



TEACHING WITH DOCUMENTARIES

Methodological handbook



Vzdělávací program JSNS
Člověk v tísní, o. p. s.

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Introduction

Dear English teachers,

Thank you for taking the time to read the **Teaching with Documentaries methodological handbook**, prepared for you by the OWIS (One World in Schools – known as JSNS in Czech) education program, People in Need.

Since 2001, OWIS has been bringing human stories captured in documentary films to students and teachers. Through them, young people **learn that each of us is unique, and we are all part of a human community**. Documentaries entertain and educate at the same time, deepen self-knowledge, and enable a better understanding of the world around us. Apart from that, when used in language lessons, films can serve as a great source for natural communication and language practice. This results not only in students' **ability to successfully communicate in the second language but also in being responsible young citizens** who can contribute to society.

This handbook is intended for **everyone who wants to use the full potential of documentary film in their English lessons**. With this step-by-step guide, you will become experienced “screeners”; you will find out which activities work well when screening films and perhaps discover a new dimension of the pedagogical process. No matter what school you teach at, we believe that teaching with films will be a great experience for you and your students.

In the first part of the handbook, you will find **theoretical guidance** on how to work with the OWIS materials, a short explanation of our methodology, and how it can be integrated with English teaching. In the second part, you will find a chapter listing various **language activities** that can be used along with the screening, as well as a few **examples of complete lesson plans** for you to use in your classes.

1. OWIS methodology in a nutshell

OWIS methodology and teaching materials are based on the “EUR” principle, the three letters representing the three main stages of the lesson: **evocation, understanding, and reflection**. Within the *evocation*, the aim is to warm-up the students and prepare them for the topic of the film. The *understanding* part includes watching the film, discovering its themes, etc. *Reflection* stands for reflecting on the students’ emotions after the film screening. This often leads to discussion, as students share their opinions and listen to each other. If there is enough time, this all can be followed up by other additional activities, where students work in pairs, groups, or even project teaching.

1.1 REFLECTION = THE MOST INTEGRAL PART

Let us stop for a while at one of the aforementioned parts – reflection on emotions. It is no exaggeration to say that it is **the most important in the whole process of teaching with documentaries**. Unfortunately, it is often neglected in the routine of the teaching process. Without reflection, we lose what working with film offers: amazing moments when, struck by the power of the story, we open up and are willing to share our thoughts and feelings, we feel the need to keep asking and want to know the answers to our questions.

We use a range of activities for the reflection of emotions, the most common one, that we recommend using after every screening, being the **One word**. This activity is based on students sharing their feelings using one word evoked by the film, using just one word. It can be followed up by other activities, depending on the time you have and the complexity of the film. You can **find all of the reflection activities listed on our website** – <https://www.jsns.cz/en/lessons/how-to-reflect-emotions>.

1.2 FROM REFLECTION TO DISCUSSION

All the activities used for reflection after watching the film strengthen students’ **communication and social skills, and critical thinking** and teach them to **DISCUSS together**. A **well-conducted discussion is the best way to reflect**. Through the activities, students learn to formulate ideas correctly, not to judge, to get rid of shyness and stage fright, to defend their opinion, to respect the opinion of others, to ask questions, and to seek answers to their questions. The art of discussion needs to be learned first – this applies to both teachers and students. **A good discussion is only possible in a safe environment with tolerant people able to listen**. This can gradually be reached through well and regularly conducted reflection.

1.3 RULES OF A GOOD DISCUSSION

Before the first discussion, establish clear rules. The discussion rules will allow students to openly and safely express their opinions and attitudes. Make the rules clear to the students before the screening begins. Below, we offer an overview of the rules to give you an idea.

AUDIENCE RULES:

- › Only one person speaks, and the others do not interrupt him/her.
- › Everyone has the right to express their opinion and be heard.
- › Everyone tries to respect the opinions of others.
- › It is legitimate to reject opinions, but not those who express them.
- › When presenting a certain opinion, everyone explains what leads them to that opinion.
- › It is mandatory to speak politely and avoid racist and sexist remarks.
- › Audio and video recording of the entire event is prohibited.

MODERATOR RULES:

- › Announces the start and end of the discussion.
- › Specifies the method of engaging in the discussion.
- › Sets and controls the maximum length of a discussion post.
- › He/she has the exclusive right to give the floor.

2. English lessons in OWIS

We believe that English lessons **provide a great space for discussion on a wide variety of topics**, as it fulfils one of the main aims of modern language teaching – developing communicative competence. By discussing authentic topics, students **use English naturally**, which is the **key for successful communication**.

In English lessons, we follow the same concept as in all other OWIS lessons – the **EUR model**. However, there are usually more activities to do in language lessons, as teachers might also want to implement the language ones. We generally **leave this up to teachers, to decide which aspects of language they want to focus on** – considering factors such as the curricula, the level of English of their students, the needs of their students, time, etc. That's why **we prepared a list of activities in Chapter 5** that can be easily adapted and used with different films.



2.1 THE AIMS OF THE ENGLISH LESSONS IN OWIS

GENERAL

In many schools in Czechia, traditional frontal teaching still predominates. Interactive teaching methods that foster the development of key competencies in young people, such as critical thinking and social skills, are often overlooked. The primary long-term goal of OWIS is to address this situation by collaborating with teachers and providing them with documentary films and educational materials that facilitate the cultivation of these competencies. Undoubtedly, we also strive to achieve this objective within the context of English lessons.

GENERAL AND LANGUAGE-RELATED

We strive to **incorporate important and current topics** into the lessons. On our [website](#), you can find films exploring topics such as environmental problems, social issues, media literacy, or global development. This essentially aligns with the **principles of the CLIL** (Content and Language Integrated Learning) approach.

This approach holds particular significance in today's globalized world, as it not only promotes language learning but also cultivates students' intercultural competence and cultural awareness. At OWIS, our aim is for students to gain knowledge about other cultures and perspectives in a natural manner, through the films they watch.

LANGUAGE-RELATED

Communicative competence development

In addition to the aims of OWIS, we have specific objectives for English lessons. The primary one is to enhance students' communicative competence, as well as their intercultural communicative competence. Watching films in English offers ample opportunities to utilize the language in authentic contexts, whether through pre- or post-screening discussions. Our aim is to encourage students to actively engage and employ the language as much as possible. To achieve this, we incorporate numerous activities that involve group work, pair work, and whole-class discussions.

Fluency over accuracy

Within the discussions and speaking activities, the aim is to **focus on fluency**, rather than accuracy. We want the students to speak about real issues using real language. Therefore, do not correct students when they make mistakes (unless your primary focus is grammar) – let them express their thoughts and scaffold them when needed.

2.2 WHICH SKILLS AND LANGUAGE AREAS CAN BE DEVELOPED WITH DOCUMENTARIES?

Apart from **speaking** and **listening comprehension**, students can develop other skills and key language areas, depending on the accompanying activities the teacher decides to use.

What are they and how can they be developed?

LISTENING COMPREHENSION

- It is highly desirable **to expose students to different varieties and accents of English**, which is made easy by watching films from different parts of the world.

SPEAKING SKILLS

- Documentaries can be used as a prompt for **classroom discussions or debates**, where students can practice by expressing their opinions and ideas in a structured and supported environment.

READING COMPREHENSION

- Many documentaries on our websites have **accompanying transcripts**, which can help students **develop their reading comprehension skills**, as students can use the transcript to check their understanding.
- For each activity, we also provide a short text related particularly to the theme of the activity (**Questions and Answers**). A shortened version of this text can be used for various **reading activities** (see **the list of activities**).

WRITING SKILLS

- Writing can be practised through our **reflection activities**, such as **R.A.F.T.** or The letter. Writing tasks such as essays or summaries can be easily assigned as homework.

VOCABULARY

- Documentaries often feature specialized language related to the topic being discussed, which gives the opportunity for teachers to **teach new vocabulary**. In case the film explores a topic with a very specific vocabulary, teachers may use the “**vocabulary list**” or **the transcript of the film** to pre-teach the possibly difficult words.

GRAMMAR

- If it is in line with the curriculum, teachers may also practise a specific **grammatical phenomenon** occurring in the film. However, we still recommend doing that in a communicative way and in the context of the film, instead of practising grammar separately as a set of rules.
Our tip for an activity to practice grammar – **Grammar Focus (chapter 5)**.

For more ideas go to chapter 5

2.3 THE BENEFITS OF USING DOCUMENTARIES IN ENGLISH LESSONS

As stated in section 2.1, incorporating documentaries into teaching can be a valuable tool for improving students' fluency and communicative competence. In addition to engaging students in discussions and communicative activities, documentaries often feature real-life conversations and interviews, allowing students to **observe how native speakers express themselves fluently and coherently**. This exposure helps students internalize language patterns and structures, leading to increased fluency in their own speaking abilities.

Let us **summarize the benefits** of using documentaries in English lessons:

DEVELOPING FLUENCY AND COMMUNICATIVE COMPETENCE

CRITICAL THINKING

- Documentaries can **encourage students to think critically** about the topic being presented. They can help students develop their analytical skills, evaluate sources of information, and form their own opinions based on evidence and facts.

SOCIAL SKILLS

- Through discussion and active interaction, students **learn to express themselves effectively, listen actively, and respond appropriately to others**. With regular discussions, they can develop **emotional intelligence, empathy**, but also assertiveness.

INTEGRATING ENGLISH WITH OTHER SUBJECTS

- The topics of documentaries are often very specific and can be **used in other school subjects, such as history, geography, or civics**. Discussing various topics from different subjects in English can be a great way to make learning more engaging and relevant for students.

CULTURAL AWARENESS AND GLOBAL THINKING

- Documentaries can expose students to **different cultures, traditions, and lifestyles**. They can help students **broaden their horizons and gain a deeper understanding of the world around them**. In today's globalized world, being able to communicate in more than one language and work with people from different cultures is increasingly important.

AUTHENTICITY

- Documentaries offer **authentic language and content**, which can help students improve their listening and comprehension skills. They expose students to real-life situations and natural speech patterns that are often different from the textbook material.

MOTIVATION

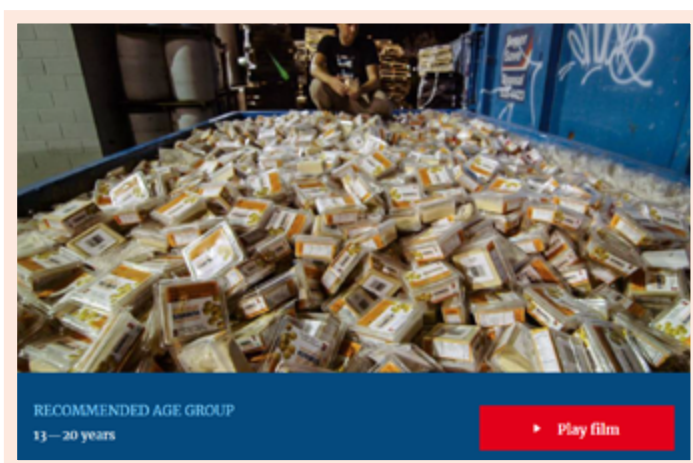
- Documentaries can be engaging and motivating for students. They offer an **alternative to traditional classroom activities** and can be a **refreshing change**.

