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Erasmus+ Project “Developing Selected Key Competences of Students During Lessons and in Extracurricular School Activities” NO. 2024-1-PL01-KA220-SCH-000247484/2

DEMONSTRATION LESSON PLAN IMPLEMENTED AS PART OF THE ERASMUS+ PROJECT

SUBJECT: English

CLASS: 9

DURATION: 45 minutes

TEACHER: Elena Piurko

SCHOOL: Riešė St Faustina Kovalska Basic School of Vilnius Region

TOPIC: Films as the Voice of the World

EDUCATIONAL OBJECTIVES – GENERAL REQUIREMENTS (CORE CURRICULUM):

- The student develops language competence through viewing and analyzing audiovisual materials related to social issues.
- The student learns to reflect on and critically interpret film content as a form of media communication.
- The student develops the ability to collaborate, respond, interpret, and formulate questions and statements in English.
- The student consciously uses a foreign language and digital tools to express opinions, actions, and emotions in the context of intercultural and civic education.

TEACHING CONTENT – SPECIFIC REQUIREMENTS (CORE CURRICULUM):

The student will be able to:

- identify, name, and interpret social problems presented in film trailers
- use and consolidate vocabulary related to global phenomena and social values
- formulate spoken and written responses (comments, opinions, proposed actions) in English
- work collaboratively to create social campaigns and respond to moral dilemmas
- use digital tools in a responsible and creative way.

KEY COMPETENCES DEVELOPED DURING THE LESSON:

- **Competences in understanding and creating information.** Students analyze audiovisual content, recognize intent, and learn to interpret images, sound, and words.
- **Multilingual competences.** Students develop English language skills in the context of social communication, using the language to express opinions and values.
- **Digital competences.** Students use digital tools (Mentimeter, Padlet, DALL·E) to create content, reflect, and collaborate.
- **Personal, social, and learning-to-learn competences.** Students develop teamwork, emotional

expression, empathy, and self-reflection.

- **Citizenship competences.** Students learn about how society functions, human rights, and ways to act for the common good.
- **Entrepreneurship competences.** Students plan actions, solve social problems, create campaigns, and practice initiative.
- **Cultural awareness and expression competences.** Students recognize the value of culture, learn about different countries and social realities, and interpret them through film.

TEACHING METHODS:

- CLIL method (Content and Language Integrated Learning)- integrated teaching of language and content (global topics through film)
- Group and class discussions
- Visual and linguistic analysis of film trailers
- Work with interactive tools (Mentimeter, Padlet, DALL·E)
- Creation of content (spoken, visual, graphic, written)
- Solving social and ethical dilemmas (problem-solving method)
- Creative tasks (designing the “Be the Director” campaign)

TEACHING AIDS:

- Interactive whiteboard
- Multimedia presentation (PowerPoint)
- Mentimeter (www.mentimeter.com)
- Padlet (www.padlet.com) – digital board
- DALL·E (<https://openai.com/dall-e>)
- Worksheets: Social Issues Vocabulary Sheet
- Quotes (Malcolm X, Banksy)
- 5 film trailers

LESSON STRUCTURE

1. INTRODUCTION (5 min)

Objectives of the stage:

- to introduce the topic of the lesson
- to present the learning objectives in both linguistic and social contexts
- to spark interest in film as a medium of influence
- to direct students’ thinking towards the role of media in today’s world

Materials:

Quotes (Malcolm X, Banksy), guided reflection, Mentimeter, introductory questions, PowerPoint.

Description:

- 1.1. **Lesson title:** *Films as the Voice of the World*. The teacher announces the topic of the lesson.
- 1.2. **Presentation of lesson objectives:** Development of vocabulary related to social issues,

reflection on film content, practice of communication in English and collaboration.

1.3. **Malcolm X quote:** “The media's the most powerful entity on earth... they control the minds of the masses.”

Short reflection: What might this quote mean today?

1.4. **Mentimeter (scale):** Media can control the masses. Do you agree?

1.5. **Banksy quote:** “Film is incredibly democratic and accessible...”

