

Four-Year B.Ed. Course Manual

Oral Lit. Ghanaian Language









GOVERNMENT OF GHANA









FOREWORD

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

The course manuals have been produced for use as general guides for the delivery of the new four-year B.Ed. curriculum in Colleges of Education in collaboration with their affiliated universities. They are designed to support student teachers, tutors, and lecturers in delivering a complete B.Ed. course for training student teachers which 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.

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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

Course Title	ORAL LITERATURE OF A GHANAIAN LANGUAGE							
Course Code	GL E 312	Course Level: 300	Credit value 3	:	Semeste	r: 2		
Pre-requisite	Introd	luction to Litera	ture					
Course Delivery Modes	Face -to- face	Practical Activity	Work- Based Learning	Sem	ninars	Independe nt Study	e-learning opportunit ies	Practic um
Course Description for significant learning (indicate NTS, NTECF to be addressed) Course Learning Outcomes including INDICATORS for each learning	verbal format varied dirge a apprai with n contensharpe explair oral litthe fol classro assess outcor report design (NTS (NTE)	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 varied genres including folktales and narratives, praise poetry, abuse poetry, libation poeding 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 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 the following pedagogical modes: discussion, group/individual work presentation, classroom observation/school visits, brainstorming, and demonstration. The course will 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 designed to meet the following NTS, NTECF, BSC, GLE expectations and requirement (NTS 1a, b: 12), (NTS 2c: 13), (NTS 2e: 13), (NTS 2f: 13), (NTS 3e: 14), (NTECF 3: 20), (NTECF 3: 29), and (NTECF 3: 25). On successful completion of the course, student teacher will be able to:						
outcome.	Learn	ing Outcomes			Ind	icators:		
	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 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), (NTS 2c: 13						ral guage ncept of a language exts of a	

	langua all mar learnin 13), (N (NTS 2 5. undert enquir teachir them in assessi (NTS 2 6. demo teachir Langua 39), (1 (NTS 2 7. demo assessi langua 46)	nd teach all aspects of the Green ge at the appropriate age levaner of learners in the teaching process. (NTS 1d: 12), (NTS 3a, h, j:14), (NTECF 3: 2d, f: 13), (NTECF 4: 43). The area of the grand on pupils' learning to a second seco	vel and to ing and TS 2f: 20), ssroom eir o support and studies. skills in Ghanaian (TECF 4: 3: 20), skills in Ghanaian (F 4:42 &	oral langua 4.2. use G manne age le 5.1. design action and le Ghanai 5.2. reflect their pr 6.1. show teachin Langua 6.2. factor in plant 7.1. exhib assessin Ghanai	chanaian language to teach all er of learners at the appropriate vel. In and undertake a small-scale research to improve teaching arning of oral literature of a an language on and demonstrate progress in rofessional development their knowledge and skill in g oral literature in a Ghanaian
	oral li	re appropriate TLMs for terature in a Ghanaian 12b, d: 13),(NTS 3j: 14).			appropriate TLMs for teaching erature 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-topi any): 1. What is literature 2. Forms literature 3. Import oral litera	of oral	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

3.Folktales		literature. Individual tasks assigned and presented after student teachers compare and contrast the importance of oral literature in modern times.
4.Praise poetry	1. What is a folktale? 2. Charateristics/typ es and style of folktales	1. Student teachers discuss the folktale concepts bring out the characteristics of folktales. 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.
	3. Appreciation and importance of folktale 1. What is poetry	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.
	2. Types and themes of poetry	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.
	3. Analysing praise poetry	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. Student teachers listen to a

	4.Importance and benefits of praise poetry	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.
		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 brainstorms on the benefits of praise poetry in the community. Students watch/witness a praise poetry recital in the community and do a group presentation on it on the selection of diction, structure and its relevance in modern times. Students peer assess the presentation.
5. Traditional songs		1. Student teachers will do discussion on what traditional songs are. Student teachers will explain the importance and features of traditional songs. Student teachers will brainstorm and do a task on the types of traditional songs. Student teachers will listen and watch a tradition song perform and do a presentation on its structure and appreciate it.
6.Symbols	What are symbols? 2.Types of oral symbols and their relevance	Student teachers reflect on their previous knowledge on symbols and write symbols that relate to oral literature for peer assessment. Student teachers discuss oral symbols, their types and their forms. Student teachers do group presentation on oral

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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	1.Concept of riddles and puzzles 2.Structure and style of riddles and puzzles	1. Student teachers reflect on the concept of riddles and puzzles. Group completion of riddle and puzzle saying among student teachers and peer assess. 1. Student teachers reflect on the structure of riddles and puzzles and discuss their style differences and similarities. Student teachers do individual assignment of interpreting
	3.Types and importance of riddles and puzzles	assigned riddles and puzzles. 3. Group presentation of the uses of riddles and puzzles after class discussion. The groupings and the selection of the leaders of the group should pay particular attention to communication issues such as SENDs, gender, mixed abilities, inclusivity, equity, etc. The presentation is peer assessed.
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	1. Selecting, designing and using of TLMs for teaching and learning of the oral literature of a Ghanaian language	1. Student teachers actively participate in designing TLMs for appropriate classes. Individual/group student teachers demonstrate the use of TLMs for appropriate levels.
	2. Selection and use of textbooks as TLMs for teaching and learning of the oral literature Ghanaian language	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.
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 11. Methods of teaching		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. 1. Class discusses the
		of the oral literature of a Ghanaian language		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	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
			2. Components of a customs, and institutions and the oral literature lesson plan	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	Compon	ent 1: Subject Portfolio As	sessment (30% overall	
Assessment	_	Selected items of students w	*	
(Educative		Mid-semester assessment –	*	
assessment of, for		Reflective journal – 40%		
and as learning)	• (Organisation of the subject p	portfolio – 10% (how i	t is presented/organised)
	• (c r t	class activities such as group presentation will be assessed heir preparations for the pre	p presentations. A copy d. Evidence of research esentation may also be	
	• F	eer assessment report: It w	III involve student teac	hers' honest assessment of their

- colleagues' works in class such as class presentations. Weighting 10%.
- 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%
- 2. Mid-semester assessment: It will involve a short quiz on some of the lessons learned up to week 6. Weighting 20%
- 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%

Assesses Learning Outcomes:

- 1. Selected student teacher works:
 - 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).
- 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).
- 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.

Component 2: Subject Project: (30% overall semester score)

- Introduction- a clear statement of aim and purpose of the project 10%
- Methodology what the student teacher has done and why to achieve the purpose of the project – 20%
- Substantive or main section 40%
- Conclusion 30%

Note:

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.

Assesses Learning Outcomes:

1. Project: It will assess the student teacher's problem-solving skills and innovation towards addressing identified problem. CLO 5.

Component 3: End-of-semester examination- 40% overall

1. End-of-the-semester examination: It will comprise of supply tests such as fill-ins, multiple choice, and short answers. Weighting 40%

Assesses Learning Outcomes:

1. Examinations: The examination will assess student teachers against the following CLOs: 1, 2, 3 & 4. NTS 31, 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)

