YEAR 2

SEMESTER 1

Four-Year B.Ed. Course Manual

TVET - MANIPULATIVE PROCESSES AND SKILLS IN HOME ECONOMICS









The Government of Ghana









FOREWORD

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

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

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

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

Professor Mohammed Salifu Director General, Ghana Tertiary Education Commission

ACKNOWLEDGEMENTS

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

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

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

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

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

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

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

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INTRODUCTION TO COURSE MANUALS

Welcome to this B.Ed. Course manual.

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

The manuals serve the following purposes:

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

Specifically, they also:

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

Who are course manuals for:

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

USING THIS MANUAL

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

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

My teaching philosophy is	
In view of this philosophy. I	will facilitate this course by/through

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-	Foundations of Social Studies and Technical, Vocational Education and Training						
requisite/s							
Co-	inks to other courses being taught, support coherence in student experience and avoid duplication						
Requisites							
Course	00 Course Code Credit Value						
Level							

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 nonsophisticated 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 nonsophisticated 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).

- 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)

- 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.

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Unit
1
Relevant tools,
equipment and
materials
(traditional/
contemporary)
for Home
Economics).

Topic

evant Tools, equipment and materials for Food and Nutrition/Catering and Hospitality

Relevant Tools, equipment and materials for Clothing and Textiles/ Fashion and Sewing.

Basic resources, equipment and materials for Management –in-Living/Lodging and Accommodation Sub-topic (If any)

- Course expectations
- Familiarization with the Course Manual

-Basic kitchen tools, equipment and machines.

-Uses and manipulation of kitchen tools, equipment and machines

-Basic Sewing tools, equipment and machines

-Uses and manipulation of Sewing tools, equipment and machines.

- -Basic resources, equipment and machines in the home and lodging units (human-non human resources, utilities etc.).
- Uses and management of relevant resources, equipment and machines in the home and lodging units.

Teaching and learning activities to achieve the learning outcome:

- Use student –to-student presentations /debates on non-sophisticated tools, equipment, materials and manipulative skills/processes in:
- Food and Nutrition/Catering and Hospitality.
- Produce case studies on the use of nonsophisticated 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:
- -Clothing and Textiles/ Fashion and Sewing.
- Produce case studies on the use of nonsophisticated 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:
- -Management –in- Living/Lodging and Accommodation.

		Г	T
			 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	Manipulative skills and processes in: • Food and Nutrition /Catering and Hospitality • Clothing and Textiles/ Fashion and Sewing.	Kneading, whisking, cutting/chopping, etc.	Use group discussion s to enable student teachers discuss the manipulative skills and processes in Food and Nutrition/Catering and Hospitality. Use simulations/pre- video recordings from sources such as YouTube, Khan Academy, Coursera, Udemy, MOOCs to illustrate nonsophisticated tools, equipment, materials and manipulative skills/processes in Food and Nutrition/Catering and Hospitality.
	Management –in Living/Lodging and Accommodation	Basic manipulative skills and processes in Sewing (stitching, weaving, drafting, crocheting, dyeing, marbling, decoration etc) Cleaning, washing, laundering painting/interior decoration, bed laying etc.	Use whole class discussions to enable student teachers discuss the manipulative skills and processes in Clothing and Textiles/Fashion and Sewing. 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. Use group discussions to enable student teachers discuss the manipulative skills and processes in Management –in Living/Lodging and Accommodation 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.

3	The learning environment in Home Economics-(3 weeks)	 Classroom learning environment (lecture halls, workshops, laboratories etc.) Institutional environment (libraries, seminar rooms, auditorium, Learning environment of Food and Nutrition/Catering Clothing and Textiles/Fashion and Sewing Management –in Living/Lodging and Accommodation. 	 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 multigrade learners.
4	Professional Practice of Home Economics in Ghana (3 weeks)	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 the against the NTS

- There should be a maximum of 3 assessment components per 3 credit-course; to avoid over loading student and tutors/
- 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
 - o 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 prepare course identify any specific topics or issues which may be challenging for tutors / lecturers.

	Year of B.Ed.	2	Semester	1	Place of lesson in semester	123456789101112
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Title of Lesson		Relevant tools equipment and materials: Food and Nutrition Catering Lesson Duration 180 minutes							
Lesson description	This lesson i	and Hospitality minutes 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							
		•	-			ssed on a video and	-		
						addressed in the cl			
		components of th		eachers to ti	ie course rearriir	g outcomes and th	le 3		
		9;2c, p.20;3b, p.23		ITECF, p.14;N	NTECF p.18)				
Previous student			itchen tool	s, equipmen	t and machines	and or have used	them before		
teacher knowledge, prior learning	so are famil	iar to them							
(assumed)									
Possible barriers to	• Miscon	ceptions about Ho	me Econom	ics(e.g. Hon	ne Economics is f	or low academic ac	chievers)		
learning in the lesson					oys) do not perf	orm home chores I	ike cleaning,		
		ng and taking care ts' attitude toward			7				
		ial needs of learne	· ·	isca icarriiri	5				
	• Large cl	ass size							
Lesson Delivery –	Face-to-	Practical	Work- Based	Seminars	Independent Study	e-learning	Practicum		
chosen to support students in achieving	face √	Activity V	opportunities √						
the outcomes	·	•	Learning						
<u> </u>		_		_		teachers identify	some tools,		
mode of delivery		and machines in Fo				inmont and machin	oc and thair		
chosen to support student teachers in		d and Nutrition/Ca			evant tools, equ	pment and machir	ies and their		
					cal demonstratio	n of handling, mar	nipulation or		
outcomes.	operation of	· · · · · · · · · · · · · · · · · · ·	s, equipme	nt and macl	nines used in the	food and nutrition	n laboratory,		
Purpose for the		atering industry.	n enahle sti	ident teache	ers to use food nr	eparation and proc	essing tools		
lesson, what you					•	eachers to develop	•		
want the students	1				_	nally, the lesson sh			
to achieve, serves						collaborative skills, i	independent		
as basis for the learning	thinking, an	d inter-personal sk	ilis which a	re cruciai for	ilite-iong learnin	g.			
outcomes. An	NTS 1g,2c, 3	b, 3g, NTECF, p.14	&18						
expanded version									
of the description. • Write in full									
aspects of the NTS									
addressed									
Learning Outcome	_	utcomes: By the e		ing Indicato	rs	Identify which c	_		
for the lesson, picked and	of the le	sson, the stude be able to:	ent			issues – core and transferable skil			
developed from	CCGCIICI WIII	ac abic to.				and addressing			
the course						How will these b	-		
specification	_					addressed.			
Learning indicators for each		monstrate owledge of kitchen		-	describe basic , equipment and	1. Cross-cutting addressed in the			
learning outcome		ols, equipment and	l l	nachines in F		Issues of SEI			
		chines.		lutrition/Cat		Education N	eeds-		
	consider seating								

	Demonstrate knowledge of the uses of food preparation tools, equipment and machines Demonstrate the ability to handle, manipulate or operate kitchen tools, equipment and machines for Catering. Sub-tonics (if Stage/Time)		Explore the uses of basic food preparation tools, equipment and machines. • Handle and use basic food preparation and processing tools, equipment and machines.	arrangements for short sighted students) Gender needs socio-cultural and economic differences(Mixed groups) Transferable skills to be addressed in the lesson: 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	Stage/Time	Teaching and Learning Activity	
	any):		depending on the delivery m collaborative group work or inde	
			Teacher Activity	Student Activity
Preparations for use of course manual and Pre–Learning interactions	Self- Introduction (If Tutor is new to the Class)	1/ 30 minutes	Self-Introduction Through face-to-face interaction, Tutor/lecturer and student-teachers introduce themselves	Self-Introduction Through face-to-face interaction, Tutor/lecturer and student-teachers introduce themselves
	Relevant Previous Knowledge		Introduction of Course Manual Tutor/Lecturer initiates discussion on the course manual emphasizing on the objectives, learning outcomes, course content and reference materials. Introduction of Lesson Guides student teachers' revision of previous knowledge on their understanding based on their pre tertiary experiences with Home Economics and the	Introduction of Course Manual Student teachers discuss the manual and what they expect to learn after studying the course Introduction of Lesson i. Student teachers brainstorm to review their knowledge and understanding of Home Economics and answer questions.
Tool, equipment, machines and their	Spoons, ladles, brushes, grinding stone/		general introduction of TVET in Yr1.	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.

