

LESSON PLAN

School Name:

Teacher's name:

Term	Date	Subject	Class	Unit N°	Lesson N°	Durati on	Class size
3		GEO & ENV	S4	18	18.8	40 min.	
Type of Special Educational Needs to be catered for in this lesson and number of learners in each category							
Unit title		Unit 18: Environmental Conservationism					
Key Unit Competence		To investigate the impact of environmental conservation and tourism on sustainable development of Rwanda.					
Title of the lesson		8: Problems encountered in conserving the environment and their possible solutions in Rwanda					
Instructional Objective		Sharing - Students are able to explain personal values, meanings, and the importance of their own experiences when engaging with individuals and groups from different cultures and backgrounds.					
Plan for this Class (Location: in / outside)		In class					
Learning Materials (For all learners)		-Student book Unit 18.8: Problems encountered in conserving the environment and their possible solutions in Rwanda -Generation Global topic: Biodiversity					
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 5 min.	Teacher asks students to warm up by pairing up with a friend and telling each other their favorite part of the natural environment in Rwanda and why it is their favorite.			Students tell a partner what their favorite part of the natural environment is in Rwanda and why.			
Development of the lesson 25 min.	The teacher explains that students will prepare for a video conference on Biodiversity with students from another school. They will practice sharing about why conservationism in Rwanda is important to them personally first.			Students work in groups to discuss the questions: -What are the problems that affect conservation in Rwanda? -What experiences do you have with conservation in Rwanda in your own community?			

	<p>Teachers place students in small groups and ask them to discuss the following points from activity 18.8 in the student book:</p> <ul style="list-style-type: none"> -What are the problems that affect conservation in Rwanda? -What experiences do you have with conservation in Rwanda in your own community? -What solutions do you see for those problems? -What will the future of Rwanda look like if conservation is not achieved? 	<ul style="list-style-type: none"> -What solutions do you see for those problems? -What will the future of Rwanda look like if conservation is not achieved? 	
<p>Conclusion</p> <p>10 min.</p>	<p>Teacher asks some students to share how they feel about conservation in Rwanda with the whole class and what impacts their community the most.</p>	<p>Students take turns sharing how they feel about conservation in Reanda and what they think impacts their community the most.</p>	
<p>Teacher self-evaluation</p>			