

# ENGLISH SESSION 3: A LIFE IN THE DAY OF...

Age range: 11–16 years

<p><b>Outline</b> Learners will read descriptions of “A life in the day of...” four young people who were interviewed by the Young Lives researchers, two from Ethiopia and two from India. They will discuss how gender and living in an urban or rural area can affect the opportunities and lives of young people. Learners will then analyse the style of the <i>A life in the day of Afework</i> text and write their own texts for one of the eight featured young people they were introduced to in <i>English sessions 1 and 2</i>.</p>		
<p><b>Learning objectives</b></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>	<p><b>Learning outcomes</b></p> <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>	
<p><b>Key questions</b></p> <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>	<p><b>Resources</b></p> <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><b>Curriculum links</b></p>		
<p><b>England</b> <b>KS3 English</b> <i>Pupils should be taught to:</i></p> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Read critically and know how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, present meaning.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Write accurately, fluently, effectively and at length for pleasure and information through: writing for a wide range of purposes and audiences; summarising and organising material, supporting ideas and arguments with any necessary factual detail; drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing.</li> <li>Plan, draft, edit and proof-read.</li> </ul>	<p><b>Wales</b> <b>KS3 English</b> <b>Reading: skills</b></p> <ul style="list-style-type: none"> <li>Consider what they read/view, responding orally and in writing to the ideas, vocabulary, style, presentation and organisation of image and language and be able to select evidence from text to support their views.</li> </ul> <p><b>Writing: skills</b></p> <ul style="list-style-type: none"> <li>Use the range of sentence structures effectively to enhance the fluency and coherence of their writing and develop their ability to use paragraphs effectively.</li> </ul> <p><b>Writing: range</b></p> <ul style="list-style-type: none"> <li>Writing in response to a wide range of visual, audio and written stimuli.</li> <li>Writing for a range of purposes.</li> </ul>	<p><b>Scotland</b> <b>Literacy and English</b></p> <ul style="list-style-type: none"> <li>To show my understanding across different areas of learning, I can:             <ul style="list-style-type: none"> <li>Identify and consider the purpose, main concerns or concepts and use supporting detail.</li> <li>Make inferences from key statements.</li> <li>Identify and discuss similarities and differences between different types of text.</li> </ul> </li> </ul> <p style="text-align: right;"><b>LIT 3-16a</b></p> <ul style="list-style-type: none"> <li>I can independently select ideas and relevant information for different purposes, organise essential information or ideas and any supporting detail in a logical order, and use suitable vocabulary to communicate effectively with my audience.</li> </ul> <p style="text-align: right;"><b>LIT 3-06a / LIT 4-06a</b></p>

Note:

- *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 of these concepts.*
- *The profiles of the featured young people in this resource 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.*
- *Point out that this session uses the model of the Sunday Times magazine's regular feature entitled 'A life in the day of'. You might like to collect some examples to show learners.*

### Activity 3.1 (20 min)

*In-country gaps*

*Note: Learners may have explored the effects of gender, ethnicity and living in an urban or rural area in other sessions: see Geography sessions 4 and 5 and Maths sessions 3 and 4.*

- Ask learners to think about one of the featured young people that they learned about in previous sessions and then discuss what they think a day in the life of this young person would be like, using 'Think, Pair, Share'.
  - **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.
- Organise learners into pairs and give each pair copies of *A life in the day of...* for either the two young people in Ethiopia (Afework and Tufa) or the two young people in India (Harika and Ravi). Photographs of these young people are provided on slides 3 to 6.
- Explain that the text on each sheet describes the life and a typical day of a particular young person in one of the Young Lives communities. All these young people were interviewed by the Young Lives researchers. Two of the young people live in Ethiopia, one in an urban area and one in a rural area. Two of the young people live in India: one is a boy and the other is a girl.
- Ask learners to read the text on their two sheets and then complete the *A life in the day of... Analysis grid* for each of their young people.
- Ask learners why they think the text is called "A life in the day of..." rather than the more familiar "A day in the life of...". Make the point that this style of text not only contains information about the young person's day – it also provides wider detail about the young person, such as their likes and dislikes, family, friends and dreams for the future.
- Now ask learners to use the texts and their analysis grids to see if they can spot similarities and differences between the lives of their two young people.
- Discuss the following questions:
  - *What similarities and differences are there between the lives of these two young people?*

