

Using leisure facilities

LEARNING OUTCOMES

- To be able to find out about what, when and where activities are available
- To understand leaflets and listings with information about local leisure activities



RESOURCES

- Information leaflets and local newspapers (Activity 1, Activity 3 ESOL)
- Internet access (optional, Activity 1)
- Copies of Resources 1 and 3
- Small charts, and cards for matching, to be devised by teacher (Activity 2 Support)
- Question and answer cards prepared from Resource 2

- Prompt cards to be devised by teacher (Activity 3 Support)

RELATED TOPICS

- Being active (Theme 2, Topic 1)
- Following a movement class (Theme 2, Topic 3)
- Getting involved with things (Theme 5, Topic 4)

HEALTH SKILLS

Being physically active can help prevent many medical conditions and can often assist the treatment of people who have certain conditions. Some GP practices participate in exercise on prescription schemes, for patients with coronary heart disease, hypertension, obesity, diabetes, musculo-skeletal problems and mental health problems.

Many leisure and community centres timetable a wide variety of activities, catering for different interests, ages and abilities. Tutors need to be sensitive to the barriers that people face when considering joining organised activities – problems with transport or access, lack of money to buy equipment, embarrassment, poor body image or modesty. If learners are worried about the effect of exercise on any medical condition, they should approach their doctor before attending organised activities.

Related health information

[news.bbc.co.uk/1/hi/health/1261950.stm](https://www.bbc.com/news/health-1261950)

FUNCTIONAL SKILLS

In order to know what local leisure facilities are available and then plan to participate in an activity, learners need to:

- know where to find information
- be able to extract information from documents such as leaflets, posters, local newspapers, etc.

Functional Skills/Core Curriculum

Activities in this topic will contribute to learning in the following curriculum areas:

- read and understand information about leisure activities **English** E3.8 (L/Rw/E3.1)
- scan texts to locate information **English** E3.9 (L/Rt/E3.7)
- find specific information in a timetable **Maths** E3.21 (N/HD1/E3.1)
- understand time in the 12-hour and 24-hour clock **Maths** L1.20 (N/MSS1/L1.3).

Engage

- Discuss learners' experience of using leisure facilities: 'What do you do?', 'How did you find out about it?'
- Discuss the barriers which can prevent people from taking up some leisure activities outside the home or from taking part (e.g. not knowing where to start looking, transport, childcare arrangements, poor body image, cost, feeling embarrassed, etc.).
- Share ideas about ways to overcome some of them (go with a friend; see if there are any reductions or help with cost; if you were 'body beautiful' already you would be less likely to need to go to the class; many others feel the same). Record key words from the discussion on the board. If 'not knowing where to go' and 'not knowing what's on' are not mentioned, then bring them up.
- Point out that one barrier (not knowing what is on) is the easiest to solve, and that is the focus of this session.

Who goes to leisure, sports or fitness classes?

What kind of things stop people taking part in leisure activities?

Enable

ACTIVITY 1

Use timetables to find out about leisure facilities

- Spend a few minutes looking at local information leaflets and newspapers to find out about possible places and organisations which offer leisure activities. Focus if possible on any timetables and discuss what features they have in common: times (12- or 24-hour clock), days, key information, columns, rows, etc.).
- If Internet facilities are available, suggest learners search on the web for local leisure facilities and fitness classes. Suggest that they print any timetables that they find to share with the group.
- Model how to read information from a timetable using a finger to track across the row and up or down the column. Talk through how headings are guiding you, going across each row and up or down each column, until you find a piece of information that interests you. Point out that if you already know what you want to find out about, or you only have a particular day or time free, then you will go about your search in a different way. Demonstrate this.
- Ask learners how they would go about finding the information in the thought bubbles on Resource 1. Discuss the usefulness of a timetable (it gives an overview of activities; it shows availability and cost; it can be pinned up and the activities highlighted as a reminder; it can be compared with diary dates, wall calendars, etc.).

How does a timetable help us know what is on at the leisure centre?

Support

- If learners have difficulty finding information on a table, demonstrate how to track using a ruler or an L-shaped card.
- It can be helpful when calculating with time to have an analogue clock available to see the 'passage of time': learners can track or physically move the hands to find out the length of a particular session, for example. While digital displays make it easier for people to tell the time, they are more difficult to use when calculating with time.

