

An abstract graphic composed of several overlapping, semi-transparent green polygons of various shades, creating a layered, geometric effect. The shapes are arranged in a way that suggests depth and movement, with some shapes appearing to recede into the background while others come forward.

Language Learning for Health

*Prepared by the OPH-OCDSB Collaborative Team
Ottawa, 2015*

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OPH-OCDSB Collaborative Team: Physical Activity Lesson Plans

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ABOUT THE PHYSICAL ACTIVITY LESSON PLANS

How did the lesson plans come about, who developed them, and why?

Language learning is essential for newcomers' integration and well-being. Proficiency in an official language has been associated with immigrants' employment rates, self-reported health and health outcomes. To address language as a key determinant of health while tackling priority health concerns for immigrants, a collaborative project that includes staff from Ottawa Public Health (OPH) and the Ottawa-Carleton District School Board (OCDSB) was established which develops and implements lesson plans on various health topics.

This collaborative work has enabled the integration of health content into language instruction through two programs: English as a Second Language (ESL) and Language Instruction for Newcomers to Canada (LINC). As a result, ESL/LINC instructors, in collaboration with OPH staff, have designed several lesson plans on public health topics, including dental health, and a series of lesson plans focusing on eight healthy eating topics for adult learners. The Physical Activity lesson plans are the newest addition to this collaboration.

Field tested in a variety of ESL/LINC settings and reviewed by a multidisciplinary team, the lesson plans are not only relevant, accurate and easy to follow but appropriate for learners from diverse cultural backgrounds and at different levels of language proficiency. The lessons are based on the Canadian Language Benchmarks (CLB) standard, which is a descriptive scale of language ability. Each topic includes a lesson plan at each of the following levels: ESL Literacy and CLB 1, CLB 2–3, and CLB 4–5.

What is included in each lesson plan?

Each lesson plan has been designed following the same template and includes instructor notes, a variety of easy-to-use activities, assessment tasks and a self-reflection task.

- The **Instructor Notes** at the beginning of the lesson plans provide guidelines and suggestions on how to use the plans.
- Each **activity** has been designed to focus on a particular skill area of listening, speaking, reading or writing and on certain competency areas. The activities are ready to use, which may minimize the time instructors need to prepare engaging sessions. Some of the worksheets (e.g., cards, game boards) can be laminated and reused. The activities are interactive and encourage learning through participation and dialogue.
- The **assessments** have been designed as a way to gauge learning from the lesson plan and may be used as Portfolio-Based Language Assessment (PLBA) tasks.
- The **learner self-reflection** task captures a learner's intention to adopt a desirable practice as a result of the knowledge acquired.

When they first arrive in Canada, immigrants are often healthier than the Canadian-born population, but their health deteriorates over time.

Known as the "healthy immigrant effect," this phenomenon has been observed particularly among non-European immigrants. The reasons for this deterioration are complex. The process of immigration itself is stressful and may impact immigrants' health. Financial constraints, employment problems or the lack of social support networks can affect immigrants' health and overall well-being. Immigrants may also adopt unhealthy behaviours that are common in their new country. In addition, medical problems arise as they age, just like for everyone else.

Source: Ng E., Wilkins R., Gendron F. and Berthelot J-M. "The Changing Health of Immigrants." Statistics Canada, autumn 2005.

Who are these lesson plans for, and how can they be used?

These lesson plans have been designed for anyone who teaches ESL/LINC and who would like to incorporate important public health content into their language teaching. As mentioned in the Instructor Notes of each lesson plan, the plans have been designed to be adapted to the individual needs of the learners in the classroom.

The lesson plans have been designed for instructors to use on their own as a tool for language teaching, but they can also be used in coordination with visits from public health staff. Although there is no cookie-cutter approach for the use of the lesson plans, some promising practices are emerging in different contexts in Ottawa. In some cases, the ESL/LINC instructor introduces the topic of physical activity by covering basic concepts and vocabulary, leaving the more complex issues for a public health worker to discuss during an in-class health session. In other cases, the ESL/LINC instructor uses activities from the lesson plans prior to or in conjunction with an OPH-facilitated session. When this happens, the ESL/LINC instructor and OPH staff member work together in advance to decide on the content and sequence of activities. Sometimes, the OPH staff member, in consultation with the ESL/LINC instructor, adapts an activity from a lesson plan, focusing on the health content and leaving the language instruction component to the instructor. In any of these cases, both the instructor and the OPH staff member use the lesson plan as a *coordination tool*, ensuring that the vocabulary and content being shared with the learners is consistent, accurate and language-level appropriate.

