# English Session 6: Wishes for the Future

**Outline**
Learners will consider their long-term wishes for themselves and their families, their community and their country. They will then take turns, acting in role, to imagine what the wishes of featured young people from the Young Lives communities might be. Finally they will watch a video and explore the wishes of some young people from Young Lives communities in Peru and discuss any similarities and differences between these wishes and their own.

**Learning objectives**
- To act in role.
- To discuss ideas with others in a group.
- To make inferences about the thoughts and wishes of others.
- To develop empathy for others.

**Learning outcomes**
- Learners will act in role as a young person from a Young Lives community, imagining what their wishes might be.
- Learners will explore and discuss the wishes of young people from Young Lives communities in Peru.
- Learners will reflect on and discuss with others their wishes for themselves and their families, their community and their country.

**Key questions**
- What wishes do you have for you and your family, for your community and for your country?
- 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?

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<th>Curriculum links</th>
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<tr>
<td><strong>England</strong></td>
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<tr>
<td>KS3 English</td>
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<tr>
<td>Pupils should be taught to:</td>
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<td><strong>Spoken language</strong></td>
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<tr>
<td>• Speak Standard English confidently and effectively in classroom discussion.</td>
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<td>• Justify ideas with reasons and ask questions to check understanding.</td>
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<td>• Develop understanding through speculating, hypothesising and exploring ideas.</td>
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<td>• Understand and use the conventions for discussion and debate.</td>
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<td>• Adopt, create and sustain a range of roles, responding appropriately to others in role.</td>
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<tr>
<td><strong>Wales</strong></td>
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<td><strong>Oracy: skills</strong></td>
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<tr>
<td>• Listen and view attentively, responding to a wide range of communication.</td>
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<td>• Identify key points and follow up ideas through probing question and comment in order to inform and moderate opinions, ideas and judgements and to learn through talk.</td>
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<td>• Extend their understanding of the social conventions of conversation and discussion.</td>
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<td><strong>Oracy: range</strong></td>
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<tr>
<td>• Communicating for a range of purposes, e.g. argument, debate, analysis, formal presentation, exploration and consideration of ideas in literature and the media.</td>
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<td>• Presenting, talking and performing for a variety of audiences.</td>
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<td>Literacy and English</td>
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<tr>
<td>• 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.</td>
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<td>LIT 3-06a / LIT 4-06a</td>
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<tr>
<td>• I can communicate in a clear, expressive manner when engaging with others within and beyond my place of learning, and can independently select and organise appropriate resources as required.</td>
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<tr>
<td>LIT 4-10a</td>
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<tr>
<td>• I can persuade, argue, evaluate, explore issues or express and justify opinions within a convincing line of thought, using relevant supporting detail and/or evidence.</td>
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**Resources**
- English slideshow B (slides 14 and 15)
- Resource sheets:
  - Welcome to my life: Neta and Hadush (Ethiopia); Sarada and Salman (India); Elmer and Eva (Peru); Phuoc and H’Mai (Viet Nam)
  - Wishes for the future – Peru
- Activity sheet:
  - My wishes for the future…
- Videos:
  - Voices from Peru and Voices from Ethiopia

Age range: 11–16 years
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.

Activity 6.1 (20 min)

Our wishes for the future

- Ask learners to think about their lives in the future. What wishes do they have for themselves and their family, for their community and for their country? Encourage learners to consider long-term, important wishes which would make the reality of life better in some way.

- Ask learners to complete the sheet *My wishes for the future…*, writing their wishes for themselves and their families, their community and their country in the appropriate concentric circles. Note that this template is also shown on slide 15.

- Allow time for learners to share their wishes with others in the class. This could be through conversation in small groups or by displaying learners’ wishes around the classroom and asking learners to circulate and explore the wishes of others.

Activity 6.2 (45 min)

Young Lives wishes for the future

- Ask learners to think about the eight featured young people from the Young Lives communities that they have been introduced to in *English sessions 1, 2 and 3*. What do they think the wishes of these young people might be? Discuss learners’ initial thoughts as a whole class.

