

YEAR 3

SEMESTER 2

Four-Year B.Ed. Course Manual

Oral Lit. 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

ACKNOWLEDGEMENTS

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

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

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

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

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

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

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

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INTRODUCTION TO COURSE MANUALS

Welcome to this B.Ed. Course manual.

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

The manuals serve the following purposes:

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

Specifically, they also:

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

Who are course manuals for:

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

USING THIS MANUAL

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

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

My teaching philosophy is

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

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| Course Title | ORAL LITERATURE OF A GHANAIAI 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 Upper Primary 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. | On successful completion of the course, student teacher will be able to: | | | | | | |
| | 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 1.3. facilitate the use of each concept of oral literature of a 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 a Ghanaian language. | | | |
| | 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. | | | |

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| | | 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 oral literature of a Ghanaian language | 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 |

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| | | 3.Folktales | | <p>literature. Individual tasks assigned and presented after student teachers compare and contrast the importance of oral literature in modern times.</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> |
| | | 4.Praise poetry | <p>1. What is a folktale?</p> <p>2.Charateristics/types and style of folktales</p> <p>3.Appreciation and importance of folktale</p> <p>1.What is poetry</p> <p>2. Types and themes of poetry</p> <p>3. Analysing praise poetry</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> <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</p> |

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| | | | 4.Importance and benefits of praise poetry | <p>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 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.</p> |
| | | 5. Traditional songs | | <p>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.</p> |
| | | 6.Symbols | <p>1. What are symbols?</p> <p>2.Types of oral symbols and their relevance</p> | <p>1. Student teachers reflect on their previous knowledge on symbols and write symbols that relate to oral literature for peer assessment.</p> <p>1. Student teachers discuss oral symbols, their types and their forms. Student teachers do group presentation on oral symbols found in</p> |

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| | | | | 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 SENs, gender, mixed abilities, inclusivity, equity, etc. |
| | | 7. Riddles and puzzles | <p>1. Concept of riddles and puzzles</p> <p>2. Structure and style of riddles and puzzles</p> <p>3. Types and importance of riddles and puzzles</p> | <p>1. Student teachers reflect on the concept of riddles and puzzles. Group completion of riddle and puzzle saying among student teachers and peer assess.</p> <p>1. Student teachers reflect on the structure of riddles and puzzles and discuss their style differences and similarities. Student teachers do individual assignment of interpreting assigned riddles and puzzles.</p> <p>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.</p> |
| | | 8. Assessing the oral literature of Ghanaian language | | 1. Class brainstorming on forms of assessment. Student teachers peer assess their own work. |
| | | 9. Preparing TLMs for teaching of the oral literature of a Ghanaian language | <p>1. Selecting, designing and using of TLMs for teaching and learning of the oral literature of a Ghanaian language</p> <p>2. Selection and use of textbooks as TLMs for teaching and learning of the oral literature Ghanaian language</p> | <p>1. Student teachers actively participate in designing TLMs for appropriate classes. Individual/group student teachers demonstrate the use of TLMs for appropriate levels.</p> <p>1. Student teachers demonstrate the use of various TLMs for teaching in class. Student teachers peer assess their own choices of textbooks as TLMs for various levels.</p> |
| | | 10. Interpreting the oral literature of a Ghanaian language component of the Ghanaian language | | 1. Student teachers reflect on their personal experiences in learning the oral literature of a Ghanaian language. Student |

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| | | curriculum | | teachers discuss the component of the curriculum. Group presentations based on interpreting the component of the curriculum. 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. |
| | | 11. Methods of teaching of the oral literature of a Ghanaian language | | 1. Class discusses the methods of teaching the oral literature of a Ghanaian language. Student teachers do demonstration teaching using the appropriate methods in teaching an aspect of oral literature of a Ghanaian language. Student teachers peer assess their own teaching demonstrations. |
| | | 12. Preparation of the oral literature lesson (learning) plan | 1. Factors to consider when designing a the oral literature lesson plan 2. Components of a customs, and institutions and the oral literature lesson plan | 1. Student teachers brainstorm on factors that are considered in designing lesson plan for oral literature. Group presentations on designing various components of the oral literature lesson plan. 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. Student teachers do peer assess their own class presentations 1. Demonstration by student teachers on how to use a lesson plan to teach oral literature in class. Student teachers peer assess their own teaching. |
| Course Assessment (Educative assessment of, for and as learning) | <p>Component 1: Subject Portfolio Assessment (30% overall score)</p> <ul style="list-style-type: none"> Selected items of students work (3 of them – 10% each) Mid-semester assessment – 20% Reflective journal – 40% Organisation of the subject portfolio – 10% (how it is presented/organised) <p>Note:</p> <p>1. Selected student teacher works</p> <ul style="list-style-type: none"> Group presentation: It will comprise records on student teachers’ contributions to class activities such as group presentations. A copy of the poster or PowerPoint presentation will be assessed. Evidence of research student teachers did prior to their preparations for the presentation may also be assessed. Weighting 10 %. Peer assessment report: It will involve student teachers’ honest assessment of their | | | |

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| | <p>colleagues' works in class such as class presentations. Weighting 10%.</p> <ul style="list-style-type: none"> • TLM designing assignment: It will consist of group assignment on how to select, design and use TLM for teaching a selected topic to JHS learners. Weighting 10% <p>2. Mid-semester assessment: It will involve a short quiz on some of the lessons learned up to week 6. Weighting 20%</p> <p>3. Reflective journal: The journal will contain reflections on their personal learning and professional development in the course of the semester and notes on their observations from school visits. It will also consist of assessment comments, students' presented works, checklist for learning outcomes. It contains a reflection report of 300 words. Weighting 40%</p> <p>Assesses Learning Outcomes:</p> <p>1. Selected student teacher works:</p> <ul style="list-style-type: none"> • Group presentation: It will assess student teachers' active participation in class and contributions to group and individual class activities such as class oral presentations. This will address CLOs 1, 2, 3, 4, 5, 6, 7 & 8. NTS 2f (Takes accounts of and respects learners' cultural, linguistic, socio-economic and educational backgrounds in planning and teaching.). • Peer assessment report: It will assess student teacher's ability to demonstrate enthusiastically their knowledge and skills in composition writing, editing and proofreading, which addresses CLOs 4, 5, 6, & 7. NTS 2c (Has secure content knowledge, pedagogical knowledge and pedagogical content knowledge for the school and grade they teach in). • TLM designing assignment: The assignments will assess the problem-solving skills and students' ability to select, design and demonstrate use of appropriate TLMs for JHS learners, and will address CLOs: 2, 4, & 5. NTS 3f (Pays attention to all learners, especially girls and students with Special Educational Needs (SENs), ensuring their progress). <p>2. Mid-semester examination: It will assess student teacher's ability to demonstrate enthusiastically their knowledge and skills in composition writings and also editing and proofreading their own write-ups. This addresses CLOs 2, 3, & 4. NTS 2c (Has secure content knowledge, pedagogical knowledge and pedagogical content knowledge for the school and grade they teach in).</p> <p>3. 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.</p> |
| | <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 teacher has done and why to achieve the purpose of the project – 20% • Substantive or main section – 40% • Conclusion – 30% <p>Note:</p> <p>1. Project: It will comprise a specific assignment project to be carried out over a number of weeks to be submitted. It could be a small-scale action research project or another activity to be performed by the student teachers.</p> <p>Assesses Learning Outcomes:</p> <p>1. Project: It will assess the student teacher's problem-solving skills and innovation towards addressing identified problem. CLO 5.</p> |
| | <p>Component 3: End-of-semester examination- 40% overall</p> <p>Note:</p> <p>1. End-of-the-semester examination: It will comprise of supply tests such as fill-ins, multiple choice, and short answers. Weighting 40%</p> <p>Assesses Learning Outcomes:</p> <p>1. Examinations: The examination will assess student teachers against the following CLOs: 1, 2, 3 & 4. NTS 3l, m (Listens to learners and gives constructive feedback. m) Identifies and remediates learners' difficulties or misconceptions, referring learners whose needs lie outside the competency of the teachers)</p> |