- *What do you think might be the reasons for some of these differences?*
- *Do you think the differences are fair? Why do you think this?*
- Draw out the point that gender and living in an urban or rural area can cause inequalities in the lives of young people and the opportunities they have. Discuss why this might be, encouraging learners also to consider other young people that they were introduced to in *English sessions 1 and 2*.
- Here are some possible reasons for rural and urban inequalities, as a result of which people living in rural areas are often (but not always) poorer than those in urban areas:
  - *Many people in rural areas rely on farming for food and income. This makes them vulnerable to rising temperatures and unpredictable rainfall. With climate change, extreme weather events such as heat waves, drought and floods are occurring more frequently and becoming more severe.*
  - *Trained professionals such as doctors, nurses and teachers often prefer to work in cities, where there are usually more opportunities, higher salaries and a higher standard of living.*
  - *Rural communities are frequently isolated and people may have to travel far to reach the nearest school or health centre.*
  - *Levels of infrastructure are often lower in rural communities, with reduced access to essential services such as safe drinking water, sanitation and electricity.*
  - *Governments may also under prioritize public spending and the provision of services in rural areas, or in the home regions of particular ethnic groups. Hence rural-urban inequality can also be exacerbated by specific political exclusion.*

Note that there are also global inequalities which can affect the local situation – see *Background notes for teachers* for further information.

- Here are some possible reasons for gender inequalities, as a result of which girls often (but not always) have fewer rights and opportunities than boys:
  - *Parents may think that sons will be the main earners in the future and that it is therefore more important that they get a good education.*
  - *Girls may get married earlier and be forced to drop out of school.*
  - *It may be the culture in a community for girls to do the housework while boys go out to work.*
  - *Parents may not want girls to take public transport to school on their own for safety and/or cultural reasons.*
  - *A lack of sanitation facilities at a school may deter girls more than boys from going there.*
  - *Underrepresentation of women in regional and national governments leading to less influence in public decision-making.*

Note that there are also global inequalities which can affect the local situation – see *Background notes for teachers* for further information.

**Activity 3.2** (50 min)

*A life in the day of...*

*Note: The discussion and planning part of this activity could be done in class with the writing component completed for homework.*

- Explain that learners are going to write about “A life in the day of...” one of the eight featured young people they were introduced to in *English sessions 1* and *2*: Netsa and Hadush (Ethiopia), Sarada and Salman (India), Elmer and Eva (Peru) and Phuoc and H'Mai (Viet Nam).
- Organise learners into pairs and give each pair a copy of *A life in the day of Afework*.
- Analyse the audience and purpose of the text and what features and language it uses by asking learners to annotate the text to highlight some of these features. Possible features are listed below and on slide 7:
  - *Mostly written in the present tense to describe life and day as they are now but sometimes written in the past tense to explain things that have already happened.*
  - *Written in the first person.*
  - *Uses time connectives.*
  - *Events in chronological order but each event is embellished with thoughts, feelings and memories, making this more than a time log.*
  - *Includes personal information (facts, thoughts and descriptions) such as about family and friends, likes and dislikes, interests and dreams for the future.*
  - *Events described can be ones that happen every day or only on some days, such as “On Thursdays...” or “At weekends...”.*
- Learners should then write “A life in the day of...” one of the eight featured young people from *English sessions 1* and *2*. Point out that they should use the young person’s profile (*Welcome to my life* in *English session 1*) to help them imagine what the young person’s day would be like.
- Tell learners that where they have not been told, they can invent the timings for the young person’s day but that the activities, detail and description of the young person’s feelings should be guided by the young person’s profile. Make the point that young people in households without electricity may go to bed earlier than those with access to electricity and discuss why this might be the case.
- Ask learners to work with a partner to check through their writing and evaluate how well they have used the different text features on slide 7. Discuss the difficulties of choosing what information to include and exclude.
- Allow time at the end of the activity for learners to share their writing as a whole group. You may like to have further discussion about any in-country and between-country gaps in the lives of the young people (see *English activities 1.3* and *2.2*).

**Differentiation**

- *Make it easier: Ask learners to use the A life in the day of... Planning template to help structure their writing.*
- *Make it harder: Ask learners to write “A life in the day of...” for two or more of the eight featured young people.*

### Further ideas

- Ask learners to write “A life in the day of...” about themselves. They could then compare their accounts with those for the young people from the four Young Lives countries. Encourage learners to identify any similarities and differences between their own life and the lives of these young people and discuss possible reasons for any inequalities.
- Ask learners to imagine that they are one of the young people from a rural area describing their first visit to a city. The following questions might be helpful:
  - *What do you think the city will be like?*
  - *What do you think will be the main similarities and differences between the city and rural area?*
  - *What do you think the young person will be most excited about?*
  - *What do you think the city will be like?*

Learners could use the Internet to research major cities in the Young Lives countries to help them. Encourage learners to think about the inequalities that often exist between rural and urban localities and to draw on these in their writing. The following quotation from Tufa in Ethiopia could be used as a stimulus:

*“I remember my first visit to a town. It was very exciting because I had never been to a town before. It was the first time that I saw a school in a town. It was beautiful. I had never seen a car before either. The first thing I did was to go to a barber and have my head shaved.”*

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## A life in the day of Afework

*Afework (A-fee-work) is a 12-year-old boy who lives in Addis Ababa, the capital city of Ethiopia.*

I get up at 6.30am. I go to the toilet and eat my breakfast. Then I walk for about 15 minutes through my part of the city to school. The city is a noisy, crowded and bustling place. Morning classes start at 7.30am, so I have to make sure that I am there by then.

