



Lesson Plan

Date:

Duration: 2 hours

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| <p>No. of participants: Level: Beginner level Topic: Introducing fire safety and home security measures</p> | |
| <p>Lesson aims: By the end of the lesson participants should know how keep safe at home and recognise potential fire and security risks at home</p> | |
| <p>Specific learning outcomes: By the end of the lesson, participants should be able to understand and say:</p> <ul style="list-style-type: none">• Fire blanket• Smoke alarm• Door lock and keys• Sales/trades persons• Neighbours• Emergency number - 000• Valuables• Gas leak• Electric blankets• Heaters• Power points | <p>Assessment methods: Teacher to listen to participants' pronunciation and check understanding on home safety vocabularies</p> |
| <p>Previous knowledge assumed: low</p> | |
| <p>Materials and equipment required: Whiteboard, markers, "Safety at home" handout, "Protect your home" diagram</p> | |
| <p>Room layout: O shape</p> | |
| <p>General notes on differentiation / learning styles: facilitating techniques involve auditory, visual and kinaesthetic methods.</p> | |
| <p>Anticipated problems and solutions:</p> <ul style="list-style-type: none">• Some participants may have difficulty understanding the concept of fire blanket - how can a blanket put out fire?<ul style="list-style-type: none">○ Facilitators to use many visual aid (even a realia) to explain about fire blanket.• Some participants may have difficulty pronouncing and understanding smoke alarm<ul style="list-style-type: none">○ Facilitators to get students walk around the premise and find a smoke alarm.○ Spend some time to explain the function of smoke alarm | |



- **Some participants may have difficulty pronouncing “alarm”, “identification” , “neighbours”, “valuables” and “powerpoints”**
 - Model and drill the pronunciation many times

| Time | Facilitator activity | Participant Activity | Resources/Reference/ Materials/Equipment |
|----------|--|---|---|
| (10 min) | Introduction and ice breaker <ul style="list-style-type: none"> • Meet and greet - Introduction of any new participants (if relevant) • Ice breaker game or activity | 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"> • Establish meaning through images and context <ul style="list-style-type: none"> ○ Use “Safety at home” handout and go through each picture with its explanations • Pronunciation <ul style="list-style-type: none"> ○ Ask participants to read the handout and repeat certain words they find difficult | Look at images Listen Repeat the words | “Safety at home” handout |
| (15 min) | Reinforce memory through activity <ul style="list-style-type: none"> • Cut images from handout and give one image to a participants • Ask participants to write the name of the image on the board • Participants can write names on the side of the board in no particular order to help participants | Write/match image with words | Cut images from “Safety at home” handout Board and marker or Paper and pen |
| (15 min) | Conversation / Speaking exercise Break into small groups 3-4 people <ul style="list-style-type: none"> • Give participants “Protect Your Home” diagram • In the small groups, facilitators to facilitate discussion and each member of the group to explain the pictures in the diagram • <u>Make sure each participants has a chance to describe a picture or two. Don’t rush.</u> | Look at images Explain images in the diagram | “Protect Your Home” diagram |



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|-------------|---|---|------------------------------------|
| | <ul style="list-style-type: none"> If the participants need more time, <u>continue the discussion after the break.</u> | | |
| (5-10 min) | Break | | |
| (10-15 min) | <p>Conversation / Speaking exercise</p> <ul style="list-style-type: none"> <u>Continue</u> discussing the “Protect Your Home” diagram in the small groups In the small groups, facilitators to facilitate discussion and each member of the group to explain the pictures in the diagram | <p>Look at images Explain images in the diagram</p> | “Protect Your Home” diagram |
| (40 min) | <p>Conversation – In the same small group</p> <p>Questions:</p> <ol style="list-style-type: none"> What do you need to make your home fire safe? Do you know what to do when there is a fire in the house? Please share your actions to ensure you and your family are safe. Does anyone have a deadlock or multiple locks at home? What is your plan to escape quickly in case of fire? How do you cook safely and prevent fire starting from your stove? Share your tips on how to keep your home safe from burglars. Where are some of the safe place to put your valuables? What do you do if there is a sales person at your door asking to come in but you don’t feel comfortable with the person? How do you keep your home safe when you are going on a holiday? Do you know your neighbours? Can you ask them to keep an eye on your house if you are away? Do you think your neighbourhood is safe? Why? | | |
| 5-10 min) | <p>Conclusion and wrap up</p> <ul style="list-style-type: none"> What have you learn today? Information about next class etc | | |