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| | This component will test student teachers on what were learned in lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, and 12. |
| Instructional Resources | 1. Video clips of recorded praise poetry 2. LCD projector. |
| Required Text for all Ghanaian Languages: | Agyekum, K. (2013). <i>Introduction to Literature (3rd Ed.)</i> . Accra: Media DESIGN. Agyekum, K. (1999). <i>Introduction to Oral Literature</i> . Trondheim: Trondheim University Press. Asiamah, S. A. & Lugogye, R. (2006). <i>Introduction to Ghanaian Cultures</i> . Accra: Masterman Publications. Finnegan, R. (1998). <i>Oral Literature in Africa</i> . Nairobi: Kenya Int. Press Finnegan, R. (1979). <i>Oral Poetry. Its nature, significance and social context</i> . Cambridge: Cambridge University Press Finnegan, R. (2012). <i>Oral Literature in Africa</i> , (vol.1). Cambridge: Open Book publishers CIC Ltd. http://www.openbookpublishers . Okpewho, I. (1992). <i>African Oral Literature. Background, Character and continuity</i> . Indiana: Indiana University Press. |
| 1. Additional reading list for Ga | Adams, G. (2010). Libation Text in Ga. In <i>Journal of Africa Languages and Culture</i> (P 49-53) Winneba. ATGL, Ghana. Adams, G. & Otoo, R. (2008). <i>Ga Kasemɔ Wolo Keha SHS Kaselɔi</i> . Kaneshie: O'Brian Communication Ltd. Amartey, A. A. (1992). <i>Omanye Aba</i> . Accra: Bureau of Ghana Languages. Amartey, A. A. (1990). <i>Namɔale</i> . Accra: Bureau of Ghana Languages. |
| 2. Additional reading list for Dangme | Accam, T. N. N. (1967). <i>Klama Songs & Charts</i> . Legon: Institute of African Studies. Caesar, T. O. (1997). <i>E Peeɔ Mo Dangme no</i> . Accra: Moonlight Press. Engmann, E. A. W. Osofo (2009). <i>Kpawo-</i> Accra: Ansasons Printing Press.. Yankah, K. (1989). <i>The Proverb in the context of Akan Rhetoric: A Theory of Proverbs Praxis</i> , New York, Paris: Peter Language. |
| 3. Additional reading list for Nzema | Bonyah, J. E. (2007). <i>Nzema Agyebe Nee Agyiba Bie Mɔ</i> . Accra: Asempa Publishers Quarm, P. K. K. & Kwesi, G. B. (1998). <i>Nzema Mrele Nee Be Ngilenu</i> . Accra: Bureau of Ghana Languages |
| 4. Additional reading list for Fante | Aggrey, J. E. K. (1978). <i>Asafo</i> . Tema: Ghana Publishing Corporation Aggrey, J. E. K. (1980). <i>Ebisaa na Aborɔme</i> . Accra: Bureau of Ghana Languages. Nketia, J. H. (1973). <i>Abɔfodwom</i> . Tema: Ghana Publishing Corporation Nketia, J. H. (1978). <i>Amoma</i> . Tema: Ghana Publishing Corporation |
| 5. Additional reading list for Twi | Agyekum, K. (1996). <i>Akan Verbal Taboos</i> . MPhil Thesis, NTNU, Trondheim. Aggrey, J. E. K. (1978). <i>Asafo</i> . Tema: Ghana Publishing Corporation Aggrey, J. E. K. (1980). <i>Ebisaa na Aborɔme</i> . Accra: Bureau of Ghana Languages. Agyekum, K. (2011). <i>Akan Kasadwini</i> . Accra: Dwumfour Publications. Asante, E. K. (2007). <i>Akan Proverbs: Their Origins, Meanings and Symbolical Representation in Ghanaian Material Cultural Heritage</i> . Accra: Asempa Publishers. Nketia, J. H. (1973). <i>Abɔfodwom</i> . Tema. Ghana Publishing Corporation Nketia, J. H. (1978). <i>Amoma</i> . Tema: Ghana Publishing Corporation Oladele, T. (1985). <i>An Introduction to West African Literature</i> . Nairobi: Thomas Nelson & Sons Ltd. |
| 6. Additional reading list for Ewe | Agbodeka, F. (1997). (ed). <i>A Handbook of Eweland: The Ewes of Southeastern Ghana</i> . Accra: Woeli Publishing Services. Akivaga, S.K. & Odaga, B. (1982). <i>Oral Literature</i> , Nairobi: Heinemann Educational Books. Gavua, K. (2000). <i>A Handbook of Eweland: The Ewes of Northeastern Ghana</i> . Accra: Woeli Publishing Services. Kaemmer, J. E. (1977). <i>Core Riddles from Southern Mozambique: Titekatekani of the Tshwa'</i> in <i>Form of Folktale in Africa</i> . Ed. B Lindfors, Austin: University of Texas Press. Sowah, C.W. & Owurani, J. (2006). <i>Alobalowo</i> . Accra: Masterman Publications. |

