

YEAR 3

SEMESTER 2

Four-Year B.Ed. Course Manual

Literacy and Language (Oral Literature of a Ghanaian Language)





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FOREWORD

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

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

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

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

Professor Mohammed Salifu Director General, Ghana Tertiary Education Commission

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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.

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INTRODUCTION TO COURSE MANUALS

Welcome to this B.Ed. Course manual.

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

The manuals serve the following purposes:

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

Specifically, they also:

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

Who are course manuals for:

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

USING THIS MANUAL

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

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

My teaching philosophy is

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

Specific Context Issues:

Some ITE learners enter the programme with some limited knowledge of the oral literature of a Ghanaian language and this poses a great challenge to the teachers. There is also lack of technological tools and specific resource personnel to teach some aspects of the oral literature of a Ghanaian language, which negatively affects the teaching and the learning of the Ghanaian language, and also ability of the ITE learners to apply the knowledge to be acquired.

Course Title	ORAL LITERATURE OF A GHANAIAN LANGUAGE						
Course Code	GLE 312	Course Level: 300	Credit value: 3	Semester: 2			
Pre-requisite	Introduction to Literature						
Course Delivery Modes	Face-to-face <input checked="" type="checkbox"/>	Practical Activity <input checked="" type="checkbox"/>	Work-Based Learning <input type="checkbox"/>	Seminars <input type="checkbox"/>	Independent Study <input checked="" type="checkbox"/>	e-learning opportunities <input checked="" type="checkbox"/>	Practicum <input type="checkbox"/>
Course Description for significant learning (indicate NTS, NTECF to be addressed)	<p>This course is designed to equip students appreciate the literary and aesthetic qualities of verbal and non-verbal genres. It will discuss theories of composition and aesthetic formations and examine the dynamics of form, language, style, content and performance of varied genres including folktales and narratives, praise poetry, abuse poetry, libation poetry, dirge and surrogate languages. It also examines how such genres are recognized and appraised in the situations in which they crop up and how they have been adapted to deal with modern-day and emerging developments. It also intends to cover the structure, content and the rationale depicting the civilization and ideology of Ghana. It also serves to sharpen the appreciation skills of literature of the learner and to be able to identify and explain forms of oral literature. Teaching method, TLM preparation and assessment of oral literature in early grade class will also be examined. The course will be taught by the following pedagogical modes: discussion, group/individual work presentation, classroom observation/school visits, brainstorming, and demonstration. The course will be assessed through examination, class assignments and presentations, checklist for learning outcomes, demonstration, peer assessment, project work, report on classroom observation, report on supervision by mentors/lecturers, portfolio, and class participation. The course is designed to meet the following NTS, NTECF, BSC, GLE expectations and requirements: (NTS 1a, b: 12), (NTS 2c: 13), (NTS 2e: 13), (NTS 2f: 13), (NTS 3e: 14), (NTS 3j: 14), (NTECF 3: 20), (NTECF 3: 29), and (NTECF 3: 25).</p>						
Course Learning Outcomes including INDICATORS for each learning outcome.	<p>On successful completion of the course, student teacher will be able to:</p>						
	Learning Outcomes			Indicators:			
	1. demonstrate knowledge and understanding of the oral literature of a Ghanaian language of study, and facilitate its use among learners. (NTS 2c:13), (NTS 3i:14),(NTECF 3: 20), (NTS 2c: 13), (NTS 1f:12), (NTS 2e, f: 13), (NTS 3c: 14), (NTECF 3: 20).			1.1. demonstrate knowledge and understanding of oral literature of a Ghanaian language. 1.2. explain some concepts of oral literature of a Ghanaian language facilitate the use of each concept of oral literature of Ghanaian language in learning			
	2 demonstrate knowledge and skills in the appreciation of oral literary texts and of the Ghanaian. (NTS 2c: 13), (NTS 3i: 14)			2.1. appreciate oral literary texts of the Ghanaian.			
	3. exhibit comprehensive understanding of and interpret the oral literature of the Ghanaian language. (NTS 1a:12), (NTS 2c: 13), (NTECF 3: 20). (NTS 2b, 2c: 13)(NTS 3a, i: 14), (NTECF 3:20),(NTECF 2: 20).			3.1. show an understanding of oral literature of a Ghanaian language. 3.2. interpret concepts in oral literature of a Ghanaian language.			

		4. plan and teach all aspects of the Ghanaian language at the appropriate age level and to all manner of learners in the teaching and learning process. (NTS 1d: 12),(NTS 2f: 13), (NTS 3a, h, j:14), (NTECF 3: 20), (NTS 2d, f: 13), (NTECF 4: 43).		4.1. plan lessons to cover all aspects of the oral literature of a Ghanaian language. 4.2. use Ghanaian language to teach all manner of learners at the appropriate age level.
		5. undertake action research and classroom enquiry, evaluate and reflect on their teaching and on pupils' learning to support them in improving their teaching and assessment in Ghanaian language studies. (NTS 1d, g: 12), (NTS 3b: 14).		5.1. design and undertake a small-scale action research to improve teaching and learning of oral literature of a Ghanaian language 5.2. reflect on and demonstrate progress in their professional development
		6. demonstrate knowledge and skills in teaching oral literature in a Ghanaian Language. (NTS 1a, b, e: 12), (NTECF 4: 39), (NTS 2b, d: 13), (NTECF 3: 20), (NTS 2f:13), (NTECF 3: 32).		6.1. show their knowledge and skill in teaching oral literature in a Ghanaian Language. 6.2. factor in individual learner's diversity in planning and lessons delivery
		7. demonstrate knowledge and skills in assessing oral literature in a Ghanaian language. (NTS 3k-p: 14); (NTECF 4:42 & 46)		7.1. exhibit knowledge and skills in assessing learners in oral literature in a Ghanaian language.
		8. prepare appropriate TLMs for teaching oral literature in a Ghanaian language. (NTS 2b, d: 13),(NTS 3j: 14).		8.1. design appropriate TLMs for teaching oral literature in a Ghanaian language.
Course Content	Units :	Topics: 1. Theories of composition and aesthetic formations 2.The Concept of Ghanaian oral literature	Sub-topics (if any): 1.What is oral literature 2. Forms of oral literature 3. Importance of oral literature	Suggested Teaching Learning Activities: 1. Class discusses on the theories of oral literature and the aesthetic formations of it. Student teachers explain the aesthetic formations of oral literature. 1. Student teachers brainstorm on the oral literature and explain oral literature. Student teachers do a short task on concept of oral literature. Students reflect on their previous knowledge on forms of oral literature. Student teachers discuss forms of oral literature in their community. Group presentation on form of oral literature in various communities. The groupings and the selection of the leaders of the group should pay particular attention to communication issues such as SENDs, gender, mixed abilities, inclusivity, equity, etc. 3. Student teachers brainstorm on the importance of oral literature. Student teachers discuss the features of oral literature. Individual tasks assigned and presented after student teachers compare and contrast the importance of oral literature in

				modern times.
		3.Folktales	<p>1. What is a folktale?</p> <p>2.Characteristics/types and style of folktales</p> <p>3.Appreciation and importance of folktale</p>	<p>1. Student teachers discuss the folktale concepts bring out the characteristics of folktales.</p> <p>1. Student teachers do group presentation on the types of folktales. The groupings and the selection of the leaders of the group should pay particular attention to communication issues such as SENDs, gender, mixed abilities, inclusivity, equity, etc.</p> <p>1. Student teachers demonstrate the performance of folktales and discuss the characteristics and diction of them. Student teachers do a group presentation on folktales after storytelling and show its appreciation. The groupings and the selection of the leaders of the group should pay particular attention to communication issues such as SENDs, gender, mixed abilities, inclusivity, equity, etc.</p>
		4.Praise poetry	<p>1.What is poetry</p> <p>2. Types and themes of poetry</p> <p>3. Analysing praise poetry</p>	<p>1. Student teachers brainstorm on the concept of poetry and types of poetry. Student teachers discuss the types of poetry and explain praise poetry as one type.</p> <p>1. Student teachers explain what praise poetry as a form of oral literature is. Student teachers demonstrate the praise poetry by reciting. Student teachers do an assignment on the explained terms.</p> <p>1. Student teachers listen to a talk by a resource person on praise poetry and then discuss the features of praise poetry and occasions where they are performed. Group of student teachers recite praise poetry and class discuss the themes of it and appreciate it. The groupings and the selection of the leaders of the group should pay particular attention to communication issues such as SENDs, gender, mixed abilities, inclusivity, equity, etc.</p> <p>1. Student teachers will watch a performance of praise poetry and</p>

			4.Importance and benefits of praise poetry	do individual assignments on the aesthetics of that praise poetry. Student teachers discuss the history of praise poetry. Student teachers explain the relevance of praise poetry. Student teachers brainstorm on the benefits of praise poetry in the community. Students watch/witness a praise poetry recital in the community and do a group presentation on it on the selection of diction, structure and its relevance in modern times. Students peer assess the presentation.
		5. Traditional songs		1. Student teachers will do discussion on what traditional songs are. Student teachers will explain the importance and features of traditional songs. Student teachers will brainstorm and do a task on the types of traditional songs. Student teachers will listen and watch a tradition song perform and do a presentation on its structure and appreciate it.
		6.Symbols	1. What are symbols? 2.Types of oral symbols and their relevance	1. Student teachers reflect on their previous knowledge on symbols and write symbols that relate to oral literature for peer assessment. 1. Student teachers discuss oral symbols and their types and their forms. Student teachers do group presentation on oral symbols found in communities and their importance and their meaning as assignment. The groupings and the selection of the leaders of the group should pay particular attention to communication issues such as SENDs, gender, mixed abilities, inclusivity, equity, etc.
		7. Riddles and puzzles	1.Concept of riddles and puzzles 2.Structure and	1. Student teachers reflect on the concept of riddles and puzzles. Group completion of riddle and puzzle saying among student teachers and peer assess. 1. Student teachers reflect on the

		style of riddles and puzzles	structure of riddles and puzzles and discuss their style differences and similarities. Student teachers do individual assignment of interpreting assigned riddles and puzzles.
		3.Types and importance of riddles and puzzles	3. Group presentation of the uses of riddles and puzzles after class discussion. The groupings and the selection of the leaders of the group should pay particular attention to communication issues such as SENDs, gender, mixed abilities, inclusivity, equity, etc. The presentation is peer assessed.
Course Assessment (Educative assessment of, for and as learning)	<p>COMPONENT 1: Subject Portfolio Assessment(30% overall)</p> <ul style="list-style-type: none"> • Selected items of student work(3 of them-10%)- 30% • Midterm assessment, -20% • Reflective Journal 40 % • Organisation of the portfolio -10% (how it is presented /organised) <p>Notes</p> <p>The student teacher work includes presentation/class participation/ Co-teaching: It will involve students' ability to do presentation showing enthusiastically their knowledge and skills in performing some of these oral literature types. Class participation: It will comprise records on students' active participation in class in terms of contributions to lessons the co-teaching. It will also include TLM: Students will have to design a TLM in teaching topics in oral literature which will be submitted. Tutor assigns the specific topic to student teachers for the design.</p> <p>Reflective journal: It will consist of student reflection on lessons taught, presentations made, assessment comments, students' presented works, checklist for learning outcomes written in reflective journal.</p> <p>Mid semester exams: This will be organised at the end of the 6th week to cover topics on the first six lessons.</p> <p>Assesses Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Presentation/class participation: It will assess students' ability to demonstrate enthusiastically their knowledge and skills in assigned tasks and performance, which addresses CLOs 4, 5,6, 7, & 8. 2. Class participation: It will assess students' active participation in class in terms of contributions to lessons and co-teaching. This will address CLOs 1, 2, 3, 4, 5, 6, 7 & 8. 2.Reflective journal: It will assess students' ability to organise himself or herself as s/he develops professionally. This will address CLOs 2, 3, 4, 5, 6, 7 & 8. 3. Mid semester exams: This will be test knowledge and understanding of the oral literature of a Ghanaian language of study. CLOs 1, 2 4. TLM: this will test how student teachers prepare appropriate TLMs for teaching oral literature in a Ghanaian language to early grade learners. CLO 8 		
	<p>Component 2: Subject Project: (30% overall semester score)</p> <ul style="list-style-type: none"> • Introduction, a clear statement of aim and purpose of the project -10% • Methodology: what the student has done and why to achieve the purpose of the project-20% • Substantive or main section -40% • Conclusion 30% <p>Notes:</p> <ol style="list-style-type: none"> 1. Report: It will comprise written report on small-scale action research by students. A topic on given by the tutor to student teachers on teaching and learning of oral literature in early grade class to be submitted at the end of the last lesson. 		

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	<p>Assesses Learning Outcomes:</p> <p>1. Report:</p> <p>(i). Written report by students: It will assess students' written report on a small-scale research on the application of oral literature of a Ghanaian language in teaching and learning. This addresses the CLO 5.</p>
	<p>Component 3: End of semester Examination (40%)</p> <p>Notes:</p> <p>1. Examination: It will comprise supply tests such as fill-ins and giving of short answers and explaining concepts from all the lessons.</p> <p>Assesses Learning Outcomes:</p> <p>1. Examinations: The examination will assess students against the following CLOs: 1,2, 3 & 4</p>
Instructional Resources	<p>1. Video clips of recorded praise poetry</p> <p>2. LCD projector.</p>
Required Text for all Ghanaian Languages:	<p>Agyekum, K. (2013). <i>Introduction to Literature (3rd Ed.)</i>. Accra: Media DESIGN.</p> <p>Agyekum, K. (1999). <i>Introduction to Oral Literature</i>. Trondheim: Trondheim University Press.</p> <p>Asiamah, S. A. & Lugogye, R. (2006). <i>Introduction to Ghanaian Cultures</i>. Accra: Masterman Publications.</p> <p>Finnegan, R. (1998). <i>Oral Literature in Africa</i>. Nairobi: Kenya Int. Press</p> <p>Finnegan, R. (1979). <i>Oral Poetry. Its nature, significance and social context</i>. Cambridge: Cambridge University Press</p> <p>Finnegan, R. (2012). <i>Oral Literature in Africa, (vol.1)</i>. Cambridge: Open Book publishers CIC Ltd. http://www.openbookpublishers.</p> <p>Okpewho, I. (1992). <i>African Oral Literature. Background, Character and continuity</i>. Indiana: Indiana University Press.</p>
1. Additional reading list for Ga	<p>Adams, G. (2010). Libation Text in Ga. In <i>Journal of Africa Languages and Culture</i> (P 49-53) Winneba. ATGL, Ghana.</p> <p>Adams, G. & Otoo, R. (2008). <i>Ga Kasemɔ Wolo Keha SHS Kaselɔi</i>. Kaneshie: O'Brian Communication Ltd.</p> <p>Amartey, A. A. (1992). <i>Omanyɛ Aba</i>. Accra: Bureau of Ghana Languages.</p> <p>Amartey, A. A. (1990). <i>Namɔale</i>. Accra: Bureau of Ghana Languages.</p>
2. Additional reading list for Dangme	<p>Accam, T. N. N. (1967). <i>Klama Songs & Charts</i>. Legon: Institute of African Studies.</p> <p>Caesar, T. O. (1997). <i>E Peeɔ Mo Dangme no</i>. Accra: Moonlight Press.</p> <p>Engmann, E. A. W. Osofo (2009). <i>Kpawo</i>- Accra: Ansasons Printing Press..</p> <p>Yankah, K. (1989). <i>The Proverb in the context of Akan Rhetoric: A Theory of Proverbs Praxis</i>, New York, Paris: Peter Language.</p>
3. Additional reading list for Nzema	<p>Bonyah, J. E. (2007). <i>Nzema Agyeɛ Nee Agyiba Bie Mɔ</i>. Accra: Asempa Publishers</p> <p>Quarm, P. K. K. & Kwesi, G. B. (1998). <i>Nzema Mrele Nee Be Ngilenu</i>. Accra: Bureau of Ghana Languages</p>
4. Additional reading list for Fante	<p>Aggrey, J. E. K. (1978). <i>Asafo</i>. Tema: Ghana Publishing Corporation</p> <p>Aggrey, J. E. K. (1980). <i>Ebisaa na Aborɔme</i>. Accra: Bureau of Ghana Languages.</p> <p>Nketia, J. H. (1973). <i>Abɔfodwom</i>. Tema: Ghana Publishing Corporation</p> <p>Nketia, J. H. (1978). <i>Amoma</i>. Tema: Ghana Publishing Corporation</p>
5. Additional reading list for Twi	<p>Agyekum, K. (1996). <i>Akan Verbal Taboos</i>. MPhil Thesis, NTNU, Trondheim.</p> <p>Aggrey, J. E. K. (1978). <i>Asafo</i>. Tema: Ghana Publishing Corporation</p> <p>Aggrey, J. E. K. (1980). <i>Ebisaa na Aborɔme</i>. Accra: Bureau of Ghana Languages.</p> <p>Agyekum, K. (2011). <i>Akan Kasadwini</i>. Accra: Dwumfour Publications.</p> <p>Asante, E. K. (2007). <i>Akan Proverbs: Their Origins, Meanings and Symbolical Representation in Ghanaian Material Cultural Heritage</i>. Accra: Asempa Publishers.</p> <p>Nketia, J. H. (1973). <i>Abɔfodwom</i>. Tema. Ghana Publishing Corporation</p> <p>Nketia, J. H. (1978). <i>Amoma</i>. Tema: Ghana Publishing Corporation</p> <p>Oladele, T. (1985). <i>An Introduction to West African Literature</i>. Nairobi: Thomas Nelson & Sons Ltd.</p>
6. Additional reading list for Ewe	<p>Agbodeka, F. (1997). (ed). <i>A Handbook of Eweland: The Ewes of Southeastern Ghana</i>. Accra: Woeli Publishing Services.</p> <p>Akivaga, S.K. & Odaga, B. (1982). <i>Oral Literature</i>, Nairobi: Heinemann Educational Books.</p> <p>Gavua, K. (2000). <i>A Handbook of Eweland: The Ewes of Northeastern Ghana</i>. Accra, Woeli Publishing Services.</p>

