



General Knowledge

Lesson plan

Grade 1

INTERNATIONAL
Publishing House

Week 1 (Day 1)

Topic Title: Describe Themselves Briefly (45 minutes)

Grade/Class: Grade 1

Subject: General Knowledge

Duration: 45 minutes

Learning Objectives:

- Students will be able to describe their age, likes, favorite game, favorite food, and future aspirations.
- Students will build confidence in speaking about themselves.

Key Vocabulary:

- Age
- Likes
- Favorite (game, food)
- Dream job (e.g., doctor, teacher)

Materials and Resources:

- Flashcards with vocabulary words
- Chart paper for group activity
- Markers or crayons
- "All About Me" worksheet

Engagement Activity (5 minutes):

- Start with a simple question: "What is your favorite game?" Have students share in pairs to warm them up.

Lesson Procedure:

- Introduction (5 minutes):** Explain the importance of being able to describe oneself. Share a brief example of your own introduction.
- Guided Practice (10 minutes):** Go through each point (age, likes, etc.) on the board, modeling how to answer each.

c) **Group Activity (15 minutes):** In small groups, students will create a collective "All About Us" poster where each student contributes one point about themselves.

d) **Sharing (10 minutes):** Invite each group to present their poster and share their descriptions.

Assessment Methods:

- Observation of group activity participation.
- Informal assessment based on students' presentations.

Differentiation Strategies:

- Provide sentence starters for students who may need extra help.
- Allow advanced students to write a short paragraph about what they want to be when they grow up.

Closure (5 minutes):

- Recap the key points and ask students to share one new thing they learned about a classmate.

Reflection:

- Space for personal notes on what worked well and what could be improved in future lessons.

Follow-up Activities:

- Homework: Complete the "All About Me" worksheet, including a drawing of themselves and their dream job.

Parental Involvement:

- Encourage parents to discuss with their child what they want to be when they grow up, and help them prepare for their presentation.

Week 1 (Day 2)

Topic Title: Identify Good Qualities

Grade/Class: Grade 1

Subject: General Knowledge

Duration: 45 minutes

Learning Objectives

- Students will be able to identify and describe good qualities in themselves and others, such as honesty, respect, and listening.
- Students will understand the importance of these qualities in building relationships and community.

Key Vocabulary

- Honesty
- Respect
- Listening
- Morning routine
- Good qualities

Materials and Resources

- Flashcards with vocabulary words
- Chart paper for group activity
- Markers or crayons
- "Good Qualities" worksheet

Engagement Activity (5 minutes)

- Start with a question: "What does it mean to be a good friend?"
- Allow students to share their thoughts in pairs, then discuss as a class.

Lesson Procedure

- **Introduction (5 minutes):** Explain what good qualities are and why they are important in our lives. Provide examples of good qualities, such as telling the truth and respecting elders.

- **Guided Practice (10 minutes):** Discuss each quality one by one (e.g., honesty, respect). Ask students to share examples of when they or someone they know showed that quality.
- **Group Activity (15 minutes):** In small groups, students will create a "Good Qualities" poster. Each group will list at least five good qualities and illustrate them with drawings or examples.
- **Sharing (10 minutes):** Each group presents their poster to the class, explaining the qualities and why they matter.

Assessment Methods

- Observation of group activity participation.
- Informal assessment based on students' contributions during discussions and presentations.

Differentiation Strategies

- For students who need help: Provide sentence starters or examples to guide their thinking.
- For advanced students: Challenge them to think of real-life scenarios where these qualities can be applied.

Closure (5 minutes)

- Recap the key qualities discussed and ask students to share one quality they would like to improve in themselves.

Reflection

- Space for personal notes on what worked well and any adjustments needed for future lessons.

Follow-up Activities

- **Homework:** Complete the "Good Qualities" worksheet, where they reflect on a good quality they admire in someone and how they can demonstrate it.

Parental Involvement

Encourage parents to discuss good qualities with their child and share examples from their own lives, fostering a family discussion on respect and honesty.

Week 1 (Day 3)

Topic Title: Recognize and Explain Individual Differences

Grade/Class: Grade 1

Subject: General Knowledge

Duration: 45 minutes

Learning Objectives

- Students will be able to recognize that individuals have different needs, qualities, likes, and dislikes.
- Students will understand the importance of respecting and appreciating diversity.

