

# UNIT 2: DATA ABOUT YOUNG LIVES

Age range: 9 - 13 years

<p><b>Outline</b> Learners will think about what they need to do well in life and the difference between “needs” and “wants”. They will then consider how they would spend a community’s money and how data might support their decision making. Next, learners will be introduced to Young Lives and start to think about how the data collected during this project is being used by governments and organisations (such as Oxfam) to support communities. Finally, learners will use data visualisation tools to explore and present “time use” data from the Young Lives communities. They will compare “time use” data from boys and girls, as well as from children living in urban or rural communities, and discuss possible reasons for any differences.</p>		
<p><b>Learning objectives</b></p> <ul style="list-style-type: none"> <li>To develop skills in using data visualisation software to present and compare daily time use for children in the Young Lives communities.</li> <li>To understand the difference between “needs” and “wants” and to be aware that some people around the world are unable to access basic “needs”.</li> <li>To develop skills for working in a group to discuss ideas and make decisions.</li> <li>To know what Young Lives is and understand the ways in which data collected during this project might be used by governments and organisations.</li> </ul>		<p><b>Learning outcomes</b></p> <ul style="list-style-type: none"> <li>Learners will use data visualisation software to present and compare “time use” data from children in the Young Lives communities.</li> <li>Learners will list some things we “need” to be doing well in life.</li> <li>Learners will work with others in a group to rank spending priorities for an imaginary community.</li> <li>Learners will identify similarities and differences in daily time use between different groups of young people, as well as exploring potential reasons for these.</li> </ul>
<p><b>Key questions</b></p> <ul style="list-style-type: none"> <li>How would you present this data?</li> <li>What do we “need” to do in life?</li> <li>How would you spend a community’s money? What data might help you to decide?</li> <li>What is Young Lives?</li> <li>What similarities and differences are there in daily life and time use between different groups of children from the Young Lives communities?</li> </ul>		<p><b>Resources</b></p> <ul style="list-style-type: none"> <li><i>Data power</i> slideshow: slides 14 to 32</li> <li>Resource sheets: 1. <i>Meet Afework</i>; 2. <i>Meet Tufa</i>; 3. <i>Meet Ravi</i>; 4. <i>Meet Harika</i>; 5. <i>Meet Luz</i>; 6. <i>Meet Manuel</i>; 7. <i>Meet Hung</i>; 8. <i>Meet Lien</i>; 9 <i>Time use and gender</i>; 10. <i>Urban and rural time use</i></li> <li>Activity sheets: 1. <i>Sharing out the money</i>; 2. <i>Young Lives time use bar chart</i></li> <li>Spreadsheets: 1. <i>Time use and gender</i>; 2. <i>Urban and rural time use</i></li> </ul>
<p><b>Curriculum links</b></p>		
<p><b>England</b> <i>Pupils should be taught to:</i> <b>KS2 Computing</b></p> <ul style="list-style-type: none"> <li>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</li> </ul> <p><b>KS3 Computing</b></p> <ul style="list-style-type: none"> <li>Undertake creative projects that involve selecting, using, and combining multiple applications, preferably across a range of devices, to achieve challenging goals, including collecting and analysing data and meeting the needs of known users.</li> </ul>	<p><b>Wales</b> <b>Numeracy Framework</b></p> <ul style="list-style-type: none"> <li>Using data skills: collect and record data, present and analyse.</li> </ul> <p><b>Digital Competencies Frameworks</b></p> <ul style="list-style-type: none"> <li>Data and information literacy - explore and analyse data sets.</li> </ul>	<p><b>Scotland</b> <b>ICT to Enhance Learning</b></p> <ul style="list-style-type: none"> <li>I explore and experiment with the features and functions of computer technology and I can use what I learn to support and enhance my learning in different contexts. <b>TCH 1-04a / TCH 2-04a</b></li> <li>I enhance my learning by applying my ICT skills in different learning contexts across the curriculum. <b>TCH 3-04a</b></li> </ul>
<p><b>Important teaching note</b> 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. It is assumed that teachers will choose to spread the activities in a unit over more than one lesson.</p>		

**Activity 2.1** (20 min) (Optional starter activity)

*What do we need to do well in life?*

- Show slide 15. