

CLIL BICS LESSON PLAN #1

A Visit to a School of Magic!

LESSON OVERVIEW

Subject(s)	Literature + English
Age Group	7-10 years
Duration	90 minutes
CEFR Level	A1 / pre-A1

LEARNING OBJECTIVES

Content Objectives

- Understand a simplified summary of the Harry Potter story.
- Identify main characters and magical objects.
- Describe basic character traits and actions.
- Recognise Hogwarts as a 'fantasy school' and compare it with their own school.

Language Objectives

Vocabulary: magic, castle, wand, broomstick, owl, brave, smart, friendly, fly, read, help.

Structures: This is... He/She is... I like... I can... Who is this? Where is...?

COMMUNICATION SKILLS

- **Reading:** labels, picture descriptions
- **Listening:** mini-story, instructions
- **Speaking:** describing characters, basic dialogues
- **Writing:** labels, "Hogwarts Student Card"

GRAMMAR, VOCABULARY & PRONUNCIATION

Language of Learning (CALP)

Vocabulary: magic, castle, wand, broomstick, owl, brave, smart, friendly, fly, read, help.

Structures: This is... He/She is... I like... I can... Who is this? Where is...?

Language for Learning (BICS)

class language, useful phrases, giving instructions

Examples:

'Let's work together.' / 'Can you help me?'

'I think...', 'What about this?', 'I choose...'

'Cut this.' 'Put it here.' 'Show me.' 'Listen.'

'Excuse me.' 'Can I have...?' 'I don't understand.'

COGNITION

LOTS — Remembering, Understanding, Applying

- What is this object called?
- Is this from the real world or the magic world?
- What can he/she do? (fly, read, help...)
- What do students learn at Hogwarts?

HOTS — Analysing, Evaluating, Creating

- In what ways is Hogwarts similar to and different from your school? Why?
- Which school would you prefer to attend — Hogwarts or your school? Why?
- If you could choose one magical object, which one would you pick? Why?
- How does Hogwarts help students learn?
- How does your school help you?
- What makes someone brave/smart/friendly?
- How is a 'magic school' the same as a 'real school'?

GUIDING QUESTIONS FOR TEACHERS

- Do my students understand the basic story summary and recognizing the main characters?
- Can they name key magical objects and describe characters using simple adjectives?
- Have I provided enough visual and vocabulary support (word mats, flashcards, sentence starters)?
- Are students using basic classroom language to cooperate and share ideas during pair and group activities?
- Can they compare Hogwarts with their own school and explain simple choices (e.g., choosing a house)?

CULTURE

How does this topic relate to everyday life or current events? Introduction to universal themes such as friendship, courage, teamwork, and school life; connecting literature with real-world routines by comparing Hogwarts and their own school.

Are there intercultural, citizenship, or global perspectives included? Presentation of Hogwarts as a diverse school community where students with different backgrounds, abilities, and personalities learn together.

Are life skills (e.g. collaboration, decision-making) addressed? Pair and group work, decision making (e.g., selecting a house or designing a character), sharing ideas, and justifying their opinions in simple English.

★ 21ST-CENTURY SKILLS

BICS-Related Skills

- Communication
- Collaboration
- Flexibility & Adaptability
- Social & Cross-Cultural Skills
- Time Management
- Initiative

CALP-Related Skills

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📖 METHODOLOGY

Duration	Lesson Flow	Activities	Materials Needed	AI Tools Integration
15'	Warm-up Activities	<p>Picture Sorting & Vocabulary Reflection Game (10 min)</p> <p>Students look at picture cards and sort them into a Venn diagram: Magic World / Real World / Both Worlds.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Magic World: wand, wizard • Real World: playground • Both Worlds: books, desks, school <p>Students then complete a simple self-assessment for the vocabulary:</p> <ul style="list-style-type: none"> • 😊 I know this word • 🗣️ I can say this word • 📝 I can use this word in a sentence 	<p>Magical/real-world object cards</p> <p>Printed story summary</p>	<p>AI Image Generators (e.g., Canva AI, DALL·E)</p> <p>ChatGPT: generate or simplify the story summary at A1 level.</p>

Duration	Lesson Flow	Activities	Materials Needed	AI Tools Integration
		<ul style="list-style-type: none"> • ? I don't know this word yet <p>Students choose 1–2 words and draw their own visual representation of the vocabulary item.</p> <p>Teacher introduces key vocabulary, elicits recognition of the Harry Potter theme, and displays BICS phrases for sorting and discussion ('I think...', 'This is...', 'Both schools have...').</p> <p>Introduce the Mini Summary (5 min)</p> <p>Teacher divides the simplified story into 3–4 short sections with visuals. After each section, the teacher pauses and asks simple comprehension questions, for example:</p> <ul style="list-style-type: none"> • 'Who did we hear about?' • 'Where are they?' • 'What happened?' • 'Is this a real or magical place?' <p>Teacher also asks prediction questions to encourage thinking and engagement:</p> <ul style="list-style-type: none"> • 'What do you think will happen next?' • 'Who will they meet?' • 'Will Harry like the school? Why?' <p>During the second reading/listening:</p> <ul style="list-style-type: none"> • students hold up character or object cards when they hear target vocabulary; • OR students place picture cards in the correct order as they listen. <p>Optional support:</p> <ul style="list-style-type: none"> • key vocabulary visuals displayed on the board during listening; • gestures/miming for actions (fly, read, help). 		
55'	Main Activities	Activity 1: Meet the Characters (10 minutes)	Activity 1: Character flashcards; adjective cards (brave, smart, friendly, strong);	Canva AI Template Generator