	<p>Kaemmer, J. E. (1977). <i>Core Riddles from Southern Mozambique: Titekatekani of the Tshwa' in Form of Folktale in Africa</i>. Ed. B Lindfors, Austin: University of Texas Press.</p> <p>Sowah, C.W. & Owurani, J. (2006). <i>Alobalowo</i>, Accra: Masterman Publications.</p>
7. Additional reading list for Dagaare	<p>Nsoh, A., Fusheini, A. & Ababila, J. (2010). <i>Aspects of Oral Literature in Ghana with illustrations from Selected Languages</i>. Saarbrücken: Lambert Academic Publishing.</p> <p>Sanortey, T.D. (2013). The Literary Devices in Birifor Kɔntɔmbɔɔre (Festival) Songs. <i>Journal of African Languages and Culture</i>. 2 (1). 121-131.</p> <p>Sanortey, T.D. (2012). "The Aesthetics of Kɔntɔmbɔɔr (Birifor Festival) Songs." M.Phil. Thesis: University of Education, Winneba.</p> <p>Tengepare, M. (2014). 'Literary Appreciation of Dagaare Work Songs.' M.A Thesis. University of Education Winneba.</p> <p>Yabang, C. K. (1991). <i>Banɔɔyɛle; Aspects of Dagaare Oral Literature</i>. Clekaya Publication Series (volume II): Unpublished.</p>
8. Additional reading list for Kasem	<p>Nsoh, A., Fusheini, A. & Ababila, J. (2010). <i>Aspects of Oral Literature in Ghana with illustrations from Selected Languages</i>. Saarbrücken: Lambert Academic Publishing.</p> <p>Parrinder, G. (1961). <i>West African Religion: A study of the Beliefs and Practices of Kasem, Ewe, Yoruba, Ibo and Kindred People</i>. London: EPOWRT Press.</p>
9. Additional reading list for Kusaal	<p>Agyakwa, K. O. (1990). <i>The Educational Wisdom of our Fathers</i>. Cape Coast: UCC.</p> <p>Bauman, R. (1986). <i>Story Performance and Contextual Studies of Oral Narratives</i>. Cambridge: Cambridge University Press.</p>
10. Additional reading list for Gurenɛ	<p>Agyakwa, K. O. (1990). <i>The Educational Wisdom of our Fathers</i>. Cape Coast: UCC.</p> <p>Bauman, R. (1986). <i>Story Performance and Contextual Studies of Oral Narratives</i>. Cambridge: Cambridge University Press.</p>
11. Additional reading list for Gonja	<p>Afari- Twako, H.K (2001). <i>Alɔntorwor Nɛ Ngbabembra</i>, Tamale: Syber Systems.</p> <p>Adam, R. (2015). <i>Kuso ne Kamlgbanishi la nɛ Kumobe Kegini Ashi SHS</i> (Project work).</p> <p>Mahama, M. M. (1973). <i>Gbeadese</i>. Accra: Bureau of Ghana Languages.</p> <p>Sulemana, I. D. (2001). <i>Ndefoso</i>. Tamale: Syber Systems.</p>
12. Additional reading list for Dagbani	<p>Abdulai Salifu (2008). <i>Names that prick: Royal praise names in Dagbon</i>. PhD dissertation. Indiana University</p> <p>Bauman, R. (1986). <i>Story Performance and Contextual Studies of Oral Narratives</i>. Cambridge: Cambridge University Press.</p> <p>MacGaffey, W. (2013). <i>Chiefs, Priests and Praise-Singers: history, politics and land ownership in northern Ghana</i>. America: University of Virginia</p>

LESSON 1

Year of B.Ed.	3	Semester	2	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12							
Title of Lesson	Theories of composition and aesthetic formations			Lesson Duration	3							
Lesson description	This lesson introduces the student teachers to theories of composition aesthetic forms in oral literature. This first lesson introduces student teachers to the course learning outcomes and the 3 assessment components of the course.											
Previous student teacher knowledge, prior learning (assumed)	The student teacher has heard compositions of appellations, dirges etc .											
Possible barriers to learning in the lesson	Lack of knowledge of the composition and aesthetics in oral literature Large class size											
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face	Practical Activity	Work-Based Learning	Seminars	Independent Study	e-learning opportunities	Practicum					
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	Face-to-face: Discussion, Questioning, Group work and Brainstorming methods will be employed Practical Activity: Students will go online to search for information e-learning opportunity: Mobile phones and other available technology will be used											
<ul style="list-style-type: none"> Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	Learning Outcomes			Learning Indicators			Identify which cross cutting issues-core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?					
	1. demonstrate knowledge and understanding of the oral literature of a Ghanaian language of study, and facilitate its use among learners. (NTS 2c:13), (NTS 3i:14),(NTECF 3: 20), (NTS 2c: 13), (NTS 1f:12), (NTS 2e, f: 13), (NTS 3c: 14), (NTECF 3: 20). 4. plan and teach all aspects of the Ghanaian language at the appropriate age level and to all manner of learners in the teaching and learning process. (NTS 1d: 12),(NTS 2f: 13), (NTS 3a, h, j:14), (NTECF 3: 20), (NTS 2d, f: 13), (NTECF 4: 43).			1. demonstrate knowledge and understanding of oral literature of a Ghanaian language. explain some concepts of oral literature of a Ghanaian language facilitate the use of each concept of oral literature of Ghanaian language in learning. 4.1. plan lessons to cover all aspects of the oral literature of a Ghanaian language. 4.2. use Ghanaian language to teach all manner of learners at the appropriate age level.			It is possible that student teachers may not be aware that compositions exist for oral literature with its aesthetics . This can be solved by asking student teachers to do online search and do further reading after class <ul style="list-style-type: none"> Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, digital literacy, 					

Topic: Theories of composition and aesthetics	Sub topic	Stage/time	Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study	
			Teacher Activity	Student Activity
		Introduction: 10 mins	Face-To-Face Tutor asks what literature is. This is to revise has been done in their previous learning in SHS (PDP Theme 2, P. 11) Tutors then introduce this type (PDP Theme 3, P. 64)	Face-To-Face Student teachers explain what literature. Student teachers note down the topic
	What are theories	Stage 1: 30mins	Face-To-Face Tutor asks student teachers to brainstorm on some theories of composition of oral literature Tutor discusses some theories behind the composition of oral literature. Tutor guides student teachers to discuss two theories into detail.	Face-To-Face Students brainstorm in groups on some theories underpinning the composition of oral literature. Student teacher partake in the discussion of theories Student teachers notes down the details of the two discussed theories.
	What is aesthetic formation	Stage 2: 80mins	Face-To-Face/E-learning Show a clip of someone performing a dirge and poetry. Tutor asks student teachers to share their ideas on what was in the video. Tutor asks group to brainstorm on what aesthetics is about. Tutor uses the video to explain in general what aesthetics is about through class discussion (PDP Theme 4, P. 79) Tutor answers questions from student teachers for clarification.	Face-To-Face Student teachers watch the clip and discuss what they see with colleagues Student teachers share their view from the clip to the class. Student teachers brainstorms on what aesthetics is about. Student teachers partake in the discussion . Student teachers asks questions for clarification and better understanding
		Stage 3: 40mins	Face-To-Face Tutor asks students teachers to search online of some known Ghanaian literary scholars with oral literature works. Tutor play some recordings of their performance for student teachers to listen and ask student teachers to share their views. Tutor asks student teacher to share a composition for the class to listen. Tutor asks student to mention places they have witness these performances.	E-learning & Seminar Student teachers search online for some Ghanaian oral literary scholars. Student teachers listen to the audio and share their views in general about the composition. Student teacher shares a composition for class to listen Student teachers mention places they have witness these performances.
	Closure/C onclusion	20mins	Face-To-Face Employs question and answer technique to recap and close the lesson. Tutor gives feedback to students questions (PDP Theme 2, P. 7)	Face-To-Face Answer the questions asked by the tutor/lecturer. Student teachers also ask questions for clarification

Lesson assessments – evaluation of learning: of, for and as learning within the lesson(linked to learning outcomes)	Summary of Assessment Method: Assessment for and as learning ((Core skills targeted are communication, team work/collaboration, enquiry skills, digital literacy) Assesses Learning Outcomes: Course learning outcome 1, 4
Teaching Learning Resources	<ul style="list-style-type: none"> • Projector • Video clip/ YouTube videos • Laptops
Required Text (core)	Agyekum, K. (1999). <i>Introduction to Oral Literature</i> . Trondheim: Trondheim University Press.
Additional Reading List	
CPD Needs	Workshop on aesthetics.

LESSON 2

Year of B.Ed.	3	Semester	2	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12							
Title of Lesson	Oral literature							Lesson Duration	3			
Lesson description	The lesson discusses what oral literature is, its forms and importance of oral literature.											
Previous student teacher knowledge, prior learning (assumed)	Student teachers may have heard folklore, proverbs, in speeches as well as praise poetry.											
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face	Practical Activity	Work-Based Learning	Seminars	Independent Study	e-learning opportunities	Practicum					
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	Face-to-face: Discussion Independent study: Individual reflections and reading assignment Seminar: Group presentations e-learning opportunity: Use of mobile phones and searching for information online											
<ul style="list-style-type: none"> Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome⁴. 	Learning Outcomes			Learning Indicators			Identify which cross cutting issues-core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?					
	1. demonstrate knowledge and understanding of the oral literature of a Ghanaian language of study, and facilitate its use among learners. (NTS 2c:13), (NTS 3i:14),(NTECF 3: 20), (NTS 2c: 13), (NTS 1f:12), (NTS 2e, f: 13), (NTS 3c: 14), (NTECF 3: 20).			demonstrate knowledge and understanding of oral literature of a Ghanaian language. explain some concepts of oral literature of a Ghanaian language. facilitate the use of each concept of oral literature of Ghanaian language in learning.			Student teachers may not know the forms of oral literature and their importance to the society. Student teachers can do some research on the importance and form in their communities for class. <ul style="list-style-type: none"> Core skills targeted include self-reflection, communication, critical thinking, collaboration, observation and enquiry skills, digital literacy, 					
	4. demonstrate knowledge and skill in teaching the forms of oral literature in the Ghanaian language. (NTS 3e, g, i: 14), (NTS 3f, g: 14), (NTECF, p. 43)			4.1. employ appropriate various teaching and learning strategies in the forms of oral literature classroom 4.2. use appropriate teaching strategies to cater for learners with different backgrounds								
Topic: What is oral literature	Sub topic	Stage/time		Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study								
				Teacher Activity				Student Activity				
		Introduction: 10 mins		Face-To-Face Tutor asks student teachers about oral literature that they see in their community.				Face-To-Face Student teachers answer the questions asked and tell the forms that is in their community				

