

Four-Year B.Ed. Course Manual

FEDACOY NUEINEDA







TreGoemertofChara



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

FOREWORD

These initial teacher education course manuals were developed by a team consisting of members from colleges of education, and four universities namely, university of Ghana, Kwame Nkrumah university of science and technology, university of education, Winneba, and university of development studies. this team was constituted to support the delivery of the new B.Ed. curriculum as part of Ghana's teacher education reforms supported by T-Tel with assistance from UK aid and overseen by the National Council for Tertiary Education (NCTE).

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 meets the requirements of the national Teachers' standards (NTS), thus enabling them to teach effectively in basic schools.

The structure and sequence of the manuals follows a process developed through a collaboration by key stakeholders. The first section is focused on the course information and vision for the new four-Year 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 which will be addressed through the course. 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. The relevant aspects of the national Teachers' standards to be assessed through each assessment are identified. each course is accompanied by the required reading and reference lists 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.

In all, there are 12 lessons for each course manual. The set of first year manuals present the general courses for the beginning teacher. The second, third and final year manuals deal with specialisms and specialist programmes for student teachers. The different manuals for each successive year cover beginning teaching, developing teaching, embedding teaching, and extending teaching.

field instructions to guide supported teaching in school are integrated into the course manuals to provide the student teacher with the nucleus of practicing and developing teaching throughout the entire period of study to be able to meet the requirements of the 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, assessment Policy and inclusion Policy. This will help to ensure that learning by student teachers' is integrated within the wider teacher education policy framework.

Professor Mohammed Salifu Executive Secretary

National Council for Tertiary Education

ACKNOWLEDGEMENTS

The course Manuals were developed over several months 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 of development studies. they were produced in association with the national council for tertiary education of the Ministry of education, Ghana.

A participatory team approach was used to produce this set 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 copy 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 approach used to produce this manual.

We are indebted to the Ministry of education and the national council for Tertiary education, (NCTE) 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, Prof. Mohammed Salifu the executive secretary of NCTE 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 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		Cletus Ngaaso	Social Studies
Dr. Anthony Baabereyir		Mohammed Adam	
Ms. Shirley Dankwa	African Studies	Dr. Emmanuel Adjei-Boateng	
Prof. S.Y. Annor	Agriculture	Dr. Yaw Nyadu Offei	Special Education
Dr. Salome praise Otami		Prof. Samuel Hayford	
Dr. Samuel Frimpong		Dr. Awuni	
Robert Quansah	Early Grade	Rev.(Dr) Nyueko Avotri	Technical
Dr. Abraham Kwadwo Okrah	English Language	Elizabeth Lani Ashong	Vocational
Vivian Acquaye		Michael Tsorgali	Education and
Felix A. Odonkor		Frnacis Donkor	Training
Dr. Cecilia Esinam Agbeh		Dr. Maxwell Nyatsikor	
Ibrahim Osmanu	French	Prof. Salomey Essuman	
Dr. Kofi Adu-Boahen		Dr. Paul Kwadwo Addo	
Dr. M. Kusimi	-	Dr. Winston Kwame	-
Dr. M. Kusimi		Abroampa	
Dr. Aboagye Dacosta		Mr. Kwaku Esia-Donkoh	
Mr. Alexander Otoo	Geography	Mohammed Z. Abdulmumin	Pedagogy
Dr. Yvonne A.A. Ollennu	Ghanaian	Dr. Mohammed Hafiz	Arabic
Kwasi Adomako	Language	Iddris Mohammed	
Dr. Akwasi Kwarteng			
Amoako-Gyampah	-	Mohammed Almu Mahaman	-
Anitha Oforiwah Adu-			
Boahen	-	Murtada M. Muaz	
Gertrude Nkrumah	History	Dr M. Q. Adjahoe	Music
Prof Charles Owu-Ewie	Literacy	Prof Cosmas Mereku	
Dr. Ahmed Amihere		Prof. Reginald Ocansey	Physical Education
Zakaria Sadiq	Mathematics	Dr. Emmanuel Osei Sarpong	
Dr. R. Addai-Mununkum		E. Kwaku Kwaa-Aidoo	ICT
Dr Charles Nyarko Annobil		Victor Anyamful	
Mr. Owusu Afiriyie	RME		
Dr. V. Ankamah-Lomotey			
Jonathan Ayelsoma Samari			
Prof. Ruby Hanson	Science		

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

INTRODUCTION TO THE UPPER PRIMARY SOCIAL STUDIES SPECIALISM

This programme is designed to provide student teachers with the concepts and pedagogy required to teach **Upper Primary Social Studies (Our World and Our People(OWOP)) Specialism** and to support the learning of children between the ages of 9 and 12. Student teachers are expected to gain understanding of human development and the developmental milestones associated with Upper Primary and develop the ability to recognise and address the varied behaviours that can accompany this age range.

This specialism also affords student-teachers the opportunity to acquire the subject knowledge required of a class teacher who teaches all subjects of the Upper Primary Basic School Curriculum. They will be able to teach the Upper Primary OWOP curriculum using appropriate differentiated interactive teaching, learning and assessment strategies that encourage: inquiry learning; develop logical thinking; the ability to deal with abstract concepts and to recognise connections across subjects. It is anticipated that student teachers will understand their pupils as individuals and be able to shape their learning and support their well-being in such a way that it builds on the interests, strengths and needs of all pupils regardless of culture, background or special educational need.

With this background, it is expected that student-teachers understand, recognise and be able to explore and address issues of diversity within the class/OWOP and potential barriers to inclusion (including personal bias, stereotypes and institutional discrimination). The UpperPrimary teacher education programmesupports the student teacher in appreciating and demonstrating honesty, integrity and love for country and be able to transfer these values into the learners. After going through this specialism, the student teachers will have the opportunity to gain the subject knowledge, skills, values and attitudes of a good teacher who meets the NTS in full (NaCCA, 2019).

Soc	ial Studies/TVET Course Manual
Res	sources for Course Manual Writing
٠	Soft copies of the CWG, New Four-Year B.Ed. Curriculum introduction
•	Soft and hard copies of the course specifications for the subject for year one and two
•	Soft and hard Course Manual Writing Guide (CMWG)
•	Relevant subject texts
Tar	get Audience
•	College of Education Tutors
•	Teacher Education University Lecturers
•	Student Teachers
•	Mentors
The	e purpose of course manuals
•	To provide a lesson by lesson overview of the course, building on, adapting and developing the material in the course
	specifications
•	To provide a resource to support professional development sessions for tutors/lecturers on how to plan for and teach
	courses from the New Four-Year B.Ed. Curriculum
•	To inform tutors /lecturers, student teachers and others working with student teachers about:
	 what is to be taught and why
	 how it can be taught
	 how it should be assessed
•	To support consistency in the implementation of the New Four-Year B.Ed. across institutions who train teachers
•	To ensure that all training information on skills, processes, and other information necessary to perform the teaching task
	are together in one place.
•	To operationalize the Teacher Education Reform Policy; the requirements of the NTS & NTECF and the Four-Year B.Ed.
Gui	iding principles of course manual writing
1.	They are written with the learner, the student teacher, in mind: what they will be able to cope with and only include what
	student teachers need to know, understand, be able to do and be as a basic school teacher
2.	They take in to consideration the learner's, the student teacher's, context and possible barriers to, and enablers for,
	learning
3.	They are written with the tutors /lecturers who are going to teach the course in mind. Tutors must be able to adapt and
	develop the plans in course manuals to fit the context they are teaching in and to support their teaching
4.	They are aligned to the key principles and practices of the Teacher Education Reform Policy: the NTS, the NTECF and the
_	New Four-Year B.Ed.
5.	They are written to provide opportunities for student teachers to develop and apply knowledge during supported teaching
G	in school They are written to reflect the stage of student teacher development, set out in the model for progress in the New Four-
6.	Year B.Ed.
7.	They are written to support progress in student teacher learning, including building on prior learning from the previous
7.	programme or course/s and supporting progress to the next course.
8.	They are to be used as self-study tools.
9.	They are written to have the following characteristics: easy to read; uses active voice and avoids jargon; uses bullet points
5.	to offset text; uses images
Wh	at a teacher educator needs to know, understand and use to inform what they do
•	The aims and structure of the education system and Education strategic Plan
•	The Basic School Curriculum
•	The Inclusion Policy
•	The teacher education system: The National Teacher's Standards, the vision for teacher education and the core principles
	of the New Four-Year B.Ed.
•	Andragogy, effective methods and practices for teaching adult learners
•	Assessment Literacy. Assessment for, of and as learning -Educative Assessment

Title Page					
i. Co	urse name: Introduction to Social Studie	S			
ii. Th	e vision for the New Four-Year B.Ed. Cur	riculum			
fully prepared t they teach as se honesty, integri learners. "	nitial teacher education and train highly o teach the basic school curriculum and et out in the National Teachers' Standard ty, creativity and responsible citizenship urse Details: as in course specification u	so improve the learning out ls. In doing this to instil in n and to achieve inclusive, e	tcomes a lew teac quitable	and life chanc hers the Nation	es of all learners on's core values of
Pre-requisite/s	The programme / previous semester co	ourses studied.	-		
Co-Requisites	Links to other courses being taught, sug		experien	ice and avoid	duplication
Course Level	Course Code	Credit Value			•
Table of content	IS I I I I I I I I I I I I I I I I I I				
Each manual wi	l include:				
	al for the subject or learning area				
 The gos Course 	description				
 The goal Course Key cor 	description ntextual factors				
 The goan Course Key con Core an 	description ntextual factors nd cross cutting issues, including equity a	nd inclusion			
 The goal Course Key condition Core and Course 	description ntextual factors nd cross cutting issues, including equity a Learning outcomes	nd inclusion			
 The goal Course Key condition Core and Course Course Course Course 	description ntextual factors nd cross cutting issues, including equity a Learning outcomes content	nd inclusion			
 The goal Course Key condition Core and Course Course Course Teaching 	description ntextual factors nd cross cutting issues, including equity a Learning outcomes content ng and learning strategies	nd inclusion			
 The goal Course Key condition Core and Course Course Course Course Teachind Course 	description ntextual factors nd cross cutting issues, including equity a Learning outcomes content ng and learning strategies Assessment components	nd inclusion			
 The got Course Key con Core an Course Course Course Course Course Course Reachin Readin 	description ntextual factors nd cross cutting issues, including equity a Learning outcomes content ng and learning strategies				

A. Course information

1. Goal for the Subject or Learning Area

This course is therefore intended to provide the student-teacher the opportunity to

2. Key contextual factors

This course draws on the commonalities in the focus of the Social Studies and TVET strands. The contemporary challenges in the appreciation of the Ghanaian identity, characterised by low levels of patriotism and low sense of identification. The link that exists in Culture and Arts helps to give a basis for understanding the Ghanaian identity. Under the section of the Arts the poor appreciation of Arts creates an opportunity for the course to help student teachers to appreciate the significance of the Arts in strengthening the Ghanaian identify. Herein lies the connection between Social Studies and the areas of skills development under the TVET programmes which is the essence of this course. The specific context of the course, therefore is to demonstrate how cultural and artistic expressions and vocations in Ghana reinforce development and sustenance of our Ghanaian identity and uniqueness.

3. Course Description

The course intends to introduce student teachers to the relationship between Ghanaian identity, culture and arts. This course aims

at helping student teachers to understand the diverse cultural elements of Ghana. It also focuses on supporting student teachers'

appreciation of the various vocations and artistic expressions of Ghana. This course also aims at helping student teachers to appreciate the importance of the arts and culture in the expression of our national identity. It also focuses on aspects of

equity and inclusivity to enable student-teachers connect with diversity in its teaching. Additionally, it is intended to offer student-teachers the opportunity to help their learners appreciate their Ghanaian identity, culture and arts and the need to promote Ghanaian identity through expression of our culture and arts. Furthermore, the course will equip student-teachers with the knowledge and competencies to support their learners to demonstrate different ways of positively demonstrating Ghanaian identity and core values. Student-teachers will be able to take accounts of and respect learners diverse linguistic and cultural backgrounds in teaching about Ghanaian identity, culture and artistic expression/vocations. The course will be delivered using differentiated strategies and approaches. The assessment strategies of, for and as learning will include the use of quizzes, presentations, and project work. The course refers to NTS 1c, f &g; 2f; 3e, f & i. NTECF p. 20-22, 27-31, 38-42, 45.

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

Core and transferable skills: Problem-solving skills (CLOs 1, 2, 3, 4 and 5), civic literacy (CLOs 1, 2, 3 and 4), Team work/collaborative skills (CLOs 1, 2, 3 and 4), critical/analytical thinking skills (CLOs 1, 2, 3 and 4), communication skills (CLOs 1, 2, 3 and 4), 2, 3 and 4), Cross-cutting Issues: Gender, equity and Inclusivity, assessment strategies, reflective thinking, professional attitudes and values

Cross-cutting issues: Gender, equity and inclusivity, assessment strategies, reflective thinking, professional attitudes and values						
5. Course Learning Outcomes	6. Learning indicators					
On successful completion of the course, Student-teachers	1.1 Explain the meaning of Ghanaian identity, culture and arts					
will be able to:	1.2 Describe the relation among National identity, culture, the					
1. Demonstrate a clear understanding of the concepts of	arts					
Ghanaian identity, culture and arts within the	1.3 Explain the rights and responsibilities that goes with our					
multicultural setting and explain how core values and	Ghanaian identity.					
competencies that support the exercise of individual						
rights and responsibilities with special focus on equity	2.1 Identify cultural elements that are unique to specific ethnic					
and inclusivity (NTS 1e, NTS 3f, g; NTECF p.38-45)	groups in Ghana					
	2.2 State common cultural elements among the ethnic groups					
2. Appreciate the cultural diversity of the people of	in Ghana					
Ghana and the various vocations and artistic	2.3 Identify the various vocations and the arts of Ghana					
expressions in the country and their implications for	2.4 Describe how they will apply knowledge of diverse cultural					
the teaching and learning of the upper primary	expressions of Ghana in their relationship with children to					
curriculum to promote equity and inclusivity. (NTS 2e,	promote equity and inclusivity.					
f; NTECF p. 38-39, 45).						
	3.1 Examine the importance of cultural and artistic expressions					
3. Appreciate the importance of the arts and culture in	of Ghana to our unique Ghanaian identity.					
the expression of our Ghanaian identity and the need	3.2 Explain how they would use the teaching of Social Studies					
to promote Ghanaian identity through expression of	and TVET support expression of our culture, arts and					
our culture and arts in the teaching of Social Studies	Ghanaian identity.					
and TVET (NTS 1e, f, 2f, 3f, g; NTECF p.38-45)	3.3 Explain how they will use knowledge and understanding of					
	cultural diversity of Ghana and various forms of expression					
4. Demonstrate understanding of the relevance of	in their teaching to support children to demonstrate					
teaching an integration of the arts, vocations and	different ways of positively demonstrating Ghanaian					
Social Studies to child development and apply this	identity and our core values					
knowledge in teaching Social Studies and TVET. (NTS	3.4 Explain how they would support Child development					
1e, 3c, f, g, j; NTECF p.38-45).	through colour expression and the arts					

5.	Use ideas from their understanding, knowledge and	4.1 describe the basic theorie	s of colour
	application of the course in teaching and learning to	4.2 examine colour and occas	
	record their experiences into SRJ. (NTS 3h; NTECF p. 45)	4.3 undertake basic colour we	ork
	-5)	5.2 Share ideas on what has b	peen taught and learnt in the
			the knowledge in the course in
		teaching	
		The Upper Primary curriculun	n.
7.	Course content		
In the	course specification. This should provide an outline of th	ne academic and / or practical	content of the course. It should be
	how this content relates to the achievement of the int	-	name of each unit in the course
Should Unit	be briefly set out – the name should make it clear what Topic	Sub-topic (If any)	Teaching and learning activities
onic			to achieve the learning
			outcome
1	Identity, Culture and Arts in a Multicultural Setting	Cultural Diversity in Ghana	Power point presentation to
	and how Core Values and Competencies Support the	and its Expression among	explain the various perspectives
	Exercise of Individual Rights and Responsibilities(OWOP B. 4-6)(2Weeks)	various Ethnic Groups	of Social Studies (Social Studies as: an amalgamation of the
	Responsibilities(OWOP B. 4-0)(Zweeks)		social sciences, citizens
		Rights and Responsibilities	
		Associated with Ghanaian	
		Identity	
2	Cultural Diversity of the People of Ghana and their	Vocations and Arts of	
	Vocations and Artistic Expressions(3Weeks)	Ghana	
		Teaching cultural diversity	
		in upper primary to	
		nurture the ideals of inclusivity, equity and	
		harmony	
3	Importance of the Arts and Culture in the Expression	,	ough differentiated group task,
	and Promotion of Ghanaian identity (3Weeks)	artistic expressions to the	student-teachers discuss the
		Ghanaian identity	rationale and goals of teaching Social Studies
		Teaching Social Studies	
		(Our people, our world)	
		and TVET to promote	
		Ghanaian culture, arts and	
		identity Structure and organization	
		of the upper primary Social	
		Studies/TVET Curriculum	
		Introduction to Techniques	
		and strategies of teaching	
		Social Studies/TVET as	
		integrated discipline	
4	Relevance of Teaching an Integration of the arts, Vocations and Social Studies to Child	Basic theories of colour	
	Development(2 weeks)	Colour and Occasions in	
		Ghana	
		Undertaking Basic Colour	
		Work	
5	Recording Student-teacher Experiences into SRJ (2)	Introduction to student-	
		teachers reflective journal	

		development and writing in Social Studies (Our people, our world) and TVET	
8.	Course Assessment Components		

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%
- Organization of the subject portfolio -10 % (how it is presented /organized)

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 purpse of the project -20%
- Substantive or main section -40%
- Conclusion -40%

Component 3: end of semester examination -40%

9. Teaching and learning strategies

Detail in this section should show how the total learning hours will be used to achieve the intended learning outcomes, to provide a guide to the teaching and learning strategies to be used. Each teaching strategy should be selected as most appropriate to achieving the learning outcomes. This may include team teaching or additional tutors. As stated in the B.Ed. experiential learning and interactive teaching approaches are encouraged

10. Required Reading and reference list

One or two compulsory texts which must be made available to the student teachers and a SHORT list of 5 relevant references. These lists should be annotated with the key value of each text. Use APA style of writing.

