



## Lesson Plan

Date:

Duration: 2 hours

<p>No. of participants:</p> <p>Level: <b>Intermediate level</b></p> <p>Topic: <b>Introducing education system in Australia for children and adults</b></p>	
<p><b>Lesson aims:</b> By the end of the lesson participants should be aware of available education options for children and adults in NSW</p>	
<p><b>Specific learning outcomes:</b></p> <p>By the end of the lesson, participants should be able to understand key terms and pronounce them:</p> <ul style="list-style-type: none"><li>• Child Care / Day Care</li><li>• Pre-school</li><li>• Kindergarten</li><li>• Primary School</li><li>• Secondary/High School</li><li>• Intensive English Centres</li><li>• AMEP</li><li>• TAFE</li><li>• Vocational course</li><li>• College/University</li><li>• Undergraduate / Postgraduate course</li><li>• Apprenticeship</li></ul>	<p><b>Assessment methods:</b></p> <p>Facilitators to listen to participants' pronunciation on key vocabularies in children's and adult's education. Facilitators to check participants' understanding of key vocabularies through a class exercise.</p>
<p><b>Previous knowledge assumed:</b> intermediate</p>	
<p><b>Materials and equipment required:</b> Whiteboard, markers, "Information on Education for Children", "Information on Education for Adults", and "Education for children and adults – Class exercise" handouts</p>	
<p><b>Room layout:</b> U and O shapes</p>	
<p><b>General notes on differentiation / learning styles:</b> facilitating techniques involve auditory, visual and kinaesthetic methods.</p>	
<p><b>Anticipated problems and solutions:</b></p>	



- **There might be some participants who are confused between day care and child care**
  - Facilitators to spend a bit more time explaining these two. Provides examples of childcare
- **Some participants may have difficulty pronouncing “college”, “undergraduate”, “postgraduate”, “vocational” and “apprenticeship”**
  - Model and drill the pronunciation many times.
- **Some participants may be confused between college and university**
  - Facilitators to spend a bit more time explaining these two.

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)
(15 min)	Introduce key vocabularies in children’s education <ul style="list-style-type: none"><li>• Establish meaning through images and context<ul style="list-style-type: none"><li>○ Distribute <b>“Information on Education for Children” handouts</b></li><li>○ Go through each headings with its explanations</li><li>○ Ask participants to read one heading with its explanation in turn</li><li>○ Discuss any words participants find difficult as you go</li></ul></li><li>• Pronunciation<ul style="list-style-type: none"><li>○ Ask participants to repeat certain words they find difficult</li></ul></li></ul>	Look at images Listen Read handout Repeat the words	<b>“Information on Education for Children ” handouts</b>
(15 min)	Introduce key vocabularies in adults’ education	Look at images Listen	<b>“Information on Education for Adults” handouts</b>



	<ul style="list-style-type: none"><li>Establish meaning through images and context<ul style="list-style-type: none"><li>Distribute “<b>Information on Education for Adults</b>” handouts</li><li>Go through each image with its explanations</li><li>Ask participants to read one explanation in the boxes in turn</li><li>Discuss any words participants find difficult as you go</li></ul></li><li>Pronunciation<ul style="list-style-type: none"><li>Ask participants to repeat certain words they find difficult</li></ul></li></ul>	Read handout Repeat the words	
(15 min)	<b>Activity 1 – Class Exercise (in pairs)</b> <ul style="list-style-type: none"><li>Distribute the “<b>Education for Children and Adults – Class Exercise</b>” and ask participants to do it in pairs</li><li><b>Ask each pair</b> to provide an answer</li><li>Check participants’ understanding on key words in children’s and adults’ education through their answers</li><li><b>Re-explain</b> certain words that participants’ have difficulties understanding</li></ul>	Do exercise in pairs Discuss answers with their partner Share answers to the class Listen	“ <b>Education for Children and Adults – Class Exercise</b> ” handouts
(5-10 min)	Break – Morning tea		
(40 min)	<b>Conversation</b> - Break into small groups <b>Questions:</b> <ol style="list-style-type: none"><li>Do you have young children? How old are they? What school do they attend at the moment?</li></ol>		N/A



	<ol style="list-style-type: none"><li>2. Do you have children attending a College of University? What course are they doing?</li><li>3. Are you enrolled in AMEP at TAFE? Are you enjoying your classes? Share one thing that you enjoy?</li><li>4. What are you planning to do after you finish at TAFE? Are you going to do a course or start finding a job? Why?</li><li>5. Do you think doing a vocational course a good idea? Why or why not?</li><li>6. Do you think doing an apprenticeship a good idea? Why or why not?</li><li>7. Do you have a University degree? Tell us about the degree and what you have studied before.</li><li>8. Are you interested to do further studies in a University in Australia? What course do you think you will do?</li><li>9. If you are taking a course at TAFE or University, are you going to study part-time or full-time? Explain</li><li>10. If you need more information about education for your children or for yourself, who can you ask?</li></ol>		
5-10 min	<p>Conclusion and wrap up</p> <ul style="list-style-type: none"><li>• What have you learn today?</li><li>• Information about next class etc</li></ul>		