## LESSON PLAN

## School Name: Teacher's name:

Term		Date	Subject	Class	Unit Nº	Lesson Nº	Duration	Class size	
2	Feb. 1	12-16	Geo	S2	9	9.4	75 min./ 2 days		
Type of Sp	pecial I	Educational	Needs to be catere	d for in					
	n and n		arners in each cate						
Unit title		Phys	Physical Geography/Climate Change						
Key Unit Competence		Anal	Analyse the climate of Rwanda and how climate change has impacted on it in						
		comp	comparison to other countries.						
Title of the lesson		n Effec	ts of climate change	in Rwanda					
Instructional		Activ	e listening: Students	are able to	provide	descriptive f	eedback abou	it why what they	
Objective			eading /hearing is of	value to the	em and th	e dialogue.			
Plan for this Class		ss In cla	ISS						
(Location: outside)	: in /								
Learning Materials (For all learners)		ials Stude	ent book – Unit 9 – r	age 112					
			Student book – Unit 9 – page 112 Generation Global topic – Climate Change						
			Essentials of Dialogue page 10 and 19						
		Esser			9				
Reference	es	Essen	ntials of Dialogue pa tials of Dialogue: Guid	ge 10 and 1 ance and act	ivities for	-	practising dial	ogue with young	
Reference	es	Essen peopl	ntials of Dialogue pa tials of Dialogue: Guid e. (2017-2022). Tony B	ge 10 and 1 ance and act lair Institute	<i>ivities for</i> a for a for a for a for Globa	l Change.			
Reference	es	Essen peopl	ntials of Dialogue pa tials of Dialogue: Guid	ge 10 and 1 ance and act lair Institute	<i>ivities for</i> a for a for a for a for Globa	l Change.			
Reference	es	Essen peopl	ntials of Dialogue pa tials of Dialogue: Guid e. (2017-2022). Tony B	ge 10 and 1 ance and act lair Institute	<i>ivities for</i> a for a for a for a for Globa	l Change.			
		Essen peopl	ntials of Dialogue pa tials of Dialogue: Guid e. (2017-2022). Tony B	ge 10 and 1 ance and act slair Institute ssets/resource	ivities for a for Globa <u>ces/essent</u>	l Change. ials-of-dialog	ue-english.pdf	Generic	
Timing for		Essen peopl	ntials of Dialogue pa tials of Dialogue: Guida e. (2017-2022). Tony B //generation.global/as	ge 10 and 1 ance and act slair Institute ssets/resource	ivities for a for Globa <u>ces/essent</u>	l Change. ials-of-dialog	ue-english.pdf	Generic competences and Cross cutting issues to be	
Timing for	or	Essen peopl	ntials of Dialogue pa tials of Dialogue: Guida e. (2017-2022). Tony B //generation.global/as Description of tea	ge 10 and 1 ance and act slair Institute ssets/resource	ivities for 5 for Globa <u>ces/essent</u> learning	l Change. ials-of-dialog	ue-english.pdf	Generic competences and Cross cutting issues to be addressed.	
Timing for	or	Essen peopl https:	ntials of Dialogue pa tials of Dialogue: Guida e. (2017-2022). Tony B //generation.global/as Description of tea	ge 10 and 1 ance and act clair Institute ssets/resource ching and	ivities for 5 for Globa <u>ces/essent</u> learning	l Change. ials-of-dialog	ue-english.pdf	Generic competences and Cross cutting issues to be addressed. +	
Timing for	or	Essen peopl https:	ntials of Dialogue pa tials of Dialogue: Guida e. (2017-2022). Tony B //generation.global/as Description of tea	ge 10 and 1 ance and act clair Institute ssets/resource ching and	ivities for 5 for Globa <u>ces/essent</u> learning	l Change. ials-of-dialog	ue-english.pdf	Generic competences and Cross cutting issues to be addressed. + a short	
Reference Timing for each step Introducti	pr	Essen peopl https: Feacher acti	ntials of Dialogue pa tials of Dialogue: Guida e. (2017-2022). Tony B //generation.global/as Description of tea	ge 10 and 1 ance and act clair Institute ssets/resource ching and Learner a	ivities for 5 for Globa ces/essent learning	l Change. ials-of-dialog	ue-english.pdf	Generic competences and Cross cutting issues to be addressed. +	
Timing for each step	or 7	Essen peopl https: Feacher acti Feacher worl create the co	ntials of Dialogue pa tials of Dialogue: Guidd e. (2017-2022). Tony B //generation.global/as Description of tea vities	ge 10 and 1 ance and act slair Institute ssets/resource ching and Learner a	ivities for a for Globa ces/essent learning activities	l Change. ials-of-dialog activity	nake a list	Generic competences and Cross cutting issues to be addressed. + a short	
Timing for each step	or ion 1 c.	Essen peopl https: Teacher acti Feacher work create the conformation the rules	ntials of Dialogue pa tials of Dialogue: Guid e. (2017-2022). Tony B //generation.global/as Description of tea vities ss with students to mmon agreement of dialogue using	ge 10 and 1 ance and act slair Institute ssets/resource ching and Learner a	ivities for a for Globa ces/essent learning activities	I Change. ials-of-dialog activity	nake a list	Generic competences and Cross cutting issues to be addressed. + a short	
Timing for each step Introducti	or ion T c f p	Essen peopl https: Teacher acti Feacher world create the conformation the rules bage 10 and	ntials of Dialogue pa tials of Dialogue: Guid e. (2017-2022). Tony B //generation.global/as Description of tea vities vities cs with students to mmon agreement of dialogue using 19 from the	ge 10 and 1 ance and act ilair Institute ssets/resource ching and Learner a Students v of rules for	ivities for a for Globa ces/essent learning activities work with or dialogu	activity	nake a list sroom.	Generic competences and Cross cutting issues to be addressed. + a short	
