

12



CARE
GLOBAL
TEACH
LOCAL!

MONTHS OF SOCIAL ISSUES

ELT CALENDAR OF SPECIAL DAYS

Margarita Kosior

July

December

October

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:

- July 30: Bicycle Day
- December 10: Rio 2016
- October 17: Hungry Helps
- February 22: Mother Earth Day
- June 24: 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

Third Sunday in November – World Day of Remembrance for Road Traffic Victims

Language level: B2

Duration: 50 minutes

The aim of this session is to:

- engage Ss in discussions on the topic of road safety;
- enhance Ss' vocabulary related to the topic;
- enhance Ss' prediction skills;
- enhance Ss' productive skills;
- enhance Ss' critical thinking;
- allow Ss to practice grammar (modal verbs of speculation) in a specific context; and
- trigger reflection.

What you will need: classroom computer and projector, or a copy of Appendix (one for each group of several students)

Teacher's notes

Step 1

Write the following items on the board:

1. Using the mobile phone
2. Fatigue
3. Snow and/or ice
4. Speeding
5. Having drunk / alcohol
6. Bad road condition (damaged road)
7. Being reckless
8. Rain

Ask Ss how these items are connected (**they are all causes of road accidents**). If they find it difficult to find the connection, write the word **driving** in the middle of the board, among all the other words and phrases, and ask Ss how the eight items are related to driving (**they make it risky, they may lead to road accidents**).

Step 2

Explain to Ss that World Day of Remembrance for Road Traffic Victims is celebrated on the third Sunday of each November. Elicit from Ss what the best way of remembering such victims is (**e.g. informing people about the causes of road accidents and educating them about road safety measures which should be taken to avoid more accidents**).

Draw the following table on the board:

1. 1.35 million	<input type="checkbox"/>	a. the number of people who suffer non-fatal injuries, with many resulting in a disability, as a result of a road accident
2. 20-50 million	<input type="checkbox"/>	b. the percentage of all road traffic deaths which occur among young males under the age of 25 years
3. 5-29 years	<input type="checkbox"/>	c. the number of people who die each year in road traffic accident
4. 73%	<input type="checkbox"/>	d. the age of people for whom the leading cause of death are road traffic accidents

Source: [World Health Organization](#)

Ask Ss to match the items on the left with the explanations on the right.

Answer key:

- 1 – c
- 2 – a
- 3 – d
- 4 – b

You can also encourage Ss to go online to find statistics for their country/countries, or you can provide them with those statistics.

Step 3

Then, get Ss to put the items from Step 1 into two categories:

Caused by the driver	Not caused by the driver
Using the mobile phone Speeding Having drunk / alcohol Being reckless	Fatigue Snow and/or ice Bad road condition / damaged road Rain

Note:

Notice that the items in the column on the left are decisions made by the driver, whereas the items on the right are conditions/states imposed on the driver, which couldn't have been prevented.

Step 4

Ask Ss to come up with more ideas to add to the table in Step 2.

Indicative answers:

Caused by the driver	Not caused by the driver
Adjusting mirrors while driving	Animals on the road
Red light jumping	Vehicle failure (e.g. brakes failure)
Loud music in vehicle	Carelessness of pedestrians
Looking at billboards	

Step 5

Ask Ss which of the factors in Steps 2 and 3 are most common where they live. Then, get Ss to propose solutions to reduce the risk of road accidents caused by those factors (**e.g. fatigue – take a taxi instead of driving back home tired after work**).

Step 6

Show Appendix 1 to Ss (project it on screen or divide Ss into small groups and give one printout to each group). Ask Ss to identify eight examples of risky road behaviour in the picture. Ss discuss in groups and then share their findings with the others.

Answer key:

- A driver behind the wheel talking on her mobile phone
- Another driver jumping the red light
- A motorcyclist with a can of beer in his hand, having a beer before he/she gets on the motorcycle
- Another motorcyclist speeding by at a very high speed
- A pedestrian crossing the street when the light is red
- Another pedestrian getting across the street not at a designated pedestrian crossing
- A cyclist cycling without a helmet on

Step 7

Explain to Ss that they are going to work in groups of four road users: one driver, one motorcyclist, one cyclist and one pedestrian. Each of them should give the other three advice on how they should or should not behave on the road for their own safety and for the safety of the other three group members.

Indicative answers:

Pedestrian to motorcyclist: You should never ride on the sidewalk.

Driver to cyclist: You should never cycle at night without reflective clothing.

Cyclist to pedestrian: You shouldn't walk in bike lanes.

Note:

The purpose of this task is to show that the safety of one road user depends on the behaviour of another one and vice versa.

Step 8

Ask Ss the following question: What can the driver, motorcyclist, cyclist and pedestrian do to remain safe in case of a road accident?

- Driver: wear seat belts when travelling by car
- Motorcyclist and cyclist: wear helmets when travelling by motorcycle or bicycle
- All four groups: make sure you have taken all the preventive measures discussed earlier in class

Appendix 1



Image by Evita Papakonstantiou (13)

Appendix 2

Recommended additional resources

Talk:

- [“Distraction is literally killing us”; TEDxYouth by Paul Atchley \(2018\)](#)

About the author



Margarita Kosior

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