face to face: <ul style="list-style-type: none"> Tutor-led review of previous lesson 	Discussion <ul style="list-style-type: none"> Student teachers to discuss previous lesson, recalling key issues raised and identifying areas of weakness that needs to be addressed.
	Ghana's Religious landscape since independence	50 minutes	Face-to-face: <ul style="list-style-type: none"> Tutor introduces the lesson by providing a general review of Traditional, Christian and Islamic religions in Ghana at independence. Tutor leads a discussion on key developments in African traditional religion in contemporary Ghana. The tutor explains key developments in Christianity and Islam in contemporary Ghana. Tutor lead discussion to trace the emergence of syncretic religious beliefs in Ghana 	Discussion: <ul style="list-style-type: none"> Student teachers discuss the state of the major religious groups at independence. Student teachers' discussion key developments in African traditional religion in contemporary Ghana Independent study <ul style="list-style-type: none"> Student teachers to present development of syncretic religious beliefs in contemporary Ghana.
	Religious diversity, tolerance and co-existence in contemporary Ghana	60 minutes	Discussions: <ul style="list-style-type: none"> The tutor leads a discussion on historical developments that have enabled the various religious sects to co-exist even in diversity 	Group Discussion and Presentation: <ul style="list-style-type: none"> Student teachers discuss their findings what historical forces have ensured co-existence amongst the various religions in Ghana
Lesson assessments – evaluation of learning: of, for and as learning within the lesson	Student teachers should be tasked to do newspaper cutting depicting varying news items on religious activities in Ghana and display them on cardboards. CLO 4 NTS: 2c: Has secure content knowledge, pedagogical knowledge and pedagogical content knowledge for the school and grade they teach in.			
Instructional Resources	Some Secondary Sources: (Books, Paintings, Media reports (based on primary sources and appear after an event) somePrimary Sources: (Letters, Diaries, Eyewitness articles, Videotapes, Speeches, Photographs, Artifacts)computers/ laptops, LCD projector/screen.			
Required Text (core)	1.Allman, J.M. (1991), "Hewers of wood, carriers of water; Islam, Class and Politics on the Eve of Ghana's independence". <i>African Studies Review</i> , vol. 34 no. 2, 1-26. 2. Parker, J. & Allman, J. M (2005). <i>Tongaab: The History of West African God</i> . Bloominton: Indiana University Press,2005. 3. Wiafe E. O. (2010). <i>The three major Religions in Ghana: History, Theology and Influence</i> .CreateSpace Independent Publishing Platform. 4. Opoku, K. A., 1990: A Brief History of Independent Church Movements in Ghana since 1862, in <i>The Rise of Independent Churches in Ghana</i> , Accra, Asempa Publishers, 22-26			
Additional Reading List				

CPD needs	Workshop for tutors on: <ul style="list-style-type: none">- historical writing and research- field and archival studies- integrating ICT in teaching history- Teaching and Learning Resources (audio-visuals and visuals)
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Lesson 10

