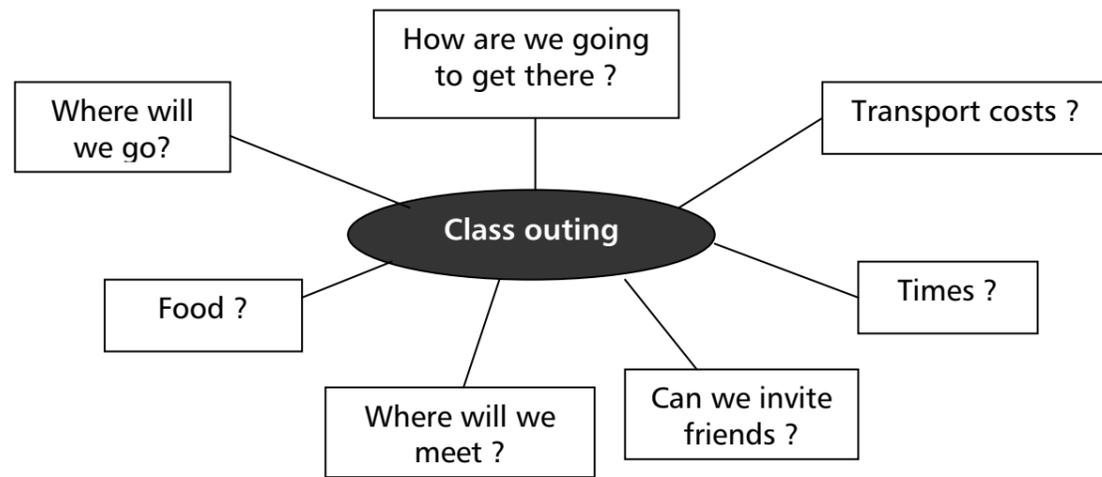


# LESSON PLAN - Planning a Group Outing

1. As a class, brainstorm what you need to do to plan a class outing.



2. Present the class with the theme of the day.  
Group outing to South Bank

In groups of three or four they are required to :

- Plan the public transport for the outing
- Phone Trans Info to inquire about bus / train times and costs
- Draw up an itinerary for the outing
- Draw a mud map to explain exactly where the group will be meeting at South Bank
- Include any other relevant information

3. Presentation of the group plan to the class.

The group must present their ideas and answer any queries.

4. Reflect on the lesson as a class.

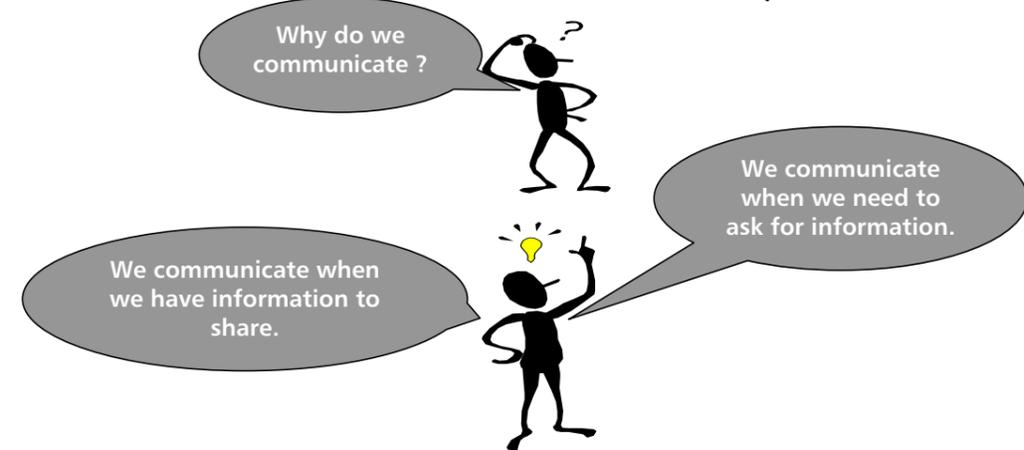


**Integrated skills**  
Group work / planning / discussion / listening / public speaking / problem solving / numeracy / writing / reading / computer access



