

**YEAR 3**

**SEMESTER 1**

# **Four-Year B.Ed. Course Manual**

## **Written Literature Ghanaian Language**





GOVERNMENT OF GHANA



mastercard  
foundation



**UKaid**  
from the British people



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

# FOREWORD

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

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

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

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

**Professor Mohammed Salifu Director General, Ghana Tertiary Education Commission**

## ACKNOWLEDGEMENTS

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

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

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

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

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

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

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

## CORE WRITING TEAM

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

# 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 .....

<b>Course Title</b>	<b>WRITTEN LITERATURE OF A GHANAIAI LANGUAGE</b>						
<b>Course Code</b>	<b>GLE 313</b>	<b>Course Level: 300</b>	<b>Credit value: 3</b>	<b>Semester: 1</b>			
<b>Pre-requisite</b>	N/A						
<b>Course Delivery Modes</b>	<b>Face-to-face</b> <input checked="" type="checkbox"/>	<b>Practical Activity</b> <input checked="" type="checkbox"/>	<b>Work-Based Learning</b> <input type="checkbox"/>	<b>Seminars</b> <input type="checkbox"/>	<b>Independent Study</b> <input checked="" type="checkbox"/>	<b>e-learning opportunities</b> <input checked="" type="checkbox"/>	<b>Practicum</b> <input type="checkbox"/>
<b>Course Description for significant learning (indicate NTS, NTECF, BSC GLE to be addressed)</b>	<p>This course introduces the student teacher to the written literary materials of a Ghanaian language (Kasem, Dagaare, Gonja, Dagbani, Akuapem Twi, Asante Twi, Nzema, Fante, Ga, Ewe, Dangme . The course will comprise the study of literary works of Ghanaian Language from a literary critical perspective, paying attention to the cultural underpinnings of the works. It aims at assisting student teachers to appreciate the form of written literature in the various genres – prose, drama and poetry. The course is intended to stimulate student teachers’ reading of texts in order to develop the rudiments of critical analysis in various forms, contexts and style. It intends to also help student teacher identify the use of literary devices in given texts. Two books will be selected for each of the three genres, namely prose, drama and poetry. Areas to cover include the scope, characteristics of the genres. The analysis will include appreciation of the books and discovering issues such as themes and literary devices in the genre as well as types of the prose, drama and poetry. Preparation on teaching, teaching method and assessment will also be discussed in this course. The following pedagogical modes will be used in teaching the course: discussion, group/individual work presentation, classroom observation/ school visits, brainstorming, and demonstration/dramatization. These modes will pay particular attention to learners’ diversity and backgrounds. The course will be assessed through examination, class assignments and presentations, checklist for learning outcomes, demonstration, peer assessment, project work, report on classroom observation, report on supervision by mentors/lecturers, portfolio, and class participation. The course is designed to meet the following NTS, NTECF, BSC, GLE expectations and requirements: (NTS 1a, b: 12), (NTS 2c: 13), (NTS 2e: 13), (NTS 2f: 13), (NTS 3e: 14), (NTS 3j: 14), (NTS 3k:4), (NTECF 3: 20), (NTECF 3: 29), and (NTECF 3: 25).</p>						
<b>Course Learning Outcomes including INDICATORS for each learning outcome.</b>	On successful completion of the course, student teacher will be able to:						
	<b>Learning Outcomes</b>			<b>Indicators:</b>			
	1. demonstrate knowledge and understanding of written literature of a Ghanaian language, and teach them effectively and promote literature appreciation among learners. (NTS 2c, e: 13), (NTS 2e: 13), (NTS 3a, c: 14), (NTECF 3: 20).			1.1. identify the genre of written literature of a Ghanaian language 1.2. explain each genre of the written literature of a Ghanaian language 1.3. Students should be able to appreciate written literature of a Ghanaian language in learning			
	2. demonstrate knowledge, understanding and skills in the use technology to teach written literature effectively to enhance learners’ Ghanaian language learning. (NTS 3j:14)(NTS 2d:13), (NTECF 4:45), (NTS 1d: 12), (NTS 2d:13), (NTS 3e: 14), (NTECF 3: 26), (NTECF 5:59).			2.1. select appropriate technological tools for literature (audio-visual/tactile and manipulative), and appreciate art in written form. 2.2. apply their knowledge in the use of technological tools to teach written literature of a Ghanaian language			
	3. demonstrate knowledge and skill in teaching written literature of a Ghanaian language. (NTS 1c,e: 12), (NTS 3h:14), (NTS 3e:14), (NTS 3f,g: 14), (NTECF 4: 39), (IEP 5.1.1.1.a: 11).			3.1. teach the genres of literature (prose, drama and poetry) using the appropriate teaching learning materials. 3.2. employ variety of appropriate instructional strategies to enhance learners’ critical thinking and participation 3.3. factor in learners’ diversity in teaching and learning			



			<p>2. Drama(features)</p> <p>3.Poetry(types and elements)</p>	<p>issues such as SENDs, gender, mixed abilities, inclusivity, equity, etc.</p> <p>Watch/listen/observe a short play and discuss the performance and appreciate it. Discuss and identify the diction used such as proverbs and idioms. Identify the literary devices employed in the performance and the types of drama. Student teachers dramatize a written play/type and students peer assess the performance.</p> <p>1. Student teachers reflect on their previous knowledge on rhymes learnt in nursery schools. Student teachers discuss the style of the rhymes and appreciate them and do an assignment on the elements and features of poetry. Group performance of poetry assigned and class assess. The groupings and the selection of the leaders of the group should pay particular attention to communication issues such as SENDs, gender, mixed abilities, inclusivity, equity, etc.</p>
<p><b>Course Assessment (Educative assessment of, for and as learning)</b></p>	<p><b>COMPONENT 1: Subject Portfolio Assessment(30% overall)</b></p> <ul style="list-style-type: none"> <li>• Selected items of student work(3 of them-10%)- 30%</li> <li>• Midterm assessment, -20%</li> <li>• Reflective Journal 40 %</li> <li>• Organisation of the portfolio -10% (how it is presented /organised)</li> </ul> <p>Notes</p> <p>1. Mid semester assessment: It will be done after the first six weeks of teaching to test the knowledge and understanding on all the topics taught.</p> <p>2. Student work will include class presentation in groups/participation, group assignment and dramatization. Class presentation(participation): It will comprise records on students' active participation in class in terms of contributions to lessons and class activities. Group assignment. This will be design and select books to teach topics in this course.</p> <p>Dramatization: It will involve students' ability to demonstrate enthusiastically their knowledge and skills in a performance.</p> <p>3.Reflective Journal: This will consist of comments from student teachers' presented works, topics in lessons, checklist for learning outcomes among other comments in reflective journal.</p> <p>Assesses Learning Outcomes:</p> <p>1. Mid semester assessment: It will test the knowledge and skills and understanding of the written literature in the Ghanaian language of study. CLOs 1, 2, &amp; 3. (NTS 2c, e: 13), (NTS 2e: 13),</p> <p>2. Class participation/Presentation/Group assignment: It will assess student teachers' active participation in class in terms of contributions to lessons and class activities. This will address CLOs 1, 2, 3, 4, 5, &amp; 6.</p> <p>3. Dramatization: It will assess student teacher's ability to demonstrate enthusiastically their knowledge and skills in using the appropriate diction and style of the genres and types of the genre, which addresses CLOs 2, 3, &amp; 4.</p> <p>4. 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 &amp; 8. NTS 2e: 13, (NTS 3c: 14)</p> <hr/> <p><b>Component 2: Subject Project: (30% overall semester score)</b></p> <ul style="list-style-type: none"> <li>• <b>Introduction, a clear statement of aim and purpose of the project -10%</b></li> <li>• <b>Methodology: what the student has done and why to achieve the purpose of the project-20%</b></li> <li>• <b>Substantive or main section -40%</b></li> <li>• <b>Conclusion 30%</b></li> </ul> <p>Notes:</p>			

	<p>1. Report: It will comprise two components: (i) written report on small-scale action research by student teacher. For eg write a report on challenges of teaching literature to early grade learners.</p> <p>Assesses Learning Outcomes:</p> <p>1. Report: (i). Written report by student teacher: It will assess student teacher’s written report on a small-scale research on written literature of a Ghanaian language in teaching and learning. This addresses the CLO 6 &amp; 7.</p>
	<p><b>Component 3: End of semester Examination (40%)</b> Notes</p> <p>Examination: It will comprise all that was taught in the semester such as as fill-ins and essay.</p> <p>Assesses Learning Outcomes: 1. Examinations (for diagnostic purposes): The examination will assess student teachers against the following CLOs: 1, 3 &amp; 4.</p>
<b>Instructional Resources</b>	<p>1. LCD Projector 2. recorded video clips on performances 3. language laboratory</p>
<b>Required Text for all Ghanaian Languages:</b>	<p>Agyekum, K. (2013). <i>Introduction to Literature</i>. Accra: Adwinsa Publishers. Cadden, J. (1986). <i>Prose Appreciation for ‘A’ Level</i>. London: Hodder &amp; Stoughton Kearns, G. (1987). <i>Appreciating Literature</i>. Glencoe: Macmillan. Krampah, D. E. (1979). <i>Helping with Literature</i>. Tema: Ghana Publishing Corporation. Meyer, M. (2010). <i>Bedford Introduction to Literature: Reading, Thinking, Writing</i>. Bedford/St. Martin's. Peck, J. &amp; Coyle, M. (1993). <i>How to Study Literature</i>. London: Macmillan Press. Scribuer, L. (1989). <i>Enjoying Literature</i>. Glencoe: Macmillan</p>
<b>1. Additional reading list for Ga</b>	<p>Afful-Boachie, M. (2006). <i>Poetry Appreciation</i>. Accra: Mutaz Printing Works. Cadden, J. (1996). <i>Prose Appreciation for ‘A’ Level</i>. London: Hodder &amp; Stoughton. Senanu, R. E. &amp; Vincent, T. (1988). <i>A Selection of African Poetry</i>. London: Longman.</p>
<b>2. Additional reading list for Dangme</b>	<p>Adetuyi, V. T. (1972). <i>Notes on West African Verse</i>. Ibadan: Oniboneje Press. Asante, A. L. (1982). <i>Ke Mawu Gbi Mo ɔ</i>. Accra: Bureau of Ghana Languages. Atteh, E.T. (2004). <i>Nyansa Kpee</i>. Dansoman: Salt N’Light. Kubi, G.A.N. (1980). <i>Nye Ko Pee Ye Ya</i>. Accra: Bureau of Ghana Languages. Kubi, G.A.N. &amp; Torgbenu, M. N. (1992). <i>Ma Waa Je</i>. Olaga: Dangme Education Publishers. Nanor, J. B. (1975). <i>Matse Amyenɔgu</i>. Accra: Bureau of Ghana Languages. Nanor, J. B. (1978). <i>Mawu Be Ji Be</i>. Accra: Bureau of Ghana Languages.</p>
<b>3. Additional reading list for Nzema</b>	<p>Armo Kangah, A. P. (2013). <i>Euzozoa Mese Me Ne</i>. Accra: Bureau of Ghana Languages. Anilima, A. (2013). <i>Ama Kodwo</i>. Accra: Bureau of Ghana Languages Blay, S.K. (2013). <i>ɔdi Ye Kelema Nzi</i>. Accra: Bureau of African Languages. Caroli, D. (1990). <i>Chinua Achebe: Novelist, Poet, Critic</i>. London: Edward Arnold. Kwaw, F.E. (2008). <i>Meka Bie</i>. Accra: Paul Unique Printing Works. Kwaw, F.E. (2008). <i>Adwoba Ehwia</i>. Accra: Paul Unique Printing Works Senanu, R. E. &amp; Vincent, T. (1988). <i>A Selection of African Poetry</i>. London: Longman. Soboh-Blay, A. (2013). <i>Nyamenle Asa enlomboe</i>. Accra: Bureau of Ghana Languages Soboh-Blay, A. (1997). <i>Awie enze Awielee</i>. Accra: Bureau of Ghana Languages</p>
<b>4. Additional reading list for Fante</b>	<p>Annobil, J. A. (1957). <i>Abotar, Mbo-Na-Ye, Mfantse Ebirempɔn</i>, Nana Bosompo. Cape Coast: Methodist Book Depot. Crayner:J. B. (1957) <i>Bɔbɔr Kunkumfi, Akweesi Egu Nananom Pɔw</i>. Cape Coast: Methodist Book Depot. Gaddiel R. &amp; Acquaaah: (1960) <i>Oguaa Aban</i>. Cape Coast: Methodist Book Depot. Longdon J. E.: (1972). <i>Samansew A, Ekuayɔ Pa</i>. Cape Coast: Mfantseman Press.</p>
<b>5. Additional reading list for Twi</b>	<p>Adi, K. (1989). <i>Mewɔ Bi Ka: Anwensem</i>. Accra: Bureau of Ghana Languages Amoako, B. O. (1994). <i>Enne Nso Bio</i>. Accra: Bureau of Ghana Languages. Caroli, D. (1990). <i>Chinua Achebe: Novelist, Poet, Critic</i>. London: Edward Arnold. Koranteng, E. O. (2007). <i>Guasohantan: Agoru Bi</i>. Accra: Bureau of Ghana Languages</p>

