

How to bring the world into our classrooms: some practical tasks and resources

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11.1 Sunday: 10.45 – 11.30

Warmer – team game :

**3 stories in the world news
headlines today?**

<http://www.bbc.co.uk/news/world>

Questions from / about my plenary?

What do you agree / disagree with?

Advantages you've found of bringing the world into class?

Taboos – which global issues to avoid and why?

**Your favourite task: how do you
bring the world into class**

?

Effective tasks: engaging,
memorable, minimal
preparation

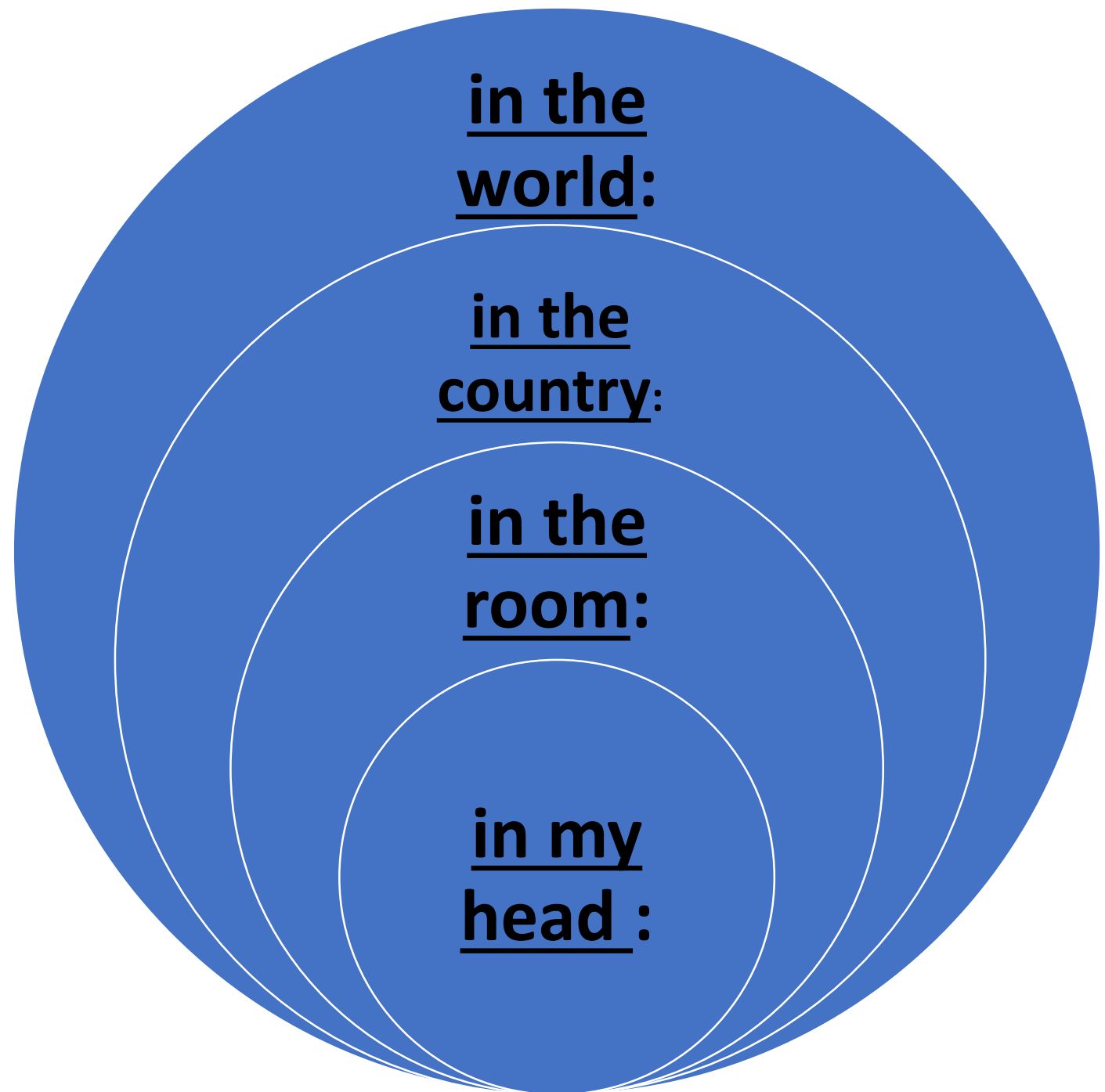
Global issues – few
published materials so we
often have to create our
own

- Grammar practice
- Quiz / infographic
- Give learners a voice
- DIY – involve learners in
creating and managing
tasks



A rising tide lifts all boats?

