

LESSON PLAN

School Name:

Teacher's name

Term	Date	Subject	Class	Unit N°	Lesson N°	Durati on	Class size
2	Jan. 22-26	Eng	S2	5	5.4.1	40 min.	
Type of Special Educational Needs to be catered for in this lesson and number of learners in each category							
Unit title		Rwanda and East Africa					
Key Unit Competence		To use language learnt in the context of Rwanda and East Africa.					
Title of the lesson		Describing local trade					
Instructional Objective		<p>Global communication/ sharing: Students provide clear and detailed descriptions about themselves, their perspectives, and experiences and how they relate to the topic.</p> <p>Critical thinking: Students will be able to analyse what they hear or read by investigating its meanings and influences that shape it.</p>					
Plan for this Class (Location: in / outside)		In class					
Learning Materials (For all learners)		-Student book Unit 5: Rwanda and East Africa -Generation Global topic: Wealth and Poverty					
References		<i>Essentials of Dialogue: Guidance and activities for teaching and practising dialogue with young people.</i> (2017-2022). Tony Blair Institute for Global Change. https://generation.global/assets/resources/essentials-of-dialogue-english.pdf					
Timing for each step	Description of teaching and learning activity						Generic competences and Cross cutting issues to be addressed. + a short explanation
	Teacher activities			Learner activities			
Introduction 10 min.	Ask students to read the text from the student book on page 66, "Rwanda's Local Trade". Tell students they will now discuss how they use local trade in their own communities and should practice sharing their own experiences. Let them know that good sharing involves being descriptive, using different vocabulary words to talk about their experiences, feelings and environment, and explaining			Students read text on page 66 of the student book "Rwanda's Local Trade" Students review Generation Global Sharing objective 2 with teacher			

	<p>why they feel or think they way they do. Teachers can use Generation Global Sharing Objective 2 to define good sharing practice:</p> <p><i>...provide clear and detailed descriptions about yourself, your perspectives, and experiences and how they relate to the topic.</i></p>		
<p>Development of the lesson</p> <p>20 min.</p>	<p>Ask students to work in small groups of 3 to discuss the following questions. Remind them to take turns speaking and practice good listening while others are talking by paying attention.</p> <p>-Why do you think people go to the market? Give an example from your own family. -Share the most common trade items to be found in your local market. Which do you use and why? -What are the different types of local trade in Rwanda? Which do you use and why?</p>	<p>Students work in small groups to discuss the questions and practice sharing descriptively:</p> <p>-Why do you think people go to the market? Give an example from your own family. -Share the most common trade items to be found in your local market. Which do you use and why? -What are the different types of local trade in Rwanda? Which do you use and why?</p>	
<p>Conclusion</p> <p>10 min.</p>	<p>Once each student has answered the questions and shared, bring them back together in a whole group to talk about what they discussed.</p> <p>Teacher makes a collective list on the board of the different vocabulary words and descriptive words students used to demonstrate good sharing.</p>	<p>Students share what they discussed in a whole class discussion while teacher writes a collective list of the vocabulary and descriptive words students used.</p>	
<p>Teacher self-evaluation</p>			