

**Name(s):** Constantin A. Siritian

## Lesson Plan: Police Violence and ‘Cops’

**School type:** Bundesrealgymnasium, Vienna

**Class:** 7th form/11. Schulstufe

**Level according to CEFR:** B1-B2

**Number of students:** 19

**Date & time of lesson:** Dec. 2025

### RATIONALE

#### Contextualization

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

This lesson aims to have students engage with an oral performance of a poem. Therefore, ideally, students will have worked with poems already in a previous lesson. For example, one could introduce students to poems in general and have them pinpoint what they believe makes a poem a poem. Expected responses include rhythm, rhyme, a structure consisting of stanzas and verses, the use of literary devices and perhaps an emotional element to the poem. One could then show different types of poems to the students and elicit a discussion regarding their differences. To tie this topic to the student’s lived experience, rap lyrics could be shown here, and students could be asked if they believe this to count as poetry.

As observed, the topic of rap music and the question of if it qualifies as poetry did come up in class, however, the context described above has not been tested in this class.

In a subsequent lesson, students could continue building on their analytical skills by working with a written poem. By transferring the skills, they learned in this lesson to a written poem, they can practice already learned strategies, hopefully internalizing them. This analysis could optionally focus on different elements of poem analysis such as literary devices, rhythm, or rhyming schemes.

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

To successfully participate in this lesson, students must be able to:

- Analyse the paratext of a spoken word poem with guidance from the teacher. This includes, commenting on the title of the poem, the context of its performance, and the platform on which it was uploaded.
  - How much guidance is required depends on the students’ previous experience. It is possible that the teacher might need to specifically point out certain elements and ask for the student’s input.

- In essence, the necessary element of this bullet point is the students' ability to voice their opinions regarding paratextual elements of the poem.
  - Listen intently to the performance of a spoken word poem and grasp its meaning
    - Students should listen for gist to grasp its meaning in the first listening activity
    - Students should listen for detail to determine the performer's origin in the second listening activity
  - Comment on the contents of the poem based on their prior knowledge (in this context: knowledge on police violence against minorities in the United States)
  - Give an argumentative response in writing to a selection of verses from the poem
- In conclusion, this lesson will focus on listening, comprehension, commentary, and writing skills.

### Topic appropriateness and relevance

The topic of this lesson is focussed on the analysis of a spoken word poem, performed at a poetry slam by Kouk, called "Cops". As the title may suggest the topic will be about police brutality, primarily against people of colour in the US. Although this topic is more serious, students of a 7<sup>th</sup> grade can be expected to a) have discussed serious topics before, and b) have specifically encountered this topic either on the news or on social media before. Especially, on account of the second point, the topic holds some relevance to the student's lived experience as they are likely to read about or see relevant cases online. Therefore, it makes sense to design a lesson, focussed on this topic and to discuss it in an educational setting, rather than shying away from it.

### Reference to curriculum

Ziel des Fremdsprachenunterrichts der Oberstufe ist es, die Schülerinnen und Schüler zu befähigen, in der jeweiligen Fremdsprache adäquate kommunikative Anforderungen des gesellschaftlichen Lebens zu erfüllen und sich in den Fertigungsbereichen Hören, Lesen, Sprechen und Schreiben in einer breiten Palette von privaten, beruflichen/schulischen und öffentlichen Situationen sprachlich und kulturell angemessen zu verhalten (AHS Curriculum p.174)

### Focus on the following competences

- Can understand recordings in the standard form of the language likely to be encountered in social, professional or academic life and identify viewpoints and attitudes as well as the information content (Understanding audio (or signed) media and recordings B2.1)
- Can make basic inferences or predictions about text content from headings, titles or headlines. (Identifying cues and inferring (spoken, signed and written) B1.5)
- Can report straightforward factual information on a familiar topic, for example to indicate the nature of a problem or to give detailed directions, provided they can prepare beforehand. (Sustained monologue: giving information B1.3)

### Precise learning outcomes formulated as *can-do* statements

Students can analyse the paratext of a spoken word poem performance.

Students can listen to a spoken word poem performance and critically comment on the contents.  
Students can participate in discussions on serious and controversial topics such as police violence.

**Relevant EPOSTL descriptors**

- I can locate and select listening and reading materials appropriate for the needs of my learners from a variety of sources, such as literature, mass media and the Internet (Resources p. 31.3)
- I can encourage learners to use their knowledge of a topic and their expectations about a text when listening. (Listening p. 25.3)
- I can select texts appropriate to the needs, interests and language level of the learners. (Listening p. 25.1)

