

## MORE OR LESS EQUAL?

### YOUNG LIVES IN AN UNEQUAL WORLD

This resource has been created for geography, maths and English teachers with input and support from the Geographical Association, the Mathematical Association and the National Association for the Teaching of English and is suitable for Social Studies in Scotland.

## TEACHERS' OVERVIEW

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### Introduction

#### *What is Young Lives?*

This geography, maths and English resource has been developed by Oxfam in conjunction with Young Lives. Young Lives is an international research project studying the causes and consequences of children's poverty. For over 15 years, researchers have followed the lives of 12,000 children in four countries. The project is led by a team in the Department of International Development at the University of Oxford in the UK, in association with research and policy partners in four study countries: Ethiopia, India, Peru and Viet Nam.

The research has followed all 12,000 children and has involved repeat interviews with them every three years. Survey data has been collected about their lives, their families, their communities and their schools through interviews with all the children, their parents and some community representatives. Further in-depth work has been carried out with a smaller number of children in each country: researchers spent roughly a week in the community, working with the children individually and in groups with their peers. They have also interviewed other members of their families and communities. This provided the sort of insight and information that is hard to capture in a large survey questionnaire.

This resource introduces learners to selected young people from each of the four Young Lives countries. These featured young people are some of the children involved in the in-depth interviews. However, their names have been changed and none of the photos accompanying the resource are

of the Young Lives children. This is to protect the children from outside interest and prevent individuals from being identified and possibly singled out in any way. Many different children appear in the photographs throughout the resources.

The aim of Young Lives is to provide evidence for governments and international organisations to help them to improve policies and programmes for children. The researchers have found out a lot about the individual children and their families, such as where and how they live, some of the problems they face and whether they think they have a good life or a bad life. They know about the children's hopes and fears as well as their dreams for the future.

Find out more: [www.younglives.org.uk](http://www.younglives.org.uk)

### *Inequality theme*

The underlying theme of *More or Less Equal?* is inequality, which refers to wide differences in a population in terms of their wealth, their income and their access to essential services such as health and education. These differences can occur between communities in the same country, or between countries. Inequality can also apply to unequal opportunities (life chances) and outcomes.

A rapidly growing gap between rich and poor is now being seen in many countries around the world. Seven out of 10 people in the world live in countries where economic inequality has increased in the last 30 years. If the entire wealth of the planet were divided into two, almost half would go to the richest one per cent and the other half to the remaining 99 per cent of the population.<sup>i</sup> Inequality is an increasing problem in the UK. The richest five families in the UK are now wealthier than the bottom 20 per cent of the population (12.6 million people).<sup>ii</sup>

<sup>i</sup> *Working for the few: Political capture and economic inequality* (Ricardo Fuentes-Nieva and Nick Galasso, Oxfam International, 2014)

[policy-practice.oxfam.org.uk/publications/working-for-the-few-political-capture-and-economic-inequality-311312](http://policy-practice.oxfam.org.uk/publications/working-for-the-few-political-capture-and-economic-inequality-311312)

<sup>ii</sup> *A Tale of Two Britains: Inequality in the UK* (Sarah Dransfield, Oxfam, 2014)

[policy-practice.oxfam.org.uk/publications/a-tale-of-two-britains-inequality-in-the-uk-314152](http://policy-practice.oxfam.org.uk/publications/a-tale-of-two-britains-inequality-in-the-uk-314152)

For further background information about inequality, see the separate document *Background notes for teachers*.

### *Young Lives and inequality*

The majority of the families in the Young Lives study are poor, or relatively poor. Over the 13 years since the children and their families were first interviewed in 2002, the economic situation in all the countries in which they live has improved. Between 1995 and 2010, Gross National Income (GNI) per capita grew by 91% in Ethiopia, 122% in India, 61% in Peru and 145% in Viet Nam. Overall, the researchers have found that the Young Lives families also became less poor during this period. Many families have noticed an improvement in living conditions and infrastructure such as electricity, safe water, toilets and roads.<sup>iii</sup>

However, the Young Lives researchers have also found that inequality has grown over this time. There is an increasing gap between rich and poor, rural and urban, boys and girls, and ethnic majority and minorities. In all four countries, researchers found that the same children often face multiple disadvantages based on where they live, what ethnic or caste group they come from, and whether they are girls or boys. As children get older, the differences between them increase, including those between boys and girls. Overall, the Young Lives study has seen how inequality undermines the development of human potential, with children from disadvantaged families quickly falling behind in terms of early learning and other outcomes.

<sup>iii</sup> *Changing Lives in a Changing World: Young Lives children growing up* (Young Lives, 2012)

For further background information about inequality and the four Young Lives countries, see the separate document *Background notes for teachers*.

You might also want to read the Young Lives report: *What Inequality Means for Children*, available to download from the Young Lives website: [www.younglives.org.uk](http://www.younglives.org.uk)

## Aims

To use real-life case studies and data to engage pupils and enable them to see the practical relevance of geography, social studies (Scotland), maths and English in the world around them.

- To encourage participatory, investigative and collaborative teaching and learning styles.
- To encourage critical thinking about issues and values.
- To help teachers to fulfil the demands of the geography, maths and English national curricula in England, Scotland and Wales. Note that in the case of England, the 2014 curriculum has been used:

### In geography:

- To develop learners in a range of areas, including: understanding the geographical similarities and differences between places; understanding key processes in human geography; and interpreting and communicating geographical information.

### In Social studies (Scotland):

- Young people develop their understanding of the world and changes in society by learning about other people and their values, in different times, places and circumstances. With greater understanding comes the opportunity and ability to influence events by exercising informed and responsible citizenship.

### In mathematics:

- To develop learners in a range of areas, including: using fractions, decimals and percentages; problem-solving; and handling data.

### In English:

- To develop learners in a range of areas, including: speaking Standard English confidently and effectively in a range of formal and informal contexts; adopting, creating and sustaining a range of roles and responding appropriately to others in role; writing accurately, fluently, effectively and at length; and reading critically and understanding how language, vocabulary choice, grammar, text structure and organisational features present meaning.

