

ENGLISH SESSION 4: MAKING DIFFICULT CHOICES

Age range: 11–16 years

<p>Outline Learners will use a ‘reading mystery’ to develop their ability to make inferences, refer to evidence in a text and draw on their knowledge of the purpose and context of writing to support comprehension. The reading mystery explores reasons why a family in Telangana might decide to migrate from the countryside to the city. Learners will finish by reading a case study of Naresh and his family to help them understand and empathise with a family who have faced similar issues.</p>		
<p>Learning objectives</p> <ul style="list-style-type: none"> • To develop reading comprehension skills, referring to evidence and making inferences from a text. • To discuss ideas with others in a group. • To recognise why families in Telangana might migrate from a rural area to the city. • To develop empathy and understanding of the challenges some families in Telangana might face. 	<p>Learning outcomes</p> <ul style="list-style-type: none"> • Learners will deepen their understanding of texts through considering the purpose and context. • Learners will make inferences and find supporting evidence. • 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. 	
<p>Key questions</p> <ul style="list-style-type: none"> • Why do you think Naresh’s family decided to migrate to Hyderabad? • Did you feel frustrated at any point in the activity? • Do you think the family had any choice about borrowing money? What does this activity tell us about how debt affects people, especially children? • What does this activity tell us about why people migrate? 	<p>Resources</p> <ul style="list-style-type: none"> • <i>English slideshow B</i> (slides 8–11) • Resource sheets: <ul style="list-style-type: none"> ◦ <i>Meet Naresh 1</i> and <i>2</i> • Activity sheets: <ul style="list-style-type: none"> ◦ <i>Making difficult choices 1</i> and <i>2</i> ◦ <i>Thinking about Naresh</i> 	
<p>Curriculum links</p>		
<p>England KS3 English <i>Pupils should be taught to:</i> Spoken language</p> <ul style="list-style-type: none"> • Speak confidently through participating in structured discussions, building on what has been said. <p>Reading</p> <ul style="list-style-type: none"> • Understand increasingly challenging texts through: <ul style="list-style-type: none"> ◦ Making inferences and referring to evidence in the text. ◦ Knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension. ◦ Checking their understanding to make sure that what they have read makes sense. • Read critically through: <ul style="list-style-type: none"> • Knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, present meaning. 	<p>Wales KS3 English Oracy: skills</p> <ul style="list-style-type: none"> • Communicate clearly and confidently, expressing reasoned opinions, adapting talk to audience and purpose, using appropriate gesture, intonation and register in order to engage the listener. <p>Oracy: range</p> <ul style="list-style-type: none"> • Experiencing and responding to a variety of stimuli and ideas: audio, visual and written. <p>Reading: skills</p> <ul style="list-style-type: none"> • 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. <p>Reading: range</p> <ul style="list-style-type: none"> • Experiencing and responding to a wide range of texts. 	<p>Scotland Literacy and English</p> <ul style="list-style-type: none"> • To show my understanding across different areas of learning, I can: <ul style="list-style-type: none"> ◦ Clearly state the purpose, main concerns, concepts or arguments and use supporting detail. ◦ Make inferences from key statements and state these accurately in my own words. ◦ Compare and contrast different types of text. <p style="text-align: right;">LIT 4-16a</p> • 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. LIT 3-06a / LIT 4-06a

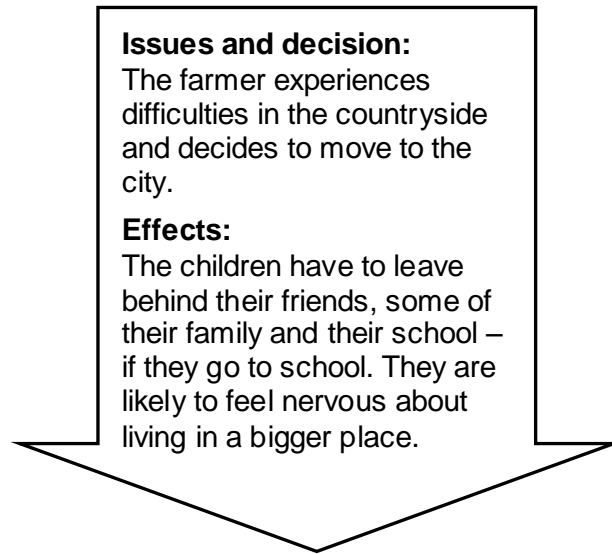
Note:

