

YEAR 2

SEMESTER 1

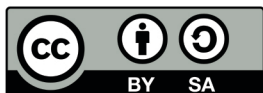
# Four-Year B.Ed. Course Manual

## TVET - PHILOSOPHICAL FOUNDATIONS AND CONCEPTS IN HOME ECONOMICS





The Government of Ghana



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# FOREWORD

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

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

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

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

Professor Mohammed Salifu Director General, Ghana Tertiary Education Commission

# ACKNOWLEDGEMENTS

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

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

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

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

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

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

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

## CORE WRITING TEAM

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

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

# INTRODUCTION TO COURSE MANUALS

Welcome to this B.Ed. Course manual.

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

The manuals serve the following purposes:

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

Specifically, they also:

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

Who are course manuals for:

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



# USING THIS MANUAL

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

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

My teaching philosophy is .....

In view of this philosophy, I will facilitate this course by/through .....

## A. Course information

### 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. ”**

#### Course Details:

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

#### 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-chauffee 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

##### 5. Course Learning Outcomes

**By the 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).
- 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
- 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)

##### 6. Learning indicators

- Open Educational Resources-(OER) to specify and compare the concepts and philosophies in Home Economics
- 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
- 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.

Unit	Topic	Sub-topic (If any)	Teaching and learning activities to achieve the learning outcome:
1	<b><i>The concepts of Home Economics (concept, scope, focus and concerns of Home Economics).</i></b> (1 week)	<ul style="list-style-type: none"> <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> </ul>	<ul style="list-style-type: none"> <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> <li>• Use <b>simulations and pre-video recordings</b> 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> </ul>
	<b><i>The development of Home Economics.</i></b> (1 weeks)	<ul style="list-style-type: none"> <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 style="list-style-type: none"> <li>• Use <b>group discussions</b> to enable student-teachers discuss the trends and relevant foundational history of Home Economics.</li> </ul>
3	<b>The models that shaped Home Economics - (2 weeks)</b>  <b>Philosophical Foundations of Home Economics</b> (1 week)	<ul style="list-style-type: none"> <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 style="list-style-type: none"> <li>• Use <b>group discussions</b> to enable student teachers discuss the various models that have shaped Home Economics Education.</li> <li>• Use <b>concept maps</b> 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 <b>think- pair -share</b> to help student teachers demonstrate knowledge and understanding of the Philosophical Foundations of Home Economics Education.</li> <li>• Use <b>processes of research</b> to enable student teachers discover how to gather about needs of individuals and families.</li> </ul>

5	<b>Trends and development of Home Economics in Ghana (3 weeks)</b>	<ul style="list-style-type: none"> <li>• Indigenous practices</li> <li>• Contemporary practices</li> <li>• Career progression/career prospects in Home Economics</li> </ul>	<ul style="list-style-type: none"> <li>• 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).</li> <li>• Group discussions on the major trends in Home Economics Education in Ghana.</li> </ul>
6	<b>Foundational concepts of entrepreneurship and Greening TVET. (4 weeks)</b>	<ul style="list-style-type: none"> <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 style="list-style-type: none"> <li>• Use <b>shower thoughts</b> to enable student teachers to discuss the meaning of entrepreneurship.</li> <li>• Use <b>project work</b> to enable student teachers discuss greening TVET in Home Economics.</li> <li>• Use <b>interactive lecture</b> 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**

Showers 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).

# LESSON 1

Year of B.Ed.	2	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	Concepts, Scope, focus and Concerns of Home Economics.						Lesson Duration	3 hours(180mins)
<b>Lesson description</b>	<p>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.</p> <p>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)</p>							
<b>Previous student teacher knowledge, prior learning (assumed)</b>	Student Teachers have ideas about Home Economics and everyday living (family living, healthy living and nutrition).							
<b>Possible barriers to learning in the lesson</b>	<ul style="list-style-type: none"> <li>Misconceptions about Home Economics (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>							
<b>Lesson Delivery – chosen to support students in achieving the outcomes</b>	Face-to-face ✓	Practical Activity	Work-Based Learning	Seminars ✓	Independent Study ✓	e-learning opportunities ✓	Practicum	
<b>Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.</b>	<ul style="list-style-type: none"> <li>Face –to-face interactions using <b>shower thoughts</b> to enable student teachers explain the concept, scope and focus of Home Economics.</li> <li>Seminar presentations in <b>groups</b> to enable student teachers identify the concerns of Home Economics.</li> <li>Use <b>concept map</b> to enable student teachers explore ways of addressing the concerns of Home Economics with the aid of OERs.</li> </ul>							
<ul style="list-style-type: none"> <li><b>Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description.</b></li> <li><b>Write in full aspects of the NTS addressed</b></li> </ul>	<p>The purpose for the lesson is to expose student teachers to the basics of Home Economics to enable student teachers develop knowledge and understanding of the concept, scope, focus and concerns of Home Economics. It further provides opportunity for student teachers to develop their competencies and skills to address the concerns to enhance better living. Finally, the lesson shall enable student teachers to develop their communication skills, demonstrate collaborative skills, independent thinking, and inter-personal skills which are crucial for life-long learning. (NTS 1g, 2c, 3b, 3g, NTECF, p.14 &amp; 18).</p>							
<ul style="list-style-type: none"> <li><b>Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome</b></li> </ul>	<b>Learning Outcomes: By the end of the lesson, the student teacher will be able to:</b>		<b>Learning Indicators</b>		<b>Identify which cross cutting issues – core and transferable skills, equity and addressing diversity. How will these be addressed.</b>			
	<ul style="list-style-type: none"> <li>Demonstrate knowledge and understanding of the concept, scope and focus of Home Economics.</li> </ul>		<ul style="list-style-type: none"> <li>Explain the key concepts, scope and focus of Home Economics.</li> </ul>		<b>1. Cross-cutting Issues to be addressed in the lesson:</b> <ul style="list-style-type: none"> <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> </ul>			
	<ul style="list-style-type: none"> <li>Demonstrate knowledge and understanding of the concerns of Home Economics</li> </ul>		<ul style="list-style-type: none"> <li>Discuss the concerns of Home Economics.</li> </ul>					

<b>Topic Title</b>	<ul style="list-style-type: none"> <li>Demonstrate knowledge and skill in researching / investigating strategies (ways) to address the concerns of Home Economics.</li> </ul>	<ul style="list-style-type: none"> <li>Seminar presentation on ways to address the concerns of Home Economics.</li> </ul>	<b>2. Transferable skills to be addressed in the lesson:</b> <ul style="list-style-type: none"> <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>	
Preparations for use of course manual and Pre-Learning interactions  <b>Concepts, Scope, focus and concerns of Home Economics</b>	<b>Sub-topics (if any):</b>	<b>Stage/Time</b>	<b>Teaching and Learning Activity to achieve learning outcomes depending on the delivery mode selected. Teacher led, collaborative group work or independent</b>	
			<b>Teacher Activity</b>	<b>Student Activity</b>
	<b>Self-Introduction (If Tutor is new to the Class)</b>  <b>Relevant Previous Knowledge</b>	<b>1/ 30 Minutes</b>	<u><b>Self-Introduction</b></u> Through face-to-face interaction, Tutor/lecturer and student-teachers introduce themselves  <u><b>Introduction of Course Manual</b></u> Tutor/Lecturer initiates discussion on the course manual emphasizing on the objectives, learning outcomes, course content and reference materials.  <u><b>Introduction of Lesson</b></u> Guides student teachers’ revision of previous knowledge on their understanding based on their pre tertiary experiences with Home Economics and the general introduction of TVET in Yr1. (Ask questions like..... <i><b>“What are the types of everyday activities in the home/family that relates to Home Economics?”</b></i>	<u><b>Self-Introduction</b></u> Student teachers introduce themselves (Tutor/Lecturers and student-teachers)  <u><b>Introduction of Course Manual</b></u> Student teachers discuss the manual and what they expect to learn after studying the course  <u><b>Introduction of Lesson</b></u> i. Student teachers <b>brainstorm</b> to review their knowledge and understanding of Home Economics and answer questions.  <b>Expected Answers:</b> <b><i>Cooking, sewing, cleaning, sweeping,etc</i></b>  ii. Student teachers in groups 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

	<p><b>The concept, scope and focus of Home Economics.</b></p>	<p><b>2/ 45 Minutes</b></p>	<p><b><u>Class Discussion</u></b>  i. Tutor facilitates a brainstorming session by showing a video from the internet to guide student teachers to discuss and explain the concept of Home Economics Education.   ii. Guides students in groups to identify the scope and focus of Home Economics using OERs..... (link to new curriculum).</p>	<p><b><u>Class Discussion</u></b>  i. Student teachers watch the video to explain the concept of Home Economics through brainstorming.   ii. Student teachers investigate in their groups using OERs and present their findings on the scope and focus of Home Economics through class discussion.</p>
<p><b>Ways of addressing the concerns of Home Economics</b></p>	<p><b>The concerns of Home Economics</b></p>	<p><b>3/ 45 Minutes</b></p>	<p><b><u>Group Discussion</u></b>  i. Tutor guides student teachers to identify the concerns of Home Economics.   ii. Tutor facilitates group discussion to explore ways of addressing the issues.   <b>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 achievers” should not also be put in the same group but should be mixed. Similarly, learners with special education needs should be mixed with those without such needs).</b></p>	<p><b><u>Group Discussion</u></b>  I. Student teachers work in groups to identify the concerns of Home Economics.   ii. Student teachers explore ways to address the issues and present findings on charts / spidergrams.</p>
		<p><b>4/ 50 Minutes</b></p>	<p><b><u>Seminar Presentation</u></b>  Tutor guides student teachers Seminar presentation in groups on ways of addressing the concerns of Home Economics.</p>	<p><b><u>Seminar Presentation</u></b>  i. Student teachers work in groups to discuss ways of addressing the concerns of Home Economics.   ii. Student teachers share their group work in a seminar presentation to the class.</p>