Timing for each step Introducti	or ion T c f p	Essen peopl https: Teacher acti Feacher work create the conformation the rules	ntials of Dialogue pa tials of Dialogue: Guid e. (2017-2022). Tony B //generation.global/as Description of tea vities vities cs with students to mmon agreement of dialogue using 19 from the	ge 10 and 1 ance and act slair Institute ssets/resource ching and Learner a Students v of rules for Students r	ivities for a for Globa ces/essent learning activities work with or dialogu	I Change. ials-of-dialog activity activity	nake a list sroom.	Generic competences and Cross cutting issues to be addressed. + a short	
Timing for each step Introducti	or ion T c f f E	Essen peopl https: Feacher acti Feacher world create the co for the rules bage 10 and Essentials of	ntials of Dialogue pa tials of Dialogue: Guida e. (2017-2022). Tony B //generation.global/as Description of tea vities vities cs with students to mmon agreement of dialogue using 19 from the Dialogue.	ge 10 and 1 ance and act slair Institute ssets/resource ching and Learner a Students v of rules for Students r of climate	ivities for 5 for Globa ces/essent learning activities work with or dialogu read and co and clim	activity activity activity activity activity	nake a list sroom.	Generic competences and Cross cutting issues to be addressed. + a short	
Timing for each step Introducti 15 min.	or 1 ion 1 c. ff E	Essen peopl https: Teacher acti Feacher acti Freacher ules bage 10 and Essentials of Feacher intro	ntials of Dialogue pa tials of Dialogue: Guida e. (2017-2022). Tony B //generation.global/as Description of tea vities vities cs with students to mmon agreement of dialogue using 19 from the Dialogue. bduces the	ge 10 and 1 ance and act slair Institute ssets/resource ching and Learner a Students v of rules for Students r	ivities for 5 for Globa ces/essent learning activities work with or dialogu read and co and clim	activity activity activity activity activity	nake a list sroom.	Generic competences and Cross cutting issues to be addressed. + a short	
Timing for each step Introducti	or 7 ion 7 . fr E . 1	Essen peopl https: Feacher acti Feacher worl create the co for the rules bage 10 and Essentials of Feacher intro definition of	ntials of Dialogue pa tials of Dialogue: Guidd e. (2017-2022). Tony B //generation.global/as Description of tea vities cs with students to mmon agreement of dialogue using 19 from the Dialogue. oduces the climate and	ge 10 and 1 ance and act slair Institute ssets/resource ching and Learner a Students v of rules for Students r of climate	ivities for 5 for Globa ces/essent learning activities work with or dialogu read and co and clim	activity activity activity activity activity	nake a list sroom.	Generic competences and Cross cutting issues to be addressed. + a short	
Timing for each step Introducti 15 min.	or 7 ion 7 . fr E . 1 . d c	Essen peopl https: Feacher acti Feacher worl create the co for the rules bage 10 and Essentials of Feacher intro definition of	ntials of Dialogue pa tials of Dialogue: Guidd e. (2017-2022). Tony B //generation.global/as Description of tea vities cs with students to mmon agreement of dialogue using 19 from the Dialogue. bduces the climate and ge using Unit 9	ge 10 and 1 ance and act slair Institute ssets/resource ching and Learner a Students v of rules for Students r of climate	ivities for 5 for Globa ces/essent learning activities work with or dialogu read and co and clim	activity activity activity activity activity	nake a list sroom.	Generic competences and Cross cutting issues to be addressed. + a short	

			1
Development of the lesson	Teacher presents a case study or scenario to explain to the students the concept of climate	Students review the case study and ask teacher any questions about the scenario.	
	change. Teacher may use a case	Students work in groups to respond to	
30 min.	study from the student book or from the Generation Global topic for Climate Change on the Teacher Portal. Teacher asks students the question: What are the effects of climate change in your community? Teacher places students in groups to answer the question and write down a collective	the questions and write down a collective response. Students use listening by giving feedback to their peers when each person shares their individual answer to the question. Students discuss their responses with the whole class.	
	response. Teacher tells students to show they are listening to each other in their groups by providing feedback based on the ideas their peers share. Teacher tells students to use the feedback to build on what each other is saying to make a collective response.		
	Teacher asks each group to share what they think climate change is doing to their own community.		
Conclusion	Teacher collects summaries	Students reflect on ways they might	
15 min.	from the students and asks them to think of ways they might impact climate change in their own communities for homework.	impact climate change for homework and return with ideas.	
Teacher self- evaluation			