

12



CARE
GLOBAL
TEACH
LOCAL!

MONTHS OF SOCIAL ISSUES

ELT CALENDAR OF SPECIAL DAYS

Margarita Kosior



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

27 January - International Holocaust Remembrance Day

Language level: B2

Duration: 90 minutes

The aim of this session is to:

- enhance Ss' reading and listening skills (reading and listening for gist);
- enhance Ss' vocabulary skills (understanding meaning from the context);
- enhance Ss' research skills;
- allow Ss to practice grammar (Second Conditional) in a specific context;
- enhance Ss' writing (diary writing); and
- develop empathy.

What you will need: a copy of the handout for each student; classroom computer, projector and screen / copy of the picture in Appendix (make sure that all Ss can see the image clearly); ideally, one mobile device per group of Ss, or printouts of an [article](#) about Anne Frank

Teacher's notes

Step 1

Tell Ss to look at the picture (Appendix 1) and ask them the following questions:

1. Have you seen this girl before?
2. Do you know her name and her story?
3. What can you guess about her, based on the picture?

Step 2

Get Ss to come up with three questions they would like to ask the girl in the picture in order to find out as much as possible about her. Explain that the questions should be in the second person singular. Ss should write their questions in their notebooks and when they have finished, ask volunteers to share their ideas with the others.

E.g. What's your name? Do you have any brothers or sisters?

Step 3 (Handout, Task 1)

Ask Ss to look at the text. Tell them to follow the text as you are reading it aloud. Also, explain that you will be stopping at some points to ask them questions.

Stop at the following points:

Pause 1: How does your situation make you feel?

Pause 2: What is the longest time you think you could stay in hiding? Explain.

Pause 3: What do you miss most?

You can get Ss to discuss their answers in pairs first, and then, to share their thoughts with the others.

Note:

Make yourself familiar with Anne Frank's story and with the text in the handout before the class; this will help you make your reading sound compelling.

Step 4 (Handout, Task 2)

Get Ss to look at the words in bold in the text in Task 1, and then, to match them (1-7) with their definitions (a-g). Explain to Ss that they should try to understand the meaning of the words/phrases based on the context.

Answers: 1 – d
2 – c
3 – e
4 – f
5 – g
6 – b
7 – a

Step 5

Get Ss to think about the story again and ask them the following questions:

- Does it sound like a story that could happen in reality?
- Do you believe that this child really exists or existed, and what makes you believe so?
If yes, where and when? Who/what is/was he/she hiding from?

Allow Ss to make predictions or to guess, and to share their ideas with the others. Then, tell Ss that the name of the girl is Anne Frank. Announce a mobile moment (see Note below) and let Ss get online to read about Anne. Alternatively, prepare printouts of an article about Anne Frank (one per group) and have Ss work in groups to find interesting facts about her.

Note:

A mobile moment is when Ss are allowed to use their mobile devices to find information they need during the lesson.

Step 6 (Handout, Task 3)

Tell Ss to fill in the mind map. Explain that they can use the internet or the printout previously provided by the teacher to look for answers. If Ss work individually on this step, after they complete the mind map, get them to compare their answers with a person sitting next to them, and then discuss with the rest of the class. If Ss work in groups, get them to rotate and compare their answers with Ss from the other groups.

Answer key:

Adolf Hitler	with his coming to power in 1933, systematic oppression of Jews began
Margot Frank	Anne's sister
Edith Frank	Anne's mother
Otto Frank	Anne's father
Frankfurt, Germany	Anne's birthplace (12 June 1929)
Amsterdam, Holland	the city where Anne and her family moved in the summer of 1933
Secret annex	where Anne Frank lived with her family for two years, 1942-44
Concentration camp	where all of the people living in the annex, except for Otto Frank, died
Diary	a book of the writings by Anne Frank made during the two years spent in the annex

Step 7 (Handout, Task 4)

Tell Ss to reflect for a moment and think about what they would take with them if they were in Anne's shoes, going into hiding for an unspecified period of time.

After checking the answers, reveal to Ss what Anne took with her (*her diary, curlers, handkerchiefs, schoolbooks, a comb, and some old letters*). Ask Ss if their choices were similar to Anne's or different, but also if Anne's choices surprised them and how they justify them (*Anne believed that memories mean more than e.g. clothes*).

Step 8 (Handout, Task 5)

Ask Ss what they would miss most if they had to stay in hiding for months, or even years.

