

## Pay It Forward (video lesson)

level: intermediate (B1) +

class: group

time: 60 min

skills: speaking, listening

### Warm-up

1. Ask your students what kinds of things can *make their day*. Encourage them to come up with as many ideas as possible and see if anyone mentions 'someone doing me a favour/a good deed'.

### Pay It Forward

2. Explain that you're going to watch a part of *Pay It Forward* and ask if anyone has seen the movie. If they have, ask them not to answer the video comprehension question in the next point. Instead, let them check if the other students' answers are correct.
3. Watch this *excerpt* 0:00 – 0:54 and ask: 'What is the homework?'  
<https://www.youtube.com/watch?v=gw0Lvr4eK-k>
4. Ask: 'What do you think the children could do? What could you do if you were given such homework?' (Again, if your students know what Trevor is going to come up with, ask them not to mention the idea yet.)
5. Then, watch 0:54 – 1:30 and see what *Trevor's idea* was.
6. Watch the rest of the video and ask your students to write down all the good deeds they can see in the video, using the *diagram in worksheet 1*. Explain that it is not always possible to understand what exactly/whose the good deed is from the video or to locate it on the diagram. Just encourage them to write down as many good deeds as they can see.



without location: *the rich man giving the young man a Jaguar*

While checking the answers, ask the students who have seen the film to explain the links between the deeds/people.

### Do Me a Favour!

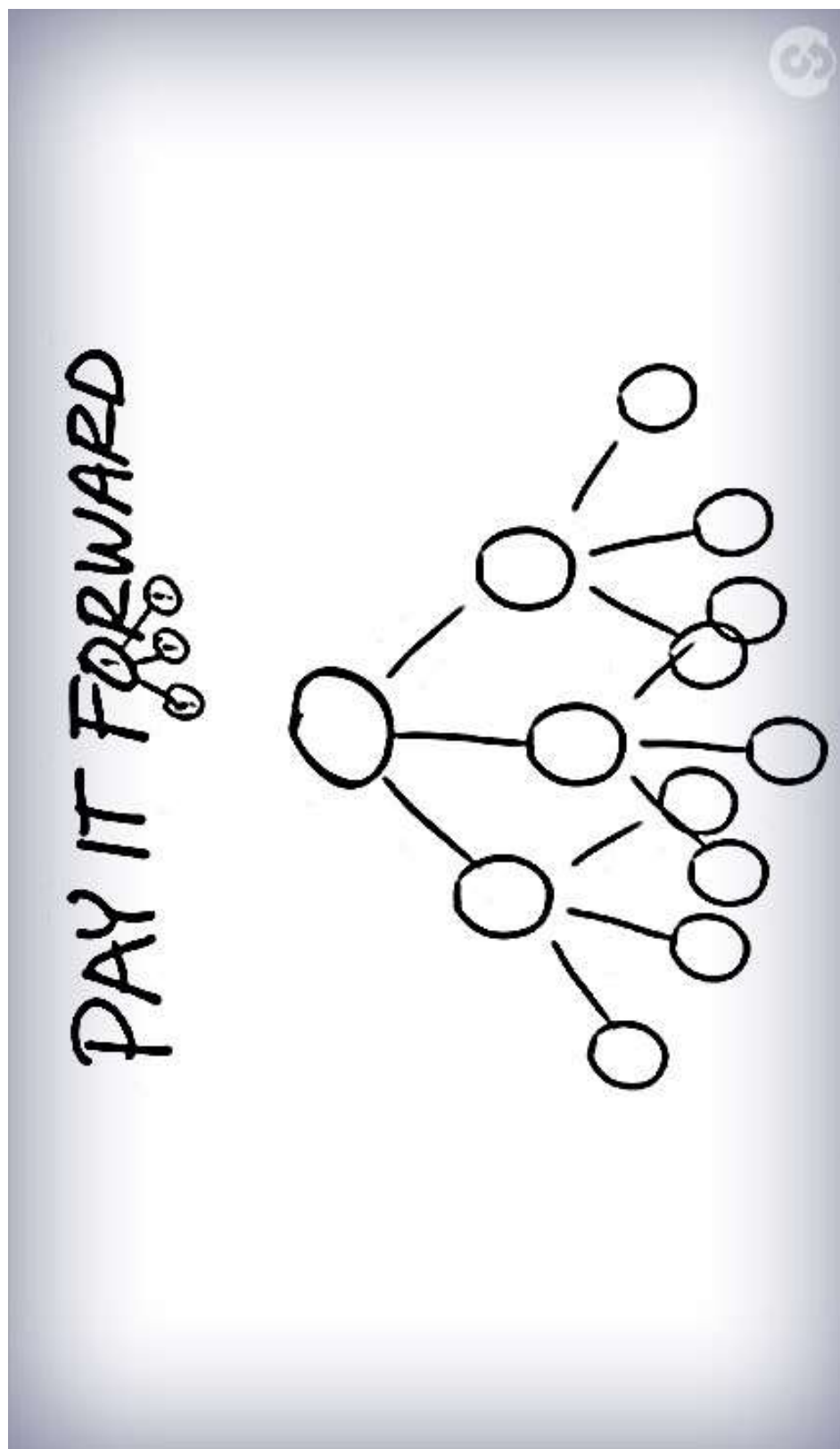
7. Using the *worksheet 2*, ask your students to write down as many good deeds as they can think of as a group. Emphasize that these don't have to come from the video but should be the students' original ideas.
8. Then, as a group the students have to order the deeds from the '*best good deed*', whatever that means for them (let them discuss that, too!).

### The Best Good Deed Ever

9. Ask them which good deeds they have *seen lately* in real life, whether they were done to them, by them or just witnessed by them.
10. On YouTube, find any video of *random acts of kindness* you like and ask: 'Which of these do you think is the most unusual one/would you never see in the Czech Rep.?'
11. Explain that you are going to prepare a *contest* of good deeds. Each student has to nominate one candidate of a good deed which they have seen lately and which they think deserves to win. Allow time for preparation here and help with any vocabulary before the students speak.
12. As a group, *vote* for the winner!

### Cooler

13. *Test collocations* you have learnt today by giving the verbs and asking for the rest, e.g.: 'Do...' – 'A good deed.'



giving my  
seat to  
someone on a  
tram

