My health and wellbeing in prison and beyond (men)
Teacher’s pack

Unit 3 Health and exercise:

Contents

Unit 3 Health and exercise: teacher’s notes
Unit 3 Health and exercise: learner resources
Unit 3 Health and exercise: answers and transcript
Unit 3 Health and exercise: audio and visual files

Copyright - please read

All the materials on these pages are free for you to download and copy for educational use only. You may not redistribute, sell or place these materials on any other website without written permission from the British Council. If you have any questions about the use of these materials please email us at: esolnexus@britishcouncil.org
**Introduction**

**Unit 3 Health and exercise: teacher’s notes**

This unit will focus on the increased benefits to health from exercise in prison and in everyday life. The unit provides the opportunity to build vocabulary relating to common stress-related conditions such as anger and depression, plus some phrasal verbs in conjunction with practical exercises and relaxation tips to provide calm and wellbeing. Key language is presented in a dialogue between two prisoners talking about gym activities available to them. Learners complete gap fill and vocabulary exercises with phrasal verbs for sport and games.

**Time:** Approximately 90 minutes. Timings are flexible and teachers can break down the units into smaller chunks of learning and build in revision as required.

**Aims**

- To develop the reading skills of predicting, reading for gist and detail.
- To develop listening skills of listening for gist and detail in informal conversations.
- To build range of vocabulary related to sport and health.
- To develop an understanding of the difference between informal prison language and everyday life.
- To promote a wider understanding of the benefits to health from exercise.

**Objectives**

All learners will be able to:

- read and understand informal texts and vocabulary relating to health and exercise in prison
- understand spoken informal language relating to sport and exercise in prison
- use a wider range of vocabulary to describe the benefits to health from exercise and illness
- use a wider range of vocabulary to talk about sporting activities available in prison.

Some learners will be able to:

- write about the health benefits of exercise using a wider range vocabulary and grammar
• read an extended text and practise sporting collocations in the third person.

Preparation

You will need:
• one copy of each resource per learner
• one transcript of the audio
• a device to play the audio file, TP_Health(men)1_unit3.mp3, such as a computer with speakers or a CD/MP3 player.

Activity 1 Lead-in – Speaking and listening about sport
• Hand out resource 1 and ask the learners to look at the photos. Elicit the words for the different types of exercise.
• Put the learners in pairs and ask them to rate what they think are the best three forms of exercise by writing 1,2 and 3 next to the photos. Swap with another pair and compare ideas as a group. Encourage learners to give reasons for their ideas.
• Pre-teach that 5-a-side football has five team members rather than 12.
• Ask the group what exercise and activity they can do in the prison and put it on the board.

Activity 2 – Speaking and listening about health issues
• Focus learners’ attention on resource 2 and use the pictures to elicit the types of problems that can happen when you don’t look after your body.
• Board the word ‘lifestyle’ and elicit what it means. Ask pairs to focus on one picture and discuss the type of lifestyle of the person and what you think has happened.
• Feed back ideas to the whole group.

Differentiation
Ask lower level learners to name the parts of the body that the people in the photos have problems with. (They can use their imagination for d.)
Activity 3 - Listening

Task 1 – Listening for gist

- Set the context. Explain that Ali and Seb have been unlocked to go to activities. Seb sees Ali on the landing and they have a conversation. Elicit some of the questions they might ask each other.
- Board the following words: app / to bang up / circuits. Use differentiated questioning to elicit the meaning. For example, ask lower level learners about word class and higher level learners about register.
- Handout resource 3 and ask the learners to read through the true or false statements.
- Play the recording once for learners to answer the questions.
- Review the answers together. When eliciting the answers, nominate specific learners so that everyone can speak.

Task 2 – Listening for detail

- Read through the questions in activity 4.
- Play the recording once more for the learners to answer the questions.
- Review the answers together. When eliciting the answers, nominate specific learners so that everyone can speak.

Differentiation

Ask lower level learners to underline the question words before they listen. You can also encourage them to use the transcript as they listen, to help them identify the short forms and use questioning to elicit the long forms of the contractions.

Task 3 – Listening for detail

- Write these examples of collocations on the board and explain the usage ‘play a game’, ‘do a sport’ and ‘go running’.
- Go through the listening task as a group to ensure understanding.
- Play the recording again and check that the learners have answered the questions correctly.
- Using the language written on the board earlier, fill in the table for the activities you can take part in in your prison and check for answers individually providing one-to-one support.
Differentiation
Challenge higher level learners to write longer sentences using ‘and’, ‘but’, ‘because’, the latter can be used in conjunction with the health benefits of exercise, for example: I play tennis because it is good for my heart.

Tip - The writing task would make a good cell work activity for enthusiastic learners.

Activity 4 – Reading and vocabulary
• Hand out resources 4 and 5 and introduce Ali and Seb’s stories. These are the stories of the men in the recording on resource 3.
• Ask learners to answer the questions to recap what they know, and to make predictions about the texts they are going to read.
• Elicit that ‘stone’ is a measure of weight and ‘Inside Times’ is a prison magazine.
• Allow learners time to read the text and answer the questions individually.
• Check their answers by asking the group and drawing attention to the line in the text where the answer can be found, to ensure all learners have understood.

Differentiation
For lower level learners, these texts provide a good opportunity to recap understanding of word final ‘s’, by asking ‘what examples of word final ‘s’ can you find in the texts?’

Follow-up activities or extension activities
• The text can be read aloud by individuals in turn to build reading/pronunciation skills.

Activity 5 – Reading
• Introduce Seb’s story (resource 5) and complete the ‘before you read’ activities as a group. Use this as an opportunity to recap what they know and predict based on the information they have.
• Allow learners time to read the text and answer the questions.
• Check the answers as a group, eliciting where in the text each answer can be found.

Tip – This could be used as an info gap activity by giving learners different parts of the story to ask questions to fill the gaps. (Suggested question and answers: “What happened when Seb came to prison?” “He got really fat.” “What did Seb do when he got banged up?” “He slept and ate all day.”)
Cooler activity
To consolidate spelling, play a version of hangman but using a smiley face rather than a hanged man on the board, using the vocabulary from the session. Learners can take it in turns to guess a letter and the winner can do the next smiley face on the board.

Tip – This activity provides a good opportunity to focus on letter knowledge and sounds.

Follow-up activities or extension activities
Activity 6 – Vocabulary
• Hand out resource 6. Introduce and discuss the vocabulary related to prisons e.g. app meaning an application form in prison and an app for your phone outside.
• Ask learners to find the words in the texts on resources 4 and 5.
• Allow time for the learners to find the examples in the texts and take group feedback to ensure all learners have understood the task.
• Ask learners to complete the matching exercise individually and check their answers individually for personal feedback and measure of learning.

Additional activities
Use the transcripts for vocabulary and writing activities from E1 – E3 based on the transcript. See resources 7-8 in the additional resources section. These activities are suitable for class or cell work.
• Hand out resource 7 (Entry 1) and resource 8 (Entry 2) and allow the learners to complete as independently as their skills allow.
• Ask Entry 3 learners to write some sentences about exercise they do, why it’s good for them and what can happen to people who never exercise.

Reading and vocabulary
E3: Resources 9 and 10
E1: Resource 11 for learners to cut/tear up and put into the correct order. Can be completed in class or cell, as independently as their skills will allow.
• Upon accurate completion, provide the questions from resource 12: 1-6.
• Monitor and mark individually for learning measure and support.

E1/E2: Resource 12
• Learners read and complete the resource independently for the teacher to mark upon
completion and feedback. This will provide a good learning measure of comprehension and detailed reading.

**Tip** – **Resources 7-12** can be completed as cell work, if necessary.
My health and wellbeing in prison (men) - Health and exercise teachers’ pack

Unit 3 Health and exercise

Resource 1

cycling

Project co-financed by the European fund for the integration of third country nationals. Co-funded by the bell foundation © British Council 2015
Resource 2: Activity 2

a) Injecting insulin: diabetes.

b)

c)

d)
Resource 3 Activity 3 Listening

Task 1 – Listening for gist  Listen to the conversation. Are the statements true or false?

1. Ali is going to the gym.  true / false
2. Ali would like Seb to join the 5-a-side football team. true / false
3. Seb doesn’t like 5-a-side football.  true / false

Task 2 – Listening for detail  Listen again and answer the questions.

1. Where is Ali going?
2. What is Seb going to do?
3. Does Seb want to join the 5-a-side team?
4. What did Seb play at his last prison?
5. Why don’t they have a full game of football at this prison?
6. Where can you get an app?

Task 3  Ali and Seb talk about activities they do. Listen again and fill in the gaps with the correct verb.

1. I _______ circuits
2. ......and _________ 5 a-side

Look at the activities written on the board and put them with the correct verb.

<table>
<thead>
<tr>
<th>play</th>
<th>do</th>
<th>go</th>
</tr>
</thead>
<tbody>
<tr>
<td>tennis</td>
<td>press-ups</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Ali and Seb have both been in prison for a long time. Three months ago, Seb came to the same prison as Ali and they have become mates. They decided to write their stories for the prison magazine, Inside Time, to help new people in prison.

From the recording that you have just listened to, do you think Ali has:

a) always done exercise in prison?

b) likes doing exercise?

c) has ever been depressed, sad or unhealthy?

Now read his story to get more information and see if your thoughts are right:

---

Ali

When I came inside I got really down, like really depressed. I didn’t want to do anything. I just wanted to be left alone to lay on my bed and stay in my cell. I went to see the doctor because I couldn’t sleep and I didn’t want to eat anything either, so he gave me some pills.

I spoke to a Listener and after a while I started walking around the grounds and that made me feel a bit better. Just getting off the wing and seeing people really helped.

Now I do press ups every morning and night, and I go to the gym three times a week. One day I play 5 a-side, another day I do circuits and the other day I do a work out in the gym. I’d like to go more, but that’s all the regime allows. It’s pretty good though, because at my last prison there was a long waiting list and I couldn’t go at all. So all I could do was run around the grounds. I would time myself to make it a challenge, timed laps was fun. I feel so much better when I do exercise. My body’s fit and my head feels clearer so I can think better, calmer. It’s really good, and I recommend exercise to all the new guys.

---

After you have read Ali’s story, answer these questions

1. Why did Ali want to do exercise?

2. What exercise does Ali do?

3. How has doing exercise helped Ali?
These words are in Ali’s story, what do you think they mean?

- depressed
- Listener
- regime
- timed laps
- stone

**Resource 5: activity 5 – Seb’s story**

Before you read Seb’s story, do you think he has:

- d) always done exercise in prison?
- e) likes doing exercise?
- f) has ever been depressed, sad or unhealthy?

Now read Seb’s story and see if you are right.

---

**Seb**

When I came to prison I got really fat. On the outside I’m really busy, always on the go with my family and business. When I got banged up I had nothing to do except sleep all day and eat and I just got fatter and fatter.

I found out about the gym through notices on the wing and other inmates. I didn’t know you could do so much. You can do weights, circuits, spin, 5 a side, rugby, indoor football, badminton, and basketball. There really is something for everyone. I think I like the 5 a-side best. I do that with my mate Ali, he recommended it to me.

My app request got accepted really quickly and now I go three times a week. I’ve lost over a stone already and I’ve only been going for 6 weeks.

It is possible to get extra gym sessions if you get recommended by Health Care, so I’m going to see them tomorrow to see if they’ll let me have an extra session.

Going to the gym has really helped me a lot. I’m lighter, fitter and happier.

---

After you have read Seb’s story, answer these questions.

1. Why did Seb want to do exercise?

2. What exercise does Seb do?

3. How has doing exercise helped Seb?
Resource 6: activity 6 - Words about prison

There are lots of words that you will hear a lot in prison, for example:
banged up which means ‘locked up’.

1. Find four more words or phrases in Ali and Seb’s stories that are used in prison.
   ___________  ___________  ___________  ___________

2. Match numbers 1-8 prison vocabulary with their meanings.

   1. health care                     a. outside of the accommodation
   2. cell                           b. people in prison
   3. Listener                      c. application form
   4. regime                        d. medical centre
   5. app                           e. room
   6. banged up                      f. Samaritan
   7. inmates                       g. timetable
   8. off the wing                   h. sentenced to prison/locked in your
      room.
Unit 3 Health and exercise: additional resources for teachers
Learner Resource 7: E1
Transcript extension differentiation work E1- E3

Activity 7
Put the letters in the right order to spell the names of different types of exercise.

1. mgy  
   gym
2. situcirc  
   c_____
3. edasSi  
   5-_____
4. lalbotof  
   f_____

Write three simple sentences about the exercise you do. Why is exercise good for you and why is no exercise bad?
e.g. I play 5-a-side.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Take turns in reading each other’s sentences.
Resource 8: E2

Activity 8

1. Find the words in the recording that mean:
   a. A place to go and do exercise
   b. A person that plays a game
   c. A group of people playing a game together

2. Which word means the same as ‘yes’
3. Which word means ‘must’?
4. Can you find the past simple verb in the transcript?

Write at least three simple and compound sentences about the exercise you do, why it is good for you, and why no exercise is bad for you.

E.g. I play football because it is good for my heart.
Resource 9: E3

Activity 9 - Reading and vocabulary

Fin read Ali and Seb’s story in Inside Time, and this is what he had to say.

Do you think Fin:

a) agrees with Ali and Seb, that exercise helps you to feel better and healthier?

b) has always been healthy in prison?

c) has found a good way to stay healthy?

Read Fin’s story and see if you were right.

---

**Fin**

I really understand what Ali and Seb were saying about coming to prison. It is really hard to adjust. Everything gets to you when you’re in here. You just can’t do anything. Phone calls and letters are checked and expensive. It’s not like outside when you can just go and see someone or call them. It gets to you, you know? All the noise, and the keys and rules!

When I first came inside I found it really hard and used to get into a lot of fights because I just couldn’t control myself. I’d start sweating and my heart would beat really fast, and it was just the stress of being banged up.

Exercise really does help, like they say. I used to do yoga classes, but they stopped with all the cut backs and that’s a shame because it really helped me, it made me calmer. So now I just do it on my own, in my cell. Just a bit of relaxation with my own music, and a bit of meditation, it really helps. So now I go to the gym three times a week. I play football, not 5 a-side like Ali and Seb, proper football. And I do circuits and play badminton. Also, I go running around the grounds like Ali used to, and do the yoga in my cell. I feel much better when I do exercise, much less stressed.

Discuss the meaning of the following words and phrases:

adjust  sweating  stress  yoga  meditation
Resource 10

Activity 10 - Reading and vocabulary cont...

Now you have read Fin’s story, answer these questions.

1. What did Fin do when he first came inside?
2. What exercise class did Fin do, that has now stopped?
3. What does Fin do in the gym?
4. What does he do outside the gym?
5. In line 10, what does the phrase ‘cut backs’ mean?
6. How does Fin feel when he does exercise?
7. In the text Fin says he ‘does yoga’. Put the correct form of the verb or verb phrase with these activities: do, go, play

   a) I _________ yoga.          d) They _________ running.
   b) I _________ meditation.     e) He _________

   badminton.
   c) We _________ football.      f) He _________ to the gym.
Resource 11:
Activity 11 - Reading and vocabulary
Learners to cut up the resource and put them into the correct order.

• Use your cell. It’s quiet there.

• Sit or lie down.

• Slow down your breathing.

• Breathe in deeply, nice and slowly and gently let it out.

• Breathe deeper and imagine you are breathing right down into your stomach, and then breathe out slowly.

• Do this 20 times.

• Do this when you feel stressed.
My health and wellbeing in prison (men) - Health and exercise teachers’ pack

Resource 12: E1-E2

Activity 12 - Reading and vocabulary
People can get stressed in prison.
Stress can make you feel very bad.
This information is in Health Care to help stressed people stay calm and healthy.

