

LESSON PLAN

School Name: Teacher's name:

Term	Date	Subject	Class	Unit N°	Lesson N°	Duration	Class size
2	Feb. 12-16	Geo	S2	9	9.4	75 min./ 2 days	
Type of Special Educational Needs to be catered for in this lesson and number of learners in each category							
Unit title		Physical Geography/Climate Change					
Key Unit Competence		Analyse the climate of Rwanda and how climate change has impacted on it in comparison to other countries.					
Title of the lesson		Effects of climate change in Rwanda					
Instructional Objective		Active listening: Students are able to provide descriptive feedback about why what they are reading /hearing is of value to them and the dialogue.					
Plan for this Class (Location: in / outside)		In class					
Learning Materials (For all learners)		Student book – Unit 9 – page 112 Generation Global topic – Climate Change Essentials of Dialogue page 10 and 19					
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	15 min.	Teacher works with students to create the common agreement for the rules of dialogue using page 10 and 19 from the Essentials of Dialogue.	15 min.	Teacher introduces the definition of climate and climate change using Unit 9 from the student book.	Students work with teacher to make a list of rules for dialogue in the classroom.	Students read and discuss the definitions of climate and climate change from the student book with teacher.	

<p>Development of the lesson</p> <p>30 min.</p>	<p>Teacher presents a case study or scenario to explain to the students the concept of climate change. Teacher may use a case study from the student book or from the Generation Global topic for Climate Change on the Teacher Portal.</p> <p>Teacher asks students the question: What are the effects of climate change in your community?</p> <p>Teacher places students in groups to answer the question and write down a collective response.</p> <p>Teacher tells students to show they are listening to each other in their groups by providing feedback based on the ideas their peers share. Teacher tells students to use the feedback to build on what each other is saying to make a collective response.</p> <p>Teacher asks each group to share what they think climate change is doing to their own community.</p>	<p>Students review the case study and ask teacher any questions about the scenario.</p> <p>Students work in groups to respond to the questions and write down a collective response.</p> <p>Students use listening by giving feedback to their peers when each person shares their individual answer to the question.</p> <p>Students discuss their responses with the whole class.</p>	
<p>Conclusion</p> <p>15 min.</p>	<p>Teacher collects summaries from the students and asks them to think of ways they might impact climate change in their own communities for homework.</p>	<p>Students reflect on ways they might impact climate change for homework and return with ideas.</p>	
<p>Teacher self-evaluation</p>			