YEAR 2

**SEMESTER 1** 

## Four-Year B.Ed. Course Manual

# TVET - PHILOSOPHICAL FOUNDATIONS AND CONCEPTS 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

**Philosophical Foundations and Concepts 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."

<b>Course Details:</b>						
Course Name	Philoso	Philosophical Foundations and Concepts in Home Economics				
Pre-requisite/s	Founda	Foundations of Social Studies and Technical, Vocational Education and Training				
Co-Requisites	Links to	Links to other courses being taught, support coherence in student experience and avoid duplication				
Course Level	200	Course Code		Credit Value		

#### **Table of Contents**

#### 1. Goal for the Subject or Learning Area

Philosophical Foundations and Concepts 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 existing teacher training curriculum in the area of Home Economics tends to emphasise subject matter content knowledge. There is little emphasis on the appropriate pedagogical content knowledge (PCK) 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 gaps in the training by providing opportunities for developing not only deeper knowledge and skills but appropriate PCK as well as deeper conceptualisation of greening TVET that will lead the developing teacher to finally settle on the values and attitudes in the teaching/learning of Home Economics.(NTS p.18, 1a)

#### 3. Course Description

This course is designed for the student teacher to concentrate on the domain of specialization in Home Economics, employ different instructional approaches or strategies in teaching the relevant Home Economics domains, interacting with relevant foundational history, philosophies and concepts in Home Economics. The student teacher will be exposed to foundational concepts of entrepreneurship and greening TVET and demonstrate knowledge and skills in recycling waste, renovation of articles and re-chaufee dishes. Therefore, this course adequately prepares the student teacher to finally settle on the values and attitudes in the teaching/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

	- U		6. Learning indicators
5.	Course Learning Outcomes		o. Learning malcators
	end of the course, Students teachers will be able to:  CCLO.1. Demonstrate knowledge and understanding of the relevant foundational history, philosophies and concepts (oikonomia, human ecology, Inductive reasoning, etc) in Home Economics their contributions to national development. (NTS 2c; NTECF pg. 14; 55).		Open Educational Resources-(OER) to specify and compare the concepts and philosophies in Home Economics
•	CLO.2. Demonstrate knowledge and understanding of the trends and development in the teaching and learning of Home Economics in Ghana in the past decade (Indigenous and contemporary practices). NTECF, p.9, 30	•	Present pre-video recordings and simulations on the major trends that have occurred from the indigenous to contemporary era in Home Economics Education (using internet resources).  Make group presentations on the development of Home Economics in Ghana over the past decade
•	CLO.3 Demonstrate understanding and skills on the foundational concepts of entrepreneurship (meaning of entrepreneurship, entrepreneurial skills, setting up small scale businesses) and greening TVET(NTS p.19, 1g; NTECF, p.18)	•	Use student –to-student presentations/debate to enable student teachers identify entrepreneurial skills and processes of setting up small businesses in Home Economics.

Present reports on the factors to consider when setting up a small scale business enterprise in Home Economics and share same with peers. 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

should be briefly	set out – the name sh	ould make it clear what the unit is about.	
The Hotel	the concepts of Home conomics (concept, cope, focus and concerns of Home conomics).  week)  the development of ome Economics.	<ul> <li>Course expectations</li> <li>Familiarization with the Course Manual</li> <li>The concept of Home Economics</li> <li>The scope and focus of Home Economics as a discipline</li> <li>Areas of concern to Home Economics</li> <li>Humanitarianism( welfare of humans)</li> <li>Developments in education</li> <li>Egalitarianism( human rights/ equality for women)</li> <li>Land Grant Colleges</li> </ul>	<ul> <li>Teaching and learning activities to achieve the learning outcome:         <ul> <li>Discussions on the course and what student-teachers are expected to learn after going through the course as well as description of the course manual</li> </ul> </li> <li>Use simulations and pre-video recordings from sources such as YouTube, Khan Academy, Coursera, Udemy, MOOCs to enable student teachers discuss the concept, scope, focus and concerns of Home Economics.</li> <li>Student –to-student presentations and discussions on the relevant foundational history and philosophies in Home Economics.</li> <li>Discussions /Group Presentations on career progression/career prospects in Home Economics.</li> <li>Use group discussions to enable student-teachers discuss the trends and relevant foundational history of Home Economics.</li> </ul>
sh Ec - (	he models that haped Home conomics (2 weeks)  hilosophical bundations of Home conomics . week)	<ul> <li>Management of households (Oikonomia-Economics).</li> <li>Application of science for improving the environment (Human Ecology).</li> <li>Inductive reasoning (Cooking and Sewing).</li> <li>Education of women for womanhood (Home making).</li> <li>Education of the individual for better family living.</li> <li>Research to discover needs of families.</li> <li>Improvements in goods and services used by families.</li> <li>Promotion of community, national and world condition favourable for family living.</li> </ul>	<ul> <li>Use group discussions to enable student teachers discuss the various models that have shaped Home Economics Education.</li> <li>Use concept maps to enable student teacher s demonstrate understanding of the differences and links among the various models that have shaped Home Economics Education.</li> <li>Use think- pair -share to help student teachers demonstrate knowledge and understanding of the Philosophical Foundations of Home Economics Education.</li> <li>Use processes of research to enable student teachers discover how to gather about needs of individuals and families.</li> </ul>

5	Trends and development of Home Economics in Ghana (3 weeks)	<ul> <li>Indigenous practices</li> <li>Contemporary practices</li> <li>Career progression/career prospects in Home Economics</li> </ul>	Present pre-video recordings and simulations on the major trends that have occurred from the indigenous to contemporary era in Home Economics Education (using internet resources).
			Group discussions on the major trends in Home Economics Education in Ghana.
6	Foundational concepts of entrepreneurship and Greening TVET. (4 weeks)	<ul> <li>Meanings/concept of entrepreneurship</li> <li>Greening TVET in Home Economics.</li> <li>Setting up a small business - Factors to consider (e.g. space, labour, raw-materials, transport, market, selecting business name, registration procedure and start-up capital).</li> </ul>	<ul> <li>Use shower thoughts to enable student teachers to discuss the meaning of entrepreneurship.</li> <li>Use project work to enable student teachers discuss greening TVET in Home Economics.</li> <li>Use interactive lecture to enable student teachers identify and discuss the various factors to be considered in setting up small scale business</li> </ul>

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

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

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

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

#### **Course Assessment may include:**

- History and philosophies in Home Economics Education.
- Career progression/career prospects in Home Economics Education
- •Concepts and trends in the study of Home Economics Education

#### Learning Outcomes Assessed: CLO1, CLO 2 & CLO 3

#### 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:**

- Power-point presentations to present written reports on the philosophies, concepts and trends in the study of Home Economics Education.
- Make oral presentations based on the role of the reflective professional teacher with special reference to the trends in the study of Home Economics and concepts of entrepreneurship and greening TVET
- Concepts of entrepreneurship and greening TVET [project work, class exhibits]
- Discuss and demonstrate practices that impede Greening TVET within the community [Group reports]
- Reflective journals in their portfolios

#### Learning Outcomes assessed: CLO1, CLO 2 & CLO 3

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

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

NTS, 3d: Manages behaviour and learning with small and large classes.

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.

#### Component 3: End of semester exams (40%)

#### Test/examination items may cover:

- The foundational history and philosophies of Home Economics Education and the relevance to national development.
- The concepts in Home Economics and national development.
- The trends and development in the teaching and learning of Home Economics in Ghana in the past decade
- The major trends that have occurred from the indigenous to contemporary era in Home Economics Education
- Foundational concepts of entrepreneurship (meaning of entrepreneurship, entrepreneurial skills, setting up small scale businesses) and greening TVET
- The factors to be considered in setting up small scale business

#### Learning Outcomes assessed: CLO1, CLO 2 & CLO 3

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

NTS,1f: Develops a positive teacher identity and acts as a good role model for students

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

NTS, 3c: Creates a safe, encouraging learning environment.

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

NTS, 3d: Manages behaviour and learning with small and large classes.

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,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, demonstration, Open Educational Resources (OERs), Massive Open Online Course (MOOCs), independent study etc.

#### 10. Required Reading and reference list

• Stage, S. & Vincenti, V. B. (2018). Rethinking Home Economics: Women and the History of a Profession. Cornell University Press

- East, M. (1980). Home Economics Past, Present and Future. Boston: Allyn and Bacon Inc.
- Goldstein, Carolyn M. (2012). Creating Consumers: Home Economists in Twentieth-Century America. Chapel Hill, NC: University of North Carolina Press.

#### 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).

Title of Lesson	Year of B.Ed.	2	Semester 1 Place of lesson in semester 1 2 3 4 5 6 7 8 9 10 11 12									
Lesson description  This lesson exposes the student teacher to the concepts in Home Economics, its scope and the concerns as well as ways of addressing the concerns. It also traces the development of Home Economics over the years, interacting with relevant foundational history, philosophies and concepts in Home Economics.  This first lesson introduces the student teachers to the course learning outcomes and the 3 assessment components of the course.  (NTS 1g.p. 19;2c, p. 20;3b, p. 23; 3g, p. 25;NTECF, p.14;NTECF p.18)  Previous student teacher knowledge, prior learning (assumed)  Possible barriers to learning in the lesson  I earning in the lesson  Misconceptions about Home Economics and everyday living (family living, he living and nutrition).  Misconceptions about Home Economics (e.g. Home Economics is for low academic achievicleaning, sweeping and taking care of younger children.  Students' attitude towards activity-based learning  Individual needs of learners  Large class size  Lesson Delivery – chosen to support students in achieving the outcomes  Lesson Delivery – main mode of delivery chosen to support student teachers to 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.  Purpose for the lesson is the learning outcomes.  Purpose for the lesson is description.  Purpose for the lesson is description.  Purpose for the learning outcomes.  An expanded version of the me Economics. It further provides opportunity for student teachers to develop knowledge and understanding of the concept, scope, focus on the description.  Write in full aspects of the NTS addressed  Learning Outcome for the NTS 1g, 2c, 3b, 3g, NTECF, p.14 &18).  Learning Outcome for the lesson, picked and developed from the of the lesson, the student teachers will be able												
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concepts in Home Economics. This first lesson introduces the student teachers to the course learning outcomes and the 3 assessment components of the course. (NTS 1g,p. 19;2c, p.20;3b, p.23; 3g, p.25;NTECF, p.14;NTECF p.18)  Student reacher knowledge, prior learning (assumed)  Possible barriers to learning in the lesson    Possible barriers to learning in the lesson   Cultural background of students where males (boys) do not perform home chores cleaning, sweeping and taking care of younger children.   Students' attitude towards activity-based learning				-		_				•		
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<ul> <li>Learning Outcome for the lesson, picked and developed from the</li> <li>Learning Outcomes: By the lesson, the student teacher will be able</li> <li>Learning Indicators core and transferable skills, equity addressing diversity. How will thes</li> </ul>	=											
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developed from the student teacher will be able addressing diversity. How will thes	Learning Outcom	utcome for	Learning Outo	omes: By	/ the	Learning I						
	• •	_		-								
course specification to: addressed.								_	y. How will these l			
			to:					address	ed.			
Learning indicators for	_				_							
each learning outcome  • Demonstrate knowledge and understanding of the outcome  • Explain the key concepts, scope in the lesson:		ng			_	-	,		-	ues to be address		
and understanding of the concepts, scope in the research	outcome			and and ordered and property stocks						Special Education		
			<u> </u>	concept, scope and focus and focus of Home of Home Economics.					-	•		
arrangements for short sighted				ot Home Economics. Economics.						_		
Demonstrate knowledge     Discuss the students)					_				_			
and understanding of the concerns of Home Gender needs				_	t the				•			
concerns of Home Economics.  • socio-cultural and economic						Econor	nics.					
Economics differences(Mixed groups)			ECOHOMICS					diffe	erences(Mix	xed groups)		

Topic Title	Demonstrate kn and skill in resea investigating str (ways) to addres concerns of Hor Economics.	arching / rategies ss the	presentation on 2.	<ul> <li>Team work/collaborative skills (group work and group formation).</li> <li>digital literacy information</li> <li>(ICT) skills(through searching for information online and use of power point presentations)</li> </ul>	
Preparations for use of course manual and Pre–Learning interactions	Sub-topics (if any):	Stage/Time	outcomes depending	ing Activity to achieve learning on the delivery mode selected. tive group work or independent  Student Activity	
	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 Student teachers introduce themselves (Tutor/Lecturers and student- teachers)	
Concepts, Scope, focus and concerns of Home Economics	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 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.	
			Introduction of Lesson Guides student teachers' revision of previous knowledge on their understanding based	Expected Answers: Cooking, sewing, cleaning, sweeping,etc  ii. Student teachers in groups	
			on their pre tertiary experiences with Home Economics and the general introduction of TVET in Yr1.  (Ask questions like "What are the types of everyday activities in the home/family	using <b>KWL</b> , to note down what they already know about the topic and what they want to learn from the lesson and share to class	
			that relates to Home Economics?"		

