



## Lesson Plan

Date:

Duration: 2 hours

No. of participants: Level: <b>Beginner level</b> Topic: <b>Introducing Legal System in Australia</b>	
<b>Lesson aims:</b> By the end of the lesson participants should have basic knowledge and understanding on the legal system in Australia	
<b>Specific learning outcomes:</b> By the end of the lesson, participants should be able to understand and say: <ul style="list-style-type: none"><li>• Law</li><li>• Federal</li><li>• State</li><li>• Local government</li><li>• Fine</li><li>• Court</li><li>• Court order</li><li>• Prison</li><li>• Criminal record</li><li>• Legal help</li></ul>	<b>Assessment methods:</b> Facilitators to listen to participants' pronunciation and check understanding on key vocabularies related to basic Australia's legal system.
<b>Previous knowledge assumed:</b> low	
<b>Materials and equipment required:</b> Whiteboard, markers and " <b>Introducing Legal System in Australia</b> " handouts, glu-tack, papers, a scissor	
<b>Room layout:</b> U and O shapes	
<b>General notes on differentiation / learning styles:</b> facilitating techniques involve auditory, visual and kinaesthetic methods.	
<b>Anticipated problems and solutions:</b> <ul style="list-style-type: none"><li>• <b>Some participants may have difficulty pronouncing "federal" and "council"</b><ul style="list-style-type: none"><li>○ Model and drill the pronunciation many times.</li></ul></li><li>• <b>Some participants may have difficulty understanding "court order" and "criminal record" concepts</b><ul style="list-style-type: none"><li>○ Facilitators to spend a bit more time explaining these concepts.</li></ul></li></ul>	



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)
(20 min)	Introduce key vocabularies <ul style="list-style-type: none"><li>Establish meaning through images and context<ul style="list-style-type: none"><li>Distribute <b>“Introducing Legal System in Australia”</b> handouts</li><li>Go through each picture in the handout with its explanations – ask participants to read the explanations</li><li>Discuss any words participants find difficult</li></ul></li><li>Pronunciation<ul style="list-style-type: none"><li>Ask participants to read the handout and repeat certain words they find difficult</li></ul></li></ul>	Look at images Listen Read texts Repeat the words	Use <b>“Introducing Legal System in Australia”</b> handouts
(5-10 min)	<b>Activity 1 - Checking understanding of new vocabularies/concepts (Pictures matching)</b> <ul style="list-style-type: none"><li><u>Cut pictures</u> from page 1 of handout and give each participant a picture.</li><li><u>Write on the board – Federal, State and LG,</u> and <u>ask participants to stick their picture on the board</u> next to the category they think is right.</li><li>Facilitators to re-explain when participants make a mistake</li></ul>	Look at images Categorise pictures on the board Listen to explanations	<b>Pictures</b> from <b>“Introducing Legal System in Australia”</b> handouts Glu-tack Marker A scissor



(5-10)	<p><b>Activity 2 – Checking understanding of new vocabularies/concepts</b></p> <ul style="list-style-type: none"><li>• Ask participants these concept checking questions:<ul style="list-style-type: none"><li>- Does a police have to follow the law?</li><li>- Does a judge have to follow the law?</li><li>- Do you have to follow the law?</li><li>- Do I have to follow the law?</li><li>- Does everyone have to follow the law?</li></ul></li><li>• Ask participants to explain in their own words these following words:<ul style="list-style-type: none"><li>- Fine</li><li>- Court</li><li>- Court order</li><li>- Prison</li><li>- Criminal record</li></ul></li><li>• Ask participants how they can get legal help</li></ul>	<p>Listen</p> <p>Answer concept checking questions</p> <p>Explain in their own words</p>	N/A
(5-10 min)	<p><b>Activity 2 - Checking understanding of new vocabularies/concepts</b></p> <ul style="list-style-type: none"><li>• <u>Cut pictures</u> from the “Tenants’ Rights and Responsibilities” and give participants a picture.</li><li>• <u>Ask the participants to write an example of rights/responsibilities</u> of a tenant (on the board or piece of paper) according to the pictures</li><li>• <u>Then ask the participants to show their picture to the class and tell the class</u> the example they have written.</li></ul>	<p>Look at images</p> <p>Explain images</p> <p>Listen</p>	<p><b>Pictures</b> from “Tenants’ Rights and Responsibilities” <b>as cues</b></p> <p>Marker/pen</p> <p>Paper</p>



(5-10 min)	Break – Morning tea		
(40 min)	<p><b>Conversation</b> - Break into small groups</p> <p><b>Questions:</b></p> <ol style="list-style-type: none"><li>1. Have you learned about Australian law before? Where did you learn? What did you learn?</li><li>2. What laws do you think is important to know in Australia?</li><li>3. What do you do if you are not sure about the law or have question about the law?</li><li>4. Do you know anyone who had problems with the law in Australia? What happened?</li><li>5. Do you know the law about parking in your council? Please explain</li><li>6. Do you know the law about rubbish in your council? Please explain</li><li>7. Do you know the law about pets in your council? Please explain</li><li>8. Do you know the law about noise in your council? Please explain</li><li>9. Do you know any other local law that you need to follow? Please explain</li><li>10. What do you think is the consequence of a criminal record?</li></ol>	Discuss and answers questions in their small group	N/A
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>		