



# *Fitness and the Great Outdoors*

QLWG  
*Individual Life Skills*

Unit 23

*Tutor Support*



# QLWG Skills for Life

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## Assessment of Student Comprehension and Progress

The **Tutor Support Guide** provides a sequential list of questions for you to review with the distance education learner. These questions will help you to monitor and guide learner progress. This document will help you to record progress as you review different sections of the *QLWG's Skills for Life* units with the learner.

**Name of Student:** \_\_\_\_\_

**Unit Title:** \_\_\_\_\_

**Pages Reviewed:** \_\_\_\_\_

**Date:** \_\_\_\_\_

Progress Indicator <i>The learner...</i>	Competent	Needs to develop competence	Observations/Comments
1. adequately responds to questions on the unit of study.			
2. demonstrates a sufficient level of comfort with concepts presented in the unit.			
3. demonstrates an ability to work independently to complete tasks.			
4. provides evidence of task completion.			
5. can use personal learning style and strategies to complete tasks.			
6. can connect the theme to his or her own life.			

**General Observations:**

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## Tutor Support: Fitness and the Great Outdoors

### Overview:

The purpose of this unit is to enable learners to work on basic skills such as reading, writing and Math, while emphasizing the benefits of getting outdoors and being active. To begin, learners are asked to brainstorm and categorize different types of outdoor activities to develop key vocabulary. Critical thinking skills are targeted in an activity that requires learners to consider their geographical locations and the appropriateness of certain outdoor activities for their environment. An encouraging article, “Take a Hike!” along with simple suggestions to “get moving” will, ideally, motivate learners and help them to see that being active is an attainable goal. The unit ends with an activity that requires learners to keep a physical activity log (for one week). Numeric skills are also targeted in activity that asks learners to calculate how much physical activity is done over the course of the week.

### The Unit at a Glance:

- Analyze a quote about nature.
- Brainstorm seasonal activities.
- Consider different ways to be active in specific geographical locations.
- Read an article about the great outdoors.
- Find out about an outdoor activity that he or she would like to do.
- Find out about low-cost outdoor activities.
- Think of ways to “get moving” every day.
- Keep a physical activity journal.
- Reflect on the benefits of being active.
- Set personal fitness goals.

## Checking for Comprehension

You are provided with a list of questions for various sections of this unit of study. You can check for learner progress by asking questions on the section of the workbook that that your student has worked on (or is working on).

Whenever possible, you are provided with the correct answers to questions (in green). For the most part, however, answers will vary. When the learner responds to a question, verify that he or she both understands key concepts and is progressing at an appropriate rate. As a distance education tutor, you should also check for the learner’s level of comfort and ability with the work. Always consider the following:

- Does he/she understand?
- Can he/she do the activities?
- How is he/she doing with reading?
- How is he/she doing with writing?

## Discussion Questions to Monitor Progress, Comprehension and Task Completion

### Pages 1-6 of the student workbook

#### Check for Comprehension:

1. What can outdoor activities do for you?  
*Outdoor activities add to a healthy lifestyle. Nature has many rich prospects to discover. Outdoor recreation is a great way to exercise and enjoy time with family and friends.*
2. Can you provide samples of outdoor activities?  
*Answers will vary.*
3. What are some outdoor recreational activities that you have enjoyed in the past?  
*Answers will vary. Check for general comprehension.*
4. Why do people do outdoor recreational activities?  
*Answers will vary. Check for general comprehension.*
5. What are the benefits of outdoor recreation?  
*Answers will vary. Check for general comprehension and receptiveness to healthy living.*

#### Analysis of John Muir's quote:

6. What do you think "Nature's peace will flow into you" means?  
*Answers will vary. Check for ability to draw conclusions and analyze a poetic quote.*
7. What do you think "...cares will drop off like autumn leaves" means?  
*Answers will vary. Check for ability to draw conclusions and analyze a poetic quote.*
8. Do you think that nature can bring peace and make your cares go away? Explain.  
*Answers will vary. Check for ability to draw conclusions and analyze a poetic quote.*

"Climb the mountains and get their good tidings.  
Nature's peace will flow into you as sunshine flows into trees.  
The winds will blow their own freshness into you...  
while cares will drop off like autumn leaves."

