

Following a movement class

LEARNING OUTCOMES

- To understand and use a range of words for body parts
- To take instructions and participate in a body movement class
- To describe problems with body parts



RESOURCES

- Video clips of exercise sessions (Engage and Action activities, optional)
- Copies of Resources 1, 2A and 2B, and enlarged copies of Resources 2A and 2B
- Gap-fill exercise to be devised by teacher (Activity 1 Support)
- Word cards prepared from colour copies of Resource 3
- Audio equipment [🔊1-2](#)

RELATED THEMES

- Being active (pages 96–107)
- Using leisure facilities (pages 108–114)
- Heart rate and pulse (pages 127–133)

HEALTH SKILLS

People of all ages need to keep physically active in order to:

- promote mental well-being
- prevent ill health
- achieve a healthy body weight
- keep joints mobile and bones healthy.

This theme helps learners keep their bodies mobile by learning about different ways to exercise body parts and by explaining their physical problems when things go wrong.

SKILLS FOR LIFE

This theme is for ESOL learners who want to take part in organised physical activities at their local leisure or community centres but lack confidence and language skills to follow the classes. This theme is best used after the theme ‘Using leisure facilities’.

In order to take part in exercise activities, learners need to:

- use and understand vocabulary associated with body parts
- listen and follow simple instructions
- describe physical problems.

Core curriculum

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

- recognise and understand relevant specialist key words (**E**Rw/E3.1a)
- listen for and follow the gist of instructions (**E**Lr/E3.1c)
- express clearly statements of fact and give short descriptions (**E**Sc/E3.4a).

- Discuss the positive aspects of regular physical activity, including the social contact and relief of stress as well as the physical benefits, etc. Point out that although physical activity has big benefits, it is important to be aware of personal limitations and to take precautions to prevent injury.
- Ask learners to suggest why they might want to go to an activity class (e.g. to get fit, increase their flexibility and body tone, have fun, meet new people, get a break from routines, etc.).
- Collect ideas about the things that might prevent them from going to a class or exercising regularly at home (e.g. the cost, pressure of other commitments, nowhere to exercise, cultural restriction on doing exercise).
- If possible, show a video clip of some form of physical activity session.
- Check how easy learners found it to understand the instructions. Bring the discussion round to the added challenge of following instructions in English (e.g. not being able to follow what's going on, appearing foolish, the added risk of not doing exercises safely and consequent risk of damage).
- Explain that this session will help them to follow exercise classes on video / DVD or when attending a class.

What kind of physical activity do you do regularly (e.g. walking, climbing the stairs, housework, exercise class, dance class, tai chi, Pilates)?

What are the advantages of going to a physical activity class?

What kind of things might stop you going?

ACTIVITY 1

Understand words associated with body parts and their movement

- Give out Resource 1 and discuss the pictures.
- Focus on the words and make sure learners realise that these are instructions – perhaps what a movement instructor is saying to the person pictured.
- If appropriate, give the instructions and ask volunteers to demonstrate following them or where necessary demonstrate them yourself.
- Note: learners should only try out the exercises if you are confident of their physical capabilities, as doing them with the incorrect technique could result in injury. If possible bring in an exercise instructor to assist.
- Ask learners to underline the instruction words for each picture, such as 'push down', 'relax', 'extend', 'wiggle', 'lean forward', 'pull in'.
- Then ask learners to find and circle all the words for body parts on the page, such as 'foot', 'shoulders', 'arms', 'fingertips'.
- Encourage them to check the meanings of any new words in a dictionary.
- Suggest learners work in pairs and take turns to choose a body part they have circled on the page and to move it in a specific way, for example raise an arm, wiggle fingers, press thumbs together. The other person copies the movement and then calls out the name of the body part ('arm') and adds the instruction: 'lift / raise your arm'.
- This can be extended to include other body parts and instruction words that learners know.

TIP

Remind learners that an instruction word is a **verb** and conveys an action.