Key Vocabulary

- Differences
- Needs
- Likes
- Dislikes
- Qualities

Materials and Resources

- Flashcards with vocabulary words
- Chart paper for group activity
- Markers or crayons
- "Individual Differences" worksheet

Engagement Activity (5 minutes)

- Start with a question: “What is something you like that your friend might not?”
- Allow students to share their answers in pairs, then discuss as a class.

Lesson Procedure

- **Introduction (5 minutes):** Explain what it means to have different likes, dislikes, and needs. Discuss how everyone is unique.

- **Guided Practice (10 minutes):** Go through examples of different qualities and preferences (e.g., favorite foods, hobbies). Ask students to share their own likes and dislikes.
- **Group Activity (15 minutes):** In small groups, students will create a "Differences" poster. Each group will list different likes, dislikes, and needs they notice among their classmates.
- **Sharing (10 minutes):** Each group presents their poster, highlighting the differences they discovered.

Assessment Methods

- Observation of group activity participation.
- Informal assessment based on students' contributions during discussions and presentations.

Differentiation Strategies

- For students who need help: Provide examples of likes and dislikes to stimulate ideas.
- For advanced students: Challenge them to think about how different qualities can benefit a group.

Closure (5 minutes)

- Recap the key points about individual differences and ask students to share one thing they learned about a classmate.

Reflection

- Space for personal notes on what worked well and any adjustments needed for future lessons.

Follow-up Activities

- **Homework:** Complete the "Individual Differences" worksheet, reflecting on their own likes, dislikes, and needs.

Parental Involvement

- Encourage parents to discuss individual differences with their child and share their own unique qualities and preferences.

Week 1 (Day 4)

Topic Title: Analyze and Describe Similarities and Differences

Grade/Class: Grade 1

Subject: General Knowledge

Duration: 45 minutes

Learning Objectives

- Students will be able to analyze and describe how they are similar to and different from others regarding likes and dislikes.
- Students will develop skills in comparison and self-reflection.

Key Vocabulary

- Similarities
- Differences
- Likes
- Dislikes
- Analyze

Materials and Resources

- Venn diagram worksheets
- Markers or crayons
- Chart paper for group activity
- Flashcards with vocabulary words

Engagement Activity (5 minutes)

- Start with a question: “What is your favorite food, and does anyone else like it too?”
- Have students share their favorite foods and see if others share the same preferences.

Lesson Procedure

- **Introduction (5 minutes):** Explain what similarities and differences mean. Discuss how we can compare our likes and dislikes with those of others.

- **Guided Practice (10 minutes):** Introduce the Venn diagram as a tool for comparison. Show how to use it to identify commonalities and differences.
- **Group Activity (15 minutes):** In small groups, students will fill out a Venn diagram comparing their likes and dislikes with a partner. They should identify at least three similarities and three differences.
- **Sharing (10 minutes):** Each group presents their Venn diagram, discussing the similarities and differences they discovered.

Assessment Methods

- Observation of group activity participation.
- Informal assessment based on students' presentations and contributions.

Differentiation Strategies

- For students who need help: Provide examples to help them fill out their Venn diagrams.
- For advanced students: Encourage deeper analysis by asking them to think about why they might like or dislike certain things.

Closure (5 minutes)

- Recap the key points about similarities and differences, and ask students to share one surprising thing they learned about a classmate.

Reflection

- Space for personal notes on what worked well and any adjustments needed for future lessons.

Follow-up Activities

- **Homework:** Complete a personal Venn diagram comparing their own likes and dislikes with a family member or friend.. **Parental Involvement**
- Encourage parents to discuss their own likes and dislikes with their child and help them fill out their Venn diagram for homework.

Week 1 (Day 5)

Topic Title: Exhibition Day

Grade/Class: Grade 1

Subject: General Knowledge

Duration: 45 minutes

Learning Objectives

- Students will showcase their understanding of good qualities, individual differences, and comparisons of likes and dislikes.
- Students will enhance their presentation and communication skills while practicing active listening.

Key Vocabulary

- Exhibit
- Presentation
- Peer Audience
- Feedback
- Reflect

Materials and Resources

- Posters and Venn diagrams created in previous lessons
- Markers, crayons, and additional craft materials
- "Exhibition Feedback" sheets
- A timer for managing presentation time

Engagement Activity (5 minutes)

- Begin with a quick icebreaker: "If you could choose one superpower based on your qualities, what would it be?"
- Students share in pairs to build excitement for the presentations.

