



Lesson Plan

Date:

Duration: 2 hours

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| <p>No. of participants:</p> <p>Level: Beginner level</p> <p>Topic: Securing a Rental Property and understanding Tenants Rights & Responsibilities in SA</p> | |
| <p>Lesson aims: By the end of the lesson participants should understand steps to secure a rental property and be aware of rights and responsibilities of tenants in SA</p> | |
| <p>Specific learning outcomes:</p> <p>By the end of the lesson, participants should be able to understand and say:</p> <ul style="list-style-type: none">• Housing plan• Rent in advance• Properties• “For lease”• “Open for inspection”• Application form• Tenancy agreement• Tenant and Landlord• Bond• Property Inspection• Maintenance and repair | <p>Assessment methods:</p> <p>Facilitators to listen to participants pronunciation and check understanding on key vocabularies related to housing and tenancy in SA.</p> |
| <p>Previous knowledge assumed: low</p> | |
| <p>Materials and equipment required: Whiteboard, markers, “How to secure a rental property” and “Tenants’ Rights and Responsibilities (Beginner)” handouts</p> | |
| <p>Room layout: U and O shapes</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 pronouncing “inspection”, “tenancy”, “advocacy”, “administrative tribunal”<ul style="list-style-type: none">○ Model and drill the pronunciation many times. | |



- Some participants may have difficulty understanding “health and safety”, “tenancy agreement”, “bond”, “property inspection” concepts
 - Facilitators to spend a bit more time explaining these concepts.
 - Provide participants with an example of tenancy/lease agreement and condition report.

| Time | Facilitator activity | Participant Activity | Resources/Reference/ Materials/Equipment |
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| (10-15 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) |
| (15 min) | Introduce key vocabularies <ul style="list-style-type: none">• Establish meaning through images and context<ul style="list-style-type: none">○ Use “How to secure a rental property” handout○ Go through each picture in the handout with its explanations – ask participants to read the explanations○ Discuss any words participants find difficult• Pronunciation<ul style="list-style-type: none">○ Ask participants to read the handout and repeat certain words they find difficult | Look at images Listen Read texts Repeat the words | Use “ How to secure a rental property ” handout |
| (5-10 min) | Activity 1 - Checking understanding of new vocabularies/concepts <ul style="list-style-type: none">• <u>Cut pictures</u> from the “How to secure a rental property” and <u>ask participants to explain each step</u> according to the pictures | Look at images Explain images Listen | Pictures from “How to secure a rental property” as cues |
| (15 min) | Introduce key vocabularies <ul style="list-style-type: none">• Establish meaning through images and context<ul style="list-style-type: none">○ Use “Tenants’ Rights and Responsibilities (Beginner)” handout | Look at images Listen Read texts Repeat the words | “ Tenants’ Rights and Responsibilities ” handout |



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| | <ul style="list-style-type: none">○ Go through each picture in the handout with its explanations – ask participants to read the explanations○ Discuss any words participants find difficult● Pronunciation<ul style="list-style-type: none">○ Ask participants to read the handout and repeat certain words they find difficult | | |
| (5-10 min) | Activity 2 - Checking understanding of new vocabularies/concepts <ul style="list-style-type: none">● <u>Cut pictures</u> from the “Tenants’ Rights and Responsibilities”● Ask participants to write an example of rights/responsibilities of a tenant according to the pictures, on the board | Look at images Explain images Listen | Pictures from “Tenants’ Rights and Responsibilities” as cues |
| (5-10 min) | Break – Morning tea | | |
| (40 min) | Conversation - Break into small groups Questions: <ol style="list-style-type: none">1. Do you own or rent a house? How did you find the house you live in at the moment? Was it from the internet, real estate agent or newspaper? Share your experience of finding properties.2. Did you inspect some houses before putting an application? How did you make an appointment for house inspection?3. When you inspect the houses, what things do you look at? Did you find any damages or stain or something that is not right? Share your experience. | Discuss and answers questions in their small group | N/A |



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| | <ol style="list-style-type: none">4. Share your experience when applying for a property in the past. Who helped you complete an application form?5. Was your first application successful? How did you feel after receiving an answer for your application?6. Did you do a condition report? Did you find something broken or dirty but not noted in the report? What were they?7. Have you ever requested for a repair to your agent or landlord? What was it? How did you do it?8. Did you ever have problems with your agent or landlord? What happen and what did you do to solve it?9. How do you maintain your house in good condition?10. How do you think you can be a good neighbour? | | |
| 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 | | |