<p><b>6. Additional reading list for Ewe</b></p>	<p>Akafia, S. Y. (1993). <i>Ku le Xome</i>. Accra: Bureau of Ghana Languages.          Biq i-Setsofia, H. K. (1989). <i>Tɔgbui Kpeglo II</i>. Accra: Bureau of Ghana Languages.          Fiawo, F. K. (1981). <i>Tɔko Atɔlia</i>. Accra: Sedco Publishing Limited.          Hinidza, R. K. (1970). <i>Henɔwo fe gbe</i>. Accra: Bureau of Ghana Languages.          Nutsuako, K. (1975). <i>Eve Hakpanyawo Akpa Gatɔ</i>. Tema: Ghana Publishing Corporation          Obianim, S. J. (1995). <i>Amegbetɔ alo Agbezuge fe nutinya</i>. Accra: Sedco Publishing Limited.</p>
<p><b>7. Additional reading list for Dagaare</b></p>	<p>Adetuyi, V. T. (1972). <i>Notes on West African Verse</i>. Ibadon: Oniboneje Press          Ali, M. K. K. (2004) <i>Paryeli</i>. Accra: SALT'N LIGHT.          Ali, M. K. K. (2012). <i>Fo Baŋ Ka Wola</i>. Accra: SALT'N LIGHT.          Diyanni, R. (2004). <i>Literature; Approaches to Fiction, Poetry and Drama</i>. New York: McGraw-Hill.          Sanortey, T.D (2013). The Literary Devices in Birifor Kɔntɔmbɔɔre (Festival) Songs. <i>Journal of African Languages and Culture</i>. 2(1). 121-131.          Sanortey, T.D. (2012). The Aesthetics of Kɔntɔmbɔɔre (Birifor Festival) Songs.” M.Phil. Thesis. University of Education, Winneba          Orefang, B. N.G.M. (1995). <i>Dagaare Yelkaama 1</i>. Accra: Bureau of Ghana Languages.          Orefang, B. N.G.M. (1995). <i>Dagaare Yelkaama 2</i>. Accra: Bureau of Ghana Languages.</p>
<p><b>8. Additional reading list for Kasem</b></p>	<p>Abraham, M. A. (1981). <i>A Glossary of Literary Terms</i>. Dans. Norton Itcaca. New York.          Danti, A. L. (2015). <i>Teena Geere</i>. Winneba: De-Misk.          Danti, A. L. (2009). <i>Lei de Seina Taana</i>. Winneba: De-Miska.          Puruseh, M. (2013). <i>Taa Wuu Tera</i>. Winneba: De-Miska.</p>
<p><b>9. Additional reading list for Kusaal</b></p>	<p>Caroli, D. (1990). <i>Chinua Achebe: Novelist, Poet, Critic</i>. London: Edward Arnold.          Senanu, R. E. &amp; Vincent, T. (1988). <i>A Selection of African Poetry</i>. London: Longman.          Styan, J. L. (1975). <i>Elements of Drama</i>. Cambridge: Cambridge University Press.</p>
<p><b>10. Additional reading list for Gurene</b></p>	<p>Caroli, D. (1990). <i>Chinua Achebe: Novelist, Poet, Critic</i>. London: Edward Arnold.          Senanu, R. E. &amp; Vincent, T. (1988). <i>A Selection of African Poetry</i>. London: Longman.          Styan, J. L. (1975). <i>Elements of Drama</i>. Cambridge: Cambridge University Press.</p>
<p><b>11. Additional reading list for Gonja</b></p>	<p>Afari- Twako, H. K. (2006). <i>Ngbanya be Atande</i>. Accra: SEDCO Publishers.          Aenyi. W. T. (1972). <i>Notes on West African Verse</i> Ibadan: Onibonjee Press          Braimah, J.A (1962). <i>Gonja Drums</i>. Accra: Bureau Of Ghana Languages.          Mahama, M.M. (1973). <i>Gbeadese</i> Accra: Bureau Of Ghana Languages.</p>
<p><b>12. Additional reading list for Dagbani</b></p>	<p>Abdulai, A. I. (1994). <i>Yem Salim Para</i>. Accra: Bureau of Ghana Languages          Adam, P. P. (2015). <i>Wuni Bimbirili</i>. Koforidua: Dagbani Unit of Gur-Gonja Department, UEW.          Adetuyi, V. T. (1972). <i>Notes on West African Verse</i>. Ibadon: Oniboneje Press.          Bawa, A. S. (2013). <i>Amina</i>. Koforidua: Dagbani Unit of Gur-Gonja Department, UEW.</p>

# LESSON 1

Year of B.Ed.	2	Semester	1	Place of lesson in semester	1	2	3	4	5	6	7	8	9	10	11	12
<b>Title of Lesson</b>	What is literature											<b>Lesson Duration</b>	3			
<b>Lesson description</b>	This lesson introduces the student teacher to what literature is and the types of literature that can be found. It talks about the definition of literature and their examples. This first lesson introduces student teachers to the course learning outcomes and the 3 assessment components of the course.															
<b>Previous student teacher knowledge, prior learning (assumed)</b>	The student teacher has been reading story books. The student may have heard poetry recitals and had heard stories being told.															
<b>Possible barriers to learning in the lesson</b>	Lack of knowledge of the types of literature. Large class size															
<b>Lesson Delivery – chosen to support students in achieving the outcomes</b>	<b>Face-to-face</b>	<b>Practical Activity</b>	<b>Work-Based Learning</b>	<b>Seminars</b>	<b>Independent Study</b>	<b>e-learning opportunities</b>	<b>Practicum</b>									
<b>Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.</b>	<b>Face-to-face:</b> Discussion, Questioning, Group work and Brainstorming methods will be employed <b>Practical Activity:</b> Students will go online to search for information <b>e-learning opportunity:</b> Mobile phones and other available technology will be used															
<ul style="list-style-type: none"> <li>Learning Outcome for the lesson, picked and developed from the course specification</li> <li>Learning indicators for each learning outcome</li> </ul>	<b>Learning Outcomes</b>			<b>Learning Indicators</b>			<b>Identify which cross cutting issues-core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?</b>									
	1. demonstrate knowledge and understanding of written literature of a Ghanaian language, and teach them effectively and promote literature appreciation among learners. (NTS 2c, e: 13), (NTS 2e: 13), (NTS 3a, c: 14), (NTECF 3: 20).			1.1. identify the genre of written literature of a Ghanaian language 1.2. explain each genre of the written literature of a Ghanaian language 1.3. Students should be able to appreciate written literature of a Ghanaian language in learning			It is possible that student teachers may not be aware that there are two main types of literature as there is emphasis mostly on written literature. This can be solved by asking student teachers to do online search and do further reading after class <ul style="list-style-type: none"> <li>Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, digital literacy,</li> </ul>									
<b>Topic: What is literature</b>	<b>Sub topic</b>	<b>Stage/time</b>	<b>Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study</b>													
			<b>Teacher Activity</b>						<b>Student Activity</b>							
		<b>Introduction: 10 mins</b>	<ul style="list-style-type: none"> <li>Tutor gives an introduction to teachers in relation that the course prepares him/her to teach effectively.</li> <li>Through questioning and answer technique, tutor reviews student teacher knowledge on literature studied in the lower levels. (PDP Theme 2, P. 11).</li> </ul>						<ul style="list-style-type: none"> <li>Student teachers attentively listen to the Tutor and ask questions.</li> <li>Student teachers respond to questions asked by the tutor to review their knowledge on literature.</li> </ul>							

	<b>Definition of literature</b>	Stage 1: 40mins	<b>Discussion</b> <ul style="list-style-type: none"> <li>• Tutor guides student teachers to discuss what literature is (PDP Theme 3, P. 64) (BSC Strand 5)</li> <li>• Tutor asks student teachers to discuss their definition of literature with colleagues</li> <li>•</li> </ul>	<b>Discussion</b> <ul style="list-style-type: none"> <li>• Discuss in groups what they understand by literature and write it down.</li> <li>• Student teachers share their definition of literature with their class mates.</li> </ul>
	<b>Types of literature</b>	Stage 2: 30mins	<b>Brainstorming</b> <ul style="list-style-type: none"> <li>• Tutor guides student teachers to brainstorm on types of literature in groups.</li> <li>• Tutor guides student teachers in discussion on types of literature. (BSC Strand 5)</li> </ul>	<b>Brainstorming</b> <ul style="list-style-type: none"> <li>• Student teachers brainstorm in groups on the types of literature.</li> <li>•</li> <li>• Student teachers asks questions during the discussion on types of literature.</li> </ul>
	<b>Scope of literature</b>	Stage 3: 80mins	<b>Class discussion</b> <ul style="list-style-type: none"> <li>• Tutor shows a clip (E.g. from <a href="http://bing.com/videos">bing.com/videos</a>) of story telling to student teachers to discuss what they see.</li> <li>• Tutor guides student teachers to narrate what is in the clip (E.g. from <a href="http://slideshare.net">slideshare.net</a>)</li> <li>• Tutor asks group to talk about some literature books read before and share the story in the book. (BSC Strand 1)</li> <li>• Tutor asks a student teacher to recite any rhyme or poetry learnt before (BSC Strand 1)</li> <li>• Tutor assigns each group to give names of some renowned authors in Ghanaian language writing as read before. (PDP Theme 4, P. 79) Tutor asks student teachers to give names of poets known in Africa and some Ghanaian playwrights .</li> <li>• Tutor explains the types of literature</li> </ul>	<b>Class Discussion</b> <ul style="list-style-type: none"> <li>• Student teachers watch the clip and discuss what they see with classmates</li> <li>• Student teachers share their view from the clip to the class.</li> <li>• Student teachers discuss some books they read.</li> <li>• Student teachers discuss some of the literature books read and share the story.</li> <li>• Student teacher recites a poem and class listens</li> <li>• Student teachers mentions names of some known authors in Ghanaian language writing especially one read before as well as some poets and as well as some plays they have participated in.</li> </ul>
	<b>School Visit</b>		<ul style="list-style-type: none"> <li>• Tutor asks student teachers to observe during school visit how rhymes and poems and the stories that are told in class.</li> </ul>	<ul style="list-style-type: none"> <li>• Student teachers should observe during school visit rhymes , poems that are recited among learners in lower primary and plays that are acted as well as some books read during the lessons and write in their reflective journal.</li> </ul>
	<b>Closure/Conclusion</b>	20mins	<ul style="list-style-type: none"> <li>• Through questioning and answering technique, tutor recaps and closes the lesson. Tutor gives feedback to students' questions (PDP Theme 2, P. 7)</li> <li>• Assignment: Put students in groups to read about scope and some concepts in literature and online sources in preparation for the next lesson.</li> </ul>	<ul style="list-style-type: none"> <li>• Student teachers asks question to clarify their misconception about literature.</li> <li>• Student teachers discuss in groups what the scope and some concepts in literature entails for the next lesson.</li> </ul>

