



Lesson Plan

Date:

Duration: 2 hours

<p>No. of participants: Level: Beginner level Topic: Securing a Rental Property and Understanding Tenants Rights & Responsibilities in TAS</p>	
<p>Lesson aims: 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 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">• Housing plan• Rent in advance• Properties• “For lease”• “Open for inspection”• Application form• Lease agreement• Tenant and Landlord• Bond• Condition report• Maintenance and repair	<p>Assessment methods: Facilitators to listen to participants pronunciation and check understanding on key vocabularies related to housing and tenancy</p>
<p>Previous knowledge assumed: low</p>	
<p>Materials and equipment required: Whiteboard, markers, “How to secure a rental property” and “Tenants’ Rights and Responsibilities (Beginner)” handouts</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 “inspection”, “tenancy”, “advocacy”<ul style="list-style-type: none">○ Model and drill the pronunciation many times.	



- **Some participants may have difficulty understanding “health and safety”, “tenancy/lease agreement”, “bond”, “condition report” concepts**
 - Facilitators to spend a bit more time explaining these concepts.
 - Provide participants with an example of tenancy/lease agreement and condition report.

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 images and context <ul style="list-style-type: none"> ○ Use “How to secure a rental property” handout ○ 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	Use “ How to secure a rental property ” handout
(5-10 min)	Activity 1 - Checking understanding of new vocabularies/concepts <ul style="list-style-type: none"> • <u>Cut pictures</u> from the “How to secure a rental property” and <u>ask participants to explain each step</u> according to the pictures 	Look at images Explain images Listen	Pictures from “How to secure a rental property” as cues
(15 min)	Introduce key vocabularies <ul style="list-style-type: none"> • Establish meaning through images and context 	Look at images Listen Read texts	“Tenants’ Rights and Responsibilities” handout



	<ul style="list-style-type: none"> ○ Use “Tenants’ Rights and Responsibilities (Beginner)” handout ○ 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 	Repeat the words	
(5-10 min)	<p>Activity 2 - Checking understanding of new vocabularies/concepts</p> <ul style="list-style-type: none"> ● <u>Cut pictures</u> from the “Tenants’ Rights and Responsibilities” ● Ask participants to write an example of rights/responsibilities of a tenant according to the pictures, on the board 	Look at images Explain images Listen	Pictures from “Tenants’ Rights and Responsibilities” as cues
(5-10 min)	Break – Morning tea		
(40 min)	<p>Conversation - Break into small groups</p> <p>Questions:</p> <ol style="list-style-type: none"> 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. 2. Did you inspect some houses before putting an application? How did you make an appointment for house inspection? 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. 	Discuss and answers questions in their small group	N/A



	<ol style="list-style-type: none">4. Share your experience when applying for a property in the past. Who helped you complete an application form?5. Was your first application successful? How did you feel after receiving an answer for your application?6. Did you do a condition report? Did you find something broken or dirty but not noted in the report? What were they?7. Have you ever requested for a repair to your agent or landlord? What was it? How did you do it?8. Did you ever have problems with your agent or landlord? What happen and what did you do to solve it?9. How do you maintain your house in good condition?10. How do you think you can be a good neighbour?		
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		