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CLIL LESSON PLAN

Creating Media Messages: How We Represent Ourselves Online

📋 LESSON OVERVIEW

Subject(s)	Digital skills and Media education
Age Group	11–14 years
Duration	75 minutes
CEFR Level	B1

🎯 LEARNING OBJECTIVES

Content Objectives

- recognise different types of digital media messages (images, captions, short posts)
- understand that media messages represent people and ideas
- create a simple media message for a specific audience
- reflect on how messages can be kind, respectful, or misleading

Language Objectives

Vocabulary:

- image, photo, post, caption
- message, profile, media
- share, show, post
- kind, respectful, offensive
- audience, friends, public

Skills:

- describing images and messages
- expressing opinions and preferences
- explaining simple choices
- giving basic feedback

Useful phrases (Language for learning – BICS)

- This message shows…
- I made this for…

- I like this because...
- This can be kind / not kind.
- People can think that....

💬 COMMUNICATION SKILLS

- **Listening** - listening to peers' explanations and feedback
- **Speaking** - describing media, giving opinions
- **Reading** - short captions, prompts
- **Writing** - short captions or labels

📖 GRAMMAR, VOCABULARY & PRONUNCIATION

Language of Learning (CALP)

Basic language related to media representation and audience, to be displayed in the classroom as a reference near posters or example messages (e.g. message, audience, representation, respectful).

Language for Learning (BICS)

Class language – cooperation between students, exchanging ideas (possible display of useful phrases with graphics illustrating the activities):

- I think this message is...
- In my opinion...
- I like this because...
- This shows...
- What do you think?

Useful phrases, giving instructions – instructions related to media activities (poster with labels, visual instructions with written common sentences related to the activity):

- Look at the image.
- Read the caption.
- Work in pairs.
- Write a message.
- Share your idea.

Language Through Learning (not planned)

- increased fluency through peer discussion
- clearer pronunciation of key vocabulary through repetition and modelling

🧠 COGNITION

LOTS (remembering, understanding, applying)

- identifying types of media
- describing what is shown in an image or post
- recognising the intended audience

- What do you see in this message (image, words, emojis)?
- Who or what does this message represent?
- What does this message show or say about the person or idea?
- Who can see this message (friends, class, public)?

HOTS (analyzing, evaluating, creating)

- explaining how a message represents a person or idea
- evaluating whether a message is kind or respectful
- adapting a message for a different audience

- Is this message kind and respectful? Why or why not?
- How might other people feel when they see this message?
- How would you change this message for a different audience to make it more respectful or safer?

🔍 GUIDING QUESTIONS FOR TEACHERS

- Can students describe a media message using everyday language?
- Are students able to explain who a message is for?
- Do students recognise that media messages influence how people are seen?
- Are students using opinion phrases with growing confidence?
- Are visual and language supports sufficient for all learners?
- Are migrant learners actively participating in the discussion?
- Can students give simple, respectful feedback?
- Do students show awareness of kindness and responsibility?

🌍 CULTURE

Context / citizenship / intercultural elements / cultural awareness / multiple perspectives / life skills

- How does this topic relate to everyday life or current events?
- Are there intercultural, citizenship, or global perspectives included?
- Are life skills (e.g. collaboration, decision-making) addressed?

- Digital identity and self-representation
- Respectful communication online
- Awareness of cultural and personal differences
- Empathy and responsibility

⭐ 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 – Media and Me**	• Teacher shows examples of digital media (images with captions, simple posts, profile-style pictures). • Students identify what type of media they see (image, post, message). • Students respond with short phrases (e.g. photo, post, I use this). • Think–pair–share: What kind of media do you use most? **Purpose:** • activate prior knowledge • connect lesson to students' real-life digital experience • lower anxiety and encourage oral participation The lesson begins with a warm-up activity designed to activate	• printed or digital examples of simple media posts • projector or interactive board • whiteboard or flipchart	AI image generator (teacher use) – claude.ai or napkin.ai AI text simplification tool (teacher use) – ChatGPT or perplexity.ai to adapt captions into short, BICS-friendly sentences

Duration	Lesson Flow	Activities	Materials Needed	AI Tools Integration
		students' prior knowledge and create a familiar, low-stress entry point into the topic. The teacher shows several simple examples of digital media, such as an image with a short caption, a profile-style picture, or a basic post. Each example is presented clearly, and the teacher asks simple questions like What is this? or Where do you see this? Students respond using single words or short phrases (e.g. photo, post, message). Non-verbal responses, such as pointing or nodding, are accepted for students who are less confident. The teacher models and repeats key vocabulary aloud (e.g. photo, post, message), and students repeat the words chorally or in small groups to build confidence and pronunciation. Multilingual learners are encouraged to repeat familiar words with peers before responding independently. Visual vocabulary support remains visible throughout the activity. Students then briefly work in pairs to answer a short question such as What kind of media do you use most? The activity helps students feel confident speaking about a familiar topic before moving to more reflective tasks.		
25'	**Main Activity 1 – What does this message say?**	• Students work in small groups with media examples showing different messages. • Groups identify what the message shows and who it is for. • Students decide if the message is kind, respectful, or problematic. • Students discuss using sentence starters and record key ideas. • Groups rehearse their idea together before sharing one key point with the class.	• printed or digital media examples • group discussion sheets or large paper • sentence starter posters	AI content generator (teacher use) to create realistic media examples AI paraphrasing tool to adapt examples for multilingual learners AI visual generator for culturally neutral representations Recommended tools: napkin.ai; ChatGPT; DeepL; claude.ai, perplexity.ai, Canva, etc.

