



## Lesson Plan

Date:

Duration: 2 hours

|   |   |
|---|---|
| <p>No. of participants:<br/>Level: <b>Beginner level</b><br/>Topic: <b>Introducing safety measures for children at home and in public areas</b></p>   |   |
| <p><b>Lesson aims:</b> By the end of the lesson, participants should know how keep their children safe at home and in public areas.</p>   |   |
| <p><b>Specific learning outcomes:</b><br/>By the end of the lesson, participants should be able to understand and say:<br/>(If using Child Safety handout)</p> <ul style="list-style-type: none"><li>• Supervise, electrical, stove, chemical, sharps, safety plug, helmet, baby restraint, booster seat, seat belt, poison, first aid</li></ul> <p>(If using Keeping Children Safe brochure)</p> <ul style="list-style-type: none"><li>• Out and about, distracted, crossing, kerb, traffic, car seats, buckle up, blind space, temperature, wrist strap</li></ul> | <p><b>Assessment methods:</b><br/>Teacher to listen to participants' pronunciation and check understanding on child safety vocabularies</p> |
| <p><b>Previous knowledge assumed:</b> low</p>   |   |
| <p><b>Materials and equipment required:</b> Whiteboard, markers, "<b>Child safety (Beginners)</b>" handout or "<b>Keeping Children Safe</b>" brochure &amp; questions sheet</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 never seen some of the safety measures</b><ul style="list-style-type: none"><li>○ If possible, facilitators are to bring realia such as a safety plug, a bike helmet, sunscreen and first aid kit.</li></ul></li><li>• <b>Some participants may have difficulty understanding the concept of safety plug</b></li></ul>  |   |



- Use visual aid (even a realia) to demonstrate.
- **Some participants may have difficulty pronouncing some words such as “supervise”, “electrical”, “chemical”, “restraint”, “distracted”, “buckle up”, “temperature”, “wrist strap”**
  - Model and drill the pronunciation many times

| Time        | Facilitator activity   | Participant Activity   | Resources/Reference/<br>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<br>Engage in ice breaker game/activity                            | Name tags/stickers<br>Ice breaker handouts (if relevant)<br>Pen and paper (if relevant)   |
| (30 min)    | Introduce key vocabularies <ul style="list-style-type: none"> <li>● Establish meaning through images and context               <ul style="list-style-type: none"> <li>○ Choose either <b>“Child Safety (Beginners) handout</b> or <b>“Keeping Children Safe” brochure</b> and go through each picture with its explanations</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<br>Listen<br>Repeat the words   | <b>“Child Safety (Beginners)” handout or “Keeping Children Safe” brochure</b>   |
| (15 min)    | Reinforce memory through activity<br>(If using <b>Child Safety handout</b> ) <ul style="list-style-type: none"> <li>● <b>Cut images from handout</b> and give one image to a participants</li> <li>● Ask participants to write the name of the image on the board</li> <li>● Participants can write names on the side of the board in no particular order to help participants</li> </ul>  | Write/match image with words<br>Write and discuss answers on Keeping Children Safe - Questions sheet | Cut images from <b>“Child Safety (Beginners)” handout</b> or <b>“Keeping Children Safe – Questions” sheet</b><br>Board and marker or<br>Paper and pen |



|            |  |  |  |
|------------|--|--|--|
|            | <p>(If using <b>Keeping Children Safe brochure</b>)</p> <ul style="list-style-type: none"><li>• Go through questions on Keeping Children Safe – Questions sheet with participants. Check if they understand all the questions.</li><li>• Ask participants to do the question sheet in a pair or small group</li><li>• Discuss answers with the whole class</li></ul>   |  |  |
| (5-10 min) | Break  |  |  |
| (40 min)   | <p><b>Conversation – In the same small group</b></p> <p>Questions:</p> <ol style="list-style-type: none"><li>1. Share your tips on how to keep your children safe at home</li><li>2. Have you ever asked your older children to look after your younger children? What did you tell your older children to ensure that they are all safe in the house?</li><li>3. Where do you think is a safe place to keep your cleaning products?</li><li>4. Share your tips on how to keep your children safe in the park</li><li>5. Share your tips on how to keep your children safe at the beach/swimming pool</li><li>6. How do you make sure your children is sun safe while at the beach?</li><li>7. If you have children under 7 y.o, what safety measures do you need to have before travelling in a car?</li><li>8. Have anyone used a first aid kit before? What did you use it for? What can you do with a first aid kit?</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>  |  |  |