Lesson Plan
SCHOOL: Makumbi Secondary School
NAME OF TEACHER: Geo
CLASS: Form 1 B
TIME: 08:20-09:40
SUBJECT: Geography
DATE: 21/04/2025
DURATION: 80 Minutes
TOTAL NO. OF PUPILS: 50
1. Preliminary Information
Subject: Geography
Level: Form 1
Concept: Natural Resources
Sub-Concept: Types and Responsible Use
Topic: 1.1 Natural Resources
Subtopic: 1.1.1 Natural Resources
Lesson Duration: 80 Minutes
Lesson Goal: To enable learners to appreciate the importance of natural resources and develop the ability to use them responsibly, ensuring sustainable development.
Competences:

- Analytical thinking
- Citizenship
- Collaboration
- Environmental Sustainability

Expected Target Competence: Use renewable and non-renewable resources responsibly.
Lesson Competencies:
i. **Competency 1 [Knowledge-based]**: Identify and classify natural resources into renewable and non-renewable categories.
ii. **Competency 2 [Cognitive-based]**: Analyze the importance of responsible use of natural resources.
iii. **Competency 3 [Skill-based]**: Demonstrate responsible practices for using natural resources through group activities and discussions.
Lesson Methodology and Strategies:

- Collaborative learning: Group discussions and presentations.
- Inquiry-based learning: Outdoor observation walk to identify resources.
- Conceptual learning: Connecting natural resources to everyday life.
- Integration of technology: Use of videos to illustrate resource types.

Assessment Strategies:
i. **Formative Assessment**:

- Observe learners' participation in group discussions and outdoor activities.
- Oral questions on types of natural resources and their uses.
  ii. **Summative**:
- Written exercise explaining the dangers of depleting natural resources.
- Poster creation on avoiding resource depletion.

Learning Materials:

- Notebooks for outdoor activities
- Pictures and videos of natural resources
- Samples of natural resources (e.g., soil, rocks, plant leaves)

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- Charts and infographics on resource types

Learning Environment Setup:

- **Natural – Physical**: Outdoor school surroundings for observation walk.
- **Artificial – Physical**: Classroom with charts and visual aids.
- **Technological – Physical or Virtual**: Laptops or tablets for video viewing.

Prior Knowledge: Learners have basic knowledge of natural resources from their local environment, such as water, trees, and soil.

Interdisciplinary Connections:

- Environmental Science: Understanding resource conservation and sustainability.
- Social Studies: Exploring the economic and social impacts of resource use.
- Art: Creating posters to advocate for responsible resource use.

2. Lesson Progression

STAGES	**TEACHER'S ROLE**	**LEARNERS' ROLE**	**TARGETED COMPETENCY**	**ASSESSMENT CRITERIA**
Introduction 5 Minutes	Ask learners: "Have you ever wondered where your desk, clothes, and food (sandwich, nshima, bread) come from?" Probe their answers to introduce natural resources.	Brainstorm sources of desks, clothes, and food, linking them to natural resources.	Competency 1: Identify natural resources.	Sources of desks, clothes, and food identified correctly.
Lesson Development 20 Minutes	Divide learners into small groups. Display charts and show videos of natural resources. Guide groups to identify renewable and non-renewable resources.	In groups, identify and list natural resources they know (e.g., water, forests, minerals). Present findings to the class.	Competency 1: Classify natural resources.	Natural resources identified and classified correctly.
Exploration 25 Minutes	Take learners outside to the school environment to identify locally available natural resources. Provide guidance on observation techniques.	Identify local natural resources (e.g., trees, soil, water). Document findings in notebooks or sketches.	Competency 3: Demonstrate observation skills.	Locally available natural resources identified correctly.

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STAGES	TEACHER'S ROLE	LEARNERS' ROLE	TARGETED COMPETENCY	ASSESSMENT CRITERIA
Explanation 10 Minutes	Ask learners to classify identified resources into living (e.g., plants) and non-living (e.g., rocks). Refine their findings through discussion.	Classify local resources into living and non-living categories. Discuss classifications with peers.	Competency 1: Classify resources.	Resources classified into living and non-living appropriately.
Synthesis 10 Minutes	Facilitate a discussion on the dangers of depleting natural resources. Assign a written exercise to explain these dangers.	Write an exercise explaining the dangers of resource depletion. Discuss key points in groups.	Competency 2: Analyze resource depletion impacts.	Dangers of depleting natural resources explained clearly.
Evaluation and Reflection 10 Minutes	Recapitulate the lesson by consolidating key points. Assign homework to create posters on avoiding resource depletion.	Recapitulate key points: identifying and classifying resources, responsible use. Prepare posters for homework.	All competencies.	Key points recapitulated accordingly; posters designed appropriately.

3. Competence Continuity and Strategy

- **Continuity**: This lesson builds foundational knowledge for subsequent lessons on population and resource relationships and sustainable management. Learners will apply classification skills to analyze resource use impacts in later lessons.
- **Strategy**: Encourage ongoing projects like tree planting or recycling campaigns in the school to reinforce responsible resource use. Integrate digital tools (e.g., online resource maps) in future lessons to deepen understanding.

