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Lesson Plan: Advice, Idioms, and 'B (If I should have a daughter...)'

School type: Gymnasium, Vienna

Class: 5th form/9. Schulstufe

Level according to CEFR: B1

Number of students: 20

Date & time of lesson: Dec. 2025

RATIONALE

Contextualization

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

In the previous lesson, the class worked on the class novel *White as snow, red as blood* and in connection with that on the topic of different kinds and manifestations of love. The poem *B (or If I should have a daughter)* by Sarah Kay around which this lesson plan revolves represents one of them – the love of a mother to her daughter.

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

The subskills needed for successful participation in this lesson are:

- orally expressing the own experiences and preferences
- understanding individual information from an audio-visual source (without the necessity for details)
- writing coherent short sentences

The systems needed for successful participation in this lesson are:

- vocabulary: adjectives to describe voice and speaking, like loud, silent, fast, slowly, etc.

Topic appropriateness and relevance

The broad topic of this lesson is the parent-child relationship, more specifically, the advice and encouragement for various life challenges given from parents to children, its form and the (or no) wish for it on the side of the children. Discussing this topic is completely appropriate considering the age group of the learners and the fact that (usually) in this age, young people start to envision their future, experience first love, personal tragedies or injustice in the world and the advice of their parents may either help them to successfully move forward or students may benefit from discussions in the classroom, if their family situation does not create space for giving and receiving advice and encouragement. While formulating assumptions about the advice given in the poem performance, students will also experience themselves as able to give advice to their younger selves. Additionally, students at this school type are familiar with literature lessons, thus, teaching spoken word poetry is appropriate and can even become a means for students in different situations to express their opinions and needs.

Reference to curriculum

“In jedem Unterrichtsgegenstand sind die Schülerinnen und Schüler mit und über Sprache – zB auch in Form von Bildsprache – zu befähigen, ihre kognitiven, emotionalen, sozialen und kreativen Kapazitäten zu nutzen und zu erweitern.“ (Lehrplan der AHS, 10)

“Den Schülerinnen und Schülern ist Gelegenheit zu geben, selbst Gestaltungserfahrungen zu machen und über Sinne führende Zugänge mit kognitiven Erkenntnissen zu verbinden. Dabei eröffnet sich für sie die Chance, individuelle Fähigkeiten zu entdecken und zu nutzen und sich mit den Ausdrucksformen ihrer Mitmenschen auseinander zu setzen.“ (Lehrplan der AHS, 11)

“Allgemeine Fachziele sind [...] die produktive schriftliche Anwendung der erworbenen Sprachmittel in adressatenadäquater und mediengerechter, d.h. der jeweiligen Textsorte entsprechender, Form [...]“ (Lehrplan der AHS, 55)

“Die Schülerinnen und Schüler können in einfachen zusammenhängenden Sätzen sprechen, um Erfahrungen und Ereignisse oder ihre Träume, Hoffnungen und Ziele zu beschreiben.“ (Lehrplan der AHS, 59)

“Die Schülerinnen und Schüler können die Hauptpunkte verstehen, wenn klare Standardsprache verwendet wird und wenn es um vertraute Dinge aus Arbeit, Schule, Freizeit usw. geht.“ (Lehrplan der AHS, 59)

Focus on the following competences

- Can understand the main points made in clear standard language or a familiar variety on familiar matters regularly encountered at work, school, leisure, etc., including short narratives. (CEFR, Understanding as a member of a live audience B1, p.50)
- Can give detailed accounts of experiences, describing feelings and reactions. (CEFR, Sustained monologue: describing experience B1, p. 62)
- Can create short, simple imaginary biographies and simple poems about people. (CEFR, Creative writing A2, p.67)

Precise learning outcomes formulated as *can-do* statements

- Learners can orally present and discuss in class their opinions and wishes regarding the advice and encouragement from their parents in 2-3 sentences.
- Learners can write their own short pieces of advice or encouragements.
- Learners can understand individual pieces of information from an audio-visual source on the topic previously discussed and compare with written information, provided the source language is clear and relatively slow.
- Students can understand and use idiomatic expressions like *know something like the back of my hand, there'll be days like this, you win some you lose some* and others in their own writing.

Relevant *EPOSTL* descriptors

- “I can provide a range of pre-listening activities which help learners to orientate themselves to a text.” (EPOSTL, p.25, no.2)
- “I can plan activities to ensure the interdependence of listening, reading, writing and speaking.” (EPOSTL, p.35, no.3)

