

Language Learning for Health

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*Prepared by the OPH-OCDSB Collaborative Team
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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.

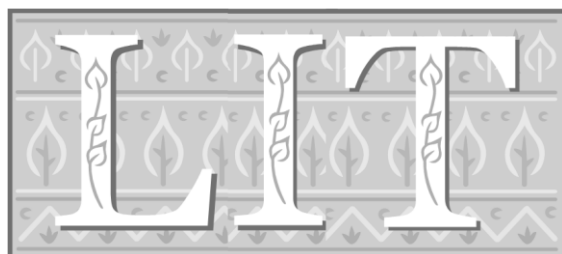
Source: Ng E., Wilkins R., Gendron F. and Berthelot J-M. "The Changing Health of Immigrants." Statistics Canada, autumn 2005.

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.

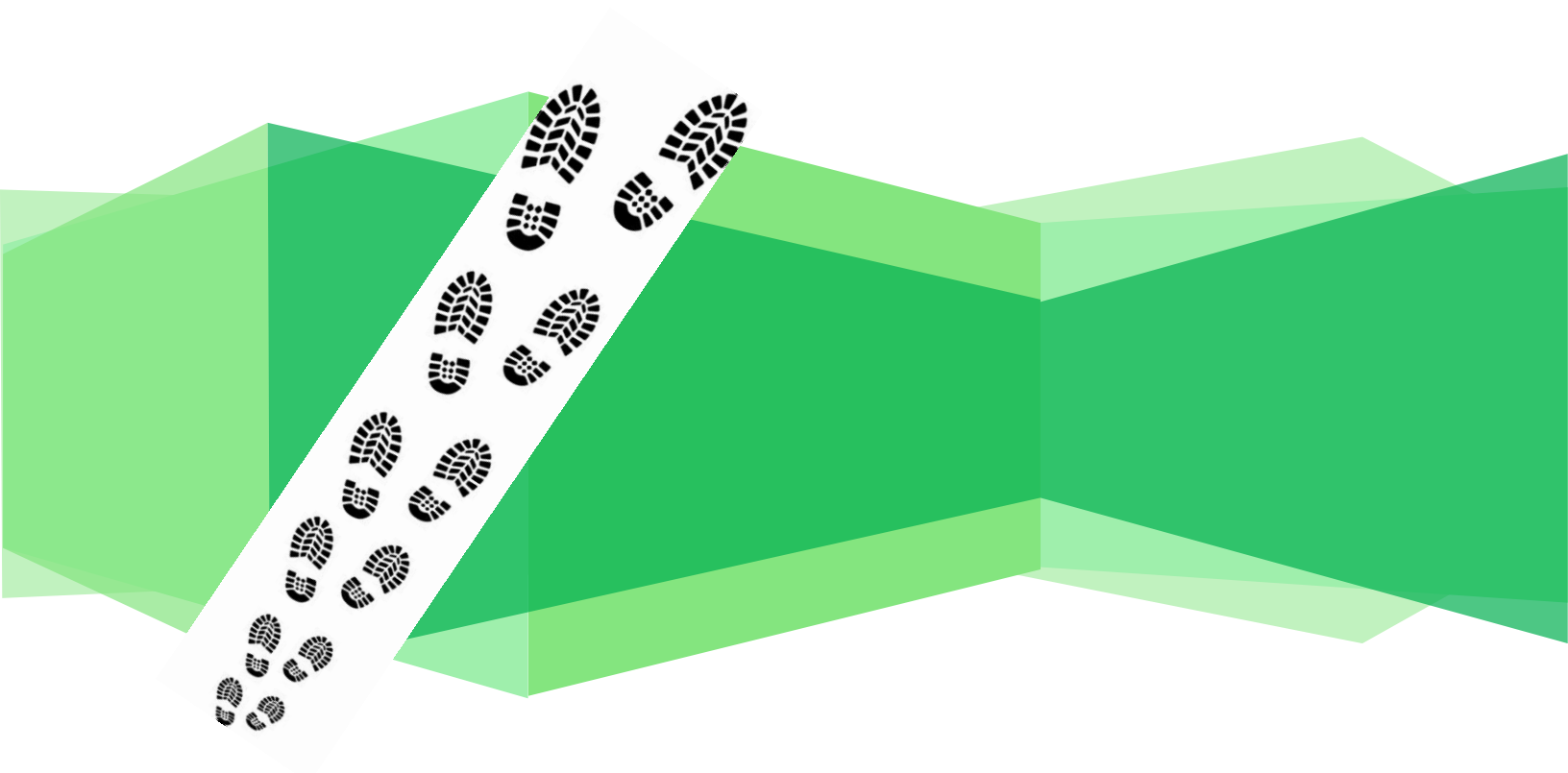
How can I provide my feedback on the lesson plans?