11. Teaching and Learning Resources

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

Course related professional development for tutors/ lecturers

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

Year of B.Ed. 2	Semester 1	Place of	lesson in se	emester	234	5678910	11 12	
Title of Lesson	Cultural Diversity in G Groups	ihana and its	Expression ar	nong various E	thnic	Lesson Duration	3 hours	
Lesson description	arts and how these ar opportunity to studen their expressions amo	This lesson introduces student-teachers to the concepts of the concepts of identity, culture and arts and how these are expressed in Ghana by the various ethnic groups. It also offers opportunity to student-teachers to examine the commonalities of the cultural elements and heir expressions among the various ethnic groups and how these are used to identify Ghanaians as a unique people. Art as an element of the Ghanaian culture is also examined.						
Previous student-teacher knowledge, prior learning (assumed)	encountered artistic ounderstanding the less	Student-teachers are familiar with the cultures of various ethnic groups in the country and have encountered artistic expressions of Ghanaian cultures in various ways and can apply this in understanding the lesson.						
Possible barriers to learning in the lesson	 Misconceptions a 							
Lesson Delivery – chosen to support students in achieving the outcomes	• The orientation o Face- Practical to-face Activity v	Work- Based Leaning	Seminars	Independent Study		arning ortunities	Practicum	
 mode of delivery chosen to support student teachers in achieving the learning outcomes. Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects 	 KWL Shower Thoughts Group Discussion Differentiated task grouping Whole class discussion This lesson is intended to enable student-teachers to appreciate how culture and arts are used to define the identity of a people. 						arts are used	
 of the NTS addressed Learning Outcome for the lesson, picked and developed from the course specification 	Learning Outcomes: By the end of the lesson, the student- teacher will be able to:	Learning Ind	licators	is: sk di	sues – c ills, equ	which cross o core and trar uity and add How will th d.	nsferable ressing	
Learning indicators for each learning outcome	Demonstrate knowledge and understanding of the concepts of identity, culture and arts and how these concepts are related	identity, cul Describe the national ide Explain how expressions	meaning of G ture and arts e relation amo ntity, culture, the cultural are used to io s a unique pe	• the arts dentify	tutor Genc diver addre oppo teach vario	should ensu der equality, rsity and in essed b prtunity to ners to es	respect for clusivity are y giving o student- kamine the ectives of	

Topic Title	Sub-topics (if any):	Stage/Tim e	Teaching and Learning Activity to achieve learning outcomes depending on the delivery mode selected. Teacher led, collaborative group work or independent				
			Teacher Activity	Student Activity			
Preparations for use of course manual and Pre– Learning interactions	(1) Self- Introduction	1/ 30 minutes	Through face-to-face interaction, Tutor/lecturer and student-teachers introduce themselves	Student-teachers do self- introduction (Tutor and student- teachers)			
			Tutor guides student-teachers to discuss the course goal/aims and objectives as well as its structure and content	Student-teachers examine the course goal/aims and objectives as well as its structure and content			
	Addressing Certain Perceptions and Stereotypes about the People's Cultures	2/70minut es	Culturally Responsive Pedagogies Tutor starts the lesson by demonstrating the desire to adapt his/her teaching techniques and style to the student-teachers' varying needs that will help them feel valued by: i. distributing questionnaires, asking about student- teachers' interests, perceptions and stereotypes about other cultures; ii. collecting information about student-teachers' learning styles; and iii. holding open discussions, allowing students to talk/share stories about the positive sides of their cultures, communities or societies as well as experiences from past classes/lessons and encounters	Culturally Responsive Pedagogies Student teachers participate in answering the questionnaire and as well talk/share stories about the positive sides of their cultures, communities, people or societies as well as experiences from past classes/lessons and encounters			
			Debate Tutor provides opportunity to student teachers to debate the pros and cons of stereotyping and their perceptions about other people's cultures or other people.	Debate Tutor provides opportunity to student teachers to debate the pros and cons of stereotyping and their perceptions about other people's cultures or other people.			
Cultural Diversity and its Expression Among various Ethnic Groups of Ghana	 (3) Ghanaian Identity, Culture and Arts; The Relationship Among National Identity, Culture, the Arts (4) How Cultural Expressions are 	2/30 minutes	Know-Want to know-Learnt Tutor through the use of Know-Want to know-Learnt guides student-teachers to explain the concepts of identity, culture and arts	Know-Want to know-Learnt Student-teachers share their ideas on what they know and want to know the concepts of identity, culture and arts Student-teachers after the first two steps (K and W), now share what they have learnt to satisfy the L stage of the technique.			

u:	sed to Identify		Group Discussion	Group Discussion	
	, ihanaians as a		Tutor guides student-teachers	Student-teachers in their groups	
u!	nique people	4/ 30	through group discussion to	discuss the relationships among	
		minutes	explain the relationships	identity, culture and arts	
			among identity, culture and		
			arts	Student-teachers in whole class	
				discussion, present their findings	
			Tutor tasks student-teachers	on how cultural expressions are	
			to discuss in groups and do	used to identify Ghanaians as a	
			group presentations on how	unique people both within and	
			cultural expressions are used	outside Ghana	
			to identify Ghanaians as a		
			unique people both within and		
			outside Ghana		
			Tutor tasks student-teachers		
			to do independent		
			differentiated group task		
			study on the rights and		
			responsibilities associated with		
			Ghanaian identity		
Lesson assessments –	Component	2: Continuous	Assessment 1		
evaluation of learning:			nent for, as and of Learning		
for and as learning with					
the lesson (link to	Student teac	hers assessed	through:		
Learning Outcomes)	• A 20 min	utes Quiz cov	ering all the learning outcomes		
	 self-asse 	ssment at stag	ges of the lesson where independe	ent study and differentiated task	
	grouping	g are required			
			sed: CLO1; NTS Page 15 (1 a, b, e, a	& f, 2c, e, f and 3a-i, k-n,)	
Teaching Learning	Resource Per	son, Cell phor	ne, manila cards,		
Resources					
Required Text (core)		Awedoba, A. K. (2005). Culture and development in Africa. Accra: Historical Society of Ghana			
Additional Reading List	Anderson, M	. L. & Taylor, I	H. F. (2004). <i>Sociology</i> (3 rd ed.). Bel	mont: Wadsworth.	
Lesson Policy					
CPD Needs	Team Teachi	ng Approach			

Year of B.Ed.	2 Semester	1	Place of l	esson in seme	ster 12	3 4 5 6 7 8 9 10	11 12		
Title of Lesson	Rights and Respo	onsibilities Ass	ociated wi	th Ghanaian Iden	itity	Lesson Duration	3 hours		
Lesson description	rights are duties teachers to the ri The lesson emph	Every person is entitled to a body of rights to enable them live in decency. Corresponding to these ights are duties and responsibilities that must be fulfilled. This lesson seeks to introduce student- eachers to the rights and responsibilities of individuals, with particular reference to Ghanaian citizens. The lesson emphasises on the need to give every child, irrespective of gender, circumstance of birth or obysical condition equal opportunity to realise their dreams and aspirations to the fullest.							
Previous student- teacher knowledge, prior learning (assumed) Possible barriers to		udent-teachers are familiar with some basic concepts in Social Studies and what the subject seeks to hieve and can apply this in understanding the lesson							
learning in the lesson				nd heads of the C	oFs				
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face √	Practical Activity	Work- Based Leaning	Seminars	Independent Study	e-learning opportunities	Practicum		
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes. • Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. • Write in full aspects of the NTS addressed	 Power point Think, pair, s Group Discus This lesson is intowith one identify	ssion ended to mak			ite the rights an	nd responsibilitie	s that come		
Learning Outcome for the lesson, picked and developed from the	Learning Outcon lesson, the stu able to:	-		Learning Indicators	core and tra	ch cross cutting nsferable skills, liversity. How w	equity and		
course specification Learning indicators for each learning outcome	Demonstrate cle individual rights that are associa Ghanaian with s and inclusivity	and respo ted one iden	nsibilities tity as a	Analyse the rights and responsibilities that are associated with individual's identity as a Ghanaian with special focus onequity and inclusivity	 should e Gender diversity address student 	y and inclu ed by giving op -teachers to e perspectives of t	espect for sivity are portunity to xamine the		

Topic Title	Sub-topics (if any):	Stage/Time		y to achieve learning outcomes selected. Teacher led, collaborative		
			Teacher Activity	Student Activity		
Rights and Responsibilities Associated with Ghanaian Identity (OWOP B. 4-6)	(1) Lesson Introduction	1/ 30 minutes	Tutor guides student-teachers to do power point presentation on the rights they enjoy as Ghanaians and the responsibilities they carry out for being Ghanaians.	Student-teachers do power presentation on the independent study task assigned them during the last lesson		
	(2) Ghanaian Identity and theRights and Responsibilities that come with it		Student-teachers think individually about the answer (e.g. 1-3 minutes) then pair student to discuss their answers and finally expand discussion to the whole class			
			Through mixed-ability group discussion , tutor guides student- teachers to discuss why there is the need to give every Ghanaian child, irrespective of gender, circumstance of birth or physical condition equal opportunity to realise their dreams and aspirations to the fullest.	In a whole class discussion, student-teachers examine why there is the need to give every Ghanaian child, irrespective of gender, circumstance of birth or physical condition equal opportunity to realise their dreams and aspirations to the fullest.		
			Tutor task student-teachers to do individual independent study on the vocations and arts of the			
Lesson assessments –	Component 2: Co	ontinuous Asse	various ethnic groups of Ghana.			
evaluation of learning:			for, as and of Learning			
of, for and as learning	Category of Asse					
within the lesson (link to Learning Outcomes)	 Student teachers self-assessme 		ugh: stages of the lesson			
to Learning Outcomes)			es and award marks to groups based	on the power point presentations		
	-		CLO1; NTS Page 15 (1 a, b, e, & f, 2c, ent: The Teacher(s):	e, f and 3a-i, k-n,)		
		-	tively reflects to improve teaching a	and learning		
			and professional development thro al Development.	ugh lifelong learning and		
	Community of Pr					
	1e) Engages positively with colleagues, learners, parents, School Management Committees,					
	Parent-Teacher Associations and wider public as part of a community of practice. 1f) Develops a positive teacher identity and acts as a good role model for students					
	NTS 2 Professional Knowledge (Knowledge of educational frameworks and curriculum) The Teacher:					
			knowledge, pedagogical knowledge ool and grade they teach in.	e and pedagogical content		
		erstands how o	children develop and learn in diverse	e contexts and applies this in his or		
			nd respects learners' cultural, lingui ds in planning and teaching.	istic, socio-economic and		

	NTS 3: Professional Practice (Managing the learning environment) The Teacher:
	a) Plans and delivers varied and challenging lessons, showing a clear grasp of the intended outcomes of their teaching.
	b) Carries out small-scale action research to improve practice.
	c) Creates a safe, encouraging learning environment.
	d) Manages behaviour and learning with small and large classes.
	uj manages benaviour and learning with small and large classes.
	Teaching and Learning: The Teacher:
	e) Employs a variety of instructional strategies that encourages student participation and critical thinking.
	f) Pays attention to all learners, especially girls and students with Special Educational Needs, ensuring their progress.
	g) Employs instructional strategies appropriate for mixed ability, multilingual and multi-age classes.
	h) Sets meaningful tasks that encourages learner collaboration and leads to purposeful learning.
	i) Explains concepts clearly using examples familiar to students.
	Assessment: The Teacher:
	k) Integrates a variety of assessment modes into teaching to support learning.
	 Listens to learners and gives constructive feedback.
	m) Identifies and remediates learners' difficulties or misconceptions, referring learners whose needs lie outside the competency of the teacher.
	n) Keeps meaningful records of every learner and communicates progress clearly to parents and learners.
Teaching Learning	Resource Person, Cell phone, manila cards, the
Resources	
Required Text (core)	Republic of Ghana (1992). The 1992 Constitution of Ghana. Accra: Assembly Press
	UNESCO (2009). Investing in cultural diversity and intercultural: UNESCO World report. Luxembourg:
	UNESCO
Additional Reading List	• Anderson, M. L. & Taylor, H. F. (2004). <i>Sociology</i> (3 rd ed.). Belmont: Wadsworth.
	Awedoba, A. K. (2005). Culture and development in Africa. Accra: Historical Society of Ghana
Lesson Policy	
CPD Needs	Independent Study, Mixed Ability Grouping

Year of B.Ed. 2 S	Semester	1 P	lace of le	sson in sei	mester 1	2 3 4 5 6 7 8 9 10	11 12
Title of Lesson	Vocations a	and Arts of (Ghana			Lesson Duration	3 hours
Lesson description	second lear	ning outcon of the vario	ne (CLO2) o	f the course.	It focuses on	l to produce respon traditional vocation hese promote Ghan	s and artistic
Previous student- teacher knowledge, prior learning (assumed) Possible barriers to learning		achers are fa		tudies			
in the lesson Lesson Delivery – chosen to support students in achieving the outcomes		-			ads of the Col Independen Study		Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	GroupWhole	r Thoughts Discussion class discus point prese	sion				
 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 					chers' knowled ture and ident	lge on how traditio ity.	nal vocations
Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for	of the le	utcomes: B esson, the I be able to:	student-	Learning I	ndicators	Identify which cross issues – core and to skills, equity and a diversity. How will addressed?	ransferable ddressing
each learning outcome	of the p their vo expression • Analyse th vocations expression and lear primarycu	e the cultura eople of G cations an ns in the cou ne implicati and ns for the ning of t rriculum to d inclusivity.	ihana and d artistic intry ons of the artistic teaching he upper promote	vocation arts of G Describe will appl knowled diverse o expressi Ghana ir relations children	e how they y lge of cultural ons of their ship with to e equity and		re that: respect for clusivity are y giving student- xamine the ectives of

Topic Title	Sub-topics (if any):	Stage/Tim e	Teaching and Learning Activity to achieve learning outcomes depending on the delivery mode selected. Teacher led,				
			collaborative group work or inde Teacher Activity	Student Activity			
Vocations and Arts of Ghana	(1) Lesson Introduction	1/ 30minute s	Tutor guides student-teachers to do group discussion and presentations they were given in the previous lesson on the vocations and arts of the various ethnic groups of Ghana	Student-teachers share ideas in groups and later do whole class discussion on the vocations and arts of the various ethnic groups of Ghana			
	(2) Vocations and Artistic Expression of	2/ 60	Using shower thoughts , tutor guides student-teachers to identify some vocations and the arts associated with the various ethnic groups of Ghana	Student-teachers identify some vocations and the arts associated with the various ethnic groups of Ghana.			
	the Various Ethnic groups of Ghana	minutes	Through differentiated task grouping , tutor tasks student- teachers to analyse how traditional vocations and artistic expressions associated with some ethnic groups promote Ghanaian culture and national identity	Student-teachers discuss in groups how traditional vocations and artistic expressions associated with some ethnic groups promote Ghanaian culture and national identity and discuss with their colleagues in a whole			
	(3) Importance of Diverse Cultural Expressions in Promoting Equity and Inclusivity	3/ 60 minutes	Using group discussion , tutor guides student-teachers to demonstrate how they would help their learners to appreciate the importance of diverse cultural expressions in promoting equity and inclusivity. Tutor gives student-teachers take-home group assignment on how to teach cultural diversity in upper primaryto nurture the ideals of inclusivity, equity and harmony to be presented in the next lesson.	class discussion. Student-teachers showcase various ways through which their learners can be helped to understand the importance of diverse cultural expressions Ghana in promoting equity and inclusivity.			
Lesson assessments – evaluation of learning: of, for and as learning within the lesson (link to Learning Outcomes)							

