

YEAR 2

SEMESTER 1

Four-Year B.Ed. Course Manual

TVET - MANIPULATIVE PROCESSES AND SKILLS IN HOME ECONOMICS





The Government of Ghana



mastercard
foundation



UKaid
from the British people



Published by the Ministry of Education; Ghana, under Creative Commons Attribution-ShareAlike 4.0 International License.

FOREWORD

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

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

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

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

Professor Mohammed Salifu Director General, Ghana Tertiary Education Commission

ACKNOWLEDGEMENTS

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

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

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

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

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

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

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

CORE WRITING TEAM

Names of writers	Subject		Names of writers	Subject
Dr. Isaac Eshun	African Studies		Cletus Ngaaso	Social Studies
Dr. Anthony Baabereyir			Mohammed Adam	
Ms. Shirley Dankwa			Dr. Emmanuel Adjei-Boateng	
Prof. S.Y. Annor	Agriculture		Dr. Yaw Nyadu Offei	Special Education
Dr. Salome praise Otami	Early Grade		Prof. Samuel Hayford	
Dr. Samuel Frimpong		Dr. Awuni		
Robert Quansah		English Language		Rev.(Dr) Nyueko Avotri
Dr. Abraham Kwadwo Okrah			Elizabeth Lani Ashong	
Dr. Sarah Emma Eshun				
Vivian Acquaye	French		Michael Tsorgali	
Felix A. Odonkor			Frnaxis Donkor	
Dr. Cecilia Esinam Agbeh			Dr. Maxwell Nyatsikor	
Ibrahim Osmanu	Geography		Prof. Salomey Essuman	Pedagogy
Dr. Kofi Adu-Boahen			Dr. Paul Kwadwo Addo	
Dr. M. Kusimi			Dr. Winston Kwame Abroampa	
Dr. Aboagye Dacosta	Ghanaian Language		Mr. Kwaku Esia-Donkoh	Arabic
Mr. Alexander Otoo			Mohammed Z. Abdulmumin	
Dr. Yvonne A.A. Ollennu			Dr. Mohammed Hafiz	
Kwasi Adomako	History		Iddris Mohammed	
Dr. Akwasi Kwarteng Amoako-Gyampah			Mohammed Almu Mahaman	
Anitha Oforiwah AduBoahen			Murtada M. Muaz	
Gertrude Nkrumah			Dr M. Q. Adjahoe	Music

Prof Charles Owu-Ewie	Literacy	Prof Cosmas Mereku	
Dr. Ahmed Amihere	Mathematics	Prof. Reginald Ocansey	Physical Education
Zakaria Sadiq		Dr. Emmanuel Osei Sarpong	
Dr. R. Addai-Mununkum	RME	E. Kwaku Kwaa-Aidoo	ICT
Dr Charles Nyarko Annobil		Victor Anyamful	
Mr. Owusu Afiriyie			
Dr. V. Ankamah-Lomotey	Science		
Jonathan Ayelsoma Samari			
Prof. Ruby Hanson			

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

A. Course information

Manipulative Processes and Skills in Home Economics

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. ”

Course Details:

Pre-requisite/s	Foundations of Social Studies and Technical, Vocational Education and Training			
Co-Requisites	Links to other courses being taught, support coherence in student experience and avoid duplication			
Course Level	200	Course Code		Credit Value

Table of Contents

1. Goal for the Subject or Learning Area

Manipulative Processes and skills in Home Economics aspires to prepare new teachers who will be imbued with core values and competencies in Home Economics and can support all students learning in a modern technologically driven society that is inclusive.

2. Key contextual factors

The teacher training curriculum in the area of Home Economics seeks to provide the suitable pedagogical content knowledge and skills that will enable the student teacher to become an independent practitioner in the field of Home Economics. This course seeks to address the existing gaps in the training by incorporating deeper knowledge and skills in Home Economics as well as deeper conceptualization of the use of traditional and conventional procedures/processes that will enable the developing teacher to acquire the needed values and attitudes in the teaching/learning of Home Economics. (NTS p.18, 1a).

3. Course Description

This course is designed to enable the student teacher explore the nature of relevant tools and materials through guided demonstrations and simulations of foundational manipulative processes/skills (cutting, sewing, planning/designing, food processing, laundering, feeding, health care, etc.) either in whole or in part using non-sophisticated materials and tools (preferably basic tools and equipment – spoons, ladles, brushes, grinding stone/earthenware mashing bowls, knives, brushes, spatulas, scissors, pins, needles, etc. The student teacher will reflect on experiences in his or her school placement, demonstrate knowledge and understanding of concepts of diversity, inclusivity, access and critical thinking that would permit him/her to acquire the values and attitudes for lifelong learning of Home Economics **and become effective teachers capable of developing these qualities in the pupils they teach.** (NTS 1g,p. 19; 2c, p.20; 3b, p.23; 3g, p.25;NTECF, p.14;NTECF p.18).

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

Core and transferable skills: Problem-solving skills (CLO1, 2, 3), personal motivation (CLO1, 2,3), team-work/ collaborative skills, analytical skills, critical thinking, creative and innovative skills, inquiry (CLO1-3).

Cross-cutting issues: Gender, equity and inclusivity, professional attitudes and values, assessment strategies, action research, reflective thinking

This can be found in the course specification. Which core and transferable skills or cross cutting issues will be applied or developed through this course? This needs to be made explicit to student teachers. Are there specific issues to do with equity and inclusion which must be addressed so that all student teachers can fully take part? For example, issues related to gender and mathematics or science.

5. Course Learning Outcomes

By the end of the course, Students teachers will be able to:

CLO.1. Demonstrate knowledge, understanding and skills in the foundational manipulative processes and the proper handling of non-sophisticated tools, equipment and materials used in Home Economics (NTS p.20, 2c; NTECF p.18).

6. Learning indicators

- Present posters/concept maps/diagrams illustrating the nature of non-sophisticated tools, equipment and materials used in Home Economics.
- Make posters /diagrams displaying the proper care and maintenance of non-sophisticated tools, equipment and materials used in Home Economics.
- Create a portfolio on the foundational manipulative processes either in whole or in part using non sophisticated materials and tools in the teaching/learning environment during their school placement.
- Exhibit an album of safety rules observed during the use of non-sophisticated materials and tools in school placement session and how they can be improved with their experiences in Home Economics.

CLO.2. Demonstrate knowledge, understanding of the learning environment in Home Economics (NTS p.25, 3g).	<ul style="list-style-type: none"> • Present written/pictorial reports on observations and reflections in the learning environment during the school placement session • Use student- to-student presentations and discussions to show how mentors integrate the Home Economics curriculum appropriately to tailor learning for mixed ability and multi-grade learners.
CLO.3 Demonstrate knowledge and skills of NTS/NTECF in terms of professional practice, values and attitudes as a developing Home Economics teacher and be able to reflect on and discuss evidence of progress towards meeting NTS/NTECF through small scale action research with the support of the mentor. (NTS p.23,3b)	<ul style="list-style-type: none"> • Demonstrate values, skills and attitudes of the developing Home Economics teacher. • Present written reports on a small scale action research (with the support of the mentor) conducted on the professional teacher values and attitudes, observed in the learning environment during the school placement session.

7. Course content

In the course specification. This should provide an outline of the academic and / or practical content of the course. It should be clear how this content relates to the achievement of the intended learning outcomes. The name of each unit in the course should be *briefly* set out – the name should make it clear what the unit is about.

Unit	Topic	Sub-topic (If any)	Teaching and learning activities to achieve the learning outcome:
1 Relevant tools, equipment and materials (traditional/ contemporary) for Home Economics).	<p>Relevant Tools, equipment and materials for Food and Nutrition/Catering and Hospitality</p> <p>Relevant Tools, equipment and materials for Clothing and Textiles/ Fashion and Sewing.</p> <p>Basic resources, equipment and materials for Management –in- Living/Lodging and Accommodation</p>	<p>Sub-topic (If any)</p> <ul style="list-style-type: none"> • Course expectations • Familiarization with the Course Manual <p>-Basic kitchen tools, equipment and machines.</p> <p>-Uses and manipulation of kitchen tools, equipment and machines</p> <p>-Basic Sewing tools, equipment and machines</p> <p>-Uses and manipulation of Sewing tools, equipment and machines.</p> <p>-Basic resources, equipment and machines in the home and lodging units (human-non human resources, utilities etc.).</p> <p>- Uses and management of relevant resources, equipment and machines in the home and lodging units.</p>	<p>Teaching and learning activities to achieve the learning outcome:</p> <ul style="list-style-type: none"> • Use student –to-student presentations /debates on non-sophisticated tools, equipment, materials and manipulative skills/processes in: <ul style="list-style-type: none"> - Food and Nutrition/Catering and Hospitality. • Produce case studies on the use of non-sophisticated tools, equipment and materials in Food and Nutrition/Catering and Hospitality observed within the community (during educational visits). • Discuss and produce a report comparing traditional and contemporary manipulative skills and processes in Food and Nutrition/Catering and Hospitality observed within the community. • Use student –to-student presentations /debates on non-sophisticated tools, equipment, materials and manipulative skills/processes in: <ul style="list-style-type: none"> -Clothing and Textiles/ Fashion and Sewing. • Produce case studies on the use of non-sophisticated tools, equipment and materials in Clothing and Textiles/ Fashion and Sewing observed within the community (during educational visits). • Discuss and produce a report comparing traditional and contemporary manipulative skills and processes Clothing and Textiles/ Fashion and Sewing observed within the community. • Use student –to-student presentations /debates on non-sophisticated tools, equipment, materials and manipulative skills/processes in: <ul style="list-style-type: none"> -Management –in- Living/Lodging and Accommodation.

			<ul style="list-style-type: none"> • Produce case studies on the use of non-sophisticated tools, equipment and materials in Management –in- Living/Lodging and Accommodation observed within the community (during educational visits). • Discuss and produce a report comparing traditional and contemporary manipulative skills and processes in Management –in- Living/Lodging and Accommodation observed within the community.
2 Manipulative skills and processes	<p>Manipulative skills and processes in:</p> <ul style="list-style-type: none"> • Food and Nutrition /Catering and Hospitality • Clothing and Textiles/ Fashion and Sewing. • Management –in Living/Lodging and Accommodation 	<p>Kneading, whisking, cutting/chopping, etc.</p> <p>Basic manipulative skills and processes in Sewing (stitching, weaving, drafting, crocheting, dyeing, marbling, decoration etc)</p> <p>Cleaning, washing, laundering painting/interior decoration, bed laying etc.</p>	<p>Use group discussions to enable student teachers discuss the manipulative skills and processes in Food and Nutrition/Catering and Hospitality.</p> <p>Use simulations/pre- video recordings from sources such as YouTube, Khan Academy, Coursera, Udemy, MOOCs to illustrate non-sophisticated tools, equipment, materials and manipulative skills/processes in Food and Nutrition/Catering and Hospitality.</p> <p>Use whole class discussions to enable student teachers discuss the manipulative skills and processes in Clothing and Textiles/Fashion and Sewing.</p> <p>Use video recordings from sources such as YouTube, Khan Academy, Coursera, Udemy, MOOCs to illustrate non-sophisticated tools, equipment, materials and manipulative skills/processes in Clothing and Textiles/Fashion and Sewing.</p> <p>Use group discussions to enable student teachers discuss the manipulative skills and processes in Management –in Living/Lodging and Accommodation</p> <p>Use simulations/pre- video recordings from sources such as YouTube, Khan Academy, Coursera, Udemy, MOOCs to illustrate non-sophisticated tools, equipment, materials and manipulative skills/processes in Management –in Living/Lodging and Accommodation.</p>

3	The learning environment in Home Economics- (3 weeks)	<ul style="list-style-type: none"> Classroom learning environment (lecture halls, workshops, laboratories etc.) Institutional environment (libraries, seminar rooms, auditorium, <p>Learning environment of</p> <ul style="list-style-type: none"> Food and Nutrition/Catering Clothing and Textiles/Fashion and Sewing Management –in Living/Lodging and Accommodation. 	<ul style="list-style-type: none"> Present group reports on observations and reflections on the learning environment during the school placement session. Present concept maps/diagrams/ spider grams illustrating how mentors integrate the Home Economics curriculum appropriately to tailor learning for mixed ability and multi-grade learners.
4	Professional Practice of Home Economics in Ghana (3 weeks)	<ul style="list-style-type: none"> Reflective practice on experiences during school placement. 	Prepare, present or exhibit a portfolio (video or still), pictures (either group/ individual) to reflect professional practice, knowledge, values and attitudes as observed among teachers in the mentoring school.