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.

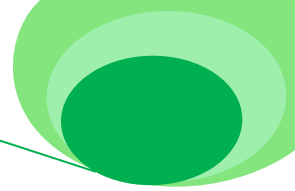


Physical Activity

ESL Literacy and CLB 1



Instructor Notes



Physical Activity – Instructor Notes – ESL Literacy and CLB 1

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

- different kinds of physical activity
- how to walk safely
- walking in summer and winter
- barriers to regular physical exercise and solutions to overcome them
- how much physical activity is recommended for adults (150 minutes per week)

Word Bank

Warm-Up: go for a walk, walk up the stairs, ride a bike, dance, swim, garden, exercise, do housework

Activity 1: same as for Warm-Up

Activity 2: do you, don't, same as for Warm-Up

Activity 3: safely, obey, traffic lights, "walk" sign, cross, crosswalks, driver, eyes, before, street, sidewalk, facing traffic, headphones, cell phones, texting

Activity 4: wear, comfortable shoes, light- and bright-coloured clothes, carry, light, night, take, ID, cell phone, whistle, where, when, back (i.e. return), water bottle

Activity 5: outside, summer, winter, sunscreen, bug spray, big hat, sunglasses, warm hat, boots, mittens, gloves, before, after

Activity 6: (bus) stop, tired, dinner, alone, friend, bad weather, shopping centre

Activity 7: 1 (bus) stop early, kick, relax, total

Prior Knowledge

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

Instructor-led discussion to elicit prior knowledge

- Record important words on flip chart paper or on the board.
- Ask learners questions about walking, such as:
 - Do you walk every day? Where do you walk? How many minutes do you walk?
 - Is walking important? Why?
 - If you don't walk or don't walk much, why don't you?
- What other physical activities do you do?
 - How often do you do them?
 - Do you enjoy doing these things?
- How do you feel after doing physical activity?
- Have you ever started a physical activity and then stopped? Why?



- What physical activities are popular in Canada?
 - Have you tried any of these activities? Why or why not?
- Is there any activity you would like to try? What is it?
- Are you more active in Canada (than you were in your country)?

*** 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.**

Note: The Canadian Physical Activity Guidelines recommend 150 minutes of physical activity per week.

Warm-Up

- Prior to class, photocopy the Warm-up Worksheet (2 pages) for each learner.
- The instructor may pre-cut the cards or let learners do it.
- The 1st time around, learners work with a partner to match the pictures and words.
- For subsequent practice, learners have their own set to practise with.
- Word cards can also be used to practise alphabetical order.
- Listening practice: Instructor says a word, and learners hold up the corresponding picture or word card.
- Learners can play concentration with two sets of cards (with or without a partner).

Activity 1 – Reading/Writing

Competency: Comprehending Information / Reproducing Information

- The four Activity 1 worksheets use the same pictures and vocabulary practised during the Warm-up. Choose the appropriate worksheets for the level of your learners.
- Hand out Activity 1, Worksheet 1 and have learners look at the word(s) beside the picture and circle the word(s) that is(are) the same in that line.
- Hand out Activity 1, Worksheet 2 and have learners copy the word(s) on the line under the picture.
- Hand out Activity 1, Worksheet 3 and have learners circle the correct word(s) beside each picture.
- Hand out Activity 1, Worksheet 4 and have learners draw a line to match the picture and the word(s).

Activity 2 – Listening/Speaking/Writing: I..., I Don't...

Competency: Comprehending Information / Sharing Information / Reproducing Information

- Use Activity 2, Worksheet 1 to have learners relate the information they have been practising in this lesson plan to themselves.
- Have learners use words from the Word Bank to list the activities they do and don't do.
- Have learners use Activity 2, Worksheet 2 to ask and answer questions with a partner.

- Ask learners to individually copy the name of each of the 8 activities on the line next to the correct picture; then work in pairs to practice speaking with their partner.
 - They ask their partner “Do you _____?”
 - Their partner responds with “Yes, I do.” or “No, I don’t.”
- Make sure learners focus on pronunciation and intonation when asking questions.

