



CLIL LESSON PLAN

Think Before You Share: Media, Messages, and Responsibility



LESSON OVERVIEW

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



LEARNING OBJECTIVES

Content Objectives

- identify different types of digital media (images, videos, text messages, posts)
- understand basic principles of safe and responsible media sharing
- recognise the impact of digital messages on others
- distinguish between private and public sharing

Language Objectives

Vocabulary:

- post, share, comment
- photo, video, message
- private / public
- safe / risky
- permission, audience

Skills:

- naming types of digital media
- describing online actions
- expressing opinions and preferences
- giving simple reasons
- asking for permission and advice

Useful phrases (Language for learning – BICS)

- I want to share this post.



- This is private. / This is public.
- I think this is OK.
- I don't think this is safe.
- Can I share this?
- You shouldn't post this.

COMMUNICATION SKILLS

- **Listening** - listening to peers' opinions and teacher explanations
- **Speaking** - expressing opinions, agreeing/disagreeing, role-play
- **Reading** - short captions, scenario cards, simple online messages
- **Writing** - short sentences, captions, reflections

GRAMMAR, VOCABULARY & PRONUNCIATION

Language of Learning (CALP)

Basic language related to digital media, sharing, and audience, to be displayed in the classroom as a reference near posters, screenshots, or example messages (e.g. post, share, private / public, permission, audience).

Language for Learning (BICS)

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

- I think this is OK.
- I don't think this is safe.
- I agree. / I disagree.
- In my opinion...
- What do you think?

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

- Read the message.
- Look at the picture.
- Work in pairs.
- Choose one option.
- Explain your choice.



Language Through Learning (not planned)

- clearer pronunciation of key vocabulary through repetition and peer interaction
- increased fluency when expressing opinions in short spoken exchanges



COGNITION

LOTS (remembering, understanding, applying)

- identifying media types
- understanding basic rules
- matching examples to categories
- Can you identify what type of media this is (photo, video, message, post)?
- Can you describe what is happening in this online situation?
- Can you recognise who can see this message (friends, class, public)?
- Can you decide if this content is private or public?

HOTS (analyzing, evaluating, creating)

- analysing sharing situations
- justifying decisions
- considering consequences
- Can you explain why this message is safe or not safe to share?
- What could happen next if this is shared publicly?
- Can you give advice to a friend about whether to post this?
- How could you change the message to make it safer or kinder?
- Can you compare two sharing situations and explain which one is more risky?



GUIDING QUESTIONS FOR TEACHERS

- Can students describe different media using everyday language?
- Are students able to express opinions and simple reasons?
- Do they understand the difference between private and public sharing?
- Are students aware of how media messages affect others?
- Are all learners, including migrant students, actively participating?
- Are visual and language supports sufficient?
- Can students follow task instructions independently?
- Do students demonstrate respectful discussion skills?



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 citizenship and responsibility
- Respectful communication online
- Awareness of different cultural norms in online communication
- Decision-making and accountability

★ 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 "My Online World"	<ul style="list-style-type: none"> • Teacher shows short examples of digital media (photos, short captions, emojis, simple posts). • Students identify the type of media and respond using short phrases (e.g. photo, video, message). • Students say simple sentences such as I use this or I see this online. • Think-pair-share: What do you usually do online? or What do you share with friends? <p>Purpose:</p> <ul style="list-style-type: none"> • activate prior knowledge about digital media 	<ul style="list-style-type: none"> • Printed or digital visuals of: photos, short captions or posts, emojis or reaction icons • Projector / interactive board (if available) • Whiteboard or flipchart 	<p>AI image generator (teacher use) – claude.ai or napkin.ai to create age-appropriate, neutral examples of social media posts or emojis adapted to students' language level</p> <p>AI text simplification tool (teacher use) – ChatGPT or perplexity.ai to adapt captions into short, BICS-friendly sentences</p>