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| <p>7. Additional reading list for Dagaare</p> | <p>Nsoh, A., Fusheini, A. & Ababila, J. (2010). <i>Aspects of Oral Literature in Ghana with illustrations from Selected Languages</i>. Saarbrucken: Lambert Academic Publishing. Sanortey, T.D. (2013). The Literary Devices in Birifor Kɔntɔmbɔɔre (Festival) Songs. <i>Journal of African Languages and Culture</i> 2 (1), 121-131. Sanortey, T.D. (2012). <i>The Aesthetics of Kɔntɔmbɔɔr (Birifor Festival) Songs</i>. M.Phil Thesis, University of Education, Winneba. Tengepare, M. (2014). <i>Literary Appreciation of Dagaare Work Songs</i>. M.A Thesis, University of Education Winneba. Yabang, C. K. (1991). <i>Banɔɔyɛle; Aspects of Dagaare Oral Literature</i>. Tamale: Clekaya Publication Series (volume II).</p> |
| <p>8. Additional reading list for Kasem</p> | <p>Nsoh, A., Fusheini, A. & Ababila, J. (2010). <i>Aspects of Oral Literature in Ghana with illustrations from Selected Languages</i>. Saarbrucken: Lambert Academic Publishing. 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> |
| <p>9. Additional reading list for Kusaal</p> | <p>Agyakwa, K. O. (1990). <i>The Educational Wisdom of our Fathers</i>. Cape Coast: UCC. Bauman, R. (1986). <i>Story Performance and Contextual Studies of Oral Narratives</i>. Cambridge: Cambridge University Press.</p> |
| <p>10. Additional reading list for Gurenɛ</p> | <p>Agyakwa, K. O. (1990). <i>The Educational Wisdom of our Fathers</i>. Cape Coast: UCC. Bauman, R. (1986). <i>Story Performance and Contextual Studies of Oral Narratives</i>. Cambridge: Cambridge University Press.</p> |
| <p>11. Additional reading list for Gonja</p> | <p>Afari- Twako, H.K (2001). <i>Alɔntɔrwor Nɛ Ngbabembra</i>. Tamale: Syber Systems. Mahama, M. M. (1973). <i>Gbeadesɛ</i>. Accra: Bureau of Ghana Languages. Sulemana, I. D. (2001). <i>Ndefoso</i>. Tamale: Syber Systems.</p> |
| <p>12. Additional reading list for Dagbani</p> | <p>Abdulai Salifu (2008). <i>Names that prick: Royal praise names in Dagbon</i>. PhD dissertation, Indiana University Bauman, R. (1986). <i>Story Performance and Contextual Studies of Oral Narratives</i>. Cambridge: Cambridge University Press. MacGaffey, W. (2013). <i>Chiefs, Priests and Praise-Singers: history, politics and land ownership in northern Ghana</i>. Virginia: 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 | | | | | | | | | | | |
| Previous student teacher knowledge, prior learning (assumed) | The student teacher has heard of compositions of appellations, dirges etc. before. Student teacher has witnessed or heard of a traditional oral performance in his or her community before | | | | | | | | | | | |
| Possible barriers to learning in the lesson | Possible lack of knowledge of the composition and aesthetics in oral literature might be a barrier 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). | | | <ul style="list-style-type: none"> 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. plan lessons to cover all aspects of the oral literature of a Ghanaian language. 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) | | | | Face-To-Face Student teachers explain what literature is based on their experience in SHS. | | | | |

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| | | | Tutor then introduces oral literature as a type of literature (PDP Theme 3, P. 64) | Student teachers note down the topic for the day |
| What are theories | Stage 1: 30mins | <p>Face-To-Face/discussion/e-learning opportunity Tutor asks student teachers to search online some theories of composition of oral literature</p> <p>Tutor guides student teachers to discuss some theories of composition of oral literature.</p> <p>Tutor guides student teachers to discuss two those theories in detail.</p> | <p>Face-To-Face/discussion/e-learning opportunity Students search for information on some theories underpinning the composition of oral literature.</p> <p>Student teachers discuss some of the theories of composition of oral literature.</p> <p>Student teachers notes down the details of the two discussed theories.</p> | |
| What is aesthetic formation | Stage 2: 80mins | <p>Face-To-Face/E-learning Tutor shows a video clips of someone performing a dirge and another reciting poetry.</p> <p>Tutor asks student teachers to share their ideas on what they watch 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)</p> <p>Tutor answers questions from student teachers for clarification.</p> | <p>Face-To-Face Student teachers watch the video clips and discuss what they see with colleagues</p> <p>Student teachers share their views about what they watched in the videos in class.</p> <p>Student teachers brainstorms on what aesthetics is about. Student teachers partake in the discussion. Student teachers ask questions to facilitate better understanding</p> | |
| | Stage 3: 40mins | <p>Face-To-Face/seminar/e-learning opportunity Tutor asks students teachers to search online for some prominent Ghanaian literary scholars with oral literature works. Tutor play some audio recordings of the scholars' performances 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.</p> | <p>Face-t-face/seminar/e-learning opportunity Student teachers search online for some celebrated Ghanaian oral literary scholars as role models. 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.</p> | |

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| | Closure/Conclusion | 20mins | Face-To-Face Tutor employs questioning and answering technique to recap and close the lesson. Tutor gives feedback to students questions (PDP Theme 2, P. 7) | Face-To-Face Student teachers 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

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| 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 already know what literature generally is from their previous lesson. They may have heard folklore, proverbs, in speeches as well as praise poetry in their communities. | | | | | | | | | | | | | | | |
| 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: Discussion</p> <p>Independent study: Individual reflections and reading assignment</p> <p>Seminar: Group presentations</p> <p>e-learning opportunity: Use of mobile phones and searching for information online</p> | | | | | | | | | | | | | | | |
| <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 | | | | | | | | | | | | | |
| | | Introduction: 10 mins | Teacher Activity | | | | Student Activity | | | | | | | | | |
| | | | Face-To-Face With a previous knowledge of literature and its aesthetic values, the tutor asks student teachers to share briefly their experience with some oral performances they witness in their communities. | | | | Face-To-Face Student teachers respond by sharing their individual experiences with some of the traditional oral performances that they witness in their communities. | | | | | | | | | |

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| What is oral literature | Stage 1: 20mins | Face-To-Face/e-learning opportunity Tutor asks student teachers to search online what oral literature is in groups. Tutor guides the student teachers to discuss what oral literature is. (PDP Theme 4, P. 79) | Face-To-face/ e-learning Student teachers search online and share their views. Each group shares with the class their findings on how oral literature can be defined from their online search. |
| Forms and importance of oral literature | Stage 2: 90mins | Face-To-Face/e-learning opportunity/discussion/seminar Tutor shows a documentary of a traditional ceremony where appellations and dirges are performed in a Ghanaian language. Tutor groups the class into and assigns each group as specific aspect of the video to pay attention to and subsequently share their observations in class. Tutor guides student-teachers to discuss the what was seen in the documentary. Tutor discusses the forms of oral literature and its features in class discussion | Face to face/e-learning opportunity/discussion/seminar Student teachers watch the documentary attentively and take down notes. Each group note down the observations and present them in class for discussion. Student teachers takes part in a discussion of what was in the documentary. They get clarification on the forms of oral literature and their specific features from the tutor/lecturer. |
| | Stage 4: 30mins | Face-To-Face & Independent Learning Tutor assigns the group another task to discuss the importance of oral literature. Tutor listens as student teachers think pair share their findings of importance of oral literature. (PDP Theme 9, P. 21) | Face-To-Face & Independent Learning Student teachers groups present their findings on the importance of oral literature for the whole class discussion. |
| | Closure/C onclusion: 20mins | Face-To-Face & Tutor asks some student teachers to orally summarize the lesson highlighting the key points learned. Tutor responds to questions from students for clarification Assignment: Tutor asks student teachers prepare for presentation through role play/dramatization 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. | Face-To-Face & Student teachers summarize the lesson by highlighting the key points learned in the lesson. Student teachers ask questions they may have for clarification 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. |

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| 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 how to teach the definition, forms and importance of oral literature of a Ghanaian language in Upper Primary classroom. |

LESSON 3

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| 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 | Folktale | | | Lesson Duration | | | 3 |
| Lesson description | The lesson introduces the student teachers to 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 might have heard much about folktale and its characteristics from their previous schools and in their communities | | | | | | |
| 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 | |
| | | Stage 1:10mins | | Face-To-Face Tutor guides student teachers to revise their relevant previous knowledge through questioning and answering technique on what was learnt about the importance of oral literature and their forms. | | Face-To-Face Student teachers 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. | | Face-To-Face Student teacher groups make oral presentations on assigned topics on folktale | |