Activity 3 – Reading/Listening/Writing: Walking Safely

Competencies: Comprehending Information / Reproducing Information

- Ask learners if they walk for exercise. Where do they walk?
- If they walk along the street (as opposed to on a walking path in a park), ask what they do to keep safe while they are walking.
- Try to elicit the vocabulary they will see in Activity 3, Worksheet 1 (traffic lights, walk sign, crosswalk, look in the driver’s eyes, sidewalk, facing traffic, no headphones or cell phone).
- Hand out Activity 3, Worksheet 1. Read the words under each picture together with the class and explain them as required. Have students repeat the words.
- Activity 3, Worksheet 2 is a listening exercise. Hand out the worksheet and explain to the learners that you will read 7 short sentences using the words from Activity 3, Worksheet 1. Ask learners to write the numbers 1, 2, 3, etc. beside the words about “walking safely” in the order that you read them.
- Hand out Activity 3, Worksheet 3 and read the worksheet with the learners.
- Hand out Activity 3, Worksheet 4 to ESL Literacy learners and ask them to reproduce the information from Activity 3, Worksheet 3.
- Hand out Activity 3, Worksheet 5 to CLB 1 learners and ask them to use the Word Bank found in the worksheet to complete the sentences.

Transcript (for Activity 3, Worksheet 2)

It is important to walk safely. Today you will hear 7 things you can do to stay safe.

#1: No headphones, no cell phones and no texting.

#2: Look for the walk sign.

#3: Obey traffic lights.

#4: Walk on the sidewalk.

#5: If there is no sidewalk, walk facing traffic.

#6: Cross at the crosswalk.

#7: Look in the driver’s eyes before you cross the street.

#8: Wear light- and bright-coloured clothes to be seen.

Answer Key

Activity 3, Worksheet 2

6, 4, 1, 8, 3, 7, 2, 5

Activity 3, Worksheets 4 & 5

- | | | | |
|-----------|--------------|-------------|-------------------|
| 1. lights | 3. crosswalk | 5. sidewalk | 7. no, cell phone |
| 2. walk | 4. eyes | 6. facing | 8. light, clothes |

Activity 4 – Reading/Writing: More Walking Safely**Competencies: Comprehending Information / Reproducing Information**

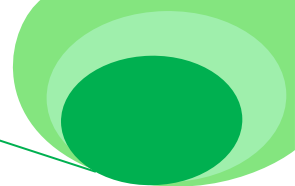
- Activity 4, Worksheet 1 expands on things learners should do to be safe while walking.
- Elicit the information they will read on the worksheet by asking questions such as:
 - What kind of shoes should you wear when you walk?
 - What colour of clothes should you wear?
 - What should you carry with you if you walk at night?
 - What should you carry with you in case you have an emergency while you are walking?
 - Is there anything you should do if you walk alone?
 - Can you think of anything else you should take with you?
- Hand out Activity 4, Worksheet 1 and read the information together with learners. Have learners read the sentences individually and circle Yes or No.

Answer KeyActivity 4, Worksheet 1

1. Yes 2. No 3. Yes 4. No 5. Yes 6. Yes 7. Yes 8. No

Activity 5 – Reading/Writing: Walking in Summer and Winter**Competencies: Comprehending Information / Reproducing Information**

- Talk about walking outside in summer. Ask questions to elicit the vocabulary on the worksheet, such as:
 - What should you take/wear when you walk in the summer?
 - When are the best times of day to walk in the summer?
- Introduce the idea of walking in the winter. Ask questions to elicit the vocabulary on the worksheet, such as
 - Who walks in the winter?
- If no one walks in the winter, ask why not.
 - Ask what you should wear in the winter when you walk.
- Hand out Activity 5, Worksheet 1. Ask learners to match the words and pictures for walking in the summer and in the winter. Note that sunglasses are a good idea in both seasons.
- Hand out Activity 5 Picture Cards (4 pages) to ESL Literacy learners.
 - Foundations-level learners can place the pictures of the items under the picture of the correct season.
 - Phase 1 and Phase 2 Literacy learners can match the picture and the word, and then place them under the correct season.
- Hand out Activity 5, Worksheet 2 to CLB 1 learners. Have them write the words from the Word Bank on the worksheet under the pictures of the seasons.



Note: Activity 5 Picture Cards could be used at the end of the lesson plan as a Portfolio-Based Language Assessment (PBLA) task. When the task has been completed, write down which task was done and the mark given, and put it in the Language Companion, in the My Portfolio Reading section.