	What is oral literature	Stage 1: 20mins	<p>Face-To-Face Tutor asks student teachers to search online what oral literature is. Tutor discusses the definition of oral literature. (PDP Theme 4, P. 79)</p>	<p>Face-To-Face, E-learning & Seminar Student teachers search online and share their views. Each group shares with the class their findings on definition from the online search.</p>
	Forms of oral literature Importance of oral literature	Stage 2: 90mins	<p>Face-To-Face</p> <ul style="list-style-type: none"> • Tutor shows a documentary of a ceremony where appellations and dirges are performed in Ghanaian language. • Divide the class into four groups- A, B, C, & D; let each group discuss what is seen in the documentary and share with the class. • Tutor leads student-teachers to discuss the what was seen in the documentary. <p>Tutor discusses the forms of oral literature and its features in class discussion</p>	<p>Face to face Student teachers watch the documentary carefully.</p> <p>Each group discuss what is in the documentary and share with the class. Student teachers takes part in a discussion of what was in the documentary.</p> <p>Student teachers get clarification on the forms of oral literature and their specific features.</p>
		Stage 4: 30mins	<p>Face-To-Face & Independent Learning Tutor puts student teachers into groups to discuss the importance of oral literature. Tutor listens as students think pair share their findings of importance of oral literature. (PDP Theme 9, P. 21)</p>	<p>Face-To-Face & Independent Learning Student teachers ask groups to present their findings on the importance of oral literature.</p>
		Closure/Conclusion: 20mins	<p>Face-To-Face & Tutor asks students to orally summarize the lesson highlighting the key points raised. Tutor responds to questions from students for clarification Assignment: Tutor asks student teachers prepare for presentation on some of the forms of literature for the next class by giving each group a specific form of oral literature to be presented in the course.</p>	<p>Face-To-Face & Students summarize the lesson by highlighting the key points raised in the lesson. Students ask questions they may have for clarification</p> <p>Assignment: Student teachers prepare ahead of the next lesson by preparing for the presentation on specific forms of oral literature in their communities and their forms.</p>

Lesson assessments – evaluation of learning: of, for and as learning within the lesson(linked to learning outcomes)	Summary of Assessment Method: Assessment of, for and as learning (Summative assessment): (Core skills targeted are communication, team work/collaboration, enquiry skills, digital literacy) Assesses Learning Outcomes: Course learning outcome 1, 4
Teaching Learning Resources	<ul style="list-style-type: none"> • smartphone • Laptops
Required Text (core)	Agyekum, K. (1999). <i>Introduction to Oral Literature</i> . Trondheim: Trondheim University Press.
Additional Reading List	
CPD Needs	Workshop on Ghanaian language oral literature in early grade classroom.

LESSON 3

Year of B.Ed.	3	Semester	2	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12							
Title of Lesson	Folktale			Lesson Duration	3							
Lesson description	The lesson introduces the student teachers to the what folktale is and its characteristics. It compares its features in recent times											
Previous student teacher knowledge, prior learning (assumed)	Students have had a lesson what oral literature is in the last lesson.											
Possible barriers to learning in the lesson	Student teachers may not know much about folktale and its characteristics in the society											
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face	Practical Activity	Work-Based Learning	Seminars	Independent Study	e-learning opportunities	Practicum					
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	<p>Face-to-face: opportunity for an extended and coherent line of argument. It includes discussion, brainstorming, question and answer, etc. This can be tutor and / or student teacher led. It should not usually be the main mode.</p> <p>Independent study: to enable students to engage with relevant and appropriate materials to promote individual and collaborative enquiry, more in-depth analysis and development. This can be part of any of the above modes</p> <p>Seminars: to generate group and individual creativity, discussion and reflection: student and / or tutor led.</p> <p>E-learning opportunities – involving the use of interactive packages and virtual learning environments. This can be part of any of the above modes of delivery. It is unlikely to be a delivery mode in its own right.</p>											
<ul style="list-style-type: none"> Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	Learning Outcomes			Learning Indicators		Identify which cross cutting issues-core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?						
	1. demonstrate knowledge and understanding of the oral literature of a Ghanaian language of study, and facilitate its use among learners. (NTS 2c:13), (NTS 3i:14),(NTECF 3: 20), (NTS 2c: 13), (NTS 1f:12), (NTS 2e, f: 13), (NTS 3c: 14), (NTECF 3: 20).			1. employ appropriate various teaching and learning strategies in classroom 1.2. use appropriate teaching strategies to cater for learners with different backgrounds		It is likely that the time allocated may not be sufficient to deal with folktales in details and this can be solved by tutor/lecturer asking student teachers to do online research a week before the lesson and do some presentation. <ul style="list-style-type: none"> Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, digital literacy, 						
Topic: Folktale	Sub topic	Stage/time		Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study								
		Stage 1:10mins		Teacher Activity				Student Activity				
				Face-To-Face Revise with students through question and answer technique what was learnt on the importance of oral literature and their forms.				Face-To-Face Answer the questions asked by the tutor/lecturer to revise the importance of oral literature and its forms.				

	What is folktale	Stage 2: 40mins	Face-To-Face Tutor asks the group that prepares on folktale to present to the class. Tutor/listens to the presentation that deals with the definition, and importance of folktales in the society. (PDP Theme 3, P. 75)	Face-To-Face Group that prepared on this topic does the presentation of folktale Student teachers listen to the presentation on folktales.
	Folktale features	Stage 3: 40mins	Face-To-Face Show a video clip/play an audio on the folktale and its features and importance to the class (PDP Theme 4, P. 25) Discuss and guide student teachers to note down the key points from the clip.	Face-To-Face Student teachers listen to /watch the audio/video clip and write down on features and importance of folktales. Student teachers note down the key points
		Stage 4: 50mins	Face-To-Face & E-learning Tutor the discuss the presentation by the students on the various aspects of folktale in relation to what was in the video . Tutor asks groups to note down key points from the discussion and asks questions for clarification. (PDP Theme 4, P. 79)	Face-To-Face & E-learning Student teachers partake in the class discussion on the various aspects of folktale. Student teachers note down the key points from the discussion and asks questions for clarification
		Stage 5: 30mins	Face-To-Face & Independent Learning Group student teachers based on mixed ability and ask them to discuss the relevance of folktale in recent times and their experiences in the learning of folktales in the SHS and JHS . Tutor asks students to do brief oral presentation of the findings in class. Tutor/lecturer discusses with student teachers teaching and learning of folktales to early grade pupils and ask them to observe that when they go for school visit. (PDP Theme 3, P. 69)	Face-To-Face & Independent Learning Student teacher brainstorm and discuss in groups on the relevance of folktales in recent times discuss their experience in learning of folktales. Student teachers do a brief oral presentation on their views of folktales in recent times and later observe teachers teaching of folktales to early grade pupils.
	Closure	Stage 6:10mins	Face-To-Face Tutor/lecturer asks students to summarize the lesson (PDP Theme 2, P. 35)	Face-To-Face Student teachers summarize the lesson indicating the key things they have learnt.

Lesson assessments – evaluation of learning: of, for and as learning within the lesson(linked to learning outcomes)	Summary of Assessment Method: Assessment for and as learning (class participation (Core skills targeted are communication, team work/collaboration, enquiry skills, digital literacy) Assesses Learning Outcomes: Course learning outcome 1
Teaching Learning Resources	<ul style="list-style-type: none"> • Smartphones • Laptops • Video
Required Text (core)	Agyekum, K. (1999). <i>Introduction to Oral Literature</i> . Trondheim: Trondheim University Press.
Additional Reading List	
CPD Needs	A talk on folktale in recent times

LESSON 4

Year of B.Ed.	3	Semester	2	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12			
Title of Lesson	Folktale II(style and appreciation)			Lesson Duration	3			
Lesson description	This lesson is continuation of the last lesson on folktale. It examines styles of folktale as well as appreciation of folk tale.							
Previous student teacher knowledge, prior learning (assumed)	Student teachers have been introduced to folktale in the last lesson.							
Possible barriers to learning in the lesson	Student teachers may not be now how to appreciate folktale Large class size							
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face	Practical Activity	Work-Based Learning	Seminars	Independent Study	e-learning opportunities	Practicum	
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	Face-to-face: Independent study: Seminars: E-learning opportunities							
<ul style="list-style-type: none"> Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	Learning Outcomes			Learning Indicators		Identify which cross cutting issues-core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?		
	1. demonstrate knowledge and skill in teaching the forms of oral literature in the Ghanaian language. (NTS 3e, g, i: 14), (NTS 3f, g: 14), (NTECF, p. 43) 2. demonstrate knowledge and skills in the appreciation of oral literary texts and of the Ghanaian. (NTS 2c: 13), (NTS 3i: 14)			1. 4. employ appropriate various teaching and learning strategies in the forms of oral literature classroom 1.2. use appropriate teaching strategies to cater for learners with different backgrounds. 2.1 appreciate literary oral texts of a Ghanaian.		It is likely that the time allocated may not be enough to show all videos in details and this can be solved by tutor sending video ahead of class and asking student teachers to do online research a week on appreciation. <ul style="list-style-type: none"> Core skills targeted include communication, critical thinking, collaboration, groupings, observation and enquiry skills, digital literacy, 		
Topic: Folktale (style and appreciation)	Sub topic	Stage/time		Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study				
		Introduction : Stage 1:10mins		Teacher Activity			Student Activity	
				Revise previous lesson with students through brainstorming, question and answer techniques on what was learnt on folktales.			Respond to the questions asked by the tutor/lecturer to revise previous lesson folktale.	

