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CARE

CLIL LESSON PLAN

Being Safe and Kind Online

📋 LESSON OVERVIEW

Subject(s)	Digital Skills · Media Education
Age Group	7–10 years old
Duration	60 minutes
CEFR Level	A1

🎯 LEARNING OBJECTIVES

Content Objectives

- Students will be able to recognise common digital devices (tablet, phone, computer).
- Students will be able to identify safe and unsafe online actions.
- Students will be able to understand basic rules of kind and respectful online behaviour.
- Students will be able to distinguish between real people and online characters/profiles.

Language Objectives

Vocabulary:

- device, screen, internet
- video, picture, game
- safe / not safe
- kind / unkind
- stop, tell, help

Skills:

- naming objects
- expressing likes/dislikes
- asking for help
- giving simple opinions

Useful phrases (Language for Learning – BICS):

- I use a tablet.

- This is safe. / This is not safe.
- I like this video.
- I don't like this game.
- I tell my teacher / parent.

💬 COMMUNICATION SKILLS

- **Listening:** listening to instructions, short stories, and peers.
- **Speaking:** naming devices, expressing opinions, and role-play.
- **Reading:** matching pictures with icons.
- **Writing:** labelling pictures and ticking smiley charts.

📖 GRAMMAR, VOCABULARY & PRONUNCIATION

Language of Learning (CALP)

Safety & Behaviour Language: Basic digital safety language related to online behaviour and safety, to be displayed in the classroom as a reference near posters or pictures (e.g. safe / not safe, kind / unkind, stop, help).

Language for Learning (BICS)

Class Language (Cooperation & Exchanging Ideas):

- This is safe. • This is not safe. • I like this. • I don't like this. • Can you help me?

Useful Phrases for Giving Instructions:

- Look at the picture. • Point to the device. • Stop. • Tell the teacher. • Ask for help.

At each point of the lesson, provide two language labels or a vocabulary mat for students to use.

Language Through Learning (not planned)

- clear pronunciation of short words
- repeating model sentences with teacher support

🧠 COGNITION

LOTS — Remembering, Understanding, Applying

- remembering device names
- understanding “safe / not safe”
- matching pictures to meanings

HOTS — Analysing, Evaluating, Creating

- deciding if a situation is safe
- explaining choices using simple sentences
- Is this safe or not safe?
- Who can help you?

🔍 GUIDING QUESTIONS FOR TEACHERS

- Can students name basic digital devices using simple words, gestures, or visuals?
- Are students able to use key BICS phrases (e.g. ‘This is safe / not safe’, ‘Please help me’)?
- Can students recognise safe vs unsafe online situations when shown pictures?
- Do students know who to ask for help if something online feels wrong?
- Are all students, including those with a migrant background, actively participating?
- Are visual supports and sentence starters sufficient for emerging language learners?
- Can students explain their choices, even with single words or short phrases?
- Do students demonstrate understanding of kind and respectful online behaviour?
- Which activities generated the most confidence and spoken language?

🌍 CULTURE

- Respectful online communication
- Understanding that people online have feelings
- Asking adults for help
- Linking online behaviour with real-life rules

⭐ 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
10'	**Warm-up Activity**	**Warm-up Activity – "My Digital World"** • Teacher shows pictures of common devices • Students point, name, and say "I use…" • Think–pair–share: "What do you like to do on a tablet?" **Purpose:** • activate prior knowledge • lower anxiety for learners • encourage oral participation The lesson begins with a short warm-up designed to activate students' prior knowledge and create a familiar, inclusive starting point. The teacher shows clear visuals of common digital devices, such as a tablet, a phone, and a computer. Each device is presented one at a time. The teacher first says the key word slowly and clearly (e.g. tablet), and students repeat it chorally. The teacher then builds the phrase step by step (e.g. a tablet → This is a tablet). Students repeat the words and short phrases together with the teacher, supported by gestures, pointing, and visuals. This rehearsal helps multilingual learners hear individual words before producing a full sentence. After introducing the vocabulary, the teacher invites students to respond to simple, supported questions such as 'What device do you use?' or 'Do you use a tablet?' The teacher models short answers first (e.g. 'I use a tablet.' / 'Yes, I do.' / 'No, I don't.'). Students may answer using full sentences, short phrases, pointing to pictures, or miming actions. All responses are accepted, including non-verbal ones, to ensure that emerging language learners can participate confidently. The teacher then encourages a brief personal connection by asking simple questions such as 'What do you use at home?' or 'Do you like watching videos?' Students respond using supported short answers such as 'Yes, I do.', 'No, I don't.', or 'I use a tablet.' Gestures and single-word responses are also accepted for learners who still need additional language support. The teacher reformulates students' answers when needed, modelling correct and simple language.	picture cards (tablet, phone, laptop) *See attachment*	ChatGPT – to create a list of key vocabulary related to the topic. DeepL – to support the teacher in providing labels and key vocabulary in both languages (also possible with ChatGPT).

