



**Into Independence:  
Thematic Unit  
Active Lives**

Learning for Life and Work (SLD)

## **Writers' Group**

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*Cover Photograph: Parkview School, Lisburn*

# Unit Title: Into Independence

## *Sub Theme: Active Lives*

**Thinking Skills and Personal Capabilities:** Managing Information

**Curriculum Objective:** To develop the young person as a contributor to society

**Key Elements:** Personal understanding, mutual understanding, moral character, citizenship, personal health, cultural understanding

**Attitudes and Dispositions:** Personal responsibility, concern for others, openness to new ideas, community spirit, flexibility, respect, tolerance

**Learning Experiences:** Linked to other curriculum areas, relevant and enjoyable, media-rich, skills-integrated, active and hands on, offers choice, challenging and engaging, supportive environment, positive reinforcement, varied to suit learning style, ongoing reflection

The Thematic Units connect the *Learning for Life and Work* subject strands of Personal Development, Local and Global Citizenship, Home Economics and Employability and demonstrate how they contribute to the understanding of a central theme. They provide a number of learning, teaching and assessment activities (and are accompanied by supporting resources) to help you address, interpret and develop the Northern Ireland Curriculum's key elements and Statements of Minimum Requirement.

Each Thematic Unit contributes to the statutory requirement for *Learning for Life and Work* and also links to other Areas of Learning. In addition, there are opportunities to develop learners' *Thinking Skills and Personal Capabilities*, incorporate *Assessment for Learning* principles and make connections to the *Cross-Curricular Skills*.

The units are not intended to be prescriptive and are not the only way to approach the Northern Ireland Curriculum. You do not have to follow them rigidly. Instead, we encourage you to choose from the wide range of learning, teaching and assessment activities in the units and adapt and extend them as appropriate for your classes.

## Statements of Minimum Requirement

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These are the Statements of Minimum Requirement that are addressed in this unit:

### Local and Global Citizenship Diversity and Inclusion

Investigate ways in which individuals and groups express their identity

### Local and Global Citizenship Democracy and Active Participation

Investigate why rules and laws are needed, how they are enforced and how breaches of the law affect the community

### Employability Work in the Local and Global Economy

Investigate how work organisations contribute to the community

### Personal Development Personal Health

Develop strategies to promote personal safety

### Personal Development Self-Awareness

Explore the different ways to develop self-esteem, for example enhanced self-awareness, sense of security and self-worth, setting achievable targets, developing resilience, new interests and skills, learning to recognise achievement, etc.

### Local and Global Citizenship Equality and Social Justice



Investigate how and why some people may experience inequality/ social exclusion on the basis of their material circumstances in local and global contexts

### Personal Development Self-Awareness

Explore and express a sense of self

### Local and Global Citizenship Democracy and Active Participation

Investigate an issue from a range of viewpoints and suggest action that might be taken to improve or resolve the situation

Key Question	Learning Intention Learners will have opportunities to ...	Possible Learning, Teaching and Assessment Activities	Skills and Capabilities
<p><b>What is leisure?</b></p>	<p>... explore differences between activities.</p>	<p>This sub-unit aims to equip learners with knowledge and skills that will help them pursue appropriate leisure activities both at school and throughout their adult lives.</p> <p>As a class, discuss and describe leisure. Ask individual learners what they like to do when they're not at school. Draw the learners' attention to what leisure means and how it differs from work. Working through Resource 1 together, use the interactive whiteboard to highlight the differences between work and leisure.</p> <p> <b>Resource 1: What Is Leisure?</b></p> <p>Ask the class to think about why leisure is important. Draw out the following points:</p> <ul style="list-style-type: none"> <li>- it helps keep us healthy;</li> <li>- it helps us develop skills; and</li> <li>- it gives us the chance to spend time with family and friends.</li> </ul> <p>Use Resource 2 to investigate ways in which leisure activities can help people. After they complete the matching exercise, ask your learners to suggest other activities and the benefits of taking part in them. Together create a new sheet about the advantages of leisure, similar to Resource 2, based on their ideas.</p> <p> <b>Resource 2: Why Do We Need Leisure?</b></p>	<p>Ask focused questions</p> <p><b>Communication –</b> Listen to and take part in discussions, explanations, role plays and presentations</p> <p><b>Communication –</b> Contribute comments, ask questions and respond to others' points of view</p>





Resource Sheet in this booklet







Online Activity (OA) or PowerPoint Activity (PP) available from [www.nicurriculum.org.uk](http://www.nicurriculum.org.uk)

Skills tabs printed in **orange** are Cross-Curricular Skills




Skills tabs printed in **yellow** are Thinking Skills and Personal Capabilities


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<p><b>What is leisure?</b></p>	<p>... explore differences between activities.</p>	<p>Next, use Resource 3 to stimulate discussion and begin to explore a broad range of different types of leisure activity together. You could highlight the following categories:</p> <ul style="list-style-type: none"> <li>- active/inactive;</li> <li>- sports/hobbies/crafts;</li> <li>- indoor/outdoor;</li> <li>- local facilities or attractions/home-based activities; and</li> <li>- activities that you can enjoy alone/with a partner/in a group.</li> </ul> <p> <b>Resource 3: Types of Leisure</b></p> <p>Give your learners an opportunity to complete the Online Activities provided to reinforce the theme:</p> <p> <b>OA: Active Lives</b></p>	


Key Question	Learning Intention Learners will have opportunities to ...	Possible Learning, Teaching and Assessment Activities	Skills and Capabilities
<p><b>What do we do in our leisure time?</b></p>	<p>... use evidence and interpret information.</p>	<p>Having identified some different categories and benefits of leisure together, begin to investigate the leisure preferences of the class. You could use Resource 4 as a starting point for this, and/or incorporate ICT by using Number Box. You could also allow the learners to produce a classroom display of their favourite leisure activities that includes bar or pie charts. To convey the message that leisure is for life, include the leisure preferences of the staff in this survey.</p> <p> <b>Resource 4: Leisure Survey</b></p>	<p>Use a range of methods for collating, recording and representing information</p> <p>Select, classify, compare and evaluate information</p>
		<p>Cut out and laminate the pictures in Resource 5: Leisure Charades to make a pack of cards. Use these as a starting point for class discussion, asking each learner to select:</p> <ul style="list-style-type: none"> <li>– their favourite activity;</li> <li>– an activity that they dislike; and</li> <li>– an activity that they would like to try.</li> </ul> <p>Once they are familiar with the cards, play charades; allow each learner to pick a card in turn and mime or act out the activity shown for others to guess.</p> <p> <b>Resource 5: Leisure Charades</b></p>	<p><b>Using Mathematics –</b> Use ICT to solve problems and/or present their work</p> <p><b>Using Mathematics –</b> Read, interpret, organise and present information in mathematical formats</p>