How can I provide my feedback on the lesson plans?

Geared toward continuous quality improvement, the *Language Learning for Health* collaborative project is in constant evolution. Your comments and suggestions regarding the lesson plans will be greatly appreciated and can be emailed to OPH-ESL_LessonPlans@ottawa.ca.

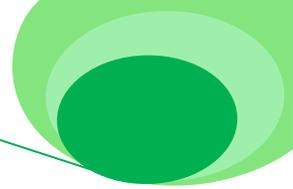


Physical Activity

CLB 2 and 3



Instructor Notes



Physical Activity – Instructor Notes – CLB 2 and 3

Core Content

Learn about the importance of daily physical activity as a way of staying healthy, with the objective of achieving 150 minutes of physical activity per week.

Learning Objectives

- activities that are surprisingly physical
- how to easily increase the amount of physical activity you do
- how to eliminate barriers to being active
- how much physical activity is recommended for adults (150 minutes per week)
- how to walk safely

Materials Needed

- chalk or whiteboard markers
- scissors
- chart paper
- tape

Word Bank

Activity 1: 11+, chart, check mark, dance, do yoga, drive, garden, survey, swim, watch tv

Activity 2: adjective, describe, enjoy, location, paragraph, reason, time of year

Activity 3: active, advise, affecting, benefits, build up, climate, dear, early, focus, motivated, stay active

Activity 4: %, bright, carry, crosswalk, eye contact, distract, finally, identification, increase, obey, traffic lights, percent, pedometer, record, reset, step, walk signs, light- and bright-coloured clothes

Activity 5: /, audience, daily, description, fresh air, hooper, indoor, mall, outdoor, program, senior, wild about

Activity 6: affordable, applicant, enjoy, equipment, expensive, fitness, garage sale, gently used, low-income, pedometer, proof, racquet, recycled, schedule, shovel, skate, specifically, spouse, T4, yoga

Prior Knowledge

** It is essential that the warm-up allows the instructor to elicit learners' prior knowledge on the topic, so the activities can build on what learners already know.*

Instructor-led discussion to elicit prior knowledge

- Ask the class how one stays healthy and write their answers on a board or on flip chart paper. Continue to elicit ideas until physical activity is mentioned.
- Ask how they stayed active before they came to Canada.
- Ask if they are more or less active in Canada and elicit their reasons why.



** The instructor may choose or adapt any of the following activities depending on the needs of the learners. However, please note that assessments/self-reflections are often based on using all the activities in a lesson plan and might have to be changed accordingly if not all the activities are used.*

The Canadian Physical Activity Guidelines recommend 150 minutes of physical activity/ week.

Activity 1 – Reading/Writing/Listening: Being Physical

Competency: Comprehending Information

- Review any new or potentially difficult vocabulary.
- Hand out Activity 1, Worksheet 1. Learners are to put a check mark next to the activities that they believe are considered physical activities.
- Hand out Activity 1, Worksheet 2. Learners will interview partners on their preferences for being physically active. Prior to the interview, learners will write down questions. It is advisable to review how to write questions. After writing the questions, learners will record their and their partner’s answers.
- Prior to Activity 1, Worksheet 3, the instructor will write each sport on a piece of paper and place the papers on the wall in the room. Learners will walk around the room and put a checkmark on papers with activities they enjoy doing. After, the instructor will write the tallies on the board. Next, hand out Activity 1, Worksheet 3. Learners will record the results on their worksheet. After, learners will write 3 sentences based on the chart’s findings. It is beneficial for learners to know how to compare and contrast.

Answer Key

Activity 1, Worksheet 1

All activities should have check marks except “drive,” “use the computer” and “watch tv.”