	Style of folktale	Stage 2: 60mins	Face-To-Face & Seminar Tutor asks some students to narrate a folktale to the class. Tutor puts student teachers in group to discuss the style of the folktale narrated and share with another group their observation. Tutor/lecturer guides each group to put down their findings on the board for the class. [PDP Theme 3, P. 69] Tutor leads a discussion on the style of folktales and clarifies the findings.	Face-To-Face & Seminar Student teachers listen to the folktale. Student teachers in small groups discuss the style of folktale and share their views with another group in class. Each groups puts down their views found on the board for all to see. Student teachers partake in a class discussion to clarify their findings on the style of folktale
	Folktale appreciation	Stage 3:50mins	Face-To-Face Tutor does a powerpoint presentation on the steps to consider in appreciation of folktales for student teachers to listen. Tutor asks student teachers to write down from the presentation in groups what they understood and submit for vetting (PDP Theme 4, p. 79)	Face-To-Face Student teachers listen to the powerpoint presentation. Student teachers in groups write down what they understand from the powerpoint presentation and submit for vetting
	Appreciation of folktale	Stage 4: 50mins	Face-To-Face & E-learning Put student teachers in groups for them to appreciate a folktale Allow each group to present their finding in class. (PDP Theme 4, p. 79) Tutor clarifies issues on folktale appreciation through class discussion after the presentation (PDP Theme 3, p. 69)	Face-To-Face & E-learning Student teachers work in groups and present the appreciation. Groups present to class their findings. Student teachers participate in class discussion and clarifies their findings on folktale appreciation
	Closure	Stage 6:10mins	Tutor asks student teachers to summarise the key points from the lesson. Tutor ass student teachers to prepare for o-teaching on folktales in the next lesson	Student teachers summarise orally the key points from the lesson. Student teachers prepares for teaching in the next lesson.
Lesson assessments – evaluation of learning: of, for and as learning within the lesson (linked to learning outcomes)	Summary of Assessment Method: Assessment for and as learning (written assignment from the presentation (Core skills targeted are communication, team work/collaboration, enquiry skills, digital literacy) Assesses Learning Outcomes: Course learning outcome 1 2			
Teaching Learning Resources	<ul style="list-style-type: none"> • Smartphones • projector • Laptops 			
Required Text (core)	Agyekum, K. (1999). <i>Introduction to Oral Literature</i> . Trondheim: Trondheim University Press.			
Additional Reading List				
CPD Needs	Seminar on the teaching of appreciation of folktale			

LESSON 5

Year of B.Ed.	3	Semester	2	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12							
Title of Lesson	Folktale teaching.				Lesson Duration	3						
Lesson description	The lesson deals with the teaching of folktale in early grade by examining the Ghanaian language curriculum, method of teaching folktale in Ghanaian to early grade pupils and assessing folktale in early grade classroom.											
Previous student teacher knowledge, prior learning (assumed)	Students have had lessons on folktale.											
Possible barriers to learning in the lesson	Large class size Students may not be aware of the method to teach folktale and assess folktale in Ghanaian language.											
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face	Practical Activity	Work-Based Learning	Seminars	Independent Study	e-learning opportunities	Practicum					
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	Face-to-face: Independent study: Seminars: E-learning opportunities											
<ul style="list-style-type: none"> Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	Learning Outcomes			Learning Indicators		Identify which cross cutting issues-core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?						
	6.demonstrate knowledge and skill in teaching the forms of oral literature in the Ghanaian language. (NTS 3e, g, i: 14), (NTS 3f, g: 14), (NTECF, p. 43)			6.1. show their knowledge and skill in teaching oral literature in a Ghanaian Language. 6.2. factor in individual learner's diversity in planning and lessons delivery		It is possible that student teachers do not how to teach folktale to early grade pupils. Powerpoint presentation and You Tube videos can be used Critical thinking, collaboration, enquiry skills, digital literacy, diversity and inclusion						
Topic: Folktale teaching	Sub topic	Stage/time		Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study								
				Teacher Activity				Student Activity				
		Introduction: 10min		Face-To-Face Tutor asks student teachers to narrate a folktale. Tutor ass student teachers to mention the key points from the folktale in relation to the style, features and importance.				Face-To-Face Student teachers narrate a short folktale. Student teachers mention the points in the folktale such as the style features and its importance				
	Team teaching	Stage 1: 80min		Tutor ask student teachers to do co-teaching for the class to observe				Face-To-Face & E-learning Student teachers do the co teaching for the class to observe.				

		Stage 2: 80min	Face-To-Face Tutor shows a video on how to teach folktale in early grade classroom for student teachers to watch. Tutor leads a class discussion on the team teaching by student teachers and compares with what was in the video watched to clarify points on methodology and assessment of folktale in early grade class.(PDP Theme 3 p.69)	Face-To-Face & E-learning Student teachers watch the video carefully and note don key. Student teachers participate in the discussion of their team teaching and compares with the video watch for a better understanding and to improve their teaching .
		Closure: 10min	Face-To-Face Tutor asks students to summarize the lesson in pairs telling a pair what was learnt.	Face-To-Face Students summarize the lesson highlighting the key points they have taken from the lesson
Lesson assessments – evaluation of learning: of, for and as learning within the lesson(linked to learning outcomes)	Summary of Assessment Method: Assessment for and as learning (Group presentation on the team teaching assessed (Core skills targeted are communication, team work/collaboration, enquiry skills, digital literacy) Assesses Learning Outcomes: Course learning outcome 6			
Teaching Learning Resources	<ul style="list-style-type: none"> • YouTube Video • Laptops • Projector 			
Required Text (core)	Agyekum, K. (1999). <i>Introduction to Oral Literature</i> . Trondheim: Trondheim University Press.			
Additional Reading List				
CPD Needs	Seminar on assessing folktale in early grade classroom			

LESSON 6

Year of B.Ed.	3	Semester	2	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12							
Title of Lesson	Types and themes in poetry			Lesson Duration				3				
Lesson description	This lesson deals with what poetry is , types of poetry and themes in African poetry.											
Previous student teacher knowledge, prior learning (assumed)	Student teachers have had a course in written literature.											
Possible barriers to learning in the lesson	Student teachers may not be aware of the types of poetry and its features. Student may not know how to appreciate praise poetry											
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face	Practical Activity	Work-Based Learning	Seminars	Independent Study	e-learning opportunities	Practicum					
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	Face-to-face: Independent study: Seminars:											
<ul style="list-style-type: none"> Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	Learning Outcomes								Identify which cross cutting issues-core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?			
	2 demonstrate knowledge and skills in the appreciation of oral literary texts and of the Ghanaian. (NTS 2c: 13), (NTS 3i: 14)			2.1. appreciate oral literary texts of the Ghanaian. 2.1. appreciate oral literary texts of the Ghanaian.		Student teachers may not still have interest in poetry learning and this can be solved by showing the relevance of poetry in development through video documentary sent to them ahead of the lesson.						
Topic: Types and themes in poetry	Sub topic	Stage/time			Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study							
		Stage 1:20min			Teacher Activity				Student Activity			
		Stage 2:30min			Face-To-Face Tutor asks student teachers to tell what they learnt about the genre of poetry in their second year. Tutor ass student teachers to explain hat poetry is in written literature				Face-To-Face Student teachers tell the class what they learnt about poetry in second year. Student teachers explain what poetry is in written literature.			
	Poetry as an oral literature	Stage 2:30min			Face-To-Face Tutor puts student teachers into groups to brainstorm and discuss poetry in oral literature and in Ghanaian languages). [PDP Theme 4 p. 79]				Face-To-Face & Seminar Brainstorm and discuss poetry in written literature Do oral presentation discussing on the their findings.			

	Types of poetry	Stage 3: 70min	<p>Face-To-Face Tutor displays or show a performance on the types of poetry for student teachers to discuss in groups. Tutor leads a class discussion on the types of poetry and leads discussion. [PDP Theme 3 p. 69] Tutor takes student teachers through praise poetry. Tutor asks student teachers to search online or with their smart phones on features of praise poetry and think pair share with class discussion and ask student teachers to observe during school visit.</p>	<p>Face-To-Face Student teachers listen and discuss in group the video. Student teachers present their information on types of poetry orally to the class. Students share their findings from the online search and record the findings from the discussion and note down the type of poetry during school visit.</p>
	Themes in praise poetry	Stage 4:40min	<p>Face-To-Face Ask a student teacher share their finding on themes of praise poetry from their online search. [PDP Theme 3 p. 69] Tutor leads a class discussion to clarify the themes in praise poetry.</p>	<p>Face-To-Face Student teachers share their finding from the research on themes in poetry Students partake in class discussion on the types and themes.</p>
	Closure	Stage 5:20min	<p>Face-To-Face Ask students to summarise main ideas from the lesson in groups. Ask students teachers to write on toes of poetry in groups.</p>	<p>Face-To-Face Student teachers present their main findings to summarise the lesson orally. Student teachers do a draft of the types of poetry and submission is done later.</p>
Lesson assessments – evaluation of learning: of, for and as learning within the lesson(linked to learning outcomes)	Summary of Assessment Method: Assessment for and as learning ((Core skills targeted are communication, team work/collaboration, enquiry skills, digital literacy) Assesses Learning Outcomes: Course learning outcome 2			
Teaching Learning Resources	<ul style="list-style-type: none"> • Projector • Video clip • Smartphones • Laptops 			
Required Text (core)	Finnegan, R. (2012). <i>Oral Literature in Africa</i> , (vol.1). Cambridge: Open Book publishers CIC Ltd. http://www.openbookpublishers .			
Additional Reading List				
CPD Needs	Workshop on teaching Ghanaian languages.			