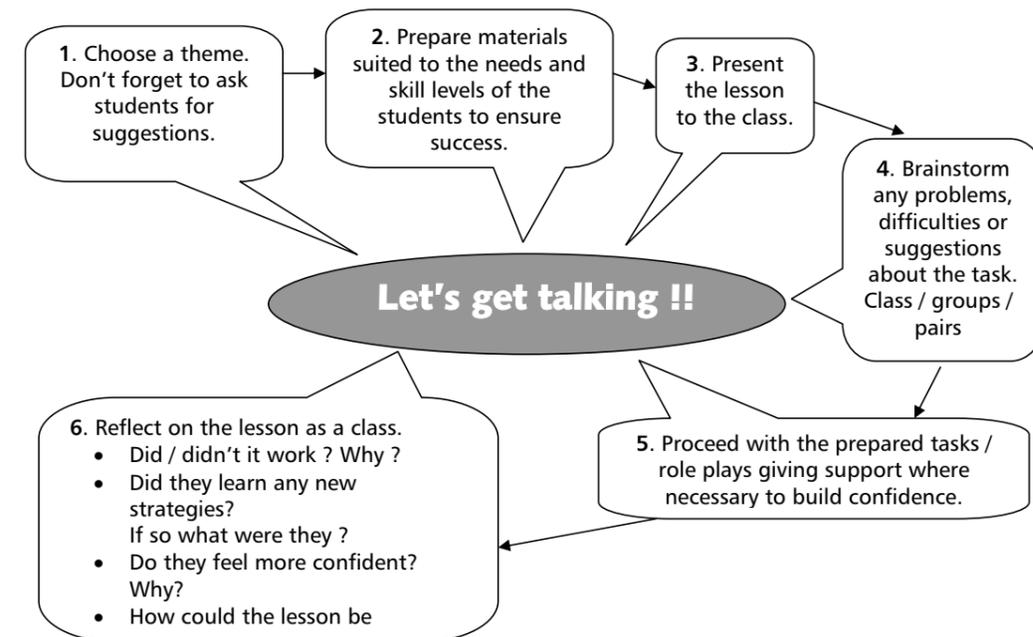
## TUTORS' TIPS

*Enhancing oral communication skills to access information*

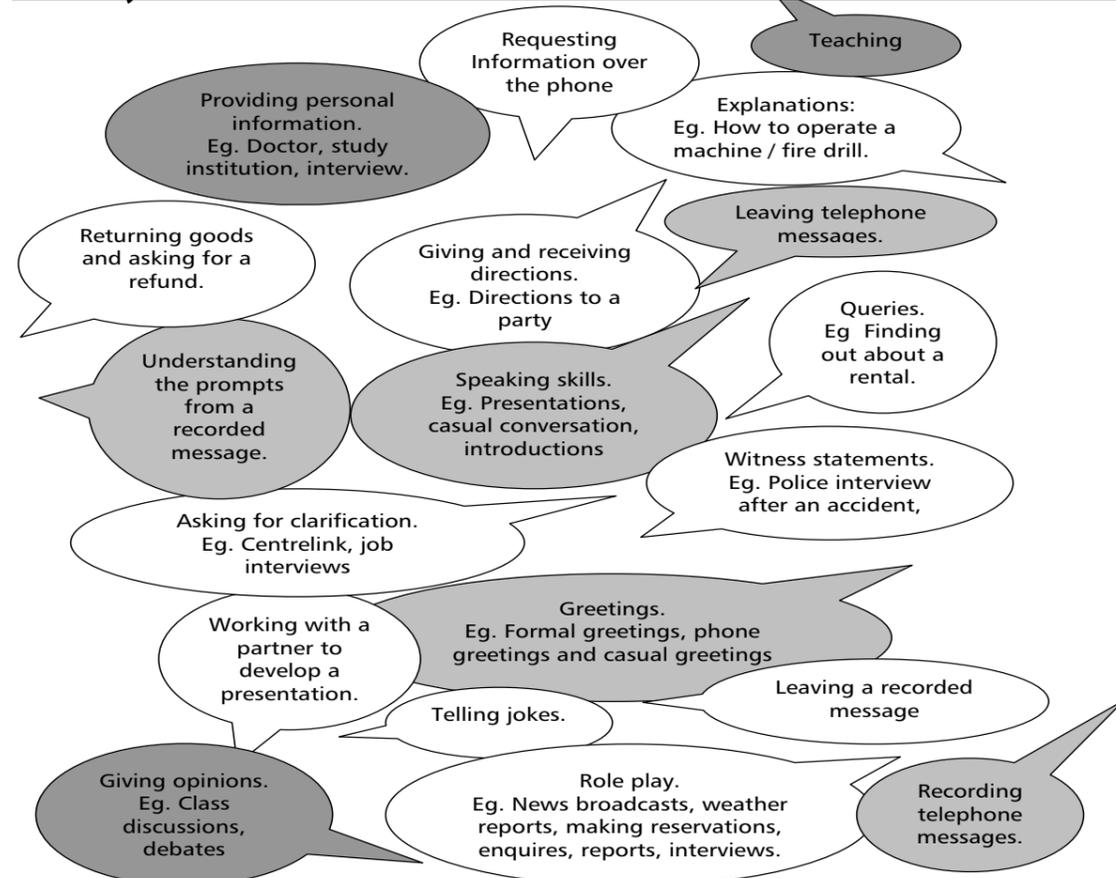


Oral communication is the ability to respond to language around everyday subject matter, using a range of speaking and listening skills. Without the necessary oral skills our students are denied access to the various aspects of social construct.

Our lessons need to take place in a stimulating, supportive environment where students are encouraged to share their past experiences and difficulties. In this way they are actively involved in planning their lessons which will include both familiar and unfamiliar aspects, a range of purposes, be interrelated and aimed at meeting their needs and skill levels. This will build self esteem and help them to feel more confident when they find themselves in unfamiliar situations.



# Ideas for oral communication lessons.



**3. Divide the class into two groups "Callers" and "Receivers" Each student will have a partner in the other group.**

Hand out role play cards to each student. Explain that they need to read the information on the cards because they will use it during the role play. Ensure that each student understands what will be expected of them. ( Callers have to initiate the call and the receivers need to take the message from the information they are given.) Allow 5 minutes for each student to decide what he/she will say during the phone conversation using the information on their role play card.

**4. Allow each student to find their partner.**

They must not have any discussion prior to the role play to make it more authentic. Seat the students back to back so that they're not looking at one another during the role play. This allows for better authenticity.

Begin the role play with a recording of a telephone ring tone.