NTS 2 Professional Knowledge (Knowledge of educational frameworks and curriculum) The Teacher: 2.0 Has secure content knowledge, pedagogical knowledge and pedagogical content knowledge for the school and grade they teach in. 2.9 Understands how children develop and learn in diverse contexts and applies this in his or her teaching. 2.1 Takes accounts of and respects learners' cultural, linguistic, socio-economic and educational backgrounds in planning and teaching. NTS 3: Professional Practice (Managing the learning environment) The Teacher: a) Plans and delivers varied and challenging lessons, showing a clear grasp of the intended outcomes of their teaching. b) Carries out small-scale action research to improve practice. c) Creates a safe, encouraging learning environment. d) Manages behaviour and learning with small and large classes. Teaching and Learning: The Teacher: e) Employs a variety of instructional strategies that encourages student participation and critical thinking. g) Pays attention to all learners, especially girls and students with Special Educational Needs, ensuring their progress. g) Employs instructional strategies appropriate for mixed ability, multilingual and multi-age classes. h) Sets meaningful tasks that encourages learner collaboration and leads to purposeful learning. i) Explains concepts clearly using examples familiar to students. Assessment: The Teacher: k) Integrates a variety of assessment modes into teaching to support learning.		
The Teacher: 2c) Has secure content knowledge, pedagogical knowledge and pedagogical content knowledge for the school and grade they teach in. 2e) Understands how children develop and learn in diverse contexts and applies this in his or her teaching. 2f) Takes accounts of and respects learners' cultural, linguistic, socio-economic and educational backgrounds in planning and teaching. NTS 3: Professional Practice (Managing the learning environment) The Teacher: a) Plans and delivers varied and challenging lessons, showing a clear grasp of the intende outcomes of their teaching. b) Carries out small-scale action research to improve practice. c) Creates a safe, encouraging learning environment. d) Manages behaviour and learning with small and large classes. Teaching and Learning: The Teacher: e) Employs a variety of instructional strategies that encourages student participation and critical thinking. f) Pays attention to all learners, especially girls and students with Special Educational Needs, ensuring that stategies appropriate for mixed ability, multilingual and multi-age classes. g) Employs instructional strategies learner collaboration and leads to purposeful learning. l) Listens to learners and gives constructive feedback. m) Identifies and remediates learners' difficulties or misconceptions, referring learners whose needs lie outside the competency of the teacher. n) Keeps meaningful records of every learner and communicates progress clearly to parents and learners. Teaching Learning Resource Resource Person, Cell phone, manila cards, Re		NTS 2 Professional Knowledge (Knowledge of educational frameworks and curriculum)
knowledge for the school and grade they teach in.2e) Understands how children develop and learn in diverse contexts and applies this in his or her teaching.2f) Takes accounts of and respects learners' cultural, linguistic, socio-economic and educational backgrounds in planning and teaching.NT5 3: Professional Practice (Managing the learning environment) The Teacher:a) Plans and delivers varied and challenging lessons, showing a clear grasp of the intended outcomes of their teaching.b) Carries out small-scale action research to improve practice. c) Creates a safe, encouraging learning environment. d) Manages behaviour and learning with small and large classes.Teaching and Learning: The Teacher: e) Employs a variety of instructional strategies that encourages student participation and critical thinking. f) Pays attention to all learners, especially girls and students with Special Educational Needs, ensuring their progress. g) Employs instructional strategies appropriate for mixed ability, multilingual and multi-age classes. h) Sets meaningful tasks that encourages learner collaboration and leads to purposeful learning. i) Explains concepts clearly using examples familiar to students.Assessment: The Teacher: k) Integrates a variety of assessment modes into teaching to support learning. i) Listen to learners and gives constructive feedback. m) Identifies and remediates learners' difficulties or misconceptions, referring learners whose needs lie outside the competency of the teacher. n) Keeps meaningful records of every learner and communicates progress clearly to parents and learners.Teaching Learning ResourceResource Person, Cell phone, manila cards.Required Text (core)UNESCO (2009). Investing in cultural diversity and intercultural: UNESC		The Teacher:
2e) Understands how children develop and learn in diverse contexts and applies this in his or her teaching. 2f) Takes accounts of and respects learners' cultural, linguistic, socio-economic and educational backgrounds in planning and teaching. NTS 3: Professional Practice (Managing the learning environment) The Teacher: a) Plans and delivers varied and challenging lessons, showing a clear grasp of the intended outcomes of their teaching. b) Carries out small-scale action research to improve practice. c) Creates a safe, encourcaging learning environment. d) Manages behaviour and learning with small and large classes. Teaching and Learning: The Teacher: e) Employs a variety of instructional strategies that encourages student participation and critical thinking. f) Pays attention to all learners, especially girls and students with Special Educational Needs, ensuring their progress. g) Employs instructional strategies appropriate for mixed ability, multilingual and multi-age classes. h) Sets meaningful tasks that encourages learner collaboration and leads to purposeful learning. l) Explains concepts clearly using examples familiar to students. Assessment: The Teacher: k) Integrates a variety of assessment modes into teaching to support learning. l) Explains concepts clearly using examples familiar to students. Assessment: The Teacher: k) Integrates a variety of assessment modes into teaching to support learning. l) Listentian and reachi		
2f) Takes accounts of and respects learners' cultural, linguistic, socio-economic and educational backgrounds in planning and teaching. NTS 3: Professional Practice (Managing the learning environment) The Teacher: a) Plans and delivers varied and challenging lessons, showing a clear grasp of the intended outcomes of their teaching. b) Carries out small-scale action research to improve practice. c) Creates a safe, encouraging learning environment. d) Manages behaviour and learning with small and large classes. Teaching and Learning: The Teacher: e) Employs a variety of instructional strategies that encourages student participation and critical thinking. f) Pays attention to all learners, especially girls and students with Special Educational Needs, ensuring their progress. g) Employs as variety of instructional strategies appropriate for mixed ability, multilingual and multi-age classes. h) Sets meaningful tasks that encourages learner collaboration and leads to purposeful learning. i) Explains concepts clearly using examples familiar to students. Assessment: The Teacher: k) Integrates a variety of assessment modes into teaching to support learning. i) Listen to learners and gives constructive feedback. m) Identifies and remediates learners' difficulties or misconceptions, referring learners whose needs lie outside the competency of the teacher. n) Keeps meaningful records of every learner and communicates progress		2e) Understands how children develop and learn in diverse contexts and applies this
The Teacher:a) Plans and delivers varied and challenging lessons, showing a clear grasp of the intended outcomes of their teaching. b) Carries out small-scale action research to improve practice. c) Creates a safe, encouraging learning environment. d) Manages behaviour and learning with small and large classes.Teaching and Learning: The Teacher: e) Employs a variety of instructional strategies that encourages student participation and critical thinking. f) Pays attention to all learners, especially girls and students with Special Educational Needs, ensuring their progress. g) Employs instructional strategies appropriate for mixed ability, multilingual and multi-age classes. h) Sets meaningful tasks that encourages learner collaboration and leads to purposeful learning. i) Explains concepts clearly using examples familiar to students.Assessment: The Teacher: k) Integrates a variety of assessment modes into teaching to support learning. i) Listens to learners and gives constructive feedback. m) I dentifies and remediates learners' difficulties or misconceptions, referring learners whose needs lie outside the computency of the teacher: n) Keeps meaningful records of every learner and communicates progress clearly to parents and learners.Teaching Learning ResourcesResource Person, Cell phone, manila cards, Additional Reading ListUNESCO (2009). Investing in cultural diversity and intercultural: UNESCO World report. Luxembourg: UNESCOAdditional Reading List• Anderson, M. L. & Taylor, H. F. (2004). Sociology (3 rd ed.). Belmont: Wadsworth. Awedoba, A. K. (2005). Culture and development in Africa. Accra: Historical Society of Ghana Lesson Policy		2f) Takes accounts of and respects learners' cultural, linguistic, socio-economic and
a) Plans and delivers varied and challenging lessons, showing a clear grasp of the intended outcomes of their teaching. b) Carries out small-scale action research to improve practice. c) Creates a safe, encouraging learning environment. d) Manages behaviour and learning with small and large classes.Teaching and Learning: The Teacher: e) Employs a variety of instructional strategies that encourages student participation and critical thinking. f) Pays attention to all learners, especially girls and students with Special Educational Needs, ensuring their progress. g) Employs instructional strategies appropriate for mixed ability, multilingual and multi-age classes. h) Sets meaningful tasks that encourages learner collaboration and leads to purposeful learning. i) Explains concepts clearly using examples familiar to students.Assessment: The Teacher: k) Integrates a variety of assessment modes into teaching to support learning. i) Listens to learners and gives constructive feedback. m) Identifies and remediates learners' difficulties or misconceptions, referring learners whose needs lie outside the competency of the teacher. n) Keeps meaningful records of every learner and communicates progress clearly to parents and learners.Teaching Learning ResourceResource Person, Cell phone, manila cards,Required Text (core)UNESCO (2009). Investing in cultural diversity and intercultural: UNESCO World report. Luxembourg: UNESCOAdditional Reading List- Anderson, M. L. & Taylor, H. F. (2004). Sociology (3 rd el.). Belmont: Wadsworth. Awedoba, A. K. (2005). Culture and development in Africa. Accra: Historical Society of Ghana Lesson Policy		
b) Carries out small-scale action research to improve practice. c) Creates a safe, encouraging learning environment. d) Manages behaviour and learning with small and large classes.Teaching and Learning: The Teacher: e) Employs a variety of instructional strategies that encourages student participation and critical thinking. f) Pays attention to all learners, especially girls and students with Special Educational Needs, ensuring their progress. g) Employs instructional strategies appropriate for mixed ability, multilingual and multi-age classes. h) Sets meaningful tasks that encourages learner collaboration and leads to purposeful learning. i) Explains concepts clearly using examples familiar to students.Assessment: The Teacher: k) Integrates a variety of assessment modes into teaching to support learning. i) Listens to learners and gives constructive feedback. m) I dentifies and remediates learners' difficulties or misconceptions, referring learners whose needs lie outside the competency of the teacher. n) Keeps meaningful records of every learner and communicates progress clearly to parents and learnes.Required Text (core)UNESCO (2009). Investing in cultural diversity and intercultural: UNESCO World report. Luxembourg: UNESCOAdditional Reading List• Anderson, M. L. & Taylor, H. F. (2004). Sociology (3 rd ed.). Belmont: Wadsworth. Awedoba, A. K. (2005). Culture and development in Africa. Accra: Historical Society of Ghana Lesson Policy		a) Plans and delivers varied and challenging lessons, showing a clear grasp of the
d) Manages behaviour and learning with small and large classes.Feaching and Learning: The Teacher: e) Employs a variety of instructional strategies that encourages student participation and critical thinking. f) Pays attention to all learners, especially girls and students with Special Educational Needs, ensuring their progress. g) Employs instructional strategies appropriate for mixed ability, multilingual and multi-age classes. h) Sets meaningful tasks that encourages learner collaboration and leads to purposeful learning. i) Explains concepts clearly using examples familiar to students.Assessment: The Teacher: k) Integrates a variety of assessment modes into teaching to support learning. i) Listens to learners and gives constructive feedback. m) Identifies and remediates learners' difficulties or misconceptions, referring learners whose needs lie outside the competency of the teacher. n) Keeps meaningful records of every learner and communicates progress clearly to parents and learners.Teaching Learning ResourceResource Person, Cell phone, manila cards, Luxembourg: UNESCOAdditional Reading List Lesson Policy• Anderson, M. L. & Taylor, H. F. (2004). Sociology (3 rd ed.). Belmont: Wadsworth. Awedoba, A. K. (2005). Culture and development in Africa. Accra: Historical Society of Ghana Lesson Policy		-
Teaching and Learning: The Teacher:e) Employs a variety of instructional strategies that encourages student participation and critical thinking.f) Pays attention to all learners, especially girls and students with Special Educational Needs, ensuring their progress. g) Employs instructional strategies appropriate for mixed ability, multilingual and multi-age classes. h) Sets meaningful tasks that encourages learner collaboration and leads to purposeful learning. i) Explains concepts clearly using examples familiar to students.Assessment: The Teacher: k) Integrates a variety of assessment modes into teaching to support learning. i) Listens to learners and gives constructive feedback. m) Identifies and remediates learners' difficulties or misconceptions, referring learners whose needs lie outside the competency of the teacher. n) Keeps meaningful records of every learner and communicates progress clearly to parents and learners.Teaching ResourcesResource Person, Cell phone, manila cards,Required Text (core)UNESCO (2009). Investing in cultural diversity and intercultural: UNESCO World report. Luxembourg: UNESCOAdditional Reading List• Anderson, M. L. & Taylor, H. F. (2004). Sociology (3 rd ed.). Belmont: Wadsworth. Awedoba, A. K. (2005). Culture and development in Africa. Accra: Historical Society of Ghana Lesson Policy		
e) Employs a variety of instructional strategies that encourages student participation and critical thinking.f) Pays attention to all learners, especially girls and students with Special Educational Needs, ensuring their progress. g) Employs instructional strategies appropriate for mixed ability, multilingual and multi-age classes. h) Sets meaningful tasks that encourages learner collaboration and leads to purposeful learning. i) Explains concepts clearly using examples familiar to students.Assessment: The Teacher: k) Integrates a variety of assessment modes into teaching to support learning. i) Listens to learners and gives constructive feedback. m) Identifies and remediates learners' difficulties or misconceptions, referring learners whose needs lie outside the competency of the teacher. n) Keeps meaningful records of every learner and communicates progress clearly to parents and learners.Teaching Learning ResourcesResource Person, Cell phone, manila cards,Required Text (core)UNESCO (2009). Investing in cultural diversity and intercultural: UNESCO World report. Luxembourg: UNESCOAdditional Reading List• Anderson, M. L. & Taylor, H. F. (2004). Sociology (3 rd ed.). Belmont: Wadsworth. Awedoba, A. K. (2005). Culture and development in Africa. Accra: Historical Society of Ghana Lesson Policy		d) Manages behaviour and learning with small and large classes.
e) Employs a variety of instructional strategies that encourages student participation and critical thinking.f) Pays attention to all learners, especially girls and students with Special Educational Needs, ensuring their progress. g) Employs instructional strategies appropriate for mixed ability, multilingual and multi-age classes. h) Sets meaningful tasks that encourages learner collaboration and leads to purposeful learning. i) Explains concepts clearly using examples familiar to students.Assessment: The Teacher: k) Integrates a variety of assessment modes into teaching to support learning. i) Listens to learners and gives constructive feedback. m) Identifies and remediates learners' difficulties or misconceptions, referring learners whose needs lie outside the competency of the teacher. n) Keeps meaningful records of every learner and communicates progress clearly to parents and learners.Teaching Learning ResourcesResource Person, Cell phone, manila cards,Required Text (core)UNESCO (2009). Investing in cultural diversity and intercultural: UNESCO World report. Luxembourg: UNESCOAdditional Reading List• Anderson, M. L. & Taylor, H. F. (2004). Sociology (3 rd ed.). Belmont: Wadsworth. Awedoba, A. K. (2005). Culture and development in Africa. Accra: Historical Society of Ghana Lesson Policy		Teaching and Learning: The Teacher:
participation and critical thinking.f) Pays attention to all learners, especially girls and students with Special Educational Needs, ensuring their progress.g) Employs instructional strategies appropriate for mixed ability, multilingual and multi-age classes.h) Sets meaningful tasks that encourages learner collaboration and leads to purposeful learning.i) Explains concepts clearly using examples familiar to students.Assessment: The Teacher: k) Integrates a variety of assessment modes into teaching to support learning. l) Listens to learners and gives constructive feedback. m) Identifies and remediates learners' difficulties or misconceptions, referring learners whose needs lie outside the competency of the teacher. n) Keeps meaningful records of every learner and communicates progress clearly to parents and learners.Teaching Learning ResourcesResource Person, Cell phone, manila cards,Required Text (core)UNESCO (2009). Investing in cultural diversity and intercultural: UNESCO World report. Luxembourg: UNESCOAdditional Reading List• Anderson, M. L. & Taylor, H. F. (2004). Sociology (3 rd ed.). Belmont: Wadsworth. Awedoba, A. K. (2005). Culture and development in Africa. Accra: Historical Society of Ghana Lesson Policy		
Educational Needs, ensuring their progress.g) Employs instructional strategies appropriate for mixed ability, multilingual and multi-age classes.h) Sets meaningful tasks that encourages learner collaboration and leads to purposeful learning.i) Explains concepts clearly using examples familiar to students.Assessment: The Teacher: k) Integrates a variety of assessment modes into teaching to support learning.i) Listens to learners and gives constructive feedback. m) Identifies and remediates learners' difficulties or misconceptions, referring learners whose needs lie outside the competency of the teacher. n) Keeps meaningful records of every learner and communicates progress clearly to parents and learners.Teaching Learning ResourcesResource Person, Cell phone, manila cards,Required Text (core)UNESCO (2009). Investing in cultural diversity and intercultural: UNESCO World report. Luxembourg: UNESCOAdditional Reading List• Anderson, M. L. & Taylor, H. F. (2004). Sociology (3 rd ed.). Belmont: Wadsworth. Awedoba, A. K. (2005). Culture and development in Africa. Accra: Historical Society of GhanaLesson Policy		
g) Employs instructional strategies appropriate for mixed ability, multilingual and multi-age classes. h) Sets meaningful tasks that encourages learner collaboration and leads to purposeful learning. i) Explains concepts clearly using examples familiar to students.Assessment: The Teacher: k) Integrates a variety of assessment modes into teaching to support learning. l) Listens to learners and gives constructive feedback. m) Identifies and remediates learners' difficulties or misconceptions, referring learners whose needs lie outside the competency of the teacher. n) Keeps meaningful records of every learner and communicates progress clearly to parents and learners.Teaching Learning ResourcesResource Person, Cell phone, manila cards,Required Text (core)UNESCO (2009). Investing in cultural diversity and intercultural: UNESCO World report. Luxembourg: UNESCOAdditional Reading List• Anderson, M. L. & Taylor, H. F. (2004). Sociology (3 rd ed.). Belmont: Wadsworth. Awedoba, A. K. (2005). Culture and development in Africa. Accra: Historical Society of Ghana		
multi-age classes. h) Sets meaningful tasks that encourages learner collaboration and leads to purposeful learning. i) Explains concepts clearly using examples familiar to students.Assessment: The Teacher: k) Integrates a variety of assessment modes into teaching to support learning. I) Listens to learners and gives constructive feedback. m) Identifies and remediates learners' difficulties or misconceptions, referring learners whose needs lie outside the competency of the teacher. n) Keeps meaningful records of every learner and communicates progress clearly to parents and learners.Teaching Learning ResourcesResource Person, Cell phone, manila cards,Required Text (core)UNESCO (2009). Investing in cultural diversity and intercultural: UNESCO World report. Luxembourg: UNESCOAdditional Reading List• Anderson, M. L. & Taylor, H. F. (2004). Sociology (3 rd ed.). Belmont: Wadsworth. Awedoba, A. K. (2005). Culture and development in Africa. Accra: Historical Society of GhanaLesson Policy- Anderson, M. L. & Taylor, H. F. (2004). Sociology (3 rd ed.). Belmont: Wadsworth. Area and development in Africa. Accra: Historical Society of Ghana		
purposeful learning. i) Explains concepts clearly using examples familiar to students.Assessment: The Teacher: k) Integrates a variety of assessment modes into teaching to support learning. I) Listens to learners and gives constructive feedback. m) Identifies and remediates learners' difficulties or misconceptions, referring learners whose needs lie outside the competency of the teacher. n) Keeps meaningful records of every learner and communicates progress clearly to parents and learners.Teaching Learning ResourcesResource Person, Cell phone, manila cards,Required Text (core)UNESCO (2009). Investing in cultural diversity and intercultural: UNESCO World report. Luxembourg: UNESCOAdditional Reading List• Anderson, M. L. & Taylor, H. F. (2004). Sociology (3 rd ed.). Belmont: Wadsworth. Awedoba, A. K. (2005). Culture and development in Africa. Accra: Historical Society of GhanaLesson Policy		
i) Explains concepts clearly using examples familiar to students.Assessment: The Teacher: k) Integrates a variety of assessment modes into teaching to support learning. I) Listens to learners and gives constructive feedback. m) Identifies and remediates learners' difficulties or misconceptions, referring learners whose needs lie outside the competency of the teacher. n) Keeps meaningful records of every learner and communicates progress clearly to parents and learners.Teaching Learning ResourcesResource Person, Cell phone, manila cards,Required Text (core)UNESCO (2009). Investing in cultural diversity and intercultural: UNESCO World report. Luxembourg: UNESCOAdditional Reading List• Anderson, M. L. & Taylor, H. F. (2004). Sociology (3 rd ed.). Belmont: Wadsworth. Awedoba, A. K. (2005). Culture and development in Africa. Accra: Historical Society of GhanaLesson Policy		
k) Integrates a variety of assessment modes into teaching to support learning. I) Listens to learners and gives constructive feedback. m) Identifies and remediates learners' difficulties or misconceptions, referring learners whose needs lie outside the competency of the teacher. n) Keeps meaningful records of every learner and communicates progress clearly to parents and learners.Teaching Learning ResourcesResource Person, Cell phone, manila cards,Required Text (core)UNESCO (2009). Investing in cultural diversity and intercultural: UNESCO World report. Luxembourg: UNESCOAdditional Reading List• Anderson, M. L. & Taylor, H. F. (2004). Sociology (3rd ed.). Belmont: Wadsworth. Awedoba, A. K. (2005). Culture and development in Africa. Accra: Historical Society of GhanaLesson PolicyImage: Communication of the communi		
I) Listens to learners and gives constructive feedback. m) Identifies and remediates learners' difficulties or misconceptions, referring learners whose needs lie outside the competency of the teacher. n) Keeps meaningful records of every learner and communicates progress clearly to parents and learners.Teaching Learning ResourcesResource Person, Cell phone, manila cards,Required Text (core)UNESCO (2009). Investing in cultural diversity and intercultural: UNESCO World report. Luxembourg: UNESCOAdditional Reading List• Anderson, M. L. & Taylor, H. F. (2004). Sociology (3 rd ed.). Belmont: Wadsworth. Awedoba, A. K. (2005). Culture and development in Africa. Accra: Historical Society of GhanaLesson PolicyImage: Communication of the teacher of the teacher. Notestand the teacher of teacher of the teacher of the teacher of teac		Assessment: The Teacher:
m) Identifies and remediates learners' difficulties or misconceptions, referring learners whose needs lie outside the competency of the teacher. n) Keeps meaningful records of every learner and communicates progress clearly to parents and learners.Teaching Learning ResourcesResource Person, Cell phone, manila cards,Required Text (core)UNESCO (2009). Investing in cultural diversity and intercultural: UNESCO World report. Luxembourg: UNESCOAdditional Reading List• Anderson, M. L. & Taylor, H. F. (2004). Sociology (3 rd ed.). Belmont: Wadsworth. Awedoba, A. K. (2005). Culture and development in Africa. Accra: Historical Society of GhanaLesson PolicyImage: Comparison of the teacher of the teacher of the teacher of the teacher of the teacher. Difficulties of the teacher of the teacher of the teacher of the teacher.		
n) Keeps meaningful records of every learner and communicates progress clearly to parents and learners.Teaching Learning ResourcesResource Person, Cell phone, manila cards,Required Text (core)UNESCO (2009). Investing in cultural diversity and intercultural: UNESCO World report. Luxembourg: UNESCOAdditional Reading List• Anderson, M. L. & Taylor, H. F. (2004). Sociology (3 rd ed.). Belmont: Wadsworth. Awedoba, A. K. (2005). Culture and development in Africa. Accra: Historical Society of GhanaLesson Policy• Communication of the section of th		
parents and learners.Teaching Learning ResourcesResource Person, Cell phone, manila cards,Required Text (core)UNESCO (2009). Investing in cultural diversity and intercultural: UNESCO World report. Luxembourg: UNESCOAdditional Reading List• Anderson, M. L. & Taylor, H. F. (2004). Sociology (3 rd ed.). Belmont: Wadsworth. Awedoba, A. K. (2005). Culture and development in Africa. Accra: Historical Society of GhanaLesson Policy• Control of the section of the		learners whose needs lie outside the competency of the teacher.
Teaching Learning ResourcesResource Person, Cell phone, manila cards,Required Text (core)UNESCO (2009). Investing in cultural diversity and intercultural: UNESCO World report. Luxembourg: UNESCOAdditional Reading List• Anderson, M. L. & Taylor, H. F. (2004). Sociology (3 rd ed.). Belmont: Wadsworth. Awedoba, A. K. (2005). Culture and development in Africa. Accra: Historical Society of GhanaLesson Policy•		n) Keeps meaningful records of every learner and communicates progress clearly to
Required Text (core) UNESCO (2009). Investing in cultural diversity and intercultural: UNESCO World report. Luxembourg: UNESCO Additional Reading List • Anderson, M. L. & Taylor, H. F. (2004). Sociology (3 rd ed.). Belmont: Wadsworth. Awedoba, A. K. (2005). Culture and development in Africa. Accra: Historical Society of Ghana Lesson Policy • UNESCO		
Luxembourg: UNESCO Additional Reading List • Anderson, M. L. & Taylor, H. F. (2004). Sociology (3 rd ed.). Belmont: Wadsworth. Awedoba, A. K. (2005). Culture and development in Africa. Accra: Historical Society of Ghana Lesson Policy	Teaching Learning Resources	Resource Person, Cell phone, manila cards,
Awedoba, A. K. (2005). Culture and development in Africa. Accra: Historical Society of Ghana Lesson Policy	Required Text (core)	
Lesson Policy	Additional Reading List	
		Awedoba, A. K. (2005). Culture and development in Africa. Accra: Historical Society of Ghana
CPD Needs Integrated Approach to Teaching, Team Teaching	Lesson Policy	
	CPD Needs	Integrated Approach to Teaching, Team Teaching

