

LESSON PLAN

School Name:

Teacher's name:

Term	Date	Subject	Class	Unit N°	Lesson N°	Durati on	Class size
2	Jan 22-26	Gen Stud & Comm	S5	5	5.1.3	40-50 min.	
Type of Special Educational Needs to be catered for in this lesson and number of learners in each category							
Unit title		Unit 5: Money and Finance					
Key Unit Competence		To be able to justify the role of financial institutions to the individual, the community, and the country.					
Title of the lesson		The role of financial institutions in the community					
Instructional Objective		<p>Active Listening: Students can demonstrate they are listening to others by acknowledging their contributions with gestures or thanks and responding appropriately to what is being shared.</p> <p>Global Communication/Sharing: Students are able to use 'I' statements to share about their own personal experiences and perspectives and avoid speaking on behalf of other individuals and groups.</p> <p>Questioning: Students are able to construct and ask relevant questions to learn about the values, ideas, perspectives and experiences of others.</p>					
Plan for this Class (Location: in / outside)		In class					
Learning Materials (For all learners)		-Student book Unit 5.1: The role of financial institutions to the individual, community, and country -Generation Global topic: Future of Work					
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.	Ask students to read the section on the role of financial institutions on pages 75-77 in the student book to prepare. Explain to students that they will be practicing sharing and questions about the role		Students read pages 75-77 in the student book before class.				

	financial institutions have in their own communities.		
Development of the lesson 25 min.	<p>Prior to the lesson, prepare 3 large pieces of paper, each one with one of the sections from the reading written on it:</p> <ul style="list-style-type: none"> -Individual -Community -Country <p>Hang each of the pieces of paper on one of the walls in the classroom, so that each wall is a physical space for discussion on that title. Then, write a list of sentence stems on the board that students can choose from when they are in their conversations regarding financial institutions:</p> <ol style="list-style-type: none"> 1. I think _____ helps me to _____. This is important to me because of _____. 2. In my community, I have seen _____. This has impacted my community by _____. 3. In Rwanda, _____ has shaped our country by _____. <p>Explain to students that they will practice sharing and asking questions about how financial institutions impact them individually, in their communities and in their countries. They should use one of the sentence stems on the board to describe their thoughts, experiences, and perspectives.</p> <p>Next, make three groups of students and assign each group to a section of the room to discuss the topic on the wall. Give each group 7 minutes to talk about the section using the sentence stems on the board. Tell them to ask at least one question based on what they</p>	<p>Students are assigned a wall to participate in a discussion about financial institutions and the impact on themselves, their communities, and the country.</p> <p>Students choose sentence stems from the board to help them practice sharing in each of the group discussions.</p> <p>Students ask at least one question to someone else who has shared in the group.</p> <p>Students rotate and go to a new wall after 7 minutes until they have discussed all three topics.</p>	

	<p>hear someone say in the discussion.</p> <p>Rotate the groups so that they each have a chance to discuss each section.</p>		
<p>Conclusion</p> <p>10 min.</p>	<p>Bring students back together and ask them as individuals to write down a response to these prompts and then collect the reflections:</p> <p>One thing I learned today was ____.</p> <p>One question that I thought was a good one was ____ because ____.</p>	<p>Students write down their answers to each of the sentence stems and give their reflections to the teacher.</p>	
<p>Teacher self-evaluation</p>			