



## Lesson Plan

Date:

Duration: 2 hours

<p>No. of participants:</p> <p>Level: <b>Intermediate and advance</b></p> <p>Topic: <b>Introducing safety measures in public setting</b></p>	
<p><b>Lesson aims:</b> By the end of the lesson, participants should know how keep safe in the community.</p>	
<p><b>Specific learning outcomes:</b></p> <p>By the end of the lesson, participants should be able to understand key concepts:</p> <ul style="list-style-type: none"><li>• Safety</li><li>• Out and about</li><li>• Threat</li><li>• General advice</li><li>• Flasher</li><li>• Confrontation</li><li>• Protecting money and valuables</li></ul>	<p><b>Assessment methods:</b></p> <p>Facilitators to listen to participants pronunciation and check understanding on key vocabularies</p>
<p><b>Previous knowledge assumed:</b> low to intermediate, have completed beginner's level lessons on Safety and Emergency</p>	
<p><b>Materials and equipment required:</b> Whiteboard, markers, "<b>Safety in Public (Intermediate &amp; Advance)</b>" and "<b>Community Safety Message</b>" handouts, "<b>Protect Your Vehicle</b>" diagram</p>	
<p><b>Room layout:</b> O shape</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> <ul style="list-style-type: none"><li>• <b>Some participants may have difficulty understanding new vocabularies/phrases such as "out and about", "surroundings", "discreet", and "suspicious".</b><ul style="list-style-type: none"><li>○ Use many visual aids, descriptions, gestures and synonyms to explain through context.</li></ul></li><li>• <b>Some participants may have difficulty pronouncing new words</b><ul style="list-style-type: none"><li>○ Model and drill the pronunciation many times</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)
(15 min)	Introduce key vocabularies <ul style="list-style-type: none"> <li>Establish meaning through context               <ul style="list-style-type: none"> <li>Distribute <b>“Safety in public (Intermediate &amp; Advance)” handouts</b> to participants</li> <li>Go through the handout – ask participants to read in turns</li> <li>Discuss difficult words</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 Listen Repeat the words	<b>“Safety in public (Intermediate &amp; Advance)” handouts</b>
(15 min)	<b>Activity 1 – comprehension &amp; discussion</b> <ul style="list-style-type: none"> <li>Break class into small groups of 3 or 4.</li> <li>In their small groups, participants to work on <b>questions</b> at the end of the “Safety – Out and About” passage</li> </ul>	Discuss answer with other group members Write answers	<b>“Safety (Intermediate &amp; Advance)” handouts</b>
(10 min)	<b>Plenary – check answers</b> <ul style="list-style-type: none"> <li>Facilitators to ask each group to give answers – make sure different persons speak</li> <li>Facilitators to correct mistakes and discuss common mistakes/questions participants find difficult</li> </ul>	Call out answers Adjust answers if mistakes were made	Board and markers
(5-10 min)	Break – morning tea		



(10 min)	<p>Introduce key vocabularies</p> <ul style="list-style-type: none"><li>• Establish meaning through context<ul style="list-style-type: none"><li>○ Distribute <b>“Community Safety Message” handouts</b> to participants</li><li>○ Ask participants to read in turns</li><li>○ Discuss difficult words</li></ul></li><li>• Pronunciation<ul style="list-style-type: none"><li>○ Ask participants to repeat words they find difficult</li></ul></li><li>• <b>If you are running out of time (exceeds 10 min)</b>, ask participants to read this at home and highlight difficult words to be discussed in the next class.</li></ul>	<p>Read handout</p> <p>Listen</p> <p>Repeat difficult words</p>	<b>“Community Safety Message” handout</b>
(20 min)	<p><b>Activity 2 - Conversation / Speaking exercise</b></p> <p>Break into small groups 3-4 people</p> <ul style="list-style-type: none"><li>• Give participants <b>“Protect Yourself” diagram</b></li><li>• In the small groups, facilitators to facilitate discussion</li><li>• Make sure <b>each member of the group has an opportunity to explain at least a picture</b> in the diagram.</li></ul>	<p>Discuss what messages each picture in the diagram represents</p>	<b>“Protect Yourself” diagrams</b>
(20 min)	<p><b>Activity 3 - Conversation / Speaking exercise</b></p> <p>Break into small groups 3-4 people</p> <ul style="list-style-type: none"><li>• Give participants <b>“Protect Your Vehicle” diagram</b></li><li>• In the small groups, facilitators to facilitate discussion.</li><li>• Make sure <b>each member of the group has an opportunity to explain at least a picture</b> in the diagram.</li></ul>	<p>Discuss what messages each picture in the diagram represents</p>	<b>“Protect Your Vehicle” diagram</b>
(40 min)	<p><b>Alternative conversation topics (if the group has done the diagrams)</b></p> <ol style="list-style-type: none"><li>1. What do you do if there is a suspicious person knocking on your door?</li><li>2. Have you or someone you know been approached by a stranger whom made you/that someone feel threatened? What did you/that someone do to be safe?</li></ol>		



	<ol style="list-style-type: none"><li>3. What do you think of your neighbourhood? Do you feel safe in your neighbourhood? Why do you feel that way?</li><li>4. Is there anything you can do to make your neighbourhood or your home safer? What is it?</li><li>5. Have you ever seen a suspicious behaviour? What did you see?</li><li>6. How do you report a suspicious behaviour or crime?</li><li>7. Please share your personal safety tips when going out.</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>		