Year of B.Ed. 2	Semester 1	Place of	f lesson in s	semester	12 3	3 4 56789	10 11 12		
Title of Lesson	-	Teaching Cultural Diversity in Upper Primary to Nurture theLessonIdeals of Inclusivity, Equity and HarmonyDuration							
Lesson description	enable student-teache teaching their learners	his lesson concludes the responses to the second outcome of the course. It is intended nable student-teachers apply the knowledge they acquired in the previous lessor eaching their learners to appreciate the need to live in harmony with colleagues of dive ultural and social orientations.							
Previous student- teacher knowledge, prior learning (assumed)	Student-teachers are f	tudent-teachers are familiar with							
Possible barriers to learning in the lesson	Misconceptions atThe orientation of			eads of the C	`oFs				
Lesson Delivery – chosen to support students in achieving the outcomes	Face-Practicalto-faceActivity	Work- Based Leaning	Seminars	Independe Study	nt e	-learning opportunities	Practicum		
 to support student teachers in achieving the learning outcomes. Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects 	 Whole class discus Think-pair-share This lesson is intend diversity, vocations and 	ed to ena				eir knowledg	e of cultural		
of the NTS addressed Learning Outcome for the lesson, picked and developed from the course specification Learning indicators	Learning Outcomes: By the end of the lesson, the student- teacher will be able to:	Learnin	g Indicators	– e	core a quity a	which cross conditional cross conditions of the second sec	e skills, diversity.		
for each learning outcome	Appreciate the cultural diversity of the people of Ghana and the various vocations and artistic expressions in the country and their implications for the teaching and learning of the upper primarycurriculum to promote equity and inclusivity	teachers knowled cultural Ghana in with chi equity a Explain knowled underst diversity various in their children demons	anding of / of Ghar forms of ex teaching to to dem t ways of p	e of of onship note will use and cultural na and pression support onstrate positively Shanaian	tuto Gen dive add opp teac varie	ortunity to chers to e	re that: respect for clusivity are y giving student- xamine the ectives of		

Topic Title	Sub-topics	Stage/Time		Activity to achieve learning
	(if any):		Teacher led, collaborative g	the delivery mode selected.
			Teacher Activity	Student Activity
Teaching cultural diversity in upper primary to nurture the ideals of inclusivity, equity and	(1) Introduction	1/ 40minutes	Through K-W-L technique, tutor guides student- teachers to in groups account for what the	Student Activity Student-teachers write record the information they gathered (know) about the topic prior to the time the assignment
harmony	Addressing cultural diversity, equity, inclusivity and harmony through artistic expression	2/ 60 minutes	information they gathered in respect of the group assignment they were given in the last lesson on how to teach cultural diversity in upper primaryto nurture the ideals of inclusivity, equity and harmony to be presented in the next lesson.	was given to them on the K (Know) column. On the L (Learnt) column, student-teachers record the new things they learned as a result of seeking information/responses for the assignment.
		3/	Through mixed-ability groups discussion, tutor guides student-teachers to discuss issues of cultural diversity, equity, inclusivity and harmony that can be addressed through artistic expression.	Student-teachers identify and explain issues of cultural diversity, equity, inclusivity and harmony that can be addressed through artistic expression.
	Teaching cultural diversity in Upper Primary	60 minutes	Tutor through the use of questioning and answering, guides student-teachers in their groups to state the things they want to know/learn about how they can teach cultural diversity in upper primaryto nurture the ideals of inclusivity, equity and harmony	Student-teachers in their groups identify and present to class the things they want to know/learn about how they can teach cultural diversity in upper primaryto nurture the ideals of inclusivity, equity and harmony
			Using the taboo game , tutor guides student- teacher to identify and examine ways by which they can teach cultural diversity to nurture in the upper primary learner the ideals of inclusivity, equity and harmony	Student-teacher identify and discuss with their colleagues, ways by which they can teach cultural diversity to nurture in the upper primarylearner the ideals of inclusivity, equity and harmony other than what is/are known already or as might have been provided by other groups.
			Tutor gives student- teachers differentiated task grouping to examine the importance of cultural and artistic expressions to the Ghanaian identity to be discussed in the next lesson.	

Lesson assessments –	Component 2: Continuous Assessment 1
evaluation of learning: of,	Assessment Type: Assessment for, as and of Learning
for and as learning within	Category of Assessment:
the lesson (link to	Student teachers assessed through:
Learning Outcomes)	• A 20 minutes Quiz at the end of the lesson covering all the learning outcomes
	 self-assessment at various stages of the lesson
	• the use of observation scales and award marks to groups during discussion/presentation
Teaching Learning	Resource Person, Cell phone, manila cards,
Resources	
Required Text (core)	Republic of Ghana (1992). The 1992 Constitution of Ghana. Accra: Assembly Press
Additional Reading List	UNESCO (2009). Investing in cultural diversity and intercultural: UNESCO World report.
	Luxembourg: UNESCO
Lesson Policy	
CPD Needs	Using Taboo as a teaching technique

Year of B.Ed. 2	Semeste	er 1	Place o	f lesson in s	semester	1234 5 6789	10 11 12
							_
Title of Lesson	Importance Ghanaian	of Cultural	and Artist	ic Expression	s to the L	esson Duration	3 hours
Lesson description	Culture and	d arts play	very impo	rtant role in	every socie	ty. Elements of cultu	ure, including
	-					le's identity, their a	
						d with cultural divers	
	-		-		-	oups could be tapped	
	-		if learners	are offered th	ne opportur	nity to learn to appred	ciate diversity
	as spice of li					h. I	
			-			h knowledge of the	
				national devel	-	eference to the role of	
Previous student-		ichers are fa			opinent.		
teacher knowledge,	Judeni-iea			Joine			
prior learning (assumed)							
Possible barriers to	Miscon	ceptions abo	out Social 9	Studies			
learning in the lesson		-		turers and hea	ds of the Co	oEs	
Lesson Delivery – chosen	Face-to-	Practical	Work-	Seminars	Independ		Practicum
to support students in	face	Activity	Based		Study	opportunities	
achieving the outcomes	v	-	Leaning				
Lesson Delivery – main	Shower	r Thoughts					
mode of delivery chosen	Group	Discussion					
to support student	Demon	stration					
teachers in achieving the	Differe	ntiated task	grouping				
learning outcomes.							
Purpose for the						ppreciate the relevant	
lesson, what you want the students		expressions	in promoti	ing creativity,	innovations	and national develop	iment.
to achieve, serves as							
basis for the							
learning outcomes.							
An expanded							
version of the							
description.							
• Write in full aspects							
of the NTS							
addressed							
60Learning Outcome	_	Dutcomes:	-	Learning Indic		entify which cross cut	-
for the lesson, picked and developed from		the lessor acher will k	,			re and transferable sl	
the course	to:	icher will t	able			d addressing diversity ese be addressed?	. 110w will
specification		the importa	nce of	Examine the	•	In delivering this	lesson the
Learning indicators		d culture in t		importance of		tutor should ensure	-
for each learning		of our Ghana		cultural and a		Gender equality,	
outcome		the need to		expressions of		diversity and in	
		nanaian iden		Ghana to our		addressed by giving	-
		pression of o		unique Ghana	ian	to student-teachers	
	aulture and	arts in that					
	of Social Stu	arts in the t	eaching	identity.		the various pers	spectives of

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	-				
			Teacher Activity	Student Activity				
Importance of Cultural and Artistic Expressions to the Ghanaian Identity	(1) Introduction	1/ 30minutes	Tutor guides student- teachers to discuss the differentiated task grouping assignment that	Student-teachers do power point presentations on the importance of cultural and artistic expressions to the				
	Importance	2/50	was given to them on the importance of cultural and artistic expressions to the Ghanaian identity in the previous lesson.	Ghanaian identity that was given to them in the previous lesson				
	of cultural	minutes						
	and artistic		Through shower thoughts ,	Student-teachers discuss the				
	expressions in Ghana		tutor guides student- teachers to analyse the importance of cultural and artistic expressions in Ghana with particular reference to the role of	importance of cultural and artistic expressions in Ghana				
	(2) = 1 :		culture and art in creativity					
	(2) Teaching Culture and	3/	and innovation in national development.					
	Art to	37 80 minutes						
	Promote		Tutor demonstrates to	Student-teachers observe				
	National development		student-teachers how they can teach upper primarylearners to appreciate the role of culture and art in creativity and innovation in national development.	tutors' demonstration keenly on ways through which their learners can be taught to appreciate the role of culture and art in creativity and innovation in national development.				
			Tutor gives student- teachers take-home assignment to explain how Social Studies and TVET can be taught to promote Ghanaian culture and identity.					
Lesson assessments –	Component 2:							
evaluation of learning:	•	•	t for, as and of Learning					
of, for and as learning within the lesson (link to	Category of As Student teache		ough:					
Learning Outcomes)			end of the lesson covering all t	he learning outcomes				
- /			s stages of the lesson	J				
				s during discussion/presentations				
Teaching Learning	Resource Perso	on, Cell phone,	manila cards,					
Resources Required Text (core)	Republic of Ch	ana (1007) Th	a 1997 Constitution of Chana	Accra: Assembly Proce				
Additional Reading List			e 1992 Constitution of Ghana. cultural diversity and intercult					
Additional fictualing List	Luxembourg: L		and intercent					
Lesson Policy	<u> </u>							
CPD Needs	Demonstration	technique of t	teaching					

Year of B.Ed. 2	Semester	1 P	lace of le	sson in se	mester	12 3 4 5	678910	0 11 12
Title of Lesson	Teaching Socia Identity	al Studies and	TVET to Pr	omote Ghar	naian Cultu	re and	Lesson Duration	3 hours
Lesson description Previous student	For a long tim careful study of could be deve holistic perspe This lesson see Ghanaian culto Student-teach	of these two fi eloped into a ctive of their o eks to explore ure and how th	elds of stur body of k culture and ways to t nis can be u	dy would rev nowledge a l identity as a each Social used to prom	veal some c nd taught i a people. Studies and note the Gh	ommonalit for young I TVET wit anaian ide	ties in them learners to hin the con ntity.	and which acquire a text of the
teacher knowledge, prior learning (assumed) Possible barriers to	do an indepen		it prior to	this lesson.			-	
learning in the lesson Lesson Delivery – chosen to support students in achieving the outcomes	• s Face-to-face √	Practical Activity	Work- Based Leaning	Seminars	Independ Study		orning ortunities	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes. • Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. • Write in full aspects of the NTS addressed	 Think, pai Inquiry de Group Dis This lesson is Studies and TV	intended to (ET to learner)	help disat	iate their cu	lture and id	entity as G	ihanaians.	
Learning Outcome for the lesson, picked and developed from the course specification	Learning Outc the lesson, t will be able to	he student t		earning ndicators	core and	and trans	cross cuttir ferable skill g diversity. essed?	s, equity
Learning indicators for each learning outcome	Appreciate the arts and cultur of our Ghanaia need to promo identity throug culture and art Social Studies	e in the expre in identity and ote Ghanaian gh expression ts in the teach	ssion v I the t of our a ing of s c a	Explain how t vould use the eaching of ocial Studies and TVET to upport expression of our culture, a and Ghanaiar dentity.	e •	tutor shou Gender e diversity addressed to student the vario	ing this le Id ensure the and inclu by giving c c-teachers t us persp nd assessme	hat: espect for sivity are opportunity to examine ectives of

Topic Title	Sub-topics (if any):	Stage/Time		ity to achieve learning outcomes y mode selected. Teacher led,					
			collaborative group work or independent						
			Teacher Activity	Student Activity					
Teaching Social Studies and TVET to promote Ghanaian Culture and Identity	(1) Introduction	1/ 30minutes	Patrick'sInteractiveNotebookTutorguidesstudent-teacherstorevisethepreviouslessonthroughuseofPatrick'sNotebookbyaffordingstudent-teachersthe opportunity torecord/represent criticalinformation learned in thepreviouspreson throughteacherteacher and tutorpresentations, processingthe information withcolleagues in pairs or smallgroups, and elaboratingactivities, etc in order helpthe learners enhance newunderstandings, insights,and corrections ofmisunderstandings, etc.	Patrick's interactive Notebook Tutor guides student-teachers to revise the previous lesson through the use of Patrick's Notebook by affording student- teachers the opportunity to record/represent critical information learned in the previous lesson through teacher and tutor presentations, processing the information with colleagues in pairs or small groups, and elaborating activities, etc in order help the learners enhance new understandings, insights, and corrections of misunderstandings, etc.					
	(2) Common Goal for Teaching and Learning and Integrated Social Studies and TVET	2/60 minutes	Tutor guides student- teachers to discuss how Social Studies and TVET can be taught to promote Ghanaian culture and identity. Think, Pair, Share Through think, pair, share, Tutor guides student- teachers to identify the common goal/aim of teaching and learning of an integrated Social Studies and TVET	then pair and share ideas first with a colleague before sharing with the whole class. Student-teachers explore specific objectives/areas in the Social Studies and TVET curriculum that focus on promoting Ghanaian culture and identity and examine how they can apply their knowledge of the objectives can be applied in teaching the upper					
	(3)Ways of Teaching Social Studies and TVET to Promote Ghanaian Culture and Identity	3/ 70minutes	Based on activity 2, Tutor guides student-teachers through the use of the <i>Inquiry design model</i> to examine how Social Studies and TVET can be taught using the inquiry design module to promote Ghanaian culture and identity	primarylearner. Student-teachers discuss ways through which Social Studies and TVET can be taught using the inquiry design module to promote Ghanaian culture and identity.					

		NB: The inquiry design	
		module involves	
		experimenting, probing,	
		questioning, searching,	
		thinking, analysis and	
		evaluating with a view to	
		acquiring, updating or	
		validating knowledge.	
		Tutor tasks student-teachers	
		to examine and present in	
		groups in the next lesson,	
		contents, structure and	
		organisation of the	
		curriculum and their	
		implications for the teaching	
		and learning of Social	
		Studies and TVET.	
Lesson assessments –	Component 2: Continuous A		
evaluation of learning:	Assessment Type: Assessme	ent for, as and of Learning	
of, for and as learning	Category of Assessment:		
within the lesson (link	Student teachers assessed th	-	
to Learning Outcomes)		on core values to discussed in cla	
	 self-assessment at vario 	us stages of the lesson (LO 1, 2 &	.3)
		d: CLO 2; NTS Page 15 (1 a, b, e, a	
Teaching Learning	Laptop, projector, projector	screen, Cell phone, manila cards,	,
Resources			
Required Text (core)		material. Theme 5: Professional	
Additional Reading List			thods and techniques of teaching
Lessen Delieu	Social Studies. Accra: BM Stu	idios Ltd (Whitespace Gh)	
Lesson Policy		al a sel a sifi se ti su se sel d	
CPD Needs	CPD on the inquiry design ar	d value clarification modules	

Year of B.Ed. 2	Semester	1 Pla	ice of le	esson in seme	ester	12 3 4	56789102	11 12		
Title of Lesson		Structure and Organisation of the Upper Primary Social Lesson Duration 3 h Studies and TVET Curriculum								
Lesson description	Our People w lesson introdu	nis lesson seeks to introduce student-teachers to the upper primarycurriculum on Our World, ur People with particular reference to the aspects that deal with Social Studies and TVET. The sson introduces student-teachers to contents, structure and organisation of the curriculum and neir implications for the teaching and learning of Social Studies and TVET.								
Previous student teacher knowledge, prior learning (assumed)	Student-teach this can be ta	udent-teachers are familiar with the goal of an integrated Social Studies and TVET and how is can be taught to promote Ghanaian culture and identity.								
Possible barriers to learning in the lesson	 academic Studies is Orientation The in-anto use the traditional The manual 	 Misconceptions about the Social Studies and TVET (e.g., TVET is for students with poor academic background, some aspects of the TVET e.g, Home Economics is for girls and Social Studies is subject that anybody can read and teach). Orientations of tutors The in-amenability of tutors to accept the integration between Social Studies and TVET and to use the new approach of teaching the subject since a number of them are used to the traditional ways of teaching their traditional subject areas. The manual may not be in brail form and for that matter tutors and student-teachers alike 								
Lesson Delivery – chosen	Face-to-	it difficult usin Practical	g it. Work-	Seminars	Indepen	dent	e-learning	Practicum		
to support students in	face		Based		Study	uent	opportunities			
achieving the outcomes Lesson Delivery – main	v		eaning		V		V			
 mode of delivery chosen to support student teachers in achieving the learning outcomes. Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed Learning Outcome for the 	 Group Di Independ Whole classifier of the second secon	 Group Discussion Independent studies Whole class discussion differentiated group task 								
lesson, picked and developed from the course specification Learning indicators for	end of the student teach to:	e lesson, th ner will be abl	e e	ning Indicators		issues skills, divers addre	ify which cross c – core and tran equity and addr sity. How will the ssed?	sferable ressing ese be		
each learning outcome	expression of identity and t	d culture in the our Ghanaian he need to naian identity ession of our rts in the	of th Stud curri Anal uppe	ponents and C ne upper primar	y Social TVET s of the Studies	tuto • Ge div ad op tea va	delivering this r should ensure ender equality, versity and inc dressed by portunity to achers to exa rious perspec- aching and asses	that: respect for lusivity are giving student- amine the ctives of		