1/
5 initials of
people in
each
section ...



1. How many people in the world have no home?:

a) more than 10 million b) more than 100 million c) more than 1 billion

2. What's the reason for most homelessness in Australia?:

a) health reasons b) money problems

c) problems from domestic violence and relationships

3. In which countries are house prices growing faster in relation to income?: *a) New Zealand, Austria and Germany b) UK, UK and Japan c) Norway, Austria and Switzerland*

4. In 2015, how many people in how many countries had to leave their homes because of conflict, violence or disaster?: *a) 2.7 million in 82 countries b) 27.8 million in 127 countries c) 279 million in 53 countries*

5. How many people have to leave their homes every year because of development eg. dams or big sports events?:

a) 1.5 million b) 15 million c) 150 million

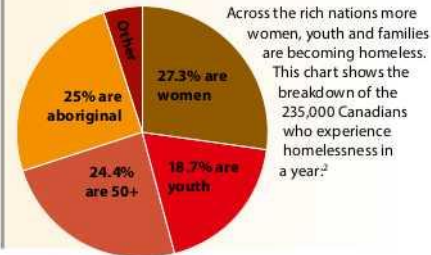
6. What percentage of homeless teenagers in the US, UK and Canada say they are LGBT+?: *a) 10 - 20% b) 20 - 40% c) 40 - 60%*

Homelessness – The Facts

How many?

According to UN-Habitat, 1.1 billion people live in inadequate housing in urban areas – and at least 100 million have no housing whatsoever. This number is expected to increase to 1.6 billion by 2025.¹ As many as 4 million Europeans and 3.5 million US citizens experience homelessness every year.

Who are they?



Why are they homeless?

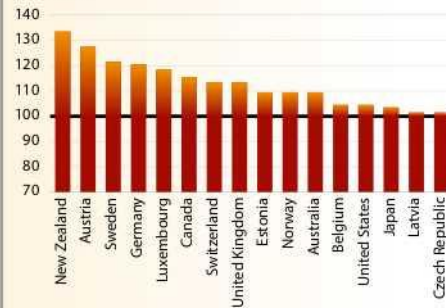
Homelessness has complex roots. This chart illustrates the main reasons in Australia.³



Unaffordable housing

House Price-to-Income Ratio (2016, 2010=100)

House prices are growing faster than incomes in many countries. If we use 2010 as the base year house prices in 2016 outstripped incomes by 35% in New Zealand, 15% in the UK and almost 10% in Australia.



imf.org/external/research/housing/

- For 70% of the world's city dwellers the median house price is 5 times the annual household income, well above the recommended ratio of 3 times. Just 13% of global cities have affordable housing of any kind.⁴
- From 2002-12 a typical London, UK home sold for 7 times the city's average annual salary. Today the figure is 12 times.⁵
- 1 in 5 renter households in Canada pay more than 50% of their income on rent.⁶
- 1 in 4 families in the US spend over 70% of their income on rent and utilities.⁷
- There are 33,000 people on the waiting list for public housing in the Australian state of Victoria. Less than 1% of private rental properties in and around Melbourne are affordable for single parents on low incomes.⁸

Shelter saves money

- In Canada, every \$10 spent on housing and support for the chronically homeless results in \$21.72 in savings on healthcare, social supports, housing and the criminal justice system.⁹
- An Australian study found that preventing young people from becoming homeless by strengthening school and youth services at a community level could save \$626 million a year.¹⁰
- The Central Florida Commission on Homelessness found the state spends \$31,000 a year on each chronically homeless person. The cost of providing each of them with permanent housing, job training and healthcare was \$10,000 a year.