ESOL

- Learners may not know the names of the different classes. Discuss them and where possible provide pictures of the different activities to clarify meaning. Check learners can pronounce the names.
- Ask learners to practise the questions (Resource 1). Say them aloud so that learners can repeat them. Then set up pairs to ask and answer questions on the timetable.

ACTIVITY 2

Read and compare times using 12- and 24-hour clocks

- Find out who wears a digital watch and who wears an analogue watch, and discuss what influenced their choice (cost, ease of display, style, etc.). It may be helpful to put the words 'digital' and 'analogue' on the flipchart or board, as learners may not know 'analogue', in particular.
- Discuss the fact that both types are efficient at displaying the time, but that they can result in different vocabulary for expressing time. Give examples: 'What's another way of saying 6:00? ... 7:15? ... 8:45? ... 9:30?', 'It's one o'clock in the afternoon – how would this be said and written if it was in 24-hour time?'
- Set up pairs to role-play a customer and a receptionist at a leisure centre.
For the 'customers': give out the question and answer cards prepared from Resource 2 which tell the 'customer' the questions to ask. **For the 'receptionists':** give out the timetable on Resource 1 to use to answer the questions. Encourage them to use the words 'quarter past', 'half past', 'quarter to' or 'o'clock'. Answers are shown on the cards so that learners can check that the correct response was given. If role-play seems inappropriate, invite learners to respond to you calling out the different times. The main points to get across are:
 - :00 = o'clock
 - :15 = quarter past
 - :30 = half past
 - :45 = quarter to

Another important point is that for times after midday you subtract 12 hours from 24-hour times to get 12-hour times, and add 12 hours to 12-hour times to get 24-hour times. For example: 17:00 – 12 hours = 5:00 pm.

Support

- Provide learners with a pocket-sized 'chart' showing the main conversion times, for example: 12:00 – 12:00; 1:00 – 13:00; 2:00 – 14:00, etc.
- If the source of difficulty is in matching times written in numbers with those in words, or in converting between 12- and 24-hour times, write examples on cards or sticky notes for learners to match.

ESOL

- Review how to say times (e.g. 'twelve thirty' or 'half past twelve') and prepositions for time (e.g. 'in the morning', 'at 9.45/11 o'clock').
- For the role-play pair ESOL learners with native English speakers so they are exposed to natural sounding English and a range of expressions.

ACTIVITY 3

Further practice at extracting information from leisure timetables

Suggest learners work in pairs to devise five questions for other learners to answer using the timetable on Resource 1 and the additional swim centre timetable on Resource 3. For example: 'Is the Swim Centre going to be useful at the weekends and in the school holidays?', 'Which part of the timetable gives you this information?'

Who finds wearing a watch useful?

Is knowing the time important when booking/going to a fitness session?

Can the same time be presented in different ways?

TIP

Encourage learners to calculate the length of sports sessions by looking at the start and finish times.

Support

Provide prompt cards for learners to personalise with their question (e.g. 'What day is the _____ class on?' 'What time does it start? _____' 'What is the cost? _____').

ESOL

- Be aware that for religious reasons the dress code in leisure or swim centres and gyms may be a barrier, especially for women.
- Discuss other everyday forms of physical activity they can do and their benefits, for example walking and housework.
- Bring in other example of timetables, such as library/supermarket opening times, school routines, etc. Use them as the basis for extra practice in asking for information.

TIP

Point out how the colour coding of the timetable helps to group activities.

Action

- Encourage learners to find out about local classes for themselves and their families, and to report back at the next session what they have found out. They can also talk about their experience of making the phone calls or calling into their local leisure centre. Ask them to bring back a leaflet if possible.
- If appropriate and/or possible it would be helpful to visit a local leisure centre as a group. This would break the ice for some learners and offer them the chance to understand what is on offer.
- Give learners some additional simple scenarios which require some unpicking and research, for example: 'I have a bit of time before going to work at 12:30 on a Thursday morning and I would like to become fitter. I'm 54 and I think that a lot of classes are full of young women who look fit already! Is there anything for us older ones?' (Resource 1, Thursday 11 am, 50+ gym).

Where is your local leisure centre? What classes do they offer?

Physical activity helps keep you fit and healthy. There's so much to choose from.



