

Language Learning for Health

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

Suggested citation:

OPH-OCDSB Collaborative Team. *Language Learning for Health*. City of Ottawa – Ottawa Public Health and Ottawa-Carleton District School Board, Ottawa, 2015.

OPH-OCDSB Collaborative Team: Physical Activity Lesson Plans

	Advisory Group / Reviewers	
	OPH	OCDSB – ESL/LINC
Catherine Hodgins, Developer, OCDSB Penny Burton, Content reviewer, OPH	Marcela Tapia Victoria Snyder	Shirley Graham Jennifer McKay

ACKNOWLEDGEMENTS

The project team would like to thank the Ottawa-Carleton District School Board and Ottawa Public Health for their contribution to this project, as well as the following organizations and individuals for their time and expertise:

- Abai Coker and Salome Atandi, Ottawa Catholic School Board (OCSB)
- Nadia Youssef, volunteer
- Cecilia Lemus, for her participation in the field test design
- The OPH and OCDSB staff who participated in the field test
- All the ESL/LINC students, especially those who kindly provided feedback for the refinement of the lesson plans
- Hindia Mohamoud, Hasmik Minasyan and the members of the Language and Health and Wellness tables from the Ottawa Local Immigration Partnership (OLIP)

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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.

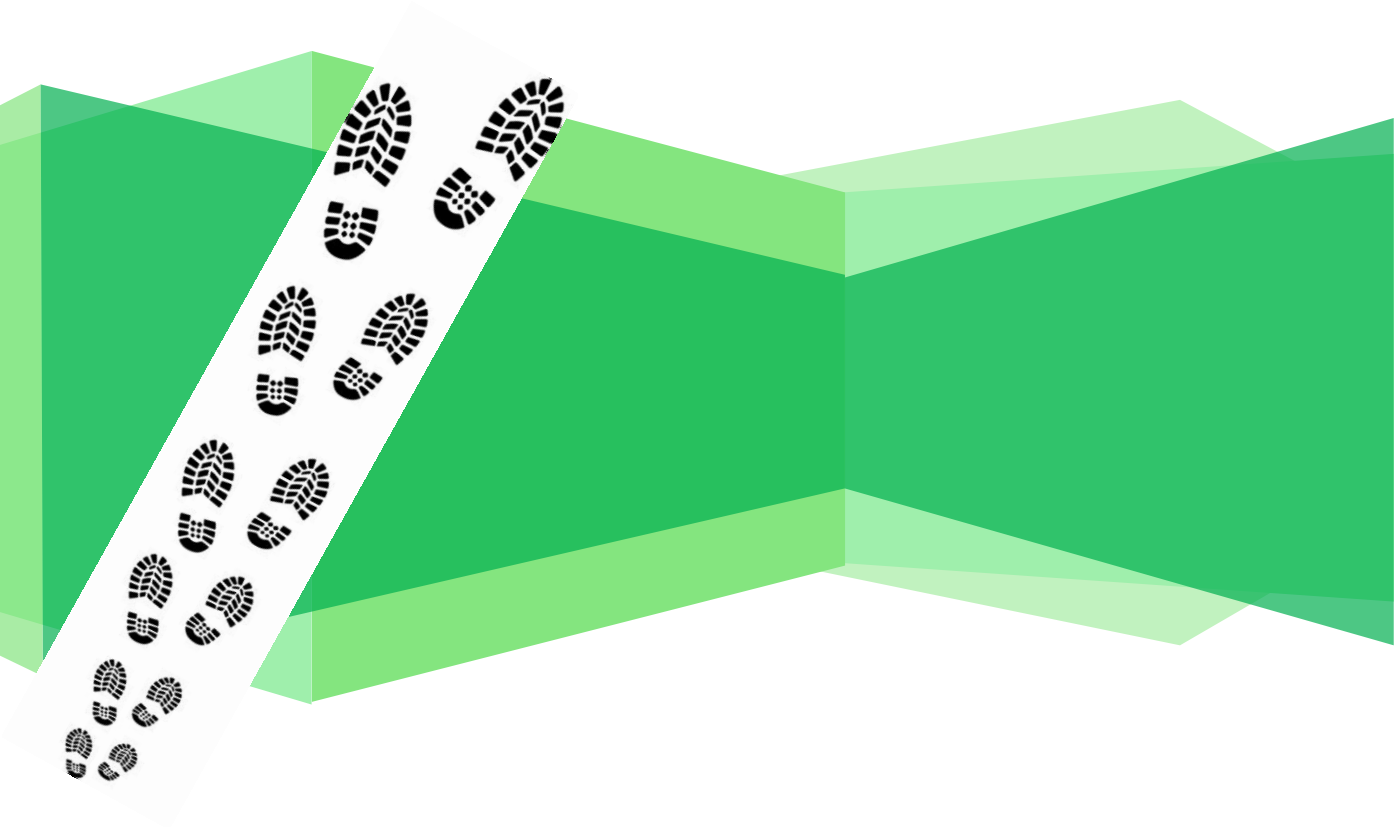
How can I provide my feedback on the lesson plans?