## Curricular links

This cross-curricular resource focuses on three subject areas: geography (social studies in Scotland) maths and English and links are provided for the national curricula in England, Wales and Scotland. Some activities also relate to other areas of the curriculum such as PSHE and citizenship. There are many ways in which learning and understanding could be further developed and each session provides ideas for this.

## Structure and timings

The resource is divided into an introduction, the three subject areas and some reflection and sharing options. The final reflection and sharing session encourages learners to consider ways in which they might share their learning with others. We recommend you encourage learners to keep a brief record of their key learning at the end of each session using *My Learning Journey* (see below).

Each subject area is subdivided into six or seven flexible sessions with a variety of suggested activities:

- Introduction: one slideshow, one optional activity.
- Geography: seven sessions, two slideshows.
- Maths: six sessions, two slideshows.
- English: six sessions, two slideshows.
- Reflecting and sharing: one session.

Ideally, learners will complete all sessions for all three subjects and there is signposting to encourage this. However, we recognise that working in a cross-curricular way may not be possible in all schools, so we have ensured that individual teachers can also use the introduction, six or seven sessions in their subject area and the reflection as a stand-alone resource. Note that *Geography session 7*, entitled *Changes over time*, explores what has happened to the Young Lives communities since the start of the study in 2000 and may be of interest to English and maths teachers too.

We have tried to keep the resources as flexible as possible within each subject area, so teachers can create personalised learning journeys for their learners, at the same time keeping the inequality message throughout. Teachers may decide to omit some sessions and/or activities depending on the time available and their learners' existing knowledge, understanding and needs. It may be appropriate to spread the activities in some sessions over more than one lesson.

Each session starts with an overview that includes learning objectives, learning outcomes, key questions and curriculum links. Suggested activities are provided with approximate timings but do not include time that may be needed for additional teaching input about some of the concepts. As the sessions are designed for flexible use, the total time taken to complete all the activities may vary. No starters and plenaries are included as it is assumed that teachers will want to plan these individually. All resource and activity sheets are included in the session overview.

## **Important teaching notes**

- *These are suggested activities and resources to **support** your teaching rather than guide it. Additional teaching input may be required to develop learners' knowledge, skills and understanding of some concepts.*
- *The profiles of the featured young people in More Or Less Equal? are based on in-depth interviews conducted with them in 2007 when they were 12 to 16 years old. This age group was chosen so that the young people would be of a comparable age to learners in the UK. Although there have been some significant changes in the communities and lives of these featured young people since 2007, there will still be some young people in these communities today with similar lives and stories.*
- *Data from other sources, such as the World Bank open data, is subject to updating and changing. Therefore you may find that, if your learners are finding data from the Internet themselves, their figures differ slightly from those published in this resource (which were correct at time of publication).*

## **Differentiation**

Where possible the activities and resources are differentiated to meet the needs of different learners in the class. This might also be useful in adapting some of the activities to meet the needs of younger and older learners.

## **Age group**

These resources were written primarily for learners aged 11 to 14 years old; however, they are suitable for use across the 11 to 16 age range. The curriculum links are provided for the KS3 curricula in England and the relevant curricula in Wales and Scotland. However, many of the activities could also be adapted for use with younger or older learners. For simpler mathematical activities based on the Young Lives project for younger learners aged 8 to 12, see Oxfam's *Everyone Counts* resources: [www.oxfam.org.uk/education/resources/everyone-counts](http://www.oxfam.org.uk/education/resources/everyone-counts)

## **Think, pair, share**

You may be familiar with the following methodology, used in several activities in *More or Less Equal?*:

- **Think:** Ask learners to spend a minute thinking on their own.
- **Pair:** Ask learners to share their ideas with a partner.
- **Share:** Share learners' ideas as a whole group.

## MY LEARNING JOURNEY

Name: \_\_\_\_\_

Session	What I knew already ...	What I learned...	How I felt....	What else would I like to find out? / What questions do I have?
1				
2				
3				
4				

Session	What I knew already ...	What I learned...	How I felt....	What else would I like to find out? / What questions do I have?
5				
6				
7 (For geography only)				
<b>Reflection: Key points I have learned / Most interesting points overall / What would I like to share with others?</b>				

## Detailed outline for Geography, Maths and English sessions

### Geography

Note: the appropriate term in Scotland for these sessions is Social Studies, but space has necessitated that we just term these sessions as Geography.