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| | | | Tutor listens to the presentation that deals with the definition, and importance of folktales in the society. (PDP Theme 3, P. 75) | Student teachers listen to the presentation on folktales, write down notes and ask questions. |
| | 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 Upper Primary learners 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 Upper Primary learners. |
| | 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 seminar on how to teach folktales in contemporary times | | | |

LESSON 4

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| 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 | Praise poetry | | | Lesson Duration | 3 | | | | | | | |
| Lesson description | The lesson deals with the concept and types poetry. It focuses on exposing the student teacher to the knowledge of praise poetry of a Ghanaian language and how it can be appreciated and taught to Upper Primary learners. | | | | | | | | | | | |
| Previous student teacher knowledge, prior learning (assumed) | Students might have heard praise poetry before during some traditional occasions. | | | | | | | | | | | |
| Possible barriers to learning in the lesson | Large class size Students may not be aware of what praise poetry of a 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? | | | | | |
| | 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). 2. demonstrate knowledge and skills in the appreciation of oral literary texts and of a Ghanaian language. (NTS 2c: 13), (NTS 3i: 14) | | | 1.4. demonstrate knowledge and understanding of oral literature of a Ghanaian language. 1.5. explain some concepts of oral literature of a Ghanaian language 1.6. facilitate the use of each concept of oral literature of a Ghanaian language in learning 2.1. appreciate oral literary texts of a Ghanaian language. | | | It is possible that some student teachers might not have heard of praise poetry before. PowerPoint presentation and YouTube videos can be used Critical thinking, collaboration, enquiry skills, digital literacy, diversity and inclusion | | | | | |
| Topic: Praise 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 | | | | | | | | | |
| | | Introduction: 10min | Teacher Activity | | | | Student Activity | | | | | |
| | | | Face-To-Face Tutor asks student teachers to share their experiences on how prominent personalities in their communities are literarily praised. Tutor then | | | | Face-To-Face Student teachers share their experience on how literary pieces can be organized to praise both the living and the death on their good deeds. | | | | | |

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| | | | bases on the student teachers' response to introduce the term poetry. | |
| What is praise poetry | Stage 1: 30min | Face-To-Face/brainstorming/e-learning opportunity/demonstration Tutor asks student teachers to look up the concept of poetry, brainstorm on the concept and then discuss it in class. Tutor then guides the student teachers to define what praise poetry is and asks volunteers to demonstrate how praise poetry is recited. | Face-To-Face/brainstorming/E-learning opportunity/demonstration Student teachers search online for the concept of poetry and then brainstorm on the concept. Student teachers base on their understanding of poetry to come up with the explanations of praise poetry. Student teachers demonstrate the praise poetry by reciting. | |
| Types and themes of praise poetry | Stage 2: 20min | Face-To-Face/class discussion Tutor leads a class discussion on the types and themes of praise poetry | Face-To-Face & E-learning Student teachers discuss the types of poetry and explain praise poetry as one type. | |
| Analysing praise poetry | Stage 3: 60 mins | Face-to-face/class presentation/class discussion Tutor invites a resource person to give a talk on praise poetry of a Ghanaian language. Tutor asks student teachers to listen attentively and take down notes. Tutor groups student teachers to create and recite praise poetry based on assigned themes. The groupings and the selection of the leaders of the group should pay particular attention to communication issues such as SENs, gender, mixed abilities, inclusivity, equity, etc. | Face-to-face/class presentation/class discussion Student teachers listen to a talk by a resource person on praise poetry and then discuss the features of praise poetry and occasions at which they are performed. Student teacher groups create their own praise poetry based on assigned themes and recite them in class. The class discusses the themes in poetry and appreciates them. | |
| Importance and benefits of praise poetry | Stage 4: 50 mins | Brainstorming/e-learning opportunity Tutor assigns each student teacher to write down the relevance of praise poetry in contemporary times as they watch a video of recital of praise poetry. Tutor guides student teachers to discuss what they wrote down for peer assessment. | Brainstorming/e-learning opportunity Student teachers will watch a performance of praise poetry and do individual assignments on the aesthetics of that praise poetry. Student teachers explain the relevance of praise poetry. Student teachers brainstorm on the relevance of praise poetry in the community. Students peer assess the presentation. | |

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| | | Closure: 10min | <p>Face-To-Face Tutor asks students to summarize the lesson by sharing the key points they have learned.</p> <p>Tutor assigns students the task to watch/witness a praise poetry recital in the community and do a report on the selection of diction, structure and its relevance in modern times.</p> | <p>Face-To-Face Students summarize the lesson highlighting the key points they have taken from the lesson.</p> <p>Student teachers note down the home assignment to be submitted later on.</p> |
| Lesson assessments – evaluation of learning: of, for and as learning within the lesson(linked to learning outcomes) | <p>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)</p> <p>Assesses Learning Outcomes: Course learning outcome 6</p> | | | |
| 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 how to teach praise poetry in the Upper Primary classroom | | | |

LESSON 5

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|---------------|---|----------|---|-----------------------------|-----------------------------------|
| 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 | Traditional songs | | | Lesson Duration | 3 | | |
| Lesson description | This lesson introduces the student teacher to the nature and structure of some popular traditional songs of a Ghanaian language. | | | | | | |
| Previous student teacher knowledge, prior learning (assumed) | Student teachers have heard some traditional songs being sang in their communities before. | | | | | | |
| Possible barriers to learning in the lesson | Student teachers may not know structure of the traditional songs of a Ghanaian language. They may not know how to sing the traditional songs. | | | | | | |
| 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 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? | | |
| | 2 demonstrate knowledge and skills in the appreciation of oral literary texts and of the Ghanaian. (NTS 2c: 13), (NTS 3i: 14) 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). | | 2.1. appreciate oral literary texts of the Ghanaian. 3.1. show an understanding of oral literature of a Ghanaian language. 3.2. interpret concepts in oral literature of a Ghanaian language. | | 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: Traditional songs of a Ghanaian language | 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 | Stage 1:10min | Practical Activity Tutor plays two songs for student teachers to listen and give their views on the songs played. | | Practical Activity Student teachers listen to the song played and give their views on the song. Student teachers give their | | |

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| | | | Tutor listens to their vies and introduces the topic for the day | views and note down the topic for the day. |
| What is traditional song | Stage 1: 40mins | Face-To-Face/Practical Activity/e-learning opportunity Tutor asks student teachers in their mixed ability groups to explain that 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/e-learning opportunity 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 Tutor 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 compare the traditional songs and contemporary ones and draw the distinctions | 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. | |
| Closure | Stage 5:20min | Face-To-Face Tutor 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 Student teachers ask questions for clarification on issues they have not understood well, if any. Student teachers take note of the reminder and the reading/online search assignment for the next lesson. | |

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| 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 how to teach traditional songs of a Ghanaian language. |

LESSON 6

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| 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 talks about the concept of symbols of a Ghanaian language. It focuses on what symbols are, their types and their relevance to speakers of a Ghanaian language. | | | | | | | | | | |
| Previous student teacher knowledge, prior learning (assumed) | Student teachers have seen symbols before. Student teachers could tell what some symbols represent. | | | | | | | | | | |
| 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: 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? | | | | | | |
| | 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: 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 | | | | | | | |
| | | | | Teacher Activity | | | Student Activity | | | | |
| | Introduction | 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. Tutor clarifies to the class | | | Face-To-Face & Seminar Student teachers in groups explain what a symbol is from the online research done before the lesson. Student teachers share their explanation of | | | | |