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		<ul style="list-style-type: none"> connect the lesson to students' everyday digital experience lower anxiety through familiar topics encourage oral participation using everyday (BICS) language <p>The teacher starts by showing short, simple examples of online media (images, short captions, emojis). Students respond to prompts such as What do you see? or Do you use this?. In pairs, students briefly discuss what types of media they use most. The activity activates prior knowledge and lowers the affective filter.</p> <p>Language Support To support multilingual and less confident learners, the teacher provides:</p> <ul style="list-style-type: none"> visual vocabulary cards with images and key words: (photo, video, message, emoji, post) gesture and pointing support while introducing vocabulary pronunciation modelling and choral repetition of key words bilingual translation support where needed (peer or teacher-supported) sentence starters displayed on the board or on mini language cards: <ul style="list-style-type: none"> "This is a ..." "I use ... online." "I share ... with friends." "I see this on ..." "I like / don't like this." <p>Pair-Share Speaking Support To help students talk about their online habits, the teacher provides a small frequency-expression support card or board display:</p> <ul style="list-style-type: none"> every day sometimes 		



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		<ul style="list-style-type: none"> • from time to time • often • at weekends • rarely • never <p>Additional speaking frames:</p> <ul style="list-style-type: none"> • “I usually watch...” • “I sometimes share...” • “I often use...” • “I never post...” • “At weekends, I...” <p>Students first rehearse answers with a partner before optional whole-class sharing.</p> <ul style="list-style-type: none"> • optional partner rehearsal before whole-class speaking • think time before answering questions publicly <p>Students may respond using:</p> <ul style="list-style-type: none"> • single words, • short phrases, • gestures • or simple sentences depending on confidence and language level. <p>The focus is on participation and meaning rather than grammatical accuracy.</p>		
25'	Main Activity 1 – Is It OK to Share?	<ul style="list-style-type: none"> • Teacher introduces simple online sharing scenarios using pictures or short texts (e.g. sharing a photo, reposting a meme, commenting on a post). • Students work in small groups to read or look at the scenarios. • Students decide if the content is safe to share, private, or not OK to share. • Groups discuss their choices using sentence starters and simple justification frames such as: <ul style="list-style-type: none"> • “I think this is safe because...” • “I don’t think this is OK because...” 	<ul style="list-style-type: none"> • Scenario cards with: short descriptions of sharing situations, visuals or icons supporting comprehension • Sorting labels or cards: Public / Private / Not OK to share • Sentence starter strips: I think this is..., This is not OK because... • Large paper or worksheets for recording group decisions 	<p>AI content generator (teacher use) to create realistic, age-appropriate sharing scenarios at different difficulty levels</p> <p>AI translation or paraphrasing tool to adapt scenarios for multilingual groups or simplify language</p> <p>AI visual generator to produce culturally neutral illustrations for scenarios.</p> <p>Recommended tools: napkin.ai; ChatGPT; DeepL; claude.ai, perplexity.ai, Canva, etc.</p>



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		<ul style="list-style-type: none">• “This should be private because...”• “Many people can see this.”• “This could hurt someone’s feelings.”• “Only friends should see this.”• “This is risky because...”• The teacher models one example together with the whole class before group discussion begins.• Each group shares one decision with the class. <p>Purpose:</p> <ul style="list-style-type: none">• develop understanding of safe and responsible media sharing• practise expressing opinions using everyday language• encourage collaboration and discussion• build awareness of audience and consequences <p>Students work in small groups using scenario cards that present realistic and age-appropriate media sharing situations, such as sharing a group photo, reposting a meme, commenting on a post, or forwarding a message. Each scenario includes a short description and, where possible, a visual to support comprehension and reduce language load.</p> <p>Within their groups, students first make sure they understand the situation by identifying what type of media is involved and who the possible audience is. They then discuss whether the content should be shared publicly, privately, or not at all. To support communication, students use displayed sentence starters such as I think this is safe, I don’t think this is OK, or This should be private. Groups record their final</p>		