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	
Structure and Organisation of the Upper Primary Social Studies and TVET Curriculum	(1) introduction	1/20 minutes	Graphic Organisers Using graphic organisers, tutor guides student- teachers to revise the previous lesson on teaching Social Studies and TVET to promote Ghanaian culture and identity to help them reconstruct their revision topics, making meaningful	Graphic Organisers Student-teachers through the use of graphic organisers revise the previous lesson on teaching Social Studies and TVET to promote Ghanaian culture and identity to be able to reconstruct their revision topics, making meaningful links and connections	
	(2) Key Components of the Upper Primary Social Studies and TVET Curriculum	2/80 Minutes	links and connectionsPower Point PresentationTutorguidesstudent-teachers to do power pointpresentationonpresentationonthecontents,structureandorganisationofthecurriculumandtheirimplicationsfortheteachingandlearningofSocial Studies and TVET.DifferentiatedGroupDiscussionTutorguidesTutorguidesstudent-teachersthroughdifferentiatedgroupdiscussion,to examine thekeyComponentsoftheupper primarycurriculum onOurWord, Our People (e.g.,structureandaims/objectives,format/design, suggestionsforteachingandassessment/profiledimension).	 Power Point Presentation Student-teachers do power point presentation on the contents, structure and organisation of the curriculum and their implications for the teaching and learning of Social Studies and TVET. Differentiated Group Discussion Student-teachers in groups discuss the key Components (e.g., structure and organization of the curriculum, aims/objectives, format/design, suggestions for teaching and assessment/profile dimension). Each group is assigned a component or two to examine and afterwards, do a whole class discussion 	
	(3) Contents of the Upper Primary Social Studies and TVET Curriculum	3/ 60 Minutes	Tutor guides student- teachers to in small groups identify the contents (e.g, controversial issues, generalisations, facts, concepts and opinions) of the upper primaryCurriculum on Our World, Our People. Through the Inferential Value Reasoning Process, lecturer guides student- teacher to assess whether the content addresses	Student-teachers in small groups identify the content of of the upper primaryCurriculum on Our World, Our People and share with their colleagues in a whole class discussion. Student-teachers through the Inferential Value Reasoning Process , examine whether the content of the Basic Social Studies curriculum addresses issues about the core values and	

	<u> </u>				
		issues about the core values	competencies of democratic		
		and competencies of	citizenship, gender and inclusivity		
		democratic citizenship,			
		gender and inclusivity.			
		NB: Here, the student-			
		teachers are expected to:			
		a. Locate and assemble			
		facts about the issue			
		b. organize and classify the			
		evidence			
		c. list the inferred values			
		and competencies that			
		informed the curriculum			
		designers to select the			
		particular content			
		d. evaluate each inferred			
		reason and eliminate			
		those that are found not			
		to be justified; and			
		e. draw conclusion as to			
		whether the content is			
		appropriate or not			
		Tutor tasks student-			
		teachers to do independent			
		group study on the			
		techniques, principles and			
		strategies of teaching and			
		learning school Social			
		Studies and TVET as an			
		integrated discipline to be			
		presented in the next			
		lesson.			
Lesson assessments –	Component 2: Contin				
evaluation of learning: of,	Component 2: Continuous Assessment 1 Assessment Type: Assessment for, as and of Learning				
for and as learning within	Category of Assessme	_			
the lesson (link to	Student teachers assessed through:				
Learning Outcomes)	 A 20 minutes Quiz at the end of the lesson covering all the learning outcomes 				
	 self-assessment at various stages of the lesson 				
	 the use of observation scales and award marks to groups during discussion 				
Teaching Learning	Resource Person. Cell	phone, manila cards.			
Resources	Resource Person, Cell phone, manila cards,				
Required Text (core)	 NaCCA (2019). Kit 	ndergarten curriculum for preschools (KG	6 1-2). Accra: NaCCA. MoE		
	 NaCCA (2019). Kindergarten curriculum for preschools (KG 1-2). Accra: NaCCA, MoE NaCCA. (2019). Our world and our people (OWOP) curriculum for primary schools (Basic 1 - 				
	<i>3).</i> Accra: NaCCA,				
Additional Reading List			thods and techniques of teaching		
	Adam, M., Odumah, L. K., &Ngaaso, C.K. (2018). Skills, methods and techniques of teaching Social Studies. Accra: BM Studios Ltd (Whitespace Gh)				
Lesson Policy					
CPD Needs	i. Graphic Organis	sers for generation effect			
	ii. The use of scream reader softwares, electronic brail, screen and video magnifiers, etc				
		e Reasoning Process.			

Year of B.Ed.	2 Semes	ster 1	Place of I	lesson in s	emester 1	2 3 4 5 6 7 8 9	10 11 12	
Title of Lesson			-	-	nd Strategies egrated Discipli		3 hours	
Lesson description	This lesson c	oncerns itself w	ith equippin	g student-tea	achers with the	basic principles,	-	
	-	-				as an integrated		
		her, and princip				teaching/learnin	g, qualities	
Previous student						of the upper p	rimarySocial	
teacher knowledge,					-	ge of these to the		
prior learning								
(assumed)								
Possible barriers to learning in the		eptions about S	locial Studies	and TVET				
lesson		ions of tutors	itors to uso	the new an	proach of toac	hing the subject	log toom	
		-		-	e traditional wa		(e.g., team	
	-	-				s and student-te	achers alike	
		l it difficult usin						
Lesson Delivery –	Face-to-	Practical	Work-	Seminars	Independent	e-learning	Practicum	
chosen to support	face	Activity	Based		Study	opportunities		
students in	V		Leaning		V	V		
achieving the outcomes								
Lesson Delivery –	Shower	Thoughts						
main mode of		nd Whole Discu	ussions					
delivery chosen to	-	dent studies						
support student	-	tiated group ta	sk					
teachers in achieving								
the learning								
• Purpose for the	This lesson i	s intended to i	ntroduce stu	Ident-teache	rs to the princi	ples of teaching,	techniques	
lesson, what						ticipation of lear		
you want the	classroom ac				·		U	
students to								
achieve, serves								
as basis for the								
learning outcomes. An								
expanded								
version of the								
description.								
• Write in full								
aspects of the NTS addressed								
Learning Outcome	Learning Ou	tcomes: By the	end Lear	ning Indicato	ors Identi	fy which cross cu	Itting issues	
for the lesson,	-	ison, the stu		ining mulcatt		and transferable	-	
picked and	teacher will be able to:			equity and addressing diversity.				
developed from the	How will these be addressed?				-			
course specification	Appreciate the importance of		-			• In delivering this lesson, the		
Learning	the arts and culture in the		-	legal issues of		tutor should ensure that:		
indicators for each learning	expression of our Ghanaian teaching/learning • Gender equality, resp identity and the need to							
outcome	identity and the need todiversity and inclusivity arepromote Ghanaian identityExplain the principles,addressed by giving							
	through expression of our techniques and opportunity to student-			-				
	culture and arts in the teaching strategies of teachers to examine the							
	of Social Studies and TVET teaching/learning of various perspectives of Social Studies and TVET teaching and assessment.							

Topic Title	Sub-topics (if	Stage/Time	Teaching and Learning Activity to achieve learning		
	any):		outcomes depending on the delivery mode selected.		
			Teacher led, collaborative g		
	(4) -		Teacher Activity	Student Activity	
Introduction to The	(1) Lesson	1/15minutes	Select, elect' Strategy	'Select, elect' Strategy	
Techniques,	Introduction		Tutor evokes student-	Student-teachers reflect on	
Principles and Strategies of			teachers' thinking on the previous lesson by	the previous lesson and 'select' the most salient	
Teaching/Learning			allowing student-teachers	facts, ideas, concepts, or	
Social Studies and			the opportunity to 'select'	terms, from the topic	
TVET as an			the most salient facts,	discussed in the previous	
Integrated Discipline			ideas, concepts, or terms,	lesson, and 'elect' what they	
			from the revision topic.	deem the most significant	
			After the 'select' stage,	knowledge or idea/concept	
			tutor ask them to now	that they need to understand	
			'elect' what they deem	to better grasp and be able to	
			the most significant	apply what has been/being learned.	
			knowledge or idea/concept that they	learned.	
			need to understand to		
			better grasp and be able		
			to apply what has		
			been/being learned.		
	(2) Ethical and	2/75minutes	Whole Class Discussion	Whole Class Discussion	
	Legal Issues of		Tutor student-teachers to	Student-teachers do whole	
	Teaching/Learning		do class presentation on	class discussion on the	
			the independent group study that was given to	techniques, principles and strategies of teaching and	
			them in the last lesson on	learning school Social Studies	
			the techniques, principles	and TVET as an integrated	
			and strategies of teaching	discipline	
			and learning school Social		
			Studies and TVET as an		
			integrated discipline.		
			Shower Thoughts	Shower Thoughts	
			Through shower	Student-teachers explain the	
			thoughts, tutor guides	ethical and legal issues of	
			student-teachers to	issues, teaching and learning.	
			discuss the ethical and		
			legal issues of issues,		
			teaching and learning		
			(e.g., promotion of gender		
			equality, equity and inclusivity, teacher and		
			student freedom of		
			expression, balance		
			between/among culture,		
			religion and schooling,		
			student punishment,		
		2/	e.t.c.)	Chudant tar. 1. 1. 1. 1.	
	(2) Principles of	3/ COminutos	Through the use of	Student-teachers in their	
	Teaching	60minutes	differentiated task grouping, tutor guides	groups, discuss the principles of teaching and learning of	
			student-teachers to	and TVET and explain how	
			examine the principles of	these principles can be	
			teaching and learning of	applied in the teaching and	
			Social Studies and TVET	learning the subject to ensure	
			and explain how these	active participation of their	
			principles can be applied	learners in classroom	
			in the teaching and	activities and at the same	

		learning the subject to ensure active participation of their learners in classroom activities and at the same time addressing issues of	time addressing issues of gender, and inclusivity. Student-teachers explore and			
		gender, and inclusivity. Tutor guides student- teachers to identify and	explain some techniques of teaching Social Studies and TVET and how these can be			
		discuss the techniques and strategies of teaching Social Studies and TVET	strategise to ensure their learners' participation in classroom activities as well as			
		Tutor gives student-	optimise the learners' understanding.			
		teachers an independent study take-home assignment on the basic				
		theories of colour to be presented in the next				
		lesson.				
Lesson assessments	Component 2: Continuous Assessment 1					
 – evaluation of 	Assessment Type: Assessment	for, as and of Learning				
learning: of, for and	Category of Assessment:					
as learning within	Student teachers assessed thro					
the lesson (link to		nd of the lesson covering all the lea	arning outcomes			
Learning Outcomes)	• self-assessment at various	-				
		les and award marks to groups dur	ing discussion			
Teaching Learning Resources	Resource Person, Cell phone, manila cards,					
Required Text (core)	• Vella, J. (2008). On teaching and learning: Putting the principles and practice of dialogue education into action. San Francisco: Jossey Bass					
Additional Reading	Adam, M., Odumah, L. K., &Ngaaso, C.K. (2018). Skills, methods and techniques of teaching Social					
List	Studies. Accra: BM Studios Ltd (Whitespace Gh)					
Lesson Policy		· · /				
CPD Needs	• 'Select and Use' Strategy	of Reviewing PK				
		r softwares, electronic brail, screer	and video magnifiers, etc			
	Inferential Value Reason					

Year of B.Ed. 2	Semester	1 F	Place of le	sson in sen	nester	12 3 4 5 6 7 8 9 10	0 11 12	
Title of Lesson	Basic Theories	of Colour				Lesson Duration	3 hours	
Lesson description Previous student teacher knowledge,	govern the cho secondary and and their implio	This lesson introduces student-teachers to basic theories of colour. It focuses on principles that govern the choice of colours and categorisation of colours such as the colour wheel, primary, secondary and tertiary colours. Other areas of focus include colour harmony and colour context and their implications for teaching and learning at the upper primarylevel. Student-teachers are familiar with colours and would be able to apply that knowledge in						
prior learning (assumed) Possible barriers to		tions about						
learning in the lesson	 Orientation The in ame of them ar The manual 	ns of tutors enability of tu e used to the	utors to use e traditional e in brail fo	the new app ways of teac	hing.	iching the subject sin tutors and student-t		
Lesson Delivery – chosen to support students in achieving the outcomes		Practical Activity	Work- Based Leaning	Seminars	Independo Study V	ent e-learning opportunities √	Practicum	
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	 Shower Thoughts Group Discussion Independent studies Whole class discussion Power point presentation Panel Discussion 							
 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 	categorisation teaching upper	of colours, is primarylear	sues of colo ners.	ur context a	nd harmony	ge of the theoretica and the implication	s of these for	
61 Learning Outcome for the lesson, picked and	Learning Outcomes: By the end of the lesson, the student teacher will be able to:Learning IndicatorsIdentify which cross cutting issues – core and transferable skills, equity and addressing diversity. How will these be addressed?							
developed from the course specification Learning indicators for each learning outcome	Demonstrate cl understanding relevance of te basic theories of to enable the u primarylearner appreciate the of colour in def occasions in Gh	of the aching of colour pper relevance ining	of their	colour ne implicatic knowledge ur theories upp	isic In sh ons di of ac for st per va	delivering this less ould ensure that: ender equality,	respect for lusivity are pportunity to examine the	

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 in Teacher Activity	Student Activity		
	(1) Introduction	1/ 30 minutes	Visual Sequencing Tutor guides student- teachers to revise the previous lesson by either give student-teachers copies of e.g., a flow chart template or draw/module a flow chart on a markerboard or whiteboard ask the student- teachers to draw has been modelled on piece of paper. Tutor then ask student- teachers to identify the potential steps or stages of the process—how one subtopic/event leads to the final outcome—and to place the steps on the visual diagram. As the y progress through their studies,	Visual Sequencing Student-teachers go through the review of the previous lesson by drawing/copying onto a piece of paper, a flow chart template the tutor drew on the markerboard or whiteboard. Student-teachers then identify the potential steps or stages of the process—how one subtopic/event leads to the final outcome—and place the steps on the visual diagram. Student- teachers then correct earlier assumptions and elaborate on each component or step in relation to the LOs and their indicators		
	(2) Basic Theories of Colour	2/ 70 minutes	students should correct earlier assumptions and elaborate on each component or step in relation to the LOs and their indicators Group Presentation Tutor guides student- teachers through group presentation to discuss on the independent study take- home assignment on the basic theories of colour. Shower Thoughts	Group Presentation Student-teachers to do a power point presentation on basic theories of colour Shower Thoughts		
			Through shower thoughts, Tutor guides student- teachers explain what the concept of colour theory is at the upper primarylevel. Group Discussion Through group discussion, Tutor guides student- teachers to analyse the structure/components of the colour theory (colour wheel, colour harmonies and contexts)	Student-teachers explain the concept of colour theory. Group Discussion Student-teachers discuss in their groups use cell phones to identify and explain the structure/components of the colour theory (colour wheel, colour harmonies and contexts) and present to the class in a whole class discussion session.		
	Implications of Basic Colour Theories for Teaching Upper	3/ 60 Minutes	Panel DiscussionTutorthroughpaneldiscussionfacilitatesadiscussionontheimplicationsoftheirknowledgeofbasiccolour	Panel Discussion Student-teachers in their discussion, examine the implications of their knowledge of basic colour theories for teaching upper primarylearners.		

	Primary	theories for teaching upper			
	Learners	primarylearners (especially,			
	Learners	focusing on the school and			
		classrooms layout			
		implications, etc).			
		implications, etc).			
		Take-Home Independent			
		Study			
		Tutor gives student-teachers			
		a take-home independent			
		study on colour and social			
		occasions in Ghana to be			
		done individually.			
Lesson assessments –	Component 2: Continuous Assessment 1				
evaluation of learning:	Assessment Type: Assessme	ent for, as and of Learning			
of, for and as learning	Category of Assessment:				
within the lesson (link	Student teachers assessed the	nrough:			
to Learning Outcomes)	A 20 minutes Quiz at the	A 20 minutes Quiz at the end of the lesson covering all the learning outcomes			
	 self-assessment at various stages of the lesson 				
	• the use of observation scales and award marks to groups during discussion/presentation.				
Teaching Learning	Resource Person, Cell phone, manila cards,				
Resources					
Required Text (core)	Mollica, P. (2013). Color	Theory: An essential guide to color-from basic principles to practical			
	application. Crown Valley Parkway: Walter Foster Publishing.				
Additional Reading List		elements of colour: A treatise on the colour system of Johannes Itten			
	based on his book	the art of colour. Ravensburg: KUNST DER FABRE			
Lesson Policy					
CPD Needs	Visual Sequencing				
	• The use of scream read	er softwares, electronic brail, screen and video magnifiers, etc			
	Inferential Value Reaso	ning Process.			

Year of B.Ed. 2 Ser	mester 1	Place of	lesson in s	emester 1	234	567891	0 11 12
Title of Lesson	The Social Stud Inclusivity	ies (OWO	PP) Curricul	um, Gender	and	Lesson Duration	3 hours
Lesson description Previous student teacher knowledge, prior learning	Colour and social occasions in Ghana is one of the symbols of communication every society uses to communicate its emotions, attitudes, behaviour and social events. In Ghana, the use and interpretations of colours are culturally defined, with every ethnic group assigning its own interpretations. This lesson introduces student-teachers to the interpretation given to colours used in social events such as naming ceremonies/baby outdooring, funerals, festivals and marriage/wedding ceremonies. Student-teachers are observe/witness some social events of their ethnic groups or in their communities and are familiar with the various colours in each of these occasions and what						
(assumed) Possible barriers to learning in the lesson	 such colours mean. Lack of/inadequate knowledge on the culture of other ethnic groups aside their own Orientations of tutors The inamenability of tutors to use the new approach of teaching the subject since a number of them are used to the traditional ways of teaching. The manual may not be in brail form and for that matter tutors and student-teachers alike may find it difficult using it. 						
Lesson Delivery – chosen to support students in achieving the outcomes	Face- Practical to- Activity face √	Work- Based Leaning	Seminars	Independent Study √		earning portunities	Practicum
 Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes. Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed 	 Shower Thoug Group Discuss Independent s Whole class di Dramatization Differentiated The purpose of thi of colour choic 	ion tudies scussion task group s lesson is	to enable th	e student-teach casions in Ghan		preciate the	significance
Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome	Learning Outcom the end of the les student teacher able to:	son, the	Learning Inc	licators	issue skills dive	tify which cr es – core and , equity and rsity. How w ressed?	transferable addressing
	Appreciate the re of colour choi specific social occa Ghana.	ce for asions in	social event Explain the colour cho	in at least 5 s in Ghana importance of ice for e.g., tivals, naming	•	In delivering the tutor s that: Gender equ for diversity are address opportunity teachers to various pe	g this lesson, should ensure aality, respect and inclusivity ed by giving to student- examine the rspectives of assessment.

