



Lesson Plan

Date:

Duration: 2 hours

No. of participants:
Level: **Intermediate**
Topic: Choosing the right ticket and using a *SmartRider* card

Lesson aims: By the end of the lesson, participants should be able to choose the right ticket for them and know how to use a *SmartRider* card

Specific learning outcomes:

By the end of the lesson, participants should:

1. Understand key vocabularies
 - SmartRider
 - Standard
 - Concession
 - Senior/Pensioner/Veterans
 - Student/Tertiary
 - Asylum Seeker concession
 - Fares
 - Fines
 - 'Tag on' and tag off'
 - Add value
 - Autoload

2. Know how to tag on, tag off and add value to a SmartRider card

Assessment methods:

Facilitators to monitor participants' learning by context and check understanding of key vocabularies through role play

Previous knowledge assumed: basic English

Materials and equipment required: Whiteboard, markers, "**Types of Tickets and SmartRider Cards**" and "**How to use a SmartRider Card**"

Room layout: O shape

General notes on differentiation / learning styles: facilitating techniques involve auditory, visual and kinaesthetic methods. Performing in front of the group is voluntary, so 'shy' participants will be catered for.



Anticipated problems and solutions:

- **There might be some participants who are familiar with *SmartRider* card already.**
 - Facilitators can ask them to help me in to do role play later
- **Some students may have difficulty differentiating between “on” and “off”**
 - Drill on context understanding many times
 - Check understanding by asking participants to paraphrase in their own words what tag on and tag off means; and role play
- **“Shy” students may not want to participate in the role play.**
 - This is okay. Facilitators can ask participants who have used top up machine before to do the role play.

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 games or general catch up question such as “what interesting thing you did last week?” 	- Introduce themselves to each other - Play ice breaker game - Share to friends of interesting activity they did	Name tags/stickers Ice breaker handouts (if relevant) Pen and paper (if needed)
(30 min)	Introduce key vocabularies <ul style="list-style-type: none"> • Distribute “Types of tickets and SmartRider cards” handouts and use them to establish meaning through images and context • Pronunciation <ul style="list-style-type: none"> ○ Ask participants to repeat difficult words 	Look at images Listen Repeat the words	“Types of tickets and SmartRider cards” handouts Markers
(10 min)	Introduce key vocabularies <ul style="list-style-type: none"> • Distribute and use “How to use a SmartRider card” handout to establish meaning through context – facilitators to explain new vocabularies on the handout • Pronunciation <ul style="list-style-type: none"> ○ Ask participants to repeat difficult words 	Look at images Listen Repeat the words	“How to use a SmartRider card” handouts



(5-10 min)	Break – Morning tea		
(20-30 min)	<p>Choose 2 participants to do role play: “ A tourist buying and adding value to SmartRider card at customer service counter” (make it fun!)</p> <ul style="list-style-type: none"> - Tourist – need to buy a right type of SmartRider card (doesn’t know the right one) and put money into it (doesn’t know how much money to put in); need to pay (doesn’t know how much to pay) - Customer service – explain what type of SmartRider card the tourist need, ask where the tourist needs to go to know how much money to top up; explain how much is the cost for a new SmartRider card and total cost of new SmartRider card with the value added. <p>Facilitators to facilitate if participants get stuck.</p> <p>Choose 2 participants to explain how to add value using a machine:</p> <ul style="list-style-type: none"> - Participant A to explain step by step how to add value using cash. - Participant B to explain step by step how to add value using credit/debit card. 	<p>Two participants do role play The rest of the participants listen and observe</p> <p>Participants to explain verbally or write/draw on the board/flip chart to help them explain</p>	<p>2 chairs or standing (no chairs needed)</p> <p>Board/flipchart, markers,</p>
(20 min)	<p>Conversation For large group (more than 10 people), break into small groups – to facilitate maximum opportunity for each person to speak. (A facilitator to help in each group)</p>	<p>Each participant shares their story to the group.</p>	<p>Pen and paper if needed</p>



	<p>Key questions:</p> <ol style="list-style-type: none">1. Share an experience when you first get your SmartRider card and adding value. How did you get the card? Who help you? Did you have any difficulties?2. Share an experience of your first travel on public transport. Did you take a train, bus, ferry etc? Where did you go? Was it an enjoyable journey? Why?3. Would you travel on public transport again? Why?		
5 min	<p>Conclusion and wrap up</p> <ul style="list-style-type: none">• What have you learn today?• Information about next class		