8. Course Assessment Components

In the course specification. The NTS and the NTECF require a move away from largely examination-based assessment to strategies to enable assessment of student teachers' skills, knowledge and understanding against the learning outcomes and through these against the NTS

- There should be a maximum of 3 assessment components per 3 credit-course; to avoid over loading student and tutors/ lecturers
- The learning outcomes to be assessed by each assessment component should be identified.
- Each assessment component should explicitly reference the NTS or aspects of the NTS it will assess.
- Each assessment component should include:
 - The category or type, for example: written, coursework or practical, teaching, examination, collaborative project or presentation, poster, TLM
 - The type of assessment: of, for and /or as.
 - An indication of the size of each assessment component (e.g. duration of exams, word limit of written submissions, length of presentations; whether presentations have an individual or group etc.).
 - The weighting of each assessment component should be expressed as a % of total course mark (overall in each course: 60% continuous assessment of course work, 40% examination of course work).
- Each assessment should be manageable and relevant to supporting the student teachers' development.

The guidance on assessing student teachers from the NTS, the NTECF the CWG and the New Four Year B.Ed. should be used.

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

- Selected items of students' work(3 of them-10% each)- 30%
- Midterm assessment-20%
- Reflective journal-40%
- Organisation of the subject portfolio-10%(how it is presented and organised)

Course Assessment may include:

- Foundational manipulative processes using non-sophisticated tools and materials.
- Safety rules observed during the use of non-sophisticated tools and materials.
- Tools, equipment and materials used in Home Economics.
- Care and maintenance of tools, equipment and materials used in Home Economics.
- Group report on manipulative skills and processes in Home Economics

Learning Outcomes Assessed: CLO1, CLO 2 & CLO 3

NTS 3e: Employs a variety of instructional strategies that encourages student participation and critical thinking

NTS, 3f: Pays attention to all learners, especially girls and students with Special Educational Needs, ensuring their progress.

NTS, 3g: Employs instructional strategies appropriate for mixed ability, multilingual and multi-age classes

NTS, 3j: Produces and uses a variety of teaching and learning resources including ICT, to enhance learning.

NTS, 3k: Integrates a variety of assessment modes into teaching to support learning.

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

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

Course Assessment may include:

- Professional teacher values and attitudes
- Reflective practice using their portfolio
- Simulations and pre- video recordings on manipulative skills/processes in Home Economics.

Learning Outcomes assessed: CLO1, CLO 2 & CLO 3

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

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

NTS, 3j: Produces and uses a variety of teaching and learning resources including ICT, to enhance learning.

NTS, 3k: Integrates a variety of assessment modes into teaching to support learning.

Component 3: End of semester exams

Test/examination items may cover:

- Tools, equipment and materials for Food and Nutrition /Catering and Hospitality
- Tool, equipment, machines and their uses in Food and Nutrition/catering and hospitality
- Manipulative skills and processes for: Food and Nutrition/Catering
- Tool, equipment, machines and their uses: Clothing and Textiles/ Fashion and Sewing
- Manipulative skills and processes for: Clothing and Textiles/ Fashion and Sewing
- Resources, utilities and their uses: Management in Living/ lodging and Accommodation
- Manipulative skills and processes for: : Management in Living/ lodging and Accommodation
- The learning environment in Home Economics: Classroom and learning environment

Learning Outcomes Assessed: CLO1, CLO 2 & CLO 3

NTS 1g, Sees his or her role as a potential agent of change in the school, community and country

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

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

NTS 3e: Employs a variety of instructional strategies that encourages student participation and critical thinking

NTS, 3f: Pays attention to all learners, especially girls and students with Special Educational Needs, ensuring their progress.

NTS, 3g: Employs instructional strategies appropriate for mixed ability, multilingual and multi-age classes

NTS, 3j: Produces and uses a variety of teaching and learning resources including ICT, to enhance learning.

NTS, 3k: Integrates a variety of assessment modes into teaching to support learning.

9. Teaching and learning strategies

Shower thoughts, concept mapping, whole class discussion, activity groups, simulations, role play, Open Educational Resources (OERs),Massive Open Online Course (MOOCs), independent study etc.

10. Required Reading and reference list

- Adamtey, S. K., (2008). *Foundation to Textiles & Clothing. A career guide in fashion studies.* Accra: Salt 'N'Light Publications.
- Adigbo, E. C. & Madah, K. C. (2011). *A Complete Course in Food and Nutrition* Accra: Kwadwoan Publishing.
- Asare, E. & Quartey, O. (2002). *Management Principles: Application to Resource Use.* Accra: Asquart Publications

11. Teaching and Learning Resources

Instructional resources required to support learning during the course e.g.: TLMs, lab and workshop equipment, videos, projectors

Mobile Phones, laptop computer/PCs, Internet facility and Textbooks

Course related professional development for tutors/ lecturers : Training in ICT and the use of PowerPoint presentation, use of search engine (YouTube, Khan Academy, Coursera, Udemy, MOOCs).

This is not included the course manual but professional development needs must be identified to ensure all tutors / lecturers are prepared. course identify any specific topics or issues which may be challenging for tutors / lecturers.

LESSON 1

Year of B.Ed.	2	Semester	1	Place of lesson in semester	1	2	3	4	5	6	7	8	9	10	11	12	
Title of Lesson	Relevant tools equipment and materials: Food and Nutrition Catering and Hospitality										Lesson Duration	180 minutes					
Lesson description	This lesson is designed for the student teacher to concentrate on his/her specialization in Home Economics, engaging with the relevant tools, equipment and machines in food and nutrition. The lesson also exposes the student teacher to the proper handling/manipulation of the tools and equipment. This course shall be delivered by using face to face interaction between the tutor and student teachers, and practical activity. Student teachers shall be assessed on a video and power point presentations. Issues of diversity, inclusivity and gender shall be addressed in the classroom. This first lesson introduces the student teachers to the course learning outcomes and the 3 assessment components of the course. (NTS 1g, p. 19; 2c, p.20; 3b, p.23; 3g, p.25; NTECF, p.14; NTECF p.18)																
Previous student teacher knowledge, prior learning (assumed)	Student Teachers have seen kitchen tools, equipment and machines and or have used them before so are familiar to them																
Possible barriers to learning in the lesson	<ul style="list-style-type: none"> • Misconceptions about Home Economics(e.g. Home Economics is for low academic achievers) • Cultural background of students where males (boys) do not perform home chores like cleaning, sweeping and taking care of younger children. • Students’ attitude towards activity-based learning • Individual needs of learners • Large class size 																
Lesson Delivery – chosen to support students 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.	e –to-face interactions using shower thoughts to enable student teachers identify some tools, equipment and machines in Food and Nutrition/Catering. interactive lecture to make brief presentation on relevant tools, equipment and machines and their uses in Food and Nutrition/Catering using OERs. vide student teachers to make a video on the practical demonstration of handling, manipulation or operation of simple tools, equipment and machines used in the food and nutrition laboratory, kitchen or Catering industry.																
<ul style="list-style-type: none"> • Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. • Write in full aspects of the NTS addressed 	The purpose of this lesson is to enable student teachers to use food preparation and processing tools, equipment and machines. It further provides opportunity for student teachers to develop their competencies and skills to exhibit the skills to enhance better living. Finally, the lesson shall enable student teachers to develop their communication skills, demonstrate collaborative skills, independent thinking, and inter-personal skills which are crucial for life-long learning. NTS 1g,2c, 3b, 3g, NTECF, p.14 &18																
<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: By the end of the lesson, the student teacher will be able to:			Learning Indicators				Identify which cross cutting issues – core and transferable skills, equity and addressing diversity. How will these be addressed.									
	<ul style="list-style-type: none"> • Demonstrate knowledge of kitchen tools, equipment and machines. 			<ul style="list-style-type: none"> • Identify and describe basic kitchen tools, equipment and machines in Food and Nutrition/Catering. 				1. Cross-cutting Issues to be addressed in the lesson: <ul style="list-style-type: none"> • Issues of SEN (Special Education Needs- consider seating 									

	<ul style="list-style-type: none"> Demonstrate knowledge of the uses of food preparation tools, equipment and machines 	Explore the uses of basic food preparation tools, equipment and machines.	<ul style="list-style-type: none"> arrangements for short sighted students) Gender needs socio-cultural and economic differences(Mixed groups) 	
	<ul style="list-style-type: none"> Demonstrate the ability to handle, manipulate or operate kitchen tools, equipment and machines for Catering. 	<ul style="list-style-type: none"> Handle and use basic food preparation and processing tools, equipment and machines. 	<p>2. Transferable skills to be addressed in the lesson:</p> <ul style="list-style-type: none"> communication skills Team work/collaborative skills (group work and group formation). digital literacy information (ICT) skills(through searching for information online and use of power point presentations) Leadership (group work and appointment of group leaders/secretaries). 	
Topic Title	Sub-topics (if any):	Stage/Time	Teaching and Learning Activity to achieve learning outcomes depending on the delivery mode selected. Teacher led, collaborative group work or independent	
			Teacher Activity	
			Student Activity	
Preparations for use of course manual and Pre-Learning interactions	<p>Self-Introduction (If Tutor is new to the Class)</p> <p>Relevant Previous Knowledge</p> <p>Spoons, ladles, brushes, grinding stone/</p>	<p>1/30 minutes</p>	<p>Self-Introduction Through face-to-face interaction, Tutor/lecturer and student-teachers introduce themselves</p> <p>Introduction of Course Manual Tutor/Lecturer initiates discussion on the course manual emphasizing on the objectives, learning outcomes, course content and reference materials.</p> <p>Introduction of Lesson Guides student teachers' revision of previous knowledge on their understanding based on their pre tertiary experiences with Home Economics and the general introduction of TVET in Yr1.</p>	<p>Self-Introduction Through face-to-face interaction, Tutor/lecturer and student-teachers introduce themselves</p> <p>Introduction of Course Manual Student teachers discuss the manual and what they expect to learn after studying the course</p> <p>Introduction of Lesson i. Student teachers brainstorm to review their knowledge and understanding of Home Economics and answer questions. ii. Student teachers in groups use KWL, to note down what they already know about the topic and what they want to learn from the lesson and share to class.</p>
Tool, equipment, machines and their				

uses: Food and Nutrition	earthenware mashing bowls, knives, brushes, spatula and others	2/ 30 minutes	Group Discussion Facilitates a brainstorming session by using think-pair-share technique to guide student teachers to identify and describe some kitchen tools, equipment and machines used in Food and Nutrition.	Group Discussion Students work in pairs to identify and describe some kitchen tools, equipment and machines used in Food and Nutrition/Catering.
		3/ 40 minutes	Interactive Lecture/Debate Facilitates an interactive lecture to explain the uses of non-sophisticated tools and equipment within their environment (:eg. Spoons, ladles, brushes, grinding stone/earthenware mashing bowls, knives, brushes, spatula)	Interactive Lecture/Debate i. Student teachers identify and explain the uses non-sophisticated tools and equipment within their own environment. ii. Student teachers engage in debates on non-sophisticated tools and equipment within their own environment.
	4/ 70 minutes	Class Demonstration i. Initiates a demonstration session on the handling of these tools, equipment and machines in the foods laboratory or kitchen. OR Show a video from OERs on the manipulation/handling of tools, equipment and machines in a foods laboratory or kitchen. ii. Guides student teachers to make a video of the practical session OR Compile a video from OERs on practical demonstrations on manipulation/handling of tools, equipment and machines in a foods laboratory or kitchen. NB: Tutors are free to adapt the lesson to their own context or circumstances ❖ consider mixed ability, gender and SEN in the grouping of students	Class Demonstration i. Student teachers observe the live demonstration and practise the handling and operation of the tools, equipment and machines OR Watch the video and practise the handling and operation of the tools, equipment and machines. ii. Student teachers work in groups to present videos of the demonstrations	
		5/ 10 minutes	Conclusion Tutor leads student teacher recap the lesson and gives reading assignment to prepare for the next lesson.	Conclusion Student teachers contribute and note the readings to prepare for next lesson.
Lesson assessments – evaluation of learning: of, for and as learning within the lesson (link to Learning Outcomes)	<p>In lesson assessment: Assessment for and as Learning</p> <ul style="list-style-type: none"> • Observation of student teacher's participation in group discussion to identify and describe kitchen tools, equipment and machines used in Food and Nutrition. • Practical demonstration of the handling or operation of food and kitchen tools, equipment and machines • Video on handling or operation of kitchen tools, equipment and machines <p>Learning Outcomes assessed: CLO 1& CLO.2</p>			