2.4 PITFALLS OF USING DOCUMENTARIES IN THE CLASSROOM

While using documentaries can be a valuable tool for teaching English, there are also a few things that teachers should be careful of:

AGE-APPROPRIATENESS

- It's important to make sure that the documentary is age-appropriate. You can check the recommended age group right below each film on the OWIS website.



LANGUAGE LEVEL

- The language used in the documentary should be **appropriate for your students' language level**. You can find the language level in the activity box.

TIME MANAGEMENT

- Documentaries can be lengthy. **Plan carefully** how much of the documentary you will show in class and how much time you will spend discussing it. The suggested time in the activity box may help you with lesson planning.

Thinking about the consequences of our actions

Activity / B2+ / 90 min

Students will:

- Learn vocabulary connected with food waste issues
- Learn how they can reduce food loss in their households themselves
- Think about thriftiness and consequences of their own everyday habits

↓ [Download PDF](#)

→ [Presentation PPTX](#)

SENSITIVITY TO SPECIFIC TOPICS

- Some documentaries may contain content that could be **sensitive to some students due to life experience and family situation**. Be mindful of these differences and think carefully about the film you are about to choose, especially when choosing topics such as racism, bullying, or domestic violence. In such cases, you should be able to provide students with support, e.g. a consultation with a school psychologist.

BIAS

- Documentaries are often made by filmmakers with a specific point of view or agenda, and this can lead to bias in the way that information is presented. As a result, it is important to **be critical of the content** and to seek out other sources to corroborate the information presented.

BALANCE WITH OTHER ACTIVITIES

- While documentaries can be a great tool, it is important to balance their use with other activities such as reading, writing, and speaking practice. **In the second part of this handbook, you can find a lot of tips on activities practising different skills and language areas.** We also recommend going deeper into the topic of the film and use more activities related to the topic (e.g. group-work activities) in the following lesson.

3. Teachers' experience



Zdenka Zvoníčková,
Gymnázium Tišnov

Anglické lekce jsou užitečným zpestřením hodin angličtiny. Přináší nová témata do hodin, podněcují diskusi a zamyšlení. Každá lekce je jiná a zajímavá a studenti na ně reagují kladně. Používám je zpravidla každé tři měsíce, vybírám témata dle aktuálnosti či související s učivem. Po shlédnutí a práci s výukovým listem je možné navázat projekty studentů. To bych doporučovala např. u Bristol Bike Project, kdy studenti přicházeli s vlastními nápady na to, jak pomoci komunitě, ve které žijí. Celkově využití anglických lekcí z jsns.cz mohu jenom doporučit.

Dokumentární snímky od JSNS mi pomohou přiblížit studentům probíranou problematiku (lidských práv, změny klimatu atp.) cestou, která je generaci Z dobře stravitelná. Krátký film s doprovodnými aktivitami používám k rozšíření slovní zásoby a následné diskusi. Studenti se rádi vyjadřují k tématu, kvalitě filmu i k aktivitě samotné :-))



Marie Luhanová,
GVP



Jana Tabášková,
Gymnázium Komenského
Havířov

"The materials from OWIS connect all subjects taught in schools and provide the key competencies necessary for students' development, as listed in the national educational framework (RVP). They significantly enhance the development of students' functional literacy and values, and promote an active approach to citizenship. They also enrich students' hard skills with new knowledge and help them use and improve their soft skills, contributing to their internal motivation. Language teachers can incorporate a variety of teaching approaches, such as CLIL (Content and Language Integrated Learning) or CLT (Communicative Language Teaching), using OWIS materials. The video-based lessons support a communicative approach to language teaching, developing both fluency and accuracy aspects of language acquisition, and helping students to learn the language."

„Meatrix: moje první lekce z portálu JSNS. Osmáci se učí countable/ uncountable nouns na tématu jídlo, a už nás to nikoho nebaví! Meatrix tomu přidal maximální štávu, děcka nevěří svým očím, nejdřív trochu nechápou, o co jde, a pak přichází „Aha!“ moment, reflexe dojmů, a následné pátrání po původu jídla, které mají rádi. Došlo i na počitatelná a nepočitatelná substantiva. Od jídla jsme se dostali až k otázkám etiky a morálky. Studenti soustředěně pracovali – jak na své angličtině, tak na svých názorech, postojích a znalostech světa, jaký je. Pro učitele obrovská výzva: neprobádané území, terra incognita, oblast, ve které si sami musejí rozšířit znalosti, často jdou i s vlastní kůží na trh, protože studenty zajímá jejich osobní názor. Pokud ale patříte k těm, kteří věří, že součástí povolání učitele je otevírat silná a důležitá témata, lekce na portálu JSNS Vám dají plnou podporu: součástí aktivit jsou jak metodické materiály, tak souhrn informací o dané problematice a užitečné odkazy. Se studenty různých věkových kategorií jsme prošli následující témata: životní prostředí, udržitelný životní styl, informační technologie, fake news, mediální manipulace, kyberšikana, rasismus, migrace, homofobie, stárí. Dokumentární filmy nám umožnily nahlédnout do života jiných lidí, zamyslet se, inspirovat se, nebo se i rozhodnout, že něco uděláme pro to, aby svět byl lepší.“



Kateřina Kallus Brychová,
Gymnázium Brno, třída
Kapitána Jaroše



TIP:

All of our activities are tested by teachers in their lessons before being published. You can find their valuable feedback within each activity on our [website](#).

PRACTICAL TIPS



A series of horizontal dotted lines spanning the width of the page, providing a guide for handwriting practice.

4. How to use OWIS documentaries in English lessons?

4.1 WHAT DO THE OWIS LESSONS LOOK LIKE?

All of our English lessons consist of two main parts: a film and related teaching materials.

At the very beginning, there is always a short description of the film and lesson objectives – you can use it to gain a general idea of the topic and decide if it is suitable for your lesson.

Framing The Other

Framing the Other / Willem Timmers, Ilja Kok / Nirozemosko / 2011 / 25 min. / titilky / 12—21 let

Audio-visual lessons

[About the lesson](#) ↓

[Film](#) ↓

[Teaching materials](#) ↓

[Accompanying and recommended materials](#) ↓

[Lesson partners](#) ↓

Lesson objectives

- To be aware of the impact of the developed world on members of indigenous cultures
- To respect other cultures and traditions
- To treat members of other cultures with respect and without prejudice

The Mursi people live in the south of Ethiopia. Their women are known for putting decorated plates in their lower lip and huge earrings in their earlobes. However, not all their ornaments are traditional. In fact, many of the most bizarre ones have been made only recently. The Mursi only wear them when tourists heading to their village want interesting photos of their exotic holiday and are willing to pay well for them. Humorous and chilling at the same time, the film shows the devastating effects of tourism on the life of traditional communities, through the confrontation between the worlds of a peculiar indigenous woman and a Dutch tourist.

The teaching materials are downloadable. Very often, you can find a PowerPoint presentation there, that you can use either for online teaching or in the classroom.

Teaching materials

The Impact of Tourism (A2/B1)

Activity / A2/B1 / 60 min

Students will:

- practice spelling and grammar by correcting mistakes in sentences
- practice using should/shouldn't in sentences.
- develop the sense of understanding motivations for different people's actions and the consequences of these actions
- reflect on the positive and negative outcomes of a cultural encounter

↓ [Download PDF](#)

↓ [Download PPTX](#)

The Impact of Tourism (B1+)

Activity / B1+ / 90 min

Students will:

- expand their vocabulary related to the topic of indigenous tourism
- practice expressing their opinions and their overall communication skills
- understand the expressions "indigenous tourism" and "indigenous community"
- understand the importance of introducing various measures to maintain ethical indigenous tourism

↓ [Download PDF](#)

You can also see the “Questions and Answers” box. If you download the PDF, you will get a range of questions related to the topic of the film. You can read it before taking the film into the classroom – it will help you to get more information about it and feel more confident to discuss the topic.

There is also an option to work with them with students. You can read some of the answers together, or students can work in groups.

Questions and Answers

Informational texts

- coming out
- aggressiveness
- parental responsibilities

↓ [Download PDF](#)

An integral part is the reflection of emotions – you will find a list of activities after clicking on the link in this box.

✓ **UPDATED: How to reflect on emotions after the film screening**

Informational texts

- Why is it important to reflect on emotions?
- Basic methods of reflection
- From reflection to discussion

→ [See Activities](#)

Last but not least, you can use the accompanying materials. Usually, there are additional videos, photos, articles related to the film, or interview with the film protagonist. Use them in your lessons if you have enough time and if you want to show something extra.

Accompanying and recommended materials

[Photo gallery of the Mursi people](#)
Photos from the real life of Mursis.

[Mursi Online](#)
Website about the Mursi people by the Durham University.

4.2 PRACTICAL TIPS AND RECOMMENDATIONS FOR ENGLISH LESSON SCREENINGS

Based on what has been written above, these are the **main recommendations for teachers** when using documentaries in an English lesson:

BEFORE SCREENING

1. Choose documentaries that are **appropriate for your students' language level and age**. Make sure the content is not too complex or difficult for them to understand. Select the films carefully also in regard to **their length**. Use films that are motivating for the students and discuss current topics. Do not be afraid of controversial topics; however, choose topics that are personally intriguing for you.
2. **Do not underestimate your preparation:** Preview the documentary before showing it in class to ensure that it is suitable and relevant to your lesson objectives. If you do not know much about the topic you are going to discuss, read the **Questions and Answers** section in advance.
3. **Create a friendly and pleasant classroom environment** so that the students are not afraid to share their opinions and participate in the activities. Approach your students with respect and be open to learning from them.

WHILE SCREENING

4. When screening a short (1–3 min) video, make sure students fully **focus on it and are able to get the message**.
5. **Consider using English subtitles.** Always make sure the students understand at least the main ideas of the film. If necessary, ask questions to check students' understanding. Incorporate other activities that can help students understand the film.

6. If the documentary is lengthy, it is advisable to encourage your students to take notes while watching. This will help them remember important details and reinforce their listening and comprehension skills. Use **the Double-Entry Journal worksheet** to do that. However, do not ask them to do anything else. We want them to be focused on the film, not vocabulary or language activities, while watching.

AFTER SCREENING

7. After watching the documentary, **do not forget to reflect on emotions. Have a student-centred class discussion to explore key concepts and themes.** Ask open-ended questions that encourage critical thinking and analysis. Give enough space to the students: let them express their opinion, speak about authentic topics, and react to each other. This is the way to promote active and meaningful learning.
8. Consider **using the documentary as a springboard for project-based teaching.**
9. At the end of the lesson, make students name what **the topic brought to them and what they are taking away from the lesson**. It can also bring some suggestions and important follow-ups for the next lessons.
10. Follow up with **additional activities or resources that build on the content of the documentary.** For example, you could assign readings or videos that provide more information on the topic.

4.3 WHAT TO DO BEFORE AND AFTER THE LESSON – PRACTICAL CHECKLIST

BEFORE THE LESSON – PREPARATION

- ☐ **Watch the film in advance.**
- ☐ **Set the aim of the lesson** and choose corresponding activities, depending on the level of English, time, and students' knowledge. Use our ready-made lesson plans to make your work easier.
- ☐ **Read some information** related to the topic being screened.
- ☐ **Plan enough time** for film screening, emotion reflection and follow-up activities.