Get fit and have fun

EXERCISE CLASS TIMETABLE

Monday to Friday

	Time	Class	Cost
MONDAY	12:30 pm – 1:15 pm	Body conditioning	£2.30
	5:30 pm – 6:30 pm	Yoga	£2.80
	7:00 pm – 8:00 pm	Aerobics	£2.50
	8:00 pm – 9:00 pm	Total tone	£2.80
TUESDAY	11:00 am – 12:30 pm	Adults circuits	£3.00
	4:15 pm – 5:15 pm	Kids circuits	£1.60
	5:30 pm – 6:30 pm	Aerobic zone	£2.80
	6:45 pm – 7:30 pm	Body sculpt	£2.80
	7:45 pm – 8:45 pm	Core stability	£2.80
WEDNESDAY	8:45 pm – 9:30 pm	Yoga	£2.80
	5:30 pm – 6:30 pm	Power yoga	£2.80
	6:45 pm – 7:45 pm	Total tone	£2.80
	8:00 pm – 9:00 pm	Tai chi	£2.90
THURSDAY	9:00 pm – 9:30 pm	Pilates	£3.00
	9:45 am – 10:45 am	Yoga	£2.80
	11:00 am – 12:15 pm	50+ Gym	£2.30
	5:30 pm – 6:30 pm	Core stability	£2.80
	6:45 pm – 7:45 pm	Power yoga	£2.80
FRIDAY	8:15 pm – 9:15 pm	Total tone	£2.80
	10:00 am – 10:45 am	Body conditioning	£2.30
	5:30 pm – 6:30 pm	Yoga	£2.80
	6:30 pm – 7:15 pm	Body sculpt	£2.80
	7:15 pm – 8:45 pm	Adults circuits	£3.00

Which exercise classes are on **Thursday mornings**?

What **days** could I do total tone?

What **time** does the Friday yoga start?

How long does yoga last?

How much does yoga **cost**?

Using leisure facilities

RESOURCE 2

Exercise session

Q What time does **kids circuits** start on a **Tuesday**?

A Quarter past four.

Exercise session

Q What time does **Wednesday's total tone** start?

A Quarter to seven.

Exercise session

Q What time does **body conditioning** finish on **Friday mornings**?

A Quarter to eleven.

Exercise session

Q What time does **yoga** start on **Fridays**?

A Half past five.

Exercise session

Q What time does **total tone** start and finish on **Thursday evenings**?

A Start: quarter past eight.
Finish: quarter past nine.

Exercise session

Q What time does **body sculpt** start and finish on **Tuesdays**?

A Start: quarter to seven.
Finish: half past seven.

Exercise session

Q What **day** does **core stability** start at a quarter to eight?

A Tuesday.

Exercise session

Q What **day** is there a **morning yoga** session? What **time** does it start?

A Thursday at quarter to ten.

Exercise session

Q What time do **adults circuits** sessions **start and finish** on **Fridays**?

A Start: quarter past seven.
Finish: quarter to nine.

Something for everyone

Swim Centre Timetable • Monday to Friday • Term time only

	MON	TUE	WED	THU	FRI
07:00					
08:00	Adults-only Swim	Adults-only Swim	Adults-only Swim	Adults-only Swim	Adults-only Swim
09:00					
10:00	School Use	School Use	School Use	School Use	School Use
11:00		Aqua-Natal	Adult & Child		
12:00	Water Aerobics	Public Swim	Men-only Swim	Adult Swimming Lessons	Fit and Fifty
13:00	Aqua-Jogger		Public Swim		
14:00	Adults-only Swim	School Use	Ladies-only Swim	Adults-only Swim	Aqua-Fit
15:00					School Use
16:00		Adult Swimming Lessons	Junior Swimming Lessons		Aqua-Jogger
17:00	Junior Swimming Lessons			School Use	Public Swim
18:00	Public Swim	Public Swim	Public Swim	Aqua-Jogger	
19:00				Water Aerobics	Aqua-Fit
20:00		Disabled Swim Club		Aqua-Fit	Sub Aqua
21:00	Dolphins Swim Club	Water Polo	Adult Swimming Lessons	Ashford Lifeguards	Canoe Club
22:00	POOL CLOSED (LATEST ENTRY 21:15)				

KEY Public swim Schools Clubs Special swim sessions Swimming lessons

Are there any **adult swimming lessons**?

Which **days** can I do **water aerobics**?

What **time** does **Friday's public swim** start and finish?

Which **clubs** could I join?