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Lesson Plan
SCHOOL: Makumbi Secondary School
NAME OF TEACHER: Geo
CLASS: Form 1 B
TIME: 08:20-09:40
SUBJECT: Geography
DATE: 22/04/2025
DURATION: 80 Minutes
TOTAL NO. OF PUPILS: 50
1. Preliminary Information
Subject: Geography
Level: Form 1
Concept: Population and Natural Resources
Sub-Concept: Resource Demand and Sustainability
Topic: 1.1 Natural Resources
Subtopic: 1.1.2 Population and Natural Resources
Lesson Duration: 80 Minutes
Lesson Goal: To enable learners to analyze the relationship between population growth and natural resource use, promoting sustainable practices to balance resource demand.
Competences:

- Analytical thinking
- Citizenship
- Collaboration
- Environmental Sustainability

Expected Target Competence: Analyze the relationship between population and natural resources.
Lesson Competencies:
i. **Competency 1 [Knowledge-based]**: Understand how population growth increases resource demand.
ii. **Competency 2 [Cognitive-based]**: Analyze the environmental impacts of population growth on resources.
iii. **Competency 3 [Skill-based]**: Propose solutions for sustainable resource use in the context of population growth.
Lesson Methodology and Strategies:

- Collaborative learning: Group discussions and peer-to-peer sharing.
- Inquiry-based learning: Outdoor observation of resource use impacts.
- Problem-based learning: Case studies on population-resource challenges.
- Integration of technology: Use of videos and charts to illustrate trends.

Assessment Strategies:
i. **Formative Assessment**:

- Observe group discussions and outdoor observations.
- Oral questions on population-resource relationships.
  ii. **Summative**:
- Group presentations on sustainable solutions.
- Debate on managing population and resources.

Learning Materials:

- Charts and graphs on population growth and resource consumption
- Videos/documentaries on population and natural resources
- Posters on the 3Rs (Reduce, Reuse, Recycle)
- Notebooks for outdoor activities

Learning Environment Setup:

- **Natural – Physical**: School surroundings or nearby park for observation.
- **Artificial – Physical**: Classroom with visual aids and charts.

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- **Technological – Physical or Virtual**: Projector for videos or digital platforms for data.

Prior Knowledge: Learners understand basic natural resources and their uses from the previous lesson.

Interdisciplinary Connections:

- Environmental Science: Exploring resource depletion and sustainability.
- Mathematics: Analyzing population and resource data.
- Social Studies: Understanding societal impacts of resource scarcity.

2. Lesson Progression

STAGES	**TEACHER'S ROLE**	**LEARNERS' ROLE**	**TARGETED COMPETENCY**	**ASSESSMENT CRITERIA**
Introduction 5 Minutes	Pose the question: "What happens when population growth exceeds resource availability?" Introduce the concept of resource scarcity.	Brainstorm answers, linking population growth to resource demand.	Competency 1: Understand population-resource link.	Resource scarcity issues identified correctly.
Lesson Development 20 Minutes	Divide learners into groups. Assign each group a resource (e.g., water, energy, land). Show a video on population growth impacts.	Discuss how population affects their assigned resource. Record findings on charts or sticky notes.	Competency 2: Analyze environmental impacts.	Impacts of population on resources explained clearly.
Exploration 25 Minutes	Lead an outdoor observation walk to identify signs of resource use (e.g., litter, water taps). Guide learners to note population impacts.	Observe and document evidence of resource use or misuse (e.g., pollution, deforestation). Categorize findings.	Competency 3: Observation and analysis skills.	Environmental impacts observed and categorized correctly.
Explanation 10 Minutes	Facilitate a discussion on observed impacts, linking them to population growth. Highlight sustainable practices (e.g., recycling, water conservation).	Discuss findings in groups, proposing sustainable solutions. Present to the class.	Competency 2: Analyze sustainable practices.	Sustainable solutions proposed accurately.
Synthesis 10 Minutes	Assign a debate: "Technology vs. Population Control—Which is better	Participate in the debate, defending their positions.	Competency 3: Propose solutions.	Debate arguments presented logically and

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STAGES	TEACHER'S ROLE	LEARNERS' ROLE	TARGETED COMPETENCY	ASSESSMENT CRITERIA
	for managing resources?" Summarize key points.	Summarize key takeaways.		clearly.
Evaluation and Reflection 10 Minutes	Recapitulate the lesson, emphasizing sustainable resource management. Assign homework to create a poster on reducing resource pressure.	Recapitulate key points and prepare posters advocating sustainable practices.	All competencies.	Key points summarized; posters designed appropriately.

3. Competence Continuity and Strategy

- **Continuity**: This lesson connects to sustainable management by applying population-resource knowledge to practical conservation strategies. Learners will use analytical skills in future lessons on migration and population distribution.
- **Strategy**: Encourage community-based projects (e.g., recycling drives) to apply sustainable practices. Use GIS tools in future lessons to analyze population-resource data.