Lesson Procedure

- **Introduction (5 minutes):**
 - Explain the purpose of Exhibition Day and the importance of being respectful and supportive as a peer audience.

- **Preparation Time (10 minutes):**
 - Allow students to finalize their posters and practice their presentations. Encourage them to think about how to engage their classmates.
- **Presentations (20 minutes):**
 - Each student or group presents their work, with a time limit of 2-3 minutes per presentation.
 - Encourage them to include a fun fact or story related to their topic.
- **Audience Interaction (5 minutes):**
 - After each presentation, classmates can ask questions or share one thing they liked about the presentation. This promotes critical thinking and engagement.

Assessment Methods

- Observation of presentation skills, confidence, and engagement during peers' presentations.
- Review "Exhibition Feedback" sheets where students write positive comments and questions for their classmates.

Closure (5 minutes)

- Recap the day's activities and highlight a few standout presentations.
- Discuss the importance of sharing ideas and learning from one another.

Reflection

- Space for personal notes on what worked well and any changes needed for future lessons.

Follow-up Activities

- Encourage students to write a short reflection on what they learned from their peers.
- Optionally, create a class display board showcasing highlights from the exhibition for everyone to see.
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Week 2 (Day 1)

Topic Title: Major Parts of the Human Body

Grade/Class: Grade 1

Subject: General Knowledge

Duration: 45 minutes

Learning Objectives

- Students will be able to name and identify major parts of the human body: eyes, nose, ears, mouth, arms, hands, legs, and feet.
- Students will understand the function of each body part.

Key Vocabulary

- Eyes
- Nose
- Ears
- Mouth
- Arms
- Hands
- Legs
- Feet

Materials and Resources

- Diagrams of the human body
- Flashcards with vocabulary words
- Markers or crayons
- "Label the Body" worksheets

Engagement Activity (5 minutes)

- Start with a question: "What do you think makes us see, hear, and talk?"
- Allow students to share their thoughts and introduce the topic of body parts.

Lesson Procedure

- **Introduction (5 minutes):**

- Briefly explain the major parts of the human body and their functions. Use a diagram to illustrate.
- **Guided Practice (10 minutes):**
 - Show flashcards of each body part and have students repeat the names. Discuss the function of each part (e.g., “We see with our eyes”).
- **Activity (15 minutes):**
 - Hand out the "Label the Body" worksheets. Students will label the major parts of the human body on the diagram.
- **Group Discussion (5 minutes):**
 - After completing the worksheets, discuss the functions of each part as a class.

Assessment Methods

- Observation of students during the labeling activity.
- Review of completed worksheets to ensure understanding.

Differentiation Strategies

- For students who need help: Provide labeled diagrams for reference.
- For advanced students: Encourage them to write one or two sentences about how they use each body part.

Closure (5 minutes)

- Recap the major parts of the body and ask students to share their favorite body part and why.

Reflection

- Space for personal notes on what worked well and any adjustments needed for future lessons.

Follow-up Activities

- **Homework:** Create a simple drawing of themselves and label the body parts they learned about.

Parental Involvement

- Encourage parents to discuss the human body and its parts with their child at home.

Week 2 (Day 2)

Topic Title: Functions of Various Body Parts

Grade/Class: Grade 1

Subject: General Knowledge

Duration: 45 minutes

Learning Objectives

- Students will identify the functions of various body parts, including eyes, ears, nose, mouth, arms, hands, legs, and feet.
- Students will understand how these functions help in daily activities.

Key Vocabulary

- Function
- See
- Hear
- Smell
- Taste
- Move

Materials and Resources

- Diagrams of the human body
- Flashcards with body parts and their functions
- Markers or crayons
- "Function Identification" worksheets

Engagement Activity (5 minutes)

- Start with a question: "What can you do with your body?"
- Allow students to brainstorm activities (e.g., running, jumping, eating).

Lesson Procedure

- **Introduction (5 minutes):**
 - Explain that each body part has a specific job. Show a diagram highlighting different body parts.
- **Guided Practice (10 minutes):**
 - Introduce flashcards with each body part and its function. Discuss how we use these parts in everyday life (e.g., "We hear with our ears").
- **Activity (15 minutes):**
 - Distribute "Function Identification" worksheets. Students will match body parts to their functions or draw lines to connect them.
- **Group Discussion (5 minutes):**
 - Have students share one function of a body part and an activity that uses that part.