Duration	Lesson Flow	Activities	Materials Needed	AI Tools Integration
		• While listening, other students record one idea they agree with or one new idea they heard. **Purpose:** • develop understanding of media representation • practise expressing opinions • encourage collaboration and reasoning Students work in small groups with selected media examples that show different ways people or ideas are represented online (e.g. friendly posts, exaggerated images, unclear or unkind messages). Each group first identifies what type of media they are looking at and who the possible audience is. Using sentence starters displayed in the classroom (e.g. This message shows..., This is kind because...), students discuss what the message communicates about a person or idea and whether it feels respectful or problematic. Additional spoken-language models are provided on the board, such as: "I use this every day." "I sometimes see posts like this." "People my age often share this." "I think this message is friendly because..." Students first practise the phrases orally with partners before group discussion. Groups record their ideas on a simple discussion sheet with sentence prompts, keywords, and space for short notes or symbols. Less confident learners may complete partially prepared sentences or matching activities instead of writing independently.		

Duration	Lesson Flow	Activities	Materials Needed	AI Tools Integration
		The teacher circulates among the groups, supporting comprehension, reformulating student language when needed, and prompting deeper thinking with questions such as How might someone feel when they see this? or What do people think about the person after seeing this message? The focus remains on meaning and communication rather than accuracy.		
20'	**Main Activity 2 – Create Your Own Media Message**	• Students work in pairs to create a simple media message. • Each pair chooses an audience (friends, class, family). • Students add a short caption or explanation. • Pairs display their media message for a short gallery walk. Students move around the classroom, view other pairs' work, and leave simple oral or written feedback using sentence starters. • Students give simple, positive feedback. • The teacher uses the gallery walk to observe participation, check understanding, and support learners individually where needed. **Purpose:** • practise media creation • develop awareness of audience • support spoken explanation and feedback In this activity, students work in pairs to create their own simple media message, such as an image with a short caption or a short written post. Each pair chooses a specific audience (for example, friends, classmates, or family members). The teacher reminds	• paper, markers, or digital devices • audience cards (friends / class / family) • sentence starter support	AI image generator (teacher use) for example inspiration AI caption generator (teacher use) to model short, simple captions Recommended tools: ChatGPT; claude.ai; napkin.ai; Canva; veed.io

Duration	Lesson Flow	Activities	Materials Needed	AI Tools Integration
		students that different audiences may understand messages differently. Students focus on meaning rather than technical quality. While working, they use sentence starters such as This message shows... or I made this for.... Once finished, pairs exchange their work with another pair and explain their message using short spoken phrases. Peer feedback is encouraged using simple, respectful language (e.g. I like this because...). The teacher circulates, offering language support and encouraging clear communication. Accuracy is not corrected unless it blocks understanding.		
10'	**Wrap-up – Reflection & Sharing**	• Class reflects on what was learned. • Students complete reflection prompts. • Volunteers share ideas. • Teacher summarises key messages. **Purpose:** • consolidate learning • encourage reflection • reinforce responsible media use The class comes together for a short reflection. The teacher revisits the key ideas of the lesson, such as media representation, kindness, and audience. Students respond to prompts like One thing I learned today is... or A good message should be.... Responses can be spoken or written. Volunteers share their ideas, and the teacher reformulates student contributions when needed. The wrap-up ends with a brief	• reflection prompts on board or paper • notebooks or reflection slips	AI sentence generator (teacher use) to differentiate reflection prompts AI summarisation tool (teacher use) to prepare lesson recap Recommended tools: https://ahrefs.com/writing-tools/sentence-rewriter; knowt.com; ChatGPT, etc.

Duration	Lesson Flow	Activities	Materials Needed	AI Tools Integration
		summary highlighting respectful and responsible media creation.		
10'	**Evaluation & Feedback**	• Teacher observes participation and language use. • Students complete a short self-assessment. • Teacher provides oral feedback. **Purpose:** • assess understanding • support learner reflection • inform future teaching Assessment is formative and ongoing. Throughout the lesson, the teacher observes students' participation, interaction, and ability to communicate ideas about media representation and audience. At the end of the lesson, students complete a short self-assessment using a checklist or reflection statements (e.g. I can explain my message, I can think about my audience). The teacher provides brief oral feedback to the class, focusing on effort, communication, and awareness rather than correctness. This helps students recognise their progress and builds confidence.	• teacher observation checklist • student self-assessment tool	ChatGPT for checklist generating and Canva for charts/posters.

At each point of lesson - provide two language labels or vocabulary mats for students to use

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