

Getting involved with things

LEARNING OUTCOMES

- To extract relevant details from written information (e.g. local papers and leaflets)
- To extract relevant details from spoken information (e.g. local radio)
- To know how to make contact with clubs, community centres, etc.



RESOURCES

- Copies of Resources 2, 4, 6–7
- Cards prepared from Resources 1A and 1B (problems and solutions), 5 (questions) and 8 (questions)
- Copies of Resource 3 (Activity 1 ESOL)
- Local papers or 'What's on' sections, leaflets and posters for local clubs/events (Activity 1 and Activity 2 ESOL)
- Audio equipment 🎧 6

RELATED TOPICS

- Using leisure facilities (Theme 2, Topic 2)
- What are you like? (Theme 5, Topic 1)
- Positive thinking (Theme 5, Topic 2)
- What gets you up in the morning? (Theme 5, Topic 3)
- Managing your time (Theme 5, Topic 5)

HEALTH SKILLS

Having things to do – meaningful activity – is important for both physical and mental health benefits. It helps avoid boredom and can have many social benefits.

Information on local activities can be presented in many ways. This topic encourages learners to recognise and extract information from various local sources. It leads on from the previous theme, 'What gets you up in the morning?', and may cover several sessions.

Five Ways to Wellbeing

Connect

This topic looks at how to find local clubs and activities, but what about meeting people? MIND suggests that to connect we: Speak to someone new, ask how someone's weekend was and really listen when they tell you, put five minutes aside to find out how someone really is.

Be Active

Find something suitable for your level of fitness that you enjoy.
Go for a walk or run. Step outside. Cycle. Play a game. Garden. Dance.
 Exercising makes you feel good. At activity 1 ask learners to identify one thing that specifically appeals to them which might encourage them to be active.

FUNCTIONAL SKILLS

Finding out about leisure and social opportunities involves sifting through a wealth of written information. In order to ask advice and to look and browse independently, learners need to:

- ask questions to obtain information
- listen for details about social and leisure opportunities
- read relevant information from papers, posters, timetables and the Internet.

Functional Skills/Core Curriculum

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

- ask questions to obtain information
English E1.4 (L_{SLc}/E1.3) **English** E2.2 (L_{SLc}/E2.2) **English** E3.2 (L_{SLc}/E3.4)
- listen for details about social and leisure opportunities **English** E1.3 (L_{SLLr}/E1.2) **English** E2.1 (L_{SLLr}/E2.2) **English** E3.1 (L_{SLLr}/E3.2)
- read and extract information from papers, posters and timetables **English** E3.12 (L_{Rt}/E3.5) **English** E3.9 (L_{Rt}/E3.7) **Maths** E2.22 (N_{HD1}/E2.1).

- Find out who already takes part in extra activities and what kind of things they like to do.
- Point out that this does not always need to involve taking part in a structured activity or paying (e.g. meeting up with friends; walking; drop-in centre; play group; Social media/dating sites; volunteering; etc.). Note: if appropriate, mention that coming to this group session is an additional activity they have chosen to take part in!
- Discuss what, if any, learners see as the barriers to doing additional activities: 'Do you sometimes think it would be nice to do things but end up not doing anything?', 'Why do you think this happens?' (lethargy, no one to go with, don't know what's on, don't know how to find out, transport, money, not confident, may feel stupid).
- Hand out sets of problem and solution cards prepared from Resources 1A and 1B and suggest that learners work in pairs. Point out that some of the things already raised by the group as barriers or worries are on these problem cards. Learners might also want to write down a further problem on the blank cards on Resource 1A.
- Ask learners to suggest solutions for the problems. They can match the problem and solution cards or come up with their own solutions (check they understand terms on the solution cards such as 'taster sessions').
- Take feedback and discuss any other solutions the learners have come up with.

Are there any activities you do just because you enjoy them, not because you need to do them?

ACTIVITY 1

Introduce sources of information

- Set up small groups and give each group a selection of local leaflets, newspapers and posters. Ask learners to choose documents and discuss these three points for each of them:
 - the format (e.g. leaflet, poster, newspaper, handout)
 - what kind of information it gives
 - where you need to go and what you need to do to find out more.
- Encourage each group to report back on each of their chosen documents.
- Ask learners to suggest other ways they could find out about local events/social activities/leisure classes, or get to know other people with shared interests (Internet, singles nights, speed dating, community centre, family learning).
- Have a look at Resource 2 to summarise.

What's the best way of finding out about local events?

What are good ways of meeting new people?

Support

Make sure where possible that each group includes a good reader and a confident spokesperson.

ESOL

- Encourage learners who are new to the locality to make a note in their own language of useful sources of information about local events and activities.
- Encourage them to talk to others in the group who know the area better and to record information on Resource 3.