- Organise learners into pairs. Distribute copies of *Welcome to my life* so that each learner in the pair has a profile for a different young person. Learners should take turns at being an interviewer or acting in role as the young person in their profile. The interviewer should ask their partner questions about their wishes (for themselves, their community and their country). Their partner should then answer in role, using the evidence in the profile (and any other relevant learning from other English, maths or geography sessions) to make inferences about what the wishes of this young person might be.

- Invite pairs to act out their conversations in front of the rest of the class. Discuss their ideas:
  - Why did you think your young person would have these wishes?
  - Do you think there might be differences between the wishes of young people living in urban and rural areas? If so, what, and why do you think this? Learners explore rural and urban inequalities in *English session 3, Geography sessions 4 and 5* and *Maths sessions 3 and 4*.
For example, whether they live in a rural or urban area impacts on young people’s daily time use and access to services such as health care and education.

- Did any pairs’ performances demonstrate differences between the wishes of boys and girls? If so, why do you think this is? Learners explore gender inequalities, such as in education and daily time use, in English session 3, Geography session 4 and Maths sessions 3 and 4. In English session 5, learners consider gender inequalities in more detail and debate the motion that life is more difficult for girls living in poverty than for boys.

- Explain that learners are now going to see a video clip of young people from Young Lives communities in Peru talking about their wishes. Written versions of some of these wishes are provided in Wishes for the future – Peru.

- Show the video clip: Voices from Peru

- Discuss learners’ responses:
  - What similarities and differences are there between these wishes and your own? Can you explain these?
  - What similarities and differences are there between these wishes and the wishes you explored in role?
  - Do you think every young person in Peru will have similar wishes? Why or why not?

Further ideas

- Ask learners to do some creative writing to expand on the wishes they explored in the role-play in Activity 6.2. Learners could write a diary entry in role as one of the featured young people, writing about their life and their wishes for the future.

- Ask learners to make video diaries recording themselves talking about their wishes for themselves, their community and their country.

- Ask learners to think specifically about wishes they have for their school and education:
  - Ask learners to first think of what wishes they have for their school and education, such as ways in which they think their school could be improved.

- Show the video clip: Voices from Ethiopia from 0 min 24 sec to 2 min 14 sec
  - In this video clip, four young people from Young Lives communities in Ethiopia talk about their schools and what would make them better.
  - Discuss learners’ responses. What similarities and differences are there between the wishes of these young people and those of the learners themselves? Can you explain them?

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My wishes for the future

Me and my family

My community

My country
Welcome to my life

My name is Netsa (Ne-as-sa) and I am 12 years old. I live with my foster mother in a slum area in the city of Addis Ababa, the capital of Ethiopia. I am an only child.

I am in grade 5 at a government school. I started kindergarten when I was four. I stayed there three years and then I did grades 1 and 2 in a private primary school. After that, I moved to a government school. I had to drop out of private school because the fees went up and my mother couldn’t afford them any more.

If you are a new student in the government school, they force you to begin again from grade 1 unless you have a release paper from your other school, which I didn’t have. If I hadn’t had to start from grade 1 again, I would be in grade 7 now.

I like my school. There is a library and they gave us new books. I study English, Amharic, maths, science and geography.

I get home from school at 4.30pm and then help at home until 6.00pm. I help my mother by washing the dishes, cooking, cleaning the house and making the beds. My foster mother bakes injera to sell in the neighbourhood.

On Sundays I go to church in the morning. After that I eat my breakfast and have a bath. Then I wash my school uniform and do household chores. I play from 5.00pm to 6.00pm and I study in the evenings before going to bed.

My foster mother cares for me. She teaches me how to do things and buys me shoes, clothes and educational materials. I think that parents should support their children until they finish their education, get a job and start living independently. I will support my foster mother after I complete my education.

I think I will have a better life than my mother because if I finish my education and get a job I will live a better life. My mother studied up to grade 7. I want to finish at grade 12 and go to university. I would like to be a doctor in the future.

