



How to Teach English with Pink's "All Out of Fight": A Fun Lesson Plan

Introduction

Hey there, English teaching rockstars! ✨ Are you ready to bring a wave of emotion and introspection into your classroom? Look no further! Introducing a powerful song-based lesson plan featuring **Pink's** heartfelt track "**All Out of Fight.**" This lesson is designed to not only enhance your students' listening and comprehension skills but also to delve deep into emotional intelligence and critical thinking. Imagine your students connecting with the lyrics, discussing themes of resilience and vulnerability, and expressing their own experiences through creative activities.

Picture this: your students engaging in meaningful discussions, collaborating on reflective tasks, and mastering essential language skills, all while being moved by Pink's soulful performance. Whether you're in a physical classroom or rocking it out in a virtual session, this lesson is your ticket to creating an unforgettable and impactful learning experience. So, grab your headphones, hit that play button, and let's embark on a journey of musical discovery and emotional growth. Are you ready to make English lessons truly resonate? Let's do this!

Description

- **Language level:** B1+B2
- **Learner type:** Teens & Adults
- **Skills:** speaking, reading, listening and writing
- **Topics:** emotional intelligence, critical thinking
- **Materials:** [Genially presentation](#)
- **Duration:** about an hour



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Step-By-Step Lesson Plan

Step 1 (5 min)

Write the name/title of your favorite song on the whiteboard and tell your students why you like it.

Example: "Sour Candy" (Lady Gaga & Black Pink) / *really like this song because it makes me feel like dancing.*

Ask students to share the names of their favorite songs in the chat box, and say why they like them.

Step 2 (5 min)

Show [slide 01](#) with the first verse of the song "all out of fight" by Pink, but do not tell them who sings it.

Ask students to give you ideas to complete the verse.

Write them on the board

[Verse 1]

We had life in our _____ and the world was on
our side

Speeding along with no map, it was all _____
lights

It was just you and I

When something dies, doesn't mean that it's over

We're not like them, we don't have to be cold as

We could be you and I

Step 3 (5 min)

Ask students if they recognized the song. Don't tell them which song it is.

Ask what kind of song they think it is, e.g., sad, happy etc. and have them give reasons.

Step 4 (7 min)

Show another incomplete verse from the song. (slide 02)

Have students work in pairs (breakout rooms) to complete the gaps.

[Pre-Chorus]

So take my _____ for the last time

And find my _____ with yours

Step 5 (7 min)

Students share their verses.

Ask them if they recognized the song now. (do not expect them to)

Ask if they changed their idea about the mood of the song and why.

Step 6 (5 min)

Play the song for students to check their guesses.

Ask them if they liked the song or not and why.

[LINK](#)

Answers

[Verse 1]: We had life in our eyes and the world was on our side /Speeding along with no map, it was all green lights

It was just you and I /When something dies, doesn't mean that it's over

We're not like them, we don't have to be cold as ice /We could be you and I

[Pre-Chorus]: So take my hand for the last time /And find my eyes with yours

Step 7 (5 - 7 min)

Tell students, they are going to listen to the song again and then answer some questions about it.

Show the question slide.03

1. What did you like about the song?
2. What didn't you like about the song?
3. Who do you think would like this song? Why?
4. Complete the sentence: This is the kind of song I listen to when I'm feeling... or this is the kind of song I listen when...

Students read the questions and the prompts.

Give example answers, e.g., I think my mother would like it because it is very danceable.

Step 8 (6 - 8 min)

Students take a print of the screen or copy it.

Play the song twice and students write their answers.

Step 9 (10 min)

In pairs (breakout rooms), students compare and discuss their answers.

Step 10 (10 min)

Ask one student from the pair to write down a summary of their conversation in the CHAT BOX

E.g., We both liked the / I liked the , but ... didn't because...

This is the kind of song our... would like because... etc