Teacher concludes:

Films are one of the most powerful media: they don't just inform, they transform.

2. MAIN PART (33 min)

2.1. WARM-UP

Objectives of the stage:

- to personally engage students
- to raise awareness that film can provoke thought, emotion, and action
- to introduce and organize thematic vocabulary

Materials:

Gestures, discussion, Mentimeter, *Social Issues Vocabulary Sheet*, PowerPoint.

Description:

2.1.1. **Question:** What was the last film that made you think?

Students reflect briefly, then respond with a gesture:

- Head- thought
- Heart- emotion
- Hand- action
- Wavy hand- entertainment

2.1.2. **Mentimeter (word cloud):** What are the functions of films?

Students write answers such as: entertain, educate, inspire, warn...

2.1.3. **Slide quote:** Let's not just watch. Let's think, feel and speak!

Encouragement for emotional and linguistic engagement.

2.1.4. **Distribution of worksheet:** *Social Issues Vocabulary Sheet* – a list of social issues with translations.

2.1.5. **Mentimeter – ranking:** Which global issues are most important to you?

2.2. FILM ANALYSIS

Objectives of the stage:

- to develop comprehension of visual texts
- to practise vocabulary and language structures in the context of global issues
- to foster empathy, responsibility, and critical thinking

Materials:

Five film trailers, reflective questions, vocabulary task, Mentimeter, DALL·E, Padlet.

Description:

For each film: analysis of the trailer using Mentimeter (word cloud, ranking, multiple choice), five key words (*5 Words That Matter*), vocabulary activity, reflection task (*What Can We Do?*) – various forms of response (oral, visual, decision-based).

Films and tasks:

2.2.1. Trailer: *The Boy Who Harnessed the Wind*

Issues: hunger, lack of education, poverty

Words: poverty, drought, hunger, education, determination

What Can We Do? Students propose real actions.

2.2.2. Trailer: *Don't Look Up*

Issues: disinformation, ignorance, climate

Words: ignorance, indifference, disinformation, climate crisis, awareness

What Can We Do? Students solve a moral dilemma: Option A or Option B?

2.2.3. Trailer: *First They Killed My Father*

Issues: war, trauma, childhood

Words: dictatorship, forced labour, mass killings, brainwashing, displacement

What Can We Do? Students create an image with a slogan using DALL·E and publish it on Padlet.

2.2.4. Trailer: *Wonder*

Issues: appearance, rejection, courage

Words: appearance, prejudice, bullying, belonging, peer pressure

What Can We Do? Students create a poster with a slogan (DALL·E) and publish it on Padlet.

2.2.5. Trailer: *The Social Dilemma*

Issues: media addiction, manipulation, control

Words: addiction, manipulation, surveillance, algorithm, influence

What Can We Do? Students choose between privacy and convenience (moral dilemma).

2.3. CREATIVE TASK – BE THE DIRECTOR

Objective:

To integrate language and social knowledge; to develop entrepreneurship, creativity, and collaboration skills.

Materials:

Group work, oral presentation.

Description:

Students in groups develop a concept for a social film:

- topic, title, slogan, and one social action.
Then they hey present their idea orally to the class.

3. SUMMARY AND EVALUATION (7 min)**Objectives of the stage:**

- to consolidate vocabulary and content
- to reflect on film as a social medium
- to conduct personal and group evaluation- what students remembered, what moved them, what was meaningful.

Materials:

Mentimeter (quiz), gestures, final quote, reflection questions.

Description:**3.1. Vocabulary quiz (Mentimeter)**

Students take part in an online quiz testing the vocabulary from the lesson.

3.2. Gestures- general reflection (YES / A BIT / NO)

The teacher asks questions. Students respond with gestures:

- Thumbs up- yes
- Open hand- a bit
- Thumbs down- no

Questions:

- Did this lesson make you think in a new way?
- Did you learn and remember any new English words?
- Did any scene or moment make you feel something?

3.3. Head / Heart / Hand- personal reflection

Students choose one gesture:

- Head- thinking
- Heart- emotion
- Hand- action

Questions:

- Which part of you was most involved in this lesson?
- Where do you feel the strongest reaction to today's topics?

