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CLIL LESSON PLAN

My Message: Creating and Sharing Media

📋 LESSON OVERVIEW

Subject(s)	Digital skills and Media education
Age Group	7–10 years old
Duration	60 minutes
CEFR Level	A1

🎯 LEARNING OBJECTIVES

Content Objectives

- recognise different types of media (picture, drawing, audio, short video)
- create a simple digital or paper-based message
- understand basic rules for sharing media (kindness, permission, audience)
- identify who they can share media with safely (class, teacher, family)

Language Objectives

Vocabulary:

- picture, photo, drawing
- video, voice, message
- share, show, send
- like / don't like
- friend, teacher, family

Skills:

- naming media types
- expressing simple opinions
- describing own work
- asking for permission

Useful phrases (Language for learning – BICS)

- This is my picture.
- I made a video.

- I like it. / I don't like it.
- Can I share this?
- I share with my class.

💬 COMMUNICATION SKILLS

- **Listening** - listening to instructions and peers
- **Speaking** - presenting own media, expressing likes
- **Reading** - matching words with icons
- **Writing** - labeling drawings, short captions

📖 GRAMMAR, VOCABULARY & PRONUNCIATION

Language of Learning (CALP)

Basic language related to creating and sharing media, to be displayed in the classroom as a reference near posters or pictures (e.g. picture, video, message, share, show, class, family).

Language for Learning (BICS)

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

- This is my picture.
- I made a video.
- I like it.
- I don't like it.
- Can I share this?

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

- Draw a picture.
- Write a message.
- Show your work.
- Share with the class.
- Ask the teacher.

Language Through Learning (not planned)

- repeating short model sentences
- supported speaking with visuals and gestures

🧠 COGNITION

LOTS (remembering, understanding, applying)

- remembering media types
- understanding “share / not share”
- following simple instructions

- What did you make?
- Who can see it?

HOTS (analyzing, evaluating, creating)

- choosing how to share a message
- deciding if a message is kind

🔍 GUIDING QUESTIONS FOR TEACHERS

- Can students identify different types of media (picture, drawing, video, voice) using simple words or visuals?
- Are students able to describe their own media using basic BICS phrases (e.g. This is my picture)?
- Do students attempt to express likes or preferences (I like it / I don’t like it)?
- Can students understand who they can safely share media with (class, teacher, family)?
- Are sentence starters and visual supports sufficient for emerging language learners?
- Are all students actively participating, including those with a migrant background or limited language proficiency?
- Can students follow simple instructions related to creating or sharing media?
- Do students show awareness of kind and respectful sharing?
- Which activities encouraged the most confidence and spoken language?

🌍 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?

- Sharing ideas respectfully
- Understanding audience (class vs public)
- Valuing different languages and expressions

- Developing confidence in self-expression

⭐ 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 – What Is Media?**	**Teacher shows visuals of:** • drawing • photo • short video icon • voice message Students first repeat the key words chorally with the teacher to build confidence and pronunciation awareness. Afterwards, students repeat the words individually or in pairs while matching the pictures to the correct visuals. • Quick TPR game: "Point to a picture!" **Purpose:** • introduce key vocabulary • support comprehension through visuals The teacher introduces the topic by showing clear visuals	• Media picture cards • See attachment	ChatGTP - to create a list of key vocabulary related to the topic. DeepL - to support teacher providing labels and key vocabulary in both languages (also possible in above ChatGPT).

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		representing different types of media, such as a drawing, a photo, a short video icon, and a voice message icon. Each visual is presented one at a time. The teacher first introduces the key vocabulary as single words (drawing, photo, video, voice message). Students repeat the words chorally and individually. The teacher then expands the language into short noun phrases with articles (a drawing, a photo, a video), before modelling full sentences such as 'This is a drawing' or 'This is a photo'. Students repeat the language step by step, supported by gestures, visuals, and miming actions. After the initial introduction, the visuals are displayed on the board or on the floor. Students are invited to match picture cards or point to the correct visual as the teacher names it again. At this stage, students may respond by pointing, touching, or saying the word aloud. Emerging language learners are encouraged to participate through non-verbal responses if needed. To check understanding and increase engagement, the teacher leads a short Total Physical Response (TPR) activity by giving simple instructions such as Point to the drawing, Show me the video, or Touch the photo. Students respond physically, which allows the teacher to quickly assess comprehension without placing pressure on spoken accuracy. The warm-up ends with a brief personal connection to prepare students for the main activity. The teacher asks simple questions such as Do you like drawing? or Do you watch videos?. Students respond using gestures, single		

