

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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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	59
(Third Sunday in November)	
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

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

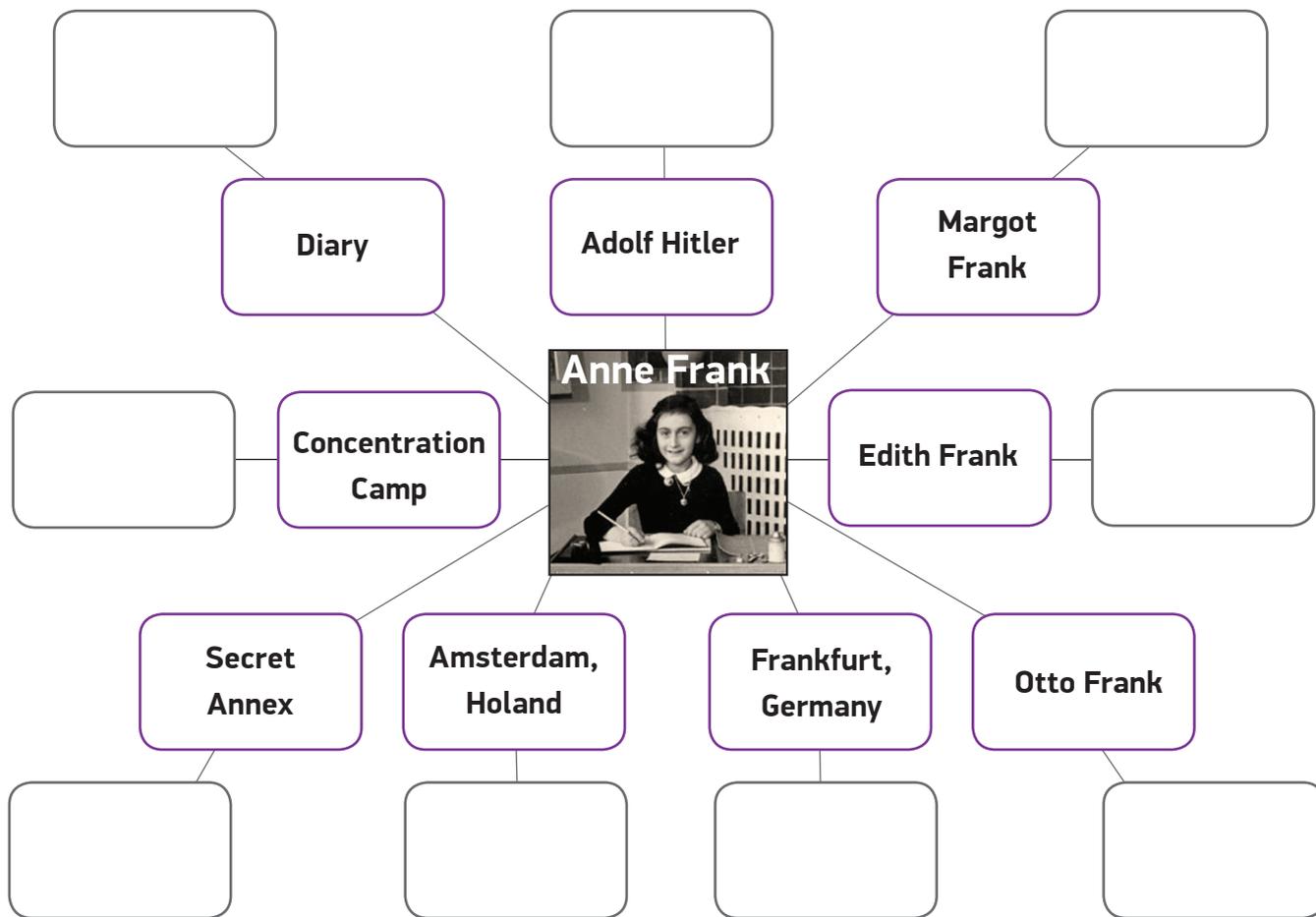
Task 2

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. _____

4 February – World Cancer Day

Language level: B2

Duration: 50 minutes

The aim of this session is to:

- engage Ss in discussions on the topic of cancer detection;
- develop Ss' reading for gist;
- develop a variety of techniques to work out the meaning of unknown words and phrases;
- enhance Ss' research skills;
- enhance Ss' note-keeping skills;
- enhance Ss' critical thinking; and
- trigger reflection.

What you will need: a copy of the handout for each student; access to the internet (one connected device per four students, or a classroom computer), or printouts of stories selected by the teacher (Handout, Task 5)

Teacher's notes

Step 1 (Handout, Task 1)

In order to create a rebus task, you can use the [Rebus Club](#) generator. If Ss don't know how to solve rebuses, generate an example and solve it together with Ss before starting the lesson. If Ss still find the task challenging, you can give them the starting words: can, bat, fries, fork, canoe, dart, iron.

Answer:

Article title: Man's best friend for cancer detection?

Step 2 (Handout, Task 2)

It is recommended that you should read the original version of the [article](#) and familiarise themselves with the materials in Appendices 1 & 2 before the class. Ss work on the text individually.

Step 3

Ss work first individually, and then in pairs. Get Ss to look at the bold words/phrases in the text (Task 2) and then, in their notebooks, ask them to put those words/phrases into three groups: friends (words/phrases they are confident with), acquaintances (words/phrases the meaning of which they are not sure about), and strangers (words/phrases the meaning of which they don't really know).

After that, Ss should try to guess the meaning of acquaintances and strangers from the context. Then, encourage Ss to discuss their ideas with a partner. After that, get each pair to discuss with another pair. If internet connection is available, get Ss to use their smartphones or a classroom computer to look for meanings of words/phrases online. Finally, if they still have questions, assist them as necessary.

Step 4 (Handout, Task 3)

Ss work individually, then in pairs, and then in small groups, following the instructions. Answers will vary.

Step 5 (Handout, Task 4)

Ss follow instructions to the task. If internet connection is not available, find several stories online before the class and have Ss work with those.

Step 6

Get Ss to go online to write the answer(s) to their question(s) in Task 3 (c) and ask them to report back to the others during the next session. Answers will vary.

Appendix 1

Suggestions for Step 5: Handout, Task 4

- [Experience: my dog found my cancer](#) by Emilie Clark
- [How my beloved dog found my cancer](#) by Jake Wallis Simons
- [Dog owner alerted to breast cancer by canine companion](#) by Ellen Douglas

Appendix 2

Recommended additional resources

Video:

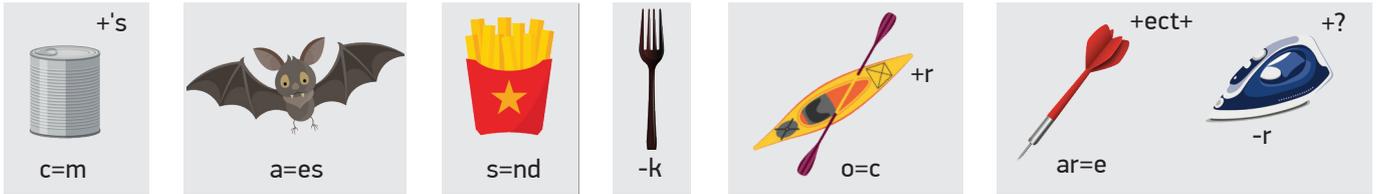
- [Dogs Can Smell Cancer | Secret Life of Dogs | BBC](#)
- [Can dogs be trained to detect the smell of cancer?](#)
- [The dogs trained to spot cancer- BBC News](#)
- [W5: Training dogs to detect cancer](#)

Handout

Task 1

You are going to read an article.

a. Solve the rebus below to find out what the title of the article is.



Title:

b. What do you expect to read about in the article? Discuss.

Task 2

Read the text below.

Dogs have an excellent sense of smell which allows them to **interpret** the world. It is definitely much better than ours, but scientists do not seem to agree on just how good it is. According to various sources, dogs' sense of smell is 1,000, 10,000 or even 100,000 times better than ours. But one thing **goes without saying**, a dog **perceives** the world through its nose.

It may come as a surprise that dogs' sense of smell is so great that, according to a variety of studies, dogs can actually **detect** cancer and, thus, save a life. Dogs owe this ability to the fact that cancerous **cells** release waste products which **emit** unique smells easily recognised by a dog's **olfactory** system. It has been suggested that dogs are able to detect various kinds of cancer, including **lung**, skin, breast, bladder and prostate cancers, whether by smelling the **affected** parts of skin, the patient's **urine** or their breath.

