



## Lesson Plan

Date:

Duration: 2 hours

<p>No. of participants:</p> <p>Level: <b>Advance level</b></p> <p>Topic: <b>Introducing education system in Tasmania for children and adults</b></p>	
<p><b>Lesson aims:</b> By the end of the lesson, participants should be aware of available education options for children and adults in TAS</p>	
<p><b>Specific learning outcomes:</b></p> <p>By the end of the lesson, participants should be able to understand key terms and pronounce them:</p> <ul style="list-style-type: none"><li>• Public school</li><li>• Private school</li><li>• Language school</li><li>• Specialist school</li><li>• Selective entry high school</li><li>• Distance education</li><li>• Home schooling</li></ul> <p><b>OR</b></p> <ul style="list-style-type: none"><li>• Course overview</li><li>• Career opportunities</li><li>• Subsidy, concession, full fee</li><li>• Payment plan</li><li>• Pre-requisites</li><li>• Application</li></ul>	<p><b>Assessment methods:</b></p> <p>Facilitators to listen to participants' pronunciation on key vocabularies in children's and adult's education. Facilitators to check participants' understanding of key vocabularies through reading and comprehension of an article on children's or adult's education.</p>
<p><b>Previous knowledge assumed:</b> having completed the beginner's and intermediate's lessons on education</p>	
<p><b>Materials and equipment required:</b> Whiteboard, markers, <b>"Types of Schools"</b> and <b>"Example of a TAFE Course Description"</b> handouts</p>	
<p><b>Room layout:</b> U and O shapes</p>	



**General notes on differentiation / learning styles:** facilitating techniques involve auditory, visual and kinaesthetic methods.

**Anticipated problems and solutions:**

- **Some participants may be familiar with the education system in Tasmania already.**
  - Facilitators can ask them to do a reading comprehension exercises using “Types of Child Care” and “Example of a TAFE Course” handouts
- **Some participants may have difficulties pronouncing “pre-requisites”**
  - Facilitators to spend a bit of time modelling and drilling on participants’ pronunciation.

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 in children’s education <ul style="list-style-type: none"><li>• Establish meaning through images and context<ul style="list-style-type: none"><li>○ Ask participants which handout they want to do - “<b>Types of School</b>” or “<b>Example of a TAFE Course Description</b>”</li><li>○ Distribute the chosen handout</li><li>○ Go through each headings with its explanations</li><li>○ Ask participants to read one heading with its explanation in turn</li><li>○ Discuss any words participants find difficult as you go</li></ul></li><li>• Pronunciation<ul style="list-style-type: none"><li>○ Ask participants to repeat certain words they find difficult</li></ul></li></ul>	Look at images Listen Read handout Repeat the words	“ <b>Types of School</b> ” or “ <b>Example of a TAFE Course Description</b> ” handouts
(30 min)	<b>Activity 1 – Reading and Comprehension (in small groups)</b> <ul style="list-style-type: none"><li>• Ask participants to do the <b>comprehension exercise</b> at the bottom of the handout</li><li>• <b>Ask each group</b> to provide an answer in turn</li><li>• Check participants’ understanding the article of choice through their answers</li></ul>	Do exercise in small groups Discuss answers with other members of the groups Share answers to the class Listen Share answers to the class	“ <b>Types of School</b> ” or “ <b>Example of a TAFE Course</b> ” handouts



	<ul style="list-style-type: none"><li>• <b>Re-explain</b> concept or questions that participants' have difficulties understanding</li></ul>	Listen	
(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. Do you have young children? How old are they? What school do they attend at the moment?</li><li>2. Do you have children attending a College or University? What course are they doing?</li><li>3. Are you enrolled in AMEP at TAFE? Are you enjoying your classes? Share one thing that you enjoy?</li><li>4. What are you planning to do after you finish at TAFE? Are you going to do a course or start finding a job? Why?</li><li>5. Do you think doing a vocational course a good idea? Why or why not?</li><li>6. Do you think doing an apprenticeship a good idea? Why or why not?</li><li>7. Do you have a University degree? Tell us about the degree and what you have studied before.</li><li>8. Are you interested to do further studies in a University in Australia? What course do you think you will do?</li><li>9. If you are considering a course at TAFE or University, are you going to study part-time or full-time? Explain</li><li>10. If you need more information about education for your children or for yourself, who can you ask?</li></ol>	Discuss in small groups	N/A
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>		