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CLIL LESSON PLAN

What Makes a Good Citizen?

📋 LESSON OVERVIEW

Subject(s)	English + Civic Education / Citizenship
Age Group	11–14 years
Duration	45 minutes
CEFR Level	A2–B1 (suitable for CLIL and linguistically diverse classrooms)

🎯 LEARNING OBJECTIVES

Content Objectives

- define what a good citizen is
- recognise key civic responsibilities in everyday life
- explain why rules and responsibilities are important for society
- apply citizenship concepts to school and community contexts

Language Objectives

Vocabulary: citizen, citizenship, rights, responsibilities, duties, rules, laws, respect, fairness, participation, community, society

Language structures:
'A good citizen is someone who...' 'One important responsibility is...' 'This is important because...' 'In my opinion...'

💬 COMMUNICATION SKILLS

- **Reading:** short statements and definitions
- **Listening:** peer contributions and teacher guidance
- **Speaking:** group discussion, justification, sharing ideas
- **Writing:** short paragraphs, poster texts

📖 GRAMMAR, VOCABULARY & PRONUNCIATION

Language of Learning (CALP)

academic language

Grammar & syntactic structures:

- Present simple for definitions
- Modals: should, must
- Simple connectors: because, and, but

Vocabulary: Abstract civic and social concepts (CALP-oriented)

Pronunciation, intonation & fluency:

- Focus on clear pronunciation of abstract nouns
- Fluency supported through sentence starters and modelling

🧠 COGNITION

LOTS — Remembering, Understanding, Applying

- What is a citizen?
- What does the word citizenship mean?
- Which of these statements describes a right and which describes a responsibility?
- Can you give one example of a rule in your school or community?
- Who follows the rules in your school?
- How do citizens show respect in everyday life?

HOTS — Analysing, Evaluating, Creating

- Which responsibility is the most important for a good citizen? Why?
- How are rights and responsibilities connected?
- What happens if citizens do not follow rules?
- How does being a good citizen help the community?
- If you could change one rule in your school or community, what would it be and why?
- What makes someone a good citizen, not just a citizen?

🔍 GUIDING QUESTIONS FOR TEACHERS

- Do my students understand the basic concept of citizenship and the difference between rights and responsibilities?
- Can they name key examples of civic behaviour using simple academic vocabulary?
- Are students using basic classroom language to cooperate, discuss, and share ideas during pair and group work?
- Can students explain why certain responsibilities are important for a community?
- Are they able to justify their opinions using simple connectors (e.g. because) and structured sentence frames?

🌍 CULTURE

How does this topic relate to everyday life or current events? Introduction to the concept of citizenship through everyday situations in school and the local community (following rules, respecting others, participating in group activities), helping students connect civic responsibilities to their own daily experiences.

Are there intercultural, citizenship, or global perspectives included? Presentation of citizenship as a shared concept across different communities and cultures, highlighting that people may have different rights, responsibilities, and ways of participating while sharing common values such as respect, fairness, and cooperation.

Are life skills (e.g. collaboration, decision-making) addressed? Pair and group work, collective decision-making (e.g. agreeing on key responsibilities of a good citizen), sharing ideas, listening to others, and justifying opinions using simple academic language.

⭐ 21ST-CENTURY SKILLS

BICS-Related Skills

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CALP-Related Skills

- Critical thinking
- Problem-solving
- Creativity (academic)
- Information literacy
- Media & ICT literacy
- Productivity & accountability
- Leadership & responsibility
- Entrepreneurship

📚 METHODOLOGY

Duration	Lesson Flow	Activities	Materials Needed	AI Tools Integration
5'	**Warm-up Activities**	**Activity: 'Rules Around Us' (Think–Pair–Share)** Teacher writes the word RULES on the board. Students individually think of one rule they follow at school or at home. In pairs, students share their rules and discuss why they exist. Teacher elicits ideas and introduces the link between rules and citizenship.	Whiteboard or flipchart Markers	Not used in this activity (focus on activating prior knowledge and oral interaction).
30'	**Main Activities**	**Activity 1: Concept Sorting – Rights, Responsibilities, Values** Students work in small groups (3–4 students). Each group receives a set of prepared statement cards, for example:	Printed statement cards Category labels (Rights / Responsibilities / Values) Poster paper or A4 sheets	Optional teacher preparation: AI used before the lesson to generate differentiated statement cards

Duration	Lesson Flow	Activities	Materials Needed	AI Tools Integration
		• 'You can express your opinion.' • 'You should follow school rules.' Groups discuss and sort the cards into three categories: • Rights • Responsibilities • Values The teacher circulates, supports vocabulary, asks guiding questions, and helps clarify misunderstandings. Each group chooses two statements they think are most important. Before speaking to the whole class, groups: • write their chosen statements and reasons; • prepare short explanations together; • and practise their sentences in groups/pairs. Teacher checks and supports language before presentations. Sentence starters are displayed on the board and/or provided on sentence strips: • 'We think this is important because...' • 'This is a responsibility because...' • 'We chose this statement because...' Groups then present their ideas orally to the class. **Activity 2: Mini Poster – 'A Good Citizen Is...'** Students work in small groups to create a mini poster about good citizenship. The poster includes: • a simple definition of a good citizen; • 2–3 responsibilities; • one explanation sentence describing why these responsibilities are important. **Language Preparation & Vocabulary Support** Before the activity, the teacher elicits and/or introduces useful vocabulary related to citizenship	Markers	

Duration	Lesson Flow	Activities	Materials Needed	AI Tools Integration
		and responsibilities. Possible vocabulary: • respectful • helpful • honest • responsible • kind • fair • follows rules • helps others • protects the environment • listens • shares • cooperates Teacher writes the vocabulary on the board and organises it into categories if appropriate. **Definition Support** Teacher explains what a simple definition looks like and models one example together with the class. Example: • 'A good citizen is a person who helps others and follows rules.' Teacher highlights useful definition structures: • 'A ___ is a person who...' • 'A good citizen helps...' • 'A responsible person...' Sentence starters and substitution tables remain visible during the activity. **Group Writing & Discussion** Groups first discuss and write ideas together before creating the final poster. Teacher circulates and supports: • vocabulary; • sentence structure; • and organisation of ideas. **Example Sentence Starters** • 'A good citizen is someone who...' • 'Good citizens should...' • 'This responsibility is important because...'		
5'	**Wrap-Up & Reflection & Sharing**	**Activity: Gallery Walk & Reflection** Posters are displayed around the classroom. Students walk	Posters displayed on walls or desks	—

Duration	Lesson Flow	Activities	Materials Needed	AI Tools Integration
		around in pairs or small groups and read other groups' work. Each pair/group chooses: • one idea they agree with; • or one responsibility they think is especially important. Students write or note down their chosen ideas on sticky notes or a shared class chart. Examples: • 'Helping others' • 'Following rules' • 'Respecting others' • 'Protecting nature' The teacher collects and groups similar ideas on the board to create a whole-class list of important citizenship values and responsibilities. Teacher guides discussion using questions such as: • 'Which responsibility appeared most often?' • 'Why do many groups think this is important?' • 'Which ideas were similar?' • 'Which ideas were different?' • 'What makes a good citizen in our classroom/community?' Optional extension: students vote for the three most important class/community values.		
5'	**Evaluation & Feedback**	**Student self-assessment:** **Exit ticket:** One important responsibility of a good citizen is ... because ... Students reflect on whether they can explain their ideas clearly.	—	—

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