



CLIL LESSON PLAN

My daily routine



LESSON OVERVIEW

Subject(s)	Health education, language, maths
Age Group	7-10 years
Duration	45-90 minutes
CEFR Level	A2



LEARNING OBJECTIVES

Content Objectives

- Students will talk about their daily routines.
- Students will identify parts of the day that they can become more responsible for.
- Students will understand the links between their routines and how they feel.

Language Objectives

Vocabulary:

- daily activities
- time
- small healthy habits

Skills:

- expressing their point of view
- telling the time
- making healthy choices



COMMUNICATION SKILLS

- Reading – labels under daily routine pictures, short descriptions, times on the clock.
- Listening – exchanging ideas with other students, listening to riddles.



- Writing – short riddles and daily routine charts.
- Speaking – describing their day, explaining their choices.

GRAMMAR, VOCABULARY & PRONUNCIATION

Language of Learning (CALP)

N/A

Language for Learning (BICS)

- Class language: classroom instruction, division into groups, cooperation within groups.
- Useful phrases: Who is responsible for this chore at home? When is each activity done? Telling the time.
- Giving instructions: sort the cards according to the criteria; match the clocks with the activities; reflect on your daily routine.

Language Through Learning (not planned)

Not planned.

COGNITION

LOTS

(Remembering, Understanding, Applying)

- What time do you usually do each activity?
- How long does the activity take?
- Which activities are necessary on a daily or weekly basis?
- Who is responsible for various activities at home?

HOTS

(Analysing, Evaluating, Creating)

- How could you support other family members with their chores?
- Can you see any activities that you would like to change, modify or adapt?
- Should you be more time-efficient in some activities?

GUIDING QUESTIONS FOR TEACHERS

- Can my students distinguish chores from hobbies and pleasures?
- Do they feel responsible for some chores at home?
- Can my students read the clock with hands or just a digital clock?
- Are they aware of the time of various daily activities?

CULTURE

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

Students become more aware of their daily routines and household chores and can reflect on their responsibilities as well as their engagement in household duties.

Are there intercultural, citizenship, or global perspectives included?

Household chores and responsibilities may differ across cultures, for example in terms of the roles of women and men in the household. This creates space for discussion about these differences and how responsibilities change with age or cultural background.

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

Yes. Collaboration in groups, sharing ideas, and discussion are embedded throughout the lesson. Personal reflection is included at the end of the lesson.

★ 21ST-CENTURY SKILLS

BICS-Related Skills

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

CALP-Related Skills

- Critical Thinking
- Problem-Solving
- Academic Creativity
- Information Literacy
- Media and ICT Literacy
- Productivity and Accountability
- Leadership and Responsibility
- Entrepreneurship

METHODOLOGY

Duration	Lesson Flow	Activities	Materials Needed	AI Tools Integration
5-10'	Warm-up Activities	Find the Difference	Pictures from the attachment.	You can generate your own "spot the



Duration	Lesson Flow	Activities	Materials Needed	AI Tools Integration
		<p>Students work in pairs to find the differences between two pictures showing a scene from daily life.</p> <p>Variations:</p> <ul style="list-style-type: none"> • The two pictures are placed at opposite ends of the room, and students move between them to find the differences. • Each student in a pair has only one picture from the set, and students must communicate to identify the differences (this option requires mostly speaking). The teacher offers language support needed. • Pictures are displayed and whole class works on the same set. • Round-robin format – different sets of pictures are placed on different tables, and students rotate between them. • The class watches a YouTube version that shows the pictures. This version includes a timer, but the video can be paused if needed. <p>What was in the pictures</p> <p>After the activity, the teacher hides the pictures. Students recall from memory which scenes were shown and have a short discussion about these activities, including when they typically happen during the day and whether they occur every day.</p> <p>Pre-teach key vocabulary</p> <p>As students complete the activities, the teacher notes any language challenges and addresses them by creating a word wall for the lesson with key vocabulary.</p>		<p>difference” pictures for the introduction.</p> <p>ChatGPT, Canva AI.</p>
15–30'	Main Activities	<p>Sorting the activities</p> <p>Divide students into a few groups.</p>	Flashcards of activities (see attachment). One set of each group.	Generate more flashcards if activities are missing.



Duration	Lesson Flow	Activities	Materials Needed	AI Tools Integration
		<p>Give each group a set of flashcards showing different activities.</p> <p>Each group sorts the flashcards according to one criterion:</p> <ul style="list-style-type: none"> • activity for children / for adults / for both • activity at home / elsewhere (outside, school, shop, etc.) • activity done daily / few times a week / occasionally • necessary activities / optional activities • a chore / a pleasure • difficult / easy • individual / with help <p>Each group reports to the class, discusses their choices if needed. The teacher provides necessary support – i.e. sentence starters.</p> <p>When do we do that?</p> <p>Each group chooses one perspective:</p> <ul style="list-style-type: none"> • adult / school students / young child • holiday mode / weekend / school day <p>The group chooses activities relevant to that perspective. They put the activities in order according to a daily schedule (what is done in the morning, during the day, in the evening). Each group adds clocks to their timeline.</p> <p>My daily plan</p> <p>Each student identifies their daily activities and prepares their own timeline (using individual copies of clocks and activity cards for students to cut and stick, or an empty timeline template for each student to draw what they need).</p>	<p>Clock flashcards (see attachment). One set of each group.</p> <p>Timeline template (see attachment).</p>	
5–10'	Wrap-Up Reflection & Sharing	<p>Sharing and comparing</p> <p>Students share their timelines in groups, ask questions, and</p>	Helper coupons template.	—



Duration	Lesson Flow	Activities	Materials Needed	AI Tools Integration
		<p>explain their choices. The teacher offers language support according to the students' needs.</p> <p>Personal reflection</p> <p>Students reflect on some of the following questions (the selection will depend on the age of the students).</p> <ul style="list-style-type: none">• Which activities do I like the most / the least? Can I change them somehow?• Which activities take up the most of my time? Can I change that?• Can someone help me with some of the activities?• Can I help someone in the house with something that isn't on my list, but is necessary?• Should I change anything in my daily routine to make it healthier or easier?• Which activities do I like, but do not have on my plan? Is there a way to add them? <p>Conclusion and goals</p> <p>Students write down conclusions from the reflection. This can be done as a "My Goal" card or by preparing helper coupons to take home (see template). These coupons can be presented to parents.</p>		
5-10'	Evaluation & Feedback	<p>New vocabulary assessment – charades</p> <p>A student secretly chooses one activity and acts it out for others to guess. This gives students an opportunity to consolidate vocabulary and allows the teacher to assess the vocabulary students use.</p>	Flashcards for activities to draw for the game.	Generate sentences for charades – if you want them more complex than just the name of an activity.



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