LESSON 7

Year of B.Ed.	3	Semester	2	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12							
Title of Lesson	Analysing praise poetry Importance and benefits of praise poetry				Lesson Duration				3			
Lesson description	This lesson discusses the aesthetics of praise poetry by examining elements such as at the structure and diction of praise poetry. It also discusses benefits of praise poetry and its importance in the community.											
Previous student teacher knowledge, prior learning (assumed)	Student teachers studied poetry appreciation before. Student teachers have studied literary devices											
Possible barriers to learning in the lesson	Student teachers may not have witness performance of praise poetry in their community.											
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face	Practical Activity	Work-Based Learning	Seminars	Independent Study	e-learning opportunities	Practicum					
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	Face-to-face: Independent study: Seminars: Practical activity											
<ul style="list-style-type: none"> Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	Learning Outcomes			Learning Indicator			Identify which cross cutting issues-core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?					
	3. exhibit comprehensive understanding of and interpret the oral literature of the Ghanaian language. (NTS 1a:12), (NTS 2c: 13), (NTECF 3: 20). (NTS 2b, 2c: 13)(NTS 3a, i: 14), (NTECF 3:20),(NTECF 2: 20). 6. demonstrate knowledge and skills in teaching oral literature in a Ghanaian Language. (NTS 1a, b, e: 12), (NTECF 4: 39), (NTS 2b, d: 13), (NTECF 3: 20), (NTS 2f:13), (NTECF 3: 32).			3.1. show an understanding of oral literature of a Ghanaian language. 3.2. interpret concepts in oral literature of a Ghanaian language. 6.1. show their knowledge and skill in teaching oral literature in a Ghanaian Language. 6.2. factor in individual learner’s diversity in planning and lessons delivery.			It is possible the tutor/lecturer may focus on a type of praise poetry and examine an aspect of the aesthetics due to time. This can be solved by tutor informing student teachers about two weeks to the lesson on the topic and do some addition practical with them. <ul style="list-style-type: none"> Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, digital literacy, 					
Topic: Praise poetry (analysis and importance)	Sub topic	Stage/time		Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study								
		Introduction: 20min		Teacher Activity				Student Activity				
				Face-To-Face Tutor asks student teachers how important and honourable men are praise in the community.				Face-To-Face Student teachers share their views on various ways of praising men in the society.				

			Tutor listens to the views share and introduces the topic for day.	Student teachers note down the topic.
Analysing praise poetry	Stage 1: 60mins	Face-To-Face Tutor allows student teachers to watch a performance on praise poetry either by some people or from YouTube Student teachers are put in mixed ability groups and assigned a specific task(structure, style, diction, literary devices etc) to discuss an aspect of the aesthetics of the praise poetry watched. Tutor clarifies each aspect of the analysis done after listening to all the presentations from the groups and answers questions asked. (PDP Theme 2. P. 75)	Face-To-Face & Learning Student teachers watch the performance carefully. Student teachers work in groups and discuss the aesthetics assigned to them of the praise poetry watched . Student teachers present orally their assigned task to the class. Student teachers put down ey points from the clarification by the teacher and ask questions where necessary.	
Importance and benefits of praise poetry	Stage 2:40min	Face-To-Face Tutor asks student teachers to go back into groups and share their findings from the online search they did on importance and benefits of praise poetry and share with another group. (PDP Theme 4, p. 79)	Face-To-Face & Seminar Student teachers discuss in their groups their findings on importance and benefits of praise poetry and share their views with another group.	
Teaching early grade poetry	Stage 3: 70min	E-learning Show a video on talk/speech on the teaching of praise poetry. Tutor discusses with student teachers the Ghanaian language curriculum aspect of praise poetry briefly. Tutor asks some groups to teach praise poetry to the class. Tutor leads a class discussion after the teaching by comparing the teaching in the video watched and key points discussed from the teaching. (PDP Theme 4, p. 79)	E-learning Student teachers watch the video carefully . Student teachers partake in the discussion on the praise poetry section in the Ghanaian language curriculum in details. Student teachers do group teaching to the class on praise poetry. Student teachers share their views o the teaching in the video and the group teaching and note down key points in teaching praise poetry in early grade.	
		Practical Activity Tutor asks student teachers to observe how teachers teach praise poetry to learners and note the down in their reflective journal when they visit schools	Practical Activity Student teachers will observe the teaching of praise poetry when they go for school visit.	

		Closure: 20min	Independent study Ask student teachers to summarise the key points in the lesson. Tutor asks student teachers to do small scale research on the aspect of oral literature teaching in school for submission at the end of the course. Tutor tasks student teachers to read on the next topic.	Independent study Student teachers summarise the lesson orally. Student teachers in groups note down the assignment on small scale action research for onward submission after the course. Student teachers note down the next topic and do the readings required
Lesson assessments – evaluation of learning: of, for and as learning within the lesson(linked to learning outcomes)	Summary of Assessment Method: Assessment for and as learning (1 group action research report to be submitted at the end of the course (Core skills targeted are communication, team work/collaboration, enquiry skills, digital literacy) Assesses Learning Outcomes: Course learning outcome 3, 6			
Teaching Learning Resources	<ul style="list-style-type: none"> • Powerpoint • Projector • Video clip • Smartphones • Laptops 			
Required Text (core)	Finnegan, R. (2012). <i>Oral Literature in Africa</i> , (vol.1). Cambridge: Open Book publishers CIC Ltd. http://www.openbookpublishers .			
Additional Reading List				
CPD Needs	Seminar on teaching and assessing of praise poetry			

LESSON 8

Year of B.Ed.	3	Semester	2	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12							
Title of Lesson	Traditional songs				Lesson Duration	3						
Lesson description	The lesson introduces student teachers to the features, types and importance of traditional songs.											
Previous student teacher knowledge, prior learning (assumed)	Student teachers have been listening to songs											
Possible barriers to learning in the lesson	Student teachers may not be aware of the types of traditional songs and their features.											
Points on inclusivity, equity and addressing diversity												
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face	Practical Activity	Work-Based Learning	Seminars	Independent Study	e-learning opportunities	Practicum					
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	Face-to-face: Independent study: Practical Activity: e-learning opportunity:											
<ul style="list-style-type: none"> Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	Learning Outcomes			Learning Indicators		Identify which cross cutting issues-core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?						
	3. exhibit comprehensive understanding of and interpret the oral literature of the Ghanaian language. (NTS 1a:12), (NTS 2c: 13), (NTECF 3: 20). (NTS 2b, 2c: 13)(NTS 3a, i: 14), (NTECF 3:20),(NTECF 2: 20).			3.1. show an understanding of oral literature of a Ghanaian language. 3.2. interpret concepts in oral literature of a Ghanaian language.		It is likely all the types of traditional songs cannot be dealt with in a lesson, tutor could reading assignment and online research two weeks before the lesson to student teachers to study.. <ul style="list-style-type: none"> Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, digital literacy, 						
Topic: Tradition songs	Sub topic	Stage/time		Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study								
				Teacher Activity	Student Activity							
		Introduction: 10 mins		Practical Activity Tutor plays two songs for student teachers to listen and give their views on the songs played. Tutor listens to their vies and introduces the topic for the day	Practical Activity Student teachers listen to the song played and give their views on the song. Student teachers give their views and note down the topic for the day.							

	What is traditional song	Stage 1: 40mins	Face-To-Face & Practical Activity Tutor asks student teachers in their mixed ability groups to explain hat traditional song is from their online search before the lesson. Tutor asks student teachers to discuss in their groups the features of traditional songs and share with other groups. Tutor guides student teachers to understand what traditional songs are and their features. (PDP Theme 3, p. 75)	Face-To-Face & Practical Activity Student teachers explain to the class what traditional song is from their online research. Groups discuss the features of traditional songs and share with another group. Student teachers clarify their explanation on what traditional songs are and their features.
	Types of traditional songs	Stage 2: 50mins	Face-To-Face Guides student teachers to discuss the types of traditional songs after playing two more types of traditional songs Tutor asks student teachers to perform any of the traditional song in the community for peer review. (PDP Theme 3, p. 75)	Face-To-Face student teachers partake in the class discussion as they have also done research before the lesson after listening t the songs played student teachers perform a type of traditional song in class for peer review.
	Appreciation of traditional song	Stage 3: 30mins	Face-To-Face Tutor tasks student teachers to do an appreciation of the traditional song performed in the class for peer review. Tutor clarifies the appreciation done on the tradition songs	Face-To-Face Student teachers do an appreciation of the traditional song sang in class for peer review. Student teachers listen to the clarification by the tutor and correct misconceptions about traditional song
	Importance and benefit of traditional song	Stage 4: 40mins	Face-To-Face & Practical Activity Tutor asks student teachers in their groups to present orally to the class the importance and benefit of traditional song from their online search before the lesson. Tutor leads class discussion to	Practical Activity Student teachers in groups present their findings on the importance and benefit of traditional songs. Student teachers share their view on traditional songs and contemporary songs and note don the differences and similarities.

			compare the traditional songs and contemporary ones and draw the distinctions	
		Closure/Conclusion: 10mins	Face-To-Face Recaps the lesson by making reference to the songs played. Tutor reminds student teachers of their action research project and gives a reading /online search for the next topic.	Face-To-Face Asks questions to clarify areas that are still difficult to understand. Student teachers take note of the reminder and the reading/online search assignment for the next lesson.
Lesson assessments – evaluation of learning: of, for and as learning within the lesson(linked to learning outcomes)	Summary of Assessment Method: Assessment for and as learning (1) (Core skills targeted are communication, team work/collaboration, enquiry skills, digital literacy) Assesses Learning Outcomes: Course learning outcome 3			
Teaching Learning Resources	<ul style="list-style-type: none"> • Powerpoint • Projector • Video clip/ YouTube videos • Smartphones • Laptops 			
Required Text (core)				
Additional Reading List				
CPD Needs	Seminar on the types of traditional songs teaching and learning.			

