

LESSON PLAN

School Name:

Teacher's name:

Term	Date	Subject	Class	Unit N°	Lesson N°	Duration	Class size
3		GEO & ENV	S2	16	16.2	40 min.	
Type of Special Educational Needs to be catered for in this lesson and number of learners in each category							
Unit title		Unit 16: Forestry in Rwanda					
Key Unit Competence		To investigate the impact of various forestry activities on sustainable development of Rwanda.					
Title of the lesson		2: Importance of Forests in Rwanda					
Instructional Objective		Critical Thinking - Students are able to analyse what they hear or read by investigating its meanings and the influences that shape it.					
Plan for this Class (Location: in / outside)		In class					
Learning Materials (For all learners)		-Student book Unit 16.3: Importance of forests in Rwanda -Generation Global topic: Biodiversity					
References		<i>Difficult Dialogue. Black, White, and Grey In-between p. 25.</i> Tony Blair Institute for Global Change. https://generation.global/assets/resources/difficult-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 5 min.	Teacher discusses the concepts of Biodiversity and Conservation with students from 16.3 in the student book			Students read the definitions of Biodiversity and Conservation in the student book.			
Development of the lesson 25 min.	Teacher makes three columns with these categories as headings on the board and explains them to students, providing a few examples: Things I heard about this issue that I know to be untrue (Example: Deforestation is necessary for the survival of humans) Things I am unsure about regarding this issue			Students listen to explanation of three categories from teacher to understand the instructions and difference between what we know is untrue, what we are unsure of, and what we know to be true.			

	<p>(Example: How can people create sustainability?)</p> <p>Things I have heard about this issue that I know the be true (Example: Rwanda has 151 mammal species)</p> <p>Teacher asks students to reflect on their own experiences and what they have heard about deforestation and conservation in Rwanda. <u>This should not be information from the textbook but rather what students have heard before these lessons.</u></p> <p>Teacher asks students to talk in small groups and complete each of these columns, listing what they know is untrue about deforestation and conservation, what they are unsure of about deforestation and conservation, and what they know to be true about deforestation and conservation in Rwanda.</p> <p>Teacher brings students together and asks each group to share what they wrote and to discuss where they have learned and heard about what they wrote in their own community.</p>	<p>Students take 5 minutes to personally reflect on the their own experiences and what they have learned or heard about deforestation and conservation in Rwanda from their own communities.</p> <p>Students work in small groups to complete the three columns.</p> <p>Students talk as a whole class and share what they wrote as well as where they have learned or heard this information, What and who were the sources?</p>	
<p>Conclusion</p> <p>10 min.</p>	<p>Teacher asks students to write one thing they learned from the activity that they think is important to know and why.</p>	<p>Students write one thing they learned today from this activity that they think is important and why.</p>	
<p>Teacher self-evaluation</p>			