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 4 and 5



Instructor Notes

Physical Activity – Instructor Notes – CLB 4–5

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.

Objectives

- benefits of regular physical exercise, specifically walking
- how much physical activity is recommended for adults (150 minutes per week)
- barriers to regular physical exercise and some solutions

Materials Needed:

- flipchart paper
- markers
- masking tape
- pedometer (from the Ottawa Public Library if possible)

Word Bank

Activity 1: minimum, moderate to vigorous intensity exercise, benefits, increase, reduce the risk of, maintain, muscle, bone, high blood pressure, stroke

Activity 2: see Activity 2 Vocabulary Cards

Activity 5: pedometer, steps, log, average, optimal, km

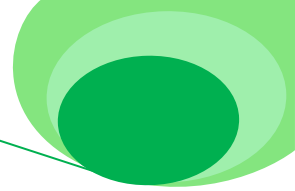
Prior Knowledge

** It is essential that the instructor elicits learners' prior knowledge on the topic, so the activities can build on what learners already know.*

Instructor-led discussion to elicit prior knowledge

- As a group, brainstorm some ways to stay active (sports, walking, all types of exercise).
- Below are possible questions for class discussion:
 - What kinds of activities do you do to stay healthy?
 - What kinds of activities did you do before you came to Canada to stay physically active?
 - What activities are popular in Canada? Have you tried or would you like to try any of these activities?
 - Have you ever started a specific type of physical activity and then stopped? If so, why?
 - Are you more active in Canada than you were in your country? Why or why not?

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.



Warm-Up

- Divide class into small groups of 3 or 4.
- Each group answers the same 3 questions:
 1. How many minutes or hours per week should adults be active?
 2. What are some of the benefits of physical activity?
 3. Where you can do physical activities in Ottawa? (Make a list of places)
- One member of the group records the answers on flip chart paper.
- Groups take turns sharing their answers with the whole class.
- Mention that these topics will be covered in the following activities so their ideas and answers will be discussed in more detail.

Activity 1 – Listening/Writing: Benefits of Being Active – Grammar Dictation

Competency: Comprehending/Sharing Information

- Go over the vocabulary in the Word Bank for this activity before reading the dictation.
- Hand out Activity 1, Worksheet 1 with the directions for the activity.
- Read the transcript below once and have learners listen only.
- Read the transcript again and have learners take notes as they listen.
- Learners then use their notes to reconstruct the main ideas of the passage in their own words, using full sentences and proper grammar.
- This could be used as an assessment task for Portfolio-Based Language Assessment. See Activity 1, Rubric for marking criteria.

Transcript

Physical activity is extremely important for our health. In fact, adults between the ages of 18 and 64 years should be active for a minimum of 150 minutes every week. This physical activity should be of moderate to vigorous intensity for at least 10 minutes at a time.

Moderate-intensity physical activity will cause adults to sweat a little and to breathe harder. Vigorous-intensity physical activity will cause adults to sweat and be “out of breath.”

There are many benefits of regular physical activity. For example, it can increase muscle and bone strength, and it helps to maintain a healthy weight. It can improve mental health and well-being, and reduce the risk of some health conditions such as Type 2 diabetes, heart disease, stroke and high blood pressure. Physical exercise can also help us sleep better!

