

Name(s): Karoline Tscheppen

Lesson Plan: Gender, 'Pretty' and 'Ten Responses'

School type: Gymnasium, Vienna

Class: 8th form/12. Schulstufe

Level according to CEFR: B2

Number of students: 17

Date & time of lesson: Nov. 2025

RATIONALE

Contextualization

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

The preceding lessons are not related to this lesson, as the current topic is "work". However, this lesson about spoken-word poetry can be related to German lessons in which the students encountered written poetry and its features including rhetorical devices. In this lesson, students are introduced to spoken-word poetry and how it differs from written poetry. The students analyze and compare the poems "Pretty" by Katie Makkai and "Ten Responses to the Phrase 'Man Up'" by Kyle Tran Myhre. In the subsequent lesson, the teacher will reflect on this session with the students.

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

- Listening: Students can understand spoken English in a poem
- Speaking: Students can participate in discussions, Students can justify their choices and give reasons for their opinion
- Critical thinking: Students can identify gender stereotypes

Topic appropriateness and relevance

The topic of gender stereotypes (and beauty standards) is appropriate and highly relevant for students of this age group (17- to 18-year-old AHS students). It is closely connected to the life worlds and interests of teens, e.g. through social media which portrays certain gender expectations and beauty ideals. Moreover, the topic aligns with critical thinking, questioning identity and challenging stereotypes. In addition, contemporary spoken-word poetry can be appealing to students due to dealing with current topics, its shortness and the use of media. As a result, students' interest in poetry might increase. As the lesson deals with both femininity and masculinity, the topic also supports diversity and inclusion in the classroom.

Reference to curriculum

This lesson aligns especially with „Einstellungen und Werte“ as well as „Kunst in ihren Ausdrucksformen Literatur, Musik und bildende Künste“ in the following paragraph taken from the AHS curriculum:

„Zur Erlangung eines möglichst umfassenden lexikalischen Repertoires (Handlungsfähigkeit/ Kommunikationsfähigkeit) sind verschiedenste Themenbereiche zu bearbeiten, wobei sowohl das Thema als auch der Komplexitätsgrad, mit dem es behandelt wird, dem sprachlichen Niveau der Schülerinnen und Schüler entsprechen soll (mögliche Themenbereiche sind zB Ich und mein Umfeld; Arbeit und Freizeit; Erziehung; Rolle der Medien; Lebensplanung; Einstellungen und Werte; Zusammenleben; aktuelle soziale, wirtschaftliche, technische und politische Entwicklungen; kulturelle und interkulturelle Aspekte; Umwelt; Kunst in ihren Ausdrucksformen Literatur, Musik, bildende Künste). Spezielle thematische Schwerpunkte sind jeweils im Einklang mit individuellen Interessenslagen und Bedürfnissen der Schülerinnen und Schüler sowie mit aktuellen Ereignissen zu setzen“ (*Lehrplan der AHS-Oberstufe*, 2024, p. 170).

Focus on the following competences

- „Hören: Hauptaussagen und spezifische Informationen von inhaltlich und sprachlich komplexen Redebeiträgen zu konkreten und abstrakten Themen verstehen können, wenn Standardsprache gesprochen wird“ (*Lehrplan der AHS-Oberstufe*, 2024, p. 173).
- „Sprechen: *An Gesprächen teilnehmen und zusammenhängendes Sprechen*“ (*Lehrplan der AHS-Oberstufe*, 2024, p. 173).
- “Can understand most documentaries and most other recorded or broadcast material delivered in the standard form of the language and can identify mood, attitude, etc.” (CEFR, Com. Vol., 2020, p. 52, B2)
- “Can develop a clear argument, expanding and supporting their points of view at some length with subsidiary points and relevant examples” (CEFR, Com. Vol., 2020, p. 64, B2)
- “Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. Can communicate spontaneously with good grammatical control without much sign of having to restrict what they want to say, adopting a level of formality appropriate to the circumstances” (CEFR, Com. Vol., 2020, p. 72, B2).

