

Task-Based Activity: Create a physical activity plan

Laubach Connection: Laubach Way to Reading (LWR) Book 3, Lesson 12

OALCF Link

Relevant Goal Paths

Independence

Rationale: Learners on the Independence Path may need to create a physical activity plan to maintain their health.

Task-Based Activity Description: The learner will read a brief text (tips for physical activity) to locate specific details and complete a simple form (physical activity plan).

Competency, Task Group and Level Indicators

(See Assessment page for performance descriptors)

A: Find and Use Information

A1: Read continuous text

- **A1.2:** Read texts to locate and connect ideas and information

B: Communicate Ideas and Information

B3: Complete and create documents

- **B3.2a** Use layout to determine where to make entries into simple documents

C: Understand and Use Numbers

C2: Use measures

- **C2.1** Measure time and make simple comparisons and calculations

Materials Required

- Pen or pencil and eraser
- Question sheets

Overview

Activity Introduction

This task uses a short excerpt with tips about physical activity for adults and a blank physical activity plan template.

In lesson twelve, Fran is running. Discuss with the learner if they exercise on a regular basis. Discuss the importance of exercise for health.

New words

Determine any new words that you think are being introduced in the activity and review those words with the learner. Suggested words include: moderate, vigorous, variety, template

Instructions

1. Have the learner fill in their name and the date.
2. Have the learner complete the pre self-assessment.
3. Have the learner complete the task-based activity.
4. After completing the activity, have the learner complete the post self-assessment.
5. After the learner has completed the task-based activity, complete the assessment section and review the results with the learner.

Extension activities

- Make a list of all the “free” physical activities you can do locally
- Transfer the activity plan to a calendar format
- Create a healthy eating plan

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Learner Name: _____ Date: _____

Pre self-assessment

I need to improve my skills at reading information and completing forms:

Yes

No

Activity

Read the article “Physical Activity Tips for Adults (18-64 years). Answer the questions. After you have answered the questions, use the template to create a physical activity plan for one week.

1. Be active at least **2.5 hours a week** to achieve health benefits.
2. Focus on **moderate to vigorous aerobic activity** throughout each week, broken into sessions of 10 minutes or more.
3. Get stronger by adding activities **that target your muscles and bones** at least two days per week.

Tips to help you get active

- **Choose a variety of physical activities you enjoy.** Try different activities until you find the ones that feel right for you.
- **Get into a routine** — go to the pool, hit the gym, join a spin class or set a regular run and do some planned exercise. Make it social by getting someone to join you.
- **Limit the time you spend watching TV** or sitting in front of a computer during leisure time.
- **Move yourself** — use active transportation to get places. Whenever you can, walk, bike, or run instead of taking the car.
- **Spread your sessions of moderate to vigorous aerobic activity throughout the week.** Do at least 10 minutes of physical activity at a time.
- **Join a team** — take part in sports and recreation activities in groups. You'll make new friends and get active at the same time.

Source: <http://www.phac-aspc.gc.ca/hp-ps/hl-mvs/pa-ap/07paap-eng.php>

Post self-assessment

I think my skills have improved as a result of completing this activity.

Yes

No

Learner comments:

Assessment

Task-Based Activity: Create a physical activity plan

Learner Name: _____ Date: _____

Practitioner Name: _____

Performance Descriptors	Needs Work	Improving	Excellent
<p>A1:</p> <ul style="list-style-type: none">• scans text to locate information• locates multiple pieces of information in simple texts• makes low-level inferences• makes connections between sentences and between paragraphs in a single text• obtains information from detailed reading <p>B3:</p> <ul style="list-style-type: none">• uses layout to determine where to make entries• begins to make some inferences to decide what information is needed, where and how to enter the information• makes entries using a limited range of vocabulary			

C2: <ul style="list-style-type: none">identifies and performs required operationrepresents dates and times using standard conventionschooses appropriate units of measurement (e.g. hours, minutes, seconds)follows apparent steps to reach solutions			
The learner needs to work on the following:			
This task was successfully completed		This task needs to be tried again	
Practitioner Comments:			
Learner Comments:			