Key Question	Learning Intention Learners will have opportunities to ...	Possible Learning, Teaching and Assessment Activities	Skills and Capabilities
<p><b>What do we do in our leisure time?</b></p>	<p>... use evidence and interpret information.</p>	<p>Next, explore which of the activities one person can carry out alone and which need at least two people. Draw on the learners' own experiences, and ask if they think some activities can fall into both categories. Provide copies of Resource 6 to consolidate their learning.</p> <p>As you work through the rest of this unit, seek out opportunities to allow the learners to take part in a range of games and other portable, table-top activities that they enjoy, for example at times when they have to wait for others. This can help to illustrate the concept of individual leisure activities.</p> <p> <b>Resource 6: By Myself?</b></p> <p>Use Resource 7 to highlight the individual's right to personal preferences in the light of the variety of leisure activities available. You could develop this by choosing a few members of the class with particular interests and exploring leisure activities available to them in their own locality.</p> <p> <b>Resource 7: What Could They Do?</b></p>	<p><b>Communication –</b> Use non-verbal methods to express ideas and engage with the listener</p> <p><b>Communication –</b> Communicate information, meaning, feelings, imaginings and ideas in a clear and organised way</p> <p><b>Using ICT –</b> Access and manage data and information</p>





Key Question	Learning Intention Learners will have opportunities to ...	Possible Learning, Teaching and Assessment Activities	Skills and Capabilities
<p><b>What might influence our choice of leisure activity?</b></p>	<p>... examine realistic leisure options.</p>	<p>Explore the idea of age-appropriate activities together. Compare activities that different age groups might prefer, including:</p> <ul style="list-style-type: none"> <li>- young children;</li> <li>- teenagers (i.e. the learners themselves);</li> <li>- adults; and</li> <li>- the elderly.</li> </ul> <p>Use Resources 8 and 9 to focus the learners' attention and encourage them to share their experiences. Ask why they think the activities that people prefer might change over time (for example they might have different interests, lifestyles and physical abilities).</p> <p> <b>Resource 8: Leisure for All</b></p> <p> <b>Resource 9: Who Does What?</b></p> <p>You could also ask if the learners think males and females tend to prefer different leisure activities.</p> <p>Ask the learners:</p> <ul style="list-style-type: none"> <li>- Are you going to take part in a leisure activity this evening?</li> <li>- If so, how long do you think you will spend on it?</li> </ul> <p>Discuss activities that they do during weekends or holiday periods, highlighting that some activities take a short time while others can take a week or longer. Use Resource 10 to rank periods of time and match them to suitable activities. Explore the reasons why some activities require much more time than others (for example you need to prepare materials or spend time travelling).</p> <p> <b>Resource 10: If I Had A...</b></p>	<p>Select, classify, compare and evaluate information</p> <p>Plan and set goals and break a task into sub-tasks</p> <p><b>Communication –</b> Find, select and use information from a range of sources</p> <p><b>Using Mathematics –</b> Develop financial capability</p>




Key Question	Learning Intention Learners will have opportunities to ...	Possible Learning, Teaching and Assessment Activities	Skills and Capabilities
<p><b>What might influence our choice of leisure activity?</b></p>	<p>... examine realistic leisure options.</p>	<p>Use the internet and/or local press to examine possible leisure choices for the following time frames:</p> <ul style="list-style-type: none"> <li>- a day trip;</li> <li>- a weekend;</li> <li>- a week; and</li> <li>- a fortnight.</li> </ul> <p>To contextualise the learning, discuss family holidays and/or any day trips or holidays run by the school. You could also create a classroom display to illustrate these for the learners.</p> <p>Use Resource 11 to help your learners consider how some activities require payment and others do not, taking the opportunity to emphasise that some very worthwhile leisure pursuits are free or inexpensive. Together investigate which activities require payment and why some cost more than others. Where appropriate, extend the discussion by introducing the concept of 'value for money'. School activities such as swimming or horse-riding are often subsidised, and you could use these as examples that offer good value for money for the learners.</p> <p> <b>Resource 11: Pay to Play?</b></p> <p>As an extension activity, you could allow your learners to investigate leisure activities that can be done within a budget. Begin by allocating an amount of money. Then have the group plan an activity that they can afford, taking into consideration costs such as transport, entrance fees, hire of equipment and refreshments.</p>	


Key Question	Learning Intention Learners will have opportunities to ...	Possible Learning, Teaching and Assessment Activities	Skills and Capabilities
<p><b>What things can I do at home?</b></p>	<p>... locate sources of information.</p>	<p>Encourage your learners to think about the activities that they do at home. Review how they spend their leisure time outside school in more detail. Ask them to keep a record for one week (with help from home) of the leisure activities they take part in, making sure to include a weekend. Stress that they should record honestly how much time they spend watching television and taking part in sedentary activities.</p> <p>To give greater impact to the learners' findings, create charts using Number Box that display how they each spent their leisure time. If these highlight a disproportionate amount of time spent watching TV and playing games consoles, review together some of the healthier leisure choices that the learners have come across during this unit. Through further discussion, encourage them to think of one or two small changes that they could make to improve their lifestyle.</p> <p>Resource 12 highlights different activities that are normally done inside or outside the home. You could display the pictures on the interactive whiteboard to engage all the class in discussion and/or provide individual worksheets to consolidate their learning.</p> <p> <b>Resource 12: Inside or Outside?</b></p>	<p>Use a range of methods for collating, recording and representing information</p> <p><b>Using Mathematics –</b> Read, interpret, organise and present information in mathematical formats</p>

Key Question	Learning Intention Learners will have opportunities to ...	Possible Learning, Teaching and Assessment Activities	Skills and Capabilities
<p><b>What things can I do at home?</b></p>	<p>... locate sources of information.</p>	<p>As well as reviewing the names of some leisure activities, you can use Resource 13 to consider together how taking part in particular activities might affect others at home. For example, you could ask:</p> <ul style="list-style-type: none"> <li>- Is it okay to watch television or play the guitar very loudly if someone else is studying?</li> <li>- Is it safe to play darts if the board is badly positioned or young children are around?</li> </ul> <p>Encourage the learners to consider ways that they could adapt the activities pictured to make sure they are appropriate and safe.</p> <p> <b>Resource 13: Life of Leisure!</b></p>	