	2/	Class Discussion	Class Discussion
The concept,	45 Minutes	i. Tutor facilitates a	i. Student teachers watch the
scope and focus	45 Millaces	brainstorming session	video to explain the concept of
of Home		by showing a video	Home Economics through
Economics.		from the internet to	brainstorming.
		guide student	3
		teachers to discuss	
		and explain the	
		concept of Home	ii. Student teachers investigate in
		Economics Education.	their groups using OERs and present their findings on the
		ii. Guides students in	scope and focus of Home
		groups to identify the	Economics through class
		scope and focus of	discussion.
		Home Economics	
		using OERs (link	
		to new curriculum).	
The concerns of	3/	Group Discussion	Group Discussion
Home Economics	45 Min	i. Tutor guides student	I. Student teachers work in groups
	utes	teachers to identify	to identify the concerns of Home
		the concerns of Home	Economics.
		Economics.	
			ii. Student teachers explore ways
		ii. Tutor facilitates	to address the issues and present
		group discussion to	findings on charts / spidergrams.
		explore ways of	
		addressing the issues.	
		NDidid	
		NB: consider mixed	
		ability, gender and	
		SEN in the grouping of students. (This implies	
		that girls or boys	
		should not be put in	
		single-sex groups, or	
		"high achievers"	
		should not be put in	
		one group and "low	
Ways of		achievers" should not	
addressing the		also be put in in the	
concerns of		same group but	
Home Economics		should be mixed.	
		Similarly, learners	
		with special	
		education needs	
		should be mixed with	
		those without such	
		needs).	
	4/	Seminar Presentation	<u>Seminar</u>
	50 Minutes	Tutor guides student	<u>Presentation</u>
		teachers Seminar	i. Student teachers work in groups
		presentation in groups	to discuss ways of addressing the
		on on ways of	concerns of Home Economics.
		addressing the	
		concerns of Home	ii. Student teachers share their
		Economics.	group work in a seminar presentation to the class.

	5/ Conclusion Conclusion						
		10 minutes Tutor leads student Student teachers contribute and					
		10 minutes					
			teacher recap the	note the readings to prepare for			
		lesson and gives next lesson.					
		reading assignment to					
			prepare for the next				
			lesson.				
Lesson assessments –	In Lesson Assessme	nt : Assessment	for and as Learning				
evaluation of learning: of,	Observation of student teacher's participation in group discussion on areas of concern of						
for and as learning within	Home Economics.						
the lesson (link to	Group presentation on the scope of Home Economics.						
Learning Outcomes)	Group seminar presentation on ways of addressing the concerns of Home Economics.						
	Learning Outcomes assessed: CLO 1						
Teaching Learning	Mobile Phones, laptop computer/PCs, Internet facility , Textbooks, Pictures /charts						
Resources							
Required Text (core)	Stage, S. & Vincenti, V. B. (2018).Rethinking Home Economics: Women and the History of a						
	Profession						
	Cornell University Press						
	East, M. (1980). Home Economics Past, Present and Future. Boston: Allyn and Bacon Inc.						
Additional Reading List	Goldstein, Carolyn M. (2012). Creating Consumers: Home Economists in Twentieth-Century						
	America. Chapel Hill, NC: University of North Carolina Press.						
CPD Needs	Use of different Pedagogical skills - PDP Theme 1						
			lemy, Khan Academy) in <sup>1</sup>	Teaching- PDP Theme 5			
		•		J			

Year of B.Ed. 2 Semester 1 Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	The devel	opment of H	ome Econ	omics.		Lesson Duration	3 hours(180mins)					
Lesson description	concerns a Economics concepts in values and (NTS 1g,p.	This lesson exposes the student teacher to the concepts in Home Economics, its scope and the concerns as well as ways of addressing these concerns. It also traces the development of Home Economics over the years, interacting with relevant foundational history, philosophies and concepts in Home Economics. This lesson also affords student teachers to develop foundational values and attitudes in the teaching/learning of Home Economics.  (NTS 1g,p. 19;2c, p.20;3b, p.23; 3g, p.25;NTECF, p.14;NTECF p.18)										
Previous student teacher knowledge, prior learning (assumed)  Possible barriers to	living and Home Ecor	Student Teachers have ideas about Home Economics and everyday living (family living, healthy living and nutrition). They also have fair ideas about the scope, concepts, focus, and concerns of Home Economics.  • Miscoppentions about Home Economics Education(e.g. Home Economics is for low academics).										
learning in the lesson	<ul><li>achiev</li><li>Cultur</li><li>cleanii</li><li>Studei</li></ul>	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 Learning	Seminars  4	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	the formula to the fo	re four forces roup seminar lodel) to ena forme Economics concept remong the found of OERs.  The lesson of the lesson of the lesson of the lesson of the foundation dent teacher	that have presentable stude omics. mapping ir forces is to deve is /forces or student ependent	e shaped the detions using <b>Co</b> ont teachers disto enable student that have shaped to student teachers that the beging the teachers to thinking, and	evelopment of operative Lea cuss the four dent teachers ded the development of the development of the develop their	f Home Economics rning Techniques forces that shape s examine the lin opment of Home edge in Home Eco development of H subject Home Eco r communication	(Learning Together d the development ks and differences Economics with the nomics by exposing Home Economics to onomics. It further skills, demonstrate re vital for life-long					
Learning Outcome     for the lesson, picked     and developed from     the course     specification     Learning indicators     for each learning     outcome	Learning Outcomes: By the end of the lesson, the student teacher will be able to:  Demonstrate knowledge and understanding of the forces (humanitarianism, developments in education, egalitarianism and the Morril Act) that shape the development of  Learning Indicators  Identify which cross cutting issues  - core and transferable skills, equity and addressing diversity. How will these be addressed.  Cross-cutting Issues to be addressed in the lesson:  Issues of SEN (Special Education Needs- consider seating arrangements for short sighted students)  Gender needs  Morril Act) that shape the development of  Identify which cross cutting issues  - core and transferable skills, equity and addressing diversity. How will these be addressed.  Cross-cutting Issues to be addressed in the lesson:  Issues of SEN (Special Education Needs- consider seating arrangements for short sighted students)  Gender needs  Socio-cultural and economic differences (Mixed groups)											

	Demonstrate knowledge and understanding of how each of the four forces contributed to the development of Home Economics.		Use group activity to identify and discuss how the four forces have shaped the development of Home Economics	<ul> <li>2. Transferable skills to be addressed in the lesson:</li> <li>communication skills</li> <li>Team work/collaborative skills (group work and group formation).</li> <li>digital literacy information</li> <li>(ICT) skills(through searching for information online and use of power point presentations)</li> <li>Leadership (group work and appointment of group leaders/secretaries).</li> </ul>	
Topic Title	Sub-topics (if any):	Stage/Time		civity to achieve learning outcomes ery mode selected. Teacher led,	
Topic ritie			Teacher Activity	Student Activity	
The development of Home Economics.	Relevant Previous Knowledge	1/ 10 Minu tes	Introduction of Lesson  Tutor guides student teachers' revision of previous knowledge on their understanding of Home Economics from the previous lesson.  (Sample questions: What is the scope and focus of Home Economics? What is the main concern of Home Economics? In what ways can the concerns of Home Economics be addressed?)	Introduction of Lesson  Student teachers brainstorm to review their knowledge and understanding of Home Economics.  (Expected Answers: -Family relationship and child development, textiles, nutritional needs, housing.  Student teachers in groups, note down what they already about the topic (KWL) and what they want to learn from the lesson.	
	The four forces that shaped Home Economics	2/ 80 Minutes	Shower thoughts  Tutor guides student teachers to identify and explain the forces that shaped the development of Home Economics through shower thoughts using OERs  Tutor through group activity, guides student teachers to discuss how the forces shaped the development of Home Economics through brainstorming using OERs.	<ul> <li>Shower thoughts</li> <li>Student teachers identify the forces that shaped Home Economics through shower thoughts using OERs and present findings on charts / spidergrams.</li> <li>Through group activity, student teachers discuss how the forces shaped the development of Home Economics through brainstorming using OERs.</li> </ul>	

		3/	Group Discussion	Group Discussion						
		70 minutes	I. Tutor guides student	I. Student teachers use <b>concept</b>						
		70 mmates	teachers in groups to use	mapping to examine the links and						
			concept maps to examine	differences among the four forces						
			the links and differences	that have shaped the development						
			among the four forces	of Home						
			that have shaped the	Economics using OERs.						
			development of Home	<b>0</b>						
			Economics using OERs.							
				ii. Group seminar presentation on						
				the links and differences among the						
			NB: consider mixed	four forces that have shaped the						
			ability, gender and SEN in	development of Home Economics.						
			the grouping of students.							
			(This implies that girls or							
			boys should not be put in							
			single-sex groups, or "high							
			achievers" should not be							
			put in one group and "low							
			achievers" should not also							
			be put in in the same							
			group but should be							
			mixed. Similarly, learners							
			with special education							
			needs should be mixed							
			with those without such							
		4/	needs).	Canalysian						
		4/ 10 minutes	Conclusion Tutor leads student	Conclusion Student teachers contribute and						
		10 minutes	teacher recap the lesson	note the readings to prepare for						
			and gives reading	next lesson.						
			assignment to prepare for	TIEAC IESSOII.						
			the next lesson.							
Lesson assessments –	In Losson Assoc	smont : Assossm	ent for and as Learning							
evaluation of learning:			<del>-</del>	ussion of the forces that shaped the						
of, for and as learning		pment of Home		ussion of the forces that shaped the						
within the lesson (link to		-		shaped the development of Home						
Learning Outcomes)		=	The new the forces have	shaped the development of flome						
	i Econo	Economics								
	• Group	•	tation on the links and differnt of Home Economics.	rences among the four forces that						
	• Group	•		rences among the four forces that						
	• Group shaped	•	nt of Home Economics.	rences among the four forces that						
Teaching Learning	<ul> <li>Group shaped</li> <li>Learning O</li> </ul>	d the developme	nt of Home Economics.	-						
Resources	Group shaped  Learning O  Mobile Phones,	d the development utcomes assesse , laptop compute	nt of Home Economics.  d: CLO 1 r/PCs, Internet facility,Textbook	oks, Pictures /charts						
	Group shaped  Learning O  Mobile Phones,  Stage, S. & Vince	d the development utcomes assesse , laptop compute	nt of Home Economics. ed: CLO 1	oks, Pictures /charts						
Resources	• Group shaped  Learning O  Mobile Phones,  Stage, S. & Vince Profession	utcomes assesse , laptop compute centi, V. B. (2018)	nt of Home Economics.  d: CLO 1 r/PCs, Internet facility, Textbook  Rethinking Home Economics:	oks, Pictures /charts						
Resources	• Group shaped  Learning O  Mobile Phones,  Stage, S. & Vince Profession	d the development utcomes assesse , laptop compute	nt of Home Economics.  d: CLO 1 r/PCs, Internet facility, Textbook  Rethinking Home Economics:	oks, Pictures /charts						
Resources	Group shaped      Learning O      Mobile Phones,      Stage, S. & Vince Profession     Cornel	d the development of the develop	nt of Home Economics.  d: CLO 1 r/PCs, Internet facility,Textbook Rethinking Home Economics:	oks, Pictures /charts  Women and the History of a						
Resources Required Text (core)	• Group shaped  Learning O  Mobile Phones,  Stage, S. & Vinc Profession  Cornel  East, M. (1980)	d the development of the develop	nt of Home Economics.  nd: CLO 1 r/PCs, Internet facility,Textbook Rethinking Home Economics:  cs Past, Present and Future. B	oks, Pictures /charts  Women and the History of a  oston: Allyn and Bacon Inc.						
Resources	• Group shaped  Learning O  Mobile Phones,  Stage, S. & Vince Profession Cornel  East, M. (1980)  Goldstein, Caro	d the development of the develop	cs Past, Present and Future. Beating Consumers: Home Economics:	oks, Pictures /charts  Women and the History of a  oston: Allyn and Bacon Inc.						
Resources Required Text (core)  Additional Reading List	• Group shaped  Learning O  Mobile Phones,  Stage, S. & Vince Profession Cornel  East, M. (1980)  Goldstein, Caro America. Chape	d the development of the develop	nt of Home Economics.  cd: CLO 1 r/PCs, Internet facility,Textbook Rethinking Home Economics:  cs Past, Present and Future. Beating Consumers: Home Economics:	oks, Pictures /charts  Women and the History of a  oston: Allyn and Bacon Inc.						
Resources Required Text (core)	• Group shaped  Learning O  Mobile Phones,  Stage, S. & Vince Profession Cornel  East, M. (1980)  Goldstein, Caro America. Chaped  Use of different	d the development of the develop	cs Past, Present and Future. Beating Consumers: Home Economics:	oks, Pictures /charts  Women and the History of a  oston: Allyn and Bacon Inc. nomists in Twentieth-Century						

Year of B.Ed. 2 Semester 1 Place of lesson in semester	123456789101112
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Title of Lesson	The Four Mode	els for Home E	conomics		Lesson		nours(180mins)				
Lesson description	concerns as we Economics ove Home Econom attitudes in the	This lesson exposes the student teacher to the concepts in Home Economics, its scope and the concerns as well as ways of addressing these concerns. It also traces the development of Home Economics over the years, interacting with relevant foundational history, philosophies and concepts in Home Economics. This lesson also affords student teachers to develop foundational values and attitudes in the teaching/learning of Home Economics.  (NTS 1g,p. 19;2c, p.20;3b, p.23; 3g, p.25;NTECF, p.14;NTECF p.18).									
Previous student teacher knowledge, prior learning (assumed) Possible barriers to learning in the lesson	<ul> <li>nutrition). The Economics.</li> <li>Misconcepachievers)</li> <li>Cultural be sweeping a Students'</li> </ul>	ent Teachers have ideas about Home Economics and everyday living (family living, healthy living and nutrition). They also have fair ideas about the scope, concepts, focus and concerns of Home Economics.   Misconceptions about Home Economics Education( 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									
Lesson Delivery – chosen to support students in achieving the outcomes	• Large class Face-to-face [V]	Practical Activity	Work- Based Learning	Seminars [v]	Independen t Study	e-learning opportunitie	Practicum s				
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	<ul> <li>Use green</li> <li>Use present</li> <li>Moore</li> <li>relate</li> <li>Make</li> <li>and content</li> </ul>	roup activities roup activities omics for semin re-video recor Cs to enable s dness of Home power point	to enable studer presentation dings from so tudent teacher Economics.  presentations tween the Marketin student the Marketin student the Marketin student the Marketin student	dent teachers ons. urces such as ers demonstra using OERs t anagement o	identify and di YouTube, Kha ate and discuss to enable stude f Household a	scuss the four  n Academy, Co the distinctivent teachers e	e four models of models of Home bursera, Udemy, eness and inter- xamine the links of Science for				
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 for Economics hing background of	or the lesson is ges. It will gui Home Econom	to expose stud de them to aco lics. It further	dent teachers quire knowled provides oppo	to the four mo lge and underst ortunity for stud Economics. (NT	anding of the p dent teachers t	hilosophical				

Learning     Outcome for the     lesson, picked     and developed	Learning Outcomes: By the end of the lesson, the student teacher will be able to:		Learning Indicators	Identify which cross cutting issues  – core and transferable skills, equity and addressing diversity. How will these be addressed.  1. Cross-cutting Issues to be			
from the course specification Learning indicators for each learning outcome	LO.1.Demonstrate knowledge and understanding of the Management of Household and the Application of Science for improving Environment models of Home Economics using OERs.  LO.2. Demonstrate knowledge and understanding of the distinctiveness and links between the two Models of Home Economics.		<ul> <li>Explain the Management of Household and the Application of Science for improving Environment models of Home Economics using OERs.</li> <li>Discuss the distinctiveness and links between the two Models of Home Economics using OERs.</li> <li>Make Power point presentation on distinctiveness and links between the two Models of Home Economics using OERs.</li> </ul>	<ul> <li>Issues of SEN (Special Education Needs- consider seating arrangements for short sighted students)</li> <li>Gender needs</li> <li>socio-cultural and economic differences(Mixed groups)</li> <li>Transferable skills to be addressed in the lesson:         <ul> <li>communication skills</li> <li>Team work/collaborative skills (group work and group formation).</li> <li>digital literacy information</li> </ul> </li> </ul>			
Topic Title	Sub-topics (if any):	Stage/Time		rity to achieve learning outcomes y mode selected. Teacher led, dependent			
			Teacher Activity	Student Activity			
The Four Models of		1/ 10Minutes	Introduction Guides student teachers' revision of previous knowledge on their understanding of Home Economics	<ul> <li>Student teachers brainstorm to review their knowledge and understanding of Home Economics.</li> <li>Student teachers in groups, note down what they already about the topic and what they want to learn from the lesson.</li> </ul>			
The Four Models of Home Economics	The Management of Household and Application of Science for improving Environment Models.	2/ 50 Minutes	Interactive Lecture Facilitates a whole class discussion session to guide student teachers identify and explain the Management of Household and the Application of Science for improving Environment models for Home Economics.	Interactive Lecture Student teachers identify and explain the Management of Household and the Application of Science for improving Environment models for Home Economics with the aid of OERs (e.g. YouTube videos or PowerPoint slides)			

	The Distinctiveness and links between the models	3/ 50 minutes	Group Discussion Put student teachers in groups and guides them to identify and discuss the distinctiveness and links between the four models of Home Economics using OERs.	Group Discussion Student teachers work in groups to identify and discuss the distinctiveness and links between the four models of Home Economics and prepare power points for presentation using OERs.
		4/ 70 minutes	Power Points Presentation Guide student teachers group presentations using power point	Power Points Presentation Student teachers share their findings on the distinctiveness and links between the four models of Home Economics using power point presentations.
		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)	Observati     Economic     Group pro     Economic	ion of student te cs esentation on th cs. int presentation cs.		
Teaching Learning Resources	Mobile Phone	s, laptop compu	ter/PCs, Internet facility , Textbo	poks, Pictures /charts
Required Text (core)	Cornell U East, M. (1980). <i>H</i>	niversity Press Iome Economics	Past, Present and Future. Bosto	
Additional Reading List	Goldstein, Carolyn Chapel Hill, NC:		=	sts in Twentieth-Century America.
CPD Needs	Use of different Pe Use of ICT(e.g. <b>You</b>		- PDP Theme 1 <b>Idemy, Khan Academy)</b> in Teach	ning- PDP Theme 5

Year of B.Ed. 2	Semester	Semester 1 Place of lesson in semester 1 2 3 4 5 6 7 8 9 10 11 1						9 10 11 12			
Title of Lesson	Educatio	The Four Models of Home Economics- Inductive Reasoning and Education of women for Womanhood models.  Lesson 3 hours(min									
Lesson description	concerns Home Ec and conc foundation	This lesson exposes the student teacher to the concepts in Home Economics, its scope and the concerns as well as ways of addressing these concerns. It also traces the development of Home Economics over the years, interacting with relevant foundational history, philosophies and concepts in Home Economics. This lesson also affords student teachers to develop foundational values and attitudes in the teaching/learning of Home Economics (NTS 1g,p. 19;2c, p.20;3b, p.23; 3g, p.25;NTECF, p.14;NTECF p.18)									
Previous student teacher knowledge, prior learning (assumed)	healthy l concerns	iving and n of Home E	utrition). Th conomics fr	ney may also h om previous le	nave fair ide essons.	eas abou	t the scope, c	(family living, concepts, focus,			
Possible barriers to learning in the lesson	Cultuclea     Stud     Indiv	lemic achie ural backgr ning, sweep lents' attitu	vers) ound of stu oing and tak	udents where ing care of you activity-based	males (boy inger childr	ys) do no		nics is for low			
Lesson Delivery – chosen to support students in achieving the outcomes	Face- to-face	Practical Activity	Work- Based Learning	Seminars 🗸	Independ t Study		earning portunities	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. Ar expanded version of the description.      Write in full aspects of the NTS addressed	The purp Economic philosoph teachers NTECF, p	explain the Home Ecor Use group Education of Use OERs the differences Womanhor cose for the cs hinges. hical background to critically 1.14).	e Inductive R nomics. activities to of women for o develop or is between the od Models of lesson is to It will guide round of Ho y analyse the	easoning and enable stude or Womanhood oncept map to the Inductive Refif Home Economics them to acquirme Economics a models to un	ent teachers d Models or enable stu- easoning and mics. ht teachers ire knowled the derstand the	of women s discuss f Home E ident teach nd Educat to the n dge and u provides ne concep	the Inductive conomics. chers examine ion of women models of on vanderstanding opportunity ots in Home Ed	vhich Home of the for student conomics.			
Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome	end of student to:  .Demons understa Inductive Educatio Womanh	the les teacher wi	ledge and e g and the n for ls of	Explain the In Reasoning an Education of Womanhood Home Econor OERs.	iductive d the women for Models of	skills dive addr 1. ( addr	es – core and s, equity and a resity. How wi ressed.  Cross-cutting ressed in the I lssues of SEN Education Ne seating arrang short sighted	Issues to be lesson: (Special eds- consider gements for			

Presentation in the form

of a seminar / chart

Gender needs

socio-cultural and economic

differences(Mixed groups)

			indi Ind the for	her groups or ividual) on the uctive Reasoning and Education of women Womanhood Models me Economics using	<ul> <li>2. Transferable skills to be addressed in the lesson:         <ul> <li>communication skills</li> </ul> </li> <li>Team work/collaborative skills (group work and group formation).</li> <li>digital literacy information</li> <li>(ICT) skills(through searching for information online and use of power point presentations)</li> <li>Leadership (group work and appointment of group leaders/secretaries).</li> </ul>
	understanding of t distinctiveness and between the Induc reasoning and the of women for Wor	een the Inductive onling and the Education omen for Womanhood els of Home Economics		cuss the inctiveness and links ween the Inductive isoning and the isoning and Models of me Economics using Rs. In the increase of the inception on the inception of the inception on the inception of the inceptio	
Topic Title	Sub-topics (if any):	Stage/Time	Stage/Time outcomes depending		ng Activity to achieve learning on the delivery mode selected. tive group work or independent
				Teacher Activity	Student Activity
The four models of Home Economics		1/ 10Minutes		Introduction  • Guides student teachers' revision of previous knowledge on their understanding of Home Economics	Introduction  Student teachers brainstorm to review their knowledge and understanding of Home Economics.  Student teachers in groups, note down what they already know about the topic and what they want to learn from the lesson.
	The Inductive reasoning and Education of women for womanhood models	2/ 50 Minute	es	Class Discussion Initiates a whole class discussion session with the aid of OERs (charts, slides or videos) to assist student teachers to identify and explain the Inductive Reasoning and the Education of women for womanhood Models of Home Economics.	Class Discussion Student teachers identify and explain the Inductive Reasoning and the Education of women for womanhood Models in Home Economics with the aid of the OERs.