Topic Title	Sub-topics (if any):		Stage/Time	TeachingandLearningActivitytoachievelearningoutcomesdepending on the delivery
				mode selected. Teacher led, collaborative group work or independent
			Teacher Activity	Student Activity
	(1) Introduction	1/20minu tes	Tutor calls student- teachers to share with the class what they learned in the previous lesson on basic colour theories	Student-teachers to share with their colleagues what they learned in the previous lesson on basic colour theories
	Interpreting Colours Used in Some Selected Social Events in Ghana	2/80 Minutes	Mixed Ability Groping Tutor guides student- teachers share their findings on the take- home independent study on colour and social occasions in Ghana with their colleagues in groups of 3 -5 members and	Mixed Ability Groping Student-teachers do power point presentations on colour and social occasions in Ghana after sharing with their colleagues in their various groups to the class.
			present to the whole class. Dramatization Through dramatization, Tutor guides student- teachers showcase/act some selected social events like funerals,	Dramatization Student-teachers put up an act depicting these selected social events like funerals, naming ceremonies in Ghana while putting on costumes used for these occasions.
			naming ceremonies in Ghana and the colour of clothes types used in these occasions. Tutor asks student- teachers to share their knowledge on other colours put on in some unfamiliar social events in Ghana, or about some unfamiliar ethnic groups' choice of colours for some of these occasions.	The others observe the drama put up by those selected and communicate their findings in a whole class discussion after the drama. Student-teachers share their knowledge on other colours put on in some unfamiliar social events in Ghana, or about some unfamiliar ethnic groups' choice of colours for some
	Importance of Colour Choice for Some Selected Social Events in Ghana		Tutor gives student- teacher differentiated task grouping activity to discuss the importance of colour choice for some selected social events in Ghana	of these occasions. Student-teachers in their groups, examine in their groups the importance of colour choice for some selected social events in Ghana and share with their colleagues in a whole class discussion.

Lesson assessments –	Component 2: Continuous Assessment 1					
evaluation of learning: of, for	Assessment Type: Assessment for, as and of Learning					
and as learning within the	Category of Assessment:					
lesson (link to Learning	Student teachers assessed through:					
Outcomes)	 A 20 minutes Quiz at the end of the lesson covering all the learning outcomes self-assessment at various stages of the lesson 					
	the use of observation scales and award marks to groups during discussion					
	Learning Outcomes Assessed: CLO 4; NTS					
	NTS 1: Professional Development:					
	The Teacher(s):					
	1a) Critically and collectively reflects to improve teaching and learning					
	1b) Improves personal and professional development through lifelong learning					
	and Continuous Professional Development.					
Teaching Learning Resources	Resource Person, Cell phone, manila cards,					
Required Text (core)	1. Edwards B. (2004) A course in Mastering the Art of Mixing Colors. Publ.					
	TarcherPerigee, USA					
	2. Amenuke, S. K., et al (1991). General Knowledge in Art for Senior Secondary					
	School. London, Evans					
Additional Reading List	Ngaaso, C. K. & Attom, L. E. (2015). Gender issues and development: Policy implications.					
	Accra: Yemens Pub. Ltd.					
Lesson Policy						
CPD Needs	Dramatization Technique					

Year of B.Ed. 2	Semester	1 PI	lace	of lessor	in seme	ester	12 3 4 5 6 7	8910	11 12
Title of Lesson	Understanding	Jnderstanding Basic Colour Works Lesson Duration 3 hours						3 hours	
Lesson description	This lesson focuses on helping student-teachers to gain knowledge and appreciation of th basic principles of colour works as beginners. The lesson also affords student-teachers th opportunity to learn how to do painting, knitting, e.tc., using different colours.								
Previous student teacher knowledge, prior learning (assumed) Possible barriers to		 Student-teachers are familiar with the basic colours Huge class size 							
learning in the lesson	which ma		utors				s' assessment of student-teacher		
Lesson Delivery – chosen to support students in achieving the outcomes	Face- Practic to- Activit face V			Seminars	Indepen Study	dent	e-learning opportunities	Practi	cum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	Group Dis	 Shower Thoughts Group Discussion 							
 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 							nd how basic cc rners to do simp		
62 Learning Outcome for the lesson, picked and developed	Learning Outo the end of th the student te be able to:	ne lesson,	Lea	rning Indic	ators	core a and a	ify which cross of and transferable ddressing diver be addressed?	e skills,	equity
from the course specification Learning indicators for each learning outcome	Demonstrate k and understan colour works a their knowledg assisting the u primarylearne	Demonstrate knowledge and understanding ofExplore how basic colour work is done asIn delivering this lesson should ensure that:				spect for ivity are ortunity to amine the			
Topic Title	Sub-topics (if any):	Ib-topics Stage/Time Teaching and Learning Activity to achieve lea any): outcomes depending on the delivery mode sele Teacher led, collaborative group work or independent				selected.			
Understanding Basic Colour Works	(1) Lesson introduction	1/20 minutes		Teacher Activity Tutor through questioning tasks student-teachers to tell what was taught/learnt in the previous lesson			y		

	(2) Helping	2/	Resource Person	Resource Person
	the Upper	-, 140minutes	Tutor collaborates with	Student-teachers listen to the
	Primary		student-teachers to invite	resource person's (with
	Learner in		a resource person (with	knowledge on instructional
	Colour Work		knowledge on	methodology in Art) talk on
			instructional	the role of the Upper Primary
			methodology in Art) to	Teacher in helping his/her
			talk on the role of the	learner learn and be able to
			Upper Primary Teacher in	apply colour work and jot
			helping his/her learner	down salient points
			learn and be able to apply	
			colour work	
			Shower Thoughts	Shower Thoughts
			Through shower	Student-teachers debrief the
			thoughts, Tutor guides	Resource Person's visits.
			Student-teachers debrief	
			the Resource Person's	Student-teachersexplain the
			visits.	concept of colour work and
				identify various forms of
				colour work.
Lesson assessments –		Continuous Ass		
evaluation of learning: of,	-	-	for, as and of Learning	
for and as learning within	Category of As			
the lesson (link to		rs assessed thro	•	
Learning Outcomes)			nd of the lesson covering all t	the learning outcomes
			stages of the lesson	
	the use of observation scales and award marks to groups during discussion			
Teaching Learning	Resource Perso	on, Cell phone, r	nanila cards,	
Resources				
Required Text (core)	-		h yourself visually knitting.	Hoboken, New Jersey: Wiley
	Publishing			
Additional Reading List	-			e Tutorials eBook. Dundee Road,
	Northbrook, IL	60062: Prime	Publishing LLC. www.primed	cp.com
Lesson Policy				
CPD Needs	Use of Resourc	e Person		
		e : cioon		

Year of B.Ed. 2	Semester	1	Place of le	sson in ser	mester	12 3	3 4 5 6 7 8 9 10	11 12
Title of Lesson	Revision			less	on Durat	ion	3 ho	urs
Lesson description		onstitutes th	e last lesson				hat has been lea	
	course of the							
Previous student			iliar with the	topics that h	ave beer	dealt v	with in all 11 less	ons
teacher knowledge,	Student teac	ners are rain	indi with the			i acuit i		0115
prior learning (assumed)								
Possible barriers to	• The attit	ude of not re	ecording even	ts in writing	keening	things	in memory	
learning in the lesson								
Lesson Delivery –	Face-to- F	Practical	Work-	Seminars	Indepe	ndent	e-learning	Practicum
chosen to support	face A	Activity	Based		Study		opportunities	
students in achieving	v	•	Leaning					
the outcomes			Ū					
Lesson Delivery – main	Shower	Thoughts						
mode of delivery		iscussion						
chosen to support		air, share						
student teachers in	-	oint present	ation					
achieving the learning	• rowerp	ont present	ation					
outcomes.								
 to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed 	lessons).							
Learning Outcome for	Learning Out	tcomes: By	Learning Inc	licators	Ident	ify whi	ch cross cutting i	<u> </u>
the lesson, picked and	the end of t	-	Leanning inc	licators		-	nsferable skills, (
developed from the	the studen						iversity. How wi	
course specification	will be able t					essed?		
Learning indicators	Demonstrate		Share reflect	tion on the			ering this lessor	the tutor
for each learning	knowledge	and	what has be				insure that:	i, the tator
outcome	understandir		with regard			Gender		spect for
	has been lea	•	lessons/topi			liversity		
	course and						ed by giving opp	
	knowledge i						teachers to ex	-
	the Early	-	in teaching					
	curriculum.							
Topic Title	Sub-topics	Stage/Tin					achieve learning	g outcomes
	(if any):	0.000, 111					e selected. Te	
	(-	tive group v		-		,
			Teacher			-	t Activity	
				-				
Introduction to SRJ	(2)	1/70		1/70 Differentiated Instruct				
Development and	Introduction	minutes	For th		c l	With ·		
Writing							the aid of the	
Writing				g comprehe	ension	indicat	ors of the cours	se, student-
			and	g comprehe retention	ension of	indicat teache	ors of the cours rs use the KWL t	se, student- echnique to
witting				g comprehe retention on on	ension of the	indicat teache revise	ors of the cours	se, student- echnique to essons (i.e.,

