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Lesson Plan: Discrimination and ‘The Identity That Is True To Me’

School type: Realgymnasium, Vienna

Class: 6th form/10. Schulstufe

Level according to CEFR: B1

Number of students: 19

Date & time of lesson: Dec. 2025

RATIONALE

Contextualization

1 *How does this lesson fit into the broader teaching module (preceding & subsequent lessons)?*

This lesson introduces the topic of spoken-word poetry with an example poem and thus is not directly connected to preceding and subsequent lessons. It is meant to allow the students an encounter with poetry in class and raise awareness for the power and effect that spoken-word poems can have on the audience.

2 *Which language skills and systems previously acquired are necessary to participate successfully in the lesson?*

In order for the students to successfully participate in this lesson, they need to be able to understand specific information and the main message from an audio-visual medium (spoken-word poetry performance). They are not required, however, to already know rhetorical features and literary devices, as the lesson focuses on the content and message of the poem not necessarily on the formal aspects. The students might have dealt with the topic of discrimination and identity, which would be a beneficial addition to the discussions.

Topic appropriateness and relevance

The lesson is based on self-designed materials and targets the learner group appropriately. By discussing and reflecting the presented topic, the students are encouraged to critically think about discrimination and share their opinions and experiences. By connecting the topic to their personal beliefs and views, the lesson fosters engagement and participation. The topic relevance is made clear by looking at the context we are living in. In our multicultural society, the process of shaping one's (cultural) identity is very complex and dependent on multiple factors. Additionally, unfortunately the topic of discrimination is not talked about enough, thus the lesson offers the opportunity to become aware of injustices and ways to break them.

Reference to curriculum

- Unkomplizierte Sachinformationen über gewöhnliche alltags-, berufs- oder ausbildungsbezogene Themen verstehen und dabei die Hauptaussagen und Einzelinformationen erkennen können, wenn klar artikuliert und mit vertrautem Akzent gesprochen wird (*Lehrplan Sek 2, 2025, p. 179*).
- Ohne Vorbereitung an Gesprächen über vertraute Themen (zB Alltag, aktuelle Ereignisse, Reisen) teilnehmen und Informationen austauschen können (*Lehrplan Sek 2, 2025, p. 179*).
- Die eigene Meinung und Gefühle (zB Überraschung, Freude, Interesse) sowie Träume, Hoffnungen und Ziele ausdrücken und darauf reagieren können (*Lehrplan Sek 2, 2025, p. 179*).
- Unkomplizierte, auch literarische Texte über vertraute Themen mit befriedigendem Verständnis lesen und wichtige Informationen auffinden können (*Lehrplan Sek 2, 2025, p. 179*).

Focus on the following competences

- Can understand straightforward factual information about common everyday or job-related topics, identifying both general messages and specific details, provided people articulate clearly in a generally familiar variety (*CEFR Comp. Vol., 2020, Overall oral comprehension, B1*)
- Can understand the main points and important details in stories and other narratives (e.g. a description of a holiday), provided the delivery is slow and clear (*CEFR Comp. Vol., 2020, Understanding audio media and recordings, B1*)
- Can communicate with some confidence on familiar routine and non-routine matters related to their interests and professional field. Can exchange, check and confirm information, deal with less routine situations and explain why something is a problem. Can express thoughts on more abstract, cultural topics such as films, books, music, etc. (*CEFR Comp. Vol., 2020, Overall oral interaction, B1*).
- Can enter unprepared into conversation on familiar topics (*CEFR Comp. Vol., 2020, Conversation, B1*)
- Can express their thoughts about abstract or cultural topics such as music or films (*CEFR Comp. Vol., 2020, Informal discussion, B1*)
- Can give brief comments on the views of others (*CEFR Comp. Vol., 2020, Informal discussion, B1*)
- Ich kann in Gesprächen, Diskussionen und Besprechungen zu vertrauten Themen meine Meinung einbringen und begründen. Weiters kann ich zustimmen oder höflich widersprechen und andere Vorschläge machen (*ESP15+, An Gesprächen teilnehmen, B1*).
- Ich verstehe die wesentlichen Inhalte von Erzählungen, Geschichten, gespielten Szenen und Liedern (*ESP15+, Hören, B1*).

Precise learning outcomes formulated as *can-do* statements

- Learners can listen to a spoken-word poem and answer reflective questions on it.
- Learners can express and discuss their opinions on the topic of identity and discrimination.
- Learners can formulate a take-home message from the lesson.
- Learners can reflect on their own identity.