Activity 2 – Reading/Speaking/Writing: Learning about the 2016 PAR-Q+ Physical Activity Readiness Questionnaire for Everyone

Competency: Comprehending/Sharing Information

- Copy Activity 2 Vocabulary Cards and cut into strips (1 strip per learner).
- Hand out one copy of Activity 2, Worksheet 1 and one vocabulary strip to each learner.
- Ask learners to copy the information from their strip onto their worksheet.
- Ask learners to return the vocabulary strips to the instructor. Each student should have only one definition on their sheet at this point.
- Divide learners into groups of 3 or 4. In each group, learners take turns reading to their group the definition they copied onto their worksheet. The other students must write

down the definition without consulting anyone else’s copy for clarification. If learners do not understand what the person is saying, they can ask for clarification using phrases such as:

Can you repeat the definition please? How do you spell that word?

- Then, re-organize the learners into new groups. Try to ensure the new groups have only one student from each of the original groups. Again, learners dictate the information they copied from their strip. At the end of this activity, every learner should have their worksheet completed with all the definitions.
- Pass around a few copies of the full page of the Activity 2 Vocabulary Cards for learners to check their answers.
- The vocabulary is taken from the 2016 PAR-Q+.

Activity 3 – Reading: Answering a Questionnaire

Competency: Getting Things Done

- Learners now practise the vocabulary they worked on in Activity 2 by filling in the 2016 PAR-Q+ Questionnaire.
- The questions on the PAR-Q+ form identify any possible physical activity restrictions or limitations, and the questionnaire is meant to be used by someone starting any physical activity or starting a more vigorous activity than they had done previously.
- A hard copy is attached here to copy and use.
- Alternately, learners can complete the questionnaire online at eparmedx.com

Note: The questionnaire provided is only page 1 of 3. It is being used here as a vocabulary-building exercise for learners, but the complexity and high level of vocabulary of the full questionnaire is not recommended for use at the CLB 4–5 level. If learners answered YES to any of the seven questions, we recommend they check with their health care provider if they plan to begin any exercise program.

Activity 4 – Speaking: Walking as a Great Physical Activity

Competency: Sharing Information

- Discuss how the 2014 PAR-Q+ tool is meant for people who are not presently physically active, but who wish to start a physical activity, including walking regularly.
- Post pieces of flip chart paper labelled with the following headings on the wall around the room :
 - *Equipment needed for walking*
 - *Places to walk*
 - *Problems/challenges with walking*
 - *Safety while walking*
- Divide the class into 4 groups (preferably 3–4 people per group) and give each group a marker.
- Each group stands in front of a different piece of flip chart paper and works together to make a list of words or phrases relevant to the heading.
- Give the groups three or four minutes, then they rotate to the next piece of flip chart paper, read what is there and add more ideas to the list.

- Each group member should take a turn writing, and groups cannot repeat any words that are already on the list.
- Encourage them not to worry about spelling, just work together to spell as well as they can.
- Go over the activity as a class, correcting spelling and clarifying meanings as needed.
- Learners can write down lists to review later.
- Use as dictation or for discussion or writing prompts.

Activity 5 – Reading: Using a Pedometer

Competency: Comprehending Instructions

- Introduce the concept of a pedometer.
- Pedometers can be borrowed from all branches of the Ottawa Public Library.
- If possible, borrow a pedometer from the library yourself and show it to the learners.
- Read the instructions in [Activity 5, Worksheet 1](#) on how to use the pedometer, and answer the questions in [Activity 5, Worksheet 2](#).
- [Activity 5, Worksheet 3](#) is a monthly log to keep track of your step count each day.

Answer Key

[Activity 5, Worksheet 2](#)

1. On your belt or waistband
2. Walk 20 steps. It should read between 19 and 21 steps. If it is not correct, adjust it and repeat the test until the reading is correct.
3. Varies – see chart
4. Children (5–11 years)
5. Varies – good for discussion – why or why not?
6. Varies – see Tips for increasing your daily step count.

Activity 6 – Reading: Reading a Schedule

Competency: Getting Things Done

- Introduce the idea of walking clubs – has anyone heard of them or seen a group of people walking together that might be a walking club?
- Hand out [Activity 6, Worksheet 1](#), which is page 3 of the Heart Wise Exercise *Free Walking Programs in Ottawa* document, and talk about the information in the chart. This is only one of three pages of walking programs in Ottawa. Learners are encouraged to look at all three pages to see which walking clubs are closest to them.
- Discuss how information is presented in this type of format – take cues from your group – if this type of reading is familiar to most of the group, go ahead to the question sheet. If it is a new type of reading to most of the learners, spend more time asking questions to practise looking for information in this format.
- Use the chart to answer the questions on [Activity 6, Worksheet 2](#).