		<b>5/ 10 minutes</b>	<b>Conclusion</b> Tutor leads student teacher recap the lesson and gives reading assignment to prepare for the next lesson.	<b>Conclusion</b> Student teachers contribute and note the readings to prepare for next lesson.
<b>Lesson assessments – evaluation of learning: of, for and as learning within the lesson (link to Learning Outcomes)</b>	<b>In Lesson Assessment : Assessment for and as Learning</b> <ul style="list-style-type: none"> <li>• Observation of student teacher’s participation in group discussion on areas of concern of Home Economics.</li> <li>• Group presentation on the scope of Home Economics.</li> <li>• Group seminar presentation on ways of addressing the concerns of Home Economics.</li> </ul> <b>Learning Outcomes assessed:</b> CLO 1			
<b>Teaching Learning Resources</b>	Mobile Phones, laptop computer/PCs, Internet facility , Textbooks, Pictures /charts			
<b>Required Text (core)</b>	Stage, S. & Vincenti, V. B. (2018).Rethinking Home Economics: Women and the History of a Profession Cornell University Press East, M. (1980). <i>Home Economics Past, Present and Future</i> . Boston: Allyn and Bacon Inc.			
<b>Additional Reading List</b>	Goldstein, Carolyn M. (2012). Creating Consumers: Home Economists in Twentieth-Century America. Chapel Hill, NC: University of North Carolina Press.			
<b>CPD Needs</b>	Use of different Pedagogical skills - PDP Theme 1 Use of ICT (e.g. <b>YouTube, MOOC, Udemy, Khan Academy</b> ) in Teaching- PDP Theme 5			

# LESSON 2

Year of B.Ed.	2	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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<b>Title of Lesson</b>	<b>The development of Home Economics.</b>				<b>Lesson Duration</b>	<b>3 hours(180mins)</b>	
<b>Lesson description</b>	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)						
<b>Previous student teacher knowledge, prior learning (assumed)</b>	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.						
<b>Possible barriers to learning in the lesson</b>	<ul style="list-style-type: none"> <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>						
<b>Lesson Delivery – chosen to support students in achieving the outcomes</b>	<b>Face-to-face</b> ✓	<b>Practical Activity</b>	<b>Work-Based Learning</b>	<b>Seminars</b> ✓	<b>Independent Study</b>	<b>e-learning opportunities</b> ✓	<b>Practicum</b>
<b>Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.</b>	<ul style="list-style-type: none"> <li>Face – to- face discussions using <b>shower thoughts</b> to enable student teachers to explain the four forces that have shaped the development of Home Economics</li> <li>Group seminar presentations using <b>Cooperative Learning Techniques (Learning Together Model)</b> to enable student teachers discuss the four forces that shaped the development of Home Economics.</li> <li>Use <b>concept mapping</b> to enable student teachers examine the links and differences among the four forces that have shaped the development of Home Economics with the aid of OERs.</li> </ul>						
<ul style="list-style-type: none"> <li><b>Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description.</b></li> <li><b>Write in full aspects of the NTS addressed</b></li> </ul>	<p>purpose for the lesson is to develop student teachers knowledge in Home Economics by exposing them to the foundations /forces/indicators that shaped the development of Home Economics to enable student teachers understand the beginnings of the subject Home Economics. It further provides opportunity for student teachers to develop their communication skills, demonstrate collaborative skills, independent thinking, and inter-personal skills which are vital for life-long learning.</p> <p>NTS 1g,2c, 3b, 3g, NTECF, p.14 &amp; 18</p>						
<ul style="list-style-type: none"> <li><b>Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome</b></li> </ul>	<b>Learning Outcomes: By the end of the lesson, the student teacher will be able to:</b>			<b>Learning Indicators</b>		<b>Identify which cross cutting issues – core and transferable skills, equity and addressing diversity. How will these be addressed.</b>	
	<ul style="list-style-type: none"> <li>Demonstrate knowledge and understanding of the forces (<b>humanitarianism, developments in education, egalitarianism</b> and the <b>Morril Act</b>) that shape the development of Home Economics.</li> </ul>			<ul style="list-style-type: none"> <li>Explain the meaning of the four forces of Home Economics.</li> <li>Create concept map to examine the links and differences among the four forces</li> </ul>		<b>Cross-cutting Issues to be addressed in the lesson:</b> <ul style="list-style-type: none"> <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> </ul>	

	<ul style="list-style-type: none"> <li>Demonstrate knowledge and understanding of how each of the four forces contributed to the development of Home Economics.</li> </ul>	<ul style="list-style-type: none"> <li>Use group activity to identify and discuss how the four forces have shaped the development of Home Economics</li> </ul>	<b>2. Transferable skills to be addressed in the lesson:</b> <ul style="list-style-type: none"> <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	Teaching and Learning Activity to achieve learning outcomes depending on the delivery mode selected. Teacher led, collaborative group work or independent	
			Teacher Activity	Student Activity
	Relevant Previous Knowledge	1/10 Minutes	<u>Introduction of Lesson</u> <ul style="list-style-type: none"> <li>Tutor guides student teachers' revision of previous knowledge on their understanding of Home Economics from the previous lesson.</li> </ul> <p><i>(Sample questions:</i>  - <i>What is the scope and focus of Home Economics?</i>  - <i>What is the main concern of Home Economics?</i>  - <i>In what ways can the concerns of Home Economics be addressed?)</i></p>	<u>Introduction of Lesson</u> <ul style="list-style-type: none"> <li>Student teachers <b>brainstorm</b> to review their knowledge and understanding of Home Economics.</li> </ul> <p><i>(Expected Answers:</i>  - <i>Family relationship and child development, textiles, nutritional needs, housing.</i></p> <ul style="list-style-type: none"> <li>Student teachers in groups, note down what they already about the topic (KWL) and what they want to learn from the lesson.</li> </ul>
The development of Home Economics.	The four forces that shaped Home Economics	2/80 Minutes	<u>Shower thoughts</u> <ul style="list-style-type: none"> <li>Tutor guides student teachers to identify and explain the forces that shaped the development of Home Economics through <b>shower thoughts</b> using OERs</li> <li>Tutor through <b>group activity</b>, guides student teachers to discuss how the forces shaped the development of Home Economics through brainstorming using OERs.</li> </ul>	<u>Shower thoughts</u> <ul style="list-style-type: none"> <li>Student teachers identify the forces that shaped Home Economics through <b>shower thoughts</b> using OERs and present findings on charts / spidergrams.</li> <li>Through <b>group activity</b>, student teachers discuss how the forces shaped the development of Home Economics through brainstorming using OERs.</li> </ul>

		<b>3/ 70 minutes</b>	<p><b>Group Discussion</b></p> <p>i. Tutor guides student teachers in groups to use <b>concept maps</b> to examine the links and differences among the four forces that have shaped the development of Home Economics using OERs.</p> <p><b>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 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 needs).</b></p>	<p><b>Group Discussion</b></p> <p>i. Student teachers use <b>concept mapping</b> to examine the links and differences among the four forces that have shaped the development of Home Economics using OERs.</p> <p>ii. Group seminar presentation on the links and differences among the four forces that have shaped the development of Home Economics.</p>
		<b>4/ 10 minutes</b>	<p><b>Conclusion</b></p> <p>Tutor leads student teacher recap the lesson and gives reading assignment to prepare for the next lesson.</p>	<p><b>Conclusion</b></p> <p>Student teachers contribute and note the readings to prepare for next lesson.</p>
<b>Lesson assessments – evaluation of learning: of, for and as learning within the lesson (link to Learning Outcomes)</b>	<p><b>In Lesson Assessment : Assessment for and as Learning</b></p> <ul style="list-style-type: none"> <li>• Observation of student teacher’s participation in discussion of the forces that shaped the development of Home Economics</li> <li>• Group presentation on the how the forces have shaped the development of Home Economics</li> <li>• Group seminar presentation on the links and differences among the four forces that shaped the development of Home Economics.</li> </ul> <p><b>Learning Outcomes assessed: CLO 1</b></p>			
<b>Teaching Learning Resources</b>	Mobile Phones, laptop computer/PCs, Internet facility, Textbooks, Pictures /charts			
<b>Required Text (core)</b>	<p>Stage, S. &amp; Vincenti, V. B. (2018). Rethinking Home Economics: Women and the History of a Profession Cornell University Press</p> <p>East, M. (1980). <i>Home Economics Past, Present and Future</i>. Boston: Allyn and Bacon Inc.</p>			
<b>Additional Reading List</b>	Goldstein, Carolyn M. (2012). Creating Consumers: Home Economists in Twentieth-Century America. Chapel Hill, NC: University of North Carolina Press.			
<b>CPD Needs</b>	<p>Use of different Pedagogical skills - PDP Theme 1</p> <p>Use of ICT (e.g. <b>YouTube, MOOC, Udemy, Khan Academy</b>) in Teaching- PDP Theme 5</p>			

# LESSON 3

Year of B.Ed.	2	Semester	1	Place of lesson in semester	1 2 <b>3</b> 4 5 6 7 8 9 10 11 12
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<b>Title of Lesson</b>	<b>The Four Models for Home Economics</b>				<b>Lesson Duration</b>	<b>3 hours(180mins)</b>	
<b>Lesson description</b>	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).						
<b>Previous student teacher knowledge, prior learning (assumed)</b>	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 and concerns of Home Economics.						
<b>Possible barriers to learning in the lesson</b>	<ul style="list-style-type: none"> <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>						
<b>Lesson Delivery – chosen to support students in achieving the outcomes</b>	<b>Face-to-face [v]</b>	<b>Practical Activity</b>	<b>Work-Based Learning</b>	<b>Seminars [v]</b>	<b>Independent Study</b>	<b>e-learning opportunities [v]</b>	<b>Practicum</b>
<b>Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.</b>	<ul style="list-style-type: none"> <li>• Use face –to-face interactive <b>lecture</b> to enable student teachers to explain the four models of Home Economics.</li> <li>• Use <b>group activities</b> to enable student teachers identify and discuss the four models of Home Economics for seminar presentations.</li> <li>• <b>Use pre-video recordings from sources such as YouTube, Khan Academy, Coursera, Udemy, MOOCs</b> to enable student teachers demonstrate and discuss the distinctiveness and inter-relatedness of Home Economics.</li> <li>• Make <b>power point presentations</b> using OERs to enable student teachers examine the links and differences between the Management of Household and Application of Science for improving Environment Models of Home Economics.</li> </ul>						
<ul style="list-style-type: none"> <li>• <b>Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description.</b></li> <li>• <b>Write in full aspects of the NTS addressed</b></li> </ul>	The purpose for the lesson is to expose student teachers to the four models on which Home Economics hinges. It will guide them to acquire knowledge and understanding of the philosophical background of Home Economics. It further provides opportunity for student teachers to critically analyse the models to understand the concepts in Home Economics. (NTECF, p.14).						

