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CLIL LESSON PLAN

Yoga is fun and challenging

📋 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 and perform various yoga poses.
- Students will maintain balance while holding positions for 5–10 seconds.
- Students will identify muscles engaged during different poses.

Language Objectives

- **Vocabulary:** stretch-related vocabulary (twist, extend, balance).
- **Vocabulary:** body parts (hips, shoulders, core).
- **Skills:** explain a pose to others.
- **Skills:** compare and contrast poses.
- **Skills:** give simple peer feedback.

💬 COMMUNICATION SKILLS

- **Reading –** pose descriptions.
- **Listening –** listening to peers' reflections and feedback.
- **Writing –** N/A.
- **Speaking –** sharing ideas, explaining poses, giving feedback.

📖 GRAMMAR, VOCABULARY & PRONUNCIATION

Language of Learning (CALP)

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Language for Learning (BICS)

Class language:

- Following sport-related instructions • working in pairs • exchanging ideas • explaining something to others

Useful phrases:

- Line up • Comparative language (more, both) • Stretch arms • Bend forward/sideways • Extend your arms • Observe your breath • Relax your muscles • Hold the position for a few breaths

Key vocabulary:

- Yoga • stretching • breathing • balance • relaxation • focus • calm • dynamic • posture • energy • mindfulness

Giving instructions:

- Follow the example • Breathe in / breathe out • Inhale / exhale

Language Through Learning (not planned)

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🧠 COGNITION

LOTS
(Remembering, Understanding, Applying)

- Can you show and describe a few yoga poses?

HOTS
(Analysing, Evaluating, Creating)

- Can you compare the two poses?
- Can you reflect on how you performed the pose?
- Can you give feedback on a pose to someone?

- Can you explain what muscles are involved in a given pose?
- Can you explain which part of the body is stretching?
- Can you create a short flow connecting a few poses?

🔍 GUIDING QUESTIONS FOR TEACHERS

- Are my students able to distinguish between different poses? Can they describe them to others?
- Can they identify which body parts are working out in various poses? What are the benefits of the poses?
- Can they give feedback to one another to improve the performance of a pose?

🌍 CULTURE

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

Yoga gives a great opportunity to practice better self-awareness, which supports self-regulation and emotional control. It combines physical, mental and sometimes spiritual elements to broaden students' perspectives and knowledge.

Are there intercultural, citizenship, or global perspectives included?

Yoga originated in India, which provides an opportunity to introduce the cultural background of this practice. It promotes respect for cultural traditions and, from an individual perspective, respect for personal space.

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

The lesson supports the development of focus, concentration, and body control. Students practice listening to instructions from the practice leader and respecting others. They also make personal choices regarding the intensity of the stretch, adjust their posture, and learn how to stay safe.

⭐ 21ST-CENTURY SKILLS

BICS-Related Skills

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

CALP-Related Skills

- Critical thinking
- Problem-solving
- Creativity (academic)
- Information literacy
- Media & ICT literacy

• Initiative	• Productivity & accountability • Leadership & responsibility • Entrepreneurship

METHODOLOGY

Duration	Lesson Flow	Activities	Materials Needed	AI Tools Integration
5–10'	**Warm-up Activities**	**Warm-up** Students jog around the designated area. At intervals, the teacher calls out instructions related to yoga pose names or movements, for example: • Stand as if you are a tree • Jump like a frog • Stretch like a dog • Be a mountain • Move like a warrior **Idea hunt** Brief introduction to the task. Check if anyone knows anything about yoga. Suggested questions the teacher might ask: Are yoga activities fast or slow? Dynamic or calm? Etc. The teacher might provide a simple definition such as: "Yoga practice is a fun way to move your body, breathe slowly, and relax your mind."	Relevant space, whistle.	—
15–30'	**Main Activities**	**Pose explorations (pair work)** Students work in pairs. Each pair is given a picture showing two yoga poses to compare. They may also get a description of each pose. They spend 10 minutes exploring and trying the poses. They identify similarities and differences and consider the level of difficulty of each pose. Examples of pairs of poses to explore: • Cat and Cow • Cobra and Upwards-Facing Dog	Yoga mats if available or small mattresses. • Pose pictures and descriptions (see attachment for examples).	**AI chat tools:** Support from AI chat tools to develop pose descriptions in the desired language as well as at the desired difficulty and complexity.

Duration	Lesson Flow	Activities	Materials Needed	AI Tools Integration
		• Tree and Mountain • Half Lift and Standing Forward Fold • Chair Pose and Revolved Chair Pose • Triangle and Revolved Triangle • Warrior I and Warrior II • Bridge and Wheel If necessary, the teacher might include a short pronunciation practice activity, i.e. choral repetition. **Pose exploration (comparison)** Students find another pair that explored the same poses. They discuss their observations, including similarities and differences, which pose felt easier, which they enjoyed more, and how to enter and exit each pose safely. Possible reflection questions: • What do you notice about the position of the spine? • Is the body symmetrical or asymmetrical? • Where is most of the weight? • Which muscles are working harder? • Which poses feel more stable than others? • Which pose needs more control or core stability? **Show and teach** Each group presents their two poses to the rest of the class. First, without the explanations, others try to notice some details. Then, they add further explanation, highlighting more subtle details. The teacher monitors the activity and provides help where necessary.		

Duration	Lesson Flow	Activities	Materials Needed	AI Tools Integration
		Additional comments: • If the group is too small for two pairs to work with the same poses, assign each pair a different pair of poses and omit the comparison stage. • If more time is available, include a second round of exploration, allowing pairs to work with a new set of poses. • The suggested pose pairs increase in difficulty. They may be distributed randomly or assigned according to students' abilities (e.g., gymnasts versus less flexible students).		
5–10'	**Wrap-Up & Sharing**	**Try it out yourself (short routine)** Students are given time to explore several poses independently or in new pairs. They are then asked to combine 3–4 poses into a short flow.	—	—
5–10'	**Evaluation & Feedback**	**Final routine** The teacher leads a short routine that combines the poses explored during the lesson. Using the names of the poses (the teacher might induce choral and individual repetition of the pose names, if necessary), the teacher guides students through the sequence and finishes the flow with a short relaxation in Savasana (Corpse Pose).	A YouTube video can be used to support the final routine. For example: 10 minute Morning Yoga for Beginners The teacher uses a chosen fragment of the video (without sound), providing simplified instructions him/herself, or finds a similar video in the desired language.	If not familiar with yoga, use AI tools to plan it for you. Use YouTube videos to support your preparations.

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