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Lesson Plan: Difference and ‘We’re the Same’

School type: Realgymnasium, Lower Austria	Class: 8 th form/12. Schulstufe (“Wahlpflichtfach”)	Level according to CEFR: B2
	Number of students: 16	Date & time of lesson: January 2026

RATIONALE

Contextualization

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

As the lesson is held in an extracurricular subject “Wahlpflichtfach”, in which the teacher often takes the class on excursions or sometimes even lets the students choose a topic to talk about, it is not connected to any preceding and subsequent lessons. The aspects covered, however, fit into the curriculum of the 8th form as well as the coursebook used by the class (“English in Context 8) in their “regular” subject. One of the coursebook’s topics, which the class has already talked about, is about “diversity, difference, and inclusion”; in this topic, the students were already introduced to poetry as well. As this lesson’s focus lies on spoken word poetry as well as the issue of “being different”, it draws a connection to this coursebook’s unit. Within the following weeks, the class will also focus on the topic of free speech, which is also connected to the aspects talked about in this lesson.

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

- Students are familiar with the text type “poetry”.
- Students have been introduced to the rhetorical device “metaphor”.
- Students have developed listening techniques helping them to identify a recording’s main messages.
- Students are able to clearly state their own opinion on various topics as well as provide justification for it.

Topic appropriateness and relevance

Being in the 8th form, it is crucial for students to be aware of different text types. While they are already familiar with written poetry, many might have not heard of/ dealt with spoken word poetry before. It is important for the learners to note that this type of text is an important way for people to express their opinion on various topics in our modern world.

The poem selected for this lesson focuses on the topics “racism” and “being different” (Suhayl – “We’re the Same”). It is highly essential to cover these aspects in the lesson as they have been relevant in our world for a long time; also nowadays, these issues are still present all around the world. Focusing on this in the lesson helps students gain an understanding about these challenging topics and (further) develop their open-mindedness.

Reference to curriculum

Interkulturelle Kompetenz

- Durch interkulturelle Themenstellungen ist die Sensibilisierung der Schülerinnen und Schüler für die Sprachenvielfalt Europas und der Welt zu verstärken, Aufgeschlossenheit gegenüber Nachbarsprachen – bzw. gegenüber Sprachen von autochthonen Minderheiten und Arbeitsmigrantinnen und -migranten des eigenen Landes – zu fördern und insgesamt das Verständnis für andere Kulturen und Lebensweisen zu vertiefen. Die vorurteilsfreie Beleuchtung kultureller Stereotypen und Klischees, die bewusste Wahrnehmung von Gemeinsamkeiten und Verschiedenheiten sowie die kritische Auseinandersetzung mit eigenen Erfahrungen bzw. mit österreichischen Gegebenheiten sind dabei anzustreben (*Lehrplan der AHS, 2025, p. 174*).

Mensch und Gesellschaft

- Durch die Auswahl geeigneter fremdsprachlicher Themenstellungen ist die Weltoffenheit der Schülerinnen und Schüler sowie ihr Verständnis für gesellschaftliche Zusammenhänge zu fördern (*Lehrplan der AHS, 2025, p. 174-175*).

Hören

- Im direkten Kontakt und in den Medien gesprochene Standardsprache verstehen können, wenn es um vertraute oder auch um weniger vertraute Themen geht, wie man ihnen normalerweise im privaten, gesellschaftlichen, beruflichen Leben oder in der Ausbildung begegnet; nur extreme Hintergrundgeräusche, unangemessene Diskursstrukturen oder starke Idiomatik können das Verständnis beeinträchtigen (*Lehrplan der AHS, 2025, p. 181*).

Sprechen

- Gedanken und Meinungen präzise ausdrücken, überzeugend argumentieren und auf komplexe Argumentationen anderer reagieren können (*Lehrplan der AHS, 2025, p. 181*).

Focus on the following competences

- [The student] can understand standard language or a familiar variety, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme [auditory/visual] background noise, inadequate discourse structure and/or idiomatic usage influence the ability to understand (*CEFR Comp. Vol., 2020, Overall oral comprehension, B2.1*).
- [The student] 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 Comp. Vol., 2020, Overall oral interaction, B2.1*).
- [The student] can develop a clear argument, expanding and supporting their points of view at some length with subsidiary points and relevant examples (*CEFR Comp. Vol., 2020, Thematic development, B2.5*).

Precise learning outcomes formulated as *can-do* statements

- Learners can formulate distinct differences between written and spoken word poetry.
- Learners can identify the key message of a poetry performance.
- Learners can identify how meaning is expressed through the poet's body language, clothing, and use of metaphor.
- Learners can state their opinion on the issue of "being different" and its connection to poetry.