Support

- Focus on each instruction one by one and read it aloud.
- Ask learners to follow the instructions and your demonstration until they are confident they understand.
- Use the same instruction words with other body parts, such as 'extend your leg', 'relax your foot', 'push down with your hands', 'point your toes', and encourage the learners to follow your instructions.
- Devise a gap-fill exercise to focus on instruction verbs, for example:
push raise
1 your legs together.
2 your left arm.

ESOL

Resource 1 contains a high proportion of words that may be new to learners. When introducing them, use pictures, simple diagrams and demonstration to illustrate their meaning rather than asking learners to look words up in a dictionary.

ACTIVITY 2 1

Move appropriate body parts as part of a relaxation session

- Give out the body diagrams on Resources 2A and 2B.
- Play the audio clip of a relaxation session.
- Ask learners to listen and pick out as many words as possible for body parts. Write and display the words as they volunteer them on the flipchart or board. Discuss this question: 'What are the key words to listen out for with exercise instructions?'
- Play the audio clip again and ask learners to listen and follow the instructions, either sitting (on chairs or cross-legged on the floor) or standing as appropriate.
- Note: a relaxation sequence can be similar to a hypnotic induction in a susceptible individual. It is therefore important to check that all learners are fully out of the activity before proceeding.
- With all the words used so far, ask learners to label the body diagrams on Resources 2A and 2B.

Support

- After playing the audio clip through once, play it again in short sections and establish what each is about and what the words mean.
- Play one instruction at a time and ask volunteers to demonstrate the movement until learners are confident. Then play the whole clip and ask them to follow the instructions.
- Display enlarged versions of the body diagrams and invite volunteers to label each body part. This would be ideal on an interactive whiteboard or using a magnetic board with pre-prepared magnetic words.

ESOL

- Explore different words for body parts (e.g. 'tummy', 'stomach', 'belly', 'middle', 'abdomen') and talk about which you would use when.
- Discuss how learners can remember and record new instruction words, for example by using simple 'stick figure' diagrams for 'stand up straight', etc.

How can relaxation help keep you fit and well?

What can you do if you are worried you're not doing an exercise safely?

ACTIVITY 3 2

Describe problems with body parts

- Remind learners that things can go wrong with body parts. (This may already have come up in discussion, or as individuals explain that they can't do certain movements.)
- Give out word cards of body parts (green) prepared from Resource 3 (a set per learner). Discuss ways of moving these parts and take ideas about what can go wrong with them if you exercise too much or fall badly (e.g. 'break your wrist', 'twist / sprain your ankle', 'pull a muscle').
- Give out word cards of adjectives (pink) prepared from Resource 3. In small groups, ask the learners to match the adjectives to the body parts. Review the results.
- Shuffle the word cards. Play the audio clip. Ask learners to listen for the body parts and adjectives and to arrange the cards as they hear them.
- Practise saying 'I've got a ...' using the adjective / body part pairings.
- For problems that have come up, discuss sources of help, such as a physiotherapist, an osteopath, or a doctor.

What kinds of problem can you get if you exercise too much or fall badly?

Where can you go for help with sports problems and injuries?

Support

- Make sure learners understand that an adjective is a describing word.
- Approach the adjectives one at a time, starting with the more familiar ones (e.g. 'stiff').
- Take examples of the learners' own experience of problems to help match the adjectives.
- Play the audio clip sentence by sentence and discuss.

ESOL

- When introducing new words, teach the word (e.g. 'sprained') together with other words that commonly go with it ('sprained ankle'). Focusing on words which naturally go together will help to make learners' English sound more natural.
- Suggest that learners record useful combinations by completing a table like the one below.

adjective + noun	verb + noun
pulled muscle	pull a muscle
sprained ankle / wrist	sprain an ankle / wrist
trapped nerve	trap a nerve

Action

- If possible bring in a movement instructor who can give a gentle physical activity or relaxation class to follow. After the session, encourage learners to reflect on the experience and how well they followed the instructions.
- If this is not possible, play an extract from a suitable audio or video clip of your choice, of yoga, Pilates or Alexander Technique, and encourage learners to participate.
- Note: this should only be attempted if you are confident about learners' physical capabilities and learners are aware of the importance of correct technique in avoiding injury.
- If learners have young families, encourage games with children, such as 'Heads and shoulders, knees and toes' or the hokey-cokey.