LESSON 9

Year of B.Ed.	3	Semester	2	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12							
Title of Lesson	Symbols				Lesson Duration	3						
Lesson description	This lesson is focused on what symbols are, the types and relevance of symbols.											
Previous student teacher knowledge, prior learning (assumed)	Student-teachers have seen symbols before. Student teachers could tell the meaning of some symbols											
Possible barriers to learning in the lesson	Student teachers may not be able to tell the story behind a symbol.											
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face	Practical Activity	Work-Based Learning	Seminars	Independent Study	e-learning opportunities	Practicum					
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	Face-to-face: Independent study: Seminars: E-learning <i>opportunities</i> –											
<ul style="list-style-type: none"> Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	Learning Outcomes			Learning Indicators		Identify which cross cutting issues-core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?						
	2 demonstrate knowledge and skills in the appreciation of oral literary texts and of the Ghanaian. (NTS 2c: 13), (NTS 3i: 14)			2.1. appreciate oral literary texts of the Ghanaian		It is possible the tutor/lecturer may know all the symbols for all communities . This can be solved by tutor informing student teachers about two weeks to the lesson to do some online research before class. <ul style="list-style-type: none"> Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, digital literacy 						
Topic: Symbols	Sub topic	Stage/time		Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study								
				Teacher Activity				Student Activity				
		Stage 1: 10mins		Face-To-Face Revise previous lesson with students through question and answer technique. Tutor displays some symbols to the class to tell what they represent. Tutor introduces the topic for the lesson.				Face-To-Face Answer the questions asked by the tutor/lecturer to revise previous lesson. Student teachers look at the symbol and discuss what they represent.				
	What are symbols	Stage 2: 40mins		Face-To-Face & Seminar Tutor put student teachers into groups to explain what a symbol is. Tutor asks student teacher to share their explanation with the class.				Face-To-Face & Seminar Student teachers in groups explain what a symbol is from the online research done before the lesson.				

			Tutor clarifies to the class what a symbol is and show more symbols. (PDP Theme 4, p. 79) Tutor leads a class discussion on history of symbols and some symbols.	Student teachers share their explanation of symbol with the class. Student teachers correct any misunderstanding of symbol from the clarification made by the teacher. Student teachers partake in class discussion on the history of symbols.
Types of symbols	Stage 3: 80mins	Face-To-Face Tutor/lecturer asks leader of each group to do oral presentation on the types of symbols for class to listen from the research done before the lesson. Tutor listens to the presentation and asks questions on the history of symbols , its origin, place that use the symbol etc	Face-To-Face Student teachers do oral presentation on the types of symbols from the research done before the lesson. Student teachers answer questions on the presentation about the history of the symbol presented its origin, which community /place it represents etc	
Meaning and relevance of symbols	Stage 4:40mins	Face-To-Face Tutor displays some of the symbols and discusses the meaning of the symbols with the student teachers and their relevance. Tutor asks student teachers to explain the meaning and relevance of some symbols that are used in their communities. Tutor asks student teachers to explain the meaning of their school symbol and its relevance.	Face-To-Face Student teachers look at the symbol and participate in the discussion of the meaning and relevance of the symbols. Student teachers explain the meaning and relevance of some symbols that are used in their various communities. Student teachers explain the meaning and relevance of the school symbol.	
School visit		Face-To-Face & E-learning Tutor asks student teachers to put in their school reflective journal some symbols , their relevance and meaning in the schools during visit.	Face-To-Face & E-learning Student teachers observe during school visit some symbols and put them in them reflective journal.	
Closure	Stage 6: 10mins	Face-To-Face Engage students by using question and answer technique to close the lesson. Tutor give student teachers an assigned task of preparing TLM to teach the topic on symbols and read on puzzles and riddles for the next lesson.	Face-To-Face Student teachers answer questions to close the lesson. Student teachers take the assigned task of TLM preparation and will do the reading assignment.	

Lesson assessments – evaluation of learning: of, for and as learning within the lesson(linked to learning outcomes)	Summary of Assessment Method: Assessment for and as learning (an look at the reflective journal on the topics taught so far (Core skills targeted are communication, team work/collaboration, enquiry skills, digital literacy) Assesses Learning Outcomes: Course learning outcome 4
Teaching Learning Resources	<ul style="list-style-type: none"> • Smartphones
Required Text (core)	Asiamah, S. A. & Lugogye, R. (2006). <i>Introduction to Ghanaian Cultures</i> . Accra: Masterman Publications.
Additional Reading List	
CPD Needs	Workshop on teaching on symbols

LESSON 10

Year of B.Ed.	3	Semester	2	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12							
Title of Lesson	Puzzles and riddles				Lesson Duration	3						
Lesson description	This lesson introduces what puzzles and riddles are in Ghanaian language to student teachers. It also examines the differences between puzzles and riddles and their structure as well the importance.											
Previous student teacher knowledge, prior learning (assumed)	The student teachers have heard riddles before											
Possible barriers to learning in the lesson	Student teachers may not know the differences and similarities between riddles and puzzles Large Class size											
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face	Practical Activity	Work-Based Learning	Seminars	Independent Study	e-learning opportunities	Practicum					
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	Face-to-face: Independent study: Seminar: Practical Activity: e-learning opportunity:											
<ul style="list-style-type: none"> Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	Learning Outcomes			Learning Indicators		Identify which cross cutting issues-core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?						
	6. demonstrate knowledge and skills in teaching oral literature in a Ghanaian Language. (NTS 1a, b, e: 12), (NTECF 4: 39), (NTS 2b, d: 13), (NTECF 3: 20), (NTS 2f:13), (NTECF 3: 32).			6.1. show their knowledge and skill in teaching oral literature in a Ghanaian Language. 6.2. factor in individual learner's diversity in planning and lessons delivery		<ul style="list-style-type: none"> Many student teachers have no knowledge of puzzles and riddles in Ghanaian languages. Similarly, student teachers do not know the structure and style of puzzles and riddles. This can be solved by asking student teachers to do research before the lesson. Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, digital literacy, 						
Topic: Riddles and puzzles	Sub topic	Stage/time	Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study									
			Teacher Activity			Student Activity						
		Introduction: 10 mins	Face-To-Face Tutor asks student to summarise the previous lesson. Give an overview of the new lesson on puzzles and riddles.			Face-To-Face Student teachers summarise the last lesson. Student teachers take note of the new lesson review.						

	What is a puzzle and a riddle	Stage 1: 40 mins	Face-To-Face Tutor introduces the topic on puzzle and riddle and use leading and probing question to lead students to discuss what a puzzle is and riddle is (PDP Theme 3, p. 69)	Face-To-Face & E-learning Student teacher answer questions to get the meaning and explanation of puzzle.
	What are the differences and similarities riddles	Stage 2: 70mins	Face-To-Face Discuss with student teachers the differences and similarities between puzzle and riddle. (PDP Theme 3, p. 69) Put student teachers in group to play a riddle competition and puzzle competition.	Face-To-Face Student teachers discuss the differences between puzzle and riddle. Student teachers play riddle and puzzle competition.
	Structure and style of puzzles	Stage 3: 50mins	Face-To-Face Group students by mixing them and ask each group to discuss the structure and style of puzzles and riddles which must be shared with the class. Provide appropriate feedback to student teachers on their presentations. (PDP Theme 4, P. 25) Tutor informs student teachers to observe the teaching and learning of riddles and puzzles in schools during school visit.	Face-To-Face & Seminar Work in assigned groups to work on the structure and style of puzzles and riddles. Student teachers make oral presentation on the structure and style of puzzles and riddles. Student teacher will observe the teaching and learning of riddles and puzzles in schools during school visit.
		Closure/Conclusion: 10mins	Face-To-Face Employ question and answer technique to recap and close the lesson. Ask student teachers to prepare to co-teach on some assigned topics in the next lesson in with lesson plan and TLMs.	Face-To-Face Student teachers answer questions to summarise the lesson Read on the topic for the next class.
Lesson assessments – evaluation of learning: of, for and as learning within the lesson(linked to learning outcomes)	Summary of Assessment Method: Assessment for and as learning (class participation from the oral presentation on riddles (Core skills targeted are communication, team work/collaboration, enquiry skills, digital literacy) Assesses Learning Outcomes: Course learning outcome 6			
Teaching Learning Resources	<ul style="list-style-type: none"> • Powerpoint • Projector • Video clip/ YouTube videos • Smartphones • The iBox (CENDLOS) 			
Required Text (core)	Agyekum, K. (1999). <i>Introduction to Oral Literature</i> . Trondheim: Trondheim University Press. Asiamah, S. A. & Lugogy, R. (2006). <i>Introduction to Ghanaian Cultures</i> . Accra: Masterman Publications.			
Additional Reading List				
CPD Needs	Workshop on riddle and puzzle competition.			