¹ UN Human Settlements Programme, unhabitat.org

² The State of Homelessness in Canada 2016, n.in./HCAN2016 3 Australian Broadcasting Association, n.in./HVIC2016 4 UN-Habitat, n.in./13housing 5 'Hot in the city', 2 April 2016, The Economist 6 Beyond Housing First, a holistic response to family homelessness in Canada, 2015, n.in./BHF-Canada 7 Matthew Desmond, Evicted: Poverty and Property in the American City, 2016 8 Justice Connect, 'Keeping Women and Children Housed', 2017, n.in./JC-house

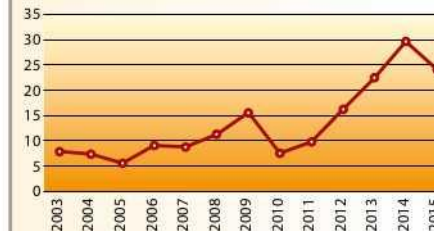
Public Health Emergency¹⁵

- Homeless people are 2-5 times more likely to die prematurely than the general population.
- Rates of tuberculosis infection are 20 times higher; rates of depression are 7 times higher.
- In Britain the homeless are 4 times more likely to use emergency hospital services at a cost of about £85 million (\$106 m) a year.
- In the US the rate of tobacco use by the homeless is 4 times that of the overall population.

Violence, disasters & development

In 2015, 27.8 million people in 127 countries were forced to flee their homes because of conflict, violence and disasters – more than the total populations of New York, London, Paris and Cairo combined.¹⁴

Newly displaced persons per minute, 2003 – 2015



Source: UNHCR

- 75% of the world's internally displaced people – 30 million – are located in just 10 countries – including Colombia, Democratic Republic of Congo, Iraq, Sudan and South Sudan.
- Disasters displaced 19.2 million people in 113 countries in 2015. Over the past 8 years 203.4 million people fled their homes due to natural disasters.
- 15 million people a year since the mid-2000s have been forced out of their homes by development schemes such as dams, urban renewal projects and mega-sporting events.

Race

- Native Canadians are 10 times more likely than non-indigenous to end up in an emergency shelter. Nearly 1 in 5 native people who live off reserve are homeless.¹¹
- African Americans make up 12% of the US population but nearly 40% of the people in homeless shelters.
- About 1 in 5 Black women renters in the US are evicted at some point in their lives. For white women the figure is 1 in 15.¹²
- Aboriginal people have 14 times the rate of homelessness of non-Indigenous Australians.¹³

⁹ Mental Health Commission of Canada, 2014, At Home/Cher Soi, 2014, MHCC-at-home

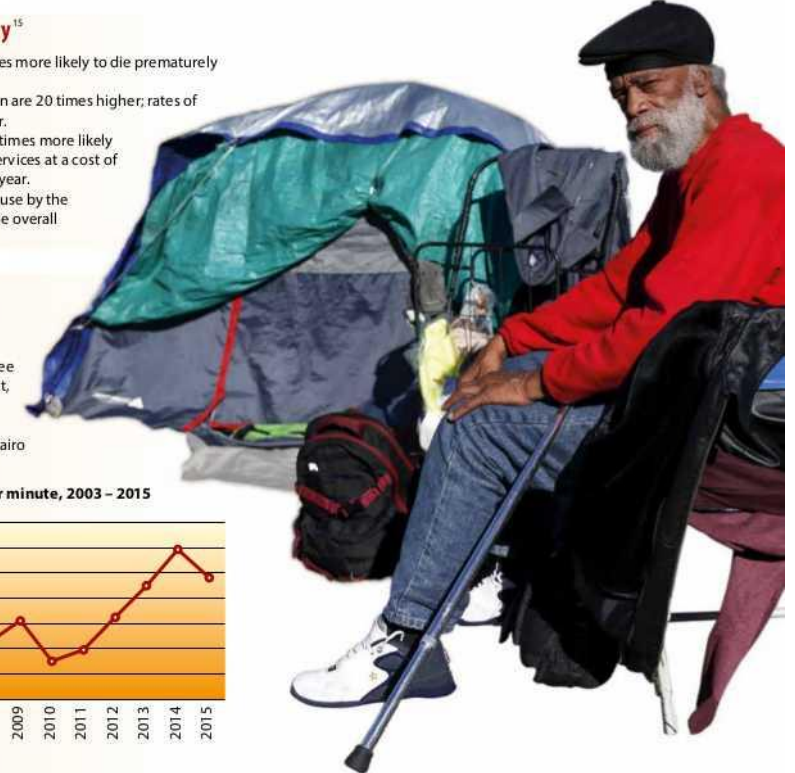
¹⁰ The cost of youth homelessness in Australia, 2016, missionaustralia.com.au

