**LESSON PLAN TEMPLATE**

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| **Term** | **Date** | **Subject** | **Class** | **Unit** | **Lesson** | **Duration** | **Class Size** |
|  |  | **Biology** | **S4** | 14 | **1/5** | **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 | Support And Locomotion | | | | | | |
| Key Unit competence | Explain and demonstrate modes of locomotion in protists, insects, fish, amphibians, birds and mammals | | | | | | |
| Title of the lesson | **Support and locomotion in terrestrial animals** | | | | | | |
| Instructional objective | Observe and explain the relationship between muscles, joints and musculoskeletal attachments, amphibians, and mammals. | | | | | | |
| Plan for this Class (location: in/outside) | Inside and outside classroom | | | | | | |
| Learning Materials (For all learners) | Computer, flip charts, chalk board and internet, and scratch animation on locomotion of common terrestrial animals. | | | | | | |
| References | e-source, biology for s4 students book. | | | | | | |

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| Timing for each step | **Description of teach and learning activity**  Having the different examples terrestrial, learners by themselves classify them into groups and appreciate their ways of locomotion | | 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 the teacher by stating organisms seen from the flip chart. (man, cow, dog snake and earthworm) | 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 groups and they are observing on the flip chart  -learners are given chance to state and define the major terms  - Teachers demonstrate scratch animation on locomotion of common terrestrial animals to facilitate learners to explore the content.  -The learners are given a chance to state different types of locomotion depending on the mammals given on chat.   1. man 2. frog 3. dog 4. earthworms   (d**) Elaborate phase**  I ask the learners to observe the video  downloaded from youtube that shows locomotion in different terrestrial animals  -I ask the 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 instructions carefully from the teacher and work together in order to achieve good results.  **Major terms:**  . locomotion :movement of organisms from one place to another  movement: moving part of organism’s body  extensor : muscle that increases the angle between member of a limb.  flexor: this is the muscle that flexes a joint.  students state the type locomotion in   |  |  | | --- | --- | | Animal | locomotion | | man | walk | | frog | jumping | | earthworm | crawling |   -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 animation. | (b) Peace education: acknowledging our differences and the importance of living together and diversity.  (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 locomotion in human |  |
| Teacher self-evaluation |  | | |