Key Question	Learning Intention Learners will have opportunities to ...	Possible Learning, Teaching and Assessment Activities	Skills and Capabilities
<p><b>What things can I do in my community?</b></p>	<p>... communicate effectively.</p>	<p>To develop your learners' awareness of their local community, together investigate the leisure facilities in the area around the school. If these include a leisure centre that they are familiar with, use this as a starting point.</p> <p>Take the class on a trip to the leisure centre, and carry out a survey of what it offers and what it charges for each activity. You could use Resource 14 as a basis for the survey. Where it suits the needs and abilities of your learners, you could also include questions such as:</p> <ul style="list-style-type: none"> <li>- Are you comfortable with the changing room facilities?</li> <li>- Does the swimming pool include a Jacuzzi or sauna? If so, how do you use them? Do they cost extra?</li> <li>- How much is it to hire a five-a-side football pitch? How many people could play? How much would it cost each?</li> </ul> <p> <b>Resource 14: Leisure Centre Investigation</b></p> <p>Next, focus on developing the learners' knowledge and understanding of the other leisure facilities available to them. These could include entertainment venues and places of interest such as museums, theatres and amusements. Use Resource 15 to consolidate their learning.</p> <p> <b>Resource 15: Leisure in My Community</b></p>	<p>Use own and others' ideas to locate sources of information</p> <p>Select the most appropriate method for a task</p> <p>Communicate with a sense of audience and purpose</p> <p>Use a range of methods for collating, recording and representing information</p> <p><b>Communication –</b> Find, select and use information from a range of sources</p>

Key Question	Learning Intention Learners will have opportunities to ...	Possible Learning, Teaching and Assessment Activities	Skills and Capabilities
<p><b>What things can I do in my community?</b></p>	<p>... communicate effectively.</p>	<p>Together use the learners' ideas and local newspapers, advertisements and websites to make a list of places in the area where people can spend their leisure time. Where appropriate, highlight some recent developments in leisure and culture in Northern Ireland to enable the learners to create a PowerPoint presentation, for example:</p> <ul style="list-style-type: none"> <li>- how Belfast has undergone a transformation in terms of entertainment and attractions, with museums and theatres being revamped and rebuilt; and</li> <li>- the fact that Derry/Londonderry has been named UK City of Culture 2013.</li> </ul> <p>You could also ask your learners to complete one of the following:</p> <ul style="list-style-type: none"> <li>- Create an advertisement or poster to promote a local leisure facility.</li> <li>- Carry out an investigation into the shops/businesses in the community that relate to leisure activities (for example movie rental, sports shops, music stores, camping suppliers, travel agents and restaurants).</li> <li>- Compile a scrapbook titled 'Leisure in our Locality' that includes photographs, information and maps.</li> <li>- Investigate activities that the learners would like to do in the community.</li> <li>- Design a poster for a campaign to make a particular activity available in the area, stating reasons and encouraging others to support the campaign.</li> </ul>	<p><b>Communication –</b> Develop, express and present ideas in a variety of forms and formats, using traditional and digital resources, for different audiences and purposes</p> <p><b>Using ICT –</b> Create, develop, present and publish ideas and information using a range of digital media</p>

Key Question	Learning Intention Learners will have opportunities to ...	Possible Learning, Teaching and Assessment Activities	Skills and Capabilities
<p><b>Are all leisure choices good?</b></p>	<p>... investigate right choices.</p>	<p>Use Resource 16: Leisure Links to prompt a discussion about how some leisure choices can help promote a healthy lifestyle or develop useful skills.</p> <p> <b>Resource 16: Leisure Links</b></p>	<p>Select, classify, compare and evaluate information</p>
		<p>Give your learners an opportunity to investigate rules that apply to certain leisure activities. They could explore issues such as age restrictions and the need for safety equipment. For example, draw attention to the fact that many console games are for 16+ and 18+ only, as well as the laws on drinking alcohol and age restrictions on films that they may already be aware of. You could also highlight how playgrounds might not allow children over a certain age or height. Use Resource 17 to help your learners to focus on and distinguish between the law, good safety practice and good manners.</p> <p> <b>Resource 17: Leisure Rules</b></p>	
		<p>Resource 18 raises the issue of being vulnerable to peer pressure and bullied or led into illegal or unhealthy activities. Use it to begin to explore with your learners how young people sometimes become involved in leisure pursuits that are unhealthy or dangerous. Together create solutions that offer alternatives to the activities shown and provide strategies for opting out when faced with difficult choices.</p> <p> <b>Resource 18: The Right Choice</b></p>	

Key Question	Learning Intention Learners will have opportunities to ...	Possible Learning, Teaching and Assessment Activities	Skills and Capabilities
<p><b>Do leisure choices differ around the world?</b></p>	<p>... investigate their own and other cultures.</p>	<p>As a fun activity to round up this unit on leisure, allow your learners to investigate the national sports of their own and other countries. First, examine sports that are popular in Northern Ireland. Then include sports popular throughout Ireland, throughout the UK, Europe, the northern hemisphere and the world, for example:</p> <ul style="list-style-type: none"> <li>- American football;</li> <li>- Australian rules football;</li> <li>- Sumo wrestling;</li> <li>- hurling; and</li> <li>- baseball.</li> </ul> <p>Depending on the learners' interests, this could be a short, superficial investigation or become a huge project concentrating on one or more sports. For example, if they choose football the learners could:</p> <ul style="list-style-type: none"> <li>- support a local team (with links to Communication through writing or talking about going to a match);</li> <li>- support a top international team (with links to Using Mathematics, staying up to date with league tables);</li> <li>- organise a Fantasy Football League (with links to Using Mathematics); and/or</li> <li>- follow a competition such as the World Cup.</li> </ul> <p>To keep the emphasis on 'doing', you could also help the group to organise a class or school team and take part in training, practices and competitions.</p> <p>Allow your learners to use the internet or library to enable them to complete the activity in Resource 19 on leisure around the world.</p> <p> <b>Resource 19: World of Leisure</b></p>	<p>Use own and others' ideas to locate sources of information</p> <p><b>Using ICT –</b> Access and manage data and information</p> <p><b>Using ICT –</b> Research, select, process and interpret information</p>



# Resources

# What Is Leisure?

## Resource 1

Circle the activities that you think are leisure activities.

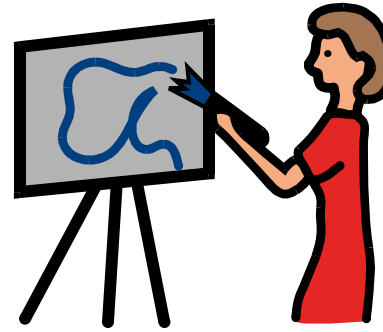


doing homework

or



reading a magazine



painting a picture

or



decorating the house

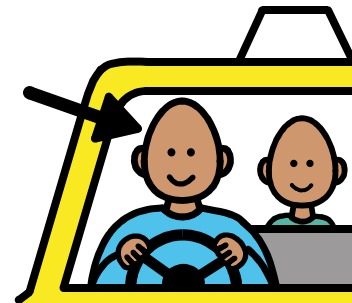


working in a shop

or

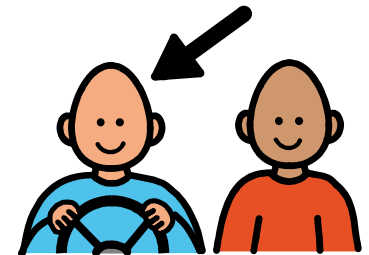


going to the shops



driving a taxi

or

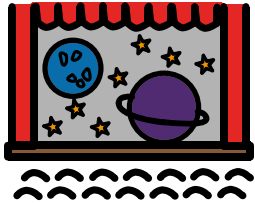


going for a drive

# Why Do We Need Leisure?

## Resource 2

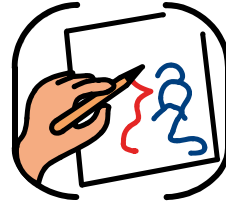
Draw a line from each activity to a reason why people might do it.



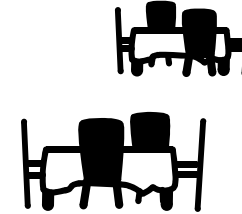
People go to the cinema because...



People go swimming because...



People join art clubs because...



People go to restaurants because...



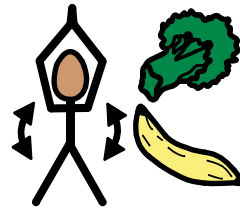
People read books because...



...they like eating out.



...it helps them to relax.



...it helps keep them healthy.



...they like to learn new skills.



...they like entertainment.

## Types of Leisure (1 of 2)

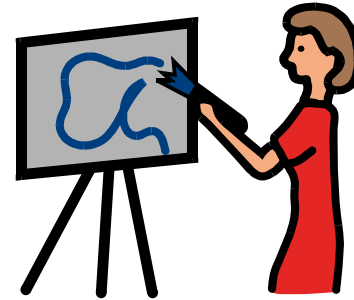
Resource 3



dancing



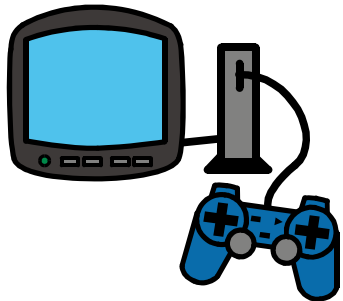
swimming



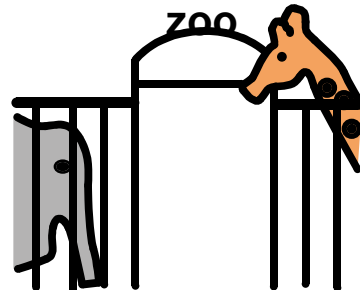
painting



park



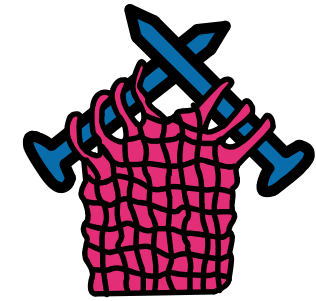
computer/video games



zoo



cooking



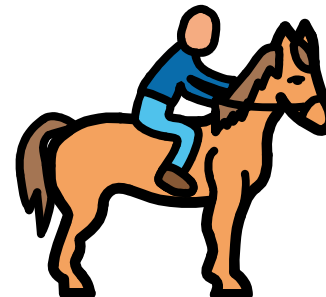
knitting



fishing



library



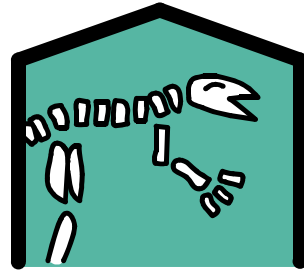
horse riding



holidays



ice skating



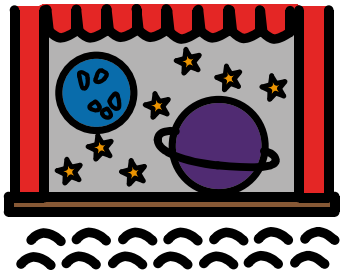
museum



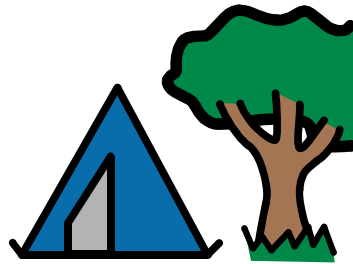
music



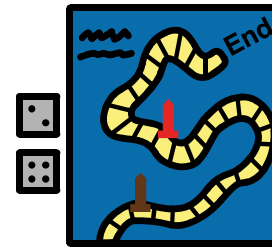
reading



cinema



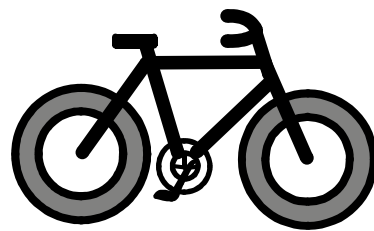
camping



board games



football



cycling

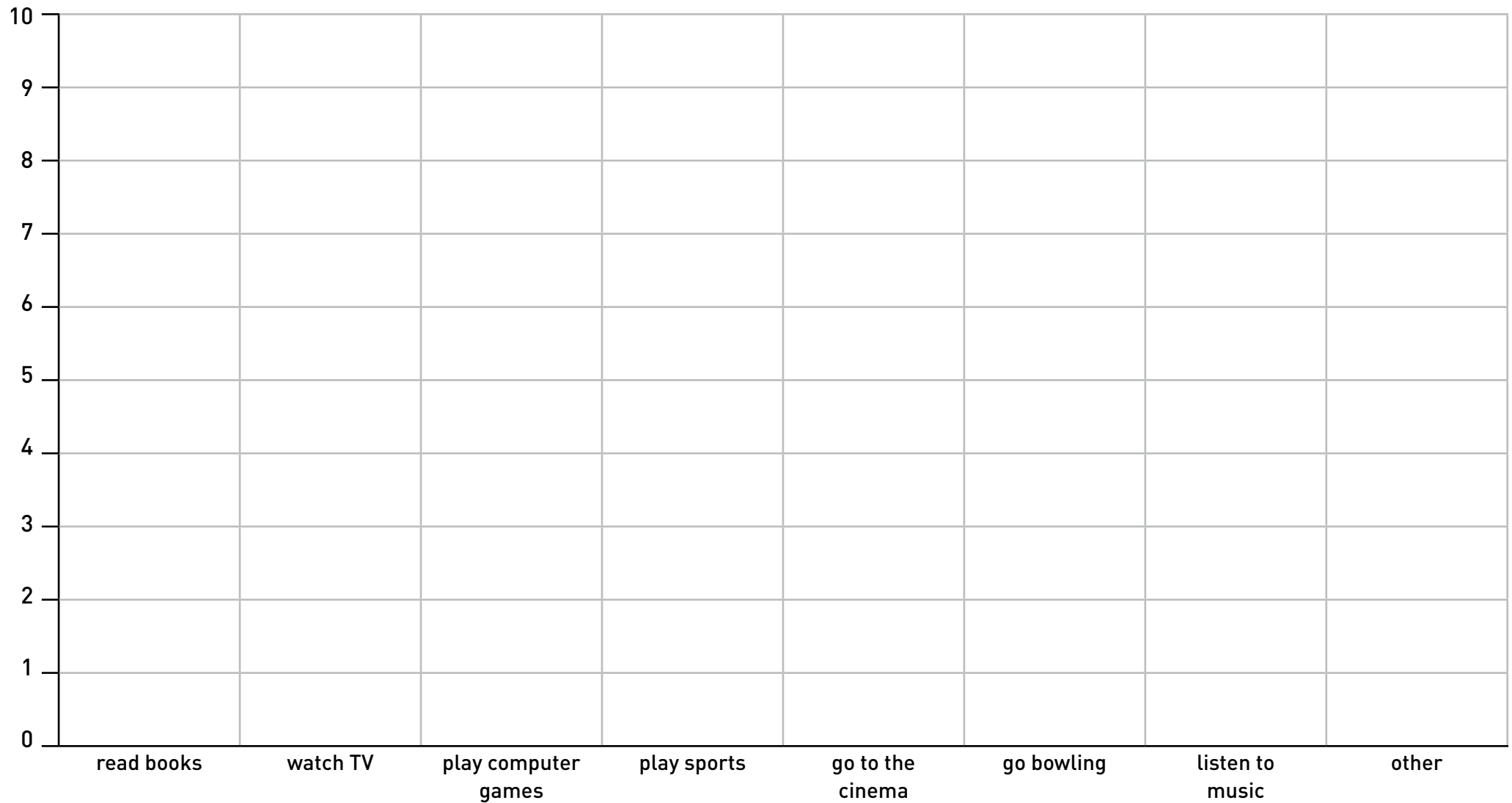


singing

## Leisure Survey

## Resource 4

In what ways do the class spend their leisure time? Complete the chart below.





skateboarding



knitting



baking



bowling



flower arranging



photography

## Leisure Charades (2 of 3)

Resource 5



reading



painting



cheerleading



dancing



fishing



drumming





archery



darts



go-karting



stamp collecting



pottery



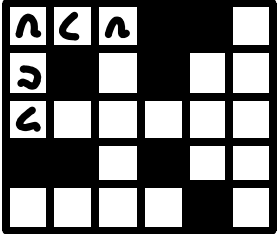
playing the flute

## By Myself? (1 of 2)

## Resource 6

There are some leisure activities that we can do by ourselves; others need more than one person. Draw or cut and paste pictures of activities into the correct areas.

The worksheet is designed for a classification activity. It features two central icons: a person on the left labeled "By yourself" and two people on the right labeled "With a friend". Each icon has four arrows pointing to empty rectangular boxes, creating a 2x4 grid of eight boxes for drawing or pasting pictures.



do a crossword



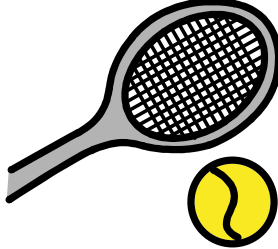
play a parachute game



read a book



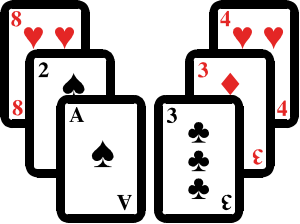
listen to music



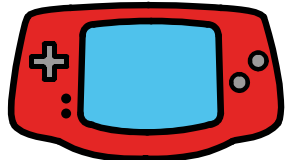
play tennis



play a board game



play snap



play a games console

## What Could They Do? (1 of 2)

**Resource 7**

Ben, Anna and Tom live in Little Town. They have different interests. They are looking for something to do in their leisure time. Read the Little Town Leisure Centre advert, and write or draw something that each person could do in the space.



Ben likes sports.



Anna likes art.



Tom likes animals.

## Little Town Leisure Centre

### New Activities for Summer!

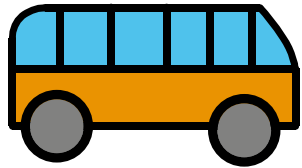
- Bird watching
- Football
- Jewellery making
- Oil painting
- Ice skating
- Horse riding
- Judo
- Card making
- Dog walking
- Table tennis

## Leisure for All

## Resource 8

Look at these adverts for leisure activities. Colour the children's activities in red, the activities for adults in green and the activities for older people in blue.

### Senior Citizens



#### Bus Trip

Thursday at 10 am



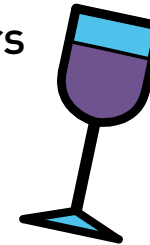
### Baby yoga!

Community hall

10 am each Monday

### Wine Tasting Club

New members welcome



### Are you over 60? Want to learn ICT?

Join the new internet club  
Friday at 2!



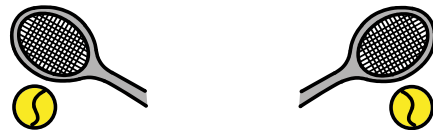
### U-12 Football Club

Training every  
Tuesday  
5-6 pm



### Retired teachers

**Tennis club**  
Restarts Friday



*Dancing Classes*  
Monday from 8 pm



King's Head Pub



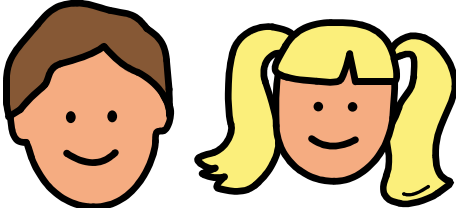
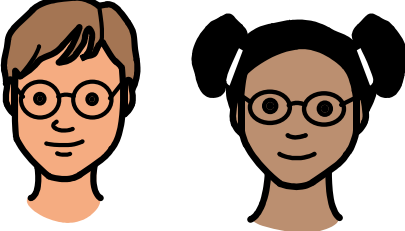
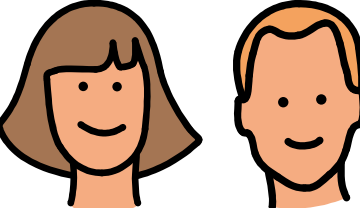
### Time 4 Tots!

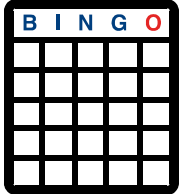
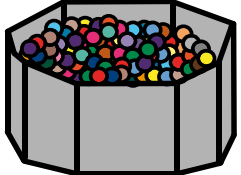
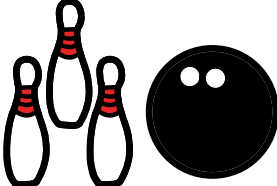
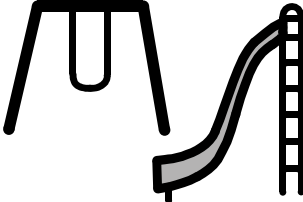
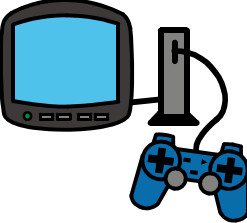

Story telling in the library

Wednesday at 11 am

# Who Does What?

Draw a line from the activities to the groups that you think suit them best. Give two activities to each group. Can you think of any more activities that these groups might enjoy?

 <p>Children</p>	 <p>Teenagers</p>	 <p>Adults</p>
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 <p>bingo</p>	 <p>ball pool</p>	 <p>bowling</p>	 <p>play park</p>	 <p>games</p>	 <p>go to the pub</p>
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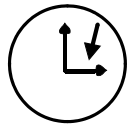
# If I Had A...

## Resource 10

Number the periods of time 1 to 5 from the shortest to the longest. Then match the activities to how long you might take to do them. Remember, the longer you have, the more you can do!



a weekend



an hour



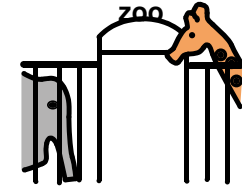
a fortnight



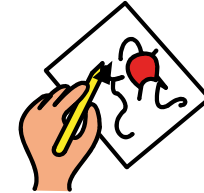
a week



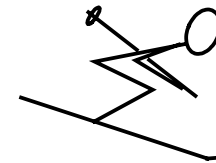
a day



go to the zoo



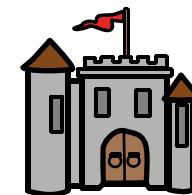
draw a picture



skiing holiday  
in Europe



hotel break  
in Portrush

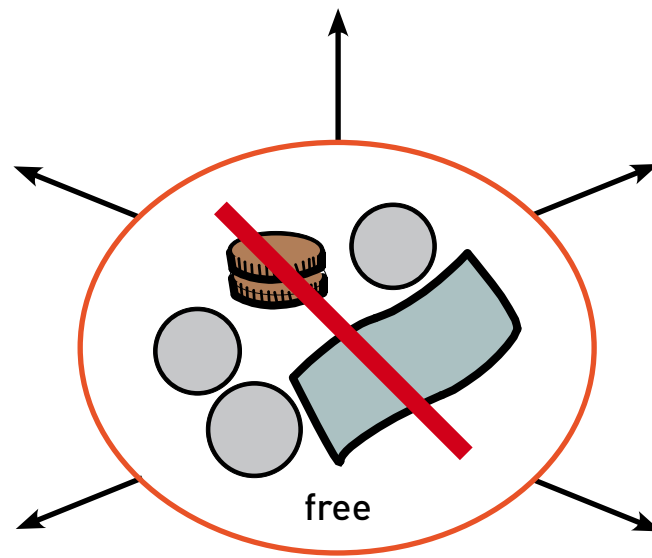
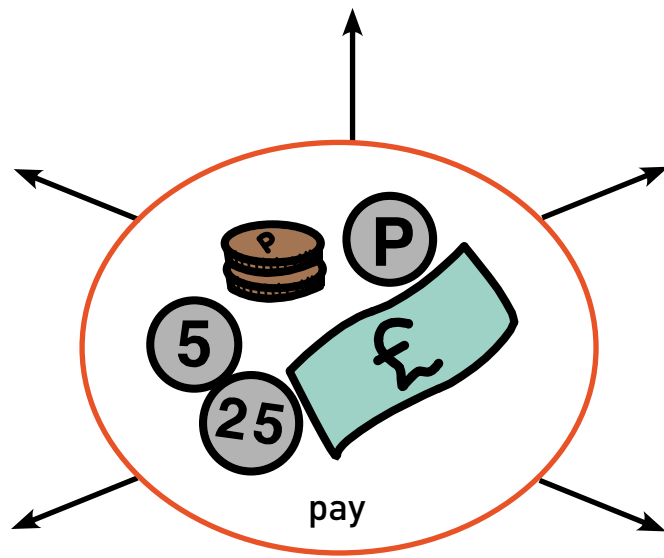


trip to  
Disney World,  
Florida



# Pay to Play?

Sort the leisure choices into those that are free and those which we have to pay for.