<ul style="list-style-type: none"> <li>Learning Outcome for the lesson, picked and developed from the course specification</li> <li>Learning indicators for each learning outcome</li> </ul>	<b>Learning Outcomes: By the end of the lesson, the student teacher will be able to:</b>		<b>Learning Indicators</b>	<b>Identify which cross cutting issues – core and transferable skills, equity and addressing diversity. How will these be addressed.</b>
	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.		<ul style="list-style-type: none"> <li>Explain the Management of Household and the Application of Science for improving Environment models of Home Economics using OERs.</li> </ul>	<b>1. Cross-cutting Issues to be addressed in the lesson:</b> <ul style="list-style-type: none"> <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> </ul>
	LO.2. Demonstrate knowledge and understanding of the distinctiveness <i>and</i> links between the two Models of Home Economics.		<ul style="list-style-type: none"> <li>Discuss the distinctiveness <i>and</i> links between the two Models of Home Economics using OERs.</li> </ul> <p>Make Power point presentation on distinctiveness <i>and</i> links between the two Models of Home Economics using OERs.</p>	<b>2. Transferable skills to be addressed in the lesson:</b> <ul style="list-style-type: none"> <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>
<b>Topic Title</b>	<b>Sub-topics (if any):</b>	<b>Stage/Time</b>	<b>Teaching and Learning Activity to achieve learning outcomes depending on the delivery mode selected. Teacher led, collaborative group work or independent</b>	
			<b>Teacher Activity</b>	<b>Student Activity</b>
<b>The Four Models of Home Economics</b>		<b>1/ 10Minutes</b>	<b>Introduction</b> Guides student teachers' revision of previous knowledge on their understanding of Home Economics	<ul style="list-style-type: none"> <li>Student teachers <b>brainstorm</b> 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>
	<b>The Management of Household and Application of Science for improving Environment Models.</b>	<b>2/ 50 Minutes</b>	<b>Interactive Lecture</b> Facilitates a <b>whole class discussion</b> session to guide student teachers identify and explain the Management of Household and the Application of Science for improving Environment models for Home Economics.	<b>Interactive Lecture</b> 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. <i>YouTube videos</i> or <i>PowerPoint slides</i> )

	<b>The Distinctiveness and links between the models</b>	<b>3/ 50 minutes</b>	<b>Group Discussion</b> Put student teachers in groups and guides them to identify and discuss the distinctiveness <i>and</i> links between the four models of Home Economics using OERs.	<b>Group Discussion</b> Student teachers work in groups to identify and discuss the distinctiveness <i>and</i> links between the four models of Home Economics and prepare power points for presentation using OERs.
		<b>4/ 70 minutes</b>	<b>Power Points Presentation</b> Guide student teachers group presentations using power point	<b>Power Points Presentation</b> Student teachers share their findings on the distinctiveness <i>and</i> links between the four models of Home Economics using power point presentations.
		<b>5/ 10 minutes</b>	<b>Conclusion</b> Tutor leads student teacher recap the lesson and gives reading assignment to prepare for the next lesson.	<b>Conclusion</b> Student teachers contribute and note the readings to prepare for next lesson.
<b>Lesson assessments – evaluation of learning: of, for and as learning within the lesson (link to Learning Outcomes)</b>	<b>In Lesson Assessment : Assessment for and as Learning</b> <ul style="list-style-type: none"> <li>• Observation of student teacher’s participation in discussion of the four models of Home Economics</li> <li>• Group presentation on the distinctiveness <i>and</i> links between the four models of Home Economics.</li> <li>• Power point presentation on the distinctiveness <i>and</i> links between the four models of Home Economics.</li> </ul> <b>Learning Outcomes assessed: LO.1</b>			
<b>Teaching Learning Resources</b>	<ul style="list-style-type: none"> <li>• Mobile Phones, laptop computer/PCs, Internet facility , Textbooks, Pictures /charts</li> </ul>			
<b>Required Text (core)</b>	Stage, S. & Vincenti, V. B. (2018).Rethinking Home Economics: Women and the History of a Profession Cornell University Press East, M. (1980). <i>Home Economics Past, Present and Future</i> . Boston: Allyn and Bacon Inc.			
<b>Additional Reading List</b>	Goldstein, Carolyn M. (2012). Creating Consumers: Home Economists in Twentieth-Century America. Chapel Hill, NC: University of North Carolina Press.			
<b>CPD Needs</b>	Use of different Pedagogical skills - PDP Theme 1 Use of ICT(e.g. <b>YouTube, MOOC, Udemy, Khan Academy</b> ) in Teaching- PDP Theme 5			

# LESSON 4

Year of B.Ed.	2	Semester	1	Place of lesson in semester	1 2 3 <b>4</b> 5 6 7 8 9 10 11 12
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<b>Title of Lesson</b>	<b>The Four Models of Home Economics- Inductive Reasoning and Education of women for Womanhood models.</b>				<b>Lesson Duration</b>	<b>3 hours(180 mins)</b>	
<b>Lesson description</b>	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)						
<b>Previous student teacher knowledge, prior learning (assumed)</b>	dent Teachers may have ideas about Home Economics and everyday living (family living, healthy living and nutrition). They may also have fair ideas about the scope, concepts, focus, concerns of Home Economics from previous lessons.						
<b>Possible barriers to learning in the lesson</b>	<ul style="list-style-type: none"> <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>						
<b>Lesson Delivery – chosen to support students in achieving the outcomes</b>	<b>Face-to-face</b> •	<b>Practical Activity</b>	<b>Work-Based Learning</b>	<b>Seminars</b> ✓	<b>Independent Study</b>	<b>e-learning opportunities</b> ✓	<b>Practicum</b>
<b>Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.</b>	<ul style="list-style-type: none"> <li>Use <b>face-to-face interactions (interactive lecture)</b> to enable student teachers to explain the Inductive Reasoning and Education of women for Womanhood Models of Home Economics.</li> <li>Use <b>group activities</b> to enable student teachers discuss the Inductive Reasoning and Education of women for Womanhood Models of Home Economics.</li> <li>Use OERs to develop <b>concept map</b> to enable student teachers examine the links and differences between the Inductive Reasoning and Education of women for Womanhood Models of Home Economics.</li> </ul>						
<ul style="list-style-type: none"> <li><b>Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description.</b></li> <li><b>Write in full aspects of the NTS addressed</b></li> </ul>	The purpose for the lesson is to expose student teachers to the models of on which Home Economics hinges. It will guide them to acquire knowledge and understanding of the philosophical background of Home Economics. It further provides opportunity for student teachers to critically analyse the models to understand the concepts in Home Economics. NTECF, p.14).						
<ul style="list-style-type: none"> <li><b>Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome</b></li> </ul>	<b>Learning Outcomes: By the end of the lesson, the student teacher will be able to:</b>		<b>Learning Indicators</b>		<b>Identify which cross cutting issues – core and transferable skills, equity and addressing diversity. How will these be addressed.</b>		
	.Demonstrate knowledge and understanding of the Inductive Reasoning and the Education of women for Womanhood models of Home Economics using OERs.		Explain the Inductive Reasoning and the Education of women for Womanhood Models of Home Economics using OERs.  Presentation in the form of a seminar / chart		<b>1. Cross-cutting Issues to be addressed in the lesson:</b> <ul style="list-style-type: none"> <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> </ul>		



		(either groups or individual) on the Inductive Reasoning and the Education of women for Womanhood Models Home Economics using OERs	<b>2. Transferable skills to be addressed in the lesson:</b> <ul style="list-style-type: none"> <li>• communication skills</li> <li>• Team work/collaborative skills (group work and group formation).</li> <li>• digital literacy information (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>	
	Demonstrate knowledge and understanding of the distinctiveness <i>and</i> links between the Inductive reasoning and the Education of women for Womanhood Models of Home Economics using OERs	Discuss the distinctiveness <i>and</i> links between the Inductive Reasoning and the Education of women for Womanhood Models of Home Economics using OERs. Seminar presentation on the distinctiveness <i>and</i> links between the Inductive Reasoning and the Education of women for Womanhood Models of Home Economics.		
Topic Title	Sub-topics (if any):	Stage/Time	Teaching and Learning Activity to achieve learning outcomes depending on the delivery mode selected. Teacher led, collaborative group work or independent	
			Teacher Activity	Student Activity
	The four models of Home Economics	1/ 10Minutes	<u>Introduction</u> <ul style="list-style-type: none"> <li>• Guides student teachers' revision of previous knowledge on their understanding of Home Economics</li> </ul>	<u>Introduction</u> <ul style="list-style-type: none"> <li>• Student teachers <b>brainstorm</b> to review their knowledge and understanding of Home Economics.</li> <li>• Student teachers in groups, note down what they already know about the topic and what they want to learn from the lesson.</li> </ul>
	The Inductive reasoning and Education of women for womanhood models	2/ 50 Minutes	<u>Class Discussion</u> Initiates a <b>whole class discussion</b> 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.	<u>Class Discussion</u> 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.

	<b>The distinctiveness and links between the two models</b>	<b>3/ 50 minutes</b>	<b>Group Activity</b> Facilitates <b>group activity</b> 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.).	<b>Group Activity</b> Student teachers work in groups to identify and discuss the distinctiveness <i>and</i> links between the Inductive Reasoning and Education of women for womanhood Models of Home Economics using OERs.
		<b>4/ 60 minutes</b>	<b>Group Activity</b> Uses think – <b>pair-share technique</b> 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.	<b>Group Activity</b> ✓ Student teachers identify and examine the relevance of the Inductive reasoning and Education of women for womanhood models to Home Economics using <b>think –pair- share</b> .  ✓ 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.
		<b>5/ 10 minutes</b>	<b>Conclusion</b> Tutor leads student teacher recap the lesson and gives reading assignment to prepare for the next lesson.	<b>Conclusion</b> Student teachers contribute and note the readings to prepare for next lesson.
<b>Lesson assessments – evaluation of learning: of, for and as learning within the lesson (link to Learning Outcomes)</b>	<b>In Lesson Assessment : Assessment for and as Learning</b> <ul style="list-style-type: none"> <li>• Observation of student teacher’s participation in discussion of the Inductive Reasoning and the Education of Women for Womanhood models of Home Economics</li> <li>• Group presentation on the distinctiveness <i>and</i> links between the Inductive Reasoning and the Education of Women for Womanhood models of Home Economics.</li> <li>• Group seminar presentation on the relevance of the Inductive Reasoning and the Education of Women for Womanhood models to Home Economics.</li> </ul> <b>Learning Outcomes assessed:</b> LO.1 & LO.2.			
<b>Teaching Learning Resources</b>	<ul style="list-style-type: none"> <li>• Mobile Phones,</li> <li>• laptop computer/PCs</li> <li>• Internet facility</li> <li>• Textbooks</li> <li>• Pictures /charts</li> </ul>			
<b>Required Text (core)</b>	Stage, S. & Vincenti, V. B. (2018). Rethinking Home Economics: Women and the History of a Profession Cornell University Press East, M. (1980). <i>Home Economics Past, Present and Future</i> . Boston: Allyn and Bacon Inc.			
<b>Additional Reading List</b>	Goldstein, Carolyn M. (2012). <i>Creating Consumers: Home Economists in Twentieth-Century America</i> . Chapel Hill, NC: University of North Carolina Press.			
<b>CPD Needs</b>	Use of different Pedagogical skills - PDP Theme 1 Team Teaching – PDP Theme 4 Use of ICT (e.g. YouTube, MOOC, Udemy, Khan Academy) in Teaching- PDP Theme 5			

