



CLIL LESSON PLAN

Sleep – a waste of time or a precious time



LESSON OVERVIEW

Subject(s)	Health · Well-being
Age Group	11–14 years
Duration	90 minutes
CEFR Level	A2/B1 (can be adapted for higher levels by providing less support material or choosing more challenging resources from the given list)



LEARNING OBJECTIVES

Content Objectives

- Understand the importance of sleep.
- Understand factors influencing sleep quality.
- Summarise their knowledge in the form of a leaflet.
- Create a pictorial note highlighting key knowledge gained.
- Design a product for a specific audience.

Language Objectives

Vocabulary:

- Sleep phases.
- Daily sleep-related routines.
- Mental health.
- Brain function.
- Leaflet design..

Skills:

- Reading short descriptions
- Finding the main point in the text / film.
- Discussion.
- Listening to each other's explanations.
- Cooperating in groups.



- Planning and designing a leaflet.
- Identifying the target audience and modifying the content for a specific reader.
- Giving and receiving feedback through peer assessment.

COMMUNICATION SKILLS

Reading:

- Short passages related to sleep.

Listening & Interaction:

- Exchanging ideas between students; giving each other time to express themselves; interacting with the speaker; receiving feedback on their work.

Writing:

- Summarising ideas and then creating a leaflet for a specific audience.

Speaking:

- Sharing ideas with peers; discussing design choices; giving constructive feedback; exchanging information to improve teamwork efficiency.

GRAMMAR, VOCABULARY & PRONUNCIATION

Language of Learning (CALP)

Language related to the science of sleep.

Language for Learning (BICS)

Classroom language, useful phrases, giving instructions.

Language Through Learning (not planned)

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COGNITION

LOTS

(Remembering, Understanding, Applying)

- Can students share facts about sleep?
- Do students understand the importance of sleep?
- Can students list factors that improve or worsen sleep quality?
- Do students know how much sleep they need?

HOTS

(Analysing, Evaluating, Creating)

- Can students explain the link between different factors and sleep quality?
- Can students evaluate their own sleep-related habits?
- Are students willing to change their habits to improve their sleep?
- Are students able to convince someone else to change their view on the importance of sleep/habits influencing it?

GUIDING QUESTIONS FOR TEACHERS

- Have I shown the students enough links between certain habits and quality of sleep? Do they understand them?
- Can students discuss their own sleep-related habits?
- Are my students equipped with sufficient facts to evaluate their habits related to sleep?

CULTURE

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

In today's world, wellbeing has become an important topic, and being aware of the importance of sleep is crucial for developing healthy habits.

Are there intercultural, citizenship, or global perspectives included?

Pressures we face (related to work, life-work balance etc.) differ across cultures, so being aware of the importance of sleep helps individuals manage their own sleep-related habits effectively.

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

Students practise decision making related to work-life balance and sleep habits.

21ST-CENTURY SKILLS



BICS-Related Skills

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

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	<p>Why do we sleep? Ask students to provide two words that come to mind when they hear the word “sleep”. To encourage more in-depth thinking, students may not repeat words already mentioned by others. The students might be given one minute to write all the words they can come up with in relation to sleep; then they work in pairs to compare their lists and construct one list together. The teacher collects the words on the board and provides necessary explanations. Opportunity to introduce / explain key topic vocabulary.</p> <p>Is sleep important? The students read two texts explaining the importance of sleep. Discuss how the graphics illustrate the message from the texts. Optional – provide other graphics and have students choose two that best illustrate the message from the passage.</p>	<p>Two short texts summarising and highlighting important arguments about the significance of sleep that are often overlooked.</p> <ul style="list-style-type: none"> • Sleep boosts immunity and sharpens the brain (medium); • Sleep restores your brain and body (easier). <p>Adapted fragments from the chapter in the attachment.</p>	The lesson is based on parts of the book “Why we sleep” by Matthew Walker.
15–30'	Main Activities	Divide the class into groups of four. Two members research the	Video clips and reading passages for students	If needed, adapt the original texts for your



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		<p>importance of sleep, while the other two research good sleep habits. To give the two teams A & B more support, divide the class into two – one for sleep research, the other one for habits – they work in groups of 3–4 to help each other and to practise teaching others; once this is done, form new groups of 4 – two members from each team A & B.</p> <p>Sleep research (why sleep is necessary) Students work in pairs. Each student watches or reads the provided materials about sleep. They note facts and compare them with their partners – creating a combined list of the most important points.</p> <p>Sleep habits research (how to make one's sleep better) Students work in pairs. Each student watches or reads materials about healthy sleep habits. Students note facts and compare them with their partner, creating a combined list of positive and negative sleep habits.</p> <p>Sorting out the knowledge Groups share their findings and choose the audience for their leaflet – adults, teenagers, parents (with young children). They select relevant habits and what facts they want to focus on in their leaflet.</p>	<p>to use during research (see attachment). See the attached videos as examples but allow students to use materials in their native language for better understanding. Choose materials at an English level appropriate for your group. Optional:</p> <ul style="list-style-type: none"> Examples of leaflets to show to students. 	<p>students using AI tools: ChatGPT, Gemini, NotebookLM. Students use AI Canva to design an infographic related to the text.</p>
5–10'	Wrap-Up Reflection & Sharing	<p>Leaflet design Initial groups work together to design a leaflet that both encourages healthy sleep habits and informs about the importance of sleep.</p>	Peer assessment – two stars and a wish routine.	—



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		<p>Leaflet drafting and creating</p> <p>Students use Canva or other digital tools to draft their leaflets. They share it with others to receive initial feedback on their design. At this point, based on observations of other designs, success criteria for the leaflet may be developed in class, i.e.:</p> <ul style="list-style-type: none">• interesting, eye-catching design,• clear and uncluttered layout (not overloaded with colours or content),• neat and easy to understand,• content relevant for the chosen audience,• accurate facts about sleep• do's and don'ts of healthy sleep habits. <p>Final product</p> <p>Considering the received feedback and the established success criteria, students revise and improve their leaflet to create the final product.</p>		
5–10'	Evaluation & Feedback	<p>Leaflet presentation</p> <p>Students share their leaflets, receive final feedback (for any potential improvements) and get ready to present them to the final audience.</p> <p>Comment:</p> <p>If time allows, both main activities can be extended (broken into two sessions) to enable deeper research and more thorough work on leaflet design.</p>	Present your products. Peer assessment – two stars and a wish.	—