Session title	Learning Objectives	Learning Outcomes	Key Questions	Activities	Resources
Geography 1: <i>Where in the world?</i>	<ul style="list-style-type: none"> <li>To recognise some ways in which young people in the UK are connected with other countries and people in the world.</li> <li>To be able to locate the four Young Lives countries and the UK on a world map, along with bordering countries and bodies of water.</li> <li>To develop geographical skills in analysing and interpreting different data sources.</li> <li>To be aware of some between-country inequalities which exist between the four Young Lives countries and the UK.</li> </ul>	<ul style="list-style-type: none"> <li>Learners will explore the connections they and their peers have with other countries and people in the world.</li> <li>Learners will identify the four Young Lives countries and the UK on a world map, along with bordering countries and bodies of water.</li> <li>Learners will use photographs to explore their existing knowledge and assumptions about these countries. Learners will identify and discuss examples of between-country inequalities.</li> </ul>	<ul style="list-style-type: none"> <li>How are we connected to other countries and people in the world?</li> <li>What do you know about these countries already? What would you like to find out?</li> <li>What do you think life in these countries is like?</li> <li>What evidence are you basing your ideas or assumptions on?</li> <li>Can you spot any examples of inequalities between the countries?</li> </ul>	<ul style="list-style-type: none"> <li>Activity 1.1: <i>Globingo (optional warm-up activity)</i></li> <li>Activity 1.2: <i>Where in the world?</i></li> <li>Activity 1.3: <i>Picturing gaps</i></li> <li>Activity 1.4: <i>On the map</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Geography slideshow A</i> (slides 2–8)</li> <li>Resource sheets: <ul style="list-style-type: none"> <li><i>Country snapshots: A, B, C, D and E</i></li> <li><i>Country snapshots: reference notes 1 and 2</i></li> <li><i>Young Lives country maps: Ethiopia, India, Peru and Viet Nam</i></li> </ul> </li> <li>Activity sheets: <ul style="list-style-type: none"> <li><i>Globingo</i></li> <li><i>Where in the world?</i></li> </ul> </li> </ul>
Geography 2: <i>Between-country gaps</i>	<ul style="list-style-type: none"> <li>To recognise that measuring 'development' is complex and that there are a number of different ways in which it can be measured, depending on how the term is defined.</li> <li>To develop geographical skills in analysing and interpreting different data sources.</li> <li>To be aware of some between-country inequalities which exist between the four Young Lives countries and the UK.</li> <li>To identify between-country inequalities using some development indicators.</li> </ul>	<ul style="list-style-type: none"> <li>Learners will discuss the benefits and limitations of some different development indicators.</li> <li>Learners will play Development Trumps to compare how 'developed' some different countries in the world are according to some of these indicators.</li> <li>Learners will use different data sources to identify and discuss examples of between-country inequalities.</li> </ul>	<ul style="list-style-type: none"> <li>Which indicator do you think is the best measure of development and why?</li> <li>Are there any other ways in which you think development should be measured?</li> <li>What between-country gaps did you notice?</li> <li>What examples of between-country inequality did you find?</li> <li>Do you think these inequalities are fair? Why do you think this?</li> </ul>	<ul style="list-style-type: none"> <li>Activity 2.1: <i>Measuring development</i></li> <li>Activity 2.2: <i>Development Trumps</i></li> <li>Activity 2.3: <i>Measuring between-country gaps</i></li> <li>Activity 2.4: <i>Mapping between-country gaps</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Geography slideshow A</i> (slides 9–17)</li> <li>Resource sheets: <ul style="list-style-type: none"> <li><i>Development Trumps indicators / Development Trumps cards 1 to 4</i></li> <li><i>Exploring development indicators / Measuring development / Measuring development indicators</i></li> </ul> </li> <li>Activity sheets: <ul style="list-style-type: none"> <li><i>Thinking about development</i></li> <li><i>Between-country gaps / Mapping between-country gaps</i></li> </ul> </li> </ul>

Session overview	Learning Objectives	Learning Outcomes	Key Questions	Activities	Resources
<p>Geography 3:</p> <p><i>Mapping inequalities</i></p>	<ul style="list-style-type: none"> <li>To extend locational knowledge and spatial awareness of the four Young Lives countries (Ethiopia, India, Peru and Viet Nam).</li> <li>To develop skills in creating and interpreting local area mental maps.</li> <li>To be able to use Google Earth to calculate distances to amenities in a locality.</li> <li>To interpret different information sources (written text, mental maps, Google Earth and tabulated data) and use them to identify some between- and in-country inequalities in the four Young Lives countries and the UK.</li> </ul>	<ul style="list-style-type: none"> <li>Learners will create mental maps of their own localities and then explore mental maps of Young Lives communities in the four Young Lives countries (Ethiopia, India, Peru and Viet Nam).</li> <li>Learners will use Google Earth to calculate distances to different amenities in their own localities.</li> <li>Learners will compare time taken to get to amenities in urban and rural communities in the four Young Lives countries and the UK.</li> <li>Learners will use a variety of information sources to identify between- and in-country inequalities in the four Young Lives countries and the UK.</li> </ul>	<ul style="list-style-type: none"> <li>What is your locality like?</li> <li>What does this map tell you about what this locality is like?</li> <li>Can you spot any in-country or between-country inequalities? What are they?</li> <li>What types of amenities are near where you live?</li> <li>How far do you live from these amenities?</li> </ul>	<ul style="list-style-type: none"> <li>Activity 3.1: <i>Mapping where I live</i></li> <li>Activity 3.2: <i>Mapping other places</i></li> <li>Activity 3.3: <i>Mapping Young Lives</i></li> <li>Activity 3.4: <i>How far is it?</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Geography slideshow A</i> (slides 18–32)</li> <li>Resource sheets: <ul style="list-style-type: none"> <li><i>Welcome to my life: Netsa and Tufa (Ethiopia); Sarada and Salman (India); Elmer and Eva (Peru); Hung and H'Mai (Viet Nam)</i></li> <li><i>Young Lives mental maps: Ethiopia, India, Peru and Viet Nam</i></li> <li><i>Time taken to get to amenities</i></li> </ul> </li> <li>Activity sheet: <ul style="list-style-type: none"> <li><i>How far is it?</i></li> </ul> </li> </ul>
<p>Geography 4:</p> <p><i>The education gap</i></p>	<ul style="list-style-type: none"> <li>To give examples of in-country and between-country inequalities in education.</li> <li>To develop understanding of possible reasons for some of these educational inequalities.</li> <li>To raise awareness of the role of governments in funding education and the differences in education spending between India and the UK.</li> </ul>	<ul style="list-style-type: none"> <li>Learners will identify inequalities in education between and within India and the UK.</li> <li>Learners will explore possible reasons why a young person in India might be unable to go to school.</li> <li>Learners will consider the role of governments in funding education.</li> </ul>	<ul style="list-style-type: none"> <li>What similarities are there between education in India and in the UK?</li> <li>What education gaps are there between India and the UK?</li> <li>What education gaps are there within India?</li> <li>What do you think might be the reasons for some of these inequalities?</li> <li>How would you spend the budget?</li> </ul>	<ul style="list-style-type: none"> <li>Activity 4.1: <i>Education gaps</i></li> <li>Activity 4.2: <i>Why are some young people in India unable to go to school?</i></li> <li>Activity 4.3: <i>How would you spend the budget?</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Geography slideshow B</i> (slides 2–24)</li> <li>Resource sheets: <ul style="list-style-type: none"> <li><i>Education gaps 1 and 3</i></li> <li><i>Talking about education in India</i></li> </ul> </li> <li>Activity sheets: <ul style="list-style-type: none"> <li><i>Education gaps 2</i></li> <li><i>How would you spend the budget?</i></li> <li><i>Funding for all learners</i> (optional)</li> </ul> </li> <li>Videos: <ul style="list-style-type: none"> <li><i>Voices from India and Voices from Ethiopia</i></li> </ul> </li> </ul>