	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	Video clips of recorded praise poetry
Resources	2. LCD projector.
Required Text for	Agyekum, K. (2013). Introduction to Literature (3rd Ed.). Accra: Media DESIGN.
all Ghanaian Languages:	Agyekum, K. (1999). <i>Introduction to Oral Literature</i> . Trondheim: Trondheim University Press.
Zungungest	Asiamah, S. A. & Lugogye, R. (2006). Introduction to Ghanaian Cultures. Accra:
	Masterman Publications. Finnegan, R. (1998). <i>Oral Literature in Africa</i> . Nairobi: Kenya Int. Press
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	Cambridge University Press
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	Okpewho, I. (1992). African Oral Literature. Background, Character and continuity.
	Indiana: Indiana University Press.
1. Additiona l reading	Adams, G. (2010). Libation Text in Ga. <i>In Journal of Africa Languages and Culture</i> (P 49-53) Winneba. ATGL, Ghana.
list for Ga	Adams, G. & Otoo, R. (2008). <i>Ga Kasemo Wolo Keha SHS Kaseloi</i> . Kaneshie: O'Brian
	Communication Ltd.
	Amartey, A. A. (1992). <i>Omanye Aba</i> . Accra: Bureau of Ghana Languages. Amartey, A. A. (1990). <i>Namoale</i> . Accra: Bureau of Ghana Languages.
2. Additiona	Accam, T. N. N. (1967). <i>Klama Songs & Charts</i> . Legon: Institute of African Studies.
l reading	Caesar, T. O. (1997). E Pees Mo Dangme no. Accra: Moonlight Press.
list for	Engmann, E. A. W. Osofo (2009). <i>Kpawo</i> - Accra: Ansasons <i>Printing Press</i>
Dangme	Yankah, K. (1989). <i>The Proverb in the context of Akan Rhetoric</i> : A Theory of Proverbs Praxis, New York, Paris: Peter Language.
3. Additiona	Bonyah, J. E. (2007). Nzema Agyebe Nee Agyiba Bie Mo. Accra: Asempa Publishers
l reading	Quarm, P. K. K. & Kwesi, G. B. (1998). Nzema Mrɛlɛ Nee Bɛ Ngilenu. Accra: Bureau of
list for Nzema	Ghana Languages
4. Additiona	Aggrey, J. E. K. (1978). Asafo. Tema: Ghana Publishing Corporation
l reading list for	Aggrey, J. E. K. (1980). Ebisaa na Aborome. Accra: Bureau of Ghana Languages.
Fante	Nketia, J. H. (1973). <i>Abofodwom</i> . Tema: Ghana Publishing Corporation Nketia, J. H. (1978). <i>Amoma</i> . Tema: Ghana Publishing Corporation
5. Additiona	Agyekum, K. (1996). Akan Verbal Taboos. MPhil Thesis, NTNU, Trondheim.
l reading	Aggrey, J. E. K. (1978). Asafo. Tema: Ghana Publishing Corporation
list for Twi	Aggrey, J. E. K. (1980). <i>Ebisaa na Aborome</i> . Accra: Bureau of Ghana Languages. Agyekum, K. (2011). <i>Akan Kasadwini</i> . Accra: Dwumfour Publications.
22	Asante, E. K. (2007). Akan Proverbs: Their Origins, Meanings and Symbolical
	Representation
	in Ghanaian Material Cultural Heritage. Accra: Asempa Publishers. Nketia, J. H. (1973). Absfodwom. Tema. Ghana Publishing Corporation
	Nketia, J. H. (1978). Amoma. Tema: Ghana Publishing Corporation
	Oladele, T. (1985). <i>An Introduction to West African Literature</i> . Nairobi: Thomas Nelson & Sons Ltd.
6. Additiona	Agbodeka, F. (1997). (ed). A Handbook of Eweland: The Ewes of Southeastern Ghana.
l reading	Accra: Woeli Publishing Services.
list for Ewe	Akivaga, S.K. & Odaga, B. (1982). <i>Oral Literature</i> , Nairobi: Heinemann Educational Books.
Ewe	Gavua, K. (2000). A Handbook of Eweland: The Ewes of Northeastern Ghana. Accra:
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7. Additiona	Nsoh, A., Fusheini, A. & Ababila, J. (2010). Aspects of Oral Literature in Ghana with
l reading	illustrations from Selected Languages. Saarbrucken: Lambert Academic Publishing.
list for	Sanortey, T.D. (2013). The Literary Devices in Birifor Kontomboore (Festival) Songs.
Dagaare	Journal of African Languages and Culture 2 (1), 121-131.
	Sanortey, T.D. (2012). The Aesthetics of Kontomboor (Birifor Festival) Songs. M.Phil
	Thesis, University of Education, Winneba.
	Tengepare, M. (2014). Literary Appreciation of Dagaare Work Songs. M.A Thesis,
	University of Education Winneba.
	Yabang, C. K. (1991). Banzeyele; Aspects of Dagaare Oral Literature. Tamale: Clekaya
	Publication Series (volume II).
8. Additiona	Nsoh, A., Fusheini, A. & Ababila, J. (2010). Aspects of Oral Literature in Ghana with
l reading	illustrations from Selected Languages. Saarbrucken: Lambert Academic
list for	Publishing.
Kasem	Parrinder, G. (1961). West African Religion: A study of the Beliefs and Practices of Kasem,
	Ewe, Yoruba, Ibo and Kindred People. London: EPOWRT Press.
9. Additiona	Agyakwa, K. O. (1990). The Educational Wisdom of our Fathers. Cape Coast: UCC.
l reading	Bauman, R. (1986). Story Performance and Contextual Studies of Oral Narratives.
list for	Cambridge: Cambridge University Press.
Kusaal	
10. Additiona	Agyakwa, K. O. (1990). The Educational Wisdom of our Fathers. Cape Coast: UCC.
l reading	Bauman, R. (1986). Story Performance and Contextual Studies of Oral Narratives.
list for	Cambridge: Cambridge University Press.
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Gurene	
11. Additiona	Afari- Twako, H.K (2001). Alontorwor Nε Ngbabembra. Tamale: Syber Systems.
l reading	Mahama, M. M. (1973). Gbeadese. Accra: Bureau of Ghana Languages.
list for	Sulemana, I. D. (2001). Ndefoso. Tamale: Syber Systems.
Gonja	
12. Additiona	Abdulai Salifu (2008). Names that prick: Royal praise names in Dagbon. PhD
l reading	dissertation, Indiana University
list for	Bauman, R. (1986). Story Performance and Contextual Studies of Oral Narratives.
Dagbani	Cambridge: Cambridge University Press.
	MacGaffey, W. (2013). Chiefs, Priests and Praise-Singers: history, politics and land
	ownership in northern Ghana. Virginia: University of Virginia
	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
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Title of Lesson	Theories of	composition	and aesthet	c formation	ons	Lesson	n Duration	3
Lesson description	This lesson literature	introduces the	e student te	achers to theories of composition aesthetic forms in oral				
Previous student teacher	The studer	it teacher ha	s heard of	composit	ions of app	ellation	s, dirges etc. be	fore. Student
knowledge, prior learning							n his or her comm	
(assumed)					- -			,
Possible barriers to	Possible lac	k of knowledg	e of the cor	nnosition	and aestheti	cs in or	al literature migh	t he a harrier
		_	ge of the cor	iipositioii	and aestneti	CS III OI	ai iiterature iiligir	t be a barrier
learning in the lesson	Large class							T
Lesson Delivery – chosen to		actical Wo		eminars	Independe	enτ	e-learning	Practicum
support students in		tivity Bas			Study		opportunities	
achieving the outcomes	face		rning					
Lesson Delivery – main							ning methods will	be employed
mode of delivery chosen to	Practical Ad	:tivity: Studen	ts will go or	line to sea	arch for infoi	mation	I	
support student teachers in	e-learning	opportunity: N	Mobile phon	es and oth	her available	techno	logy will be used	
achieving the learning								
outcomes.								
Learning Outcome for	Learning O	utcomes		Learnin	g Indicators		Identify w	hich cross
the lesson, picked and	Learning of				g maicators		cutting issu	
developed from the							transferable	skills,
								•
course specification							• •	
 Learning indicators for 							_	iversity. How
each learning outcome								addressed or
						developed?		
		rate knowledg		monstrate		It is possible that studen		
		ing of the ora	kno	owledge and		teachers may not be awa		
	of a Ghanai	an language o	understanding of oral			that compositions exist for		
	and facilitat	te its use amo	ng	lite	rature of a G	hanaiaı	n oral literature	with its
	learners. (N	TS 2c:13), (NT	S	lang	guage.		aesthetics . Th	nis can be
	3i:14),(NTE	CF 3: 20), (NTS	S 2c: 13),	 exp 	olain some co	ncepts	solved by aski	ng student
		, (NTS 2e, f: 13		-	oral literature	-	teachers to do	_
	14), (NTECF			anaian langu		search and do	further	
	,,,	,		ilitate the us	•	reading after		
				ch concept of		_	ls targeted	
					•		include	is targeted
				literature of Ghanaiar language in learning.				ication
	4 plan and	teach all asp	acts of the	1		-	commun	
				n lessons to			٠,	
	Ghanaian	language		ects of the			•	
	appropriate age level and to all manner of learners in the teaching				rature of a G	ihanaia		
					guage.			skills, digital
		ng process.		• use	Ghanaian I	anguag	e literacy,	
		: 13), (NTS 3		to	teach all ma	anner o	of	
	(NTECF 3:	20), (NTS 2	2d, f: 13),	lear	rners at	th	e	
			ann	oropriate age	level.			
	(NTECF 4: 4	3).		apr				
Topic: Theories of	(NTECF 4: 4	-	2				chieve learning or	utcomes:
Topic: Theories of composition and aesthetics		3). Stage/time	2	Teachin	g and learni	ng to a	chieve learning or	
Topic: Theories of composition and aesthetics		-	9	Teachin depend	ng and learni ling on delive	ng to ac	le selected. Teacl	ner led,
		-	2	Teachin depend collabor	ng and learni ling on delive rative group	ng to ac	le selected. Teach r independent st	ner led, udy
		-	e	Teachin depend collabor	ng and learni ling on delive	ng to ac	le selected. Teacl	ner led, udy
		Stage/time	on: 10 mins	Teachin depend collabor	ng and learni ling on delive rative group r Activity	ng to ac	le selected. Teach r independent st	ner led, udy
		Stage/time		Teachin depend collabor Teacher Face-To	ng and learni ling on delive rative group r Activity	ng to ac ery mod work o	le selected. Teach r independent st Student Activ	ner led, udy vity
		Stage/time		Teachin depend collabor Teacher Face-To	ig and learni ling on delive rative group r Activity -Face	ng to ac ery mod work o	le selected. Teacl r independent st Student Activ Face-To-Face Student teach	ner led, udy vity ers explain
		Stage/time		Teachin depend collabor Teacher Face-To Tutor a is. This i	ing and learni ling on delive rative group r Activity D-Face sks what lite is to revise h	work o	r independent st Student Activ Face-To-Face Student teach what literatur	ers explain e is based on
		Stage/time		Teachin depend collabor Teacher Face-To Tutor a is. This i done in	ing and learni ling on delive rative group r Activity D-Face sks what lite	rature as been	Face-To-Face Student teach Student Activ Face-To-Face Student teach what literatur their experien	ers explain e is based on

		1	I	
			Tutor then introduces oral	Student teachers note
			literature as a type of	down the topic for the day
			literature	
			(PDP Theme 3, P. 64)	
	What are	Stage 1: 30mins	Face-To-Face/discussion/e-	Face-To-Face/discussion/e-
	theories		learning opportunity Tutor asks student teachers	learning opportunity Students search for
			to search online some	information on some
			theories of composition of	theories underpinning the
			oral literature	composition of oral literature.
			Tutor guides student	
			teachers to discuss some	Student teachers discuss
			theories of composition of	some of the theories of
			oral literature.	composition of oral
				literature.
			Tutor guides student	
			teachers to discuss two	Student teachers notes
			those theories in detail.	down the details of the two
				discussed theories.
		Stage 2: 80mins	Face-To-Face/E-learning	Face-To-Face
	What is		Tutor shows a video clips of	Student teachers watch the
	aesthetic		someone performing a	video clips and discuss
	formation		dirge and another reciting	what they see with
			poetry.	colleagues
			Tutor asks student teachers	Student teachers share
			to share their ideas on what	their views about what
			they watch in the video.	they watched in the videos
			Tutor asks group to	in class.
			brainstorm on what	
			aesthetics is about.	Student teachers
			Tutor uses the video to	brainstorms on what
			explain in general what	aesthetics is about.
			aesthetics is about through	Student teachers partake in
			class discussion (PDP	the discussion.
			Theme 4, P. 79)	Student teachers ask
				questions to facilitate
				1
			Tutor answers questions	better understanding
			from student teachers for	better understanding
		Store 2. 40min	from student teachers for clarification.	_
		Stage 3: 40mins	from student teachers for clarification. Face-To-Face/seminar/e-	Face-t-face/seminar/e-
		Stage 3: 40mins	from student teachers for clarification. Face-To-Face/seminar/e-learning opportunity	Face-t-face/seminar/e-learning opportunity
		Stage 3: 40mins	from student teachers for clarification. Face-To-Face/seminar/e-learning opportunity Tutor asks students	Face-t-face/seminar/e- learning opportunity Student teachers search
		Stage 3: 40mins	from student teachers for clarification. Face-To-Face/seminar/e-learning opportunity Tutor asks students teachers to search online	Face-t-face/seminar/e- learning opportunity Student teachers search online for some celebrated
		Stage 3: 40mins	from student teachers for clarification. Face-To-Face/seminar/e-learning opportunity Tutor asks students teachers to search online for some prominent	Face-t-face/seminar/e- learning opportunity Student teachers search online for some celebrated Ghanaian oral literary
		Stage 3: 40mins	from student teachers for clarification. Face-To-Face/seminar/e-learning opportunity Tutor asks students teachers to search online for some prominent Ghanaian literary scholars	Face-t-face/seminar/e- learning opportunity Student teachers search online for some celebrated
		Stage 3: 40mins	from student teachers for clarification. Face-To-Face/seminar/e-learning opportunity Tutor asks students teachers to search online for some prominent Ghanaian literary scholars with oral literature works.	Face-t-face/seminar/e-learning opportunity Student teachers search online for some celebrated Ghanaian oral literary scholars as role models.
		Stage 3: 40mins	from student teachers for clarification. 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	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
		Stage 3: 40mins	from student teachers for clarification. 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'	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
		Stage 3: 40mins	from student teachers for clarification. 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	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
		Stage 3: 40mins	from student teachers for clarification. 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	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.
		Stage 3: 40mins	from student teachers for clarification. 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	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
		Stage 3: 40mins	from student teachers for clarification. 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	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
		Stage 3: 40mins	from student teachers for clarification. 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.	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
		Stage 3: 40mins	from student teachers for clarification. 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	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
		Stage 3: 40mins	from student teachers for clarification. 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	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
		Stage 3: 40mins	from student teachers for clarification. 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.	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
		Stage 3: 40mins	from student teachers for clarification. 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	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
		Stage 3: 40mins	from student teachers for clarification. 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	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

	Closure/Co nclusion	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 –	· ·		od: Assessment for and as learning (
evaluation of learning: of,	communicati	communication, team work/collaboration, enquiry skills, digital literacy)						
for and as learning within								
the lesson(linked to	Assesses Lea	rning Outcomes:	Course learning outcome 1, 4					
learning outcomes)								
Teaching Learning	• Proj	ector						
Resources	• Vide	o clip/ YouTube v	videos					
	 Lapt 	ops						
Required Text (core)	Agyekum, K.	(1999). Introducti	ion to Oral Literature. Trondheim: Tron	ndheim University Press.				
Additional Reading List								
CPD Needs	Workshop or	aesthetics.						

