



## Lesson Plan

Date:

Duration: 2 hours

No. of participants: Level: <b>Intermediate/Advance level</b> Topic: <b>Introducing Legal System in Australia and ACT</b>	
<b>Lesson aims:</b> By the end of the lesson, participants should have basic knowledge and understanding on the legal system in Australia & ACT.	
<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>• Legal system</li><li>• Democracy</li><li>• Federal</li><li>• State</li><li>• Local government</li><li>• Parliament</li><li>• Court</li><li>• “Equal under the law”</li><li>• Criminal law</li><li>• Family law</li><li>• Civil law</li><li>• Legal help</li></ul>	<b>Assessment methods:</b> Facilitators to listen to participants’ pronunciation and check understanding on key vocabularies and concepts related to basic knowledge on legal system in Australia & ACT.
<b>Previous knowledge assumed:</b> have completed or are familiar with the contents of the beginner’s lessons on Legal System in Australia & ACT.	
<b>Materials and equipment required:</b> Whiteboard, markers and “ <b>Legal System in Australia (Intermediate/Advance)</b> ” and “ <b>Legal System in Australia (for facilitators)</b> ” handouts	
<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 “democracy”, “parliament”, “civil” words</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 “criminal law”, “family law” and “civil law” 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)
(35 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 “<b>Legal System in Australia</b>” (Intermediate/Advance)” handouts to participants. <u>Facilitators can use Let’s Talk Speaker’s Notes as reference</u></li> <li>○ <b>Go through the handout until point 8</b> with its explanations. <u>Do not do the discussions questions at this stage. Do discussion questions during conversation time.</u></li> <li>○ 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	“ <b>Legal System in Australia</b> ” (Intermediate/Advance)” handouts  “ <b>Legal System in Australia</b> ” (for facilitators) as reference
(10)	<b>Activity 1 – Checking understanding of new vocabularies/concepts (in small groups)</b> <ul style="list-style-type: none"> <li>• Ask participants to answer these questions:               <ul style="list-style-type: none"> <li>- Who needs to obey the law in Australia?</li> <li>- What is the meaning of democracy?</li> <li>- What is the meaning of federal government?</li> <li>- Please give examples of State governments</li> </ul> </li> </ul>	Listen Explain in their own words	N/A



	<ul style="list-style-type: none"> <li>- Please give examples of State governments</li> <li>- Who make the law in Australia?</li> </ul>		
(5-10 min)	Break – Morning tea		
(10 min)	<p>Introduce key vocabularies</p> <ul style="list-style-type: none"> <li>• Establish meaning through images and context               <ul style="list-style-type: none"> <li>○ Use “<b>Legal System in Australia</b>” (Intermediate/Advance)” handout</li> <li>○ <b>Go through point 9-finish</b> 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>	<p>Look at images Listen Read texts Repeat the words</p>	<p>“<b>Legal System in Australia (Intermediate/Advance)</b>” handouts</p> <p>“<b>Legal System in Australia</b>” (for facilitators) as reference</p>
(30 min)	<p><b>Conversation</b> - Break into small groups</p> <p><b>Questions:</b></p> <ol style="list-style-type: none"> <li>1. Have you learned about Australian law before? Where did you learn? What did you learn?</li> <li>2. Has anyone been surprised by any of the laws in Australia? How different is Australia’s legal system to the legal system in your home country?</li> <li>3. What laws do you think is important to know in Australia?</li> <li>4. What do you do if you need legal help or have question about the law?</li> <li>5. Do you know the law about parking in your council? Please explain</li> <li>6. Do you know the law about rubbish in your council? Please explain</li> <li>7. Do you know the law about pets in your council? Please explain</li> <li>8. Do you know the law about noise in your council? Please explain</li> <li>9. Do you know any other local law that you need to follow? Please explain</li> <li>10. What do you think is the consequence of a criminal record?</li> </ol>	Discuss and answers questions in their small group	N/A
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>		