- *With thanks to The Save the Children Fund, the following activities have been closely adapted from the following resource: Young Lives, Global Goals; Children, Poverty and the UN Millennium Development Goals, Save the Children, 2005. © Save the Children.*
- *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.*

Activity 4.1 (60 min)

Making difficult choices

- Show slide 9 of *English slideshow B*. Learners will have been introduced to Elmer in the *Introduction session* and *English sessions 1* and *2*. Remind learners that Elmer lives with his older sister in Lima, the capital city of Peru. Elmer was sent to the city from his village so that he could go to secondary school.
- Explain that many families in each of the four Young Lives countries make the choice to move from rural areas to live in the city. Discuss the following questions:
 - *Why do you think a family might decide to move to the city?*
 - *Do you think quality of life will be better in the city or in a rural area?* Note that learners may have investigated the effects of geographical location (urban or rural) on daily life, education and health in *Geography session 5*, *Maths session 3* and *Maths session 4*.
 - *What challenges do you think families may face when they migrate to the city from a rural area?*
- Explain that learners are going to play a game to find out more about why people might decide to migrate from rural areas to the city and the difficult choices that they often have to make.
- Organise learners into pairs and distribute copies of *Making difficult choices 1* and *2*. Tell learners to imagine they are part of a family living in rural Telegana. Ask learners to work together to discuss the issues and make choices. As learners make choices, they should write down the letters of the boxes that they visit, for example A → I → E → P. Encourage learners to make their choices relatively quickly. If necessary, explain what debt and interest mean.
- Once learners reach the end of the activity, give each pair a large sheet of sugar paper and ask them to devise a flowchart to record their choices in detail. Using two different coloured pens, learners should write the following information in each part of the flowchart:
 - *The issues raised and choice made – using the first coloured pen.*
 - *The actual and possible effects on children in the family – using the second coloured pen.*
- You may need to model the process of drawing a flowchart so that learners fully understand the information they are required to record. An example of the start of a flowchart is provided below.



- Select learners to share their choices and the effects on the children with the rest of the class. It would be good to have a range of different outcomes. Encourage learners to comment critically through class discussion on the choices made and resulting scenarios.
- For example, some learners may have chosen the following scenario: A → P → L → B → K → O → G → M → Q → C → M → Q. They may have got frustrated with this scenario and its cyclical nature (the fact that there is no end to it). Discuss with learners how few choices the family had and the spiralling effect of the debt. You could ask the following questions:
 - *Did you feel frustrated at any point in the activity?*
 - *Do you think the family had any choice about borrowing money?*
 - *Do you think they will be able to pay off the debt?*
 - *What do you think will happen to the family in two years' time?*
 - *How do you think the children will suffer as a result of this debt?*
 - *Do you think the government should help people who are in debt?*
 - *How many choices were the family actually able to make?*
 - *What does this activity tell us about why people migrate?*
 - *What does this activity tell us about why people end up in debt?*
 - *What does this activity tell us about how debt affects people, especially children?*

Activity 4.2 (30 min)

Why did Naresh's family move to Hyderabad?

