



## Lesson Plan

Date:

Duration: 2 hours

No. of participants: Level: <b>Intermediate level</b> Topic: <b>Introducing work rights and conditions in Australia</b>	
<b>Lesson aims:</b> By the end of the lesson participants should be aware of work rights and work conditions 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>• Minimum wage</li><li>• Safe workplace</li><li>• Full-time employment</li><li>• Part-time employment</li><li>• Casual employment</li><li>• Work ethics</li><li>• Bullying, harassment and discrimination</li><li>• Pay slip and payment summary</li><li>• "Cash in hand"</li></ul>	<b>Assessment methods:</b> Facilitators to listen to participants' pronunciation and check understanding on key vocabularies related to work rights and work conditions in Australia.
<b>Previous knowledge assumed:</b> participants have done "Pathway to Employment in Australia" lesson	
<b>Materials and equipment required:</b> Whiteboard, markers, <b>"Work Rights and Conditions" handout</b> and <b>"Your First Job" diagram</b>	
<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 "ombudsman", "fraud" and "courteous" words</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 "pro-rata", "bullying", "harassment" and "discrimination" concepts</b><ul style="list-style-type: none"><li>○ Facilitators to spend a bit more time explaining these concepts.</li></ul></li><li>• <b>Some participants may have further questions on job search skills or specific topic (eg. how to search for a job on the internet, how to write a cover letter, tax return etc)</b></li></ul>	



- Facilitators may choose one of these topics as next week's lesson

Time	Facilitator activity	Participant Activity	Resources/Reference/ Materials/Equipment
(10-15 min)	<p>Introduction and ice breaker</p> <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>	<p>Introduce themselves to each other</p> <p>Engage in ice breaker game/activity</p>	<p>Name tags/stickers</p> <p>Ice breaker handouts (if relevant)</p> <p>Pen and paper (if relevant)</p>
(15 min)	<p>Introduce key vocabularies</p> <ul style="list-style-type: none"><li>• Establish meaning through images and context<ul style="list-style-type: none"><li>○ Distribute <b>"Work Rights and Conditions"</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>	<p>Look at images</p> <p>Listen</p> <p>Read texts</p> <p>Repeat the words</p>	<p><b>"Work Rights and Conditions"</b> handouts</p>
(30 min)	<p>Introduce key vocabularies</p> <ul style="list-style-type: none"><li>• Establish meaning through images and context<ul style="list-style-type: none"><li>○ Handout the <b>first page</b> of <b>"Your First Job"</b> diagram</li><li>○ Go through each word and <b>ask participants to explain briefly what it means</b></li><li>○ Particularly, <b>ask participants to give examples for work ethics and ask them to write on the board</b> (with some help if needed)</li></ul></li></ul>	<p>Look at images</p> <p>Listen</p> <p>Read texts</p> <p>Repeat the words</p>	<p><b>"Your First Job"</b> diagram</p>



	<ul style="list-style-type: none"><li>○ <b>Handout the second page</b> of the diagram and ask participants to read each word and its explanations in turn.</li><li>○ Discuss any words participants find difficult</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>		
(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 been treated unfairly at work in the past? What happened? What did you do about it?</li><li>2. Whose responsibility is it to make the workplace safe? Explain.</li><li>3. Have you experienced bullying, harassment or discrimination at work before? Can you please share your experience <b>only if you feel comfortable</b>? Who do you ask for help if you experience this at work?</li><li>4. Are you planning to get a job in the future? Are you going to work full-time, part-time or casual? Why?</li><li>5. Do you think having a good workplace behaviour and ethics important? Why?</li><li>6. How do you establish connections and friendship at work?</li><li>7. Do you think it is important to ask permission from your Manager/Supervisor before you put their names as your referees? Why?</li><li>8. Do you think it is important to pay your tax when you are required to? Why?</li><li>9. Do you think it is a good idea to get paid “cash in hand”? Why?</li></ol>	Discuss and answers questions in their small group	N/A



	10. Is it important to get a pay slip? Why?		
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>		