



Lesson Plan

Date:

Duration: 2 hours

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



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



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



(20 min)	Conversation – In small groups (4 people) Questions: <ol style="list-style-type: none">1. Have you used an ATM before? Share your experience the first time you use it.2. Was it difficult? Did you manage to get the money? Did someone help you?3. If you have not used an ATM, will you use it after you learn about it today? Why or why not?4. Which way do you prefer, withdrawal at a bank or at an ATM? Explain5. Should you tell or show anyone your PIN? Why or why not?6. How do you keep your PIN safe?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?8. Should you take a large amount of money at an ATM? Why or why not?9. Where do you go if you need to take a large amount of money?10. How do you withdraw money safely at an ATM? During what time of the day is it safer?	Speaking – Share and discuss their experience to the group	N/A
5-10 min	Conclusion and wrap up <ul style="list-style-type: none">• What have you learn today?• Information about next class etc	Speak – share with the class what they have learnt Listen Write	