



CLIL LESSON PLAN

Let's warm up, let's stretch



LESSON OVERVIEW

Subject(s)	Physical Education · Health Education
Age Group	11–14 years
Duration	45 minutes
CEFR Level	A2/B1



LEARNING OBJECTIVES

Content Objectives

- Understand the importance of a warm-up before exercising.
- Show they understand pulse raisers, mobility and sport-specific exercises in warm-ups.
- Organise a warm-up in a logical order, with exercises involving specific muscles and joints.

Language Objectives

Vocabulary and language structures:

- Sport-related vocabulary (pass, move, raise, dribble, etc.).
- Warm-up exercise vocabulary (skip-jumps, side lunges, etc.).
- Cooperation in pairs or small group conversations.

Skills:

- Providing step-by-step instructions.
- Explaining the exercise.
- Listening and following instructions.
- Clarifying inaccuracies.
- Giving and receiving verbal feedback.



COMMUNICATION SKILLS

Reading:

- Infographics and descriptions demonstrating exercises.

Listening:

- Following step-by-step instructions, implementing feedback.

Writing:

- N/A.

Speaking:

- Using imperative forms correctly.

GRAMMAR, VOCABULARY & PRONUNCIATION

Language of Learning (CALP)

Academic language.

- Use correct sport-specific vocabulary (e.g., dribble, pivot, forearm pass, dynamic stretch, acceleration, lateral movement).
- Name muscles or body parts involved (e.g., quadriceps, shoulders, core).
- Use words like coordination, agility, balance, flexibility, endurance correctly.

Language for Learning (BICS)

Class language, useful phrases, giving instructions.

- Give step-by-step instructions using sequence words (first, then, after that, finally).
- Use imperative forms correctly (Stand in pairs. Keep your knees bent.).
- Use time and quantity language (for 30 seconds, 10 repetitions, 3 rounds).

Language Through Learning (not planned)

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COGNITION

LOTS

(Remembering, Understanding, Applying)

- Can you choose exercises that match the movements of the given sport?

HOTS

(Analysing, Evaluating, Creating)

- Can you demonstrate exercises safely and correctly?
- Can you explain the importance of a warm-up?
- Can you explain why each exercise is important for the sport?
- Can you explain which movements prepare key muscles and joints?
- Can you show a clear connection between a warm-up and game actions?
- Can you give feedback to your group?



GUIDING QUESTIONS FOR TEACHERS

- Are the suggested warm-ups structured from general to specific?
- Do students understand the importance of increasing their heart rate gradually rather than suddenly?
- Do students recognize the link between exercises and the moves required in a particular sport?



CULTURE

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

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Are there intercultural, citizenship, or global perspectives included?

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

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★ 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>Short running game of IT (with bridges) One person chases. A caught person freezes, spreading their legs wide. They can be released by another player crawling under the bridge. After one minute the chasers switch.</p> <p>Living scale Students line up along one of the walls / edges of the field facing open space. The teacher calls out statements related to warm-ups. After each statement, students move forward accordingly.</p> <ul style="list-style-type: none"> • I don't agree – 0 steps • I somehow agree – 1 step forward • I agree – 2 steps forward • I strongly agree – 3 steps forward <p>The movement across the field should reflect students' understanding of the importance of warm-ups. Based on how many students are "far behind", teachers can plan more</p>	List of statements to read out.	AI tools can be used to generate more statements or alternative ones (involving more in-depth thinking, different language levels, etc.).



Duration	Lesson Flow	Activities	Materials Needed	AI Tools Integration
		<p>explanations or other courses of action for the given group.</p> <p>List of statements (to be read out or written on the board):</p> <ol style="list-style-type: none"> 1. A warm-up should always increase your heart rate. 2. Dynamic stretching is the best way to start every warm-up. 3. A warm-up should be different depending on the sport. 4. You should warm up before both competitions and training. 5. A good warm-up should prepare the main muscles used in the given sport. 6. A warm-up can reduce the risk of injury. 7. The structure of a warm-up should move from general movements to sport-specific actions. 8. An effective warm-up improves both physical performance and mental focus. 		
15–30'	Main Activities	<p>Drill research and preparation</p> <p>Students working in small groups (one group per sport) research sport-specific warm-up exercises and later prepare a 5–10 minute routine to present to the others. (If IT tools are available and students are able to perform independent research, their agency is much higher, and the engagement level is better. Searching for “Sport (basketball, tennis, etc.) specific drills and warm-ups” is enough to find short videos showing the exercises. Based on them, students can prepare their routine.)</p> <p>Sports to research:</p> <ul style="list-style-type: none"> • basketball • football • volleyball • running • gymnastics • tennis 	<p>List of exercises for each sport, or iPads/phones for independent research done by students.</p> <p>The attachment (Warm up – Stretch up_suggested video) provides an example set of exercises explained for each sport and links to short videos showing some short sport-related drills. The material might be used just as an example; the teacher might find other similar materials in the language needed.</p>	<p>If students only use notes, exercise descriptions can be easily translated to the chosen language using AI tools.</p> <p>Relevant similar videos can be found in any language.</p>



Duration	Lesson Flow	Activities	Materials Needed	AI Tools Integration
		Drill demonstration Students demonstrate chosen exercises and explain their relevance to the sport they were researching.		
5–10'	Wrap-Up Reflection & Sharing	Short cool down stretch (led by the teacher) The teacher leads a static stretch routine for the end of the lesson. Exit questions or quick reflection Reflection using the “I used to think / Now I think” routine – first in groups of 4, students share their thoughts. Each group chooses one or two main points to share with the whole class.	Short static stretching routine sequence.	—
5–10'	Evaluation & Feedback	Drill scheduling Students could schedule future warm-ups for upcoming lessons, where they lead the first part of the lesson, using their knowledge and adapting the exercises for the sport chosen for the lesson.	A calendar and a plan for future PE lessons.	—