STEP-BY-STEP PROCEDURE

rough time frame	procedure	interaction format	skills / systems	materials	notes
3 min	Teacher (T) introduces herself and the topic, asks to put nametags on the desks	T		(papers)	Bring some spare paper.
7 min	<p>Introduction into the topic</p> <ul style="list-style-type: none"> - T asks the class to share: “What kind of advice or encouragement do you usually get from your parents and when? In which situations do you like to and don’t like to get your parents’ advice or encouragement? Why?” - BEFORE STARTING THE DISCUSSION: Little excursion: “<i>advice</i>” – What is the correct plural form? <ul style="list-style-type: none"> o There is none, the word is uncountable! We say: <i>a piece of advice/ a word of advice</i> - Spoiler – This is what the poet in the following poem does as well; she encourages her potential daughter to overcome the difficulties of life and gives her advice on how to do it. - T assigns a task: everyone individually writes one piece of advice or one encouragement that they think could be in the poem into their exercise books 	T-S S	<p>Speaking:</p> <ul style="list-style-type: none"> - Sharing anecdotes from their lives and their preferences. <p>Writing:</p> <ul style="list-style-type: none"> - Formulating one sentence in written mode. <p>Vocabulary:</p> <ul style="list-style-type: none"> - Specific instantiation of the distinction countable/ uncountable nouns. 	Exercise books	<p>Write the questions on the blackboard.</p> <p>Write down <i>advice – a piece of advice</i>.</p> <p>Share a piece of advice from your own parents prior to the students. It works as an example and encouragement to say something.</p>
1 min	<p>Watching the performance: Instructions</p> <ul style="list-style-type: none"> - Listen to and watch the performance - Task 1: Compare the advice/ encouragement you wrote with those in the poem - do any of them match (in any aspect) with yours? 	S	<p>Listening:</p> <ul style="list-style-type: none"> - Listening to the instructions. 		Change the playback speed on YT to 0.85. Have the video at the right footage prepared before.
4 min	First watching	S	<p>Listening:</p> <ul style="list-style-type: none"> - Listening to the spoken performance. 	Projector, own laptop	

			(Reading): - Comparing what was heard to the previously written input.		
4 min	Discussion/ comparing - Sharing in the plenum o T: <i>“Who found their own piece of advice (or a very similar one) in the poem?”</i> o T takes notes on the blackboard o If no one responds, T collects a few pieces of advice formulated by the Ss and leads a short discussion about whether there are at least some general similarities between the advice in the video and from the students	T-S S-S	Speaking: - Sharing pieces of advice like those in the poem. - Discussing similarities and differences.		
7-10 min	Idioms: literal and metaphorical meanings – Handout - T hands out the worksheet with the text and idioms - T: <i>“In the poem, there were several phrases we call idioms. Does someone know, what that means?”</i> - One S answers, T corrects or summarizes the answer → idioms are phrases that have a different meaning than the meaning of its individual words, e.g. <i>win some, lose some</i> - T: <i>“look at the idioms numbered 1-8. Can you explain any of them?”</i> o If any of the students know the meanings of any of the idioms, they explain it for the whole class - Now connect the rest of the idioms with the explanations A to H - (If there is still time, T asks:) <i>“How does the author creatively connects the literal and the metaphorical meanings of the idioms?”</i>	T-S S	Speaking: - Sharing short explanations of the idioms. Reading - Reading short phrases and connecting their meanings. Vocabulary - Learning the meanings of chosen idioms.	Poem → text can be found online from various sources; Handout with phrases	Send a pile of handouts into every row, don't hand them out yourself.
5 min	Second watching + Instructions - An integral part of spoken word poetry is the way the poem is being performed - Task 2: Listen carefully and notice how the poet speaks - where does she speak loudly or silently, quickly or slowly, what		Listening: - Listening to the specific features of the performed	Projector, own laptop	

	<p>gestures does she use – how does it support the meaning of the words?</p> <ul style="list-style-type: none"> - Task 3: Mark in the script/write down one line that touches you the most, also based on how she delivers it <ul style="list-style-type: none"> o a line you agree with, that makes you angry, you think is silly, ... a phrase/image that attracts your attention the most in some way 		<p>audiotext and connecting them with the meaning.</p>		
3-5 min	<p>Sharing with a partner</p> <ul style="list-style-type: none"> - share the line you chose with your neighbor and give reasons why - talk about the poet's delivery (how the poem was performed, acoustically, visually) of your chosen line 	S-S	<p>Speaking:</p> <ul style="list-style-type: none"> - sharing the experiences of the poem – delivery, meaning, associations. <p>(Listening):</p> <ul style="list-style-type: none"> - Listening to and reacting to the input of the partner. 		
8-10 min	<p>Writing task:</p> <ul style="list-style-type: none"> - Write a few verses of your own spoken word poetry as a response to the line that touched you - Your poem should be about you, your experience - Play around with the metaphorical and literal meaning of idioms on the handout and use them in your poem - Think about what gestures you would make, where you would speak louder, faster, ... 	S	<p>Writing:</p> <ul style="list-style-type: none"> - Writing a simple, short spoken word poem. 	Handout	Teacher walks through the classroom and supports the learners/ answers the questions.
3 min	<p>Round up</p> <ul style="list-style-type: none"> - 1 poem by a S (if someone is willing) - Spoken word poetry is poetry as well - It is in a specific way connected with the experience of the author and how they use acoustic aspects and gestures - In the last few lessons, you discussed the types of love → which one would you say is represented in this poem? (<i>storge</i> – love between parents and children or between the siblings) 	S T-Ss	<p>Speaking:</p> <ul style="list-style-type: none"> - A volunteer performs/ reads their poem. <p>(Listening):</p> <ul style="list-style-type: none"> - Listening to a short summary from the T. 		

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> (21 November 2025)

Council of Europe. (2020). *Common European Framework of Reference for Languages: Learning, Teaching, Assessment — Companion Volume*. <https://rm.coe.int/1680459f97>.

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

TED. (2011, Mar 21). *If I should have a daughter ...* | Sarah Kay [Video]. YouTube. <https://www.youtube.com/watch?v=0snNB1yS3IE>
(21 November 2025)