

Name(s): Theresa Höglinger

Lesson Plan: Word Play and “Table Games”

School type: Gymnasium, Vienna

Class: 7th form/11. Schulstufe

Level according to CEFR: B1.2/B2.1

Number of students: 23

Date & time of lesson: Dec. 2025

RATIONALE

Contextualization

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

The spoken-word poetry lesson builds on previous poetry and literature lessons. In those earlier lessons, students discussed written poems and their features (rhetorical devices, rhythm, etc.). In this lesson, the focus shifts to spoken-word poetry, and students explore this form more deeply. They are introduced to the poem “*Table Games*” by Sarah Kay and analyze it together. The students also write their own 2–3 pun lines inspired by the poem. After the lesson, the mentor teacher will reflect on the session with the students and listen to some of their written lines.

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

- Listening: Understanding the content of videos, films, etc.
- Writing: Being able to write creative texts (poems, stories, etc.)
- Speaking: Being able to participate in class discussions

Topic appropriateness and relevance

This lesson focuses on spoken-word poetry. It introduces the poem “*Table Games*” by Sarah Kay, which is appropriate and engaging for the target group (16- to 17-year-old AHS students) because it deals with the topics of games, emotions, and relationships. Listening to spoken-word poetry and writing a few lines themselves is beneficial for students, as they learn how spoken-word poetry works and how to express their own thoughts, ideas, and emotions in a literary form. The final activity, “Create your own table puns”, allows students to practice creative writing while combining poetic expression with humor.

Reference to curriculum

As the students are working towards the level B1+/B2, this session helps them to develop their knowledge and different competencies. These are mentioned as follows in the 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

“Can generally follow the main points of extended discussion around them, provided it is clearly articulated in standard language or a familiar variety” (*CEFR Com. Vol., 2020, p. 49*).

„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*).

“I can easily follow audio/video recordings in class, e.g. interviews, radio plays and sketches (*ESP 15+, Listening B1.1, no. 4*).

”I can ask and answer questions about what I have heard without any preparation and comment on it, e.g. in discussions about texts, films, music” (*ESP 15+, Spoken Interaction B1.2, no. 2*).

Precise learning outcomes formulated as *can-do* statements

- Students can recognize spoken word poetry.
- Students can write their own pun lines.
- Students can understand and analyze puns.

Relevant *EPOSTL* descriptors

- “I can select texts appropriate to the needs, interests and language level of the learners.” (*EPOSTL, 2007, Listening, no. 1*).
- “I can evaluate and select a variety of materials to stimulate speaking activities (visual aids, texts, authentic materials etc.)” (*EPOSTL, 2007, Speaking/Spoken Interaction, no. 6*).
- “I can evaluate and select meaningful activities to encourage learners to develop their creative potential” (*EPOSTL, 2007, Writing/Written Interaction, no. 1*).

STEP-BY-STEP PROCEDURE

rough time frame	procedure	interaction format	skills / systems	materials	notes
5 min	Warm-up activity (Introduction): T asks what S know about spoken word poetry (differences between written and spoken word poetry, what is important (voice, rhythm, performance, emotion, personal story)) -> activating prior knowledge T writes down some key words on the board	T – S	Speaking (actively participating in the discussion) Listening (Listening to the teacher's instructions)	blackboard	be prepared if S do not participate -> introduce the topic briefly
7-10 min	T briefly introduces the poet (Sarah Kay) and the name of the poem Then, T introduces the next activity: S get a handout with several lines from the poem (some of them are in the poem, some of them are not) S have to work in pairs and guess which lines are in the poems and which not – have to argue why they think this line is in the poem & to predict the content of the poem Then, the answers are discussed in class	T – S S – S	Speaking (sharing opinions) Reading	Handout	+ let S guess to which objects the given puns are referring to
10 min	S going to listen to the poem for the first time, T tells them to just listen & let the words and rhythm affect them https://www.youtube.com/watch?v=20OYnbX1x00 After listening (poem: 4 min) – S have one minute for reflection and have to write down three words or feelings that describe their first impression Then, pair work: S share their words/feelings with their neighbour Class discussion: T writes down some words on the blackboard	T – S S – S	Listening (listening as an emotional experience) Speaking (sharing opinions)	Handout	
10 - 15 min	S going to listen to the poem for a second time, before that T provides 3 guiding questions S have to answer: “How does the mood change from beginning to end?” “Which line or image stands out to you? Why?” “Which puns do you hear, and what objects are they connected to?” “Why do you think Kay uses puns in this poem?”	T – S S – S	Listening (listening for detail) Speaking (sharing opinions)	Handout	

	<p>After listening, S get 5 minutes to think about the questions and note down their answers & to have a brief discussion with their neighbour</p> <p>Class discussion of the questions</p>				
10 min	<p>Next activity "Create your own Table Puns": S have to work in pairs and write 2-3 lines inspired by the puns from the poem ("You crack me up" (pepper grinder), "That's a sharp observation" (knife)) -> T writes them on the blackboard as examples S can walk around the room to find objects or look at their own table to find objects (2-3 minutes) Then, S write down 2-3 puns on the handout (Example: "Let's erase that mistake and start again" (eraser))</p> <p>If there is enough time, some of the students can share their puns (S have to guess to which object they are referring)</p>	<p>T – S S – S</p>	<p>Speaking Writing (creative writing)</p>	<p>Blackboard Handout</p>	

LIST OF SOURCES INCL. TEACHING MATERIALS

Abuja, G., Annau, E., Ganster, S., Keiper, A., Tauschitz, I., Mittendorfer, F., Nezbeda, M., Steinhuber, B., & Winkler, G. (2014). Das europäische Sprachenportfolio 15+. Österreichisches Sprachen-Kompetenz-Zentrum.

https://www.oesz.at/fileadmin/external_import/oeszatdb36/publikationen/esp15_gesamt_webversion.pdf (16 November 2025).

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. (2025, March 22). *Sarah Kay – Table Games*. [Video]. YouTube. <https://www.youtube.com/watch?v=20OYnbX1x00> (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).

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).