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	Oral liter	ature			Lesso	n Duratio	on			3
Lesson description		The lesson discusses what oral literature is, its forms and importance of oral literature.								
Previous student teacher		Student teachers already know what literature generally is from their previous lesson. They may								
knowledge, prior learning	have hea	have heard folklore, proverbs, in speeches as well as praise poetry in their communities.								
(assumed)										
Lesson Delivery – chosen	Face-	Practical	Work-	Sen	ninars	Indepe		e-learning	Pract	icum
to support students in	to-face	Activity	Based			nt Stud	ly	opportunities		
achieving the outcomes			Leaning	g						
Lesson Delivery – main		ace: Discussi		<i>c</i>						
mode of delivery chosen		dent study: II		reflectio	is and rea	ading ass	signme	ent		
to support student		Group prese		mahila r	h a n a s a n	d cooreb	ing fo	r information onli		
teachers in achieving the	e-iearnin	g opportunit	y: Use of	шорпе р	nones an	u search	iirig io	r information onlir	ie	
Learning Outcomes.	Loarning	Outcomes		Loarning	Indicato	re	Idon	tify which cross	cutti	na iccuoc
 Learning Outcome for the lesson, picked 	Learning	Outcomes		Learning	illuicato	13		and transferable		-
and developed from								ity and addressin		
the course							_	these be addresse	_	-
specification	1. demor	strate know	edge	demonst	rate knov	vledge		lent teachers may		
 Learning indicators 		erstanding of	-		erstandin			ns of oral literature		
for each learning		ature of a Gh		oral liter	ature of a	1	imp	ortance to the soci	ety. St	udent
outcome4.	language	of study, and	d l	Ghanaia	n languag	e.	teac	teachers can do some research on the		
	facilitate	its use amon	g	explain s	ome cond	cepts of	importance and form in their			
	learners.	(NTS 2c:13),	(NTS	oral liter	ature of a	ı	communities for class.			
		TECF 3: 20),	-		n languag		•	Core skills targete		
		NTS 1f:12), (I			the use o			reflection, comm		on, critical
		, (NTS 3c: 14)	-		of oral lite		thinking, collaboration,			
	(NTECF 3	: 20).			naian language in observation and enquiry skills,					
				learning.				digital literacy,		
	4. demo	nstrate knov	wledge	4.1. emլ	loy appr	opriate				
	and skil	in teachir	g the	various teaching and						
	forms of	oral litera		learning strategies in the						
			0 0	forms o	oral lit	erature				
		g, i: 14), (NT	-	classrooi						
	14), (NTE	CF, p. 43)			appropria					
				_	strategie					
					learners backgrou					
Tonic: What is oral	Sub topic	Stoo	-				chio	e learning outcom	ace do	nonding
Topic: What is oral literature?	Sub topic	e Stag	-	-		_		cher led, collabora		
					endent st		ca	cr ica, collabore	tive gi	Cup Work
				Teacher		,		Stud	dent A	ctivity
		Intro		Face-To-				Face-To-Face		
		on:		With a p	evious kı	nowledg	e of	Student teache	rs resp	ond by
		10 n			and its a	_		sharing their in		
				values, t	ne tutor a	sks stud	ent	experiences wit	h some	e of the
					to share			traditional oral		
					ce with s			that they witne	ss in th	eir
				•	nces the	•	s in	communities.		
				their con	nmunities	S.				

	What is oral	Stage 1:	Face-To-Face/e-learning	Face-To-face/ e-learning
	literature	20mins	opportunity	Student teachers search online
			Tutor asks student teachers to	and share their views.
			search online what oral	Each group shares with the class
			literature is in groups.	their findings on how oral
			Tutor guides the student	literature can be defined from
			teachers to discuss what oral	their online search.
			literature is. (PDP Theme 4, P.	
			79)	
	Forms and importance of	Stage 2: 90mins	Face-To-Face/e-learning opportunity/discussion/semina	Face to face/e-learning opportunity/discussion/semina
	oral literature	30111113	r	r
			Tutor shows a documentary of	Student teachers watch the
			a traditional ceremony where	documentary attentively and
			appellations and dirges are	take down notes.
			performed in a Ghanaian	Fach group note down the
			language.	Each group note down the observations and present them
			Tutor groups the class into and	in class for discussion.
			assigns each group as specific	
			aspect of the video to pay	Student teachers takes part in a
			attention to and subsequently share their observations in	discussion of what was in the documentary. They get
			class.	clarification on the forms of oral
			Tutor guides student-teachers	literature and their specific
			to discuss the what was seen in	features from the tutor/lecturer.
			the documentary.	
			Tutor discusses the forms of	
			oral literature and its features	
			in class discussion	
		Stage 4:	Face-To-Face & Independent	Face-To-Face & Independent
		30mins	Learning Tutor assigns the group another	Learning Student teachers groups present
			task to discuss the importance	their findings on the importance
			of oral literature.	of oral literature for the whole
			Tutor listens as student	class discussion.
			teachers think pair share their	
			findings of importance of oral literature. (PDP Theme 9, P. 21)	
		Closure/C	Face-To-Face &	Face-To-Face &
		onclusion:	Tutor asks some student	Student teachers summarize the
		20mins	teachers to orally summarize	lesson by highlighting the key
			the lesson highlighting the key	points learned in the lesson.
			points learned.	Student teachers ask questions
			Tutor responds to questions	they may have for clarification
			from students for clarification	, , , , , , , , , , , , , , , , , , , ,
				Assignment: Student teachers
			Assignment: Tutor asks student	prepare ahead of the next
			teachers prepare for	lesson by preparing for the
			presentation through role play/dramatization on some of	presentation on specific forms of oral literature in their
			the forms of literature for the	communities and their forms.
			next class by giving each group	
			a specific form of oral literature	
1			to be presented in the course.	

Lesson assessments –	Summary of Assessment Method:
evaluation of learning: of,	Assessment of, for and as learning (Summative assessment): (Core skills targeted are
for and as learning within	communication, team work/collaboration, enquiry skills, digital literacy)
the lesson(linked to	
learning outcomes)	Assesses Learning Outcomes: Course learning outcome 1, 4
Teaching Learning	smartphone
Resources	Laptops
Required Text (core)	Agyekum, K. (1999). Introduction to Oral Literature. 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.

Year of B.Ed.	3	Semester	2	Place of lesson in semester	12 3 456789101112
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Title of Lesson	Folktale			Lesson Dur	ation			3	
Lesson description	The lesson in	troduc	es the studer	t teachers to w	hat folktal	e is an	d its chara	cteristics	s. It compare
	its features i	n recen	t times						
Previous student teacher	Students hav	tudents have had a lesson what oral literature is in the last lesson.							
knowledge, prior learning									
(assumed)									
Possible barriers to		udent teachers might have heard much about folktale and its characteristics from their previous							
learning in the lesson	schools and i								
Lesson Delivery – chosen	Face- Prac		Work-	Seminars	Independ	lent	e-learnin	_	Practicum
to support students in	to- Activ	/ity	Based		Study		opportu	nities	
achieving the outcomes Lesson Delivery – main	face to face	onno	Learning	extended and c	ohoront lie	oo of a	raumont I	t include	c discussion
mode of delivery chosen				extended and c er, etc. This car					
to support student	not usually b			rei, etc. Tilis cai	i be tutor a	and / o	i studenti	teacher it	eu. It siloulu
teachers in achieving the				udents to engag	e with rele	vant ai	nd approp	riate mat	terials to
learning outcomes.				tive enquiry, mo					
	be part of an				•	•		·	
	Seminars: to	genera	ate group and	individual creat	tivity, discu	ussion a	and reflect	tion: stud	lent and / or
	tutor led.								
				ng the use of in					
				any of the abov	e modes o	of deliv	ery. It is u	nlikely to	be a delivery
	mode in its o		it.						
Learning Outcome for	Learning Out	comes		Learning Indica	ators		-		utting issues
the lesson, picked and developed from				core			and transferable skills, sivity, equity and addressing		
the course						divers		w will	
specification							ssed or d		
Learning indicators	1. demonstra	te knov	uladga and				cely that the time allocated may		
					lt is lil	keiv that t	he time a	allocated may	
_	understandir		_		-		•		
for each learning outcome		g of the	e oral	 employ appr various teac learning stra 	hing and	not be	e sufficien	t to deal	allocated may with folktale: e solved by
for each learning	understandir	g of the Ghana	e oral aian	various teac	hing and	not be	e sufficien	t to deal nis can be	with folktales solved by
for each learning	understandir literature of language of s facilitate its u	g of the Ghana tudy, and Ise amo	e oral aian nd ong	various teac learning stra classroom 1.2. use approp	hing and ategies in oriate	not be in det tutor/	e sufficien ails and th lecturer a	t to deal nis can be sking stu	with folktales solved by
for each learning	understandir literature of language of s facilitate its u learners. (NT	g of the Ghana tudy, and Ise amo S 2c:13)	e oral aian nd ong), (NTS	various teac learning stra classroom 1.2. use approp teaching stra	hing and ategies in oriate ategies	not be in det tutor/ teach before	e sufficien ails and th lecturer a ers to do o e the lesso	t to deal nis can be isking stu online res	with folktale e solved by dent search a wee
for each learning	understandir literature of language of s facilitate its u learners. (NT 3i:14),(NTEC	g of the a Ghana tudy, and ise amo S 2c:13)	e oral aian nd ong), (NTS (NTS 2c:	various teac learning stra classroom 1.2. use approp teaching stra to cater for l	hing and ategies in oriate ategies learners	not be in det tutor/ teach before prese	e sufficien ails and th 'lecturer a ers to do de e the lesso ntation.	t to deal nis can be isking stu online res on and do	with folktale e solved by dent search a wee o some
for each learning	understandir literature of language of s facilitate its u learners. (NT 3i:14),(NTEC 13), (NTS 1f::	g of the a Ghana tudy, and ise amo S 2c:13) 5 3: 20), (NT	e oral sian nd ong), (NTS (NTS 2c: S 2e, f: 13),	various teac learning stra classroom 1.2. use approp teaching stra to cater for with differen	hing and ategies in oriate ategies learners	not be in det tutor/ teach before prese	e sufficien ails and the lecturer a ers to do contact the lesse that the lesse that the lesse that ion.	t to deal nis can be sking stu online res on and do targeted	with folktale: e solved by dent search a wee o some include
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	Folktale features	Stage 40mins Stage 50mins	3:	Tutor listens to the presentation that deals with the definition, and importance of folktales in the society. (PDP Theme 3, P. 75) Face-To-Face 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 & E-learning Tutor the discuss the presentation by the students on the various aspects of folktale in relation to what was in the	Student teachers listen to the presentation on folktales, write down notes and ask questions. 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 Face-To-Face & E-learning Student teachers partake in the class discussion on the various aspects of folktale.
				video . Tutor asks groups to note down key points from the discussion and asks questions for clarification. (PDP Theme 4, P. 79)	Student teachers note down the key points from the discussion and asks questions for clarification
		Stage 30mins	5:	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)	targeted are cor	mmunication,	tea	: Assessment for and as learning (om work/collaboration, enquiry skill purse learning outcome 1	
Teaching Learning Resources	SmartpLaptopVideo				
Required Text (core)	Agyekum, K. (19	99). Introduc	tion	to Oral Literature. Trondheim: Tron	ndheim University Press.
Additional Reading List					
CPD Needs	A seminar on ho	w to teach fo	lkta	les in contemporary times	