Teaching Learning Resources	<ul style="list-style-type: none"> • Mobile Phones, • laptop computer/PCs • Internet facility • Textbooks • Pictures /charts
Required Text (core)	<ul style="list-style-type: none"> • Adigbo, E. C. & Madah, K. C. (2011). <i>A Complete Course in Food and Nutrition</i> Accra: Kwadwoan Publishing • Davies, J. (2002). <i>Hammonds Cooking Explained</i>. Singapore: Addison Longman Limited.
Additional Reading List	<ul style="list-style-type: none"> • Ceserani, V., Kinton, R. & Foskett, D. D. (2000). <i>Practical Cookery</i>. (9th Ed.) UK.: Hodder and Stoughton
CPD Needs	<p>Use of different Pedagogical skills - PDP Theme 1 Team Teaching – PDP Theme 4 Use of ICT (e.g. YouTube, MOOC, Udemy, Khan Academy) in Teaching- PDP Theme 5</p>

LESSON 2

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

Title of Lesson	Relevant tools equipment and materials: Clothing and Textiles/Fashion and Sewing				Lesson Duration	3 hours (180 mins)	
Lesson description	<p>This lesson is designed for the student teacher to concentrate on his/her specialization in Home Economics, engaging with the relevant tools, equipment and machines in Clothing and Textiles. The lesson also exposes the student teacher to the proper handling/manipulation of the tools and equipment. This course shall be delivered by using face to face interaction between the tutor and student teachers, and practical activity. Student teachers shall be assessed on a video and power point presentations. Issues of diversity, inclusivity and gender shall be addressed in the classroom.</p> <p>(NTS 1g,p. 19;2c, p.20;3b, p.23; 3g, p.25;NTECF, p.14;NTECF p.18)</p>						
Previous student teacher knowledge, prior learning (assumed)	Student Teachers have seen sewing tools and equipment and or have used them before so are familiar to them						
Possible barriers to learning in the lesson	<ul style="list-style-type: none"> Misconceptions about Home Economics(e.g. Home Economics is for low academic achievers) Cultural background of students where males (boys) do not perform home chores like cleaning, sweeping and taking care of younger children. Students' attitude towards activity-based learning Individual needs of learners Large class size 						
Lesson Delivery – chosen to support students 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.	<ul style="list-style-type: none"> Face –to-face interactions using shower thoughts to enable student teachers identify some tools, equipment and machines in Clothing and Textiles. Use interactive lecture to make brief presentation on relevant tools, equipment and machines and their uses in Clothing and Textiles using OERs. Guide student teachers to make videos on practical manipulations of simple tools and handling/operation of basic Clothing and Textiles equipment and machines. 						
<ul style="list-style-type: none"> Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed 	<p>The purpose of this lesson is to enable student teachers to use clothing and textiles/ fashion tools, equipment and machines. It further provides opportunity for student teachers to develop their competencies and skills to exhibit the skills to enhance better living. Finally, the lesson shall enable student teachers to develop their communication skills, demonstrate collaborative skills, independent thinking, and inter-personal skills which are crucial for life-long learning.</p> <p>NTS 1g,2c, 3b, 3g, NTECF, p.14 &18</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: By the end of the lesson, the student teacher will be able to:		Learning Indicators		Identify which cross cutting issues – core and transferable skills, equity and addressing diversity. How will these be addressed.		
	<ul style="list-style-type: none"> Demonstrate knowledge of Clothing and Textiles (Sewing) equipment and machines 		<ul style="list-style-type: none"> Identify and describe basic Clothing and Textiles(Sewing) tools, equipment and machines 		<p>1.Cross-cutting Issues to be addressed in the lesson:</p> <ul style="list-style-type: none"> Issues of SEN (Special Education Needs- 		

	<ul style="list-style-type: none"> Demonstrate knowledge of the uses of Sewing tools, equipment and machines 	<ul style="list-style-type: none"> Explore the uses of basic sewing tools, equipment and machines 	<ul style="list-style-type: none"> consider seating arrangements for short sighted students) Gender needs socio-cultural and economic differences(Mixed groups) <p>2. Transferable skills to be addressed in the lesson:</p> <ul style="list-style-type: none"> communication skills Team work/collaborative skills (group work and group formation). digital literacy information (ICT) skills(through searching for information online and use of power point presentations) Leadership (group work and appointment of group leaders/secretaries). 	
	<ul style="list-style-type: none"> Demonstrate the ability to handle, manipulate or operate tools, equipment and machines for sewing. 	<ul style="list-style-type: none"> Handle and use basic tools, equipment and machines for Sewing. 		
Topic Title	Sub-topics (if any):	Stage/Time	Teaching and Learning Activity to achieve learning outcomes depending on the delivery mode selected. Teacher led, collaborative group work or independent	
			Teacher Activity	Student Activity
Tool, equipment, machines and their uses: Clothing and Textiles	Needles, pins, scissors, sewing machines, cutters, tracing wheels, markers, chinks, drafting papers, and others	1/ 10 minutes	<p>Introduction</p> <p>i. Guides student teachers' revision of previous knowledge on their understanding of tools, equipment and machines in Foods and Nutrition.</p>	<p>. Introduction</p> <p>i. Student teachers brainstorm understanding of tools, equipment and machines in Foods and Nutrition.</p> <p>ii. Student teachers work in groups using KWL, to note down what they already know about the topic and what they want to learn from the lesson and share to class.</p>
		2/ 30 minutes	<p>Mixed Ability Group</p> <p>Facilitates a brainstorming session by using think-pair-share technique to guide student teachers to identify and describe some sewing tools, equipment and machines used in Clothing and Textiles.</p>	<p>Mixed Ability Group</p> <p>Students work in pairs to identify and describe some sewing tools, equipment and machines used in Clothing and Textiles.</p>
		3/ 60 minutes	<p>Interactive Lecture</p> <p>Facilitates an interactive lecture to explain the uses of the following: Needles, pins, seam rippers, scissors, sewing machines, cutters, tracing wheels, markers, tailors chinks, drafting papers</p>	<p>Interactive Lecture</p> <p>i. Student teachers listen, contribute to the discussion and write down important points.</p> <p>ii. Student teachers engage in debates on tools, equipment and machines and their uses within their own environment.</p>

		4/ 70 minutes	<p>Class Demonstration</p> <p>i. initiates a demonstration session on the handling of these tools, equipment and machines in the Clothing laboratory or sewing shop.</p> <p style="text-align: center;">OR</p> <p>Show a video from OERs on the manipulation/handling of tools, equipment and machines in a Clothing laboratory, sewing shop or Clothing industry/factory.</p> <p>ii. Guides student teachers to make a video of the practical session</p> <p style="text-align: center;">OR</p> <p>Compile a video from OERs on practical demonstrations on manipulation/handling of tools, equipment and machines in a Clothing laboratory, sewing shop or Clothing industry/factory.</p> <p>NB: Tutors are free to adapt the lesson to their own context or circumstances (consider mixed ability, gender and SEN in the grouping of students.)</p>	<p>Class Demonstration</p> <p>i. Student teachers observe the live demonstration and practise the handling and operation of the tools, equipment and machines.</p> <p style="text-align: center;">OR</p> <p>Watch the video and practise the handling and operation of the tools, equipment and machines.</p> <p>ii. Student teachers work in groups to present videos of the demonstrations they observed.</p> <p style="text-align: center;">OR</p> <p>Compile a video from OERs on practical demonstrations on manipulation/handling of tools, equipment and machines in a Clothing laboratory, sewing shop or Clothing industry/factory.</p> <p>(Use 15minutes for class presentations)</p>
		5/ 10 minutes	<p>Conclusion</p> <p>Tutor leads student teacher recap the lesson and gives reading assignment to prepare for the next lesson.</p>	<p>Conclusion</p> <p>Student teachers contribute and note the readings to prepare for next lesson.</p>
Lesson assessments – evaluation of learning: of, for and as learning within the lesson (link to Learning Outcomes)	<p>In lesson assessment: Assessment for and as Learning</p> <ul style="list-style-type: none"> • Observation of student teacher’s participation in group discussion n to identify and describe sewing tools, equipment and machines used in Clothing and Textiles. • Practical demonstration of the handling or operation of sewing and Clothing and Textiles tools, equipment and machines • Video on handling or operation of sewing and Clothing and Textiles tools, equipment and machines <p style="text-align: center;">Learning Outcomes assessed: CLO 1& CLO.2</p>			
Teaching Learning Resources	<ul style="list-style-type: none"> • Mobile Phones, • laptop computer/PCs • Internet facility • Textbooks • Pictures /charts 			
Required Text (core)	<ul style="list-style-type: none"> • Adamtey, S. K., (2008). <i>Foundation to Textiles & Clothing. A career guide in fashion studies.</i> Accra: Salt ‘N’ Light Publications. 			
Additional Reading List	<ul style="list-style-type: none"> • Forster, P. (2014). <i>Clothing and Textiles.</i> Accra, Winmat Publishers Limited. • Davies, J. (2002). • Smith, A. (2009). <i>The Sewing Book.</i> London: Darling Kindersley Limited 			
CPD Needs	<p>Use of different Pedagogical skills - PDP Theme 1</p> <p>Team Teaching – PDP Theme 4</p> <p>Use of ICT (e.g. YouTube, MOOC, Udemy, Khan Academy) in Teaching- PDP Theme 5</p>			

LESSON 3

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

Title of Lesson	Relevant, resources and materials: Management in Living/lodging and Accommodation			Lesson Duration	3hours(180 mins)		
Lesson description	This lesson focuses on the relevant resources, in the home/lodging, and links to the family in the community. It is also intended to provide opportunity for student teachers to be introduced to and also manage specific resources (time, money, fuel, human-non human skills, utilities, etc.). This course shall be delivered by using face to face interaction between the tutor and student teachers, and practical activity. Issues of diversity, inclusivity and gender shall be addressed in the classroom.						
Previous student teacher knowledge, prior learning (assumed)	Student Teachers are familiar with family resources. They have seen and used resources, tools, equipment and machines						
Possible barriers to learning in the lesson	<ul style="list-style-type: none"> Misconceptions about Home Economics(e.g. Home Economics is for low academic achievers) Cultural background of students where males (boys) do not perform home chores like cleaning, sweeping and taking care of younger children. Students' attitude towards activity-based learning Individual needs of learners Large class size 						
Lesson Delivery – chosen to support students 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.	<ul style="list-style-type: none"> Face –to-face interactions in an interactive lecture to make brief presentations on relevant resources, equipment their uses in the home /lodging and accommodation units with the aid of OERs. Guide student teachers to make videos of practical demonstrations on manipulation of resources in lodging and accommodation Group seminar presentations on management of resources in lodging and accommodation 						
<ul style="list-style-type: none"> Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed 	<p>The purpose of this lesson is to introduce student teachers the relevant resources, in the home/lodging units, and provide opportunity for student teachers to manage specific resources (time, money, fuel, human-non human skills, utilities etc.). It further provides opportunity for student teachers to critically analyse the resources for them to understand their relevance in the home/lodging units.</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: By the end of the lesson, the student teacher will be able to:		Learning Indicators		Identify which cross cutting issues – core and transferable skills, equity and addressing diversity. How will these be addressed.		
	Demonstrate knowledge of resources in the home and lodging units		Identify and describe basic resources, equipment and machines in the home and lodging units.		1. Cross-cutting Issues to be addressed in the lesson: <ul style="list-style-type: none"> Issues of SEN (Special Education Needs- consider seating 		
	Demonstrate knowledge of the uses of relevant resources, equipment in the		Explain the uses of resources in the management of homes and lodging units.				

