

PLANNING WORKBOOK

CLIL Lesson Planning Workbook

A six-page planning route from curriculum goal to reviewed classroom lesson

Practical planning material for use with the CLIL AI application or independently

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1. Define the lesson

Begin with the subject. Then identify the language and support students need to reach the subject goal.

Subject and topic State the exact curriculum area, not a broad theme.	
Class profile Age, prior subject knowledge, approximate language level, additional needs and group size.	
Content objective What should students understand or be able to do by the end? Use one observable verb.	
Cognitive demand Will students identify, compare, apply, analyse, evaluate, design or create?	
Evidence of learning What will students say, write, make, solve, demonstrate or decide?	

2. Map the language

Plan language that belongs to the subject and language students need to participate.

Language of learning Essential subject terms, phrases, symbols and grammatical patterns.	
Language for learning Phrases for asking, comparing, clarifying, agreeing, challenging and reporting.	
Possible language through learning New language likely to emerge as students reason and interact.	
Pronunciation or listening demands Names, technical terms, numbers, units or dense explanations.	
Cultural or contextual knowledge References, examples or assumptions that may need explanation.	

3. Review the input

Use an original, permitted and reliable source. Adapt only what blocks access.

Selected source Text, webpage, video, diagram, data set, demonstration or teacher explanation.	
What must remain Core meaning, evidence, key technical terms, sequence, qualifications and diagrams.	
Likely language barriers Density, sentence structure, general academic words, cultural references or unclear instructions.	
Input support Chunking, glossary, diagram, worked example, parallel text, captions or guiding questions.	
Accuracy and rights check Who created the source? May it be processed? What requires verification?	

4. Build the task and scaffolds

Students should use subject knowledge and communicate for a reason.

Main task What problem, question, investigation, design brief or decision will students complete?	
Final product A solution, explanation, diagram, model, report, recommendation, demonstration or presentation.	
Interaction structure Pairs, groups, expert roles, information gap, peer review or whole-class synthesis.	
Reading support Glossary, headings, chunking, guiding questions, visual or note grid.	
Speaking support Sentence frames, roles, rehearsal time, key phrases or model exchange.	
Writing or practical support Model, checklist, labelled example, process steps or decision table.	

5. Plan the sequence

Keep lesson stages connected to the same content goal.

Activate				
Input				
Check				
Main task				
Share				
Assess				

6. Assess, review and prepare the application prompt

Content criteria What accurate subject understanding or application will count?	
Language criteria Which communication function or technical language matters for this task?	
Weighting How will content, application, communication and collaboration be weighted?	
Differentiation Keep the goal shared. What support will vary? What extension is optional?	
Teacher checks Accuracy, privacy, copyright, links, timing, bias, accessibility and classroom fit.	

Prompt builder

You are supporting a [subject] teacher. Create a [length] CLIL lesson on [topic] for [learners] at approximately [level]. Students should [content objective]. Include [language], [task], [scaffolds], [assessment] and [constraints]. Keep the subject challenge appropriate and list what the teacher must verify.