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	Praise poetr	у			Lesson Duratio	on	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- Pra	ctical	Work- Based Learning	Seminars	Independen t Study	e-learning opportunities	Practicum		
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	Face-to-face Independen Seminars: E-learning o	t study:	ties						
Learning Outcome for the lesson, picked and developed from the course	Learning Outcomes			Learning Indicators Identify which cross cutting issues core and transferable skinclusivity, equity and address diversity. How will these					
specification • Learning indicators for each learning outcome	1. demonstr and underst oral literatur language of facilitate its learners. (N ⁻ 3i:14),(NTS 1f: 13), (NTS 3c 20). 2. demonstr and skills in of oral litera Ghanaian lai 13), (NTS 3i:	anding of re of a Gh study, an use amor rs 2c:13), (F 3: 20), (12), (NTS: 14), (NT) ate know the apprery texts anguage. (14)	the danaian d deng (NTS 2c: 2e, f: ECF 3: eledge eciation and of a NTS 2c:	literature Ghanaian 1.5. explain so of oral lite Ghanaian 1.6. facilitate t each conc literature Ghanaian learning 2.1. appreciate texts of a language.	ate e and ding of oral of a language. me concepts rature of a language he use of ept of oral of a language in oral literary Ghanaian	addressed or devel It is possible that so teachers might not praise poetry befor presentation and Yo be used Critical thinking, co enquiry skills, digita and inclusion	me student have heard of e. PowerPoint ouTube videos can llaboration, al literacy, diversity		
Topic: Praise Poetry	Sub topic	Stag	e/time	depending on	delivery mode	hieve learning out e selected. Teach independent stu	er led,		
				Teacher Activi	<u> </u>	independent stu	ay Ident Activity		
		Intro	oductio	Face-To-Face	Ly	Face-To-Face	ident Activity		
		n: 10		Tutor asks stu	dent teachers		ners share their		
		''' 10		to share their					
				how prominer	•	•	•		
				in their comm	unities are	praise both th	ne living and the		
			death on thei	r good deeds.					

	I	1	bases on the aturdant	
			bases on the student	
			teachers' response to	
<u> </u>	What is	Stage 1:	introduce the term poetry. Face-To-	Face-To-
		Stage 1: 30min		
1 '	praise	3011111	Face/brainstorming/e- learning	Face/brainstorming/E- learning
	poetry		_	
			opportunity/demonstration	opportunity/demonstration Student teachers search
			Tutor asks student teachers	
			to look up the concept of	online for the concept of
			poetry, brainstorm on the	poetry and then brainstorm
			concept and then discuss it in	on the concept.
			class.	
			Total the considerable stoods at	Student teachers base on
			Tutor then guides the student	their understanding of poetry
			teachers to define what	to come up with the
			praise poetry is and asks	explanations of praise poetry.
			volunteers to demonstrate	Student teachers demonstrate
			how praise poetry is recited.	the praise poetry by reciting.
	Types and	Stage 2:	Face-To-Face/class	Face-To-Face & E-learning
	themes of	20min	discussion	Student teachers discuss the
1	praise		Tutor leads a class discussion	types of poetry and explain
l t	poetry		on the types and themes of	praise poetry as one type.
			praise poetry	
	Analysing	Stage 3: 60	Face-to-face/class	Face-to-face/class
l F	praise	mins	presentation/class discussion	presentation/class discussion
	poetry		Tutor invites a resource	Student teachers listen to a
			person to give a talk on praise	talk by a resource person on
			poetry of a Ghanaian	praise poetry and then discuss
			language. Tutor asks student	the features of praise poetry
			teachers to listen attentively	and occasions at which they
			and take down notes.	are performed.
			Tutor groups student	Student teacher groups create
			teachers to create and recite	their own praise poetry based
			praise poetry based on	on assigned themes and recite
			assigned themes. The	them in class. The class
			groupings and the selection	discusses the themes in
			of the leaders of the group	poetry and appreciates them.
			should pay particular	, , , , , , , , , , , , , , , , , , , ,
			attention to communication	
			issues such as SENs, gender,	
			mixed abilities, inclusivity,	
			equity, etc.	
1	Importance	Stage 4: 50	Brainstorming/e-learning	Brainstorming/e-learning
	and benefits	mins	opportunity	opportunity
	of praise	5	Tutor assigns each student	Student teachers will watch a
	poetry		teacher to write down the	performance of praise poetry
	pocti y		relevance of praise poetry in	and do individual assignments
			contemporary times as they	on the aesthetics of that
			watch a video of recital of	praise poetry. Student
			praise poetry.	teachers explain the relevance
			Tutor guidos studost to ab	of praise poetry. Student
			Tutor guides student teachers	teachers brainstorms on the
			to discuss what they wrote	relevance of praise poetry in
			down for peer assessment.	the community. Students peer
				assess the presentation.

	Closure:	Face-To-Face	Face-To-Face
	10min	Tutor asks students to	Students summarize the
		summarize the lesson by	lesson highlighting the key
		sharing the key points they	points they have taken from
		have learned.	the lesson.
		Tutor assigns students the	Student teachers note down
		task to watch/witness a	the home assignment to be
		praise poetry recital in the	submitted later on.
		community and do a report	
		on the selection of diction,	
		structure and its relevance in	
		modern times.	
Lesson assessments –	Summary of Assessment	: Method: Assessment for and as le	arning (Group presentation on
evaluation of	the team teaching asses	sed (Core skills targeted are commu	inication, team
learning: of, for and	work/collaboration, enq	uiry skills, digital literacy)	
as learning within			
the lesson(linked to	Assesses Learning Outco	mes: Course learning outcome 6	
learning outcomes)			
Teaching Learning	 YouTube Video 		
Resources	 Laptops 		
	 Projector 		
Required Text (core)	Agyekum, K. (1999). <i>Intr</i>	oduction to Oral Literature. Trondhe	im: Trondheim University Press.
Additional Reading			
List			
CPD Needs	Seminar on how to teach	n praise poetry in the Upper Primary	classroom

Year of B.Ed.	3	Semester	2	Place of lesson in semester	1234 5 6789101112
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Title of Lesson	Traditional so	ongs			Le	esson Dura	ition	3	
Lesson description		This lesson introduces the student teacher to the nature and structure of some popular traditional congs of a Ghanaian language.							
Previous student teacher knowledge, prior learning (assumed)	Student teach	ners have h	eard some t	raditional song	gs being s	sang in the	eir communitie	es before.	
Possible barriers to	Student teach	ners may n	ot know stri	ucture of the tr	aditiona	I songs of	a Ghanaian la	nguage. T	hey may
learning in the lesson	not know hov	•				Ü		0 0	
Lesson Delivery –	Face-to- Pra	actical	Work-	Seminars	Indepe	ndent	e-learning	Prac	ticum
chosen to support	face Ac	tivity	Based		Study		opportunities	3	
students in achieving			Learning						
the outcomes									
Lesson Delivery – main mode of delivery chosen to support student	Face-to-face: Independent Seminars: e-learning op	-							
teachers in achieving the learning outcomes.									
 Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	Learning Outo	comes		Learning Indic	cators	and tran	which cross consferable skills and addressing se be addresse	, inclusivi diversity	ity, . How
	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			literary texts of the Ghanaian. be solve 3.1. show an poetry in		udent teachers may not still have erest in poetry learning and this can solved by showing the relevance of etry in development through video cumentary sent to them ahead of the son.		his can ince of video	
	3:20),(NTECF			language.					
Topic: Traditional	Sub topic	Stage/	time/	Teaching and					
songs of a Ghanaian				depending on					
language			-	collaborative		ork or ind	1	-	
				Teacher Activ	ity		Student Act	ivity	
	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		

	T			
			Tutor listens to their vies and	views and note down the
		0. 1.10	introduces the topic for the day	topic for the day.
	What is	Stage 1: 40mins	Face-To-Face/Practical	Face-To-Face/Practical
	traditional		Activity/e-learning	Activity/e-learning
	song		opportunity	opportunity
			Tutor asks student teachers in	Student teachers explain to
			their mixed ability groups to	the class what traditional
			explain that traditional song is	song is from their online
			from their online search before	research.
			the lesson.	Groups discuss the features
			Tutor asks student teachers to	of traditional songs and share
			discuss in their groups the	with another group.
			features of traditional songs	Student teachers clarify their
			and share with other groups.	explanation on what
			Tutor guides student teachers to understand what traditional	traditional songs are and their features.
				their leatures.
			songs are and their features.	
	T of	Chara 2: FOrsina	(PDP Theme 3, p. 75)	Face To Face
	Types of traditional	Stage 2: 50mins	Face-To-Face Tutor guidos student teachers	Face-To-Face Student teachers, partake in
	songs		Tutor guides student teachers to discuss the types of	Student teachers partake in the class discussion as they
	3011g3		traditional songs after playing	have also done research
			two more types of traditional	before the lesson after
			songs	listening t the songs played
			Tutor asks student teachers to	student teachers perform a
			perform any of the traditional	type of traditional song in
			song in the community for peer	class for peer review.
			review. (PDP Theme 3, p. 75)	sides for poor review.
		Stage 3: 30mins	Face-To-Face	Face-To-Face
	Appreciation	· ·	Tutor tasks student teachers to	Student teachers do an
	of		do an appreciation of the	appreciation of the
	traditiona		traditional song performed in	traditional song sang in class
	l song		the class for peer review.	for peer review.
			Tutor clarifies the appreciation	Student teachers listen to
			done on the tradition songs	the clarification by the tutor
				and correct misconceptions
				about traditional song
	Importance	Stage 4: 40mins	Face-To-Face & Practical	Practical Activity
	and benefit of		Activity	Student teachers in groups
	traditional		Tutor asks student teachers in	present their findings on the
	song		their groups to present orally	importance and benefit of
			to the class the importance and	traditional songs.
			benefit of traditional song from	Student teachers share their
			their online search before the	view on traditional songs and
			lesson.	contemporary songs and note
			Tutor leads class discussion to	don the differences and
			compare the traditional songs	similarities.
			and contemporary ones and draw the distinctions	
	Closure	Stage 5:20min	Face-To-Face	Face-To-Face
	Ciosuie	Juage J.ZUIIIII	Tutor recaps the lesson by	Student teachers ask
			making reference to the songs	questions for clarification on
			played.	issues they have not
			Tutor reminds student teachers	understood well, if any.
			of their action research project	Student teachers take note of
			and gives a reading /online	the reminder and the
			search for the next topic.	reading/online search
				assignment for the next
				lesson.
L	L	l .		-

Lesson assessments – evaluation of	Summary of Assessment Method: Assessment for and as learning ((Core skills targeted are communication, team work/collaboration, enquiry skills, digital literacy)
learning: of, for and as learning within the lesson(linked to learning outcomes)	Assesses Learning Outcomes: Course learning outcome 2
Teaching Learning Resources	 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.