Session overview	Learning Objectives	Learning Outcomes	Key Questions	Activities	Resources
<p>Geography 5:</p> <p><i>The health gap</i></p>	<ul style="list-style-type: none"> <li>To develop skills in analysing and presenting data.</li> <li>To recognise some inequalities in health and health care between Ethiopia, Viet Nam and the UK and to describe the consequences of lack of access to drinking water, sanitation and electricity on health.</li> <li>To recognise that access to public service provision can be affected by place of residence.</li> <li>To explore some of the local, national and global causes of inequality in health care provision.</li> </ul>	<ul style="list-style-type: none"> <li>Learners will identify some inequalities in health and health care between Ethiopia, Viet Nam and the UK.</li> <li>Learners will identify the effects of ethnicity and geographical location on public service provision.</li> <li>Learners will use infographics and bar charts to present data.</li> <li>Learners will assess different causes of inequality in health care provision in Viet Nam.</li> </ul>	<ul style="list-style-type: none"> <li>What inequalities in health and health care are there between these three countries?</li> <li>How does living in an urban or rural area affect access to drinking water in Ethiopia?</li> <li>What do you think are the main barriers to health care in these countries?</li> <li>What do you think the solutions might be?</li> </ul>	<ul style="list-style-type: none"> <li>Activity 5.1: <i>Between-country health gaps</i></li> <li>Activity 5.2: <i>In-country health gaps</i></li> <li>Activity 5.3: <i>Talking about healthcare</i></li> <li>Activity 5.4: <i>Why might H'Mai have trouble getting all the health care she needs?</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Geography B slideshow</i> (slides 27-33)</li> <li>Resource sheets: <ul style="list-style-type: none"> <li><i>Between-country health gaps</i></li> <li><i>In-country health gaps – Tables, Bar charts 1 and Bar charts 2</i></li> <li><i>Talking about health care in Ethiopia and Viet Nam</i></li> </ul> </li> <li>Activity sheets: <ul style="list-style-type: none"> <li><i>Thinking about in-country health gaps</i></li> <li><i>Health care mystery cards</i></li> </ul> </li> </ul>
<p>Geography 6:</p> <p><i>The UK gap</i></p>	<ul style="list-style-type: none"> <li>To distinguish between absolute and relative poverty.</li> <li>To explore what living in relative poverty in the UK means.</li> <li>To recognise ways in which poverty impacts on the lives of young people in the UK.</li> </ul>	<ul style="list-style-type: none"> <li>Learners will identify possible impacts of poverty on young people in the UK.</li> <li>Learners will think critically about the consequences of poverty in the UK.</li> </ul>	<ul style="list-style-type: none"> <li>What do you think it means to be poor in the UK?</li> <li>Do you think poverty in the UK is the same as or different from poverty in the Young Lives countries? If so, how?</li> <li>What are the consequences of living in poverty in the UK?</li> </ul>	<ul style="list-style-type: none"> <li>Activity 6.1: <i>Thinking about poverty</i></li> <li>Activity 6.2: <i>What does it mean to live in poverty in the UK?</i></li> <li>Activity 6.3: <i>The consequences of poverty</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Geography slideshow B</i> (slides 34–41)</li> <li><i>Background notes on poverty in the UK</i></li> <li>Activity sheets: <ul style="list-style-type: none"> <li><i>Thinking about poverty</i></li> <li><i>What does it mean to live in poverty in the UK?</i></li> </ul> </li> <li>Video: <ul style="list-style-type: none"> <li><i>Seen and Heard</i></li> </ul> </li> </ul>

Session overview	Learning Objectives	Learning Outcomes	Key Questions	Activities	Resources
<p>Geography 7: <i>Changes over time</i></p>	<ul style="list-style-type: none"> <li>To identify some of the progress that has been made in the four Young Lives countries towards the MDGs.</li> <li>To identify some of the changes that have occurred in some of the Young Lives communities.</li> <li>To predict future changes in these countries.</li> </ul> <p>To discuss ideas with others and give reasons for choices.</p>	<ul style="list-style-type: none"> <li>Learners will use development data to identify some of the progress that has been made against the MDGs in each of the four Young Lives countries.</li> <li>Learners will use qualitative data to identify some of the changes that have occurred in some of the Young Lives communities.</li> <li>Learners will use a timeline to record some of the changes that have taken place in the Young Lives countries and then predict probable and preferred futures.</li> </ul>	<ul style="list-style-type: none"> <li>What progress has been made against the MDGs?</li> <li>What challenges remain?</li> <li>Why do you think progress has been made against some targets (or in some countries) and not others?</li> <li>What changes do you think are most likely to happen in the future?</li> <li>What would you personally prefer to see happen?</li> </ul>	<ul style="list-style-type: none"> <li><i>Activity 7.1: What progress has been made?</i></li> <li><i>Activity 7.2: Talking about changes</i></li> <li><i>Activity 7.3: Ideal futures</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Geography slideshow B</i> (slides 42–48)</li> <li>Resource sheets: <ul style="list-style-type: none"> <li><i>Talking about changes – Ethiopia, India, Peru and Viet Nam</i></li> </ul> </li> <li>Activity sheets: <ul style="list-style-type: none"> <li><i>MDG progress – Ethiopia, India, Peru and Viet Nam</i></li> <li><i>Exploring changes</i></li> <li><i>Ideal futures timeline</i></li> </ul> </li> </ul>