BEFORE SCREENING

- ☐ Prepare the **technical equipment**.
- ☐ Check the **quality of internet connection**.
- ☐ **Introduce the lesson** plan and the topic of the film to your students.
- ☐ **Clarify the rules** for watching and the follow-up discussion.

WHILE SCREENING

- ☐ Make sure students feel comfortable and **minimize the disturbances**.
- ☐ Be **attentive to student reactions** during the screening.
- ☐ **Do not leave the class**. Watching films should be a shared experience and may be very strong.

AFTER SCREENING

- ☐ Make enough **space for the reflection on emotions**.
- ☐ Use activities to **develop language** and **critical thinking skills**.
- ☐ Lead a discussion about the film, teach students how to listen to each other and encourage them to ...
- ☐ **Wrap-up the lesson** as carefully as you started it. Students should always reflect on what they are taking away from the lesson.

5. Activities for teaching with documentaries

*The following list of teaching ideas have been assembled to **provide you with universal, ready-to-use activities** that you can mix and match to create a lesson that will be tailored to your unique circumstances. All the activities can be adapted to any topic as well as any level of language proficiency. Some of the activities can be introduced both as a warm-up activity at the start of the class or as a round-up activity at its end. Most of the activities may last as long or as short a time as you need. Students can work individually, in pairs or in larger groups. We suggest, but **you decide what the best way to use the activity for your class is.***

We have strived to equip you with such activities that will be engaging, meaningful and that will provide an opportunity to use the language in a creative, fun way. Majority of the activities invite your students to **communicate with their peers while reflecting on their lives, attitudes and worldviews**. We believe that planning English lessons around OWIS documentaries can be a way to approach English not just as a set of grammar and vocabulary rules but as a **means of personal growth, learning about the world and connecting with others as well as ourselves**. As you plan your lesson, don't forget to always include an activity that will allow your students to **reflect on their emotions** right after they have watched the **film**. We hope you find inspiration and all the support you need to create classes that both you and your students will love and enjoy.



5.1 BEFORE SCREENING

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5.2 WHILE SCREENING

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5.3 AFTER SCREENING

Did You Understand?	40
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5.1 BEFORE SCREENING

WHAT'S THE TOPIC?

**TYPE OF ACTIVITY:**

warm-up, lead-in, pre-teaching vocabulary

**TIME:**

5–10 minutes

**LANGUAGE SKILLS:**

speaking, listening

**OTHER SKILLS:**

guessing, analysis, tolerance of ambiguity

**MATERIAL:**

a list of words connected to the topic, including words you want the Ss to know before they watch the film

**PROCEDURE:**

Write the words on the board and ask the Ss to check their meaning in pairs (They may use dictionaries.) and guess what the film is about. Get brief feedback with the whole class and tell them what the film is actually about.

**EXAMPLE:**

(for the film “In Real Life”)

> *Hoax, cyberbullying, harm, post, identity, gender, disability etc.*

(answer: hate speech on social media)

**TIP:**

You can divide the list of words into two sets and ask the Ss to explain the meaning of the words to each other in English.

WORD WORK

**TYPE OF ACTIVITY:**

warm-up, lead-in, pre-teaching vocabulary

**TIME:**

5–10 minutes

**LANGUAGE SKILLS:**

speaking, listening, writing

**OTHER SKILLS:**

guessing, analysis, categorizing, association, creativity

**MATERIAL:**

a list of words connected to the topic, including words you want the Ss to know before they watch the film.

**PROCEDURE:**

Give the Ss the list of words and ask them to work in pairs to check their meaning and to sort the words into groups by parts of speech (verbs, adjectives etc.). Then tell them to choose five words and think of three associations for each of them. They compare their ideas in pairs.

**TIP:**

After you watched the film, you can ask the Ss to come back to the words and in pairs try to remember the context in which the words were used.

**EXAMPLE:**

(for the film "Black Sheep")

Word Work

Stab, escape, affection, spiky, guilty, look up to sb, punch, accepted, mess sb up, fit in, blame, footsteps, puffy, get rid of sth, weakness, bleach, quit, rampage

nouns	adjectives	verbs
affection footsteps weakness rampage bleach (verb) (noun) affection (citizens)	spiky, guilty, accepted, puffy (infatigable)	escape look up to sb, punch, mess sb up, fit in, blame, get rid of sth quit

topic: mental health

Associations:

```

graph LR
    A((escape)) --- B[the reality]
    A --- C[pain]
    A --- D[fail]
    E((guilty)) --- F[blame]
    E --- G[mean]
    E --- H[confront]
  
```

Word Work

Stab, escape, affection, spiky, guilty, look up to sb, punch, accepted, mess sb up, fit in, blame, footsteps, puffy, get rid of sth, weakness, bleach, quit, rampage

discrimination

nouns	adjectives	verbs
affection footsteps weakness rampage punch	spiky guilty accepted puffy	stab escape look up to sb punch mess sb up fit in blame

Associations:

stab - knife, injury, criminal, offend, get rid of sth
 escape - leave, dangerous, run
 guilty - mistake, apologise, sad
 bleach - quit

TOPIC BRAINSTORMING


TYPE OF ACTIVITY:

warm-up, lead-in


TIME:

5 minutes


LANGUAGE SKILLS:

writing


OTHER SKILLS:

categorizing


MATERIAL:

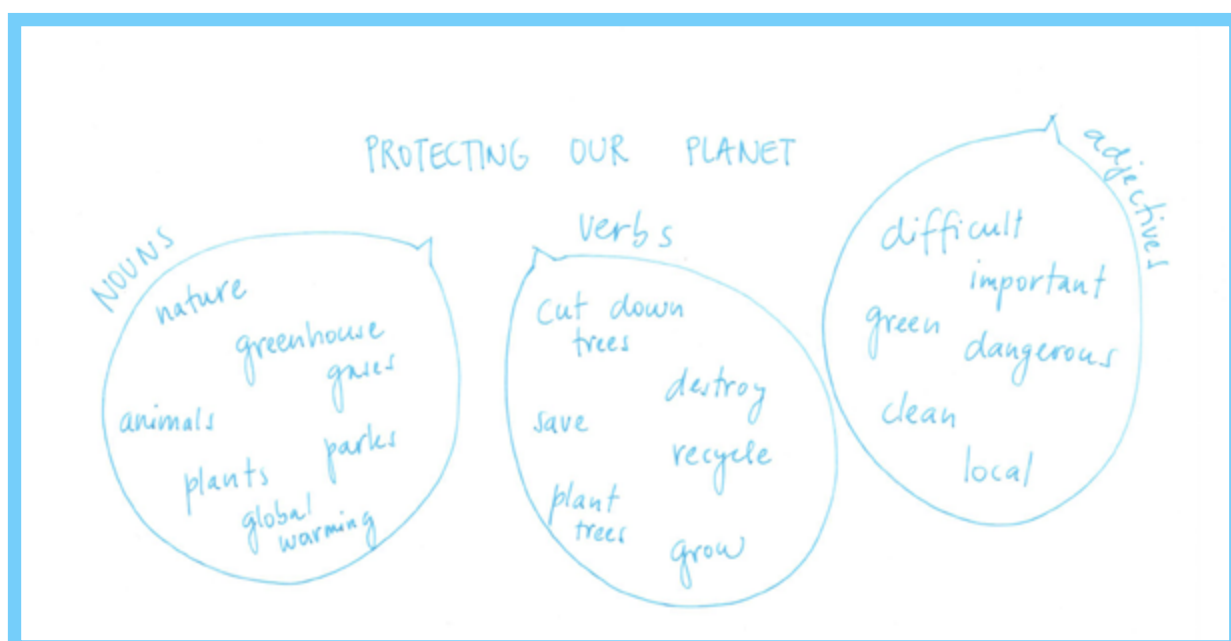
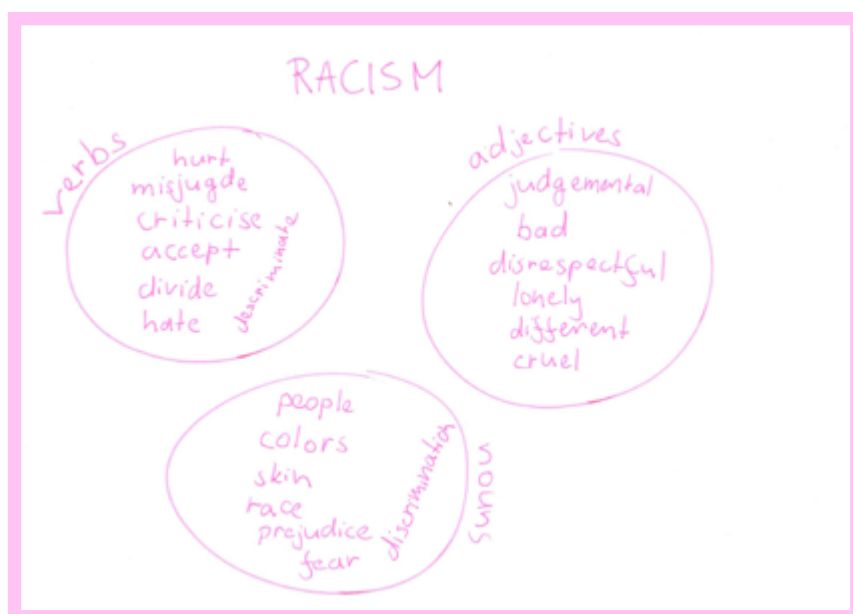
—


PROCEDURE:

Give Ss the topic of the lesson and ask them to write down e.g. 6 verbs, 6 nouns, 6 adjectives connected to the topic. Ss can work individually or in pairs. You can follow-up with other activities using the words the Ss have written. For example, the Ss can ask each other meaningful Qs using the words etc.


EXAMPLE:

(for the films “Black Sheep” and “Lifestyle Pioneers”)



ALPHABOXES



Worksheet in pdf
to be found in chapter 7



TYPE OF ACTIVITY:

warm-up, lead-in, pre-teaching vocabulary,
prior knowledge determination



TIME:

10–15 minutes



LANGUAGE SKILLS:

writing, speaking, listening



OTHER SKILLS:

associating, creativity, explanation, clarity



MATERIAL:

a copy of AlphaBoxes worksheet for each
student/per pair (the Ss can also just sketch
the grid into their notebooks)



PROCEDURE:

Give the Ss the topic and ask them to try to
write at least one word into each box that they
associate with the topic. The words can be any
word class (nouns, verbs, adjectives etc.). The
Ss can work individually or in pairs, but it is al-
ways interesting to encourage them to explain
to each other what their association with each
word is. Get brief feedback with the whole
class and use this opportunity to pre-teach any
necessary vocabulary.



TIP:

You can also use this activity after you have
watched the film to see what new words the Ss
have learnt. You may also encourage the Ss to
consult the vocabulary list provided with every
lesson plan.