Duration	Lesson Flow	Activities	Materials Needed	AI Tools Integration
		<p>Teacher shows one character at a time. Students repeat simple sentences:</p> <ul style="list-style-type: none"> • 'This is Harry.' • 'He is brave.' • 'She is smart.' • 'He is friendly.' <p>Pair task: Students pick a card and describe the character to a partner using sentence starters:</p> <ul style="list-style-type: none"> • 'This is ____.' • 'He/She is ____.' • 'He/She has a ____.' <p>Activity 2: Hogwarts Stations (20 minutes)</p> <p>Students rotate through four learning stations around the room. At each station, students complete a short oral task using sentence models displayed on posters/cards. More confident learners may additionally write key words or short sentences on mini whiteboards or worksheets.</p> <p>Station A – Flying Area</p> <ul style="list-style-type: none"> • Students mime flying and say: 'I can fly.' <p>Station B – Reading Area</p> <ul style="list-style-type: none"> • Students look at magical flashcards and read/simple match vocabulary. • Students say: 'I read here.' 'This is a magic book.' <p>Station C – Creature Corner</p> <ul style="list-style-type: none"> • Students observe creature pictures and orally describe them: 'I see a ____.' <p>Station D – Great Hall</p> <ul style="list-style-type: none"> • Students practise greetings in pairs through short role-play dialogues: 'Hello, what's your name?' 'My name is ____.' <p>Students rotate every 4–5 minutes.</p> <p>Activity 3: Create Your Own Hogwarts Student Card (15 minutes)</p> <p>Students design a simple ID card:</p>	<p>sentence starters on board</p> <p>Activity 2: Station signs; flashcards; creature pictures; dialogue posters</p> <p>Activity 3: Pre-printed ID card templates; pencils/markers; sentence starters</p> <p>Activity 4: Large Venn diagram poster (printed or drawn on the board); sticky notes/pictures</p>	<p>AI Translation Tools (DeepL, Google Translate with teacher control)</p>

Duration	Lesson Flow	Activities	Materials Needed	AI Tools Integration
		<ul style="list-style-type: none"> Name House Adjective Magical skill (I can...) Magical object (I have...) Picture/drawing <p>Teacher supports vocabulary and structure use and provides sentence starters.</p> <p>After completing the cards:</p> <ul style="list-style-type: none"> students present their cards to a partner or small group; students introduce themselves using their card: 'My name is...' 'I am brave.' 'I can...' cards are displayed in the classroom for a short gallery walk. <p>Optional peer interaction:</p> <ul style="list-style-type: none"> students ask simple follow-up questions: 'What is your magical object?' 'Which house are you in?' <p>Activity 4: Compare Our School with Hogwarts (10 minutes)</p> <p>On the board: a simple Venn diagram — Our School Both Hogwarts.</p> <p>Students add pictures or sticky notes. Examples:</p> <ul style="list-style-type: none"> 'We have a playground.' 'Both have classrooms.' 'Hogwarts has magic.' 		
20'	Wrap-Up & Reflection & Sharing	<p>Wrap-Up – Gallery Walk (10 min)</p> <p>Students walk around and view each other's Hogwarts Student Cards. They put stickers or smileys for good drawing, good English, or creative idea.</p> <p>Vocabulary Game (5 min)</p> <p>Teacher shows a picture and students shout the word (wand, hat, broom...) or students mime 'fly,' 'read,' 'help.'</p> <p>Exit Ticket (5 min)</p> <p>Students say or write:</p> <ul style="list-style-type: none"> 'My house is...' 	<p>Stickers or smiley stamps</p> <p>Display of student cards</p> <p>Flashcards (objects + actions) for the Vocabulary Game</p> <p>Small slips / mini whiteboards and pencils for the Exit Ticket</p>	—

Duration	Lesson Flow	Activities	Materials Needed	AI Tools Integration
		<ul style="list-style-type: none">• 'My favourite character is...'• 'I can say three magic objects: __, __, __.'		
—	Evaluation & Feedback	Teacher Assessment (Observation) <ul style="list-style-type: none">• vocabulary use (objects, adjectives)• participation at stations• correct use of basic structures Student Self-Assessment <ul style="list-style-type: none">• 'I can...' reflective cards• Completed Hogwarts Student Card• Exit ticket	—	—

Co-Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the Foundation for the Development of the Education System (FRSE). Neither the European Union nor FRSE can be held responsible for them. *Project number: 2024-1-PL01-KA220-SCH-000256498*