



Lesson Plan

Date:

Duration: 2 hours

No. of participants: Level: Advance Topic: Introducing safety measures when using public transport and identifying suspicious behaviour	
Lesson aims: By the end of the lesson participants should know how keep safe in public and in public transport	
Specific learning outcomes: By the end of the lesson, participants should be able to understand key concepts: <ul style="list-style-type: none">• Safety and security when travelling on bus, taxi, ferry and train/tram• Anti-social and suspicious behaviour• Children safety at public spaces	Assessment methods: Teacher to listen to participants' pronunciation and check understanding on key vocabularies
Previous knowledge assumed: intermediate to advance	
Materials and equipment required: Whiteboard, markers, “Transport – Safety and Security” , “What is Suspicious Behaviour” and “Protecting Your Children” handouts	
Room layout: O shape	
General notes on differentiation / learning styles: facilitating techniques involve auditory, visual and kinaesthetic methods.	
Anticipated problems and solutions: <ul style="list-style-type: none">• Some participants may have difficulty understanding new vocabularies such as “commuters”, “disembark”, “anti-social”, “harassment”, “suspicious” and “abduction”.<ul style="list-style-type: none">○ Use many visual aids, descriptions, gestures and synonyms to explain through context.• Some participants may have difficulty pronouncing new words<ul style="list-style-type: none">○ Model and drill the pronunciation many times	

Time	Facilitator activity	Student Activity	Resources/Reference/ Materials/Equipment
(10-15 min)	Introduction and ice breaker	Introduce themselves to each other Engage in ice breaker game/activity	Name tags/stickers Ice breaker handouts (if relevant)



	<ul style="list-style-type: none"> Meet and greet - Introduction of any new participants (if relevant) Ice breaker game or activity 		Pen and paper (if relevant)
(20 min)	<p>Introduce key concepts</p> <ul style="list-style-type: none"> Establish meaning through context <ul style="list-style-type: none"> Ask the class about their tips or strategy to be safe when using the bus, taxi, ferry, train and tram. Write on the board what they said under a heading bus, taxi, ferry, train and tram Reinforce understanding through context <ul style="list-style-type: none"> Distribute “Transport – Safety and Security” handouts Ask participants to read in turns Stop and explain new words as needed Pronunciation <ul style="list-style-type: none"> Ask participants to repeat difficult words 	<p>Read article</p> <p>Listen</p> <p>Repeat difficult words</p> <p>Do questions in small groups</p>	“Transport – Safety and Security” handouts
(10 min)	<p>Activity 1:</p> <ul style="list-style-type: none"> Divide participants into small groups (3-4 people) and ask them to do questions for the reading together. Be mindful of the time. 		
(10 min)	<p>Plenary</p> <ul style="list-style-type: none"> Go through each questions together. Ask a group in turn to provide the answer for each question Discuss and invite other groups to contribute if the initial group has difficulty answering the question. <p>(continue Plenary after morning tea if necessary)</p>		



(5-10 min)	Break – morning tea		
(10-15 min)	<p>Introduce key concepts – depending on your participants' preference/need, choose between children safety or community safety reading</p> <p>Children safety</p> <ul style="list-style-type: none">• Establish meaning through context<ul style="list-style-type: none">○ Ask the class about their tips or strategy to keep their children safe in public transport or in public.○ Write on the board what they said• Reinforce understanding through context<ul style="list-style-type: none">○ Distribute “Protect your children” handouts○ Ask participants to read in turns○ Stop and explain new words as needed <p>Community safety</p> <ul style="list-style-type: none">• Establish “suspicious behaviour” meaning through context<ul style="list-style-type: none">○ Ask the class for examples of suspicious behaviour.○ Write on the board what they said○ From the “What is suspicious behaviour?” handouts (do not handout to participants just yet), tell other examples that they have <u>not provided</u>, one by one, and <u>ask them if these are suspicious behaviour or not</u>. Discuss if they have different opinions.	<p>Read text</p> <p>Listen</p> <p>Repeat difficult words</p>	<p>“Protect your children” or “What is suspicious behaviour?” handouts</p>



	<ul style="list-style-type: none">○ Handout the reading text and ask participants to read in turns○ Stop and explain new words as needed		
(40 min)	<p>Conversation</p> <p>Break into small groups 3-4 people</p> <ul style="list-style-type: none">• In the small groups, facilitators to facilitate discussion <p>Questions</p> <ol style="list-style-type: none">1. Share your tips on how to keep your children safe at home2. Share your tips on how to keep your children safe in the park3. Share your tips on how to keep your children safe at the beach/swimming pool4. Have you ever asked your older children to look after your younger children? What did you tell your older children to ensure that they are all safe in the house?5. What do you do if there is a suspicious person knocking on your door?6. Have you ever had to go home at night on a public transport? Share your experience. What did you do to stay safe?7. Have you ever taken a public transport, and feel unsafe? What did you do? Share your experience.8. Have you or someone you know had to report a suspicious behaviour or a crime? Can you share the story?9. How do you report a suspicious behaviour or crime?	Discuss in small groups	N/A



5-10 min	Conclusion and wrap up <ul style="list-style-type: none">• What have you learn today?• Information about next class etc		
-------------	--	--	--