	The distinctiveness and links between the two models	3/ 50 minutes	Group Activity Facilitates group activity of student teachers to identify and discuss the distinctiveness and links between the Inductive Reasoning and Education of women for womanhood Models of Home Economics using OERs (e.g. videos, charts, slides etc.).	Group Activity Student teachers work in groups to identify and discuss the distinctiveness and links between the Inductive Reasoning and Education of women for womanhood Models of Home Economics using OERs.
		4/ 60 minutes	Group Activity Uses think -pair- share technique to guide student teachers to identify and examine the relevance of the Inductive reasoning and Education of women for womanhood Models of Home Economics through shower thoughts.	Group Activity  ✓ Student teachers identify and examine the relevance of the Inductive reasoning and Education of women for womanhood models to Home Economics using think –pair-share.  ✓ Student teachers work in groups or individuals for seminar presentation on the relevance of the Inductive reasoning and Education of women for womanhood Models in Home Economics.
		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 Assessm	ent : Assessment	for and as Learning	
evaluation of learning: of, for and as learning within the lesson (link to Learning Outcomes)	Reasoning  Group pro and the E Group se	g and the Education on the ducation of Wom minar presentation of Women for W	on of Women for Woman distinctiveness and links en for Womanhood mod on on the relevance of omanhood models to Ho	the Inductive Reasoning and the
Teaching Learning Resources	Mobile Ph		u 10.2.	
. Subming Learning Resources		mputer/PCs acility s		
Required Text (core)	Profession Cornell U	niversity Press	-	s: Women and the History of a  Boston: Allyn and Bacon Inc.
Additional Reading List	Goldstein, Carolyn	M. (2012). Creati	ng Consumers: Home Ec	onomists in Twentieth-Century
CPD Needs	Use of different Pe		y of North Carolina Press PDP Theme 1	i.
. b .tecus	Team Teaching – P	DP Theme 4	lemy, Khan Academy) in	Teaching- PDP Theme 5

Year of B.Ed.	2	Semester	1	Place of lesson in semester	1234 <b>5</b> 6789101112
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Title of Lesson	Philosophic	al Foundatio	ns of the fo	ur models of	Home Economic	s Lesson		3			
Thic or Lesson	· ·····osop····c	Duration hours(1 80mins									
Lesson description	concerns as Economics of Economics of provides th philosophy of lesson stude teaching/lea	This lesson exposes the student teacher to the concepts in Home Economics, its scope and the concerns as well as ways of addressing these concerns. It also traces the development of Home Economics over the years, interacting with relevant foundational history, concepts in Home Economics and philosophical foundations of the four models of Home Economics. It further provides the opportunity for student teachers to become conscious of the foundational philosophy and how they influence background and development of Home Economics. In this lesson student teachers are also guided to develop foundational values and attitudes in the teaching/learning of Home Economics.  (NTS 1g,p. 19;2c, p.20;3b, p.23; 3g, p.25;NTECF, p.14;NTECF p.18)									
Previous student teacher					s and everyday	living (family	living,	healthy			
knowledge, prior learning	living and nu					. ,	•	•			
(assumed)	y also have f	air ideas abo	out the scop	e, concepts, f	focus, concerns a	and the four mo	dels o	f Home			
	Economics f	rom their pr	evious lesso	ns.							
Possible barriers to learning	Miscone	ceptions ab	out Home	Economics E	ducation( e.g. I	Home Economi	cs is f	for low			
in the lesson	academ	ic achievers	)								
					les (boys) do no	ot perform hom	ne cho	res like			
	1		_	are of younge							
				ity-based lear	ning						
	1	al needs of	learners								
	Large cl		_								
Lesson Delivery – chosen to	Face-to-	Practical	Work-	Seminars	Independen	e-learning		cticum			
support students in	face ✓	Activity	Based		t Study	opportuni					
achieving the outcomes	•		Learning		•	ties ✓					
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	exp Hor • Use fou • Use bet	Use <b>shower thoughts in a face – to- face interaction</b> to enable student teachers explain and discuss the philosophical foundations/background of the four models of Home Economics.									
<ul> <li>Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description.</li> <li>Write in full aspects of the NTS addressed</li> </ul>	foundations Home Econd	of the four of the of the of the four	models and ther provide	how they influs s opportunity	achers to the rel uenced the backg for student teac omics. (NTECF, p	ground and deve thers to critically	elopme				

<ul> <li>Learning Outcome for the lesson, picked and developed from the course specification</li> </ul>	Learning Outcomend of the I student teacher able to:	esson, the	Learning Indicators	Identify which cross cutting issues  – core and transferable skills, equity and addressing diversity. How will these be addressed.			
Learning indicators for each learning outcome	LO.1.Demonstra knowledge and understanding ophilosophical foundations/bac the four models Economics.  LO.2.Demonstra knowledge and understanding oinfluence of the philosophical foundations/bac the four models Economics.	f the Ekground of in Home  te f the	<ul> <li>Explain the philosophical foundations/backgroun d of the four models of Home Economics.</li> <li>Create concept maps to examine the links and interrelatedness between the philosophical foundations/backgrou nd of the models of Home Economics.</li> <li>Debate on the influence of the philosophical foundations/backgrou nd on Home Economics.</li> </ul>	1. Cross-cutting Issues to be addressed in the lesson:  Issues of SEN (Special Education Needs- consider seating arrangements for short sighted students)  Gender needs  socio-cultural and economic differences (Mixed groups)  2. Transferable skills to be addressed in the lesson:  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):	Sub-topics (if any):	_	vity to achieve learning outcomes ry mode selected. Teacher led,			
			Teacher Activity	Student Activity			
Dhilasanhiad Sau Lui		1/ 10 Minutes	Introduction Guides student teachers' revision of previous knowledge on their understanding of the models of Home Economics	Introduction Student teachers brainstorm to review their knowledge and understanding of the models of Home Economics.  Student teachers in groups using KWL, to note down what they already know about the topic and what they want to learn from the lesson and share to class.			
Philosophical Foundations of the four models of Home Economics	Philosophical Foundations of the four models of Home Economics	2/ 60 Minutes	Group Activity  i. Facilitates a brainstorming session to guide student teachers to discuss and explain the four models of Home Economics  ii. Guides students through group work, to identify and discuss the interrelatedness between the philosophical foundations of the four models of Home Economics	of Home Economics through brainstorming.  ii. Student teachers investigate in groups from various sources of OERs in relation to Home Economics to create concept maps on the			

	Philosophical	3/	Class Discussion Class Discussion					
	foundations	60 Minutes	i. Facilitates student	i. Student teachers work in				
	and its	oo wiiilates	teachers discussions on	groups to identify and				
	influence		the influence of the	discuss the influence of the philosophical foundations/				
	on Home		philosophical					
	Economics.		foundations/	background of the four				
			Background of the four	models on Home Economics				
			models on Home	and present findings on				
			Economics.	charts / spidergrams				
		4/	i. Guides student teachers	i. Through shower thoughts,				
		40 minutes	to discuss the	student teachers discuss the				
			philosophical	philosophical				
			foundations/background	foundations/background of				
			of the four models of	the four models of Home				
			Home Economics and the	Economics				
			influence on Home					
			Economics through	ii. Student teachers work in				
			shower thoughts.	groups or individuals for				
			Shower thoughts.	seminar presentation on the				
				influence of the philosophical				
				foundations/background of				
				the four models on Home				
		-,		Economics.				
		5/	Conclusion	Conclusion				
		10 minutes	Tutor leads student teacher	Student teachers contribute				
			recap the lesson and gives	and note the readings to				
			reading assignment to	prepare for next lesson.				
			prepare for the next lesson.					
Lesson assessments –	In Lesson Assess	sment : Assessn	nent for and as Learning					
evaluation of learning: of,	<ul> <li>Observa</li> </ul>	ation of student	teacher's participation in discu	ssion of the Management of				
for and as learning within	Househ	old and the App	olication of Science for improvir	ng Environment models of Home				
the lesson (link to Learning	Econon	nics						
Outcomes)	Group	presentation o	n the distinctiveness <i>and</i> link	s between the Management of				
	-	•		ng Environment models of Home				
	Econon	= '-	•					
	Group :	seminar presen	tation on the relevance of the	Management of Household and				
	•	-	nce for improving Environment	_				
	Learning Outcor							
Teaching Learning	• Mobile	Phone, laptop of	computer/PCs, Internet facility,	Textbooks, Pictures /charts.				
Resources		,,,,	, , ,	,				
Required Text (core)	Stage, S. & Vince	enti, V. B. (2018	).Rethinking Home Economics: \	Women and the History of a				
	Profession	, , , ,,	. 3	,				
		University Pres	S					
			cs Past, Present and Future.Bo	ston: Allyn and Bacon Inc.				
Additional Reading List			reating Consumers: Home Econ					
Additional Reduing List	America. Chapel		cating consumers. Home Lean	omists in Twentieth-century				
	NC: Uni		orth Carolina Press.					
CPD Noods		•						
CPD Needs			lls - PDP Theme 1	eaching DDD Thomas				
	use of ici (e.g. Y	ou i upe, IVIOOC	<b>c, Udemy, Khan Academy)</b> in Te	aching- PDP Theme 5				