EXAMPLE:

(for the film “Meatrix” and “Black Sheep” –
after screening)

AlphaBoxes			
A aggression antibiotics animals agriculture	B Buses	C cruel choices corporations conditions cheap	D Defence doubts
E expensive Environment	F farms family farms	G guilty greedy	H Horrible Halls
I Irresponsible Identity	J injury	K Knew	L Lifestyle
M Mutilation Medicine More Mistake	N needs	O organic	P Pork Pig Pollution Profits Produce
Q Quality quantity	R race robots	S Survive Sick stress	T truth
U unethical inferior	V value	W waste welfare weak	X the young

AlphaBoxes			
A Anger atypical	B Black Breach Breach	C Crowd City Cops COP Crave	D Discrimination Drugs Differences Don't work Depression Dress up
E Enormous Escalate End up earn	F Pick up Fear Friends Get in	G Gipsies Group gang	H Hurt high hope hate
I Irresponsible Intelligent illegal	J Jokes Judgement	K Killing Keep it to myself	L Lies Lies Lies
M Mother Monkey sound	N Nigger needs	O Offensive outfit	P Priority Praise Pain Punch Parents
Q Quit question	R Rough Reason	S Stub Straighten Shout	T Terrible toxic transform truth
U Unaccepted Unfair	V Violent evolve love	W Wicked wrong weak	X Ostracize crazy Lying

MIND MAP



Worksheet in pdf
to be found in chapter 7



TYPE OF ACTIVITY:

warm-up, lead-in, pre-teaching vocabulary,
prior knowledge determination



TIME:

10–15 minutes



LANGUAGE SKILLS:

writing, speaking, listening



OTHER SKILLS:

associating, creativity, explanation, clarity,
critical thinking



MATERIAL:

a copy of Mind Map worksheet for each
student/per pair (or the Ss can just sketch the
diagram into their notebooks)



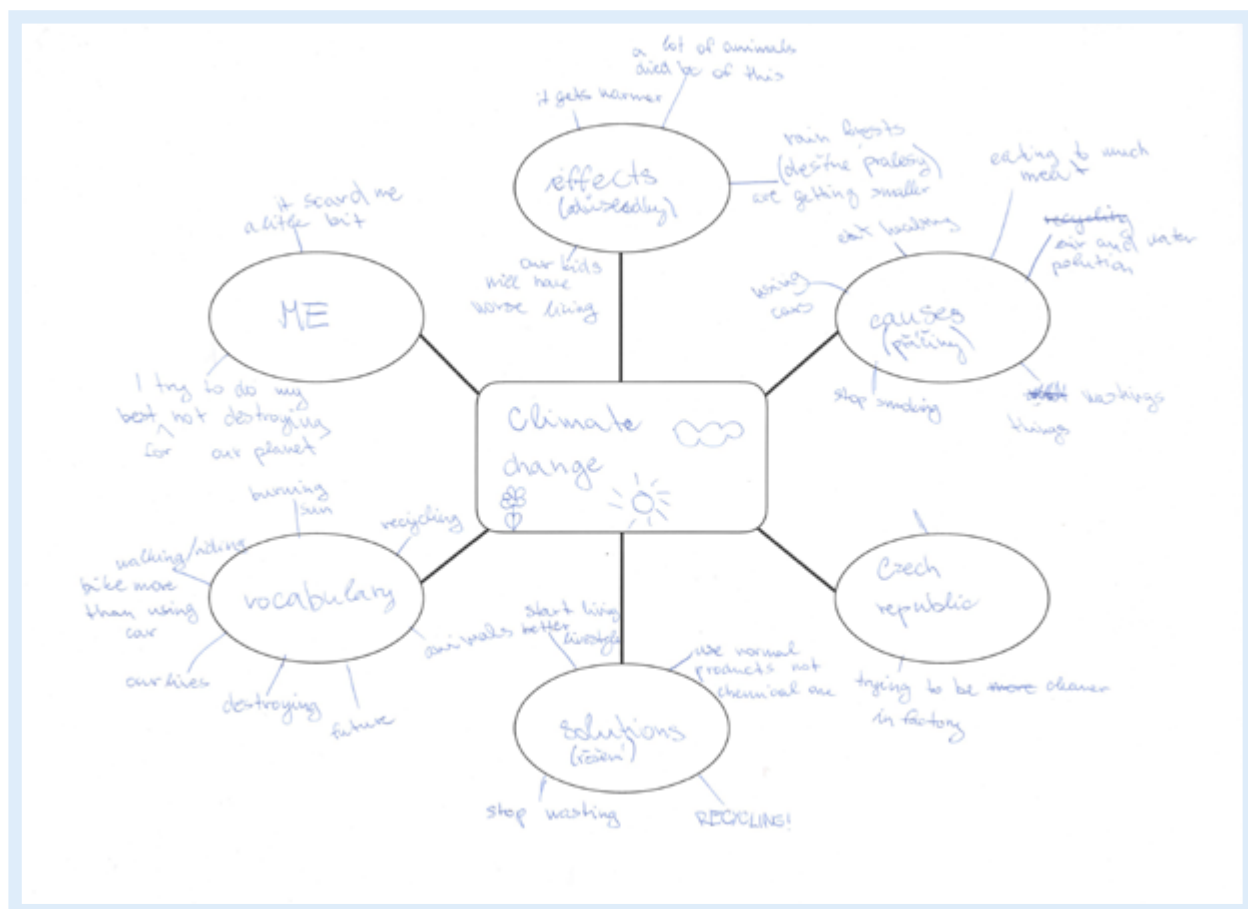
PROCEDURE:

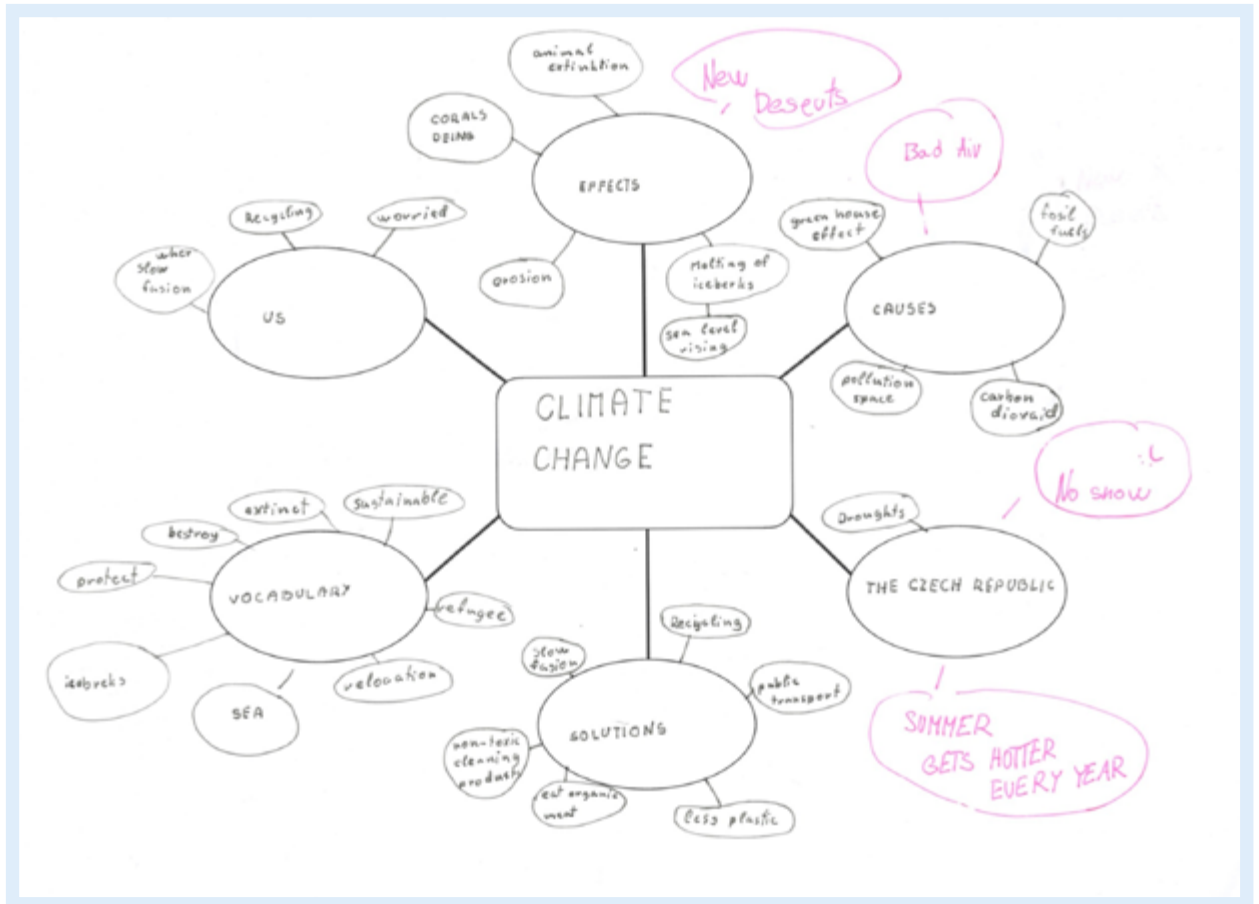
Tell the Ss to write the topic in the centre of the mind map and consider helping the Ss with the first level of subcategories. Ask the Ss to work in pairs to think of more ideas and connections (using nouns, adjectives, verbs etc.). You may need to demonstrate how organizing ideas into a mind map works with the whole class the first time you use this activity. Get brief feedback and use this opportunity to add more words and ideas to the mind map to pre-teach new words and concepts. Encourage the Ss to copy the new words into their mind maps.



EXAMPLE:

(for the film “Lowland Kids”)



**TIP:**

You can use this method just as a free association activity without any structure. It is faster and easier for the Ss and therefore suitable if you are looking for a quick warm-up activity. Tell the Ss to work in pairs, write a key word/phrase/topic in the middle of paper and write as many associations around it as possible to cover the whole page.



SNAPSHOT


TYPE OF ACTIVITY:

warm-up, lead-in


TIME:

5 minutes


LANGUAGE SKILLS:

speaking, listening


OTHER SKILLS:

creativity, guessing, speculating


MATERIAL:

a snapshot of a scene from the film and a set of Qs about the picture


PROCEDURE:

Show the Ss the snapshot and ask them to answer a set of Qs about it in pairs. Encourage the Ss to say what evidence they have to back up their guesses. Get brief feedback with the whole class and then play the film.


EXAMPLE:

(for the film "In Real Life")

- > *What is going on in the picture?*
What makes you say that?
- > *Where is it? Who are the people?*
What is their relationship?
- > *What are the people doing/saying/feeling?*


TIP:

You may want to briefly revise/introduce phrases for speculation (useful for Maturita exam for example) and ask the Ss to use them (It seems as if.../ The girl might be.../ It looks like she is.../ It could be... etc.).



SENTENCE FROM THE FILM

**TYPE OF ACTIVITY:**

warm-up, lead-in

**TIME:**

5–10 minutes

**LANGUAGE SKILLS:**

speaking, listening

**OTHER SKILLS:**

creativity, guessing, speculating

**MATERIAL:**

a sentence from the film

**PROCEDURE:**

Before the lesson, prepare a sentence from the film that will spark imagination and the Ss will be able to think of various kinds of contexts. Write the sentence on the board and ask the Ss to work in pairs and come up with different ideas about who/what/when/why etc. Encourage them to think of the details of the circumstances. Give the Ss enough time to do this, then get some feedback with the whole class. You may either give away the answer or let the Ss find out for themselves as they watch the film.