Year of B.Ed.	3	Semester	2	Place of lesson in semester	12345 6 789101112
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Title of Lesson	Symbols				Lesson Duratio	n	3			
Lesson description		his lesson talks about the concept of symbols of a Ghanaian language. It focuses on what ymbols are, their types and their relevance to speakers of a Ghanaian language.								
Previous student teacher	Student teac	Student teachers have seen symbols before.								
knowledge, prior learning		Student teachers could tell what some symbols represent.								
(assumed)		3445 N 5545 N 5 5 5 5 1 4 5 5 N 5 5 1 5 5 1 5 5 1 5 5 1 5 5 1 5 5 1 5 5 1								
Possible barriers to	Student teac	hers may not	be able to	tell the sto	ry behind a symbo	ol.				
learning in the lesson										
Lesson Delivery – chosen	Face- Prac	tical Wo	rk-	Seminars	Independent	e-lear	ning	Practicum		
to support students in	to- Acti	vity Bas	ed		Study	oppoi	tunities			
achieving the outcomes	face	Lea	rning							
Lesson Delivery – main	Face-to-face	:								
mode of delivery chosen	Independent	study:								
to support student	Seminars:									
teachers in achieving the	Practical acti	vity:								
learning outcomes.										
Learning Outcome for	Learning Out	comes	Learn	ing	Identify which	cross	cutting iss	ues-core and		
the lesson, picked and			Indica	itor	transferable	skills, i	inclusivity,	equity and		
developed from the					addressing di	iversity.	sity. How will these be			
course specification					addressed or d	levelop				
Learning indicators	2. demonstra	ite knowledge	2.1. a	2.1. appreciate It is possil		le the tutor/lecturer may know all				
for each learning	and skills in t	_	oral literary texts		the symbols for all communities . This can be					
outcome	appreciation	of oral	of the	Ghanaian	solved by tutor informing student teachers					
	literary texts	and of the		about two weeks to the lesson to do s				do some		
	Ghanaian. (N	TS 2c: 13),	online re			online research before class.				
	(NTS 3i: 14)				Core skills tar			rgeted include		
					communication, critical thinking,			king,		
					collaborat	ion, obs	servation a	nd enquiry		
					skills, digi	tal litera	су			
Topic: Praise	Sub topic	Stage/time		Teachin	g and learning to	achieve	learning o	utcomes:		
poetry(analysis and				depend	ing on delivery mo	ode sele	cted. Teac	her led,		
importance)				collabo	rative group work	or inde	pendent st	udy		
				Teacher	Activity	St	udent Acti	vity		
	Introduction			Face-To	-Face	Fa	ce-To-Face	<u> </u>		
		Stage 1: 10	mins		revious lesson wit	-	nswer the c			
		0 = ==			s through question		ked by the			
					wer technique.		tor/lecture	r to revise		
					splays some		evious less			
					to the class to tel			hers look at		
				-	ey represent.		the symbol and discuss			
					troduces the topic	: w	what they represent.			
		<u> </u>		for the I	esson.					
	What are	Stage 2: 40	mins	Face-To	-Face & Seminar	Fa	ce-To-Face	& Seminar		
	symbols			Tutor p	ut student teacher	s St	udent teac	hers in		
				into gro	ups to explain wha		oups expla			
				a symbo	ol is.	sy	mbol is fro	m the online		
					sks student teache		search don	e before the		
				to share	their explanation	le	sson.			
				with the			udent teac			
				Tutor cl	arifies to the class	th	eir explana	tion of		

	Types of symbols	Stage 3: 80mins	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. 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	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. 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 and asks questions on the history of symbols, its origin, place that use the symbol etc	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 & E-learning	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. Face-To-Face & E-learning
		School visit	Tutor asks student teachers to put in their school reflective journal some symbols, their relevance and meaning in the schools during visit.	Student teachers observe during school visit some symbols and put them in them 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)	journal on the work/collabor			
Teaching Learning Resources		tphones		
Required Text (core)		& Lugogye, R. (2006). <i>I</i>	ntroduction to Ghanaian Culture	es. Accra: Masterman
Additional Reading List	Publications.			
CPD Needs	Seminar on te	aching traditional songs	of a Ghanaian language	
	<u> </u>			

Year of B.Ed.	3	Semester	2	Place of lesson in semester	123456789101112
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Title of Lesson	Riddles and pu	ızzles			Lesso	n Durat	ion 3			
1100 01 2000011	maares and po				20330					
Lesson description	language. It als the importance	This lesson introduces the student teacher to the concepts of puzzles and riddles of a Ghanaian anguage. It also examines the differences between puzzles and riddles and their structure as well the importance.								
Previous student	The student te	e student teachers have heard riddles before								
teacher knowledge,										
prior learning										
(assumed) Possible barriers to	Charlena harrala		long and the small section	CC	Latinatia atab	- 1 4				
	Student teach	-	know the air	rrerences and	i similaritie	es betwe	een riaaies a	and puzzies		
learning in the lesson Points on inclusivity,	Large Class size	е								
equity and addressing diversity										
Lesson Delivery –	Face-to-face	Practical	Work-	Seminars	Independ	dent	e-learning	Practicum		
chosen to support		Activity	Based		Study		opportuniti	ies		
students in achieving			Leaning							
the outcomes Lesson Delivery – main	Face-to-face:									
mode of delivery chosen to support student teachers in achieving the learning outcomes.	Independent s Practical Activ e-learning opp	rity:								
Learning Outcome	Learning Outc	omes		Learning In	dicators	Identi	fv which cr	oss cutting issues-		
for the lesson, picked and developed from the course				core and inclusivity, diversity.			and tra ivity, equit sity. How	_		
specification	6. demonstrat	te knowledg	e and skills				Many student teachers have no			
 Learning indicators for each learning 	in teaching Ghanaian Lan	oral literat guage. (NTS	ure in a 1a, b, e:	knowledge and skill ki			knowledge of puzzles and riddles of a Ghanaian language.			
outcome	12), (NTECF 4			literature	in a		•	dent teachers do		
	(NTECF 3: 20),	(NTS 2f:13),	(NTECF 3:	Ghanaian La				structure and		
	32).			6.2. factor i				es and riddles. This		
				individual le diversity in				d by asking student to research before		
				and lessons		_	eachers to u he lesson.	o research before		
				ana 10330113	uclivery		116 1633011.			
	Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills digital literacy,						on, critical aboration, and enquiry skills,			
Topic: Tradition songs	Sub topic	Stage/tin	ne	_				g outcomes:		
						-	selected. Te			
						ork or i	ndependent			
				Teacher Act	tivity			Student Activity		
		Introduct mins	ion: 10	Face-To-Face Tutor asks s summarise	tudent to	us	Face-To-Fa Student to the last les	eachers summarise		
				lesson.						

Give an overview of the new lesson or puzzles and riddles. What is a puzzle and a riddle Tutor introduces the topic on puzzle and riddle and use leading and probing Give an overview of the new lesson of the	eview.
what is a puzzle and a riddle Stage 1: 40 mins Face-To-Face Tutor introduces the topic on puzzle and riddle on puzzle and probing and explanation of	
What is a puzzle and a riddle riddle Stage 1: 40 mins Pace-To-Face Tutor introduces the topic on puzzle and riddle and use leading and probing Tutor of puzzle and probing and explanation of	earning
puzzle and a riddle on puzzle and riddle and questions to get the use leading and probing and explanation of	earning
riddle on puzzle and riddle and questions to get th use leading and probing and explanation of	_
use leading and probing and explanation of	
	puzzie.
question to lead students to	
discuss what a puzzle is and	
riddle is(PDP Theme 3, p. 69)	
What are the Chara 2, 70mins Face To Face	
What are the differences Stage 2: 70mins Face-To-Face Discuss with student Student teachers d	icaucs tha
	in puzzie
similarities similarities between puzzle and riddle.	
(PDP Theme 3, p. 69) Student teachers p	lav riddla
Put student teachers in and puzzle compet	-
group to play a riddle	ition.
competition and puzzle	
competition.	
Structure and Stage 3: 50mins Face-To-Face Se	minar
style of puzzles Group students by mixing Work in assigned g	
them and ask each group to work on the structi	
discuss the structure and style of puzzles and	
style of puzzles and riddles Student teachers n	
which must be shared with presentation on th	е
the class. structure and style	of puzzles
Provide appropriate and riddles.	
feedback to student Student teacher wi	ll observe
teachers on their the teaching and le	arning of
presentations. (PDP Theme riddles and puzzles	in schools
4, P. 25) during school visit.	
Tutor informs student	
teachers to observe the	
teaching and learning of	
riddles and puzzles in	
schools during school visit.	
Relevance of Stage 4: 40mins Face-To-Face & Practical Practical Activity	
riddles and Activity Student teachers in	
puzzles Tutor asks student teachers present their findir	-
in their groups to present relevance of riddle	s and
orally to the class the puzzles. relevance of riddles and Student teachers s	hare their
puzzles from their online view on the relevan	
search before the lesson. riddles and puzzles	
Tutor leads class discussion Ghanaian language	
on the relevance within contemporary time	
contemporary societies.	
Closure/Conclusion Face-To-Face Face-To-Face	
: 10mins Employ question and Student teachers a	nswer
answer technique to recap questions to summ	arise the
and close the lesson. lesson	
Lesson assessments – Summary of Assessment Method: Assessment for and as learning (class participation from	
evaluation of presentation on riddles (Core skills targeted are communication, team work/collaboration	, enquiry
learning:of, for and as skills, digital literacy)	
learning within the	
lesson(linked to Assesses Learning Outcomes: Course learning outcome 6	
learning outcomes)	
Teaching Learning • PowerPoint Positive to a second control of the second control of t	
Resources • Projector	

	Video clip/ YouTube videosSmartphones
	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.

