

12



CARE
GLOBAL
TEACH
LOCAL!

MONTHS OF SOCIAL ISSUES

ELT CALENDAR OF SPECIAL DAYS

Margarita Kosior

July

December Rio2016

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
				4	5	6
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

06 JUNE

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

08 AUGUST

S	M	T	W	T	F	S
				1	2	3
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
				3	4	5
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
				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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Views expressed in this 12 Months of Social Issues: ELT Calendar of Special Days are not necessarily those of the IATEFL GISIG, of IATEFL or its staff or trustees.

Table of contents

Holocaust Memorial Day (27 January)	6
Cancer Day (4 February)	13
International Day of Happiness (20 March)	17
Mother Earth Day (22 April)	21
International Missing Children's Day (25 May)	25
World Bicycle Day (3 June)	30
International Day of Friendship (30 July)	33
International Youth Day (12 August)	41
International Day of Charity (5 September)	46
World Homeless Day (10 October)	52
World Day of Remembrance for Road Traffic Victims (Third Sunday in November)	59
International Day of Persons with Disabilities (3 December)	63



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

3 December – International Day of Persons with Disabilities

Language level: B2

Duration: 90 minutes

The aim of this session is to:

- engage Ss in discussions on the topic of stereotyping and disabilities;
- develop Ss' reading skills (scanning);
- develop writing skills (writing definitions);
- engage Ss in project work:
 - ▶ enhance note-taking skills;
 - ▶ enhance presentation skills (design and delivery);
 - ▶ 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 (one connected device per five students) or printouts of (excerpts from or adaptation of) materials provided in Appendix 1 (one set per five students)

Teacher's notes

Step 1 (Handout, Task 1)

a. Ss work individually. Get them to complete the sentences provided.

Answers:

Women are bad drivers.

Blonds are unintelligent.

Old people have poor memory.

All politicians are crooks.

Britain has terrible food.

Men can't multi-task.

b. Ask Ss whether they agree with those statements and why / why not.

c. Write the word **stereotype** on the board and elicit from Ss its meaning (**e.g. a set idea, especially a wrong one, that people have about sb or sth**). Get Ss engaged in a brief group discussion which can be based on the following questions:

- Do you stereotype people?
- Why do you think people stereotype?
- Are stereotypes offensive/funny/realistic/damaging?

Step 2 (Handout, Task 2)

Ss work in pairs or small groups to decipher the definitions provided in the form of word clouds. To save time, each group can work on one definition. Draw Ss' attention to the capital letter for the first word.

Answers:

- a. **Somebody who has a physical or mental condition that limits their movements, senses, or activities.**
- b. **Somebody who suffers from an illness or an injury which limits their physical or mental abilities.**
- c. **Somebody who has a condition which makes them unable to do things in the normal way.**

Ask Ss what adjective the three definitions define (**disabled**).

Step 3

Ss work in groups of three; each person in each group has worked on a different definition in the previous task. Together, they look at the three definitions and identify key words in them.

Indicative answers:

limits

condition

unable

Elicit from Ss that the definitions in Task 2 present a stereotypical view of disabled people and can have a harmful effect on those people.

Ask Ss the following question: What do those definitions imply about people with disabilities?

Possible answers:

It is implied that people with disabilities cannot lead a normal life.

It is implied that people with disabilities are different and that this difference is not something desirable.

Step 4

Ss work in groups. Explain to Ss that they are going on a webquest. On the board, write the title of the webquest: "Turning disability into possibility".

Ideally, arrange your students into groups of five. Explain to them that their task is to find information about one of the following famous people with disabilities:

- Stephen Hawking
- Ludwig van Beethoven
- Marla Runyan
- John Nash
- Aimee Mullins

Assign the following roles within each group:

- Leader – supervises the project
- Researcher – collects the information and shares it with the Writer
- Writer – writes down ideas collected by the Researcher and takes notes
- Designer – prepares a presentation (PPT, Prezi or a poster presentation) or a blog post based on the information gathered by the Researcher and noted down by the Writer
- Presenter – collects information from all the other team members and presents it orally to the class

In order to complete the assignment, Ss will need access to the internet (at least one device per group) or will need to be provided with printouts of the materials recommended in Appendix 1 or other resources selected by the teacher.

