

12



CARE
GLOBAL
TEACH
LOCAL!

MONTHS OF SOCIAL ISSUES

ELT CALENDAR OF SPECIAL DAYS

Margarita Kosior

July

December

October

01 JANUARY

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			

02 FEBRUARY

S	M	T	W	T	F	S
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			

03 MARCH

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11	12	13	14	15	16	17
18	19	20	21	22	23	24
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04 APRIL

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05 MAY

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06 JUNE

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07 JULY

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08 AUGUST

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29	30	31				

09 SEPTEMBER

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29	30	31				

10 OCTOBER

S	M	T	W	T	F	S
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11 NOVEMBER

S	M	T	W	T	F	S
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29	30					

12 DECEMBER

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Hand holding Earth

Mother Earth Day

Bicycle Day

CARE GLOBAL. TEACH LOCAL!

GISIG

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A note from IATEFL GISIG

365 days , 52 weeks, 12 months a year. That is a lot of time for things to happen, for the world to change, for people to make a difference. We all like to celebrate special days, remember those who sacrificed their lives for us, marvel at the resilience of the human spirit.

There are so many different, important days in a year. So many people and things that affect our lives. Sometimes in our day-to-day lives in the classroom, we want to teach our learners something different and meaningful, something that will engage them, teach them about the issues that are important and affect us. How do we bring these important issues into our classrooms in a sensitive and educational way, which will raise awareness and help develop understanding and empathy in our learners?

Look no further. *12 Months of Social Issues* helps you do this and much more. This very special teachers' resource book will help teachers across the globe to teach their students about some of these important events. IATEFL's Global Issues SIG is very proud to bring you Margarita Kosior's labour of love. A book that is very much needed in times of uncertainty and instability for educators, to help local communities and wider society shape a better future.

Varinder Unlu
IATEFL GISIG Coordinator

A note from the author

Although incorporating social issues into ELT is presently growing in popularity, more often than not it has the form of a mere one-off occurrence. The creation of an ELT calendar of special days, a pack of ready-to-use ideas (B1-B2 student materials complete with teacher's notes), is an attempt to turn global education into a more systematic effort. It is a compilation of lessons, one per month, focusing on a different special day (mostly UN and UNESCO) each time. In this way, this volume consists of 12 complete sessions.

The publication meets two basic goals: developing linguistic competence (receptive and productive skills, vocabulary and grammar) and raising awareness of important issues. Raising awareness is essential, especially today, in the days of crisis and instability. Since world crisis and instability both stem from and lead to the crisis of human relationships, a few of the lessons in the volume focus on nurturing such bonds and values. Stronger human relationships will inevitably lead to better collaboration, fewer conflicts and a better world.

It is, therefore, our duty as educators to make our students aware of social issues and global injustice, and to help them realise that their voices can be heard and that, when in unison, they will resonate even louder. To this end, the lessons in this volume do not only present important social issues, but also encourage students to take action, reach out to the wider community, and make a difference.

Margarita Kosior

The aim of this session is to:

- engage Ss in discussions on the topic of missing children;
- enhance Ss' prediction skills;
- develop Ss' vocabulary related to the topic;
- develop Ss' listening skills (understanding the gist of the story, as presented in the trailer);
- enhance Ss' critical thinking; and
- trigger reflection.

What you will need: downloaded official trailer of [Lion](#) or access to the internet; classroom computer, projector, and loudspeakers; a copy of Handout for each student (recommended colour printout); the image in Appendix 1 in electronic form

Teacher's notes

Note:

It is recommended that the teacher should watch the film before conducting this session.

Step 1

Play the trailer mute. Pause at 00:19. Ask Ss who the main character of the film is and get them to make predictions about his life. Then resume the trailer and pause again at 00:54. Ask Ss about the little boy, and their predictions about him and his life. If Ss need more guidance, ask them the following questions about each of the two characters:

1. What does he look like?
2. Where is he from?
3. What kind of person do you think he is?
4. What is his family like?
5. What are his feelings right now?
6. What is his story?

Then, in pairs, Ss discuss the differences and similarities between the two characters, and share their ideas with the rest of the group.

Step 2

Project the whole trailer with sound on and ask if Ss' predictions were right. Ask Ss if this is a feasible story to happen. Based on the trailer, can they guess where the plot is (partly) set?

Explain to Ss that the film is based on a true story (as indicated in the trailer, too – “Based on a true story”).

Make sure that Ss understand the plot, as it is revealed in the trailer (*The film tells a true story of a little boy in India who gets on an empty train, gets carried very far away from home, and goes*

missing in Calcutta, one of the biggest cities in India. After some time, he gets adopted. When he grows up, with the help of technology, he starts looking for his home and birth family.) Do not tell them more than that!

Step 3 (Handout, Task 1)

Ss match the [categories](#) on the left with their definitions on the right.