	management of lodging units.		arrangements for short sighted students)	
	Demonstrate the ability to handle and manage resources in the home and lodging units.	Handle, manage and use basic resources, tools, equipment and machines in the homes and lodging units.	<ul style="list-style-type: none"> • Gender needs • socio-cultural and economic differences(Mixed groups) <p>2. Transferable skills to be addressed in the lesson:</p> <ul style="list-style-type: none"> • communication skills • Team work/collaborative skills (group work and group formation). • digital literacy information • (ICT) skills(through searching for information online and use of power point presentations) • Leadership (group work and appointment of group leaders/secretaries). 	
Topic Title	Sub-topics (if any):	Stage/Time	Teaching and Learning Activity to achieve learning outcomes depending on the delivery mode selected. Teacher led, collaborative group work or independent	
			Teacher Activity	Student Activity
Resources, utilities and their uses: Management in Living	Time, money, fuel, human-non human resources, utilities, and others	1/ 10 Minutes	Introduction Tutor facilitates student teachers revision of their knowledge of the previous lesson by asking them to identify and describe some sewing tools, equipment and machines used in Clothing and Textiles.	Introduction Students answer questions and brainstorm ideas to identify and describe resources and utilities with their uses. Student teachers in pairs, note down what they already about the topic and what they want to learn from the lesson.
		2/ 30 minutes	Mixed Ability Group Facilitates a brainstorming session by using think-pair-share technique to guide student teachers to identify and describe some resources/ utilities and their uses in relation to Management in Living.	Mixed Ability Group Student teachers work in pairs to identify and describe some resources/ utilities and their uses in relation to Management in Living
		3/ 50 minutes	Interactive Lecture Leads whole class discussions sessions to enable student teachers explain the usage of human-non human resources (Skills, knowledge, talents, time, money, fuel, and other utilities).	Interactive Lecture i.Student teachers explain the usage of human-non human resources (Skills, knowledge, talents, time, money, fuel, and other utilities).

		4/ 80 minutes	<p><u>Class Practical Demonstration</u> Tutor makes short demonstrations on the handling of some resources (tools, equipment and machines) in a guest house/lodging unit.</p> <p>Directs student teachers to OER sources to guide them make similar videos of their practical session and present for discussion. For example: https://www.tutorialspoint.com/hotel-housekeeping/hotel-house-keeping-cleaning-equipment</p> <p>NB: Tutors are free to adapt the lesson to their own context circumstances</p>	<p><u>Class Practical Demonstration</u> Student teachers observe and practise the handling and operation of resources (tools, equipment and machines) during the visit to the guest house.</p> <p>Student teachers make videos of the demonstrations for class presentation.(Use 15minutes for group presentations)</p>
		5/ 10 minutes	<p><u>Conclusion</u> Tutor leads student teacher recap the lesson and gives reading assignment to prepare for the next lesson.</p>	<p><u>Conclusion</u> Student teachers contribute and note the readings to prepare for next lesson.</p>
Lesson assessments – evaluation of learning: of, for and as learning within the lesson (link to Learning Outcomes)	<p>In lesson assessment: Assessment for and as Learning</p> <ul style="list-style-type: none"> • Practical demonstration of the handling and management of resources, tools, equipment in the home and lodging units. • Video on handling or operation of resources, tools, equipment in the home and lodging units <p>Learning Outcomes assessed: CLO 1& CLO.2</p>			
Teaching Learning Resources	Internet facility, laptop computer/PCs/Smart phones			
Required Text (core)	<ul style="list-style-type: none"> • Asare, E. &Quartey, O. (2002). <i>Management Principles: Application to Resource Use</i>. Accra: Asquart. • Osei-Agyekum, J. & Quartey, O. (2000). <i>Management-In-Living and Resource Management</i>. I. E. D. E., U.E.W. • Anyakoha, E. U. & Eluwa, M., (2010). <i>Home Management for Schools and Colleges</i>. Onitsha: Africana Fep Publishers Ltd. 			
Additional Reading List	<ul style="list-style-type: none"> • Goldsmith, E. B. (2005). <i>Resource management for individuals and families</i>. (3rd). USA: Thompson wordsworth. 			
CPD Needs	<p>Use of different Pedagogical skills - PDP Theme 1 Team Teaching – PDP Theme 4 Use of ICT (e.g. YouTube, MOOC, Udemy, Khan Academy) in Teaching- PDP Theme 5</p>			

LESSON 4

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

Title of Lesson	Manipulative skills and processes for: Food and Nutrition/Catering				Lesson Duration	180 minutes	
Lesson description	This lesson exposes the student teacher to the nature of manipulative skills and processes involved in food preparation.it provides the student-teacher the opportunity to reflect on experiences in his or her school placement, This course shall be delivered through guided demonstrations between the tutor and student teachers, and practical activity (NTS 1g, p. 19; 2c, p.20; 3b, p.23; 3g, p.25;NTECF, p.14;NTECF p.18).						
Previous student teacher knowledge, prior learning (assumed)	dent Teachers have observed manipulative skills in food preparation. They also might have been engaged in some manipulative processes in the kitchen.						
Possible barriers to learning in the lesson	<ul style="list-style-type: none"> • Misconceptions about cooking as a course • Gender, socio-economic status and cultural background and inclusivity issues in manipulative skills and processes. • Male and SEN student teachers may not be motivated or supported to practice the skills • Practical training perceived as tedious and expensive • Large class size 						
Lesson Delivery – chosen to support students 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.	<ul style="list-style-type: none"> • Use guided demonstration during class practical on manipulative skills and processes involved in food preparation and processing. • Guide student teachers to use simulations and make a video on manipulative skills of simple basic food preparation and processing using OERs. • Face –to-face interactions in groups to enable student teachers discuss manipulative skills and processes involved in food preparation and processing. 						
<ul style="list-style-type: none"> • Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. • Write in full aspects of the NTS addressed 	The purpose of this lesson is to enable student teachers to use their manipulative skills in food preparation and processing and provide the student-teacher the opportunity to reflect on experiences in his or her school placement, NTS 1g,2c, 3b, 3g, NTECF, p.14 &18						
<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: By the end of the lesson, the student teacher will be able to:		Learning Indicators		Identify which cross cutting issues – core and transferable skills, equity and addressing diversity. How will these be addressed.		
	<ul style="list-style-type: none"> • Demonstrate knowledge of manipulative skills and processes in food preparation. • Demonstrate knowledge of the uses of manipulative skills and processes in food preparation. 		Identify and list basic manipulative skills and processes in kneading, whisking, cutting/chopping, garnishing etc Explore the uses of manipulative skills and processes in food preparation		1. Cross-cutting Issues to be addressed in the lesson: <ul style="list-style-type: none"> • Issues of SEN (Special Education Needs- consider seating arrangements for short sighted students) • Gender needs • socio-cultural and economic differences(Mixed groups) 		

	<ul style="list-style-type: none"> Demonstrate the ability use manipulative skills in food preparation and processing. 	Handle and use manipulative skills in food preparation and processing.	2. Transferable skills to be addressed in the lesson: <ul style="list-style-type: none"> communication skills Team work/collaborative skills (group work and group formation). digital literacy information (ICT) skills(through searching for information online and use of power point presentations) Leadership (group work and appointment of group leaders/secretaries). 	
Topic Title	Sub-topics (if any):	Stage/Time	Teaching and Learning Activity to achieve learning outcomes depending on the delivery mode selected. Teacher led, collaborative group work or independent	
			Teacher Activity	Student Activity
Manipulative skills and processes: Food and Nutrition	Kneading, whisking, cutting, creaming, chopping, garnishing and others	1/10 minutes	<u>Introduction</u> Tutor facilitates student teachers revision of previous lesson on relevant tools and resources in Management in Living/lodging and Accommodation	<u>Introduction</u> Student teachers use Shower thoughts to revise their knowledge and understanding gained from relevant tools and resources. Students answer questions and brainstorm ideas about what they know already and want to know from the new lesson.
		2/40 minutes	<u>Mixed Ability Group</u> Facilitates a brainstorming session by using think-pair-share technique to guide student teachers to identify and describe some manipulative skills and processes in Food and Nutrition/Catering.	<u>Mixed Ability Group</u> Students work in pairs to identify and describe some manipulative skills and processes in Food and Nutrition/Catering.
		3/50 minutes	<u>Guided Demonstration/Debates</u> Tutor uses guided demonstration to explain the skills and processes in the following: Kneading, whisking, cutting, creaming, chopping, garnishing etc.	<u>Guided Demonstration/Debates</u> Student teachers observe and practice the skills and processes during the demonstration. Students engage in debates on manipulative skills and processes within their own environment
		4/75 minutes	<u>Class Practical Demonstration</u> Tutor takes student teachers to the school food laboratory or kitchen to demonstrate the manipulative skills and processes in food preparation. Tutor guides student teachers to make a video of the practical	<u>Class Practical Demonstration</u> Student teachers practise the handling and operation of the tools, equipment and machines. Student teachers make and present videos of the

			session. For example: https://freerangela.com//kitchen NB: Consider gender and inclusivity during practical demonstration.	demonstrations. (Use 15minutes for presentation for assessment).
		5/5 minutes	Conclusion Tutor leads student teacher recap the lesson and gives reading assignment to prepare for the next lesson.	Conclusion Student teachers contribute and note the readings to prepare for next lesson.
Lesson assessments – evaluation of learning: of, for and as learning within the lesson (link to Learning Outcomes)	In lesson assessment: Assessment Type: Assessment for and as Learning Category of Assessment: <ul style="list-style-type: none"> • Practical demonstration of the manipulative skills and processes in food preparation. • Make and present Videos on manipulative skills and processes in food preparation and processing during demonstration lesson. Learning Outcomes assessed: CLO 1& CLO.2			
Teaching Learning Resources	Internet facility, laptop computer/PCs/Smart phones			
Required Text (core)	<ul style="list-style-type: none"> • Adigbo, E. C. &Madah, K. C. (2011). <i>A Complete Course in Food and Nutrition</i> Accra: Kwadwoan Publishing. • Davies, J. (2002). <i>Hammonds Cooking Explained</i>. Singapore: Addison Longman Limited. 			
Additional Reading List	<ul style="list-style-type: none"> • Ceserani, V., Kinton, R. &Foskett, D. D. (2000). <i>Practical Cookery</i>. (9th Ed.) UK.: Hodder and Stoughton 			
CPD Needs	Use of different Pedagogical skills - PDP Theme 1 Team Teaching – PDP Theme 4 Use of ICT(eg. YouTube, MOOC, Udemy, Khan Academy) in Teaching- PDP Theme 5			

