**LESSON PLAN TEMPLATE**

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| **Term** | **Date** | **Subject** | **Class** | **Unit** | **Lesson** | **Duration** | **Class Size** |
| **1** |  | **Physics** | **S4** | **8** | **Lesson3** | **80 minutes** | **40** |
| Type of special Educational Needs to be catered for in this lesson and number of learners in each category | | | | slow learners and students with vision problem. | | | |
| Unit title | Projectile and uniform circular motion | | | | | | |
| Key Unit competence | By the end of this unit, the learner should be able to analyze and solve problems related to projectile and circular motion | | | | | | |
| Title of the lesson | Graphs of projectile motion | | | | | | |
| Instructional objective | Learners will be able to interpret the graph of projectile motion (Projectile important positions) | | | | | | |
| Plan for this Class (location: in/outside) | Inside and outside the classroom | | | | | | |
| Learning Materials (For all learners) | Learners’ books, Teacher’s books, chalk board, scratch App, rulers, chalks, computer, ball | | | | | | |
| References | Physics for Rwandan school student book 4 | | | | | | |

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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  **10 minutes** | * Show the teaching aids. * Using scratch program having an object(ball) moving in a Cartesian plane. * Ask learners to locate different positions of the ball and make comments | Follow the scratch program and locate different points (coordinates) of the ball | * Critical thinking * Cooperation * Gender education |
| Development of the lesson  **50 minutes** | * Ask learners to draw the graph in their note books as seen in presentation * Facilitate learners in this activity * Ask learners what do they think of different types of lines representing in the graph * Listen to learners’ answers note them down and comment on them | * Respond on different questions * In groups of five draw the graph in their notebook * Presentation of their graphs * Brainstorm with their neighbors what could be the reason of their observation | * Critical thinking * Cooperation * Corona virus protection measures |
| Conclusion  **20 minutes** | * Evaluate the learners’ activity by giving an exercise and mark it. * Compare different graphs of different groups * Clarify the activity * Give a homework | * Ask questions * Take short note * Take homework * Answer the given exercise | Communication  Cooperation  Critical thinking |
| Teacher self-evaluation |  | | |