

Name(s): Oliver White.

Lesson Plan: Dub Poetry and 'Money'

School type: Bundesrealgymnasium, Vienna

Class: 6th form/10. Schulstufe (bilingual)

Level according to CEFR: B2

Number of students: 10

Date & time of lesson: Jan. 2026

RATIONALE

Contextualization

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

Students have learned about Amanda Gorman's poem, "New Day's Lyric" and studied "The Hill We Climb" previously. They have learned about rhetorical devices in poems and have learned how to decipher the message from a poem and analyse how its mood is created. The students will have analysed a popular piece of performance poetry through textual analysis and will be able to analyse unwritten aspects in the performance of a poem. In this lesson, the pupils will now use this as inspiration to test their writing and speaking skills, through writing and performing a short dub poem on a topic of their choice. After this lesson, pupils will reflect on the components of spoken word poetry that cannot be revealed simply by reading the words on the text. This includes the performer's audio-visual delivery, body language, gestures, movements, exaggeration, emotional disposition etc. For video performances, such as New Day's Lyric by Amanda Gorman, this could include the staging, costumes and setting of the poetry performance.

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

The language systems in this lesson are based around competences defined in the CEFR as written production and sustained monologue. The most necessary criteria is for the pupils to be confident enough to apply their language skills to write short rhyming verses in English. At the same time, this task will focus mostly on fluency, challenging the students to push their language skills to create what they can and pragmatically complete the challenge by using the language skills and systems that they know. These language skills include awareness of performance poetry and what it looks and sounds like. In previous lessons pupils have listened to, read and analysed works by Amanda Gorman, so they know some poetic techniques and may be aware of how they can be applied. The act of creating a dub poem will put them into a process where they have to solve problems- finding words to match feelings, rhythms and rhymes, which are grammatical and use evocative vocabulary. As a minimum requirement, pupils have to be able to write short sentences in English and have the speaking skills to perform it to others.

Topic appropriateness and relevance

The challenging level of these competencies for an Austrian 6th Grade class can be justified as this class is studying at B2 level in a bilingual stream of this school with a large share of them also completing the Cambridge C1 certificate as an extracurricular course in school. They are taught in English in the majority of their subjects and should be capable of producing and performing a short piece of creative writing in the genre of dub poetry

Reference to curriculum

For the 6th grade, this topic and the tasks correspond to the aims of the AHS Lehrplan, including:

Sprechen: die eigene Meinung, Gefühle (zB Überraschung, Freude, Interesse), Träume, Hoffnungen und Ziele ausdrücken und darauf reagieren können*

Lesen: längere, auch literarische Texte über vertraute Themen nach gewünschten Informationen durchsuchen und Informationen aus verschiedenen Texten zusammentragen können*

Schreiben: Informationen und Gedanken zu konkreten wie abstrakten Themen, auch kulturellen (zB Musik, Filme, literarische Texte), mitteilen und einigermaßen präzise ein Problem erklären können“ (Bildungsministerium 2024).

Focus on the following competences

Written production – Creative writing

B2

- *Can employ the structure and conventions of a variety of genres, varying the tone, style and register according to addressee, text type and theme.*
- *Can produce clear, detailed texts on a variety of subjects related to their field of interest, synthesising and evaluating information and arguments from a number of sources.”*
- *Can give clear, detailed descriptions of real or imaginary events and experiences marking the relationship between ideas in clear connected text, and following established conventions of the genre concerned.*

Sustained Monologue: Describing Experience

B1

- *Can clearly express feelings about something experienced and give reasons to explain those feelings.*
- *Can describe dreams, hopes and ambitions.*
- *Can describe events, real or imagined.*

B2

- *Can give clear, detailed descriptions on a wide range of subjects related to their field of interest.*
- *Can describe the personal significance of events and experiences in detail.*

Potentially, pupils may even achieve C2 level with the following CEFR competence.

C2

- *Can give clear, smoothly flowing, elaborate and often memorable descriptions.*

Precise learning outcomes formulated as *can-do* statements

Pupils can use their knowledge of vocabulary and grammar to create a work in the genre of dub poetry.
Pupils can write and perform their own dub poem.
Pupils are able to express emotions, ideas and tell stories through this genre.
Pupils are able to listen to, appreciate and understand the genre of dub poetry.

Relevant *EPOSTL* descriptors

B Writing

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

F Vocabulary

2. I can evaluate and select tasks which help learners to use new vocabulary in oral and written contexts. (EPOSTL 2007: 28)

G Culture

1. I can evaluate and select a variety of texts, source materials and activities which awaken learners' interest in and help them to develop their knowledge and understanding of their own and the other language culture (cultural facts, events, attitudes and identity etc.). (EPOSTL 2007: 29)

STEP-BY-STEP PROCEDURE

rough time frame	procedure	interaction format	skills / systems	materials	notes
3 mins	Greet students. Perform a short, self-written dub poem.	T-S	Listening		This is an icebreaker, to demonstrate s a teacher that I am also willing to express myself and set up a supportive atmosphere.

5 minutes	Explain the genre of dub poetry. Show example “Dis Poetry”: What is it? What can it be about? How can it be performed with the body on stage?	T-S	Listening, reading	Powerpoint slides.	
2 minutes	Explain the task to pupils. “Create a poem to perform in the dub poetry style.” Pupils may choose. Perform individually. Perform as a duet or perform in groups of 3. Each person should aim to write 4 lines. There is no maximum word limit, but the time limit is 25 minutes. Alternatively, introduce Benjamin Zephaniah’s poem “Money” and have the students rewrite it focusing on a topic such as “School”, “Art”, “Masculinity”, “Femininity”, “Where I live” etc...”	T-S	Listening	Powerpoint slides. Poem → text can be found online from various sources.	In the version of this lesson as it was taught, students found it challenging to write a poem from scratch. Introducing a clear example to be imitated is a safer way to approach this writing and performance activity.
25-30 minutes	Pupils work either individually or in groups. Teacher monitors to help those who are looking for ideas or inspiration.	S-S	Writing.		
10-15 minutes	Performance time. Encourage the students to click their fingers in appreciation at the end of the poem. Give them positive feedback and motivate them to perform with feeling.	S	Speaking, Listening		This can also be moved to a second lesson.
2 minutes	Round up the lesson. Get pupils to praise each other. Prepare reflection task for next lesson. Hand out reflection sheet for pupils to describe the different ways people brought extra meaning to the poem through performing it.	T-S S-S	Speaking, Listening		

LIST OF SOURCES INCL. TEACHING MATERIALS

Bloodaxe Books. (2009, Feb. 22). *Benjamin Zephaniah reads ‘Money’* [Video]. YouTube. <https://www.youtube.com/watch?v=k2TiNi9w-XE>

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>

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>

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>

The Black Presence in Britain. (2007, Dec. 21). *Dis Poetry* [Video]. YouTube. <https://www.youtube.com/watch?v=yrLDEhqqbpo>