Key word

- *Injera* is a type of flat bread.
Welcome to my life

My name is Hadush (Haa-doo-sh) and I am 13 years old. I live with my father, stepmother and older siblings. We live in a village in a rural area in a northern part of Ethiopia called Tigray. My mother died when I was small and my father married again six years ago.

I don’t go to school but my sisters do. I look after the cattle instead. From time to time I go to a traditional school at the house of a teacher who is a priest. I like this school. I plan to start regular school next year.

Our home is in a compound. Inside there are three buildings – the hidmo, seqela and the adarash. The hidmo (which means ‘home’) is a small room made of stone. The floor is made of earth, and its walls are rough. The seqela is a cattle pen. The adarash is a sleeping room with a traditional mattress on a bed made of mud. We have a lamp and a radio but no tables or chairs. We don’t have electricity but there are plans to install an electricity supply in our community in the future.

I work to support my family. I like my work and I am proud to do it. I work around ten hours a day, from 8.00am until 6.00pm. I also help my stepmother to collect firewood and fetch water.

I am happy at the moment because my older brother has returned home from the army. He arrived back from the battlefield alive and wasn’t affected by the war. I was very happy about that! My brother brought me all the things I asked him to, like a pair of shoes, a suit and some sandals. People who live well have all these things – shoes, trousers, jackets and meat like lamb and chicken.

Our most important holidays are Easter, New Year and Epiphany. We celebrate by eating chicken or lamb and buying new clothes.

I am good at everything – nothing is impossible for me.
Welcome to my life

My name is Sarada (Saa-ru-daa) and I am 12 years old. I live in a rural village in the south of the state of Telangana in India. I live with my mother, sister and brother. I have been disabled since birth. I can walk short distances but I find it difficult to stand for any length of time.

I am in the last year of upper primary school. I think education is very important. At school, I take part in a number of extra-curricular activities and I have won some prizes. My mother wasn’t educated herself and she thinks that it is very important that my brother and I go to school. I have learned many things from my mother, such as how to cook rice. The first time I tried to cook rice, I burned my fingers but now I know how to do it.

I love my family, although I argue with my brother sometimes. My father remarried and lives with my stepmother and stepbrothers and stepsisters in Mumbai. They come to visit once a year.

I don’t have many friends at school. My best friend was an older girl called Sabeena, but she was married at the age of 15. I don’t see her much any more and I miss her. I don’t think that young women should get married too early. Many girls in my village are married at 14 or 15. I think they should wait until they are 20. My stepsister in Mumbai was married at 12 and now has three children.

I used to play outside but now my mother won’t let me and I have to stay in and do chores in the house. I felt sad that I couldn’t play any more, but then I agreed for the sake of my mother. It is the same in most homes here. Once girls reach puberty, they are no longer allowed to play outside.

In the future I would like to study and go to high school. However, the high school is eight kilometres away and you have to go by bus. Travelling on the bus makes me feel dizzy and sick. Many girls in our village drop out at this stage because their parents don’t want them to travel on public transport on their own as they fear for their safety.

I would like to be a judge so that I can improve society and stop people doing wrong things and harming others. Or I would like to be a businesswoman and start a small tailoring centre or open a shop to sell goods that I have sewn. One day, I would like to own my own house and maybe get married.

Photo credit: © Young Lives/Sarika Gulati
Welcome to my life

Salman – urban India

My name is Salman (Sull-maan) and I am 12 years old. I live in a poor neighbourhood in the city of Hyderabad, the capital of Telangana state in India. I come from a Muslim family. I live with my mother and two younger and two older siblings. My father died of a heart attack when I was six years old. We live close to the city centre. I like where we live. The other people in our community are nice people. You can trust them.

I dropped out of school in grade and I now work as a sales assistant in a shoe shop. My mother works as a servant, looking after the house of a rich person. My mother says that she can't afford to send us to school. Life is very hard for her without my father. I miss my father too. I keep a photo of him with me.