Of course, there are researchers who are more skeptical and who claim that the evidence is still **insufficient**, dogs need to be specially trained and, overall, that it's too early to get overoptimistic. However, nobody questions the emotional **bond** between humans and dogs and the potential it hides, and merely the possibility of having dogs save human lives by detecting cancer sounds very **heartwarming**.

Adapted from: [Can dogs sniff out cancer?](#)

Task 3

Answer the following questions:

a. What is your reaction to the text?

b. What did you find most interesting/incredible/unbelievable about this text?

c. What more would you like to know about the topic?

Task 4

Go online to find the story of somebody who claims that their dog saved their life by detecting their cancer, or use a story provided to you by the teacher. As you are reading the story, fill in the table below.

Whose story is it?	
When did it take place?	
Where did it take place?	
Is there any background information?	
How did the dog behave?	
What cancer did the dog detect?	
What happened next?	

If information for any of the areas in the table is not available, put a cross (X).

Then, present the story you have found to the others.

The aim of this session is to:

- engage Ss in pair work and in group discussions;
- enhance Ss' reading skills (scanning);
- enhance Ss' vocabulary (idiomatic expressions related to the topic of happiness); and
- develop empathy.

What you will need: a copy of the handout for each student

Teacher's notes

Step 1

Begin the lesson by engaging Ss in a discussion based on the following questions:

1. Who is the happiest person you know? What makes him/her happy?
2. Are people your age, in your country, happy? Why/Why not?
3. Are you happy?
4. What does happiness mean to you?

Step 2 (Handout, Task 1)

Ss work individually to rank the words/phrases in Task 1. Answers will vary.

Then, get them to compare their answers with their classmates, and to draw conclusions.

You can help them with the following questions:

1. Is there one thing that makes most of you happy or do different things make different people happy? Why?
2. Is there one thing that most of you placed at the end of the list? Why?
3. What other ideas did your classmates come up with?

Step 3 (Handout, Task 2)

1. Facilitate a discussion on what makes people in the online forum happy.
2. Ss read the text and provide answers following the instructions.

Answer key:

- a. **jump for joy – be extremely happy**
- b. **be in seventh heaven – be extremely happy**
- c. **have a whale of time – have a great time**
- d. **grin from ear to ear – smile, look satisfied and happy**
- e. **be on cloud nine – be very happy and excited**
- f. **be happy as a clam – be very happy**

- g. be tickled pink – be very pleased
- h. be over the moon – be very pleased
- i. have the time of your life – to have an extremely enjoyable experience
- j. burst with joy – be filled with joy

Draw Ss' attention to the fact that many of these expressions are synonyms.

Step 4

After Ss complete the table, ask them to work in pairs to ask each other and answer: Can you remember the last time you *were over the moon / jumped for joy / grinned from ear to ear / etc.?*

Tell Ss that they can use expressions from Task 2 or their own ideas.

Step 5

To wrap up, each student picks a situation from Task 1 which happened to them at a specific time in the past, and talks about it for one minute using expressions from Task 2.

Appendix

Additional resources

Talk:

- ["What makes a good life? Lessons from the longest study on happiness"; TEDxBeaconStreet Talk by Robert Waldinger \(2015\)](#)

Handout

Task 1

What makes you happy? Put the words/phrases in the box in the right order. If the thing that makes you very happy is not in the box, add it in the empty space.

getting good results at a task assigned to you	the smell of rain	waking up without an alarm clock	spending time with family	eating your favourite food	_____
listening to your favourite song on repeat	exercising	hanging out with friends	the first day of summer holidays	buying things for yourself	_____

1. _____	7. _____
2. _____	8. _____
3. _____	9. _____
4. _____	10. _____
5. _____	11. _____
6. _____	

Task 2

- a. Read the three texts below written by people for an online forum. What makes these people happy?

Forum	Expressions
<p>1. Liam, 34</p> <p>It was my birthday on Saturday, but I didn't plan anything special on that day. I was not in the best mood and I stayed at home all day. In the afternoon, I heard the doorbell ring. When I opened the door, I saw all my friends from work. They were holding balloons and singing <i>Happy birthday!</i> I don't have to tell you I jumped for joy and let everybody in.</p> <p>My friends brought food and drinks with them. We listened to music, talked for hours, and danced a bit. I was in seventh heaven and it was the best birthday party ever. We had a whale of time and that was</p>	<p>a. jump for joy</p> <p>_____</p> <p>_____</p> <p>b. be in seventh heaven</p> <p>_____</p> <p>_____</p> <p>c. have a whale of time</p> <p>_____</p> <p>_____</p>

<p>exactly what I needed after a difficult week at work. I fell asleep with a big smile on my face that night. Really, I was grinning from ear to ear 😊. My friends rock!</p>	<p>d. grin from ear to ear</p> <p>_____</p> <p>_____</p>
<p>2.</p> <p>Jacob, 20</p> <p>A few weeks ago, I had an important exam at college. It was very difficult and I didn't manage to answer all the questions. It made me sad, because I didn't want to fail... Well, we got the results today and guess what! I didn't fail! I passed and, in fact, my grade was really good. I was on cloud nine and I invited my friends for a milkshake after school to celebrate. We spent a relaxing afternoon together, talking about school, but not only! When I got back home, I was happy as a clam.</p>	<p>e. be on cloud nine</p> <p>_____</p> <p>_____</p> <p>f. be happy as a clam</p> <p>_____</p> <p>_____</p>
<p>3.</p> <p>Evita, 13</p> <p>Last weekend, my mum told me she had a surprise for me. I was tickled pink because I like surprises very much! Then, she showed me three tickets. They were tickets to my favourite singer's concert! I was over the moon! I gave Mum a big hug and ran to my room to get ready.</p> <p>In the evening, together with two friends, I went to my first live concert ever! At the concert, I had the time of my life! Elena has a great voice and she can dance very well, too. I admire her a lot.</p> <p>After the concert, we went backstage to ask Elena for autographs. I was bursting with joy when she agreed to have a picture with me.</p> <p>Back home, I thanked Mum for the wonderful surprise. Then, I stuck Elena's autograph on my wall and I went to sleep. I was on top of the world!</p>	<p>g. be tickled pink</p> <p>_____</p> <p>_____</p> <p>h. be over the moon</p> <p>_____</p> <p>_____</p> <p>i. have the time of your life</p> <p>_____</p> <p>_____</p> <p>j. burst with joy</p> <p>_____</p> <p>_____</p> <p>k. be on top of the world</p> <p>_____</p> <p>_____</p>

b. Now, read the text again and look at the expressions in bold. Can you guess what they mean? Write your answers in the column on the right.

Task 3

There are days, however, when you don't feel happy. Think of three recent situations in which you felt "not so happy". Find out what your classmates advise you to do next time you feel like this. Ask three classmates. Then, give them your advice ("Next time you feel not so happy...").

The aim of this session is to:

- engage Ss in discussions on the topic of Planet Earth and on environmental issues;
- develop Ss' vocabulary related to the environment in the context of a reading passage;
- develop Ss' reading for gist;
- enhance Ss' critical thinking;
- enhance Ss' creativity and writing skills through writing a simple poem;
- 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 each small group students)

Teacher's notes

Step 1

Write the phrase *Mother Earth* in the middle of the board. Ask Ss why this term is often used to refer to our planet? (e.g. the Earth is the source of all its living beings and natural features, the Earth is the provider of all life, mother is fertile, Earth produces life for everyone and mothers provide life for their children, mother is a source of life, mother gives birth)

If you are teaching a group of Ss with a variety of L1s, ask them if they refer to Planet Earth as Mother Earth in their languages, too. If yes, what does it sound like (e.g. not in Croatian, in which the word "planet" is a masculine noun)? If not, in what other ways do they refer to the earth?

Step 2 (Handout)

Make sure that Ss understand the vocabulary in the text about Mother Earth Day. You can do this by giving synonyms and asking questions, e.g. Which word means *worry*?

Then, get them to use the words/phrases from the box provided to complete the text.

Answer key: 1 – risks 3 – movement 5 – protect 7 – lumber
2 – marine 4 – species 6 – concern 8 – go extinct

To check general understanding, ask students to summarise the story behind the initiation of Mother Earth Day idea to each other.

Step 3

Tell Ss they are going to write a poem about Mother Earth. They should follow the steps below:

1. Think about sights, sounds, smells, tastes and feelings you associate with Mother Earth. Write them down in the form of a spider diagram. Highlight the ideas which stand out most or bring out the strongest emotions; you might want to focus on them later when writing your poem.