Precise learning outcomes formulated as *can-do* statements

- Learners can analyze spoken-word poetry with a focus on performative features such as body language
- Learners can compare two poems and explain similarities and differences
- Learners can share their opinion about a poem and justify it

Relevant *EPOSTL* descriptors

- “I can select texts appropriate to the needs, interests and language level of the learners.” (*EPOSTL*, 2007, p. 25, Listening, no. 1)

- “I can evaluate and select a variety of materials to stimulate speaking activities (visual aids, texts, authentic materials etc.)” (EPOSTL, 2007, p.21, Speaking/Spoken Interaction, no.6)

STEP-BY-STEP PROCEDURE

rough time frame	procedure	interaction format	skills / systems	materials	notes
5 min	Introduction/Warm-up activity: T asks students, “What comes to your mind when you hear the word ‘poetry’?” After the students answered, T asks students: “Can you image what spoken-word poetry could be? What aspects might be different compared to written poetry (e.g. body language, ...)? Have you ever heard of poetry slams?”	T-S S-T	Speaking (participating in discussion) Writing (noting down ideas)	Handout	
3 min	T tells students that they will now look at two examples of poetry performances at poetry slams. T shows students the titles of the poems and lets them guess the topic.	T-S S S-T	Speaking (sharing their guesses)		
10 min	S listen to the poem “Pretty” for the first time (https://www.youtube.com/watch?v=M6wJI37N9C0). After listening, S should try to summarize the main message of the poem in pairs and share their ideas in class.	S-S S-T	Listening (for meaning) Speaking (sharing ideas) Writing (noting down ideas)	Handout	
5 min	T asks students: “Do you know what figurative language is? If yes, can you give me some examples?” After answering the question, S read the examples with their definitions on their handout.	T-S S-T S	Speaking (sharing their answers) Reading (to get an overview of figurative language)	Handout	
10 min	S listen to the poem for the second time. S write down examples of figurative language used to describe “being	S T-S S-T	Listening (for detail)	Handout	

	pretty” (e.g. porcelain skin, ...) and share these features in class. T asks S why the speaker rejects merely pretty.		Writing (noting examples of figurative language) Speaking (Sharing ideas)		
10 min	S listen to an short excerpt of the poem “Ten Responses to the Phrase ‘man up’” for the first time (https://www.youtube.com/watch?v=QFoBaTkPgco , minute: 2:54-3:15). T asks students how the expectations described in the poem compare to those in “Pretty”. T asks S: “Which expectations of girls/women and those of boys/men are similar according to the poems, which ones are different?”	T-S S-T	Listening (comparing to the other poem) Speaking (Sharing ideas, sharing own opinion)		
5 min	S listen to the excerpt of the poem a second time and focus on the emotions that the speaker feels. S write down words or gestures that express feelings (e.g. anger, frustration, sarcasm, ...).	S	Listening (focusing on the emotions conveyed by the poem) Writing (students write down these feelings)	Handout	
2 min	S should pick their favourite poem out of those two and justify their choice.	S S-T	Speaking (students can justify their choice) Writing (students can justify their choice)	Handout	Due to time constraints, this activity was used as a homework task.

LIST OF SOURCES INCL. TEACHING MATERIALS

Bundesministerium für Bildung. (2024). *Lehrplan der AHS-Oberstufe. Lebende Fremdsprache (erste, zweite)*
<https://www.ris.bka.gv.at/Dokumente/Bundesnormen/NOR40264237/NOR40264237.pdf> (16 November 2025).

Button Poetry. (2013, November 22). Kyle “Guante” Tran Myhre – Ten Responses to the Phrase ‘Man Up’ [Video]. YouTube. <https://www.youtube.com/watch?v=QFoBaTkPgco> (16 November 2025).

Council of Europe. (2020). *Common European framework of reference for languages: learning, teaching, assessment (CEFR)*. <https://rm.coe.int/1680459f97> (16 November 2025).

crzylbrlchick. (2007, November 3). *Katie Makkai – Pretty* [Video]. YouTube. <https://www.youtube.com/watch?v=M6wJl37N9C0> (16 November 2025).

Newby, D.; Allan, R.; Fenner, A.-B.; Jones, B.; Komorowska, H. & Soghikyan, K. (2007). *European portfolio for student teachers of languages (EPOSTL)*. European Centre for Modern Languages. <https://www.ecml.at/Portals/1/documents/ECML-resources/EPOSTL-EN.pdf?ver=2018-03-22-164301-450> (16 November 2025).