Relevant *EPOSTL* descriptors

- I can provide a range of pre-listening activities which help learners to orientate themselves to a text (*EPOSTL, 2007, Listening, no. 2, p. 25*)
- I can encourage learners to use their knowledge of a topic and their expectations about a text when listening (*EPOSTL, 2007, Listening, no. 3, p. 25*)

- I can create a supportive atmosphere that invites learners to take part in speaking activities (*EPOSTL*, 2007, Speaking/Spoken interaction, no. 1, p. 21)
- I can evaluate and select meaningful speaking and interactional activities to encourage learners to express their opinions, identity, culture etc. (*EPOSTL*, 2007, speaking/Spoken interaction, no. 3, p. 21)

STEP-BY-STEP PROCEDURE

rough time frame	procedure	interaction format	skills / systems	materials	notes
08:00-08:10	<p>Introduction/pre-listening:</p> <ul style="list-style-type: none"> • T asks S to try to describe their identity with one or multiple words -> wordcloud mentimeter • T collects responses on mentimeter • Discussion of words and summarizing the topics that come up (e.g. heritage, culture, language, family, country,...) • T may ask students to explain their choice of words • T shows fictional discriminatory expressions (e.g. You don't look like you're from here, you must be used to spicy food, right?, I didn't think you'd be into classical music, your parents didn't teach you your mother tongue?, why are you so sensitive about a joke?) and asks S what they feel when reading them/thoughts on the expressions • T shows the title of the poem -> eliciting what the poem will be about/which themes and topics will be covered - answers to the previously discussed assumptions • T asks what "true to me" in the title might mean 	<p>T-S</p> <p>S</p> <p>T-S</p> <p>T-S</p> <p>T-S</p>	<p>Writing (describing identity on mentimeter), Speaking (reason for choice of word, expressing feelings and thoughts on the fictional discriminatory expressions, answer to what the poem might be about and what the title means)</p>	<p>Projector, Powerpoint</p>	
08:10-08:25	<p>While-listening:</p> <ul style="list-style-type: none"> • S listen to the poem one time and note down or just reflect on words or expressions that stand out 	<p>S</p>	<p>Listening (the poem twice), Writing (lines that caught their attention, first</p>	<p>Projector, handout with transcript of</p>	

	<p>to them (first impression) -> topics the poet is addressing</p> <ul style="list-style-type: none"> • T asks S to share their ideas and thoughts with the class • S listen another time (provided with the transcript and the reflection questions) and try to answer them: <ul style="list-style-type: none"> - What are challenges the poet describes? - How does she feel about her identity? Find lines that show her attitude (pride, pain, difficulty,...)! - Are there any stereotypes or prejudices mentioned in the poem? Give examples! 	<p>T-S</p> <p>S</p>	<p>impression of the poem, answers to the reflection questions)</p>	<p>the poem and reflection questions, PPP with instructions</p>	<p>For future lessons, I would adapt this step and allow learners to read through the transcript first before listening to it again and clarifying unknown vocabulary. This would benefit the later analysis and discussion of the questions.</p>
08:25-08:40	<p>Discussion/post-listening:</p> <ul style="list-style-type: none"> • S get into three groups and compare and discuss the reflective questions. They answer the questions together and reflect on the message of the poem • S share their answers with the teacher and discuss their findings and opinions 	<p>S2</p>	<p>Speaking (discussing and comparing their answers to the reflection questions, sharing in plenum), Writing (answers to the questions, highlighting lines from the poem, making notes)</p>	<p>PPP with instructions, Handout</p>	
08:40-08:50	<p>Conclusion:</p> <ul style="list-style-type: none"> • T asks S what they liked or didn't like about the poem • S discuss the following questions: "What is the message of the poem?" "Do you agree with it?" • T asks S to share their experiences with discrimination (depending on the willingness of the students and the classroom atmosphere) 	<p>T-S</p> <p>S</p>	<p>Speaking (sharing opinions about the poem and experiences with discrimination), Writing (take-away message from the lesson)</p>	<p>Projector, Powerpoint</p>	

	<ul style="list-style-type: none"> S summarize their conclusion and take-home message from the lesson on mentimeter 				
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LIST OF SOURCES INCL. TEACHING MATERIALS

Bundesministerium für Bildung. (2025). *Erste lebende Fremdsprache (Sekundarstufe 2)*.

https://www.bmb.gv.at/Themen/schule/schulpraxis/lp/lp_ahs.html

Council of Europe. (2020). *Common European framework of reference for languages: Learning, teaching, assessment. Companion volume*.

<https://rm.coe.int/common-european-framework-of-reference-for-languages-learning-teaching/16809ea0d4>

Harak, A., Qbler R., Nezkeda, M., Stefan, F., KeiRer, A., & Abuja, G. (2009). *Das Europäische Sprachenportfolio in der Schulpraxis: Erweiterte Checklisten zum ESP für die Mittelstufe*. OSZ

Mentimeter. (2014). <https://www.mentimeter.com/de-DE>

Newby, David; Allan, Rebecca; Fenner, Anne-Brit; Jones, Barry, Kemerewska Hanna; Seghikyan, Kristine (2007). *European Portfolio for Student Teachers of Languages. A reflection tool for language teacher education*. Council of Europe.

Our Shared Cultural Heritage. (2020, August 29). *Spoken Word Poem – The Identity That is True To Me* [Video]. YouTube.

https://youtu.be/nQnK6_s2-GA?feature=shared

Text of the poem used with permission of the author.