

Special days: developing a more systematic approach to global education

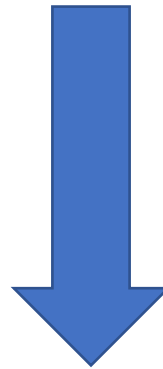
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Purpose

Systematic approach
One issue per month



Empowerment
Action

Purpose

- Make the momentum last
- Make sure that global education is not just a fad
- Provide a practical solution: a whole-year plan

What are those special days?

- Days designated by various groups and organizations to raise awareness of an issue, commemorate an event, or celebrate something.
- Established by the United Nations (UN), United Nations Educational, Scientific and Cultural Organization (UNESCO), World Health Organization (WHO), Food and Agriculture Organization of the United Nations (FAO), etc.
- Also referred to as ...
international / world / commemorative / awareness
days

Description of the project

- Pick one special day per month
- Prepare a lesson with meaningful outcomes for each special day
- Demonstrate students' work at the end of the year



Two goals

Developing linguistic competence (receptive and productive skills, vocabulary and grammar)

Raising awareness of burning issues

January

21

**International
Hug Day**

February

4

**World
Cancer Day**

March

21

**World
Down Syndrome Day**

April

4

**Stray Animals
Day**

May

25

**International
Missing Children's Day**

June

14

**World
Blood Donor Day**

July

30

**International
Day of Friendship**

August

9

**International Day
of the World's
Indigenous Peoples**

September

22

World
Car Free Day

October

16

World Food Day

November

3rd
Sun.

World Day of
Remembrance
for
Road Traffic Victims

December

3

International
Day
of Persons with
Disabilities

- Respect
- Tolerance
- Unity
- Educating



- NOT to stigmatise

- Controversial?
- But open to discussion



December

3

**International Day of Persons
with Disabilities**

Task 1

Warm-up

Look at the list of words below. What kind of person do they portray?
Describe this person's life and everyday routine.

handicapped	weakened	broken-down
paralysed	wounded	worn-out
powerless	confined	helpless

Without telling your students that they are all synonyms of the word "disabled", ask them what kind of person they portray. Encourage them to describe this person's life and everyday routine.

Possible answers:

- *It is somebody who does not have a job.*
- *It is somebody who does not have a family.*
- *It is somebody who is sick.*

Task 2

The adjectives in Task 1 are all synonyms of the word defined in the three word clouds below.

In your group, decipher one of the definitions below (a, b or c). Pay attention to the capital letter for the first word. Punctuation marks will help you structure the definition.

activities.
Someone
mental who
their is that
limits senses,
or a disabled
condition has
or physical
movements,

Someone who is **disabled** has a physical or mental condition that limits their movements, senses, or activities.

Task 3

Look at the definitions in Task 2. Identify the key words in those definitions. What do the definitions imply about people with disabilities?

limits

damage


unable

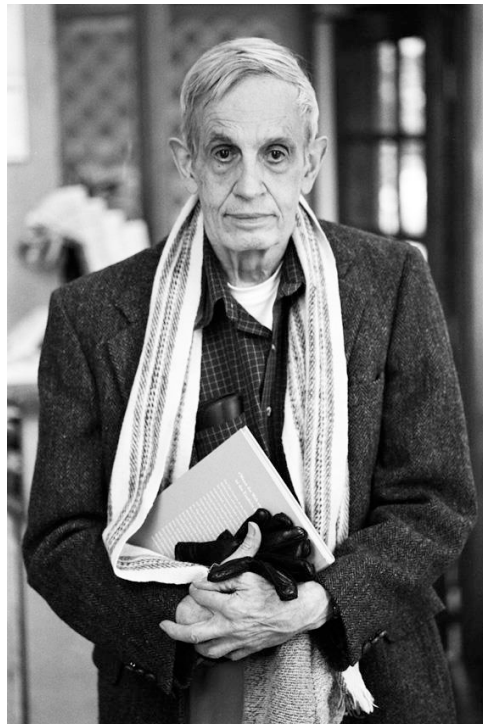
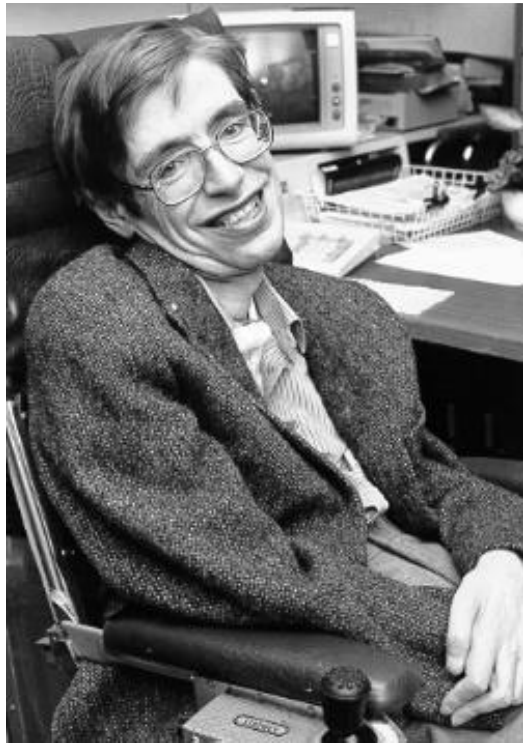
- People with disabilities cannot lead a normal life.
- People with disabilities are different in an undesirable way.