**EXAMPLE:**

(for the film *Framing the Other*, 19:51)

- > “*She didn’t pay enough to me for the pictures she had taken.*” (19:51)

CLASS POLL

**TYPE OF ACTIVITY:**

warm-up, lead-in, pre-teaching new vocabulary

**TIME:**

5 minutes

**LANGUAGE SKILLS:**

listening

**OTHER SKILLS:**

self-awareness, critical thinking

**MATERIAL:**

a list of questions connected to the topic of the film

**PROCEDURE:**

Before the class, prepare a list of questions connected to the topic of the film. Ask the Ss the Qs and tell the Ss to put their hand up to indicate their answer. If you have time, ask the Ss to discuss the Qs in pairs in further detail.

**EXAMPLE:**

(For the film "In Real Life")

- > *Who thinks social media have a more positive than negative impact on their lives?*
- > *Who sometimes feels unhappy when using Instagram?*
- > *Who has ever received a hateful comment on social media?*

CLASSROOM SCALE



TYPE OF ACTIVITY:

warm-up, lead-in, pre-teaching new vocabulary



TIME:

5 minutes



LANGUAGE SKILLS:

listening



OTHER SKILLS:

self-awareness, critical thinking



MATERIAL:

a list of statements connected to the topic of the film



PROCEDURE:

Before the class, prepare a list of statements connected to the topic of the film. Say a statement and ask the Ss to indicate how true the statement is for them by standing on an imaginary line between two posts (I completely AGREE/ I absolutely DISAGREE) in the classroom.



EXAMPLE:

(for the film "Device Free Dinner")

I completely agree. ←---→ I absolutely disagree.

- > *I hate when my parents tell me I spend too much time on my phone.*
- > *Parents use their phones as much as children.*
- > *I check my phone for every new notification.*

WHAT DO YOU THINK?


TYPE OF ACTIVITY:

warm-up, lead-in, pre-teaching new vocabulary


TIME:

10–15 minutes


LANGUAGE SKILLS:

speaking, listening


OTHER SKILLS:

critical thinking, active listening, open-mindedness, analysis, explanation


MATERIAL:

a list of questions connected to the topic of the film (including the vocabulary you want to pre-teach)


PROCEDURE:

Before the class, prepare thought-provoking open-ended questions connected to the topic for Ss to discuss in pairs. Encourage the Ss to ask follow-up Qs. Get brief feedback as a whole class.


EXAMPLE:

(For the film “Lifestyle Pioneers”)

- > *Do people buy too many clothes?*
- > *What can people of your age do to protect the planet?*
- > *How can we inspire people to use less plastic?*

PERSONALIZED QUESTIONS



TYPE OF ACTIVITY:

warm-up, lead-in, pre-teaching new vocabulary



TIME:

10–15 minutes



LANGUAGE SKILLS:

speaking, listening



OTHER SKILLS:

self-awareness, critical thinking, active listening, empathy, respect



MATERIAL:

a list of questions connected to the topic of the film (including the vocabulary you want to pre-teach)



PROCEDURE:

Present the Ss with the list of Qs and ask them to discuss them in pairs. Monitor and encourage them to ask follow-up Qs for more detail.



EXAMPLE:

(for the film “Device Free Dinner”)

- > *How much do you time do you spend on social media every day? Are you happy with that amount?*
- > *What are some benefits of being on social media for you?*
- > *Is there anything you hate about social media?*



TIP:

With a stronger class, you may provide the Ss with a set of words (including new vocabulary), check the meaning together and ask the Ss to think of three to five interesting Qs using the words for their partner. First, they write the Qs down while you monitor and help and then they discuss the Qs in pairs.



EXAMPLE:

(for the film “In Real Life”)

- > *If you ever saw a hateful comment about someone from our class, what would you do?*
- > *Have you every posted a hateful comment about someone?*

TXF STATEMENTS


TYPE OF ACTIVITY:

warm-up, lead-in, pre-teaching vocabulary


TIME:

5–10 minutes


LANGUAGE SKILLS:

reading, speaking


OTHER SKILLS:

critical thinking, analysis, guessing, tolerance of ambiguity


MATERIAL:

a list of statements (true and false) connected to the topic of the film


PROCEDURE:

Before the class, prepare a few true or false statements connected to the content of the film. Ask the Ss to work in pairs to guess if the statements are true or false. Monitor and help with any unknown vocabulary. Get brief feedback as a whole class. Check the answers after you have watched the film.


EXAMPLE:

(for the film “Framing the Other”)

- > *The Mursi are a tribe living in Asia. (F – they live in Africa)*
- > *The Mursi women cut a hole in their lip for decoration. (T – they cut a hole and put a ceramic plate in)*
- > *Tourists pay a lot of money for photos of the Mursi. (F – they pay little money)*

GAP-FILL



TYPE OF ACTIVITY:

warm-up, lead-in, pre-teaching vocabulary



TIME:

5–10 minutes



LANGUAGE SKILLS:

writing



OTHER SKILLS:

word analysis, guessing



MATERIAL:

gapped sentences with a list of words to choose from (including new words)



PROCEDURE:

Before the class, prepare an exercise with gapped sentences for the Ss to complete. Ask the Ss to work in pairs and complete the sentences. Check answers together as a whole class.



EXAMPLE:

(for the film “Black Sheep”)

- > *look up to, fit in, racist, guilty, violent*
- > *Have you ever heard/seen anyone say a _____ comment? If yes, what did you do?*
- > *Have you ever done anything to _____ with other people? What?*
- > *When was the last time you felt _____? How did you feel about it?*
- > *Do you think children under fifteen should watch _____ films? Why (not)?*
- > *Who in your family do you _____? Why?*



TIP:

The sentences can be open-ended general or personalized Qs or TxF statements (see above). The Ss then follow up with a meaningful speaking activity.

WHAT I KNOW


TYPE OF ACTIVITY:

warm-up, lead-in, prior knowledge determination, round-up


TIME:

5–10 minutes


LANGUAGE SKILLS:

reading, writing, speaking


OTHER SKILLS:

critical thinking, analysis, self-awareness


MATERIAL:

—


PROCEDURE:

Write the “What I know/ What I would like to know/What I have learnt” chart on the board and ask the Ss to copy it into their notebooks. Present the Ss with the topic of the film or a short summary of the content of the film. Ask the Ss to complete the first two columns of the chart. Get brief feedback with the whole class. At the end of the lesson, ask the Ss to complete the last column of the chart. Ask the Ss to discuss their charts in pairs and then get whole class feedback.

What I know	What I would like to know	What I have learnt

CORRECT THE MISTAKES



TYPE OF ACTIVITY:

warm-up, lead-in, pre-teaching vocabulary



TIME:

5–10 minutes



LANGUAGE SKILLS:

reading, speaking



OTHER SKILLS:

critical thinking, analysis, decision-making, tolerance of ambiguity



MATERIAL:

a list of sentences connected to the topic of the film with **one** mistake each (grammatical, spelling, lexical...)



PROCEDURE:

Prepare a list of sentences connected to the topic of the film with one mistake in each sentence. Ask the Ss to work in pairs to correct the mistakes. Monitor and help with any unfamiliar vocabulary. Check the answers with the whole class and briefly discuss what the Ss learnt about the topic of the film as a lead-in to watching the film.



EXAMPLE:

(for the film “In Real Life”)

- > *Hoax aims to harm certain group of people though a fictional negative message. (through).*
- > *There are a lot of hatefull comments on social media. (hateful)*

5.2 WHILE SCREENING

DOUBLE-ENTRY JOURNAL

We believe it is best when students are not distracted with a specific task while they are watching OWIS documentaries. We want them to focus on the content of the film and fully immerse themselves in the story. That is why we are not suggesting any while-you-watch activities. It can be useful, however, especially when watching a longer and more complex film, to suggest that the Ss take notes of specific moments of their choice. They may use their notes as reference in the follow-up activities later. They can either use their notebooks for this or you can provide them with our [structured worksheet](#). However, it is advisable to always remind the Ss that they should not take any notes if they feel it is distracting.



[Worksheet in pdf](#)
[to be found in chapter 7](#)



EXAMPLE:

(for the films “Black Sheep” and “Lowland Kids”)

Double-entry Journal

Quote or detail from the film	Comments, reflections, feelings, questions...
he is just the school will be gone	big change in their life
they're really close together	
a bit of the feeling but their same	

Double-entry Journal

Quote or detail from the film	Comments, reflections, feelings, questions...
black scared man telling his story and life	very path very blamed strain
stupid young gang organising fight fighting and smiling at the same time	
deeply broken black man unhappy changes his strange dad	

Double-entry Journal

Quote or detail from the film	Comments, reflections, feelings, questions...
the death of little boy leaving out of London every day - keep staring at me	Oh my... nothing sounds gay anymore... what does it mean?
I was trying to be man I didn't want to show any weakness we organize our fight	is this him? why are you over here? boom - the guy punched him
hit him in the face, harder than I wanted my dad. Dad quite his job and became angry person	get of my country I was just scared what have I done?
the only way I will survive is to listen he was bleaching his skin I didn't say anything	yeah I want to be like you I want blue eyes too I just wanted to fit in
we started crushing ours/hands I just punched him back but being accepted by words	I lost a math argument I had to keep silence I liked it I just wanted to be loved
	why would you do that? Do you feel guilty? you're so gay but he accepted I wanted to feel loved

Double-entry Journal

Quote or detail from the film	Comments, reflections, feelings, questions...
Dumbkin died	like flashing lights men crying
roads out of London	not happy
go to the steps	feels horrible said about it kept it for weeks
2 families	scared not creep
Fight	they pushing him dropped on the floor didn't feel anything "black count" laughing to him
wanted to fit in	clothes hair secret changed comfort better keep silent
Got violent	get ride of the pain enjoyed it his father beat him a lot

Punched the man

felt guilty, felt accepted, he felt good

Double-entry Journal

Quote or detail from the film	Comments, reflections, feelings, questions...
London	
behavior	
the rising children	
hurt people hurt people	
you should never lose your pride for acceptance	

5.3 AFTER SCREENING

DID YOU UNDERSTAND?


TYPE OF ACTIVITY:

comprehension check


TIME:

5–10 minutes


LANGUAGE SKILLS:

listening, reading


OTHER SKILLS:

tolerance of ambiguity, problem-solving


MATERIAL:

a set of questions or true and false statements about the content of the film


PROCEDURE:

Before the class, prepare a set of questions or true and false statements to check if the Ss understood the key moments in the film. After you have watched the film and allowed enough time for reflection, give the Ss the set of questions or statements and ask them to work in pairs to answer the questions or decide if the statement is correct or not. Check answers with the whole class.