uses: Food and Nutrition	earthenware mashing bowls, knives, brushes, spatulaand others	2/ 30 minutes 3/ 40 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. 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)	Group Discussion Students work in pairs to identify and describe some kitchen tools, equipment and machines used in Food and Nutrition/Catering. Interactive Lecture/Debate i. Student teachers identify and explain the uses nonsophisticated tools and equipment within their own environment. ii. Student teachers engage in debates on non-
		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	sophisticated tools and equipment within their own environment. 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,
			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.	ii. Student teachers work in groups to present videos of the demonstrations
			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	
		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)	Observation kitchen toolsPractical den machines	of student teacher , equipment and n nonstration of the	for and as Learning "s participation in group discussion in achines used in Food and Nutrition handling or operation of food and k of kitchen tools, equipment and ma	itchen tools, equipment and

Learning Outcomes assessed: CLO 1& CLO.2

Teaching Learning Resources	 Mobile Phones, laptop computer/PCs Internet facility
	Textbooks Pictures /charts
Required Text (core)	 Adigbo, E. C. & Madah, K. C. (2011). A Complete Course in Food and Nutrition Accra: Kwadwoan Publishing Davies, J. (2002). Hammonds Cooking Explained. Singapore: Addison Longman Limited.
Additional Reading List	 Ceserani, V., Kinton, R. & Foskett, D. D. (2000). Practical Cookery. (9th Ed.) UK.: Hodder and Stoughton
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

Year of B.Ed.	2	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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Title of Lesson		ls equipment a		als: Clothing an	d	Lesson Duration	3 hours (180 mins)		
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 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. (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)		lent Teachers have seen sewing tools and equipment and or have used them before so are familiar							
Possible barriers to learning in the lesson	Cultural sweepinStudents	 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 							
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to- face	Practical Activity V	Work- Based Leaning	Seminars	Independe nt Study	e-learning opportunities	Practicum		
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	 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. 								
 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 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. NTS 1g,2c, 3b, 3g, NTECF, p.14 &18								
Learning Outcome for the lesson, picked and developed from the course specification	_	tcomes: By the student tea		Learning Indic	ators	issues – cor transferabl	e skills, equity sing diversity.		
Learning indicators for each learning outcome	Clothing	strate knowled g and Textiles ent and mach	(Sewing)	basic Clot Textiles(So	nd describe hing and ewing) tools, it and maching	addressed i	ting Issues to be in the lesson: of SEN (Special ion Needs-		

	uses of S equipme Demons handle, tools, each	Strate knowledge of the Sewing tools, ent and machines strate the ability to manipulate or operate equipment and less for sewing.		 Explore the uses of basic sewing tools, equipment and machines Handle and use basic tools, equipment and machines for Sewing. 		consider seating arrangements for short sighted students) Gender needs socio-cultural and economic differences(Mixed groups) Transferable skills to be addressed in the lesson: 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/Tim e	dependi group w	ng on the delivery mode ork or independent	selecte	achieve learning outcomes ed. Teacher led, collaborative
			Teacher	Activity	Studer	nt Activity
Tool, equipment, machines and their uses: Clothing and Textiles	and their 10 minute		revision on their equipme	ction s student teachers' of previous knowledge understanding of tools, ent and machines in nd Nutrition.	i. Stud und equ Foo ii. Stud usir the top lear	duction ent teachers brainstorm derstanding of tools, uipment and machines in ods and Nutrition. dent teachers work in groups ng KWL, to note down what by already know about the oic and what they want to rn from the lesson and share class.
	cutters, tracing wheels, markers, chalks, drafting papers, and others	2/ 30 minutes	Facilitate session to technique teachers describe equipme	Mixed Ability Group 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.		Ability Group Ints work in pairs to identify escribe some sewing tools, ment and machines used in and Textiles.
		3/ 60 minutes	Interacti Facilitate to explai following rippers, s machine	ive Lecture es an interactive lecture in the uses of the g: Needles, pins, seam scissors, sewing es, cutters, tracing markers, tailors chalks,	i. Stud to t imp ii. Stud deb ma	ctive Lecture ent teachers listen, contribute the discussion and write down cortant points. dent teachers engage in coates on tools, equipment and chines and their uses within ir own environment.

		4/ 70 minutes	Class Demonstration i. initiates a demonstration	Class Demonstration i. Student teachers observe the live		
			session on the handling of these tools, equipment and machines in the Clothing laboratory or sewing shop.	demonstration and practise the handling and operation of the tools, equipment and machines.		
			OR Show a video from OERs on the manipulation/handling of tools, equipment and machines in a Clothing laboratory, sewing shop or Clothing industry/factory. ii. Guides student teachers to make a video of the practical session	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 they observed. OR		
			OR 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.	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. (Use 15minutes for class presentations)		
		5/	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.) Conclusion	Conclusion		
		10 minutes	Tutor leads student teacher recap the lesson and gives reading assignment to prepare for the next lesson.	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 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 Learning Outcomes assessed: CLO 1& CLO.2					
Teaching Learning Resources	 Mobile Phones, laptop computer/PCs Internet facility Textbooks Pictures /charts 					
Required Text (core) Additional Reading List	Accr	a: Salt 'N' Ligh	t Publications.	ing. A career guide in fashion studies. at Publishers Limited.Davies, J. (2002).		
	• Smit	th, A. (2009). <i>T</i>	he Sewing Book. London: Darling Ki			
CPD Needs	Team Teachir	ng – PDP Them	al skills - PDP Theme 1 ne 4 100C, Udemy, Khan Academy) in To	eaching- PDP Theme 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	Relevan	it, resources	and materia	s: Managemen	t in Les	sson Dura	ation 3	Bhours(180 mins)	
		odging and A							
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		Student Teachers are familiar with family resources. They have seen and used resources, tools,							
teacher knowledge,	equipm	equipment and machines							
prior learning									
(assumed)		 Misconceptions about Home Economics(e.g. Home Economics is for low academic achievers) 							
Possible barriers to		-						•	
learning in the lesson		_			-		not perform	home chores like	
			_	ng care of young		n.			
				ictivity-based le	arning				
	_	ividual needs	s of learners						
Lancau D. P.		ge class size	14/- 1 5	1 6 .	11		- 1 •	D !!	
Lesson Delivery –	Face-	Practical	Work-Base		Indepen		e-learning	Practicum	
chosen to support	to-	Activity	Learning	V	Study		opportunities ,		
students in achieving	face	٧					V		
the outcomes	٧	Face de C	an interest	no in a ! !	I- ·		a lawie f :-	utations - :-	
Lesson Delivery – main	•			ns in an interac			•		
mode of delivery chosen to support		with the aid	-	ipment their use	es in the n	ome /10a	ging and acco	mmodation units	
chosen to support student teachers in	_				£±!.			af	
achieving the learning	•				-	cai demo	instrations on	manipulation of	
outcomes.	_			d accommodatio				الم ما	
outcomes.	•	accommod	=	ations on mana	gement of	resource	es in loaging a	ina	
		accommod	ation						
Purpose for the	The nur	nose of this	lesson is to i	ntroduce studer	it teachers	the rele	vant resource	s in the	
lesson, what you	-	-		opportunity for					
want the students	-		•	numan skills, uti			• •		
to achieve, serves		• • • • • • • • • • • • • • • • • • • •		-				relevance in the	
as basis for the		odging units.	=	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,					
learning	,								
outcomes. An									
expanded version	1								
of the description.									
• Write in full									
aspects of the NTS									
addressed									
Learning Outcome	Learnin	g Outcomes	: By the L	earning Indicato	ors		Identify	which cross	
for the lesson,	end of	f the less	on, the				cutting i	ssues – core and	
picked and	student	teacher wil	l be able					able skills, equity	
developed from	to:							ressing diversity.	
the course								I these be	
specification							address		
Learning indicators		strate knowle	_	dentify and desc				-cutting Issues to	
for each learning		es in the hon		quipment and n		n the hon		essed in the	
outcome	lodging	units	a	nd lodging units			lesson:		
								es of SEN (Special	
		strate knowle		xplain the uses				cation Needs-	
		s of relevant		nanagement of I	nomes and	lodging	con	sider seating	
	resourc	es, equipme	nt in the ເ	nits.					