Year of B.Ed.	2	Semester	2	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	Socio-cultural practices in contemporary Ghana				Lesson Duration	3 Hours	
Lesson description	This lesson seeks to expose student teachers with an overview of the socio-cultural history of Ghana by examining common socio-cultural elements such as religion, fashion and architecture in the Ghanaian society since independence. It seeks to enhance student teachers' appreciation of the Ghanaian culture and the roots of some socio-cultural practices in contemporary times. The lesson examines how Ghana's colonial encounter with Europeans have influenced socio-cultural practices and how these influences have shaped and conditioned Ghanaian culture.						
Previous student teacher knowledge, prior learning (assumed)	Student teachers have prior knowledge on socio-cultural practice in precolonial and colonial Ghana.						
Possible barriers to learning in the lesson							
Lesson Delivery – chosen to support student teachers in achieving the outcomes	Face-to-face [v]	Practical Activity []	Work-Based Learning []	Seminars [v]	Independent Study []	e-learning opportunities []	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	<p>Face-to-face – Discussion, lecturette, think-pair-share should be used in facilitating lessons. Interaction with resource persons who are experienced and accomplished teachers.</p> <p>Seminars- To generate group and individual creativity, discussion and reflection: student and/or tutor led</p> <p>Independent study- To enable student teachers to engage with relevant and appropriate issues related to teaching as a profession. This can be part of any of the above modes.</p>						
<ul style="list-style-type: none"> Overarching outcome, what you want the student teachers to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed 	<p>The purpose of this lesson is to help student teachers understand the social and cultural diversities and appreciate the effects of other foreign cultures on the socio-cultural organization of the Ghanaian society. The lesson seeks to achieve the following domain of the National Teachers' Standards:</p> <p>"Has secure content knowledge, pedagogical knowledge and pedagogical content knowledge for the school and grade they teach in" (NTS 2c).</p> <p>"Employs a variety of instructional strategies that encourages student participation and critical thinking." (NTS 3e)</p> <p>"Pays attention to all learners, especially girls and students with Special Educational Needs, ensuring their progress." (NTS 3f)</p> <p>"Employs instructional strategies appropriate for mixed ability, multilingual and multi-age classes." (NTS 3g)</p>						
50 Learning Outcome for the lesson, picked and developed from the course specification 51 Learning indicators for each learning outcome	Learning Outcomes 1. Demonstrate the ability to identify some social and cultural issues in contemporary Ghana.		Learning Indicators 1. List some key socio-cultural issues in contemporary Ghana.			Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?	
Topic Title: <ul style="list-style-type: none"> Socio-cultural practices in contemporary Ghana. 	Sub-topic	Stage/time	Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent.				
	Review of previous lesson	10	Teacher Activity		Student Activity		
			Face to face: <ul style="list-style-type: none"> Teacher-led review of previous lesson 		<ul style="list-style-type: none"> Student teachers to discuss previous lesson, recalling key issues raised and identifying areas of weakness that needs to be addressed. 		

	Understanding the elements of fashion in contemporary Ghana.	20 minutes	<u>Face-to-Face:</u> <ul style="list-style-type: none"> Teacher leads discussion on key elements of fashion in contemporary Ghana. 	<u>Face-to-Face, Discussion:</u> <ul style="list-style-type: none"> Engages student teachers to discuss the elements of fashion.
	Fashion and social change in Ghana since independence.	70minutes	<u>Face -to-Face:</u> <ul style="list-style-type: none"> Tutor provides student teachers with fashion magazines for them to identify different patterns of designs and indicate which age groups may be associated with particular designs and explain why Tutor leads discussion on how fashion reflect changes and continuity in social life in Ghana. Tutor leads student teachers in a discussion on how fashion(clothing) has been used as a tool to express national identity in contemporary Ghana. 	<u>Discussion& Presentation:</u> <ul style="list-style-type: none"> Student teachers discuss pattern of fashion and the underpinning factors for prevailing trends in contemporary Ghana. student teacher discuss how fashion reflect changes and continuity in the Ghanaian society. Student teachers discuss in groups and present their findings on how fashion(clothing) has been used as a tool for national identity in contemporary
	Ghanaian Architecture in contemporary times.	70 minutes	<u>Face to Face:</u> <ul style="list-style-type: none"> Tutor introduces lesson by giving an overview of architectural history in Ghana. Tutor provides student teachers with pictures of modern Ghanaian architecture and traditional Ghanaian architectural designs and guide them to identify features of the traditional designs that can be found in the modern. Relying on images of modern Ghanaian architectural designs tutor guides student teachers to identifyelements of traditional cultural symbols and art that are infused into these designs. Tutor guides student teachers to examine challenges in planning settlement patterns in the Ghanaian society. 	<u>Discussion, Personal studies and e-learning</u> <ul style="list-style-type: none"> Student teacher discuss architectural history in Ghana. Student teachers discuss how traditional western architecture have shaped modern Ghanaian architectural aesthetics. Student teachers examine how elements of traditional cultural symbols and art have been incorporated in Ghanaian architectural aesthetics to give them unique Ghanaian identity Student teacher presents their findings on challenges in planning and settlement pattern in the Ghanaian society.