## Maths

Session overview	Learning Objectives	Learning Outcomes	Key Questions	Activities	Resources
<p>Maths 1:</p> <p><i>Measuring inequality</i></p>	<ul style="list-style-type: none"> <li>To understand that a multiplicative relationship between two quantities can be expressed as a ratio.</li> <li>To understand what between- and in-country inequality mean.</li> <li>To identify some ways in which in-country inequality can be measured.</li> <li>To develop understanding of how the Palma ratio is calculated.</li> </ul>	<ul style="list-style-type: none"> <li>Learners will calculate the cumulative wealth of the world's richest 80 people.</li> <li>Learners will learn how one way of measuring in-country inequality (the Palma ratio) is calculated.</li> <li>Learners will use the Palma ratio to express a multiplicative relationship between the incomes of the richest 10% of a country's population and the poorest 40%.</li> </ul>	<ul style="list-style-type: none"> <li>What does inequality mean?</li> <li>How might people's lives be unequal?</li> <li>Is inequality fair?</li> <li>How does extreme inequality make you feel?</li> </ul>	<ul style="list-style-type: none"> <li>Activity 1.1: <i>The richest 80 people</i></li> <li>Activity 1.2: <i>What is inequality?</i></li> <li>Activity 1.3: <i>Measuring inequality – Calculating the Palma ratio</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Maths slideshow A</i> (slides 2–21)</li> <li>Resource sheets: <ul style="list-style-type: none"> <li><i>The richest 80 people in the world – Tables 1 and 2</i></li> <li><i>Where would you rather live? Complete table</i></li> </ul> </li> <li>Activity sheets: <ul style="list-style-type: none"> <li><i>Sharing out the income</i></li> <li><i>Where would you rather live? Tables 1 and 2</i></li> <li><i>Where would you rather live? Blank table</i></li> <li><i>Palma problems - Tables 1 and 2</i></li> </ul> </li> </ul>
<p>Maths 2:</p> <p><i>Measuring development</i></p>	<ul style="list-style-type: none"> <li>To recognise that measuring development is complex and that there are a number of different ways in which it can be measured, depending on how the term 'development' is defined.</li> <li>To make and test conjectures about patterns and relationships between different development indicators.</li> </ul>	<ul style="list-style-type: none"> <li>Learners will discuss what development means and identify some different ways in which it can be measured.</li> <li>Learners will compare some different development indicators.</li> <li>Learners will use scatter graphs to identify and describe patterns and relationships between different development indicators.</li> </ul>	<ul style="list-style-type: none"> <li>What does development mean?</li> <li>How could you measure development?</li> <li>What are the benefits and limitations of the different development indicators?</li> <li>What patterns and relationships do you think there might be between the different development indicators?</li> <li>How would you describe the relationship between two different development indicators?</li> </ul>	<ul style="list-style-type: none"> <li>Activity 2.1: <i>Measuring development</i></li> <li>Activity 2.2: <i>Development Trumps</i></li> <li>Activity 2.3: <i>Comparing development indicators</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Maths slideshow A</i> (slides 22–29)</li> <li>Resource sheets: <ul style="list-style-type: none"> <li><i>Exploring development indicators</i></li> <li><i>Development Trumps indicators</i></li> <li><i>Development data 1 and 2</i></li> <li><i>Scatter graphs 1 and 2</i></li> <li><i>Development Trumps cards 1 to 4</i></li> </ul> </li> <li>Activity sheets: <ul style="list-style-type: none"> <li><i>Describing patterns</i></li> <li><i>Scatter graph template</i></li> </ul> </li> <li>Excel spreadsheet: <ul style="list-style-type: none"> <li><i>Comparing development indicators</i></li> </ul> </li> </ul>

Session overview	Learning Objectives	Learning Outcomes	Key Questions	Activities	Resources
<p>Maths 3:</p> <p><i>In-country gaps1</i></p>	<ul style="list-style-type: none"> <li>To recognise the benefits of collecting data from a large sample size.</li> <li>To use frequency distribution tables to calculate the mean, mode and median of a set of time use data.</li> <li>To interpret and compare a set of time use data.</li> </ul>	<ul style="list-style-type: none"> <li>Learners will explain why the Young Lives researchers used a large sample size when collecting time use data.</li> <li>Learners will use frequency distribution tables to calculate the mean, mode and median for the amount of time young people in Ethiopia spend doing different activities.</li> <li>Learners will compare average time use for young people in Ethiopia, in terms of both gender and place of residence (urban or rural).</li> </ul>	<ul style="list-style-type: none"> <li>Why do we need a large sample size?</li> <li>How can we calculate average time use?</li> <li>In Ethiopia, what similarities and differences in time use are there between boys and girls or young people living in urban and rural areas?</li> <li>What do you think are the reasons for some of these similarities and differences?</li> <li>Do you think the differences are fair?</li> </ul>	<ul style="list-style-type: none"> <li>Activity 3.1: <i>How do you spend your day?</i></li> <li>Activity 3.2: <i>Comparing sample size</i></li> <li>Activity 3.3: <i>Calculating the average</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Maths slideshow A</i> (slides 30–34)</li> <li>Resource sheets: <ul style="list-style-type: none"> <li><i>Hadush's day</i></li> <li><i>Welcome to my life – Hadush</i></li> <li><i>Comparing sample size</i></li> <li><i>Time use in Ethiopia – boys/girls/urban/rural (Completed frequency distribution tables)</i></li> </ul> </li> <li>Activity sheets: <ul style="list-style-type: none"> <li><i>Time use in Ethiopia – boys</i></li> <li><i>Time use in Ethiopia – girls</i></li> <li><i>Time use in Ethiopia – urban</i></li> <li><i>Time use in Ethiopia – rural</i></li> </ul> </li> </ul>
<p>Maths 4:</p> <p><i>In country gaps2</i></p>	<ul style="list-style-type: none"> <li>To understand how to use inequality signs to compare amounts.</li> <li>To identify some different ways in which data can be presented and to consider the advantages and disadvantages of different representations.</li> <li>To be able to construct a pie chart.</li> <li>To recognise that factors such as gender and place of residence (urban or rural) can affect the amount of time young people spend doing different daily activities.</li> </ul>	<ul style="list-style-type: none"> <li>Learners will use inequality signs to compare time use data between boys and girls and young people living in urban and rural areas.</li> <li>Learners will compare and discuss different ways of presenting data.</li> <li>Learners will construct pie charts to represent their own time use data and that for some young people in the four Young Lives countries.</li> </ul>	<ul style="list-style-type: none"> <li>What activities do I do each day? How much time do I spend on these different activities?</li> <li>What are the advantages and disadvantages of these different ways of presenting time use data? Are any of these ways not suitable for the data? Why?</li> <li>How can I construct a pie chart for this time use data?</li> <li>What similarities and differences in daily time use are there between boys and girls?</li> <li>What similarities and differences in daily time use are there between young people living in urban and rural areas?</li> </ul>	<ul style="list-style-type: none"> <li>Activity 4.1: <i>Time use pie charts</i></li> <li>Activity 4.1: <i>Comparing time use</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Maths slideshow B</i> (slides 2–12)</li> <li>Resource sheets: <ul style="list-style-type: none"> <li><i>Eva's day 1 and 2</i></li> <li><i>Time use pie charts (Completed table)</i></li> <li><i>Time use and gender (Completed table)</i></li> <li><i>Urban and rural time use (Completed table)</i></li> </ul> </li> <li>Activity sheets: <ul style="list-style-type: none"> <li><i>Time use pie charts (Table)</i></li> <li><i>Pie chart templates</i></li> <li><i>Time use and gender (Tables 1 and 2)</i></li> <li><i>Urban and rural time use (Tables 1 and 2)</i></li> </ul> </li> </ul>