	management of units. Demonstrate th handle and man resources in the lodging units.	e ability to	Handle, manage and use basic resources, tools, equipment and machines in the homes and lodging units.		arrangements for short sighted students) Gender needs socio-cultural and economic differences (Mixed groups) 2. Transferable skills to be addressed in the lesson: 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	Stage/Time	Teaching and Learning Activity to achieve learning outcomes depending on the delivery mode selected. Teacher led,			
	any):			collaborative group work or indep		
				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).	i.Student teachers explain the usage of human-non human resources (Skills, knowledge, talents, time, money, fuel, and other utilities).	

		4/ 80 minutes 5/ 10 minutes	Class Practical Demonstration Tutor makes short demonstrations on the handling of some resources (tools, equipment and machines) in a guest house/lodging unit. 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 NB: Tutors are free to adapt the lesson to their own context circumstances Conclusion Tutor leads student teacher recap the lesson and gives reading assignment to prepare for the next lesson.	Class Practical Demonstration Student teachers observe and practise the handling and operation of resources (tools, equipment and machines) during the visit to the guest house. Student teachers make videos of the demonstrations for class presentation.(Use 15minutes for group presentations) 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)	• Pra • Vid	In lesson assessment: Assessment for and as Learning • 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					
Teaching Learning		mes assessed: CL	O 1& CLO.2 /PCs/Smart phones				
Resources	,		· ,				
Required Text (core)	 Asare, E. &Quartey, O. (2002). Management Principles: Application to Resource Use. Accra: Asquart. Osei-Agyekum, J. & Quartey, O. (2000). Management-In-Living and Resource Management. I. E. D. E., U.E.W. Anyakoha, E. U. & Eluwa, M., (2010). Home Management for Schools and Colleges. Onitsha: Africana Fep Publishers Ltd. 						
Additional Reading List	Goldsm Thomps		Resource management for individu vorth.	als and families. (3 rd). USA:			
CPD Needs	Team Teaching -		s - PDP Theme 1 Udemy, Khan Academy) in Teaching	- PDP Theme 5			

Title of Lesson	Manipulative Nutrition/Cat	skills and proces	ses for: Food a	ınd	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		ent Teachers have observed manipulative skills in food preparation. They also might have been						
knowledge, prior learning		engaged in some manipulative processes in the kitchen.						
(assumed)								
Possible barriers to	• Misc	Misconceptions about cooking as a course						
learning in the lesson	• Gend	der, socio-econor	mic status and	cultural background	and inclusivity issu	ues in		
	mani	ipulative skills an	d processes.					
	• Male	and SEN studen	t teachers ma	not be motivated or	r supported to pra	ctice the skills		
	Pract	tical training per	ceived as tedic	us and expensive				
	• Large	e class size						
Lesson Delivery – chosen to support students in achieving the outcomes	Face- Pract to- Activ face V		Seminars	Independent Study	e-learning opportunities	Practicum		
o o	V							
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes. • Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of	 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. 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 							
• Write in full aspects								
Write in full aspects of the NTS addressed	Loarning O	tromos. By	oarning Indica	tors	Idontify which are	oss cutting		
Write in full aspects of the NTS addressed Learning Outcome for	Learning Ou	-	earning Indica	tors	Identify which cre	_		
 Write in full aspects of the NTS addressed Learning Outcome for the lesson, picked and 	the end of	the lesson,	earning Indica	tors	issues – core and	transferable		
 Write in full aspects of the NTS addressed Learning Outcome for the lesson, picked and developed from the 	_	the lesson,	earning Indica	tors	issues – core and skills, equity and	transferable addressing		
Write in full aspects of the NTS addressed Learning Outcome for the lesson, picked and developed from the course specification	the end of the student	the lesson,	earning Indica		issues – core and	transferable addressing		
Write in full aspects of the NTS addressed Learning Outcome for the lesson, picked and developed from the	the end of the student	the lesson, teacher will	earning Indica		issues – core and skills, equity and diversity. How w	transferable addressing ill these be		
Write in full aspects of the NTS addressed Learning Outcome for the lesson, picked and developed from the course specification Learning indicators	the end of the student be able to:	the lesson, teacher will rate lo	dentify and list	basic ills and processes	issues – core and skills, equity and diversity. How w addressed.	transferable addressing ill these be Issues to be		
Write in full aspects of the NTS addressed Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning	the end of the student be able to: Demonst knowledge manipula	the lesson, teacher will rate loge of month tive skills in	dentify and list nanipulative sk n kneading, wl	basic ills and processes nisking,	issues – core and skills, equity and diversity. How waddressed. 1. Cross-cutting addressed in the Issues of SEN	transferable addressing ill these be Issues to be lesson: (Special		
Write in full aspects of the NTS addressed Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning	the end of the student be able to: • Demonst knowledge manipula and process.	rate ge of mtive skills ir esses in co	dentify and list nanipulative sk n kneading, wl	basic ills and processes	issues – core and skills, equity and diversity. How wind addressed. 1. Cross-cutting addressed in the lissues of SEN Education New York (1988).	transferable addressing ill these be Issues to be lesson: (Special eeds- consider		
Write in full aspects of the NTS addressed Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning	the end of the student be able to: Demonst knowledge manipula	rate ge of mitive skills esses in paration.	dentify and list nanipulative sk n kneading, wl utting/choppir	basic ills and processes nisking, ng, garnishing etc	issues – core and skills, equity and diversity. How wind addressed. 1. Cross-cutting addressed in the Issues of SEN Education Newseating arrangements.	transferable addressing ill these be Issues to be lesson: (Special eds- consider gements for		
Write in full aspects of the NTS addressed Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning	Demonst knowledge manipula and proce food prep	rate loge of tive skills esses in paration.	dentify and list nanipulative sk n kneading, wl utting/choppir xplore the use	basic ills and processes nisking, ng, garnishing etc es of manipulative	issues – core and skills, equity and diversity. How wind addressed. 1. Cross-cutting addressed in the Issues of SEN Education Newseating arranges short sighted	transferable addressing fill these be Issues to be lesson: (Special reds-consider gements for students)		
Write in full aspects of the NTS addressed Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning	Demonst knowledg manipula and proce food prep Demonst	rate se of more sesses in coraration.	dentify and list nanipulative sk n kneading, wh utting/choppir xplore the use kills and proce	basic ills and processes nisking, ng, garnishing etc es of manipulative	issues – core and skills, equity and diversity. How will addressed. 1. Cross-cutting addressed in the Issues of SEN Education New Seating arrange short sighted Gender need	transferable addressing fill these be Issues to be lesson: (Special eds-consider gements for students)		
Write in full aspects of the NTS addressed Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning	Demonst knowledg manipula and proce food prep Demonst knowledge manipula and proce food prep	rate se of more sees in corration.	dentify and list nanipulative sk n kneading, wl utting/choppir xplore the use	basic ills and processes nisking, ng, garnishing etc es of manipulative	issues – core and skills, equity and diversity. How wind addressed. 1. Cross-cutting addressed in the element of SEN Education New Seating arranges short sighted element of Gender need element of Socio-cultura	transferable addressing ill these be Issues to be lesson: (Special eds- consider gements for students)		
Write in full aspects of the NTS addressed Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning	Demonst knowledge manipula and process food press knowledge uses of meanst knowledge use of meanst knowledge uses of	rate se of more sesses in coraration.	dentify and list nanipulative sk n kneading, wh utting/choppir xplore the use kills and proce	basic ills and processes nisking, ng, garnishing etc es of manipulative	issues – core and skills, equity and diversity. How wind addressed. 1. Cross-cutting addressed in the element of SEN Education New Seating arranges short sighted element of Gender need element of Socio-cultura economic	transferable addressing ill these be Issues to be lesson: (Special eds- consider gements for students)		