- Distribute copies of *Meet Naresh 1* and *2*. Explain that Naresh is a young boy from the state of Telangana who was involved in the Young Lives project. This case study was written in 2004, when Naresh was eight years old.
- Show slide 10 and ask learners to read the text of *Meet Naresh*. Discuss learners' initial thoughts about why Naresh's family decided to migrate to Hyderabad, the challenges they have faced and what the quality of their life is like.
- Show slide 11 and give each learner a copy of *Thinking about Naresh*. Ask learners to write answers to the questions. Encourage learners to use evidence from the text to justify their ideas.
- Discuss learners' ideas as a whole class. You might like to ask some additional questions:
 - *Do you think Naresh's family made the right decision to move to the city? Why or why not?*
 - *What problems are caused in rural areas by people leaving for the city?*
 - *Do you think migration from rural to urban areas is an issue in the other Young Lives countries? Do you think it is an issue in the UK? Why do you think this and how could you find out more?*

Further ideas

- Ask learners to imagine that they are a village leader in Telangana who is worried about families leaving the village for the city. Learners could write a letter to the state government making a realistic proposal to keep people in the village, for example by building more schools in rural areas.
- Ask learners to imagine that Naresh's father has an accident at work. Discuss what options learners think Naresh's family will have to treat him and to continue to maintain the household.

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Making difficult choices 1

START HERE



A

You are a farmer who lives in a village in India with your wife and two children. Life is hard; you farm a small plot of land but lack of rain for four years means you have been unable to produce enough to feed your family. A friend recently moved to the city and you hear that he has a brick house, well-paid work and a good school for his children. You would love your family to have a better life and think the city may offer you this. You have enough money for the bus fare to the city. Should you make the move?

*If you decide to stay in the village, go to I.
If you decide to move to the city, go to P.*

B

You have problems paying back the money you borrowed for the house.

*If you have had enough and decide to return to your village, go to H.
If you think these problems are temporary and you'll sort it out in time, go to K.*

C

A new week has not brought you better luck. You know that your children are going to bed hungry. It breaks your heart, but what can you do?

You carry on working as hard as you can. Go to M.

D

You take your children out of school. You have a little more money every week, but you are worried sick about the future. You had hoped that your children would be able to read and write and earn good wages in a good job. Your hopes are dashed; you believe that education; their only possible escape from a life of perpetual poverty, has been taken away from them. To make things worse, you are still in debt.

THE END

E

With the last of your money you buy seeds for the coming year, but gales and heavy rain destroy much of your crop. The harvest will last you weeks rather than months. You need money but there is very little in the village. If you stay, your family may starve.

You have no choice now. There is no future for you here. You must think of your family and find work in the city. Go to P.

F

Life is grim as a squatter. You are not legally entitled to be here and could be evicted at any time. The water has been disconnected, which means that the only place you can get water from now is the stream. This is heavily polluted and you are worried that you or your children will catch something. Your boss says his offer of 10,000 rupees to build a proper house in a nice district remains open. You are very tempted: although you'll be in debt, you will at least have somewhere decent to live.

*If you decide to take up the 10,000 rupees loan, go to L.
If you decide to stay as a squatter and hope things improve, go to N.
Go to J if you've had enough of the city and want to return to your home village.*

G

You have taken on another loan, which has meant your children can go to school for another year. You may have to choose which of your children go to school. However, your debt has increased and so have your outgoings. You are not sure how you'll pay the original loan back. This new debt has made your money worries even worse.

You feel trapped and have no options. Go to M.

H

You return to your village only to find that while you have gone your neighbour's family has taken over your houses as well as your land.

You have no choice. You must return to your house, job and debt in the city. Go to K.

Making difficult choices 2

I

The rains have failed again, and the harvest has been very disappointing. Farming is the only thing you know and you hope things will get better soon.

*If you wish to stay in your village, go to **E**.*

*If you think enough is enough and wish to go to the city to find a job, go to **P**.*

J

You arrive back at your village and are shocked to see that your land is now being used by your relatives. Your extended family will not support your claim to it because you chose to leave the village. Without land you cannot possibly stay in the village.

*You must return to the city and take up your boss's offer of a loan. Go to **L**.*

K

You are having trouble with loan repayments. One way to make sure the children eat enough is to take them out of school and spend the fees on food and repaying the loan. If you do this, your children will be illiterate (unable to read and write) like you. You feel that you will be condemning them to a life of struggle and poverty. This is a very difficult decision.

