**LESSON PLAN TEMPLATE**

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| **Term** | **Date** | **Subject** | **Class** | **Unit** | **Lesson** | **Duration** | **Class Size** |
| **I** | **21/102020** | **Biology** | **S3** | **Interdependence among organisms in an ecosystem.** | **Predation** | **40minuts** | **15** |
| Type of special Educational Needs to be catered for in this lesson and number of learners in each category | | | | No special education need | | | |
| Unit title | Interdependence among organisms in an ecosystem. | | | | | | |
| Key Unit competence | To be able to classify examples of species interactions. | | | | | | |
| Title of the lesson | Predation (hunting animal (prey), animal (predator). | | | | | | |
| Instructional objective | Identify features that allow a predator to kill and feed on its prey | | | | | | |
| Plan for this Class (location: in/outside) | Inside class room | | | | | | |
| Learning Materials (For all learners) | Computer, flip charts, chalk board and internet | | | | | | |
| References | e-source, biology for s3 students book. | | | | | | |

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| Timing for each step | Description of teaching and learning activities:  Having the different examples of common prays and predators both domestic and wild, aquatic and terrestrial, learners by themselves classify them into groups and appreciate their existence on the earth and their importance to human life. | | Generic competences and Cross cutting issues to be addressed + a short explanation |
| **Teacher activities** | **Learner activities** |  |
| Introduction  (5minuts) | **Engage phase**  With the chats of different organisms  Ask the learners to give examples organisms from the flip chart. | -The learners will observe and they will answer questions from teacher by stating organisms seen from the flip chart. | Critical thinking,  brainstorming,  cooperation,  communication skills, problem  solving  Learner centered learning utilizing  ICT with 4E  (Exposure, Enjoy, Engage,  Evaluate)  (a)Gender education: During  forming the groups, we based on  the number of boys and girls in  the class |
| Development of the lesson (30 minutes) | (b)**Explore phases**  - Students are organized into five group and they are observing in front of them the flip chart  -learners are given chance to state and define the major terms  - Teacher will develop scratch animation to facilitate learners to explore the content  -The learners are given the piece of  paper where it is drawn a table to use for  grouping   |  |  | | --- | --- | | Prey | Predator | |  |  |   (d**) Elaborate phase**  I ask the learners to observe the animation from scratch.  -support the groups and help them  where possible  -Ask learners to note what they have  observed  -Using the blackboard, ask the learners  to present their findings  **(c) Explain phase**  -In their groups, learners, referring  to the above activity, are going to give adaptation of each group in common  - I ask them to present their findings and  are noted on the blackboard. | -The learners go to their groups and choose the secretaries and time keepers of the group  - they understand carefully instructions from teacher and work together in order to achieve to good results.  Major terms:  Predator: is  an animal that lives by killing and eating other animals :  -The learners, guided by teacher are going to  work out the activity given by the teacher   |  |  | | --- | --- | | PREYS | Predators | | Cow, goat, pig, hen , buffalo, zebra. | Dog, cat, lion, leopard |   -The learners in their group, carry out the  simple experiment in their group  And note their observations  They present their findings on the black board  The learners watch video, provided in scratch games | (b) Peace education: acknowledging our differences and be the importance of living together  (c) Inclusive education: to pay  attention to all learners in the  class, based on their ability of  learning  (d) Environmental education different organism are important in ecosystem  to environment |
| Conclusion (5minuts) | Evaluate phase  I ask learners to play the scratch GAME, and ask them to answer individually | The learners with their machines connected to  the network ,start a scratch project showing predation process |  |
| Teacher self-evaluation |  | | |