Duration	Lesson Flow	Activities	Materials Needed	AI Tools Integration
		The visuals remain displayed in the classroom throughout the lesson as language support. The purpose of this warm-up activity is to activate prior knowledge, introduce key vocabulary related to digital devices, and lower anxiety by allowing students to participate in a familiar topic using everyday language before moving on to the main activities focused on online safety and kindness.		
20'	**Main Activity 1**	**Main Activity 1 – Safe or Not Safe?** • Teacher shows simple illustrated scenarios: • child watching a cartoon • child sharing name online • kind message vs mean message • Students sort cards into SAFE / NOT SAFE • Whole-class discussion using supported sentence frames: • This is safe. • This is not safe. • I think this is safe because... • I think this is not safe because... • This should stay private because... • This could hurt someone because.... **Assessment (teacher)** • observation of vocabulary use • ability to classify situations The teacher introduces the activity by explaining that some things we do online are safe and kind, and some are not. Using clear, child-friendly visuals, the teacher shows different simple online situations, such as a child watching a cartoon, a child sharing personal information, or a kind and an unkind message. Some visuals may reuse familiar images from the warm-up activity to support comprehension and vocabulary recall, while others introduce new online safety situations. Each situation is presented one at a time, and the teacher briefly describes it using simple language. The teacher supports comprehension by using short, repetitive model sentences linked to the visuals, such as 'The boy is watching a cartoon.', 'The girl is sharing her name.', or 'This message is kind.' Key phrases are displayed on the board or on sentence-support cards so that students can listen, repeat, and use the language during the sorting activity. Students are encouraged to repeat important words and phrases chorally before speaking independently.	Scenario cards SAFE / NOT SAFE posters *See attachment*	ChatGPT or Canva AI may generate various representations of the needed pictures or diagrams.

Duration	Lesson Flow	Activities	Materials Needed	AI Tools Integration
		The teacher models the key language by pointing to a picture and saying This is safe or This is not safe, encouraging students to repeat the phrases together. The teacher first introduces the key words 'safe' and 'not safe' using visuals and gestures. Students repeat the words chorally before moving to short phrases such as 'This is safe' and 'This is not safe.' The teacher models the phrases while pointing to the pictures, encouraging students to repeat them together. Two large visual signs or areas in the classroom are prepared in advance, labelled Safe and Not safe, to support understanding. Students are then invited to take part in a sorting activity. After sorting the pictures, students are encouraged to explain one simple reason for their choice using supported phrases such as 'It is safe because…' or 'It is not safe because…'. The teacher models possible reasons using simple language (e.g. 'It is safe because it is kind.' / 'It is not safe because it shares personal information.'). Individually or in small groups, they decide where each picture belongs and place it under the correct label, or point to the appropriate area. Students are encouraged to practise short spoken phrases while sorting the pictures (e.g. 'Safe', 'Not safe', or 'It is safe because…'). Before sharing with the whole class, students rehearse the language in pairs or small groups to build confidence and experiment with new vocabulary. Gestures and pointing remain available as additional support, but the activity encourages all learners to attempt simple spoken language in a low-pressure environment. As students work, the teacher circulates and asks simple guiding questions such as 'Is this safe?' or 'Do we like this?', reformulating student responses when needed and reinforcing key vocabulary. The focus remains on meaning and understanding rather than accuracy. The activity concludes with a short whole-class check, where the teacher revisits a few examples and confirms the correct choices together with the students. Key words (safe, not safe, kind, help) remain visible in the classroom for continued language support. The purpose of this activity is to help students recognise safe and unsafe online behaviour, practise basic evaluative language, and build confidence in expressing simple opinions in a supportive and inclusive learning environment.		

Duration	Lesson Flow	Activities	Materials Needed	AI Tools Integration
15’	**Main Activity 2**	**Main Activity 2 – Role-play: Ask for Help** • Short guided role-play: • one child = student • one child = teacher / parent • Model dialogue: • I don’t like this. • Please help me. • Purpose • practice real-life survival language • build confidence and agency The activity begins with a short whole-class discussion using simple questions such as: ‘What do you do when something feels wrong?’ or ‘Who can help you if something online makes you uncomfortable?’ Students respond using words, gestures, or short phrases, while the teacher accepts all contributions and reformulates answers into simple model language. The teacher introduces the activity by explaining that when something online feels wrong, scary, or unkind, it is important to stop and ask an adult for help. Using simple language and visuals, the teacher reminds students who they can ask for help, such as a teacher, a parent, or another trusted adult. Key phrases are displayed in the classroom (e.g. Please help me, I don’t like this). Together with the students, the teacher builds a visible word bank of trusted adults (e.g. teacher, mum, dad, grandma, grandpa, aunt, uncle, cousin, older sister, coach). Students repeat the words chorally and use them during the role-play activity. The teacher first models a short role-play with a volunteer or teaching assistant. The teacher takes the role of the student and says a simple sentence such as I don’t like this or Please help me, while the other person plays the role of the teacher or parent and responds with reassurance. This model is repeated slowly, and students are invited to repeat the key phrases together. Students then practise the role-play in pairs. One student plays the role of a child who needs help, and the other plays the role of a teacher or parent. Students use the modelled phrases to practise asking for help. Speaking is supported with visuals, gesture cards, or sentence starters. Students who are less confident are encouraged to use at least one key word or short phrase from the displayed language support (e.g. ‘Help me’, ‘Not nice’,	Role-play cards with icons	ChatGPT or Canva AI may generate various representations of the needed pictures or diagrams.