After checking the answers, reveal to Ss what Anne wrote in her diary she would miss (*going to school*). Ask Ss if their choices were similar to Anne's or different, but also if Anne's choice

surprised them. Elicit from Ss why it is (not) surprising that Anne missed going to school
(*Indicative answer: We do not appreciate the ordinary things and the value of them as long as we have them. We appreciate them more when we lose them.*).

Step 6

Explain to Ss that Anne's greatest wish was to become a journalist and, later on, a famous writer. In fact, one of her dreams was to publish a book titled *Secret Annex* after the war, but sadly she didn't survive to see her work published. Get Ss to discuss the following questions:

1. How do you think Anne would feel today if she knew that her diary has been published?
2. What would Anne do if she knew the impact of her writing on future generations?
3. With so much war and conflict in the world, do you feel that if Anne lived today she would have a role to play?

Step 7

Tell Ss to look again at the answers they wrote in their notebooks at the beginning of the session (Step 1). Were their guesses correct? Get them to discuss it with a partner, correct their answers, and then, ask them to report back to the rest of the class.

Step 8

Make Ss familiar with the following diary conventions (e.g. project them on the screen):

A diary is a book in which you write your experiences, observations and thoughts. It is a genre with specific conventions:

- Write in the first person singular.
- Put date at the top.
- Give a clear sense of your personality and explain your feelings and changing emotions.
- Focus on important moments or incidents.
- Provide a sense of time and sequence (use time transitions: finally, afterwards, earlier, later that day...).

Then, tell Ss to imagine that Anne Frank lived a long life. Get them to write her diary entry from 10, 20, 30, 40 or 50 years later. (200 words)

Step 9

Remind Ss that on 27 January we observe International Holocaust Remembrance Day. Wrap the session up by discussing the following questions with Ss: Why is it important to remember the Holocaust? How can we honour the memory of Holocaust victims?

Appendix 1



The photograph was taken by an unknown photographer. According to Dutch copyright law Art. 38: 1 (unknown photographer & pre-1943 so >70 years after first disclosure) it is now in the public domain.

Appendix 2

Recommended additional resources

Talk:

- [“Behind the Lies of Holocaust Denial”; TEDxSkoll Talk by Deborah Lipstadt](#) (2017)

Website:

- [Anne Frank House](#) (including a [virtual tour of the Secret Annex](#) and the [timeline](#) of events which occurred before, during and after Anne’s lifetime)

Handout

Task 1

Follow the text as your teacher is reading it aloud. Your teacher will pause three times to ask you some questions.

Imagine that you are a 13-year-old child when you are told to leave everything behind, even your pet cat, and walk away from your family home to a secret hiding place. You are not allowed to carry a suitcase (that would **give you away**), but only a schoolbag with the most necessary things. You have no idea how long you will be away and if you ever return. You have no chance to say goodbye to your friends or to inform them when, if ever, you'll be back. You are lucky that your older sister and your parents are with you.

Pause 1

You realise that your hiding place is a secret **annex** in your father's office building. It is hidden behind a door which looks like a bookcase. Luckily, the place is **spacious**, unlike other families' hiding places, and **relatively** comfortable. There will be other people arriving too, so you hope it won't be that boring. You have basic food delivered, but you have to be quiet, so that nobody working in the office discovers your hiding place. Talking to your helpers and listening to the radio are the only ways of keeping in touch with the outside world.

Pause 2

Imagine that it is almost two years later and you are still in the same place, with the same people, and with the same **agony** and fear of being discovered. The food is **scarce** and the news from the outside world not so **comforting**. All days are the same: you eat, sleep, read and study. And write in your diary. Routine.