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		<p>decision using a simple label, symbol, or short written phrase.</p> <p>Reasoning Vocabulary Support</p> <p>The teacher also displays simple reasoning words and expressions to help students explain their opinions:</p> <ul style="list-style-type: none">• because• so• maybe• risky• safe• kind / unkind• public• private• everyone• only friends• hurt feelings• personal information <p>Example support phrases:</p> <ul style="list-style-type: none">• “This is risky because everyone can see it.”• “This should stay private because it includes personal information.”• “Maybe this could hurt someone’s feelings.” <p>Structured Speaking Support</p> <p>To support accurate oral production, the teacher displays simple sentence starters and substitution tables that students can use during group discussions.</p> <p>Examples:</p> <ul style="list-style-type: none">• “I think this is ___ because ___.”• “This should stay ___ because ___.”• “I would share this only with ___.”• “This could be risky because ___.” <p>Substitution table example:</p> <table><tr><th>Subject</th><th>Opinion</th><th>Reason</th></tr><tr><td>This photo</td><td>is safe</td><td>because only</td></tr></table>	Subject	Opinion	Reason	This photo	is safe	because only		
Subject	Opinion	Reason								
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		<table><tr><td></td><td></td><td>friends can see it</td></tr><tr><td>This message</td><td>is risky</td><td>because it shares personal information</td></tr><tr><td>This post</td><td>should stay private</td><td>because it could hurt someone</td></tr></table> <p>Students are encouraged to point to the displayed language while speaking. This reduces language anxiety and supports multilingual learners in producing more complete and grammatically supported responses.</p> <p>During the activity, the teacher circulates among the groups, listening to discussions and providing language support where needed. The teacher prompts deeper thinking by asking guiding questions such as: “Who can see this?”; “How might someone feel about this?”; “What could happen if you share this?”; “Would you share this with everyone or only friends?” The focus remains on helping students express their ideas clearly and confidently rather than on grammatical accuracy.</p> <p>This activity encourages collaborative discussion, supports the development of everyday opinion language, and helps students build awareness of responsibility and consequences when sharing media online.</p>			friends can see it	This message	is risky	because it shares personal information	This post	should stay private	because it could hurt someone		
		friends can see it											
This message	is risky	because it shares personal information											
This post	should stay private	because it could hurt someone											
20'	Main Activity 2 – Role-play: Think Before You Post	<ul style="list-style-type: none">Students work in pairs and role-play short online sharing situations.One student plays the role of a person who wants to post or share something.	<ul style="list-style-type: none">Role-play cards describing short situations (e.g. wanting to post a photo, comment, or message)Displayed sentence starters: Who can	AI dialogue generator (teacher use) to create short model role-play dialogues at BICS level AI text-to-speech tool to provide clear audio models of key phrases									



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		<ul style="list-style-type: none"> The other student gives advice about whether it is OK to share. Students practise asking simple questions (e.g. Who can see this?). Students practise giving simple advice (e.g. You shouldn't post this because...). Roles can be swapped if time allows. <p>Purpose:</p> <ul style="list-style-type: none"> practise everyday communication related to digital behaviour develop awareness of audience and consequences build confidence in giving and receiving advice prioritise communication over grammatical accuracy <p>In this activity, students practise responsible digital behaviour through short, guided role-plays. The teacher explains that before posting or sharing something online, it is important to stop and think, and that friends can help each other make safe choices.</p> <p>Students work in pairs. One student takes the role of a person who wants to post or share a piece of media, such as a photo, comment, or message. The other student takes the role of a friend who gives advice. Using sentence starters displayed in the classroom, students practise asking simple questions such as Who can see this? or Is this public or private?, and giving short advice such as You shouldn't post this because many people can see it or This is OK because it is private.</p> <p>During the pair work, the teacher circulates, offering language support, encouraging the use of</p>	<p>see this?; You shouldn't post this because...</p> <ul style="list-style-type: none"> Optional cue cards with key vocabulary (public, private, safe, risky) 	<p>for pronunciation support</p> <p>Recommended tools: Wellsaid, Elevenlabs, whisper.ai</p>