	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: 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/Ti me	Teaching and Learning Activity depending on the delivery n collaborative group work or independent	node selected. Teacher led,
			Teacher Activity	Student Activity
Manipulative skills and processes: Food and Nutrition	Kneading, whisking, cutting, creaming, chopping, garnishing and others	1/ 10 minutes	Introduction Tutor facilitates student teachers revision of previous lesson on relevant tools and resources in Management in Living/lodging and Accommodation	Introduction 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	Mixed Ability Group 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.	Mixed Ability Group Students work in pairs to identify and describe some manipulative skills and processes in Food and Nutrition/Catering.
		3/ 50 minutes	Guided Demonstration/Debates Tutor uses guided demonstration to explain the skills and processes in the following: Kneading, whisking, cutting, creaming, chopping, garnishing etc.	Guided Demonstration/Debates 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	Class Practical Demonstration 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	Class Practical Demonstration 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//kicthen NB: Consider gender and inclusivity during practical demonstration.	demonstrations. (Use 15minutes for presentation for assessment).			
	5/ 5 mi	inutes	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: • 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, lap	ptop com	nputer/PCs/Smart phones				
Required Text (core)	 Adigbo, E. C. &Madah, K. C. (2011). A Complete Course in Food and Nutrition Accra: Kwadwoan Publishing. Davies, J. (2002). Hammonds Cooking Explained. Singapore: Addison Longman Limited. 						
Additional Reading List	=	-	n, R. &Foskett, D. D. (2000). Practica	ol Cookery. (9th Ed.) UK.: Hodder			
CPD Needs	Use of different Peo Team Teaching – Pl	and Stoughton 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					

Year of B.Ed.	2 Semester	1 Place of lesson in semester	1234 5 6789101112
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Title of Lesson	-	ative skills an	-	es for: Cl	othing and		Lesson	180 minutes
Previous student teacher knowledge, prior learning (assumed) Possible barriers to learning in the lesson	Textiles/Fashion and Sewing 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). dent teachers have observed manipulative skills in sewing/tailoring. They might also have been engaged in some manipulative processes before. • 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	Face- to-face	Practical Activity	Work-Ba		Seminars	Independe nt Study	e-learning opportunities	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes. Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed	 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. 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 							
 Learning Outcome for the lesson, picked and developed from the course specification Learning indicators 	end of t	g Outcomes: he lesson, the will be able t	student	Learnir	ng Indicators		Identify which cr issues – core and skills, equity and diversity. How w addressed.	transferable addressing
for each learning outcome	of m proce texti • Dem of th mani proce	onstrate know anipulative sk esses in clothi les/ Sewing. onstrate know e uses of ipulative skills esses in Cloth les/Sewing.	ills and ing and wledge	manipu process croche decora Explore manipu	y and list basic ulative skills an ses in sewing, ting, weaving, tion Dyeing, m the uses of ulative skills an ses in sewing a	d drafting, arbling, d	1.Cross-cutting Is addressed in the Issues of SEN Education No consider sea arrangement sighted stude Gender need socio-cultura economic	lesson: I (Special eeds- ating ts for short eents)

	Demonstrate the ability to use manipulative skills in Clothing and Textiles/Sewing.		Handle and use equipment a manipulative skills in clothin and textiles.	2. Transferable skills to be addressed in the lesson:
Topic Title	Sub-topics	Stage/Time		ivity to achieve learning outcomes
	(if any):		collaborative group work or	ery mode selected. Teacher led,
			Teacher Activity	Student Activity
Manipulative skills and processes: Clothing and Textiles	Dyeing, marbling, stitching, crocheting, weaving, decoration and others.	1/ 10 Minutes 2/ 30 minutes	Introduction Tutor facilitates student teachers revision of previous lessons by asking them to list and describe some manipulative skills and processes in Food and Nutrition. Interactive Lecture Leads whole class discussions and interactive lecture to explain the processes in the following: Stitching, drafting, cutting, crocheting, weaving, dyeing, marbling, decoration.	Introduction Student teachers use Shower thoughts to revise their knowledge and understanding on Manipulative skills and processes Student teachers in groups, note down what they already about the topic and what they want to learn from the lesson. Interactive Lecture Student teachers identify and discuss some manipulative processes and skills in Clothing and Textiles such as Stitching, cutting, crocheting, weaving, dyeing, marbling et.
		3/ 50 minutes 4/ 80 minutes	Class Demonstration Tutor demonstrates some basic the skills and processes in the following: Stitching, crocheting, weaving, dyeing, marbling, decoration Guided Demonstration Tutor takes student teachers to the school sewing/tailoring or fashion, laboratory to demonstrate the	Class Demonstration Student teachers observe and practice the skills and processes during the demonstration. Student teachers engage in debates on manipulative skills and processes in Clothing and Textiles/Sewing within their own environment. Guided Demonstration Student teachers practise the manipulative skills and processes in Clothing and Textiles/Sewing and fashion.

			manipulative skills and			
			-	Student teachers make and		
			processes in clothing and textiles.			
			textiles.	present videos of the		
				demonstrations in groups.		
			Tutor guides student	(Use 15minutes for presentation)		
			teachers to make a video			
			of the practical session.			
			(Consider gender and			
			inclusivity in groups)			
			NB: Tutors are free to	!		
			adapt the lesson to their			
			own context or			
			circumstances	!		
		5/	Conclusion	Conclusion		
		10minutes	Tutor leads student	Student teachers contribute and		
			teacher recap the lesson	note the readings to prepare for		
			and gives reading	next lesson.		
			assignment to prepare for			
			the next lesson.			
Lesson assessments –	In lesson Ass	essment: Assessn	nent for and as Learning			
evaluation of learning: of,	Make an	d present videos o	on manipulative skills and proc	esses in clothing and textiles during		
for and as learning within		l demonstration		0		
the lesson (link to	•	comes assessed:	CLO 1 & CLO.2			
Learning Outcomes)						
Teaching Learning	Internet facil	ity, laptop comput	ter/PCs/Smart phones			
Resources			·			
Required Text (core)	• Ada	mtey, S.K., (2008).	Foundation to Textiles & Cloth	ning. A career guide in fashion		
			Light Publications.			
Additional Reading List				Vinmat Publishers Limited.Davies, J.		
	(2002).					
		•	Sewing Book. London: Darling H	Kindersley Limited		
CPD Needs			ills - PDP Theme 1	,		
		ng – PDP Theme 4				
		_	OC, Udemy, Khan Academy) in	Teaching- PDP Theme 5		
		J	, ,,	3		

