



## Lesson Plan

Date:

Duration: 2 hours

<p>No. of participants: Level: <b>Intermediate level</b> Topic: <b>Introducing work rights and conditions in Australia</b></p>	
<p><b>Lesson aims:</b> By the end of the lesson participants should be aware of work rights and work conditions in Australia</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>• Minimum wage</li><li>• Safe workplace</li><li>• Full-time employment</li><li>• Part-time employment</li><li>• Casual employment</li><li>• Work culture and ethics</li><li>• Bullying, harassment and discrimination</li><li>• Pay slip and payment summary</li><li>• "Cash in hand"</li></ul>	<p><b>Assessment methods:</b> Facilitators to listen to participants' pronunciation and check understanding on key vocabularies related to work rights and work conditions in Australia.</p>
<p><b>Previous knowledge assumed:</b> participants have done "Pathway to Employment in Australia" lesson</p>	
<p><b>Materials and equipment required:</b> Whiteboard, markers, "<b>Work Rights and Conditions</b>" handout and "<b>Your First Job</b>" diagram</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 "ombudsman", "fraud" and "courteous" words</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 "pro-rata", "bullying", "harassment" and "discrimination" concepts</b><ul style="list-style-type: none"><li>○ Facilitators to spend a bit more time explaining these concepts.</li></ul></li><li>• <b>Some participants may have further questions on job search skills or specific topic (eg. how to search for a job on the internet, how to write a cover letter, tax return etc)</b></li></ul>	



- Facilitators may choose one of these topics as next week's lesson

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)
(15 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>“Work Rights and Conditions”</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	<b>“Work Rights and Conditions”</b> handouts
(30 min)	Introduce key vocabularies <ul style="list-style-type: none"> <li>• Establish meaning through images and context               <ul style="list-style-type: none"> <li>○ Handout the <b>first page</b> of <b>“Your First Job”</b> diagram</li> <li>○ Go through each word and <b>ask participants to explain briefly what it means</b></li> <li>○ Particularly, <b>ask participants to give examples for work ethics and ask them to write on the board</b> (with some help if needed)</li> <li>○ <b>Handout the second page</b> of the diagram and ask participants to read each word and its explanations in turn.</li> </ul> </li> </ul>	Look at images Listen Read texts Repeat the words	<b>“Your First Job”</b> diagram



	<ul style="list-style-type: none"> <li>○ Discuss any words participants find difficult</li> <li>● Pronunciation</li> <li>○ Ask participants to read the handout and repeat certain words they find difficult</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 been treated unfairly at work in the past? What happened? What did you do about it?</li> <li>2. Whose responsibility is it to make the workplace safe? Explain.</li> <li>3. Have you experienced bullying, harassment or discrimination at work before? Can you please share your experience <b>only if you feel comfortable</b>? Who do you ask for help if you experience this at work?</li> <li>4. Are you planning to get a job in the future? Are you going to work full-time, part-time or casual? Why?</li> <li>5. Do you think having a good workplace behaviour and ethics important? Why?</li> <li>6. How do you establish connections and friendship at work?</li> <li>7. Do you think it is important to ask permission from your Manager/Supervisor before you put their names as your referees? Why?</li> <li>8. Do you think it is important to pay your tax when you are required to? Why?</li> <li>9. Do you think it is a good idea to get paid “cash in hand”? Why?</li> <li>10. Is it important to get a pay slip? Why?</li> </ol>	Discuss and answers questions in their small group	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>		