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		words, or supported short sentences. The teacher models and displays simple response frames such as 'Yes, I do', 'No, I don't', 'I like drawing', or 'I don't like videos'. Students first repeat the phrases chorally and then use them with a partner or in whole-class responses, depending on their confidence level. All visuals remain visible in the classroom to support language use throughout the lesson. The purpose of this activity is to introduce key vocabulary related to media, support comprehension through visuals and movement, and create a low-stress entry point into the lesson for all learners, particularly students with emerging language skills.		
20'	**Main Activity 1 – Create my message**	**Students choose one:** • draw a picture • create a simple digital drawing • record a short voice message (with teacher help) **Sentence frame support:** • This is my … • It is about … **Teacher role** • circulate, model language • encourage use of home language if needed, then reformulate **Assessment (teacher)** • observation of participation and oral language use The teacher explains that students are going to create their own simple message using media. The teacher gives short, step-by-step instructions supported by visuals, gestures, and examples. Key instructions are displayed on the board using pictures and simple language (e.g.	• Spaper, crayons • tablets (optional)	Not recommended

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		'Choose one', 'Draw a picture', 'Record your message', 'Say: This is my…'). Before students begin, the teacher checks understanding through simple instruction-check questions such as 'Do we draw or write?', 'Can you choose one or two?', or 'What do you say about your picture?'. Students may answer orally, by pointing, or by demonstrating the action. Students are encouraged to choose a topic that is personally meaningful and familiar to them. The teacher may offer simple visual prompts or examples such as 'my favourite toy', 'my pet', 'my family', 'my holiday', or 'something I like'. Students may also choose their own topic independently. Allowing topic choice increases motivation, supports personal expression, and helps multilingual learners connect new language with familiar experiences. Students are then invited to choose both a topic and a form of media to create their message. Depending on available resources, this may be a drawing on paper, a simple digital drawing on a tablet, or a short voice message recorded with teacher support. Choice is important at this stage to encourage engagement and reduce anxiety, especially for learners with emerging language skills. While students are working, the teacher circulates around the classroom, offering language support and modelling simple BICS phrases such as This is my… or It is about…. Students are encouraged to use these sentence starters when talking about their work, but non-verbal communication (pointing, showing, nodding) is also accepted. Home language use is allowed if needed, with the		

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		teacher reformulating key ideas in the language of schooling. The focus of this activity is on expression and meaning, not accuracy. Students are not expected to produce full sentences independently. The teacher observes participation, confidence, and attempts to use target vocabulary, providing gentle encouragement and repetition where necessary. At the end of the activity, students keep their media ready for the next stage of the lesson, where they will talk about sharing their message safely. The purpose of this activity is to support self-expression, introduce basic media creation skills, and provide meaningful opportunities for oral language use in a supportive and inclusive environment.		
15'	**Main Activity 2 – Sharing Safely**	**Sorting task:** • I can share with… • class / teacher / family • I should not share with… • strangers / unknown people **Pair practice:** • "Can I share this with you?" • "Yes, you can." • "No, you cannot." • "You should not share this." **Purpose** • link media creation with responsibility • reinforce safety from Lesson 1 The teacher introduces the activity by explaining that not all messages are shared with everyone, and that it is important to choose safe people to share media with. Using simple visuals	• Picture cards / icons showing: types of media (drawing, photo, video, voice message); people/audiences (teacher, class, family, unknown person) • Sorting mats or posters: I can share with… / I don't share with… • Sentence starter cards with symbols: Can I share this?; I share with my class. • Smiley / traffic-light cards: green = safe to share; red = not safe • Student-created media: drawings, simple digital	Not recommended for this activity