Activity 2 – Writing: A Physical Activity I Like

Competency: Sharing Information

- Ask learners what physical activities they enjoy. Elicit information on why, when, where and how they enjoy each activity. Write their answers on the board or on flip chart paper.
- Hand out Activity 2, Worksheet 1A to CLB 2 learners and Activity 2, Worksheet 1B to CLB 3 learners.
- It would be beneficial to review how to write a paragraph prior to this activity.

Activity 3 – Speaking/Listening/Reading/Writing: Barriers

Competency: Sharing Information / Comprehending Information / Interacting With Others

- Activity 3, Worksheet 1 has blanks to fill in. Make copies of Activity 3, Worksheet 1 and cut them in half. Divide the class into partners. Give one half of the worksheet to each partner. Each half has an incomplete chart demonstrating common barriers to physical activity. Partners ask each other a question to complete their chart. For example: *I don’t*

have time. How can I stay active? The responding partner will give the answer from their sheet and, if necessary, spell it for their partner.

- Hand out Activity 3, Worksheet 2. Have learners read the text either individually or as a class, and have them answer the questions either individually or with a partner.
- Review Activity 3, Worksheet 2 and brainstorm ideas for how Maria can solve her problem. Record possible solutions on the board or on flip chart paper.
- Hand out Activity 3, Worksheet 3 and have learners reply to Maria's email with some advice. As an option, learners could compose and send an email to the instructor instead of writing it on the worksheet.

Answer Key

Activity 3, Worksheet 1

No time	Do just 10 minutes at a time and increase to 150 minutes a week	Get off the bus before your stop to walk a little further
Not motivated	Find an activity you enjoy	Focus on the benefits such as better sleep and more energy
Poor weather	Dress for the weather	Find enjoyable indoor activities
Too expensive	Walking is free	Take the stairs
Tired and no energy	Remind yourself that you will have more energy after	Go for a walk early in the day
No one to be active with	Join a class	Invite friends to join you

Activity 4 – Reading/Listening/Speaking: Walking

Competency: Comprehending Instructions / Comprehending Information / Giving Instructions

- Hand out Activity 4, Worksheet 1. If learners are not familiar with sequencing, review transition words beforehand.
- Instructor may introduce Activity 4 by asking whether walking is a safe or dangerous activity. Write key words on the board and elicit ways to stay safe. Review the vocabulary needed for this activity.
- Hand out Activity 4, Worksheet 2. Have learners listen to the ways to stay safe and healthy when walking and then write the number under the corresponding picture.
- Prior to class, make double sided copies of Activity 4 Picture Cards and Activity 4 Vocabulary Cards, so one side of the page has the images and the other side has the definitions. Cut the cards out and divide the class into partners, so that Partner A sees the image and Partner B sees the definition. Partner A says what the image is and Partner B verifies the answer.

Transcript (Activity 4, Worksheet 2)

Walking is a free way to stay active. Listen to ways you can stay safe and healthy while walking.

1 – Carry a light at night so you can see.

2 – Look for the walk sign when crossing at lights.

3 – Carry identification and a cellphone with you in case of emergency.

4 – Wear comfortable shoes and light- and bright-coloured clothes.

5 – Do not talk on the phone, text or listen to music so you are not distracted.

6 – Bring a water bottle in case you are thirsty.

7 – Make eye contact with drivers before crossing the road.

8 – Cross the street at the crosswalk.

9 – Obey traffic lights.

These ideas will help keep you safe when you walk.

Answer Key

Activity 4, Worksheet 1

3

1

4

2

5

Activity 5 –Reading/Listening: Walking Clubs

Competency: Getting Things Done / Comprehending Information

- Review the vocabulary prior to completing this activity.
- Ask if anyone has heard of a walking club and what do they think it is.
- Hand out Activity 5, Worksheet 1. Review the chart as a class.
- Hand out Activity 5, Worksheet 2. Read the following transcript and have learners fill in the blanks on their worksheet with the correct information.

Transcript:

1. Thank you for calling Downtown Walkers. We offer free indoor walking to people of all ages every day at 6 p.m. For more information, call 555-717-5431.
2. Happy Feet Walking Club is a wonderful walking club for seniors. We walk in malls Monday to Friday, in the morning. It costs only \$1. If you have any questions, call 555-890-2450.
3. Good day. You have reached Walk with Us. We are an adult outdoor walking club so please dress for the weather. It is \$5.00 a month to join, and we meet on Saturdays at 8:30 a.m.