LESSON 5

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

Title of Lesson	Manipulative skills and processes for: Clothing and Textiles/Fashion and Sewing				Lesson Duration	180 minutes	
Lesson description	This lesson focuses on manipulative skills and processes involved in sewing. etc.). This course shall give the student teacher the opportunity to reflect on experiences in his or her school placement, as well as demonstrate knowledge, skills and understanding of manipulative processes in sewing and textiles and their representations of diversity, inclusivity, access and critical thinking that would permit him/her to acquire the values and attitudes for lifelong learning of Home Economics (NTS 1g, p. 19; 2c, p.20; 3b, p.23; 3g, p.25;NTECF, p.14;NTECF p.18).						
Previous student teacher knowledge, prior learning (assumed)	dent teachers have observed manipulative skills in sewing/tailoring. They might also have been engaged in some manipulative processes before.						
Possible barriers to learning in the lesson	<ul style="list-style-type: none"> • Misconceptions about Home Economics(e.g. Home Economics is for low academic achievers) • Cultural background of students where males (boys) do not perform home chores like cleaning, sweeping and taking care of younger children. • Students’ attitude towards activity-based learning • Individual needs of learners • Large class size 						
Lesson Delivery – chosen to support students 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.	<ul style="list-style-type: none"> • Face –to-face interactions using shower thoughts to enable student teachers identify manipulative skills and processes in sewing. • Use guided demonstration on manipulative skills and processes involved in sewing and fashion. • Guide student teachers to use simulations and make a video on manipulative skills of basic sewing and fashion. 						
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 provide the student teacher the opportunity to reflect on experiences in his or her school placement, as well as demonstrate knowledge, skills and understanding of manipulative processes in sewing and textiles						
<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: By the end of the lesson, the student teacher will be able to:		Learning Indicators		Identify which cross cutting issues – core and transferable skills, equity and addressing diversity. How will these be addressed.		
	<ul style="list-style-type: none"> • Demonstrate knowledge of manipulative skills and processes in clothing and textiles/ Sewing. • Demonstrate knowledge of the uses of manipulative skills and processes in Clothing and Textiles/Sewing. 		Identify and list basic manipulative skills and processes in sewing, drafting, crocheting, weaving, decoration Dyeing, marbling, Explore the uses of manipulative skills and processes in sewing and textiles.		1.Cross-cutting Issues to be addressed in the lesson: <ul style="list-style-type: none"> • Issues of SEN (Special Education Needs- consider seating arrangements for short sighted students) • Gender needs • socio-cultural and economic 		

	<ul style="list-style-type: none"> Demonstrate the ability to use manipulative skills in Clothing and Textiles/Sewing. 	Handle and use equipment and manipulative skills in clothing and textiles.	<p>differences(Mixed groups)</p> <p>2. Transferable skills to be addressed in the lesson:</p> <ul style="list-style-type: none"> communication skills Team work/collaborative skills (group work and group formation). digital literacy information (ICT) skills(through searching for information online and use of power point presentations) Leadership (group work and appointment of group leaders/secretaries). 	
Topic Title	Sub-topics (if any):	Stage/Time	Teaching and Learning Activity to achieve learning outcomes depending on the delivery mode selected. Teacher led, collaborative group work or independent	
			Teacher Activity	Student Activity
Manipulative skills and processes: Clothing and Textiles		1/ 10 Minutes	<p>Introduction</p> <p>Tutor facilitates student teachers revision of previous lessons by asking them to list and describe some manipulative skills and processes in Food and Nutrition.</p>	<p>Introduction</p> <p>Student teachers use Shower thoughts to revise their knowledge and understanding on Manipulative skills and processes</p> <p>Student teachers in groups, note down what they already about the topic and what they want to learn from the lesson.</p>
	Dyeing, marbling, stitching, crocheting, weaving, decoration and others.	2/ 30 minutes	<p>Interactive Lecture</p> <p>Leads whole class discussions and interactive lecture to explain the processes in the following: Stitching, drafting, cutting, crocheting, weaving, dyeing, marbling, decoration.</p>	<p>Interactive Lecture</p> <p>Student teachers identify and discuss some manipulative processes and skills in Clothing and Textiles such as Stitching, cutting, crocheting, weaving, dyeing, marbling et.</p>
		3/ 50 minutes	<p>Class Demonstration</p> <p>Tutor demonstrates some basic the skills and processes in the following: Stitching, crocheting, weaving, dyeing, marbling, decoration</p>	<p>Class Demonstration</p> <p>Student teachers observe and practice the skills and processes during the demonstration.</p> <p>Student teachers engage in debates on manipulative skills and processes in Clothing and Textiles/Sewing within their own environment.</p>
		4/ 80 minutes	<p>Guided Demonstration</p> <p>Tutor takes student teachers to the school sewing/tailoring or fashion, laboratory to demonstrate the</p>	<p>Guided Demonstration</p> <p>Student teachers practise the manipulative skills and processes in Clothing and Textiles/Sewing and fashion.</p>

			<p>manipulative skills and processes in clothing and textiles.</p> <p>Tutor guides student teachers to make a video of the practical session. (Consider gender and inclusivity in groups)</p> <p>NB: Tutors are free to adapt the lesson to their own context or circumstances</p>	<p>Student teachers make and present videos of the demonstrations in groups. (Use 15minutes for presentation)</p>
		5/10minutes	<p>Conclusion Tutor leads student teacher recap the lesson and gives reading assignment to prepare for the next lesson.</p>	<p>Conclusion Student teachers contribute and note the readings to prepare for next lesson.</p>
Lesson assessments – evaluation of learning: of, for and as learning within the lesson (link to Learning Outcomes)	<p>In lesson Assessment: Assessment for and as Learning</p> <ul style="list-style-type: none"> • Make and present videos on manipulative skills and processes in clothing and textiles during the practical demonstration <p>Learning Outcomes assessed: CLO 1 & CLO.2</p>			
Teaching Learning Resources	Internet facility, laptop computer/PCs/Smart phones			
Required Text (core)	<ul style="list-style-type: none"> • Adamtey, S.K., (2008). <i>Foundation to Textiles & Clothing. A career guide in fashion studies</i>. Accra: Salt 'N' Light Publications. 			
Additional Reading List	<ul style="list-style-type: none"> • Forster, P. (2014). <i>Clothing and Textiles</i>. Accra, Winmat Publishers Limited. • Davies, J. (2002). • Smith, A. (2009). <i>The Sewing Book</i>. London: Darling Kindersley Limited 			
CPD Needs	<p>Use of different Pedagogical skills - PDP Theme 1</p> <p>Team Teaching – PDP Theme 4</p> <p>Use of ICT (e.g. YouTube, MOOC, Udemy, Khan Academy) in Teaching- PDP Theme 5</p>			

LESSON 6

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

Title of Lesson	Manipulative skills and processes for: Management in Living/lodging and Accommodation				Lesson Duration	180 minutes	
Lesson description	This lesson focuses on the nature of manipulative skills and processes involved in home/lodging management. Student teacher shall have the opportunity to demonstrate knowledge, skills and understanding of manipulative processes in home and other lodging units. (NTS 1g, p. 19; 2c, p.20; 3b, p.23; 3g, p.25;NTECF, p.14;NTECF p.18).						
Previous student teacher knowledge, prior learning (assumed)	dent Teachers have observed manipulative skills in home and lodging management. They also might have engaged in some manipulative processes before.						
Possible barriers to learning in the lesson	<ul style="list-style-type: none"> Misconceptions about Home Economics(e.g. Home Economics is for low academic achievers) Cultural background of students where males (boys) do not perform home chores like cleaning, sweeping and taking care of younger children. Students' attitude towards activity-based learning Individual needs of learners Large class size 						
Lesson Delivery – chosen to support students 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.	<ul style="list-style-type: none"> Use tutor-to-student interaction to make brief presentations and discuss some manipulative processes and skills in home and lodging units. Use guided demonstration on manipulative skills and processes involved in home management. Guide student teachers to use simulations and make a video on manipulative skills in the home and lodging units. 						
<ul style="list-style-type: none"> Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed 	The purpose of this lesson is to enable student teachers to use their manipulative skills in the management of the home and lodging units.						
<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: By the end of the lesson, the student teacher will be able to:		Learning Indicators		Identify which cross cutting issues – core and transferable skills, equity and addressing diversity. How will these be addressed.		
	<ul style="list-style-type: none"> Demonstrate knowledge of manipulative skills and processes in the home and lodging units Demonstrate knowledge of the uses of manipulative skills and processes in the management of lodging units. 		Identify and list basic manipulative skills and processes used in the home and lodging units. State the uses of manipulative skills in the management of lodging units.		1. Cross-cutting Issues to be addressed in the lesson: <ul style="list-style-type: none"> Issues of SEN (Special Education Needs- consider seating arrangements for short sighted students) Gender needs socio-cultural and economic differences(Mixed groups) 		

	<ul style="list-style-type: none"> Demonstrate the ability to manipulate and handle equipment in the home and lodging units. 	Handle equipment and use manipulative skills in the home.	2. Transferable skills to be addressed in the lesson: <ul style="list-style-type: none"> communication skills Team work/collaborative skills (group work and group formation). digital literacy information (ICT) skills(through searching for information online and use of power point presentations) Leadership (group work and appointment of group leaders/secretaries). 	
Topic Title	Sub-topics (if any):	Stage/Time	Teaching and Learning Activity to achieve learning outcomes depending on the delivery mode selected. Teacher led, collaborative group work or independent	
			Teacher Activity	Student Activity
Manipulative skills and processes: Management in Living	Cleaning, washing, laundering painting/ decoration, bed laying, etc	1/ 10 minutes	<u>Introduction</u> Tutor facilitates student teachers' revision of their knowledge of the lesson by asking them to list and describe some manipulative skills and processes and their uses.	<u>Introduction</u> Student teachers brainstorm to review their knowledge and understanding of some manipulative skills and processes. and their uses.
		2/ 40 minutes	<u>Class Discussions</u> Leads whole class /small group discussions to explain the processes in the following: Cleaning, washing, laundering painting/ decoration, bed laying etc.	<u>Class Discussions</u> Student teachers identify and discuss some manipulative processes and skills in Cleaning, washing, laundering painting/ decoration, bed laying.etc.
		3/ 60 minutes	<u>Guided Demonstration and Seminars</u> Tutor uses guided demonstration and seminars to explain the manipulative skills and processes in the following: Cleaning, washing, laundering painting/ decoration, bed laying etc.	<u>Guided Demonstration and Seminars</u> Student teachers observe, listen, and contribute to the discussions and write down important points. Student teachers engage in face to face interactions to identify and discuss the trends in manipulative skills and processes in the following: Cleaning washing, laundering, painting/ decoration, bed laying etc.
	4/ 60 minutes	<u>Class Practical Demonstration</u> <ul style="list-style-type: none"> Tutor takes student teachers to the school practice house or guest house to demonstrate some manipulative skills and processes used in home and lodging management. 	<u>Class Practical Demonstration</u> Student teachers practise the handling and operation of the tools, equipment and machines.	

