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Lesson Plan: Climate Change and 'Dear Future Generations Sorry'

School type: AHS, 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)?*

This lesson does not build on preceding English lessons. It is a single lesson about poetry with the focus on spoken performance. However, the students have already dealt with the topic of environment and climate change in other subjects and in previous English classes. Additionally, the students have already analyzed poems in German class.

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

To participate successfully in this lesson, students should already have developed basic speaking skills. They need these to explain why they chose a specific image and to discuss their predictions based on the poem's title. They should also have acquired the necessary vocabulary and the most important grammar structures and tenses to talk about environmental topics. In addition, they need the ability to write meaningful sentences so they can compose a few lines of their own. They have practiced these skills in previous years.

Topic appropriateness and relevance

The topics 'environment' and 'climate change' are highly suitable for 5th graders, as it is directly relevant to their lives and future. Discussing it helps raise awareness that their actions have long-term consequences for the planet. It is also clearly connected to the curriculum, which makes it appropriate for this lesson. Additionally, poetry is often underrepresented in the classroom, so giving students the chance to engage with a poem is valuable. It may encourage them to explore poetry beyond the lesson and help them develop a more positive relationship with literature.

Reference to curriculum

Zur Erlangung eines möglichst umfassenden lexikalischen Repertoires (Handlungsfähigkeit/Kommunikationsfähigkeit) sind verschiedenste Themenbereiche zu bearbeiten, (...) Umwelt; Kunst in ihren Ausdrucksformen Literatur, Musik, bildende Künste). Die verschiedenen

Themenbereiche sind durch möglichst vielfältige Quellen zu erschließen, wobei bei der thematischen Auswahl fremdsprachiger Texte auch literarischen Werken ein angemessener Stellenwert einzuräumen ist (Lehrplan, 2024, p.4).

Schülerinnen und Schüler sollen angeregt werden, ihre sprachlichen Mittel durch außerschulische Beschäftigung mit fremdsprachigen Materialien (zB Filme, Lektüre auch literarischer Werke, Onlinematerialien, ...) auch eigenständig zu erweitern (Lehrplan, 2024, p.4)

ohne Vorbereitung an Gesprächen über vertraute Themen (zB Alltag, aktuelle Ereignisse, Reisen) teilnehmen und Informationen austauschen können (Lehrplan, 2024, p.6).

Focus on the following competences

Listening

- Can understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in a standard dialect, including technical discussions in his/her field of specialisation.
- Can follow extended speech and complex lines of argument provided the topic is reasonably familiar, and the direction of the talk is sign-posted by explicit markers.
- Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc., including short narratives (CEFR, 2001, p. 66).

Speaking

- Can develop an argument well enough to be followed without difficulty most of the time (CEFR, 2001, p.59).
- Can enter unprepared into conversation on topics that are familiar, of personal interest (...) (ESP 15+, 2014 p.10-11).

Precise learning outcomes formulated as *can-do* statements

- Learners can explain why they have chosen a specific image of nature and give reasons for their choice.
- Learners can understand the gist of the poem "Dear Future Generations: Sorry (2025)".
- Learners can write a few lines about the topic of environmental poetry.

Relevant *EPOSTL* descriptors

Speaking/Spoken Interaction

- I can create a supportive atmosphere that invites learners to take part in speaking activities (EPOSTL, 2007, p.21).

Writing/Written interaction

- I can evaluate and select meaningful activities to encourage learners to develop their creative potential (EPOSTL, 2007, p.23).

Using Lesson Plans

- I can start a lesson in an engaging way (EPOSTL, 2007, p.39).

STEP-BY-STEP PROCEDURE

rough time frame	procedure	interaction format	skills / systems	materials	notes
2 min	The teacher welcomes the students, introduces himself, and tells them that the lesson will be about poetry.				
6 min	Pre-Pre-Teaching: The teacher hangs up 6 images in the class. The students have 2.5 minutes to choose one picture that they find most interesting or identify with the most. The teacher asks some students why they have chosen that specific image, and they share the reasons with the whole class.	S-T	Speaking-justifying their opinion	6 images printed out	Ask one to maximum 2 students per picture to not use up too much time.
6 min	Pre teaching: The teacher says (or writes on the board/projects) the title of the poem “Dear Future Generations: Sorry (2025)” and asks the students to predict what the poem might be about in pairs. After 2 minutes the teacher asks all the students and writes down some predictions/content the poem includes.	S-S S-T	Speaking-making predictions		
3 min	Pre teaching the most important difficult words such as “pollution, carbon, purify water, sorrow”. The teacher asks the students if they can give an explanation or definition. If they are not able to do that the teacher will explain the words.	T-S			Only focusing on important content words so that the students get the gist. But they do not have to understand every single word.
3 min	Listening to the poem “Dear Future Generations: Sorry (2025)”. Before listening to the poem, the teacher asks the students to listen and watch carefully and wants them to write down 2-3 surprising/memorable visual parts of the video and/or performance that stand out and stick in their mind (gestures, appearance, animations, etc.).		Listening - listen and watch for visual detail etc	PC, speakers, Poem “Dear Future Generations: Sorry (2025)” https://www.youtube.com/watch?app=desktop&v=eRLJscAlk1M 0:00-2:40 → not full poem	

6 min	The students discuss with their seating neighbour what visual input was the most memorable. They have to agree on one thing and after the partner discussion the pairs share their results what they have chosen and why.	S-S S-T	Speaking - justifying and discussing		Ask 2-3 pairs to share their results to not use up too much time.
3 min	Students get the transcript of the poem and listen to the poem again. They now must focus on the spoken input. They must choose 2-3 lines of the poem that stand out and stick in their mind. Alternatively, they can write down the lines if no transcript is provided.		Reading and listening to a poem	Transcript of the poem → can be found online from various sources	
6 min	In pairs they tell each other which lines they find most memorable and why. After 4 minutes the teacher asks the pairs to share their line and explain why.	S-S S-T	Speaking- justifying ad discussing		Only ask 2–3 pairs to share to stay within time.
5 min	The teacher asks what is important in a poem. The students should also give examples from the poem they have listened to (rhyme, rhythm, tone, pitch etc.). The teacher writes down the answers of the students with a suitable example.	S-T	Speaking – clarifying patterns in poetry	PC for note taking or on the board	Students might write these features into their exercise books instead.
10 min	The students are now asked to write 4–5 lines of their own poem about the environment. After that some students will present their short poem.	S-S	Writing a poem and discussing the content	Handout	

LIST OF SOURCES INCL. TEACHING MATERIAL

Bundesministerium für Bildung. (2025). *Lehrplan der Allgemeinbildenden höheren Schule*.

<https://www.ris.bka.gv.at/GeltendeFassung/Bundesnormen/10008568/Lehrpl%c3%a4ne%20e2%80%93%20allgemeinbildende%20h%c3%b6here%20Schulen%2c%20Fassung%20vom%2031.10.2024.pdf>

Council of Europe. (2018). *Common European framework of reference for languages: Learning, teaching, assessment (CEFR). Revised version*. <https://www.coe.int/en/web/common-european-framework-reference-languages>

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>

Prince Ea. (2015, April 20). *Dear Future Generations: Sorry* [Video]. YouTube. <https://www.youtube.com/watch?app=desktop&v=eRLJscAlk1M>