### Role play card examples:

(Prepare a number of role play cards for variety. The exercise can be repeated to give the students practice in more than one scenario.)

Group A (Caller)	Group B (Receiver)
<b>CALLER</b>	<b>RECEIVER</b>
<b>Name : Susan White</b>	<b>Name : John Brown</b>
<p><b>Reason for call :</b></p> <p>You saw an advertisement in the Courier Mail last Saturday for a room to rent in a share house. You have called John Smith to inquire about the room but he is unavailable when you call.</p> <p><i>On the reverse side of this card jot down a few notes to help you decide what you will say when you make the call. You might have some questions you would like to ask.</i></p>	<p>You live in a share house. Your mate, John put an advertisement in the Courier Mail to rent out the spare room in the house. When the call comes in, John is out so you need to take a message for him.</p> <p><i>On the reverse side of this card jot down a few notes to help you decide what information you will need to ask for. It is important to get as much information as possible so that you can give John a detailed message.</i></p>

**5. Reflect on the lesson as a class.**

- Ask the students to give you their opinion on the validity of the exercise.
- Did they learn any new strategies ? If so what were they.
  - Do they feel more confident ? Give reasons for their answers.
  - How could the lesson be improved to meet their needs ?



### Integrated skills used during this oral lesson:

- Discussion - class / small group / pairs
- Team work
- Problem solving
- Listening / conversation
- Making notes / preparation

## LESSON PLAN - Telephone Messages

**1. Brainstorm past experiences and difficulties that the students might have experienced giving or taking telephone messages**

**2. Present the oral task for the day (eg. Phone message). Brainstorm what will be necessary to carry out the task successfully**

