

International Literacy Day

Topic

International Literacy Day, United Nations Sustainable Development Goal 4, equal opportunities in education, digital literacy

Aims

- Raise awareness of the importance of equal opportunities in education
- Develop digital literacy
- Enable students to identify and describe the purpose or content of each part of an infographic
- Enable students to read the data in an infographic and discuss what they regard as the most significant piece of information
- Develop students' reading, speaking and writing skills

Age/level

12+ years at CEF level B1 or above

Time

40–55 minutes, plus follow-up in another lesson

Materials

All the materials for this lesson plan can be downloaded below.

For the lead-in: <https://en.unesco.org/sites/default/files/ild-2017-poster-en.pdf>

Infographics:

- USAID: <http://goo.gl/oK32Mb>,
- Global Partnership for Education: <http://goo.gl/m0LqwY>
- UN Women: <http://goo.gl/t5l4wg>
- UNICEF: <http://goo.gl/oAiuyP>
- Intel: <http://goo.gl/18pdgo>

If you would rather use fact sheets instead of infographics, there are a number of these on girls' education published by UNESCO: <http://goo.gl/PsF1XZ>, Circle of Sisterhood: <http://goo.gl/XJoqlw>, malala.org: <http://goo.gl/2KzTLq>, The World Bank: <http://goo.gl/JKhDsq> and USAID: <http://goo.gl/ljz3hs>.

Introduction

This lesson plan, which looks at ideas related to International Literacy Day on 8 September, is written by Daniel Xerri and comes from chapter five of the book *Integrating global issues in the creative English language classroom: With reference to the United Nations Sustainable Development Goals* by Alan Maley and Nik Peachey.

Students work in groups of four and discuss the layout, content and purpose of different infographics. Students then decide what they consider to be the most important piece of information from the infographics, share their views and reach an agreement about the most significant fact. Finally, they create a poster with visuals and a brief slogan or message about their important fact.

Procedure

1. Lead-in (3–4 minutes)	<ul style="list-style-type: none"> • Show the poster https://en.unesco.org/sites/default/files/ild-2017-poster-en.pdf which promotes International Literacy Day with the theme of literacy in a digital world. • Ask students to discuss in pairs or small groups what they can see in the poster and what they think digital literacy is. • Elicit answers from the class. Check students know what an infographic is. Explain that in today's lesson we will be exploring International Literacy Day by practising how to understand infographics on the topic of girls and education.
2. Analysing the format of an infographic (10–15 minutes)	<ul style="list-style-type: none"> • Organise the students into small groups and provide each group with a different infographic. • In groups, students discuss the layout of the content and the possible purpose of each part, as well as how it corresponds to other parts. Ask one student from each group to present this information to the rest of the class.
3. Reading an infographic for detailed information (10 minutes)	<ul style="list-style-type: none"> • Ask students to read the data in the infographic and decide individually what they think the most important piece of information is.
4. Discussion (5–10 minutes)	<ul style="list-style-type: none"> • Students share their views in their groups of four and justify their choices. • Encourage them to reach agreement about the most significant fact.
5. Plan a poster and slogan (10–15 minutes)	<ul style="list-style-type: none"> • In groups, students plan the visual aspect of a poster and write a brief slogan or message, which should be based on the most important fact they have identified.

minutes)	
6. Follow-up	<ul style="list-style-type: none">• For homework, each group produces a poster by using either software like MS Publisher or websites like www.canva.com or www.fotor.com .• In a subsequent lesson, students present their poster to the rest of the class, and the other students evaluate the poster in terms of the effect it is likely to have on an audience.• Each poster can be displayed in the classroom and published online.

Contributed by

Daniel Xerri – from chapter five of the book [*Integrating global issues in the creative English language classroom: With reference to the United Nations Sustainable Development Goals*](#) by Alan Maley and Nik Peachey.