Pause 3

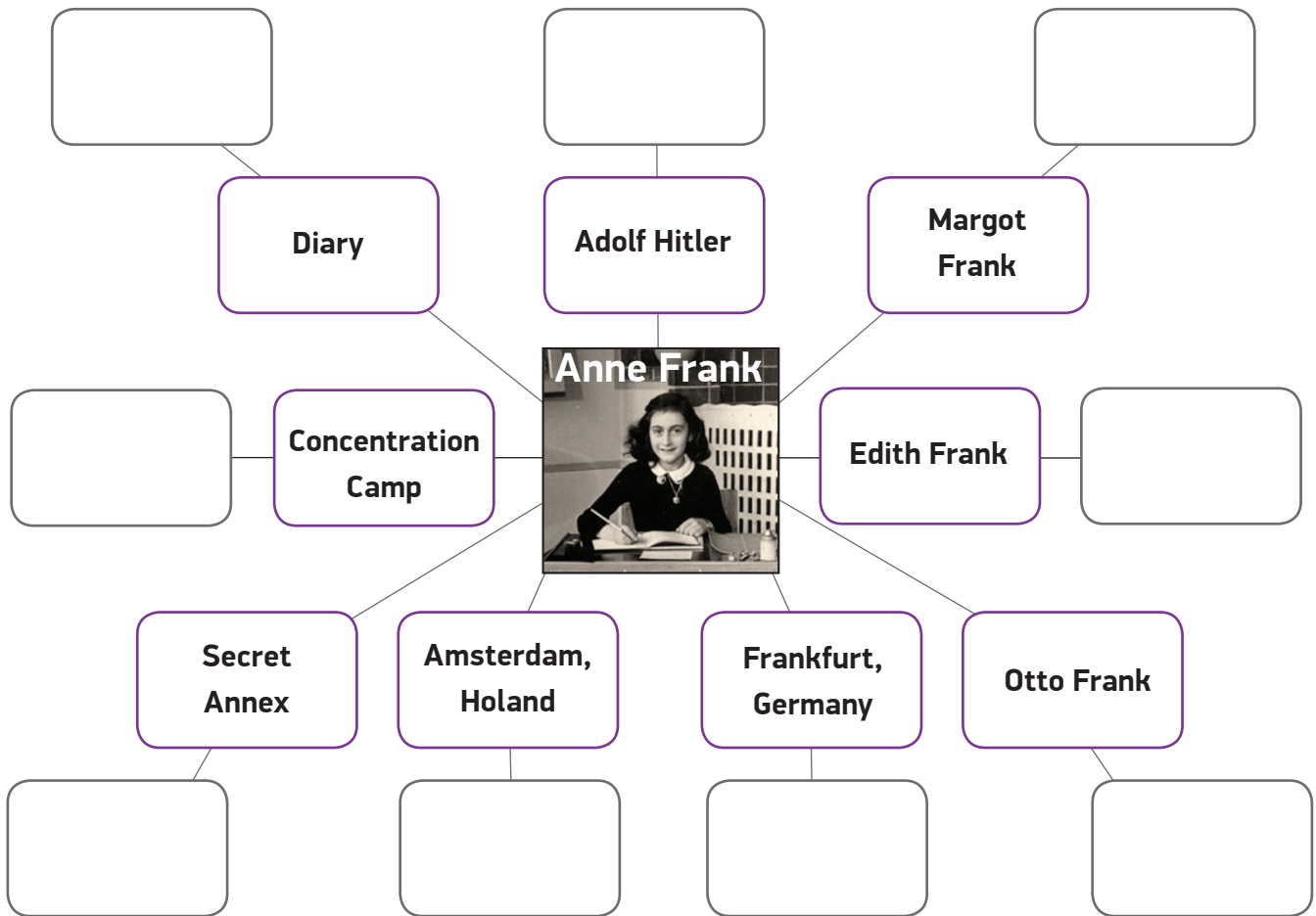
Task 2

Look at the words in bold in Task 1. Then, match them (1-7) with their definitions (a-g).

1. give sb away	<input type="checkbox"/>	a. making you feel less sad or worried
2. annex	<input type="checkbox"/>	b. not easy to find or get
3. spacious	<input type="checkbox"/>	c. an extra building added to a larger building
4. relatively	<input type="checkbox"/>	d. show sth that sb is trying to keep secret
5. agony	<input type="checkbox"/>	e. large and with a lot of space
6. scarce	<input type="checkbox"/>	f. quite
7. comforting	<input type="checkbox"/>	g. extreme suffering

Task 3

Look at the mind map. In what ways do the people, objects and places in the mind map connect with Anne Frank? Use the internet or the printout provided by the teacher to look for answers, and fill them in.



Task 4

What would you take with you if you were in Anne's shoes, going into hiding for an unspecified period of time? Decide on three objects and justify your decisions following the pattern below:

If I had to go into hiding, I would take... with me because...

1. _____
2. _____
3. _____

Task 5

What would you miss most, and why, if you had to stay in hiding for months, or even years? Write three ideas following the pattern below:

If I had to stay in hiding for months, I would miss... most, because...

1. _____
2. _____
3. _____

About the author



Margarita Kosior

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

Hobbyist photographer and dancer

Profile: kosior.me

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](https://www.eltforabetterworld.com) and she is the author of a series of children's stories, **Tales of strays**.