- Set up pairs or small groups to investigate local options for physical activity / exercise classes that they would enjoy and that would fit in with their routines. At the next class discuss what they have found out.
- Encourage learners to reflect on how they can increase the amount of regular physical activity they get, thinking about any changes they have already made or intend to make.

How can you increase the amount of physical activity you do?

Following a movement class

RESOURCE 1



- a** Push down on your front foot. Relax your shoulders. Extend your arms.



- b** Cross your legs. Drop your hands into your lap. Overlap your fingertips. Press your thumbs together lightly.



- c** Straighten your back. Lift your chin. Tuck your tummy in. Bend your knees.



- d** Wiggle your toes. Lean forward from the hips. Touch your toes. Stretch the muscle in your calf.

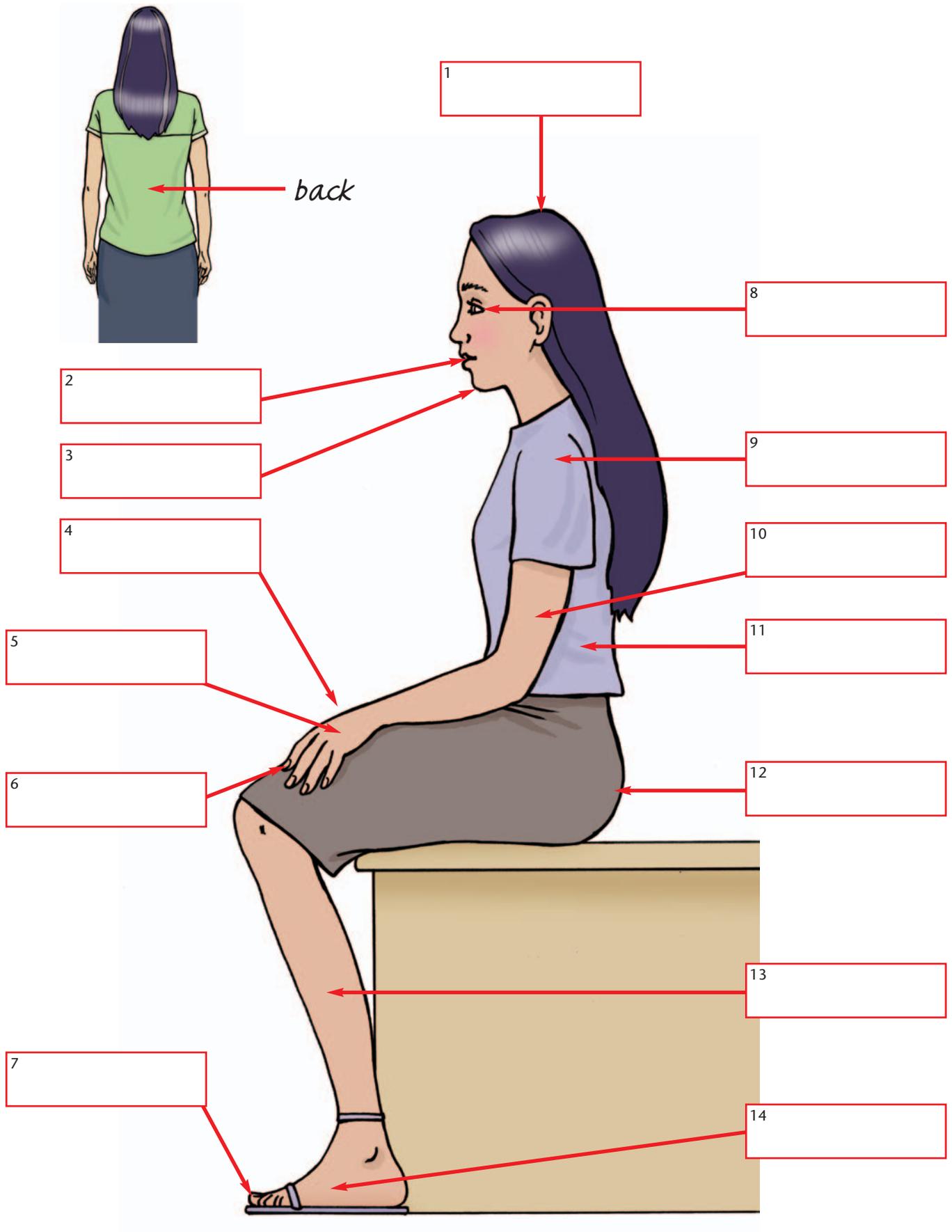


- e** Keep your head up. Raise your chin. Pull your bottom in. Suck in your belly button. Think of your spine as a tall tree.



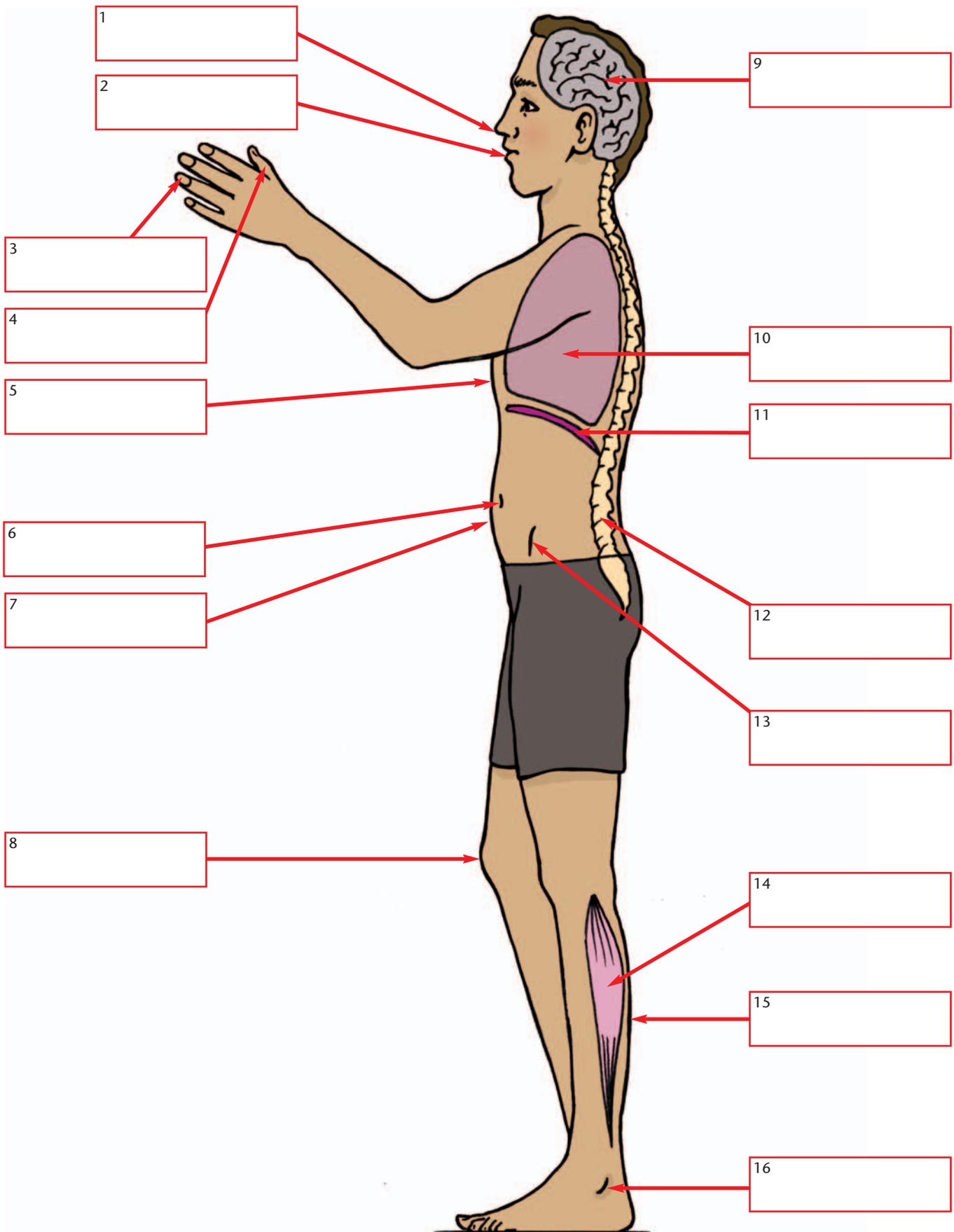
- f** Rest one ankle on the other. Lift upwards from your waist. Hold your arms in the air. With your hands together, point your fingernails upwards.