Task 4

Webquest – Turning disability into possibility

You are going to work in groups of five in order to find information about one of the following famous people with disabilities:

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



Each person in the group will be assigned one of the following roles and related duties:

- 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 or Prezi) 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

Steps:

1. Go to the resources recommended by the teacher (Appendix 1; either online or print-outs)
2. Choose the roles
3. Participate actively in the work of the group
4. Present your information to the rest of the class

Webquest resources:

Stephen Hawking

- <http://hcdg.org/famous.htm>
- <http://listverse.com/2010/01/18/top-10-extraordinary-people-with-disabilities/>
- https://en.wikipedia.org/wiki/Stephen_Hawking
- <http://www.hawking.org.uk/>

Ludwig van Beethoven

- <http://hcdg.org/famous.htm>
- <http://listverse.com/2010/01/18/top-10-extraordinary-people-with-disabilities/>
- <https://en.wikipedia.org/wiki/Ludwig-van-Beethoven>

Task 5

Based on your Webquest findings, discuss the following question:

*The title of the Webquest was “Turning disability into possibility”.
Why?*





Task 6


Write your own definition of “disability”.



Task 7

Follow-up

Write a reflective essay in which you critically evaluate your contribution to the group effort, but also discuss the benefits of the assignment. Answer the following questions

- How effective was the work of the group?
 - How effective was my contribution to the group?
 - What did I learn about the topic?
 - Did my English improve?
 - Did I develop new skills or improve old ones?
 - Would I like to participate in a similar task again? Why/why not?
- 

“

Inspirational quotes:

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

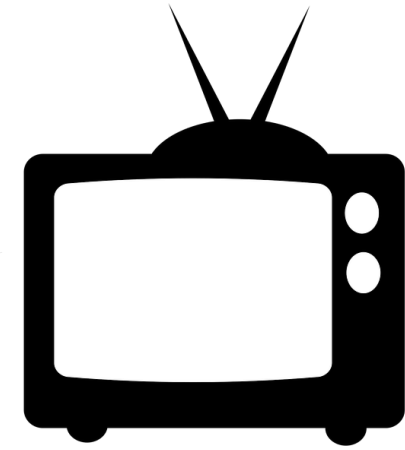
“It is a waste of time to be angry about my disability. One has to get on with life and I haven't done badly. People won't have time for you if you are always angry or complaining.” (Stephen Hawking)

“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)

”



Additional recommendations:

- “A Beautiful Mind” (2001); Movie. (<http://www.imdb.com/title/tt0268978/>)
- “The Theory of Everything” (2014); Movie (<http://www.imdb.com/title/tt2980516/>)
- “The Opportunity of Adversity” (2009); TEDMed Talk by Aimee Mullins (https://www.ted.com/talks/aimee_mullins_the_opportunity_of_adversity)
- “My 12 Pairs of Legs” (2009); TED Talk by Aimee Mullins (https://www.ted.com/talks/aimee_mullins_prosthetic_aesthetics)

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Aimee Mullins:
The opportunity of adversity

TEDMED 2009 · 21:58 · Filmed Oct 2009
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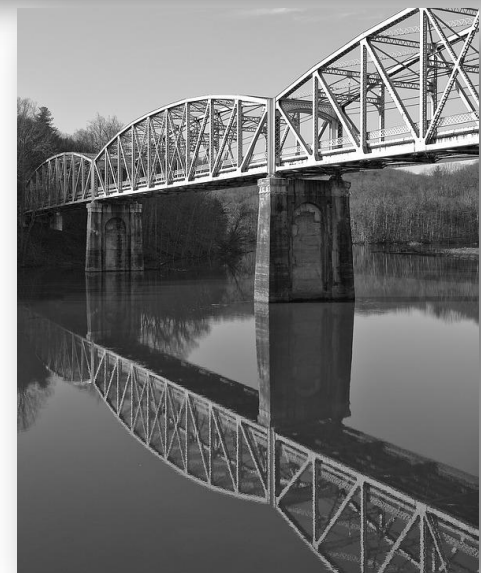
http://www.ted.com/talks/aimee_mullins_the_opportunity_of_adversity?language=en



When she recalled her days at her physical therapy sessions, how much she hated doing the exercises and her struggle to perfect herself, all these things reminded me of my own childhood. I was born with cleft lip and cleft palate, and even though I am not considered as an amputee, I went through the same hardships as she did. I too had sessions, speech sessions that I disliked because I had problems producing understandable words. Finally, after hours and hours of attending those sessions, I was able to speak understandably. And even though I looked 'normal', most of the time I was not considered as one.

As a child, I was called names and pointed fingers at, and that would throw me into utter despair. I believed that I will never be 'normal' enough so I could play with other children. I allowed those names to devour me and I thought there was no way out. As I grew up, I realized that life is not that bad and there are many things left undone. When I started listening only to people who were encouraging, my whole perception of the world changed. This is why I agree with Aimee Mullins. We should not get affected by the names others assign us nor should we assign others names. We should not try to cure ourselves from our 'disability', but allow it to be part of us.

Written for the Academic English course



What makes it systematic?

- One of 12 plans – one for each month
- End-of-the-year presentation of the whole cycle including
 - PPT presentations
 - Poster presentations
 - Theatrical sketches
 - Exhibition of arts and crafts
 - Poetry reading
 - Video projections
 - Music
 - Etc.

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GLOBAL
TEACH
LOCAL!

Global Issues SIG



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NEW Calendar of Special Days



+	January	
+	February	
+	March	
+	April	★
+	May	
+	June	
+	July	

respect

tolerance

inclusion

Intention

- Not to stigmatise
- Focus on positive aspects



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