among student teachers, tutor through the use of the KWL teachingue activates student teachers' prior knowledge by asking them refer to the previous lessons' LOS and indicators and indicators have been met (what they have learnt/Know) at the "K" stage; then student- teachers collaborate in small groups identify the set goals that were not met (i.e., what they could not understand and want to learn) (W) and get better understand and want to learn) (W) and get better understand and want to learn) (W) and get better understanding. Finally, after going through the goals that were not met (i.e., what they could not understanding. Finally, sifter going through the goals that were not met in the previous lessons, student-teachers are guided to discuss what they have Learned (L) (i.e., in relation to what they have Learned (L) (i.e., in relation to what they have Learned (L) (i.e., in relation to the KWL, tutor integrates other techniques of teaching/learning to help the student-teacher revise the previous lessons for better understanding (i.e., 'select, eller, Patrick's interactive Notebook, lecture, questioning and answering etc.) Lesson assessments evaluation of learning; (f) or and s learning outcomes) Component 2: continuous Assessment 1 Assessment 1 Assessment 1 Assessment 1 previsions tage of the lesson • the use of observation scales and award marks to groups during discussion • the use of observation scales and award marks to groups during discussion • the use of observation scales and award marks to groups during discussion • the use of observation scales and award marks to groups during discussion • the use of observation scales and award marks to groups during discussion • the use of observation scales and award marks to groups during discussion • the use of observation scales and award marks to groups during discussion • the use of observation scales and award marks to groups during discussion • the use of observation scales an							
tesson subserved component 1: Subject Portfolio Assessment (2015). Year 3: Teaching Parater tesson statistical control of the lesson of the lesson of the lesson of the statistic of the previous lesson of the statistic of the statis of the statistic of the statistic of the statistic		among student-teachers,					
lesson assessments; Component 2: continuous Assessment 1 Assessment Type: Assessment 1 Assessment 1 Assessment 1: Component 2: continuous Assessment 1 Assessment 7: Patrice Notes Patrice Interanting Outcomes Patrice Notes Page 15 (1a, b, e, & f, 2c, e, f and 3a-i, k, n) Teaching Learning Personent 1: Subject Portfolio Assessment (2015). Year 3: Teaching Procise (Mentaria) Additional Reading List Image 2 (1a, b, e, & f, 2c, e, f and 3a-i, k, n) Teaching Learning Component 1: Subject Portfolio Assessment: (20% overall score)							
Lesson assessments- evaluation of learning: of, for and as learning of, for and as learning; of, for and as learning; category of Assessment 1: A 20 minute: Quiz at the end of the learning outcomes :: : : : : : : : : : : : : : : : : : :							
Lesson assessments- evaluation of learning: of, for and aslearning: of, for and aslearning: of down as essessment 12: Component 2: Continuous Assessment 14 assessment 100; Assessment 14 assessment 12: celearning Outcomes) Component 2: Continuous Assessment 14 assessment 12: celearning outcomes): is essessment 14: celearning outcomes 14: celearning outcomes 14: celearning outcomes 14: celearning outcomes celearning: celearning outcomes celearning: celearning outcomes celearning: celearning outcomes celearning: celearning outcomes celearning celearning celearning celearning celearning outcomes celearning: celearning outcomes celearning: celearning outcomes celearning regramme (2016): Year 3: Teaching Practice (Mentor Hondbook): Accca: celearning Celearning cel		activates student-teachers'					
Lesson assessments- evaluation of fearning: of, for and assessment 1: Assessment Type: Assess		prior knowledge by asking					
and indicate which of the Los and indicatos have been met (what they have isardity the isage: then student- teachers collaborate in small groups (dentify the set goals that were not met (i.e., what they could not understanding, Finally, after going through the point of the previous lesson assessments - evaluation of learning; of, for and aslarning; there are seed through: assessment Type: Assessment for, as and of Learning evaluation of learning; of, and aslarning; therap device the of discuss of the learning outcomes interactive vittin the learning Outcomes et al. A 20 minutes Quiz at the end of the lesson covering all the learning outcomes is the assessed through: is the assessed through: is the use of observation scales of the lesson is the use of observation scales and award marks to groups during discussion tearing Outcomes is the use of observation scales and award marks to groups during discussion tearing Outcomes Assessed: CLO 5; NTS Page 15 (1 a, b, e, & f, 2 c, e, f and 3a - l, kn.) <t< th=""><th></th><th>them refer to the previous</th></t<>		them refer to the previous					
Los and indicators have been met (what they have learnit/Know) at the "K" stage; then student- teachers collaborate in small groups identify the set goals that were not met (i.e., what they could not understand and want to learn) (W) and get better understanding. Finally, after going through the goals that were not met (i.e., what they could not understanding. Finally, after going through the goals that were not met in the previous lessons, student-teachers are guided to discuss what they have Learned (U) (i.e., in relation to what hitherto, they found it difficult understanding. NB: In addition to the KWL, tutor integrates other techniques of teaching/learning to help the student-teacher set (i.e., vhat they could integrates other techniques of teaching/learning to help the student-teacher set (i.e., elect), Patrick's Interactive Notebook, lecture, questioning and answering etc.) Lesson assessments- evaluation of learning; of, for and a starning of, for and a starning strain the lesson (link to learning Outcomes) Component 2: Continuous Assessment 1 Assessment Type: Assessment for, as and of Learning of, for and a starning strain the lesson (link to learning Outcomes) Lesroing Outcomesion : self-assessment student teachers assessed (through: . A 20 minutes Quiz at the end of the lesson covering all the learning outcomes . self-assessment student teachers assessed (through: . A 20 minutes Quiz at the end of the lesson . the use of observation scales and award marks to groups during discussion Learning Outcomes Assessed: CLO 5: NTS Page 15 (1.a, b, e, & f, 2.c, e, f and 3a-i, k-n.) Teaching Learning Resource Person, Cell phone, manila cards, Resource Person, Cell phone, manila ca		lessons' LOs and indicators					
Lesson assessments - Component 2: Continuous Assessment 1: Assessment 1: Valence, questioning and answering etc.) Lesson assessments - Component 2: Continuous Assessment 3: Student teaching/carming outcomes 4: Stages of the lesson 1: Student teaching and and wath the previous lesson for better understanding. Lesson assessments - Component 2: Continuous Assessment 3: Student teaching and an answering etc.) Lesson assessments - Stages of the lesson 1: Student teaching and answering etc.) Lesson assessments - Stages of the lesson 1: Student teaching and answering etc.) Lesson assessments - Stages of the lesson 1: Student teacher assessement 1: Student teacher assessement 1: Student teacher assessement 2: Student teacher assessement 3: Student teacher assessement: 3: Student teacher assessement: 3: Student teacher assessed: CLO 5: NTS Page 15 (1 a, b, e, & f, 2, e, f and 3a-i, k-n,) Teaching Learning Learning Ceaging of X, Accra = Published by the Ministry of Education (Ghana), under Creative Commons Attribution. Available online at http://www.Ltel.org. Additional Reading List Component 1: Subjet Portfolio Assessment: (30% overall score)		and indicate which of the					
Lesson assessments - evaluation of learning. Component 2: Continuous Assessment 1 Assessment Type: Assessment for, as and of Learning of for and a learning within the lesson (link, to Learning Outcomes) Component 2: Continuous Stages of the lesson estimates and stages of the learning of the use of observation scales and of userning of the use of observation scales and of userning to Learning Outcomes) Lesson Assessment to Learning of for and a learning within the lesson (link, to Learning Outcomes) Component 2: Continuous Assessment 1 Assessment Type: Assessment for, as and of Learning of the use of observation scales and ward marks to groups during discussion to the use of observation scales and ward marks to groups during discussion to the use of observation scales and ward marks to groups during discussion teaching tearning within the learning and the use of observation scales and ward marks to groups during discussion tearning Protection Accers: Published by the Ministry of Education (Chena), under Creative Commons Astersbared Creative Common (2016). Year 3: Teaching Protice (Mentor Handbook). Accra: Published by the Ministry of Education (Chena), under Creative Commons Astribution. Available online at http://www.itel.org. Additional Reading List T-TEL Schools Partnership Programme (2016). Year 3: Teaching Protice (Mentor Handbook). Accra: Published by the Ministry of Education (Chena), under Creative Commons Attribution. Available online at http://www.itel.org. Additional Reading List Component 1: Subject Portfolio Assessment: (30% overall score)		LOs and indicators have					
Lesson assessments - evaluation of learning. Component 2: Continuous Assessment 1 Assessment Type: Assessment for, as and of Learning of for and a learning within the lesson (link, to Learning Outcomes) Component 2: Continuous Stages of the lesson estimates and stages of the learning of the use of observation scales and of userning of the use of observation scales and of userning to Learning Outcomes) Lesson Assessment to Learning of for and a learning within the lesson (link, to Learning Outcomes) Component 2: Continuous Assessment 1 Assessment Type: Assessment for, as and of Learning of the use of observation scales and ward marks to groups during discussion to the use of observation scales and ward marks to groups during discussion to the use of observation scales and ward marks to groups during discussion teaching tearning within the learning and the use of observation scales and ward marks to groups during discussion tearning Protection Accers: Published by the Ministry of Education (Chena), under Creative Commons Astersbared Creative Common (2016). Year 3: Teaching Protice (Mentor Handbook). Accra: Published by the Ministry of Education (Chena), under Creative Commons Astribution. Available online at http://www.itel.org. Additional Reading List T-TEL Schools Partnership Programme (2016). Year 3: Teaching Protice (Mentor Handbook). Accra: Published by the Ministry of Education (Chena), under Creative Commons Attribution. Available online at http://www.itel.org. Additional Reading List Component 1: Subject Portfolio Assessment: (30% overall score)		been met (what they have					
Image: the student teachers collaborate in small groups identify the set goals that were not met (e., what they could not understand and want to learn) (w) and get better understanding. Finally, after going through the goals that were not met in the previous leasons, student-teachers are guided to discuss what they have Learned (L) (i.e., in relation to what hitherto, they found it difficult understanding. NB: in addition to the KWL, tutor integrates other techniques of techniques of teaching/learning to help the student-teacher revise the previous leasons of the student-teacher revise the previous leasons for better understanding (e.g., better understanding, isselect, elect', Patrick's interactive Notebook, lecture, questioning and answering etc.) Lesson assessments - component 2: Continuous Assessment 1 Assessment to to learning Outcomes . self-assessment ar various stages of the lesson . to Learning Outcomes . self-assessment are of the lesson covering all the learning outcomes . self-assessment are of the lesson covering all the learning outcomes . self-assessment are on the student stages of the lesson . the use of observation scales and award marks to groups during discussion . the use of observation scales and award marks to groups during discussion . the use of observation scales and award marks to groups during discussion . the use of observation scales and award marks to groups during discussion . the use of observations cales and award marks to groups during discussion . the use of observations cales an							
Lesson assessments - evaluation of fearning: Component 2: Continuous Assessment 1 Assessment at various stages of the lesson • the use of observation scales and of userning • the use of observation scales and of userning • the use of the lesson • the use of observation scales and of userning • the use of the lesson • the use of observation scales and of userning • the use of the lesson • the use of observation scales and of userning • the use of the lesson • the use of observation scales and of userning • the use of the lesson • the use of observation scales and of userning • the use of the lesson • the use of observation scales and want the lesson • the use of observation scales and want • the the lesson • the use of observation scales and want • the the durity of Education (Lesson • the use of observation scales and want • the use of observation scales and want • TEL Schools Partnership Programme (2016). Year 3: Teaching Practice (Mentor • Handbook). Accra: • Published by the Ministry of Education (Mentor • Handbook). Accra: • Published by the Ministry of Education (Mentor • Handbook). Accra: • Published by the Ministry of Education (Mentor • Handbook). Accra: • Published by the Ministry of Education (Mentor • Handbook). Accra: • Published by the Ministry of Education (Mentor • Handbook). Accra: • Published by the Ministry of Education (Mentor • Handbook). Accra: • Published by the Ministry of Education (Mentor • Handbook). Accra: • Published by the Ministry of Education (Mentor • Handbook). Accra: • Published by the Ministry of Education (Mentor • Handbook). Accra: • Published by the Ministry of Education (Mentor • Handbook). Accra: • Published by the Ministry of Education (Mentor • Handbook). Accra: • Published by the Ministry of Education (Mentor • Handbook). Accra: • Published by the Ministry of Education (Mentor • Handbook). Accra: • Published by the Ministry of Education (Mentor) • Handbook). Accra: • Published by the Ministry of Education (Mentor • Handbook							
small groups identify the set goals that were not met (i.e., what they could not understand and want to learn) (W) and get better understanding. Finally, after going through the goals that were not met in the previous lessons, student-teachers are guided to discuss what they have Learned (L) (i.e., in relation to what hitherio, they found It difficult understanding.NB: In addition to the KWU, tutor integrates other techniques of technig/earning to help the student-teacher revise the previous lessons for better understanding (e.g., 'select, elect,' Patrick's interactive Notebook, lecture, questioning and answering etc.)Lesson assessments- evaluation of learning of, or and as learning of, or and as learning ot, assessment 1Component 2: Continuous Assessment 1 Assessment tor, as and of Learning outcomes • self-assessment and of the lesson covering all the learning outcomes • self-assessment and of the lesson • the use of observation scales and award marks to groups during discussion Learning Outcomes Assessed: CLO 5; NTS Page 15 (1 a, b, e, & f, 2c, e, f and 3a-i, k-n,)Teaching Learning Resources• T-TEL Schools Partnership Programme (2016). Year 3: Teaching Practice (Mentor Hondbook). Accra: Published by the Ministry of Education (Ghana), under Creative Commons Attribution. Available online at http://www.t.tel.org.Additional Reading ListLesson Partnership Programme (2016). Year 3: Teaching Practice (Mentor Hondbook). Accra: Published by the Ministry of Education (Ghana), under Creative Commons Attribution. Available online at http://www.t.tel.org.Additional Reading ListComponent 1: Subject Portfolio Assessment; (30% overall score)							
Lesson assessments revolution of learning of, for and as learning of, for and as learning of, for and as learning of, so and assessment at various stages of the lesson the seson covering all the learning outcomes i. self-assessment at various stages of the lesson i. self-assessment at various							
met (i.e., what they could not understand and want to learn) (W) and get better understanding. Finally, after going through the goals that were not met in the previous lessons, student-teachers are guided to discuss what they have Learned (U) (i.e., in relation to what hitherto, they found it difficult understanding. NB: in addition to the KWL, tutor integrates other teaching/learning to help the student-teacher revise the previous lessons for better understanding. (e.g., 'select, elect', Patrick's interactive Notebook, lecture, Questioning and answering etc.) Lesson assessments - evaluation of learning Outcomes? Component 2: Continuous Assessment 1 Assessment to Learning Outcomes? Student teachers for, as and of Learning Outcomes? of, for and as learning within the lesson (limit to teach revise) the use of observation scales and award marks to groups during discussion Learning Outcomes? A 20 minutes Quiz at the end of the lesson covering all the learning outcomes? i. self-assessment avarious stages of the lesson • the use of observation scales and award marks to groups during discussion Learning Outcomes? • T-TEL Schools Partnership Programme (2016). Year 3: Teaching Practice (Mentor Hondbook). Accra: Published by the Ministry of Education (Ghana), under Creative Commons Attribution. Available online at http://www.t.tel.org. Additional Reading List Component 1: Subject Portfolio Assessment; (30% overall score)							
Image: state in the interval of the interval o		_					
Lesson assessments - evaluation of learning of, for and as learning of,							
betterunderstanding. Finally, after going through the goals that were not met in the previous lessons, student-teachers are guided to discuss what they have Learned (L) (i.e., in relation to what hitherto, they found it difficult understanding.NB: in addition to the KWL, tutorin relation to what hitherto, they found it difficult understanding.NB: in addition to the KWL, tutorin relation to what hitherto, they found it difficult understanding.NB: in addition to the KWL, tutorin relation to what hitherto, they found it difficult understanding (e.g., 'Select, elect,' Patrick's Interactive Notebook, lecture, questioning and answering etc.)Lesson assessments - evaluation of learning: of, for and a learning within the lesson (link to learning Outcomes)Component 2: Continuous Assessment 1 Assessment Type: Assessment for, as and of Learning Category of Assessment is subsect teacher sasses subsect teachers assessed through: to learning Outcomes self-assessment at various stages of the lesson to the use of observation scales and award marks to groups during discussion Learning Outcomes Assessed: CLO 5; NTS Page 15 (1 a, b, e, & f, 2c, e, f and 3a-i, k-n.)Teaching Learning Resource- T-TEL Schools Partnership Programme (2016). Year 3: Teaching Practice (Mentor Handbook). Accra: Published by the Ministry of Education (Ghana), under Creative Commons Attribution. Available online at http://www.t_tel.org.Additional Reading ListVCPD neededComponent 1: Subject Portfolio Assessment: (30% overall score)							
Finally, after going through the goals that were not met in the previous lessons, student-teachers are guided to discuss what they have learned (L) (i.e., in relation to what hitherto, they found it difficult understanding.NB: In addition to the KWL, tutor integrates other teaching/learning to help the student-teacher revise the previous lessons for better understanding (e.g., 'select, elect', Patrick's Interactive Notebook, lecture, questioning and answering etc.)Lesson assessments - evaluation of learning of, for and a learning within the lesson (link to learning Outcomes)Component 2: Continuous Assessment for, as and of Learning c.as and of Learning of for and as learning within the lesson (link to learning Outcomes)Learning Outcomes)Category of Assessment i sessment tyre: Assessment tor, as and of Learning of the lesson covering all the learning outcomes • self-assessment at various stages of the lesson • the use of observation scales and award marks to groups during discussion Learning Outcomes Assessed: CLO 5; NTS Page 15 (1 a, b, e, & f, 2c, e, f and 3a-i, k-n,)Teaching Learning Resources• T.TEL Schools Partnership Programme (2016). Year 3: Teaching Practice (Mentor Handbook). Accra: Published by the Ministry of Education (Ghana), under Creative Commons Attribution. Available online at http://www.t-tel.org.Additional Reading ListComponent 1: Subject Portfolio Assessment: (30% overall score)Course AssessmentComponent 1: Subject Portfolio Assessment: (30% overall score)							
Lesson assessments - veluation of learning of, for and as learning within the lesson (sith the end of the lesson covering all the learning outcomes) is self-assessment at various stages of the lesson is the use of observation scales and award marks to groups during discussion is self-assessment at various stages of the lesson is the use of observation scales and award marks to groups during discussion is self-assessment at various stages of the lesson is the use of observation scales and award marks to groups during discussion is self-assessment at various stages of the lesson is the use of observation scales and award marks to groups during discussion is self-assessment at various stages of the lesson is the use of observation scales and award marks to groups during discussion is self-assessment at various stages of the lesson is the use of observation scales and award marks to groups during Practice (Mentor Handbook). Accra: Published by the Ministry of Education (Ghana), under Creative Commons Attribution. Available online at http://www.itele.org. Additional Reading List Component 1: Subject Portfolio Assessment; (30% overall score)							
met in the previous lessons, student-teachers are guided to discuss what they have Learned (L) (i.e., in re guided to discuss what they have Learned (L) (i.e., in NB: In addition to the KWL, tutor interacts, they found it difficult understanding. NB: In addition to the KWL, tutor integrates other teaching/learning to help the student-teacher revise the previous lessons for better understanding (e.g., 'select, elect', Patrick's Interactive Notebook, lecture, questioning and answering etc.) Lesson assessments - evaluation of learning: of, for and as learning to Learning Outcomesiant Component 2: Continuous Assessment 10 Assessment Type: Assessment for, as and of Learning Category of Assessment subtin the lesson (link to Learning Outcomesiant) Lesting Outcomesiant • A 20 minutes Quiz at the end of the lesson covering all the learning outcomes • self-assessment at various stages of the lesson • the use of observation scales and award marks to groups during discussion Learning Outcomes Assessed: CLO 5; NTS Page 15 (1 a, b, e, & f, 2c, e, f and 3a-i, k-n,) Teaching Learning Resources • T-TEL Schools Partnership Programme (2016). Year 3: Teaching Practice (Mentor Handbook). Accra: Published by the Ministry of Education (Ghana), under Creative Commons Attribution. Available online at http://www.itel.org. Additional Reading List Lesson Policy CDP Needs No CPD needed Course Assessment Component 1: Subject Portfolio Assessment; (30% overall score)							
Lesson assessments - Component 2: Continuous Assessment 1 Assessment Type: Assessment 1 Assessment 1 Assessment 1 Student teachers assessed through: to Learning Outcomes) A 20 minutes Quiz at the end of the lesson covering all the learning outcomes • self-assessment at various stages of the lesson • the use of observation scales and award marks to groups during discussion Learning Learning Resource Person, Cell phone, manila cards, Resource Person, Cell phone, manila cards, Resource Person, Cell phone, Marilia cards, Cardin Component 2: Ustophone, Marilia cards, <td< th=""><th></th><th>the goals that were not</th></td<>		the goals that were not					
are guided to discuss what they have Learned (L) (Le., in relation to what hitherto, they found it difficult understanding. NB: In addition to the KWL, tutor integrates other techniques of teaching/learning to help the student-teacher revise the previous lessons for better understanding (e.g., 'select, elect', Patrick's Interactive Notebook, lecture, questioning and answering etc.) Lesson assessments- evaluation of learning: of, for and as learning to Learning Outcomes) Component 2: Continuous Assessment 1 Assessment Type: Assessment for, as and of Learning Category of Assessment for, as and of Learning category of Assessment it sudent teachers assessed through: • A 20 minutes Quiz at the end of the lesson covering all the learning outcomes • self-assessment at various stages of the lesson • the use of observation scales and award marks to groups during discussion Learning Outcomes Assesses: CLO 5; NTS Page 15 (1 a, b, e, & f, 2c, e, f and 3a-i, k-n,) Resources Required Text (core) • T-TEL Schools Partnership Programme (2016). Year 3: Teaching Practice (Mentor Handbook). Accra: Published by the Ministry of Education (Ghana), under Creative Commons Attribution. Available online at http://www.t-tel.org. Additional Reading List - CPD Needs No CPD needed Course Assessment Component 1: Subject Portfolio Assessment: (30% overall score)		met in the previous					
Lesson assessments - evaluation of learning: of, for and a learning within the lesson (link to Learning Outcomes)Component 2: Continuous Assessment 1 Assessment for, as and of Learning of answering etc.)Lesson assessments - evaluation of learning: within the lesson (link to Learning Outcomes)Component 2: Continuous Assessment 1 Assessment for, as and of Learning of Learning outcomes is self-assessment avarious stages of the lesson covering all the learning outcomes is self-assessment at various stages of the lesson or learning outcomes is self-assessment at various stages of the lesson is self-assessment at various stages of the lesson is the use of observation scales and award marks to groups during discussion is the use of observation scales and award marks to groups during discussion is the use of observation scales and award marks to groups during discussion is the use of observation scales and award marks to groups during discussion is the use of observation scales and award marks to groups during discussion is the use of observation scales and award marks to groups during discussion is the use of observation scales and award marks to groups during discussion is the use of observation scales and award marks to groups during discussion is the use of observation scales and award marks to groups during discussion is the use of observation scales and award marks to groups during discustion (Ghana), under Creative Commons Attribution. Available online at http://www.t_tel.org.Additional Reading ListComponent 1: Subject Portfolio Assessment: (30% overall score)		lessons, student-teachers					
