

Lesson Plan: 'What Was I Made For' Self-Identity and Emotional Understanding



DESCRIPTION:

In this song-based step-by-step lesson plan for English language teaching, students interact with the lyrics and behind-the-scenes footage of "**What Was I Made For**" by **Billie Eilish**. Students guess which words appear in the lyrics, engage in discussion on key themes of the song, and complete a listening comprehension activity using a behind-the-scenes video.

Language level: B1+ B2

Learner type : All ages

Skills : speaking, listening, reading and writing

Topic: Self-Identity, Emotions

Materials : Music video, lyric video, behind-the-scenes video, Genially presentation

Duration: about an hour

Downloadable Materials: none



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STEP-BY-STEP LESSON PLAN

Step 1 (5 min)

Genially presentation [LINK](#)

Show Slide 1 from the presentation featuring a list of five words (drive, feel, love, sad, happy). Ask students to predict which word they think will not appear in the lyrics of the song and explain their reasoning.

Step 2 (10 min)

Play the music video ([link](#)) of "What Was I Made For" (Slide 2), allowing students to identify the word not in the lyrics (LOVE) Then, play the lyric video (Slide 3), asking students to pay close attention to the lyrics to prepare for a later discussion.

Step 3 (10 min)

Prompt a class discussion on the themes present in the song. Use the suggested questions about identity and purpose, emotions and vulnerability, and change and hope. Encourage students to share their perspectives and personal experiences, fostering a mini-discussion.

Suggested questions:

1- Have you ever found yourself asking "What am I made for?" What were the circumstances?

2- Can you relate to the line "I don't know how to feel, But I wanna try"? Was there a time when you struggled to understand your own feelings?

3- How do you interpret the line "Think I forgot how to be happy, Somethin' I'm not, but somethin' I can be"?

Have you ever felt that you forgot how to be happy, but believed you could find happiness again? In which situations would someone feel like this?

Step 4 (15 min)

Engage students with the "Behind the Scenes" video. (slide 4) First, have students watch the video without subtitles and answer questions about it.

questions: What does Billie say about the old Barbie dolls? What does she say about choosing her different mini outfits for the video?

(pause the video before the next exercise) Then, resume the the video with gapped subtitles. Students watch it twice and fill in the missing words. After, they check their answers in pairs. Finally, play the gapped video again, pausing after each gap to discuss and confirm the correct answers. SEE ANSWERS ON THE NEXT PAGE

Step 5 (5 min)

You can play the Music Video again and ask student to comment a little more about their overall interpretation of the song and finish the activity.

ANSWERS (behind the scenes video)

1) want 2) looked 3) coolest 4) pictured 5) blond 6) been 7) moments 8) bunch 9) little 10) though 11) different 12) scary

That's it for this week! I hope this activity is helpful and enjoyable!

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Happy teaching! :)

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Are your students **ENGAGED** and **EAGER** to **LEARN ENGLISH?**

Or just bored and unmotivated?

Do you **use songs creatively** in your class?

Or just the same old gap fill worksheet?

Do you want to be **more creative** in your teaching?

Would you like to use songs in a **meaningful** way and grab your **students' attention?**

Click [HERE](#) to know how!