Answer Key**Activity 6, Worksheet 2**

- | | |
|---------------------------------------|---|
| 1. Answers will vary | 5. Southeast Ottawa Community Health Centre |
| 2. St. Laurent Shopping Centre | 6. 613-244-2816 |
| 3. Answers will vary | 7. 613-229-7495 |
| 4. Carlington Community Health Centre | |

- The follow-up activity to the research learners will do in Question 8 can be presented to the class so learners can actually participate in one of these walking clubs in the Ottawa area. The full document for the Free Walking Programs in Ottawa is available at <http://www.heartwise.ottawaheart.ca>. It shows programs in different areas of Ottawa.
- To make this follow-up activity more helpful, brainstorm and practise the type of questions that learners would need in order to get the information about the walking club. For example:
 - What time does the club meet?
 - How much does it cost?
 - Where do you meet in the school/shopping centre?
 - Where do you walk outdoors? (if it is an outdoor program)

Activity 7 – Speaking/Listening: Discussing Barriers/Challenges to Regular Physical Activity

Competency: Sharing/Comprehending Information

- Use the list generated in Activity 4 on the topic of **problems/challenges with walking** and expand on it to include problems related to other physical activities.
- Use flip chart paper to write down other problems. For example:
 - No time, too tired, weather, don't know where or how to start, don't like exercising alone, too cold / too hot
- When the list is complete, cut the paper so that there is one problem on each piece of paper.
- Give each small group one or more problem(s) (depending on class size and number of problems the group came up with), and have each group make a list of solutions for their problem(s).
- Point out the grammar that is probably necessary for this activity, like modals:
 - You can go, you should walk, you might need, you could go
- Each group uses a piece of flip chart paper to record their solutions to their problem(s).
- One representative from each group gives an informal presentation of the solutions to the whole class.
- To expand this to a writing activity, have each learner choose one problem and write the solutions in a letter format to a friend who has asked for advice about becoming more physically active.

Activity 8 / Assessment 1 – Speaking: Presentation

Competency: Sharing Information

- Each learner chooses a favourite sport or physical activity, or one they would like to try.

- Have learners research the topic and give a short presentation about it.
- Activity 8, Worksheet 1 provides some information to help learners prepare and some tips for giving presentations.
- Assessment 1 is a rubric to use to mark learners and provide feedback. This can be used as a Portfolio-Based Language Assessment (PBLA) task. When marked, put it in the Language Companion, in the My Portfolio Speaking section. (Note different rating system for CLB 4 and CLB 5.)
- Activity 8, Listening to Presentations is for the other learners so they can focus on what they hear and write a sentence about something they learned.
- Activity 8, Self-Assessment is for the presenter to complete after their own presentation to reflect on how they did and what they would improve for a future presentation. All of these pages can be used as Portfolio-Based Language Assessment (PBLA) tasks. When marked, put them in the Language Companion, in the appropriate section – Speaking, Listening or Writing.

Assessment 2 – Reading/Writing

Competency: Comprehending/Sharing Information

- Page 1 is for CLB levels 4 and 5, page 2 is for CLB 4 and page 3 is for CLB 5.
- Marking information is included at the bottom of each page.
- These assessments can be used as Portfolio-Based Language Assessment (PBLA) tasks. When marked, put in the Language Companion in the appropriate section – Reading (page 1) and Writing (page 2 or 3).

Answer Key

Assessment 1 (page 1)

1. False – Adults 18–64 years old should walk 150 minutes every week.
2. True
3. False – There are many walking clubs in Ottawa.
4. True
5. False – You can borrow a pedometer at the Ottawa Public Library.
6. True
7. True
8. True

Assessment 2 (pages 2 and 3)

Answers will vary based on class discussions and individual ideas.

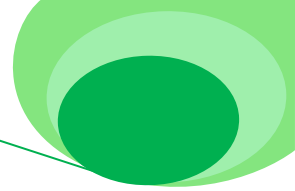
Learner Self-Reflection

- At this level, it is a good idea to write a few questions on the blackboard or on flip chart paper and have learners respond verbally as a group and then write answers down on paper.
 - What are some things you learned about regular physical activity?
 - What will you do to make sure you get enough physical activity for you and your family?