	<p>Summary of Assessment Method: Assessment for and as learning (Core skills targeted are communication, team work/collaboration, enquiry skills, digital literacy)</p> <p>Assesses Learning Outcomes: Course learning outcome 1</p>
<b>Teaching Learning Resources</b>	<ul style="list-style-type: none"> <li>• PowerPoint</li> <li>• Projector</li> <li>• Video clip/ YouTube videos</li> <li>• Laptops</li> </ul>
<b>Required Text (core)</b>	<p>Agyekum, K. (2013). <i>Introduction to Literature</i>. Accra: Adwinsa Publishers.</p> <p>Mayhead, R. (1985). <i>Understanding Literature</i>. Cambridge: Cambridge University Press.</p>
<b>Additional Reading List</b>	<p>Meyer, M. (2010). <i>Bedford Introduction to Literature: Reading, Thinking, Writing</i>. Bedford/St. Martin's.</p>
<b>CPD Needs</b>	<p>Workshop on teaching of literature</p>

## LESSON 2

Year of B.Ed.	2	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12		
<b>Title of Lesson</b>	Features of written literature and oral literature				<b>Lesson Duration</b>	3	
<b>Lesson description</b>	This lesson builds on the first lesson by discussing features of written literature as well as oral literature. It also discusses types of oral literature in Ghana.						
<b>Previous student teacher knowledge, prior learning (assumed)</b>	The student teachers had read story books Student teachers have heard poems being recited Student teachers had heard stories being told and some folklore .						
<b>Lesson Delivery – chosen to support students in achieving the outcomes</b>	<b>Face-to-face</b>	<b>Practical Activity</b>	<b>Work-Based Learning</b>	<b>Seminars</b>	<b>Independent Study</b>	<b>e-learning opportunities</b>	<b>Practicum</b>
<b>Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.</b>	<b>Face-to-face: class Discussion</b> <b>Independent study:</b> Individual reflections and reading assignment <b>Seminar:</b> Group presentations <b>e-learning opportunity:</b> Use of mobile phones and searching for information online						
<ul style="list-style-type: none"> <li>Learning Outcome for the lesson, picked and developed from the course specification</li> <li>Learning indicators for each learning outcome4.</li> </ul>	<b>Learning Outcomes</b>		<b>Learning Indicators</b>		<b>Identify which cross cutting issues-core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?</b>		
	1. demonstrate knowledge and understanding of literature of a Ghanaian language, and teach them effectively and promote literature appreciation among learners. (NTS 2c, e: 13), (NTS 2e: 13), (NTS 3a, c: 14), (NTECF 3: 20).		1.1. identify the types of literature of a Ghanaian language 1.2. explain each type of literature of a Ghanaian language 1.3. Students should be able to appreciate types of literature of a Ghanaian language in learning		Student teachers may not know the differences between oral literature and written literature and the overlaps that exists between the two types. This can be curbed by giving student teachers reading assignment on this topic before class. <ul style="list-style-type: none"> <li>Core skills targeted include self-reflection, communication, critical thinking, collaboration, observation and enquiry skills, digital literacy,</li> </ul>		
<b>Topic: Features of written and oral literature</b>	<b>Sub topic</b>	<b>Stage/time</b>		<b>Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study</b>			
		<b>Introduction:</b> 10 mins		<b>Teacher Activity</b>		<b>Student Activity</b>	
	<b>Features of written literature</b>	Stage 1: 60mins		<b>Brainstorming and class discussion</b>		<b>Brainstorming and class discussion</b>	
				<ul style="list-style-type: none"> <li>Tutor reviews the previous lesson using the question technique for students to explain what literature is.</li> </ul>		<ul style="list-style-type: none"> <li>Student teachers answer the questions asked to revise the previous lesson and explain what literature is and its scope.</li> </ul>	
				<ul style="list-style-type: none"> <li>Tutor/lecturer begins the lesson by showing some books by Ghanaian literary writers to flip through.</li> </ul>		<ul style="list-style-type: none"> <li>Student teachers glance through the literary works.</li> <li>Student teachers brainstorm and discuss the</li> </ul>	

			<ul style="list-style-type: none"> <li>• Tutor puts student teacher into groups and asks them to discuss the features of written literature.</li> <li>• Tutor invites each group to share their findings with class through presentations. (PDP Theme 4, P. 79)</li> <li>• Tutor (BSC Strand 1)</li> <li>• Tutor guides the student teachers to clarify the features of written literature and show a short powerpoint presentation.</li> </ul>	<p>characteristics of written literature.</p> <ul style="list-style-type: none"> <li>• Each presentation is followed with questions and answers session</li> <li>• Student teachers listen to the presentation for a better understanding.</li> </ul>
		Stage 2: 20	<p><b>Question and Answer</b></p> <ul style="list-style-type: none"> <li>• Tutor/lecturer shows a clip on story telling from YouTube and asks questions on the video shown. (PDP Theme 3, P. 69) (BSC Strand 5)</li> </ul>	<p><b>Question and Answer</b></p> <ul style="list-style-type: none"> <li>• Student teachers answer questions to clarify their knowledge.</li> </ul>
<b>Features of oral literature</b>		Stage 3: 40mins	<p><b>Group Discussion</b></p> <ul style="list-style-type: none"> <li>• Tutor puts students into mixed groups to reflect on the features of oral literature and share to class through discussion (PDP Theme 4, P. 25)</li> <li>• Tutor follows up the discussion and explains some types of oral literature.</li> </ul>	<p><b>Group Discussion</b></p> <ul style="list-style-type: none"> <li>• In mixed groups, student teachers reflect on features of oral literature and share through class discussion.</li> <li>• Student teachers.</li> </ul>
		Stage 4: 30mins	<p><b>Class Discussion</b></p> <ul style="list-style-type: none"> <li>• Tutor asks student teachers to tell stories in class for discussion and other types found in Ghana (PDP Theme 9, P. 21) (BSC Strand 5)</li> </ul>	<p><b>Class Discussion</b></p> <ul style="list-style-type: none"> <li>• Student teachers ask questions from the story telling and other types of written literature.</li> </ul>
<b>School Visit</b>			<ul style="list-style-type: none"> <li>• Tutor asks student teachers to observe the types of literature learners are taught and notes them down in the reflective journal</li> </ul>	<ul style="list-style-type: none"> <li>• Record the findings in their reflective journal how the teacher deals with the lesson on types of literature.</li> </ul>
		<b>Closure/Conclusion:</b> 20mins	<ul style="list-style-type: none"> <li>• Tutor asks students to orally summarize the lesson highlighting the key points discussed</li> </ul>	<ul style="list-style-type: none"> <li>• Student teachers summarize the lesson by highlighting the key points in the lesson.</li> </ul>

			<p>from the lesson. Tutor responds to questions from students for clarification</p> <ul style="list-style-type: none"> <li>• Assignment: Ask students to read about types of written in preparation for the next lesson.</li> </ul>	<p>Student teachers ask questions they may have for clarification</p> <ul style="list-style-type: none"> <li>• Assignment: Student teachers prepare ahead of the next lesson by reading types of written literature from the relevant pages of the core reading text and online sources.</li> </ul>
<b>Lesson assessments – evaluation of learning: of, for and as learning within the lesson(linked to learning outcomes)</b>	<p>Summary of Assessment Method: Assessment of, for and as learning Summative assessment (class participation individually and in group) : (Core skills targeted are communication, team work/collaboration, enquiry skills, digital literacy)</p> <p>Assesses Learning Outcomes: Course learning outcome 1,</p>			
<b>Teaching Learning Resources</b>	<ul style="list-style-type: none"> <li>• PowerPoint</li> <li>• Projector</li> <li>• Laptops</li> <li>• Smartphone</li> </ul>			
<b>Required Text (core)</b>	<p>Agyekum, K. (2013). <i>Introduction to Literature</i>. Accra: Adwinsa Publishers. Mayhead, R. (1985). <i>Understanding Literature</i>. Cambridge: Cambridge University Press</p>			
<b>Additional Reading List</b>	<p>Meyer, M. (2010). <i>Bedford Introduction to Literature: Reading, Thinking, Writing</i>. Bedford/St. Martin's.</p>			
<b>CPD Needs</b>	<p>Workshop on teaching of oral literature.</p>			

## LESSON 3

Year of B.Ed.	2	Semester	1	Place of lesson in semester	1	2	3	4	5	6	7	8	9	10	11	12
<b>Title of Lesson</b>	Types or genres of written literature				Lesson Duration	<b>3</b>										
<b>Lesson description</b>	This lesson introduces the student-teacher to the genres of written literature.															
<b>Previous student teacher knowledge, prior learning (assumed)</b>	Student teachers have watched plays. Students teachers have read novels Student have heard poem recitals.															
<b>Possible barriers to learning in the lesson</b>	Student teachers may not have read any literature in the SHS Student teachers may not know of the specific features of the three genres Student teachers may not know there exist different genres															
<b>Lesson Delivery – chosen to support students in achieving the outcomes</b>	<b>Face-to-face</b>	<b>Practical Activity</b>	<b>Work-Based Learning</b>	<b>Seminars</b>	<b>Independent Study</b>	<b>e-learning opportunities</b>	<b>Practicum</b>									
<b>Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.</b>	<b>Face-to-face:</b> Independent study: <b>Practical Activity:</b> <b>e-learning opportunity:</b>															
<ul style="list-style-type: none"> <li>Learning Outcome for the lesson, picked and developed from the course specification</li> <li>Learning indicators for each learning outcome</li> </ul>	<b>Learning Outcomes</b>				<b>Learning Indicators</b>				<b>Identify which cross cutting issues-core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?</b>							
	1. 1. demonstrate knowledge of genres of written literature of a Ghanaian language and teach them effectively and promote literature appreciation among learners  2. Use technology to teach the genres of written literature effectively to enhance learners Ghanaian language learning				1.1 Student teacher should be able to identify the genre of written literature of a Ghanaian language (NTS 2c , e: 13) 1.2 Students should be able to explain each genre of the written literature of a Ghanaian language (NTS 2c: 13)  Students should be able to appreciate written literature of a Ghanaian language in learning (NTS 2e: 13), (NTS 3a, c: 14), (NTECF 3: 20).  2.1. Student teacher will be able to select appropriate technological tools for literature and watch clips and appreciate them in written form. (NTS 3j:14)(NTS 2d:13), (NTECF 4:45).				<ul style="list-style-type: none"> <li>It is likely that student teachers may not be aware of the three genres of literature in a Ghanaian language. This is can be remedied asking student to do online research before the class.</li> <li>Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, Collaboration</li> </ul>							

			2.2. Students will be able to apply their knowledge in the use of technological tools to teach written literature of a Ghanaian language (NTS 1d: 12), (NTS 2d:13), (NTS 3e: 14), (NTECF 3: 26), (NTECF 5:59).	
<b>Topic: Types or genre of written literature</b>	<b>Sub topic</b>	<b>Stage/time</b>	<b>Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study</b>	
			<b>Teacher Activity</b>	<b>Student Activity</b>
	<b>Introduction:</b>	20 mins	<ul style="list-style-type: none"> <li>Tutor introduces the lesson by revising the types of literature and its scope and concepts done in the previous lessons.</li> <li>Tutor puts student teachers in group and ask student teachers to summarise what written literature is .</li> <li>Tutor guides the student teachers and explains what written literature is as a review.</li> </ul>	<ul style="list-style-type: none"> <li>Student teachers answered questions by the teacher.</li> <li>Work in groups and share to the class orally what written literature is.</li> <li>Student teachers add their views on the understanding of what written literature entails.</li> </ul>
	<b>What are the genres of literature</b>	Stage 1: 70mins	<b>Group Work and discussion</b> <ul style="list-style-type: none"> <li>Tutor shows a video on the genres of written literature for student teachers to watch.</li> <li>Tutor groups student teachers to discuss the video and share their findings orally in class.</li> <li>Tutor leads student-teachers to discuss presentation in groups.</li> <li>Tutor guides student teachers to get the correct wrong concepts in written literature through whole class discussion. (BSC Strand 5)</li> </ul>	<b>Group Work and discussion</b> <ul style="list-style-type: none"> <li>Student teachers watch the video.</li> <li>Student teachers discuss the video and share the findings orally to classmates.</li> <li>Student teachers share their findings in class.</li> <li>Explanation and misrepresentation are corrected and record in book.</li> </ul>
	Stage 2: 40mins	<b>Class Discussion</b> <ul style="list-style-type: none"> <li>Tutor discusses the genres of written literature as observed from the video clip watched by student teachers.</li> <li>Tutor clarifies questions asked by student teachers.</li> </ul>	<b>Class Discussion</b> <ul style="list-style-type: none"> <li>Student teachers listen attentively to the explanation by the tutor.</li> <li>Student teachers asks questions for better understanding.</li> </ul>	

