



Lesson Plan

Date:

Duration: 2 hours

| | |
|--|--|
| <p>No. of participants: Level: Beginner level Topic: Introducing Driving Law in Australia and TAS</p> | |
| <p>Lesson aims: By the end of the lesson, participants should have basic knowledge and understanding on driving law in Australia and TAS.</p> | |
| <p>Specific learning outcomes: By the end of the lesson, participants should be able to understand and say:</p> <ul style="list-style-type: none">• Driver's licence• Learner• Provisional• Registration• Seat belt• Child seat• Road rules• Insurance and CTP• Penalty• Alcohol and drugs• Speeding• Licence cancellation | <p>Assessment methods: Facilitators to listen to participants' pronunciation and check understanding on key vocabularies related to basic driving law in Australia and TAS.</p> |
| <p>Previous knowledge assumed: low</p> | |
| <p>Materials and equipment required: Whiteboard, markers and "Driving in Australia & TAS" handout, scissor, glu-tack</p> | |
| <p>Room layout: U and O shapes</p> | |
| <p>General notes on differentiation / learning styles: facilitating techniques involve auditory, visual and kinaesthetic methods.</p> | |
| <p>Anticipated problems and solutions:</p> <ul style="list-style-type: none">• Some participants may have difficulty pronouncing "licence", "provisional", "registration", "insurance" and "cancellation"<ul style="list-style-type: none">○ Model and drill the pronunciation many times. | |



- Some participants may have difficulty understanding “Learner”, “Provisional” and “CTP” 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"> • 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) |
| (20 min) | Introduce key vocabularies <ul style="list-style-type: none"> • Establish meaning through images and context <ul style="list-style-type: none"> ○ Distribute “Driving in Australia & TAS” handouts ○ Go through each picture in the handout with its explanations – ask participants to read the explanations ○ Discuss any words participants find difficult • Pronunciation <ul style="list-style-type: none"> ○ Ask participants to read the handout and repeat certain words they find difficult | Look at images Listen Read texts Repeat the words | “Driving in Australia & TAS” handouts |
| (10-15 min) | Activity 1 - Checking understanding of new vocabularies/concepts (Pictures matching) <ul style="list-style-type: none"> • <u>Cut pictures</u> from page 1 of handout and give each participant a picture. • <u>Write on the board – license, registration, seat belt, child seat, road rules</u> • <u>Ask participants to stick their picture on the board next to the right name</u> | Look at images Match pictures with names on the board Listen to explanations | Pictures from “Driving in Australia & TAS” handouts Scissor Glu-tack |



| | | | |
|------------|--|---|-----|
| | <ul style="list-style-type: none"> Facilitators to re-explain when participants make a mistake | | |
| (5-10) | <p>Activity 2 – Checking understanding of new vocabularies/concepts</p> <ul style="list-style-type: none"> Ask participant who holds the insurance picture to explain “insurance” in their own words. <u>Facilitators to support if (s)he has difficulties.</u> Ask other participants to explain the following words: <ul style="list-style-type: none"> - Comprehensive insurance - Penalty - License cancellation <u>Facilitators to ask the class to help explain or re-explain words</u> that participants still find it difficult to understand. | <p>Listen</p> <p>Explain in their own words</p> | N/A |
| (5-10 min) | Break – Morning tea | | |
| (40 min) | <p>Conversation - Break into small groups</p> <p>Questions:</p> <ol style="list-style-type: none"> Do you have a driver’s licence? Is it an Australian or overseas licence? How long have you been driving? Do you know how to get an Australian driver’s licence? Please explain. Do you know the difference between a red P plate and a green P plate? Please explain. Can you drive on your own with a Learner’s permit? Why? Do you or someone in your family own a car? How did you or they buy the car? Do you think having your car registered in Australia is important? Why? Do you know how to register or renew a car registration in TAS? Please explain. | <p>Discuss and answers questions in their small group</p> | N/A |



| | | | |
|----------|--|--|--|
| | <p>8. Have you ever done a Learner's permit, hazard, or driving test in TAS? Share your experience.</p> <p>9. Can you give some examples of road rules in TAS?</p> <p>10. Do you think it is important to have a car insurance? Why?</p> <p>11. What do you think about drink driving or driving under influence of drugs?</p> | | |
| 5-10 min | <p>Conclusion and wrap up</p> <ul style="list-style-type: none">• What have you learn today?• Information about next class etc | | |