

PLANNING A CLIL LESSON Or A SERIES OF CLIL LESSONS

Before we can plan a CLIL lesson or series of lessons, we need to identify the content knowledge and skills which learners will be taught called **learning outcomes**, statements of what most learners should be able to know, be able to do and be aware of as the result of a learning experience.

“Learning outcomes in CLIL really help teacher to think of what the learners are doing rather than what he/she’s teaching”

When teachers plan a lesson, they need to consider the following questions:

- What are my teaching aims?
- What will the learners know and be able to do at the end of the lesson which they didn’t know or couldn’t do before the lesson?
- What subject content will the learners revisit and what will be new?
- Which thinking and learning skills will be developed?
- What tasks will learners do?
- What language support will be needed for communication of content, thinking and learning?
- Which materials and resources will be provided to present the content and support any tasks?
- How will learning be evaluated?

<i>Advantages of using learning outcomes</i>	
FOR TEACHERS	FOR LEARNERS
They help describe courses clearly	They are learner centred
They provide continuity	They help learners have goals so they can check progress
They focus on whole class, group and individual needs	They enable differentiation
They guide the design of tasks	
They make assessment clear	

Example of a Balance planning model

Content	
Teaching aims	
Learning outcomes	Assessment
-Know	
- Be able to	
- Be aware	
Communication	Examples of communication
Vocabulary	
- Revisited	
- New	
- Structures	
- Functions	

Cognition	Examples of cognition
Citizenship	Examples of citizenship
Resources	
Procedure: whole class, groups, individually	