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	Assessin	g the o	ral liter	ature o	of a	Ghanaian lan	guage	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	Student	Student teachers have been writing tests and exams in the previous schools.									
knowledge, prior learning	Student	teache	rs have	seen ty	/pes	of assessmer	nt before				
(assumed)											
Possible barriers to learning in the lesson	Student	Student teachers may not be able to tell what a good assessment is or is not.									
Lesson Delivery – chosen to	Face-	ace- Practical Work- Seminars Independent e						ent e-	learning	Practicum	
support students in	to-face	Activi	•	Based			Study	or	oportunities		
achieving the outcomes				Learnin	ng						
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	Face-to-f Independ Seminars E-learnin	dent st s:	-	es –							
Learning Outcome for	Learning	Outco	mes	Le	arn	ing Indicators	.		dentify which	cross cutting	
the lesson, picked and		'				ŭ			-	d transferable	
developed from the										ty, equity and	
course specification								ā	addressing di	versity. How	
 Learning indicators for 						will these be addressed				addressed or	
each learning outcome									developed?		
	4. demoi			4.:		nould be able	_		t is likely that s		
		knowledge and skill in implement a variety of teachers may not be aware assessing the various assessment mode for teaching of the modes of assessmen									
								-			
	_	s of written and learning oral literature of a cure of a Ghanaian Ghanaian language (NTS 1d, g:						and skills neede assessment. Th	•		
	language		illallala	'), (NTS 3b: 14		-			
	language	language 12), (NTS 3b: 14). resolved by allowing stu 4.2. should be able to identify and teachers to do online se				-					
		assist Upper Primary learners and share their ideas in cla									
						th difficulties	-		for clarification.		
					assessment (NTS 1a, b: 12), (NTS				Core skills targeted		
						-p: 14), (NTEC			include communication,		
				4.3		nould be able			critical thi	nking,	
						idence of trac		NITC	collaborat	•	
						imary learner	s progress (N15		on and enquiry	
Topic: Symbols	3n, p: 14) Sub topic Stage/time Teaching and learning to achie						o achieu	skills, digit			
Topic. Symbols	Sub topic Stage/time Teaching and learning to achi depending on delivery mode							_			
									lependent stud		
						Teacher Act			Student Ac		
			Intro	duction:	:	Brainstorm	ing/e-learni	ng	Brainstorm	ng/e-learning	
	20mins		าร		opportunity	•		opportunity			
						Tutor/lectu			Student tea		
						question to			brainstorm		
					what they u		-	-	d share their		
						concept of a			views on ass		
						forms of ass			_	n the online	
						from their previous year stud Tutor/lecturer dwells on the			search done	PDP Theme	
						student tea		2:35)			

			introduce the topic for the	
			lesson. (PDP Theme 2:35)	
	The concept of test development	Stage 1: 30mins	E-learning opportunity/independent learning	E-learning opportunity/independen t learning
	for oral literature of a		Tutor/lecturer shows a demonstration video on	Student teachers watch the video attentively and
	Ghanaian language		YouTube demonstrating oral literature testing. E.g. https://www.youtube.com/wat ch?v=oRpOIEPMeol (PDP Theme 3: 69)	put down notes from the video. (PDP Theme 3: 69).
	Writing a test for oral literature of a Ghanaian	Stage 2: 60mins	Group discussion and presentation Tutor/lecturer shows a video on YouTube demonstrating	Group discussion and presentation Student teachers attentively watch the
	language		how to write effective test for oral literature teaching. The tutor/lecturer tasks the student teachers to observe the features of a good oral	video and they take down notes on the features of a good oral literature testing.
			literature testing. E.g. https://www.youtube.com/wat ch?v=AUB0d31-j2M Tutor/lecturer groups student	Each group brainstorms on the assigned topic and constructs a test based on their observations in the video. (PDP Theme 4:
			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	79). Student teachers also draw on the observations made about testing of Upper Primary learners in preparing their assigned task.
			them for discussion based on the features they observed in the video (PDP Theme 4:25)	Each group makes oral presentation in class on the assigned topic for discussions. (PDP Theme 4: 79)
			Tutor/lecturer guides student teachers to make oral presentation in class based on the assigned tasks for class discussion. (PDP Theme 4:79)	
	Closure/Concl usion	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	Student teachers answer the questions asked. The student teachers ask for clarifications. (PDP Theme 2:35)
			examine oral literature of Ghanaian language test given to learners during school visit and write a report for their reflective journal.	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	1 group present	ation and 1 submit	Assessment for and as learning tted assignment from the lesson. ation, team work/collaboration, en	quiry skills, digital literacy
the lesson (linked to learning outcomes)	Assesses Learnin	ng Outcomes: Cou	urse learning outcomes 4, 5, and 6	

Teaching Learning	PowerPoint
Resources	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). Fundamental considerations in language testing. Oxford: Oxford University Press
CPD Needs	Workshop/seminar on teaching how to assess the oral literature of a Ghanaian language.

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							3
Lesson description	teaching language	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 stud	The student teachers have might have seen teaching and learning materials been used to teach hem in their SHS classrooms.							
Possible barriers to		he student teacher may not have designed a TLM before and may not be aware of the							
learning in the lesson		o consider before selecting a TLM for use.							
Lesson Delivery – chosen	Face-	Practical	Work-		Seminars	Indepen		rning	Practicum
to support students in	to-face	Activity	Based			dent	oppo	ortunities	
achieving the outcomes			Leaning			Study			
Lesson Delivery – main mode of delivery chosen	Face-to-f	ace: dent study	:						
to support student	Seminar								
teachers in achieving the		Activity:							
learning outcomes.	e-learnin	g opportu	nity:						
Learning Outcome for the lesson, picked and	Learning	-						•	cross cutting I transferable
developed from the course specification				skills, inclusivity, equit addressing diversity.					
 Learning indicators 				will these be addresse				addressed or	
for each learning				developed?					
outcome		e appropri		5.1. should be able to There is the possibility					
	_	_	naterials to	design and select student teachers may n				•	
		e types of v	of written various appropriate aware of factors to cor		• • •				
			nsideration	resources suitable for selecting a TLM. Tutor					
			. (NTS 3j: 14),				_		
		: 43), (NTS							
	NTECF 4		, 0 ,,	14), (NTS 2f:13), (NTS before this lesson po				n possibly	
				1g), (NTECF 3: 29) two we 5.2. should able to use			o weeks.		
							Core skills t	-	
				appropriate teaching include communicate materials to cater for learners with include communicate critical thinking, collaboration,					
								O,	
					differen				n and enquiry
				backgrounds (NTS 3f, skills, digital literacy,					
				g, h: 14), (NTECF 4:					,,
		39),(NTECF 4:43)							
Topic: Riddles and puzzles	Sub topi	c :	Stage/time	Teaching and learning to achieve learning outcomes:					
								selected. Tea	
					collaborat	ive group w	ork or	independent	
					Teacher A	ctivity		Student Act	tivity
			Introduction	ion Tutor/lecturer uses probing Student teachers					
	1		10mins			to ask stude			ence on the
						o share their			teachers used
	1					es with the T			lessons and
	they liked most lessons in the SI						how those impacted o		
					1 .			1	

Selecting TLMs	Stage 1: 20mins	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) Class discussion	learning and their findings during the school visit Student teachers share their views on the characteristics of good TLMs. (PDP Theme 2:35) Class discussion
for the teaching and learning oral literature of a Ghanaian language.		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)	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/g uides-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.

	T			1				
			Ghanaian language in the Basic School Curriculum (B4-B6) taking into an	(PDP Theme 4: 79)				
			account the diversity of learners. (PDP Theme 4:79)					
	Selection and use of TLMs for	Stage 4: 20mins	Demonstration/class discussion	Demonstration/class discussion				
	teaching and		Tutor/lecturer guides the	Student teachers share				
	learning of oral		student teachers to discuss	their views on the				
	literature of a		how to select and use TLMs	selection and the use of				
	Ghanaian		for the teaching and	TLMs for teaching and				
	language		learning of oral literature of	learning a lesson on oral				
			a Ghanaian language. (PDP	literature of a Ghanaian				
			Theme 3: 69)	language at the Upper				
			Tutor/lecturer tasks student	Primary level. (PDP Theme 3: 69).				
			teachers in their groups to	Theme 3. 03).				
			select their own TLMs for	Student teachers peer				
			peer assessment (PDP	assess their own choices				
			Theme 4: 79)	of TLMs (PDP Theme 4:				
				79)				
	School Visit		Tutor asks student teachers to observe the TLMs	Student teachers will observe the TLM selected				
			teachers for teaching a	by a teacher and				
			lesson on oral literature of a	compare their knowledge				
			Ghanaian language and	on selecting TLM with the				
		choice made by the						
			they have learned in the	teacher during school				
			classroom during school visit. The report on the	visit and write down the findings in their reflective				
			findings should be written	journals				
			down in their journal for later discussion.					
	Closure/Conclus	Stage 5: 10mins	Tutor/lecturer invites any	Student teachers ask any				
	ion		questions from the student	questions they might				
			teachers and randomly	have. Some appointed				
			appoints some student teachers to recap what they	student teachers share what they have learned				
			have learned to close the	from the lesson with				
			lesson (PDP Theme 2: 35)	their colleagues to bring				
				the lesson to a close.				
1	C			(PDP Theme 2:35)				
Lesson assessments – evaluation of learning: of,			ssessment for and as learning eparation of appropriate TLMs f	or a lesson to be taught at				
for and as learning within	the basic school.	e project on the pre	sparation of appropriate reivis i	or a ressort to be taught at				
the lesson (linked to	(Core skills targeted are communication, team work/collaboration, enquiry skills, digital							
learning outcomes)	literacy)							
	Accorded Loorning	· Outcomos · Cours	a learning outcomes 4 E and 6					
Teaching Learning	Assesses Learning Outcomes: Course learning outcomes 4, 5, and 6 • PowerPoint							
Resources	Projector							
Required Text (core)			o language teaching skills: A r	esource for language teache				
A 1 Por 1 - 1 - 1 - 1	, ,	Accra: Samwoode Li	td.					
Additional Reading List	For all languages	, Renandya W ^	. (eds.) (2002). Methodology	in language teaching: An				
			idge: Cambridge University Pres					
			l language teaching: Some prac					
	Cambridge Univer							
CPD Needs	· ·	_	v to select, design, and use T	TLMs for the teaching and				
	learning of oral literature of a Ghanaian language.							