		Stage 3: 40mins	<b>Reflection</b> <ul style="list-style-type: none"> <li>Tutor asks student teachers to reflect on type of genre that they were taught in school.</li> <li>Tutor asks a student teacher to co-teach a class on types of written literature for class observation</li> <li>Tutor guides student teachers to discuss how this lesson can be taught to an early grade pupils. (BSC Strand 5)</li> </ul>	<b>Reflection</b> <ul style="list-style-type: none"> <li>Reflects on the type genre of written literature.</li> <li>Student teacher co-teaches the genre of literature for class observation.</li> <li>Student teachers participate in class discussion how to teach early graders the genre of literature</li> </ul>
School Visit			<ul style="list-style-type: none"> <li>Tutor informs student teachers to observe how learners show interest in literature in general and record in their journal.</li> </ul>	<ul style="list-style-type: none"> <li>Record as part of their portfolio how teachers deal with the early graders during a literature class to help them improve their teaching.</li> </ul>
	<b>Closure/Conclusion</b>	10 mins	<ul style="list-style-type: none"> <li>Tutor asks student teachers to summarise orally to the class the key points from the lesson and read on the topic on literary devices.</li> </ul>	<ul style="list-style-type: none"> <li>Student teachers summarise the keypoints from the lesson.</li> <li>Put down the reading assignment for the next lesson.</li> </ul>
<b>Lesson assessments – evaluation of learning: of, for and as learning within the lesson(linked to learning outcomes)</b>	Summary of Assessment Method: Assessment for and as learning (class participation and presentation is scored (Core skills targeted are communication, team work/collaboration, enquiry skills, digital literacy)  Assesses Learning Outcomes: Course learning outcome 1, 2			
<b>Teaching Learning Resources</b>	<ul style="list-style-type: none"> <li>Power point</li> <li>Projector</li> <li>Laptops</li> <li>Open Educational Resources (Including: YouTube, MOOCS-Udemy/coursera, khan academy, TESSA)</li> </ul>			
<b>Required Text (core)</b>	<b>Required:</b> Agyekum, K. (2013). <i>Introduction to Literature</i> . Accra: Adwinsa Publishers. Mayhead, R. (1985). <i>Understanding Literature</i> . Cambridge: Cambridge University Press			
<b>Additional Reading List</b>	Meyer, M. (2010). <i>Bedford Introduction to Literature: Reading, Thinking, Writing</i> . Bedford/St. Martin's.			
<b>CPD Needs</b>	Seminar/Workshop on how to teach early graders genre of literature.			

## LESSON 4

Year of B.Ed.	2	Semester	1	Place of lesson in semester	1 2 3 <b>4</b> 5 6 7 8 9 10 11 12		
<b>Title of Lesson</b>	<b>Literary devices</b>						
<b>Lesson description</b>	<b>This lesson introduces student teachers to some literary devices found in literature of a Ghanaian language.</b>						
<b>Previous student teacher knowledge, prior learning (assumed)</b>	The student teachers have learned written literature a Ghanaian language in their previous school						
<b>Possible barriers to learning in the lesson</b>	Student teachers likely were not exposed to most literary devices. Student teachers might not know what literary devices are in literature.						
<b>Lesson Delivery – chosen to support students in achieving the outcomes</b>	<b>Face-to-face</b>	<b>Practical Activity</b>	<b>Work-Based Learning</b>	<b>Seminars</b>	<b>Independent Study</b>	<b>e-learning opportunities</b>	<b>Practicum</b>
<b>Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.</b>	<p><b>Face-to-face:</b> opportunity for an extended and coherent line of argument. It includes discussion, brainstorming, question and answer, etc. This can be tutor and / or student teacher led. It should not usually be the main mode.</p> <p><b>Independent study:</b> to enable students to engage with relevant and appropriate materials to promote individual and collaborative enquiry, more in-depth analysis and development. This can be part of any of the above modes</p> <p><b>Seminars:</b> to generate group and individual creativity, discussion and reflection: student and / or tutor led.</p> <p><b>E-learning opportunities</b> – involving the use of interactive packages and virtual learning environments. This can be part of any of the above modes of delivery. It is unlikely to be a delivery mode in its own right.</p>						
<ul style="list-style-type: none"> <li>Learning Outcome for the lesson, picked and developed from the course specification</li> <li>Learning indicators for each learning outcome</li> </ul>	<b>Learning Outcomes</b>	<b>Learning Indicators</b>		<b>Identify which cross cutting issues-core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?</b>			
	demonstrate knowledge of written literature of a Ghanaian language and teach them effectively and promote literature appreciation among learners  (NTS 2c: 13), (NTS 2e: 13), (NTS 3c: 14), (NTECF 3: 20). 2. Use technology to teach written literature effectively to enhance learners Ghanaian language learning	Student teacher should be able to identify the genre of written literature of a Ghanaian language (NTS 2c , e: 13) Students should be able to explain each genre of the written literature of a Ghanaian language (NTS 2c: 13) dents should be able to appreciate written literature of a Ghanaian language in learning (NTS 2e: 13), (NTS 3a, c: 14), (NTECF 3: 20). 2.1. Student teacher will be able to select appropriate technological tools for literature and watch clips and appreciate them in written form. (NTS 3j:14)(NTS 2d:13), (NTECF 4:45).	<ul style="list-style-type: none"> <li>It is likely that student teachers may not know the differences between literary devices and figures of speech this can be solved by tutor/lecturer asking student teachers to do online research a week before the lesson and do some presentation on the different literary devices.</li> <li>Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, digital literacy,</li> </ul>				

			Students will be able to apply their knowledge in the use of technological tools to teach written literature of a Ghanaian language (NTS 1d: 12), (NTS 2d:13), (NTS 3e: 14), (NTECF 3: 26), (NTECF 5:59)	
Topic: literary devices	Sub topic	Stage/time	Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study	
			Teacher Activity	Student Activity
		introduction:10mins	<ul style="list-style-type: none"> <li>Tutor leads a discussion on ways that we communicate using language in the society.</li> <li>Tutor asks student teachers talk about the type of language use and share their ideas.</li> <li>Tutor then introduces the topic for the day</li> </ul>	<ul style="list-style-type: none"> <li>Student teachers share their ideas on ways of communication using language in the society.</li> <li>Student teachers discuss their ideas on type of language use among people in the society.</li> </ul>
	What are literary devices	Stage 1: 40mins	<b>Group discussion and Presentation</b> <ul style="list-style-type: none"> <li>Tutor plays an audio in which literary devices can be found for student teachers to listen.</li> <li>Tutor uses probing questions for student teachers to explain what literary devices are.</li> <li>Tutor asks student teachers in groups to identify the literary devices heard from the audio played.</li> </ul>	<b>Group discussion and Presentation</b> <ul style="list-style-type: none"> <li>Student teachers listen to the audio attentively.</li> <li>Student teachers share their give their explanation of literary devices.</li> <li>Student teachers presents orally in groups the literary devices found in the audio played.</li> </ul>
	Importance of literary devices	Stage 2: 50mins	<b>Class Discussion</b> <ul style="list-style-type: none"> <li>Tutor leads a class discussion to explain the meaning of the literary devices found in the audio (PDP Theme 4, P. 25)</li> <li>Tutor discusses and guides student teachers to put down the importance of literary devices from the audio.</li> <li></li> </ul>	<b>Class Discussion</b> <ul style="list-style-type: none"> <li>Student teachers actively participate in the class discussion and tell the meaning of literary devices they identified.</li> <li>Student teachers participates in the discussion and note down the correct identified different speech sounds.</li> </ul>
What is a figure of speech	Stage 3: 50mins	<b>Group Presentation</b> <ul style="list-style-type: none"> <li>Tutor puts student teachers in groups for them discuss the online search done before the lesson on figures of speech.</li> </ul>	<b>Group Presentation</b> <ul style="list-style-type: none"> <li>Each of the groups discusses their findings from the online search on the definition of figures of speech.</li> </ul>	

			<ul style="list-style-type: none"> <li>Tutor asks groups to present examples of figures of speech they know after explaining figures of speech. (PDP Theme 4, P. 79)</li> <li>Tutor asks student teachers to tell the differences between figures of speech and literary devices.</li> </ul>	<ul style="list-style-type: none"> <li>Groups do oral presentation in class on examples of figures of speech and their meaning after noting down the explanation.</li> <li>Student teachers share their ideas on the differences in figures of speech and literary devices.</li> </ul>	
		Stage 4: 30mins	<b>Group Discussion and presentation</b> <ul style="list-style-type: none"> <li>Tutor gives a text for student teachers to identify the literary devices and figures of speech in groups for a class discussion.</li> <li>Tutor leads the discussion on the identification of literary devices and figures of speech on the text after groups have orally presented their findings. (PDP Theme 3, P. 69)</li> <li>Tutor answers questions asked by student teachers in relation to the text for clarification.</li> </ul>	<b>Group Discussion and presentation</b> <ul style="list-style-type: none"> <li>Student teachers brainstorm and discuss in groups the text and identifies the figures of speech and literary devices.</li> <li>Student teachers do a brief oral presentation on their findings from the text and participate in the class discussion.</li> <li>Student teachers ask questions on the given text for clarification.</li> </ul>	
		<b>School visit</b>	<ul style="list-style-type: none"> <li>Tutor asks student teachers to observe how teachers teach early graders literary devices and note them down in the reflective journal.</li> </ul>	<ul style="list-style-type: none"> <li>Report to the class when called upon after school visit your reflections on the teaching of literary devices to early graders.</li> </ul>	
		<b>Closure</b>	Stage 5:10mins	<ul style="list-style-type: none"> <li>Tutor/lecturer uses questioning to get students to summarize the lesson (PDP Theme 2, P. 35)</li> </ul>	<ul style="list-style-type: none"> <li>Student teachers summarize the lesson indicating the key things they have learnt</li> </ul>
<b>Lesson assessments – evaluation of learning: of, for and as learning within the lesson (linked to learning outcomes)</b>	Summary of Assessment Method: Assessment for and as learning (1 group presentation written submitted from the oral presentation (Core skills targeted are communication, team work/collaboration, enquiry skills, digital literacy) Assesses Learning Outcomes: Course learning outcome 1,2				
<b>Teaching Learning Resources</b>	<ul style="list-style-type: none"> <li>Smartphones</li> <li>Laptops</li> <li>Video</li> </ul>				
<b>Required Text (core)</b>	Agyekum, K. (2013). <i>Introduction to Literature</i> . Accra: Adwinsa Publishers.				
<b>Additional Reading List</b>	Mayhead, R. (1985). <i>Understanding Literature</i> . Cambridge: Cambridge University Press				
<b>CPD Needs</b>	Seminar on literary devices for early grade class				