Before you read, discuss the meaning of these words:
coping       imagine       stomach

Have you ever done breathing exercises?
Do they help?

COPING WITH STRESS

Breathing exercises
• Use your cell. It’s quiet there.
• Sit or lie down.
• Slow down your breathing.
• Breathe in deeply, nice and slowly and gently let it out.
• Breathe deeper and imagine your breathing right down into your stomach, and then breathe out slowly.
• Do this 20 times.
• Do this when you feel stressed.

1 Where can you do breathing exercises?
2 What position is good for doing breathing exercises?
3 Do you breathe fast or slow?
4 How many times can you do the exercise?
5 When is a good time to do the exercise?
6 Put the letters in the right order to spell the words from the text above
   a) itqeui       quiet
   b) srseset
   c) einmiag
   d) heebtar
   e) eecsseirx
Unit 3 Health and exercise transcript

Seb   Where you going Ali?

Ali   All right mate! The gym.

Seb   Yeah? What do you do there?

Ali   I do circuits and play 5-a-side football. It’s not as good as when you can have a full team of eleven players but...

Seb   Right. I played football at my last prison...

Ali   Well, there’s no outside space here for that– just got 5-a-side football... but you could join the team. We’re looking for new players.

Seb   Maybe. How do you get on the team?

Ali   You’ve gotta fill in an app. Of course!

Seb   Oh yeah, everything needs an app in here. I’ll get one from the officer. Cheers mate.

Ali   No problem. Yeah, it’ll be good to have you on the team.

Seb   Ok, I’ll get an app – see if I can. You’d better go before bang up. See you later. Have a good game.

Ali   Cheers mate. See you later.
Unit 3 Health and exercise answers

Activity 1 Warmer.
Cycling, yoga, skateboarding, walking, jogging, gym, boxing, football, indoor football
cricket, volleyball, football trainer
Question  A: weight, wellbeing, mental attitude, breathing

Activity 2
Suggested answers: injecting insulin for diabetes; back ache; heart attack; stress or
anything else

Activity 3 – Listening for gist

Task 1
1) T   2) T   3) F

Task 2 – Listening for detail
1) to the gym   2) get an app.   3) yes
4) football   5) no space   6) from an officer

Task 3 – grammar
5) do   6) play

Activity 4 – Ali’s story
1) Because he was depressed
2) Press ups, 5-a-side, circuits, gym work out.
3) His body is fit; head feels clearer and he is calmer.
Depressed = feeling sad and low.
Listener = a prisoner trained by the Samaritans to listen to people who are depressed.
Regime = prison routine.
Timed laps= running in circles measuring the time taken.
Stone = a measure of weight (6.36 kilos).
Activity 5 – Seb’s story
2) 5 a-side, gym 3) He feels lighter, fitter and happier.

Activity 6 – Words about prison
1) Cell, Listener, regime, wing, app, health care.
2) 1-d, 2-e, 3f, 4-g, 5c, 6-h, 7-b, 8-a

Additional resources
Activity 7
E1 2) circuits 3) 5-a-side 4) football

Activity 8
E2 1a) gym b) player c) team
2) yeah 3) gotta/got to 4) played

Activities 9 and 10.
adjust settle into something new
sweating liquid/water that comes through your skin when you are scared/hot
stress feelings of worry
yoga exercises for the mind and body to relax and improve wellbeing
meditation to clear the mind of worrying thoughts to create an inner calm and peace
1) Fin got into fights and was stressed
2) Yoga
3) Football, circuits and badminton
4) Meditation
5) Less money from the government
6) Better and less stressed
7) a) do b) do c) play d) go e) play f) goes

Activity 12
Coping = to deal successfully with a difficult situation
imagine = to think about something/create it in your mind
stomach = the part of the body that food goes to.
1) Cell
2) Sit or lie down
3) Slow
4) 20 times
5) When you feel stressed
6) b. stress  c. imagine  d. breathe  e. exercise