Foundations: 1 mark for matching each of the 8 word cards with the correct picture card – 6/8 = Task achieved

Foundations: 1 mark for putting each of the 8 picture/word cards under the correct season – 6/8 = Task achieved

Phase 1 and Phase 2: 1 mark for matching each of the 8 word cards with the correct picture card, and 1 mark for putting each of these matched sets under the correct season – 12/16 = Task achieved

Phase 1 and Phase 2: 1 mark for putting each of the 8 word cards under the correct season – 6/8 = Task achieved

Note: Activity 5, Worksheet 1 could be used at the end of the lesson plan as a Portfolio-Based Language Assessment (PBLA) task. When marked, put it in the Language Companion, in the My Portfolio Reading section. 6/8 = Task achieved

Answer Key

Activity 5, Worksheet 2

summer	winter
sunscreen	warm hat
big hat	warm boots
before 11 a.m. and after 4 p.m.	mittens or gloves
sunglasses	sunglasses
bug spray	

Note: Activity 5, Worksheet 2 could be used at the end of the lesson plan as a Portfolio-Based Language Assessment (PBLA) task. When marked, put it in the Language Companion, in the My Portfolio Reading or Writing section. 7/9 = Task achieved

Activity 6 – Reading: Problems with and Solutions for Walking

Competencies: Comprehending Information

- Ask those learners who don't walk why they don't. Prompt as required to elicit the ideas on the worksheet (no time, too tired, don't like going alone, bad weather). List the problems on the blackboard or on flip chart paper.
- Next, brainstorm solutions to each of these problems and write them beside the problem.
 - **No time:** You don't have to do all your walking at one time. You could walk in chunks of 10 minutes, three times a day. For example, walk 10 minutes in the morning and 10 minutes in the afternoon, then get off the bus one stop before your usual stop and walk the rest of the way.
 - **Too tired:** Walk in the morning as soon as you get up. Walk right after dinner – don't sit down to watch TV first.

- **Don't like going alone:** Walk with a friend, neighbour or family member.
- **Bad weather:** Walk inside a shopping centre.
- Hand out Activity 6, Worksheet 1 and read it with the learners.
- Hand out Activity 6, Worksheet 2 to ESL Literacy learners and Activity, 6 Worksheet 3 to CLB 1 learners. Both worksheets ask the learner to match each problem with its solution. ESL Literacy learners match pictures, and CLB 1 learners match words to pictures. Both worksheets have 4 problems and 6 solutions. **No time** and **Tired** each have 2 answers.

Note: For Foundations Literacy students, the instructor could photocopy the problem and solution happy and sad faces as well as the cards to make manipulatives for students to match. Alternately, the instructor could hold up a problem card or say a problem (to practise Listening) and have learners hold up the solution card(s).

Activity 7 – Listening/Reading: Meena's Physical Activity Journal

Competency: Comprehending Information

Note: Before class, make one copy of Activity 7, Worksheet 1A for each learner and a second copy for each ESL Literacy learner.

- Ask learners to name different kinds of physical activities they have learned about from this lesson plan. Can they think of any activities that haven't been mentioned yet?
- Tell them that it is good for adults to get 150 minutes of physical activity each week.
- Hand out Activity 7, Worksheet 1A. Read through the "Activity Journal" with the learners. Point out that Meena does a little activity every day (except for one), but that it adds up to the recommended 150 minutes over the week.
- Ask questions as you are reading the Journal, such as "What did Meena do on Monday for physical activity?," or "How many minutes did Meena kick the soccer ball with her children?"
- Hand out the second set of copies of Activity 7, Worksheet 1A that you made before class to the ESL Literacy learners. Learners cut out the days, pictures, activities and minutes into little squares. Using the intact copy of Activity 7, Worksheet 1A as a template, learners (depending on their level of ability) either place the cut-out squares on top of the template or recreate the template on their desk below the intact copy.
- Hand out Activity 7, Worksheet 1B to CLB 1 learners. Using Meena's Activity Journal for reference, ask learners to circle Yes or No to answer the questions about Meena's Activity Journal.
- Hand out Activity 7, Worksheet 2. Explain that this is an Activity Journal for learners to complete. Ask learners to write down what activity/activities they do each day for one week and how many minutes they do each activity.
- At the end of the week, learners can add up the minutes and then circle "Yes" or "No" to answer the question "Did I do 150 minutes of physical activity this week?"

