



## Lesson Plan

Date:

Duration: 2 hours

<p>No. of participants: Level: <b>Advance level</b> Topic: <b>Securing a Rental Property and Tenants Rights &amp; Responsibilities in ACT</b></p>	
<p><b>Lesson aims:</b> 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 ACT.</p>	
<p><b>Specific learning outcomes:</b> By the end of the lesson, participants should be able to understand and say:</p> <ul style="list-style-type: none"><li>• Housing plan</li><li>• Rent in advance</li><li>• Properties</li><li>• “For lease”</li><li>• “Open for inspection”</li><li>• Application form</li><li>• Tenancy agreement</li><li>• Tenant and Landlord</li><li>• Bond</li><li>• Property inspection</li><li>• Maintenance and repair</li></ul>	<p><b>Assessment methods:</b> Facilitators to listen to participants’ pronunciation and check understanding on key vocabularies related to housing and tenancy in ACT.</p>
<p><b>Previous knowledge assumed:</b> low</p>	
<p><b>Materials and equipment required:</b> Whiteboard, markers, “<b>How to secure a rental property</b>”, “<b>Tenants’ Rights and Responsibilities (Intermediate &amp; Advance)</b>”, “<b>Tenancy Agreement</b>” and “<b>Condition Report</b>” handouts.</p>	
<p><b>Room layout:</b> U and O shapes</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 difficulty pronouncing “inspection”, “tenancy”, “advocacy”, “administrative tribunal”</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 “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 agreement and property inspection report.
- **Facilitators may run out of time as participants may spend longer time doing Activity 2 and 3 – Residential Tenancy Agreement and Property Inspection exercise**
  - Facilitator can **choose only Activity 2** (since **it requires on the spot demonstration**) to save time and ask participants to do Activity 3 at home as homework.
  - Facilitators can go through the homework in the next class.

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)
(10 min)	Introduce key vocabularies <ul style="list-style-type: none"> <li>• Establish meaning through images and context               <ul style="list-style-type: none"> <li>○ Use “<b>How to secure a rental property</b>” handout</li> <li>○ Go through each picture 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>	Look at images Listen Read texts Repeat the words	Use “ <b>How to secure a rental property</b> ” handout
(10 min)	<b>Activity 1 – Searching for rental properties from the internet (practice exercise)</b> <ul style="list-style-type: none"> <li>• Ask participants to open <a href="http://www.realestate.com.au">www.realestate.com.au</a> on their phones</li> </ul>	Practice searching for a rental property using their mobile phones	<b>Tablet or smart phone</b>



	<ul style="list-style-type: none"> <li>Facilitators to give an example of how to navigate the website to find a suitable rental property.             <ul style="list-style-type: none"> <li>For example, search for a 2 bedroom house or unit in Salisbury area with rent under \$250/week</li> <li>Ask participants to try this with their phone as you show them how to do it</li> </ul> </li> <li>Ask participants to practice by doing a new search             <ul style="list-style-type: none"> <li>Assist participants as needed</li> </ul> </li> </ul>		
(15 min)	<p><b>Activity 2 – Condition Report exercise</b></p> <ul style="list-style-type: none"> <li>Handout the “Condition Report” page 1-2</li> <li><u>Explain the table to the participants</u> and explain any new vocabulary</li> <li><b>Facilitators to demonstrate</b> how to do a condition report for the classroom and <u>write down on the “Kitchen” section on page 2.</u></li> <li>Then, <b>ask participants to get up and inspect a nearby room</b> (whichever practical) and <u>write down their comments on the appropriate section.</u></li> </ul>	<p>Inspect a room</p> <p>Write comments on the Inspection Sheet according to what they find from inspection</p>	<p><b>“Condition Report”</b> handout</p> <p>Pen</p>
(10 min)	<p><b>Activity 3 – Residential Tenancy Agreement form filling exercise (small group exercise, if there is time)</b></p> <ul style="list-style-type: none"> <li>Facilitator to handout the “Residential Tenancy Agreement form” and go through difficult/new words</li> <li>Ask participants to fill in the form together in a small group</li> <li><b>If you are running out of time, ask participants to do this at home</b> as homework and bring it in next class to be discussed.</li> </ul>	<p>Look at form</p> <p>Listen</p> <p>Fill in the form</p>	<p><b>“Residential Tenancy Agreement”</b> handout</p>
(10 min)	<p>Introduce key vocabularies</p> <ul style="list-style-type: none"> <li>Establish meaning through context             <ul style="list-style-type: none"> <li><b>Ask participants the meaning of tenants’ rights and responsibilities (do NOT give the handout yet).</b> Explain these terms if they do not understand</li> <li>Then ask participants to give example of tenants’ rights and responsibilities</li> </ul> </li> </ul>	<p>Listen</p> <p>Read texts</p> <p>Repeat the words</p>	<p><b>“Tenants’ Rights and Responsibilities”</b> handout</p>



	<ul style="list-style-type: none"> <li>○ Give out “<b>Tenants’ Rights and Responsibilities (Intermediate/Advance)</b>” handout to participants</li> <li>○ Ask the participants to read the handout in turn. Discuss any words they find difficult as they go.</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>		
(5-10 min)	Break – Morning tea		
(40 min)	<p><b>Conversation</b> - Break into small groups</p> <p><b>Questions:</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>2. Did you inspect some houses before putting an application? How did you make an appointment for house inspection?</li> <li>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.</li> <li>4. Share your experience when applying for a property in the past. Who helped you complete an application form?</li> <li>5. Was your first application successful? How did you feel after receiving an answer for your application?</li> <li>6. Did you do a condition report? Did you find something broken or dirty but not noted in the report? What were they?</li> <li>7. Have you ever requested for a repair to your agent or landlord? What was it? How did you do it?</li> <li>8. Did you ever have problems with your agent or landlord? What happen and what did you do to solve it?</li> <li>9. How do you maintain your house in good condition?</li> <li>10. How do you think you can be a good neighbour?</li> </ol>	Discuss and answers questions in a small 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>		
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