## LESSON 5

Year of B.Ed.	2	Semester	1	Place of lesson in semester	1 2 3 4 <b>5</b> 6 7 8 9 10 11 12						
Title of Lesson	Prose			Lesson Duration	3						
Lesson description	This lesson is focused on the style and scope of prose										
Previous student teacher knowledge, prior learning (assumed)	Student teachers have been reading novels.										
Possible barriers to learning in the lesson	Student teachers may not be aware the different styles of prose. Large class size										
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face	Practical Activity	Work-Based Learning	Seminars	Independent Study	e-learning opportunities	Practicum				
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	<b>Face-to-face:</b> <b>Independent study:</b> <b>Seminars:</b> <b>E-learning opportunities</b>										
<ul style="list-style-type: none"> <li>Learning Outcome for the lesson, picked and developed from the course specification</li> <li>Learning indicators for each learning outcome</li> </ul>	<b>Learning Outcomes</b>			<b>Learning Indicators</b>			<b>Identify which cross cutting issues-core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?</b>				
	demonstrate knowledge of written literature of a Ghanaian language and teach them effectively and promote literature appreciation among learners  (NTS 2c: 13), (NTS 2e: 13), (NTS 3c: 14), (NTECF 3: 20). 2. Use technology to teach written literature effectively to enhance learners Ghanaian language learning.			Student teacher should be able to identify the genre of written literature of a Ghanaian language (NTS 2c , e: 13)  Students should be able to explain each genre of the written literature of a Ghanaian language (NTS 2c: 13)  Students should be able to appreciate written literature of a Ghanaian language in learning (NTS 2e: 13), (NTS 3a, c: 14), (NTECF 3: 20). 2.1. Student teacher will be able to select appropriate technological tools for literature and watch clips and appreciate them in written form. (NTS 3j:14)(NTS 2d:13), (NTECF 4:45). 2.2. Students will be able to apply their knowledge in the use of technological tools			It is likely that the time allocated may not be sufficient to deal with the prose in details and this can be solved by tutor/lecturer asking student teachers to do online research a week before the lesson and do some presentation on the types of study skills. <ul style="list-style-type: none"> <li>Core skills targeted include communication, critical thinking, collaboration, groupings, observation and enquiry skills, digital literacy,</li> </ul>				

			to teach written literature of a Ghanaian language (NTS 1d: 12), (NTS 2d:13), (NTS 3e: 14), (NTECF 3: 26), (NTECF 5:59).	
<b>Topic: Prose</b>	<b>Sub topic</b>	<b>Stage/time</b>	<b>Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study</b>	
			<b>Teacher Activity</b>	<b>Student Activity</b>
	<b>Revision on genres of literature</b>	Stage 1:10mins	<ul style="list-style-type: none"> <li>Tutor guides student teachers to review the previous lesson with students through brainstorming, question and answer techniques on genres of literature.</li> <li>Tutor asks student teachers to share idea on style of novels they have read before and the introduces the topic for the day.</li> </ul>	<ul style="list-style-type: none"> <li>Student teachers respond to the questions asked by the tutor/lecturer to revise previous lesson on the genre of literature.</li> <li>Student teachers share their ideas on the style of novels they have read before.</li> </ul>
	<b>What is prose and style</b>	Stage 2: 80mins	<p><b>Class Discussion</b></p> <ul style="list-style-type: none"> <li>Tutor/lecturer leads a discussion on the definitions of prose in written literature and the style of prose</li> </ul> <p>Student teachers are put into groups and gives short novels in Ghanaian language to each group with a different styles for different levels among early grade to identify the style of the prose.</p> <p>Tutor then listens to each group on the style of the short novel given them orally to the class.</p> <p>Tutor/lecturer guides each group to put down the different styles of prose identified for explanation on the board for the class. [PDP Theme 3, P. 69)</p>	<p><b>Class Discussion</b></p> <ul style="list-style-type: none"> <li>Student teachers do brainstorming, discussions and sharing ideas orally on the definition of prose.</li> <li>Student teachers in small groups studies the short novel and discussed with another group in class their style</li> </ul> <p>Each group tells the class the style of the novel given to them orally.</p> <p>Each group writes on the board the prose style identified and participates in the class discussion for a better understanding.</p>
<b>What are the features of prose</b>	Stage 3:60mins	<p><b>Group work</b></p> <ul style="list-style-type: none"> <li>Tutor asks student teachers to be in their group and search online the features of a prose and compare with the novel given them and share their findings to the class.</li> </ul>	<p><b>Group work</b></p> <ul style="list-style-type: none"> <li>Student teachers search online in groups to identify the features of prose and compare with novel given</li> </ul>	

			<ul style="list-style-type: none"> <li>Tutor listens to their findings and explains the features of prose with concrete Ghanaian language novels for better understanding. (PDP Theme 4, p. 79) (BSC Strand 5)</li> </ul>	<p>them and share their findings.</p> <ul style="list-style-type: none"> <li>Each group listens attentively to the tutor explanation on the features and asks questions where the need be for better understanding</li> </ul>
	<b>School visit</b>		<ul style="list-style-type: none"> <li>Tutor asks student to report to class the style of prose read in the schools by early graders during school visit.</li> </ul>	<ul style="list-style-type: none"> <li>Write down in their reflective journal the style of novels read by earlygrade learners and reflect on it after school visit.</li> </ul>
	<b>Closure</b>	Stage 6:10mins	<ul style="list-style-type: none"> <li>Tutor/lecturer summarises the key points of the lesson through questioning</li> <li>Tutor gives different novels to groups to read and come a do an appreciation of the novel for the next class in relation to the style , features and literary devices identified</li> </ul>	<ul style="list-style-type: none"> <li>Student teachers respond to questions from tutor and asks questions for clarification to note the key points.</li> <li>Student teachers take the novel for each group and prepares for the next lesson.</li> </ul>
<b>Lesson assessments – evaluation of learning: of, for and as learning within the lesson(linked to learning outcomes)</b>	<p>Summary of Assessment Method: Assessment for and as learning (report from the school visits in the last three weeks in the reflective journal. (Core skills targeted are communication, team work/collaboration, enquiry skills, digital literacy)</p> <p>Assesses Learning Outcomes: Course learning outcome 1, 2</p>			
<b>Teaching Learning Resources</b>	<ul style="list-style-type: none"> <li>Smartphones</li> <li>Laptops</li> </ul>			
<b>Required Text (core)</b>	<p>Agyekum, K. (2013). <i>Introduction to Literature</i>. Accra: Adwinsa Publishers.</p> <p>Mayhead, R. (1985). <i>Understanding Literature</i>. Cambridge: Cambridge University Press</p>			
<b>Additional Reading List</b>				
<b>CPD Needs</b>	Seminar on the teaching of early grade pupils prose			

## LESSON 6

Year of B.Ed.	2	Semester	1	Place of lesson in semester	1 2 3 4 5 <b>6</b> 7 8 9 10 11 12		
<b>Title of Lesson</b>	Prose II			<b>Lesson Duration</b>	3		
<b>Lesson description</b>	The lesson introduces student teachers to prose appreciation as a builder for the previous lesson.						
<b>Previous student teacher knowledge, prior learning (assumed)</b>	Students have studied prose.						
<b>Possible barriers to learning in the lesson</b>	Large class size Students may not be aware of the appreciation of prose						
<b>Lesson Delivery – chosen to support students in achieving the outcomes</b>	<b>Face-to-face</b>	<b>Practical Activity</b>	<b>Work-Based Learning</b>	<b>Seminars</b>	<b>Independent Study</b>	<b>e-learning opportunities</b>	<b>Practicum</b>
<b>Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.</b>	<b>Face-to-face:</b> <b>Independent study:</b> <b>Seminars:</b> <b>E-learning opportunities</b>						
<ul style="list-style-type: none"> <li>Learning Outcome for the lesson, picked and developed from the course specification</li> <li>Learning indicators for each learning outcome</li> </ul>	<b>Learning Outcomes</b>		<b>Learning Indicators</b>		<b>Identify which cross cutting issues-core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?</b>		
	3. demonstrate knowledge and skill in teaching written literature of a Ghanaian language. (NTS 1c,e: 12), (NTS 3h:14), (NTS 3e:14), (NTS 3f,g: 14), (NTECF 4: 39), (IEP 5.1.1.1.a: 11).		3.1. teach the genres of literature (prose, drama and poetry) using the appropriate teaching learning materials. 3.2. employ variety of appropriate instructional strategies to enhance learners' critical thinking and participation 3.3. factor in learners' diversity in teaching and learning		<ul style="list-style-type: none"> <li>It is possible that student teachers may not have read books in their language of study and this can be solved by giving simple short stories head of the lesson.</li> <li>Critical thinking, collaboration, enquiry skills, digital literacy, diversity and inclusion</li> </ul>		
<b>Topic: Prose II</b>	<b>Sub topic</b>	<b>Stage/time</b>	<b>Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study</b>				
			<b>Teacher Activity</b>		<b>Student Activity</b>		
		Introduction: 10min	<ul style="list-style-type: none"> <li>Tutor asks student teachers to summarise the last lesson on prose orally to the class.</li> </ul>		<ul style="list-style-type: none"> <li>Student teachers summarise the lesson on prose</li> </ul>		
	<b>Prose appreciation</b>	Stage 1: 90min	<b>Class Discussion and presentation</b> <ul style="list-style-type: none"> <li>Tutor asks each group to present their prose appreciation of the novel given to each group. (Theme 4. P. 25).</li> <li>Tutor listens to the all the presentations and there was a class discussion on each group findings</li> </ul>		<b>Class discussion and group</b> <ul style="list-style-type: none"> <li>Each mixed group does its presentation to the class.</li> <li>Student teachers ask for explanation on the prose appreciation.</li> </ul>		

	<b>Early grade prose and its features and style</b>	Stage 2: 70min	<b>Class Discussion and presentation</b> <ul style="list-style-type: none"> <li>• Tutor asks student teachers to share ideas on the features and style of early grade prose.</li> <li>• Tutor asks a students to improvise and do a co-teaching to early graders taking into consideration their background(linguistic, cultural, social etc)</li> <li>• Tutor leads a class discussion to discuss the teaching (PDP Theme 3 p.69) (BSC Strand 5)</li> </ul>	<b>Class discussion and presentation</b> <ul style="list-style-type: none"> <li>• Student teachers share their views on features and style of early grade Ghanaian language novel.</li> <li>• Student teachers co – teach early grade novel.</li> <li>• Student teachers participate in the class discussion of the co-teaching.</li> </ul>
	School visit		<ul style="list-style-type: none"> <li>• Tell student teachers to observe the teaching of the prose and note down the pronunciation as well.</li> </ul>	<ul style="list-style-type: none"> <li>• Record in their journals as part of their portfolio how the teaching of distribution of consonants are done and what they learnt that will help improve teaching</li> </ul>
		Closure: 10min	<ul style="list-style-type: none"> <li>• Tutor asks student teachers to summarize the lesson in pairs telling a pair what was learnt.</li> </ul>	<ul style="list-style-type: none"> <li>• Student teachers summarize the lesson highlighting the key points they have taken from the lesson</li> </ul>
<b>Lesson assessments – evaluation of learning: of, for and as learning within the lesson(linked to learning outcomes)</b>	Summary of Assessment Method: Assessment for and as learning (Class participation during the group presentation on the task assigned to each group (Core skills targeted are communication, team work/collaboration, enquiry skills, digital literacy) Assesses Learning Outcomes: Course learning outcome 3			
<b>Teaching Learning Resources</b>	<ul style="list-style-type: none"> <li>• Smartphones</li> <li>• Laptops</li> <li>• Projector</li> </ul>			
<b>Required Text (core)</b>	Agyekum, K. (2013). <i>Introduction to Literature</i> . Accra: Adwinsa Publishers.			
<b>Additional Reading List</b>	Mayhead, R. (1985). <i>Understanding Literature</i> . Cambridge: Cambridge University Press			
<b>CPD Needs</b>	Seminar on the teaching of prose to early grade pupils			