Year of B.Ed.	2	Semester	1	Plac	ce of le	esson in seme	ster	12345 <b>6</b> 789101112				
Title of Lesson		Career Pro	gression/C	areer F	Prospe	ects in Home E	conomi	cs	Lesson Duration	3 hours (180mins)		
Lesson description		of Home Econutrition, Control paths apart teachers to Economics.	This lesson exposes the student teacher to the career progression and prospects in the studying of Home Economics. As an integrated subject area with its basic components as Food and nutrition, Clothing and textiles and Home Management, it affords the individual varied career paths apart from teaching the specific subject components. This lesson also affords student teachers to develop foundational values and attitudes in the teaching/learning of Home Economics.  (NTS 1g,p. 19;2c, p.20;3b, p.23; 3g, p.25;NTECF, p.14;NTECF p.18)									
Previous student to knowledge, prior le (assumed)	earning	and nutritionsy also have Economics	dent Teachers have ideas about Home Economics and everyday living (family living, healthy living and nutrition).  y also have fair ideas about the scope, concepts, focus, concerns and the four models of Home Economics from their previous lessons.									
Possible barriers to in the lesson	) learning	<ul><li>acaden</li><li>Cultura cleanin</li><li>Studen</li></ul>	<ul> <li>academic achievers)</li> <li>Cultural background of students where males (boys) do not perform home chores like cleaning, sweeping and taking care of younger children.</li> <li>Students' attitude towards activity-based learning</li> <li>Individual needs of learners</li> </ul>									
Lesson Delivery – c support students in achieving the outco	า		Practical Activity	Wor Base Lear		Seminars ✓	Indepe Study ✓	ndent	e-learning opportunitie	Practicum s		
Lesson Delivery mode of delivery support student to achieving the outcomes.  Purpose for the less you want the st	chosen t eachers i learnin	o pro n Us g as v Us pro at The purpos	ospects and e Interactive pects in Hore e OERs to de ospects in ea e for the lea	d progr ve lector me Eco develor each of sson is	ression ure /cl onomic o conc the as to exp	in Home Ecolors debate to essin a face — sept maps to espects in Homoses student to	nomics. discuss to –face nable st e Econo	the care tutor/st udent te mics. to the c	udent discussion eachers examin areer progress	in each of the on. e the career		
achieve, serves as the learning outc expanded version description. Write in full aspe NTS addressed	basis for omes. An of the cts of the	or component individual v e lesson, stud of Home Ed (NTECF, p.2	prospects in the studying of Home Economics. As an integrated subject area with its basic components as Food and Nutrition, Clothing and Textiles and Home Management, it affords the individual varied career paths apart from teaching the specific subject components. In this lesson, student teachers will get the opportunity to recognize the career progression in the field of Home Economics.  (NTECF, p.14).									
Learning Outcome lesson, picked and developed from th specification Learn indicators for each	e course ing	the end of student to able to:	Learning Outcomes: By the end of the lesson, the student teacher will be able to:					Identify which cross cutting issues – core and transfera skills, equity and addressin diversity. How will these be addressed.				
outcome		LO.1.Demo knowledge understand Career Prog Home Econ  LO.2.Demo knowledge understand Career Pros	and ing of the gression in omics.  nstrate and ing of the	ome	<ul> <li>Write reports (either group or individual) to explain the key Career Progression in each of the aspects in Home Economics.</li> <li>Make seminar presentations (either group or individual) on the career prospects in Home Economics</li> </ul>			in ssion in	<ul> <li>Cross-cutting Issues to be addressed in the lesson:         <ul> <li>Issues of SEN (Special Education Needsconsider seating arrangements for short sighted students)</li> <li>Gender needs</li> <li>socio-cultural and economic differences(Mixed groups)</li> </ul> </li> </ul>			

	Economics			2. Transferable skills to be addressed in the lesson:
	Sub-topics (if	Stage/Time	_	ng Activity to achieve learning
Topic Title	any):		_	on the delivery mode selected. ve group work or independent
			Teacher Activity	Student Activity
		1/		,
		1/ 10 Minu tes	<ul> <li>Introduction</li> <li>Guides student teachers' revision of previous knowledge on their</li> </ul>	Student teachers brainstorm     to review their knowledge and understanding of Home Economics.  Student teachers in groups
Career Progression/Career			understanding of Home Economics	Student teachers in groups, note down what they already about the topic and what they want to learn from the lesson.
Prospects in Home Economics	Career Progression in Home Economics	2/ 60 Minutes	<ul> <li>Group Work</li> <li>Leads a brainstorming session to guide student teachers to discuss the Career Progression in Home Economics</li> <li>ii. Facilitates students' group work to identify and discuss the Career Progression in each of the</li> </ul>	<ul> <li>Group Work</li> <li>Student teachers identify and discuss the Career Progression in Home Economics through brainstorming.</li> <li>Student teachers work in groups (mixed ability) to identify, explain and discuss the Career Progression in each of the aspects in Home Economics through think-pairshare and present findings to class.</li> </ul>
	Career Prospects in Home Economics	3/ 60 minutes	aspects in Home Economics through think- pair-share.  Interactive lecture Guides student teachers to identify and explain the Career Prospects in each of the aspects in	Interactive lecture  • Student teachers work in groups to identify and explain the Career Prospects in each of the aspects in Home Economics through brainstorming and present

		through brainstorming.	spidergrams encourage creativity in exhibits					
	4/ 40 minutes	Guides student teachers to identify, discuss and explain the Career Progression /prospects in each of the aspects in Home Economics through shower thoughts.	<ul> <li>Through shower thoughts, student teachers discuss and explain the Career Progression/prospects in each of the aspects in Home Economics through shower thoughts.</li> <li>Student teachers work in groups or individuals for seminar presentation on career progression/career prospects in Home Economics using OERs</li> </ul>					
	5/ 10 minutes	• Tutor leads student teacher recap the lesson and gives reading assignment to prepare for the next lesson.	<ul> <li>Conclusion</li> <li>Student teachers contribute and note the readings to prepare for next lesson.</li> </ul>					
Lesson assessments – evaluation of learning: of, for and as learning within the lesson (link to Learning Outcomes)	progression in Home • Group presentation of	ent teacher's participation in Economics. on career prospects in each c	discussions on career prospects and  of the aspects in Home Economics.  ssion in each of the aspects in Home					
Teaching Learning Resources	Learning Outcomes assessed: LO.1 & LO.2.  Mobile Phones, laptop computer/PCs Internet facility Textbooks Pictures /charts							
Required Text (core)	Stage, S. & Vincenti, V. B. (202 Profession Cornell University Pr	ess	nics: Women and the History of a					
Additional Reading List	Goldstein, Carolyn M. (2012). America. Chapel Hill, NC: Univ	_	Economists in Twentieth-Century lina Press.					
CPD Needs	Use of different Pedagogical s Use of ICT(e.g. <b>YouTube, MO</b>	skills - PDP Theme 1						

Year of B.Ed.	2	Semeste	r 1	Place o	f lesson in ser	nester	123456789101112			
Title of Lesson		Trends and development of Home Economics in Ghana : Lesson Duration 3 hours(180mins) Indigenous practices								
Lesson description		This lesson exposes the student teacher to the development of Home Economics in Ghana over the years. It exposes student teachers to the stages Home Economics evolved from its introduction into the formal school system, subject name changes and how those changes influenced the teaching and learning of Home Economics in Ghana. This lesson also affords student teachers to develop foundational values and attitudes in the teaching/learning of Home Economics (NTS 1g,p. 19;2c, p.20;3b, p.23; 3g, p.25;NTECF, p.14;NTECF p.18)								
Previous student teacher knowledge prior learning (assu Possible barriers to learning in the lesso	, med)	<ul> <li>dent Teachers have ideas about Home Economics and everyday living (family living, healthy living and nutrition). They also have fair ideas about the scope, concepts, focus, concerns and the four models of Home Economics from their previous lessons.</li> <li>Misconceptions about Home Economics Education( e.g. Home Economics is for low academic achievers)</li> <li>Cultural background of students where males (boys) do not perform home chores like cleaning, sweeping and taking care of younger children.</li> <li>Students' attitude towards activity-based learning</li> <li>Individual needs of learners</li> <li>Large class size</li> </ul>								
Lesson Delivery – chosen to support students in achievir the outcomes	ng	Face-to- face	Practical Activity	Work- Based Learning	Seminars ✓	Independ Study ✓	e-learning opportuniti		Practicum	
Lesson Delivery – mode of delivery ch to support stateachers in achi the learning outcon  Purpose for lesson, what want the state to achieve, s as basis for learning outco An expanyersion of description.  Write in full as of the addressed	the you dents erves the omes. Inded the pects	<ul> <li>Use shower thoughts to enable student teachers identify and discuss the background of Home Economics in Ghana.</li> <li>Use interactive lecture to enable student teachers explore the different names of Home Economics and create concept map using OERs for class presentation.</li> <li>Use class debate to discuss the indigenous practices in Home Economics</li> </ul> The purpose for this lesson is to expose the student teacher to the development of Home Economics in Ghana over the years. It guides student teachers to explore the stages Home Economics evolved from its introduction into the formal school system, subject name changes and how those changes influenced the teaching and learning of Home Economics in Ghana. This lesson also affords student teachers to develop foundational values and attitudes in the teaching/learning of Home Economics. Finally, the lesson shall seek to guide student teachers to develop their communication skills, demonstrate collaborative skills, independent thinking, inter-personal skills and creative skills through research, presentation and practice as Home Economics teachers. (NTECF, p.14 NTECF, p.9, 30).								
Learning Outco for the lesson, picked and developed fron course specifica Learning indicators each learning outco	n the ation for	trends ar developr	trate ge and inding of the ment of Hom cs in Ghana	• Ide tre of Gh	entify and expl nds and deve Home Econon ana in the pas e-video record nulations on the nds that have Home Econom	Identify which cross cutting issue core and transferable skills, equit and addressing diversity. How wi these be addressed.  1. Cross-cutting Issues to be addressed in the lesson:  Issues of SEN (Special Educating arrangements for short sighter students)  Gender needs  socio-cultural and economic differences (Mixed groups)				

	indigenou the teach learning c	e and nding of the is practices in ing and if Home s in Ghana in	<ul> <li>the past decade using OERs.</li> <li>Identify indigenous practices in Home Economics.</li> <li>Present a flowchart to trace the indigenous practices in Home Economics in Ghana over the past decade.</li> </ul>	<ul> <li>2. Transferable skills to be addressed in the lesson:</li> <li>communication skills</li> <li>Team work/collaborative skills (group work and group formation).</li> <li>digital literacy information</li> <li>(ICT) skills(through searching for information online and use of power point presentations)</li> <li>Leadership (group work and appointment of group leaders/secretaries).</li> </ul>			
Topic Title	Sub-topics (if any):	Stage/Time	depending on the deliv collaborative group work o				
			Teacher Activity	Student Activity			
		1/ 10 Minutes	Introduction Directs student teachers' review of previous knowledge on their understanding of Home Economics.	Introduction Student teachers brainstorm to review their knowledge and understanding of Home Economics.  Student teachers in groups, note down what they already about the topic and what they want to learn			
Trends and development of Home Economics in Ghana:	Developmen t of Home Economics in Ghana  Indigenous practices in the teaching and learning of Home Economics in Ghana	2/ 60 Minutes 3/ 50 Minutes	Interactive Lecture  Facilitates a discussion session to guide student teachers explore the historical development of Home Economics in Ghana over the past decade using OERs.  Guides student teachers through group activity, to discuss the trends and development of Home Economics in Ghana over the past decade.  Group Work  Directs student teachers to identify the indigenous practices in the teaching and learning of Home Economics in Ghana over the past	<ul> <li>from the lesson.</li> <li>Interactive Lecture</li> <li>Student teachers explore and discuss the historical development of Home Economics in Ghana over the past decade using OERs (e.g. slides, videos, charts).</li> <li>Student teachers work in groups to identify and discuss the trends and development of Home Economics in Ghana over the past decade with the aid of OERs from YouTube videos etc.</li> <li>Group Work</li> <li>Student teachers work in groups to identify the indigenous practices in the teaching and learning of Home Economics in Ghana and present findings on charts / spidergrams.</li> </ul>			
			decade with the aid of OERs.	Student-to- student			