I go to a private school but I don't have to pay any school fees because I am an orphan. My mother died when I was seven years old and my father died when I was 10. I live with my older brother Bekele and my cousin Addisu. My older sister lives and works in the Middle East. She sometimes sends money back to Ethiopia to help us. I miss my parents and sister. Life is hard for orphans but I know that there are other people here who are worse off than me.



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I like going to school. The classrooms are clean and they have wooden floors. The desks are comfortable and large enough for three students to sit at. The teachers help us if we don't understand. At 12.30pm, morning classes finish and I walk home for lunch. Then I go back to school in the afternoon. There are many school clubs such as a health club, a child rights club and sports clubs. I am a member of the child rights club.

School ends at 3.15pm and I walk home. I change out of my uniform, eat a snack and watch television for a bit. Sometimes I play with my "PlayStation®". My cousin Addisu is usually at work during the day. He works as a daily labourer with a government organisation, unloading trucks when they come with sugar. Addisu doesn't always have work and he worries about how he will look after us if he can't earn any money.

We live in a compound with 12 houses built around a courtyard. The houses belong to the local council and are made of mud and wood. All the families share three kitchens and six toilets. Our house has white walls and is just one big room. The room is dark but we have electricity for lighting and a television and video. The room is split into two by a curtain. On one side of the curtain there is a big wooden bed. On the other side are cupboards and kitchen equipment. There are also two boxes for storing our clothes and bedding.

After watching television, I play with my friends for a couple of hours. We play football in the street. In the future I would like to be a football player because I love football! If I don't become a football player I would like to be a doctor.

At 6.30pm I study at home for one hour. I want to learn and know new things. After studying, I help with the housework. I enjoy making the beds but I don't like washing the dishes as much. Then we have dinner. Often we eat *shiro* which is a stew made from dried lentils. We usually eat this with *injera*, which is a type of flat bread. I am normally in bed by 8.30pm.

## A life in the day of Tufa

*Tufa (Too-fa) is a 13-year-old boy who lives in a rural area of Oromia region in Ethiopia.*

I usually get up at 7.30am but some days I get up earlier. First of all I go to collect firewood for my family. Most families in Ethiopia rely on firewood, charcoal or animal dung for fuel. We use the wood for cooking and boiling water. I normally go for firewood with three friends; we have to go to a forest far away from our village.

After returning home, I have breakfast with my family. Then I go fishing with two friends. I spend a lot of time fishing but I don't really enjoy it. I need to do it to help feed my family because if I didn't do it there would not be enough food at home. That's one difference between poor boys and rich ones. Poor children have to fish, while rich boys buy their fish from poor families instead of fishing themselves.

I return home at midday and spend an hour relaxing at home with my family. There are seven other people in my family: my father and mother, my two brothers and my three sisters. I had another sister but she died of malaria. I have also had malaria in the past but I survived. We all live together in one small corrugated iron room. It is divided into two and we use it as a living room, a bedroom, a kitchen and to keep livestock. We don't have a toilet.

In the afternoon I go to work on our farm. I have to watch over the land to stop the crops being eaten by animals. It is the harvest season at the moment. I like to work on the farm because it brings in food for my family – life would be impossible without it.

I did well in school but I had to drop out two years ago to look after the cattle. I was sad because the other children were allowed to learn but I wasn't allowed to. There were no other children who could look after cattle except me at home. One of my younger sisters also misses school as she helps at home. The rest of my brothers and sisters go to school. I am not happy when I don't learn. I want to learn and become a teacher after I finish my education.

I spend three hours on our land and then I go to fetch water. We go to a water pipe in our village that we share with other families. After fetching water, I play with my friends in the village until 6:00pm. We often have a game of football at the field and sometimes we play marbles.

Sometimes in the evening we go round to our neighbours' house to watch television. They bought a new set yesterday. We stay there until late and don't eat dinner until 10:00pm! Normally we eat dinner and I go to bed a lot earlier than this.



**Photo credit:**  
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## A life in the day of Harika

*Harika (Har-i-ka) is a 12 year old girl who lives in a village in the state of Telangana in India.*



**Photo Credit:**

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I usually get up at 6.00am but sometimes I get up earlier. When I am working in the fields, I get up at 4.00am so that I can study before going to work.