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		<p>key phrases, and helping students express their ideas clearly. Students are encouraged to focus on meaning and clarity rather than grammatical accuracy. If needed, students may use notes, visuals, or gesture to support their speaking.</p> <p>If time allows, students swap roles so that everyone has the opportunity to practise both asking questions and giving advice. The activity supports spoken interaction, helps students develop awareness of online responsibility, and builds confidence in using everyday language to discuss digital sharing decisions.</p>		
10'	Wrap-up – Reflection & Sharing	<ul style="list-style-type: none"> Students come together as a whole class. Teacher revisits key ideas from the lesson (sharing, audience, safety). Students complete short reflection prompts (spoken or written), e.g. – One thing I learned today is...; – Before I share, I will... Volunteers share their ideas with the class. Teacher summarises key messages and reinforces positive behaviours. <p>Purpose:</p> <ul style="list-style-type: none"> consolidate understanding of safe media sharing encourage reflection using everyday language build confidence in expressing ideas publicly close the lesson in a supportive, inclusive way <p>The wrap-up phase brings the class together to reflect on what they have learned and to consolidate the key messages of the lesson. The teacher briefly</p>	<ul style="list-style-type: none"> Reflection prompts displayed on board or printed: One thing I learned today is...; Before I share, I will... Reflection slips or notebooks Visual support icons (lightbulb, stop sign, people icons) 	<p>AI sentence generator (teacher use) to create differentiated reflection prompts (simpler / more complex versions)</p> <p>AI summarisation tool (teacher use) to prepare a short teacher summary of key learning points</p> <p>Recommended tools: https://ahrefs.com/writing-tools/sentence-rewriter; knowt.com; ChatGPT, etc.</p>



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		<p>revisits the main topics discussed, such as different types of media, audiences, and the importance of thinking before sharing online. Key words and phrases remain visible in the classroom to support students' understanding and language use.</p> <p>Students are then invited to reflect on the lesson using short, accessible prompts such as One thing I learned today is... or Before I share something online, I will.... Depending on their language level, students may respond orally, write a short sentence, or use sentence starters provided by the teacher. Participation is encouraged but voluntary, and students may share their ideas with a partner before speaking to the whole class.</p> <p>Volunteers are invited to share their reflections with the class. The teacher listens and reformulates students' contributions when necessary, modelling clear and simple language without interrupting communication. Feedback focuses on ideas and effort rather than correctness.</p> <p>The wrap-up concludes with a short summary from the teacher, reinforcing the importance of responsible and respectful media sharing and acknowledging students' active participation. The purpose of this stage is to help students make sense of their learning, strengthen confidence in spoken reflection, and leave the lesson with clear, practical takeaways for their everyday digital lives.</p>		
10'	Evaluation & Feedback	<ul style="list-style-type: none">• Teacher observes students during activities (participation, interaction, language use).• Teacher checks students' understanding of safe and responsible media sharing.	<ul style="list-style-type: none">• Teacher observation checklist (participation, language use, understanding)	ChatGPT for checklist generating and Canva for charts/posters.



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		<ul style="list-style-type: none">Students complete a short self-assessment (e.g. checklist or reflection prompt).Students reflect on statements such as: I can give my opinion about sharing media; I know when sharing is risky.Teacher provides brief oral feedback to the class. <p>Purpose:</p> <ul style="list-style-type: none">assess understanding of lesson contentsupport awareness of language progressencourage learner reflection and responsibilityprovide positive, formative feedback <p>Evaluation in this lesson is formative and ongoing, with an emphasis on communication, participation, and understanding rather than grammatical accuracy. Throughout the lesson, the teacher observes students as they work in pairs and groups, paying attention to their engagement, their ability to express opinions, and their understanding of safe and responsible media sharing. The teacher also notes how confidently students use everyday language to ask questions, give advice, and justify simple decisions.</p> <p>At the end of the lesson, students take part in a short self-assessment activity. Using a simple checklist, sentence starters, or reflection prompts, students reflect on their learning by responding to statements such as I can talk about sharing media, I can say if something is safe or risky, or I think before I post. Students may respond in writing, orally, or by selecting symbols, depending on their language level.</p>	<ul style="list-style-type: none">Student self-assessment tool: checklist; smiley scale; short reflection statementsPens / digital form (if available)	



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		<p>The teacher then provides brief oral feedback to the whole class, highlighting positive examples of collaboration, clear communication, and thoughtful decision-making. Feedback is delivered in supportive and accessible language and focuses on effort, participation, and progress rather than errors.</p> <p>The purpose of this evaluation and feedback stage is to help students become aware of what they have learned, strengthen confidence in using everyday language related to digital literacy, and provide the teacher with information to support planning of future lessons.</p>		

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