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	-	-	al literature		naian la	anguage co	ompon	ent	Lesson	3
		of the Ghanaian language curriculum Duration								
Lesson description									tills in interpre	
		literature of a Ghanaian language component of the Ghanaian language curriculum in the Basic								
		School Curriculum (B4-B6).								
Previous student teacher			ers have alrea	dy seen	and ex	perienced	the Bas	sic Sc	thool Curriculu	m (BSC) for the
knowledge, prior learning	Upper Prin	nary.								
(assumed)										
Possible barriers to								ature	component of	of the Ghanaian
learning in the lesson		anguage component of the Basic School Curriculum before.								ı
Lesson Delivery – chosen	Face-to-	Practica	_	Sem	•				arning	Practicum
to support students in	face	Activity				Study		opp	ortunities	
achieving the outcomes			Leaning							
Lesson Delivery - main	Face-to-fa									
mode of delivery chosen	Independe	ent study	/ :							
to support student	Seminar:									
teachers in achieving the	Practical A	-								
learning outcomes.	e-learning	opportu	ınity:							
Learning Outcome	Learning C	utcome	S	Lear	ning In	dicators		-		cutting issues-
for the lesson, picked										cills, inclusivity,
and developed from				equity and addressing diversity. H					•	
the course				will these be addressed or developed?						
specification	1. understand and interpret key w their awareness of It is likely that stud									
 Learning indicators 	features of	the	existing	g learning		now the components and features				
for each learning	- · · · · · · · · · · · · · · · · · · ·							be resolved by		
outcome	of the Ghanaian language			learr					ne a curriculun	n ahead of the
		curriculum and plan lessons				ndividual	lesso			
			13), (NTECF			versity in		Core skills targeted include		
	3: 20), (NT	S 2f:13),	(NTECF 3: 32	-	-			nunication, cri	-	
				deliv	ering le	essons			ooration, obse	
		1 -		_					iry skills, digita	
Topic: Interpreting the	Sub topic	S	tage/time						learning outc	
oral literature of a									cted. Teacher	
Ghanaian language				colla	borativ	ve group w	ork or	inde	pendent study	
component of the				Teac	her Ac	tivity			Stude	ent Activity
Ghanaian language curriculum		li	ntroduction:	Tuto	r/lectu	rer uses pr	obing	Stu	ident teachers	reflect on
Culticuluili		2	0mins			o ask stude	_		eir personal ex	
				teac	ners to	reflect on	their	end	counter with t	he Ghanaian
				pers	the Ghanaian language Basic				guage compoi	nent of the
				the 0						iculum (B4-B6)
				component of the Basic in the course of th				heir school		
				School Curriculum (B4-B6) visits. (PDP Theme 2					e 2:35)	
				thro	ughout	their				
				continuous school visits. (PDP Theme 2:35)						
	Key featur	es S	tage 2	1: Class Class discussion/indep				independent		
	of the oral		0mins	disc	ussion/	Independe	ent	stu	•	
	literature o	of a		stud					ident teachers	
	Ghanaian					rer shows			e sample of the	
	language					he Ghanaia		and	d share their v	iews on the key
	componen					mponent				ral literature of
	the Ghana	ian		curri	culum	to the stud	lent	a G	ihanaian langu	ıage

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) What to Stage 2: Group discussion and presentation interpreting the oral literature of a Ghanaian language component of the Basic School Curriculum. (PDP Theme 3: 69) What to Stage 2: Group discussion and presentation interpreting the oral literature of a group a task to make oral presentation on the key features observed and how to interpret them. (PDP Theme 4:25, 79) School Visit Since student teachers might have began co-teach with will use a what they will consider in take note of how teachers/mentors are using the curriculum during school visit and write their observations in the reflective journals. Closure/Concl Stage 3: Tutor/lecturer asks student teachers to summarize the work of the curriculum during school visit and write their observations in the reflective journals. Closure/Concl Stage 3: Tutor/lecturer asks student teachers to summarize the value of the curriculum during school visit and write their observations in the reflective journals. Closure/Concl Stage 3: Tutor/lecturer asks student teachers to summarize the value of the curriculum during school visit and write their observations in the reflective journals. Closure/Concl Stage 3: Tutor/lecturer asks student teachers to summarize the value of the curriculum during school visit and write teachers to summarize the value of the curriculum during school visit and write teachers to summarize the value of the curriculum during school visit and write teachers to summarize the value of the curriculum during school visit and write teachers to summarize the value of the curriculum during school visit and write teachers to summarize the value of the curriculum during school visit and write report for submission or the value of the curriculum during school visit and write report for sub			1			T			
Closure/Concl usion Closure/C		What to consider in interpreting the oral literature of a Ghanaian language component of the curriculum	_	2:	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) 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) Since student teachers might have began coteaching in the schools they visit, tutor tasks them to take note of how teachers/mentors are using the curriculum during	presentation Groups make oral presentations based on interpreting the component of the curriculum under the guidance of the tutor/lecturer. (PDP Theme 4: 79) 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			
usion 10mins teachers to summarize the key points learned orally to recap and close the lesson and ask question: clarifications. (PDP Theme 2: 35). Tutor/lecturer asks student teachers to hand in their semester project for assessments— evaluation of learning: of, for and as learning within the lesson (linked to learning outcomes) Lesson assessments— evaluation of learning: of, for and as learning outcomes 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 literaction of the sessor (linked to learning outcomes) Teaching Learning Resources PowerPoint Projector Required Text (core) Additional Reading List For all Ghanaian languages Richards, J. C. & Renandya, W. A. (eds.) (2002). Methodology in language teaching: An antholog current practice. Cambridge: Cambridge University Press. Alameda, A. A. (2002). Content-based language teaching: Some practical issues. Cambridge: Cambridge University press.		observations in the reflective journals.							
Lesson assessments — evaluation of learning: of, for and as learning within the lesson (linked to learning outcomes) Teaching Learning Resources Required Text (core) Additional Reading List For all Ghanaian languages Renowers (Combridge: Cambridge:					teachers to summarize the key points learned orally to recap and close the lesson (PDP Theme 2: 35). Tutor/lecturer asks student	orally the key points learned in the lesson and ask questions for clarifications. (PDP Theme 2:35). Student teachers submit their			
evaluation of learning: of, for and as learning within the lesson (linked to learning outcomes) 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 literace Assesses Learning Outcomes: Course learning outcomes 4, 5, and 6 Teaching Learning PowerPoint Resources Projector Required Text (core) Owu-Ewie, C. (2018). Introduction to language teaching skills: A resource for language in (revised edition). Accra: Sam-Woode Ltd. Additional Reading List For all Ghanaian languages Richards, J. C. & Renandya, W. A. (eds.) (2002). Methodology in language teaching: An anthology current practice. Cambridge: Cambridge University Press. Alameda, A. A. (2002). Content-based language teaching: Some practical issues. Cambridge: Cambridge University press.					semester project for				
evaluation of learning: of, for and as learning within the lesson (linked to learning outcomes) 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 literace Assesses Learning Outcomes: Course learning outcomes 4, 5, and 6 Teaching Learning PowerPoint Resources Projector Required Text (core) Owu-Ewie, C. (2018). Introduction to language teaching skills: A resource for language in (revised edition). Accra: Sam-Woode Ltd. Additional Reading List For all Ghanaian languages Richards, J. C. & Renandya, W. A. (eds.) (2002). Methodology in language teaching: An anthology current practice. Cambridge: Cambridge University Press. Alameda, A. A. (2002). Content-based language teaching: Some practical issues. Cambridge: Cambridge University press.	Lesson assessments –	Summary of Ass	essment Meth	nod:		g			
for and as learning within the lesson (linked to learning outcomes) Core skills targeted are communication, team work/collaboration, enquiry skills, digital literace (Core skills targeted are communication, team work/collaboration, enquiry skills, digital literace (Core skills targeted are communication, team work/collaboration, enquiry skills, digital literace (Core skills targeted are communication, team work/collaboration, enquiry skills, digital literace (Core skills targeted are communication, team work/collaboration, enquiry skills, digital literace (Core skills targeted are communication, team work/collaboration, enquiry skills, digital literace (Core skills targeted are communication, team work/collaboration, enquiry skills, digital literace (Core skills targeted are communication, team work/collaboration, enquiry skills, digital literace (Core skills targeted are communication, team work/collaboration, enquiry skills, digital literace (Core skills targeted are communication, team work/collaboration, enquiry skills, digital literace (Core skills targeted are communication, team work/collaboration, enquiry skills, digital literace (Core skills targeted are communication, team work/collaboration, enquiry skills, digital literace (Core skills targeted are communication, team work/collaboration, enquiry skills, digital literace (Core skills targeted are communication, team work/collaboration, enquiry skills, digital literace (Core skills targeted are communication, team work/collaboration, enquiry skills, digital literace (Core skills targeted are communication, team work/collaboration, enquiry skills, digital literace (Core skills targeted are communication, team work/collaboration, enquiry skills, digital literace (Core skills targeted are communication, team work/collaboration, enquiry skills, digital literace (Core skills targeted are communication, team work/collaboration, enquiry skills, digital literace (Core skills targeted are communication, team work/collaboration, enquiry skills targeted are com									
the lesson (linked to learning outcomes) 1 individual project work (Core skills targeted are communication, team work/collaboration, enquiry skills, digital literace Assesses Learning Outcomes: Course learning outcomes 4, 5, and 6 1 reaching Learning PowerPoint Projector Required Text (core) Owu-Ewie, C. (2018). Introduction to language teaching skills: A resource for language in (revised edition). Accra: Sam-Woode Ltd. Additional Reading List For all Ghanaian languages Richards, J. C. & Renandya, W. A. (eds.) (2002). Methodology in language teaching: An anthology current practice. Cambridge: Cambridge University Press. Alameda, A. A. (2002). Content-based language teaching: Some practical issues. Cambridge: Cambridge University press.					-	5 5			
Core skills targeted are communication, team work/collaboration, enquiry skills, digital literacy Assesses Learning Outcomes: Course learning outcomes 4, 5, and 6 Teaching Learning	_								
Teaching Learning Resources PowerPoint Projector Required Text (core) Owu-Ewie, C. (2018). Introduction to language teaching skills: A resource for language to (revised edition). Accra: Sam-Woode Ltd. Additional Reading List For all Ghanaian languages Richards, J. C. & Renandya, W. A. (eds.) (2002). Methodology in language teaching: An anthology current practice. Cambridge: Cambridge University Press. Alameda, A. A. (2002). Content-based language teaching: Some practical issues. Cambridge: Cambridge University press.	-	(Core skills targe	ted are comm						
Required Text (core) Owu-Ewie, C. (2018). Introduction to language teaching skills: A resource for language of (revised edition). Accra: Sam-Woode Ltd. Additional Reading List For all Ghanaian languages Richards, J. C. & Renandya, W. A. (eds.) (2002). Methodology in language teaching: An anthology current practice. Cambridge: Cambridge University Press. Alameda, A. A. (2002). Content-based language teaching: Some practical issues. Cambridge: Cambridge University press.		Assesses Learnin	g Outcomes:	Cou	irse learning outcomes 4, 5, and	d 6			
Required Text (core) Owu-Ewie, C. (2018). Introduction to language teaching skills: A resource for language of (revised edition). Accra: Sam-Woode Ltd. Additional Reading List For all Ghanaian languages Richards, J. C. & Renandya, W. A. (eds.) (2002). Methodology in language teaching: An anthology current practice. Cambridge: Cambridge University Press. Alameda, A. A. (2002). Content-based language teaching: Some practical issues. Cambridge: Cambridge University press.	Teaching Learning								
Required Text (core) Owu-Ewie, C. (2018). Introduction to language teaching skills: A resource for language in (revised edition). Accra: Sam-Woode Ltd. Additional Reading List For all Ghanaian languages Richards, J. C. & Renandya, W. A. (eds.) (2002). Methodology in language teaching: An anthology current practice. Cambridge: Cambridge University Press. Alameda, A. A. (2002). Content-based language teaching: Some practical issues. Cambridge: Cambridge University press.	Resources								
Additional Reading List For all Ghanaian languages Richards, J. C. & Renandya, W. A. (eds.) (2002). Methodology in language teaching: An anthologourrent practice. Cambridge: Cambridge University Press. Alameda, A. A. (2002). Content-based language teaching: Some practical issues. Cambridge: Cambridge University press.	Required Text (core)	Owu-Ewie, C. (2018). Introduction to language teaching skills: A resource for language teache (revised edition).							
Richards, J. C. & Renandya, W. A. (eds.) (2002). Methodology in language teaching: An anthologourrent practice. Cambridge: Cambridge University Press. Alameda, A. A. (2002). Content-based language teaching: Some practical issues. Cambridge: Cambridge University press.									
current practice. Cambridge: Cambridge University Press. Alameda, A. A. (2002). Content-based language teaching: Some practical issues. Cambridge: Cambridge University press.	Additional Reading List		~ ~						
Alameda, A. A. (2002). Content-based language teaching: Some practical issues. Cambridge: Cambridge University press.						inguage teaching: An anthology of			
Cambridge University press.			_						
				t-bas	sed language teaching: Some p	ractical issues. Cambridge:			
CPD Needs Workshop/seminar on teaching how to interpret the oral literature of a Changian lang									
	CPD Needs					erature of a Ghanaian language			
component of the Ghanaian language curriculum.									