I earn 30 rupees (about 30p) a day, most of which I give to my mother. I keep five rupees as my own spending money. Sometimes the customers give me tips because I am poor. My mother gives me a packed lunch for work every day. My friends work too, one as a street trader and one in a clothes shop.

There are three other boys working in the shoe shop. The younger one works in the afternoon and studies in the morning. I like the owner of the shop where I work because he looks after the other boys and me. He also has a good sense of humour and tells jokes.

Each day I normally spend ten hours sleeping, eight hours working and six hours playing. When I was younger we used to play in the mud. We used to eat mud and some children put mud on their heads! We also used to play marbles. But now I can only play when I come home from work. I also watch television. I like comedy programmes such as Mr Bean.

I think that I have to work hard to earn money and have good health. I have no choice but to continue to work.

I'm not sure about what I would want to do in the future. Perhaps one day I will start my own shop. Or maybe I will go back to school.

Photo credit: © Young Lives/Farhatullah Beig
Welcome to my life

My name is Elmer (El-mer) and I am 12 years old. I live with my older sister Eva in Lima. Lima is the capital city of Peru. I came to the city from my village earlier this year so that I could start secondary school. I miss my family but I know that I will be going home one day.

My sister Eva is 25 and has two small children. Her husband is a carpenter. I also moved to the city to help look after Eva’s children. I take care of them in the afternoons and on Saturdays when she works in a restaurant. My nephews are aged three and six. Sometimes they are naughty. They don’t do what they are told and play with the stereo.

We live next to a busy road in a densely populated part of the city. It is close to my school. Our apartment is on the second floor above a car repair shop. The living room and kitchen are spacious and we have electrical appliances: a television, a DVD player, a stereo, a fridge and a cooker.

Moving to Lima meant a big change in my life. I moved from the primary school in my village to a large secondary school in the city. I like the playground in my new school though I wish it was cleaner. I think secondary school is more difficult than primary school because there is more homework and there are more teachers.

At home in my village, I helped my parents on our farm. I took care of the animals, worked the land and picked coffee. Sometimes I got paid a small amount for this. I spent a lot of time playing with my little sister and taking care of my youngest brother.

In Lima, I like going out and playing in the park. I don’t like all the cars and noise. My village is nicer because there are more trees.

I want to complete secondary school, to go to university and become a doctor. I would like to have a wife and children but not until I am at least 25 years old. In the future I would like to travel and visit other places.
My name is Eva (Aa-va) and I am 14 years old. I live with my mother and father in a small rural village in the southern Andean highlands in Peru. I go to a school in a nearby city – it takes me 45 minutes to get there. I would like to live in the city one day.

My father became ill last year. He had a back injury and can’t work any more. Since then I have had to work on the farm at weekends and during school holidays. I need to work to be able to afford clothes and the return fare for the school bus. I like to work but I don’t like it when we have to work late.

Everyone in my family reads and writes but we have very few books at home. I liked primary school more than secondary because there was less work and I had more friends.

In the mornings during the week, I cook and do chores before school. I have to wash our family’s clothes. I like to do this. In the last year my mother has taught me to cook much better. In the evenings, I watch television.

They teach us well at my school. There is a library, gardens and a workshop. We grow vegetables at school and I play volleyball.

There aren’t enough classrooms at school but they are building new ones. Some classrooms have two study sections where some students go in the mornings and some go in the afternoons. I study in the afternoons at the moment but I would prefer to study in the mornings.

I want to learn and complete school. I think school will be useful for my future. My dream is to go to university to study nursing.
My name is Phuoc (F-ooo-c) and I am 16 years old. I live with my family in the city of Da Nang. I am in grade 11. My school is one of the largest in the city. I am very proud to go there. There was an entrance exam and I had to study hard to pass it.

It takes me 20 minutes to cycle to school each day. I have an older sister who is in her final year of studying architecture. I try to study as much as I can. I am specialising in English, literature and maths. I also take part in some extra-curricular activities such as karate, and I go to Boy Scouts on Sundays.