Year of B.Ed.	2	Semester	1	Place of lesson in semester	12345 6 789101112
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Title of Lesson	-	ative skills an	d processes f	or: Manageme	nt in Living/lodg	ging	Lesson Duration	18 min	
Lesson description			the nature o	of manipulative	skills and proce	sses in			
	_				ortunity to demo		_	e, skills an	ıd
		_			and other lodgi	_	ts.		
					p.14;NTECF p.1				
Previous student teacher					in home and l	odging	manageme	ent. They	also
knowledge, prior learning (assumed)	might na	ive engaged i	n some manı	pulative proces	ses before.				
Possible barriers to	•	Misconcentia	ons about H	ome Economic	cs(e.g. Home	Econor	mics is for	low acad	omic
learning in the lesson		achievers)	Jiis about ii	one Leononii	cs(e.g. Home	LCOHOI	11103 13 101	iow acau	CITIC
	•	•	kground of s	tudents where	males (boys) d	o not	perform ho	me chores	like
			_		unger children.	,	•		
	•	Students' att	itude toward	s activity-based	d learning				
	•	Individual ne	eds of learne	ers					
	•	Large class si	ze					1	
Lesson Delivery – chosen	Face-	Practical	Work-	Seminars	Independent		arning	Practicui	m
to support students in	to-face	Activity	Based	V	Study	oppo	ortunities		
achieving the outcomes	٧	V	Learning						
Lesson Delivery – main mode of delivery chosen	•				e brief presentat e and lodging ur		nu uiscuss s	one	
to support student	•	•	•		tive skills and pro		s involved in	home	
teachers in achieving the		managemen			ive skins and pro	000000	3 111 O 1 V C G 11		
learning outcomes.	•	_		o use simulatio	ns and make a v	/ideo o	n manipulat	tive skills ir	n the
		home and lo	dging units.						
a Dumana fan tha	The murn	ass of this la	sson is to one	able student to	achers to use the	oir moor	sinulativa ek	ille in the	
Purpose for the lesson, what you			ome and lod		achers to use the	eir mar	lipulative sk	ills in the	
want the students to	managei	nent of the n	offic and loug	sing units.					
achieve, serves as									
basis for the learning									
outcomes. An									
expanded version of									
the description.									
Write in full aspects									
of the NTS addressed	Learning	Outcomes	Ry tha	Learning Indica	tors la	lontifi.	which cross	cutting is	cuoc
 Learning Outcome for the lesson, picked and 	_	he lesson, th	_	Learning maica		_	nd transfer	_	
developed from the		will be able t					ind addressi		
course specification							II these be a	_	_
Learning indicators	• Dei	monstrate kn	owledge	Identify and list	basic 1	. Cros	ss-cutting	Issues to	be
for each learning		manipulative		manipulative sl			ed in the le		
outcome	•	cesses in the		processes used			ies of SEN (S	•	
	and	d lodging unit	S	home and lodg	ing units.		cation Need		
			anda U				ting arrange		
		monstrate kn		State the uses	of .		rt sighted st nder needs	.uaents)	
		he uses of nipulative ski		manipulative sl			ider needs io-cultural a	nd aconon	nic
		•		•					
	-			units.	06	unn	Ci Ci iCC3(IVII)	ca groups	,
	uni		2 00						
	pro ma	cesses in the nagement of		management o			erences(Mix		

	Demonstrate to manipulate equipment in and lodging u	e and handle the home inits.	Handle equipment and use manipulative skills in the home.	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	outcomes depending of Teacher led, collaborative	Activity to achieve learning n the delivery mode selected. group work or independent
			Teacher Activity	Student Activity
Manipulative skills and processes: Management in Living	Cleaning, washing,	1/ 10 minutes	Introduction Tutor facilitates student teachers' revision of their knowledge of the lesson be asking them to list and describe some manipulati skills and processes and their uses.	y knowledge and understanding of some
	laundering painting/ decoration, bed laying, etc	2/ 40 minutes	Class Discussions Leads whole class /small group discussions to expla the processes in the following: Cleaning, washing, laundering painting/ decoration, bed laying etc.	manipulative processes and skills in Cleaning, washing, laundering painting/decoration, bed laying.etc.
		3/ 60 minutes	Guided Demonstration and Seminars Tutor uses guided demonstration and seminars to explain the manipulative skills and processes in the following Cleaning, washing, laundering painting/ decoration, bed laying etc	Seminars 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	Class Practical Demonstration Tutor takes student teachers to the school practice house or gue house to demonstrate some manipulative skills and processes used in home and lodging management	of the tools, equipment and machines.

	5/ 10 minutes	Tutor guides student teachers to make a video of the practical session NB: Tutors are free to adapt the lesson to their own context circumstances Conclusion Tutor leads student teacher recap the lesson and gives reading assignment to prepare for the next lesson.	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) 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 fo Practical demonstration of the manip management. Video on manipulative skills and prod Learning Outcomes assessed CLO 18	pulative skills and processes in b cesses in home and lodging mai				
Teaching Learning Resources	Internet facility, laptop computer/PCs	s/Smart phones				
Required Text (core)	 Asare, E. &Quartey, O. (2002). Management Principles: Application to Resource Use. Accra: Asquart. Osei-Agyekum, J. & Quartey, O. (2000). Management-In-Living and Resource Management. I. E. D. E., U.E.W. Anyakoha, E. U. & Eluwa, M., (2010). Home Management for Schools and Colleges. Onitsha: Africana Fep Publishers Ltd. 					
Additional Reading List	Goldsmith, E. B. (2005). Res Thompson wordswort	• Goldsmith, E. B. (2005). Resource management for individuals and families. (3 rd). USA:				
CPD Needs	Use of different Pedagogical skills - PD Team Teaching – PDP Theme 4 Use of ICT (e.g. YouTube, MOOC, Ude	DP Theme 1	ng- PDP Theme 5			

Year of B.Ed. 2 Semester 1 Place of lesson in semester 1 2 3 4 5 6 $\overline{7}$ 8 9 10 11 12

Title of Lesson	The lear	ning environ	ment in Hom	e Economics	: Classroom and	Lesson Dura	ation	180
	learning	earning environment Food and Nutrition/Catering					minutes	
Lesson description	The focu Nutrition reflectio	s of this less n/Catering. S n son the lea	on is on the l Student teach arning enviro	earning envir ners shall be a nment Issues	onment in Homesseessed on grou of diversity, incl	e Economics, spec up reports on obse usivity and gende g, p.25;NTECF, p.1	ervations r shall be	and e
Previous student teacher knowledge, prior learning (assumed)	Student	teachers ha		learning en		also study in the		
Possible barriers to learning in the lesson	•	 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 						
Lesson Delivery – chosen to support students in achieving the outcomes	Face- to-face √	Practical Activity	Work- Based Leaning	Seminars	Independent Study V	e-learning opportunities	Praction	cum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	 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. 							
 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 			this lesson is rning environ		udent teachers t	o engage meaning	gfully wit	th the food
Learning Outcome for the lesson, picked and developed from the course specification	_	on, the st	By the end udent teach	_	g Indicators	Identify vissues — c transfera and addr How will addresse	core and able skill essing d these b	s, equity liversity.