Assessment Methods

- Observation of students during the matching activity.
- Review of completed worksheets for understanding of functions.

Differentiation Strategies

- For students who need help: Provide visual aids or simplified explanations.
- For advanced students: Encourage them to think of two activities for each body part.

Closure (5 minutes)

- Recap the functions of various body parts. Ask students to share something new they learned today.

Reflection

- Space for personal notes on what worked well and any changes needed for future lessons.

Follow-up Activities

- **Homework:** Draw a picture of themselves and label the functions of their body parts.

Parental Involvement

- Encourage parents to discuss how they use their body parts during family activities.

Week 2 (Day 3)

Topic Title: The Five Senses

Grade/Class: Grade 1

Subject: General Knowledge

Duration: 45 minutes

Learning Objectives

- Students will be able to name the five senses: sight, hearing, smell, taste, and touch.
- Students will understand how each sense helps us experience the world around us.

Key Vocabulary

- **Sight:** 👁
- **Hearing:** 👂
- **Smell:** 👃
- **Taste:** 👅
- **Touch:** ✋

Materials and Resources

- Flashcards with images representing each sense
- Sensory stations for hands-on experience (e.g., smelling jars, tasting samples)
- Markers or crayons
- "Five Senses" worksheets

Engagement Activity (5 minutes)

- Start by asking: “What do you like to see, hear, smell, taste, or touch?”
- Let students share their favorite experiences related to their senses.

Lesson Procedure

- **Introduction (5 minutes):**
 - Introduce the five senses and briefly explain each one. Use flashcards for visual representation.
- **Guided Practice (10 minutes):**
 - Discuss each sense in detail. Ask questions like: “What do we do with our eyes?” or “How do we use our ears?”
- **Sensory Stations Activity (15 minutes):**
 - Set up different stations for each sense:
 - **Sight:** Look at pictures and describe them.
 - **Hearing:** Listen to different sounds and identify them.
 - **Smell:** Smell jars with different scents.
 - **Taste:** Sample various foods (ensure no allergies).
 - **Touch:** Feel different textures (e.g., soft, rough).
- **Group Discussion (5 minutes):**
 - Gather students and discuss what they learned at each station.

Assessment Methods

- Observation during sensory station activities.
- Review of "Five Senses" worksheets for understanding.

Differentiation Strategies

- For students who need help: Pair them with a buddy at the sensory stations.
- For advanced students: Ask them to come up with examples of how they use multiple senses together.

Closure (5 minutes)

- Recap the five senses and ask students to share their favorite sensory experience from the day.

Reflection

- Space for personal notes on what worked well and any changes needed for future lessons.

Follow-up Activities

- **Homework:** Create a "My Five Senses" poster, illustrating each sense with pictures or drawings.

Parental Involvement

- Encourage parents to discuss sensory experiences with their child at home, perhaps during meals or outdoor activities.

Week 2 (Day 4)

Topic Title: Functions of Our Body Parts

Grade/Class: Grade 1

Subject: General Knowledge

Duration: 45 minutes

Learning Objectives

- Students will identify which body parts correspond to each of the five senses.
- Students will understand how these body parts work together to help them experience the world.

Key Vocabulary

- Sight
- Hearing
- Smell
- Taste
- Touch
- Body Parts

Materials and Resources

- Diagrams of the human body
- Flashcards for each sense and corresponding body parts
- "Body Parts and Senses" worksheets
- Markers or crayons

Engagement Activity (5 minutes)

- Start with a quick review of the five senses. Ask: “Which body part helps you to hear?”
- Allow students to respond and create excitement for the lesson.

Lesson Procedure

- **Introduction (5 minutes):**
 - Introduce the concept of relating body parts to senses. Use a diagram to show the body parts associated with each sense.
- **Guided Practice (10 minutes):**
 - Discuss each sense and its corresponding body part:
 - **Sight:** Eyes
 - **Hearing:** Ears
 - **Smell:** Nose
 - **Taste:** Tongue
 - **Touch:** Hands/skin
- **Activity (15 minutes):**
 - Distribute "Body Parts and Senses" worksheets. Students will match body parts with the correct sense or draw lines between them.
- **Group Discussion (5 minutes):**
 - Ask students to share how they use each sense in their daily lives.

Assessment Methods

- Observation during the matching activity.
- Review of completed worksheets for understanding.