- by John Muir

## Pages 7-16 of the student workbook

### Check for Comprehension:

1. What is the article “Take a Hike!” about?  
*Answers will vary: The benefits of hiking. / Types of hiking. / How to hike.*
2. What did you learn from this article?  
*Answers will vary. Check for general comprehension.*
3. Who can hike? Explain.  
*Everyone can! Hiking can easily adapt to the age and health of the hiker. “Hikes can be long or short, hard or easy - it’s up to the individual. You don’t need to be an expert to make the most of your hiking experience either.”*
4. Are you interested in hiking? Why or why not?  
*Answers will vary. Check for general comprehension and receptiveness to healthy living.*
5. Give some examples of recreational activities for each season.  
*Answers will vary. Check for general comprehension and task completion.*
6. Which season do you like best? Explain why.  
*Answers will vary. Check for general comprehension and task completion.*
7. Which season has the greatest number of outdoor activities? Why do you think this is?  
*Answers will vary. Check for general comprehension and task completion.*
8. In your opinion, which season is best for outdoor recreational activities? Explain why.  
*Answers will vary. Check for general comprehension and task completion.*
9. What outdoor recreational activity did you find out about?
  - a. Where you can do it?
  - b. What things you need to do it (material)?
  - c. When you can do it (what season)?
  - d. How can you be safe doing this activity?
  - e. What costs are involved?*Answers will vary. Check for general comprehension and task completion.*
10. What steps did you take to find out about this recreational activity?  
*Answers will vary. Check ability to work independently and task completion.*
11. Will you do this recreational activity? Why or why not?  
*Answers will vary. Check for general comprehension and receptiveness to healthy living.*
12. What are some low-cost outdoor recreation activities?  
*Answers will vary. Check for general comprehension: walking, hiking, biking (if you already have a bike), camping, etc.*

## Page 17 of the student workbook

The learner is asked to reflect on his/her learning and progress with this unit. Verify progress, comprehension and task completion.

1. Have you completed all activities?
2. What was easy and why?
3. What was difficult and why?

## Pages 18-24 of the student workbook

### Check for Comprehension:

1. What is Fitness?  
*Answers will vary. Check for general comprehension: Fitness is about being physically healthy. It can be defined in different ways: for some people, it means being thin, for others it means having muscles. Despite these common views, fitness should be measured by how you feel, not by how you look.*
2. What's great about fitness? (What can it do for you?)
  - ✓ *You have more energy.*
  - ✓ *You look and feel better.*
  - ✓ *Your heart is healthier.*
  - ✓ *You have a better self-image.*
  - ✓ *You can learn from it.*
  - ✓ *You can have fun.*
3. What are some ways to have a healthier, more active lifestyle?  
*Answers will vary. Check for general comprehension.*
4. Do you think fitness is important? Why or why not?  
*Answers will vary. Check for general comprehension and receptiveness to healthy living.*
5. Are you happy with your current level of fitness? Why or why not?  
*Answers will vary. Check for general comprehension and receptiveness to healthy living.*
6. What do you think is a healthy amount of physical activity?  
*Answers will vary. Check for general comprehension and receptiveness to healthy living.*
7. What kind of physical activities do you think you could stick with?  
*Answers will vary. Check for general comprehension and receptiveness to healthy living.*
8. How can you measure physical activity?  
*Physical activity is measured as light, moderate or vigorous. Give examples of each.*
9. How much physical activity should you do each day?
  - ✓ *Thirty minutes of moderate activity a day is all you have to do to maintain or improve your health.*



10. What can walking do for you?

*Walking improves your overall health. It can help reduce the risks of:*

- ✓ *high blood pressure*
- ✓ *diabetes*
- ✓ *obesity and excess weight*

## Pages 25-32 of the student workbook

### Check for Comprehension:

1. Describe what you recorded on Day 4 of your physical activity log?

*Answers will vary. Check for task completion.*

2. How many minutes of physical activity did you do on that day?

*Answers will vary. Check for task completion.*

3. Are you satisfied with the number of hours you were active over the week that you kept your log? Why or why not?

*Answers will vary. Check for task completion.*

4. What would you like to do more of?

*Answers will vary. Check for task completion.*

5. What kind of fitness goals did you set for yourself? Can you provide examples?

*Answers will vary. Check for task completion.*

6. Describe some of your fitness goals.

*Answers will vary. Check for task completion.*

## Pages 33-35 of the student workbook

For several days, the learner should make observations of how this theme affects his/her everyday life. He/she should be able to connect the unit's theme with his/her respective world.

1. What did you observe over the past few days?

*Answers will vary. Check for task completion.*

2. How does fitness affect your life?

*Answers will vary. Check for task completion.*

3. How does fitness affect the lives of people around you?

*Answers will vary. Check for task completion.*

4. Provide some concrete examples of what you observed.

*Answers will vary. Check for task completion.*

## Page 36 of the student workbook

The learner is asked to think about what he/she has learned in this unit.

1. What did you know before you started this unit?  
*Answers will vary. Check for general comprehension.*
2. What do you know now?  
*Answers will vary. Check for general comprehension.*
3. What else would you like to know?  
*Answers will vary. Check for general comprehension.*

## Pages 37-38 of the student workbook

The learner is asked to complete a **Learning Checklist**. You may wish to go over this list together. See pages 9 and 10 of this guide for a copy of this list.

## Checkpoint – Fitness and the Great Outdoors

### ANSWER KEY

Please note that many of the answers to these questions will vary according to individual learners. Check for understanding and an ability to articulate valid responses.