ACTIVITY 2

Practise finding specific information from a newspaper extract

- Ask learners to work in pairs and give them a copy of Resource 4 (the newspaper 'What's on'). Ask them to look at the highlighted information as an example, and explain the age ratings and why there is a second (concessionary) cost in brackets.
- Give learners a set of the five question cards prepared from Resource 5 and ask them to sort answered and unanswered questions about the films into separate piles. Ask them to highlight the answers in the newspaper extract.

Support

Read through Resource 4 with learners. Enlarge the extract and cut it into sentences so that learners can match information to questions.

ESOL

- Ask learners to practise the five questions. Say them aloud with the correct intonation (your voice needs to go down slightly at the end of the question) pausing after each question so that learners can repeat.
- Set up pairs to practise asking about a cinema listing. Give each pair a listing from a local newspaper, or Resource 4. Learners can take turns to ask and answer questions.

Do you look in newspapers to find out what's on?

TIP

Encourage learners to look at **headings** in newspapers, posters and on timetables for clues to content and the **date** to see if the information is still relevant.

ACTIVITY 3

Practise finding information from a poster

- Give learners – still in pairs – a copy of Resource 6 (the poster). Ask them to repeat the sorting exercise as in Activity 2, finding answers to the question cards from Resource 5.
- Discuss the difference between finding information from a poster and from something like the newspaper extract. (The poster is advertising one main thing, it has less text and information and is less dense to read; the newspaper has more details to 'unpick' and more decisions to be made.)

Support

Encourage learners to focus on one part of the information at a time, covering up the rest of the information. Support them as they match up the questions with the information from each section.

ESOL

Learners may need further explanations to understand the concept of community centres and drop-in sessions.

Do shops/schools display posters about local events?

ACTIVITY 4

Practise finding information from timetables

Look at Resource 7 with the group and ask for a volunteer to explain what it is. Go through the principle of reading a timetable by matching up the rows and columns. Give learners practice using the timetable by asking them to:

- think of a class and say which day and time it is on
- start with a day and time a person may be free and identify what class is on at that time.

- Ask learners, in pairs, to take turns asking each other questions based on the timetable.
- For further timetable practice, give learners the cards prepared from Resource 8 and get them to role-play with one asking the questions and the other giving the replies. They can swap roles half-way through.

How can timetables give you information about what's on?

Support

- Encourage learners to use a straight edge to help them follow the information in the timetable. Make sure they are confident with reading the table before they go on to the last activity.
- Role-play with the learner, supporting when necessary.

ESOL

- As preparation, discuss the different activities (e.g. 'knit and natter', 'kick boxing', 'rock wall') and terms like 'intermediate', etc.
- Check learners are able to talk about timing of activities by asking questions, for example 'When's the aerobics class for beginners?' 'On Monday at nine thirty.'
- In pairs, ask learners to practise asking and answering questions about the timetable.

ACTIVITY 5 6

Practise listening for information

- Play the audio clip of the radio programme extract through once to get the gist (as if you have just turned on your radio and caught the information advertisement quickly); then explain that later in the morning the 'advert' is put out again and this time you are able to pick out more of the details.
- Ask one half of the group to listen specifically for details about keyboard skills and the other half to listen for details about the water-colour painting class.
- On the board write up key words: 'what', 'where', 'when', 'how much'.
- Discuss answers and if necessary play the clip again to find them. Stress that a contact telephone number is the most important thing to get down so that they can find out things they may have missed.

Which radio stations give information about local events?

If you hear something on the radio and you know you're not going to be able to get all the details down, what is the most important thing to listen out for?

Support

Read the audio script, stopping after each sentence to ask direct questions about what learners heard, then repeat the information. 'Which day of the week did you hear then?'

ESOL

- Support learners by providing notes for learners to complete, for example:
Berrington Community College – Saturday classes starting ...
Keyboard skills: starts ... finishes ...
Water-colour painting: starts ... finishes ...
Cost ... Phone: ...
- Play the audio clip several times so that learners can listen for and note the information.

Action

- Encourage learners to find out about local clubs, voluntary groups, etc., and to pick up leaflets and information to bring back to the sessions. Share, display and eventually file them in a user-friendly folder for future reference.
- Introduce the idea of the five steps to wellbeing, using the NHS.UK. Learners can start to think about which of the five steps might be covered in the activities they have found out about.
- It could be helpful to display information about local leisure opportunities, volunteering, etc., on the wall as a large timetable/year planner. Encourage learners to add information they find and bring in. This could complement the activity of sharing leaflets.
- Ensure that information gathered about local activities includes a good range of resources on activities with a physical element; green gym, gardening clubs, walking groups or wheel-chair pushes, outings, seated yoga, walking football and so on.

What local clubs and groups would you like to find out about?

Problem cards

I won't know anybody there.