## LESSON 7

Year of B.Ed.	2	Semester	1	Place of lesson in semester	1 2 3 4 5 6 <b>7</b> 8 9 10 11 12		
<b>Title of Lesson</b>	What is drama			<b>Lesson Duration</b>	3		
<b>Lesson description</b>	This lesson deals with the scope of drama and some concepts in drama as well as discussing the features in drama.						
<b>Previous student teacher knowledge, prior learning (assumed)</b>	Student teachers have watched plays during their childhood days.						
<b>Possible barriers to learning in the lesson</b>	Student teachers may be aware of the difference between drama and movies. Student may not know key features of drama.						
<b>Lesson Delivery – chosen to support students in achieving the outcomes</b>	Face-to-face	Practical Activity	Work-Based Learning	Seminars	Independent Study	e-learning opportunities	Practicum
<b>Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.</b>	Face-to-face: Independent study: Seminars:						
<ul style="list-style-type: none"> <li>Learning Outcome for the lesson, picked and developed from the course specification</li> <li>Learning indicators for each learning outcome</li> </ul>	<b>Learning Outcomes</b>		<b>Learning Indicators</b>		<b>Identify which cross cutting issues-core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?</b>		
	3. demonstrate knowledge and skill in teaching written literature of a Ghanaian language. (NTS 1c,e: 12), (NTS 3h:14), (NTS 3e:14), (NTS 3f,g: 14), (NTECF 4: 39), (IEP 5.1.1.1.a: 11).		3.1. teach the genres of literature (prose, drama and poetry) using the appropriate teaching learning materials. 3.2. employ variety of appropriate instructional strategies to enhance learners' critical thinking and participation 3.3. factor in learners' diversity in teaching and learning		<ul style="list-style-type: none"> <li>It is likely that the time allocated may not be sufficient to deal with drama therefore preparation should be done ahead for this lesson in details and this can be solved by tutor/lecturer asking student teachers to do online research a week before the lessons as these may require two lessons.</li> <li>Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, digital literacy, Cultural diversity and inclusion.</li> </ul>		
<b>Topic: Drama</b>	<b>Sub topic</b>	<b>Stage/time</b>	<b>Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study</b>				
			<b>Teacher Activity</b>		<b>Student Activity</b>		
		Introduction: 10mins	<ul style="list-style-type: none"> <li>Tutor asks student teachers to tell how they entertain themselves at free times.</li> <li>Tutor then discusses ways of speaking or sending information to the society apart from social or electronic media. The tutor then</li> </ul>		<ul style="list-style-type: none"> <li>Student teachers talk about some forms of entertainment.</li> <li>Student teachers discusses ways of sending messages known by them as the topic is then introduced.</li> </ul>		

			introduces the topic for the lesson.	
	<b>Discuss what drama is.</b>	Stage 1: 10mins	<ul style="list-style-type: none"> <li>Tutor asks student teachers to discuss what drama is (lecturer had already asked student teachers to do research on drama).</li> <li>Tutor discusses with student teachers and clarifies what drama is.</li> </ul>	<ul style="list-style-type: none"> <li>Student teachers discuss using think pair share on what drama is.</li> <li>Student teachers asks for further explanation to understand drama.</li> </ul>
	<b>Scope of drama</b>	Stage 2:70min	<b>Discussion and oral presentation</b> <ul style="list-style-type: none"> <li>Tutor puts student teachers into groups to brainstorm and discuss the scope of in Ghanaian language drama.</li> <li>Tutor asks student teachers to do brief group presentation in class on the scope of drama. [PDP Theme 4 p. 79]</li> <li>Tutor employs “pick and act” that is brings out some folded papers and ask some student teachers to act whatever is picked from the displayed papers to the class after reading what is on the paper to the class.</li> </ul>	<b>Discussion and oral presentation</b> <ul style="list-style-type: none"> <li>Student teachers brainstorm and discuss scope of drama</li> <li>Student teachers do oral presentation discussing scope of drama.</li> <li>Student teachers pick and read out what is written on a folded paper and act as such, for instance act like a drunkard, act like a bus conductor etc.</li> </ul>
	<b>Features of drama</b>	Stage 3: 70min	<b>Group discussion</b> <ul style="list-style-type: none"> <li>Tutor groups and asks student teachers to discuss features of drama.</li> <li>Tutor listens to the features of drama from each group as they share with the class. [PDP Theme 3 p. 69] (BSC Strand 5).</li> <li>Tutor summarises the features of dram and ask teachers to observe these features any time they watch drama.</li> <li><b>Tutor gives out different books on drama to be read in preparation for the next lesson to each group.</b></li> </ul>	<b>Group discussion</b> <ul style="list-style-type: none"> <li>Groups of Student teachers discuss features of drama.</li> <li>Student teachers present the features of drama orally to the class as teacher listens.</li> <li>Student teachers record the findings from the discussion later observe the features of drama anytime they watch drama.</li> <li>Each group takes the drama book assigned in order to prepare for the next lesson</li> </ul>
	<b>School Visit</b>		<ul style="list-style-type: none"> <li>Tutor tells student teachers to observe during school visit what they learnt and</li> </ul>	<ul style="list-style-type: none"> <li>Student teachers observe and compare with that they learnt and</li> </ul>

			compare with what is being taught in the school	what is done in the schools and note them down in reflective journals for class discussion.
	<b>Closure</b>	Stage 5:20min	<ul style="list-style-type: none"> <li>• Tutor asks student teachers to summarise main ideas from the lesson in groups.</li> <li>• Ask students teachers to perform short play for the next lesson.</li> </ul>	<ul style="list-style-type: none"> <li>• Student teachers present their main findings to summarise the lesson orally.</li> <li>• Student teachers prepare to perform a play for the next lesson.</li> </ul>
<b>Lesson assessments – evaluation of learning: of, for and as learning within the lesson(linked to learning outcomes)</b>	Summary of Assessment Method: Assessment for and as learning: (Core skills targeted are communication, team work/collaboration, enquiry skills, digital literacy) Assesses Learning Outcomes: Course learning outcome 3			
<b>Teaching Learning Resources</b>	<ul style="list-style-type: none"> <li>• PowerPoint</li> <li>• Smartphones</li> <li>• Laptops</li> </ul>			
<b>Required Text (core)</b>	Mayhead, R. (1985). <i>Understanding Literature</i> . Cambridge: Cambridge University Press			
<b>Additional Reading List</b>				
<b>CPD Needs</b>	Workshop on teaching of drama.			

# LESSON 1

Year of B.Ed.	2	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12		
<b>Title of Lesson</b>	Drama II(Types of drama)			<b>Lesson Duration</b>	3		
<b>Lesson description</b>	<p style="text-align: center;"><b>This lesson discusses the types of drama in general and narrows it down to Ghanaian language drama and its theme.</b></p>						
<b>Previous student teacher knowledge, prior learning (assumed)</b>	Student teachers studied drama before. Student teachers have watched plays.						
<b>Possible barriers to learning in the lesson</b>	Student teachers may not know the types of drama.						
<b>Lesson Delivery – chosen to support students in achieving the outcomes</b>	Face-to-face	Practical Activity	Work-Based Learning	Seminars	Independent Study	e-learning opportunities	Practicum
<b>Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.</b>	Face-to-face: Independent study: Seminars: Practical activity						
<ul style="list-style-type: none"> <li>Learning Outcome for the lesson, picked and developed from the course specification</li> <li>Learning indicators for each learning outcome</li> </ul>	<b>Learning Outcomes</b>		<b>Learning Indicators</b>		<b>Identify which cross cutting issues-core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?</b>		
	3. demonstrate knowledge and skill in teaching written literature of a Ghanaian language. (NTS 1c,e: 12), (NTS 3h:14), (NTS 3e:14), (NTS 3f,g: 14), (NTECF 4: 39), (IEP 5.1.1.1.a: 11).		3.1. teach the genres of literature (prose, drama and poetry) using the appropriate teaching learning materials. 3.2. employ variety of appropriate instructional strategies to enhance learners’ critical thinking and participation <ul style="list-style-type: none"> <li>3.3. factor in learners’ diversity in teaching and learning</li> </ul>		<ul style="list-style-type: none"> <li>It is possible the tutor/lecturer may focus more on some types of drama. This can be solved by tutor informing student teachers about two weeks to the lesson on the topic and do some addition practical with them.</li> <li>Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, digital literacy,</li> </ul>		
<b>Topic: Drama(Types of drama)</b>	<b>Sub topic</b>	<b>Stage/time</b>	<b>Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study</b>				
			<b>Teacher Activity</b>		<b>Student Activity</b>		
Tense, Aspect markers and plural formation		Introduction: 10mins	<ul style="list-style-type: none"> <li>Tutor guides student teachers to review the previous lesson with students through questioning and answering technique.</li> <li>Tutor asks student teachers to narrate their observation from any drama they have watched.</li> </ul>		<ul style="list-style-type: none"> <li>Answer the questions asked by the tutor/lecturer to revise previous lesson.</li> <li>Narrate their findings and observation from the school visit.</li> </ul>		

	<b>Types of drama</b>	Stage 1: 60mins	<ul style="list-style-type: none"> <li>Tutor asks student teachers to perform the drama. Each drama should not be more than ten minutes. Three can be performed (lecturer had already asked student teachers to perform drama).</li> <li>Tutor discusses with student teachers the drama performed.</li> </ul>	<ul style="list-style-type: none"> <li>Student teachers perform drama.</li> <li>Ask for further explanation to understand the moral of the drama</li> </ul>
	<b>Features and themes of each type of drama</b>	Stage 2: 30mins	<b>Question and answer</b> <ul style="list-style-type: none"> <li>Through leading questions ask student teachers to identify the type of drama performed in class.</li> <li>Tutor asks student teachers to work in pairs to identify the features of other types of drama in a Ghanaian language (PDP Theme 2. P. 75)</li> <li>Tutor guides the student teachers to note down the type of drama and its features after student teachers have shared their findings and identified the type of drama given to each group in the last lesson.</li> </ul>	<b>Question and answer</b> <ul style="list-style-type: none"> <li>Student teachers answer questions on the type of drama performed in the class.</li> </ul> <p>Student teachers work in pair to look for types of drama and their features. Student teachers share their findings and note the features of each type of drama and identifies the type of drama for the book given in the last lesson.</p>
	Teaching of drama in early grade	Stage 4: 40min	<b>Group discussion</b> <ul style="list-style-type: none"> <li>Tutor shows a video on teaching of drama for a discussion. <a href="https://www.youtube.com/playlist?list=PL4A1446D924B9C895">https://www.youtube.com/playlist?list=PL4A1446D924B9C895</a></li> <li>Tutor puts student teachers into groups to discuss the video and methods to teach drama to early grade learners. (PDP Theme 4, p. 79)</li> </ul>	<b>Group discussion</b> <ul style="list-style-type: none"> <li>Watch the video attentively and discuss</li> <li>Discuss in detail the video and the methods to teach drama to early grade learner and share their views in groups.</li> </ul>
		Stage 5:30min	<b>Class Presentation</b> <ul style="list-style-type: none"> <li>Tutor asks student teacher to improvise and teach drama to the class (PDP Theme 4, p. 79)</li> <li>The teaching by the student is discussed guided by the teacher and clarification made on teaching of drama.</li> </ul>	<b>Class Presentation</b> <ul style="list-style-type: none"> <li>Student teacher teaches drama to the class.</li> <li>Student teachers participate in class discussion and noted down the clarification.</li> </ul>

	<b>School visit</b>		<ul style="list-style-type: none"> <li>Tutor asks student teachers to observe the teaching of drama by teachers when they visit schools</li> </ul>	<ul style="list-style-type: none"> <li>Student teachers will observe the teaching of drama when they go for school visit.</li> </ul>
		<b>Closure:</b> 20min	<ul style="list-style-type: none"> <li>Tutor asks student teachers to summarise the lesson on formation.</li> <li>Tutor asks students teachers to read on poetry for the next lesson.</li> </ul>	<ul style="list-style-type: none"> <li>Student teachers summarise the lesson orally.</li> <li>Student teachers takes note of the reading assignment for the next lesson.</li> </ul>
<b>Lesson assessments – evaluation of learning: of, for and as learning within the lesson (linked to learning outcomes)</b>	<p>Summary of Assessment Method: Assessment for and as learning Dramatisation will be assessed from the drama in class.(Core skills targeted are communication, teamwork/collaboration, enquiry skills, digital literacy)</p> <p>Assesses Learning Outcomes: Course learning outcome 3</p>			
<b>Teaching Learning Resources</b>	<ul style="list-style-type: none"> <li>PowerPoint</li> <li>Projector</li> <li>Video clip</li> <li>Smartphones</li> <li>Laptops</li> </ul>			
<b>Required Text (core)</b>	Mayhead, R. (1985). <i>Understanding Literature</i> . Cambridge: Cambridge University Press			
<b>Additional Reading List</b>				
<b>CPD Needs</b>	Seminar on teaching of drama to early grade learner.			