FOR EXAMPLE:

(for the film “Black Sheep”)

- > *Why did his family move out of London?*
- > *What happened to him when he was running an errand for his mum?*
- > *Why didn't he tell his dad about the racist comments?*
- > *How did he feel living in the new home?*
- > *What did he do to fit in?*
- > *How did he feel about the things he did with his racist friends?*

WHAT'S THE ORDER?


TYPE OF ACTIVITY:

comprehension check, vocabulary practice


TIME:

5–10 minutes


LANGUAGE SKILLS:

listening, reading


OTHER SKILLS:

—


MATERIAL:

a list of key words and expressions or ideas from the film in a random order


PROCEDURE:

Before the class, prepare a list of words and expressions or ideas from the film. After you have watched the film and allowed the time for reflection, give the Ss a list of key words and expressions or ideas from the film and ask them to work in pairs to put the expression into the order in which they appeared in the film. Check answers with the whole class.


EXAMPLE:

(for the film “Black Sheep”)

	The only way I’m gonna survive is if I fit in.
	All I saw was white people.
	“That could have been one of you guys.”
	They were enjoying me get hit.
	It let me get rid of all the pain.
	“I’m not talking about you Cornelius. I’m talking about your friend.”
	I just kept it to myself.
	Everything changed for me the day Damilola Taylor died.
	“Oi nigger!”
	My dad became a very angry person.

VOCABULARY LIST


TYPE OF ACTIVITY:

vocabulary practice


TIME:

10–15 minutes


LANGUAGE SKILLS:

speaking, listening, writing


OTHER SKILLS:

analysis, creativity, self-awareness


MATERIAL:

a list of key words and expressions from the film


PROCEDURE:

Before the class, prepare a list of words and expressions. After you have watched the film and allowed the time for reflection, give the Ss a list of key words and expressions from the film. Ask the Ss to check the meaning of the words in pairs and, in English, discuss what the context in which the words were used was.


TIP 1:

As a follow-up activity, ask the Ss to use the words in meaningful sentences related to the topic of the film.


EXAMPLE:

(for the film *In Real Life*)

- > *Some people post hateful comments about people with disability.*
- > *Cyberbullying is a big problem among young people.*
- > *It can be hard to tell if a message is a hoax sometimes.*


TIP 2:

Ss can write a few true and false sentences about themselves using the new words. They read the sentences out to each other and guess if the sentences are true or false.


EXAMPLE:

(for the film *Lifestyle Pioneers*)

- > *I carry a cloth shopping bag with me most of the time. (T)*
- > *I think zero waste living is impossible. (T)*
- > *I never drink water from plastic bottles. (F)*

ODD ONE OUT



TYPE OF ACTIVITY:
vocabulary practice



TIME:
5–10 minutes



LANGUAGE SKILLS:
speaking, listening, reading



OTHER SKILLS:
analysis, creativity



MATERIAL:
a few sets of related words including one word that doesn't fit the set



PROCEDURE:

Before the class, prepare the odd-one-out sets of words connected to the topic of the film including new words. After you have watched the film and allowed the time for reflection, give the Ss the sets of words. Ask the Ss to work in pairs and discuss which word doesn't belong in the set and the reason why. Encourage the Ss to be creative and come up with different ideas, sometimes more than one answer is possible.



EXAMPLE:

(for the film *In Real Life*)

- > *phone – post – spend – apple – bully*
(Possible answers: *apple – it is a noun, it has nothing to do with using mobile phones*)

GRAMMAR FOCUS



TYPE OF ACTIVITY:

grammar practice



TIME:

5–15 minutes



LANGUAGE SKILLS:

speaking, listening, writing



OTHER SKILLS:

analysis, creativity, self-awareness



MATERIAL:

an example of a grammatical/ functional structure from the film



PROCEDURE:

Before the class, find an interesting grammatical/ functional structure in the film. After you have watched the film and allowed enough time for reflection, show the Ss an example of the grammatical/ functional structure. Elicit from the Ss in which context the structure was used. Explain or revise its function and ask the Ss to use the structure creatively in a few meaningful sentences (TXF sentences about themselves, Qs for their partner etc.).



EXAMPLE:

(for the film “Black Sheep”)

- > Cornelius says: “(a blue flashing light) became **more brighter**.” (00.55)
- > This is a typical mistake for learners of English. Native speakers make this mistake too, especially in informal English. In this case, a quick revision of rules for grading adjectives can be introduced. You may then ask the students to think of two comparative and two superlative sentences for the context of the film/ their family etc.

QUESTION CARDS



[Worksheet in pdf
to be found in chapter 7](#)



TYPE OF ACTIVITY:

round-up



TIME:

5–15 minutes



LANGUAGE SKILLS:

speaking, listening



OTHER SKILLS:

self-awareness, critical thinking, creativity,
active listening



MATERIAL:

Question Cards worksheet
(cut-up in cards – *optional*)



PROCEDURE:

After you have watched the film and allowed enough time for reflection, tell the Ss that they are going to discuss the film in more detail. Have Ss work in pairs or groups to take it in turns to answer the Qs on cards. With the non-cut-up variation, give each student in the pair half of the worksheet. You may need to change or adapt the questions in the worksheet, not all of them are always applicable. You can also encourage the Ss to make the Qs more fitting themselves. Monitor the Ss and prompt them to ask follow-up Qs.



TIP:

This activity can be used as a mingling activity if you want a more dynamic class. Each student gets a card. The Ss stand up and move around the classroom to find a partner to ask their question. When both Ss have asked their question, they swap their cards and move on to another person with the new question in their hand. They go on like this until they have spoken to almost everyone in the class and answered most of the questions. If you notice one card has been used too often, you may supply the student with a new card from your pile (It is useful to prepare a few extra cards beforehand).

ONE-PAGER



[Worksheet in pdf to be found in chapter 7](#)



TYPE OF ACTIVITY:
round-up activity, visual



TIME:
45+ minutes



LANGUAGE SKILLS:
writing, reading, speaking, listening



OTHER SKILLS:
analysis, creativity, self-awareness, critical thinking, clarity, artistic expression



MATERIAL:
card, markers, crayons, pictures



PROCEDURE:
After you have watched the film and allowed enough time for reflection, show the Ss examples of one-pagers and tell them they are going to create their own based on the content of the film they have just seen. Explain that the point of a one-pager is to practice the ability to determine what the key information is and then to organize it into a clear message for themselves and their audience. Organizing different facts and findings and coming up with creative ways of expressing them enhances storing new information in the Ss' brains and learning becomes more efficient as well as enjoyable. Moreover, using visual techniques have been proved to help memory retention. The Ss can work individually, in pairs or in groups.

Ask the Ss to include all the elements from this list (or make your own list) in their one-pager:

- key themes/words in the border of the page
- a picture that symbolizes the topic of the film with a quote/statement expressing the content of the film in the centre
- main characters and their brief characteristics
- interesting facts about the topic
- new words learnt
- Ss' feelings about the topic/film
- the most important take-aways/the main message(s) of the film
- hope, ways out, inspiration
- how the topic is connected to the Ss' lives

Ask the Ss to think of the content and sketch out the layout of their one-pager first. The Ss may create their one-pager from scratch or use one of the provided layouts. The Ss may use any resources they need (vocabulary list, transcript, Q&A document, internet). Help and monitor. The Ss may then present their one-pagers to the class and display them in the classroom.



TIP:

Change the format of the one-pager to a square and tell the Ss they are going to create a mock Instagram post.



INSPIRATION:

<https://www.cultofpedagogy.com/one-pagers/>
<https://nowsparkcreativity.com/2018/03/one-pagers-roundup-examples-to-inspire.html>



EXAMPLE:

(for the film "Meatrix")



WHAT ARE THEY TELLING US?



TYPE OF ACTIVITY:

round-up, visual



TIME:

10–15 minutes



LANGUAGE SKILLS:

writing, reading, speaking, listening



OTHER SKILLS:

active listening, creativity, self-awareness, critical thinking, clarity, artistic expression



MATERIAL:

paper, pen (crayons etc.)



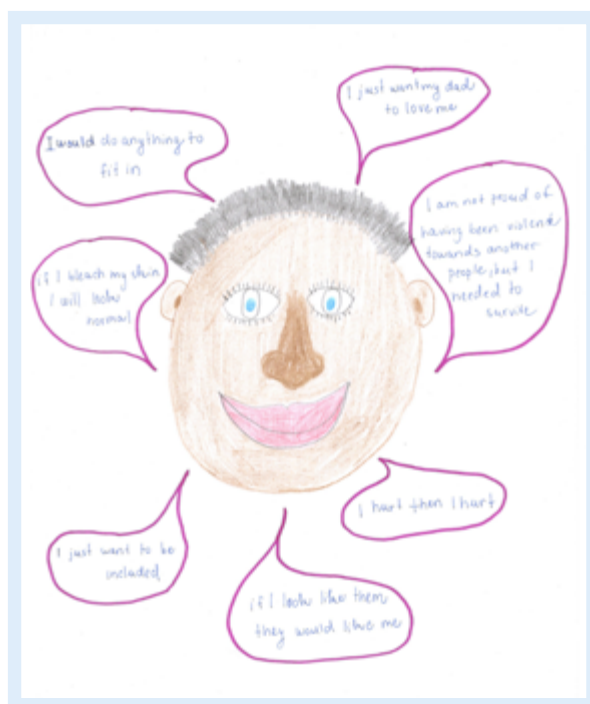
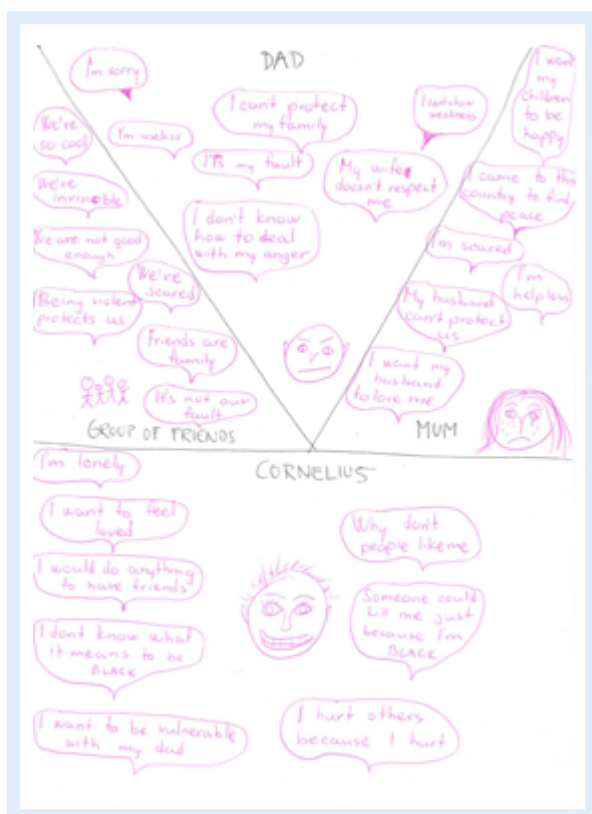
PROCEDURE:

After you have watched the film and allowed enough time for reflection, ask the Ss to sketch heads of the main characters and draw speech bubbles with their key messages. The Ss work individually and then compare their answers. Get brief feedback from the class. You can follow up with a discussion (as a whole class or in pairs) asking Qs like: Which character was most relatable for you? What would you like to ask the characters? Who would you like to have dinner with and why? Do you find any of the messages inspiring? Why? If you could give anything, what present would you give each character? What do you think being in the documentary meant for these people? What do you think is going on with the people now? Can look up more information about them?