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| | | | 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. | 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 their reflective journal. |
| | Closure: 10mins | | Face-To-Face Engage students by using questioning and answering technique to close the lesson. | Face-To-Face Student teachers answer questions to close 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 (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. & Lugogy, R. (2006). <i>Introduction to Ghanaian Cultures</i> . Accra: Masterman Publications. | | | |
| Additional Reading List | | | | |
| CPD Needs | Seminar on teaching traditional songs of a Ghanaian language | | | |

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 | | |
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| Title of Lesson | Riddles and puzzles | | | Lesson Duration | 3 | | |
| Lesson description | This lesson introduces the student teacher to the concepts of puzzles and riddles of a Ghanaian language. 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 | | | | | | |
| 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? | | |
| | 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 of a Ghanaian language. 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: 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 | | | Face-To-Face Tutor asks student to summarise the previous lesson. | | Face-To-Face Student teachers summarise the last lesson. |

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| | | | Give an overview of the new lesson on puzzles and riddles. | 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. |
| | Relevance of riddles and puzzles | Stage 4: 40mins | Face-To-Face & Practical Activity Tutor asks student teachers in their groups to present orally to the class the relevance of riddles and puzzles from their online search before the lesson. Tutor leads class discussion on the relevance within contemporary societies. | Practical Activity Student teachers in groups present their findings on the relevance of riddles and puzzles. Student teachers share their view on the relevance of the riddles and puzzles of a Ghanaian language in contemporary times. |
| | | Closure/Conclusion : 10mins | Face-To-Face Employ question and answer technique to recap and close the lesson. | Face-To-Face Student teachers answer questions to summarise 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 (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 | | | |

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| | <ul style="list-style-type: none"> • 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. & Lugogye, R. (2006). <i>Introduction to Ghanaian Cultures</i> . Accra: Masterman Publications. |
| Additional Reading List | |
| CPD Needs | Workshop on riddle and puzzle competition. |

LESSON 1

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|--|---|----------------------|--|-----------------------------|---|--------------------------|-----------|
| 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 | Assessing the oral literature of a Ghanaian language | | | Lesson Duration | 3 | | |
| Lesson description | This lesson deals with teaching the student teacher how to do assessment of oral literature of a Ghanaian Language. It focuses on the forms of assessment and the purposes of the assessment of Upper Primary learners. | | | | | | |
| Previous student teacher knowledge, prior learning (assumed) | Student teachers have been writing tests and exams in the previous schools. Student teachers have seen types of assessment before | | | | | | |
| Possible barriers to learning in the lesson | Student teachers may not be able to tell what a good assessment is or is not. | | | | | | |
| 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? | | |
| | 4. demonstrate knowledge and skill in assessing the various genres of written literature of a Ghanaian language | | 4.1. should be able to design and implement a variety of assessment mode for teaching and learning oral literature of a Ghanaian language (NTS 1d, g: 12), (NTS 3b: 14). 4.2. should be able to identify and assist Upper Primary learners with difficulties in their assessment (NTS 1a, b: 12), (NTS 3k-p: 14), (NTECF 4: 39) 4.3. should be able to provide evidence of tracking Upper Primary learners' progress (NTS 3n, p: 14) | | It is likely that student teachers may not be aware of the modes of assessment and skills needed in doing assessment. This can be resolved by allowing student teachers to do online search and share their ideas in class for clarification. <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 | | |
| | | Introduction: 20mins | Brainstorming/e-learning opportunity Tutor/lecturer uses probing question to seek views about what they understand by concept of assessment and the forms of assessment they know from their previous year study. Tutor/lecturer dwells on the student teachers' views to | | Brainstorming/e-learning opportunity Student teachers brainstorm on the question and share their views on assessment in general from the online search done previous year study. (PDP Theme 2:35) | | |

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| | | | introduce the topic for the lesson. (PDP Theme 2:35) | |
| | The concept of test development for oral literature of a Ghanaian language | Stage 1: 30mins | E-learning opportunity/independent learning Tutor/lecturer shows a demonstration video on YouTube demonstrating oral literature testing. E.g. https://www.youtube.com/watch?v=oRpOIEPMeol (PDP Theme 3: 69) | E-learning opportunity/independent learning Student teachers watch the video attentively and put down notes from the video. (PDP Theme 3: 69). |
| | Writing a test for oral literature of a Ghanaian language | Stage 2: 60mins | Group discussion and presentation Tutor/lecturer shows a video on YouTube demonstrating how to write effective test for oral literature teaching. The tutor/lecturer tasks the student teachers to observe the features of a good oral literature testing. E.g. https://www.youtube.com/watch?v=AUB0d31-j2M Tutor/lecturer groups student teachers (based on gender, multicultural background, etc) and assigns each group a task of constructing an oral literature of a Ghanaian language test for Upper Primary learners and present them for discussion based on the features they observed in the video (PDP Theme 4:25) Tutor/lecturer guides student teachers to make oral presentation in class based on the assigned tasks for class discussion. (PDP Theme 4:79) | Group discussion and presentation Student teachers attentively watch the video and they take down notes on the features of a good oral literature testing. Each group brainstorms on the assigned topic and constructs a test based on their observations in the video. (PDP Theme 4: 79). Student teachers also draw on the observations made about testing of Upper Primary learners in preparing their assigned task. Each group makes oral presentation in class on the assigned topic for discussions. (PDP Theme 4: 79) |
| | Closure/Conclusion | Stage 4: 10mins | Tutor/lecturer employs questioning and answering technique to recap and close the lesson (PDP Theme 2: 35) Tutor asks student teachers to examine oral literature of Ghanaian language test given to learners during school visit and write a report for their reflective journal. | Student teachers answer the questions asked. The student teachers ask for clarifications. (PDP Theme 2:35) Student teachers will observe and examine the oral literature test given to learners during school visit and write a report keep in their reflective journal for submission at the end of the semester. |
| 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 presentation and 1 submitted assignment from the lesson. Core skills targeted are communication, team work/collaboration, enquiry skills, digital literacy Assesses Learning Outcomes: Course learning outcomes 4, 5, and 6 | | | |

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| Teaching Learning Resources | <ul style="list-style-type: none"> • PowerPoint • Projector |
| Required Text (core) | Caldwell, J. S. (2002). <i>Reading assessment: A primer for teachers and tutors</i> . NY: The Guilford Press. |
| Additional Reading List | Bachman, L. F. (1995). <i>Fundamental considerations in language testing</i> . Oxford: Oxford University Press |
| CPD Needs | Workshop/seminar on teaching how to assess the oral literature of a Ghanaian language. |

