



## Lesson Plan

Date:

Duration: 2 hours

<p>No. of participants: Level: <b>Beginner level</b> Topic: <b>Introducing fire safety and home security measures</b></p>	
<p><b>Lesson aims:</b> By the end of the lesson participants should know how keep safe at home and recognise potential fire and security risks at home</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>• Fire blanket</li><li>• Smoke alarm</li><li>• Door lock and keys</li><li>• Sales persons</li><li>• Neighbours</li><li>• Emergency number - 000</li><li>• Risks</li><li>• Valuables</li><li>• Gas leak</li><li>• Stove</li><li>• Candle</li><li>• Heater</li><li>• Power points</li></ul>	<p><b>Assessment methods:</b> Teacher to listen to participants' pronunciation and check understanding on home and child safety vocabularies</p>
<p><b>Previous knowledge assumed:</b> low</p>	
<p><b>Materials and equipment required:</b> Whiteboard, markers, "<b>Safety at home</b>" handout, "<b>Protect your home</b>" diagram</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.</p>	
<p><b>Anticipated problems and solutions:</b></p> <ul style="list-style-type: none"><li>• <b>Some participants may have difficulty understanding the concept of fire blanket - how can a blanket put out fire?</b><ul style="list-style-type: none"><li>○ Facilitators to use many visual aid (even a realia) to explain about fire blanket.</li></ul></li></ul>	



- **Some participants may have difficulty pronouncing and understanding smoke alarm**
  - Facilitators to get students walk around the premise and find a smoke alarm.
  - Spend some time to explain the function of smoke alarm
- **Some participants may have difficulty pronouncing “alarm”, “identification”, “neighbours”, “valuables” and “power points”**
  - Model and drill the pronunciation many times

Time	Facilitator activity	Participant Activity	Resources/Reference/ Materials/Equipment
(10 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)
(20 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>“Safety at home” handout</b> and go through each picture with its explanations</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 Repeat the words	<b>“Safety at home” handout</b>
(15 min)	Reinforce memory through activity <ul style="list-style-type: none"> <li>• <b>Cut images from handout</b> and give one image to a participants</li> <li>• Ask participants to write the name of the image on the board</li> <li>• Participants can write names on the side of the board in no particular order to help participants</li> </ul>	Write/match image with words	Cut images from “Safety at home” handout Board and marker or Paper and pen
(15 min)	<b>Conversation / Speaking exercise</b> Break into small groups 3-4 people	Look at images Explain images in the diagram	<b>“Protect Your Home” diagram</b>



	<ul style="list-style-type: none"><li>• Give participants <b>“Protect Your Home” diagram</b></li><li>• In the small groups, facilitators to facilitate discussion and each member of the group to explain the pictures in the diagram</li><li>• <u>Make sure each participants has a chance to describe a picture or two. Don’t rush.</u></li><li>• If the participants need more time, <u>continue the discussion after the break.</u></li></ul>		
(5-10 min)	Break		
(10-15 min)	<b>Conversation / Speaking exercise</b> <ul style="list-style-type: none"><li>• <u>Continue</u> discussing the <b>“Protect Your Home” diagram</b> in the small groups</li><li>• In the small groups, facilitators to facilitate discussion and each member of the group to explain the pictures in the diagram</li></ul>	Look at images Explain images in the diagram	<b>“Protect Your Home” diagram</b>
(40 min)	<b>Conversation – In the same small group</b> Questions: <ol style="list-style-type: none"><li>1. What do you need to make your home fire safe?</li><li>2. Do you know what to do when there is a fire in the house? Please share your actions to ensure you and your family are safe.</li><li>3. Does anyone have a deadlock or multiple locks at home? What is your plan to escape quickly in case of fire?</li><li>4. How do you cook safely and prevent fire starting from your stove?</li><li>5. Share your tips on how to keep your home safe from burglars.</li><li>6. Where are some of the safe place to put your valuables?</li></ol>		



	<ol style="list-style-type: none"><li>7. What do you do if there is a sales person at your door asking to come in but you don't feel comfortable with the person?</li><li>8. How do you keep your home safe when you are going on a holiday?</li><li>9. Do you know your neighbours? Can you ask them to keep an eye on your house if you are away?</li><li>10. Do you think your neighbourhood is safe? Why?</li></ol>		
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>		