Relevant *EPOSTL* descriptors

- I can evaluate and select texts, source materials and activities to make the learners aware of stereotyped views and challenge these (*EPOSTL*, 2007, p. 29, no. 6).
- I can create a supportive atmosphere that invites learners to take part in speaking activities (*EPOSTL*, 2007, p. 21, no. 1).
- I can provide a range of pre-listening activities which help learners to orientate themselves to a text (*EPOSTL*, 2007, p. 25, no. 2).

STEP-BY-STEP PROCEDURE

rough time frame	procedure	interaction format	skills / systems	materials	notes
1 min	The teacher introduces herself to the class.				
5 min	<u>Pre-Listening:</u> <i>Brainstorming</i> The students are asked the question “What comes to your mind when you hear the word poetry?” Individually, they answer the question (anonymously) on a “Word Cloud” (on the website <i>Mentimeter</i>).	individual work		“Word Cloud” via the website <i>Mentimeter</i>	If the teacher/the students are not able to open the “Word Cloud,” the students are asked to write their ideas on the blackboard instead.
3 min	Together with the class, the teacher takes a look at the answers and briefly discusses them with the students.	in plenary		“Word Cloud” via the website <i>Mentimeter</i>	
2 min	<u>Pre-Listening:</u> The teacher asks the class if they had ever heard of spoken word poetry (this term might have already been mentioned in the WordCloud before). The teacher briefly explains the term.	in plenary			When explaining the term, the teacher also mentions the phrase “Poetry Slams” and asks the students if anyone has ever been on a poetry slam.
3 min	<u>Pre-Listening:</u> As they are already familiar with written poetry, students are asked to think about possible differences between this type of poetry and spoken word poetry. In pairs, they discuss in what way they might differ and what benefits spoken word poetry might provide.	pair work	speaking		Here, students are asked to work with their neighbours.
2 min	In plenary, the answers are now discussed.	in plenary			
2 min	<u>Pre-Listening:</u> In order to introduce the poetry performance by Suhayl, the teacher writes a quote of this performance on the blackboard (without mentioning its title). <i>Quote: “If you open up your heart, you will realise – we bleed the same.”</i> She now asks the students what the topic of the poem could be.	in plenary	speaking	blackboard	This particular phrase was chosen as it can be viewed ambiguously – some students might think it’s about love.

1:30 min	<u>While-Listening:</u> Now, the whole poetry performance (Suhayl – “We’re the Same”) is shown to the students for the first time.		listening	poetry performance shown on the projector (via YouTube)	
7 min.	<u>While-Listening:</u> Before watching the video a second time, the students receive a worksheet. While watching, they answer the questions about the conveyance of meaning, the poet’s body language and a metaphor taken from the poem. After the video has finished playing, the learners will get some extra minutes to answer the questions.	individual work/pair work	listening speaking (when working with their neighbours)	worksheet	The teacher tells the students that they can choose for themselves, if they want to answer the questions on their own or with their neighbour Depending on the needs of the students, the teacher can play the performance one more time. If the students answer the questions faster than expected, the teacher asks them to compare their results with their neighbours (not with the ones they worked together) before discussing them in plenary.
3 min.	The answers discussed in plenary.	in plenary		worksheet	
17 min.	<u>Post-Listening:</u> The teacher puts up five different questions about “racism (and poetry)” on the classroom’s walls. The students are put into groups of three –there will be one group of four; each group is asked to go to one of the questions and discuss it for three minutes. After the time	group work	speaking	five sheets with five different questions on racism (and poetry)	Depending on how much time is left, each group might not be able to discuss all five questions.

	<p>is up, the groups are asked to move on to the next question (clockwise) until each group has discussed each question.</p> <p>The questions:</p> <ul style="list-style-type: none"> - Do people nowadays focus more on differences than on similarities? - Do young people have the power to change society's attitudes towards differences? If yes, how? - Do you think the poem's message is more important today than in the past? Why (not)? - Can you think of a situation where "being different" is an advantage? - Is poetry an effective way to talk about social issues? 				<p>Another way to shorten this activity would be to let each group solely discuss one question for longer.</p>
4 min.	The ideas are shared with the class.	in plenary			

LIST OF SOURCES INCL. TEACHING MATERIALS

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

<https://www.ris.bka.gv.at/GeltendeFassung/Bundesnormen/10008568/Lehrpl%c3%a4ne%20%e2%80%93%20allgemeinbildende%20h%c3%b6here%20Schulen%2c%20Fassung%20vom%2031.10.2024.pdf> (27.12.2025).

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> (27.12.2025).

I Am Loud Productions. (2025). Suyahl – *We're the Same* [Video]. YouTube. <https://www.youtube.com/watch?v=foYjwK-zVrU> (27.12.2025).

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> (27.12.2025).

Mentimeter. (n.d.). Word cloud: Interactive and engaging word clouds. *Mentimeter*. <https://www.mentimeter.com/de-DE/features/word-cloud> (27.12.2025).