**Template of a Competence – Based Lesson Plan**

**School Name**: LYCEE DE KIGALI **Teacher’s name**: MUGABO JOSEPH

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| **Term** | **Date** | | **Subject** | **Class** | **Unit No** | **Lesson No** | **Duration** | **Class size** |
| 2 | 25th/2/2020 | | English | S3B | 5 | 7 | 2hrs | 32 |
| **Type of Special Educational Needs and number of learners** | | | | | One with physical impairment (assign students to help them and arrange alternative activities for them) | | | |
| **Unit Title** | | HUMAN RIGHTS | | | | | | |
| **Key Unit Competence:** | | To use knowledge learnt in the context of human rights. | | | | | | |
| **Title of the lesson** | | language structures: direct and indirect/reported speech | | | | | | |
| **Instructional Objective** | | Using a video downloaded on internet, students will be able to listen, analyze issues related to direct and indirect speech confidently. | | | | | | |
| **Plan for this Class (location: in / outside)** | | Inside the class | | | | | | |
| **Learning Materials (for all learners)** | | ICT tools like you tube about, computer, projector scheme of work, syllabus | | | | | | |
| **References** | | Teachers’ guide, video, students ‘book | | | | | | |

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| **Timing for each step** | **Description of teaching and learning activity** | | **Generic competences and cross cutting issues to be addressed** |
| **By using different methods such as group discussion, think pair, students will do pre-listening activity, analyze the video individually, work in pairs and respond to questions to conclude the tasks.** | |
| **Teacher activities** | **Learner activities** |
| **Introduction**  **Preview**  20 Mins | * The teacher will do roll calling the names of students. * Check the smartness of the students and the way they have respected the covid-19 rules * Introduces the topic related to direct and indirect/reported speech and ask them to listen to the video.   <https://www.youtube.com/results?search_query=direct+and+indirect+speech>   * Ask students to listen to the video and thereafter make their own analyze and make short presentations. * Choose students to each listen to the it and after give a brief meaning of the vocabulary found in the video. * Discuss the new terms with students. | * Students respond to their names. * Check by themselves how they have respect * Students exchange their books and correct each other’s work. * They suggest the topic by relating to the activity. * -Learners read silently and identify the new vocabulary in the story. * -Chosen students read aloud as directed and others listen. (student with hearing impairment reads from the text) * Suggest possible answers to new vocabulary and teacher harmonizes. | **Generic competences:** Communication in official language Cooperation and interpersonal management life skill. Research and problem solving (using dictionary. Cross-cutting issues: Gender in pairs, inclusive education by helping students with impairments |

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| **Development of the lesson**  40 Mins | -Asks students to individually do activity 1a.2 and later exchange their books to correct each other.  - Teacher and students harmonize answers and reasons why they are correct or not correct.  - Activity 3: Group work -Teacher asks learners to get in groups and discuss the questions in activity   * Teacher asks students to display their information on the walls or chalk board and others move around reading.   <https://www.youtube.com/watch?v=LVB4O0BSZBQ>  - Teacher asks a few students randomly to say what they summarized as they walked around. | . Learners do activity 1a.2 individually and ask where they need clarifications.  -They exchange their books and correct each other and later discuss the final answers.  -Learner work in groups and answer the questions asked. (the students with physical impairment remain where they are and other find them, one with hearing impairment reads from the secretary of the group)    - Students move around reading information from the other groups and ask some questions. | Communication and interpersonal management as they work in groups. Life-long learning as encouraged in the passage.  **Cross cutting issue:**  Financial education related to salary earned. Peace and values education through empathy shown by students by helping their colleague’s Inclusive education where all students have roles in groups. Gender demonstrated in groups. |

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| **Evalution**  **20 Mins** | By using google form as an ICT tool the teacher provides a link for the formative assessment will evaluate the learners about  - Students write notes in their books as follows. | Learners |  |
| **Teacher self-Evaluation** | The lesson objectives were achieved. Students demonstrated knowledge of the content. | | |