- Think and write down ideas about people and activities associated with Mother Earth.
- Use your ideas from #1 and #2 to write your poem. You can start in the following way: "Mother Earth is..."

Sample poem:

*Mother Earth is the green trees and colourful flowers,
the smell of grass after the rain.
Mother Earth is the taste of its fruit
and a happy bird's song in the morning.
Mother Earth is my family and friends
and the picnic on a sunny Sunday.*

Note:

If Ss don't know how to make a spider diagram, draw a template similar to the one below on the board.



Note:

With more advanced groups, you can feed in and check understanding of sound devices they can use in their poems.

Sound devices

- Alliteration** - repetition of the initial letter of a word, e.g. snake slithers slowly
- Assonance** - repetition of internal vowel sounds in words, e.g. croon, moon, spoon
- Onomatopoeia** - words that sound like their meaning, e.g. meow
- Repetition** - repeated words or phrases, rhythms or rhymes to add emphasis or build mood, e.g. starting each line with the same word in acrostic poems

After Ss finish writing their poems, you can ask them which devices they used (e.g. repetition in the sample poem).

Step 4

Engage Ss in a discussion based on the following question: How does our planet nurture us and how can we care for it in return?

Step 5

Explain to Ss that Mother Earth Day has a different theme every year, e.g. 2016 – Trees for the Earth, 2017 – Environmental and Climate Literacy, 2019 – Protect Our Species

Get Ss to find out what the [theme of the upcoming Mother Earth Day](#) is and tell them to create an action plan involving their classmates and their school and local communities.

Encourage Ss to prepare posters, banners, leaflets, and to organise an awareness-raising campaign in their neighbourhood, etc.

If Ss need guidance with vocabulary, write the following words/phrases on the board and tell Ss they can use them (as well as vocabulary from handout) in their action plans:

reduce	recycle	energy	natural resources	sustain
reuse	compost	litter	conserve	pollution

Step 6

Tell Ss that they are going to prepare a leaflet to hand out to people in their neighbourhood in order to gain their support in the effort to protect the environment.

First, provide Ss with the following Native American Proverb: “We do not inherit the Earth from our ancestors; we borrow it from our children,” and get them to use this proverb to build the text on the leaflet.

Then, get Ss to design the leaflet.

Email a friend telling her/him about what they feel this quote means.

Appendix

Recommended additional resources

*Film:

- [The Biggest Little Farm](#) (2018) by John Chester
- [Our planet](#) (2019-) – documentary series

Talk:

- [“The disarming case to act right now on climate change”: TEDxStockholm talk by Greta Thunberg](#) (2018)

*Always ensure that a film you choose for your group of students is age appropriate.

Handout

Use the words/phrases from the box to complete the text about Mother Earth Day.

marine	concern	go extinct	protect
species	risks	movement	lumber

Environmental awareness was very low before 1969: dangerous chemicals were used in products of everyday use, on our crops to protect them from pests, and in our building materials, while consumers remained unaware of those environmental and health ¹ _____

On 28 January 1969, a large oil spill off the coast of Santa Barbara, California, hit the headlines and within a few days, tens of thousands of barrels of oil spilled into the ocean covering the surface of the water in a sticky, thick substance, killing thousands of sea birds as well as ² _____ animals such as dolphins, elephant seals, and sea lions.

The tragic event inspired a ³ _____ brought about change, and the first Mother Earth Day was held on 22 April 1970. More than 20 million people participated in the initiative on that day, and soon, the Environmental Protection Agency was created, and environmental pacts and laws protecting water, sea life and endangered ⁴ _____ were passed.

Today, agencies, organisations and individuals work to ⁵ _____ the environment and human health. There are eco-friendly alternatives in almost any product category, and many consumers show ⁶ _____ for the environment. Despite the rising awareness, however, chemicals are still being applied to our crops, trees are being cut for ⁷ _____, the oceans and the air are being polluted, the Earth is heating up, and tens of species ⁸ _____ every single day.

In response to these developments, millions of people across the globe take part in Mother Earth Day every year. They hold marches, organise concerts, plant trees, or clean up local parks and beaches; anything to ensure a better future for our planet.

The aim of this session is to:

- engage Ss in discussions on the topic of missing children;
- enhance Ss' prediction skills;
- develop Ss' vocabulary related to the topic;
- develop Ss' listening skills (understanding the gist of the story, as presented in the trailer);
- enhance Ss' critical thinking; and
- trigger reflection.

What you will need: downloaded official trailer of [Lion](#) or access to the internet; classroom computer, projector, and loudspeakers; a copy of Handout for each student (recommended colour printout); the image in Appendix 1 in electronic form

Teacher's notes

Note:

It is recommended that the teacher should watch the film before conducting this session.

Step 1

Play the trailer mute. Pause at 00:19. Ask Ss who the main character of the film is and get them to make predictions about his life. Then resume the trailer and pause again at 00:54. Ask Ss about the little boy, and their predictions about him and his life. If Ss need more guidance, ask them the following questions about each of the two characters:

1. What does he look like?
2. Where is he from?
3. What kind of person do you think he is?
4. What is his family like?
5. What are his feelings right now?
6. What is his story?

Then, in pairs, Ss discuss the differences and similarities between the two characters, and share their ideas with the rest of the group.

Step 2

Project the whole trailer with sound on and ask if Ss' predictions were right. Ask Ss if this is a feasible story to happen. Based on the trailer, can they guess where the plot is (partly) set?

Explain to Ss that the film is based on a true story (as indicated in the trailer, too – “Based on a true story”).

Make sure that Ss understand the plot, as it is revealed in the trailer (*The film tells a true story of a little boy in India who gets on an empty train, gets carried very far away from home, and goes*

missing in Calcutta, one of the biggest cities in India. After some time, he gets adopted. When he grows up, with the help of technology, he starts looking for his home and birth family.) Do not tell them more than that!

Step 3 (Handout, Task 1)

Ss match the [categories](#) on the left with their definitions on the right.

Answer key: 1 – c, 2 – e, 3 – b, 4 – a, 5 – d

Then, Ss work in pairs to discuss which category the little boy in the trailer belongs to. (*otherwise missing*)

Step 4

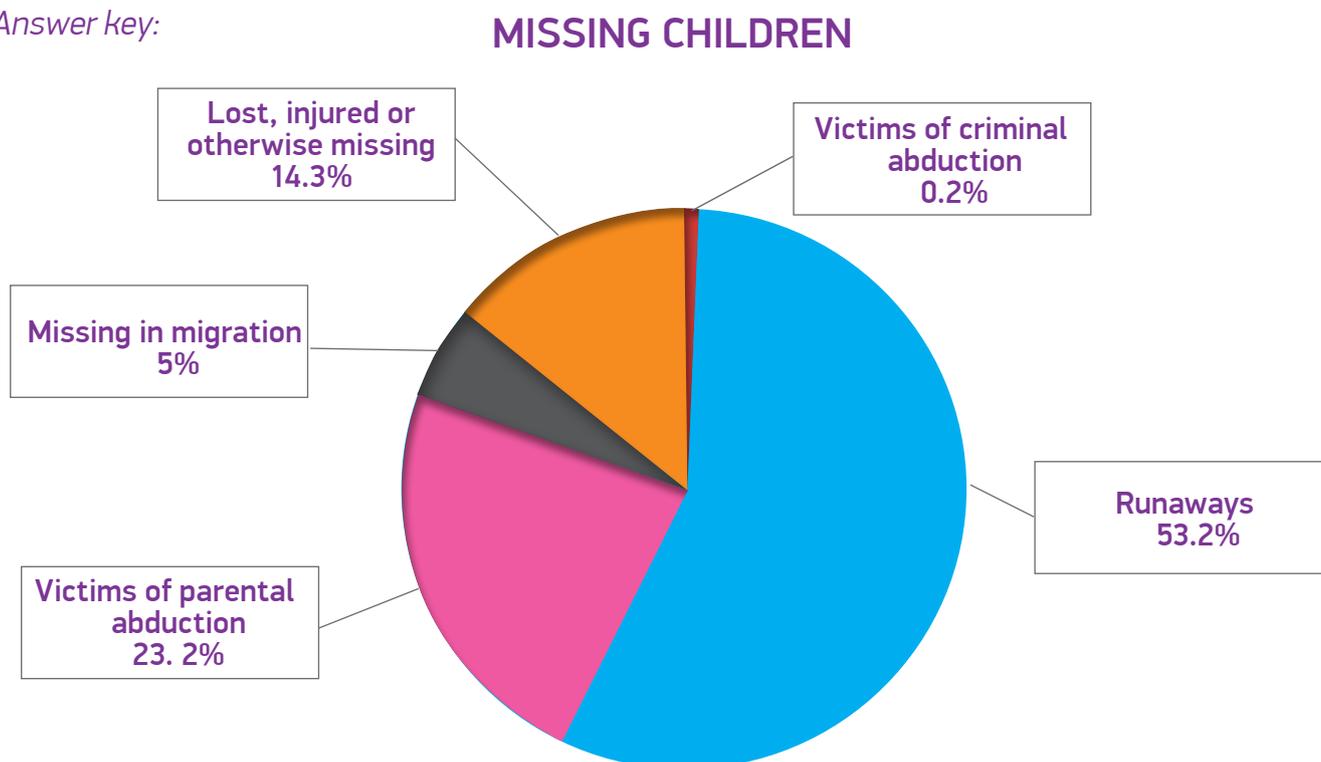
Write on the board the number 1,305,335,464. Explain to Ss that this is the number of people living in India (January 2019). Then, write on the board numbers 174 and 50%. Elicit from Ss what these numbers might represent. (*174 – number of children who go missing in India every day; 50% – the percentage of children who are never found again.*).