		4/ 50 Minutes	Facilitates student teachers discussion on the trends and development of Home Economics in Ghana through shower	<ul> <li>presentations and discussions on indigenous practices in the teaching and learning of Home Economics in Ghana.</li> <li>Through shower thoughts, student teachers discuss the trends and development of Home Economics in Ghana. (Encourage student teachers to use Problem solving &amp; critical</li> </ul>
			thoughts.	thinking skills during the exercise)  Use simulations and pre-video
				recordings from sources such as YouTube, Khan Academy, Coursera, Udemy, MOOCs to demonstrate and discuss the trends and development in the study of Home Economics.
		5/ 10 minutes	Conclusion Tutor leads student	Conclusion dent teachers contribute and note
			teacher recap the lesson	the readings to prepare for next
			and gives reading assignment to prepare for	lesson.
			the next lesson.	
Lesson assessments –			ent for and as Learning	
evaluation of learning: of, for and as learning			teacher's participation in discu	ussions on the trends and
within the lesson (link		•	conomics in Ghana.	he teaching and learning of Home
to Learning Outcomes)		omics in Ghana	the margemous practices in t	and learning of Home
,				
		omes assessed: LO	0.1 & LO.2.	
Teaching Learning		le Phones, video		
Resources	•	p computer/PCs		
	Textb	net facility oooks		
		res /charts		
Required Text (core)	Stage, S. & Vir Profession	ncenti, V. B. (2018).	Rethinking Home Economics:	Women and the History of a
		ell University Press 1). <i>Home Economic</i>	s Past, Present and Future. Bo	oston: Allyn and Bacon Inc.
Additional Reading List	-		eating Consumers: Home Econ	omists in Twentieth-Century
			rsity of North Carolina Press.	
CPD Needs		nt Pedagogical skill:		and in a DDD Thomas 5
	Use of ICT(e.g	. YouTube, MOOC,	Udemy, Khan Academy) in Te	eacning- PDP Theme 5

Year of B.Ed.	2	Semester 1 Place of lesson in semester					123456789101112					
Title of Lesson		Contemporary Practices in the teaching and learning of Home Economics								Lesson Duration	3 hours(180mi ns)	
Lesson description	1	years. It the form learning foundati (NTS 1g	This lesson exposes the student teacher to the development of Home Economics in Ghana over the years. It exposes student teachers to the stages Home Economics evolved from its introduction into the formal school system, subject name changes and how those changes influenced the teaching and learning of Home Economics in Ghana. This lesson also affords student teachers to develop foundational values and attitudes in the teaching/learning of Home Economics.  (NTS 1g,p. 19;2c, p.20;3b, p.23; 3g, p.25;NTECF, p.14;NTECF p.18)									
Previous student to knowledge, prior (assumed) Possible barriers to learning in the les	o son	nutrition of Home  Miss achi Cult swe Stuc Indi	<ul> <li>achievers)</li> <li>Cultural background of students where males (boys) do not perform home chores like cleaning sweeping and taking care of younger children.</li> <li>Students' attitude towards activity-based learning</li> <li>Individual needs of learners</li> </ul>								for low academic ores like cleaning,	
Lesson Delivery – to support studen achieving the outo	ts in	Face- to- face	Practical Activity	Base		Seminars	Independe Study		e-learr opport	tunities	Practicum	
Lesson Delivery mode of delivery to support teachers in achieve learning outcomes.  Purpose for lesson, what want the studies achieve, ser basis for the outcomes. expanded verified the description.	chosen student ving the s. r the at you dents to ves as learning An rsion of	<ul> <li>Use interactive lecture to make a brief presentation on the contemporary practices in Home Economics.</li> <li>Use group discussion to enable student teachers identify and discuss the contemporary practices and to explore the different names of Home Economics in Ghana.</li> <li>Use class debate to discuss the contemporary practices in the teaching and learning of Home Economics with the aid of OERs.</li> <li>The purpose for the lesson is to expose student teachers to enable student teachers develop knowledge and understanding of the relevant concepts, scope, focus and concerns of Home Economics. It further provides opportunity for student teachers to become conscious of the concerns and how to address these concerns to enhance better living. Ultimately, the lesson shall seek to guide student teachers to develop their communication skills, demonstrate collaborative skills, independent thinking, and inter-personal skills (NTECF, p.14).</li> </ul>										
Write in full of the NTS ad     Learning Outofor the lesson and develope the course specification Learning indicator each learning outof	aspects dressed come , picked d from	the end student able to: LO.1.De knowled understa contemp develope	<b>teacher</b> emonstrat	esson, the will be the the ends and dome	:	or individual) to explain the contemporary trends and development of Home Economics in Ghana.			equity a equity a How wi L. Cross eddress lssu Edu con arra sigh	and transf and addre Il these be sed in the ues of SEN ucation Ne nsider sea angement nted stude	(Special eds- e.g. ting s for short ents)	
						and simulation contemporary have occurred	practices tl		<ul> <li>Gender needs</li> <li>socio-cultural and economic differences(Mixed groups)</li> </ul>			

	L.O2. Demonstra knowledge and understanding of contemporary pro the teaching and of Home Econom Ghana in the past	f the ractices in learning nics in		Economics in recent years using OERs.  Present a flowchart to trace the contemporary practices in the teaching and learning of Home Economics in Ghana in recent years.	(group work and group				
Topic Title	Sub-topics (if any):	Stage/Tim	ne	Teaching and Learning Activity to achieve learning outcome depending on the delivery mode selected. Teacher led collaborative group work or independent					
				Teacher Activity	Student Activity				
		1/ 10minutes	<b>3</b>	Introduction Guides student teachers' to review their previous knowledge on their understanding of Home Economics.	Introduction Student teachers brainstorm to review their knowledge and understanding of Home Economics.  Student teachers in groups, note down what they already about the topic and what they want to learn from the lesson.				
Trends and development of Home Economics in Ghana: Contemporary practices	Contemporary practices	2/ 50 minutes		=		-		Interactive Lecture  • Facilitates a brainstorming session to guide student teachers discuss the contemporary trends and development of Home Economics in Ghana.	<ul> <li>Interactive Lecture</li> <li>Student teachers discuss the contemporary trends and development in Home Economics through brainstorming.</li> <li>Student teachers use think, pair, share technique to identify and discuss contemporary trends and development of Home Economics in Ghana through brainstorming.</li> </ul>
		3/ 60 minute	ess	Group Work  ■ Guides student teachers through group work to discuss the contemporary trends and developments in the teaching and learning of Home Economics in Ghana over the past decade using OERs from sources such as YouTube, https://education.sea ttlepi.com/seven- areas-home- economics- 1946.html.	Group Work  Student teachers work in groups to access the website https://education.seattlepi.com/seven-areas-home-economics-1946.html to identify the contemporary trends and developments in the teaching and learning of Home Economics in Ghana and present findings on charts / spidergrams.  Student-to-student presentations and discussions on contemporary practices in the teaching and learning of Home Economics in Ghana.				

	4/ 30 minutes	Class Discussion  Leads student teachers discussions on the contemporary trends and developments of Home Economics in Ghana through shower thoughts.  Conclusion Tutor leads student teacher recap the lesson and administer a 20 minutes quiz Tutor gives reading assignment to prepare for the next lesson.	Class Discussion Through shower thoughts, student teachers discuss the contemporary trends and development of Home Economics in Ghana  Student teachers demonstrate and discuss the contemporary trends in the study of Home Economics using simulations and pre-video recordings from OERs.  Conclusion Student teachers contribute and note the readings to prepare for next lesson.  Student teachers write a 20minutes quiz			
Lesson assessments – evaluation of learning: of, for and as learning within the lesson (link to Learning Outcomes)	<ul> <li>and development of Hom</li> <li>Group presentations on t Economics.</li> <li>Learning Outcomes assessed: LO.</li> </ul>	eacher's participation in discu ne Economics in Ghana. he contemporary practices in 1 & LO.2.	ussions on the contemporary trends  In the teaching and learning of Home			
Teaching Learning Resources Required Text (core)	Mobile Phones, laptop computer/PCs, Internet facility, Textbooks, Pictures /charts  Stage, S. & Vincenti, V. B. (2018).Rethinking Home Economics: Women and the History of a Profession  Cornell University Press  East M. (1980). Home Economics Past, Present and Euture. Boston: Allyn and Bacon Inc.					
Additional Reading List CPD Needs	East, M. (1980). Home Economics Past, Present and Future. Boston: Allyn and Bacon Inc.  Goldstein, Carolyn M. (2012). Creating Consumers: Home Economists in Twentieth-Century America.  Chapel Hill, NC: University of North Carolina Press.  Use of different Pedagogical skills - PDP Theme 1  Team Teaching - PDP Theme 4					
	Use of ICT(e.g. <b>Youtube, MOOC, U</b>	<b>Idemy, Khan Academy)</b> in Te	aching- PDP Theme 5			

Year of B.Ed. 2 Semester 1 Place of lesson in semester	12345678 <b>9</b> 10 11 12
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Title of Lesson	Meanings/ Economics	<del>-</del>	Entreprene	eurship in Ho	ome Les	sson Duration	2 hours (180mins)		
Lesson description	This lesson is designed to expose the student teacher to the foundational concepts of entrepreneurship and greening TVET. It will further expose the student teacher to demonstrate knowledge and skills in recycling waste, renovation of articles and re-chaufee dishes. The course is expected to adequately prepare the student teacher to finally settle on the values and attitudes in the teaching/learning of Home Economics.  (NTS 1g,p. 19;2c, p.20;3b, p.23; 3g, p.25;NTECF, p.14;NTECF p.18)								
Previous student teacher knowledge, prior learning (assumed)	Student Teachers have ideas about Home Economics and everyday living (family living, healthy living and nutrition).								
Possible barriers to learning in the lesson	<ul> <li>Misconceptions about Home Economics Education( e.g. Home Economics is for low academic achievers)</li> <li>Cultural background of students where males (boys) do not perform home chores like cleaning, sweeping and taking care of younger children.</li> <li>Students' attitude towards activity-based learning</li> <li>Individual needs of learners</li> </ul>								
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to- face	Practical Activity	Work- Based Learnin	Seminars	Independent Study	e-learning opportunitie	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	<ul> <li>Use think, pair and share to enable students discuss and explain the foundational concepts of entrepreneurship in Home Economics.</li> <li>Use Class discussion/group activity to identify and discuss entrepreneurial skills and traits in Home Economics observed in the community</li> <li>The purpose for this lesson is to expose the student teacher to the foundational concepts of entrepreneurship (meaning of entrepreneurship, characteristics of entrepreneurship and entrepreneurial skills) in Home Economics. It will further expose the student teacher to</li> </ul>								
<ul><li>expanded version of the description.</li><li>Write in full aspects of the NTS addressed</li></ul>	dishes. (NTS 1g,p.	19;2c, p.20;	3b, p.23; 3 <sub>{</sub>	g, p.25;NTEC	F, p.14;NTECF	p.18)			
Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome	Learning Outcomes: By the end of the lesson, the student teacher will be able to:					Identify which cross cutting issues – core and transferable skills, equity and addressing diversity. How will these be addressed.			
	and unders	onstrate kno standing of t al concepts eurship in Ho	the of	Home E	ional s of eneurship in conomics.	<ul> <li>addressed in</li> <li>Issues of</li> <li>Education</li> <li>consider</li> <li>arrangem</li> <li>sighted st</li> </ul>	SEN (Special n Needs- seating nents for short tudents)		
		onstrate kno standing of t		entrepre	the eristics of eneurship epreneurial	<ul> <li>Gender n</li> <li>socio-cult economic difference</li> </ul>	tural and		

	entrepreneurship and entrepreneurial skills Economics.		•	skills in Home Economics.  Identify and discuss potential entrepreneurial ideas in Home Economics.	groups)  2. Transferable skills to be addressed in the lesson:								
Topic Title	Sub-topics (if any):	Stage/Time	•	outcomes dependi	ing Activity to achieve learning ng on the delivery mode d, collaborative group work or								
				Teacher Activity	Student Activity								
		1/ 10 Minutes		-		-		-		· -		Introduction Guides student teachers' revision of previous knowledge on their understanding of Home Economics.	Introduction Student teachers brainstorm to review their knowledge and understanding of Home Economics.  Student teachers in groups, note down what they already about the topic and what they want to learn from the lesson.
Concepts, Scope, focus and concerns of Home Economics	Foundational concepts of entrepreneurship in Home Economics.	2/ 70 Minutes	•	<ul> <li>Group Work</li> <li>Tutor,         facilitates a         brainstorming         session to         guide student         teachers to         discuss and         explain the         foundational         concepts of         entrepreneurs         hip in Home         Economics.</li> <li>Tutor through         group work,         guides         students to         identify the         characteristics         of         entrepreneurs         hip in Home         Economics.</li> </ul>	Student teachers discuss and explain the foundational concepts of entrepreneurship in Home Economics through brainstorming.  (Use 15minutes for class presentations)      Student teachers identify and discuss the characteristics of entrepreneurship in Home Economics (Use 10minutes for Group reports)								