¹¹ National Shelter Study 2005-2014, n.in./GovCan/NS5 12 Desmond, see 7 13 Australian Government, n.in./AHW-IA 14 IDMC, 2016, n.in./IDMCgrid 15 'The health of homeless people in high-income countries', The Lancet, October 2014, n.in./the-health-hope

¹⁶ Homelessness Australia, 2013, HA-2013 17 National Law Center on Homelessness and Poverty, nlchp.org 18 'Risk of Death Among Homeless Women', homeless.shub.ca

¹⁹ Ending Youth Homelessness: A human rights guide, n.in./youth-rights

²⁰ Covenant House Toronto, n.in./cohort



Shanna Stephens/Reuters

Women

Women fleeing violence, often accompanied by children, are a significant part of the 'hidden homeless', often moving between home, shelters and friends or relatives.

- 40-50% of homeless people are women and nearly 60% of people seeking specialist homelessness services are female.¹⁶
- More than 90% of homeless women have suffered physical or sexual abuse; escaping that abuse is a leading cause of their homelessness.¹⁷
- Homeless women between 18-44 are 10 times more likely to die prematurely than women the same age in the general population.¹⁸

Youth

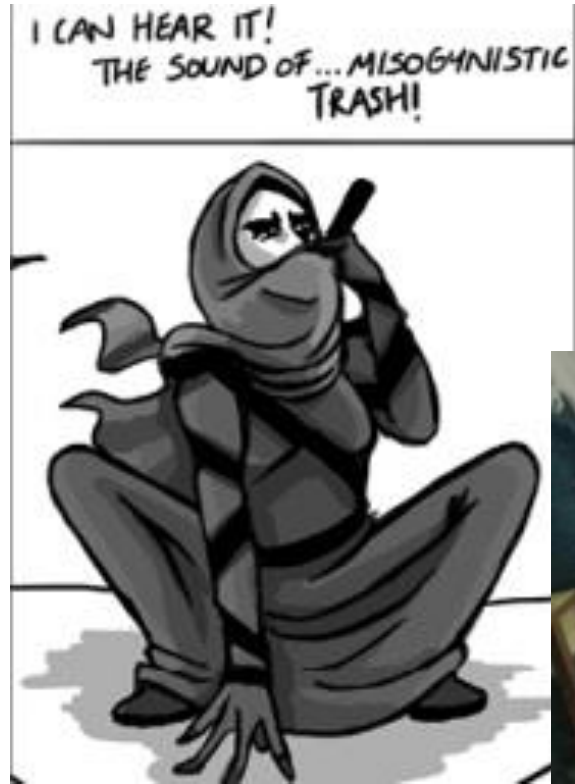
Homeless youth make up a growing portion of the homeless. Children living on the streets are especially vulnerable to victimization, exploitation and abuse.

- 1.9 million teens are homeless each year in the US. In the UK over 83,000 youth were homeless in 2014, while in Canada 35,000 youth are homeless annually.¹⁹
- Half of homeless kids are from middle and upper income families. On average they leave home at age 15. More than 70% have suffered some form of abuse.²⁰
- There are an estimated 150 million street kids in India.
- In the US, UK and Canada 20-40% of homeless teens identify as LGBT+.