Answer Key

Activity 7, Worksheet 1B

1. Yes 2. Yes 3. Yes 4. No 5. Yes

Assessments 1 & 2 – Writing: Pictures and Names of Physical Activities

Competency: Reproducing Information

- Hand out Assessment 1 to ESL Literacy learners and Assessment 2 to CLB 1 learners.
- Have ESL Literacy learners write a word from the Word Bank under each picture. The first letter of the activity is given to them.
- Have CLB 1 learners write a word from the Word Bank under each picture. They do not have the first letter given to them.
- A marking scheme is included at the bottom of each assessment.
- This can be used as a Portfolio-Based Language Assessment (PBLA) task. When marked, put it in the Language Companion, in the My Portfolio Writing section.

Learner Self-Reflection

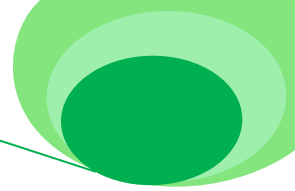
- Hand out the Learner Self-Reflection task and read together with the class.
- Learners circle Yes, No or Maybe.
- The Self-Reflection task can be put in the Language Companion, in the My Notes section, to be revisited at a later date as a way to check on healthy lifestyle changes.

Resources

Canadian Physical Activity Guidelines for adults 18–64:

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

Worksheets



Physical Activity – Warm-up Worksheet (page 1 of 2) – ESL Literacy and CLB 1

go for a walk



walk up the stairs



ride a bike



dance



Physical Activity – Warm-up Worksheet (page 2 of 2) – ESL Literacy and CLB 1

swim



garden

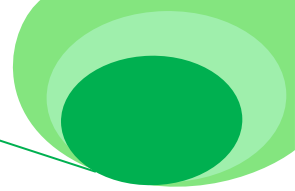


exercise









do housework





Physical Activity – Activity 1, Worksheet 1 – ESL Literacy and CLB 1

Look at the picture. Read the word. Circle the word that is the same.

1.		swim	swim	swam	swum
2.		walk up the stairs	walk up the stars	walk up the stairs	walk up the stains
3.		do housework	do homework	do housewrk	do housework
4.		go for a walk	go for a welk	go for a walk	go for a walke
5.		exercise	exersice	exercice	exercise
6.		dance	danse	dance	dence
7.		ride a bike	ride a bake	ride a bike	ride a like
8.		garden	garden	gardn	graden

Physical Activity – Activity 1, Worksheet 2 – ESL Literacy and CLB 1

Copy the words on the lines under the pictures.



swim



walk up the stairs



do housework



go for a walk



exercise



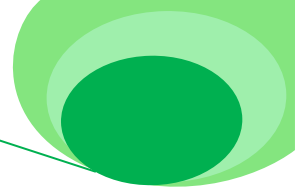
dance



ride a bike



garden



Physical Activity – Activity 1, Worksheet 3 – ESL Literacy and CLB 1

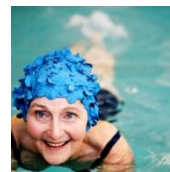
Circle the correct activity beside each picture.

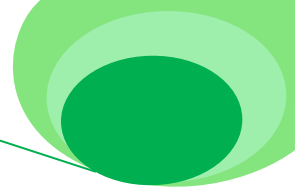
<p>1.</p> 	<p>dance</p>	<p>walk up the stairs</p>	<p>do housework</p>
<p>2.</p> 	<p>garden</p>	<p>go for a walk</p>	<p>walk up the stairs</p>
<p>3.</p> 	<p>exercise</p>	<p>swim</p>	<p>dance</p>
<p>4.</p> 	<p>garden</p>	<p>exercise</p>	<p>dance</p>
<p>5.</p> 	<p>ride a bike</p>	<p>go for a walk</p>	<p>exercise</p>
<p>6.</p> 	<p>swim</p>	<p>garden</p>	<p>ride a bike</p>
<p>7.</p> 	<p>walk up the stairs</p>	<p>do housework</p>	<p>go for a walk</p>
<p>8.</p> 	<p>go for a walk</p>	<p>dance</p>	<p>swim</p>

Physical Activity – Activity 1, Worksheet 4 – ESL Literacy and CLB 1

Draw a line to match the activity and the picture.

1. ride a bike
2. garden
3. do housework
4. go for a walk
5. walk up the stairs
6. exercise
7. swim
8. dance





Physical Activity – Activity 2, Worksheet 1 – ESL Literacy and CLB 1

Word Bank

swim	dance	exercise	garden
go for a walk	do housework	ride a bike	walk up the stairs

I...

I don't...



Physical Activity – Activity 2, Worksheet 2 – ESL Literacy and CLB 1

Word Bank

swim	dance	exercise	garden
go for a walk	do housework	ride a bike	walk up the stairs

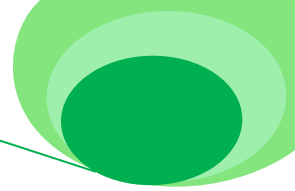
1. Copy each activity on the line next to the correct picture.
2. Ask the question to a partner.

Question

Answer



Yes, I do. No, I don't.

1.	Do you _____ ?		_____
2.	Do you _____ ?		_____
3.	Do you _____ ?		_____
4.	Do you _____ ?		_____
5.	Do you _____ ?		_____
6.	Do you _____ ?		_____
7.	Do you _____ ?		_____
8.	Do you _____ ?		_____



Physical Activity – Activity 3, Worksheet 1 – ESL Literacy and CLB 1


Read the vocabulary together as a class.

<p>1.</p>  <p>traffic lights</p>	<p>2.</p>  <p>walk sign</p>	<p>3.</p>  <p>crosswalk</p>
<p>4.</p>  <p>driver's eyes</p>	<p>5.</p>  <p>sidewalk</p>	<p>6.</p>  <p>facing traffic</p>
<p>7.</p>  <p>no headphones, no cell phone</p>	<p>8.</p>  <p>light- and bright- coloured clothes</p>	

Physical Activity – Activity 3, Worksheet 2 – ESL Literacy and CLB 1

Walk Safely

Listen to the instructor tell you how to walk safely. Write the number beside the picture and words. Use Activity 3, Worksheet 1 to help you.

<p>Cross at the crosswalk.</p>		<p>_____</p>
<p>Walk on the sidewalk.</p>		<p>_____</p>
<p>No headphones, no cell phones and no texting.</p>		<p>_____</p>
<p>Wear light- and bright-coloured clothes to be seen.</p>		<p>_____</p>
<p>Obey traffic lights.</p>		<p>_____</p>
<p>Look in the driver's eyes before you cross the street.</p>		<p>_____</p>
<p>Look for the walk sign.</p>		<p>_____</p>
<p>If there is no sidewalk, walk facing traffic.</p>		<p>_____</p>

Physical Activity – Activity 3, Worksheet 3 – ESL Literacy

Read the following:

Walk Safely

1. Obey traffic lights.
2. Look for the walk sign.
3. Cross at the crosswalk.
4. Look in the driver's eyes before you cross the street.
5. Walk on the sidewalk.
6. If there is no sidewalk, walk facing traffic.
7. No headphones, no cell phones and no texting.
8. Wear light- and bright-coloured clothes to be seen.



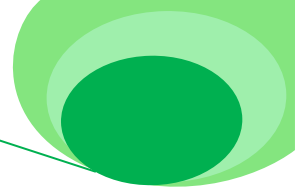
Physical Activity – Activity 3, Worksheet 4 – ESL Literacy

Fill in the blanks.

Walk Safely

1. Obey traffic _ _ _ _ _.
2. Look for the _ _ _ _ sign.
3. Cross at the _ _ _ _ _.
4. Look in the driver's _ _ _ _ before you cross the street.
5. Walk on the _ _ _ _ _.
6. If there is no sidewalk, walk _ _ _ _ _ traffic.
7. _ _ headphones, no _ _ _ _ _ and no texting.
8. Wear _ _ _ _ _- and bright-coloured _ _ _ _ _ to be seen.





Physical Activity – Activity 3, Worksheet 5 – CLB 1

Choose a word from the Word Bank. Write it on the correct line.

Word Bank

eyes	cell phone	facing	crosswalk
no	sidewalk	lights	walk
	light	clothes	

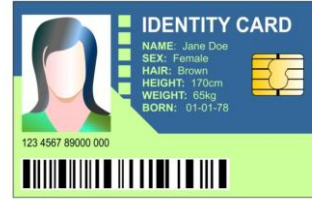
Walk Safely

1. Obey traffic _____.
2. Look for the _____ sign.
3. Cross at the _____.
4. Look in the driver's _____ before you cross the street.
5. Walk on the _____.
6. If there is no sidewalk, walk _____ traffic.
7. _____ headphones, no _____ and no texting.
8. Wear _____ - and bright-coloured _____ to be seen.