# LESSON 5

Year of B.Ed.	2	Semester	1	Place of lesson in semester	1 2 3 4 <b>5</b> 6 7 8 9 10 11 12
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Title of Lesson	Philosophical Foundations of the four models of Home Economics				Lesson Duration	3 hours(180mins)	
Lesson description	<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, 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.</p> <p>(NTS 1g,p. 19;2c, p.20;3b, p.23; 3g, p.25;NTECF, p.14;NTECF p.18)</p>						
Previous student teacher knowledge, prior learning (assumed)	<p>Student Teachers have ideas about Home Economics and everyday living (family living, healthy living and nutrition).</p> <p>They also have fair ideas about the scope, concepts, focus, concerns and the four models of Home Economics from their previous lessons.</p>						
Possible barriers to learning in the lesson	<ul style="list-style-type: none"> <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 achieving the outcomes	Face-to-face ✓	Practical Activity	Work-Based Learning	Seminars	Independent Study ✓	e-learning opportunities ✓	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Use <b>class debate</b> to discuss the influence of the philosophical foundations/background on Home Economics</li> <li>• Use <b>concept map</b> to enable student teachers examine the links and interrelatedness between philosophical foundations/background of the models of Home Economics with the aid of OERs</li> </ul>						
<ul style="list-style-type: none"> <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>	<p>The purpose for the lesson is to expose student teachers to the relevant philosophical foundations of the four models and how they influenced the background and development of Home Economics. It further provides opportunity for student teachers to critically analyse the models to understand the concepts in Home Economics. (NTECF, p.14).</p>						

<ul style="list-style-type: none"> <li>Learning Outcome for the lesson, picked and developed from the course specification</li> <li>Learning indicators for each learning outcome</li> </ul>	<b>Learning Outcomes: By the end of the lesson, the student teacher will be able to:</b>		<b>Learning Indicators</b>	<b>Identify which cross cutting issues – core and transferable skills, equity and addressing diversity. How will these be addressed.</b>
	LO.1.Demonstrate knowledge and understanding of the philosophical foundations/background of the four models in Home Economics.	LO.2.Demonstrate knowledge and understanding of the influence of the philosophical foundations/background of the four models on Home Economics.	<ul style="list-style-type: none"> <li>Explain the philosophical foundations/background of the four models of Home Economics.</li> <li>Create concept maps to examine the links and interrelatedness between the philosophical foundations/background of the models of Home Economics.</li> <li>Debate on the influence of the philosophical foundations/background on Home Economics.</li> </ul>	<b>1. Cross-cutting Issues to be addressed in the lesson:</b> <ul style="list-style-type: none"> <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> </ul> <b>2. Transferable skills to be addressed in the lesson:</b> <ul style="list-style-type: none"> <li>communication skills</li> <li>Team work/collaborative skills (group work and group formation).</li> <li>digital literacy information (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>
<b>Topic Title</b>	<b>Sub-topics (if any):</b>	<b>Sub-topics (if any):</b>	<b>Teaching and Learning Activity to achieve learning outcomes depending on the delivery mode selected. Teacher led, collaborative group work or independent</b>	
<b>Philosophical Foundations of the four models of Home Economics</b>		<b>1/ 10 Minutes</b>	<b>Teacher Activity</b> <b>Introduction</b> Guides student teachers' revision of previous knowledge on their understanding of the models of Home Economics.	<b>Student Activity</b> <b>Introduction</b> Student teachers <b>brainstorm</b> to review their knowledge and understanding of the models of Home Economics.  Student teachers in groups 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.
	Philosophical Foundations of the four models of Home Economics	<b>2/ 60 Minutes</b>	<b>Group Activity</b> i. Facilitates a <b>brainstorming</b> session to guide student teachers to discuss and explain the four models of Home Economics  ii. Guides students through <b>group work</b> , to identify and discuss the interrelatedness between the philosophical foundations of the four models of Home Economics	<b>Group Activity</b> i. Student teachers explain the concept of the four models of Home Economics through brainstorming.  ii. Student teachers investigate in groups from various sources of OERs in relation to Home Economics to create <b>concept maps</b> on the interrelatedness between the philosophical foundations of the four models of Home Economics and present their findings.

	<b>Philosophical foundations and its influence on Home Economics.</b>	<b>3/ 60 Minutes</b>	<b>Class Discussion</b> i. Facilitates student teachers discussions on the influence of the philosophical foundations/ Background of the four models on Home Economics.	<b>Class Discussion</b> i. Student teachers work in groups to identify and discuss the influence of the philosophical foundations/ background of the four models on Home Economics and present findings on charts / spidergrams
		<b>4/ 40 minutes</b>	i. Guides student teachers to discuss the philosophical foundations/background of the four models of Home Economics and the influence on Home Economics through shower thoughts.	i. Through shower thoughts, student teachers discuss the philosophical foundations/background of the four models of Home Economics  ii. Student teachers work in groups or individuals for seminar presentation on the influence of the philosophical foundations/background of the four models on Home Economics.
		<b>5/ 10 minutes</b>	<b>Conclusion</b> Tutor leads student teacher recap the lesson and gives reading assignment to prepare for the next lesson.	<b>Conclusion</b> Student teachers contribute and note the readings to prepare for next lesson.
<b>Lesson assessments – evaluation of learning: of, for and as learning within the lesson (link to Learning Outcomes)</b>	<b>In Lesson Assessment : Assessment for and as Learning</b>			
	<ul style="list-style-type: none"> <li>• Observation of student teacher’s participation in discussion of the Management of Household and the Application of Science for improving Environment models of Home Economics</li> <li>• Group presentation on the distinctiveness <i>and</i> links between the Management of Household and the Application of Science for improving Environment models of Home Economics.</li> <li>• Group seminar presentation on the relevance of the Management of Household and the Application of Science for improving Environment models to Home Economics.</li> </ul> <p><b>Learning Outcomes assessed:</b> LO.1 &amp; LO.2.</p>			
<b>Teaching Learning Resources</b>	<ul style="list-style-type: none"> <li>• Mobile Phone, laptop computer/PCs, Internet facility, Textbooks, Pictures /charts.</li> </ul>			
<b>Required Text (core)</b>	Stage, S. & Vincenti, V. B. (2018). Rethinking Home Economics: Women and the History of a Profession Cornell University Press East, M. (1980). <i>Home Economics Past, Present and Future</i> . Boston: Allyn and Bacon Inc.			
<b>Additional Reading List</b>	Goldstein, Carolyn M. (2012). <i>Creating Consumers: Home Economists in Twentieth-Century America</i> . Chapel Hill, NC: University of North Carolina Press.			
<b>CPD Needs</b>	Use of different Pedagogical skills - PDP Theme 1 Use of ICT(e.g. <b>YouTube, MOOC, Udemy, Khan Academy</b> ) in Teaching- PDP Theme 5			

# LESSON 6

Year of B.Ed.	2	Semester	1	Place of lesson in semester	1 2 3 4 5 <b>6</b> 7 8 9 10 11 12
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Title of Lesson	Career Progression/Career Prospects in Home Economics				Lesson Duration	3 hours (180mins)	
<b>Lesson description</b>	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)						
<b>Previous student teacher knowledge, prior learning (assumed)</b>	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, concerns and the four models of Home Economics from their previous lessons.						
<b>Possible barriers to learning in the lesson</b>	<ul style="list-style-type: none"> <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>						
<b>Lesson Delivery – chosen to support students in achieving the outcomes</b>	<b>Face-to-face</b> ✓	<b>Practical Activity</b>	<b>Work-Based Learning</b>	<b>Seminars</b> ✓	<b>Independent Study</b> ✓	<b>e-learning opportunities</b> ✓	<b>Practicum</b>
<b>Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.</b>	<ul style="list-style-type: none"> <li>Use <b>independent studies</b> to enable student teachers identify and discuss the career prospects and progression in Home Economics.</li> <li>Use <b>Interactive lecture /class debate</b> to discuss the career progression in each of the aspects in Home Economics in a face – to –face tutor/student discussion.</li> <li>Use OERs to develop <b>concept maps</b> to enable student teachers examine the career prospects in each of the aspects in Home Economics.</li> </ul>						
<b>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</b>	The purpose for the lesson is to expose student teachers 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. In this lesson, student teachers will get the opportunity to recognize the career progression in the field of Home Economics. (NTECF, p.14).						
<b>Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome</b>	<b>Learning Outcomes: By the end of the lesson, the student teacher will be able to:</b>		<b>Learning Indicators</b>		<b>Identify which cross cutting issues – core and transferable skills, equity and addressing diversity. How will these be addressed.</b>		
	LO.1.Demonstrate knowledge and understanding of the Career Progression in Home Economics.  LO.2.Demonstrate knowledge and understanding of the Career Prospects in Home		<ul style="list-style-type: none"> <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>		<b>1. Cross-cutting Issues to be addressed in the lesson:</b> <ul style="list-style-type: none"> <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> </ul>		