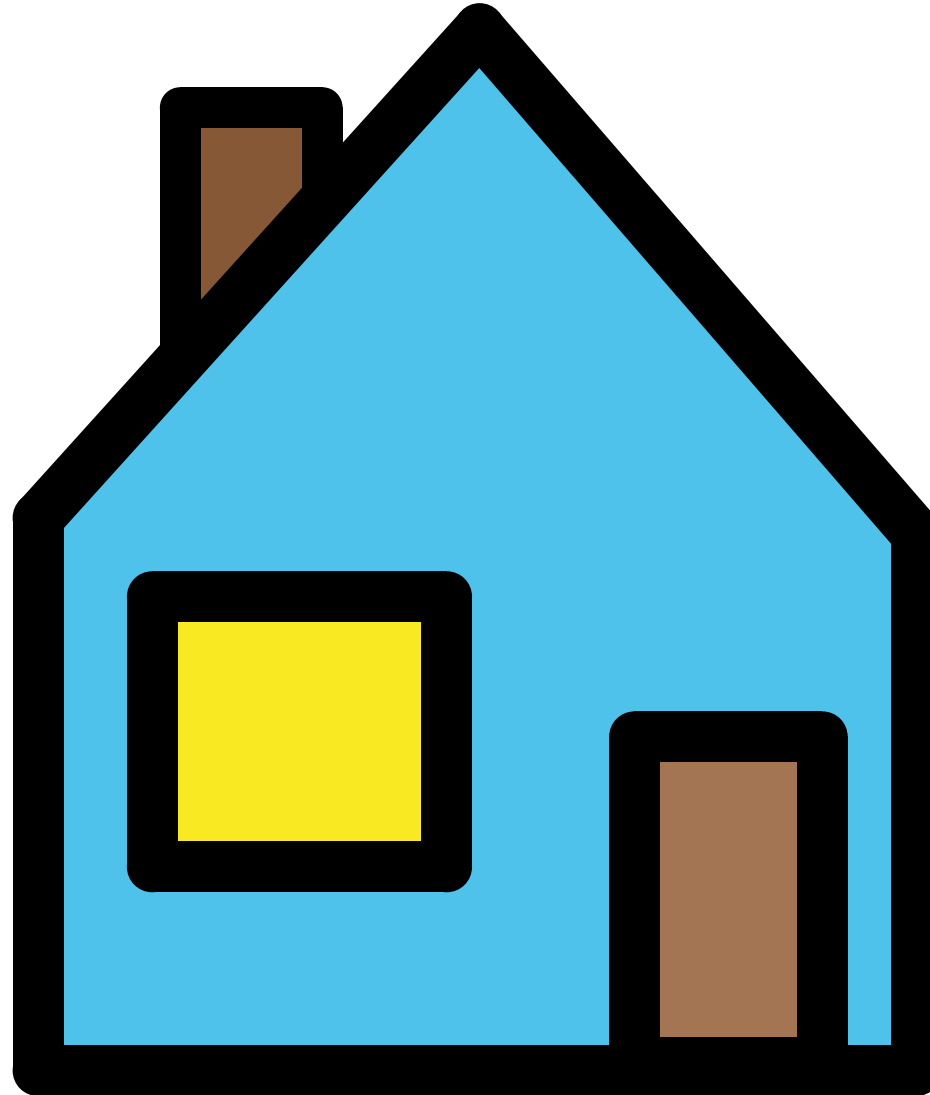



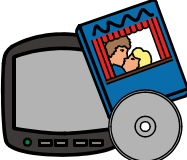



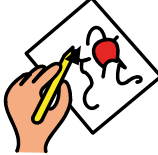


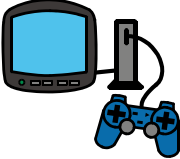

- |                     |         |            |         |                   |
|---------------------|---------|------------|---------|-------------------|
| going on amusements | bowling | walking    | cinema  | swimming          |
| gardening           | reading | eating out | drawing | collecting shells |

## Inside or Outside? (1 of 2)

## Resource 12

Some leisure activities take place inside, and others are done outside. Can you sort the activities into the correct group? Stick the labels either inside or outside the house.



 riding a bike	 playing a board game	 watching a DVD	 fishing
 walking	 singing	 drawing	 flying a kite
L B A T Q V I H M E C R O U P D doing a puzzle	 playing football	 playing a console	 playing golf

## Life of Leisure!

## Resource 13

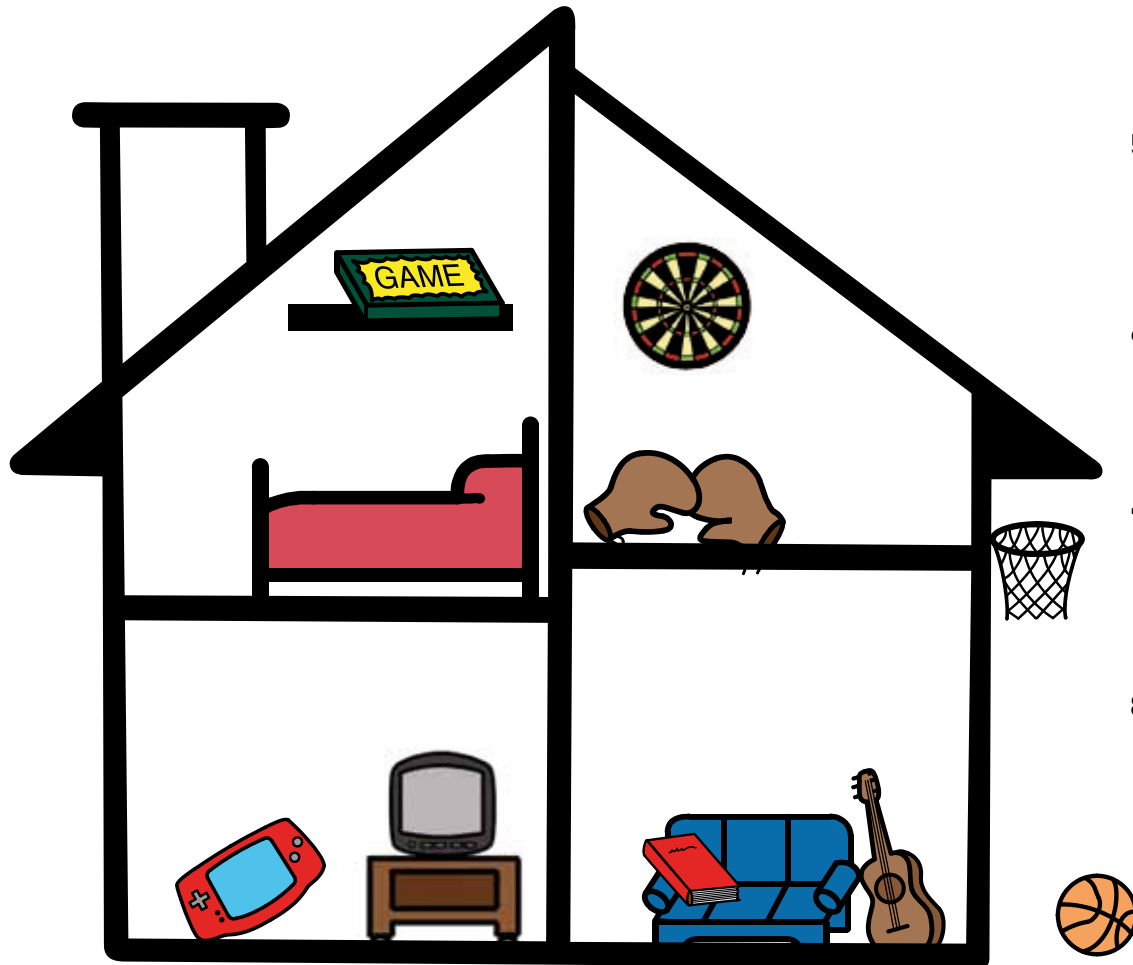
Can you find eight different leisure activities that people in this house enjoy? Use the clues in the picture to help you.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_



5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_


# Leisure Centre Investigation


What do these activities cost at your local leisure centre? Complete the table, then answer the questions.