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 teac	hing of the ora	l li	terature of a G	ihanaian	Le	sson Durat	ion	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) Possible barriers to learning in the lesson	The student tead SHS, and also the methods of teach Student teacher	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. 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- Practica to- Activity face		Seminars Indepe ndent opportunities Study Practicul			cum			
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	Seminar: Practical Activity	Face-to-face: Independent study:							
 Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	Learning Outcom	nes	Learning Indicators Identify which cross cut issues-core and transfers skills, inclusivity, equity addressing diversity. Will these be addressed developed?			nsferable quity and ity. How			
	1. demonstrate k and understandir literature of a Gh language of study facilitate its use a Primary learners. (NTS 2e: 13), (NT (NTECF 3: 20). 2. use technology oral literature of language effective enhance Upper Plearners Ghanaia learning. (NTS 3j: 12), (NTS 2d:13), (NTECF 3: 29).	ng of the oral lanaian y, and among Upper (NTS 2c: 13), S 3c: 14), y to teach the a Ghanaian rely to Primary n language 14), (NTS 1d: (NTS 3e: 14),	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		aian t	include critical collabo observ enquin literacy	ny have reveral to the thave reconstruction to teach and stude we witned aching a region of the little transfer community skills, or y skills, or y,	eaching not used oral ent essed nd can esson. eted unication, 3,	
Topic: Assessment and lesson review	Sub topic	Stage/time	depending on delivery mode selected. Teacher led, collaborative group work or independent study			ed,			
		Introduction 20mins	on: Tutor/lecturer uses probing question to ask student teachers to reflect on and share their personal me experiences on the methods		Student on their experie method teacher	teache person nces wit s they c	rs reflect al th the observe ors use in		

				in teaching and learning at the Upper Primary level during their school visits. (PDP Theme	school visits and share same (PDP Theme 2:35)
	Concept and types of	Stage 30mins	1:	2:35) Class discussion Tutor/lecturer leads the	Class discussion Student teachers discuss
	methods of teaching language	30111113		student teachers to review their previous knowledge and discuss in brief the concept of methods of teaching and its type with emphasis on	the possible methods to be employed in the teaching aspects of oral literature of a Ghanaian language. (PDP Theme 3:
				teaching aspects of oral literature of a Ghanaian language. (PDP Theme 3: 69)	69). They share their experiences from the school visits.
	Application of methods of teaching oral literature	Stage 120mins	2:	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/Conclu sion	Stage 10mins	3:	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	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				
outcomes)	literacy) Assesses Learning Outcomes: Course learning outcomes 4, 5, and 6				
Teaching Learning Resources	PowerPo Projecto Text boo	oint r			
Required Text (core)	Richards, J. C. & F	Renandya, W		(eds.) (2002). <i>Methodology in lan</i> mbridge University Press.	guage teaching: An antholo

naian languages
C. (2018). Introduction to language teaching skills: A resource for language teache
tion).
Woode Ltd.
on methods of teaching oral literature of a Ghanaian language.
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Title of Lesson	Preparation	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						
	-	-			language.Part	of the l	esson is devot	ed to the
	review of al							
Previous student teacher	The student	teachers ha	ive been pla	nning their i	personal learnin	g timet	table in SHS.	
knowledge, prior learning (assumed)								
Possible barriers to	Student tead	Student teachers may not have seen a lesson plan before						
learning in the lesson		itudent teachers may not know the components of a lesson plan.						
Lesson Delivery – chosen		ractical	Work-	Seminars	Independent		arning	Practicum
to support students in	face A	ctivity	Based		Study		ortunities	
achieving the outcomes			Leaning					
Lesson Delivery – main	Face-to-face							
mode of delivery chosen to	Independen	t study:						
support student teachers	Seminar:							
in achieving the learning outcomes.	Practical Act e-learning o	-						
outcomes.	e-learning o	pportunity.						
Learning Outcome for	Learning Ou	tcomes		Learning Ir	ndicators	Identif	fy which c	oss cutting
the lesson, picked and							-core and	transferable
developed from the	skills, inclusivity, equity and							
course specification	addressing diversity. How will							
Learning indicators for	these be addressed or							
each learning outcome	1	al a a al l'assau	anak liai			develo		-+ +
	1. understar features of t		-	existing	reness of the learning		ely that stude ot know the co	
	Ghanaian lai			outcomes		-	atures of a cur	•
	the Ghanaia				ual learner's		resolved by s	
	and plan less			diversity			ulum ahead of	_
	d: 13), (NTE		TS 2f:13),	and delive	ring lessons	• C	ore skills targe	ted include
	(NTECF 3: 32	2).					ommunication	
							ninking, collab	
							bservation and	
						SI	kills, digital lite	racy,
Topic: Interpreting the oral	Sub topic	Stage/tin	ne	Teaching a	nd learning to	achieve	e learning out	omes:
literature of a Ghanaian	Sub topic	otage, till			on delivery mo			
language component of the					ive group work			
Ghanaian language				Teacher A	ctivity		S	tudent
curriculum				reactier A	ctivity		Ac	tivity
		Introduct	tion:					
		20mins			urer guides stud		Student teach	
				teacher probing question to on their personal				
				ask student teachers to reflect experiences in a lesson in an oral literature while in				
					on that did not		school as stu	
					with students v	_	also from the	ir visits to
					also a lesson th	,	schools and t	•
					rved during thei		them in class	. (PDP
					s school visits. (PDP	Theme 2:35)	
		1		Theme 2:3	5).			

			T		
	Concept of lesson plan	Stage 1: 20mins	Class discussion/brainstorming	Class discussion/brainstorming	
	ressort plan		Tutor/lecturer guides the	Student teachers	
			student teachers to what is a	brainstorm on the topic	
			literature lesson plan from the	and share their personal	
			perspective of a written	views. (PDP Theme 3: 69)	
			literature of a Ghanaian	views: (i bi meme si ss)	
			language. (PDP Theme 3: 69).		
	Factors to	Stage 2: 60mins	Practical Activity and class	Practical Activity and	
	consider	Stage 2. dominis	discussion	class discussion	
	when		With their existing previous	Student teachers discuss	
	designing an		knowledge in factors to	the factors to consider	
	oral		consider when planning a	when designing a lesson	
	literature		lesson, the tutor/lecturer	plan for oral literature.	
	plan.		assigns student teachers few	(PDP Theme 3: 69).	
	·		topics to guides the student		
			teachers to discuss the factor	Some student teachers	
			to consider when designing a	demonstrate how to	
			lesson plan for an oral	prepare a lesson plan and	
			literature of a Ghanaian	their colleagues peer	
			language for Upper Primary	assess their own works.	
			learners. (PDP Theme 3: 69).	(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).		
	Component	Stage 3: 30mins	Class discussion	Class discussion	
	of an oral		T. 11	Student teachers discuss	
	literature		Tutor/lecturer guides the	the components of a	
	lesson plan		student teachers to discuss the	lesson plan. (PDP Theme	
			components of an oral	3: 69).	
			literature lesson plan. (PDP Theme 3: 69).		
	Closure/Con	Stage 4: 50mins	Tutor asks student teachers to	Student teachers will	
	clusion	Stage 4. Johnnis	share their experience on	share their experience on	
	Ciusion		school visits and reflects on all	school visit and ask	
			the topics that has been taught	questions to clarify topics	
			and what has been learnt from	that were unclear in the	
			the course in general and how	course and tell how the	
			it have improved their	course has improved their	
			knowledge and their teaching	knowledge and skill.	
			skills.		
				Student teachers answer	
			Tutor/lecturer employs	the questions asked.	
			questioning and answering	The student teachers ask	
			technique to recap and close	for clarifications. (PDP	
Lesson personner to	Cumarantia	concern a set NA -thl	the lesson (PDP Theme 2: 35).	Theme 2:35).	
Lesson assessments – evaluation of learning: of,			Assessment for and as learning	rature of a Chanaian	
for and as learning within	1 group presentation on how to preparation a lesson plan for oral literature of a Ghanaian				
the lesson (linked to	language Core skills targeted are communication, team work/collaboration, enquiry skills, digital literacy				
learning outcomes)	Overview and summary of all the lessons learned in the semester				
Tanahina I sausina			rse learning outcomes 4, 5, and 6		
Teaching Learning Resources	PoweProject	rPoint			
Required Text (core)			ed language teaching: Some practi	ical issues. Cambridge	
	-	•	ea .agaage teaching. Joine pructi	ca	
	Cambridge University press.				

Additional Reading List	For all Ghanaian languages Owu-Ewie, C. (2018). Introduction to language teaching skills: A resource for language teacher (revised edition). Accra: Sam-Woode Ltd.				
CPD Needs	Workshop on teaching how to prepare lesson plan for oral literature of a Ghanaian language.				
Course Assessment	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) Component 2: Subject Project: (30% overall semester score) Introduction- a clear statement of aim and purpose of the project − 10% Methodology − what the student teacher has done and why to achieve the purpose of the project − 20% Substantive or main section − 40% Conclusion − 30% Component 3: End-of-semester examination- 40% overall				

 $^{^{\}rm 1}$ See rubrics on Subject Portfolio Assessment in Annex 6 of NTEAP $^{\rm 2}$ See rubrics on Subject Project Assessment in Annex 6 of NTEAP