Lesson assessments - evaluation of learning: of, for and a learning within the lesson (link to Learning Outcomes)Component 2: Continuous Assessment 1 Assessment for, as and of Learning of answering etc.)Lesson assessments - evaluation of learning: within the lesson (link to Learning Outcomes)Component 2: Continuous Assessment 1 Assessment for, as and of Learning of Learning outcomes is self-assessment avarious stages of the lesson covering all the learning outcomes is self-assessment at various stages of the lesson or learning outcomes is self-assessment at various stages of the lesson is self-assessment at various stages of the lesson is the use of observation scales and award marks to groups during discussion is the use of observation scales and award marks to groups during discussion is the use of observation scales and award marks to groups during discussion is the use of observation scales and award marks to groups during discussion is the use of observation scales and award marks to groups during discussion is the use of observation scales and award marks to groups during discussion is the use of observation scales and award marks to groups during discussion is the use of observation scales and award marks to groups during discussion is the use of observation scales and award marks to groups during discussion is the use of observation scales and award marks to groups during discustion (Ghana), under Creative Commons Attribution. Available online at http://www.t_tel.org.Additional Reading ListComponent 1: Subject Portfolio Assessment: (30% overall score)		are guided to discuss what					
Image: Second							
Lesson assessments - evaluation of learning: Component 2: Continuous Assessment 1 answering etc.) Lesson assessments - evaluation of learning: of frame and any experiment of the lesson (link to Learning Outcomes) Component 2: Continuous Assessment 1 Assessment 1 Assessment 1 Assessment 10, link to Learning Outcomes) Lesson assessments - evaluation of learning: of frame and learning of frame and learning of for and as learning Within the lesson (link to Learning Outcomes) Component 2: Continuous Assessment 1 Assessment for, as and of Learning Outcomes Assessment in the lesson covering all the learning outcomes self-assessment at various stages of the lesson self-assessment at various stages of the lesson self-assessment at various stages of the lesson self-assessment at various cales and award marks to groups during discussion Learning Outcomes Assessed: CLO 5; NTS Page 15 (1 a, b, e, & f, 2c, e, f and 3a-i, k-n,) Teaching Learning Resources Resource Person, Cell phone, manila cards, Required Text (core) • T-TEL Schools Partnership Programme (2016). Year 3: Teaching Practice (Mentor Handbook). Accra: Published by the Ministry of Education (Ghana), under Creative Commons Attribution. Available online at http://www.t-tel.org. Additional Reading List - Lesson Policy No CPD needed Component 1: Subject Portfolio Assessment: (30% overall score)							
Lesson assessments - evaluation of learning: Component 2: Continuous Assessment 1 answering etc.) Lesson assessments - evaluation of learning: of frame and any experiment of the lesson (link to Learning Outcomes) Component 2: Continuous Assessment 1 Assessment 1 Assessment 1 Assessment 10, link to Learning Outcomes) Lesson assessments - evaluation of learning: of frame and learning of frame and learning of for and as learning Within the lesson (link to Learning Outcomes) Component 2: Continuous Assessment 1 Assessment for, as and of Learning Outcomes Assessment in the lesson covering all the learning outcomes self-assessment at various stages of the lesson self-assessment at various stages of the lesson self-assessment at various stages of the lesson self-assessment at various cales and award marks to groups during discussion Learning Outcomes Assessed: CLO 5; NTS Page 15 (1 a, b, e, & f, 2c, e, f and 3a-i, k-n,) Teaching Learning Resources Resource Person, Cell phone, manila cards, Required Text (core) • T-TEL Schools Partnership Programme (2016). Year 3: Teaching Practice (Mentor Handbook). Accra: Published by the Ministry of Education (Ghana), under Creative Commons Attribution. Available online at http://www.t-tel.org. Additional Reading List - Lesson Policy No CPD needed Component 1: Subject Portfolio Assessment: (30% overall score)							
NB: In addition to the KWL, tutor integrates other techniques of teaching/learning to help the student-teacher revise the previous lessons for better understanding (e.g., 'select, elect', Patrick's Interactive Notebook, lecture, questioning and answering etc.)Lesson assessments - evaluation of learning: of, for and as learning within the lesson [link to Learning Outcomes]Component 2: Continuous Assessment 1 Assessment for, as and of Learning Category of Assessment: Student teachers assessed through: • A 20 minutes Quiz at the end of the lesson covering all the learning outcomes • self-assessment at various stages of the lesson • the use of observation scales and award marks to groups during discussion Learning Outcomes Assessed: CLO 5; NTS Page 15 (1 a, b, e, & f, 2c, e, f and 3a-i, k-n,)Teaching Learning ResourcesResource Person, Cell phone, manila cards,Required Text (core)• T-TEL Schools Partnership Programme (2016). Year 3: Teaching Practice (Mentor Handbook). Accra: Published by the Ministry of Education (Ghana), under Creative Commons Attribution. Available online at http://www.i_tel.org .Additional Reading ListLesson PolicyComponent 1 : Subject Portfolio Assessment: (30% overall score)							
Lesson assessments - evaluation of learning: of, for and as learning of, for and as learning within the lesson (link to Learning Outcomes)Component 2: Continuous Assessment 1 Assessment Type: Assessment for, as and of Learning Category of Assessment for, as and of Learning answering etc.)Lesson assessments - evaluation of learning: of, for and as learning within the lesson (link to Learning Outcomes)Component 2: Continuous Assessment 1 Assessment Type: Assessment for, as and of Learning Category of Assessment is student teachers assessed through: • A 20 minutes Quiz at the end of the lesson covering all the learning outcomes • self-assessment at various stages of the lesson • the use of observation scales and award marks to groups during discussion • the use of observation scales and award marks to groups during discussion • Learning Outcomes Assessed: CLO 5; NTS Page 15 (1 a, b, e, & f, 2c, e, f and 3a-i, k-n,)Teaching Learning Resource Person, Cell phone, manila cards, Resource Person, Cell phone, manila cards, Category Of Assessment Published by the Ministry of Education (Ghana), under Creative Commons Attribution. Available online at http://www.t-tel.org.Additional Reading List-CPD NeedsNo CPD neededCourse AssessmentComponent 1: Subject Portfolio Assessment: (30% overall score)							
Lesson assessments - evaluation of learning: of, for and as learning of, for and as learning within the lesson (link to Learning Outcomes)Component 2: Continuous Assessment 1 Assessment Type: Assessment for, as and of Learning Category of Assessment for, as and of Learning answering etc.)Lesson assessments - evaluation of learning: of, for and as learning within the lesson (link to Learning Outcomes)Component 2: Continuous Assessment 1 Assessment Type: Assessment for, as and of Learning Category of Assessment is student teachers assessed through: • A 20 minutes Quiz at the end of the lesson covering all the learning outcomes • self-assessment at various stages of the lesson • the use of observation scales and award marks to groups during discussion • the use of observation scales and award marks to groups during discussion • Learning Outcomes Assessed: CLO 5; NTS Page 15 (1 a, b, e, & f, 2c, e, f and 3a-i, k-n,)Teaching Learning Resource Person, Cell phone, manila cards, Resource Person, Cell phone, manila cards, Category Of Assessment Published by the Ministry of Education (Ghana), under Creative Commons Attribution. Available online at http://www.t-tel.org.Additional Reading List-CPD NeedsNo CPD neededCourse AssessmentComponent 1: Subject Portfolio Assessment: (30% overall score)		NB: In addition to the KW/I					
Lesson assessments - evaluation of learning: of, for and as learning within the lesson (link to Learning Outcomes)Component 2: Continuous Assessment 1 Assessment Type: Assessment 1 Assessment Type: Assessment 1 Assessment Type: Assessment 1 Assessment Type: Assessment 1 Assessment S- evaluation of learning: of, for and as learning within the lesson (link to Learning Outcomes)Component 2: Continuous Assessment 1 Assessment: Student teachers assessed through: • A 20 minutes Quiz at the end of the lesson covering all the learning outcomes • self-assessment at various stages of the lesson • the use of observation scales and award marks to groups during discussion Learning Outcomes Assessed: CLO 5; NTS Page 15 (1 a, b, e, & f, 2c, e, f and 3a-i, k-n,)Teaching Learning Resources• T-TEL Schools Partnership Programme (2016). Year 3: Teaching Practice (Mentor Handbook). Accra: Published by the Ministry of Education (Ghana), under Creative Commons Attribution. Available online at http://www.t-tel.org.Additional Reading List• To CPD neededCourse AssessmentComponent 1: Subject Portfolio Assessment: (30% overall score)							
Lesson assessments - evaluation of learning of, for and as learning within the lesson (link to Learning Outcomes)Component 2: Continuous Assessment for, as and of Learning category of Assessment Tor, as and of Learning Category of Assessment tor, as and of Learning category of Assessment at various stages of the lesson • the use of observation scales and award marks to groups during discussion • the use of observation scales and award marks to groups during discussion • the use of observation scales and award marks to groups during discussion • the use of observation scales and award marks to groups during discussion • the use of observation scales and award marks to groups during discussion • the use of Person, Cell phone, manila cards, Resource Person, Cell phone, manila cards, Resource Person, Cell phone, manila cards, reaching Learning Learning Creative Commons Attribution. Available online at http://www.t-tel.org.Additional Reading ListImage: Component 1: Subject Portfolio Assessment: (30% overall score)							
Lesson assessments - evaluation of learning: of, for and as learning within the lesson (link to Learning Outcomes)Component 2: Continuous Assessment 1 Assessment Type: Assessment for, as and of Learning Category of Assessment for, as and of Learning Category of Assessment is suitable the deft of the lesson covering all the learning outcomes • self-assessment at various stages of the lesson • the use of observation scales and award marks to groups during discussion Learning Outcomes • the use of observation scales and award marks to groups during discussion • the use of observation scales and award marks to groups during discussion • the use of observation scales and award marks to groups during discussion • the use of observation scales and award marks to groups during discussion • the use of observation scales and award marks to groups during discussion • the use of observation scales and award marks to groups during discussion • the use of observation scales and award marks to groups during discussion • the use of observation scales and award marks to groups during discussion • the use of observation scales and award marks to groups during discussion • the use of observation scales and award marks to groups during discussion • the use of observation scales and award marks to groups during discussion • the use of observation scales and award marks to groups during discussion • the use of observation scales and award marks to groups during discussion • the use of observation scales and award marks to groups during discussion • the use of observation scales and award marks to groups during discussion • the use of observation scales and award marks to groups. • T-TEL Schools Partnership Programme (2016). Year 3: Teaching Practice (Mentor Handbook). Accra: Published by the Ministry of Education (Ghana), under Creative Commons Attribution. Available online at http://w							
Lesson assessments - evaluation of learning: of, for and as learning within the lesson (link to Learning Outcomes)Component 2: Continuous Assessment 1 Assessment Type: Assessment for, as and of Learning Categray of Assessment Student teachers assessed through: • A 20 minutes Quiz at the end of the lesson covering all the learning outcomes • self-assessment at various stages of the lesson • the use of observation scales and award marks to groups during discussion Learning Outcomes Assessed: CLO 5; NTS Page 15 (1 a, b, e, & f, 2c, e, f and 3a-i, k-n,)Teaching Learning ResourcesResource Person, Cell phone, manila cards, Programme (2016). Year 3: Teaching Practice (Mentor Handbook). Accra: Published by the Ministry of Education (Ghana), under Creative Commons Attribution. Available online at http://www.t-tel.org .Additional Reading ListVo CPD neededComponent 1: Subject Portfolio Assessment: (30% overall score)							
better understanding (e.g., 'select, elect', Patrick's Interactive Notebook, lecture, questioning and answering etc.)Lesson assessments - evaluation of learning: of, for and as learning within the lesson (link to Learning Outcomes)Component 2: Continuous Assessment 1 Assessment Type: Assessment for, as and of Learning Category of Assessment: Student teachers assessed through: • A 20 minutes Quiz at the end of the lesson covering all the learning outcomes • self-assessment at various stages of the lesson • the use of observation scales and award marks to groups during discussion Learning Outcomes Assessed: CLO 5; NTS Page 15 (1 a, b, e, & f, 2c, e, f and 3a-i, k-n,)Teaching Learning ResourcesResource Person, Cell phone, manila cards, Resource Person, Cell phone, manila cards,Required Text (core) Additional Reading ListT-TEL Schools Partnership Programme (2016). Year 3: Teaching Practice (Mentor Handbook). Accra: Published by the Ministry of Education (Ghana), under Creative Commons Attribution. Available online at http://www.t-tel.org.Additional Reading ListComponent 1: Subject Portfolio Assessment: (30% overall score)							
Image: Select, elect', Patrick's Interactive Notebook, lecture, questioning and answering etc.) Lesson assessments - evaluation of learning: of, for and as learning within the lesson (link to Learning Outcomes) Component 2: Continuous Assessment 1 Assessment Type: Assessment for, as and of Learning Category of Assessment: Student teachers assessed through: A 20 minutes Quiz at the end of the lesson covering all the learning outcomes Student teachers assessed through: A 20 minutes Quiz at the end of the lesson covering all the learning outcomes Student teachers assessed: CLO 5; NTS Page 15 (1 a, b, e, & f, 2c, e, f and 3a-i, k-n,) Teaching Learning Resources Required Text (core) Motional Reading List Lesson Policy CPD Needs No CPD needed Component 1: Subject Portfolio Assessment: (30% overall score)							
Lesson assessments - evaluation of learning: of, for and as learning within the lesson (link to Learning Outcomes)Component 2: Continuous Assessment 1 Assessment for, as and of Learning Category of Assessment for, as and of Learning Category of Assessment is Student teachers assessed through: • A 20 minutes Quiz at the end of the lesson covering all the learning outcomes • self-assessment at various stages of the lesson • the use of observation scales and award marks to groups during discussion Learning Outcomes Assessed: CLO 5; NTS Page 15 (1 a, b, e, & f, 2c, e, f and 3a-i, k-n,)Teaching Learning Resources• T-TEL Schools Partnership Programme (2016). Year 3: Teaching Practice (Mentor Handbook). Accra: Published by the Ministry of Education (Ghana), under Creative Commons Attribution. Available online at http://www.t-tel.org .Additional Reading List• No CPD neededCPD NeedsNo CPD needed		better understanding (e.g.,					
Lesson assessments - evaluation of learning: of, for and as learning within the lesson (link to Learning Outcomes)Component 2: Continuous Assessment 1 Assessment Type: Assessment for, as and of Learning Category of Assessment is Student teachers assessed through: • A 20 minutes Quiz at the end of the lesson covering all the learning outcomes • self-assessment at various stages of the lesson • the use of observation scales and award marks to groups during discussion • Learning Outcomes Assessed: CLO 5; NTS Page 15 (1 a, b, e, & f, 2c, e, f and 3a-i, k-n,)Teaching Learning ResourcesResource Person, Cell phone, manila cards,Required Text (core) Additional Reading List• T-TEL Schools Partnership Programme (2016). Year 3: Teaching Practice (Mentor Handbook). Accra: Published by the Ministry of Education (Ghana), under Creative Commons Attribution. Available online at http://www.t-tel.org .Additional Reading ListComponent 1: Subject Portfolio Assessment: (30% overall score)		'select, elect', Patrick's					
Lesson assessments - evaluation of learning: of, for and as learning within the lesson (link to Learning Outcomes)Component 2: Continuous Assessment 1 Assessment Type: Assessment for, as and of Learning Category of Assessment: Student teachers assessed through: • A 20 minutes Quiz at the end of the lesson covering all the learning outcomes • self-assessment at various stages of the lesson • the use of observation scales and award marks to groups during discussion Learning Outcomes Assessed: CLO 5; NTS Page 15 (1 a, b, e, & f, 2c, e, f and 3a-i, k-n,)Teaching Learning ResourcesResource Person, Cell phone, manila cards, Programme (2016). Year 3: Teaching Practice (Mentor Handbook). Accra: Published by the Ministry of Education (Ghana), under Creative Commons Attribution. Available online at http://www.t-tel.org .Additional Reading ListNo CPD neededComponent 1: Subject Portfolio Assessment: (30% overall score)		Interactive Notebook,					
Lesson assessments - evaluation of learning: of, for and as learning within the lesson (link to Learning Outcomes)Component 2: Continuous Assessment 1 Assessment for, as and of Learning Category of Assessment: Student teachers assessed through: • A 20 minutes Quiz at the end of the lesson covering all the learning outcomes • self-assessment at various stages of the lesson • the use of observation scales and award marks to groups during discussionTeaching Learning ResourcesResource Person, Cell phone, manila cards,Required Text (core) Additional Reading List• T-TEL Schools Partnership Programme (2016). Year 3: Teaching Practice (Mentor Handbook). Accra: Published by the Ministry of Education (Ghana), under Creative Commons Attribution. Available online at http://www.t-tel.org .Additional Reading ListNo CPD neededCourse AssessmentComponent 1: Subject Portfolio Assessment: (30% overall score)		lecture, questioning and					
Lesson assessments - evaluation of learning: of, for and as learning within the lesson (link to Learning Outcomes)Component 2: Continuous Assessment 1 Assessment for, as and of Learning Category of Assessment: Student teachers assessed through: • A 20 minutes Quiz at the end of the lesson covering all the learning outcomes • self-assessment at various stages of the lesson • the use of observation scales and award marks to groups during discussionTeaching Learning ResourcesResource Person, Cell phone, manila cards,Required Text (core) Additional Reading List• T-TEL Schools Partnership Programme (2016). Year 3: Teaching Practice (Mentor Handbook). Accra: Published by the Ministry of Education (Ghana), under Creative Commons Attribution. Available online at http://www.t-tel.org .Additional Reading ListNo CPD neededCourse AssessmentComponent 1: Subject Portfolio Assessment: (30% overall score)		answering etc.)					
of, for and as learning within the lesson (link to Learning Outcomes)Category of Assessment: Student teachers assessed through: • A 20 minutes Quiz at the end of the lesson covering all the learning outcomes • self-assessment at various stages of the lesson • the use of observation scales and award marks to groups during discussion Learning Outcomes Assessed: CLO 5; NTS Page 15 (1 a, b, e, & f, 2c, e, f and 3a-i, k-n,)Teaching Learning ResourcesResource Person, Cell phone, manila cards,Required Text (core)• T-TEL Schools Partnership Programme (2016). Year 3: Teaching Practice (Mentor Handbook). Accra: Published by the Ministry of Education (Ghana), under Creative Commons Attribution. Available online at http://www.t-tel.org .Additional Reading ListNo CPD neededCourse AssessmentComponent 1: Subject Portfolio Assessment: (30% overall score)	Lesson assessments –						
of, for and as learning within the lesson (link to Learning Outcomes)Category of Assessment: Student teachers assessed through: • A 20 minutes Quiz at the end of the lesson covering all the learning outcomes • self-assessment at various stages of the lesson • the use of observation scales and award marks to groups during discussion Learning Outcomes Assessed: CLO 5; NTS Page 15 (1 a, b, e, & f, 2c, e, f and 3a-i, k-n,)Teaching Learning ResourcesResource Person, Cell phone, manila cards,Required Text (core)• T-TEL Schools Partnership Programme (2016). Year 3: Teaching Practice (Mentor Handbook). Accra: Published by the Ministry of Education (Ghana), under Creative Commons Attribution. Available online at http://www.t-tel.org .Additional Reading ListNo CPD neededCourse AssessmentComponent 1: Subject Portfolio Assessment: (30% overall score)	evaluation of learning:						
within the lesson (link to Learning Outcomes)Student teachers assessed through: 							
to Learning Outcomes)• A 20 minutes Quiz at the end of the lesson covering all the learning outcomes • self-assessment at various stages of the lesson • the use of observation scales and award marks to groups during discussion Learning Outcomes Assessed: CLO 5; NTS Page 15 (1 a, b, e, & f, 2c, e, f and 3a-i, k-n,)Teaching Learning ResourcesResource Person, Cell phone, manila cards, • T-TEL Schools Partnership Programme (2016). Year 3: Teaching Practice (Mentor Handbook). Accra: Published by the Ministry of Education (Ghana), under Creative Commons Attribution. Available online at http://www.t-tel.org .Additional Reading ListImage: Component 1: Subject Portfolio Assessment: (30% overall score)	_						
 self-assessment at various stages of the lesson the use of observation scales and award marks to groups during discussion Learning Outcomes Assessed: CLO 5; NTS Page 15 (1 a, b, e, & f, 2c, e, f and 3a-i, k-n,) Teaching Learning Resource Person, Cell phone, manila cards, Required Text (core) T-TEL Schools Partnership Programme (2016). Year 3: Teaching Practice (Mentor Handbook). Accra: Published by the Ministry of Education (Ghana), under Creative Commons Attribution. Available online at http://www.t-tel.org. Additional Reading List CPD Needs No CPD needed Component 1: Subject Portfolio Assessment: (30% overall score) 	-	-					
 the use of observation scales and award marks to groups during discussion Learning Outcomes Assessed: CLO 5; NTS Page 15 (1 a, b, e, & f, 2c, e, f and 3a-i, k-n,) Teaching Learning Resources Person, Cell phone, manila cards, Required Text (core) T-TEL Schools Partnership Programme (2016). <i>Year 3: Teaching Practice (Mentor Handbook)</i>. Accra: Published by the Ministry of Education (Ghana), under Creative Commons Attribution. Available online at http://www.t-tel.org. Additional Reading List Lesson Policy No CPD needed Component 1: Subject Portfolio Assessment: (30% overall score) 	, , , , , , , , , , , , , , , , , , ,						
Learning Outcomes Assessed: CLO 5; NTS Page 15 (1 a, b, e, & f, 2c, e, f and 3a-i, k-n,)Teaching Learning ResourcesResource Person, Cell phone, manila cards,Required Text (core)• T-TEL Schools Partnership Programme (2016). Year 3: Teaching Practice (Mentor Handbook). Accra: Published by the Ministry of Education (Ghana), under Creative Commons Attribution. Available online at http://www.t-tel.org .Additional Reading List• Creative Commons Attribution. Available online at http://www.t-tel.org .CPD NeedsNo CPD neededCourse AssessmentComponent 1: Subject Portfolio Assessment: (30% overall score)		-					
Teaching Learning ResourcesResource Person, Cell phone, manila cards,Required Text (core)T-TEL Schools Partnership Programme (2016). Year 3: Teaching Practice (Mentor Handbook). Accra: Published by the Ministry of Education (Ghana), under Creative Commons Attribution. Available online at http://www.t- Additional Reading ListPublished by the Ministry of Education (Ghana), under Creative Commons Attribution. Available online at http://www.t- CPD NeedsNo CPD neededCourse AssessmentComponent 1: Subject Portfolio Assessment: (30% overall score)							
Teaching Learning ResourcesResource Person, Cell phone, manila cards,Required Text (core)T-TEL Schools Partnership Programme (2016). Year 3: Teaching Practice (Mentor Handbook). Accra: Published by the Ministry of Education (Ghana), under Creative Commons Attribution. Available online at http://www.t- Additional Reading ListPublished by the Ministry of Education (Ghana), under Creative Commons Attribution. Available online at http://www.t- CPD NeedsNo CPD neededCourse AssessmentComponent 1: Subject Portfolio Assessment: (30% overall score)		Learning Outcomes Assessed: CLO 5: NTS Page 15 (1 a, b, e, & f, 2c, e, f, and $3a_{i}$, k, n)					
Resources Image: Component 1: Subject Portfolio Assessment: (30% overall score) Required Text (core) Image: Component 1: Subject Portfolio Assessment: (30% overall score) Required Text (core) Image: Component 1: Subject Portfolio Assessment: Component 1: Subject Portfolio Assessment Required Text (core) Image: Component 1: Subject Portfolio Assessment: Component 1: Subject Portfolio Assessment	Tooching Loorning						
Required Text (core) T-TEL Schools Partnership Programme (2016). Year 3: Teaching Practice (Mentor Handbook). Accra: Published by the Ministry of Education (Ghana), under Creative Commons Attribution. Available online at http://www.t-tel.org. Additional Reading List Lesson Policy No CPD needed Course Assessment Component 1: Subject Portfolio Assessment: (30% overall score) 		Nesource Ferson, Cen priorie, Illalilla Calus,					
Handbook). Accra: Published by the Ministry of Education (Ghana), under Online at http://www.t-tel.org . Additional Reading List Image: CPD Needs No CPD needed Course Assessment Component 1: Subject Portfolio Assessment: (30% overall score)		T_TEL Schools Partnership Programme (2016) Vegr 2: Teaching Practice (Menter					
Creative Commons Attribution. Available online at <a a="" http:="" www.t-tel.org.<=""> Additional Reading List Lesson Policy CPD Needs No CPD needed Course Assessment Component 1 : Subject Portfolio Assessment: (30% overall score)	Required Text (core)						
Additional Reading List Lesson Policy CPD Needs No CPD needed Course Assessment Component 1 : Subject Portfolio Assessment: (30% overall score)							
Lesson Policy Image: CPD Needs CPD Needs No CPD needed Course Assessment Component 1 : Subject Portfolio Assessment: (30% overall score)	Additional Deading List	Creative Commons Attribution. Available online at <u>http://www.t-</u> tel.org.					
CPD Needs No CPD needed Course Assessment Component 1 : Subject Portfolio Assessment: (30% overall score)							
Course Assessment Component 1 : Subject Portfolio Assessment: (30% overall score)	Lesson Policy						
	CPD Needs	No CPD needed					
	Course Assessment	Component 1 : Subject Portfolio Assessment: (30% overall score)					

 Midterm assessment – 20% Reflective journal – 40% Organization of the subject portfolio -10 % (how it is presented /organized)
 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 purpse of the project -20% Substantive or main section -40% Conclusion -40%
Component 3: end of semester examination -40%

www.t-tel.org