**LESSON PLAN**

**School Name**: G.S ROSA MYSTICA **Teacher’s name**: NDARIHORANYE Evariste

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| **Term** | **Date** | | **Subject** | **Class** | **Unit No** | **Lesson No** | **Duration** | **Class size** |
| 1 | 23 /07/ 2020 | | History and Citizenship | S1A | 3 | 5 of 5 | 40 minutes | 43 Learners |
| **Type of Special Educational Needs to be catered for in this lesson and number of learners in each category** | | | | | \*1 learner with multiple impairment: she will be given the order in speaking.  \*2 learners with developmental disability: They will sit in front of others in order to see on the blackboard and on the blackboard they will write where they can touch. | | | |
| **Unit title** | | **Origin, organization and expansion of Rwandan kingdom** | | | | | | |
| **Key Unit Competence** | | To be able to explore the origin, organization and expansion of Rwandan kingdom in the interlacustrine region. | | | | | | |
| **Title of the lesson** | | The most important kings of Rwanda | | | | | | |
| **Instructional Objective** | | Given an audio from YouTube and Google slides, the learners will be able to identify the most important kings of Rwanda and their main actions. | | | | | | |
| **Plan for this Class (location: in / outside)** | | Smart Classroom | | | | | | |
| **Learning Materials**  **(for all learners)** | | Computers, a photo of the king Kigeli IV Rwabugiri, the map of ancient Rwanda | | | | | | |
| **References** | | History and Citizenship for Rwandan schools, senior one learner’s book and teacher’s guide, internet | | | | | | |

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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** |
| Using the questions and answers by playing kahoot, presentation of an audio followed by the questions and answers | |
| **Teacher activities** | **Learner activities** |
| **Introduction**  5min | The teacher will ask the questions on the previous lesson using kahoot game.  The link of this kahoot game is the following:  <https://bit.ly/39sDxoM> | The learners will answer the questions by playing kahoot game in the groups. | \***GENERIC COMPETENCES**  **- Cooperation and interpersonal**  The learners will cooperate while playing kahoot in the groups  **-Critical thinking and problem solving**  The learners will learn that they have to think what to do in order to develop the country. |
| **Development of the lesson**  25min | - The teacher will play the audio from You tube channel saying the list of the kings who ruled Rwanda.  The link of this You tube is the following:  <https://bit.ly/2CVAXeO>  - The teacher will ask some questions about an audio.  -The teacher will explain the main actions of the most important kings of Rwanda by using google slides.  -The link of this google slides is the following:  <https://bit.ly/2WTZDLI> | -The learners will follow an audio.  -The learners will answer diverse questions asked by the teacher  -The learners will follow teacher’s presentation while he is giving some explanations.  **The most important kings of Rwanda:**  King Ruganzu I Bwimba, Kigeli I Mukobanya, Ruganzu II Ndori, Cyilima II Rujugira, Yuhi IV Gahindiro, Mutara II Rwogera and Kigeli IV Rwabugiri | \***CROSS CUTTING ISSUES**  **- Peace and values education**  This lesson will inspire in student the culture of patriotism.  **-Genocide studies**  The learners will know that before the coming of colonialists the Rwandans were united and when the colonialists came divided them which caused the 1994 genocide against the Tutsi. |
| **Conclusion**  10min | The teacher will ask the questions of evaluation by using mentimenter.  The link of this mentimeter is the following:  <https://bit.ly/32Tz9h2> | The learners in the groups will answer the questions asked by playing kahoot game.  . | **-Gender education**  During the ruling of the ancient Rwanda, the woman was played a big role because it was obligatory that the king ruled with his mother. |
| **Teacher self-evaluation** |  | | |