Activity	Price
 <p>Swimming</p>	
 <p>Keep fit class</p>	
 <p>Badminton</p>	
 <p>Football</p>	
 <p>Gym</p>	

Answer these questions:

1. How much does it cost to go swimming?  \_\_\_\_\_

2. How much does it cost to use the gym?  \_\_\_\_\_

3. Which activity is the cheapest?  \_\_\_\_\_

4. Which activity is the most expensive?  \_\_\_\_\_

5. Which activity would you like to do, and how much would it cost?

 My choice would be \_\_\_\_\_ and

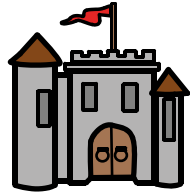
 this would cost \_\_\_\_\_

## Leisure in My Community (1 of 2)

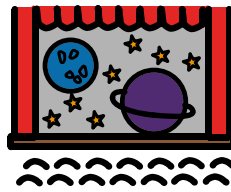
## Resource 15

Which activities can you do in your local area? Which activities do you need to travel to another place to do?

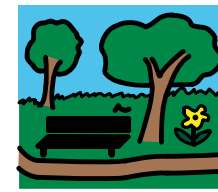
In my locality	Outside my locality



castle



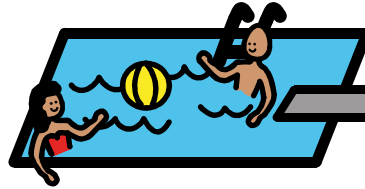
cinema



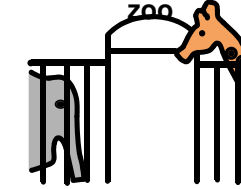
park



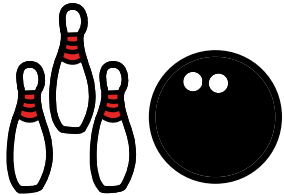
river



swimming pool



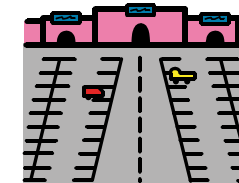
zoo



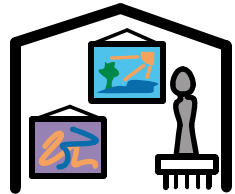
bowling



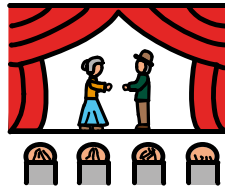
beach



shopping centre



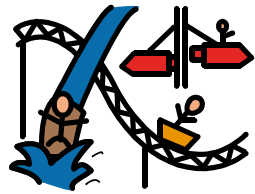
museum



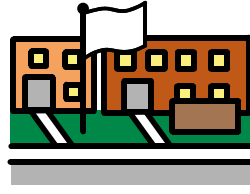
theatre



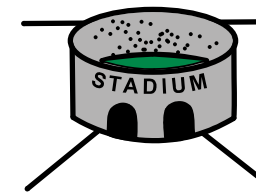
library



amusements



night classes

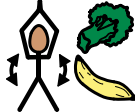






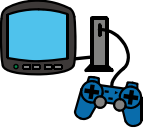



sports ground

# Leisure Links

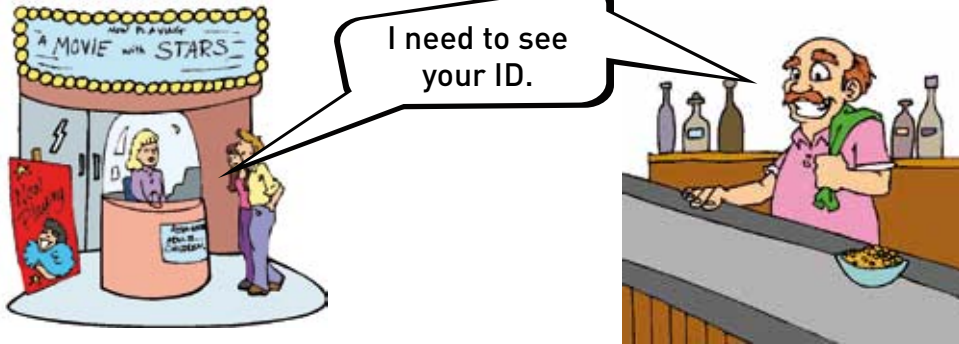
## Resource 16

Leisure choices can help us develop in many ways. Tick the benefits you think these leisure activities have.

Leisure choice	 Health	<b>Aa Bb Cc</b> <b>Dd Ee Ff</b> Literacy skills	$\frac{2}{3} \times \frac{3}{5}$ $\frac{3}{1} \div 2$ Numeracy skills	 Relaxation	 Artistic skills
 Football					
 Reading					
 Shopping					
 Painting/ Drawing					
 Playing a games console					
 Walking					



Some leisure activities have rules that we need to be aware of before taking part in them. Do you know any of the rules?



Rule: You have to be \_\_\_\_ years old to be served in a pub or watch certain films.



I need to stay safe.

Rule: When you ride a bicycle, you should wear a \_\_\_\_\_



Some people come in here to study.

Rule: When you visit the library, you should be \_\_\_\_\_



I've ruined my good T-shirt!

Rule: When you are painting, you should be careful not to get paint on your \_\_\_\_\_

Can you think of any other laws or safety rules about leisure activities?

## The Right Choice

## Resource 18

Look at the leisure choices that these people have made. Can you think of better ways for them to spend their leisure time?



We meet up, throw stones and vandalise things.

My advice is \_\_\_\_\_

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I like to drive my car very fast!

My advice is \_\_\_\_\_

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The drugs help me chill out.

My advice is \_\_\_\_\_

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Getting drunk takes my mind off work.

My advice is \_\_\_\_\_

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Draw an arrow from the leisure activity to the country where it is a popular pastime.



sumo wrestling



hurling



bull fighting



football



skiing



Rewarding Learning

**COUNCIL FOR THE CURRICULUM EXAMINATIONS AND ASSESSMENT**

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