Ask Ss to follow these steps:

1. Go to the resources recommended by the teacher (Appendix 1).
2. Divide the roles.
3. Participate actively in the work of the group.
4. Present your information to the rest of the class.

Step 5

Based on your webquest findings, Ss should be able to discuss the following question: Why was the title of the webquest “Turning disability into possibility”?

Step 6

Elicit from Ss a new, updated definition of the word **disabled**. Have them write it down in their notebooks and then, get them to share it with the others.

Step 7

Use inspirational quotes in Appendix 2 for group discussion.

Appendix 1

Recommended webquest resources:

Stephen Hawking

[The World's Most Famous Disabled People](#)

[Top 10 Extraordinary People With Disabilities](#)

[Stephen Hawking \(Wikipedia\)](#)

[Stephen Hawking \(the official website\)](#)

Ludwig van Beethoven

[The World's Most Famous Disabled People](#)

[Top 10 Extraordinary People With Disabilities](#)

[Ludwig van Beethoven](#)

[Ludwig van Beethoven's biography](#)

Marla Runyan

[15 Great and Inspiring People with Disabilities](#)

[Top 10 Extraordinary People With Disabilities](#)

[Marla Runyan \(Wikipedia\)](#)

[Retired Pro Marla Runyan Continues to Inspire](#)

John Nash

[15 Great and Inspiring People with Disabilities](#)

[15 Great and Inspiring People with Disabilities](#)

[John Forbes Nash Jr. \(Wikipedia\).](#)

[John Nash \(Simply Knowledge\)](#)

Aimee Mullins

[Aimee Mullins \(Wikipedia\)](#)

[Aimee Mullins \(Athlete and actor\)](#)

[Aimee Mullins: Double Amputee a Model, Athlete, Inspiration](#)

[Aimee Mullins \(Icon\)](#)

Appendix 2

Inspirational quotes:

“The world worries about disability more than disabled people do.” (Warwick Davis)

“It is a waste of time to be angry about my disability. One has to get on with life and I haven’t done badly. People won’t have time for you if you are always angry or complaining.” (Stephen Hawking)

“I think that the only true disability is a crushed spirit, a spirit that's been crushed doesn't have hope, it doesn't see beauty, it no longer has our natural, childlike curiosity and our innate ability to imagine.” (Aimee Mullins)

“Some people have a negative attitude, and that’s their disability.” (Marla Runyan)

“The only disability in life is a bad attitude.” (Scott Hamilton)

Appendix 3

Additional recommendations

Film:

- [A Beautiful Mind](#) (2001) by Ron Howard
- [The Theory of Everything](#) (2014) by James Marsh

Talk:

- [“The Opportunity of Adversity”](#); TEDMed Talk by Aimee Mullins (2009)
- [“My 12 Pairs of Legs”](#); TED Talk by Aimee Mullins (2009)

Handout

Task 1

Complete the sentences (1-6) with words/phrases from the table below.

All politicians	Women	Men
Blonds	Britain	Old people

1. _____ are bad drivers.
2. _____ are unintelligent.
3. _____ have poor memory.
4. _____ are crooks.
5. _____ has terrible food.
6. _____ can't multi-task.

Do you agree with the statements above? Why / why not?

Task 2

In your group, decipher one of the definitions below (a, b or c). Pay attention to the capital letter for the first word.

a senses, that
a physical or mental condition
Somebody who their
has movements,
limits or activities.

b suffers from, their
Somebody who an injury
or
an illness which
limits physical or mental abilities.

c has makes them a condition
the normal way.
Somebody who unable
which in to do things

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**.