Differentiation Strategies

- For students who need help: Provide visual aids or work in pairs.
- For advanced students: Ask them to think of scenarios where they use multiple senses together.

Closure (5 minutes)

- Recap the body parts associated with each sense. Ask students to share one new thing they learned today.

Reflection

- Space for personal notes on what worked well and any changes needed for future lessons.

Follow-up Activities

- **Homework:** Create a simple chart showing body parts and their corresponding senses, illustrating each with drawings or pictures.

Parental Involvement

- Encourage parents to discuss how they use their senses and body parts during family activities

Week 2 (Day 5)

Topic Title: Relate Body Parts with the Five Senses

Grade/Class: Grade 1

Subject: General Knowledge

Duration: 45 minutes

Learning Objectives

- Students will demonstrate their understanding of body parts and their corresponding senses.
- Students will engage with peers to share their knowledge.

Materials and Resources

- Completed "Body Parts and Senses" worksheets
- Chart paper for display
- Markers or crayons
- Presentation materials (if needed)

Engagement Activity (5 minutes)

- Begin with a brief review of the five senses and their corresponding body parts. Ask students to recall which body part helps them with each sense.

Presentation Setup (15 minutes)

- Arrange students in small groups. Each group will prepare a brief presentation on one sense, including:
 - The body part(s) involved
 - How it helps them experience the world
 - A fun fact or example

Group Presentations (15 minutes)

- Each group will present their findings to the class. Encourage students to ask questions and provide feedback to their peers.

Audience Interaction (5 minutes)

- Open the floor for classmates to share their thoughts and what they learned from the presentations.

Assessment Methods

- Observe group participation and engagement during presentations.
- Use informal assessment based on the quality of presentations and peer interactions.

Closure (5 minutes)

- Recap the key points covered during the presentations. Ask students to share one new thing they learned about their peers' presentations.

Reflection

- Space for personal notes on what worked well and any changes needed for future lessons.

Follow-up Activities

- Encourage students to share what they learned at home with family members.

Parental Involvement

- Invite parents to view student presentations or share the learning process at home.

Week 3 (Day 1)

Topic Title: Sensory Descriptions

Grade/Class: Grade 1

Subject: General Knowledge

Duration: 45 minutes

Learning Objectives

- Students will be able to match sensory descriptions to the appropriate sense.
- Students will understand how different sensations relate to their experiences.

Key Vocabulary

- Taste: Sweet, Sour, Bitter, Salty
- Touch: Smooth, Hard, Soft, Rough, Cold, Warm
- Hearing: Loud, Soft, High, Low
- Sight: Bright, Dim, Recognize Color
- Smell: Pleasant, Unpleasant

Materials and Resources

- Flashcards with sensory words
- Worksheets for matching sensory descriptions
- Markers or crayons

Engagement Activity (5 minutes)

- Start by asking students to describe their favorite food and how it tastes. This will introduce the concept of taste sensations.

Lesson Procedure

- **Introduction (5 minutes):**
 - Introduce the five senses and discuss the different descriptions associated with each.
- **Guided Practice (10 minutes):**
 - Go through each sense and its descriptions:
 - **Taste:** Sweet, Sour, Bitter, Salty
 - **Touch:** Smooth, Hard, Soft, Rough, Cold, Warm
 - **Hearing:** Loud, Soft, High, Low
 - **Sight:** Bright, Dim, Recognize Color
 - **Smell:** Pleasant, Unpleasant
- **Matching Activity (15 minutes):**
 - Distribute worksheets where students will match each sensory description to the correct sense. They can draw lines or write the corresponding sense next to each description.
- **Group Discussion (5 minutes):**
 - Discuss the different sensations and ask students to share their experiences related to each sense.

Assessment Methods

- Observation during the matching activity.
- Review of completed worksheets for understanding.

Differentiation Strategies

- For students who need help: Pair them with a buddy for the matching activity.
- For advanced students: Ask them to come up with their own sensory descriptions.

Closure (5 minutes)

- Recap the sensory descriptions and ask students to share one favorite sensory experience related to any of the senses.

Reflection

- Space for personal notes on what worked well and any changes needed for future lessons.

Follow-up Activities

- **Homework:** Create a sensory experience diary where students note down their daily sensory experiences.

Parental Involvement

- Encourage parents to discuss sensory experiences with their child and help them complete the task.