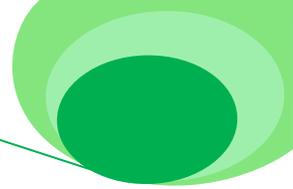
Answer Key

Activity 5, Worksheet 1

1. The Happy Hoofers
2. ABC Steps Club
3. Wild about Walking
4. The Happy Hoofers
5. Wild about Walking

Activity 5, Worksheet 2

Program	Description	Audience	Hours	Cost	Contact
Downtown Walkers	Indoor walking	All	Daily at 6 p.m.	Free	555-717-5431
Happy Feet Walking Club	Mall walking	Seniors	Mon–Fri mornings	\$1.00	555-890-2450
Walk with Us	Outdoor walking	Adults	Saturdays at 8:30 a.m.	\$5.00/month	555-580-6744



Activity 6 –Reading/Writing: Physical Activities

Competency: Getting Things Done

- This activity may be introduced by asking learners where people go to be active. Write their answers on the board or on flip chart paper. Ask if they know what a recreation centre is.
- Hand out Activity 6, Worksheet 1. As a class, read the schedule. This activity may be complemented by a tour of a local recreation centre.
- Introduce the topic of Activity 6, Worksheet 2 by asking about how to save money, and how learners can spend less. Lead the conversation to garage sales, thrift stores and used-equipment stores.
- Hand out Activity 6, Worksheet 2. Have learners read the sentences and match each sentence with the corresponding ad.
- Tell learners a story about a friend who wanted to go to a class at a local recreation centre, but could not afford it. Ask the class for suggestions about what to do. Inform the class that most local recreation centres have financial assistance for people with low incomes. Hand out Activity 6, Worksheet 3A and read it together. Have learners record new and/or difficult vocabulary on the worksheet. Ensure learners understand the more technical vocabulary.
- In Activity 6, Worksheet 3B, learners will help Mrs. Singh apply for financial assistance using the information in Activity 6, Worksheet 3A. Hand out Activity 6, Worksheet 3B. Remind learners that Mrs. Singh is filling out the application. Point out to learners the section in grey at the bottom of the application and how they are not to complete it as it is “For Office Use Only.”

Answer Key

Activity 6, Worksheet 1

1. Children’s Swim, Seniors’ Fitness, Family Skate, Adult Yoga
2. Wednesday 6 p.m.–7 p.m.
3. Saturday 1 p.m.–2 p.m.
4. Friday 5 p.m.–6 p.m.
5. Saturday 10 a.m.–11 a.m.
6. Seniors’ Fitness

Activity 6, Worksheet 2

- | | |
|-------------------------------|----------------------------|
| 1. Recycle Sport Store | 4. Public Library |
| 2. For Sale | 5. Centretown Garage Sale |
| 3. Moving Sale | 6. The Garden Place |

Assessment 1 – Writing

Competency: Getting Things Done

- Hand out Assessment 1 to both CLB 2 and CLB 3 learners.
- This assessment demonstrates a learner’s ability to complete a form.
- This assessment is accompanied by a rubric. There are separate rubrics for CLB 2 and CLB 3 learners.

- This can be used as a Portfolio-Based Language Assessment (PBLA) task. When marked, put it in the Language Companion, in the My Portfolio Reading section.

Learner Self-Reflection

- The Self-Reflection task can be put in the Language Companion, in the My Notes section, to be revisited at a later date as a way to check on healthy lifestyle changes.