			<ul style="list-style-type: none"> Tutor guides student teachers to make a video of the practical session <p>NB: Tutors are free to adapt the lesson to their own context circumstances</p>	<p>Student teachers use simulations and pre-video recordings from sources such as YouTube, Khan Academy, Coursera, Udemy, MOOCs to demonstrate and discuss the handling and operation of the tools, equipment and machines in lodging units. (Use 15 minutes for presentation)</p>
		5/ 10 minutes	<p>Conclusion Tutor leads student teacher recap the lesson and gives reading assignment to prepare for the next lesson.</p>	<p>Conclusion Student teachers contribute and note the readings to prepare for next lesson.</p>
Lesson assessments – evaluation of learning: of, for and as learning within the lesson (link to Learning Outcomes)	<p>In lesson Assessment: Assessment for and as Learning Practical demonstration of the manipulative skills and processes in home and lodging management. Video on manipulative skills and processes in home and lodging management Learning Outcomes assessed CLO 1& CLO.2</p>			
Teaching Learning Resources	Internet facility, laptop computer/PCs/Smart phones			
Required Text (core)	<ul style="list-style-type: none"> Asare, E. & Quartey, O. (2002). <i>Management Principles: Application to Resource Use</i>. Accra: Asquart. Osei-Agyekum, J. & Quartey, O. (2000). <i>Management-In-Living and Resource Management</i>. I. E. D. E., U.E.W. Anyakoha, E. U. & Eluwa, M., (2010). <i>Home Management for Schools and Colleges</i>. Onitsha: Africana Fep Publishers Ltd. 			
Additional Reading List	<ul style="list-style-type: none"> Goldsmith, E. B. (2005). <i>Resource management for individuals and families</i>. (3rd). USA: Thompson wordsworth 			
CPD Needs	<p>Use of different Pedagogical skills - PDP Theme 1 Team Teaching – PDP Theme 4 Use of ICT (e.g. YouTube, MOOC, Udemy, Khan Academy) in Teaching- PDP Theme 5</p>			

LESSON 7

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

Title of Lesson	The learning environment in Home Economics: Classroom and learning environment Food and Nutrition/Catering				Lesson Duration	180 minutes	
Lesson description	The focus of this lesson is on the learning environment in Home Economics, specifically, Food and Nutrition/Catering. Student teachers shall be assessed on group reports on observations and reflection on the learning environment. Issues of diversity, inclusivity and gender shall be addressed in the classroom.(NTS 1g,p. 19; 2c, p.20; 3b, p.23; 3g, p.25;NTECF, p.14;NTECF p.18).						
Previous student teacher knowledge, prior learning (assumed)	Student teachers have part of the learning environment. They also study in their lecture hall, food laboratories,kitchen and workshops.						
Possible barriers to learning in the lesson	<ul style="list-style-type: none"> Misconceptions about Home Economics(eg.Home Economics is for low academic achievers) Cultural background of students where males (boys) do not perform home chores like cleaning, sweeping and taking care of younger children. Students' attitude towards activity-based learning Individual needs of learners Large class size 						
Lesson Delivery – chosen to support students 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.	<ul style="list-style-type: none"> Use interactive lecture and work based learning to make brief presentation on activities in the learning environment Guide student teachers to use simulations on learning environment. Use group discussion to get student teachers discuss their strengths and aspirations and use the information to connect to their new learning environment. 						
<ul style="list-style-type: none"> Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed 	The purpose of this lesson is to enable student teachers to engage meaningfully with the food and catering learning environment.						
<ul style="list-style-type: none"> Learning Outcome for the lesson, picked and developed from the course specification 	Learning Outcomes: By the end of the lesson, the student teacher will be able to:		Learning Indicators		Identify which cross cutting issues – core and transferable skills, equity and addressing diversity. How will these be addressed.		

<p>Learning indicators for each learning outcome</p>	<ul style="list-style-type: none"> • Demonstrate knowledge of food and catering learning environment • Demonstrate knowledge of the uses of lecture halls, food laboratories, kitchen and workshops • Demonstrate skills in working or studying in lecture halls, food laboratories, kitchen and workshops 	<ul style="list-style-type: none"> • Identify and list basic activities of the learning environment • State the uses of lecture halls, food laboratories and workshops • Engage in activities in the lecture halls, food laboratories and workshops 	<p>1. Cross-cutting Issues to be addressed in the lesson:</p> <ul style="list-style-type: none"> • Issues of SEN (Special Education Needs- consider seating arrangements for short sighted students) • Gender needs • socio-cultural and economic differences (Mixed groups) <p>2. Transferable skills to be addressed in the lesson:</p> <ul style="list-style-type: none"> • communication skills • Team work/collaborative skills (group work and group formation). • digital literacy information • (ICT) skills (through searching for information online and use of power point presentations) • Leadership (group work and appointment of group leaders/secretaries). 	
Topic Title	Sub-topics (if any):	Stage/Time	Teaching and Learning Activity to achieve learning outcomes depending on the delivery mode selected. Teacher led, collaborative group work or independent	
			Teacher Activity	Student Activity
<p>Learning environment: Food and Nutrition</p>	<p>Lecture halls, food workshops laboratories, kitchen and others</p>	<p>1/ 10 minutes</p>	<p><u>Introduction</u> Tutor facilitates student teachers revision of their knowledge of the lesson by asking them to list and describe some activities in the kitchen workshops and food laboratories.</p>	<p><u>Introduction</u> Students engage in shower thoughts and answer questions</p>
		<p>2/ 80 minutes</p>	<p><u>Interactive Lecture</u> Tutor uses interactive lecture and work based learning to state and explain the uses of the following: Lecture halls, food workshops laboratories, and kitchen.</p>	<p><u>Interactive Lecture</u> Student teachers listen, work in groups to contribute to the discussion and write down important points.</p>
		<p>3/ 80 minutes</p>	<p><u>Class Demonstration</u> Tutor takes student teachers to the school food laboratory or kitchen/workshop to demonstrate the activities Tutor guides student teachers to make a video of the types of</p>	<p><u>Class Demonstration</u> Student teachers make simulations and presentations on the uses of the following: Lecture halls, food workshops laboratories.</p>

			workshops, kitchen and laboratories. NB: Tutors are free to adapt the lesson to their own context or circumstances	Student teachers make and present videos of the demonstrations
		4/ 10 minutes	Conclusion Tutor guides student teachers to discuss the uses of Lecture halls, food workshops laboratories through shower thoughts.	Conclusion Through shower thoughts, student teachers discuss the uses of Lecture halls, food workshops laboratories.
Lesson assessments – evaluation of learning: of, for and as learning within the lesson (link to Learning Outcomes)	In lesson Assessment: Assessment for and as Learning <ul style="list-style-type: none"> • Simulations and presentations on kitchen, food laboratories and workshops • Video on the types of kitchen, workshops and laboratories Learning Outcomes assessed :CLO 2			
Teaching Learning Resources	Internet facility, laptop computer/PCs/Smart phones			
Required Text (core)	<ul style="list-style-type: none"> • Adigbo, E. C. & Madah, K. C. (2011). <i>A Complete Course in Food and Nutrition</i> Accra: Kwadwoan Publishing. 			
Additional Reading List	<ul style="list-style-type: none"> • Ceserani, V., Kinton, R. & Foskett, D. D. (2000). <i>Practical Cookery</i>. (9th Ed.) UK.: Hodder and Stoughton • Davies, J. (2002). <i>Hammonds Cooking Explained</i>. Singapore: Addison Longman Limited. 			
CPD Needs	Use of different Pedagogical skills - PDP Theme 1 Team Teaching – PDP Theme 4 Use of ICT (e.g. YouTube, MOOC, Udemy, Khan Academy) in Teaching- PDP Theme 5			

LESSON 8

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

Title of Lesson	The learning environment in Home Economics: Classroom and learning environment for Clothing and Textiles/Fashion and Sewing				Lesson Duration	180 minutes
Lesson description	In this lesson the student teacher will explore the learning environment through guided demonstrations and simulations. Student teacher shall be introduced to the specific Clothing and Textiles/Fashion and Sewing environment (preferably lecture halls, fashion/sewing workshops laboratories, sewing room etc.). This course shall be delivered by using face to face interaction, work-based learning between the tutor and student teachers, and practical activity of exploring the learning environment. Student teachers shall be assessed on group reports on observations and reflections on the learning environment Issues of diversity, inclusivity and gender shall be addressed in the classroom (NTS 1g, p. 19; 2c, p.20; 3b, p.23; 3g, p.25; NTECF, p.14;NTECF p.18).					
Previous student teacher knowledge, prior learning (assumed)	dent Teachers have been part of the learning environment. They also study in their lecture hall, sewing room/ laboratories, and workshops.					
Possible barriers to learning in the lesson	<ul style="list-style-type: none"> • Misconceptions about Home Economics(e.g. Home Economics is for low academic achievers) • Cultural background of students where males (boys) do not perform home chores like cleaning, sweeping and taking care of younger children. • Students’ attitude towards activity-based learning • Individual needs of learners • Large class size 					
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face √	Practical Activity √	Work-Based Learning √	Seminars	Independent Study	e-learning opportunities √
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	<ul style="list-style-type: none"> • Use interactive lecture and work based learning to make brief presentation on activities in the Sewing and Fashion learning environment • Guide student teachers to use simulations on learning environment. • Use group discussion to get student teachers discuss their strengths and aspirations and use the information to connect to their new learning environment 					
<ul style="list-style-type: none"> • Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. • Write in full aspects of the NTS addressed 	The purpose of this lesson is to enable student teachers engage meaningfully with the sewing and fashion learning environment					

<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: By the end of the lesson, the student teacher will be able to:		Learning Indicators	Identify which cross cutting issues – core and transferable skills, equity and addressing diversity. How will these be addressed.
	<ul style="list-style-type: none"> Demonstrate knowledge of the sewing and fashion learning environment Demonstrate knowledge of lecture halls, fashion/sewing workshops laboratories, sewing room Demonstrate manipulative skills in working or studying in lecture halls, fashion/sewing workshops laboratories, sewing room 		<p>Identify basic activities of the learning environment</p> <p>Explore the uses of lecture halls, fashion/sewing workshops laboratories, sewing room</p> <p>Engage in activities in the lecture halls, fashion/sewing workshops laboratories, sewing room</p>	<p>1. Cross-cutting Issues to be addressed in the lesson:</p> <ul style="list-style-type: none"> Issues of SEN (Special Education Needs- consider seating arrangements for short sighted students) Gender needs socio-cultural and economic differences(Mixed groups) <p>2. Transferable skills to be addressed in the lesson:</p> <ul style="list-style-type: none"> communication skills Team work/collaborative skills (group work and group formation). digital literacy information (ICT) skills(through searching for information online and use of power point presentations) Leadership (group work and appointment of group leaders/secretaries).
Topic Title	Sub-topics (if any):	Stage/Time	Teaching and Learning Activity to achieve learning outcomes depending on the delivery mode selected. Teacher led, collaborative group work or independent	
			Teacher Activity	Student Activity
Learning environment: Clothing and Textiles		1/ 10 minutes	<u>Introduction</u> Tutor facilitates student teachers revision of their knowledge of the previous lesson by asking them to list and describe some activities in the workshops and sewing/fashion laboratories.	<u>Introduction</u> Students answer questions and brainstorm ideas and write notes in their books.
	Lecture halls , fashion/sewing workshops laboratories, sewing room and others	2/ 70 minutes	<u>Interactive Lecture and work based learning</u> Tutor uses interactive lecture and work based learning to state and explain the uses of the following: Lecture halls, fashion/sewing workshops laboratories, sewing room.	<u>Interactive Lecture</u> Student teachers listen, contribute to the discussion and write down important points. Students engage in debates on manipulative skills and processes within their own environment
		3/ 80 minutes	<u>Interactive Lecture/Class Practical</u> Tutor takes student teachers to the school sewing/tailoring or fashion, laboratory workshops to demonstrate the activities. Tutor guides student teachers to make a video of the practical session	<u>Interactive Lecture/Class Practical</u> Student teachers practise the manipulative skills and processes in sewing and fashion. Student teachers make and present videos of the demonstrations

			NB: Tutors are free to adapt the lesson to their own context or circumstances	
		4/ 20minutes	Conclusion Tutor guides student teachers to discuss the uses of the sewing/tailoring or fashion, laboratory workshops laboratories through shower thoughts.	Conclusion Through shower thoughts, student teachers discuss the uses of Lecture halls, sewing/tailoring or fashion workshops or laboratories.
Lesson assessments – evaluation of learning: of, for and as learning within the lesson (link to Learning Outcomes)	In lesson Assessment: Assessment for and as Learning <ul style="list-style-type: none"> • Simulations and presentations on sewing/tailoring or fashion, laboratory workshops • Video on the types of clothing and textile workshops and laboratories. Learning Outcomes Assessed: CLO.2			
Teaching Learning Resources	Internet facility, laptop computer/PCs/Smart phones			
Required Text (core)	<ul style="list-style-type: none"> • Adamtey, S.K., (2008). <i>Foundation to Textiles & Clothing. A career guide in fashion studies.</i> Accra: Salt 'N' Light Publications. 			
Additional Reading List	<ul style="list-style-type: none"> • Forster, P. (2014). <i>Clothing and Textiles.</i> Accra, Winmat Publishers Limited. • Davies, J. (2002). • Smith, A. (2009). <i>The Sewing Book.</i> London: Darling Kindersley Limited 			
CPD Needs	Use of different Pedagogical skills - PDP Theme 1 Team Teaching – PDP Theme 4 Use of ICT (e.g. YouTube, MOOC, Udemy, Khan Academy) in Teaching- PDP Theme 5			