	Economics		<b>2. Transferable skills to be addressed in the lesson:</b> <ul style="list-style-type: none"> <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	Teaching and Learning Activity to achieve learning outcomes depending on the delivery mode selected. Teacher led, collaborative group work or independent	
			Teacher Activity	Student Activity
		1/ 10 Minutes	<u>Introduction</u> <ul style="list-style-type: none"> <li>• Guides student teachers' revision of previous knowledge on their understanding of Home Economics</li> </ul>	<u>Introduction</u> <ul style="list-style-type: none"> <li>• Student teachers <b>brainstorm</b> 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>
	Career Progression/Career Prospects in Home Economics	2/ 60 Minutes	<u>Group Work</u> <ul style="list-style-type: none"> <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 aspects in Home Economics through <b>think-pair-share</b>.</li> </ul>	<u>Group Work</u> <ul style="list-style-type: none"> <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 <b>think-pair-share</b> and present findings to class.</li> </ul>
	Career Prospects in Home Economics	3/ 60 minutes	<u>Interactive lecture</u> <ul style="list-style-type: none"> <li>• Guides student teachers to identify and explain the Career Prospects in each of the aspects in Home Economics</li> </ul>	<u>Interactive lecture</u> <ul style="list-style-type: none"> <li>• Student teachers work in groups to identify and explain the Career Prospects in each of the aspects in Home Economics through brainstorming and present findings on charts /</li> </ul>

			through brainstorming.	spidergrams encourage creativity in exhibits
		<b>4/ 40 minutes</b>	<ul style="list-style-type: none"> <li>Guides student teachers to identify, discuss and explain the Career Progression /prospects in each of the aspects in Home Economics through shower thoughts.</li> </ul>	<ul style="list-style-type: none"> <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>
		<b>5/ 10 minutes</b>	<p><b>Conclusion</b></p> <ul style="list-style-type: none"> <li>Tutor leads student teacher recap the lesson and gives reading assignment to prepare for the next lesson.</li> </ul>	<p><b>Conclusion</b></p> <ul style="list-style-type: none"> <li>Student teachers contribute and note the readings to prepare for next lesson.</li> </ul>
<b>Lesson assessments – evaluation of learning: of, for and as learning within the lesson (link to Learning Outcomes)</b>	<p><b>In Lesson Assessment : Assessment for and as Learning</b></p> <ul style="list-style-type: none"> <li>Observation of student teacher’s participation in discussions on career prospects and progression in Home Economics.</li> <li>Group presentation on career prospects in each of the aspects in Home Economics.</li> <li>Group seminar presentation on the career progression in each of the aspects in Home Economics.</li> </ul> <p><b>Learning Outcomes assessed: LO.1 &amp; LO.2.</b></p>			
<b>Teaching Learning Resources</b>	<ul style="list-style-type: none"> <li>Mobile Phones,</li> <li>laptop computer/PCs</li> <li>Internet facility</li> <li>Textbooks</li> <li>Pictures /charts</li> </ul>			
<b>Required Text (core)</b>	<p>Stage, S. &amp; Vincenti, V. B. (2018). Rethinking Home Economics: Women and the History of a Profession Cornell University Press</p> <p>East, M. (1980). <i>Home Economics Past, Present and Future</i>. Boston: Allyn and Bacon Inc.</p>			
<b>Additional Reading List</b>	<p>Goldstein, Carolyn M. (2012). <i>Creating Consumers: Home Economists in Twentieth-Century America</i>. Chapel Hill, NC: University of North Carolina Press.</p>			
<b>CPD Needs</b>	<p>Use of different Pedagogical skills - PDP Theme 1</p> <p>Use of ICT(e.g. <b>YouTube, MOOC, Udemy, Khan Academy</b>) in Teaching- PDP Theme 5</p>			



# LESSON 7

Year of B.Ed.	2	Semester	1	Place of lesson in semester	1 2 3 4 5 6 <b>7</b> 8 9 10 11 12
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<b>Title of Lesson</b>	Trends and development of Home Economics in Ghana : <b>Indigenous practices</b>			<b>Lesson Duration</b>	<b>3 hours(180mins)</b>		
<b>Lesson description</b>	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)						
<b>Previous student teacher knowledge, prior learning (assumed)</b>	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.						
<b>Possible barriers to learning in the lesson</b>	<ul style="list-style-type: none"> <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>						
<b>Lesson Delivery – chosen to support students in achieving the outcomes</b>	<b>Face-to-face</b> ✓	<b>Practical Activity</b>	<b>Work-Based Learning</b>	<b>Seminars</b> ✓	<b>Independent Study</b> ✓	<b>e-learning opportunities</b> ✓	<b>Practicum</b>
<b>Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.</b>	<ul style="list-style-type: none"> <li>Use <b>shower thoughts</b> to enable student teachers identify and discuss the background of Home Economics in Ghana.</li> <li>Use <b>interactive lecture</b> to enable student teachers explore the different names of Home Economics and create <b>concept map</b> using OERs for class presentation.</li> <li>Use class <b>debate</b> to discuss the indigenous practices in Home Economics</li> </ul>						
<ul style="list-style-type: none"> <li><b>Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description.</b></li> <li><b>Write in full aspects of the NTS addressed</b></li> </ul>	<p>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).</p>						
<ul style="list-style-type: none"> <li><b>Learning Outcome for the lesson, picked and developed from the course specification</b></li> <li><b>Learning indicators for each learning outcome</b></li> </ul>	<b>Learning Outcomes: By the end of the lesson, the student teacher will be able to:</b>		<b>Learning Indicators</b>		<b>Identify which cross cutting issues – core and transferable skills, equity and addressing diversity. How will these be addressed.</b>		
	<ul style="list-style-type: none"> <li>Demonstrate knowledge and understanding of the trends and development of Home Economics in Ghana in the past decade</li> </ul>		<ul style="list-style-type: none"> <li>Identify and explain the trends and development of Home Economics in Ghana in the past decade</li> <li>Pre-video recordings and simulations on the major trends that have occurred in Home Economics over</li> </ul>		<p><b>1. Cross-cutting Issues to be addressed in the lesson:</b></p> <ul style="list-style-type: none"> <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> </ul>		

			<p>the past decade using OERs.</p> <ul style="list-style-type: none"> <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>	<p><b>2. Transferable skills to be addressed in the lesson:</b></p> <ul style="list-style-type: none"> <li>communication skills</li> <li>Team work/collaborative skills (group work and group formation).</li> <li>digital literacy information (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	Teaching and Learning Activity to achieve learning outcomes depending on the delivery mode selected. Teacher led, collaborative group work or independent	
			Teacher Activity	Student Activity
Trends and development of Home Economics in Ghana :		<b>1/ 10 Minutes</b>	<p><b>Introduction</b> Directs student teachers' review of previous knowledge on their understanding of Home Economics.</p>	<p><b>Introduction</b> Student teachers <b>brainstorm</b> to review their knowledge and understanding of Home Economics.</p> <p>Student teachers in groups, note down what they already about the topic and what they want to learn from the lesson.</p>
	Development of Home Economics in Ghana	<b>2/ 60 Minutes</b>	<p><b>Interactive Lecture</b></p> <ul style="list-style-type: none"> <li>Facilitates a discussion session to guide student teachers explore the historical development of Home Economics in Ghana over the past decade using OERs.</li> <li>Guides student teachers through <b>group activity</b>, to discuss the trends and development of Home Economics in Ghana over the past decade.</li> </ul>	<p><b>Interactive Lecture</b></p> <ul style="list-style-type: none"> <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> </ul>
	Indigenous practices in the teaching and learning of Home Economics in Ghana	<b>3/ 50 Minutes</b>	<p><b>Group Work</b></p> <ul style="list-style-type: none"> <li>Directs student teachers to identify the indigenous practices in the teaching and learning of Home Economics in Ghana over the past decade with the aid of OERs.</li> </ul>	<p><b>Group Work</b></p> <ul style="list-style-type: none"> <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> <li>Student-to- student</li> </ul>

				presentations and discussions on indigenous practices in the teaching and learning of Home Economics in Ghana.
		<b>4/ 50 Minutes</b>	<ul style="list-style-type: none"> <li>Facilitates student teachers discussion on the trends and development of Home Economics in Ghana through shower thoughts.</li> </ul>	<ul style="list-style-type: none"> <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 thinking skills during the exercise)</li> <li>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.</li> </ul>
		<b>5/ 10 minutes</b>	<p><b>Conclusion</b> Tutor leads student teacher recap the lesson and gives reading assignment to prepare for the next lesson.</p>	<p><b>Conclusion</b> dent teachers contribute and note the readings to prepare for next lesson.</p>
<b>Lesson assessments – evaluation of learning: of, for and as learning within the lesson (link to Learning Outcomes)</b>	<p><b>In Lesson Assessment : Assessment for and as Learning</b></p> <ul style="list-style-type: none"> <li>Observation of student teacher’s participation in discussions on the trends and development of Home Economics in Ghana.</li> <li>Group presentations on the indigenous practices in the teaching and learning of Home Economics in Ghana</li> </ul> <p><b>Learning Outcomes assessed:</b> LO.1 &amp; LO.2.</p>			
<b>Teaching Learning Resources</b>	<ul style="list-style-type: none"> <li>Mobile Phones, video</li> <li>laptop computer/PCs</li> <li>Internet facility</li> <li>Textbooks</li> <li>Pictures /charts</li> </ul>			
<b>Required Text (core)</b>	<p>Stage, S. &amp; Vincenti, V. B. (2018).Rethinking Home Economics: Women and the History of a Profession Cornell University Press</p> <p>East, M. (1980). <i>Home Economics Past, Present and Future</i>. Boston: Allyn and Bacon Inc.</p>			
<b>Additional Reading List</b>	<p>Goldstein, Carolyn M. (2012). Creating Consumers: Home Economists in Twentieth-Century America. Chapel Hill, NC: University of North Carolina Press.</p>			
<b>CPD Needs</b>	<p>Use of different Pedagogical skills - PDP Theme 1 Use of ICT(e.g. <b>YouTube, MOOC, Udemy, Khan Academy</b>) in Teaching- PDP Theme 5</p>			