Learning indicators for each learning outcome	 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 		 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 	1.Cross-cutting Issues to be addressed in the lesson: Issues of SEN (Special Education Needsconsider seating arrangements for short sighted students) Gender needs Socio-cultural and economic differences(Mixed groups) 2. Transferable skills to be addressed in the lesson: 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 depending on the delivery me	
			collaborative group work or inde	ependent Student Activity
Learning environment:		1/	•	•
Learning environment: Food and Nutrition		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 kitchen workshops and food laboratories.	Introduction Students engage in shower thoughts and answer questions
	Lecture halls, food workshops laboratories, kitchen and others	2/ 80 minutes	Interactive Lecture Tutor uses interactive lecture and work based learning to state and explain the uses of the following: Lecture halls, food workshops laboratories, and kitchen.	Interactive Lecture Student teachers listen, work in groups to contribute to the discussion and write down important points.
		3/ 80 minutes	Class Demonstration 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	Class Demonstration Student teachers make simulations and presentations on the uses of the following: Lecture halls, food workshops laboratories.

			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 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) Teaching Learning Resources	·	oresentations of sessions of kitchen, versessed :CLO	onkitchen, food laboratories and wo vorkshops and laboratories 2	orkshops	
Required Text (core) Additional Reading List	 Adigbo, E. C. &Madah, K. C. (2011). A Complete Course in Food and Nutrition Accra: Kwadwoan Publishing. Ceserani, V., Kinton, R. &Foskett, D. D. (2000). Practical Cookery. (9th Ed.) UK.: Hodder and Stoughton Davies, J. (2002). Hammonds Cooking Explained. Singapore: Addison Longman Limited. 				
CPD Needs	Use of different Peda Team Teaching – PDP	gogical skills - I Theme 4		_	

Year of B.Ed. 2 Semester 1 Place of lesson in semester	123456789101112
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Title of Leasen	The leaveing on times	mana in Hamaa F				100
Title of Lesson	The learning environ				_	180
Language de cardination	environment for Clo	_			Duration	
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	dent Teachers have b					
teacher knowledge,	sewing room/ labora	=	_			,
prior learning	,	,	•			
(assumed)						
Possible barriers to	Misconcept	ons about Hor	me Econom	ics(e.g. Home	Economics is fo	or low academic
learning in the lesson	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 –	Face-to- Practical	Work-Based	Seminars	Independent	e-learning	Practicum
chosen to support students in achieving the outcomes	face Activity V	Learning √		Study	opportunities √	
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	 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 					
 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 and fashion lear			ent teachers eng	age meaningfully	with the sewing

Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome	 the sewing a learning env Demonstrate lecture halls fashion/sew laboratories Demonstrate skills in work studying in leashion/sew 	the student ble to: e knowledge of and fashion ironment e knowledge of and fashion ironment	Identify basic activities of the learning environment Explore the uses of lecture halls, fashion/sewing workshops laboratories, sewing room . Engage in activities in the lecture halls, fashion/sewing workshops laboratories, sewing room Engage in activities in the lecture halls, fashion/sewing workshops laboratories, sewing room .	core a and a these 1.Cros addre Is so d So d 2. Tra addre Core a so d Core a s	ify which cross cutting issues — and transferable skills, equity ddressing diversity. How will be addressed. iss-cutting Issues to be issed in the lesson: issues of SEN (Special Education leeds- consider seating rrangements for short sighted tudents) isender needs ocio-cultural and economic ifferences (Mixed groups) insferable skills to be issed in the lesson: communication skills eam work/collaborative skills group work and group formation). igital literacy information ICT) skills (through searching for offormation online and use of ower point presentations) eadership (group work and ppointment of group eaders/secretaries).
Topic Title	Sub-topics (if any):	Stage/Time		tivity 1	to achieve learning outcomes node selected. Teacher led,
	ally).		collaborative group work or Teacher Activity	_	
Learning environment: Clothing and Textiles			Introduction Tutor facilitates student tead revision of their knowledge of the previous lesson by asking them to list and describe sor activities in the workshops a sewing/fashion laboratories.	of g me ind	Introduction 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	Interactive Lecture 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.		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
			Interactive Lecture/Class Practical Tutor takes student teachers the school sewing/tailoring of fashion, laboratory workshodemonstrate the activities.	or ps to	Interactive Lecture/Class Practical Student teachers practise the manipulative skills and processes in sewing and fashion.
			Tutor guides student teache make a video of the practica session		Student teachers make and present videos of the demonstrations

			NB: Tutors are free to adapt the			
			lesson to their own context or			
			circumstances			
		4/	Conclusion	Conclusion		
		20minutes	Tutor guides student teachers to	Through shower thoughts,		
			discuss the uses of the	student teachers discuss the		
			sewing/tailoring or fashion,	uses of Lecture halls,		
			laboratory workshops	sewing/tailoring or fashion		
			laboratories through shower	workshops or laboratories.		
			thoughts.			
Lesson assessments –	In lesson Assessi	ment: Assessm	ent for and as Learning			
evaluation of learning:	 Simulations 	and presentation	ons on sewing/tailoringor fashion, la	boratory workshops		
of, for and as learning	 Video on the 	types of clothi	ing and textile workshops and labora	itories.		
within the lesson (link						
to Learning Outcomes)	Learning Outco	mes Assessed:	CLO.2			
Teaching Learning	Internet facility,	laptop compute	er/PCs/Smart phones			
Resources						
Required Text (core)	 Adamte 	y, S.K., (2008).	Foundation to Textiles & Clothing. A	career guide in fashion studies.		
	Accra: Salt 'N' Light Publications.					
Additional Reading List	• Forster, P. (2014). <i>Clothing and Textiles</i> . Accra, Winmat Publishers Limited.Davies, J. (2002).					
	Smith, A. (2009). The Sewing Book. London: Darling Kindersley Limited					
CPD Needs	Use of different Pedagogical skills - PDP Theme 1					
		Team Teaching – PDP Theme 4				
	Use of ICT (e.g. Y	ouTube, MOO	C, Udemy, Khan Academy) in Teachi	ng- PDP Theme 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		_			Classroom and	Lesson	180	
		learning environment Management in Living/Lodging Units Duration minutes						
Previous student teacher knowledge, prior learning (assumed) Possible barriers to learning in the lesson	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). 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. • 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							
		arge class siz						
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to- face √	Practical Activity	Work- Based Learning	Seminars	Independen t Study	e-learning opportunities \checkmark	Practicum	
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes. Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed	• GO O O The po	ctivities in th uide studen ERs. se group dis nd use the in	te housing e t teachers to cussion to g formation t	nvironment o use simulat et student te o connect to o enable stud	ions on learning achers discuss t their new learn	ake brief presenta g environment wi cheir strengths and ing environment o engage meaning	th the aid of d aspirations	
Learning Outcome for the lesson, picked and developed from the course specification	the end of	Outcomes: the lesson, eacher will	the	ing Indicator	core ar	y which cross cut nd transferable sk dressing diversity ne addressed.	ills, equity	
Learning indicators for each learning outcome	Demonstra of the hou lodging en Demonstra of lecture	vironment ate knowledg halls, housin g environme	ge State g lecture	asic activities arning onment the uses of re halls, housi odging onment.	of 1. Cr addres • Iss Ne arr stu	oss-cutting Issued in the lesson: ues of SEN (Special reds-consider searangements for shudents) ander needs cio-cultural and eaferences(Mixed g	al Education ating ort sighted conomic	

