**LESSON PLAN TEMPLATE**

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| **Term** | **Date** | **Subject** | **Class** | **Unit** | **Lesson** | **Duration** | **Class Size** |
| **1** |  | **Physics** | **S2** | **2** | **Lesson2** | **40 minutes** | **40** |
| Type of special Educational Needs to be catered for in this lesson and number of learners in each category | | | | **S**low learners | | | |
| Unit title | Qualitative analysis of linear motion | | | | | | |
| Key Unit competence | By the end of this unit, I should be able to describe objects in motion in one dimension using the principles of kinematics. | | | | | | |
| Title of the lesson | Graphs of linear motion (distance –graphs) | | | | | | |
| Instructional objective | Explain distance-time graphs, find the position of the body, and write its coordinates at different positions. | | | | | | |
| Plan for this Class (location: in/outside) | Inside the classroom | | | | | | |
| Learning Materials (For all learners) | Learners’ books, Teacher’s books, chalk board, scratch App, rulers, chalks, computer | | | | | | |
| References | physics for Rwandan school student book 2 | | | | | | |

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| Timing for each step | Description of teach and learning activity | | Generic competences and Cross cutting issues to be addressed + a short explanation |
| Teacher activities | Learner activities |  |
| Introduction  **5 minutes** | * Show the teaching aids. * Using scratch program having an object moving in a Cartesian plane. * Ask learners to locate different positions of the body | Follow the scratch program and locate different points (coordinates) of the body | * Critical thinking * Cooperation * Gender education |
| Development of the lesson  **25 minutes** | * Ask learners to draw the graph in their notebooks as seen in presentation * Facilitate learners in this activity * Ask learners what they think of different types of lines representing in the graph | * Respond on different questions * In groups of five draw the graph in their notebook * Presentation of their graphs | * Critical thinking * Cooperation * Corona virus protection measures |
| Conclusion  **10 minutes** | * Evaluate the learner’s activity * Compare different graphs of different groups * Clarify the activity * Give some homework | * Ask questions * Take short note * Take homework | Communication  Cooperation |
| Teacher self-evaluation |  | | |