*If you decide to spend the school fees on the debt and better food then go to **D**.*

*If, however, the education of your children is your top priority, go to **O**.*

L

The money you've borrowed will buy enough land and building materials for a small house. You build your house yourself, with some help from your neighbours and your eldest child. You are now the 'owner' of a small one-storey, three-room house, but your enthusiasm is dampened by the huge loan hanging over your head. You'll have to pay back large amounts each week just to cover the interest.

*Go to **B**.*

M

Money is very tight; you have just managed to pay your weekly instalment on the loan and have a little left over for food. Your children desperately need new clothes, but that will have to wait for another time. At least they are at school and learning. One day they could get a decent job and look after you.

*Go to **Q**.*

N

You carry on squatting, but the insanitary conditions have made your youngest child dangerously ill and you must move out. Your boss again offers you a loan to buy a house in a much cleaner neighbourhood. You don't want to get into debt but the health of your children is more important.

*If you decide to accept the loan, go to **L**.*

*If you decide not to accept the loan but to return to your home village, go to **J**.*

O

You feel that you have made the right decision; you and your children will have to sacrifice now for the benefits to come. However, your decision has caused immediate problems. Your daughter is sick, perhaps due to not eating proper food. You have had to spend the children's school fees on medicine. Where will you find the school fees from now? A friend suggests borrowing money from your home village but you can barely afford the repayments on the first loan. You may well have to take your children out of school after all.

*To borrow more money, this time from your home village, go to **G**.*

*To take your children out of school, go to **D**.*

P

You move to the city, leaving your family behind in the village for now. Luckily you find some building work. It is hard and poorly paid but at least you can buy food for your family. You send for them to live with you. Where are you going to live? Your boss says he will lend you 10,000 rupees, just enough to buy land and build a house in an area with water, reasonable sanitation and good roads. However, repaying the interest will take almost all of your wages. A friend suggests moving to a squatter settlement. It has no roads, sanitation or nearby water source; it smells of rotting rubbish; your house will be built out of whatever you can find. But at least you won't get into debt.

*To build on the squatter settlement and not go into debt, go to **F**.*

*To get a loan to build a new house in the nicer area, go to **L**.*

Q

You are working all the hours you can. You do not see your family as much as you would like. You have little choice but to carry on working hard and hoping that next week will bring better luck.

*No decisions to be made here. Go to **C**.*

Meet Naresh 1

India

Note: This information was gathered from Naresh and his family in 2004, when he was eight years old and living in Hyderabad, now the capital city of the state of Telangana in southern India.

Naresh's home and neighbourhood

Naresh lives with his mother, father, younger brother Durga and younger sister Ammu in Peddamma Nagar. Peddamma Nagar is a settled slum in north-east Hyderabad. A settled slum means that people have built permanent houses there. Most are one-storey brick or stone houses.

Peddamma Nagar was established around seven years ago and now there are about 2,000 houses. Most families are Hindu but there are also some Muslims. The residents are migrants from neighbouring districts of Telangana. It is an arid region; it is very hot in the summer and there is often little water for cultivation or feed for livestock.



Image credit: Gary Wing

Being close to Hyderabad, this area has been settled by construction workers who work in the city. Most people who live here have migrated from their villages because they couldn't find work there. Naresh's father migrated here with his brothers 15 years ago (from Attili village, 300km away) and stayed in the nearby Gayathri Hills. When they first arrived there were no roads and lots of houses didn't have toilets.

After Naresh's mother and father got married they moved to Peddamma Nagar, bought some land and built a house on it. They have two rooms, a kitchen, a toilet and a bathroom built of brick. The floor is concrete. To build the house, Naresh's parents took out a loan of 10,000 rupees (about £100) from his father's village and also from his father's manager. Every week they pay back some of the loan but find it very difficult. Naresh's father explains "We pay back only the interest because of all the expenses of the children." A balance of 8,000 rupees remains.

