



Pop CLIL Lesson: "SS26"

Description

Pop CLIL Subject: Media Studies

Secondary Focus: Public Relations

Song Used: "SS26" by Charli XCX

The Lesson in Action: Students will act as media analysts decoding a modern influencer scandal. They will watch a short video of a celebrity clashing with a publicist to learn professional terms, read a brief academic text on the attention economy, extract key public relations vocabulary (CALP) from the song's lyrics, and rapidly draft a Digital Crisis Management document as their final output.

The Song's Narrative (At a Glance): The singer is brushing off responsibility for her actions, refusing to take the blame for a situation while strategically plotting how to use her identity, politics, and a fake "notes app apology" to protect her brand and sell her image to the public.

A Note on the BEAT+ Method: This lesson was crafted using the MUSIC+ Framework, a core component of the BEAT+ Method. POP CLIL is a new application of MUSIC+, extending its song-based learning system into academic content areas such as science, literature, and sociology. This ensures the lesson remains deeply engaging while integrating real curricular knowledge. [Click here to learn more about the full BEAT+ Method.](#)

Details

- **Language level:** B2
- **Learner type:** Teens and Adults
- **Primary Skill:** Integrated Skills (Pop-CLIL)
- **Secondary Skills:** Listening for Specific Information, Writing
- **Subskills:** Interpretation, Vocabulary Extraction
- **Grammar/ Language Focus:** none / 100% Academic Media Studies & Public Relations Vocabulary (CALP)
- **Duration:** 30 min (Tactical Single)

Materials

- [Click for Google Slides](#)
- [Click for Student Worksheet](#)
- [Click for Lyric Sheet Cut Out](#)
- [Click for Assessment Pack](#)

Objectives

- Analyze the visual and lyrical language of digital crisis management and celebrity apologies.
- Extract and define professional public relations vocabulary from a pop song.
- Generate a short, professional public relations statement using the newly acquired academic vocabulary.

Step-by-Step Instructions

Step 1 – Visual Anchor – Motivation+ (8 min)

Goal: Get students to predict the conflict between a celebrity and a publicist by watching a silent video, then learn professional terms when the sound turns on.



Text on Screen: What is the publicist showing the celebrity on the tablet? Is the celebrity taking the problem seriously?

Teacher Script: "Watch this short video on mute. Is the celebrity taking the problem seriously? Let's watch again with the sound on. What professional strategies do they mention? (Elicit: [Public relations strategy, unique selling proposition])."

Transition: "Now let's listen to the actual song and see how the celebrity tries to escape the blame."

incorrect everyday assumptions in your PR notes and correct them using the professional vocabulary.

(obs: the video on the slide is already programmed to start and stop at the right time)

Teacher Script: "(Action: Hand out the Student Worksheet. Do NOT hand out the lyrics sheet yet.) Read the short text in Part 1 to learn our four professional PR terms. Then, listen to this short song segment. The notes in Part 2 contain basic, everyday language. Cross out the incorrect everyday phrases and replace them with the correct professional terms."

Transition: "You found the correct professional terms. Now, you must use them to fix a crisis."

Step 2 – The Academic Hunt & Board Extraction – Skills+ (10 min)

Goal: Have students actively listen to the song to find and correct the wrong everyday words on their worksheet with the professional public relations terms from the board.



Text on Screen: Read the short text about the Attention Economy on your worksheet. Then, listen to the song segment. Find the

Step 3 – The Media Report – Creativity+ (12 min)

Goal: Have students write a professional public relations text using the new vocabulary, and share it immediately with a partner.

Text on Screen: The PR Mandate: You must draft a Digital Crisis Management Memo to your PR team advising them on how to fix the celebrity's image. 🚩 THE GOLDEN RULE: Your output MUST include at least TWO academic phrases from the board. (Homework:



The Extended Portfolio - Write a full 2-paragraph media analysis on how modern influencers use strategic vulnerability).

Teacher Script: "You have 12 minutes to draft your memo. Your output **MUST** include at least two academic phrases from the board.

ANSWER KEY

Target Vocabulary Extraction Blueprint (Board Work):

- Public Relations Strategy
- Unique Selling Proposition (USP)
- Plausible Deniability
- Digital Crisis Management

Part 1 Cognitive Key (Underlined Ideas):

(Note: Students should underline these exact phrases immediately preceding or following the bolded terms).

- public relations strategy → a calculated plan to control the news and protect a brand's image
- plausible deniability → creating an excuse that allows them to claim they were unaware of the mistake
- digital crisis management → issuing carefully managed online apology statements to repair a damaged public image
- unique selling proposition (USP) → turning a negative event into a special feature that makes the celebrity more famous and profitable

(Action: At the 12-minute mark, execute the Tactical Decompression Lock). Pens down. Turn to your partner and immediately read your most professional academic sentence out loud."

ANSWER KEY (Cont.)

Part 2 Anti-Extraction Trap (Error Correction Answers):

- a plan for the news → Public Relations Strategy
- a special feature → Unique Selling Proposition (USP)
- make an excuse to look innocent → Plausible Deniability
- a fake phone message → Digital Crisis Management

Part 3 Meaning Match Answers:

A → 2 | B → 4 | C → 1 | D → 3

You've Just Run a Lesson on Crisis Management, B2 Academic Vocabulary, and Digital PR Strategy. Curious Where It Came From?

You've just watched your students actively extract advanced academic vocabulary, debate its meaning with their peers, and use those precise words to draft a digital crisis memo through a song, all without the anxiety of making mistakes.

What you've used here is not a one-off idea. It's a small window into my full BEAT+ Method and **Pop-CLIL** — the extension of the MUSIC+ framework I use to design interdisciplinary song-based lessons that are immersive, assessable, and sustainable for real classrooms.

Where This Lesson Fits in a Larger System

This Guest Pass lesson represents one visible layer of the BEAT+ Method and the Pop-CLIL Framework — a structured system designed to transform songs into high-rigor, evidence-driven learning environments.

In the complete methodology, teachers in the **Exclusive Subscriber Club** are supported by additional professional tools, including:

- Real-time classroom decision support systems
- Advanced instructional architecture guides
- A continuously expanding library of premium Pop-CLIL and enhanced song lessons

This Guest Pass lets you experience how a structured, interdisciplinary song-based lesson actually runs in real classrooms — before you ever need the full system behind it.

[👉 Explore the full system inside the Exclusive Subscriber Club](#)