Session overview	Learning Objectives	Learning Outcomes	Key Questions	Activities	Resources
<p>Maths 5:</p> <p><i>Between-country gaps</i></p>	<ul style="list-style-type: none"> <li>To interpret development data.</li> <li>To be able to convert between percentages and fractions.</li> <li>To describe data in different ways.</li> <li>To generate statements about a set of data.</li> </ul>	<ul style="list-style-type: none"> <li>Learners will interpret tabulated development data for the UK and the four Young Lives countries.</li> <li>Learners will ask and answer questions about this set of data.</li> <li>Learners will convert between percentages and fractions.</li> <li>Learners will generate statements about development data.</li> </ul>	<ul style="list-style-type: none"> <li>What does this development data tell us?</li> <li>What questions could we ask about this data? What would the answers be?</li> <li>What would this percentage be as a fraction?</li> <li>What calculation was used to generate this statement?</li> <li>Why might people want to describe data in different ways?</li> </ul>	<ul style="list-style-type: none"> <li>Activity 5.1: <i>Questioning data</i></li> <li>Activity 5.2: <i>Fractions and percentages</i></li> <li>Activity 5.3: <i>Calculating percentages</i></li> <li>Activity 5.4: <i>Describe it in a different way</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Maths slideshow B</i> (slides 13–20)</li> <li>Resource sheets: <ul style="list-style-type: none"> <li><i>Measuring development</i> (Tables 1, 2 and 3)</li> <li><i>Measuring development indicators</i></li> <li><i>Fractions and percentages</i> (Completed table)</li> <li><i>Describe it in a different way</i> (Completed statements)</li> </ul> </li> <li>Activity sheets: <ul style="list-style-type: none"> <li><i>Fractions and percentages</i>–(Tables 1 and 2)</li> <li><i>Describe it in a different way</i></li> </ul> </li> </ul>
<p>Maths 6:</p> <p><i>Changing gaps over time</i></p>	<ul style="list-style-type: none"> <li>To interpret data in tables and a line graph and calculate percentage changes.</li> <li>To be able to construct a line graph to show how a development indicator has changed over time in the four Young Lives countries and the UK.</li> <li>To identify some factors which might affect how a development indicator changes over time.</li> <li>To know how to use a line graph to extrapolate data.</li> </ul>	<ul style="list-style-type: none"> <li>Learners will calculate percentage changes.</li> <li>Learners will construct line graphs to show how access to drinking water, sanitation facilities, electricity and other development indicators have changed in the four Young Lives countries and the UK over time.</li> <li>Learners will use their line graphs to make predictions about how these development indicators might change in the future.</li> </ul>	<ul style="list-style-type: none"> <li>How do you think the value of this indicator will change over time? Why do you think this?</li> <li>How would you describe the change in this indicator over time in each of the five countries? What factors do you think contributed to these changes over time?</li> <li>What similarities and differences are there in the rate of change between the five countries? What do you think might be the reasons for any differences?</li> <li>How do you think this indicator will change in the future? Why do you think this?</li> </ul>	<ul style="list-style-type: none"> <li>Activity 6.1: <i>Changes in Young Lives</i></li> <li>Activity 6.2: <i>Changing data</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Maths slideshow B</i> (slides 21–30)</li> <li>Resource sheets: <ul style="list-style-type: none"> <li><i>Changes in Young Lives</i> (Completed table)</li> <li><i>GDP per capita</i></li> <li><i>Changing data 1, 2 and 3</i></li> </ul> </li> <li>Activity sheets: <ul style="list-style-type: none"> <li><i>Changes in Young Lives / Line graph template / Interpreting a line graph</i></li> </ul> </li> </ul>