Physical Activity – Activity 4, Worksheet 1 – ESL Literacy and CLB 1

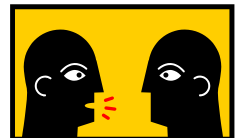
Walking Safety

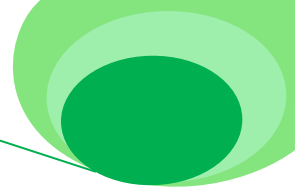


1. Wear comfortable shoes.
 2. Be seen. Wear light- and bright-coloured clothes.
 3. Carry a light at night.
 4. Carry ID and a cell phone or a whistle.
 5. Tell someone where you are walking
-
6. Take a water bottle.

Read the sentence. Circle Yes or No.

- | | | |
|--|-----|----|
| 1. Wear comfortable shoes. | Yes | No |
| 2. Wear black clothes. | Yes | No |
| 3. Carry a light at night. | Yes | No |
| 4. Leave ID at home. | Yes | No |
| 5. Take a cell phone or a whistle. | Yes | No |
| 6. Tell someone where you are walking. | Yes | No |
| 7. Tell someone when you will be back. | Yes | No |
| 8. Take pop, tea or coffee. | Yes | No |



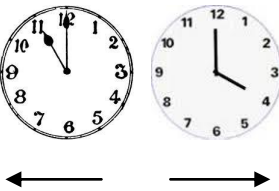



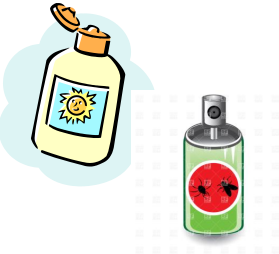





Physical Activity – Activity 5, Worksheet 1 – ESL Literacy and CLB 1

You can walk outside in summer and in winter.

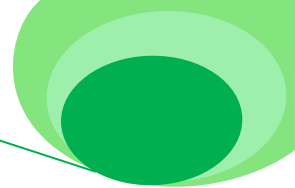


What is important? Match the picture and the word.

Summer	Winter
<p>sunscreen and bug spray</p> 	<p>warm hat</p> 
<p>big hat</p> 	<p>warm boots</p> 
<p>sunglasses</p> 	<p>mittens or gloves</p> 
<p>before 11 a.m. and after 4 p.m.</p> 	<p>sunglasses</p> 

Physical Activity – Activity 5 Picture Cards (page 1 of 4) – ESL Literacy

<p>sunscreen and bug spray</p>	
<p>big hat</p>	
<p>sunglasses</p>	
<p>before 11 a.m. and after 4 p.m.</p>	



Physical Activity – Activity 5 Picture Cards (page 2 of 4) – ESL Literacy

<p>warm hat</p>	
<p>warm boots</p>	
<p>mittens or gloves</p>	
<p>sunglasses</p>	



Physical Activity – Activity 5 Picture Cards (page 3 of 4) – ESL Literacy



warm hat



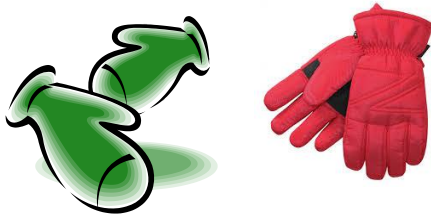
sunscreen and bug spray



warm boots



big hat



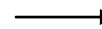
mittens or gloves



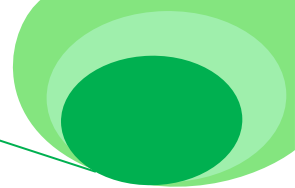
sunglasses



sunglasses



**before 11 a.m. and after
4 p.m.**



Physical Activity – Activity 5 Picture Cards (page 4 of 4) – ESL Literacy

summer



winter



Physical Activity – Activity 5, Worksheet 2 – CLB 1

You can walk outside in the summer and in the winter.

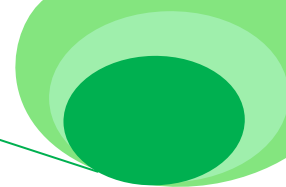
What do you need? Write the words from the Word Bank under the correct picture. You will use 1 word two times.

Word Bank

sunscreen	warm hat	before 11 a.m. and after 4 p.m.
big hat	sunglasses	mittens or gloves
warm boots	bug spray	



1. _____	6. _____
2. _____	7. _____
3. _____	8. _____
4. _____	9. _____
5. _____	



Physical Activity – Activity 6, Worksheet 1 – ESL Literacy and CLB 1

Read this page with your instructor. I don't walk because...

Problem 	Solution 
No time 	Walk 10 minutes in the morning.   Walk 10 minutes in the afternoon. Get off the bus before your stop. 
Tired 	Walk in the morning.  Walk right after dinner. 
Alone 	Walk with a friend. 
Bad weather 	Walk inside a shopping centre. 