LESSON 9

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|---------------|---|----------|---|-----------------------------|-----------------------------------|
| 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 | Preparing TLMs for teaching oral literature of a Ghanaian language | | | | Lesson Duration | 3 | |
| Lesson description | This lesson introduces student teachers to the techniques in the preparation of appropriate teaching and learning materials (TLMs) for the teaching of oral literature of a Ghanaian language at the Upper Primary level. It discusses the forms and the steps in the selection and designing appropriate TLMs for lessons in oral literature of a Ghanaian language at the Upper Primary level. | | | | | | |
| Previous student teacher knowledge, prior learning (assumed) | The student teachers have might have seen teaching and learning materials been used to teach them in their SHS classrooms. | | | | | | |
| Possible barriers to learning in the lesson | The student teacher may not have designed a TLM before and may not be aware of the factors to consider before selecting a TLM for use. | | | | | | |
| 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. prepare appropriate level teaching learning materials to teach the types of written literature of a Ghanaian language with a consideration for diverse learners. (NTS 3j: 14), (NTECF 4: 43), (NTS 3f, g: 14), (NTECF 4: 43). | | 5.1. should be able to design and select various appropriate teaching and learning resources suitable for the levels in classroom (NTS 3j: 14), (NTS 2f:13), (NTS 1g), (NTECF 3: 29) 5.2. should able to use appropriate teaching materials to cater for learners with different backgrounds (NTS 3f, g, h: 14), (NTECF 4: 39),(NTECF 4:43) | | There is the possibility that student teachers may not be aware of factors to consider before designing and selecting a TLM. Tutor can give student teachers some internet sources to read from before this lesson possibly two weeks. <ul style="list-style-type: none"> • 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 | | | |
| | | Introduction 10mins | | Teacher Activity | | Student Activity | |
| | | | | Tutor/lecturer uses probing questions to ask student teachers to share their experiences with the TLMs they liked most in their lessons in the SHS and their | | Student teachers share their experience on the TLMs their teachers used during their lessons and how those TLMs impacted on their | |

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| | | finding from the school visits. Tutor/lecturer then leads the student teachers to brainstorm/review the concept of the TLMs and he/she guides to them to discuss the characteristics of a good TLM. (PDP Theme 2:35) | learning and their findings during the school visit Student teachers share their views on the characteristics of good TLMs. (PDP Theme 2:35) |
| Selecting TLMs for the teaching and learning oral literature of a Ghanaian language. | Stage 1: 20mins | Class discussion Tutor/lecturer leads the class to discuss the factors to consider when selecting TLMs for the teaching and learning of oral literature of a Ghanaian language at the Upper Primary level. (PDP Theme 3: 69) | Class discussion Student teachers share their views on what to consider when selecting TLMs for the teaching and learning a lesson in the oral literature of a Ghanaian language in the Upper Primary under the guidance of the tutor/lecturer. (PDP Theme 3: 69). |
| Designing TLMs for the teaching and learning aspects of oral literature of a Ghanaian language | Stage 2: 60mins | Group discussion/e-learning opportunity/practical activity Tutor/lecturer shows a video on YouTube demonstrating how to design TLMs appropriate for teaching and learning aspects of oral literature of a language in the Upper Primary level and tasks the student teachers to observe the steps in the designing. E.g. https://cft.vanderbilt.edu/guides-sub-pages/effective-educational-videos Tutor/lecturer groups students factoring in socio-cultural, linguistic, mixed ability, SENs, etc. issues and assigns each group a task to design appropriate TLMs for teaching and learning an assigned lessons on oral literature of a Ghanaian language from the Basic School Curriculum (B4-B6). (PDP Theme 4:25, 79) | Group discussion/e-learning opportunity/practical activity Student teachers attentively watch the video and they take note down their observations in the video. Student teachers actively participate in the designing of the TLMs in each group based on what they observed in video. Each group designs the TLM according to the assigned lesson from the Basic School Curriculum (PDP Theme 4: 79). |
| Using TLMs for the teaching and learning oral literature of a Ghanaian language | Stage 3: 60mins | Demonstration and group discussion Tutor/lecturer guides student teachers, already put in groups, to demonstrate how to use the TLMs designed in teaching and learning a lesson of oral literature of a | Demonstration and group discussion Each group demonstrates the use of the TLMs they designed in class to teach and to learn a genre of oral literature of a Ghanaian language for peer assessment in class. |

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| | | | Ghanaian language in the Basic School Curriculum (B4-B6) taking into an account the diversity of learners. (PDP Theme 4:79) | (PDP Theme 4: 79) |
| | Selection and use of TLMs for teaching and learning of oral literature of a Ghanaian language | Stage 4: 20mins | <p>Demonstration/class discussion Tutor/lecturer guides the student teachers to discuss how to select and use TLMs for the teaching and learning of oral literature of a Ghanaian language. (PDP Theme 3: 69)</p> <p>Tutor/lecturer tasks student teachers in their groups to select their own TLMs for peer assessment (PDP Theme 4: 79)</p> | <p>Demonstration/class discussion Student teachers share their views on the selection and the use of TLMs for teaching and learning a lesson on oral literature of a Ghanaian language at the Upper Primary level. (PDP Theme 3: 69).</p> <p>Student teachers peer assess their own choices of TLMs (PDP Theme 4: 79)</p> |
| | School Visit | | Tutor asks student teachers to observe the TLMs teachers for teaching a lesson on oral literature of a Ghanaian language and compare that with what they have learned in the classroom during school visit. The report on the findings should be written down in their journal for later discussion. | Student teachers will observe the TLM selected by a teacher and compare their knowledge on selecting TLM with the choice made by the teacher during school visit and write down the findings in their reflective journals |
| | Closure/Conclusion | Stage 5: 10mins | Tutor/lecturer invites any questions from the student teachers and randomly appoints some student teachers to recap what they have learned to close the lesson (PDP Theme 2: 35) | Student teachers ask any questions they might have. Some appointed student teachers share what they have learned from the lesson with their colleagues to bring the lesson to a close. (PDP Theme 2:35) |
| Lesson assessments – evaluation of learning: of, for and as learning within the lesson (linked to learning outcomes) | <p>Summary of Assessment Method: Assessment for and as learning Participation in the project on the preparation of appropriate TLMs for a lesson to be taught at the basic school. (Core skills targeted are communication, team work/collaboration, enquiry skills, digital literacy)</p> <p>Assesses Learning Outcomes: Course learning outcomes 4, 5, and 6</p> | | | |
| Teaching Learning Resources | <ul style="list-style-type: none"> • PowerPoint • Projector | | | |
| Required Text (core) | Owu-Ewie, C. (2018). <i>Introduction to language teaching skills: A resource for language teachers (revised edition)</i> . Accra: Samwoode Ltd. | | | |
| Additional Reading List | <p>For all languages Richards, J. C. & Renandya, W. A. (eds.) (2002). <i>Methodology in language teaching: An anthology of current practice</i>. Cambridge: Cambridge University Press. Alameda, A. A. (2002). <i>Content-based language teaching: Some practical issues</i>. Cambridge: Cambridge University Press.</p> | | | |
| CPD Needs | Workshop/seminar on teaching how to select, design, and use TLMs for the teaching and learning of oral literature of a Ghanaian language. | | | |

