

CLIL Physical Education Webquest

Teacher's notes

Play it safe!

Aims	To learn about protective gear, equipment and safety checks for sports.
Activities	Skimming and scanning web sources for information; categorising key vocabulary; labelling an illustration and becoming familiar with sports safety equipment terms; using digital technology to find out more about sports safety equipment and sports safety checks; making a sports safety poster.
Language	Present simple, <i>going to</i> , zero conditional, vocabulary relating to sports, sports gear and safety
To use	After Unit 7, either in class or as homework.
Useful information	A number of sports-related injuries could be avoided by using the correct protective gear. Some of the worst injuries are head and neck injuries, which can leave permanent damage. Students should be aware of the correct equipment they need when playing sports and the safety checks they need to perform.
Procedure	<ul style="list-style-type: none"> • This CLIL worksheet can be given as homework or be done in class. For each activity, students can either check answers in pairs and then with the whole class, or use the Macmillan Online Dictionary to help with vocabulary if they are working at home: www.macmillandictionary.com • As a warmer, show some examples of protective gear (either real or illustration), e.g. helmet, knee pads, gum shield, etc. Ask students to name different sports for which we need protective gear. • In pairs, students discuss the questions in exercise 1: <i>What sports do you do? Do you wear protective gear?</i> Ask different students to report back to the class on their partner's answers. • Ask students to read the text in exercise 2 and decide whether the sentences are true or false. • Ask some comprehension questions, e.g. <i>What protective gear do you need when cycling? What protective gear do you need when rollerblading or skateboarding?</i> • Ask students to read the text again and to complete the chart in exercise 3 with the underlined words. When they have finished, ask them to find more words to add to each column using the suggested websites. One additional website which may be useful is www.return2fitness.co.uk/Protective_Clothing, but please check first to ensure the content is appropriate for your class. • Students look at the two safety posters in exercise 4 and identify the sports (ice hockey and cycling). Ask them to use the words to label the ice hockey equipment, using the websites to help them. Then ask them to complete the bike safety poster with the correct words. • Consolidate the new vocabulary by asking students to match the words 1–8 to the descriptions a–h in exercise 5. • The project stage can be set as homework. Students work in small groups, choose a sport and go online to find out what protective gear or safety checks are important for that sport. They then design sports safety posters including text and illustrations. When the students have completed their posters, they can display their work on the walls and present their ideas to the class. • Homework option: Ask students to find photos of sports, sports equipment and protective gear in newspapers and magazines. They pick one or two images and write about them. For example: <i>He's playing basketball. He needs special shoes, a ball and a basketball court. He doesn't need a helmet.</i>

Key

Exercise 2

- 1 T
2 T
3 F
4 F
5 T

Exercise 3

Protective gear: helmet, ice skates, knee pads, elbow pads, wrist protectors, life jacket, parachute

Sports: cycling, ice hockey, karate, skateboarding, rollerblading, sailing, skydiving

Suggested additional words: shoulder pads, mouth guard, gum shield, gloves, goggles / basketball, football, tennis, golf, etc.

Exercise 4

- 1 helmet
2 shoulder pads
3 gloves
4 hockey stick
5 ice skates
6 puck
7 tyres (tires)
8 light(s)
9 brakes
10 handlebars

Exercise 5

- 1e 2g 3h 4f 5d 6c 7b 8a