Explain to Ss that missing children is not only a problem in India, but worldwide. An estimated [8 million](#) children are reported missing each year worldwide. However, in many countries, statistics on missing children are not available, or are inaccurate (some missing or found children are not reported; some cases get deleted from records after the case is closed, etc.).

Step 5

Explain to Ss that, due to the availability of [statistics](#), they are going to study the example of missing children in the EU. Based on their personal perceptions, Ss add labels to the pie chart (Handout, Task 2).

Answer key:



Then, reveal the answers and ask Ss to compare them with their own. Did the statistics surprise them?

Ss choose one category of missing children and give one prevention measure (e.g. the active presence of psychologists in all schools could reduce the number of runaways).

Step 6

Explain to Ss that missing children are often at risk of becoming victims of child trafficking. Elicit from Ss the definition of the term *child trafficking* (a situation in which a child is taken away from a safe environment and exploited). Then, ask them what reasons children can be trafficked for.

Sample answers:

child sexual exploitation

forced marriage

domestic servitude

forced labour (e.g. in agriculture)

criminal activity (e.g. begging, pickpocketing)

On the board, write *116,000* and explain it is the European hotline for missing children. Elicit from Ss who and for what reason might use this number (*missing children, their families, people who want to report information about a missing child*).

Get Ss to find numbers of such hotlines for their countries.

Step 7

To wrap up, project the picture in Appendix 1. Tell Ss that the name of the flower is forget-me-not, and that it is the symbol for International Missing Children's Day (25 May) dedicated both to the children who have been found and to those who still are missing. Ask Ss to focus on one category/aspect of missing children, do additional research, and to use an image of a forget-me-not to prepare awareness-raising posters, and get them to present the posters in class during the next session. The posters can be also projected e.g. in the local library to raise awareness of the general public.

Step 8

As a follow-up, ask Ss to look up information on missing children in their country. Explain that they are expected to keep notes and be prepared to discuss their findings with the others during the next session.

Step 9

Optional: Project the whole film (Appendix 2) in class during the next session.

Appendix 1



@Pixabay (Free for commercial use; No attribution required)

Appendix 2

Additional resources

Film:

[Lion](#) (2016) by Garth Davis

Article:

[Little boy lost finds his mother using Google Earth](#) by Robin Banerji (It is recommended that Ss should watch the film before reading the article.)

Handout

Task 1

Match the categories of missing children (1-5) with their definitions (a-e).

Missing children category		Definition
1. Runaway	<input type="checkbox"/>	a. a situation in which anyone other than the parents takes a child away by force
2. Victim of parental abduction	<input type="checkbox"/>	b. a situation in which a child who migrated from their home country in search of survival, security, or due to other factors, disappears
3. Missing child in migration	<input type="checkbox"/>	c. a child who has run away from home or from the institution where they have been placed
4. Victim of criminal abduction	<input type="checkbox"/>	d. a situation in which the reason for a child's disappearance is not clear yet (e.g. got lost? got hurt?) and they cannot be found immediately
5. Lost, injured or otherwise missing	<input type="checkbox"/>	e. a situation in which one of the parents takes away and hides a child against the other parent's will

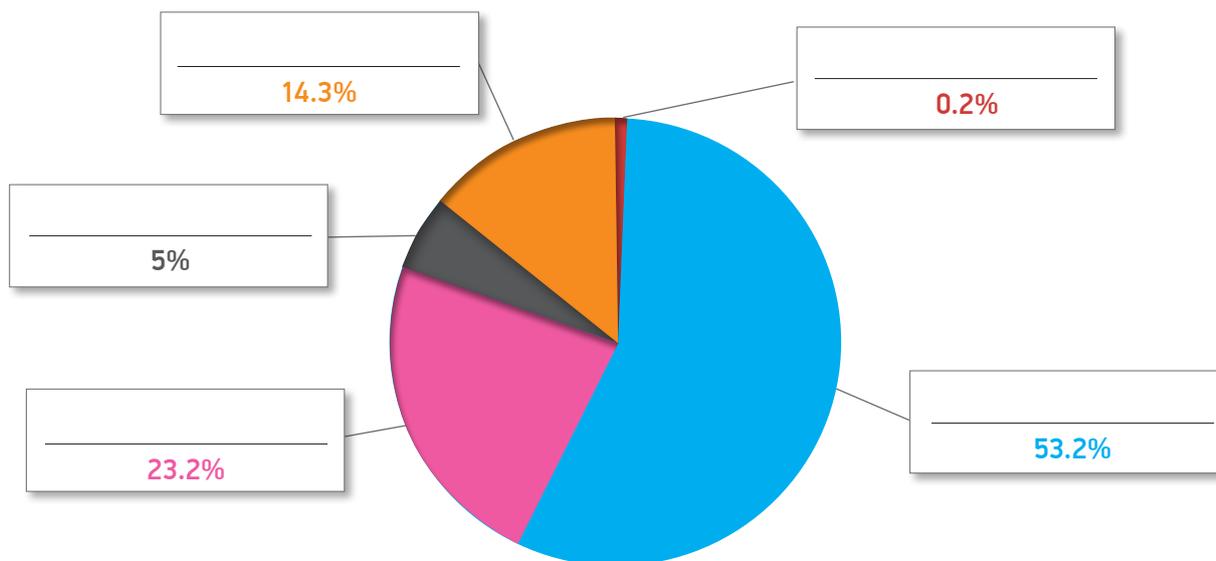
Which category does the little boy in the trailer belong to? Discuss.

Task 2

Look at the pie chart showing categories of missing children and how common they are in the EU. Based on your personal perception, add the labels in the box to the pie chart.

Victims of criminal abductions	Runaways	Victims of parental abductions	Missing in migration	Lost, injured or otherwise missing
--------------------------------	----------	--------------------------------	----------------------	------------------------------------

MISSING CHILDREN



Now, choose one category of missing children in the pie chart above and come up with one prevention measure.

3 June - World Bicycle Day

Language level: B1+

Duration: 90 minutes

The aim of this session is to:

- engage Ss in discussions on the topic of cycling;
- enhance vocabulary related to the topic;
- develop Ss' writing skills (writing a short narrative);
- develop Ss' reading skills (skimming and scanning);
- enhance Ss' cooperation skills;
- enhance Ss' critical thinking; and
- trigger reflection.

What you will need: classroom computer, projector and screen / copies of Appendix

Teacher's notes

Step 1

Write the following questions on the board:

1. Do you have a bicycle?
2. How often do you cycle?
3. Where do you usually go by bike?
4. Do you believe cycling is safe in your area?

Ss work in groups of 4-5. Each student asks all the other group members all four questions and writes the answers down in their notebooks. After they have collected answers from all the group members, they spend a couple of minutes preparing a short summary each, and one volunteer from each group presents the findings to the rest of the class.

E.g. In our group, all of us have bicycles, but only two of us cycle every day. One person cycles only at the weekend, and two people only during summer holidays...

Ask Ss additional questions to engage them in a group discussion, e.g. Do people in your country cycle all year round? What makes cycling safe/unsafe in your area?

Step 2

Write the following words on the board or project them on the screen:

accelerate	cautious	off-road	childhood	saddle	helmet	pedal
recreational	inflate	mountain bike	gear	obsession	outdoors	frame
pastime	race	traffic	repair	handlebar	lock	equipment

Make sure that Ss know the meaning of all the words. Then, ask Ss to use seven of the words in the box in the correct form to write a paragraph in which they describe a memorable cycling experience, or a story they have heard from somebody else. Alternatively, they can come up with their own narrative. After they finish, get a few volunteers to share their stories with the rest of the group.