# LESSON 8

Year of B.Ed.	2	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 <b>8</b> 9 10 11 12
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<b>Title of Lesson</b>	<b>Contemporary Practices in the teaching and learning of Home Economics</b>				<b>Lesson Duration</b>	<b>3 hours(180mins)</b>
<b>Lesson description</b>	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)					
<b>Previous student teacher knowledge, prior learning (assumed)</b>	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.					
<b>Possible barriers to learning in the lesson</b>	<ul style="list-style-type: none"> <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>					
<b>Lesson Delivery – chosen to support students in achieving the outcomes</b>	<b>Face-to-face</b> ✓	<b>Practical Activity</b>	<b>Work-Based Learning</b>	<b>Seminars</b>	<b>Independent Study</b>	<b>e-learning opportunities</b> ✓
<b>Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.</b>	<ul style="list-style-type: none"> <li>Use <b>interactive lecture</b> to make a brief presentation on the contemporary practices in Home Economics.</li> <li>Use <b>group discussion</b> 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 <b>debate</b> to discuss the contemporary practices in the teaching and learning of Home Economics with the aid of OERs.</li> </ul>					
<ul style="list-style-type: none"> <li><b>Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description.</b></li> <li><b>Write in full aspects of the NTS addressed</b></li> </ul>	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).					
<ul style="list-style-type: none"> <li><b>Learning Outcome for the lesson, picked and developed from the course specification</b></li> <li><b>Learning indicators for each learning outcome</b></li> </ul>	<b>Learning Outcomes: By the end of the lesson, the student teacher will be able to:</b>		<b>Learning Indicators</b>		<b>Identify which cross cutting issues – core and transferable skills, equity and addressing diversity. How will these be addressed.</b>	
	LO.1.Demonstrate knowledge and understanding of the contemporary trends and development of Home Economics in Ghana.		<ul style="list-style-type: none"> <li>Write reports (either group or individual) to explain the contemporary trends and development of Home Economics in Ghana.</li> <li>Present pre-video recordings and simulations on the contemporary practices that have occurred in Home</li> </ul>		<b>1. Cross-cutting Issues to be addressed in the lesson:</b> <ul style="list-style-type: none"> <li>Issues of SEN (Special Education Needs- e.g. consider seating arrangements for short sighted students)</li> <li>Gender needs</li> <li>socio-cultural and economic differences(Mixed groups)</li> </ul>	

	L.O2. Demonstrate knowledge and understanding of the contemporary practices in the teaching and learning of Home Economics in Ghana in the past decade	Economics in recent years using OERs. <ul style="list-style-type: none"> <li>Present a flowchart to trace the contemporary practices in the teaching and learning of Home Economics in Ghana in recent years.</li> </ul>	<b>2. Transferable skills to be addressed in the lesson:</b> <ul style="list-style-type: none"> <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	Teaching and Learning Activity to achieve learning outcomes depending on the delivery mode selected. Teacher led, collaborative group work or independent	
			Teacher Activity	Student Activity
		1/ 10minutes	<b>Introduction</b> Guides student teachers' to review their previous knowledge on their understanding of Home Economics.	<b>Introduction</b> Student teachers <b>brainstorm</b> 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 : <b>Contemporary practices</b>	2/ 50 minutes	<b>Interactive Lecture</b> <ul style="list-style-type: none"> <li>Facilitates a brainstorming session to guide student teachers discuss the contemporary trends and development of Home Economics in Ghana.</li> </ul>	<b>Interactive Lecture</b> <ul style="list-style-type: none"> <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 minutes	<b>Group Work</b> <ul style="list-style-type: none"> <li>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, <a href="https://education.seattlepi.com/seven-areas-home-economics-1946.html">https://education.seattlepi.com/seven-areas-home-economics-1946.html</a>.</li> </ul>	<b>Group Work</b> <ul style="list-style-type: none"> <li>Student teachers work in groups to access the website <a href="https://education.seattlepi.com/seven-areas-home-economics-1946.html">https://education.seattlepi.com/seven-areas-home-economics-1946.html</a> to identify the contemporary trends and developments in the teaching and learning of Home Economics in Ghana and present findings on charts / spidergrams.</li> <li>Student-to- student presentations and discussions on contemporary practices in the teaching and learning of Home Economics in Ghana.</li> </ul>	

		<b>4/ 30 minutes</b>	<b><u>Class Discussion</u></b> <ul style="list-style-type: none"> <li>Leads student teachers discussions on the contemporary trends and developments of Home Economics in Ghana through shower thoughts.</li> </ul>	<b><u>Class Discussion</u></b> <ul style="list-style-type: none"> <li>Through shower thoughts, student teachers discuss the contemporary trends and development of Home Economics in Ghana</li> <li>Student teachers demonstrate and discuss the contemporary trends in the study of Home Economics using simulations and pre-video recordings from OERs.</li> </ul>
		<b>5/ 30 minutes</b>	<b><u>Conclusion</u></b> <ul style="list-style-type: none"> <li>Tutor leads student teacher recap the lesson and administer a 20 minutes quiz</li> <li>Tutor gives reading assignment to prepare for the next lesson.</li> </ul>	<b><u>Conclusion</u></b> <ul style="list-style-type: none"> <li>Student teachers contribute and note the readings to prepare for next lesson.</li> <li>Student teachers write a 20minutes quiz</li> </ul>
<b>Lesson assessments – evaluation of learning: of, for and as learning within the lesson (link to Learning Outcomes)</b>	<b>In Lesson Assessment : Assessment for and as Learning</b> <ul style="list-style-type: none"> <li>Observation of student teacher’s participation in discussions on the contemporary trends and development of Home Economics in Ghana.</li> <li>Group presentations on the contemporary practices in the teaching and learning of Home Economics.</li> </ul> <b>Learning Outcomes assessed: LO.1 &amp; LO.2.</b>			
<b>Teaching Learning Resources</b>	Mobile Phones, laptop computer/PCs, Internet facility, Textbooks, Pictures /charts			
<b>Required Text (core)</b>	Stage, S. & Vincenti, V. B. (2018).Rethinking Home Economics: Women and the History of a Profession Cornell University Press East, M. (1980). <i>Home Economics Past, Present and Future</i> . Boston: Allyn and Bacon Inc.			
<b>Additional Reading List</b>	Goldstein, Carolyn M. (2012). Creating Consumers: Home Economists in Twentieth-Century America. Chapel Hill, NC: University of North Carolina Press.			
<b>CPD Needs</b>	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			

# LESSON 9

Year of B.Ed.	2	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 <b>9</b> 10 11 12
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<b>Title of Lesson</b>	<b>Meanings/Concept of Entrepreneurship in Home Economics</b>				<b>Lesson Duration</b>	<b>2 hours (180mins)</b>	
<b>Lesson description</b>	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)						
<b>Previous student teacher knowledge, prior learning (assumed)</b>	Student Teachers have ideas about Home Economics and everyday living (family living, healthy living and nutrition).						
<b>Possible barriers to learning in the lesson</b>	<ul style="list-style-type: none"> <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>						
<b>Lesson Delivery – chosen to support students in achieving the outcomes</b>	<b>Face-to-face</b> ✓	<b>Practical Activity</b>	<b>Work-Based Learning</b>	<b>Seminars</b>	<b>Independent Study</b>	<b>e-learning opportunities</b> ✓	<b>Practicum</b>
<b>Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.</b>	<ul style="list-style-type: none"> <li><b>Face-to-face</b> interactive discussion of the meaning of entrepreneurship</li> <li>Use <b>think, pair and share</b> to enable students discuss and explain the foundational concepts of entrepreneurship in Home Economics.</li> <li>Use <b>Class discussion/group activity</b> to identify and discuss entrepreneurial skills and traits in Home Economics observed in the community</li> </ul>						
<ul style="list-style-type: none"> <li><b>Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description.</b></li> <li><b>Write in full aspects of the NTS addressed</b></li> </ul>	<p>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 demonstrate knowledge and skills in recycling waste, renovation of articles and re-chaufee dishes. (NTS 1g,p. 19;2c, p.20;3b, p.23; 3g, p.25;NTECF, p.14;NTECF p.18)</p>						
<ul style="list-style-type: none"> <li><b>Learning Outcome for the lesson, picked and developed from the course specification</b></li> <li><b>Learning indicators for each learning outcome</b></li> </ul>	<b>Learning Outcomes: By the end of the lesson, the student teacher will be able to:</b>			<b>Learning Indicators</b>		<b>Identify which cross cutting issues – core and transferable skills, equity and addressing diversity. How will these be addressed.</b>	
	<p>LO.1. Demonstrate knowledge and understanding of the foundational concepts of entrepreneurship in Home Economics.</p> <p>LO.2. Demonstrate knowledge and understanding of the characteristics of</p>			<ul style="list-style-type: none"> <li>Explain the foundational concepts of entrepreneurship in Home Economics.</li> <li>Discuss the characteristics of entrepreneurship and entrepreneurial</li> </ul>		<p><b>1. Cross-cutting Issues to be addressed in the lesson:</b></p> <ul style="list-style-type: none"> <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</li> </ul>	

	entrepreneurship and entrepreneurial skills in Home Economics.	skills in Home Economics.	groups)	
		<ul style="list-style-type: none"> <li>Identify and discuss potential entrepreneurial ideas in Home Economics.</li> </ul>	<b>2. Transferable skills to be addressed in the lesson:</b> <ul style="list-style-type: none"> <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	Teaching and Learning Activity to achieve learning outcomes depending on the delivery mode selected. Teacher led, collaborative group work or independent	
			Teacher Activity	Student Activity
<b>Concepts, Scope, focus and concerns of Home Economics</b>		<b>1/ 10 Minutes</b>	<u>Introduction</u> Guides student teachers' revision of previous knowledge on their understanding of Home Economics.	<u>Introduction</u> Student teachers <b>brainstorm</b> 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 in Home Economics.	<b>2/ 70 Minutes</b>	<u>Group Work</u> <ul style="list-style-type: none"> <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>	<u>Group Work</u> <ul style="list-style-type: none"> <li>Student teachers discuss and explain the foundational concepts of entrepreneurship in Home Economics through brainstorming. (Use 15minutes for class presentations)</li> <li>Student teachers identify and discuss the characteristics of entrepreneurship in Home Economics (Use 10minutes for Group reports)</li> </ul>