Following a movement class



Following a movement class

RESOURCE 2B





ankle	joints
muscle	nerve
finger	neck
back	wrist
pulled	broken
twisted	strained
stiff	sprained
painful	trapped

ACTIVITY 1 / Resource 1

- a Push down on your front foot. Relax your shoulders.
Extend your arms.
- b Cross your legs. Drop your hands into your lap.
Overlap your fingertips. Press your thumbs together
lightly.
- c Straighten your back. Lift your chin. Tuck your tummy
in. Bend your knees.
- d Wiggle your toes. Lean forward from the hips. Touch
your toes. Stretch the muscle in your calf.
- e Keep your head up. Raise your chin. Pull your bottom
in. Suck in your belly button. Think of your spine as a
tall tree.
- f Rest one ankle on the other. Lift upwards from your
waist. Hold your arms in the air. With your hands
together, point your fingernails upwards.

ACTIVITY 2 / Resource 2

Body parts mentioned in the audio clip:

eyes	mouth	nostrils	lips
head	brain	lungs	chest
diaphragm	back	tummy	shoulders

Labels for Resource 2A, sitting diagram:

- 1 head
- 2 mouth / lips
- 3 chin
- 4 lap
- 5 hand
- 6 fingertips / fingernails
- 7 toes
- 8 eyes
- 9 shoulder
- 10 arm
- 11 waist

12 bottom

13 leg

14 foot

Labels for Resource 2B, standing diagram:

1 nostrils

2 lips / mouth

3 fingernails / fingertips

4 thumb

5 chest

6 belly button

7 tummy

8 knee

9 brain

10 lungs

11 diaphragm

12 spine

13 hip

14 muscle

15 calf

16 ankle

'Back' need not be included as it is in the example.

ACTIVITY 3 / Resource 3

pulled muscle

twisted ankle

stiff neck

painful joints

broken finger

strained back

trapped nerve

sprained wrist

Note that some pairings may be interchangeable:

'sprained ankle' or 'twisted wrist' would also be possible.

ACTIVITY 2



I want you to breathe in... and out... Close your eyes and think about your breathing. Keep your mouth closed – if you can – and feel the air go in through your nostrils, and out through your mouth. In through your nostrils and out through your mouth. And again. Keep breathing. Blow through your lips as you breathe out. Take the air in ... feel it fill your head... clear your brain ... feel it go to your lungs... lift your chest... raise your diaphragm... and out. ... Straighten your back. Pull in your tummy. Relax your shoulders. And in...

ACTIVITY 3



- 1 I've got a pulled muscle in my leg.
- 2 I've got a twisted ankle.
- 3 I've got a stiff neck.
- 4 I've got painful joints.
- 5 I've got a broken finger.
- 6 I've got a strained back.
- 7 I've got a trapped nerve.
- 8 I've got a sprained wrist.