## LESSON 9

Year of B.Ed.	2	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 <b>9</b> 10 11 12	
Title of Lesson	Poetry 1(scope and elements of poetry)				Lesson Duration	3
Lesson description	This lesson deals with understanding some basic concepts in poetry and some elements used in poetry.					
Previous student teacher knowledge, prior learning (assumed)	Student teachers may have learnt poetry in SHS					
Possible barriers to learning in the lesson	Student teachers may not be aware of scope of poetry as they may not have learnt it before.					
<del>Points on inclusivity, equity and addressing diversity</del>						
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face	Practical Activity	Work-Based Learning	Seminars	Independent Study	e-learning opportunities Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	<b>Face-to-face:</b> <b>Independent study:</b> <b>Practical Activity:</b> <b>e-learning opportunity:</b>					
<ul style="list-style-type: none"> <li>Learning Outcome for the lesson, picked and developed from the course specification</li> <li>Learning indicators for each learning outcome</li> </ul>	<b>Learning Outcomes</b>		<b>Learning Indicators</b>		<b>Identify which cross cutting issues-core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?</b>	
	1.demonstrate knowledge and understanding of written literature of a Ghanaian language, and teach them effectively and promote literature appreciation among learners. (NTS 2c, e: 13), (NTS 2e: 13), (NTS 3a, c: 14), (NTECF 3: 20).  3. demonstrate knowledge and skill in teaching written literature of a Ghanaian language. (NTS 1c,e: 12), (NTS 3h:14), (NTS 3e:14), (NTS 3f,g: 14), (NTECF 4: 39), (IEP 5.1.1.1.a: 11).  7. undertake small-scale action research in the Ghanaian language focusing on learners’ learning and progress, and to reflect on and develop their teaching. (NTS 1d, g: 12), (NTS 3b: 14), (NTS 1a, b: 12), (NTECF 4: 39).		1.1. identify the genre of written literature of a Ghanaian language 1.2. explain each genre of the written literature of a Ghanaian language 1.3. Students should be able to appreciate written literature of a Ghanaian language in learning; 3.1. teach the genres of literature (prose, drama and poetry) using the appropriate teaching learning materials. 3.2. employ variety of appropriate instructional strategies to enhance learners’ critical thinking and participation 3.3. factor in learners’ diversity in teaching and learning 7.1. design and undertake a small-scale action research to improve		It is likely all that student teachers may not like poetry and this can be solved by whipping the interest through poetry competition at the beginning of the course. <ul style="list-style-type: none"> <li>Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, digital literacy,</li> </ul>	

			teaching and learning of written literature 7.2. reflect on and demonstrate progress in their professional development	
Topic: Poetry(scope and elements)	Sub topic	Stage/time	Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study	
			Teacher Activity	Student Activity
		Introduction: 10 mins	<ul style="list-style-type: none"> <li>Tutor asks student teachers to recite poems they have learnt before.</li> <li>Tutor asks student teachers to recite some basic school rhymes, asks their views on poems and then introduce the topic on poetry</li> </ul>	<ul style="list-style-type: none"> <li>Student teachers recite poems they have learnt before.</li> <li>Student teachers recite the rhymes and share their views on poems and write down the topic introduced by the tutor.</li> </ul>
	What is poetry	Stage 1: 60mins	<b>Class/group discussion</b> <ul style="list-style-type: none"> <li>Tutor shows a video clip of two poetry recitals to student teachers to watch.</li> <li>Tutor asks student teachers to search online for the definition of poetry and share their search with the class and tutor leads a discussion.</li> <li>Tutor puts student teachers in mixed ability groups and ask them to discuss the video and tell the elements of poetry (PDP Theme 3, p. 75)</li> <li>Tutor listens to the elements of poetry presented orally for peer assessment and leads a discussion and clarifies elements poetry after the presentations.</li> </ul>	<b>Class / group discussion</b> <ul style="list-style-type: none"> <li>Student teachers watch the video attentively.</li> <li>Student teacher search online with their phones on the definition of poetry and shares their findings in class poetry after which student teachers participate in class discussion.</li> <li>Student teachers do group discussion on the elements of poetry from the video.</li> <li>Student teachers present orally to the class their ideas on elements of prose and for peer assessment partake in the class discussion for better clarification.</li> <li>Group present the short passage with appropriate use of full stops and commas for peer review.</li> </ul>
Types of poetry	Stage 2: 60mins	<b>Class discussion and exercise</b> <ul style="list-style-type: none"> <li>Tutor guides student teachers to discuss types of poetry from the video.</li> <li>Tutor asks a student teacher to recite a poem and class discusses the type of poem and its elements and themes. (PDP Theme 3, p. 75)</li> </ul>	<b>Class assignment and exercise</b> <ul style="list-style-type: none"> <li>Guide student teachers to discuss type of poetry from the video they watched.</li> <li>Student teacher recites a poetry and class identifies the type and its elements.</li> </ul>	

	<b>Factors to consider in selecting poetry to teach early grade</b>	Stage 3: 30mins	<b>Class discussion</b> <ul style="list-style-type: none"> <li>Tutor guides to further analyse some poetry in Ghanaian language.</li> <li>Tutor leads a class discussion on factors to consider when selecting a poem to teach early grade.</li> </ul>	<b>Class discussion</b> <ul style="list-style-type: none"> <li>Student teachers partakes in the class discussion and notes down the factors to consider in selecting poetry to teach early grade pupils.</li> </ul>
	<b>Teaching of poetry</b>	Stage 5: 20mins	<b>Class discussion</b> <ul style="list-style-type: none"> <li>Tutor asks student teachers to share their experiences in the teaching of poetry in their SHS.</li> <li>Tutor does a power point presentation on teaching and learning of poetry different levels to clarify misconceptions on poetry .</li> </ul>	<b>Class discussion</b> <ul style="list-style-type: none"> <li>Student teachers share their experiences on poetry classes in SHS in relation to the method of teaching and assessment of poetry among others.</li> <li>Student teacher writes down key points from the presentation.</li> </ul>
	<b>School visit</b>			
		Closure/Conclusion: 10mins	<ul style="list-style-type: none"> <li>Tutor asks two or three students to summarise the lesson.</li> <li>Tutor gives different poems to student teachers in groups to prepare for appreciation in the next lesson.</li> <li>Tutor also informs student teachers to create any of the written literature of their choice for submission at the end of the course as their project.</li> </ul>	<ul style="list-style-type: none"> <li>Student teachers summarise the lesson.</li> <li>Each group takes the assigned poetry and prepares for the next lesson.</li> <li>Student teachers take note of the project of producing any of the genres in written literature for submission at the end of the course.</li> </ul>
<b>Lesson assessments – evaluation of learning: of, for and as learning within the lesson(linked to learning outcomes)</b>	Summary of Assessment Method: Assessment for and as learning ( check on reflective journal writings done on topics learnt and their reflections about them (Core skills targeted are communication, teamwork/collaboration, enquiry) (Core skills targeted are communication, teamwork/collaboration, enquiry skills, digital literacy) Assesses Learning Outcomes: Course learning outcome 1, 3, 7			
<b>Teaching Learning Resources</b>	<ul style="list-style-type: none"> <li>PowerPoint</li> <li>Projector</li> <li>Video clip/ YouTube videos</li> <li>Smartphones</li> <li>Laptops</li> </ul>			
<b>Required Text (core)</b>	Afful-Boachie, M. (2006). <i>Poetry Appreciation</i> . Accra: Mutaz Printing Works.			
<b>Additional Reading List</b>				
<b>CPD Needs</b>	Seminar on teaching rhymes in early grade classroom			

## LESSON 10

Year of B.Ed.	2	Semester	1	Place of lesson in semester	1	2	3	4	5	6	7	8	9	10	11	12	
<b>Title of Lesson</b>	Poetry II(appreciation)										<b>Lesson Duration</b>	3					
<b>Lesson description</b>	<b>This lesson is focused on comprehensive appreciation of poetry.</b>																
<b>Previous student teacher knowledge, prior learning (assumed)</b>	Student teachers have learnt something on poetry in the last lesson.																
<b>Possible barriers to learning in the lesson</b>	Student teachers may not know how to do an indepth appreciation of poetry																
<b>Lesson Delivery – chosen to support students in achieving the outcomes</b>	<b>Face-to-face</b>	<b>Practical Activity</b>	<b>Work-Based Learning</b>	<b>Seminars</b>	<b>Independent Study</b>	<b>e-learning opportunities</b>	<b>Practicum</b>										
<b>Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.</b>	<b>Face-to-face:</b> <b>Independent study:</b> <b>Seminars:</b> <b>E-learning opportunities –</b>																
<ul style="list-style-type: none"> <li>Learning Outcome for the lesson, picked and developed from the course specification</li> <li>Learning indicators for each learning outcome</li> </ul>	<b>Learning Outcomes</b>			<b>Learning Indicators</b>			<b>Identify which cross cutting issues-core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?</b>										
	4. demonstrate knowledge and skill in assessing the various genres of written literature of a Ghanaian language. (NTS 1d, g: 12), (NTS 3b: 14), (NTS 1a, b: 12), (NTS 3k-p: 14), (NTECF 4: 39), (NTS 3n, p: 14).			4.1. design and implement a variety of assessment mode for teaching and learning written literature 4.2. identify and assist learners with difficulties in their assessment 4.3. provide evidence of tracking learners' progress			It is possible the tutor/lecturer may focus deal with the one type of poetry. This can be solved by tutor informing student teachers about two weeks to the lesson to do some online research before class. <ul style="list-style-type: none"> <li>Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, digital literacy</li> </ul>										
<b>Topic: Poetry II( poetry appreciation)</b>	<b>Sub topic</b>	<b>Stage/time</b>		<b>Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study</b>													
				<b>Teacher Activity</b>						<b>Student Activity</b>							
		Introduction: 10mins	<ul style="list-style-type: none"> <li>Tutor guides student teachers to review the previous lesson with students through questioning and answering technique.</li> <li>Answer the questions asked by the tutor/lecturer to revise previous lesson.</li> </ul>														
	<b>What is appreciation of poetry</b>	Stage 1: 10mins	<ul style="list-style-type: none"> <li>Tutor asks student teachers to discuss what poetry appreciation means(lecturer had already to search online)</li> <li>Tutor does further explanation on what poetry appreciation is about.</li> <li>Discuss using think pair share on what poetry appreciation is.</li> <li>Ask for further explanation for better understanding.</li> </ul>														

