

FILM ENGLISH

All That We Share

Language level: Intermediate (B1) – Upper Intermediate (B2)

Learner type: Teens and adults

Time: 90 minutes

Activity: talking about communities they, reading a transcript, watching and discussing a video

Topic: Communities and empathy

Language: Vocabulary related to communities

Materials: Short film and transcript



Overview

This ELT lesson plan is designed around a short video titled "All That We Share" by Danish TV channel [TV2Danmark](#). In the lesson students talk about the communities they belong to, find out what they share with their classmates, read a transcript, watch and discuss a video about what a community shares.

Step 1

Put your students into groups of 4 or 5.

Step 2

Write "community" on the board. Elicit or explain that a community is a group of people living in the same place or having particular characteristics, attitudes, beliefs or interests in common.

Step 3

Give or elicit some communities such as family, school, university, group of friends, religion, sporting club and nation.

Step 4

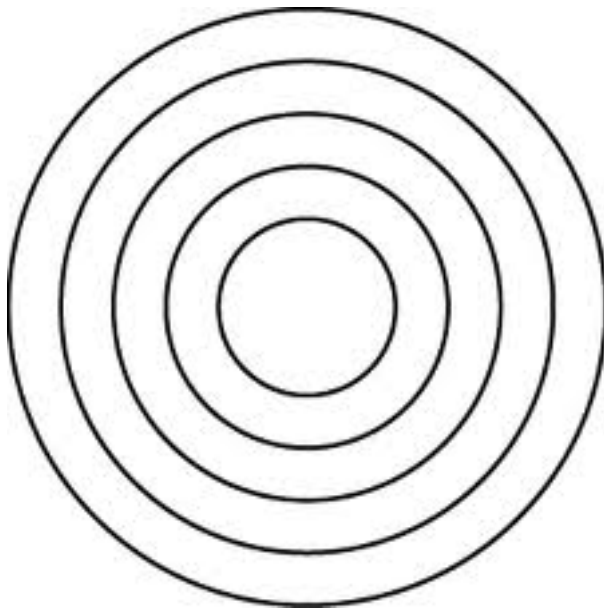
Explain that we all have a role or roles as members of a community. For example, within the family we have a defined role or roles as daughters, sons, sisters, brothers, mothers or fathers; at university students have a defined role while teachers have another.

Step 5

Explain that each of these roles is 'supported' by a number of duties, responsibilities and rights.

Step 6

Draw a small circle on the board and write "family" within it. Explain that this is the smallest and first community we belong to. Draw a second circle around the first, and then draw three more until you have five circles, one inside the other like the image below.



Step 7

Ask your students to copy the circles. Individually, they should write the name of a community they belong to, for example, school, city, university, group of friends, football team, in each of the other 4 circles.

They should think what their role is within each community, and what duties, responsibilities, and rights they have.

Step 8

In their groups, they should discuss what communities they wrote down, what their roles are within them, and what duties, responsibilities, and rights they have. Encourage them to try to discover what they have in common within their different communities.

Step 9

The groups take turns to share what they have in common with the rest of the class.

Step 10

Tell your students they are now going to watch a short video for a Danish TV channel. As they watch they should reflect on what the video's message is.

Show the video.

Link: <https://www.youtube.com/watch?v=jD8tjhVO1Tc>

Step 11

Get feedback from the whole class on the video's message.

Step 12

Give your students the transcript of the video. Ask them to read it. Help them with vocabulary as necessary.

Step 13

Show them the video a second time.

Step 14

Ask your students to discuss the following questions:

- Why do we put people in boxes?
- Do you think it's true that there's more that brings us together than we think? Why/why not?
- How can we discover what we have in common?

Step 15

Hold a whole class discussion based on the questions from the previous step.

I hope you enjoy the lesson.

Note: Part of this lesson is inspired by an activity in *Global Issues*, Ricardo Sampedro and Susan Hillyard, Oxford University Press, titled 'The global citizen'.

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