Ask Ss if the stories they heard referred to positive or negative experiences, and what made those experiences positive/negative.

Step 3

Write the words *bicycle* and *cycling* on the board. Ss take turns to come up to the board and write words/phrases / short sentences which they associate with bicycles and cycling. Make sure that the following points are included:

1. environmentally friendly means of transport
2. physical exercise

Step 4

After Ss have finished Step 2, ask them to categorise the information on the board (e.g. *bicycle parts, health and environmental benefits*) and if most of the words/phrases they have written have positive or negative connotations. In case of negative connotations (e.g. *being involved in a road accident when riding a bicycle*), ask Ss what can be done to change those to positive ones (e.g. *creation of safe bicycle lanes*). Explain to Ss that World Bicycle Day is celebrated on 3 June. If Ss haven't written a sufficient number of positive connotations to justify this celebration, ask them to come up with more.

Step 5

Project the text in Appendix on the screen, or prepare copies for Ss. Explain that it is a blog post written by Agnete from Copenhagen about the cycling culture in her hometown. Then, follow the steps below:

1. Ask Ss to read the text and then focus on the underlined sentences in Paragraphs 1 and 2.
2. Get Ss to work in pairs to compare the information in those sentences to their own cities (they can do internet research to find specific facts and figures).
3. Tell Ss to read again Paragraph 3 and ask them what the focus of that paragraph is (*Agnete's hopes for the future of cycling in Copenhagen*).
4. Ask Ss what their hopes for the future of cycling in their hometown are, and what can be done to create or further enhance the cycling culture in their area.

Step 6

Ss work individually to write a letter to the mayor of their city or to a town official to ask for changes in order to create a cycling culture in their hometown.

Appendix 1

Copenhagen – a City of Cyclists

Paragraph 1

¹I live in a city where there are five times more bicycles than cars. Can you believe it? They say that my hometown, ²Copenhagen, is the most bicycle-friendly city in the world, and more than half of Copenhageners travel to work or school by bike. I think it's amazing. ³Copenhagen has a total of 454 km cycle lanes, so you can get anywhere you want by bike! ⁴Cycling in my city is safe, too, and bicycle accidents are very rare.

Paragraph 2

⁵Most teenagers I know love cycling, and I cycle a lot, too. I love cycling because I think it is healthier and safer than other forms of transport. ⁶My bicycle can take me anywhere I want to go, and it's good for the environment, too, which I think is very important. There are more bikes than cars in the streets of our city and I think it's amazing! The benefits for the environment are obvious: lower carbon emissions and less pollution. In other words, cycling brings benefits to everyone. My parents are also happy that I cycle a lot, because they don't have to give me a lift all the time. They say it's good for their pocket 😊.

Paragraph 3

I hope more and more people choose cycling instead of driving in the future. This would further reduce congestion problems, traffic noise pollution and air pollution. I also hope that more cycling lanes are built, so that we can get to our destinations faster. Cycling is already safe in Copenhagen, but it can get even safer. I wish more countries around the world adapt the Danish cycling culture; it would be really good for the people and the planet.

Appendix 2

Recommended additional resources

Talk:

- [“The Amazing Way Bicycles Change You”; TEDxZumbroRiver Talk by Anthony Desnick \(2016\)](#)

30 July - International Day of Friendship

Language level: B1

Duration: 90 minutes

The aim of this session is to:

- make Ss aware of the importance of friendship and of what it means to be a good friend;
- expand Ss' vocabulary;
- get Ss engaged in a reading comprehension task;
- get Ss engaged in oral discussions; and
- get Ss engaged in writing tasks.

What you will need: A4 printouts with quotations (Task 1); 2m x 1m spread of big paper, markers (Task 2); a copy of the handout for each student

Teacher's notes

Step 1 (Appendix 1)

Before the session, place posters/printouts with various quotations related to friendship on the walls of the classroom. At the beginning of the session, ask Ss to walk around the room, read the quotes and then stand in front of the quote of their choice. Then, Ss take turns to tell others why they chose the specific quote.

Sample quotations can be found in Appendix 1.

Step 2

Ss work as a group. Prepare a 2m x 1m spread of big paper and draw a body outline on it. The outline should be big enough for Ss to be able to write in and around it. In the middle of the body outline, write the following question: What makes a good friend? Engage Ss in silent discussion on the topic.



For silent discussion instructions, go to Appendix 2.

Step 3 (Handout, Task 1)

Ss work individually. Get them to read the testimonies and match each testimony with an adjective from the box.

1 – trustworthy	5 – forgiving
2 – supportive	6 – polite
3 – patient	7 – generous
4 – amusing	8 – helpful

Ask Ss which of the testimonies in Task 1, if any, they can identify with and why / why not. Then, get Ss to write their own testimony using an adjective from the box.

Step 4 (Handout, Task 2)

Ss work individually. Get them to match the expressions provided with their definitions.

1 – f

2 – g

3 – b

4 – a

5 – d

6 – c

7 – e

Step 5 (Handout, Task 3)

Ss work in pairs to discuss the questions provided. The answers will vary.

Step 6 (Handout, Task 4)

Ask Ss to write a 200-word thank-you note to a friend. Tell them to use as many words/expressions from Tasks 1 & 2 as they can.

FRIENDS ARE THOSE RARE PEOPLE
WHO ASK HOW WE ARE AND THEN
WAIT TO HEAR THE ANSWER.

ED CUNNINGHAM

I WOULD RATHER WALK
WITH A FRIEND IN THE DARK,
THAN ALONE IN THE LIGHT.

HELEN KELLER

TRUE FRIENDSHIP COMES
WHEN THE SILENCE BETWEEN
TWO PEOPLE IS COMFORTABLE.

DAVID TYSON GENTRY

LOTS OF PEOPLE WANT TO RIDE
WITH YOU IN THE LIMO,
BUT WHAT YOU WANT IS SOMEONE
WHO WILL TAKE THE BUS WITH YOU
WHEN THE LIMO BREAKS DOWN.

OPRAH WINFREY

IF YOU LIVE TO BE 100,
I HOPE I LIVE TO BE 100
MINUS 1 DAY,
SO I NEVER HAVE TO LIVE
WITHOUT YOU.

WINNIE THE POOH

IT IS THE FRIENDS YOU CAN CALL UP
AT 4 A.M. THAT MATTER.

MARLENE DIETRICH

THE ONLY WAY TO HAVE A FRIEND
IS TO BE ONE.

RALPH WALDO EMERSON

Appendix 2

Silent discussion – instructions

Step 1

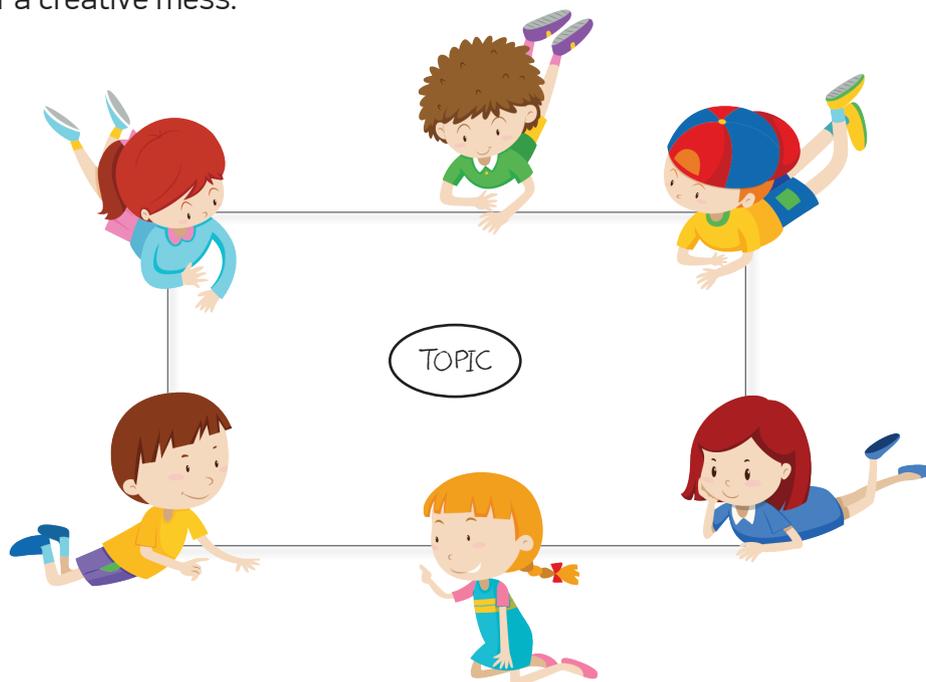
A silent discussion gets generated around a stimulus selected by the teacher. It can be a word, an image, a startling fact, or a quote which will arouse curiosity and serve as a springboard for discussion.