Lesson assessments – evaluation of learning: of, for and as learning within the lesson	In Groups, student teachers design a poster depicting different shades of architecture in contemporary Ghana to be submitted in the next class. NTS: 2c: Has secure content knowledge, pedagogical knowledge and pedagogical content knowledge for the school and grade they teach in.
Instructional Resources	Primary data (pictures, videos/documentary, archival documents), computers/ laptops, LCD projector/screen, video/ audio player and camera
Required Text (core)	<p>1. An Architectural History of Ghana,https://culturalencyclopaedia.org/an-architectural-history-of-ghana-entry</p> <p>2. Allman J. (2004) “Let your Fashion be in line with our Ghanaian Costume: Nation, Gender and Politics of Clothing in Nkrumah’s Ghana” in Jean Allman (ed). <i>Fashioning Africa Power and Politics of Dress</i>. Bloomington & Indianapolis: Indiana University Press, 144 – 165.</p> <p>3. Hess J. B. (2000). “Imagining Architecture: The Structure of Nationalism in Accra, Ghana”, <i>Africa Today</i>, vol. 47 no 2, 35 – 58.</p> <p>4. Oppong, A. K. (2014). “The Old Fashioned Gives Way to the New: Women’s Fashion and Independence in Ghana, 1950s – 1960,” in Nana Yaw B. Sarpong & J. Otto Pohl, <i>Replenishing History: New Directions to Historical Research in the 21st Century in Ghana</i>. Accra: Ayebia Clarke Publishing Ltd. 108 - 115</p>
Additional Reading List	
CPD needs	<p>Workshop for tutors on:</p> <ul style="list-style-type: none"> • historical writing and research • field and archival studies • integrating ICT in teaching history • Teaching and Learning Resources (audio-visuals and visuals)

Lesson 12

Year of B.Ed.	2	Semester	2	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	Course review			Lesson Duration		3 Hours	
Lesson description	Review and audit the lessons for the semester. It is also expected that Student teachers will reflect during this lesson on their own progress in the course so far and ask for clarification of some of the concept discussed during the various lessons.						
Previous student teacher knowledge, prior learning (assumed)	Lessons learnt from lesson 1 through the semester using all the learning approaches.						
Possible barriers to learning in the lesson	Difficulty with some concepts not adequately dealt with. Lessons not appropriately understood by student - teachers.						
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face [v]	Practical Activity []	Work-Based Learning []	Seminars	Independent Study [v]	e-learning opportunities	Practicum []
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	The course will be delivered using the following methods Face-to-face: Discussion, Demonstration Independent Study: Inquiry Learning to prepare reports and present findings Seminar: Presentations of models, mapping of the concepts						
Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed	The purpose of this lesson is to help students refresh their minds on all the learning that happened in the semester and provide opportunities for them to seek support for learning outcomes they are yet to master. This lesson will contribute towards the attainment of all the CLOs and help address the following aspects of NTS: <ul style="list-style-type: none"> Engages positively with colleagues, learners, parents, School Management Committees, Parent-Teacher Associations and wider public as part of a community of practice (NTS 1e). Employs instructional strategies appropriate for mixed ability, multilingual and multi-age classes (NTS 3g). Sets meaningful tasks that encourages learner collaboration and leads to purposeful learning (NTS 3h). 						
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	
	1. Demonstrate the ability to identify weakness and strengths in learning the course for the period under review.		Make a list of Weaknesses and strengths on poster papers for sharing			As tutors review lessons through group work and presentation, student teachers develop Collaborative, critical thinking and Communication skills from the reflective activities.	
	2. Demonstrate the ability to reflect on lessons learnt so far and state new insights and/or grey areas needing remedies		Provide a reflection report and answer questions on topics learnt so far through demonstrations and illustrations on a given media				
	3. Exhibit skills in Correcting misconception / misinformation for earlier (lesson 1 – 12) lessons and discuss		Present concept maps and/or models linking misconceptions/misinformation to new insights				

