



## Lesson Plan

Date:

Duration: 2 hours

No. of participants: Level: <b>Advance</b> Topic: <b>Accessing emergency services in Australia</b>	
<b>Lesson aims:</b> By the end of the lesson participants should be able to request an appropriate emergency service by calling 000	
<b>Specific learning outcomes:</b> By the end of the lesson, participants should understand and able to say: <ul style="list-style-type: none"><li>• Emergency services</li><li>• Police, Fire and Ambulance service</li><li>• Operator</li><li>• Life threatening</li><li>• Breaking into</li><li>• Dangerous</li><li>• Incident and accident</li><li>• Location</li><li>• Safe place</li><li>• Urgent</li></ul>	<b>Assessment methods:</b> Teacher to listen to participants' pronunciation and check understanding on emergency services vocabularies
<b>Previous knowledge assumed:</b> intermediate	
<b>Materials and equipment required:</b> Whiteboard, markers, <b>"How to call Triple Zero (000)", "Definitions", "Step by step instructions" on how to make a call to Triple Zero (000) handouts, and Scenarios practice.</b>	
<b>Room layout:</b> O shape	
<b>General notes on differentiation / learning styles:</b> teaching techniques involve auditory, visual and kinaesthetic methods. Role play is optional so "shy" participants will be catered for.	
<b>Anticipated problems and solutions:</b> <ul style="list-style-type: none"><li>• <b>There might be some participants who misunderstand 000 as letters</b><ul style="list-style-type: none"><li>○ Teacher to ensure each participant clear that 000 are triple zero not triple o.</li></ul></li><li>• <b>Some participants may have difficulties pronouncing and understanding the concept Operator</b></li></ul>	



- Model and drill the pronunciation many times.
- Use images and role play to illustrate the concept of Operator
- **Some participants may have difficulties differentiating between “incident” and “accident”**
  - Drill on understanding through examples many times
  - Repeat pronunciation

Time	Facilitator activity	Participant Activity	Resources/Reference/ Materials/Equipment
(10-15 min)	Introduction and ice breaker <ul style="list-style-type: none"> <li>• Meet and greet - Introduction of any new participants (if relevant)</li> <li>• Ice breaker game or activity</li> </ul>	Introduce themselves to each other Engage in ice breaker game/activity	Name tags/stickers Ice breaker handouts (if relevant) Pen and paper (if relevant)
(10 min)	Introduce key vocabularies <ul style="list-style-type: none"> <li>• Establish meaning through images and context               <ul style="list-style-type: none"> <li>○ Ask participants to look at images and read <b>“How to call Triple Zero (000)” handout.</b></li> <li>○ Then, check participants’ understanding of Police, Fire and Ambulance services.</li> </ul> </li> <li>• Pronunciation               <ul style="list-style-type: none"> <li>○ Ask participants to repeat difficult words</li> </ul> </li> </ul>	Look at images Listen Repeat the words	<b>“How to call Triple Zero (000)” handout</b>
(10 min)	Check participants understanding of an “emergency” <ul style="list-style-type: none"> <li>• Ask the class to tell you <b>examples of emergency situations</b> and list them on the board</li> </ul>	Provide examples of an emergency situation	Board/flipchart and marker



	<ul style="list-style-type: none"><li>Ask the class to tell you <b>examples of non-emergency situations</b></li></ul>		
(10 min)	<p><b>Plenary – check participants’ understanding of an “emergency”</b></p> <ul style="list-style-type: none"><li>Provide participants the <b>“What is an emergency” handout</b></li><li>Ask participants to read the handout in turn.</li><li>Ask participants if there are any words they don’t understand and then explain them</li><li>Check participants’ understanding of “non-serious injury” – ask for examples</li><li>Check participants’ understanding of “non-urgent medical advice” – ask for examples</li></ul>	<p>Read handout Ask questions Provide examples of non-serious injury and non-urgent medical advice</p>	<p>Pen and paper</p>
(10 min)	<p><b>Plenary – check participants’ understanding of important vocabularies related to emergency situations</b> (from <u>Definitions handout</u> – but do <b>not</b> give this to participants <b>yet</b>)</p> <ul style="list-style-type: none"><li>Ask the class to explain key vocabularies in their own words</li><li>Choose ‘quiet’ participants to answer to check if they too understand the meaning</li><li>Important vocabularies: ambulance service, breaking into, dangerous, emergency services, fire services, incident, location, police, safe place, service, threaten and urgent.</li></ul> <p>After all words have been explain then hand out the Definitions</p>	<p>Explain important vocabularies in their own words</p>	<p><b>“Definitions” handout</b></p>



(5-10 min)	Break – Morning tea		
(5 min)	Go through <b>Step by Step Instruction</b> on “How to make a call to Triple Zero (000)” <b>handout</b> together in a big group. <ul style="list-style-type: none"> <li>• Check if participants understand key words: safe, transfer, translator, location, incident, instruction</li> </ul>	Look at handout Listen Repeat the words	<b>Step by Step Instructions on “How to make a call to Triple Zero (000)” handout</b>
(20-30 min)	Facilitate participants to do role play with scenarios ( <b>make it relax and fun – best way to learn</b> ) <ul style="list-style-type: none"> <li>• Explain that the class will be divided into 3 groups and each group will have a different scenario. Each group will do the role play in turns and other groups to observe. <b>Each group has 10 min to prepare and 5 min to do the role play.</b></li> <li>• Give a scenario to each group.</li> <li>• Each group need to discuss and decide which emergency service they need to call and then do a role play. Participant A – caller, Participant B – operator, Participant C – emergency service, other participants may observe or act as the characters in the scenario (<b>remember - make it fun but safe for everyone</b>).</li> <li>• <b>Remind</b> each group that they only have <b>10 min to prepare and 5 min to perform</b>.</li> <li>• Ask a group member to read the scenario before doing the role play to the whole class (<b>ask someone who did not participate in the role play to read – so</b></li> </ul>	Observe role play Participate in role play 'Shy' participants can observe	<b>Case scenario handout</b>



	everyone can participate and engage in the activity including the 'shy' ones)		
(20 min)	<p><b>Conversation</b></p> <p><b>Activity 2:</b></p> <p>In the same small group</p> <p><b>Questions:</b></p> <ol style="list-style-type: none"><li>1. What did you think about the role play? Is it useful? Why or why not?</li><li>2. Have you ever called 000 before? What service did you ask for? Can you tell us about your experience?</li><li>3. Did someone in your family or someone you know ever called 000? Why did they have to do it?</li><li>4. Do you think you have the confidence to call 000 in the future if you need to? Why or why not?</li><li>5. Do you think asking for an interpreter during an emergency call will help you? Why or why not?</li><li>6. Can you remember what the 3 emergency services you can ask for when you call 000?</li><li>7. When do you think you need to call an Ambulance?</li><li>8. When do you think you need to call the Police?</li><li>9. When do you think you need to call the Fire brigade?</li><li>10. Who do you call if you have a cold? Why?</li></ol>	Each participant share their story to the group.	Pen and paper if needed



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