		3/ 50 Minutes	<u><b>Class Discussion</b></u> <ul style="list-style-type: none"> <li>Tutor guides student teachers to identify and discuss entrepreneurial skills and traits in Home Economics observed in the community.</li> </ul>	<u><b>Class Discussion</b></u> <ul style="list-style-type: none"> <li>Student teachers work in groups to identify the entrepreneurial skills and traits in Home Economics observed in the community and present findings on charts / spidergrams (Use 10minutes)</li> <li>Student teachers use <b>think- pair-share</b> technique to identify and discuss potential entrepreneurial ideas in Home Economics.</li> </ul>
		4/ 40 minutes	<ul style="list-style-type: none"> <li>Tutor guides student teachers to discuss the foundational concepts, characteristics and traits of entrepreneurship and entrepreneurial skills in Home Economics through shower thoughts.</li> </ul>	<ul style="list-style-type: none"> <li>Through shower thoughts, student teachers discuss the foundational concepts, characteristics of entrepreneurship in Home Economics.</li> <li>Student teachers work in groups (consider gender balance) or individuals for seminar presentation on entrepreneurial ideas in Home Economics.</li> </ul>
		5/ 10 minutes	<u><b>Conclusion</b></u> <ul style="list-style-type: none"> <li>Tutor leads student teacher recap the lesson and gives reading assignment to prepare for the next lesson.</li> </ul>	<u><b>Conclusion</b></u> <ul style="list-style-type: none"> <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)	<b>In Lesson Assessment : Assessment for and as Learning</b> <ul style="list-style-type: none"> <li>Observation of student teacher’s participation in discussions on the foundational concepts of entrepreneurship in Home Economics.</li> <li>Group presentation on characteristics and entrepreneurial skills in Home Economics</li> <li>Group seminar presentations on potential entrepreneurial ideas in Home Economics.</li> </ul> <b>Learning Outcomes assessed: LO.1 &amp; LO.2.</b>			
Teaching Learning Resources	<ul style="list-style-type: none"> <li>Mobile Phones,</li> <li>laptop computer/PCs</li> <li>Internet facility</li> <li>Textbooks</li> <li>Pictures /charts</li> </ul>			
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	Hatak, I & Reiner, E. (2010). Entrepreneurship Education in Secondary Schools. Donald F., Kurat, K. O., Loskiniso, S.,& Wheeler A. R. (2014) Innovative Pathways for			

	University Entrepreneurship in the 21st Century. UK: Emerald Group Publishing Ltd
<b>CPD Needs</b>	Use of different Pedagogical skills - PDP Theme 1 Team Teaching – PDP Theme 4 Use of ICT (e.g. <b>YouTube, MOOC, Udemmy, Khan Academy</b> ) in Teaching- PDP Theme 5

# LESSON 10

Year of B.Ed.	2	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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<b>Title of Lesson</b>	Foundational concepts of entrepreneurship and Greening TVET: <b>Meanings/Concept of Greening TVET in Home Economics</b>				<b>Lesson Duration</b>	<b>3 hours (180mins)</b>	
<b>Lesson description</b>	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. (NTS 1g,p. 19;2c, p.20;3b, p.23; 3g, p.25;NTECF, p.14;NTECF p.18)						
<b>Previous student teacher knowledge, prior learning (assumed)</b>	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, of entrepreneurship in Home Economics.						
<b>Possible barriers to learning in the lesson</b>	<ul style="list-style-type: none"> <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>						
<b>Lesson Delivery – chosen to support students in achieving the outcomes</b>	<b>Face-to-face</b> ✓	<b>Practical Activity</b>	<b>Work-Based Learning</b>	<b>Seminars</b> ✓	<b>Independent Study</b>	<b>e-learning opportunities</b> ✓	<b>Practicum</b>
<b>Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.</b>	<ul style="list-style-type: none"> <li>• Use <b>Shower thoughts</b> in a face-to-face class interactions to enable student teachers identify the foundational concepts of greening TVET in Home Economics using OERs, videos from the YouTube/other sources.</li> <li>• Use <b>Community walks /Group Discussion</b> on observed practices that impede Greening TVET in Home Economics within the community</li> <li>• Use <b>group activity</b> to enable student teachers explore skills development in greening TVET( recycling waste, re-novation of articles and re-chaufee dishes)in Home Economics for class presentation</li> </ul>						
<ul style="list-style-type: none"> <li>• <b>Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description.</b></li> <li>• <b>Write in full aspects of the NTS addressed</b></li> </ul>	<p>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 demonstrate knowledge and skills in recycling waste, renovation of articles and re-chaufee dishes.</p> <p>(NTS 1g,p. 19;2c, p.20;3b, p.23; 3g, p.25;NTECF, p.14;NTECF p.18)</p>						
<ul style="list-style-type: none"> <li>• <b>Learning Outcome for the lesson, picked and developed from the course specification</b></li> <li>• <b>Learning indicators for each learning outcome</b></li> </ul>	<b>Learning Outcomes: By the end of the lesson, the student teacher will be able to:</b>		<b>Learning Indicators</b>		<b>Identify which cross cutting issues – core and transferable skills, equity and addressing diversity. How will these be addressed.</b>		
	LO.1. Demonstrate knowledge and understanding of the foundational concepts of greening TVET.		<ul style="list-style-type: none"> <li>• Explain the term greening TVET</li> <li>• Discuss the foundational concepts of greening TVET in Home Economics.</li> </ul>		<b>1. Cross-cutting Issues to be addressed in the lesson:</b> <ul style="list-style-type: none"> <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> </ul>		

	<p>L.O.2. Demonstrate knowledge and understanding of the concepts of greening TVET in Home Economics.</p> <p>LO.3.Demonstrate understanding and skills in greening TVET(recycling waste, re-novation of articles and re-chaufee dishes) in Home Economics</p>	<ul style="list-style-type: none"> <li>• Discuss the relevance of the concepts of recycling waste, re-novation of articles and re-chaufee dishes in Home Economics.</li> <li>• Identify observed practices that impede Greening TVET within the community.</li> <li>• Explore ways to improve such practices.</li> </ul>	<p><b>2. Transferable skills to be addressed in the lesson:</b></p> <ul style="list-style-type: none"> <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	Teaching and Learning Activity to achieve learning outcomes depending on the delivery mode selected. Teacher led, collaborative group work or independent	
			Teacher Activity	Student Activity
Foundational concepts of entrepreneurship and Greening TVET		1/ 10 Minutes	<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• Guides student teachers' review previous knowledge on their understanding of the concepts of entrepreneurship in Home Economics.</li> </ul>	<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• Student teachers <b>brainstorm</b> 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>
	Meanings/ Concept of Greening TVET	2/ 60 Minutes	<p><b>Class Discussion</b></p> <ul style="list-style-type: none"> <li>• Initiates discussion sessions with the aid of videos/OERs to guide student teachers explain greening TVET and share ideas in pairs.</li> <li>• Facilitates student teachers group work to explore OERs to identify the foundational concepts of greening TVET in Home Economics.</li> </ul>	<p><b>Class Discussion</b></p> <ul style="list-style-type: none"> <li>• Student teachers identify and discuss their understanding of greening TVET in pairs with the aid of OERs.</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. (Use 15 minutes for group presentations)</li> </ul>

	<b>Relevance of Greening TVET in Home Economics.</b>	<b>3/ 60 minutes</b>	<b>Group Activity</b> <ul style="list-style-type: none"> <li>Guides student teachers to explore skills development in greening TVET (recycling waste, re-novation of articles and re-chauffee dishes) in Home Economics.</li> </ul>	<b>Group Activity</b> <ul style="list-style-type: none"> <li>Student teachers work in groups to explore skills development in greening TVET( recycling waste, re-novation of articles and re-chauffee dishes)in Home Economics and present findings on charts / exhibits (encourage creativity in presentations) [Use 15-20 minutes for presentation]</li> </ul>
		<b>4/ 40 minutes</b>	<b>Class Discussion</b> <ul style="list-style-type: none"> <li>Facilitates student teachers' reflections on Greening TVET using community walks technique. (Use take home assignment)</li> </ul>	<b>Class Discussion</b> <ul style="list-style-type: none"> <li>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)</li> </ul>
		<b>5/ 10 minutes</b>	<b>Conclusion</b> Tutor leads student teacher recap the lesson and gives reading assignment to prepare for the next lesson.	<b>Conclusion</b> Student teachers contribute and note the readings to prepare for next lesson.
<b>Lesson assessments – evaluation of learning: of, for and as learning within the lesson (link to Learning Outcomes)</b>	<b>In Lesson Assessment : Assessment for and as Learning</b> <ul style="list-style-type: none"> <li>Observation of student teacher's participation in discussions on the foundational concepts of greening TVET in Home Economics.</li> <li>Group presentations on practices that impede Greening TVET within the community in Home Economics.</li> </ul> <b>Learning Outcomes assessed:</b> LO.1, L.O.2 & LO.3.			
<b>Teaching Learning Resources</b>	<ul style="list-style-type: none"> <li>Mobile Phones,</li> <li>laptop computer/PCs</li> <li>Internet facility</li> <li>Textbooks</li> <li>Pictures /charts</li> </ul>			
<b>Required Text (core)</b>	Hisrich, R. D. & Petres, M. P. (2000). Entrepreneurship Staring, developing and managing a new Enterprise (4thEd.) Home Work II.			
<b>Additional Reading List</b>	Hatak, I & Reiner, E. (2010). Entrepreneurship Education in Secondary Schools. Donald F., Kurat, K. O., Loskiniso, S. & Wheeler A. R. (2014) Innovative Pathways for University Entrepreneurship in the 21stCentury. UK: Emerald Group Publishing Ltd			
<b>CPD Needs</b>	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			

# LESSON 11

Year of B.Ed.	2	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 <b>11</b> 12
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Title of Lesson	Factors to consider in setting up a small business I- (space, labour, raw-materials, transport, market)				Lesson Duration	3 hours(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)	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						
Possible barriers to learning in the lesson	<ul style="list-style-type: none"> <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 achieving the outcomes	Face-to-face ✓	Practical Activity	Work-Based Learning	Seminars	Independent Study	e-learning opportunities ✓	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	<ul style="list-style-type: none"> <li>Use <b>whole class discussions</b> to guide student teachers identify factors to consider when setting up small scale businesses in Home Economics.</li> <li>Use <b>Shower Thoughts</b> enable student teachers explore the entrepreneurial skills in setting up and managing small businesses in Home Economics</li> </ul>						
<ul style="list-style-type: none"> <li><b>Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description.</b></li> <li><b>Write in full aspects of the NTS addressed</b></li> </ul>	The purpose for the lesson is to enable student teachers develop knowledge and understanding of the relevant foundational concepts of entrepreneurship, factors to consider when setting up a small scale businesses( <b>space, labour, raw-materials, transport, market</b> ) 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.						
<ul style="list-style-type: none"> <li><b>Learning Outcome for the lesson, picked and developed from the course specification</b></li> </ul>	<b>Learning Outcomes: By the end of the lesson, the student teacher will be able to:</b>		<b>Learning Indicators</b>		<b>Identify which cross cutting issues – core and transferable skills, equity and addressing diversity. How will these be addressed.</b>		
Learning indicators for each learning outcome	LO.1.Demonstrate knowledge and understanding of the factors to consider when setting up small businesses.	LO.2. Demonstrate understanding and skills in setting up and managing small businesses in	<ul style="list-style-type: none"> <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> </ul>		<b>1. Cross-cutting Issues to be addressed in the lesson:</b> <ul style="list-style-type: none"> <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> </ul> <b>2. Transferable skills to be</b>		