LESSON 9

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

Title of Lesson	The learning environment in Home Economics: Classroom and learning environment Management in Living/Lodging Units				Lesson Duration	180 minutes	
Lesson description	This lesson focuses on the learning environment specifically of housing/Lodging Units. Student teachers shall be assessed on group reports on observations and reflections on the learning environment Issues of diversity, inclusivity and gender shall be addressed in the classroom (NTS 1g, p. 19; 2c, p.20; 3b, p.23; 3g, p.25;NTECF, p.14;NTECF p.18).						
Previous student teacher knowledge, prior learning (assumed)	dent Teachers have observed manipulative skills in home and lodging management. They also might have been engaged in some practices and processes in the home.						
Possible barriers to learning in the lesson	<ul style="list-style-type: none"> Misconceptions about Home Economics(e.g. Home Economics is for low academic achievers) Cultural background of students where males (boys) do not perform home chores like cleaning, sweeping and taking care of younger children. Students’ attitude towards activity-based learning Individual needs of learners Large class size 						
Lesson Delivery – chosen to support students 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.	<ul style="list-style-type: none"> Use interactive lecture and work based learning to make brief presentation on activities in the housing environment Guide student teachers to use simulations on learning environment with the aid of OERs. Use group discussion to get student teachers discuss their strengths and aspirations and use the information to connect to their new learning environment 						
<ul style="list-style-type: none"> Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed 	The purpose of this lesson is to enable student teachers to engage meaningfully with the housing learning environment						
<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: By the end of the lesson, the student teacher will be able to:		Learning Indicators		Identify which cross cutting issues – core and transferable skills, equity and addressing diversity. How will these be addressed.		
	Demonstrate knowledge of the housing and lodging environment		List basic activities of the learning environment		1. Cross-cutting Issues to be addressed in the lesson: <ul style="list-style-type: none"> Issues of SEN (Special Education Needs- consider seating arrangements for short sighted students) Gender needs socio-cultural and economic differences(Mixed groups) 		
	Demonstrate knowledge of lecture halls, housing and lodging environment		State the uses of lecture halls, housing and lodging environment.				
Demonstrate manipulative skills in working or studying in		Engage in activities in the lecture halls,					

	lecture halls, housing and lodging environment	housing and lodging environment	2. Transferable skills to be addressed in the lesson: <ul style="list-style-type: none"> • communication skills • Team work/collaborative skills (group work and group formation). • digital literacy information • (ICT) skills(through searching for information online and use of power point presentations) • Leadership (group work and appointment of group leaders/secretaries). • 	
Topic Title	Sub-topics (if any):	Stage/Time	Teaching and Learning Activity to achieve learning outcomes depending on the delivery mode selected. Teacher led, collaborative group work or independent	
			Teacher Activity	Student Activity
Learning environment: Management in Living/Lodging Units	Lecture halls, houses and lodging units workshops laboratories, sewing room and others	1/ 10 minutes	Introduction Tutor facilitates student teachers revision of their knowledge of the lesson by asking them to list and describe some activities in the housing and lodging environment.	Introduction Students answer questions and brainstorm ideas and write notes in their books.
		2/ 50 minutes	Interactive Lecture Tutor uses interactive lecture and work based learning to state and explain the uses of the following: Lecture halls, housing and lodging units.	Interactive Lecture Student teachers listen, contribute to the discussion and write down important points. Students engage in debates on manipulative skills and processes within their own environment
		3/ 80minutes	Practical Demonstration Tutor takes student teachers to the school Practice House , laboratory or workshops to demonstrate the activities. Tutor group student teachers and guides them to practice various skills and processes in the housing and lodging area. (Consider gender and inclusivity in group formation) Guides student teachers to make a video of the practical session NB: Tutors are free to adapt the lesson to their own context or circumstances	Practical Demonstration Student teachers observe the demonstrations and ask questions for clarifications. Student teachers work in groups to practise the manipulative skills and processes in housing and lodging units. Student teachers make and present videos of the demonstrations

		4/ 30minutes	Tutor assesses student teachers practical session video presentations in class.	Student teachers present their videos of the practical session to class
		5/ 10 minutes	Conclusion Tutor leads student teacher recap the lesson and gives reading assignment to prepare for the next lesson.	Conclusion Student teachers contribute and note the readings to prepare for next lesson.
Lesson assessments – evaluation of learning: of, for and as learning within the lesson (link to Learning Outcomes)	In lesson Assessment: Assessment for and as Learning <ul style="list-style-type: none"> • Simulations and presentations on housing and lodging units. • Video on the types of housing and accommodation/lodging units from the community and other places. • Video presentations of practical sessions on manipulative skills Learning outcome Assessed: CLO.2			
Teaching Learning Resources	Internet facility, laptop computer/PCs/Smart phones			
Required Text (core)	<ul style="list-style-type: none"> • Asare, E., Quartey, O. & Amu, T. (2005). Housing the Family. Accra: Asquart Publications • Sherwood, R. F. (1996). Homes: Today and Tomorrow. New York: Glencoe. 			
Additional Reading List	<ul style="list-style-type: none"> • Asare, E. & Quartey, O. (2002). <i>Management Principles: Application to Resource Use</i>. Accra: Asquart • Anyakoha, E. U. & Eluwa, M. a. (2010). Home Management for Schools and Colleges. Onitsha: African first publishers limited. 			
CPD Needs	Use of different Pedagogical skills - PDP Theme 1 Use of ICT(e.g. YouTube, MOOC, Udem, Khan Academy) in Teaching- PDP Theme 5			

LESSON 1

Year of B.Ed.	2	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12		
Title of Lesson	Professional Practice : Food and Nutrition /Catering			Lesson Duration	180 minutes		
Lesson description	This lesson examines the requisite knowledge and skills, values, and attitudes of the developing Home Economics professional particularly in the field of Food and Nutrition /Catering . This course shall be delivered through small scale action research with the support of the mentor. (NTS p.23,3b)						
Previous student teacher knowledge, prior learning (assumed)	dent Teachers have observed manipulative skills in home and lodging management. They also might have been engaged in some practices and processes in the home.						
Possible barriers to learning in the lesson	<ul style="list-style-type: none"> • Misconceptions about Home Economics(e.g. Economics is for low academic achievers) • Cultural background of students where males (boys) do not perform home chores like cleaning, sweeping and taking care of younger children. • Students’ attitude towards activity-based learning • Individual needs of learners • Large class size 						
Lesson Delivery – chosen to support students 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.	<ul style="list-style-type: none"> • Practical Activity using community walks to identify the different professions • Face –to-face interactions using shower thoughts to enable student teachers to describe and explain who they are, place of birth and conditions and circumstances that have influenced their current state. • Face –to-face interactions using think, pair and share to enable students to discuss their plans and aspirations. • Use concept mapping to describe the links and connections between individual, the family as a system and family systems 						
<ul style="list-style-type: none"> • Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. • Write in full aspects of the NTS addressed 	<p>The purpose of this lesson is to enable the student teacher appreciate the knowledge and skills, values, and attitudes of the developing Home Economics professional particularly in the field of Food and Nutrition /Catering. NTS 1g,2c, 3b, 3g, NTECF, p.14 &18</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: By the end of the lesson, the student teacher will be able to:	Learning Indicators		Identify which cross cutting issues – core and transferable skills, equity and addressing diversity. How will these be addressed.			
	Demonstrate knowledge and skills in terms of professional practice, values and attitudes as a developing Home Economics teacher.	Exhibit values, skills and attitudes of the developing Home Economics teacher.		1. Cross-cutting Issues to be addressed in the lesson: <ul style="list-style-type: none"> • Issues of SEN (Special Education Needs- consider seating arrangements for short sighted students) • Gender needs • socio-cultural and economic differences(Mixed groups) 			

			2. Transferable skills to be addressed in the lesson: <ul style="list-style-type: none"> • communication skills • Team work/collaborative skills (group work and group formation). • digital literacy information • (ICT) skills(through searching for information online and use of power point presentations) • Leadership (group work and appointment of group leaders/secretaries). 	
Topic Title	Sub-topics (if any):	Stage/Time	Teaching and Learning Activity to achieve learning outcomes depending on the delivery mode selected. Teacher led, collaborative group work or independent	
			Teacher Activity	Student Activity
Professional Practice: Food and Nutrition/Catering		1/ 10 minutes	<u>Introduction</u> i. Tutor facilitates student teachers review of previous knowledge on relevant tools, equipment and machines for food and Nutrition.	<u>Introduction</u> Student teachers use Show thoughts to review their knowledge on relevant tools, equipment and machines for food and Nutrition.
		2/ 30minutes	<u>Class Discussion</u> Tutor explores student teachers RPK on manipulative skills in food and nutrition through <i>talk for learning approaches</i> .	<u>Class Discussion</u> Student teachers work in groups to discuss manipulative skills in food and nutrition using think-pair-share .
		3/ 50 minutes	<u>Group Work</u> Tutor guides student teachers in groups to use concept maps to examine the skills, values and attitudes of the developing Caterer/ Food and Nutrition teacher using OERs.	<u>Group Work</u> Student teachers develop concept maps of skills, values and attitudes of the developing Caterer/ Food and Nutrition teacher.
		4/ 80 minutes	<u>Class Assignment</u> Tutor guides student teachers to prepare portfolios to reflect professional practice, knowledge, values and attitudes observed among teachers in the mentoring school.	<u>Class Assignment</u> Prepare, present or exhibit a portfolio (video or still), picture (either group/ individual) to reflect professional practice, knowledge, values and attitudes as observed among teachers in the mentoring school.
		5/ 10 minutes	<u>Conclusion</u> Tutor leads student teacher recap the lesson and gives reading assignment to prepare for the next lesson.	<u>Conclusion</u> Student teachers contribute and note the readings to prepare for next lesson.