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		'Teacher please'). Gesture cards and visuals remain available as support, but the teacher encourages all learners to attempt some spoken language during the role-play. Roles can be swapped if time allows. While students practise, the teacher circulates, offering encouragement and modelling language where needed. The focus is on confidence and understanding rather than accuracy. The teacher observes whether students can recognise when help is needed and whether they can use or attempt simple help-seeking language. The activity ends with a short whole-class recap. The teacher asks questions such as 'Who can help you?' and 'What can you say?'. Students first discuss their ideas briefly in pairs or small groups, using any available language resources (L1 or L2) and the displayed support phrases. After rehearsal time, the teacher invites individual students or volunteers to answer using short phrases such as 'Teacher can help' or 'Please help me'. Other students are encouraged to repeat useful answers chorally to reinforce confidence, pronunciation, and key language. Key phrases remain visible in the classroom for the rest of the lesson. The purpose of this activity is to help students practise asking for help in a safe, supportive environment, reinforce simple protective language, and build confidence and agency when dealing with online situations.		
10'	**Wrap-Up**	**Wrap-Up – Reflection Circle** **Circle time with sentence starters:** • One safe thing is… • I can tell… **Smiley self-assessment:** • 😊 I understand • 😐 I need help The wrap-up takes place in a short reflection circle to help students consolidate what they have learned in a calm and supportive way. Students sit in a circle, and the teacher briefly reminds them of the main ideas of the lesson, using the key visuals and words displayed in the classroom (e.g. safe, not safe, kind, help). The teacher asks simple reflective questions such as 'What is safe online?', 'What is not safe?', and 'Who can help you?'. Students respond using gestures, single words, or short phrases, depending on their language level. For example,	Cards/Posters	ChatGPT to create cards/posters.

Duration	Lesson Flow	Activities	Materials Needed	AI Tools Integration
		students may say 'Safe', 'Not safe', 'Teacher', or point to a relevant picture. The teacher reformulates students' responses into simple, correct sentences to model language without interrupting communication. To support reflection, the teacher may use a simple routine such as 'I like' / 'I don't like' or 'Safe' / 'Not safe', asking students to give examples from the lesson activities. Participation is voluntary, and students who do not wish to speak may show their answers using thumbs up/down or by pointing to visuals. The reflection circle ends with a brief positive summary from the teacher, reinforcing the key message that students should stop, be kind, and ask for help when something online feels wrong. The purpose of this wrap-up activity is to reinforce key vocabulary and concepts, support oral language development, and help students leave the lesson feeling confident, safe, and included.		
5'	**Evaluation & Feedback**	**Teacher assessment** • observation checklist (participation, vocabulary, interaction) **Student self-assessment** • smiley chart • oral reflection Evaluation in this lesson is formative and ongoing, with a focus on students' participation, understanding, and use of everyday language rather than accuracy. Throughout the lesson, the teacher observes students' engagement in activities, their ability to recognise safe and unsafe online situations, and their attempts to use key BICS vocabulary and phrases such as safe, not safe, and help. Special attention is given to students' confidence, willingness to communicate, and understanding of when and how to ask for help. At the end of the lesson, students take part in a simple self-assessment activity. Using visual tools such as smiley faces or traffic-light symbols, students reflect on statements like 'I know what is safe online' and 'I know who can help me'. Students respond by pointing, colouring, or saying a short word or phrase, depending on their language level. The teacher then provides brief oral feedback to the whole class, highlighting positive participation, respectful behaviour, and successful	Smiley chart Observation checklist	ChatGPT for generating the chart and the Observation checklist.

Duration	Lesson Flow	Activities	Materials Needed	AI Tools Integration
		communication. Feedback is given in clear, encouraging language and focuses on effort and understanding rather than mistakes. Key messages about online safety and kindness are reinforced one final time. The purpose of this evaluation and feedback stage is to help students recognise their learning, strengthen confidence in using protective language, and provide the teacher with insight into students' understanding and language development to inform future lessons.		

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