LESSON 10

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| 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 | Interpreting the oral literature of a Ghanaian language component of the Ghanaian language curriculum | | | | Lesson Duration | 3 | |
| Lesson description | This lesson introduces student teachers to the knowledge and the skills in interpreting the oral literature of a Ghanaian language component of the Ghanaian language curriculum in the Basic School Curriculum (B4-B6). | | | | | | |
| Previous student teacher knowledge, prior learning (assumed) | The student teachers have already seen and experienced the Basic School Curriculum (BSC) for the Upper Primary. | | | | | | |
| Possible barriers to learning in the lesson | The student teachers might not have interpreted the oral literature component of the Ghanaian language component of the Basic School Curriculum 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? | | |
| | 1. understand and interpret key features of the oral literature of a Ghanaian language component of the Ghanaian language curriculum and plan lessons from it. (NTS 2b, d: 13), (NTECF 3: 20), (NTS 2f:13), (NTECF 3: 32). | | How their awareness of the existing learning outcomes of learners for individual learner's diversity in planning and delivering lessons | | It is likely that student teachers may not know the components and features of a curriculum. This can be resolved by showing the a curriculum ahead of the lesson <ul style="list-style-type: none"> Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, digital literacy, | | |
| Topic: Interpreting the oral literature of a Ghanaian language component of the Ghanaian language curriculum | 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: 20mins | | Teacher Activity | | Student Activity | |
| | | | | Tutor/lecturer uses probing questions to ask student teachers to reflect on their personal experiences with the Ghanaian language component of the Basic School Curriculum (B4-B6) throughout their continuous school visits. (PDP Theme 2:35) | | Student teachers reflect on their personal experiences and encounter with the Ghanaian language component of the Basic School Curriculum (B4-B6) in the course of their school visits. (PDP Theme 2:35) | |
| | Key features of the oral literature of a Ghanaian language component of the Ghanaian | Stage 1: 60mins | Class discussion/Independent study | | Class discussion/independent study | | |
| | | | Tutor/lecturer shows a sample of the Ghanaian language component of the curriculum to the student | | Student teachers closely study the sample of the curriculum and share their views on the key features of the oral literature of a Ghanaian language | | |

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| | language curriculum | | teachers and tasks student teachers to pay close attention to the key features of the oral literature of a Ghanaian language component. The tutor leads the class to discuss the key features of oral literature of a Ghanaian language component of the Basic School Curriculum. (PDP Theme 3: 69) | component observed for class discussion. (PDP Theme 3: 69) |
| | What to consider in interpreting the oral literature of a Ghanaian language component of the curriculum | Stage 2: 90mins | Group discussion and presentation Tutor/lecturer groups students and assigns each group a task to make oral presentations on the key features observed and how to interpret them. (PDP Theme 4:25, 79) | Group discussion and presentation Groups make oral presentations based on interpreting the component of the curriculum under the guidance of the tutor/lecturer. (PDP Theme 4: 79) |
| | School Visit | | Since student teachers might have began co-teaching in the schools they visit, tutor tasks them to take note of how teachers/mentors are using the curriculum during school visit and write their observations in the reflective journals. | Student teachers will observe how teachers/mentors they may co-teach with will use and what they will consider in interpreting the oral literature component of the curriculum during school visit and write a report for submission |
| | Closure/Conclusion | Stage 3: 10mins | Tutor/lecturer asks student teachers to summarize the key points learned orally to recap and close the lesson (PDP Theme 2: 35). Tutor/lecturer asks student teachers to hand in their semester project for assessment | Student teachers summarize orally the key points learned in the lesson and ask questions for clarifications. (PDP Theme 2:35). Student teachers submit their assigned project. |
| 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 oral presentation report on the key features of the oral literature of a Ghanaian language component of the BSC. 1 individual project work (Core skills targeted are communication, team work/collaboration, enquiry skills, digital literacy) Assesses Learning Outcomes: Course learning outcomes 4, 5, and 6 | | | |
| Teaching Learning Resources | <ul style="list-style-type: none"> • PowerPoint • Projector | | | |
| Required Text (core) | Owu-Ewie, C. (2018). <i>Introduction to language teaching skills: A resource for language teachers (revised edition)</i> . Accra: Sam-Woode Ltd. | | | |
| Additional Reading List | For all Ghanaian languages Richards, J. C. & Renandya, W. A. (eds.) (2002). <i>Methodology in language teaching: An anthology of current practice</i> . Cambridge: Cambridge University Press. Alameda, A. A. (2002). <i>Content-based language teaching: Some practical issues</i> . Cambridge: Cambridge University press. | | | |
| CPD Needs | Workshop/seminar on teaching how to interpret the oral literature of a Ghanaian language component of the Ghanaian language curriculum. | | | |

LESSON 11

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| 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 | Methods of teaching of the oral literature of a Ghanaian language | | | | Lesson Duration | 3 | |
| Lesson description | This lesson equips the student teachers with the knowledge and the skills in the applications of the methods of teaching the oral literature of a Ghanaian language. | | | | | | |
| Previous student teacher knowledge, prior learning (assumed) | The student teachers have experienced different methods of teaching by their teachers in the SHS, and also throughout their continuous visits to schools. They have also learned about methods of teaching a lesson of a Ghanaian language in their previous class. | | | | | | |
| Possible barriers to learning in the lesson | Student teacher may not be aware of the factors to consider to select appropriate method for teaching. | | | | | | |
| 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? | | |
| | 1. demonstrate knowledge and understanding of the oral literature of a Ghanaian language of study, and facilitate its use among Upper Primary learners. (NTS 2c: 13), (NTS 2e: 13), (NTS 3c: 14), (NTECF 3: 20). 2. use technology to teach the oral literature of a Ghanaian language effectively to enhance Upper Primary learners Ghanaian language learning. (NTS 3j:14), (NTS 1d: 12), (NTS 2d:13), (NTS 3e: 14), (NTECF 3: 29). | | 1.1 identify the genres of oral literature of a Ghanaian language. 1.2 explain the oral literature of a Ghanaian language 1.3 facilitate the use of the oral literature of a Ghanaian language in learning. 2.1 use appropriate technological tools analyse the oral literature of a Ghanaian language 2.2 apply their knowledge in the use of technological tools to teach the oral literature of a Ghanaian language | | It is likely that student teachers may have witnessed several teaching methods but have not used any before to teach oral literature and student teachers have witnessed different teaching and can discuss during the lesson. <ul style="list-style-type: none"> Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, digital literacy, | | |
| 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 | | | | |
| | | Introduction: 20mins | Teacher Activity | | Student Activity | | |
| | | | Tutor/lecturer uses probing question to ask student teachers to reflect on and share their personal experiences on the methods that they observe teachers use | | Student teachers reflect on their personal experiences with the methods they observe teachers/mentors use in teaching during the | | |

