



## Lesson Plan

Date:

Duration: 2 hours

<p>No. of participants: Level: <b>Low level</b> Topic: <b>Using an ATM to make a withdrawal</b></p>	
<p><b>Lesson aims:</b> By the end of the lesson participants should be able to understand the instructions to make a withdrawal at an ATM.</p>	
<p><b>Specific learning outcomes:</b> By the end of the lesson, participants should be able to understand and say the following key vocabularies:</p> <ul style="list-style-type: none"><li>• ATM</li><li>• Withdrawal</li><li>• PIN</li><li>• Cheque, Savings, Credit</li><li>• Account balance</li><li>• Receipt</li></ul>	<p><b>Assessment methods:</b> Facilitators to listen to participants' pronunciation and check understanding on key vocabularies related to withdrawal at an ATM.</p>
<p><b>Previous knowledge assumed:</b> Low</p>	
<p><b>Materials and equipment required:</b> Whiteboard, markers, <b>"Step by Step Guide – Making a Withdrawal at an ATM" handouts</b>, <b>"How to use ATM - practice" worksheet</b>, Tablet/Smartphone/ computer, video clip from YouTube about using an ATM for a withdrawal, pen and paper.</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. Role play is optional so "shy" participants are catered for.</p>	
<p><b>Anticipated problems and solutions:</b></p> <ul style="list-style-type: none"><li>• <b>Some participants may have difficulty pronouncing "withdrawal", the "que" in cheque, "ceipt" in "receipt"</b><ul style="list-style-type: none"><li>○ Model and drill the pronunciation many times</li></ul></li><li>• <b>Some participants may know how to use ATM already</b><ul style="list-style-type: none"><li>○ Facilitators can ask these participants to explain to the class how to use an ATM – <b>"guided interview"</b></li><li>○ Facilitators can ask these participants to help other students to practice</li></ul></li><li>• <b>Some participants may need some practical practice at a "real" ATM</b></li></ul>	



- If a practice at an ATM is not possible, it would be helpful to show a video clip about using an ATM for a withdrawal from YouTube

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)
(15 min)	Introduce key vocabularies <ul style="list-style-type: none"> <li>• Establish meaning through context               <ul style="list-style-type: none"> <li>○ Distribute <b>“Step by Step Guide – Making a Withdrawal at an ATM”</b> handouts</li> <li>○ Discuss difficult words</li> </ul> </li> <li>• Pronunciation               <ul style="list-style-type: none"> <li>○ Ask participants to repeat certain words they find difficult</li> </ul> </li> </ul>	Look at images Read handout Repeat words	<b>“Step by Step Guide – Making a Withdrawal at an ATM”</b> handouts
(10 min)	<b>Plenary – Guided Interview</b> <ul style="list-style-type: none"> <li>• Facilitators to interview one or two participants who have used an ATM for withdrawal</li> <li>• Guiding questions (if needed)               <ul style="list-style-type: none"> <li>○ Where do you go if you need to take some money?</li> <li>○ What is the first thing you do after you found an ATM?</li> <li>○ After inserting your ATM card, what do you do?</li> <li>○ What do you do for safety when entering your PIN?</li> <li>○ What do you do after entering your PIN?</li> </ul> </li> </ul>	For students who are being interviewed: <ul style="list-style-type: none"> <li>• Explain their experience</li> <li>• Answer the guiding questions from the facilitator</li> </ul> For other students: <ul style="list-style-type: none"> <li>• Listen</li> <li>• Observe</li> </ul>	N/A



	<ul style="list-style-type: none"> <li>○ What options do you choose for your bank account?</li> <li>○ What is shown on the screen after you have chosen the type of your bank account?</li> <li>○ Do you prefer choosing the amount on the screen or using the key pad?</li> <li>○ What do you do after choosing the amount of money?</li> <li>○ What do you do after taking your ATM card back?</li> <li>○ What do you do after you take your money?</li> </ul>		
(20 min)	<p><b>Mock up practice – to enhance memory</b></p> <p><b>Conversation in pairs</b></p> <ul style="list-style-type: none"> <li>● Participants to take turns to explain to their counterpart in the pair how to use an ATM from start to finish.</li> <li>● Facilitators and participants who have used ATM before to help the pairs. Use interview questions previously for prompting (if needed).</li> </ul>	Explain in their own words the step by step instruction to use an ATM for a withdrawal	N/A
(5-10 min)	Break – Morning tea		
(15 min)	<p><b>Activity 1 – to enhance memory</b></p> <ul style="list-style-type: none"> <li>● Participants can do “<b>How to use ATM - practice</b>” worksheets in the same pair</li> </ul>	Do the exercise Discuss with their partner	“ <b>How to use ATM - practice</b> ” worksheet
(10 min)	<p><b>Plenary – Discuss answers for the worksheet</b></p> <ul style="list-style-type: none"> <li>● Facilitators to ask each pairs for answers</li> <li>● Re-explain answers if they got it wrong</li> <li>● Repeat difficult words</li> </ul>	Tell answers Listen Repeat difficult words	“ <b>How to use ATM - practice</b> ” worksheet



(20 min)	<b>Conversation – In small groups (4 people)</b> Questions: <ol style="list-style-type: none"><li>1. Have you used an ATM before? Share your experience the first time you use it.</li><li>2. Was it difficult? Did you manage to get the money? Did someone help you?</li><li>3. If you have not used an ATM, will you use it after you learn about it today? Why or why not?</li><li>4. Which way do you prefer, withdrawal at a bank or at an ATM? Explain</li><li>5. Should you tell or show anyone your PIN? Why or why not?</li><li>6. How do you keep your PIN safe?</li><li>7. If you have difficulties using an ATM, who could you ask for help? Who do you think is the best person to help you?</li><li>8. Should you take a large amount of money at an ATM? Why or why not?</li><li>9. Where do you go if you need to take a large amount of money?</li><li>10. How do you withdraw money safely at an ATM? During what time of the day is it safer?</li></ol>	Speaking – Share and discuss their experience to the group	N/A
5-10 min	Conclusion and wrap up <ul style="list-style-type: none"><li>• What have you learn today?</li><li>• Information about next class etc</li></ul>	Speak – share with the class what they have learnt Listen Write	