Week 3 (Day 2)

Topic Title: Understanding Differences (45 minutes)

Grade/Class: Grade 1

Subject: General Knowledge

Duration: 45 minutes

Learning Objectives:

- Students will recognize that some people may not have all body parts or senses.
- Students will understand that everyone is valuable and can contribute to society in different ways.

Key Vocabulary:

- Differences
- Senses
- Valuable
- Respect
- Abilities

Materials and Resources:

- Flashcards showing different abilities (e.g., hearing, seeing)
- Pictures of diverse individuals (including those with disabilities)
- Chart paper for group activity
- Markers or crayons
- "Everyone is Valuable" worksheet

Engagement Activity (5 minutes):

- Begin with a question: “What makes us all different?” Let students share their thoughts in pairs.

Lesson Procedure:

a) **Introduction (5 minutes):** Explain the concept of differences in people. Share a simple story about a person who has overcome challenges.

b) **Guided Practice (10 minutes):** Show flashcards of different senses and abilities. Discuss how some people may have different abilities or challenges but are still important.

c) **Group Activity (15 minutes):** In small groups, students create a poster titled "Everyone is Valuable," highlighting different abilities and how each person can contribute to society.

d) **Sharing (10 minutes):** Each group presents their poster and shares one way they think everyone can contribute, regardless of their abilities.

Assessment Methods:

- Observation of group activity participation.
- Informal assessment based on students’ presentations.

Differentiation Strategies:

- Provide sentence starters for students who may need extra help.
- Encourage advanced students to think of a community helper who may have a different ability.

Closure (5 minutes):

- Recap the key points by asking students to share one new thing they learned about differences.

Reflection:

- Space for personal notes on what worked well and what could be improved in future lessons.

Follow-up Activities:

- Homework: Complete the "Everyone is Valuable" worksheet, drawing a person they admire and writing about what makes that person special.

Parental Involvement:

- Encourage parents to discuss the importance of kindness and respect for all people, regardless of their abilities.

Week 3 (Day 3)

Exercise Day (Question 1, 2, 3)

Week 3 (Day 4)

Exercise Day (Question 4, 5, 6)

Week 3 (Day 5)

Exercise Day (Question 7, 8)

Week 4 (Day 1)

Exercise Day (Question 9, 10)

Week 4 (Day 2)

Exercise Day (Question 11, 12)

Week 4 (Day 3)

Review: Chapter 1# My Introduction

Week 4 (Day 4)

Review: Chapter 1# My Introduction

Week 4 (Day 5)

Topic Title: Exhibition Day: Understanding Ourselves and Our Bodies

Grade/Class: Grade 1

Subject: General Knowledge

Duration: 45 minutes

Learning Objectives

- Students will showcase their understanding of self-introductions, good qualities, individual differences, body parts, and functions.
- Students will enhance their presentation and communication skills while practicing active listening.

Key Vocabulary

- Exhibit
- Presentation
- Qualities
- Differences
- Functions

Materials and Resources

- Posters illustrating personal introductions, body parts, and their functions
- Markers, crayons, and additional craft materials
- "Exhibition Feedback" sheets
- A timer for managing presentation time

Engagement Activity (5 minutes)

- Icebreaker: "If you could choose one quality or body part to be super strong, what would it be?" Students share in pairs.

Lesson Procedure

1. Introduction (5 minutes):

- Explain the purpose of Exhibition Day and the importance of being respectful and supportive as a peer audience.

2. Preparation Time (10 minutes):

- Allow students to finalize their posters and practice their presentations, encouraging them to think about how to engage their classmates.

3. Presentations (20 minutes):

- Each student or group presents their work (2-3 minutes per presentation), covering:
 - Their introduction and good qualities
 - Major body parts and their functions
 - Understanding differences and sensory experiences
- Encourage them to include a fun fact or story related to their topics.

4. Audience Interaction (5 minutes):

- After each presentation, classmates can ask questions or share one thing they liked about the presentation.

Assessment Methods

- Observation of presentation skills, confidence, and engagement during peers' presentations.
- Review "Exhibition Feedback" sheets where students write positive comments and questions for their classmates.

Closure (5 minutes)

- Recap the day's activities and highlight a few standout presentations.
- Discuss the importance of sharing ideas and learning from one another.

Reflection

- Space for personal notes on what worked well and any changes needed for future lessons.

Follow-up Activities

- Encourage students to write a short reflection on what they learned from their peers.
- Optionally, create a class display board showcasing highlights from the exhibition for everyone to see.