Resources

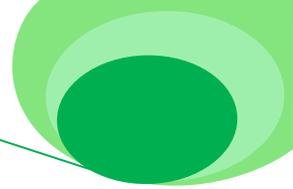
http://heartwise.ottawaheart.ca/sites/heartwise.ottawaheart.ca/files/site/ottawa_walking_programs_2014.pdf

<http://ottawa.ca/en/residents/parks-and-recreation/recreation-guide/recreation-guide>

<http://bibliottawalibrary.ca/en/pedometers>

Canadian Physical Activity Guidelines for adults 18-64:

<http://www.csep.ca/CMfiles/Guidelines/CSEP-InfoSheets-adults-ENG.pdf>



Worksheets



Physical Activity – Activity 1, Worksheet 1 – CLB 2–3

Put a check mark next to the physical activities.



play soccer



drive



go for a walk



garden



use the
computer



dance



walk up stairs



do yoga



ride a bike



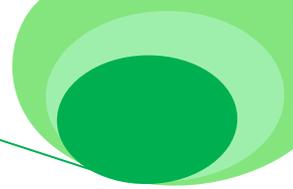
watch tv



run



swim



Physical Activity – Activity 1, Worksheet 2 – CLB 2–3

Look at the picture and write down questions.

Then ask your partner the questions and mark answers with a check mark.

	Interview Questions	My Answer	My Classmate's Answer
	Example: <i>Do you like to swim?</i>	✓	✓
			
			
			
			
			
			
			

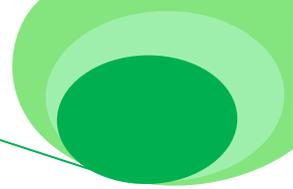
Physical Activity – Activity 1, Worksheet 3 – CLB 2–3

Your instructor will survey the whole class. Complete the graph below by adding check marks.

11+								
10								
9								
8	✓							
7	✓							
6	✓							
5	✓							
4	✓							
3	✓							
2	✓							
1	✓							
	swim 	do yoga 	take the stairs 	take a walk 	ride a bike 	dance 	garden 	play soccer 

Write 3 sentences about the completed chart. For example: *More learners prefer swimming to taking the stairs.*

1. _____
2. _____
3. _____



Physical Activity – Activity 2, Worksheet 1A – CLB 2

A Physical Activity I Like

Part A

Describe a physical activity that you enjoy.

I like _____ (name of a physical activity).

I like it because _____ (reason).

I do it _____ (location).

I do it in the _____ (time of year).

It is _____ (adjective).



Part B

Rewrite the sentences below.

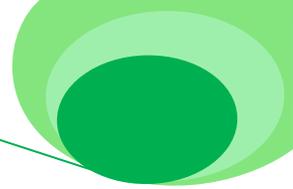
Physical Activity – Activity 2, Worksheet 1B – CLB 3

A Physical Activity I Like

Describe a physical activity that you enjoy.

Write 5–7 sentences in a paragraph format. State why you like the activity, and where and when you do it.





Physical Activity – Activity 3, Worksheet 1 – CLB 2–3

Partner A

<u>Barrier</u>	<u>Solutions</u>	
No time		Get off the bus before your stop to walk a little further
Not motivated	Find an activity you enjoy	
Poor weather		Find enjoyable indoor activities
Too expensive	Walking is free	
Tired and no energy		Go for a walk early in the day
No one to be active with		Invite friends to join you

Partner B

<u>Barriers</u>	<u>Solutions</u>	
No time	Do just 10 minutes at a time and increase to 150 minutes a week	
Not motivated		Focus on the benefits such as better sleep and more energy
Poor weather	Dress for the weather	
Too expensive		Take the stairs
Tired and no energy	Remind yourself that you will have more energy after	
No one to be active with	Join a class	

Physical Activity – Activity 3, Worksheet 2 – CLB 2–3**Barriers**

Your classmate Maria is new to Canada. She finds it difficult to be active. Read the email.

 Reply	 Reply All	 Forward	 Delete		
<p>Date: December 12 Time: 11:20</p> <p>Dear _____,</p> <p>I really enjoy my new life in Canada, my English class and meeting new people like you! I have a problem. Before I came to Canada, I liked to walk outside. The weather was never cold like it is in Canada. I know it is important to stay active and walking is an easy and free way to stay active when it is cold outside. What can I do?</p> <p>From Maria</p>					

Answer the questions:

1 Who wrote the email?

2 When did Maria send the email?

3 What does she enjoy in Canada?

4 How did she stay active before coming to Canada?

5 Why does she find it difficult to be active in Canada?

Physical Activities – Activity 4, Worksheet 1 – CLB 2–3

Using a Pedometer

A pedometer is a device that records how many steps you take. A healthy adult should take 10,000 steps every day to maintain a healthy lifestyle.