## English

Session overview	Learning Objectives	Learning Outcomes	Key Questions	Activities	Resources
<p>English 1:</p> <p><i>Welcome to my life</i></p>	<ul style="list-style-type: none"> <li>To act in role and develop empathy for others.</li> <li>To be able to discuss ideas with others in a group.</li> <li>To use written sources to develop broader knowledge about the lives of young people in the four Young Lives countries.</li> <li>To recognise similarities and differences between the lives of these young people and learners' own lives.</li> </ul>	<ul style="list-style-type: none"> <li>Learners will use a text to identify and infer information about the lives of some young people in the Young Lives countries.</li> <li>Learners will summarise information about the life of one of these young people.</li> <li>Learners will act in role as one of these young people.</li> <li>Learners will discuss their ideas with others.</li> </ul>	<ul style="list-style-type: none"> <li>What do we know about the featured young people?</li> <li>What do we think their lives are like?</li> <li>Do we think the lives of all young people in each of the Young Lives countries will be the same? Why/Why not?</li> <li>What similarities and differences are there between the lives of these featured young people and my own life?</li> <li>What do we think might be some of the reasons for the differences?</li> </ul>	<ul style="list-style-type: none"> <li>Activity 1.1: <i>Introducing...</i></li> <li>Activity 1.2: <i>Getting to know you</i></li> <li>Activity 1.3: <i>Comparing lives</i></li> </ul>	<ul style="list-style-type: none"> <li><i>English slideshow A</i> (slides 2–15)</li> <li>Resource sheets: <ul style="list-style-type: none"> <li><i>Welcome to my life: Netsa and Hadush (Ethiopia); Sarada and Salman (India); Elmer and Eva (Peru); Phuoc and H'Mai (Viet Nam)</i></li> </ul> </li> <li>Activity sheets: <ul style="list-style-type: none"> <li><i>Introducing... ; Getting to know you; Comparing lives</i></li> </ul> </li> </ul>
<p>English 2:</p> <p><i>Inequalities in Young Lives</i></p>	<ul style="list-style-type: none"> <li>To use written sources to develop broader knowledge about the lives of young people in the four Young Lives countries and some of the inequalities that exist between them.</li> <li>To use dramatic presentation to portray the feelings and actions of others.</li> <li>To use written sources to aid discussion.</li> <li>To develop empathy for others.</li> </ul>	<ul style="list-style-type: none"> <li>Learners will use freeze frames to describe aspects of the lives of featured young people from the four Young Lives countries.</li> <li>Learners will use case studies to identify and infer ways in which the lives of young people in the four Young Lives countries and the UK may be unequal.</li> <li>Learners will use a spidergram to summarise and organise their ideas about how the lives of these young people are unequal and may discuss the consequences of inequality with others.</li> </ul>	<ul style="list-style-type: none"> <li>What can you see in this freeze frame? What aspects of this young person's life do you think it is describing? How do you feel?</li> <li>What does inequality mean?</li> <li>How do you think the lives of the young people in the Young Lives study may be unequal? What inequalities are there between the lives of these young people and your own life?</li> </ul>	<ul style="list-style-type: none"> <li>Activity 2.1: <i>Empathising with Young Lives</i></li> <li>Activity 2.2: <i>Inequality in Young Lives</i></li> </ul>	<ul style="list-style-type: none"> <li><i>English slideshow A</i> (slides 16–29)</li> <li>Resource sheets: <ul style="list-style-type: none"> <li><i>Welcome to my life: Netsa and Hadush (Ethiopia); Sarada and Salman (India); Elmer and Eva (Peru); Phuoc and H'Mai (Viet Nam)</i></li> </ul> </li> </ul>

Session overview	Learning Objectives	Learning Outcomes	Key Questions	Activities	Resources
<p>English 3:</p> <p><i>A life in the day of...</i></p>	<ul style="list-style-type: none"> <li>To identify features, language, purpose and audience of a particular text type and to be able to apply this knowledge in their own writing.</li> <li>To use written sources to aid discussion.</li> <li>To recognise the potential effects of geographical location (living in an urban or rural area) and gender on young people's lives.</li> </ul>	<ul style="list-style-type: none"> <li>Learners will analyse a text and identify its features, language, purpose and audience.</li> <li>Learners will write "A life in the day of..." another young person from one of the four Young Lives countries: Ethiopia, India, Peru and Viet Nam.</li> <li>Learners will identify inequalities in the lives of four young people from Ethiopia and India and discuss the potential effects of gender and geographical location.</li> </ul>	<ul style="list-style-type: none"> <li>What similarities and differences are there between the lives of these young people?</li> <li>What do we think might be the reasons for some of these differences?</li> <li>Do we think these inequalities are fair? Why do we think this?</li> <li>What is the purpose of and audience for this text? What features and language does it use?</li> <li>How well do I think I have drawn on this knowledge in my own writing?</li> </ul>	<ul style="list-style-type: none"> <li>Activity 3.1: <i>In-country gaps</i></li> <li>Activity 3.2: <i>A life in the day of...</i></li> </ul>	<ul style="list-style-type: none"> <li><i>English slideshow B</i> (slides 2–7)</li> <li>Resource sheets: <ul style="list-style-type: none"> <li><i>A life in the day of: Afework and Tufa (Ethiopia); Harika and Ravi (India)</i></li> </ul> </li> <li>Activity sheets: <ul style="list-style-type: none"> <li><i>A life in the day of... Analysis grid</i></li> <li><i>A life in the day of... Planning template</i></li> </ul> </li> </ul>
<p>English 4:</p> <p><i>Making difficult choices</i></p>	<ul style="list-style-type: none"> <li>To develop reading comprehension skills, referring to evidence and making inferences from a text.</li> <li>To discuss ideas with others in a group.</li> <li>To recognise why families in Telangana might migrate from a rural area to the city.</li> <li>To develop empathy and understanding of the challenges some families in Telangana might face.</li> </ul>	<ul style="list-style-type: none"> <li>Learners will deepen their understanding of texts through considering the purpose and context.</li> <li>Learners will make inferences and find supporting evidence.</li> <li>Learners will discuss their ideas with others and make decisions as a group. Learners will develop empathy and understanding of why families might migrate from rural areas to the city and the challenges families might face in doing so.</li> </ul>	<ul style="list-style-type: none"> <li>Why do you think Naresh's family decided to migrate to Hyderabad?</li> <li>Did you feel frustrated at any point in the activity?</li> <li>Do you think the family had any choice about borrowing money? What does this activity tell us about how debt affects people, especially children?</li> <li>What does this activity tell us about why people migrate?</li> </ul>	<ul style="list-style-type: none"> <li>Activity 4.1: <i>Making difficult choices</i></li> <li>Activity 4.2: <i>Why did Naresh's family move to Hyderabad?</i></li> </ul>	<ul style="list-style-type: none"> <li><i>English slideshow B</i> (slides 8–11)</li> <li>Resource sheets: <ul style="list-style-type: none"> <li><i>Meet Naresh 1 and 2</i></li> </ul> </li> <li>Activity sheets: <ul style="list-style-type: none"> <li><i>Making difficult choices 1 and 2</i></li> <li><i>Thinking about Naresh</i></li> </ul> </li> </ul>

