



Lesson Plan

Date:

Duration: 2 hours

<p>No. of participants: Level: Intermediate Topic: Accessing emergency services in Australia</p>	
<p>Lesson aims: By the end of the lesson participants should be able to call 000 and able to request appropriate service</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• Serious injury• Threat• Accident• Crime	<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, handouts - "What is an emergency?" and "How to call Triple Zero (000)" handouts, "Step by step instructions" on how to make a call to Triple Zero (000) activities sheet and "How to call 000?" diagram.</p>	
<p>Room layout: O shape</p>	
<p>General notes on differentiation / learning styles: facilitating 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">○ Facilitators to ensure each participant clear that 000 are triple zero not triple o.• Some participants may have difficulty pronouncing and understanding the concept Operator<ul style="list-style-type: none">○ Model and drill the pronunciation many times.○ Use images and role play to illustrate the concept of Operator• Some participants may have difficulty pronouncing the "j" in "injury", "threat", the "cc" in "accident" and the "cr" in "crime"	



- Model and drill the pronunciation many times

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)
(30 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 read “What is an emergency” handout together or in turn ○ Then, explain difficult words, such as “injured”, “urgent”, “medical”, “collapsed”, “threatened”, “accident” and “crime” ○ 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	“Definitions” handout “How to call 000” diagram – for images
(10 min)	Reinforce understanding and memory of key words <ul style="list-style-type: none"> • Ask participants to do the Activities sheet with a partner. • Inform participants to try fill in the blanks without looking at the handouts provided. However, they can do so if they are stuck. 	Do activities in pairs Discuss answers with a partner	Pen and paper if needed
(5 min)	Plenary	Provide answers in turn Write correct answers	Pen and paper



	<ul style="list-style-type: none"> Facilitators to ask facilitators in turn to provide the answer for each question. Correct the incorrect answers and drill on particular questions that participants have difficulties answering. 	<p>Listen Repeat</p>	
(5-10 min)	Break – Morning tea		
(5 min)	<p>Go through Step by Step Instruction on “How to make a call to Triple Zero (000)” handout together in a big group.</p> <ul style="list-style-type: none"> Check if participants understand key words: safe, transfer, translator, location, incident, instruction 	<p>Look at handout Listen Repeat the words</p>	<p>Step by Step Instructions on “How to make a call to Triple Zero (000)” handout</p>
(10 min)	<p>Then, demonstrate how to call 000:</p> <ul style="list-style-type: none"> Provide “How to call 000?” diagram to participants Facilitators to demonstrate through role play with 2 participants. Asks for volunteers or choose ‘brave’ ones to help. A facilitator - emergency service, participant A - caller, participant B - operator. 	<p>Observe role play Participate in role play</p>	<p>“How to call 000?” diagram</p>
(15 min)	<p>Break into small group of 3 or 4 (‘shy’ participants can observe)</p> <p>Activity 1 – Role play: Calling 000</p> <ul style="list-style-type: none"> Facilitators to allocate a caller, an operator and an emergency service roles to participants Facilitators to support participants doing role play Participants can change roles in turn 	<p>Participate in role play – ‘shy’ participants can observe</p>	
(30 min)	<p>Conversation</p> <p>Activity 2: Break into small groups according (A facilitator to help in each group)</p>	<p>Each facilitator share their story to the group.</p>	<p>Pen and paper if needed</p>



	<p>Questions:</p> <ol style="list-style-type: none">1. Have you ever called 000 before? What service did you ask for? Can you tell us about your experience?2. Did someone in your family or someone you know ever called 000? Why did they have to do it?3. Do you think you have the confidence to call 000 in the future if you need to? Why or why not?4. Do you think asking for an interpreter during an emergency call will help you? Why or why not?5. Can you remember what the 3 emergency services you can ask for when you call 000?6. When do you think you need to call an Ambulance?7. When do you think you need to call the Police?8. When do you think you need to call the Fire brigade?9. Who do you call if you have a cold? Why?10. Who do you call for help if your neighbour is being robbed? Why?		
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		