- Their written answers 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.

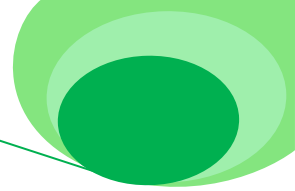
Resources

- Ottawa Public Health – www.ottawa.ca/health
- Canadian Physical Activity Guidelines – <http://www.csep.ca>
- Heart Wise Walking Programs – <http://www.heartwise.ottawaheart.ca>
- Ottawa Public Library – <http://bibliottawalibrary.ca/en>
- 2014 PAR-Q+ Questionnaire – www.eparmedx.com



Worksheets





Physical Activity – Activity 1, Rubric – CLB 4–5

Listening/Writing

Competency: Comprehending/Sharing Information

Name: _____ **Date:** _____

Write a paragraph (5–8 sentences) to explain what you heard about the benefits of physical activity.

Criteria	Very Good 3	Good 2	Not Yet 1
Wrote 5–8 sentences.			
Used capital letters and punctuation properly.			
Explained the main idea of the paragraph.			
Provided some details to explain more.			
Connected sentences to provide a clear explanation.			

CLB 4

Total: _____/15

10/15 = Task achieved: Yes No

CLB 5

Total: _____/15

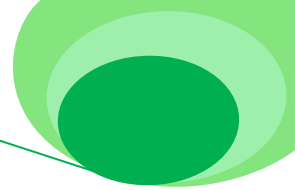
12/15 = Task achieved: Yes No

Comments:



Physical Activity – Activity 2 Vocabulary Cards – CLB 4–5

heart condition	a problem with the heart
high blood pressure	too much pressure as the blood moves through the blood vessels
bone	part of the skeleton
joint	where 2 bones connect
muscle	part of the body that contracts and relaxes to produce movement
prescribed medication	medicine a doctor has written a prescription for
condition	a medical problem
chest	the upper part of your body where the heart and lungs are
diagnosed	a problem identified by a doctor
consciousness	being awake and aware
dizziness	a condition that feels like things are moving around in circles and that makes someone feel sick and sometimes fall down
high (or vigorous) intensity	strong exercise over a period of time
chronic	an ongoing medical problem
pregnant	before a baby is born, the mother is pregnant

**Physical Activity – Activity 2, Worksheet 1 – CLB 4–5**

Word	Definition
heart condition	
high blood pressure	
bone	
joint	
muscle	
prescribed medication	
condition	
chest	
diagnosed	
consciousness	
dizziness	
high (or vigorous) intensity	
chronic	
pregnant	



Physical Activity – Activity 5, Worksheet 1 – CLB 4-5

2016 PAR-Q+






The Physical Activity Readiness Questionnaire for Everyone

The health benefits of regular physical activity are clear; more people should engage in physical activity every day of the week. Participating in physical activity is very safe for MOST people. This questionnaire will tell you whether it is necessary for you to seek further advice from your doctor OR a qualified exercise professional before becoming more physically active.

GENERAL HEALTH QUESTIONS




Please read the 7 questions below carefully and answer each one honestly: check YES or NO.	YES	NO
1) Has your doctor ever said that you have a heart condition <input type="checkbox"/> OR high blood pressure <input type="checkbox"/> ?	<input type="checkbox"/>	<input type="checkbox"/>
2) Do you feel pain in your chest at rest, during your daily activities of living, OR when you do physical activity?	<input type="checkbox"/>	<input type="checkbox"/>
3) Do you lose balance because of dizziness OR have you lost consciousness in the last 12 months? Please answer NO if your dizziness was associated with over-breathing (including during vigorous exercise).	<input type="checkbox"/>	<input type="checkbox"/>
4) Have you ever been diagnosed with another chronic medical condition (other than heart disease or high blood pressure)? PLEASE LIST CONDITION(S) HERE: _____	<input type="checkbox"/>	<input type="checkbox"/>
5) Are you currently taking prescribed medications for a chronic medical condition? PLEASE LIST CONDITION(S) AND MEDICATIONS HERE: _____	<input type="checkbox"/>	<input type="checkbox"/>
6) Do you currently have (or have had within the past 12 months) a bone, joint, or soft tissue (muscle, ligament, or tendon) problem that could be made worse by becoming more physically active? Please answer NO if you had a problem in the past, but it <i>does not limit your current ability</i> to be physically active. PLEASE LIST CONDITION(S) HERE: _____	<input type="checkbox"/>	<input type="checkbox"/>
7) Has your doctor ever said that you should only do medically supervised physical activity?	<input type="checkbox"/>	<input type="checkbox"/>