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Lesson Plan
SCHOOL: Makumbi Secondary School
NAME OF TEACHER: Geo
CLASS: Form 1 B
TIME: 08:20-09:40
SUBJECT: Geography
DATE: 23/04/2025
DURATION: 80 Minutes
TOTAL NO. OF PUPILS: 50
1. Preliminary Information
Subject: Geography
Level: Form 1
Concept: Sustainable Management
Sub-Concept: Conservation and Responsible Use
Topic: 1.1 Natural Resources
Subtopic: 1.1.3 Sustainable Management of Natural Resources
Lesson Duration: 80 Minutes
Lesson Goal: To enable learners to practice sustainable management of natural resources, ensuring their availability for future generations while meeting current needs.
Competences:

- Analytical thinking
- Citizenship
- Collaboration
- Environmental Sustainability

Expected Target Competence: Practice sustainable management of natural resources.
Lesson Competencies:
i. **Competency 1 [Knowledge-based]**: Identify sustainable practices for managing natural resources.
ii. **Competency 2 [Cognitive-based]**: Analyze the benefits of sustainable resource management.
iii. **Competency 3 [Skill-based]**: Engage in practical activities to promote sustainable resource use.
Lesson Methodology and Strategies:

- Collaborative learning: Group work and presentations.
- Project-based learning: Clean-up and conservation activities.
- Inquiry-based learning: Outdoor observation of resource management practices.
- Integration of technology: Videos on sustainable practices.

Assessment Strategies:
i. **Formative Assessment**:

- Observe learners during group discussions and clean-up activities.
- Oral questions on sustainable practices.
  ii. **Summative**:
- Creation of a sustainability action plan for the school.
- Models made from recycled materials.

Learning Materials:

- Charts on sustainable resource management
- Waste collection bags/gloves for clean-up
- Videos/documentaries on conservation practices
- Sketchbooks or writing pads for notes

Learning Environment Setup:

- **Natural – Physical**: School surroundings for clean-up and observation.

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- **Artificial – Physical**: Classroom with posters and visual aids.
- **Technological – Physical or Virtual**: Projector for videos or digital platforms for research.

Prior Knowledge: Learners understand natural resources and their relationship with population growth from previous lessons.

Interdisciplinary Connections:

- Environmental Science: Exploring conservation and restoration techniques.
- Art: Creating models from recycled materials.
- Civic Education: Discussing community roles in sustainability.

2. Lesson Progression

STAGES	TEACHER'S ROLE	LEARNERS' ROLE	TARGETED COMPETENCY	ASSESSMENT CRITERIA
Introduction 5 Minutes	Introduce sustainable management with a question: "How can we use resources today without harming future generations?" Show a short video on conservation.	Brainstorm sustainable practices (e.g., recycling, tree planting).	Competency 1: Identify sustainable practices.	Sustainable practices identified correctly.
Lesson Development 20 Minutes	Divide learners into groups. Provide charts on sustainable practices (e.g., water harvesting, reforestation). Guide discussions on their importance.	Discuss and list sustainable practices for resources like water, soil, and forests. Present findings to the class.	Competency 1: Identify sustainable practices.	Sustainable practices listed accurately.
Exploration 25 Minutes	Lead a clean-up activity in the school surroundings. Guide learners to identify resources and discuss their sustainable management.	Participate in clean-up, noting resources (e.g., trees, water tanks). Discuss sustainable care for each.	Competency 3: Engage in practical activities.	Resources and sustainable practices identified correctly.
Explanation 10 Minutes	Facilitate a discussion on the benefits of sustainable practices. Ask learners to propose a school sustainability plan.	Propose sustainability actions (e.g., recycling bins, tree planting). Discuss benefits like reduced pollution.	Competency 2: Analyze benefits.	Benefits of sustainable practices explained clearly.
Synthesis 10 Minutes	Assign learners to create models	Create models from recycled	Competency 3: Practical	Models created

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STAGES	TEACHER'S ROLE	LEARNERS' ROLE	TARGETED COMPETENCY	ASSESSMENT CRITERIA
	using collected waste materials. Summarize key sustainable practices.	materials. Share ideas in groups.	application.	appropriately.
Evaluation and Reflection 10 Minutes	Recapitulate the lesson, emphasizing sustainable management. Assign homework to develop a school sustainability action plan.	Recapitulate key points and draft a sustainability plan for homework.	All competencies.	Key points summarized; action plan designed appropriately.

3. Competence Continuity and Strategy

- **Continuity**: This lesson prepares learners for Topic 2 (Population) by linking sustainable practices to population pressures. Skills in conservation will be applied to population-related challenges.
- **Strategy**: Implement school-wide sustainability projects (e.g., composting, water conservation) to reinforce learning. Use GIS tools in future lessons to map sustainable resource use.

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