Read about where to find a free pedometer and how to use it.

First, borrow a pedometer from your local library.

Second, reset the pedometer to zero.

Next, at the end of the day, record how many steps you took.

Fourth, record how many steps you take every day for a week.

Finally, slowly increase the number of steps you take every day until you reach 10,000 steps a day.

The statements below are similar to the instructions above. Put them in order by writing next to the statement below the number of the matching instruction above.

— At the end of the day, write down how many steps you took.

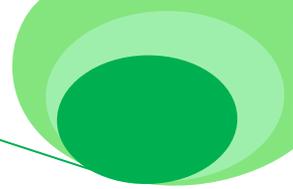
1 Go to a library and borrow a pedometer.

— For a week, write down how many steps you take.

— Reset the pedometer to 0.

— Take twenty percent more steps the following week.





Physical Activity – Activity 4, Worksheet 2 – CLB 2–3

Walking

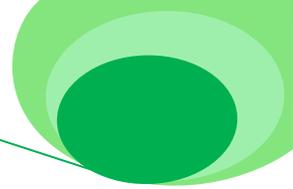
It is important to stay safe when you walk. Listen to ideas on how to walk safely.
Write the number under the correct picture.

 <p>_____</p>	 <p>_____</p>	 <p>_____</p>
 <p>_____</p>	 <p>_____</p>	 <p>_____</p>
 <p>_____</p>	 <p>_____</p>	 <p><u>1</u></p>

Physical Activity – Activity 4, Picture Cards – CLB 2–3

Walking





Physical Activity – Activity 4 Vocabulary Cards – CLB 2–3

Walking

make eye contact with drivers before crossing the road	cross the street at the crosswalk	obey traffic lights
wear comfortable shoes and light- and bright-coloured clothes	do not talk on the phone, text or listen to music while walking	bring a water bottle
carry a light at night	look for the walk sign when crossing at lights	carry identification and a cell phone

Physical Activity – Activity 5, Worksheet 1 – CLB 2–3**Walking Clubs**

Below is a chart with information about 3 walking clubs. It states where and when club members walk, who walks, the price and contact numbers.

Program	Description	Audience	Hours	Cost	Contact
ABC Steps Club	Outdoor walking	Adults	Daily at 6 p.m.	\$1.00	555-717-5431
The Happy Hoofers	Indoor walking	All	Mon–Fri mornings	children – free adults – \$2.00	555-890-2450
Wild About Walking	Mall walking	Seniors	Tues & Thurs 8:30 a.m. to 10:30 a.m.	free	555-580-6744

Read the chart and answer the questions below.

1. This program is for everyone.

ABC Steps Club

The Happy Hoofers

Wild About Walking

2. This program is good for people who like fresh air.

ABC Steps Club

The Happy Hoofers

Wild About Walking

3. This program is for seniors.

ABC Steps Club

The Happy Hoofers

Wild About Walking

4. Children can go to this program.

ABC Steps Club

The Happy Hoofers

Wild About Walking

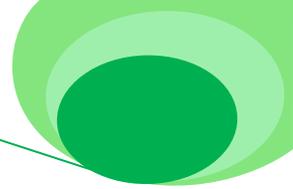
5. This program is free for everyone.

ABC Steps Club

The Happy Hoofers

Wild About Walking





Physical Activity – Activity 5, Worksheet 2 – CLB 2–3

Walking Clubs

Listen to the walking club messages and fill in the blanks. You may find the words in the Word Bank helpful. However, not all of the answers are in the Word Bank.

Word Bank

adults	free	mall	outdoor
afternoons	indoor	mornings	seniors

Program	Description	Audience	Hours	Cost	Contact
Downtown Walkers	_____ walking	All	Daily at 6 p.m.	_____	555-____-5431
Happy Feet Walking Club	_____ walking	_____	Mon–Fri mornings	\$____.00	555-890-2450
Walk with Us	_____ walking	Adults	Saturdays at ____:____ a.m.	\$____.00/month	555-580-6744

Physical Activity – Activity 6, Worksheet 1 – CLB 2–3**Physical Activities**

Look at the local recreation centre’s schedule.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
10 a.m.– 11 a.m.				Family Skate		Adult Yoga
11 a.m.– 12 p.m.	Children’s Swim					
12 p.m.– 1 p.m.					Seniors’ Fitness	
1 p.m.– 2 p.m.		Seniors’ Fitness				Family Skate
5 p.m.– 6 p.m.					Children’s Swim	
6 p.m.– 7 p.m.			Adult Yoga			
7 p.m.– 8 p.m.		Family Skate				

Answer the questions.