Duration	Lesson Flow	Activities	Materials Needed	AI Tools Integration
		or icons, the teacher presents different audiences, such as the class, the teacher, family members, and unknown people. Each option is named clearly, and students repeat the words together. The teacher models both safe and unsafe sharing choices using simple repetitive language. Key phrases such as 'I can share this with my teacher', 'I should not share this with strangers', 'Yes, you can', and 'No, you cannot' are displayed visually and practised chorally and in pairs. This provides meaningful repetition of basic permission and safety language. Students then work individually or in pairs to decide who they can safely share their own message with. They place their media (or a symbol representing it) under the chosen audience or point to the corresponding visual. Students are encouraged to say a short sentence while doing so, but pointing or showing is also accepted for learners who are not yet confident speakers. Where possible, students are also encouraged to explain their choice using simple supported reasons such as 'I can share this with my teacher because she helps me' or 'I should not share this with strangers because they are unknown people'. After this, students practise short, supported pair exchanges. One student asks Can I share this? while showing their work. The other responds with short supported answers such as 'Yes, you can', 'No, you cannot', or 'No, you can't', with teacher modelling and visual sentence support. The focus is on understanding and communication rather than correctness.	pictures, short voice recordings	

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		A good moment to introduce: 🎬 “Can I share this with you?” 🎬 “Yes, you can.” 🎬 “No, you cannot.” 🎬 “No, you can’t.” 🎬 “You should not share this.” Throughout the activity, the teacher observes students’ choices and language use, gently reinforcing the idea of kind and safe sharing. The activity ends with a brief whole-class recap, where the teacher repeats key messages and vocabulary related to sharing safely. The purpose of this activity is to help students understand basic rules of safe media sharing, practise simple communicative language, and develop awareness of audience and responsibility in a supportive and inclusive learning environment.		
10'	**Wrap-Up** **Show and Tell**	**Activities** • Volunteers show their media • Use sentence starters: • This is my... • I like... • Class gives positive feedback using icons 👍🙂 **Peer interaction** • supported, non-evaluative • inclusive for emerging speakers The wrap-up activity begins with a short reminder that students will now share their work with others in a safe and respectful way. The teacher models the activity by showing an example message and saying a simple sentence such as This is my picture or I wrote a message. Sentence starters are visible in the classroom to support students’ speaking.	• Cards/Posters	ChatGTP to create cards/posters.

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		Students are then invited, on a voluntary basis, to show their media to the class or to a small group. When presenting, students use short phrases to talk about their work (e.g. This is my drawing or I like it). Students who are not ready to speak may simply hold up their work or point to it, while the teacher reformulates their message orally in the language of schooling. The class responds using agreed positive feedback signals, such as thumbs up, smiley cards, or short expressions like I like it. The focus is on encouragement and inclusion rather than evaluation. All students are reminded to listen respectfully and wait for their turn. At the end of the activity, the teacher briefly revisits the key ideas of the lesson by asking simple reflective questions, such as What did we make today? and Who can we share with safely?. Students answer using gestures, single words, or short phrases. The purpose of this wrap-up is to give students a meaningful opportunity to practise speaking in a supportive context, reinforce key vocabulary related to media and sharing, and strengthen confidence and a sense of belonging within the classroom.		
5'	**Evaluation & Feedback**	**Student self-assessment** • Smiley chart: 😊 I can make a message 😐 I need help **Teacher assessment** • observation checklist: • participation • use of key vocabulary • confidence in sharing	• Smiley chart • Observation checklist	ChatGPT for generating the chart and the Observation checklist

Duration	Lesson Flow	Activities	Materials Needed	AI Tools Integration
		Evaluation in this lesson is formative and ongoing, with a focus on participation, communication, and understanding rather than accuracy. Throughout the activities, the teacher observes students' engagement, their ability to follow simple instructions, and their attempts to use key BICS vocabulary and phrases related to creating and sharing media. Particular attention is paid to students' confidence, willingness to participate, and understanding of safe and respectful sharing. At the end of the lesson, students are invited to take part in a short self-assessment activity. Using a simple visual tool such as smiley faces or traffic-light symbols, students reflect on their learning by responding to statements such as I can make a message and I know who I can share with. Students may point to a symbol, colour it in, or say a short phrase, depending on their language level. The teacher briefly revisits the main learning points of the lesson with the whole class, reinforcing positive behaviours and correct language use through praise and modelling. Feedback is given orally, using simple and encouraging language, and focuses on effort and communication rather than mistakes. The purpose of this evaluation and feedback stage is to help students recognise what they have learned, build confidence in using the language of the lesson, and provide the teacher with insight into students' understanding and language development to inform future lessons.		

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

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