



## Lesson Plan

Date:

Duration: 2 hours

<p>No. of participants: Level: <b>Beginner level</b> Topic: <b>Introducing Legal System in Australia and TAS</b></p>	
<p><b>Lesson aims:</b> By the end of the lesson, participants should have basic knowledge and understanding on the legal system in Australia and TAS.</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>• Law</li><li>• Federal</li><li>• State</li><li>• Local government</li><li>• Fine</li><li>• Court</li><li>• Court order</li><li>• Prison</li><li>• Criminal record</li><li>• Legal help</li></ul>	<p><b>Assessment methods:</b> Facilitators to listen to participants' pronunciation and check understanding on key vocabularies related to basic legal system in Australia and TAS.</p>
<p><b>Previous knowledge assumed:</b> low</p>	
<p><b>Materials and equipment required:</b> Whiteboard, markers and <b>"Introducing Legal System in Australia &amp; TAS" handouts</b>, glu-tack, papers, a scissor</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 "federal" and "council"</b><ul style="list-style-type: none"><li>○ Model and drill the pronunciation many times.</li></ul></li><li>• <b>Some participants may have difficulty understanding "court order" and "criminal record" concepts</b><ul style="list-style-type: none"><li>○ Facilitators to spend a bit more time explaining these concepts.</li></ul></li></ul>	



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)
(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>Distribute “<b>Introducing Legal System in Australia &amp; TAS</b>” handouts</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>Introducing Legal System in Australia &amp; TAS</b> ” handouts
(5-10 min)	<b>Activity 1 - Checking understanding of new vocabularies/concepts (Pictures matching)</b> <ul style="list-style-type: none"> <li><u>Cut pictures</u> from page 1 of handout and give each participant a picture.</li> <li><u>Write on the board – Federal, State and LG, and ask participants to stick their picture on the board</u> next to the category they think is right.</li> <li>Facilitators to re-explain when participants make a mistake</li> </ul>	Look at images Categorise pictures on the board Listen to explanations	<b>Pictures</b> from “ <b>Introducing Legal System in Australia &amp; TAS</b> ” handouts Glu-tack Marker A scissor
(5-10)	<b>Activity 2 – Checking understanding of new vocabularies/concepts</b> <ul style="list-style-type: none"> <li>Ask participants these concept checking questions:               <ul style="list-style-type: none"> <li>- Does a police have to follow the law?</li> <li>- Does a judge have to follow the law?</li> </ul> </li> </ul>	Listen Answer concept checking questions Explain in their own words	N/A



	<ul style="list-style-type: none"><li>- Do you have to follow the law?</li><li>- Do I have to follow the law?</li><li>- Does everyone have to follow the law?</li><li>• Ask participants to explain in their own words these following words:<ul style="list-style-type: none"><li>- Fine</li><li>- Court</li><li>- Court order</li><li>- Prison</li><li>- Criminal record</li></ul></li><li>• Ask participants how they can get legal help</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. Have you learned about Australian law before? Where did you learn? What did you learn?</li><li>2. What laws do you think is important to know in Australia?</li><li>3. What do you do if you are not sure about the law or have question about the law?</li><li>4. Do you know anyone who had problems with the law in Australia? What happened?</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></ol>	Discuss and answers questions in their small group	N/A



	<p>9. Do you know any other local law that you need to follow? Please explain</p> <p>10. What do you think is the consequence of a criminal record?</p>		
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>		