In my free time, I help my parents to look after their store. I also help my mother to mop the floor and sometimes to cook. In the Boy Scouts I learned how to cook, go to the market and find wood. Sometimes I go on outings and picnics with my class. As well as studying, I also like to read books and listen to music. Sometimes I watch television or read newspapers. I like horror and action movies the most. When I watch television, I usually watch the Science Channel though I also watch cartoons once in a while for fun.

Sometimes I go back to visit my mother’s hometown in the countryside. I like the countryside. Life is relaxing there and more comfortable. I think I prefer the city, though. It’s easier to work in the city and the quality of life is higher.

I want to graduate from high school and get accepted into a university. My dream is to obtain a Master’s degree in the future or maybe even a PhD. I would like to work in the tourism industry or in foreign relations. I want to try hard and study overseas, maybe in the UK or Australia. Even if I go away to study I would like to return to Da Nang one day.
Welcome to my life

H’Mai – rural Viet Nam

My name is H’Mai (H-My) and I am 13 years old. I live with my family in a poor rural area in Phu Yen province, Viet Nam. I am the second oldest of four children. We are from the H’Roi ethnic minority group.

I had to drop out of regular school in grade 6 because my parents didn't have enough money to pay the fees. Although primary education is free in Viet Nam, there are a number of additional fees. Many children here drop out of secondary school because their parents can’t afford the school fees or other expenses, or because they live too far away from school and don’t have any form of transport, or because they have to work in the fields and so fall behind with their school work.

We live in a small house with two rooms: a living room and a bedroom. There is another traditional building behind the house, with a kitchen and a bedroom, where we spend most of our time. In front of our house there is a well. We don’t have a table or chairs and there isn’t any electricity in our house. There is an electricity supply in our village but we can’t afford the connection. I dream of having electricity at home one day.

I work on the family farm during the day and go to night school from 7.00 pm to 9.00 pm on Tuesdays, Thursdays and Saturdays. I am now in grade 9. On the farm I help herd the cows and cut grass for them to eat. We own about one hectare of land and we grow rice, beans, cassava and wheat.

When I am not working or studying I look after my younger siblings, including my younger brother who is still a baby. I also help my mother with the housework. I do the laundry and cook. I spend some free time with my cousin, who lives next door to us.

Our family are generally healthy, which is a good thing as the nearest clinic is five kilometres away and the closest hospital is nine kilometres away. The road to the clinic and the hospital isn’t very good so it can be difficult to get there. Children under the age of six get free treatment at the clinic and my mother takes my younger brother and sister there for regular check-ups. There are private doctors in the area but I don’t know many people who use them. We also sometimes use traditional medicines and doctors. There are two traditional healers in our village. We don’t have to pay the healers anything – we just give them chicken or pork.
Wishes for the future

Me and my family

To study, to be a better person every day, pushing myself in everything I want to achieve.

For my family, I wish for a house built out of brick because at the moment our house is just made of straw. Also, I’d like more food for my brothers and sisters and clothes for my family when it’s cold. And I wish that my family didn’t experience poverty.

My community

That there was no crime and that my neighbourhood was clean.

More security, more police.

A church, and more doctors.

I would like there to be electricity, water and drains, because we don’t have them.

Peru

That we were all healthy and that in our village we had everything we need.

For further progress in my studies so that I can continue my education and be more prepared for life.

To keep making progress at school so that I can go on to college and be more prepared for what I will do in life.

That there was no crime.

That there was more progress... less crime, more money for education... fewer children who are poor.

To have a meeting to talk about how to make our country better. And to have better food for the people who are poor.

That there was no corruption.

I wish for houses and food for the people who need them. And I wish for no crime or murder.

That we had more hospitals and more security.

To study, to be a better person every day, pushing myself in everything I want to achieve.

For my family, I wish for a house built out of brick because at the moment our house is just made of straw. Also, I’d like more food for my brothers and sisters and clothes for my family when it’s cold. And I wish that my family didn’t experience poverty.

That there was no crime and that my neighbourhood was clean.

More security, more police.

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I would like there to be electricity, water and drains, because we don’t have them.

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