LESSON 11

Year of B.Ed.	3	Semester	2	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12						
Title of Lesson	Methods and TLMs and planning for oral literature in early grade class.				Lesson Duration	3					
Lesson description	The lesson discuss methods of teaching oral literature designing and selecting TLMs for early grade learner. It will also discuss lesson plan preparation for oral literature. Some co-teaching will also be dealt with in the lesson.										
Previous student teacher knowledge, prior learning (assumed)	The student teacher may have idea on the topics to be taught.										
Possible barriers to learning in the lesson	Student teacher might have not have prepared a lesson plan for early learners before and may not know the appropriate method for early grade learners.										
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face	Practical Activity	Work-Based Learning	Seminars	Independent Study	e-learning opportunities	Practicum				
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	Face-to-face: Independent study: Seminar: Practical Activity: e-learning opportunity:										
<ul style="list-style-type: none"> • Learning Outcome for the lesson, picked and developed from the course specification • Learning indicators for each learning outcome 	Learning Outcomes			Learning Indicators		Identify which cross cutting issues-core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?					
	plan and teach all aspects of the Ghanaian language at the appropriate age level and to all manner of learners in the teaching and learning process. (NTS 1d: 12),(NTS 2f: 13), (NTS 3a, h, j:14), (NTECF 3: 20), (NTS 2d, f: 13), (NTECF 4: 43). 6. demonstrate knowledge and skills in teaching oral literature in a Ghanaian Language. (NTS 1a, b, e: 12), (NTECF 4: 39), (NTS 2b, d: 13), (NTECF 3: 20), (NTS 2f:13), (NTECF 3: 32). 8. prepare appropriate TLMs for teaching oral literature in a Ghanaian language. (NTS 2b, d: 13),(NTS 3j: 14).			4.1. plan lessons to cover all aspects of the oral literature of a Ghanaian language. 4.2. use Ghanaian language to teach all manner of learners at the appropriate age level. 6.1. show their knowledge and skill in teaching oral literature in a Ghanaian Language. 6.2. factor in individual learner’s diversity in planning and lessons delivery. 8.1. design appropriate TLMs for teaching oral literature in a Ghanaian language.		Student may not be aware of TLMs and lesson preparation for oral literature for early grade learners. Student teachers can also observe during school visit.					

Topic: Methods and TLMs and planning for oral literature in early grade class.	Sub topic	Stage/time	Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study	
			Teacher Activity	Student Activity
		Introduction: 10 mins	Face-To-Face Tutor asks student teachers to talk about the method often during school visit. Tutor listens to the views on the methods and introduces the topic for the day.	Face-To-Face Student teachers share views about the methods during school visit. Student teachers take note of the topic for the day.
	Methods of teaching early grade learners oral literature	Stage 1: 40 mins	Face-To-Face Tutor brainstorms on the teaching methods, and lesson plan learning, of oral literature in early grade and share their ideas with the entire class. (PDP Theme 3. P. 75) Tutor clarifies issues on preparation of TLM, and selecting books for oral literature in early grade classroom.	Face-To-Face & E-learning Student teachers in pairs brainstorm on teaching methods and lesson plan of oral literature in early grade. Student teachers share their ideas with colleagues and the entire class. Student teachers put down some notes from the feedback.
	Teaching of early grade learners oral literature with TLMS	Stage 2: 80mins	Practical Activity Tutor asks student teachers to co-teach on their topics assigned to them. Tutor provides feedback for every co-teaching and clarifies issues on preparation, TLM, and among others. (PDP Theme 4, p. 79)	Practical Activity Student teachers co-teach on the topics assigned to them. Student teachers also ask question on clarifications made by the tutor for better understanding and practice.
		Stage 3: 40	Tutor gives a powerpoint presentation on steps involved in selecting a method for teaching, factors to consider in choosing TLMs and lesson plan Tutor answers questions and explains for good understanding.	Student teachers listen to the presentation . Student teachers ask questions on methods for teaching early grade, TLMs selection and preparation for a better understanding
		Closure/Conclusion: 10mins	Face-To-Face Tutor ask teachers to write reflect on the lesson taught and write in their reflective journal	Face-To-Face Student teachers reflect on the lesson and write in the reflective journal.
Lesson assessments – evaluation of learning: of, for and as learning within the lesson(linked to learning outcomes)	Summary of Assessment Method: Assessment for and as learning (submission of the TLM design to teach oral literature in early grade) (Core skills targeted are communication, team work/collaboration, enquiry skills, digital literacy) Assesses Learning Outcomes: Course learning outcome 4, 6, 8			
Teaching Learning Resources	<ul style="list-style-type: none"> • Powerpoint • Projector • Laptops • Open Educational Resources (Including: YouTube, MOOCS-Udemy/coursera, khan academy, TESSA) 			
Required Text (core)	Wolf et al (2006) Handbook for curriculum assessment. ERDU			

Additional Reading List	
CPD Needs	

LESSON 12

Year of B.Ed.	3	Semester	2	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	Lessons review				Lesson Duration	3	
Lesson description	The lesson will review the lessons taught throughout the course through co-teaching by student groups. It will discuss assessing oral literature in the early grade classroom as well.						
Previous student teacher knowledge, prior learning (assumed)	The student teacher may have idea on the topics to be taught.						
Possible barriers to learning in the lesson	Student teacher might have done co-teaching before.						
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face	Practical Activity	Work-Based Learning	Seminars	Independent Study	e-learning opportunities	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	Face-to-face: Independent study: Seminar: Practical Activity: e-learning opportunity:						
<ul style="list-style-type: none"> • Learning Outcome for the lesson, picked and developed from the course specification • Learning indicators for each learning outcome 	Learning Outcomes		Learning Indicators		Identify which cross cutting issues-core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?		
	5. undertake action research and classroom enquiry, evaluate and reflect on their teaching and on pupils' learning to support them in improving their teaching and assessment in Ghanaian language studies. (NTS 1d, g: 12), (NTS 3b: 14). 7. demonstrate knowledge and skills in assessing oral literature in a Ghanaian language. (NTS 3k-p: 14); (NTECF 4:42 & 46)		5.1. design and undertake a small-scale action research to improve teaching and learning of oral literature of a Ghanaian language 5.2. reflect on and demonstrate progress in their professional development. 7.1. exhibit knowledge and skills in assessing learners in oral literature in a Ghanaian language.		Student may not be aware of harmony in their languages and the types and this can be solve by giving out articles on the languages for reading before class. Student teachers can also observe during school visit vowel harmony in written text.		
Topic: Assessment and lesson review	Sub topic	Stage/time		Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study			
				Teacher Activity		Student Activity	
		Introduction: 60 mins		Face-To-Face Revise all the previous lessons and ask question on the all lessons.		Face-To-Face Student teachers answer the questions to revise the lessons.	

	Stage 1: 70 mins	Face-To-Face Tutor brainstorms on the teaching , learning, assessing of oral literature in early grade and share their ideas with the entire class. (PDP Theme 3. P. 75) Tutor clarifies issues on preparation of TLM, teaching and assessing oral literature in early grade classroom	Face-To-Face & E-learning Student teachers in pairs brainstorm on teaching, learning, and assessing of oral literature in early grade . Student teachers share their ideas with colleagues and the entire class. Student teachers put down some notes from the feedback.
	Stage 2: 70mins	Practical Activity Tutor asks student teachers to co- teach on their topics assigned to them. Tutor provides feedback for every co-teaching and clarifies issues on preparation, TLM, and assessing among others. (PDP Theme 4, p. 79)	Practical Activity Student teachers co-teach on the topics assigned to them. Student teachers also ask question on clarifications made by the tutor for better understanding and practice.
		Provide student teachers with assignment on vowel harmony.	Student teachers work in pairs to prepare the assignment and do a draft.
	Closure/Conclusion : 20mins	Face-To-Face Tutor ask teachers to write reflect on the hole course taught and write in their reflective journal	Face-To-Face Student teachers reflects on the whole course and write in the reflective journal.
Lesson assessments – evaluation of learning:of, for and as learning within the lesson(linked to learning outcomes)	Summary of Assessment Method: Assessment for and as learning (submission of the action research report at the end of the course and assessment of the co-teaching.) (Core skills targeted are communication, team work/collaboration, enquiry skills, digital literacy) Assesses Learning Outcomes: Course learning outcome 5, 7		
Teaching Learning Resources	<ul style="list-style-type: none"> • Powerpoint • Projector • Laptops • Open Educational Resources (Including: YouTube, MOOCS-Udemy/coursera, khan academy, TESSA) 		
Required Text (core)	Wolf et al (2006) Handbook for curriculum assessment. ERDU		
Additional Reading List	Ewing, R. (2010). Curriculum assessment. A narrative approach. Oxford University Press		
CPD Needs	Seminar on assessing oral literature in early grade classroom		
Course Assessment	¹ COMPONENT 1: Subject Portfolio Assessment(30% overall) <ul style="list-style-type: none"> • Selected items of student work(3 of them-10%)- 30% • Midterm assessment, -20% • Reflective Journal 40 % • Organisation of the portfolio -10% (how it is presented /organised) 		

¹ See rubrics on Subject Portfolio Assessment in Annex 6 of NTEAP

	² Component 2: Subject Project: (30% overall semester score) <ul style="list-style-type: none"> • Introduction, a clear statement of aim and purpose of the project -10% • Methodology: what the student has done and why to achieve the purpose of the project-20% • Substantive or main section -40% • Conclusion 30%
	Component 3: End of semester Examination (40%)

² See rubrics on Subject Project Assessment in Annex 6 of NTEAP