Step 2

The participants need to know the time limit. It is recommended that a silent discussion lasts at least 15 minutes. It is especially important in case of groups of students who are not familiar with this type of activity and need some time to get used to it. They will have to understand that silence plays an important role in the process and gives them an opportunity to think, "listen", respond, reflect, ask questions and answer questions posed by other participants.

Step 3

The group receives a big paper and markers in various colors. After the students have read the hint/stimulus, they start making written comments, asking questions and responding to questions posed by others by connecting these questions, answers and comments with lines. The outcome looks similar to a big mind map. It is important that the students know that a silent discussion is not a turn-taking activity; all students can be engaged in it simultaneously, which creates the atmosphere of a creative mess.



Step 4

Once the time is up, the students are given some time to step back, walk around and read through the whole discussion, identifying different areas and noticing how the conversation has got organised around certain points / topic statements.

Step 5

A regular discussion begins during which the participants draw conclusions from the silent stage of the activity. It is interesting to notice that even the shyest in the group are more confident to speak up and get their voices heard.

(Also available at [Humanising Language Teaching](#))

Appendix 3

Recommended additional resources

Films:

- [The Intouchables](#) (2011) by Olivier Nakache and Éric Toledano
- [Stand by me](#) (1986) by Rob Reiner
- [After Thomas](#) (2006) by Simon Shore

Handout

Task 1

Read the testimonies below. What is the characteristic of each friend? Match each testimony with an adjective from the box.

supportive	amusing	generous	trustworthy
polite	forgiving	helpful	patient

1. My friend Alex knows how to keep a secret. I remember once I talked to him about a very personal problem and he never told anyone. I know I can tell him anything and my secrets are safe with him. – _____
2. My friend Jessica loves sweets. When I recently put on a lot of weight, Jessica suggested that we should start a healthier lifestyle. She often took me out to a salad bar, and never ate sweets when I was around. I know Jessica isn't very keen on salads and I know she did it for me, to help me lose weight. Which I did! – _____
3. Sarah is very good at maths, whereas I'm not. I often ask her to explain the lessons to me and to help me with homework. Sometimes it takes us hours, but she never gives up on me. And she never gets annoyed that there are so many things I don't easily understand. – _____
4. I always call Jacob when I'm sad or under the weather. I know he will always say something funny and make me smile again. – _____
5. Some time ago, my best friend Tom asked me for help with our school project. I had already prepared my project and I was feeling a bit lazy on that day, and I told him I didn't know how to help him. The next day we submitted our projects; I got an A, but Tom got a lower grade. I walked up to him later to apologise. He just said: "It's OK. I'm not angry with you." – _____
6. I love how my friend Ben treats me and other people, too. No matter what mood he is in, he never forgets to smile and say "Have a lovely day", "Thank you" or "Please". I appreciate it very much. – _____
7. One day, my friend Emma and I went downtown to shop for clothes. As we were walking down the main street, we saw an elderly woman sleeping on cardboard by the side of the road. Emma didn't think twice, and she gave the woman all the money she had for her shopping. She never hesitates to share with others; I admire her for this. – _____
8. When I broke my right arm last year, I couldn't do much at school: I couldn't write in my notebooks, or carry my heavy schoolbag around. But I was lucky to have my friend Stacy. She kept notes for me and carried my heavy schoolbag during breaks. Thanks to her, I managed to survive those 5 weeks with my arm in plaster. – _____

Task 2

Match the expressions on the left with the definitions on the right.

1. long-distance friends	<input type="checkbox"/>	a. to have an argument / a quarrel
2. have sth in common	<input type="checkbox"/>	b. start having a less close relationship, because of a change of interests or opinions
3. grow apart	<input type="checkbox"/>	c. share recent information about each other's lives
4. fall out	<input type="checkbox"/>	d. support sb in any kind of situation
5. stand up for sb	<input type="checkbox"/>	e. spend time with sb
6. catch up with sb	<input type="checkbox"/>	f. friends who live far apart
7. hang out with sb	<input type="checkbox"/>	g. have the same interests, attitudes, or characteristics

Task 3

Now, with a person sitting next to you, discuss the questions below.

- Do you have any long-distance friends? How do you keep in touch with them?
- What do you and your best friend(s) have in common?
- Think about a friend you have grown apart from. What was the reason?
- Think about a friend you have fallen out with. What was the reason?
- Think about a friend who always stands up for you. Can you give an example of such a situation?
- Who is an old friend you would like to catch up with? How long haven't you spoken with each other and what would you like to tell him/her?
- Who is a friend that you hang out with most often? What do you usually do?

Task 4

Write a thank-you note to a friend. Use as many words/expressions from ex. 3 & 4 as you can. Write 200 words.

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

-
-
-
-
-
-
-

2. Malala Yousafzai

-
-
-
-
-
-
-

3. Om Prakash Gurjar

-
-
-
-
-
-
-

- 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

5 September - International Day of Charity

Language level: B2

Duration: 90 minutes

The aim of this session is to:

- engage Ss in discussions on the topic of charity;
- enhance Ss' reading skills (scanning);
- enhance Ss' vocabulary related to the topic of charity;
- enhance Ss' collaborative skills;
- enhance Ss' negotiation skills; and
- raise Ss' awareness of an important issue.

What you will need: a copy of the handout for each student

Teacher's notes

Step 1

Write the word **charity** on the board and elicit meaning from Ss. Ask them to write around the word **charity** other related words and phrases. Hold a group discussion in which Ss express what charity means to them.

Step 2

Write the following words and phrases on the board:

fundraising	donate/donation	generous/generosity	raise money
contribution(s)	support/supporter	volunteer (v) / volunteer(s) (n)	campaign

Ask Ss to make true statements about charity/charities using some of these words.

Some indicative answers:

We organized a fundraising event at the local library to support a local dog shelter.

All contributions are highly appreciated; every little bit helps.

Charities make a positive contribution to society.

Many young people were in the street raising money for charity.

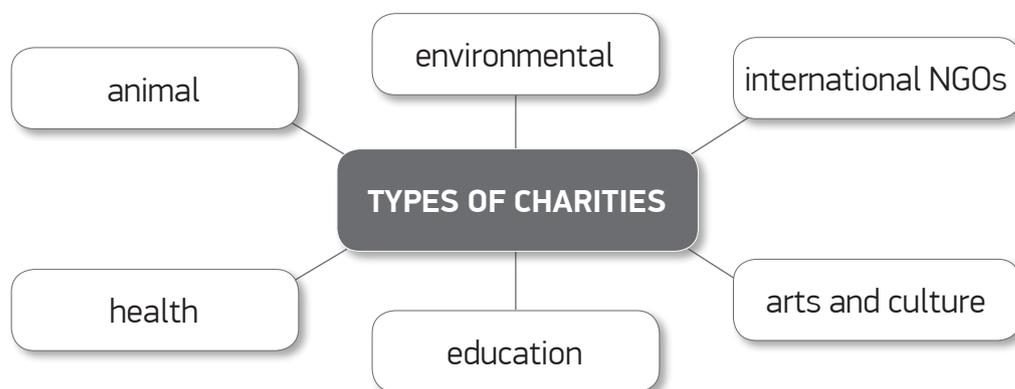
Step 3

Write or project the following questions on the board. Ss work in pairs and discuss.

1. How do you feel when you help others?
2. Do you ever give to charity or volunteer? Why / why not?
3. Do you think it is better to give time or money? Why?
4. Do you have a favourite charity? What charity is it and how did you find out about it?
5. What do you think are some important charities people should support?

Step 4

Explain to Ss that there are various types of charities. You can project or draw the following image on the screen:



Ask Ss what they imagine each type of charity does.

Indicative answers:

Animal charity – e.g. wildlife conservation

Environmental charity – e.g. rainforest conservation

International NGOs – e.g. child sponsorship

Arts and culture charity – e.g. cultural heritage preservation programmes

Education charity – e.g. scholarship programmes

Health – e.g. medical research charities

Explain to Ss that some of the charity types can overlap.