1. What can outdoor activities do for you? Explain.  
*Answers will vary. Check for general comprehension: (Outdoor activities add to a healthy lifestyle. Nature has many rich prospects to discover. Outdoor recreation is a great way to exercise and enjoy time with family and friends.)*
2. What are some outdoor activities that you would like to try? Why do you want to try them?  
*Answers will vary. Check for general comprehension and receptiveness to healthy living.*
3. Can nature bring peace? Explain.  
*Answers will vary. Check for general comprehension.*
4. List three things you learned from the article, “Take a Hike!”  
*Answers will vary. Check for general comprehension and task completion.*
5. Which season do you prefer for outdoor activities? Why?  
*Answers will vary. Check for general comprehension and receptiveness to healthy living.*
6. Finding Out About Recreation:
  - a. Which outdoor recreational activity did you find out about?  
*Answers will vary. Check for general comprehension and task completion.*
  - b. Explain how you found out about this activity.  
*Answers will vary. Check for ability to find information and task completion.*
7. Which low-cost recreational activity would you like to try the most? Why?  
*Answers will vary. Check for general comprehension and receptiveness to healthy living.*
8. Why is fitness great?  
*Answers will vary. Check for general comprehension:*

✓ You have more energy.	✓ You have a better self-image.
✓ You look and feel better.	✓ You can learn from it.
✓ Your heart is healthier.	✓ You can have fun.
9. Describe some easy ways to get moving.  
*Answers will vary. Check for general comprehension:*

✓ Set goals that you can meet.	✓ Mix it up - try new things.
✓ Start slow and easy.	✓ Stick to it.
✓ Don't make excuses – just do it.	✓ Keep a physical activity journal.
✓ Get moving with a friend.	

10. How much physical activity do you want to do each day? Is it enough?  
*Answers will vary. Check for task completion and receptiveness to healthy living.*
11. Which do you prefer: light, moderate or vigorous physical activity? Explain why.  
*Answers will vary. Check for task completion and receptiveness to healthy living.*
12. Were you pleased with your physical activity log? Why or why not?  
*Answers will vary. Check for task completion and receptiveness to healthy living.*
13. Why is walking such a great way to get outdoors and get fit?  
*Walking improves your overall health. It can help reduce the risks of:*  
✓ *high blood pressure*  
✓ *diabetes*  
✓ *obesity and excess weight*
14. Provide an example of how fitness and the great outdoors affect your everyday life (something you observed).  
*Answers will vary. Check for general comprehension and receptiveness to healthy living.*
15. How will you use what you have learned in the future?  
*Answers will vary. Check for task completion and receptiveness to healthy living.*
16. How was writing in your Learner's Journal? What did you write about?  
*Answers will vary. Check for task completion.*



## Fitness and the Great Outdoors: Learning Checklist

(Learner's checklist found on pages 37-38 of the student workbook.)

At the end of this unit, the learner is asked to complete a checklist to see what he/she has learned. The following list matches the one that the learner is asked to complete. Use the Checkpoint questionnaire and your observations to determine if the following behaviours have been achieved.

<b>COMPETENCIES</b> The learner can...	<b>IN PROGRESS</b>	<b>ACHIEVED</b>
1. explain why he/she should get outdoors.		
2. explain what recreation is.		
3. add to a list of outdoor activities.		
4. explain the benefits of getting outdoors.		
5. analyze a quote about nature.		
6. form an opinion on nature.		
7. read an article about hiking.		
8. use his/her reading strategies to read.		
9. guess the meaning of new words that he/she reads.		
10. reflect on what he/she reads.		
11. explain what an article is about.		
12. explain what he/she learns from reading.		
13. make a list of outdoor activities.		
14. separate activities by season.		
15. write about his/her opinion on seasons.		
16. find out about a recreational activity.		
17. choose a way to find information.		
18. find information on his/her own.		

<b>COMPETENCIES</b> <b>The learner can...</b>	<b>IN PROGRESS</b>	<b>ACHIEVED</b>
19. think of alternative outdoor activities.		
20. describe low-cost outdoor activities.		
21. explain what fitness is.		
22. say what's great about fitness.		
23. explain how to have a healthier lifestyle.		
24. reflect on his/her level of physical activity.		
25. think of changes I would like to make to his/her fitness.		
26. give examples of light physical activity.		
27. give examples of moderate physical activity.		
28. give examples of vigorous physical activity.		
29. keep track of his/her daily physical activity for a week.		
30. add the number of minutes he/she was active.		
31. figure out how many hours he/she was active.		
32. set fitness goals he/she can manage.		
33. observe how fitness and the outdoors affect his/her y life.		
34. observe how fitness and the outdoors affect the lives of others.		
35. reflect on his/her learning.		
36. keep track of learning in his/her Learner's Journal.		

# Independent Learning Observation Grid

*“Learning is a treasure that will follow its owner everywhere.” ~ Chinese Proverb*

**Learner’s name:** \_\_\_\_\_

**Unit of study:** \_\_\_\_\_

**Date started:** \_\_\_\_\_

**Date ended:** \_\_\_\_\_

<b>Legend:</b>	<b>A</b> - Autonomously	<b>B</b> - With some support
	<b>C</b> - With a lot of support	<b>D</b> - Not at all

**Assess the learner’s level of independence in the following areas:**

The learner...	Level of autonomy
actively works on material.	
complies with instructions.	
demonstrates an understanding of key words.	
asks questions.	
uses different strategies.	
completes tasks.	

**Comments:**

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