Lesson assessments – evaluation of learning: of, for and as learning within the lesson (link to Learning Outcomes)	In lesson assessment: Assessment Type: Assessment for and as Learning Category of Assessment: Portfolio (video or still), picture (either group/ individual) to reflect professional practice. Learning Outcomes Assessed:CLO.3
Teaching Learning Resources	Internet facility, laptop computer/PCs/Smart phones
Required Text (core)	<ul style="list-style-type: none"> • Adigbo, E. C. & Madah, K. C. (2011). <i>A Complete Course in Food and Nutrition</i> Accra: Kwadwoan Publishing.
Additional Reading List	<ul style="list-style-type: none"> • Ceserani, V., Kinton, R. & Foskett, D. D. (2000). <i>Practical Cookery</i>. (9th Ed.) UK.: Hodder and Stoughton • Davies, J. (2002). <i>Hammonds Cooking Explained</i>. Singapore: Addison Longman Limited.
CPD Needs	Use of different Pedagogical skills - PDP Theme 1 Team Teaching – PDP Theme 4 Use of ICT(eg. YouTube, MOOC, Udemey, Khan Academy) in Teaching- PDP Theme 5

LESSON 11

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

Title of Lesson	Professional Practice: Clothing and Textiles/Fashion and Tailoring			Lesson Duration	180 minutes		
Lesson description	This lesson examines the requisite knowledge and skills, values, and attitudes of the developing Home Economics professional particularly in the field of Clothing and Textiles/Fashion and Tailoring This course shall be delivered through small scale action research with the support of the mentor. (NTS p.23,3b)						
Previous student knowledge, prior teacher learning (assumed)	dent Teachers have observed manipulative skills in home and lodging management. They also might have been engaged in some practices and processes in the home.						
Possible barriers to learning in the lesson	<ul style="list-style-type: none"> Misconceptions about Home Economics(e.g. Home Economics is for low academic achievers) Cultural background of students where males (boys) do not perform home chores like cleaning, sweeping and taking care of younger children. Students' attitude towards activity-based learning Individual needs of learners Large class size 						
Lesson Delivery – chosen to support students 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.	<ul style="list-style-type: none"> Use community walks to identify the different professions Face –to-face interactions using shower thoughts to enable student teachers to describe and explain who they are, place of birth and conditions and circumstances that have influenced their current state. Face –to-face interactions using think, pair and share to enable students to discuss their plans and aspirations. Use concept mapping to examine the skills, values and attitudes of the developing skills Clothing and Textiles/Fashion teacher using OERs. 						
<ul style="list-style-type: none"> Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed 	<p>The purpose of this lesson is to enable student teachers to enable the student teacher to appreciate the knowledge and skills, values, and attitudes of the developing Home Economics professional particularly in the field of Clothing and Textiles/Fashion and Tailoring NTS 1g,2c, 3b, 3g, NTECF, p.14 &18</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: By the end of the lesson, the student teacher will be able to:	Learning Indicators		Identify which cross cutting issues – core and transferable skills, equity and addressing diversity. How will these be addressed.			
	Demonstrate knowledge and skills in terms of professional practice, values and attitudes as a developing Home Economics teacher.	<ul style="list-style-type: none"> Exhibit values, skills and attitudes of the developing Home Economics teacher. 		<p>1. Cross-cutting Issues to be addressed in the lesson:</p> <ul style="list-style-type: none"> Issues of SEN (Special Education Needs- consider seating arrangements for short sighted students) Gender needs socio-cultural and economic differences(Mixed groups) 			

			2. Transferable skills to be addressed in the lesson: <ul style="list-style-type: none"> • communication skills • Team work/collaborative skills (group work and group formation). • digital literacy information • (ICT) skills(through searching for information online and use of power point presentations) • Leadership (group work and appointment of group leaders/secretaries). 	
Topic Title	Sub-topics (if any):	Stage/Time	Teaching and Learning Activity to achieve learning outcomes depending on the delivery mode selected. Teacher led, collaborative group work or independent	
			Teacher Activity	Student Activity
Professional practice: Clothing and Textiles/Tailoring		1/ 10 minutes	<u>Introduction</u> i. Tutor facilitates student teachers review of previous knowledge on relevant tools, equipment and materials for Clothing and Textiles/Sewing.	<u>Introduction</u> Student teachers use Show thoughts to review their knowledge on relevant tools, equipment and materials for Clothing and Textiles/Sewing.
		2/ 30minutes	<u>Class Discussion</u> Tutor explores student teachers RPK on manipulative skills Clothing and Textiles through talk for learning approaches.	<u>Class Discussion</u> Student teachers work in groups to discuss manipulative skills in Clothing and Textiles using think-pair-share.
		3/ 60 minutes	<u>Group Work</u> Tutor guides student teachers in groups to use concept maps to examine the skills, values and attitudes of the developing skills Clothing and Textiles/Fashion teacher using OERs. ii. Tutor guides student teachers to prepare portfolios to reflect professional practice, knowledge, values and attitudes observed among teachers in the mentoring school.	<u>Group Work</u> Student teachers develop concept maps of skills, values and attitudes of the developing Clothing and Textiles/Fashion teacher. ii. Prepare, present or exhibit a portfolio (video or still), picture (either group/ individual) to reflect professional practice, knowledge, values and attitudes as observed among teachers in the mentoring school.
		4/ 70 minutes	<u>Class Assignment</u> Tutor facilitates student teachers presentations on values and attitudes observed among teachers in the mentoring school.	<u>Class Assignment</u> Student teachers present or exhibit a portfolio (video or still), picture (either group/ individual) to reflect professional practice, knowledge, values and attitudes as observed among teachers in the mentoring school.

		5/ 10 minutes	Conclusion Tutor leads student teacher recap the lesson and gives reading assignment to prepare for the next lesson.	Conclusion Student teachers contribute and note the readings to prepare for next lesson.
Lesson assessments – evaluation of learning: of, for and as learning within the lesson (link to Learning Outcomes)	In lesson Assessment: Assessment for and as Learning Portfolio (video or still), picture (either group/ individual) to reflect professional practice Learning Outcomes Assessed:CLO.3			
Teaching Learning Resources	Internet facility, laptop computer/PCs/Smart phones			
Required Text (core)	<ul style="list-style-type: none"> Adamtey, S.K., (2008). <i>Foundation to Textiles & Clothing. A career guide in fashion studies</i>. Accra: Salt 'N' Light Publications. 			
Additional Reading List	<ul style="list-style-type: none"> Forster, P. (2014). <i>Clothing and Textiles</i>. Accra, Winmat Publishers Limited.Davies, J. (2002). Smith, A. (2009). <i>The Sewing Book</i>. London: Darling Kindersley Limited 			
CPD Needs	Use of different Pedagogical skills - PDP Theme 1 Team Teaching – PDP Theme 4 Use of ICT(eg. YouTube, MOOC, Udemy, Khan Academy) in Teaching- PDP Theme 5			

LESSON 12

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

Title of Lesson	1.REVISION OF SEMESTER COURSE WORK 2. Professional practice: Management in Living/lodging and Accommodation				Lesson Duration	180 minutes	
Lesson description	This lesson focuses on the requisite knowledge and skills, values, and attitudes of the developing Home Economics professional particularly in the field of Management in Living/lodging and Accommodation. This course shall be delivered through small scale action research with the support of the mentor. (NTS p.23,3b) (NTS 1g, p. 19; 2c, p.20; 3b, p.23; 3g, p.25;NTECF, p.14;NTECF p.18).						
Previous student knowledge, prior teacher learning (assumed)	dent Teachers have observed manipulative skills in home and lodging management. They also might have been engaged in some practices and processes in the home.						
Possible barriers to learning in the lesson	<ul style="list-style-type: none"> Misconceptions about Home Economics(eg.Home Economics is for low academic achievers) Cultural background of students where males (boys) do not perform home chores like cleaning, sweeping and taking care of younger children. Students' attitude towards activity-based learning Individual needs of learners Large class size 						
Lesson Delivery – chosen to support students 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.	<ul style="list-style-type: none"> Face –to-face interactions using shower thoughts to enable student teachers to describe and explain who they are, place of birth and conditions and circumstances that have influenced their current state. Face –to-face interactions using think, pair and share to enable students to review the course for the semester. Use concept mapping to describe the links and connections between individual, the family as a system and family systems using OERs. 						
<ul style="list-style-type: none"> Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed 	<ul style="list-style-type: none"> The purpose of this lesson is to enable student teachers to use requisite knowledge and skills, values, and attitudes of the developing Home Economics professional particularly in the field of Management in Living/lodging and Accommodation. 						
<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: By the end of the lesson, the student teacher will be able to:	Learning Indicators		Identify which cross cutting issues – core and transferable skills, equity and addressing diversity. How will these be addressed.			
	Demonstrate knowledge and skills in terms of professional practice, values and attitudes as a developing Home Economics teacher.	Exhibit values, skills and attitudes of the developing Home Economics teacher.		1. Cross-cutting Issues to be addressed in the lesson: <ul style="list-style-type: none"> Issues of SEN (Special Education Needs- consider seating arrangements for short sighted students) Gender needs socio-cultural and economic differences(Mixed groups) 			

			2. Transferable skills to be addressed in the lesson: <ul style="list-style-type: none"> • communication skills • Team work/collaborative skills (group work and group formation). • digital literacy information • (ICT) skills(through searching for information online and use of power point presentations) • Leadership (group work and appointment of group leaders/secretaries). 	
Topic Title	Sub-topics (if any):	Stage/Time	Teaching and Learning Activity to achieve learning outcomes depending on the delivery mode selected. Teacher led, collaborative group work or independent	
			Teacher Activity	Student Activity
Professional Practice Management in Living		1/ 10 minutes	<u>Introduction</u> i. Tutor facilitates student teachers' revision of previous lesson on skills and attitudes of the profession.	<u>Introduction</u> Student teachers use Show thoughts to revise their knowledge and understanding gained from processes and procedures in the practice of Housekeeping and Home Management.
		3/ 50 minutes	<u>Group Work</u> Tutor guides student teachers in groups to use concept maps to examine the skills, values and attitudes of the developing Management in living teacher using OERs.	<u>Group Work</u> Student teachers develop concept maps of skills, values and attitudes of the developing Management in living teacher.
		4/ 60 minutes	<u>Class Assignment</u> Tutor guides student teachers to prepare portfolios to reflect professional practice, knowledge, values and attitudes observed among teachers in the mentoring school.	<u>Class Assignment</u> Prepare, present or exhibit a portfolio (video or still), picture (either group/ individual) to reflect professional practice, knowledge, values and attitudes as observed among teachers in the mentoring school.
		4/ 70 minutes	<u>Interactive Lecture</u> Tutor uses think- pair – share/ group discussion technique for student teachers to reflect on course.	<u>Interactive Lecture</u> Student teachers use think-pair –share/ group discussion technique to review the course..
Lesson assessments – evaluation of learning: of, for and as learning within the lesson (link to Learning Outcomes)	Category of Assessment: Written Examination/Test(End of course) Students teachers are assessed by summative examination on: <ul style="list-style-type: none"> • Tools, equipment and materials for Food and Nutrition /Catering and Hospitality • Tool, equipment, machines and their uses in Food and Nutrition/catering and hospitality • Manipulative skills and processes for: Food and Nutrition/Catering • Tool, equipment, machines and their uses: Clothing and Textiles/ Fashion and Sewing • Manipulative skills and processes for: Clothing and Textiles/ Fashion and Sewing • Resources, utilities and their uses: Management in Living/ lodging and Accommodation • Manipulative skills and processes for: : Management in Living/ lodging and Accommodation 			

	<ul style="list-style-type: none"> The learning environment in Home Economics: Classroom and learning environment <p>Learning Outcomes Assessed: CLO1, CLO 2 & CLO 3</p>
Teaching Learning Resources	Internet facility, laptop computer/PCs/Smart phones
Required Text (core)	<ul style="list-style-type: none"> Asare, E. & Quartey, O. (2002). <i>Management Principles: Application to Resource Use</i>. Accra: Asquart.
Additional Reading List	<ul style="list-style-type: none"> Asare, E. & Quartey, O. (2002). <i>Management Principles: Application to Resource Use</i>. Accra: Asquart
CPD Needs	<p>Use of different Pedagogical skills - PDP Theme 1</p> <p>Team Teaching – PDP Theme 4</p> <p>Use of ICT (eg. YouTube, MOOC, Udemy, Khan Academy) in Teaching- PDP Theme 5</p>
Course Assessment	<p>¹Component 1: Subject Portfolio Assessment (30% overall score)</p> <p>Selected items of students’ work(3 of them-10% each)- 30%</p> <p>Midterm assessment-20%</p> <p>Reflective journal-40%</p> <p>Organisation of the subject portfolio-10%(how it is presented and organised)</p> <p>²Component 2: Subject Project(30% overall semester score)</p> <p>Introduction, a clear statement of aim and purpose of the project-10%</p> <p>Methodology: what the student teacher has done and why to achieve the purpose of the project</p> <p>Substantive or main section - 40%</p> <p>Conclusion - 30%</p> <p>Component 3: End of semester exams</p>

¹ see rubrics on Subject Portfolio Assessment in annex 6 of NTEAP

² see rubrics on Subject Project Assessment in annex 6 of NTEAP

