



Lesson Plan

Date:

Duration: 2 hours

No. of participants: Level: Intermediate and advance Topic: Introducing safety measures in public setting	
Lesson aims: By the end of the lesson, participants should know how keep safe in the community.	
Specific learning outcomes: By the end of the lesson, participants should be able to understand key concepts: <ul style="list-style-type: none">• Safety• “Out and about”• hitchhike• Suspicious behaviours• “Under the influence”	Assessment methods: Facilitators to listen to participants pronunciation and check understanding on key vocabularies for safety in public setting.
Previous knowledge assumed: low to intermediate, have completed beginner’s level lessons on Safety and Emergency	
Materials and equipment required: Whiteboard, markers, “ Safety in Public (Intermediate & Advance) ” and “ Community Safety Message ” handouts, “ Protect Your Vehicle ” diagram	
Room layout: O shape	
General notes on differentiation / learning styles: facilitating techniques involve auditory, visual and kinaesthetic methods.	
Anticipated problems and solutions: <ul style="list-style-type: none">• Some participants may have difficulty understanding new vocabularies/phrases such as “out and about”, “under the influence”, “discreet”, and “suspicious”.<ul style="list-style-type: none">○ Use many visual aids, descriptions, gestures and synonyms to explain through context.• Some participants may have difficulty pronouncing new words<ul style="list-style-type: none">○ 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)
(15 min)	Introduce key vocabularies <ul style="list-style-type: none">Establish meaning through context<ul style="list-style-type: none">Distribute "Safety in public (Intermediate & Advance)" handouts to participantsGo through the handout – ask participants to read in turnsDiscuss difficult wordsPronunciation<ul style="list-style-type: none">Ask participants to repeat certain words they find difficult	Read Listen Repeat the words	"Safety in public (Intermediate & Advance)" handouts
(15 min)	Activity 1 – comprehension & discussion <ul style="list-style-type: none">Break class into small groups of 3 or 4.In their small groups, participants to work on questions at the end of the "Safety – Out and About" passage	Discuss answer with other group members Write answers	"Safety (Intermediate & Advance)" handouts
(10 min)	Plenary – check answers <ul style="list-style-type: none">Facilitators to ask each group to give answers – make sure different persons speakFacilitators to correct mistakes and discuss common mistakes/questions participants find difficult	Call out answers Adjust answers if mistakes were made	Board and markers
(5-10 min)	Break – morning tea		
(10 min)	Introduce key vocabularies <ul style="list-style-type: none">Establish meaning through context<ul style="list-style-type: none">Distribute "Community Safety Message" handouts to participants	Read handout Listen Repeat difficult words	"Community Safety Message" handout



	<ul style="list-style-type: none">○ Ask participants to read in turns○ Discuss difficult words● Pronunciation<ul style="list-style-type: none">○ Ask participants to repeat words they find difficult● If you are running out of time (exceeds 10 min), ask participants to read this at home and highlight difficult words to be discussed in the next class.		
(20 min)	Activity 2 - Conversation / Speaking exercise Break into small groups 3-4 people <ul style="list-style-type: none">● Give participants “Protect Yourself” diagram● In the small groups, facilitators to facilitate discussion● Make sure each member of the group has an opportunity to explain at least a picture in the diagram.	Discuss what messages each picture in the diagram represents	“Protect Yourself” diagrams
(20 min)	Activity 3 - Conversation / Speaking exercise Break into small groups 3-4 people <ul style="list-style-type: none">● Give participants “Protect Your Vehicle” diagram● In the small groups, facilitators to facilitate discussion.● Make sure each member of the group has an opportunity to explain at least a picture in the diagram.	Discuss what messages each picture in the diagram represents	“Protect Your Vehicle” diagram
(40 min)	Alternative conversation topics (if the group has done the diagrams) <ol style="list-style-type: none">1. What do you do if there is a suspicious person knocking on your door?2. Have you or someone you know been approached by a stranger whom made you/that someone feel threatened? What did you/that someone do to be safe?3. What do you think of your neighbourhood? Do you feel safe in your neighbourhood? Why do you feel that way?4. Is there anything you can do to make your neighbourhood or your home safer? What is it?		



	<p>5. Have you ever seen a suspicious behaviour? What did you see?</p> <p>6. How do you report a suspicious behaviour or crime?</p> <p>7. Please share your personal safety tips when going out.</p>		
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		