 **If you answered NO to all of the questions above, you are cleared for physical activity. Go to Page 4 to sign the PARTICIPANT DECLARATION. You do not need to complete Pages 2 and 3.**

-  Start becoming much more physically active – start slowly and build up gradually.
-  Follow International Physical Activity Guidelines for your age (www.who.int/dietphysicalactivity/en/).
-  You may take part in a health and fitness appraisal.
-  If you are over the age of 45 yr and **NOT** accustomed to regular vigorous to maximal effort exercise, consult a qualified exercise professional before engaging in this intensity of exercise.
-  If you have any further questions, contact a qualified exercise professional.

 **If you answered YES to one or more of the questions above, COMPLETE PAGES 2 AND 3.**

⚠ Delay becoming more active if:

-  You have a temporary illness such as a cold or fever; it is best to wait until you feel better.
-  You are pregnant - talk to your health care practitioner, your physician, a qualified exercise professional, and/or complete the ePARmed-X+ at www.eparmedx.com before becoming more physically active.
-  Your health changes - answer the questions on Pages 2 and 3 of this document and/or talk to your doctor or a qualified exercise professional before continuing with any physical activity program.



Physical Activity – Activity 5, Worksheet 1 – CLB 4-5

Pedometers are available from the Ottawa Public Library in partnership with the City of Ottawa: Every Step Counts.

Use your library card at the Ottawa Public Library to borrow a pedometer for 3 weeks.



- Clip the pedometer onto your belt or waistband.
- Reset the counter to zero.
- Test the pedometer by walking 20 steps. It should read between 19 and 21 steps.
- If it does not read in this range, then adjust the pedometer and repeat the test.
- Use the pedometer all day and log the number of steps you take in a chart.
- After 7 days, calculate the average by taking the total number of steps for the entire week and dividing it by 7. This number is your baseline.
- Slowly increase your number of steps to 10,000 steps a day.
- Check the chart below to find the optimal number of steps per day for each age group.

Daily Step Goals

Group	Steps per Day
Children (5–11 years)	12,000–16,000
Youth (12–17 years)	11,000–12,000
Adults (18–64 years)	10,000
Older Adults(65+)	6,000–7,000

Tips for increasing your daily step count:

- Enjoy a family walk after dinner.
- Take the stairs instead of the elevator.
- Take the bus and get off one stop early.
- Take a walking break instead of a coffee break.
- Build physical activity into your day.

Physical Activity – Activity 5, Worksheet 2 – CLB 4–5

Read the pedometer information in the Activity 5, Worksheet 1 and answer the questions with short answers.

1. Where should you wear the pedometer?



2. How should you test the pedometer when you start to use it?

3. How many steps do you need to take every day for your age?

4. Which age group needs to take the most steps per day?

5. Do you think this is a reasonable and achievable goal?

6. Which tips for increasing your daily step count would you like to try?



Physical Activity – Activity 5, Worksheet 3 – CLB 4–5

Use the Weekly Step Log to record how many steps you take each day.

MONTH: _____

Week	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	TOTAL STEPS
1								
2								
3								
4								

Steps in walking time:

20 minutes = 3,000 steps

30 minutes = 3,000–6,000 steps

50 minutes = 6,000–8,000 steps

One hour = 8,000–10,000 steps

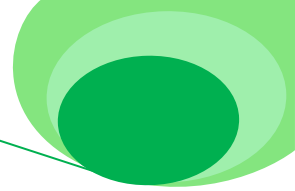
10,000 steps = about 8 km



Physical Activity – Activity 6, Worksheet 1 – CLB 4–5

Heart Wise Exercise free walking programs in Ottawa

OTTAWA	
Mall Walking Groups	Community Health Centers Walking Groups
<p><u>Billings Bridge Shopping Centre</u> 2277 Riverside Drive Pacesetters Walking Club 613-521-6740 (call in morning)</p> <p><u>Merivale Mall</u> 1642 Merivale Road Trekking Walking Club (informal group) 613-226-1290</p> <p><u>Hazeldean Mall</u> 300 Eagleson Road In Club Mall Walkers 613-599-4480 or 613-592-1294</p> <p><u>Place D'Orléans Mall</u> 110 Place D'Orléans Drive Place D'Orléans Walking Club 613-837-2158</p> <p><u>St. Laurent Shopping Centre</u> 1200 St. Laurent Blvd Wild About Walking 613-580-9620</p> <p><u>Westgate Shopping Centre</u> 1309 Carling Avenue Westgate Walking Club (informal) 613-722-3433</p> <p><u>Rideau Centre</u> 50 Rideau Street Rideau Walkers 613-244-2816</p>	<p><u>Southeast Ottawa Community Health Centre</u> 1355 Bank Street English & French speaking groups Offered at different locations 613-737-5115 ext 2323</p> <p><u>Wabano Centre for Aboriginal Health</u> 299 Montreal Road Wabano Walking Club 613-748-0657</p> <p><u>Centretown Community Health Centre</u> 420 Cooper Street Centretown CHC Walking Club 613-233-4443 ext 2104</p> <p><u>Carlington Community Health Centre</u> 900 Merivale Road Seniors Nordic Walking (two locations) 613-722-4000 ext 204</p> <p><u>Sandy Hill Community Health Centre</u> 221 Rue Nelson Walking groups 613-244-2816</p>
	Central Area
	<p><u>Hintonburg Community Centre</u> 1064 Wellington Informal Walking Group 613-798-8874</p> <p><u>Ottawa Outdoors Club</u> Location varies, check website 613-229-7495</p> <p><u>Walking Clinics - Running Room</u> Check out clinic locations near you at: www.runningroom.com/</p>



Physical Activity – Activity 6, Worksheet 2 – CLB 4–5

Use Activity 6, Worksheet 1 (page 3 of the Heart-Wise Exercise *Free Walking Programs in Ottawa* document) to answer the following questions.

1. List 4 malls you have heard of where you can walk indoors.

2. Which mall has a group called Wild About Walking?

3. Which mall would be closest to your home, if you decided to walk indoors with a group? _____

4. Check the Community Health Centres Walking Groups. Which community centre has groups for seniors? _____

5. Which community centre has French- and English-speaking walking groups? _____

6. What number would you call to get more information about walking groups based at the Sandy Hill Community Health Centre? _____

7. Which phone number would you call to find out locations for the Ottawa Outdoors Club? _____

8. Have a look at the full publication and choose one group or club that you would like to join. Phone to find out more information about the dates, times and location. Report back to the class.



Physical Activity – Activity 8, Worksheet 1 – CLB 4–5

Presentation on Physical Activity

Choose a physical activity or sport that you enjoy, **or** one that you would like to try. Check with your instructor to make sure you do not have the same topic as another classmate.

Prepare a short presentation: CLB 4 – 3 minutes

CLB 5 – 5 minutes

Talk about how you do it, some rules if it is a sport, the benefits of this activity and why you like it.

Describe a time when you have participated in this activity or tell about where and when you would like to try it.

Find some pictures to help explain something about your activity.

Make a poster with the pictures and some words to help explain more easily.



Tips for a good presentation

- Know your topic.
- Think about what your audience will understand. Use words that your audience will know.
- Practise many times.
- Make sure you know how to pronounce the important words.
- Talk to your audience. **DO NOT READ!**
- Try to be calm. Remember that your classmates and your teacher are supporting you!

Assessments & Learner Self-Reflection

Physical Activity – Activity 8 Rubric / Assessment 1 – CLB 4–5

Speaking

Competency: Sharing Information

Name: _____ Date: _____

CLB 4 – Maximum 3 minutes CLB 5 – Maximum 5 minutes

Topic: _____

Presentation Criteria – What we are listening for	Very good	Good	Needs more work
Uses poster/pictures to help explain			
Makes eye contact with audience			
Speaks clearly – good pronunciation			
Speaks to the audience –not reading			

Content Criteria – What we are listening for	Very Good 3	Good 2	Needs More Work 1
Uses a good introduction			
Uses good grammar tenses			
Speaks following logical order for the topic			
Uses some connecting words			
Provides enough details			
Has a clear conclusion			
Overall presentation is clear and easy to understand			

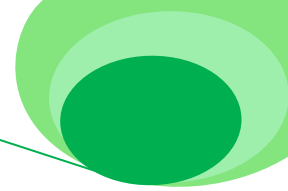
CLB 4: 15/21 = Task achieved: Yes No

CLB 5: 17/21 = Task achieved: Yes No

Total: _____/21

Comments:





Physical Activity – Activity 8, Listening to Presentations – CLB 4–5

Date	Presenter	Write one sentence about something you learned in the presentation.