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| | | | in teaching and learning at the Upper Primary level during their school visits. (PDP Theme 2:35) | school visits and share same (PDP Theme 2:35) |
| | Concept and types of methods of teaching language | Stage 1: 30mins | Class discussion Tutor/lecturer leads the student teachers to review their previous knowledge and discuss in brief the concept of methods of teaching and its type with emphasis on teaching aspects of oral literature of a Ghanaian language. (PDP Theme 3: 69) | Class discussion Student teachers discuss the possible methods to be employed in the teaching aspects of oral literature of a Ghanaian language. (PDP Theme 3: 69). They share their experiences from the school visits. |
| | Application of methods of teaching oral literature | Stage 2: 120mins | Practical activity and discussion Tutor/lecturer puts the student teachers in groups (or pair them depending on class size) and assigns each group a topic on oral literature of a Ghanaian language from the Basic School Curriculum (B4-B6) to discuss and later demonstrate how to apply the methods in teaching. (PDP Theme 4:25, 79). Tutor/lecturer guides student teachers in peer assessing their own teaching in class. | Practical Activity and discussion Each student teachers group brainstorm on the appropriate methods to use in teaching the assigned topic. After some time each group demonstrates using the appropriate methods in teaching oral literature of a Ghanaian language in Upper Primary school. Student teachers do peer assessments of their own teaching demonstrations. (PDP Theme 4: 79) |
| | School visit | | Tutor/lecturer tasks student teachers to observe and report on the methods that will be employed in real classroom teaching situation and as they co-teach themselves. They are to note down the similarities and differences with what they have learned and practised in their reflective journal. | Student teachers write down the assignment to be performed while out on school visits and submit their report in reflective journal. |
| | Closure/Conclusion | Stage 3: 10mins | Tutor/lecturer employs questioning and answering technique to recap and close the lesson (PDP Theme 2: 35) | Student teachers answer the questions asked. The student teachers ask for clarifications. (PDP Theme 2:35) |
| 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 oral peer assessment during the lesson Student reflective journal: Submission of reflective journal for assessment (Core skills targeted are communication, team work/collaboration, enquiry skills, digital literacy) Assesses Learning Outcomes: Course learning outcomes 4, 5, and 6 | | | |
| Teaching Learning Resources | <ul style="list-style-type: none"> • PowerPoint • Projector • Text books/TLMs | | | |
| Required Text (core) | Richards, J. C. & Renandya, W. A. (eds.) (2002). <i>Methodology in language teaching: An anthology of current practice</i> . Cambridge: Cambridge University Press. | | | |

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| Additional Reading List | For all Ghanaian languages Owu-Ewie, C. (2018). <i>Introduction to language teaching skills: A resource for language teachers (revised edition)</i> . Accra: Sam-Woode Ltd. |
| CPD Needs | Workshop on methods of teaching oral literature of a Ghanaian language. |

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 | Preparation of an oral literature lesson/learning plan | | | | | | | Lesson Duration | 3 | | | | | | | | |
| Lesson description | This lesson equips the student teachers with the knowledge and the skills in preparing a lesson plan for teaching oral literature of a Ghanaian language. Part of the lesson is devoted to the review of all the lessons taught in the semester. | | | | | | | | | | | | | | | | |
| Previous student teacher knowledge, prior learning (assumed) | The student teachers have been planning their personal learning timetable in SHS. | | | | | | | | | | | | | | | | |
| Possible barriers to learning in the lesson | Student teachers may not have seen a lesson plan before Student teachers may not know the components of a lesson plan. | | | | | | | | | | | | | | | | |
| 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? | | | | | | | | | | |
| | 1. understand and interpret key features of the oral literature of a Ghanaian language component of the Ghanaian language curriculum and plan lessons from it. (NTS 2b, d: 13), (NTECF 3: 20), (NTS 2f:13), (NTECF 3: 32). | | | How their awareness of the existing learning outcomes of learners for individual learner's diversity in planning and delivering lessons | | | It is likely that student teachers may not know the components and features of a curriculum. This can be resolved by showing the a curriculum ahead of the lesson <ul style="list-style-type: none"> Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, digital literacy, | | | | | | | | | | |
| Topic: Interpreting the oral literature of a Ghanaian language component of the Ghanaian language curriculum | 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: 20mins | | Teacher Activity | | | | | | Student Activity | | | | | | | |
| | | | | Tutor/lecturer guides student teacher probing question to ask student teachers to reflect on their personal experiences in any lesson that did not go down well with students when in SHS and also a lesson they have observed during their continuous school visits. (PDP Theme 2:35). | | | | | | Student teachers reflect on their personal experiences in a lesson in an oral literature while in school as students and also from their visits to schools and they share them in class. (PDP Theme 2:35) | | | | | | | |

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| | Concept of lesson plan | Stage 1: 20mins | Class discussion/brainstorming Tutor/lecturer guides the student teachers to what is a literature lesson plan from the perspective of a written literature of a Ghanaian language. (PDP Theme 3: 69). | Class discussion/brainstorming Student teachers brainstorm on the topic and share their personal views. (PDP Theme 3: 69) |
| | Factors to consider when designing an oral literature plan. | Stage 2: 60mins | Practical Activity and class discussion With their existing previous knowledge in factors to consider when planning a lesson, the tutor/lecturer assigns student teachers few topics to guides the student teachers to discuss the factor to consider when designing a lesson plan for an oral literature of a Ghanaian language for Upper Primary learners. (PDP Theme 3: 69). Tutor/lecturer asks student teachers to volunteer to demonstrate how to prepare an oral literature lesson plan for peer assessment. (PDP Theme 4: 25, 79). | Practical Activity and class discussion Student teachers discuss the factors to consider when designing a lesson plan for oral literature. (PDP Theme 3: 69). Some student teachers demonstrate how to prepare a lesson plan and their colleagues peer assess their own works. (PDP Theme 3: 69). |
| | Component of an oral literature lesson plan | Stage 3: 30mins | Class discussion Tutor/lecturer guides the student teachers to discuss the components of an oral literature lesson plan. (PDP Theme 3: 69). | Class discussion Student teachers discuss the components of a lesson plan. (PDP Theme 3: 69). |
| | Closure/Conclusion | Stage 4: 50mins | Tutor asks student teachers to share their experience on school visits and reflects on all the topics that has been taught and what has been learnt from the course in general and how it have improved their knowledge and their teaching skills. Tutor/lecturer employs questioning and answering technique to recap and close the lesson (PDP Theme 2: 35). | Student teachers will share their experience on school visit and ask questions to clarify topics that were unclear in the course and tell how the course has improved their knowledge and skill. Student teachers answer the questions asked. The student teachers ask for clarifications. (PDP Theme 2:35). |
| 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 presentation on how to preparation a lesson plan for oral literature of a Ghanaian language Core skills targeted are communication, team work/collaboration, enquiry skills, digital literacy Overview and summary of all the lessons learned in the semester Assesses Learning Outcomes: Course learning outcomes 4, 5, and 6 | | | |
| Teaching Learning Resources | <ul style="list-style-type: none"> • PowerPoint • Projector | | | |
| Required Text (core) | Alameda, A. A. (2002). <i>Content-based language teaching: Some practical issues</i> . Cambridge: Cambridge University press. | | | |

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| Additional Reading List | <p>For all Ghanaian languages Owu-Ewie, C. (2018). <i>Introduction to language teaching skills: A resource for language teachers (revised edition)</i>. Accra: Sam-Woode Ltd.</p> |
| CPD Needs | Workshop on teaching how to prepare lesson plan for oral literature of a Ghanaian language. |
| Course Assessment | <p>¹Component 1: Subject Portfolio Assessment (30% overall score)</p> <ul style="list-style-type: none"> • Selected items of students work (3 of them – 10% each) • Mid-semester assessment – 20% • Reflective journal – 40% • Organisation of the subject portfolio – 10% (how it is presented/organised) |
| | <p>²Component 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 teacher has done and why to achieve the purpose of the project – 20% • Substantive or main section – 40% <p>Conclusion – 30%</p> |
| | Component 3: End-of-semester examination- 40% overall |

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

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

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