	lecture halls, hou lodging environm	-		g and lodging nment	2. Transferable skills to be addressed in the lesson:	
Topic Title	Sub-topics (if any):	Stage/Ti	me	outcomes depe	nding on the	ity to achieve learning delivery mode selected.
				Teacher led, coll Teacher Activity		up work or independent 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 minut	res	Interactive Lectural Tutor uses interactive and wor learning to state the uses of the function halls, ho lodging units.	active k based and explain ollowing:	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 Demon Tutor takes stud to the school Pra laboratory or wo demonstrate the Tutor group stud and guides them various skills an in the housing an area. (Consider gende inclusivity in gro formation) Guides student to make a video of session NB: Tutors are fronthe lesson to the context or circur	ent teachers actice House, orkshops to e activities. Ident teachers of to practice and processes and lodging or and oup eachers to the practical	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/	Tutor assesses student	Student teachers	
		30minutes	teachers practical session	present their videos of	
		Sommutes	•	· ·	
			video presentations in class.	the practical session to	
				class	
		5/	<u>Conclusion</u>	<u>Conclusion</u>	
		10 minutes	Tutor leads student teacher	Student teachers	
			recap the lesson and gives	contribute and note the	
			reading assignment to	readings to prepare for	
			prepare for the next lesson.	next lesson.	
Lesson assessments –	In lesson Assessn	nent: Assessment f	or and as Learning	,	
evaluation of learning: of, for			on housing and lodging units.		
and as learning within the		•	nd accommodation/lodging unit	s from the community	
lesson (link to Learning	and other places	•	na accommodation, roughing arms	5 Hom the community	
Outcomes)	•		sossians on manipulative skills		
outcomes,	•	•	sessions on manipulative skills		
	arning outcome A		2 /2		
Teaching Learning Resources	Internet facility, laptop computer/PCs/Smart phones				
Required Text (core)	Asare, E.	., Quartey, O. & Am	u, T. (2005). Housing the Family	v. Accra: Asquart	
	Publications				
	Sherwood, R. F. (1996). Homes: Today and Tomorrow. New York: Glencoe.				
Additional Reading List	 Asare, E 	. &Quartey, O. (200	02). Management Principles: Ap	plication to Resource Use.	
	Accra: Asquart				
	Anyakoha, E. U. & Eluwa, M. a. (2010). Home Management for Schools and Colleges.				
	Onitsha: African first publishers limited.				
CPD Needs		Pedagogical skills - F			
				g- PDP Theme 5	
			emy, Khan Academy) in Teachin	g- PDP Theme 5	

2

Semester

1

Place of lesson in semester

 $1\ 2\ 3\ 4\ 5\ 6\ 7\ 8\ 9\ 10\ 11\ 12$

Year of B.Ed.

Title of Lesson	Professio	nal Practice :	Food and Nu	trition /Cate	ering	Lesson Duration	180 minutes		
Lesson description	developir /Catering	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					lls in home :	and lodging mana	gement They als		
knowledge, prior				-	processes in		Berneitti They die		
learning (assumed)	i i i gire i i a i	e seen enga	Bed in some	practices are	. processes iii	the nome.			
Possible barriers to	• 1	Misconcentio	ns about Hor	ne Economic	sleg Frono	mics is for low aca	demic achievers)		
learning in the lesson	• (Cultural back	ground of st	udents whe	. •	s) do not perform	•		
		_	tude towards		_				
			eds of learner	-					
		Large class siz							
Lesson Delivery – chosen	Face-to-	Practical	Work-	Seminars	Independe	e-learning	Practicum		
to support students in	face	Activity	Based	Jenniars	nt Study	opportunities	riacticum		
achieving the outcomes	V	V	Learning		√ Study	√ v			
esson Delivery – main		_	_	 		9	nc		
-						different profession			
mode of delivery chosen				_	_	ble student teache			
to support student	-	-		birth and cor	nditions and c	ircumstances that	have influenced		
teachers in achieving the		current state							
earning outcomes.			ractions usin	g think, pair	and share to	enable students to	discuss their pla		
		aspirations.							
	• Use c	concept map	ping to descr	ibe the links	and connection	ons between indivi	dual, the family a		
	a sys	tem and fam	ily systems						
 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 	values, ar	nd attitudes Nutrition /C	of the develo	oping Home		appreciate the kn rofessional particu	_		
 Learning Outcome for the lesson, picked and developed from the course specification Learning indicators 	end of t	s: By the he lesson, student vill be able	Learning Ind	licators	transfer	which cross cutting able skills, equity and the skills, equity and the se b	and addressing		
for each learning	Demonst	rate	Exhibit value	es, skills and	1. Cross-	cutting Issues to b	e addressed in the		
outcome	knowledg	ge and	attitudes of	the	lesson:				
	skills in te	erms of	developing H	Home	• Issu	es of SEN (Special E	Education Needs-		
	professio	nal	Economics to	eacher.	cons	sider seating arran	gements for shor		
	practice,	values and				ted students)			
	attitudes	as a			_	der needs			
	developir	ng Home			• soci	o-cultural and ecor	nomic		
	I -	rs teacher				ropos/Mixad gra	-		

differences(Mixed groups)

Economics teacher.

			lesse • •	considerable skills to be addressed in the con: 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	_	Activity to achieve learning outcomes lelivery mode selected. Teacher led,
			Teacher Activity	Student Activity
Professional Practice: Food and Nutrition/Catering		Introduction i. Tutor facilitate student teacher review of previous knowledge relevant to equipment a machines for food a Nutrition.		Introduction Student teachers use Shower thoughts to review their knowledge on relevant tools, equipment and machines for food and Nutrition.
		2/ 30minutes	Class Discussion Tutor explores student teachers RPK on manipulative skills in food and nutrition through talk for learning approaches.	Class Discussion Student teachers work in groups to discuss manipulative skills in food and nutrition using think-pair-share.
		3/ 50 minutes	Group Work 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.	Group Work Student teachers develop concept maps of skills, values and attitudes of the developing Caterer/ Food and Nutrition teacher.
		4/ 80 minutes	Class Assignment Tutor guides student teachers to prepare portfolios to reflect professional practice, knowledge, values and attitudes observed among teachers in the mentoring school.	Class Assignment 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	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 –	In lesson assessment:
evaluation of learning:	Assessment Type: Assessment for and as Learning
of, for and as learning	Category of Assessment:
within the lesson (link to	tfolio (video or still), picture (either group/individual) to reflect professional practice.
Learning Outcomes)	Learning Outcomes Assessed:CLO.3
Teaching Learning	Internet facility, laptop computer/PCs/Smart phones
Resources	
Required Text (core)	 Adigbo, E. C. & Madah, K. C. (2011). A Complete Course in Food and Nutrition Accra: Kwadwoan Publishing.
Additional Reading List	 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, Udemy, Khan Academy) in Teaching- PDP Theme 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	Professional Practice: Clo	othing and Textiles/Fa	shion Lesson		0 minutes			
Lesson description	Ŭ	This lesson examines the requisite knowledge and skills, values, and attitudes of the						
	developing Home Econor	developing Home Economics professional particularly in the field of Clothing and						
	Textiles/Fashion and Tai	_		ough small scale a	action			
	research with the suppor							
	dent Teachers have obser				nt. They also			
knowledge, prior learning	might have been engage	d in some practices an	d processes in the	home.				
(assumed)			. ,					
Possible barriers to learning in	•	about Home Econom	ics(e.g. Home Ec	onomics is for lo	w academic			
the lesson	achievers)	aund of students who	ro malos (hous) d	a not norform b	ama sharas			
		ound of students whe veeping and taking care			ome chores			
		de towards activity-ba		ien.				
	Individual needs	<u>=</u>	sea learning					
	Large class size	3 Of Icarriers						
Lesson Delivery – chosen to		Work- Seminars	Independent	e-learning	Practicum			
support students in achieving		Based	Study	opportunities				
the outcomes		Learning	,	√				
Lesson Delivery – main mode		ks to identify the diffe	rent professions					
of delivery chosen to support	Face –to-face interactions	ctions using shower th	oughts to enable	student teachers	to describe			
student teachers in achieving	and explain who the	y are, place of birth an	d conditions and	circumstances the	at have			
the learning outcomes.	influenced their curr							
		ctions using think, pai i	and share to ena	ble students to d	iscuss their			
	plans and aspiration							
	_	ng to examine the skills		ides of the devel	oping skills			
	Clothing and Textiles	s/Fashion teacher usin	g OERs.					
5 ()	The more set of their l							
 Purpose for the lesson, what you want the 		lesson is to enable stu owledge and skills, va						
what you want the students to achieve,		onal particularly in th						
serves as basis for the	Tailoring	onal particularly in th	e neid of clothin	g unu rextiles/i	asinon and			
learning outcomes. An	NTS 1g,2c, 3b, 3g, N	NTECF. p.14 &18						
expanded version of the	- 6, -,, -6,	- / F						
description.								
Write in full aspects of the								
NTS addressed								
Learning Outcome for the	Learning Outcomes: By	_		which cross cut	_			
lesson, picked and	the end of the lesson, the student teacher			and transferable and addressing d	-			
developed from the course specification	will be able to:			and addressing d ill these be addre				
Learning indicators for	will be able to.			oss-cutting Issu				
each learning outcome	Demonstrate	Exhibit values, s		sed in the lesson				
	knowledge and skills in	and attitudes of		ues of SEN (Speci				
	terms of professional	developing Hon		ucation Needs- co				
	practice, values and	Economics tead		iting arrangemen				
	attitudes as a			hted students)				
	developing Home		_	nder needs				
	Economics teacher.		• soc	cio-cultural and e	conomic			
			diff	ferences(Mixed g	roups)			