**STEP-BY-STEP PROCEDURE**

| rough time frame | procedure  | interaction format | skills / systems              | materials                              | notes  |
|------------------|--|--------------------|-------------------------------|--|--|
| 2-5 min          | T introduces themselves to the class. Explains why they are teaching today. Prepares for the remainder of the lesson by opening the YouTube page.<br><br>Link:<br><a href="https://www.youtube.com/watch?v=yXNyJvGEnq8&amp;t=91s">https://www.youtube.com/watch?v=yXNyJvGEnq8&amp;t=91s</a>  | T-S                | Listening (S)                 | In-class computer                      | Make sure your classroom has a functioning computer and projector in advance.<br><br>If possible, log in before the class begins and open the YouTube tab.   |
| 10 min           | Paratext Analysis: T opens the tab with the video performance: "Cops" by Kouk.<br><br>Without playing the video, T asks S for their first impressions, specifically guiding them to comment on the title of the poem, and what they believe the poem could be about based on that.<br><br>T should then, if S don't comment on this on their own, guide them towards observing the context in which the poem was performed.<br><br>S could also comment on the medium by which they are consuming the video. (check notes) | T-S                | Paratext analysis<br>Speaking | In-class computer, projector, YouTube. | T should avoid scrolling to the video description as it gives away the context and content of the performance.<br><br>Perhaps S might comment on how the platform of choice for the upload influences the performance.<br>YouTube does recommend videos on |

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|        |   |            |   |   | the side which might distract from or allude to the contents of the video. If S do not comment on this, T could point it out.   |
| 4 min  | First listen: Listen for the topic  | S          | Listening for topic/gist  | In-class computer, projector, YouTube, sound system               | S listen to the poem. The goal is for them to gain an understanding for the what the poem is about, to allow them to compare this to their own assumptions in the following step. |
| 10 min | Pair activity <ul style="list-style-type: none"> <li>• S get together in pairs</li> <li>• They discuss what the poem was about and compare it to what they assumed based on the title</li> <li>• Their findings are then shared in class</li> </ul>   | S-S<br>T-S | Speaking<br>Pair work   |   | This section is meant to connect the listening to the pre-listening activity.<br><br>S compare their assumptions about the poem to the topic of the poem.                         |
| 4 min  | Second listen: Listen for the speaker's place of origin. Where is his accent from? Does he mention or imply where he is from?   | S          | Listening for details   | In-class computer, projector, YouTube, sound system, Printed poem | T should provide a printed version of the poem for the second listen so S can focus on the details of what is said.   |
| 7 min  | S get in pairs and discuss the following questions <ul style="list-style-type: none"> <li>• Judging by his accent, where is the poet from?</li> <li>• Does the poet's place of origin take away from his message?</li> <li>• Opinions are then shared in class</li> </ul>   | S-S<br>T-S | Speaking<br>Identifying accents<br>Critical thinking/discussion                   |   | T may now scroll down to the video description to show that this contest happened in Scotland.  |
| 10 min | In-class discussion: <ul style="list-style-type: none"> <li>• T asks if S had already been familiar with the topic of police violence in the US and prompts them to provide their own input <ul style="list-style-type: none"> <li>○ Have you previously heard of police violence in the US?</li> </ul> </li> </ul> | T-S        | Speaking<br>Critical discussion<br>Prior knowledge/lived experience (students are |   | Should students be unfamiliar with the topic T should elaborate on BLM and George Floyd or can optionally use the 10 minute time  |

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|   | <ul style="list-style-type: none"> <li>○ Do you know any specific cases, or people that became victims of police violence? – Have you heard of George Floyd?</li> <li>○ Do you know what or if people did something about these cases? – Have you ever heard of the BLM movement?</li> <li>○ What does BLM mean?</li> <li>● Ideally this leads to a discussion about politically relevant topics such as the case of George Floyd and the Black Lives Matter movement</li> </ul> |     | assumed to know certain things connected to the topic)  |                        | frame to ask students to use their mobile phones to look up the term and name and quickly read over what they find.   |
| / | <p>Homework:<br/>Students could be tasked to write a short comment of about 100 to 150 words on the poem as if they were writing a YouTube comment.</p> <p>They should:</p> <ul style="list-style-type: none"> <li>● State if they liked/disliked it and give reasons</li> <li>● Argue why they believe the performance is successful/authentic or unsuccessful/inauthentic</li> <li>● Tie the performance to their knowledge about the BLM movement</li> </ul>                  | T-S | <p>Writing:<br/><b>Informal writing style</b></p> <p><b>State</b> one' opinion</p> <p><b>Argue</b> in favour of one's opinion based on the contents of the video</p> <p>Use pre-existing knowledge (BLM movement)</p> | YouTube – Cops by Kouk | <p>Note: If this homework is given is entirely dependent on the class's and mentor's needs. This section merely serves as a suggestion for a potential homework task that could be given.</p> <p>Ideally, one should provide a worksheet with these instructions to avoid confusion</p> |

**LIST OF SOURCES INCL. TEACHING MATERIALS**

Bundesministerium für Bildung. (2023). *Lehrplan der AHS-Oberstufe*.  
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Council of Europe. (2001). *Common European framework of reference for languages: learning, teaching, assessment (CEFR)*.  
[http://www.coe.int/t/dg4/linguistic/Source/Framework\\_EN.pdf](http://www.coe.int/t/dg4/linguistic/Source/Framework_EN.pdf) (23 Nov 2025).

I Am Loud Productions. (2025, January 22). *Kouk – Cops || Spoken Word Poetry ||*. [Video]. YouTube.  
<https://www.youtube.com/watch?v=yXNyJvGEnq8> (23 Nov 2025).

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