Session overview	Learning Objectives	Learning Outcomes	Key Questions	Activities	Resources
<p>English 5:</p> <p><i>The gender debate</i></p>	<ul style="list-style-type: none"> <li>To develop debating and discussion skills.</li> <li>To explore assumptions about gender.</li> <li>To use examples and counter-examples to justify a response.</li> <li>To identify some gender inequalities in the lives of young people living in poverty in Ethiopia and India.</li> </ul>	<ul style="list-style-type: none"> <li>Learners will consider the impacts they think gender has on their own lives.</li> <li>Learners will use video clips and written sources to explore the impact gender has on the lives of some young people living in poverty in Ethiopia and India.</li> <li>Learners will participate in a debate about whether or not life is more difficult for girls living in poverty than for boys.</li> </ul>	<ul style="list-style-type: none"> <li>What similarities and differences do you think there might be between the lives of boys and girls living in poverty in the UK?</li> <li>What similarities and differences are there between the lives of boys and girls living in poverty in Ethiopia and India?</li> <li>Do you think gender will have a similar effect on the lives of young people living in poverty in the other Young Lives countries (Peru and Viet Nam)?</li> </ul>	<ul style="list-style-type: none"> <li>Activity 5.1: <i>Thinking about gender in the UK</i></li> <li>Activity 5.2: <i>Poverty and gender in Young Lives</i></li> <li>Activity 5.3: <i>Debating gender and poverty</i></li> </ul>	<ul style="list-style-type: none"> <li><i>English slideshow B</i> (slides 12 and 13)</li> <li>Resource sheets: <ul style="list-style-type: none"> <li><i>The role of a chairperson</i></li> <li><i>Thinking about gender and poverty</i></li> <li><i>Background notes on gender inequality</i></li> </ul> </li> <li>Videos: <ul style="list-style-type: none"> <li><i>Voices from India</i> and <i>Voices from Ethiopia</i></li> </ul> </li> </ul>
<p>English 6:</p> <p><i>Wishes for the future</i></p>	<ul style="list-style-type: none"> <li>To act in role.</li> <li>To discuss ideas with others in a group.</li> <li>To make inferences about the thoughts and wishes of others.</li> <li>To develop empathy for others.</li> </ul>	<ul style="list-style-type: none"> <li>Learners will act in role as a young person from a Young Lives community, imagining what their wishes might be.</li> <li>Learners will explore and discuss the wishes of young people from Young Lives communities in Peru.</li> <li>Learners will reflect on and discuss with others their wishes for themselves and their families, their community and their country.</li> </ul>	<ul style="list-style-type: none"> <li>What wishes do you have for you and your family, for your community and for your country?</li> <li>What wishes do you think these young people in these Young Lives communities might have? Why do you think this? What similarities and differences are there between the wishes of these young people from Peru and your own wishes?</li> </ul>	<ul style="list-style-type: none"> <li>Activity 6.1: <i>Our wishes for the future</i></li> <li>Activity 6.2: <i>Young Lives wishes for the future</i></li> </ul>	<ul style="list-style-type: none"> <li><i>English slideshow B</i> (slides 14 and 15)</li> <li>Resource sheets: <ul style="list-style-type: none"> <li><i>Welcome to my life: Netsa and Hadush (Ethiopia); Sarada and Salman (India); Elmer and Eva (Peru); Phuoc and H'Mai (Viet Nam)</i></li> <li><i>Wishes for the future – Peru</i></li> </ul> </li> <li>Activity sheet: <ul style="list-style-type: none"> <li><i>My wishes for the future ...</i></li> </ul> </li> <li>Videos: <ul style="list-style-type: none"> <li><i>Voices from Peru</i> and <i>Voices from Ethiopia</i></li> </ul> </li> </ul>

## Global citizenship

This is a global citizenship resource written for teachers of geography, maths and English with 11- to 16-year-olds. Education for global citizenship is a methodology to help young people to develop as active global citizens. Oxfam suggests a Learn–Think–Act approach to help structure global citizenship activities and give young people the opportunity to learn about issues, think critically about how to solve them, and act as responsible global citizens. Actions may simply be to find out more or think more deeply about an issue. They may also involve making others more aware of an issue or engaging in specific fundraising or campaigning activities. For more information, see:

[www.oxfam.org.uk/education/global-citizenship](http://www.oxfam.org.uk/education/global-citizenship)

The key elements of responsible global citizenship are:

Knowledge and understanding	Skills	Values and attitudes
<ul style="list-style-type: none"> <li>• Social justice and equity</li> <li>• Identity and diversity</li> <li>• Globalisation and interdependence</li> <li>• Sustainable development</li> <li>• Peace and conflict</li> <li>• Human rights</li> <li>• Power and governance</li> </ul>	<ul style="list-style-type: none"> <li>• Creative and critical thinking</li> <li>• Empathy</li> <li>• Self-awareness and reflection</li> <li>• Communication</li> <li>• Co-operation and conflict resolution</li> <li>• Ability to manage complexity and uncertainty</li> <li>• Informed and reflective action</li> </ul>	<ul style="list-style-type: none"> <li>• Sense of identity and self-esteem</li> <li>• Commitment to social justice and equity</li> <li>• Respect for people and human rights</li> <li>• Value diversity</li> <li>• Concern for the environment and commitment to sustainable development</li> <li>• Commitment to participation and inclusion</li> <li>• Belief that people can bring about change</li> </ul>

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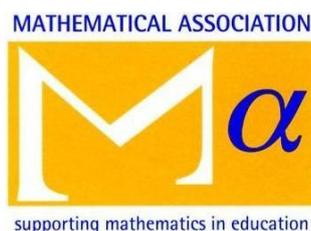
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- For further information about Oxfam Education, including a wide range of other curriculum-linked resources: [www.oxfam.org.uk/education](http://www.oxfam.org.uk/education)
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- For further information about the Geographical Association: [www.geography.org.uk/](http://www.geography.org.uk/)
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