Physical Activity – Activity 8, Self-Assessment and Reflection – CLB 4–5**Presenter Self-Assessment and Reflection**

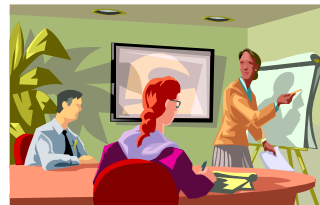
Name: _____ Date: _____

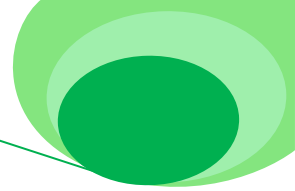
Topic: _____

	Yes	Somewhat	No
1. I am pleased with my presentation.			
2. I used my visual aid / poster well.			
3. I made eye contact with the audience.			
4. I spoke clearly and pronounced words properly. Words I had problems with, to improve for next time:			
5. I explained my topic and I did not read my presentation.			
6. I remembered all the details.			
7. I answered questions after my presentation.			

Write something you will improve next time you do a presentation.

Improvements:





Physical Activity – Assessment 2 – (page 1 of 3) – CLB 4–5

Read the sentences and decide if they are true or false. Circle “T” or “F.”
 If a sentence is false, write a new sentence with the correct information under the original sentence. If it is true, leave the line under the sentence blank.

1. Adults 18–64 years old should walk 50 minutes every week. T F

2. The 2014 PAR-Q+ is a questionnaire to check if a person is healthy enough to start an exercise program. T F

3. There are not many walking clubs in Ottawa. T F

4. It is a good idea to walk in many situations during your day. T F

5. You can buy a pedometer at the Ottawa Public Library. T F

6. Adults should walk a minimum of 5,000 steps a day. T F

7. Regular physical exercise can improve your mental health and well-being. T F

8. Walking increases muscle and bone strength. T F

One mark is given for correctly answering True or False.

One mark is given for correcting the sentence if it is incorrect.

Total = _____/12

Task achieved = 9/12: Yes No

Physical Activity – Assessment 2 – (page 2 of 3) – CLB 4

9. List 3 ways to include more walking in your day.

10. Choose one barrier to walking regularly and give 3 suggestions to help overcome this barrier. Use modals (can, could, should) in your answers.

Barrier: _____

Solutions: _____

11. Write about your favourite way to stay active **OR** write about any physical activity you have done. Write 5 sentences about this activity.

Marking: Question 9 – 2 marks per way = 6

Question 10 – 2 marks for the barrier, 2 marks per solution = 8

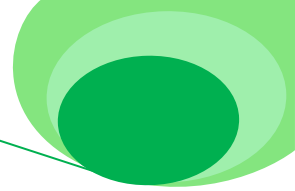
Criteria: Full sentences, use of modals, correct information

Question 11 – 2 marks per sentence, 2 marks for overall meaning = 12

Criteria: Full sentences, correct spelling, correct information

Total: ____/26

Task achieved = 20/26: Yes No



Physical Activity – Assessment 2 – (page 3 of 3) – CLB 5

9. List 3 ways to include more walking in your day.

10. Choose two barriers to walking regularly and give 3 suggestions to help overcome each one. Use modals (can, could, should) in your answers.

Barrier: _____

Solutions: _____

Barrier: _____

Solutions: _____

11. Write about your favourite way to stay active **OR** write about any physical activity you have done. Write 7 sentences in a paragraph about this activity.

Marking: Question 9 – 2 marks per way	= 6
Question 10 – 2 marks per barrier, 2 marks per solution	= 16
Criteria: Full sentences, use of modals, correct information	
Question 11 – 2 marks per sentence, 2 marks for overall meaning	= 16
Criteria: Full sentences, correct spelling, correct information	

Total: ____/38

Task achieved = 29/38: Yes No