Topic Title	Sub-topics (if	Stage/Time	ad •	Transferable skills to be dressed in the lesson: 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). Activity to achieve learning
	any):	3.7	outcomes depending or	the delivery mode selected.
			Teacher Activity	Student Activity
Professional practice: Clothing and Textiles/Tailoring		1/ 10 minutes	Introduction i. Tutor facilitates student teachers review of previous knowledge on relevant tools, equipment and materials for Clothing and Textiles/Sewing.	Introduction Student teachers use Shower thoughts to review their knowledge on relevant tools, equipment and materials for Clothing and Textiles/Sewing.
		2/ 30minutes	Class Discussion Tutor explores student teachers RPK on manipulative skills Clothing and Textiles through talk for learning approaches.	Class Discussion Student teachers work in groups to discuss manipulative skills in Clothing and Textiles using think-pair-share.
		3/ 60 minutes	Group Work 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.	Group Work 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	Class Assignment Tutor facilitates student teachers presentations on values and attitudes observed among teachers in the mentoring school.	Class Assignment 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 –	In lesson Assessment: Assessment for and as Learning				
evaluation of learning: of, for	Portfolio (video or still), picture (either group/ individual) to reflect professional				
and as learning within the	practice				
lesson (link to Learning	Learning Outcomes Assessed:CLO.3				
Outcomes)					
Teaching Learning Resources	Internet facility, laptop computer/PCs/Smart phones				
Required Text (core)	 Adamtey, S.K., (2008). Foundation to Textiles & Clothing. A career guide in fashion studies. Accra: Salt 'N' Light Publications. 				
Additional Reading List	Forster, P. (2014). Clothing and Textiles. 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	c, Udemy, Khan Academy) in	Teaching- PDP Theme 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	1.REVISION OF SEMESTER COURSE WORK Lesson 180						
	2.Professional practice: Management in Living/lodging and Duration minuto			minutes			
	Accommo	Accommodation					
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					
	_					red through small	
		· ·	-	nentor. (NTS p	o.23,3b) (NTS 1	g, p. 19; 2c, p.20; 3	b, p.23; 3g,
	•	CF, p.14;NTE		1 1.11			. =! !
						dging managemer	it. They also
knowledge, prior learning	might hav	/e been enga	aged in some	practices and	d processes in th	ie nome.	
(assumed) Possible barriers to learning in	• 1	Misconceptions about Home Economics(eg.Home Economics is for low academic				w acadomic	
the lesson		achievers)	טווג מטטענ חנ	one Economi	ics(eg.noine et	CONDINICS IS TOT TO	N academic
the lesson		•	karound of st	tudants whar	o malos (hovs)	do not perform h	ama charas
					of younger chil		offie choics
		_		Is activity-bas		uren.	
			eds of learne		ca learning		
		Large class si					
Lesson Delivery – chosen to	Face-to-	Practical	Work-	Seminars	Independen	e-learning	Practicum
support students in achieving	face	Activity	Based		t Study	opportunities	
the outcomes	√		Learning		√	√	
Lesson Delivery – main mode	• F					hers to	
of delivery chosen to support	(describe and explain who they are, place of birth and conditions and circumstances					
student teachers in achieving	that have influenced their current state.						
the learning outcomes.	• F	 Face –to-face interactions using think, pair and share to enable students to review 					
	t	:he course fo	or the semest	er.			
		-				tions between ind	ividual, the
	family as a system and family systems using OERs.						
Purpose for the lesson,		Tl	- f +l-:- l	. :- 4 - -			l l l
what you want the students to achieve,		The purpose of this lesson is to enable student teachers to use requisite knowledge					
students to achieve, serves as basis for the	and skills, values, and attitudes of the developing Home Economics professional						
learning outcomes. An		particularly in the field of Management in Living/lodging and Accommodation.					
expanded version of the							
description.							
Write in full aspects of the							
NTS addressed							
 Learning Outcome for the 	Learning		Learning Inc	dicators	Identify w	hich cross cutting	issues –
lesson, picked and	Outcomes: By the					d transferable skills, equity and	
developed from the	end of the lesson, addressing diversity. How will the			ill these be			
course specification	the	student			addressed		
Learning indicators for	teacher	will be					
each learning outcome	able to:						
	Domest	rata	Fubible	ا- درد والناه م		utting Issues to be	addressed
	Demonsti			es, skills and the developir	in the less		ducation
	knowledg skills in te			the developii omics teacher	-	េ of SEN (Special Ed s- consider seating	
	profession		HOHIE LCOIL	onnes teatner		gements for short	-
	profession				stude		JIBITICU
	and attitu					er needs	
	developin					cultural and econd	omic
	-	s teacher.				ences(Mixed group	
		-			differ	ceco(iviinea gi ou)	1
	L						

					 in the less comr Team (grout digitate (ICT) information Leaded appoor 	nunication skills
Topic Title	Sub-topics (if any):	de		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		3/ 50 minutes Group Work Tutor guides stu in groups to use maps to examinivalues and attitu developing Man living teacher us 4/ 60 minutes Class Assignmer Tutor guides stu to prepare portf reflect profession knowledge, valu attitudes observ		i. Tutor facilitates student teachers' revision of previous lesson on skills and attitudes of the profession.		Introduction Student teachers use Shower thoughts to revise their knowledge and understanding gained from processes and procedures in the practice of Housekeeping and Home Management.
				Group Work 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.		Group Work Student teachers develop concept maps of skills, values and attitudes of the developing Management in living teacher.
				Class Assignment Tutor guides student to prepare portfolios reflect professional p knowledge, values ar attitudes observed at teachers in the ment school.	to practice, nd mong	Class Assignment 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 m	inutes	Interactive Lecture Tutor uses think- pai share/ group discuss technique for studen	i on it	Interactive Lecture Student teachers use think- pair –share/ group discussion technique to
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: 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			
Teaching Learning Resources	Internet facility, laptop computer/PCs/Smart phones			
Required Text (core)	Asare, E. &Quartey, O. (2002). Management Principles: Application to Resource Use. Accra: Asquart.			
Additional Reading List	Asare, E. &Quartey, O. (2002). Management Principles: Application to Resource Use. Accra: Asquart			
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			
Course Assessment	¹ 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)			
	² 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%			
	Component 3: End of semester exams			

 $^{^{\}rm 1}$ see rubrics on Subject Portfolio Assessment in annex 6 of NTEAP $^{\rm 2}$ see rubrics on Subject Project Assessment in annex 6 of NTEAP

