|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Name of teacher | | | FR. MICHAEL NNAMANI | | |
| Date | | | 25/9/2024 | | |
| Class | | | SS1 | | |
| Subject | | | GEOGRAPHY | | | No of contacts/week | | 1 | |
| Topic | | | INTRODUCTION TO GEOGRAPHY | | | Current contact for the week | | 1 | |
| Objectives | | | AT THE END OF THIS CLASS, STUDENTS SHOULD BE ABLE TO: | | | | | Evaluation | | |  | | | | | Yes | No |
|  | IDENTIFY THE ROOT WORDS OF GEOGRAPHY, | | | | | | | GEOGRAPHY IS COINED FROM WHICH GREEK WORDS? | | | | | | | |  |  |
|  | DEFINE GEOGRAPHY | | | | | | | DEFINE GEOGRAPHY IN YOUR OWN WORDS | | | | | | | |  |  |
|  | STATE THE SCOPE OF GEOGRAPHY | | | | | | | WHAT AREA DOES GEOGRAPHY FOCUS ON? | | | | | | | |  |  |
|  | MENTION THE IMPORTANCE OF GEOGRAPHY | | | | | | | LIST FOUR IMPORTANCE OF GEOGRAPHY | | | | | | | |  |  |
|  |  | | | | | | |  | | | | | | | |  |  |
|  |  | | | | | | |  | | | | | | | |  |  |
| Previous Knowledge | | | | |  | | | | | | | | | | | |  |
| THE STUDENTS MUST HAVE HAD PRIOR KNOWLEDGE OF LOCATION AND DIRECTION WITH REGARDS TO THEIR | | | | | | | | | | | | | | | | |  |
| HOMES, VILLAGES OR THEIR PREVIOUS SCHOOS. | | | | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | | | | | |  |
| Entry Behavior | | | |  | | | | | | | | | | Time | | | 5MINS |
| THE TEACHER INTRODUCES HIMSELF AS WELL AS THE STUDENTS DOING SAME. THE SCHEME OF WORK IS ALSO | | | | | | | | | | | | | | | | | |
| INTRODUCED BY THE TEACHER. | | | | | | | | | | | | | | | | | |
| Set Induction | | | |  | | | | | | | | | | | | |  |
| HAVE YOU EVER WONDERED WHY SOME PLACES ARE HOT AND DRY, WHILE OTHER PLACES ARE COLD AND WET? | | | | | | | | | | | | | | | | | 10MINS |
| OR WHY SOME PEOPLE AT VARIOUS PARTS OF THE WORLD EAT DIFFERENT KINDS OF FOOD? | | | | | | | | | | | | | | | | |  |
| **Exploration** | | Teachers role | | | | | Students’ role | | Teaching technique | | | Teaching aid | Time | | Yes | | No |
| ETYMOLOGY OF GEOGRAPHY | | | | | STUDENTS LISTENS AND OBSERVES | | DEMONSTRATION | | | CONCEPT MAP | 15MINS | |  | |  |
| DEFINITION OF GEOGRAPHY | | | | |  | | EXPLANATION | | | ANIMATION VIDEO | 15MINS | |  | |  |
| SCOPE OF GEOGRAPHY | | | | |  | |  | | |  | 5MINS | |  | |  |
| IMPORTANCE OF GEOGRAPHY | | | | |  | |  | | |  | 10MINS | |  | |  |
| **Engagement** | | Teachers role | | | | | Students’ role | | Teaching technique | | | Teaching aid | Time | | Yes | | No |
| Discussion | | TEACHER ASKS THE CHILDREN THEIR PERSONAL VIEW ABOUT THE SUBJECT | | | | | STUDENTS RESPOND BY AFFRIMING THE NEED FOR THE SUBJECT | |  | | |  | 10MINS | |  | |  |
|  | |  | | | | |  | |  | | |  |  | |  | |  |
| Application | | APPLIES THE TEACHING TO REAL LIFE SITUATION WITH A STORY OF A MISSING CHILD WHO WAS BROUGHT BACK TO HIS FAMILY BY STRANGERS WHEN HE MENTIONED TO THEM THE NAME OF HIS TOWN. | | | | | TO UNDERSTAND HOW GEOGRAPHY CAN HELP ONE IN REAL LIFE SITUATIONS. | |  | | |  | 10MINS | |  | |  |
|  | |  | | | | |  | |  | | |  |  | |  | |  |
|  | |  | | | | |  | |  | | |  |  | |  | |  |