

## LESSON PLAN

School Name:      Teacher's name:

Term	Date	Subject	Class	Unit N°	Lesson N°	Duration	Class size
2	Feb 19-23	Geo & Env	S2	9	9.4	80 min./ 2 classes	
<b>Type of Special Educational Needs to be catered for in this lesson and number of learners in each category</b>							
<b>Unit title</b>		Physical Geography: Climate Change in Rwanda/Effects of Climate Change in Rwanda					
<b>Key Unit Competence</b>		To analyse the climate of Rwanda and how climate change has impacted on it. Compare and contrast the impacts on Rwanda with other countries.					
<b>Title of the lesson</b>		Effects of Climate Change in Rwanda/Climate Change					
<b>Instructional Objective</b>		<p>Active Listening - Students can demonstrate their listening to others by acknowledging their contribution with gestures or thanks and responding appropriately to what is being shared.</p> <p>Critical Thinking: Students are able to analyse a topic or issue and identify diverse and multiple perspectives</p>					
<b>Plan for this Class (Location: in / outside)</b>		In class					
<b>Learning Materials (For all learners)</b>		United Nations Framework Convention on Climate Change (UNFCCC) video Generation Global topic – Climate Change					
<b>References</b>		<i>Essentials of Dialogue: Guidance and activities for teaching and practising dialogue with young people.</i> (2017-2022). Tony Blair Institute for Global Change. <a href="https://generation.global/assets/resources/essentials-of-dialogue-english.pdf">https://generation.global/assets/resources/essentials-of-dialogue-english.pdf</a>					
Timing for each step	Description of teaching and learning activity					Generic competences and Cross cutting issues to be addressed. + a short explanation	
	Teacher activities	Learner activities					
<b>Introduction</b>  40 min. (Day 1)	<p>Teacher explains to students that they will be using the skills of Critical Thinking and Active Listening to explore the effects of climate change.</p> <p>Teacher reminds students to use Active Listening after someone speaks by acknowledging their contributions with thanks and feedback.</p>	<p>Students work in groups to outline on a piece of paper what they think the effects of climate change are in their community.</p> <p>Students choose one member of the group to share what they think is the most urgent effect is from climate change on their community.</p> <p>Students watch the UNFCCC video played by the teacher.</p>					

	<p>Teacher has students to outline the effects of climate change in Rwanda in their respective groups and write them on papers and hang the papers on the wall.</p> <p>Teacher requests one member from each group to talk through the words outlined and having in mind which ones are the most urgent to act upon and which are the least.</p> <p>Teacher explains to the students the concept of climate change according to the United Nations Framework Convention on Climate Change (UNFCCC) and human rights using video recording.</p> <p>Teacher asks the question: How climate change affects human rights in your communities and in other places of the world?</p>	<p>Students reflect on the question: How climate change affects human rights in your communities and in other places of the world?</p>	
<p><b>Development of the lesson</b> (40 min.) Day 2</p>	<p>Teachers ask students to use the web search to investigate stories (cases) of people affected by climate change from different areas of the world.</p> <p>Teacher places students in pairs to share with each other about the cases they have found in the class and remind students to listen and say thank you for sharing and give feedback.</p>	<p>Students search case stories on the internet about how people and communities in other parts of the world have been impacted by climate change.</p> <p>Students work in pairs to share about the case stories they found online and give each other feedback about what they learned from each other.</p>	
<p><b>Conclusion</b> (10 min.) Day 2</p>	<p>Teacher asks students to summarize what they have learned from each other and the case stories.</p>	<p>Students summarize what they learned by discussing the case studies about climate change and their own communities.</p>	
<p><b>Teacher self-evaluation</b></p>			