Step 5

Ask Ss if they know any popular or smaller local charity organisations, what they raise funds for and which category (Step 3) they belong to.

Step 6 (Handouts A, B and C)

Divide Ss into three groups (A, B and C). All Ss in group A read Text A (Handout A). All Ss in group B read Text B (Handout B). And all Ss in group C read Text C (Handout C).

Then, rearrange Ss into mixed groups: one student from group A, one student from group B, and one student from group C, if possible. Ss take turns to tell the other group members about the charity they read about. The information included can cover the following areas:

- which category (Step 3) this charity belongs to
- where it is based
- when and/or by whom it was founded
- their mission / what cause this charity supports
- actions organised by this charity
- how one can support this charity

Together, Ss negotiate which of the charities they would like to support and why, and they present their choice to the rest of the group.

Step 7

Explain to Ss that there are people who do not support charity organisations for various reasons. Elicit from Ss what these reasons might be (**e.g. they cannot afford it, they don't believe their money will be spent well, they don't believe charity organisations make a real difference**).

Ask Ss what they can do before making a donation to a charity to make sure they are making the right choice.

Indicative answers:

- a. **Don't feel obliged to donate and take your time to think about it.**
- b. **Do thorough research about the charity you want to support (in your search, use words such as "complaint," "review," "rating," or "scam" in order to identify problematic organisations).**
- c. **Ask for specific information regarding how your donation is going to be used.**

Step 8

To wrap up, write or project the following questions on the board. Ss participate in a group discussion.

1. Do you think that one day there will be no need for charities? Why / why not?
2. Do you think help from a charity can essentially change someone's life? Explain.
3. What charity project would you like to start and why?

Step 9

Ss follow up individually. They do online research to find an existing charity which they would like to support and they present it to their classmates during the next session.

Appendix 1

Recommended additional resources

Article:

- [Ever sent clothing or toys in response to a disaster? Here's what probably happened to it](#) by Dale Herzog

Talk:

- ["The dark side of charitable donation": TED@UPS](#) by Dale Herzog (2018)

Handout A (Text A)

Read the text about a charity.

The Great Orchestra of Christmas Charity is the biggest non-governmental, non-profit charity organisation in Poland. The name was coined by Jerzy Owsiak in 1991 and the organisation was officially founded in 1993. In January of that year, volunteers supporting Owsiak and the charity collected money for medical equipment for the cardiac surgery ward at the Centre of Children's Health in Warsaw and wards of paediatric cardiology at several other hospitals in the country. Since then, the organisation has raised millions of zloty (the Polish currency) for the national healthcare system and public hospitals. The cause is different each year (e.g. paediatric oncology, kidney diseases, healthcare for newborns), but it always focuses on raising money for children's health issues.

Once a year, on the second Sunday in January, a grand-finale is organised. During the grand-finale, volunteers in every corner of Poland, but also in other places in the world where the heart of The Great Orchestra of Christmas Charity beats, collect money for the charity. In exchange for their donation, each supporter of the campaign receives a characteristic heart-shaped sticker, which they proudly stick on their clothes. Money is also raised online throughout the year. On the day of the grand-finale, music groups volunteer to play free fundraising concerts; the number of concerts has reached almost a thousand in recent years, in one day. The day ends with a firework display known as Light to the Sky.

Handout B (Text B)

Read the text about a charity.

SOS Animals is a charity based in Spain. It was started in 1997 and since then, it has improved the lives of hundreds of dogs. The volunteers of this charity rescue and take care of abandoned dogs, but also send them to new adopted homes in Spain and various countries in Europe.

If you cannot adopt a dog yourself, but you still want to support SOS Animals, you can either donate (money, dog food, medicines, etc.), or you can volunteer. Money is always needed for food, medical costs including vaccinations, neutering, blood tests and micro-chipping, so every little bit counts. As a volunteer, you can make a great contribution, too; even a couple of hours of your time per week will make a huge difference. Depending on your preference and skills, you can either spend time with the dogs, or help with odd jobs around the shelter. You can groom the dogs, play with them or take them for walks, preparing them in this way for their future life in a new home, after they (hopefully) get adopted. If you are good with your hands, you can mend a fence, keep the garden tidy, or fix old doghouses and build new ones.

Handout C (Text C)

Read the text about a charity.

Lifting Hands International (LHI) is a humanitarian non-profit charity organisation dedicated to providing help to refugees in various places worldwide. It was founded in March 2016 by an Arabic translator Hayley Smith, who was working then at Moria refugee camp in Lesbos, Greece. Since then, the organisation has gained the support of many passionate volunteers and has grown in strength. With its headquarters in Arizona, USA, today LHI runs programmes in Greece, Jordan and the USA, among others, and partners with other organisations to provide help and support to as many people as possible.

LHI supports refugees in a variety of ways. At the LHI refugee centre in Serres, Greece, for instance, a volunteer team provides activities including dance and yoga, which help the participants face the effects of their trauma, but also more practical classes, such as English and German. The organisation also provides hygiene products and seasonal clothing. In other places, refugees also receive support in the form of essential items and services.

There are three ways in which you can support LHI: you can donate money, supplies, or join a wonderful team of volunteers to support the movement with your time and passion.

The aim of this session is to:

- engage Ss in discussions on the topic of homelessness;
- enhance Ss' prediction skills;
- allow Ss to practice grammar (modal verbs of speculation) in a specific context;
- develop Ss' ability to make inferences from a reading text;
- enhance Ss' critical thinking;
- enhance Ss' research skills;
- motivate Ss to take action.

What you will need: a copy of handout per student (recommended colour printout); downloaded short film [The Conditioned](#) or access to the internet; classroom computer, projector and loudspeakers; colour printout of the images in Appendix 1; the four signs for the “four corners” task (Strongly agree, Agree, Disagree and Strongly disagree)

Teacher's notes

Step 1

Divide Ss into two groups, A and B. Prepare two 2m x 1m strips of big paper, one for group A and one for group B. Stick picture A (Appendix 1) in the middle of the big paper for group A, and picture B (Appendix 1) in the middle of the big paper for group B. Write the following questions on the board:

1. Who is the man in the picture?
2. How do you think he is feeling?
3. What is his life like?

Engage Ss in silent discussion about the man in the picture. In their discussion, Ss should answer questions a-c.

For silent discussion instructions, go to Appendix 2.

Note:

It is recommended that the images in Appendix 1 be printed out in colour.

Step 2

In the same groups, Ss look at the notes they made during the silent discussion. They rewrite several of the speculations about the man in your picture, or write a few more, using following the instructions (Handout, Task 1).

E.g. He must be a poor man.

Step 3

The two groups present their speculations to the rest. Then a class discussion follows in which Ss compare and contrast the two pictures, and speculate in what way the two men could be related.

Step 4

Write the following questions on the board:

1. What is the island?
2. How did Raimundo and the woman narrating the story meet?
3. How did Facebook change Raimundo's life? List 1-3 changes.
4. The title of the story is The Conditioned. How do you interpret it?

Get Ss to answer the questions as they are watching The Conditioned from Facebook Stories.

A discussion follows in which Ss talk about whether or not their predictions (Steps 1-3) were correct, and about what in the short film surprised them most.

Step 5 (Handout, Task 2)

Announce a mobile moment.

Ss use their mobile devices and/or the computers available in the classroom. They have eight minutes to find out more about the man in the video. They answer the questions provided to them.

Step 6 (Handout, Task 3)

Looking into the causes of homelessness.

Ss read testimonies of several homeless people. Based on those testimonies, what are the causes of homelessness?

Possible answers:

1. **mental condition**
2. **grief / debt**
3. **illness/injury/disability / addiction**
4. **family conflict / domestic violence**
5. **job loss and unemployment**
6. **broken relationship**

Step 7 (Handout, Task 4)

Ask Ss to keep in mind the causes of homelessness (Step 6). Get Ss to prepare and perform interviews following the instructions.

Step 8

Use the "four corners" strategy (instructions in Appendix 3) to get Ss involved in a group discussion about one of or all of the following stereotypes and misconceptions about homeless people:

1. Homeless people are criminals.
2. Homeless people are all drug addicts or alcoholics.
3. Homeless people are too lazy to work.
4. Homeless people are mentally ill.
5. One should always try to have a conversation with a homeless person to show kindness.

Step 9

Think-pair-share

Write the following questions on the board:

1. How would you characterise public attitudes towards the homeless?
2. What are the reasons for those attitudes?
3. What did you think the last time you saw a homeless person? What did you do?

First, Ss work individually trying to answer the questions.

Then, get Ss into pairs to discuss their answers.

