

12



CARE
GLOBAL
TEACH
LOCAL!

MONTHS OF SOCIAL ISSUES

ELT CALENDAR OF SPECIAL DAYS

Margarita Kosior

July

December Rio 2016

October ANYTHING Hungry HELPS

02 FEBRUARY

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			

03 MARCH

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

04 APRIL

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

06 JUNE

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

08 AUGUST

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

10 OCTOBER

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

11 NOVEMBER

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

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

Special Days: Bicycle Day (June 3), Mother Earth Day (April 22)

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

12 August - International Youth Day

Language level: B2

Duration: 90 minutes

The aim of this session is to:

- engage Ss in discussions on the topic of youth and their power;
- develop Ss' reading skills (scanning);
- enhance research skills;
- enhance Ss' critical thinking;
- enhance Ss' cooperative skills; and
- trigger reflection.

What you will need: a copy of the handout for each student; access to the internet (ideally, one connected device per small group of students) or printouts of the web pages provided by the teacher (Appendix 1)

Teacher's notes

Step 1

Engage Ss in discussion around the following questions:

1. How old do you feel you have to be in order to participate in decision making at home?
At school? To make decisions for your community/city/country? For the world?
2. Can you remember a situation in which a decision you made had a positive influence on your family? On your school? On your community/city/country? On the world?

Step 2

Explain to Ss that you are celebrating International Youth Day. Elicit from Ss definition of the word youth (**young people, female and male**) and how old youth are (**according to the UN, 15-24 years old**). Ask them if they know any young people who have influenced their community/city/country or even the whole world.

Step 3

You can show Ss pictures of Greta Thunberg, Malala Yousafzai and Om Prakash Gurjar and ask Ss if they know who is who. Then, get Ss to try and match the names (1-3) with as many facts (a-u) as they can without doing any research. Finally, get them to work in groups to do online research to finalise the task.

<p>Greta Thunberg</p>	<ul style="list-style-type: none">h. was born in 2003 in Swedenj. is a climate activistc. his/her protests went global when, at the age of 15, he/she started his/her "school strike for climate" outside Sweden's parliaments. has been diagnosed with Asperger syndrome, ADHD, OCD and selective mutismk. is vegan and does not travel by plane (to lower his/her carbon footprint)o. has been invited to speak at important conferences, e.g. TEDxStockholm or the United Nations Climate Change Conferenceg. got nominated for the 2019 Nobel Peace Prize
<p>Malala Yousafzai</p>	<ul style="list-style-type: none">a. was born in 1997 in Pakistan, in an area where the Taliban had at times banned girls' educationi. at the age of 11–12, wrote a blog for the BBC about life during the Taliban occupationt. survived a Taliban attack on his/her life on the bus home from school when he/she was 15r. is an activist for girls' right to educationp. his/her autobiography was published in 2013 and soon became an international bestsellerm. in 2014, was the youngest individual to receive the Nobel Prized. now studies Philosophy, Politics and Economics in Oxford, UK

Om Prakash Gurjar

- f. was born in 1992 in India
- l. at the age of five was forced to work as a child slave on a farm and was saved by activists three years later
- q. started a birth-registration campaign to give children identity and protect them from trafficking
- e. started an organisation (Paatshala) to support children with less access to education
- n. is a founding member of The KidsRights Youngsters organisation which inspires young people to be changemakers
- u. is a child labour and child slavery activist
- b. in 2006 received the International Children's Peace Prize

Step 4

Ask Ss which one of the three people and stories they feel most inspired by and why. Tell them to look again at question 1 in Step 1 and discuss whether their answers would be different now, after reading about Greta Thunberg, Malala Yusafzai and Om Prakash Gurjar.

Step 5

Get Ss to put the facts about the person who inspires them most into the most logical order (starting from the date of birth, etc.) and into a coherent paragraph. Tell them that they can do more research to expand their paragraph into a longer piece by including more details.

Step 6

Get Ss to discuss similarities and differences between the three people and stories (**example of a similarity: Malala's and Om's lives were put at risk**).

Step 7

Get Ss to reflect upon their own role in their home/school/community/city/country / in the world: what cause would they want to start advocating for and what specific actions would they take? Then, get Ss to work in groups to decide on one issue per group and to plan a campaign. Ss present their plan of action to the others during the next session. Provide Ss with all the support needed to put their plans into action.

Appendix 1

Greta Thunberg

- [Greta Thunberg \(Wikipedia\)](#)

Malala Yousafzai

- [Malala Yousafzai Biography](#)
- [Malala Yousafzai \(Wikipedia\)](#)

Om Prakash Gurjar

- [Indian boy wins world peace price](#)
- [Om Prakash Gurjar \(Wikipedia\)](#)
- [Om Prakash Gurjar \(Kids rights\)](#)

Appendix 2

Additional resources

Talk:

- [“The disarming case to act right now on climate change”; TEDxStockholm talk by Greta Thunberg \(2018\)](#)
- [“My daughter, Malala”; TED Talk by Ziauddin Yousafzai \(2014\)](#)

Video:

- [Interview with Om Prakash Gurjar \(2015\)](#)
- [Lifestory Om Prakash Gurjar, winner International Children's Peace Prize 2006 \(2016\)](#)
- [Malala Yousafzai Nobel Peace Prize Speech \(2014\)](#)
- [Greta Thunberg fullspeech at UN Climate change COP24 Conference](#)

Handout

Match the names on the left with the facts on the right.

1. Greta Thunberg

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-

2. Malala Yousafzai

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-
-

3. Om Prakash Gurjar

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-
-
-
-
-
-

- a. was born in 1997 in Pakistan, in an area where the Taliban had at times banned girls' education
- b. in 2006 received the International Children's Peace Prize
- c. his/her protests went global when, at the age of 15, he/she started her "school strike for climate" outside Sweden's parliament
- d. now studies Philosophy, Politics and Economics in Oxford, UK
- e. started an organisation (Paatshala) to support children with less access to education
- f. was born in 1992 in India
- g. has been nominated for 2019 Nobel Peace Prize
- h. was born in 2003 in Sweden
- i. at the age of 11–12, wrote a blog for the BBC about life during the Taliban occupation
- j. is a climate activist
- k. is vegan and does not travel by plane (to lower his/her carbon footprint)
- l. at the age of five was forced to work as a child slave on a farm and was saved by activists three years later
- m. in 2014, was the youngest person to receive the Nobel Prize
- n. is a founding member of The KidsRights Youngsters organisation which inspires young people to be changemakers
- o. has been invited to speak at important conferences, e.g. TEDxStockholm or the United Nations Climate Change Conference
- p. his/her autobiography was published in 2013 and soon became an international bestseller
- q. started a birth-registration campaign to give children identity and protect them from trafficking
- r. is an activist for girls' right to education
- s. has been diagnosed with Asperger syndrome, ADHD, OCD and selective mutism
- t. survived a Taliban attack on his/her life on the bus home from school when he/she was 15
- u. is a child labour and child slavery activist

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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Website: www.margaritakosior.com

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](#) and she is the author of a series of children's stories, **Tales of strays**.