



## Lesson Plan

Date:

Duration: 2 hours

No. of participants: Level: <b>Beginner level</b> Topic: <b>Introducing Driving Law in Australia and VIC</b>	
<b>Lesson aims:</b> By the end of the lesson, participants should have basic knowledge and understanding on driving law in Australia and VIC.	
<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>• Driver's licence</li><li>• Learner</li><li>• Provisional</li><li>• Registration</li><li>• Seat belt</li><li>• Child seat</li><li>• Road rules</li><li>• Insurance and CTP</li><li>• Penalty</li><li>• Alcohol and drugs</li><li>• Speeding</li><li>• Licence cancellation</li></ul>	<b>Assessment methods:</b> Facilitators to listen to participants' pronunciation and check understanding on key vocabularies related to basic driving law in Australia and VIC.
<b>Previous knowledge assumed:</b> low	
<b>Materials and equipment required:</b> Whiteboard, markers and " <b>Driving in Australia &amp; VIC</b> " handout, scissor, glu-tack	
<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 "licence", "provisional", "registration", "insurance" and "cancellation"</b><ul style="list-style-type: none"><li>○ Model and drill the pronunciation many times.</li></ul></li></ul>	



- Some participants may have difficulty understanding “Learner”, “Provisional” and “CTP” concepts
  - Facilitators to spend a bit more time explaining these concepts.

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 “Driving in Australia &amp; VIC” 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	“Driving in Australia & VIC” handouts
(10-15 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 – license, registration, seat belt, child seat, road rules</u></li><li>• <u>Ask participants to stick their picture on the board</u> next to the right name</li></ul>	Look at images Match pictures with names on the board Listen to explanations	<b>Pictures</b> from “Driving in Australia & VIC” handouts Scissor Glu-tack



	<ul style="list-style-type: none"> <li>Facilitators to re-explain when participants make a mistake</li> </ul>		
(5-10)	<p><b>Activity 2 – Checking understanding of new vocabularies/concepts</b></p> <ul style="list-style-type: none"> <li><b>Ask participant who holds the insurance picture to explain “insurance”</b> in their own words. <u>Facilitators to support if (s)he has difficulties.</u></li> <li>Ask other participants to explain the following words:             <ul style="list-style-type: none"> <li>- Comprehensive insurance</li> <li>- Penalty</li> <li>- License cancellation</li> </ul> </li> <li><u>Facilitators to ask the class to help explain or re-explain words</u> that participants still find it difficult to understand.</li> </ul>	<p>Listen</p> <p>Explain in their own words</p>	N/A
(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>Do you have a driver’s licence? Is it an Australian or overseas licence? How long have you been driving?</li> <li>Do you know how to get an Australian driver’s licence? Please explain.</li> <li>Do you know the difference between a red P plate and a green P plate? Please explain.</li> <li>Can you drive on your own with a Learner’s permit? Why?</li> <li>Do you or someone in your family own a car? How did you or they buy the car?</li> <li>Do you think having your car registered in Australia is important? Why?</li> <li>Do you know how to register or renew a car registration in VIC? Please explain.</li> </ol>	<p>Discuss and answers questions in their small group</p>	N/A



	<p>8. Have you ever done a Learner's permit, hazard, or driving test in VIC? Share your experience.</p> <p>9. Can you give some examples of road rules in VIC?</p> <p>10. Do you think it is important to have a car insurance? Why?</p> <p>11. What do you think about drink driving or driving under influence of drugs?</p>		
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>		