Physical Activity – Activity 6, Worksheet 2 – ESL Literacy

Using Activity 6, Worksheet 1, draw a line to match the problem with the solution.

Problem		Solution	
1.			
2.			
3.			
4.			
			
			

Physical Activity – Activity 6, Worksheet 3 – CLB 1

Using Activity 6, Worksheet 1, draw a line to match the problem and the solution.

	Problem 	Solution 
1.	No time	
2.	Tired	
3.	Alone	
4.	Bad weather	  

Physical Activity – Activity 7, Worksheet 1A – ESL Literacy and CLB 1

Meena's Activity Journal

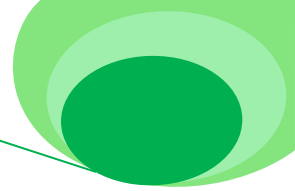


It is good for adults to get 150 minutes of physical activity each week. Physical activity can be either of moderate or vigorous intensity. During moderate physical activity, you can still talk. During vigorous physical activity, you huff and puff and cannot talk.

Read this chart with your instructor.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
							
Physical activity	Gets off the bus 1 stop early	Walks up the stairs	Kicks the soccer ball with her children	Walks in the shopping centre	Goes swimming	Dances at a party	Sleeps late, relaxes all day
How many minutes?	6 minutes	5 minutes	25 minutes	40 minutes	30 minutes	60 minutes	0 minutes

Total number of minutes this week: 25 + 40 + 30 + 60 = 155 minutes



Physical Activity – Activity 7, Worksheet 1B – CLB 1

Circle Yes or No.

- | | | |
|---|-----|----|
| 1. Meena walks a lot. | Yes | No |
| 2. Meena does some physical activity every day except for Sunday. | Yes | No |
| 3. Dancing is physical activity. | Yes | No |
| 4. Meena always does physical activity outside. | Yes | No |
| 5. Meena does 150 minutes of physical activity. | Yes | No |



Physical Activity – Activity 7, Worksheet 2 – ESL Literacy and CLB 1

My Activity Journal

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Activity							
How many minutes?							

Total number of minutes this week: + + + + + + = minutes

Did I do 150 minutes of physical activity this week? Yes No



Assessments & Learner Self-Reflection

Physical Activity – Assessment 1 – ESL Literacy

Writing







Competency: Reproducing Information

Name: _____ Date: _____

Write the correct word(s) from the Word Bank under each picture.

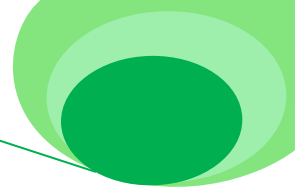
Word Bank

dance	ride a bike	do housework
go for a walk	garden	walk up the stairs

 <p>r _____</p>	 <p>w _____</p>	 <p>g _____</p>
 <p>d _____</p>	 <p>d _____</p>	 <p>g _____</p>

Performance Indicators	Achievement	
	Yes 2 points	Sometimes 1 point
Wrote the 6 activities under the correct picture		
Forms letters accurately		
Printing is easy to read		

Total: _____/6
5/6 = Task achieved: Yes No



Physical Activity – Assessment 2 – CLB 1

Writing

Competency: Reproducing information

Name: _____ Date: _____

Write the correct word(s) from the Word Bank under each picture.

Word Bank

dance	ride a bike	do housework
go for a walk	garden	walk up the stairs

 _____	 _____	 _____
 _____	 _____	 _____

Performance Indicators	Achievement	
	Yes 2 points	Sometimes 1 point
Wrote the 6 activities under the correct picture		
Forms letters accurately		
Printing is easy to read		

Total: _____/6
5/6 = Task achieved: Yes No

Physical Activity – Learner Self-Reflection – ESL Literacy and CLB 1

Name: _____ Date: _____

- We talked about physical activity.
- What did you learn about physical activity?
- Read together as a class. Circle your answer.

1. Physical activity is good.

Yes No Maybe



2. I will walk every day.

Yes No Maybe



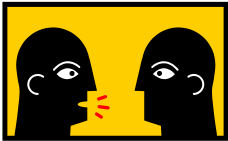
3. I will cross the street at the crosswalks.

Yes No Maybe



4. I will tell someone where I am walking.

Yes No Maybe



5. I will walk inside in bad weather.

Yes No Maybe



6. I will write down how many minutes I am physically active this week.

Yes No Maybe

My Activity Journal

	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
Activity							
How many minutes?							