Answer key: 1 – c, 2 – e, 3 – b, 4 – a, 5 – d

Then, Ss work in pairs to discuss which category the little boy in the trailer belongs to. (*otherwise missing*)

Step 4

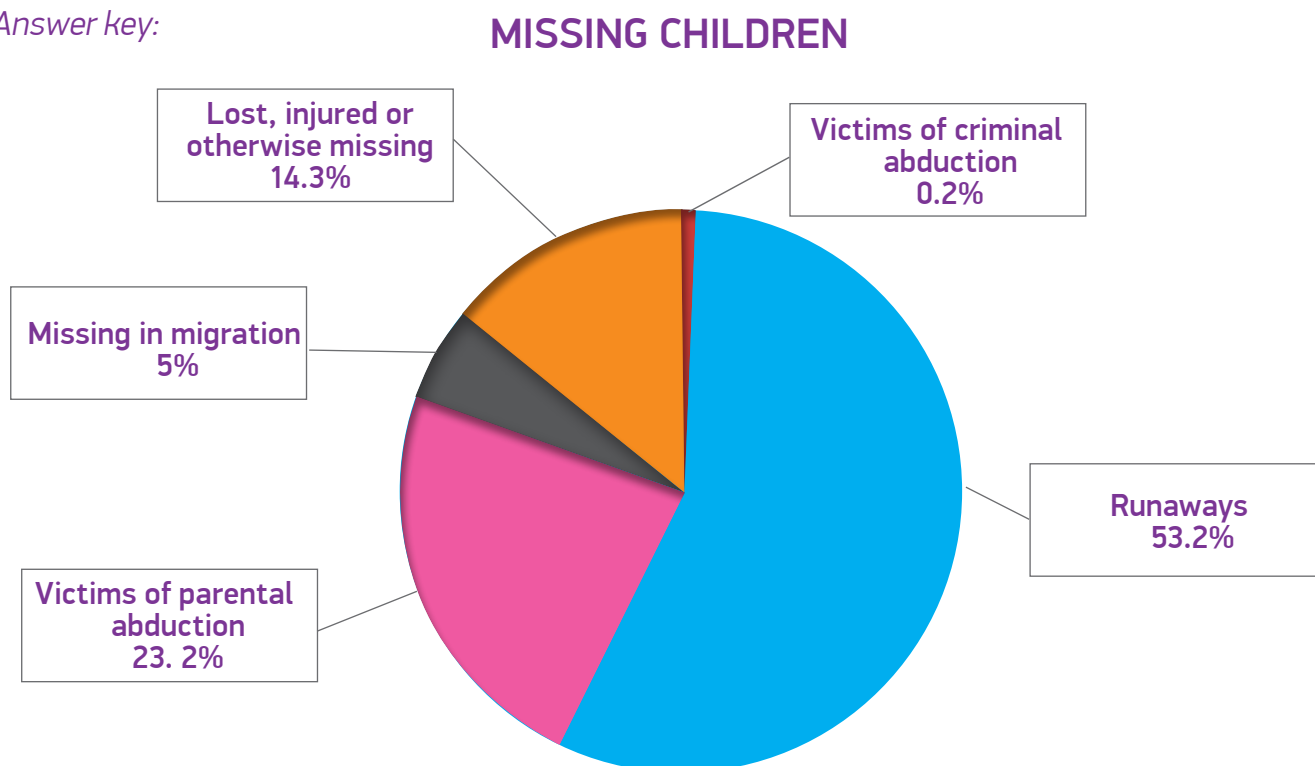
Write on the board the number 1,305,335,464. Explain to Ss that this is the number of people living in India (January 2019). Then, write on the board numbers 174 and 50%. Elicit from Ss what these numbers might represent. (*174 – number of children who go missing in India every day; 50% – the percentage of children who are never found again.*).

Explain to Ss that missing children is not only a problem in India, but worldwide. An estimated [8 million](#) children are reported missing each year worldwide. However, in many countries, statistics on missing children are not available, or are inaccurate (some missing or found children are not reported; some cases get deleted from records after the case is closed, etc.).

Step 5

Explain to Ss that, due to the availability of [statistics](#), they are going to study the example of missing children in the EU. Based on their personal perceptions, Ss add labels to the pie chart (Handout, Task 2).

Answer key:



Then, reveal the answers and ask Ss to compare them with their own. Did the statistics surprise them?

Ss choose one category of missing children and give one prevention measure (e.g. the active presence of psychologists in all schools could reduce the number of runaways).

Step 6

Explain to Ss that missing children are often at risk of becoming victims of child trafficking. Elicit from Ss the definition of the term *child trafficking* (a situation in which a child is taken away from a safe environment and exploited). Then, ask them what reasons children can be trafficked for.

Sample answers:

child sexual exploitation

forced marriage

domestic servitude

forced labour (e.g. in agriculture)

criminal activity (e.g. begging, pickpocketing)

On the board, write *116,000* and explain it is the European hotline for missing children. Elicit from Ss who and for what reason might use this number (*missing children, their families, people who want to report information about a missing child*).

Get Ss to find numbers of such hotlines for their countries.

Step 7

To wrap up, project the picture in Appendix 1. Tell Ss that the name of the flower is forget-me-not, and that it is the symbol for International Missing Children's Day (25 May) dedicated both to the children who have been found and to those who still are missing. Ask Ss to focus on one category/aspect of missing children, do additional research, and to use an image of a forget-me-not to prepare awareness-raising posters, and get them to present the posters in class during the next session. The posters can be also projected e.g. in the local library to raise awareness of the general public.