3.4. Final Thought (closing slide with quote):

Let films open your eyes.

Let words become your voice.

Let thinking turn into action.

3.5. Optional reflection (time permitting):

What other social issues, apart from the ones we discussed, do you think are worth showing in films, and why?

Students respond orally.

BIBLIOGRAPHY

Core curriculum and European documents:

- Lietuvos Respublikos švietimo, mokslo ir sporto ministerija (2022). General Curriculum for Primary and Basic Education, approved by Order No. V-1269 of 24 August 2022.
- Council of Europe (2018). *Common European Framework of Reference for Languages: Companion Volume with New Descriptors*. Strasbourg: Council of Europe Publishing.

Teaching materials (content and quotations):

- Banksy. Quotation: "Film is incredibly democratic and accessible..." (source: teacher's own materials).
- Malcolm X. Quotation: "The media's the most powerful entity on earth..." (public domain, educational use).
- Worksheet: *Social Issues Vocabulary Sheet* – teacher's original material.
- Lexical activities: *Vocabulary Tasks* – teacher's original material.
- PowerPoint presentation: *Films as the Voice of the World* – teacher's original material.
- *Life Vision B1, Life Vision B1+* (2022). Oxford University Press.

Multimedia – films and trailers:

- *The Boy Who Harnessed the Wind* (Netflix, 2019).
- *Don't Look Up* (Netflix, 2021).
- *First They Killed My Father* (Netflix, 2017).
- *Wonder* (Lionsgate, 2017).
- *The Social Dilemma* (Netflix, 2020).

(Sources: official trailers on YouTube and Netflix.)

Digital tools and educational platforms:

- **Mentimeter** – online platform for voting, questions, and reflection:

<https://www.mentimeter.com>

(Interactive activities created by the teacher.)

- **Padlet** – interactive board for presenting students' content: <https://www.padlet.com>

(Content on Padlet created by the teacher and students during the lesson.)

- **DALL·E** (OpenAI) – AI-based tool for generating images from text prompts:
<https://openai.com/dall-e>

Images used in the presentation:

- Pexels – <https://www.pexels.com>
- Unsplash – <https://www.unsplash.com>

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APPENDICES:

- Worksheet: *Social Issues Vocabulary Sheet*
- Lexical Activities: *Vocabulary Tasks*

OPINION BY THE METHODOLOGY TEACHER:

The lesson plan “*Films as the Voice of the World*” presents a comprehensive approach to language education with a clear component of civic, media, and cultural education. Its methodological value lies in the synergy of three key elements: language as a tool for communication, film as a medium for reflection, and action as the outcome of the educational process. This combination allows for the achievement of both linguistic and educational goals, in line with the principles of integrated didactics (CLIL).

The lesson is designed in a coherent and modern way, with a clearly defined structure, work rhythm, and varied forms of activity. Students develop the ability to understand and produce content in English, working with authentic film materials. A significant linguistic component of the lesson includes lexical tasks accompanying each film trailer. Through the “5 Words That Matter” segment, students acquire and actively use vocabulary related to a given social issue in contexts of reflection, action, and collaboration. Language work is thus embedded in a real and motivating communicative context.

The use of quotations, guided reflection, “What Can We Do?” tasks, and the creative project “Be the Director” immerses students in engaged communication, decision-making, and cooperation. This fosters not only language development but also social, emotional, and entrepreneurial competences.

A notable strength of the lesson plan is the integration of digital tools (Mentimeter, Padlet, DALL·E), which not only enhance the attractiveness of the lesson but also genuinely support the development of digital competence, creative thinking, and educational inclusion. Students can express themselves in written, visual, and oral formats, increasing accessibility for different learning styles.

This lesson can be considered a representative example of competence-based teaching, where language serves not only communication but also understanding the complexity of the modern world and shaping a conscious student attitude. It is a lesson that teaches language through content, and content through language, exactly as modern foreign language didactics envision.