3/ Shouting - confidence & clarity with important words :

deforestation	fracking	exploitation	pollution
organ trafficking	sharing	love	feminism
transgender	fossil fuels	war	technology
hope	fundamentalism	refugees	piracy
drugs	healthcare	debt	land grabs
money	climate change	apathy	migration
cooperation	faith	peace	occupation

4: DIY dictation



1) Last week, a Catholic nun was not allowed to take a medical entrance examination, the All-India Pre-Medical Entrance Test (AIPMT). She was wearing her religious 'habit', a nun's veil and a cross around her neck. They did not stop Sister Seba for religious reasons. Most people respect Catholic nuns in Kerala. But she couldn't take the exam because a lot of other people have been cheating.

2) They introduced a dress code because some people, not the nun, had secretly taken important papers into the exam. They really wanted to pass the entrance exams for the top medical college. Earlier last week, the Kerala High Court allowed two Muslim girls to wear a headscarf and dresses with full sleeves for the exam – but only if one of the people responsible could 'frisk' them (search their body and clothes) if necessary.

3) There were big problems with the exam. People said some students found out the questions before the exam. And that students had secretly taken electronic equipment into the exam so they could cheat. So the Education Board cancelled the examinations after they happened. They then told candidates that they must not wear anything like 'belts, caps, scarves, etc' in the examination hall. The Supreme Court said students were not allowed to wear a hijab. They said 'your faith won't disappear' if you don't wear a hijab on one day.

4) We know it is difficult for them to organize exams to stop students cheating. But they could be more understanding. Sister Seba, the nun, asked if she could sit in a separate, private room to take her exams but they said no. So she did not take the exam. She wasted a whole year. So did the Muslim women in hijabs.

5: DIY gap-fill

Technology success stories: If we want technology, low and high, to make a difference, it needs to be appropriate, and cheap enough



a) Only connect Many families of refugees lose contact because they cannot find, or communicate with, each other. REFUNITE is a new online platform that offers help. It mainly works with mobile texts. People looking for others can register for free. They have a database of 400,000 people. It is easy to use, and people can use Amharic, English, French, Somali, Sudanese, Arabic and Swahili languages. It has helped some people meet already.

b) Fruits of the forest Picking coffee, protecting the forest. Peruvian farmers grow cash crops eg. bananas, coffee and yucca, together with local trees. This helps protect the plants and stops soil erosion. This is very different from the 'slash-and-burn' farming they used before for coffee – this destroyed some of the mountainsides. They use organic manure and pest management. And the farmers increased production by 33 per cent in one year.

c) Hole in the wall The idea behind this Indian organization is 'Minimally Invasive Education'. They put computer terminals with internet access in a hole in a specially constructed wall in areas of poorer children. The children have not been to school much. They discover how to use the computer, and help each other. And they are very proud of teaching themselves and their new skills.

d) To market – using gravity The monsoon season used to be very difficult for hill farmers in Nepal. The hills get very dangerous and slippery. People have to choose: they can take goods to market and they could die as it is so dangerous; or they can watch the food as it rots and goes to waste. Then they started using a very clever trolley on steel wires. This has made a big difference. The full trolley goes down - the weight of what is in it pulls it down. At the same time, the empty one is pulled up ready to put more goods in. It's simply mechanical, and does not need any electricity.

Example: 'small words' (articles / prepositions ...)

b) Fruits of the forest Picking coffee, protecting 1/.... forest. Peruvian farmers grow cash crops eg. bananas, coffee 2/.... yucca, together 3/.... local trees. This helps protect 4/.... plants 5/.... stops soil erosion. This is very different from 6/.... 'slash-and-burn' farming they used before 7/.... coffee – this destroyed some of the mountainsides. They use organic manure and pest management. And the farmers increased production by 33 per cent in one year.

Add these 'small words': with / for / the x 3 / and x2

Example: verbs

c) Hole in the wall The idea behind this Indian organization 1/.... 'Minimally Invasive Education'. They 2/.... computer terminals with internet access in a hole in a specially constructed wall in areas of poorer children. The children 3/.... to school much. They 4/.... how to use the computer, and 5/.... each other. And they are very proud of teaching themselves and their new skills.

