**LESSON PLAN**

**School Name**: …E S MUNZANGA………**Teacher’s name**: …Samuel UWIRINGIYIMANA

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| **Term** | **Date** | | **Subject** | **Class** | **Unit No** | **Lesson No** | **Duration** | **Class size** |
| 1ST | …06… /…O8…/ 2020…… | | …PHYSICS. | ….S1A | …3. | 06… of 07…. | 80 min… | …45. |
| **Type of Special Educational Needs to be catered for in this lesson and number of learners in each category** | | | | | 3slow learners | | | |
| **Unit title** | | Force(I) | | | | | | |
| **Key Unit Competence** | | To be able to define,explain and describe forces and their effets. | | | | | | |
| **Title of the lesson** | | Balanced force and unbalanced force of parallel and non-parallel forces. | | | | | | |
| **Instructional Objective** | | At the end of this lesson student will be able to combine parallel and non –parallel forces and demonstrate effect of balanced and unbalanced forces. | | | | | | |
| **Plan for this Class (location: in / outside)** | | In smart class room | | | | | | |
| **Learning Materials**  **(for all learners)** | | Computers, projector, blackboard, ICT Tools such as (YouTube, kahoot, Google docs and Google slide, quizlet. | | | | | | |
| **References** | | Nicolas K, Charles Samuel k (2016), physics for Rwandan secondary schools senior 1 student book. And physics syllabus. | | | | | | |

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| **Timing for each step** | **Description of teaching and learning activity** | | **Generic competences**  and  **Cross cutting issues** to be addressed  **+**  **a short explanation** |
| **Teacher use YouTube, google slides, and quiz let to evaluate students. Questions and answers technique is used to facilitates the students , in group activities during students discussion on balanced and unbalanced forces.** | |
| **Teacher activities** | **Learner activities** |
| **Introduction**  15…min | * Guide the students to open class email and join the link to test the prior knowledge on balance and unbalanced forces using YouTube. * link   ***open this link and watch video carefully it is all about balanced and unbalanced forces.***  https://bit.ly/2E6sSo9 | * students follow instructions given by teacher to start answering question. * Students will respond to the question asked by teacher and ask where they have difficulties. | * Gender education, boys and girls have equal chance during asking and answering question. * Communication this will be practiced as answer the questions. |
| **Development of the lesson**  50…min | * Use of google slides   To demonstrate drawings and diagrams to the learners about forces.  Use of real life examples to show learners forces both balanced and unbalanced forces.  Provide to the students notes on google slides on the link shown below:  Creating a group of 5 students and they try to make overview.  **Open the link and reads summarized notes on it and try to take notes on your own notebook.**  https://bit.ly/3kRWmai | * Learners observe and read the contents on the link provided by teacher, in their respective groups share ideas about balanced and unbalanced forces. * Write explanation on their notebooks * Learners present their findings. * Learners shares ideas on balanced and unbalanced forces. | * Cooperation and interpersonal skills will be developed through group discussion. * Problem solving skills was achieved through answering a questions. * Lifelong learning. * Critical thinking skills was developed as they get new knowledge. |
| **Conclusion**  15… min | Ask questions that summarize the whole body of the lesson by the use of quiz let as an ICT tools, by opening the link  Open this link and answer the questions provided on it in your respective groups of 5 persons. And you will submit it next day.  https://bit.ly/344bBXx | Students play the game on the link provided by teacher and answer the question . | Speaking and writing skills was improved trough answering the questions. |
| **Teacher self-evaluation** | The lesson thought well. | | |