



## Lesson Plan

Date:

Duration: 2 hours

<p>No. of participants: Level: <b>Intermediate</b> Topic: <b>Using <i>myki</i> card</b></p>	
<p><b>Lesson aims:</b> By the end of the lesson, participants should be able to use <i>myki</i> card for using public transport in Victoria.</p>	
<p><b>Specific learning outcomes:</b> By the end of the lesson, participants should:</p> <ol style="list-style-type: none"><li>1. Understand key vocabularies<ul style="list-style-type: none"><li>• Top up machine</li><li>• Adult</li><li>• Concession</li><li>• Senior/Pensioner</li><li>• Child/youth</li><li>• Fares</li><li>• Fines</li><li>• 'Tap on' and tap off'</li><li>• 'Top up'</li></ul></li><li>2. Know how to tap on, tap off and top up</li></ol>	<p><b>Assessment methods:</b> Facilitators to monitor participants' learning by context and check understanding of key vocabularies through role play</p>
<p><b>Previous knowledge assumed:</b> basic English</p>	
<p><b>Materials and equipment required:</b> Whiteboard, markers, "<b>Types of <i>myki</i> Card and Fare Machine</b>", "<b>Tap On and Tap Off with <i>myki</i> Card</b>" and "<b>Top up with Fare Machine</b>" handouts, clip from YouTube on How to Top Up with a Fare Machine, tablet or laptop</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. Performing in front of the group is voluntary, so 'shy' participants will be catered for.</p>	
<p><b>Anticipated problems and solutions:</b></p> <ul style="list-style-type: none"><li>• <b>There might be some participants who are familiar with <i>myki</i> card already.</b><ul style="list-style-type: none"><li>○ Facilitators can ask them to help me in to do role play later</li></ul></li></ul>	



- **Some students may have difficulty differentiating between “on” and “off” and “up”.**
  - Drill on context understanding many times
  - Check understanding by asking participants to paraphrase in their own words what tap on, tap off and top up means; and role play
- **“Shy” students may not want to participate in the role play.**
  - This is okay. Facilitators can ask participants who have used top up machine before to do the role play.
- Students may find **certain handouts more challenging than others and requires longer time** to understand new vocabularies in the handouts. If this happens, just do one or two handouts in this class and do the other handout in the next class. You can do 2 or 3 classes on this topic. The important thing is students understanding the materials well at their own pace and enjoying the class.

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 games or general catch up question such as “what interesting thing you did last week?”</li> </ul>	- Introduce themselves to each other - Play ice breaker game - Share to friends of interesting activity they did	Name tags/stickers Ice breaker handouts (if relevant) Pen and paper (if needed)
(10 min)	Introduce key vocabularies – fare machine, adult, concession, senior/pensioner, child <ul style="list-style-type: none"> <li>• <b>Distribute “Types of myki Cards and Fare Machine” handouts and use them to establish meaning through images and context</b></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>“Types of myki Cards and Fare Machine” handouts</b> Markers
(25 min)	Introduce key vocabularies - fares, fines, tap on, tap off. <ul style="list-style-type: none"> <li>• <b>Distribute and use “Tap On and Tap Off with myki Cards” handout to establish</b></li> </ul>	Look at images Listen Repeat the words	<b>“Tap on and tap off with myki cards” handouts</b>



	<p><b>meaning through context</b> – facilitators to explain new vocabularies on the handout</p> <ul style="list-style-type: none"> <li>• Pronunciation <ul style="list-style-type: none"> <li>○ Ask participants to repeat difficult words</li> </ul> </li> </ul>		
(10 min)	<p>Introduce key vocabularies – top up</p> <ul style="list-style-type: none"> <li>• <b>Distribute and use “Top Up Using a Fare Machine” handout to establish meaning through context</b> – facilitators to explain new vocabularies on the handout</li> <li>• Pronunciation <ul style="list-style-type: none"> <li>○ Ask participants to repeat difficult words</li> </ul> </li> </ul>	<p>Look at images Listen Repeat the words</p>	<p><b>“Step by Step Instructions – How to Top Up Using a Fare Machine” handout</b></p>
(5-10 min)	<p>Break – Morning tea</p>		
(1 min)	<p>Show YouTube video – how to top up using machine <a href="https://youtu.be/N61XjVckZgw">https://youtu.be/N61XjVckZgw</a></p>	<p>Listen and watch the video</p>	<p>Ipad or laptop with video clip</p>
(20-30 min)	<p><b>Choose 2 participants to do role play: “ A tourist buying and topping up myki card at customer service counter” (make it fun!)</b></p> <ul style="list-style-type: none"> <li>- <b>Tourist</b> – need to buy a right type of <i>myki</i> card (doesn’t know the right one) and put money into it (doesn’t know how much money to put in); need to pay (doesn’t know how much to pay)</li> <li>- <b>Customer service</b> – explain what type of <i>myki</i> card the tourist need, ask where the tourist needs to go to know how much money to top up; explain how much is the cost for a new <i>go</i> card and total cost of new <i>myki</i> card with the top up money.</li> </ul> <p>Facilitators to facilitate if participants get stuck.</p>	<p>Two participants do role play The rest of the participants listen and observe</p>	<p>2 chairs or standing (no chairs needed)</p>



	<p><b>Choose 2 participants to explain how to top up using a machine:</b></p> <ul style="list-style-type: none"><li>- Participant A to explain step by step top up using cash.</li><li>- Participant B to explain step by step top up using credit card.</li></ul>	Participants to explain verbally or write/draw on the board/flip chart to help them explain	Board/flipchart, markers,
(20 min)	<p><b>Conversation</b> For large group (more than 10 people), break into small groups – to facilitate maximum opportunity for each person to speak. (A facilitator to help in each group)</p> <p><b>Key questions:</b></p> <ol style="list-style-type: none"><li>1. Share an experience when you first get your <i>myki</i> card and topping up. How did you get the card? Who help you? Did you have any difficulties?</li><li>2. Share an experience of your first travel on public transport. Did you take a train, bus, ferry etc? Where did you go? Was it an enjoyable journey? Why?</li><li>3. Would you travel on public transport again? Why?</li></ol>	Each participant shares their story to the group.	Pen and paper if needed
5 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</li></ul>		