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CLIL LESSON PLAN

Healthy lifestyle - dos and don’ts for staying healthy

📋 LESSON OVERVIEW

Subject(s)	Health education
Age Group	11–14 years
Duration	60–90 minutes (can be adapted as needed)
CEFR Level	A2

🎯 LEARNING OBJECTIVES

Content Objectives

- Students will understand the reasons why some habits are beneficial or harmful to our health.
- Students will list good and bad habits that influence our health.
- Students will discuss and support their opinions with arguments.

Language Objectives

Vocabulary:

- healthy diet
- healthy habits
- health and wellbeing

Skills:

- presenting their points of view
- arguing
- expressing ideas
- summarising
- debating

💬 COMMUNICATION SKILLS

- Reading – short statements.
- Listening – exchanging ideas with other students; listening to the speaker in order to interact with them; receiving feedback on their work.
- Writing – noting arguments and ideas to add to the mind map; summarising ideas discussed in individual summary charts.
- Speaking – sharing ideas with classmates; justifying their choices in the 4 corners activity.

📖 GRAMMAR, VOCABULARY & PRONUNCIATION

Language of Learning (CALP)

N/A

Language for Learning (BICS)

- Class language: moving to corners, thinking about reasons.
- Useful phrases: 4 corners indicators (I fully agree / I agree, but / I don't agree, however / I do not agree at all); display with useful phrases for debate and discussion (I agree with the previous statement because, … but I also think… On the other hand… What is more) (see attachment).
- Giving instructions: explain your ideas; be more specific; Do we understand this correctly?

Language Through Learning (not planned)

Not planned.

🧠 COGNITION

LOTS
(Remembering, Understanding, Applying)

- Can you list some good habits that support our health?
- Can you list some bad habits that jeopardize our health?
- Can you share some of your daily habits?

HOTS
(Analysing, Evaluating, Creating)

- Can you explain why a particular habit is good or bad for one's health?
- Can you think how one can modify their habits to stay healthier?
- Can you evaluate the role your habits play in your wellbeing?

🔍 GUIDING QUESTIONS FOR TEACHERS

- Are my students not only aware of good and bad habits, but also able to reflect on their personal choices?
- Can my students recognize their own bad habits?
- Are they willing to reflect on them and make changes?
- Am I a good role model for my students in terms of these habits?
- Have I taken into account the cultural aspects of some statements discussed during the lesson?

🌍 CULTURE

How does this topic relate to everyday life or current events?

Wellbeing is becoming increasingly important in many cultures, yet several myths about a healthy lifestyle still persist. Therefore, raising awareness about current trends versus the scientific evidence behind them is essential.

Are there intercultural, citizenship, or global perspectives included?

A discussion about healthy habits provides an excellent opportunity to address the environmental impact of certain choices (such as vegetarianism or travelling across time zones) as well as cultural differences related to dietary traditions, work–life balance, or women's participation in sports.

Are life skills (e.g. collaboration, decision-making) addressed?

Yes. Life skills are addressed through decision-making about daily personal habits, collaboration in sports, and engagement in volunteering.

⭐ 21ST-CENTURY SKILLS

BICS-Related Skills

- Communication
- Collaboration
- Flexibility & adaptability
- Social & cross-cultural skills
- Time management
- Initiativeness

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
5–10'	**Warm-up Activities**	**Picture chat** Show a few pictures to introduce the topic. Let students describe the pictures, compare them, and work out what the topic of the lesson is. **Quick mind map** Divide students into groups and ask each group to draw a quick mind map with the central phrase: healthy lifestyle. **Mind map sharing** Depending on the time and the number of students/groups, you can: • let each group present their mind map; • ask each group to contribute to a joint class mind map; • display the maps on the tables and have students take a gallery walk to see what others have created. The teacher offers language support if needed.	Pictures introducing the topic. See attachment.	Students with lower English ability may use speech-to-text tools to record and translate their ideas from their mother tongue.
15–30'	**Main Activities**	**4 corners activity** Introduce the labels displayed in the corners of the classroom: • I fully agree • I agree, but... • I don't agree, however... • I do not agree at all Present the statements describing some common habits (one at a time). After each statement, ask students to move to the corner with the label that best represents their thinking. Ask some students (or all, if the group is small) to explain their opinion. Facilitate a short discussion between	Labels for the corners. Set of statements. See attachment.	Support from AI chat tools to develop statements for discussion, taking into account: • the age of the students • their cultural background • their language abilities

Duration	Lesson Flow	Activities	Materials Needed	AI Tools Integration
		students standing in different corners, or between those in the I agree, but... / I don't agree, however... groups. Encourage them to explain their "buts". Continue with the next statement. The teacher offers necessary language support. **Additional comments:** • The statements may be shown in a random order, but it is better to present them in a sequence that naturally encourages students to move around the room. • The activity may need to be conducted in another space if the classroom does not allow free movement — an empty room or even an outdoor area can work perfectly. • If movement is not possible due to space limitations, students may be given four answer options printed on flashcards to show to the teacher. However, physical movement generally leads to much greater engagement and visually supports the discussion by clearly showing differences in opinions and facilitating the exchange of ideas. • The activity might be also conducted in small groups - each group deals with 3-4 statements, holds a short discussion and then presents their statements to the whole class.		
5–10'	**Wrap-Up** **Reflection & Sharing**	**Individual reflection** Each student divides a double-page spread in their notebook into four sections (half a page per label). They label the sections with the 4 corners labels (I fully agree / I agree, but... / I don't agree, however... / I do not agree at all).	—	If needed, use AI tools to support written reflection in notebooks for students with lower language skills.

Duration	Lesson Flow	Activities	Materials Needed	AI Tools Integration
		They then write one or two statements (depending on time limits and their language and writing skills) in each section, adding their individual comment — explanations, “buts,” and reasons why they agree or disagree. The teacher provides support if needed. With weaker groups or two examples might be done together in the class. **Share work** In pairs or small groups, students read a few selected points to each other and give feedback on the clarity of the explanations. They nominate one or two of the best explanations to be read aloud to the class.		
5–10'	**Evaluation & Feedback**	**Poster** Each student chooses a statement that promotes health and prepares it for a class display. OR each student creates a poster with the statement that is most important to them, or one they personally struggle with and want to improve. Students share why they chose that statement. **Teacher evaluation** The teacher reads all individual reflections to evaluate not only the language but also which topics need further attention in future lessons to deepen understanding of a healthy lifestyle (e.g. many students agree with the statement “Energy drinks should be allowed for children”). **Comment:** The number of statements used in the lesson should be chosen based on the available time. If time allows and students engage actively in discussions after each statement, it is worthwhile to	—	—

Duration	Lesson Flow	Activities	Materials Needed	AI Tools Integration
		extend the activity — or divide it into two parts: • Warm-up and half of the statements with discussion • The second (smaller) set of statements + individual reflections + posters If the sessions are held far apart, start the second one with the question: "Which statement do you remember from the previous session?"		

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