	1			
		3/	Class Discussion	Class Discussion
		50 Min	Tutor guides	Student teachers work in
		utes	student teachers to	groups to identify the entrepreneurial skills and
				·
			identify and	traits in Home Economics
			discuss	observed in the
			entrepreneuria I skills and	community and present
				findings on charts /
			traits in Home	spidergrams (Use
			Economics	10minutes)
			observed in	6
			the	Student teachers use
			community.	think- pair-share
				technique to identify and
				discuss potential
				entrepreneurial ideas in
				Home Economics.
		4/	<ul> <li>Tutor guides</li> </ul>	Through shower thoughts,
		40 minutes	student	student teachers discuss
			teachers to	the foundational
			discuss the	concepts, characteristics
			foundational	of entrepreneurship in
			concepts,	Home Economics.
			characteristics	
			and traits of	Student teachers work in
			entrepreneurs	groups (consider gender
			hip and	balance) or individuals for
			entrepreneuria	seminar presentation on
			l skills in Home	entrepreneurial ideas in
			Economics	Home Economics.
			through	
			shower	
		_,	thoughts.	
		5/	Conclusion	Conclusion
		10 minutes	Tutor leads	Student teachers
			student	contribute and note the
			teacher recap	readings to prepare for
			the lesson	next lesson.
			and gives	
			reading	
			assignment to	
			prepare for	
			the next	
Lesson assessments – evaluation	In Losson Assessment	t · Accoccesort f	lesson.	
	In Lesson Assessmen		=	scions on the foundational
of learning: of, for and as learning within the lesson (link to Learning			Home Economics.	ssions on the foundational
Outcomes)				urial skills in Home Economics
- Cattornes,				rial ideas in Home Economics.
	Group seminar p	resentations on	potential entrepreneu	ina ideas in nome economics.
	Learning Outcomes a	ssessed. I O 1 9.	10.2	
Teaching Learning Resources	Mobile Phor		LU.L.	
readining Learning Nesources	laptop comp	-		
		псу		
	Textbooks     Disturce /chr	arte		
Populared Tout (core)	Pictures /cha      Pictures		Entropropouration Ct-	ing dovoloping and managing
Required Text (core)			Entrepreneursnip Star 'ork II	ing, developing and managing a
	new Enterprise(4thEo	a., rioille VV	OI K II	
Additional Reading List	Hatak I & Roinor E /	2010) Entrepro	neurship Education in S	Secondary Schools
Additional Reduing List	· ·		•	Innovative Pathways for
	Domaia F., Rafat, R. O	., LOSKII 1130, J.,Q		

	University Entrepreneurship in the 21stCentury. UK: Emerald Group Publishing Ltd
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

Semester

1

Year of B.Ed.

fear of B.Ed.		Semeste	1	Place OI	iesson in sem	lester	12345678	9 10 11 12			
Title of Lance		Farradations	Foundational concepts of entrepreneurship and Greening TVET: Lesson 3 hours								
Title of Lesson			· · · · · · · · · · · · · · · · · · ·								
Lesson description			•								
Lesson description			This lesson is designed to expose the student teacher to the foundational concepts of entrepreneurship and greening TVET. It will further expose the student teacher to demonstrate								
		-	knowledge and skills in recycling waste, renovation of articles and re-chaufee dishes. This lesson is								
		_	expected to adequately prepare the student teacher to finally settle on the values and attitudes in								
			the teaching/learning of Home Economics.								
		-				L4;NTECF p.18	)				
Previous student tea	cher						living (family livii	ng. healthy living			
knowledge, prior		and nutritio				, , , ,	5 ( - 7	0, 11 1			
learning (assumed)			•	wledge and	understanding	g of the conce	pts, of entrepren	eurship in Home			
		Economics.		_				•			
Possible barriers to		Miscon	ceptions abo	ut Home Ec	onomics Educ	ation( e.g. Ho	me Economics is f	or low academic			
learning in the lesso	n	achieve	ers)								
		<ul> <li>Cultura</li> </ul>	l background	d of studen	ts where ma	ales (boys) do	not perform h	ome chores like			
		cleaning	g, sweeping a	and taking ca	re of younger	children.					
		<ul> <li>Student</li> </ul>	ts' attitude to	wards activi	ty-based learr	ning					
		• Individu	ual needs of l	earners							
		<ul> <li>Large cl</li> </ul>	ass size								
Lesson Delivery – ch	osen	Face-to-	Practical	Work-	Seminars	Independen	t e-learning	Practicum			
to support students		face	Activity	Based		Study	opportunities				
achieving the outcor	mes	<b>✓</b>		Learning	✓		✓				
Lesson Delivery -			_				enable student tea	-			
mode of delivery ch					ening TVET in	Home Econor	nics using OERs, v	deos from the			
• •	udent		e/other sour								
teachers in achievin	g the					observed prac	tices that impede	Greening TVET			
learning outcomes.			e Economics		•						
		_				•	development in a				
				lovation of a	rticles and re-	cnautee disne	s)in Home Econon	nics for class			
a Dumasa far	46.0	present		ccon ic to c	vnoso the st	udant taashar	to the foundation	onal concepts of			
<ul> <li>Purpose for lesson, what</li> </ul>	the you							preneurship and			
want the studer	•	•		•	•	• •	expose the stud	•			
achieve, serve							of articles and re-				
basis for the lea											
outcomes.	An	(NTS 1g,p. 1	9;2c, p.20;3b	, p.23; 3g, p	.25;NTECF, p.1	L4;NTECF p.18	)				
expanded version	on of		•		•	•					
the description.											
<ul> <li>Write in full as</li> </ul>	pects										
of the	NTS										
addressed						<b>.</b>					
<ul> <li>Learning Outcor</li> </ul>	me	_	utcomes: By		ning Indicators	-	which cross cutting	_			
for the lesson,			he lesson,				nsferable skills, eq				
picked and			cher will be	able			ing diversity. How	will these be			
developed from		to:			Suplata (U. 1	address		ha addus			
course specifica		IO 1 Dame	nctrato		xplain the te		_	be addressed in			
Learning indicators f each learning outcor		LO.1. Demonstrate greening TVET the lesson:  knowledge and supering TVET									
each learning outcor	iie	understandi			Discuss the		es of SEN (Special eds- consider seat				
			of the of the of		oundational		ingements for sho	_			
		greening TV			oncepts of		dents)	. c signiced			
		5. ccimig i v			reening TVET		ider needs				
				_	lome		o-cultural and eco	nomic			
					conomics.		erences(Mixed gro				
		L				uiii	c. chicco(iviinea git				

Place of lesson in semester

123456789101112

	LO.3.Demons understandin greening TVE waste, re-nov articles and re dishes) in Home Eco	nd g of the creening TVET in mics.  ctrate g and skills in T(recycling vation of e-chaufee  nomics	relevance of the concepts of recycling waste, re-novation of articles and re-chaufee dishes in Home Economics.  Identify observed practices that impede Greening TVET within the community.  Explore ways to improve such practices.	Transferable skills to be addressed in elesson:     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).	
	Sub- topics(if	Stage/Time	_	Activity to achieve learning outcomes livery mode selected. Teacher led,	
Topic Title	any):		collaborative group work	or independent	
			Teacher Activity	Student Activity	
		1/ 10 Minu tes	Introduction  ● Guides student teachers' review previous knowledge on their understanding of the concepts of entrepreneurship in Home Economics.	<ul> <li>Introduction</li> <li>Student teachers brainstorm to review their knowledge and understanding of the concepts of entrepreneurship in Home Economics.</li> <li>Student teachers in groups, note down what they already about the topic and what they want to learn from the lesson.</li> </ul>	
Foundational concepts of entrepreneurship and Greening TVET	Meanings/ Concept of Greening TVET	2/ 60 Minutes	<ul> <li>Class Discussion         <ul> <li>Initiates discussion sessions with the aid of videos/OERs to guide student teachers explain greening TVET and share ideas in pairs.</li> </ul> </li> <li>Facilitates student teachers group work to explore OERs to identify the foundational concepts of greening TVET in Home Economics.</li> </ul>	<ul> <li>Class Discussion         <ul> <li>Student teachers identify and discuss their understanding of greening TVET in pairs with the aid of OERs.</li> </ul> </li> <li>Student teachers work in groups to identify the foundational concepts of greening TVET in Home Economics using OERs, videos from the YouTube/other sources.         <ul> <li>(Use 15 minutes for group presentations)</li> </ul> </li> </ul>	

	Relevance of Greening TVET in Home Economics.	3/ 60 minutes	Guides student     teachers to explore     skills development     in greening TVET     (recycling waste, renovation of articles     and re-chaufee     dishes) in Home     Economics.	Student teachers work in groups to explore skills development in greening TVET( recycling waste, re-novation of articles and re-chaufee dishes)in Home Economics and present findings on charts / exhibits (encourage creativity in presentations) [Use 15-20 minutes for presentation]		
		4/ 40 minutes	Class Discussion  ■ Facilitates student teachers' reflections on Greening TVET using community walks technique.  (Use take home assignment)	Class Discussion  ■ Student –to-student presentations on observed practices that impede Greening TVET in Home Economics within the community/ suggestions for improvement and share with class as project works.  (Use 20 minutes for reporting)		
		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)	Observating greening     Group preconomi	tion of student tea TVET in Home Ec resentations on pr cs.	onomics. ractices that impede Greenin <sub>i</sub>	ssions on the foundational concepts of g TVET within the community in Home		
Teaching Learning Resources	Learning Outcomes assessed: LO.1, L.O.2 & LO.3.  Mobile Phones, laptop computer/PCs Internet facility Textbooks Pictures /charts					
Required Text (core)	Hisrich, R. D. & Petres, M. P. (2000). Entrepreneurship Staring, developing and managing a new Enterprise (4thEd.)  Home Work II.					
Additional Reading List	Donald F., Ku	rat, K. O., Loskinis	trepreneurship Education in so, S. & Wheeler A. R. (2014) Century. UK: Emerald Group	Innovative Pathways for University		
CPD Needs	Team Teachir	ng – PDP Theme 4	ills - PDP Theme 1 C, Udemy, Khan Academy) ir	n Teaching- PDP Theme 5		

