

TASK DESIGN

CLIL Task Design Canvas

Design a task with a clear subject outcome, purposeful communication and visible support

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

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Task quality check

A strong CLIL task

CHECK	Has a clear subject outcome.
CHECK	Requires students to use information or knowledge, not only repeat it.
CHECK	Includes a reason to communicate.
CHECK	Makes the needed language visible and usable.
CHECK	Requires meaningful thinking such as compare, solve, evaluate, design or justify.
CHECK	Gives every student a productive role.
CHECK	Leads to a clear product, decision, explanation or demonstration.
CHECK	Uses realistic timing and materials.
CHECK	Includes a short content check.

Complete the canvas

Subject problem or question What will students investigate, solve, explain, evaluate or design?	
Content outcome What should the final work demonstrate?	
Information or source What reliable material will students use?	
Communication purpose Why must students speak or write to complete the task?	
Final product or decision What will be produced, selected or defended?	
Language support Key terms, sentence frames, model, checklist or note grid.	
Group structure Roles, information distribution and accountability.	
Success criteria Subject accuracy, application, evidence and communication.	

Application prompts

01. Create the first draft

Use in Lesson Creator.

Paste into the application

Create a CLIL task on [topic] for [learners and level]. Students must [subject outcome] and produce [product]. Build the task in three stages: prepare, complete and review. Include the information students need, purposeful pair or group communication, visible language support, realistic timing and a short content check. Do not turn the task into a general discussion.

Teacher edit: Insert real curriculum content, sources and classroom constraints.

02. Improve a weak task

Use when an activity is passive or too language-heavy.

Paste into the application

Review this task. Identify whether it has a clear subject outcome, meaningful thinking, purposeful communication, usable scaffolds, individual accountability and a clear final product. Rewrite only the weak sections. Keep the original curriculum goal and explain each change briefly.

Teacher edit: Reject changes that add activity without improving learning.

03. Make timing realistic

Use before teaching.

Paste into the application

Estimate realistic timing for this task with [number] students working in [pairs/groups] with [equipment or room constraints]. Include transition time, instructions, checking and sharing. Flag any stage that is too ambitious and suggest the smallest adjustment that preserves the learning goal.

Teacher edit: Use your knowledge of the class to make the final timing decision.