	Home Economics.		<b>addressed in the lesson:</b>	
			<ul style="list-style-type: none"> <li>• communication skills</li> <li>• Team work/collaborative skills (group work and group formation).</li> <li>• digital literacy information (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	Teaching and Learning Activity to achieve learning outcomes depending on the delivery mode selected. Teacher led, collaborative group work or independent	
			Teacher Activity	Student Activity
Foundational concepts of entrepreneurship and Greening TVET:		<b>1/ 10 Minutes</b>	<b>Introduction</b> Tutor guides student teachers' revision of previous knowledge on their understanding of foundational concepts of entrepreneurship in Home Economics.	<b>Introduction</b> Student teachers <b>brainstorm</b> 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.
	Factors to consider when setting up a small business - (e.g. space, labour, raw-materials, transport, market)	<b>2/ 80 Minutes</b>	<b>Class Discussion</b> <ul style="list-style-type: none"> <li>• Facilitates a <b>whole class discussion</b> session to guide student teachers identify factors to consider when setting up small scale businesses in Home Economics through brainstorming.</li> <li>• Through <b>group work</b>, guide student teachers to explore OERs to discuss factors to consider when setting up small scale businesses of Home Economics.</li> </ul>	<b>Class Discussion</b> <ul style="list-style-type: none"> <li>• Student teachers identify factors to consider when setting up small scale businesses in Home Economics with the aid of OERs through "<b>think pair and share</b>" 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>
		<b>3/ 70 minutes</b>	<b>Group Work</b> <ul style="list-style-type: none"> <li>• Guides student teachers to explore entrepreneurial skills needed in setting up and managing small businesses in Home Economics</li> </ul>	<b>Group Work</b> <ul style="list-style-type: none"> <li>• 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</li> </ul>

				<ul style="list-style-type: none"> <li>Student teachers use think-pair-share to identify and discuss possible areas in Home Economics for setting up a small business and share with class.</li> </ul>
		4/ 20 minutes	<ul style="list-style-type: none"> <li>Tutor uses <b>think-pair –share</b> technique for student teachers to reflect on lesson through shower thoughts</li> </ul>	<ul style="list-style-type: none"> <li>Student –to-student presentations and discussions on entrepreneurial skills in setting up and managing small businesses in Home Economics.</li> </ul>
<b>Lesson assessments – evaluation of learning: of, for and as learning within the lesson (link to Learning Outcomes)</b>	<p><b>In Lesson Assessment : Assessment for and as Learning</b></p> <ul style="list-style-type: none"> <li>Observation of student teacher’s participation in discussions on the factors to consider when setting up small businesses.</li> <li>Group presentation on skills in setting up and managing small businesses in Home Economics.</li> </ul> <p><b>Learning Outcomes assessed: LO.1 &amp; LO.2.</b></p>			
<b>Teaching Learning Resources</b>	<ul style="list-style-type: none"> <li>Mobile Phones,</li> <li>laptop computer/PCs</li> <li>Internet facility</li> <li>Textbooks</li> <li>Pictures /charts</li> </ul>			
<b>Required Text (core)</b>	Hisrich, R. D. & Petres, M. P. (2000). Entrepreneurship Staring, developing and managing a new Enterprise(4thEd.) Home Work II			
<b>Additional Reading List</b>	Hatak, I & Reiner, E. (2010). Entrepreneurship Education in Secondary Schools. Donald F., Kurat, K. O., Loskiniso, S. & Wheeler A. R. (2014) Innovative Pathways for University Entrepreneurship in the 21stCentury. UK: Emerald Group Publishing Ltd			
<b>CPD Needs</b>	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			



# LESSON 12

Year of B.Ed.	2	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 <b>12</b>
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Title of Lesson	<b>1. REVISION OF SEMESTER COURSE WORK</b> <b>2. Factors to consider to when setting up a small business- II (selecting business name, registration procedure and start-up capital).</b>				Lesson Duration	3 hours(180mins)
Lesson description	<p>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.</p> <p>(NTS 1g,p. 19;2c, p.20;3b, p.23; 3g, p.25;NTECF, p.14;NTECF p.18)</p>					
Previous student teacher knowledge, prior learning (assumed)	<p>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 <b>Home Economics</b>.</p>					
Possible barriers to learning in the lesson	<ul style="list-style-type: none"> <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 achieving the outcomes	Face-to-face ✓	Practical Activity	Work-Based Learning	Seminars	Independent Study ✓	e-learning opportunities Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	<ul style="list-style-type: none"> <li>• Use <b>Group work</b> to <b>identify</b> factors to consider when setting up small businesses in Home Economics.</li> <li>• Use <b>Interactive Lecture</b> to guide students to review the course for the semester.</li> </ul>					
<ul style="list-style-type: none"> <li>• <b>Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description.</b></li> <li>• <b>Write in full aspects of the NTS addressed</b></li> </ul>	<p>The purpose for the lesson is to develop knowledge and understanding of the relevant foundational concepts of entrepreneurship, factors to consider when setting up small scale businesses (<b>selecting business name, registration procedure and start-up capital</b>) 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. Student teachers will review and connect knowledge from the various lessons to prepare them for the end of semester exams with the expectations that the student teacher would be adequately prepared to finally settle on the values and attitudes in the teaching/learning of Home Economics and prospective business prospects.</p>					

<ul style="list-style-type: none"> <li>Learning Outcome for the lesson, picked and developed from the course specification</li> </ul> <p>Learning indicators for each learning outcome</p>	<b>Learning Outcomes: By the end of the lesson, the student teacher will be able to:</b>		<b>Learning Indicators</b>	<b>Identify which cross cutting issues – core and transferable skills, equity and addressing diversity. How will these be addressed.</b>	
<p>Foundational concepts of entrepreneurship and Greening TVET</p>	<b>Sub-topics (if any):</b>	<b>Stage/Time</b>	<b>Teaching and Learning Activity to achieve learning outcomes depending on the delivery mode selected. Teacher led, collaborative group work or independent</b>		
		<b>1/ 10 Minutes</b>	<b>Teacher Activity</b>  <u>Introduction</u> Tutor guides student teachers' revision of previous knowledge on their understanding of Home Economics	<b>Student Activity</b>  <u>Introduction</u> Student teachers <b>brainstorm</b> 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.	
	<b>Factors to consider when setting up a small business – (selecting business name, registration procedure and start-up capital).</b>	<b>2/ 60 Minutes</b>	<u>Class Discussion</u> <ul style="list-style-type: none"> <li>Tutor, facilitates a discussion session with the aid of videos/OERs to guide student teachers identify factors to consider when setting up small businesses in Home Economics</li> <li>Through <b>group work</b>, tutor, guides student teachers to explore OERs to discuss the factors to consider when setting up small businesses in Home Economics.</li> </ul>	<u>Class Discussion</u> <ul style="list-style-type: none"> <li>Student teachers identify factors to consider when setting up small businesses in Home Economics with the aid of OERs</li> <li>Student teachers work in groups to discuss factors to consider when setting up small businesses in Home Economics using videos.</li> </ul>	

		<b>3/ 40 minutes</b>	<b>Group work</b> <ul style="list-style-type: none"> <li>Tutor guides student teachers to explore how to set up and manage small businesses in Home Economics</li> </ul>	<b>Group work</b> <ul style="list-style-type: none"> <li>Student teachers work in pairs to explore how to set up and manage small businesses in Home Economics and share with class on chats / spidergrams.</li> <li>Student teachers work in groups to craft a mini business plan for setting up small businesses in any one of the aspects of Home Economics for presentation.</li> </ul>
		<b>4/ 70 minutes</b>	<b>Interactive Lecture</b> Tutor uses <b>think- pair – share/ group discussion technique</b> for student teachers to reflect on course.	<b>Interactive Lecture</b> Student teachers use <b>think- pair – share/ group discussion technique</b> to review the course .
<b>Lesson assessments – evaluation of learning: of, for and as learning within the lesson (link to Learning Outcomes)</b>	<b>Category of Assessment: Written Examination/Test(End of course)</b> <b>Students teachers are assessed by summative examination on:</b> <ul style="list-style-type: none"> <li>The foundational history and philosophies of Home Economics Education and the relevance to national development.</li> <li>The concepts in Home Economics and national development.</li> <li>The trends and development in the teaching and learning of Home Economics in Ghana in the past decade</li> <li>The major trends that have occurred from the indigenous to contemporary era in Home Economics Education</li> <li>Foundational concepts of entrepreneurship (meaning of entrepreneurship, entrepreneurial skills, setting up small scale businesses) and greening TVET</li> <li>The factors to be considered in setting up small scale business</li> </ul> <b>Learning Outcomes assessed: CLO1, CLO 2 &amp; CLO 3</b>			
<b>Teaching Learning Resources</b>	Mobile Phones, laptop computer/PCs, Internet facility ,Textbooks, Pictures /charts			
<b>Required Text (core)</b>	Hisrich, R. D. & Petres, M. P. (2000). Entrepreneurship Staring, developing and managing a new Enterprise(4thEd.) Home Work II			
<b>Additional Reading List</b>	Hatak, I & Reiner, E. (2010). Entrepreneurship Education in Secondary Schools. Donald F., Kurat, K. O., Loskiniso, S. & Wheeler A. R. (2014) Innovative Pathways for University Entrepreneurship in the 21stCentury. UK: Emerald Group Publishing Ltd			
<b>CPD Needs</b>	Use of different Pedagogical skills - PDP Theme 1 Team Teaching – PDP Theme 4 Use of ICT(e.g. <b>YouTube, MOOC, Udemey, Khan Academy</b> ) in Teaching- PDP Theme 5			
<b>Course Assessment</b>	<sup>1</sup> <b>Component 1: Subject Portfolio Assessment (30% overall score)</b> <ul style="list-style-type: none"> <li>Selected items of students’ work(3 of them-10% each)- 30%</li> <li>Midterm assessment-20%</li> <li>Reflective journal-40%</li> <li>Organisation of the subject portfolio-10%(how it is presented and organised)</li> </ul> <sup>2</sup> <b>Component 2: Subject Project(30% overall semester score)</b> <b>Introduction, a clear statement of aim and purpose of the project-10%</b> <b>Methodology: what the student teacher has done and why to achieve the purpose of the project</b> <b>Substantive or main section - 40%</b> <b>Conclusion - 30%</b> <b>Component 3: End of semester exams</b>			

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

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