	<b>Things considered in appreciating poetry</b>	Stage 2: 30mins	<b>Group presentation</b> <ul style="list-style-type: none"> <li>Tutor puts student teachers into groups to use their smartphones to look for the factors to consider in appreciating poetry.</li> <li>Tutor leading a class discussion on factors to consider in poetry appreciation after sharing their views from the search.</li> <li>(PDP Theme 4, p. 79)</li> </ul>	<b>Group presentation</b> <ul style="list-style-type: none"> <li>Student teachers to use their smartphones in groups to look for the factors to consider in poetry appreciation.</li> <li>Student teachers partake in the discussion lead by the tutor to clarify their views.</li> </ul>
	<b>Poetry appreciation.</b>	Stage 3: 120mins	<b>Class discussion</b> <ul style="list-style-type: none"> <li>Tutor asks student teachers to do their presentations on the assigned poems in the last lesson.</li> <li>Tutor listens to each presentation and discuss with student teachers.</li> </ul>	<b>Class discussion/think pair share</b> <ul style="list-style-type: none"> <li>Student teachers start the presentations.</li> <li>Student teachers correct views and note down for later submission.</li> </ul>
<b>School Visit</b>				
	<b>Closure</b>	Stage 6: 10mins	<ul style="list-style-type: none"> <li>Tutor engages students by using question and answer technique to close the lesson.</li> <li>Tutor tells student teachers that the presentation will continue in the next lesson.</li> </ul>	<ul style="list-style-type: none"> <li>Student teachers answer questions to close the lesson.</li> <li>Student teachers take note of this information.</li> </ul>
<b>Lesson assessments – evaluation of learning: of, for and as learning within the lesson (linked to learning outcomes)</b>	Summary of Assessment Method: Assessment for and as learning (class participation and one report from the school visit previously (Core skills targeted are communication, team work/collaboration, enquiry skills, digital literacy) Assesses Learning Outcomes: Course learning outcome 4			
<b>Teaching Learning Resources</b>	<ul style="list-style-type: none"> <li>Smartphones</li> </ul>			
<b>Required Text (core)</b>	Afful-Boachie, M. (2006). <i>Poetry Appreciation</i> . Accra: Mutaz Printing Works.			
<b>Additional Reading List</b>				
<b>CPD Needs</b>	Workshop on teaching poetry appreciation			

## LESSON 11

Year of B.Ed.	2	Semester	1	Place of lesson in semester	1	2	3	4	5	6	7	8	9	10	11	12	
<b>Title of Lesson</b>	Poetry appreciation (II)				<b>Lesson Duration</b>				<b>3</b>								
<b>Lesson description</b>	This lesson continues on the poetry appreciation and issues in learning and teaching poetry.																
<b>Previous student teacher knowledge, prior learning (assumed)</b>	The student teacher has learned about poetry																
<b>Possible barriers to learning in the lesson</b>	Student teachers may not know much about issues in learning and teaching of poetry Large Class size																
<b>Lesson Delivery – chosen to support students in achieving the outcomes</b>	<b>Face-to-face</b>	<b>Practical Activity</b>	<b>Work-Based Learning</b>	<b>Seminars</b>	<b>Independent Study</b>	<b>e-learning opportunities</b>	<b>Practicum</b>										
<b>Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.</b>	<b>Face-to-face:</b> <b>Independent study:</b> <b>Seminar:</b> <b>Practical Activity:</b> <b>e-learning opportunity:</b>																
<ul style="list-style-type: none"> <li>Learning Outcome for the lesson, picked and developed from the course specification</li> <li>Learning indicators for each learning outcome</li> </ul>	<b>Learning Outcomes</b>			<b>Learning Indicators</b>			<b>Identify which cross cutting issues-core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?</b>										
	4. demonstrate knowledge and skill in assessing the various genres of written literature of a Ghanaian language. (NTS 1d, g: 12), (NTS 3b: 14), (NTS 1a, b: 12), (NTS 3k-p: 14), (NTECF 4: 39), (NTS 3n, p: 14).			4.1. design and implement a variety of assessment mode for teaching and learning written literature 4.2. identify and assist learners with difficulties in their assessment 4.3. provide evidence of tracking learners' progress			<ul style="list-style-type: none"> <li>Many student teachers have been writing essays but do not really know the steps in teaching and assessing early grade learners. Videos can be sent to student teachers ahead of lesson.</li> <li>Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, digital literacy,</li> </ul>										
<b>Topic: Poetry appreciation II</b>	<b>Sub topic</b>	<b>Stage/time</b>		<b>Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study</b>													
		Introduction: 10 mins		<b>Teacher Activity</b>				<b>Student Activity</b>									
	<b>Poetry appreciation</b>	Stage 1: 90 mins		<b>Presentation</b> <ul style="list-style-type: none"> <li>Tutor asks groups to continue the presentation and tutor clarifies issues that come up. (PDP Theme 3, p. 69)</li> </ul>				<b>Presentation</b> <ul style="list-style-type: none"> <li>Student teachers do presentation orally and seek for explanation on issues not clear and note them down for later submission.</li> </ul>									

		Stage 2: 70mins	<b>Discussion and oral presentation</b> <ul style="list-style-type: none"> <li>Tutor discusses with student teachers the steps involve in teaching and appreciation literature to early grade taking into consideration their age, social and linguistic background.</li> <li>Teacher shares topics to for students to prepare and do co-teaching in the next lesson. (PDP Theme 3, p. 69)</li> </ul>	<b>Discussion and oral presentation</b> <ul style="list-style-type: none"> <li>Student teachers brainstorm in pairs the steps involve in appreciating written literature in earl grade class. Each pair share with the rest of the class.</li> <li>Student teachers take note of their topics and prepares for team teaching in the next lesson etc.</li> <li>Groups do presentations.</li> </ul>
	<b>School Visit</b>		or asks student teachers to note down in their reflective journal how teachers deals with multilingual class during teaching of poetry	<ul style="list-style-type: none"> <li>Student teachers observe during school visit how teachers deal with poetry in multilingual class.</li> </ul>
		Closure/Conclusion: 10mins	<ul style="list-style-type: none"> <li>Tutor employs questioning and answering technique to recap and close the lesson.</li> <li>Tutor asks student teachers to read on the next topic</li> </ul>	<ul style="list-style-type: none"> <li>Student teachers answer questions to summarise the lesson</li> <li>Read on the topic for the next class.</li> </ul>
<b>Lesson assessments – evaluation of learning: of, for and as learning within the lesson(linked to learning outcomes)</b>	Summary of Assessment Method: Assessment for and as learning (written assignment from the oral presentation and submit for vetting stating each individual contribution in the group, (Core skills targeted are communication, team work/collaboration, enquiry skills, digital literacy) Assesses Learning Outcomes: Course learning outcome 5			
<b>Teaching Learning Resources</b>	<ul style="list-style-type: none"> <li>PowerPoint</li> <li>Projector</li> <li>Video clip/ YouTube videos</li> <li>Smartphones</li> <li>The iBox (CENDLOS)</li> </ul>			
<b>Required Text (core)</b>	Afful-Boachie, M. (2006). <i>Poetry Appreciation</i> . Accra: Mutaz Printing Works.			
<b>Additional Reading List</b>				
<b>CPD Needs</b>	Workshop on written literature assessment			

# LESSON 1

Year of B.Ed.	2	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12		
<b>Title of Lesson</b>	Teaching of written literature				<b>Lesson Duration</b>	3	
<b>Lesson description</b>	The lesson exposes the students to team teaching of literature and then summarises the topics in the course						
<b>Previous student teacher knowledge, prior learning (assumed)</b>	The student teacher has learnt something about teaching in pedagogy						
<b>Possible barriers to learning in the lesson</b>	Student teacher might not be aware of team teaching and the procedures involved.						
<b>Lesson Delivery – chosen to support students in achieving the outcomes</b>	<b>Face-to-face</b>	<b>Practical Activity</b>	<b>Work-Based Learning</b>	<b>Seminars</b>	<b>Independent Study</b>	<b>e-learning opportunities</b>	<b>Practicum</b>
<b>Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.</b>	<b>Face-to-face:</b> <b>Independent study:</b> <b>Seminar:</b> <b>Practical Activity:</b> <b>e-learning opportunity:</b>						
<ul style="list-style-type: none"> <li>Learning Outcome for the lesson, picked and developed from the course specification</li> <li>Learning indicators for each learning outcome</li> </ul>	<b>Learning Outcomes</b>		<b>Learning Indicators</b>		<b>Identify which cross cutting issues-core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?</b>		
	5. demonstrate knowledge and skills in the preparation of appropriate level teaching and learning materials to teach Ghanaian language written literature. (NTS 3j: 14), (NTS 2f:13), (NTS 1g), (NTECF 3: 29), (NTS 3f, g, h: 14), (NTECF 4: 39),(NTECF 4:43). 6. Interpret and understand key features of the Ghanaian language written literature curriculum and plan lessons from it. (NTS 2a, b, d: 13), (NTECF 3: 20), (NTS 2f:13),(NTS 3a,g:14) (NTECF 4: 42).		5.1. design and select various appropriate teaching and learning resources suitable for the levels in classroom  5.2. use appropriate teaching materials to cater for learners with different backgrounds  6.1. show their awareness of the existing learning outcomes of learners 6.2. factor in individual learner’s diversity in planning and delivering lessons		Student may not be aware of team teaching and the procedures involved in it and this can be solved by doing online search before the lesson .		

Topic: Teaching written literature	Sub topic	Stage/time	Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study	
			Teacher Activity	Student Activity
		Introduction: 20 mins	<ul style="list-style-type: none"> <li>Tutor guides student teachers to review the previous lesson and ask each group to prepare for the team teaching.</li> </ul>	<ul style="list-style-type: none"> <li>Student teachers answer the questions to revise the lesson.</li> </ul>
	<b>Co-teaching</b>	Stage 1: 100min	<b>Brainstorming and class discussion</b> <ul style="list-style-type: none"> <li>Tutor allows student teachers to do co-teaching of the assigned topics. (PDP Theme 3. P. 75)</li> </ul>	<b>Brainstorming and class discussion</b> <ul style="list-style-type: none"> <li>Student teachers co-teach for class to listen</li> </ul>
	<b>Constraints and types of vowel harmony</b>	Stage 2: 70mins	<b>Group discussion</b> <ul style="list-style-type: none"> <li>Tutor asks student teachers to peer assess the teaching</li> </ul>	<b>Group discussion</b> <ul style="list-style-type: none"> <li>Student teachers peer assess the teaching.</li> </ul>
		Stage 3: 40 mins	Tutor reviews all the topics in the course through class discussion and clarifies topics that unclear to student teachers.	<b>Think pair share and assignment</b> <ul style="list-style-type: none"> <li>Student teachers partake in class discussion and notes down the clarification.</li> </ul>
		Closure/Conclusion: 10mins	<ul style="list-style-type: none"> <li>Tutor reminds student lecturers of their project to be submitted and asked them to share their views on how the course has improve their knowledge of teaching and learning .</li> </ul>	<ul style="list-style-type: none"> <li>Student teachers tells how the course has improve their knowledge</li> </ul>
<b>Lesson assessments – evaluation of learning : of, for and as learning within the lesson(linked to learning outcomes)</b>	Summary of Assessment Method: Assessment for and as learning (all co-teaching will be scored) (Core skills targeted are communication, team work/collaboration, enquiry skills, digital literacy) Submission of project work at the end of the course  Assesses Learning Outcomes: Course learning outcome 5, 6			
<b>Teaching Learning Resources</b>	<ul style="list-style-type: none"> <li>PowerPoint</li> <li>Projector</li> <li>Laptops</li> <li>Open Educational Resources (Including: YouTube, MOOCS-Udemy/courseera, khan academy, TESSA)</li> </ul>			
<b>Required Text (core)</b>				
<b>Additional Reading List</b>				
<b>CPD Needs</b>	Workshop on team teaching			
<b>Course Assessment</b>	<sup>1</sup> COMPONENT 1: Subject Portfolio Assessment(30% overall) <ul style="list-style-type: none"> <li>Selected items of student work(3 of them-10%)- 30%</li> <li>Midterm assessment, -20%</li> </ul>			

<sup>1</sup> See rubrics on Subject Portfolio Assessment in Annex 6 of NTEAP

	<ul style="list-style-type: none"> <li>• Reflective Journal 40 %</li> <li>• Organisation of the portfolio -10% (how it is presented /organised)</li> </ul>
	<p><sup>2</sup><b>Component 2: Subject Project: (30% overall semester score)</b></p> <ul style="list-style-type: none"> <li>• Introduction, a clear statement of aim and purpose of the project -10%</li> <li>• Methodology: what the student has done and why to achieve the purpose of the project-20%</li> <li>• Substantive or main section -40%</li> <li>• Conclusion 30%</li> </ul>
	<p><b>Component 3: End of semester Examination (40%)</b></p>

---

<sup>2</sup> See rubrics on Subject Project Assessment in Annex 6 of NTEAP



