



Lesson Plan

Date:

Duration: 2 hours

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| <p>No. of participants: Level: Advance Topic: Accessing emergency services in Australia</p> | |
| <p>Lesson aims: By the end of the lesson participants should be able to request an appropriate emergency service by calling 000</p> | |
| <p>Specific learning outcomes: By the end of the lesson, participants should understand and able to say:</p> <ul style="list-style-type: none">• Emergency services• Police, Fire and Ambulance service• Operator• Life threatening• Breaking into• Dangerous• Incident and accident• Location• Safe place• Urgent | <p>Assessment methods: Teacher to listen to participants' pronunciation and check understanding on emergency services vocabularies</p> |
| <p>Previous knowledge assumed: intermediate</p> | |
| <p>Materials and equipment required: Whiteboard, markers, "How to call Triple Zero (000)", "Definitions", "Step by step instructions" on how to make a call to Triple Zero (000) handouts, and Scenarios practice.</p> | |
| <p>Room layout: O shape</p> | |
| <p>General notes on differentiation / learning styles: teaching techniques involve auditory, visual and kinaesthetic methods. Role play is optional so "shy" participants will be catered for.</p> | |
| <p>Anticipated problems and solutions:</p> <ul style="list-style-type: none">• There might be some participants who misunderstand 000 as letters<ul style="list-style-type: none">○ Teacher to ensure each participant clear that 000 are triple zero not triple o.• Some participants may have difficulties pronouncing and understanding the concept Operator | |



- Model and drill the pronunciation many times.
- Use images and role play to illustrate the concept of Operator
- **Some participants may have difficulties differentiating between “incident” and “accident”**
 - Drill on understanding through examples many times
 - Repeat pronunciation

| Time | Facilitator activity | Participant Activity | Resources/Reference/ Materials/Equipment |
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| (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"> ○ Ask participants to look at images and read “How to call Triple Zero (000)” handout. ○ Then, check participants’ understanding of Police, Fire and Ambulance services. ● Pronunciation <ul style="list-style-type: none"> ○ Ask participants to repeat difficult words | Look at images Listen Repeat the words | “How to call Triple Zero (000)” handout |
| (10 min) | Check participants understanding of an “emergency” <ul style="list-style-type: none"> ● Ask the class to tell you examples of emergency situations and list them on the board | Provide examples of an emergency situation | Board/flipchart and marker |



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| | <ul style="list-style-type: none"> Ask the class to tell you examples of non-emergency situations | | |
| (10 min) | <p>Plenary – check participants’ understanding of an “emergency”</p> <ul style="list-style-type: none"> Provide participants the “What is an emergency” handout Ask participants to read the handout in turn. Ask participants if there are any words they don’t understand and then explain them Check participants’ understanding of “non-serious injury” – ask for examples Check participants’ understanding of “non-urgent medical advice” – ask for examples | <p>Read handout Ask questions Provide examples of non-serious injury and non-urgent medical advice</p> | <p>Pen and paper</p> |
| (10 min) | <p>Plenary – check participants’ understanding of important vocabularies related to emergency situations (from <u>Definitions handout</u> – but do not give this to participants yet)</p> <ul style="list-style-type: none"> Ask the class to explain key vocabularies in their own words Choose ‘quiet’ participants to answer to check if they too understand the meaning Important vocabularies: ambulance service, breaking into, dangerous, emergency services, fire services, incident, location, police, safe place, service, threaten and urgent. <p>After all words have been explain then hand out the Definitions</p> | <p>Explain important vocabularies in their own words</p> | <p>“Definitions” handout</p> |



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| (5-10 min) | Break – Morning tea | | |
| (5 min) | Go through Step by Step Instruction on “How to make a call to Triple Zero (000)” handout together in a big group. <ul style="list-style-type: none"> • Check if participants understand key words: safe, transfer, translator, location, incident, instruction | Look at handout Listen Repeat the words | Step by Step Instructions on “How to make a call to Triple Zero (000)” handout |
| (20-30 min) | Facilitate participants to do role play with scenarios (make it relax and fun – best way to learn) <ul style="list-style-type: none"> • Explain that the class will be divided into 3 groups and each group will have a different scenario. Each group will do the role play in turns and other groups to observe. Each group has 10 min to prepare and 5 min to do the role play. • Give a scenario to each group. • Each group need to discuss and decide which emergency service they need to call and then do a role play. Participant A – caller, Participant B – operator, Participant C – emergency service, other participants may observe or act as the characters in the scenario (remember - make it fun but safe for everyone). • Remind each group that they only have 10 min to prepare and 5 min to perform. • Ask a group member to read the scenario before doing the role play to the whole class (ask someone who did not participate in the role play to read – so | Observe role play Participate in role play 'Shy' participants can observe | Case scenario handout |



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| | everyone can participate and engage in the activity including the 'shy' ones) | | |
| (20 min) | <p>Conversation</p> <p>Activity 2: In the same small group</p> <p>Questions:</p> <ol style="list-style-type: none">1. What did you think about the role play? Is it useful? Why or why not?2. Have you ever called 000 before? What service did you ask for? Can you tell us about your experience?3. Did someone in your family or someone you know ever called 000? Why did they have to do it?4. Do you think you have the confidence to call 000 in the future if you need to? Why or why not?5. Do you think asking for an interpreter during an emergency call will help you? Why or why not?6. Can you remember what the 3 emergency services you can ask for when you call 000?7. When do you think you need to call an Ambulance?8. When do you think you need to call the Police?9. When do you think you need to call the Fire brigade?10. Who do you call if you have a cold? Why? | Each participant share their story to the group. | Pen and paper if needed |



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| 5-10 min | Conclusion and wrap up <ul style="list-style-type: none">• What have you learn today?• Information about next class etc | | |
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