Add these verbs – in the correct tense: discover / is / help / put / be (negative)

Easier English wiki New Internationalist

eewiki.newint.org

The screenshot shows the main page of the Easier English wiki. The browser's address bar displays the URL http://eewiki.newint.org/index.php/Main_Page. The page features a sidebar on the left with a navigation menu and a main content area on the right. The sidebar includes a '2015 ELTons nominated' badge, a link to the 'New Internationalist website' (newint.org), and a 'Navigation' section with links to the 'Main page', 'Ready Lessons', 'QUIZZES', 'Categories', 'Recent changes', and 'About'. The main content area has a heading 'Are you learning English?' with a link to '[edit]'. Below this, it says 'and are you interested in the world? read these Easier English articles, or choose one of the QUIZZES.' and provides a link to 'Learners - how to use this wiki'. It also includes a Twitter link: 'Follow us on Twitter: @EasierNewInt for new articles / contact us at: easierenglish@newint.org'. Another heading 'Are you teaching English?' with a link to '[edit]' is followed by a link to 'Teachers - how to use this wiki'. A section 'Look at our latest issues:' with a link to '[edit]' is followed by a grid of magazine covers. The covers include titles like 'Blood brothers', 'Humanity adrift', 'Paris climate', 'Organ trafficking', 'The war on whistleblowers', 'We are able', and 'FRACKING'. The bottom of the page shows a Windows taskbar with various application icons and a system clock indicating 15:22 on 05/04/2016.

Are you **learning** English? [\[edit\]](#)

and are you interested in the world? read these Easier English articles, or choose one of the [QUIZZES](#).

- [Learners - how to use this wiki](#)

Follow us on **Twitter**: [@EasierNewInt](#) for new articles / contact us at: easierenglish@newint.org

Are you **teaching** English? [\[edit\]](#)

- [Teachers - how to use this wiki](#)

Look at our latest issues: [\[edit\]](#)

This screenshot shows the sidebar and a grid of magazine covers from the eewiki.newint.org website. The sidebar on the left contains a 'Shuffle' button, a 'Tools' section with links for 'What links here', 'Related changes', 'Upload file', 'Special pages', 'Printable version', 'Permanent link', and 'Page information', and a 'Support Us' section with links for 'Banners' and 'Donate'. The main area displays a grid of magazine covers. The covers include titles like 'New Internationalist', 'Blood brothers', 'Humanity adrift', 'Paris climate', 'Organ trafficking', 'The war on whistleblowers', 'We are able', and 'FRACKING'. The bottom of the page shows a Windows taskbar with various application icons and a system clock indicating 15:22 on 05/04/2016.

Shuffle

Tools

- [What links here](#)
- [Related changes](#)
- [Upload file](#)
- [Special pages](#)
- [Printable version](#)
- [Permanent link](#)
- [Page information](#)

Support Us

- [Banners](#)
- [Donate](#)

Free materials:

For teachers:

Ready Lessons

Quizzes + infographics

Arguments

Other teaching ideas eg.:

- 'Radical Phonology'
- 'CELTA in 2 days' review / intro for volunteer teachers of refugees
- Dictations
- 1-1 lessons



For students:

- Graded articles (then click on original and read that too)
- Quizzes
- Photos stories
- Country profiles
- Teaching tips on how to develop reading, speaking, writing and vocabulary



6: Protest banners: 'radical phonology'

- Materials / ideas / visuals from

Easier English wiki New Internationalist:

https://eewiki.newint.org/index.php/Main_Page

- Interested in Global Issues?: join **IATEFL GISIG** <http://gisig.iatefl.org/>

Pre-Conference Event at IATEFL Brighton, April 2018: 'Social justice and ELT through the visual arts'

- Books: Why Global Issues? by Linda Ruas <http://gisig.iatefl.org/uncategorized/why-global-issues-by-linda-ruas>
- Global Justice in Easier English by Linda Ruas <http://ethicalshop.org/global-justice-in-easier-english.html>



Global Issues SIG