Step 8

As a follow-up, ask Ss to look up information on missing children in their country. Explain that they are expected to keep notes and be prepared to discuss their findings with the others during the next session.

Step 9

Optional: Project the whole film (Appendix 2) in class during the next session.

Appendix 1



@Pixabay (Free for commercial use; No attribution required)

Appendix 2

Additional resources

Film:

[Lion](#) (2016) by Garth Davis

Article:

[Little boy lost finds his mother using Google Earth](#) by Robin Banerji (It is recommended that Ss should watch the film before reading the article.)

Handout

Task 1

Match the categories of missing children (1-5) with their definitions (a-e).

Missing children category		Definition
1. Runaway	<input type="checkbox"/>	a. a situation in which anyone other than the parents takes a child away by force
2. Victim of parental abduction	<input type="checkbox"/>	b. a situation in which a child who migrated from their home country in search of survival, security, or due to other factors, disappears
3. Missing child in migration	<input type="checkbox"/>	c. a child who has run away from home or from the institution where they have been placed
4. Victim of criminal abduction	<input type="checkbox"/>	d. a situation in which the reason for a child's disappearance is not clear yet (e.g. got lost? got hurt?) and they cannot be found immediately
5. Lost, injured or otherwise missing	<input type="checkbox"/>	e. a situation in which one of the parents takes away and hides a child against the other parent's will

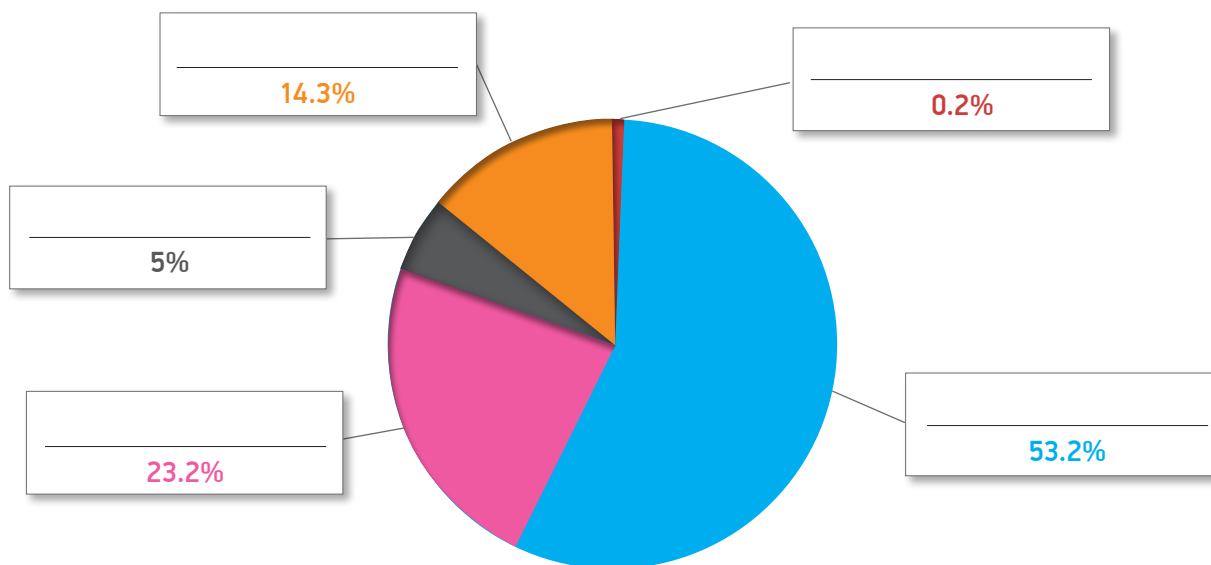
Which category does the little boy in the trailer belong to? Discuss.

Task 2

Look at the pie chart showing categories of missing children and how common they are in the EU. Based on your personal perception, add the labels in the box to the pie chart.

Victims of criminal abductions	Runaways	Victims of parental abductions	Missing in migration	Lost, injured or otherwise missing
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MISSING CHILDREN



Now, choose one category of missing children in the pie chart above and come up with one prevention measure.

About the author



Margarita Kosior

Educator, teacher trainer, conference presenter, materials writer, storyteller and children's author

Hobbyist photographer and dancer

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As an advocate for social justice, Margarita Kosior believes in spreading awareness of global issues through ELT. Margarita has incorporated social issues into her teaching since the beginning of her career when, as a novice teacher, she still didn't know much about Global Education. She simply believed that what she was doing was the right thing to do. Since then, she has participated in relevant projects, presented at international conferences and written ELT materials based on social issues ranging from modern day slavery, disabilities, the Holocaust, to kindness, as an underlying value necessary to make a big change in the world.

Margarita shares her insights and teaching tips on her blog: [ELT for a Better World](https://www.eltforabetterworld.com) and she is the author of a series of children's stories, **Tales of strays**.