Year of B.Ed. 2	Semester	mester 1 Place of lesson in semester			er 1	12345678910 <b>11</b> 12			
Title of Lesson		Factors to consider in setting up a small business I- (space, labour, raw-materials, transport, market)						ırs(180mins)	
Lesson description	This lesson is designed to expose the student teacher to the foundational concepts of entrepreneurship, factors to consider when setting up a small scale businesses and identifying potential business prospects. It will further expose the student teacher to competencies and skills in managing a small scale business in Home Economics. The course is expected to adequately prepare the student teacher to finally settle on the values and attitudes in the teaching/learning of Home Economics and prospective business prospects.  (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)  Possible barriers to learning in the lesson	living and meanings  • Misco acade	<ul> <li>dent Teachers have ideas about Home Economics and everyday living (family living, healthy living and nutrition). They also have fair knowledge and understanding of the concepts and meanings of Greening TVET in Home Economics</li> <li>Misconceptions about Home Economics Education( e.g. Home Economics is for low academic achievers)</li> </ul>							
Lesson Delivery – chosen to	<ul><li>cleani</li><li>Stude</li><li>Individe</li></ul>	ng, sweep nts' attitu	ing and takin	g care of young ctivity-based lea	er children.			Practicum	
support students in achieving the outcomes	face ✓	Activity	Based Learning	Seminars	nt Study	opportu	_	Fracticum	
Lesson Delivery – main mod of delivery chosen to suppor 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. A expanded version of the description.  • Write in full aspects of the NTS addressed	setting Use SI setting The purpo understan when setti and identi competen expected t attitudes i	setting up small scale businesses in Home Economics.							
Learning Outcome for the lesson, picked and developed from the course specification  Learning indicators for each	Outcomes end of th the studer will be abl	e lesson, nt teacher		ndicators		skills, equi diversity. I	re and t ty and a How will	ransferable iddressing	
learning outcome	LO.1.Demo knowledge understan the factors consider w setting up businesses LO.2. Dem understan and skills i up and ma small busin	onstrate and ding of to when small to onstrate ding n setting unaging	<ul> <li>Identify the factors to consider when setting up small businesses in Home Economics.</li> <li>Discuss the factors to consider when setting up small businesses in Home Economics.</li> <li>Identify possible aspects in Home Economics for setting up a small business.</li> <li>Identify possible aspects in Home Economics for setting up a small business.</li> <li>Identify possible aspects in Home Economics for setting up a small business.</li> </ul>						

Topic Title	Home Economic  Sub-topics (if	Stage/Time	_	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 the delivery mode selected.
	any):			group work or independent
			Teacher Activity	Student Activity
		1/ 10 Minutes	Introduction Tutor guides student teachers' revision of previous knowledge on their understanding of foundational concepts of entrepreneurship in Home Economics.	Introduction Student teachers brainstorm to review their knowledge and understanding of foundational concepts of entrepreneurship in Home Economics  Student teachers in groups, note down what they already about the topic and what they want to learn from the lesson.
Foundational concepts of entrepreneurship and Greening TVET:	Factors to consider when setting up a small business - (e.g. space, labour, rawmaterials, transport, market)	2/ 80 Minutes	<ul> <li>Class Discussion</li> <li>Facilitates a whole class discussion session to guide student teachers identify factors to consider when setting up small scale businesses in Home Economics through brainstorming.</li> <li>Through group work, guide student teachers to explore OERs to discuss factors to consider when setting up small scale businesses of Home Economics.</li> </ul>	<ul> <li>Class Discussion</li> <li>Student teachers identify factors to consider when setting up small scale businesses in Home Economics with the aid of OERs through "think pair and share" technique.</li> <li>Student teachers work in groups to explore OERs to discuss factors to consider when setting up small scale businesses of Home Economics using videos.</li> </ul>
		3/ 70 minutes	Group Work  Guides student teachers to explore entrepreneurial skills needed in setting up and managing small businesses in Home Economics	Group Work  ■ Student teachers work in groups to explore the entrepreneurial skills in setting up and managing small businesses in Home Economics and present findings on charts / spidergrams

reflect on through s thoughts  Lesson assessments – evaluation of learning: of, for and as learning within the  In Lesson Assessment : Assessment for and as Lee  • Observation of student teacher's participation consider when setting up small business	re presentations and discussions on eachers to lesson setting up and managing small businesses in Home Economics.  arning pation in discussions on the factors to						
Learning Outcomes assessed: LO.1 & LO.2.	Learning Outcomes assessed: I 0.1.8.1.0.2						
Teaching Learning Resources  • Mobile Phones,							
laptop computer/PCs	· · · · · · · · · · · · · · · · · · ·						
Internet facility	Internet facility						
Textbooks	Textbooks						
Pictures /charts							
Required Text (core) Hisrich, R. D. & Petres, M. P. (2000). Entrepren	eurship Staring, developing and managing a						
new Enterprise(4thEd.) Home Work II							
Additional Reading List  Hatak, I & Reiner, E. (2010). Entrepreneurship Edu	•						
Donaid F., Kurat, K. O., Loskiniso. S. & Wheeler A.	Donald F., Kurat, K. O., Loskiniso, S. & Wheeler A. R. (2014) Innovative Pathways for University						
Entrepreneurship in the 21stCentury. UK	Emerald Group Publishing Ltd						

Year of B.Ed.	2	Semes	ter 1	Place	of lesson in s	emester	1234567891011 12		
Title of Lesson		REVISION OF SEMESTER COURSE WORK     Factors to consider to when setting up a small business- II     (selecting business name, registration procedure and start-up capital).						Lesson Duration	3 hours(180mins )
Lesson description	n	This lesson is designed to expose the student teacher to the foundational concepts of entrepreneurship, factors to consider when setting up a small scale businesses and identifying potential business prospects. It will further expose the student teacher to competencies and skills in managing a small scale business in Home Economics. The course is expected to adequately prepare the student teacher to finally settle on the values and attitudes in the teaching/learning of Home Economics and prospective business prospects. Finally, the lesson also provides avenue to review the semester's course work.  (NTS 1g,p. 19;2c, p.20;3b, p.23; 3g, p.25;NTECF, p.14;NTECF p.18)							
Previous student teacher knowledg prior learning (ass Possible barriers t learning in the les	sumed) to	Student Teachers have ideas about Home Economics and everyday living (family living, healthy living and nutrition). They also have fair knowledge and understanding about how to set up businesses in Home Economics.  Misconceptions about Home Economics Education( 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 achieve the outcomes	t	Face-to- face	Practical Activity	Work- Based Learning	Seminars	Independent Study		rning rtunities	Practicum
	lelivery upport rs in	<ul> <li>Use Group work to identify factors to consider when setting up small businesses in Home Economics.</li> <li>Use Interactive Lecture to guide students to review the course for the semester.</li> </ul>							
<ul> <li>Purpose for lesson, what want the street to achieve, as basis for learning out An expression of description.</li> <li>Write in full a of the addressed</li> </ul>	t you udents serves or the comes. panded the	concepts o business n prospects. scale busin various les student tes	of entreprend name, regist It will furthen ness in Home ssons to pre acher would	eurship, factor ration proce er expose the e Economics. pare them for be adequate	ors to consider dure and significant teal student teal or the end of the electric prepared	er when setting tart-up capital) cher to compet chers will revie of semester exa	up sm and idencies wand ams wi e on th	all scale bus dentifying pand skills in connect knot th the expe e values an	vant foundational sinesses (selecting potential business managing a small owledge from the ectations that the d attitudes in the

Learning Outcome for the lesson, picked and developed from the  Learning Outcome the end of the lesson the student teston.		sson,	Indicators		Identify which cross cutting issues – core and transferable skills, equity and addressing diversity. How will these be addressed.			
course specification Learning indicators for each learning outcome	LO.1.Demonstrate knowledge and understanding of t factors to consider when setting up sn businesses in Hom Economics	he nall	face cooking set so the cooking set	entify the ctors to nsider when tting up nall sinesses in ome onomics.  Scuss how to t up and anage a nall business Home onomics.  aft a mini siness plan guide in tting up a nall business.	lesson:  Issues of consider sighted second groups  Transferabe commune Team woo group for digital lite (ICT) skill online are Leadersh	-		
Topic Title	Sub-topics (if any):	Stage	e/Time	depending	nd Learning Activity to achieve learning outcome on the delivery mode selected. Teacher led e group work or independent			
				Teacher Activity		Student Activity		
		1/ 10 M	inutes	Introduction Tutor guides student teachers' revision of previous knowledge on their understanding of Home Economics		Introduction Student teachers brainstorm to review their knowledge and understanding of Home Economics  Student teachers in groups, note down what they already about the topic and what they want to learn from the lesson.		
Foundational concepts of entrepreneurship and Greening TVET	Factors to consider when setting up a small business – (selecting business name, registration procedure and start-up capital).			discussion with the videos/C student identify consider setting business Economi  Through tutor, guiteachers OERs to factors when setting to vide the videos of the videos	facilitates a on session he aid of DERs to guide teachers factors to when up small es in Home cs  group work, uides student to explore discuss the to consider tting up small es in Home	Class Discussion  Student teachers identify factors to consider when setting up small businesses in Home Economics with the aid of OERs  Student teachers work in groups to discuss factors to consider when setting up small businesses in Home Economics using videos.		

3/ Group work 40 minutes • Tutor guides student • Student teachers work							
All minites   A Tutor guidos student   A Student teachers work							
	-						
teachers to explore to explore how to set	•						
how to set up and manage small busine	esses in						
manage small Home Economics an	nd share						
businesses in Home with class on c	chats /						
Economics spidergrams.							
Student teachers work	in groups						
to craft a mini business	s plan for						
setting up small busir	nesses in						
any one of the aspects	of Home						
Economics for presenta	ation.						
4/ <u>Interactive Lecture</u> <u>Interactive Lecture</u>							
<b>70 minutes</b> Tutor uses <b>think- pair –</b> Student teachers use <b>think-</b>	pair –						
share/ group discussion   share/ group discussion tech	hnique						
<b>technique</b> for student to review the course .							
teachers to reflect on							
course.							
Lesson assessments – Category of Assessment: Written Examination/Test(End of course)							
evaluation of learning: Students teachers are assessed by summative examination on:							
of, for and as learning  • The foundational history and philosophies of Home Economics Education and the relev	ance to						
within the lesson (link national development.							
to Learning Outcomes)  • The concepts in Home Economics and national development.							
The trends and development in the teaching and learning of Home Economics in Ghana	a in the						
past decade							
The major trends that have occurred from the indigenous to contemporary era in Home	2						
Economics Education							
	rial ckille						
setting up small scale businesses) and greening TVET	• Foundational concepts of entrepreneurship (meaning of entrepreneurship, entrepreneurial skills,						
	The factors to be considered in setting up small scale business						
	Learning Outcomes assessed: CLO1, CLO 2 & CLO 3  Mobile Phones Janton computer/PCs Internet facility Toutbooks Dictures /sharts						
Teaching Learning  Mobile Phones, laptop computer/PCs, Internet facility ,Textbooks, Pictures /charts  Resources							
	ng 2 now						
	Hisrich, R. D. & Petres, M. P. (2000). Entrepreneurship Staring, developing and managing a new						
Additional Reading List Hatak, I & Reiner, E. (2010). Entrepreneurship Education in Secondary Schools.	Enterprise(4thEd.) Home Work II  Hataly J. & Reiner, E. (2010) Entrepreneurship Education in Secondary Schools						
Donald F., Kurat, K. O., Loskiniso, S. & Wheeler A. R. (2014) Innovative Pathways for Univers	itv						
Entrepreneurship in the 21stCentury. UK: Emerald Group Publishing Ltd	псу						
CPD Needs Use of different Pedagogical skills - PDP Theme 1							
Team Teaching – PDP Theme 4							
Use of ICT(e.g. <b>YouTube, MOOC, Udemy, Khan Academy)</b> in Teaching- PDP Theme 5							
Course Assessment  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%  Operation of the publicative state of the						
Organisation of the subject portfolio-10%(how it is presented and organised)							
<sup>2</sup> 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 pu	urpose of						
the project							
Substantive or main section - 40%							
	Conclusion - 30%						
Conclusion - 30%							

<sup>&</sup>lt;sup>1</sup> see rubrics on Subject Portfolio Assessment in annex 6 of NTEAP

<sup>&</sup>lt;sup>2</sup> see rubrics on Subject Project Assessment in annex 6 of NTEAP