Lilija Ogint

SCHOOL DIRECTOR'S APPROVAL:

The lesson plan has received a positive evaluation: I approve it for implementation.

APPENDIX 1

Social Issues Vocabulary Sheet– 40 Key Words (EN–PL)

English	Polish	English	Polish
Addiction	uzależnienie	Algorithm	algorytm
Appearance	wygląd zewnętrzny	Awareness	świadomość
Belonging	przynależność	Brainwashing	pranie mózgu
Bullying	znęcanie się	Censorship	cenzura
Child labour	praca dzieci	Climate crisis	kryzys klimatyczny
Determination	determinacja	Dictatorship	dyktatura
Discrimination	dyskryminacja	Disinformation	dezinformacja
Displacement	przymusowe przesiedlenie	Drought	susza
Education	edukacja	Equality	równość
Fake news	fałszywe wiadomości	Forced labour	praca przymusowa
Homelessness	bezdomność	Hunger	głód
Ignorance	ignorancja	Indifference	obojętność
Influence	wpływ	Injustice	niesprawiedliwość
Manipulation	manipulacja	Mass killings	masowe egzekucje
Mental health	zdrowie psychiczne	Peer pressure	presja rówieśnicza
Poverty	ubóstwo	Prejudice	uprzedzenie
Racism	rasizm	Refugee	uchodźca
Rights	prawa	Social justice	sprawiedliwość społeczna
Surveillance	nadzór / inwigilacja	Sustainability	zrównoważony

			rozwój
Trauma	trauma / uraz psychiczny	Violence	przemoc

APPENDIX 2

Vocabulary Tasks- Film-Based Tasks

The Boy Who Harnessed the Wind: Vocabulary Task

TASK: Fill in the blanks with the correct words from the list below.

determination, education, poverty, hunger, drought

Set in a rural village in Malawi, this inspiring true story follows William Kamkwamba, a 13-year-old boy who builds a windmill from scraps to save his family and community. The people of his village face extreme _____ and _____ due to crop failure caused by _____. With schools closing and no money for _____, William secretly studies science and engineering. His _____ leads to a breakthrough that brings hope to his people.

Don't Look Up: Vocabulary Task

TASK: Complete the summary using the vocabulary provided below.

disinformation, indifference, climate crisis, ignorance, awareness

This dark comedy follows two astronomers discovering a giant comet hurtling toward Earth. Desperate to warn the public, they are shocked when their warnings are met with _____ and political _____. The media spreads _____ instead of facts, and people remain blind to the approaching disaster. Meanwhile, the _____ continues to worsen, but public _____ remains low until it may be too late.

First They Killed My Father: Vocabulary Task

TASK: Insert the correct words into the summary.

brainwashing, mass killings, dictatorship, displacement, forced labour

Based on the memoir by Loung Ung, the film tells the heartbreaking story of a five-year-old girl living through the Khmer Rouge regime in Cambodia. Under the rule of a violent _____, families are torn apart. Children like Loung are forced into military camps and face _____

and _____. They are subjected to _____ to forget their past. Loung's journey reflects the suffering of thousands who were victims of war, _____, and loss.

Wonder : Vocabulary Task

TASK: Use the words in the box to complete the story.

peer pressure, prejudice, belonging, appearance, bullying

Auggie Pullman is a boy born with a facial difference that has prevented him from attending mainstream school — until now. When he joins fifth grade, he must navigate not only a new learning environment but also harsh social challenges. Auggie is often judged by his _____, experiences _____, and becomes a target of _____. Struggling to feel a sense of _____, he faces _____ from peers who must decide between kindness and popularity.

The Social Dilemma: Vocabulary Task

TASK: Fill in the blanks with the words provided below.

influence, manipulation, addiction, algorithm, surveillance

This eye-opening documentary reveals how social media companies design their platforms to manipulate users. Through powerful _____ and carefully designed _____, people spend more time online than they realize. These platforms use _____ to track users and feed them targeted content, based on behavior and preferences. At the heart of it all lies the _____ behind our feeds, controlling what we see. The _____ of these systems raises serious ethical concerns.