EXAMPLE:

(for them film “Black Sheep”)



6. Sample lessons

IN REAL LIFE



AIMS:

- > Ss will learn about hate speech and connected issues.
- > Ss will reflect on why people feel the need to target their anger at a certain group of people.
- > Ss will practise forming and expressing their opinions as well listening to and respecting those of others.



LANGUAGE AIMS:

- > Ss will practise guessing and speculating.
- > Ss will practise organizing their ideas in a visually attractive and comprehensive format.
- > Ss will acquire new vocabulary.
- > Ss will practice writing.



PREPARATION:

- > a snapshot from the movie to project on the board, One-Pager templates (optional), crayons, markers etc.



TIME:

45–90mins



LEVEL:

A2+



PROCEDURE:

1. Snapshot (5mins): Show the Ss the snapshot and ask them to answer a set of Qs about it in pairs. Encourage the Ss to say what evidence they have to back up their guesses. Get brief feedback with the whole class.

Where is it? Who is in the picture? What has happened?



**TIP:**

Ask the Ss to use other phrases than just “I think...” as they speculate.

For example: In my opinion..., I believe..., I guess..., It seems like..., I’m not sure if..., It looks like..., They might be... etc.)

2. Sentence From the Movie (5mins): Write the sentence on the board and ask the Ss to work in pairs and come up with different ideas about who/what/when/why etc. Encourage them to think of the details of the circumstances. Give the Ss enough time to do this, then get some feedback with the whole class. Tell the Ss the sentence is an example of hate speech and elicit from the Ss what it means.

Who said it? Why did they say it? Who did they say it to? What was the situation?

“You should kill yourself to help save humanity.”

3. Watch the clip (2mins)

4. Reflection (5mins): Follow up by One Word activity (you may use emotions checklist worksheet). If you have time, you can ask the Ss to talk about their feelings in further details in pairs, then get a whole class feedback.

5. What do you think? (10mins) Ask the Ss to discuss the following Qs in pairs.

- What moments stood out for you? Why?
- Why do you think people post hateful comments or use other forms of hate speech?
- What would you do if you saw a similar situation in the street?
- Have you witnessed a similar situation in your life? How did you feel? What did you do?
- Have you seen examples of hate speech online? How did you feel? What did you do?
- Which groups of people are usually the target of hate speech in the Czech Republic?
- What message are you taking away from this clip?

6. Hate Speech One-Pager (15mins preparation + extra time to finish at home or in the next lesson): show the Ss examples of one-pagers and tell them they are going to create their own about the topic of hate speech. Explain that the point of a one-pager is to practice the ability to determine what the key information is and then to organize it into a clear message for themselves and their audience. Organizing different facts and findings and coming up with creative ways of expressing them enhances storing new information in the Ss’ brains and learning becomes more efficient as well as enjoyable. Moreover, using visual techniques have been proved to help memory retention. The Ss can work individually, in pairs or in groups. The Ss may use any resources they need (vocabulary list, transcript, Q&A document, internet). Ask the Ss to include all the elements from this list (or make your own list) in their one-pager:

- key themes/words in the border of the page
- a picture that symbolizes the topic of the movie with a quote/statement expressing the content of the movie in the centre
- main characters and their brief characteristics
- interesting facts about the topic
- new words learnt
- Ss’ feelings about the topic/movie
- the most important take-aways/the main message(s) of the movie
- hope, ways out, inspiration
- how the topic is connected to the Ss’ lives

7. Round-up (3mins): Always end the lesson with concluding with the whole class what the take-away from the movie/lesson for them is.

BLACK SHEEP

**AIMS:**

- > Students will discuss the importance of being accepted by the community and what lengths young are willing to go to fit in.
- > Ss will reflect on how much easier it is to feel compassion for someone's wrongdoings when we know their story.

**LANGUAGE AIMS:**

- > Ss will practise their speaking and listening skills.
- > Ss will learn new vocabulary.

**PROCEDURE:**

1. Visual Aids Brainstorming (8mins): Give the Ss the worksheet and ask them to work in pairs to write as many words associated with the pictures as possible. Encourage them to explain their associations to each other. Get several ideas from the class and elicit or add words the Ss didn't think of and may need to comprehend the film. Ask the Ss to guess what the topic of the film is.

2. Watch the film (25mins): You may suggest that the Ss use a Double-Entry Journal Worksheet (or simply outline the chart on the board for the Ss to copy into their notebooks) to keep notes during the screening. However, make sure the Ss know that the priority is for the Ss to experience the story of the film rather than keeping extensive notes. They should not take notes in case they felt I was distracting them.

3. Reflection (5mins): Follow up by One Word activity (you may use emotions checklist worksheet). If you have time, you can ask the Ss to talk about their feelings in further details in pairs (the Ss may use their Double-Entry Journals for reference), then get a whole class feedback.

4. What's the Order? (10mins): Give the Ss the What's the Order Worksheet and ask them to work in pairs to put the quotes into the order in which they appeared in the film. Ask the Ss to remember what the context of the statements was. Check answers with the whole class. (Depending on time, you may include this activity in the following lesson.)

**ANSWER:**

1. Everything changed for me the day Damilola Taylor died. (00:27)
2. "That could have been one of you guys." (01:42)
3. All I saw was white people. (04:33)
4. "Oi nigger!" (05:18)

**PREPARATION:**

- > Visual Aids Brainstorming Worksheet, Double-Entry Journal (optional), What's the Order Worksheet

**TIME:**

45–60min

**LEVEL:**

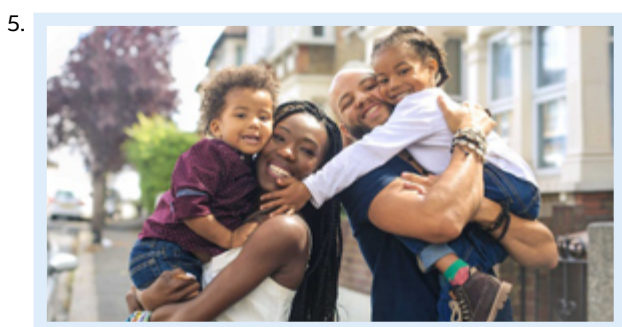
B1+

5. I just kept it to myself. (06:02)
6. They were enjoying me get hit. (10:35)
7. My dad became a very angry person. (14:08)
8. The only way I'm gonna survive is if I fit in. (15:00)
9. "I'm not talking about you Cornelius. I'm talking about your friend." (19:13)
10. It let me get rid of all the pain. (20:03)

5. Round-up (3mins): Always end the lesson with concluding with the whole class what the take-away from the film/ lesson for them is.

VISUAL AIDS BRAINSTORMING

WHAT'S THE TOPIC? _____



Sources:

<https://www.manchester.ac.uk>

<https://theyee.ca/News/2019/09/11/CryingStudentSchool.jpg>

https://ichef.bbci.co.uk/news/976/cpsprodpb/A034/production/_119121014_truancy.jpg.webp

<https://dopeblack.org/wp-content/uploads/2021/10/iStock-1187096923-1200x640.jpeg>

<https://cdn.images.express.co.uk/img/dynamic/41/590x/160384494-476580.jpg>

https://www.parenthub.com.au/wp-content/uploads/2016/01/teenagers_gangs_fighting_punch_violence.jpg

WHAT'S THE ORDER?

	The only way I'm gonna survive is if I fit in.
	All I saw was white people.
	"That could have been one of you guys."
	They were enjoying me get hit.
	It let me get rid of all the pain.
	"I'm not talking about you Cornelius. I'm talking about your friend."
	I just kept it to myself.
	Everything changed for me the day Damilola Taylor died.
	"Oi nigger!"
	My dad became a very angry person.

WHAT'S THE ORDER?

	The only way I'm gonna survive is if I fit in.
	All I saw was white people.
	"That could have been one of you guys."
	They were enjoying me get hit.
	It let me get rid of all the pain.
	"I'm not talking about you Cornelius. I'm talking about your friend."
	I just kept it to myself.
	Everything changed for me the day Damilola Taylor died.
	"Oi nigger!"
	My dad became a very angry person.

BASIC ACTIVITIES – BEFORE AND AFTER THE SCREENING

QUESTION CARDS

Describe the main character in three sentences.	What does the main character can/can't do?	What surprised you?
What does the main character look like?	How does the main character feel throughout the movie?	What questions do you have?
Say what the movie is about in three sentences.	If you were in the same situation as the main character, would you do anything differently?	Is there anything the main character is scared of? What is it?
Would you like to be friends with the main character? Why? Why not?	Would you like to experience anything the main character did?	What moments stood out for you? Why?
Would you like to live where the main character lives/the story takes place? Why? Why not?	Is there anything you would like to learn from the main character? Why?	What message are you taking away from the movie?
What question you would like to ask the main character? What do you think they would answer?	Have you heard about the things discussed in the movie before?	What message are you taking away from the movie?
What do you think the creators of the movie wanted to say?	What new information have you learnt?	If you could change anything about the situation shown in the movie, what would it be?
What new words have you learnt?	Do you feel your opinions/ideas connected to the topic of the movie have changed?	What emotions did you feel when watching the movie? What thoughts did you have?
What 5 adjectives can you think of in connection to the movie (characters, story, settings, feelings...)?	Have you experienced something similar as the main character did?	What 5 verbs can you think of in connection to the movie (characters, story, settings, feelings..)?