Finally, each pair share their ideas with another pair / a larger group / the whole class.

Step 10

Ask Ss to prepare a poster on which they present ways of helping the homeless. Encourage them to pick one of the options and put it into practice.

The list of ideas can include, but will not be limited to:

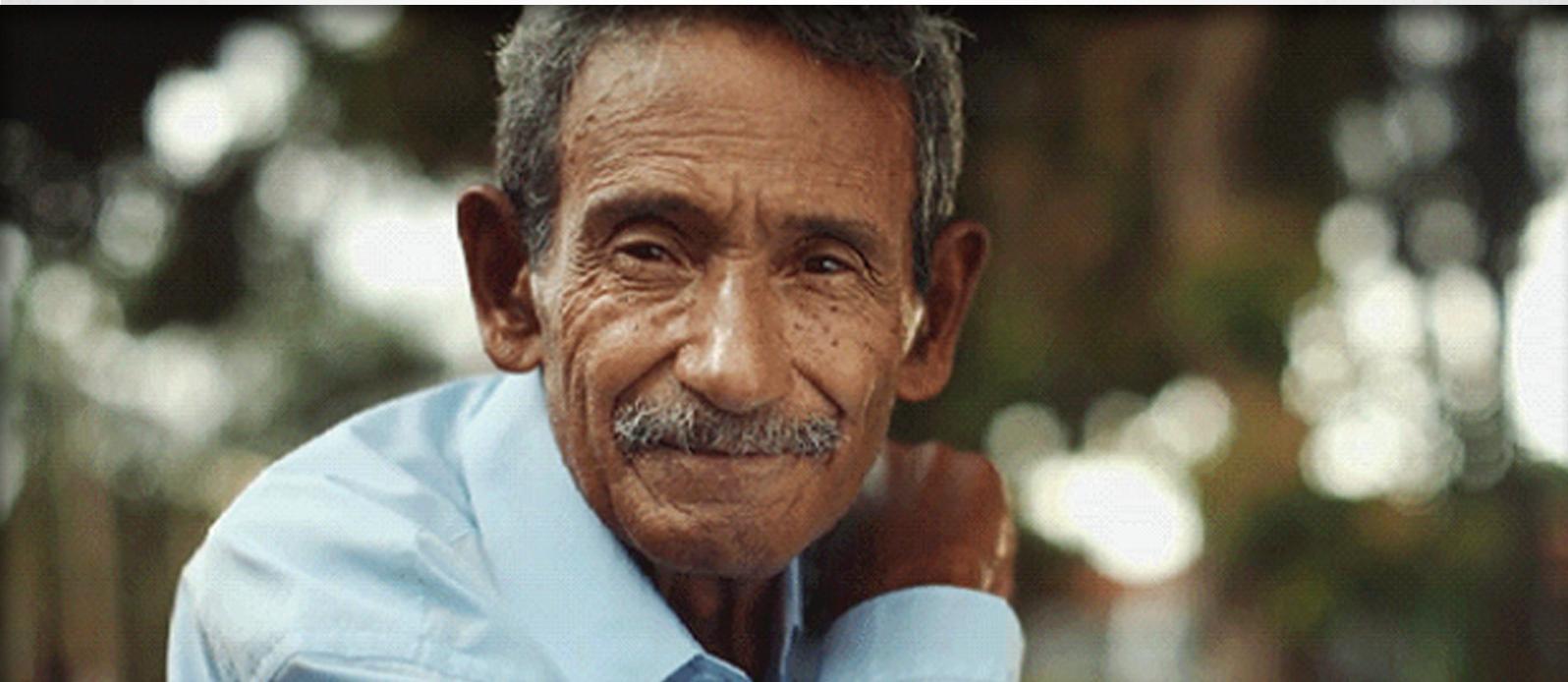
1. Organise a public exhibition or school display with pieces of art created by the students aiming to raise awareness of the issue.
2. Organise a collection of food or clothes at your school and donate to a charity.
3. Educate yourself about homelessness.
4. Volunteer at a local homeless shelter.
5. Always respond with kindness and show respect.

Appendix 1

GROUP 1



GROUP 2



Source of images: [The Conditioned](#) (2014) Dir. Michael Marantz (used with the permission of the author of the story, Shalla Monteiro, and the producer of the video, [Already Alive](#))

Appendix 2

Step 1

For instructions on how to do a silent discussion, go to p. 37.

Appendix 3

"Four corners" strategy – general instructions

Before the lesson

Prepare four signs printed in large letters with the following labels:

- Strongly agree
- Agree
- Disagree
- Strongly disagree

Place the four signs in the four corners of your classroom.

During the lesson

Present your students with a statement which voices a point of view (in this case, one of the stereotypes and misconceptions about homeless people). Ask your students to decide whether they strongly agree, agree, disagree or strongly disagree with that statement. Instruct them that once they have gathered their thoughts, they move towards the corresponding corner.

You will ideally have a few students standing in each corner. Allow them a few minutes to discuss the reasons why they strongly agree, agree, disagree, or strongly disagree with the statement.

Repeat the activity for each statement you wish to be discussed.

After the lesson

Ask your students to write a paragraph in which they support their point of view with a sound argument.

Appendix 4

Recommended resources

Video:

- [Cardboard Stories | Homeless in Orlando, Rethink Homelessness](#)

Articles:

- [Why Don't Homeless People Just Get Jobs?](#)
- [Some Reasons People Become Homeless](#)
- [Homelessness: 'People think it can never happen to them, but it can, in the blink of an eye'](#)

Handout

Task 1

In groups, look at the notes you made during the silent discussion. In your notebooks, rewrite several of the speculations about the man in your picture, or write a few more, using modal verbs of probability (present and past) and/or expressions such as *he is probably / I reckon*.

Grammar revision – Modals of probability (present and past)

must / might / could / may / can't + be must be = 95% sure sth is possible might be could be / may be = maybe can't be = 95% sure sth is NOT possible	must / might / could / may / can't + have + past participle must have = 95% sure that sth was possible might have = maybe could have = maybe may have = maybe can't have = 95% sure that sth was NOT possible
--	--

Task 2

Use the internet to find out more about the man from **The Conditioned**, Raimundo. Answer the following questions:

1. What is Raimundo's full name? _____
2. What is his origin? _____
3. When did he move from rural areas of the country to São Paulo? _____
4. How old was he when he moved to São Paulo? _____
5. What did he do back then? _____
6. When did he become homeless? _____
7. How long did he live on the streets? _____

Task 3

Read testimonies of several homeless people. Match them with the causes of homelessness in the box below. Notice that some testimonies can be matched with more than one cause.

Illness/injury/disability	Grief	Debt
Addiction	Mental condition	Job loss and unemployment
Domestic violence	Broken relationships	Family conflicts

Testimony	Cause of homelessness
1. "I had my first nervous breakdown when I was a teenager and have been on medication ever since. I ended up in a psychiatric hospital at the age of 18. My family never came to visit. I managed to escape after a few months and have been living on the streets ever since."	

<p>2. “Ten years ago, my parents got killed in a car accident. On that day, my life changed completely. A few months later, I had to sell the house to pay my parents’ debts. I ended up living on the streets after a short time.”</p>	
<p>3. “When I was still working at the construction site, I had a bad accident. As a result, my leg was amputated. After spending some time in hospital, I started taking drugs to forget the pain and depression. Soon, I ended up sleeping rough.”</p>	
<p>4. “My father is a very aggressive man. He often hits and pushes my mum down the stairs. I couldn’t stand it, and I didn’t know what to do... So I left. It was almost a year ago, when I was 14 years old. I’ve been sleeping on a park bench since then. I don’t want to go back home.”</p>	
<p>5. “When I lost my job, it became more and more difficult to pay my bills. They cut off my electricity, heating and water. I was evicted a year later. I have been sleeping in my old car ever since.”</p>	
<p>6. “My girlfriend and I were living together, and we were planning to start a family. When I found out she was cheating on me, I moved out without asking for any explanations. But I had nowhere to go... I was getting more and more depressed. I quit my job and ended up living on the streets in no time at all.”</p>	

Task 4

Imagine that you have a chance to interview the homeless person in the picture below. In pairs, prepare such an interview and present it to the rest.

Consider including the following information:

- a. Previous life
- b. Reason for homelessness
- c. Hopes for the future
- d. What the sign says



Photo by David Meddows

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	Fatigue
Speeding	Snow and/or ice
Having drunk / alcohol	Bad road condition / damaged road
Being reckless	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 \(2018\)](#)

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
an injury
Somebody who 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



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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**.