	with the student teachers the various areas to develop their thought			
Content of lesson picked and developed from the course specification	Sub Topic	Time or Stage	Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study	
Topic Title			Teacher Activity	Student Activity
1 Course review	Reviewing the understanding of the student teachers of the lessons covered throughout the semester	60 minutes	Face-to-face <ul style="list-style-type: none"> Brainstorming with student – teachers to identify the weaknesses and strengths of student – teachers in lessons 1 – 12 bearing in mind the uniqueness and diversity among them. Provided student teachers with a checklist on each topic so that they are able to list weakness and strengths 	<ul style="list-style-type: none"> Student – Teachers responds to Tutor questions on weaknesses/difficulties and strengths Working in groups and with the checklist student-teachers identify and record all possible weaknesses and strengths in the lessons learnt throughout the semester.
	Remedies to course topics	120 minutes	Seminar <ul style="list-style-type: none"> Group student – teachers according to remedy need and mixed-ability groups and provide specific task assistance in the areas on concept needing remedy. 	Students work in the special group (Same remedy need group) on tasks to remedy their learning need.
Lesson assessments – evaluation of learning: of, for and as learning within the lesson	<ul style="list-style-type: none"> Student – Teachers presentations during group work helps to assess them of learning (Presentations to last for each group a 10-15minutes) working in groups score 10% of score for group presentation. Assessment of learning: Student – Teachers working in groups on remedial tutoring helps to assess them for learning <p>3f Pays attention to all learners, especially girls and students with Special Educational Needs, ensuring their progress.</p> <p>3g) Employs instructional strategies appropriate for mixed ability, multilingual and multi-age classes.</p> <p>3h) Sets meaningful tasks that encourages learner collaboration and leads to purposeful learning.</p> <p>3i) Explains concepts clearly using examples familiar to students</p>			
Teaching Learning Resources	Primary data (pictures, videos/documentary, archival documents), computers/ laptops, LCD projector/screen, video/ audio player and camera			
Required Text (core)	1. Marwick, A. (2001). The new nature of history, knowledge, evidence, language. Chicago: Lyceum Books. 2. Storey, W.K. (2016). Writing history: A guide for students. New York: Oxford University Press.			
Additional Reading List	Carr, E. H. (1961). What is history? Cambridge: Cambridge University Press. Jenkins, K. (1995). On what is history? From Carr and Elton to Rorty and White. London: Routledge. Stern, F. (1979). Varieties of history, 2nd ed. London: Macmillan. Tosh, J. (2002). The pursuit of history, 3rd revised ed. Harrow, Essex: Longman. Vansina, Jan. (1985). YouTube videos			

CPD Requirement	Workshop for tutors on: <ul style="list-style-type: none"> • historical writing and research • field and archival studies • integrating ICT in teaching history • Teaching and Learning Resources (audio-visuals and visuals)
Course Assessment	¹ Component 1: Subject Portfolio Assessment (30% overall score) <ul style="list-style-type: none"> • Selected items of student’s work (3 of them – 10% each) <ul style="list-style-type: none"> • Written Assignment • Group Presentation • Individual Presentation • Midterm assessment - 20% • Reflective Journal – 40% • Organisation of the portfolio –10% (how it is presented/organised) ² Component 2: Subject Project (30% overall semester score) <ul style="list-style-type: none"> • Introduction: a clear statement of aim and purpose of the project – 10% • Methodology: what the student teacher has done and why to achieve the purpose of the work (20%) • Substantive or main section – 40% • Conclusion – 30% Component 3: End-of-semester examinations (40%)

¹See rubrics on Subject Portfolio Assessment in Annex 6 of NTEAP

²See rubrics on Subject Project Assessment in Annex 6 of NTEAP