BASIC ACTIVITIES – BEFORE AND AFTER THE SCREENING

ALPHABOXES

A	B	C	D
E	F	G	H
I	J	K	L
M	N	O	P
Q	R	S	T
U	V	WX	YZ

BASIC ACTIVITIES – WHILE SCREENING

JSNS.CZ 

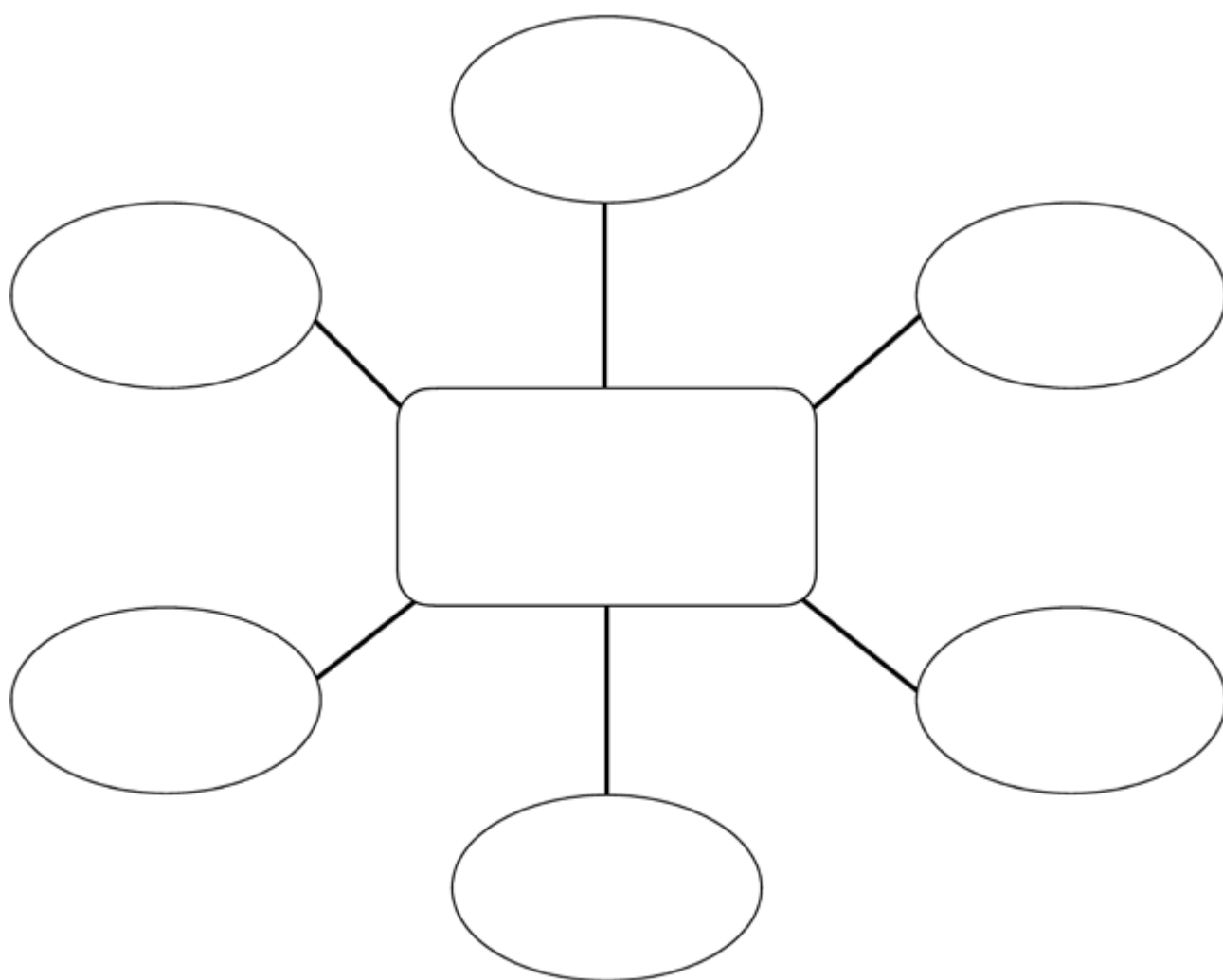
DOUBLE-ENTRY JOURNAL

Quote or detail from the film	Comments, reflections, feeling, questions,...

BASIC ACTIVITIES – BEFORE AND AFTER THE SCREENING

JSNS.CZ

MIND MAP



BASIC ACTIVITIES – BEFORE AND AFTER THE SCREENING

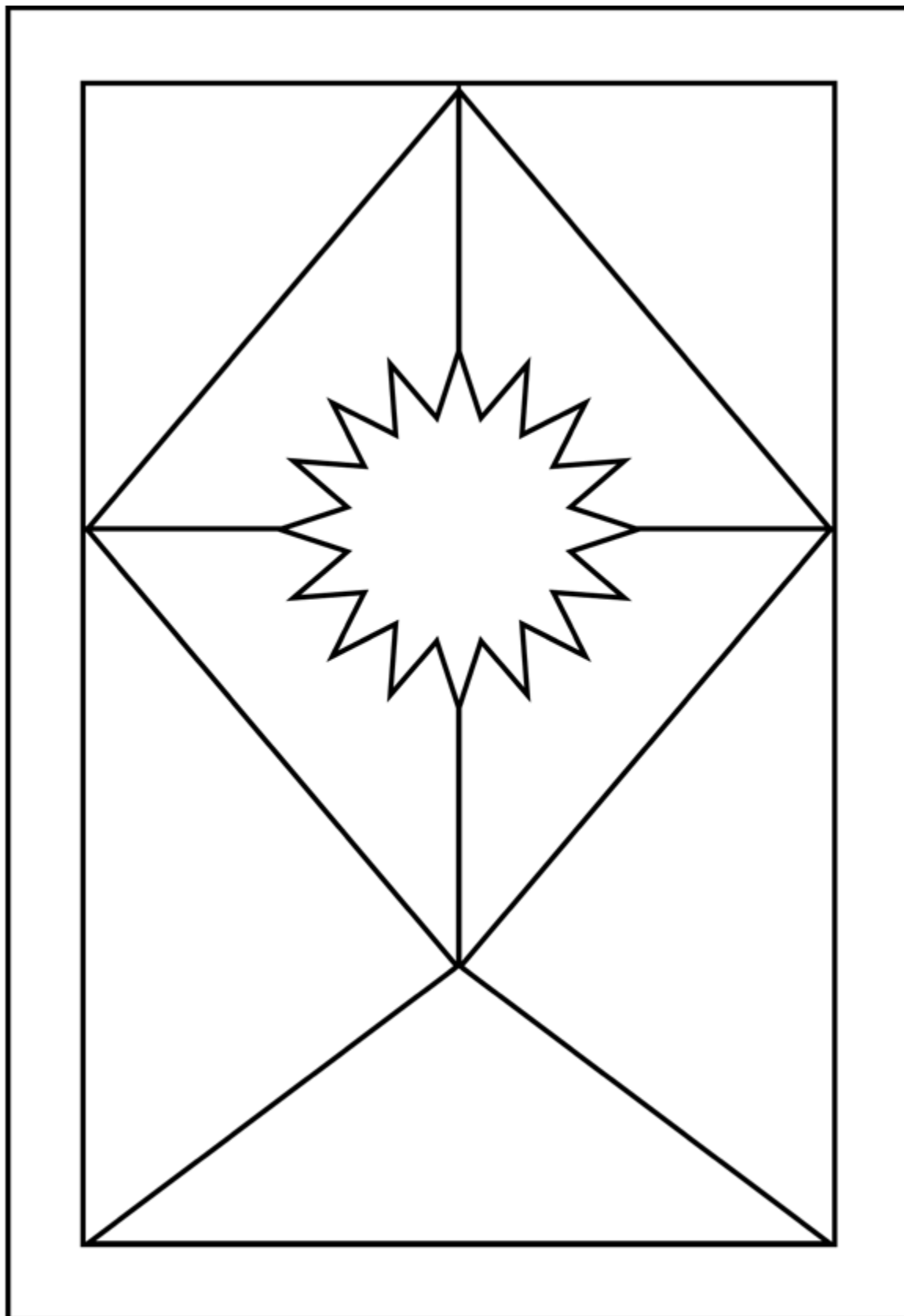
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ONE-PAGER

BASIC ACTIVITIES – BEFORE AND AFTER THE SCREENING

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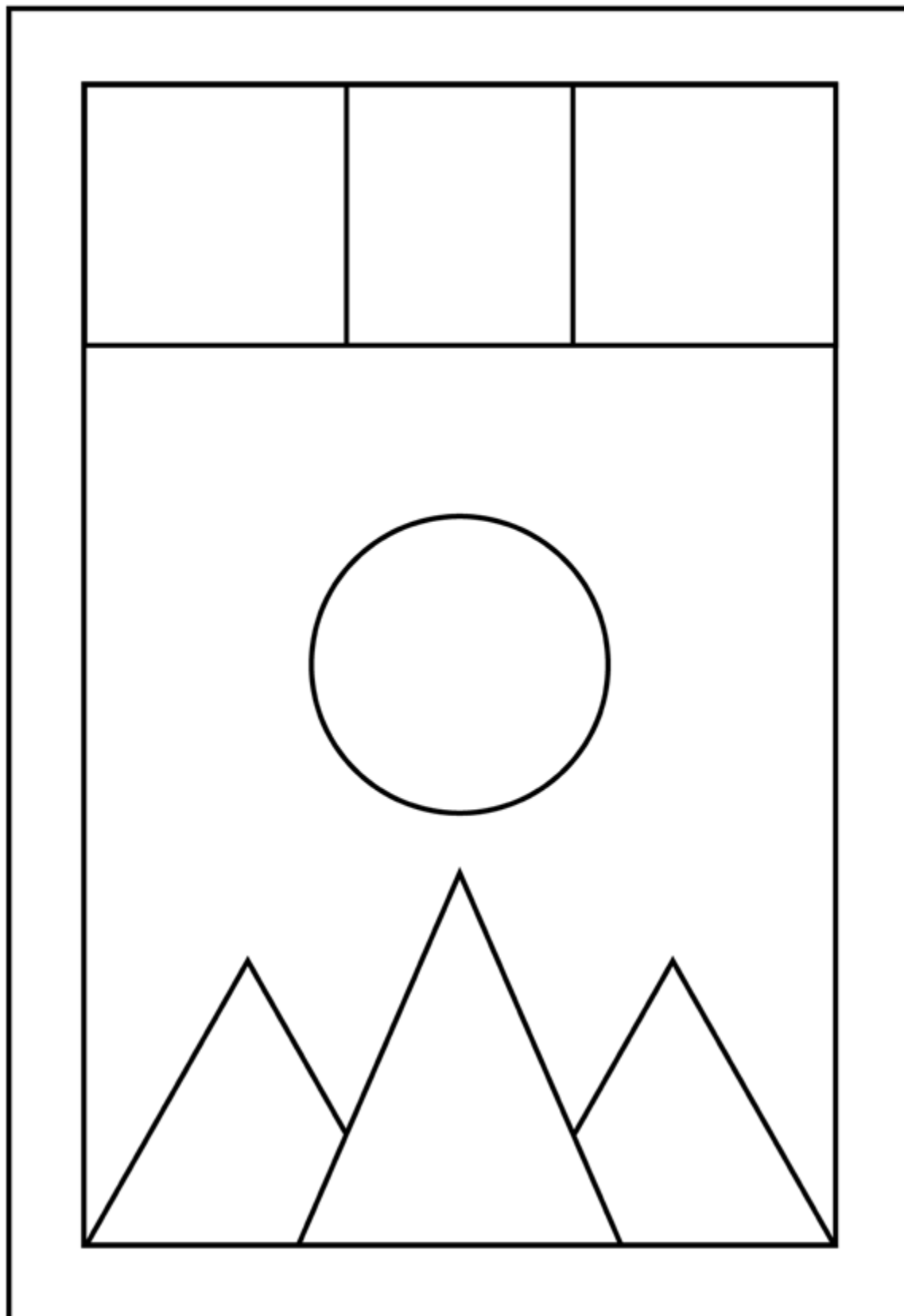
ONE-PAGER



BASIC ACTIVITIES – BEFORE AND AFTER THE SCREENING

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ONE-PAGER





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A series of horizontal dotted lines spanning the width of the page, providing a guide for handwriting practice.



JSNS.CZ

Člověk
v tísni

LEPŠÍ ŠKOLA
PRO VŠECHNY

MŠMT

PRA
PRA
PRA
HAGUE
GA
G

Projekt byl podpořen z prostředků České rozvojové agentury a Ministerstva zahraničních věcí ČR.

