



Lesson Plan

Date:

Duration: 2 hours

<p>No. of participants: Level: Advance level Topic: Securing a Rental Property and 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”, “Tenants’ Rights and Responsibilities (Intermediate & Advance)”, “Residential Tenancy Agreement form” and “Condition Report Form” 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”, “administrative tribunal”<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.
- **Facilitators may run out of time as participants may spend longer time doing Activity 2 and 3 – Residential Tenancy Agreement and Condition Report exercises**
 - Facilitator can **choose only Activity 2** (since **it requires on the spot demonstration**) to save time and ask participants to do Activity 3 at home as homework.
 - Facilitators can go through the homework in the next class.

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)
(10 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
(10 min)	Activity 1 – Searching for rental properties from the internet (practice exercise)	Practice searching for a rental property using their mobile phones	Tablet or smart phone



	<ul style="list-style-type: none"> • Ask participants to open www.realestate.com.au on their phones • Facilitators to give an example of how to navigate the website to find a suitable rental property. <ul style="list-style-type: none"> ○ For example, search for a 2 bedroom house or unit in Sunnybank area with rent under \$350/week ○ Ask participants to try this with their phone as you show them how to do it • Ask participants to practice by doing a new search <ul style="list-style-type: none"> ○ Assist participants as needed 		
(15 min)	<p>Activity 2 – Condition report exercise</p> <ul style="list-style-type: none"> • Handout the “Condition Report Sample” and tell the participants to look at page 1. • Inform the participants not to worry about the long notes on the first part of page 1, just focus on the table at the end. • <u>Explain the table to the participants</u>, especially on the picture hooks when there is a <u>difference between the landlord/agent and the tenant</u>. • Facilitators to demonstrate how to do a condition report for the classroom and <u>write down on the “Entrance Hall” section on page 2</u>. • Then, ask participants to get up and inspect a nearby room and <u>write down their comments on the “Lounge Room” on page 2</u>. • Re-name “Entrance Hall” and “Lounge Room” according to the room inspected. 	<p>Inspect a room</p> <p>Write comments on the Condition Report form according to what they find from inspection</p>	<p>“Condition Report Form” handout</p> <p>Pen</p>
(10 min)	<p>Activity 3 – Residential Tenancy Agreement form filling exercise (small group exercise, if there is time)</p>	<p>Look at form</p> <p>Listen</p> <p>Fill in the form</p>	<p>“Residential Tenancy Agreement form” handout</p>



	<ul style="list-style-type: none"> • Facilitator to handout the “Residential Tenancy Agreement form” and go through difficult/new words • Ask participants to fill in the form together in a small group • If you are running out of time, ask participants to do this at home as homework and bring it in next class to be discussed. 		
(10 min)	<p>Introduce key vocabularies</p> <ul style="list-style-type: none"> • Establish meaning through context <ul style="list-style-type: none"> ○ Ask participants the meaning of tenants’ rights and responsibilities (do NOT give the handout yet). Explain these terms if they do not understand ○ Then ask participants to give example of tenants’ rights and responsibilities ○ Give out “Tenants’ Rights and Responsibilities (Intermediate/Advance)” handout to participants ○ Ask the participants to read the handout in turn. Discuss any words they find difficult as they go. • Pronunciation <ul style="list-style-type: none"> ○ Ask participants to read the handout and repeat certain words they find difficult 	<p>Listen Read texts Repeat the words</p>	<p>“Tenants’ Rights and Responsibilities” handout</p>
(5-10 min)	<p>Break – Morning tea</p>		
(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 	<p>Discuss and answers questions in a small group</p>	<p>N/A</p>



	<p>internet, real estate agent or newspaper? Share your experience of finding properties.</p> <ol style="list-style-type: none">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.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		