I don't know how to get there.

I've never done anything like that before.

I might not be any good at it.

I used to do that at school ... but I was rubbish at it.

Will I be able to afford it?

I went on a course ... I didn't finish it.

I don't feel very confident with my English.

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RESOURCE 1B

Solution cards

a Someone could go with you.	b You will meet new people.	c Someone could show you where to go.
d Someone could show you how to find it on a map.	e They may do taster sessions for you to get an idea of what it is about.	f Find out if you can go to the first session and then decide.
g We never know until we try something.	h Other people will be feeling the same.	i You might have forgotten how much you enjoyed it.
i Work out how much money you have.	k It might be worth saving the money by cutting down on something else.	l Some courses are free.
m There may be concessions.	n This time it may be different.	o You may have changed since then.

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RESOURCE 2

I'd like to do something and meet people. But how do I find out what's going on around here?

How much does it cost?

What is it about?

Where does it take place?

Is it suitable for me?

When is it on?



local newspaper



internet



local radio



leaflets and posters



conversations



Where to find information

Local radio station

Leisure centre

Local newspapers

Library

Schools and colleges

Community hall

Drop-in centre

Post office or shop

Social media

... What's On ...

Monday

Film

New Hall Cinema, Ashton, Bodie Boy (PG), 5:30 pm, £8.80 (£7.30).

Berrington Community College, Fish for That (12A), 4:00 pm / 6:30 pm, all tickets £6.50.

Milton Cinema Complex, Mean Machine (18), 5:30 pm / 8:00 pm / 10:30 pm, £9.00.

Cat and Mouse (U), 4:30 pm / 6:30 pm, £9.00 (£7.80).

Long Time Ago (12A), 5:30 pm / 8:00 pm, £5.20 (£4.70).

U = universal (suitable for all)

PG = parental guidance (some scenes may be unsuitable for some children)

12A = children under 12 must be accompanied by an adult

18 = no one under 18 allowed

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RESOURCE 5

What is it about?

What is it about?

Where does it
take place?

Where does it
take place?

When is it on?

When is it on?

How much does
it cost?

How much does
it cost?

Is it suitable for me?

Is it suitable for me?

The Redford Centre

High St, Milton

You are welcome to join our
FREE drop-in sessions

Every Wednesday afternoon
2 – 4 pm

Workshops



Refreshments



Entertainment



Computers



For more details

Contact Jim on **05923 3625142**

Or just come along to find out more.

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RESOURCE 7

Greenways Sports and Social Club Summer Timetable								
	9:30-10:30	10:30-11:30	11:30-12:30	2:00-3:00	5:00-6:00	6:00-7:00	7:00-8:00	8:00-9:00
Monday	Aerobics Beginners	Aerobics Intermediate	Aerobics Advanced	Yoga Beginners	Massage and Meditation	Rock Wall	Cycling Group	Cycling Group
Tuesday	Coffee and Chat	Step and Tone	Baggy T-shirts Club Lose weight with Kay	Yoga Intermediate	Body Sculpture	Rock Wall	Walking Group	Walking Group
Wednesday	Cycling Group	Cycling Group	Cycling Group	Yoga Advanced	Knit and Natter	Rock Wall	Salsa Beginners	Salsa Intermediate
Thursday	Kick Boxing Beginners	Kick Boxing Intermediate	Kick Boxing Advanced	Indian Head Massage	Baggy T-shirts Club Lose weight with Kay	Rock Wall	Film Night	Film Night
Friday	Walking Group	Walking Group	Walking Group	Yoga Intermediate	Henna Hand Painting	Rock Wall	Happy Hour in the Bar	Quiz Night

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RESOURCE 8

What's on at 2 pm on a Monday?

What time does Film Night start on a Thursday?

What day and time is Step and Tone on?

What time do sessions finish at the end of the day?

Which night is Quiz Night?

Is there a walking club?

What sort of people are intermediate classes for?

Which days does the Cycling Group meet?

ACTIVITY 2 / Resource 4

The newspaper article gives information on where the films take place, when they are on, how much they cost and the ages they are suitable for. The article does not give information about what the films are about other than the film title.

ACTIVITY 3 / Resource 6

The poster gives information about where the sessions take place, when they are on, what the cost is (free) and (partly) what they are about. It does not give information about suitability.

ACTIVITY 5



OK, the time is approaching ten minutes to eight. Time for the local 'what's on' update.

I'm told that there are spaces left on the Saturday courses starting at Berrington Community College on the third of October. Spaces are available for keyboard skills – that's typing, not music, by the way – and water-colour painting. They're both eight-week courses.

The keyboard skills is on from 10 o'clock to 12 midday, and the painting from 2:30 to 4:30 in the afternoon.

Both courses cost £5 per session. You can book or find out more by calling the college on 05684 603817.