First I brush my teeth and have a cup of tea. Then I have a bath. Next, I fetch some water. We have to collect the water in pots from a street tap at the back of our house. I also clean the dishes and sweep the floor. I have to work hard to help my mother at home. I have a younger brother but he doesn't have to do any of the housework because he is a boy.

After breakfast I go to school, which starts at 9.30am. I like my school and my teachers. I think that education is important. If we are not educated, we don't know anything. So, if we go to school, we can learn all about things. In the future I would like to be a teacher so that I can educate children and tell them good things.

Like many of the children in my village, I have to work in the fields during the harvest and miss school. I worry about missing school and harvesting is hard, hot and sometimes dangerous. Some children get sick from the pesticides that the adults spray on the crops. There is also a danger from snakes. Once I was bitten on my foot. My friend Salma is lucky because she doesn't have to work in the fields or at home. Her family own a hotel.

When it is not harvest-time, I can go to school. I stay at school for lunch and classes finish at 4.00pm. I stay out for a bit and play *kho kho* with my friends. *Kho kho* is a popular game here; it is a bit like tag. First you get into two equal teams. The players in the chasing team sit or kneel in a line down the middle of the court. The other team sends three players (called the dodgers) into the court. One person from the chasing team stands up and becomes the chaser. They have to run around the line to try and tag the three dodgers. The chaser can swap with another person in their team by coming up behind them, tapping them on the shoulder and shouting '*kho*'. When one of the dodgers is tagged he or she is replaced by someone else in their team. The objective is to tag all the people in the other team as quickly as possible. When everyone has been caught, the two teams swap over.

After playing, I go home and have some tea. Then I do some more housework: I sweep the floor, fetch more water and cook the food for dinner. I also look after my younger brother. I have had to do more and more work in the past few months because my father injured his leg in a road accident and can't work. So now my mother has to spend a large part of her time working in the family fields and I have to do more work at home. If I have free time, I often go to see my grandmother. We are very close, I like her a lot.

In the evening, I go to a neighbour's house to watch television. My mother gets home from work and we all eat dinner together. At 10.00pm I go to bed – I am tired!



## A life in the day of Ravi

*Ravi (Rav-y) is a 12-year-old boy who lives in a village in the state of Andhra Pradesh in India.*



**Photo credit:**  
© Young Lives/ Farhatullah Beig

I normally get up at 5.00am. First I go and clean out the cattle shed and then I sweep the floor and fetch some water. I have to walk for 30 minutes to fetch the water most days.

Next I wash my face and drink some tea. Then I help my nephew get ready for school. I like looking after him. He is the son of my older sister but he lives with us. I also live with my parents and brothers. In the future, I would like to get married and have a child of my own, a boy or a girl. My family and I come from the Scheduled Caste group, also known as *Dalits*.

I leave for work at 9.00am. I work full-time as a farm help. I have to pick groundnuts, clear stones from the fields and cut the grass. I had to drop out of school three years ago to earn money to help my family pay off a debt of 20,000 rupees (about £200).

I studied up to fifth standard in school. I remember going to school when I was 10 years old. I used to play with the other children and draw pictures on the wall. Others used to say that I could draw very well. Once I won a prize for my drawing. It was a big box with pens and other things in it. I still have it kept safe. Neither of my parents went to school but my brother goes. He studies well. I was happy when I first stopped going to school but now I am sad because every day I have to do more and more hard work on the farm. When our family's debt is paid off I hope to be able to go to school again. I think children of my age should go to school.

I finish work at 3.00pm and go back home for lunch, which is normally rice and *dal*, a spicy stew made from lentils. Then I play marbles with my friends in the village for a while. I enjoy playing with my friends; I also like riding my bicycle. Later on I go to collect some firewood and then my mother sends me to the shop to buy some food for dinner.

At 6.30pm I watch television and then at 7.30pm I eat dinner with my family before I go to bed at 8.00pm.

### India's caste system

India's caste system dates back thousands of years and is still extremely important in everyday life today. Scheduled Castes (otherwise known as *Dalits*) and Scheduled Tribes (also known as *Adivasis*, India's indigenous people) are the most disadvantaged communities, often living in poor areas and with the poorest access to health services and education.

**A life in the day of...**

**Analysis grid**

Name of young person: \_\_\_\_\_

Complete the table below with information about the young person's day. *Note: You may not be able to fill in all the boxes for every young person.*

Time	Activity

What have you learned about this young person?

Family	Friends
Likes and dislikes	Leisure interests
Challenges they face	Personality
Memories	Dreams and goals

**A life in the day of...**

**Planning template**

Name of young person:	
Where do you live?	
What happened in your day? First...   Then...   Next....   After that...   Finally...	
Family	Friends
Likes and dislikes	Leisure interests
Challenges you face	Personality
Memories	Dreams and goals