Life has improved for most people in Peddamma Nagar over the last few years. There used to be open sewers but recently drainage pipes have been laid. Down the road from Naresh's house are some shops selling sweets and general goods, and a telephone booth.

School

Lots of the children in Peddamma Nagar don't go to school as their parents can't afford it. Children often work to earn money for the family. Naresh's school is private, so parents have to pay, but the government is asking the school to encourage parents to send their children there, even if they can't afford to pay anything. Teachers visit the families if the children drop out. The school pays for children's book fees if the family can't afford them. "We ask them to pay just the school fee," says the head teacher. "As much as they can afford."

Naresh's school, Little Star High School, has between 600 and 700 learners, with 35 to 40 in each class. The children don't have to wear a uniform if their parents can't afford it.

Meet Naresh 2

India

Naresh's day

Naresh gets up at about 6.30am and his father, Sreenu, takes him to school on his bike. School starts at 9.30am and he returns at 4.00pm. He studies English, Hindi and Telugu there. At playtime he likes playing cricket with his friends.

Between 4.00pm and 5.00pm he has food, which is rice with *dal* (lentils). Between 5.00pm and 7.00pm he goes for extra tuition. After 7.00pm, he does his homework from school and from his tuition. He complains about studying so much and says he doesn't want to have a job when he grows up.

Sometimes, before and after school, Naresh looks after his brother and sister while his mother, Nagalakshmi, does some housework. She fetches water from the spring or the nearby water tank in pots. If she brings water from the tank, which is filled daily by the water lorry, she has to pay and she gets four or perhaps five pots a day. Everybody gets the same amount. She uses the spring water for washing. It's the only natural source in the area. During the rainy season it's full, but during summer the underground water is very low. Then she uses mugs to scoop out the water from between the large rocks and fills her pots that way. It takes between 30 minutes and one hour to collect four to five pots this way. The water here is also used for building construction work. Some people have now dug their own wells in their compounds, but some are dry.

Naresh's family

Naresh's father is a stonemason in Hyderabad city, working for a contractor. He earns 150 rupees (about £1.50) a day and is paid weekly. Sometimes he can get an advance from his boss. When he first came to the city he was a general labourer mixing cement. Later he learned to be a stonemason. Naresh's father leaves home at 8.00am and cycles 3km to work. He returns about 8.00pm. He has Sundays and occasional half days off.

Naresh's mother, Nagalakshmi, regrets leaving their village but realises they had little choice. "Yes, we felt bad leaving our village, even our parents felt bad. We had nothing there for our livelihood so we came here. We borrowed money and built this house."

The family has no land at the village so can't go back. They feel they must stay in Peddamma Nagar so that their children will get a good education and good jobs. But making sure all the children go to school is difficult for the family. It costs 300 rupees a month to send both sons to private school – plus books and uniform – and sometimes they pay two or three months late.

Recently, Naresh's father bought some school books for him and it cost 390 rupees. They chose a private education for Naresh as the government school is further away and because his cousins hadn't had a good time there.

Naresh's mother has been home recently to their village to get medicine for an infection because it is cheaper than in the city. But for major illnesses they use the private hospital because, although it is expensive, it is close by.

Money can be so tight that Naresh and his family don't have enough to eat. "Sometimes we borrow money from my village and thus life goes on," explains his mother. "Who can say about the future? At present it is okay, we borrowed money from the village and paid their school fees."

Educating the children is a priority for Naresh's family. "My children will be happy in the future – that's why we are educating them," says Naresh's father. "They will get a good job depending on their qualifications. Rather than doing hard manual work, they might work as a mechanic or do some other easier work. I am educating them so they can do a better job." When Naresh's sister, Ammu gets older his father also wants to educate her so that she too has a better life.

Thinking about Naresh

- Why do you think Naresh's family decided to move to Hyderabad?

- What problems did Naresh's family encounter when moving to Hyderabad?

- Do you think their quality of life has improved since moving to Hyderabad?

- Do you think Naresh's family had any choice but to borrow money?