- List the 4 classes offered.

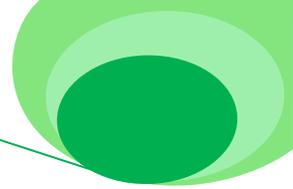
- Dev enjoys yoga. He works every weekend. When can he take a class?

- Jenna wants to take her family skating. She has a night class Tuesdays and her children have school Thursday mornings. When can she go?

- Fadi knows it is important for his school-age children to learn how to swim. What class is good for them?

- When is the yoga class on the weekend?

- Alice’s grandfather loves to stay active. What fitness program is specifically for him?



Physical Activity – Activity 6, Worksheet 2 – CLB 2–3

Physical Activities

It can be expensive to play sports, but you can buy gently used equipment at garage sales and thrift stores.

Read the following statements, look at the ads and match each statement with the best ad.

1. Sarah plays tennis. She needs a racquet.
2. Pema plays hockey. He is looking for skates at a discounted price.
3. Michael and his son love playing soccer. They need a new ball.
4. Brahim and Mariam want to walk after supper with pedometers. Where can they go?
5. Wiebke wants to ride a bike to work. She doesn't have much money.
6. Mary grows vegetables in her yard. She needs a shovel.

Centretown Garage Sale



Bikes – Clothes – Books
9 a.m.–1 p.m.

Recycle Sport Store

Sale
Sale

Tennis! Volleyball! Baseball!

The Garden Place



Gently Used
Gloves
Rakes
Shovels

For Sale

Children's skates, pucks
and sticks

Call 555-231-1231

\$\$\$\$\$\$

Public Library

Walking Accessories:

Pedometers
now available

Moving Sale



Books
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Soccer balls
Clothes

Physical Activity – Activity 6, Worksheet 3A – CLB 2–3**Physical Activities**

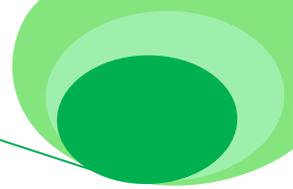
Read about Mr. and Mrs. Singh. Write down new words. Discuss as a class.

Ashok Singh and his wife Indira are newly married. They want to learn how to dance. They know that their local Parks and Recreation department offers lessons and financial assistance to low-income families. They live at 148 Albert Street, Hamilton, L4T 2B9. His birthday is June 3, 1977. She was born on November 18, 1980. Their home phone number is 905-555-7823. They have attached a copy of their Permanent Resident cards, driver's licences and T4 slips.

New Words

_____	_____	_____
_____	_____	_____
_____	_____	_____





Physical Activity – Activity 6, Worksheet 3B – CLB 2–3

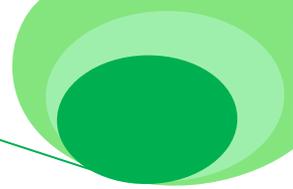
Physical Activities

Using information from Activity 6, Worksheet 3A, help Mrs. Singh complete this financial assistance form.

