



Erasmus+



## **CLIL LESSON PLAN: PHYSICAL EDUCATION**

**by Lykogiannaki Styliani**

**Content Subject: Physical Education**

**English Level: at least B1 and above, from B1 to C1.**

**Grade: 2<sup>nd</sup> grade of junior high school / 8<sup>th</sup> year**

**MATERIALS /RESOURCES: Book Think Teen, 2<sup>nd</sup> grade, Student's book p. 57-59, 61 and workbook p. 39.**

**Estimated time: 90 minutes, 2 class sessions. In the second lesson students present their projects.**

**Suggested lesson title: "A healthy mind in a healthy body".**

### **Learning objectives**

Students will become acquainted with less popular sports that are not well-known in their country.

Students will learn about extreme and adventurous sports.

Students will learn important athletic facts.

Students will realize the benefits and potentials of sports.

Students will carry out projects on sports and athletes.

Students will investigate about the Olympic Games.

Students will solve a sports quiz.

Students will develop vocabulary about sports.

### **Lesson Procedure and Learning Activities**

1. Students read the text to find out information about curling and then complete the rules and facts about curling. [20 minutes]

## **CURLING: An Unusual Sport!**

**Here we are, in the All-Stars Sports Stadium and standing next to me is Raphael Duke, the athlete we will all be hearing about in the very near future! Raphael is a curling champion and he has very kindly agreed to answer some questions about this very unusual sport!**

– *Raphael, how would you describe curling to the people who have never even heard of it?*

– Well, first of all, curling is an exciting winter sport where players slide a heavy stone down a ‘corridor’ of ice towards a round target area.

– *That sounds fairly easy, but I’ll bet it isn’t! ...*

– I’ll say! The players have to use strategy in order to play well. In fact, curling is so demanding, that people often refer to it as “chess on ice”.

– *These lanes of ice remind me of really big bowling alleys, only they have these very short side walls. Why is that?*

– First of all, they’re wider and longer than bowling alleys. The walls don’t allow the stone to slide off the lane. Look at the end of the lane. There is a large circle there called the ‘house’, which has 3 concentric scoring rings of different colours. The centre is called the ‘tee’.

– *Do you need any special equipment?*

– Of course! The most important piece of equipment is obviously the curling stone. It’s a round stone specially made of granite, and it has a handle on top. It’s quite heavy, too ... it weighs 19 kg! We also wear special shoes. One of the shoes has a rubber sole that grips the ice and the other one is covered with a smooth material so we can slide on the ice too. We also use special brooms to sweep the ice in front of the stone. Sometimes we wear gloves to keep our hands warm.

– *Now, I know that matches are played between two teams of 4 players each. But how do you play?*

– We slide two stones from one end of the lane to the other taking turns. The other teammates run alongside the stone clearing its path with brooms, which makes the stone travel further. We have to be very careful, though, not to touch the stone. We all aim close to the ‘tee’, or try to knock the other team’s stone away from it. Each team tries to have as many stones as possible in the ‘house’. The coloured scoring rings help us judge which stones are closer to the centre. The team with the most points wins!

– *I’m sorry ... did you say that the players are the ones who judge the position of the stones? There are referees, aren’t there?*

– No, there aren’t. Funny, isn’t it?

– *It sure is. Oh ... and by the way, do you know where curling comes from?*

– It probably comes from Scotland and was originally played as an outdoor game on frozen lakes and rivers in the 1500s. Scottish players improved it, made up rules and turned it into a sport that was carried to other countries.

– *That’s true. It’s very popular in Canada where the winters are very long and cold. Canada has got some great curlers. Has it been an Olympic sport long?*

– Since the ’98 Games in Nagano, Japan! Until then, it had appeared as a demonstration sport in some Games ... Oh, look! I’m sorry, but I’ll have to leave you here. My teammates are waving their brooms at me! Time for practice!

– *Of course, Raphael. Thank for your time, and ... happy curling!*

Adapted from: [www.curlingbasics.com](http://www.curlingbasics.com)

1. Number of concentric rings in 'house': .....
2. Curling stone weighs .....
3. Number of teams that play: .....
4. Number of players on each team: .....
5. Number of stones each player slides: .....
6. Curling was invented in around .....
7. It became an official Olympic Game in .....

2. Students match the words from the two lists to form sports and activities. [15 minutes]

- |                  |             |
|------------------|-------------|
| 1. bird [e]      | a. skiing   |
| 2. scuba [g]     | b. climbing |
| 3. parachute [h] | c. surfing  |
| 4. rock [b]      | e. watching |
| 5. water [a]     | f. cycling  |
| 6. hang [j]      | g. diving   |
| 7. kite [c]      | h. jumping  |
| 8. off road [f]  | i. blading  |
| 9. ice [k]       | j. gliding  |
| 10. roller [i]   | k. skating  |

*Adapted from Workbook Think Teen 2<sup>nd</sup> Grade, p. 39.*

Then, students mention which of these sports they consider extreme or adventurous. They talk about which of these sports they would like to try and if they have already done any of the above activities they share their experience with their classmates. Students talk about sport events in which they have participated and share the emotions that sports activities can evoke.

3. Students work in pairs to answer the following sports quiz. The team with the most correct answers wins. (The correct answers are stated in bold). [10 minutes]

1. The tallest basketball player in the world was ... tall.  
a. 2.05m, **b. 2.45m**, c. 2.30m
2. The country that has won the FIFA World Cup the most times is ...  
**a. Brazil**, b. Spain, c. Italy
3. The most goals to be scored in an official football game were ...  
a. 12, b. 24, **c. 36**
4. The fastest speed reached on a skateboard is ...  
**a. 100.66km/h**, b. 85.50km/h, c. 48.16km/h
5. The highest speed reached by a skier is ...  
a. 120.3km/h, b. 180.5km/h, **c. 250.7km/h**
6. In bicycling, who has reached the fastest average speed of 40.27km in the Tour of France?  
a. Louis Armstrong, **b. Lance Armstrong**, c. Neil Armstrong
7. The fastest tennis serve is ... by Andy Roddick (USA).  
**a. 241.4km/h**, b. 283.2km/h, c. 312.4km/h

*Adapted from Student's book Think Teen 2<sup>nd</sup> Grade, p. 61.*

**Suggested project work in groups.**

Students create a leaflet with the multiple benefits of doing sports and physical exercise.

Students do research about the history of the Olympic Games.

Students compare ancient Olympic Games with modern Olympic Games.

Students choose their favourite team sport or an unusual sport they like and provide information about its rules and its historical development throughout time.

Students find information about the sports career and the life of their favourite athlete.

Students collect some the world's most remarkable athletic achievements and the most significant athletic records and performances that led to victories.

Students present important facts about the national sports of other European countries.

Students present their projects in the next lesson.