◆ Please **PRINT** clearly

Applicant (Main contact)				
Last name	First name	Date of Birth (dd/mm/yyyy)	<input type="checkbox"/> Male <input type="checkbox"/> Female	
Address			Apt. / Unit #:	
City		Province Ontario	Postal code:	
Home Telephone	Work Telephone	Cell Phone		
Spouse / Partner				
Last name	First name	Date of Birth (dd/mm/yyyy)	<input type="checkbox"/> Male <input type="checkbox"/> Female	
Children				
1. Last name	First name	Date of Birth (dd/mm/yyyy)	<input type="checkbox"/> Male <input type="checkbox"/> Female	
2. Last name	First name	Date of Birth (dd/mm/yyyy)	<input type="checkbox"/> Male <input type="checkbox"/> Female	
3. Last name	First name	Date of Birth (dd/mm/yyyy)	<input type="checkbox"/> Male <input type="checkbox"/> Female	
4. Last name	First name	Date of Birth (dd/mm/yyyy)	<input type="checkbox"/> Male <input type="checkbox"/> Female	
Proof of Current Total Family Income (Please check all boxes that apply)				
<input type="checkbox"/> Notice of Assessment	<input type="checkbox"/> Social Assistance (Ontario Works) include Drug Benefit Eligibility Card	<input type="checkbox"/> Letter from Social Agency or Religious Institution (must state total family income)		
<input type="checkbox"/> T4 Slips	<input type="checkbox"/> Ontario Disability Support Program include Drug Benefit Eligibility Card	<input type="checkbox"/> Guaranteed Income Supplement (GIS)		
<input type="checkbox"/> Pays Stubs (2 consecutive)	<input type="checkbox"/> Workers' Compensation Benefits	<input type="checkbox"/> CPP / Disability Pension		
<input type="checkbox"/> Employment Insurance				
I, _____, have completed this application form for the financial aid and state that the information I have provided is to the best of my knowledge. I agree to accept financial responsibility for the program(s) myself and my family are registered in, should my application be denied.				
Applicant's signature			Date (dd/mm/yyyy)	
For Office Use ONLY				
Applicant ID verified: <input type="checkbox"/> Yes <input type="checkbox"/> No	Spouse ID verified: <input type="checkbox"/> Yes <input type="checkbox"/> No	Children ID verified: <input type="checkbox"/> Yes <input type="checkbox"/> No	Address verified: <input type="checkbox"/> Yes <input type="checkbox"/> No	Financial need verified: <input type="checkbox"/> Yes <input type="checkbox"/> No
Outcome: <input type="checkbox"/> Approved <input type="checkbox"/> Declined		Processed by:		Date: (dd/mm/yyyy)
CLASS Data Entry Completed by:			Date: (dd/mm/yyyy)	

Assessments & Learner Self-Reflection



Physical Activity – Assessment 1 – CLB 2–3

You decide to learn how to swim. Complete a registration form.

	<h1>Learn to Swim</h1>	
		Date: ___ / ___ / ___ YY MM DD
Last Name: _____	First Name: _____	
Address: _____ (Street Address)		
_____	_____	_____
City	Province	Postal Code
Date of Birth: ___ / ___ / ___ YY MM DD		
Sex: Male Female		
Telephone Number: _____		
Email Address: _____		
Emergency Contact: _____		
Emergency Contact's Phone Number: _____		
	Signature _____	

Physical Activity – Assessment 1 Rubric – CLB 2**Writing**

Competency: Getting Things Done

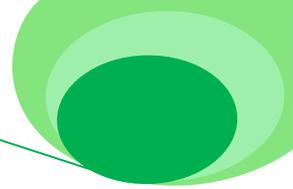
Name: _____ Date: _____

	Yes 2 points	Sometimes 1 point	No 0 points
Correct use of upper and lower case letters			
Correct date and date format			
Writing is legible			
Included signature			
Completed all parts of the form			
Correct postal code format		X	
Correct phone number format		X	

Total: ____/14

11/14 = Task achieved: Yes No

Comments:



Physical Activity – Assessment 1 Rubric – CLB 3

Writing

Competency: Getting Things Done

Name: _____ Date: _____

	Yes 2 points	Sometimes 1 point	No 0 points
Correct use of upper and lower case letters			
Correct date and date format			
Writing is legible			
Included signature			
Completed all parts of the form			
Correct postal code format		X	
Correct phone number format		X	

Total: ____/14

13/14 = Task achieved: Yes No

Comments:

Physical Activity – Learner Self-Reflection – CLB 2–3

Name: _____ Date: _____

Will you...

increase your physical activity?	Yes	No	I already do this
take the stairs instead of the elevator?	Yes	No	I already do this
gradually increase the amount of physical activity you do?	Yes	No	I already do this
not use your cellphone while walking?	Yes	No	I already do this
cross at crosswalks?	Yes	No	I already do this
obey the traffic lights?	Yes	No	I already do this
dress for the weather?	Yes	No	I already do this

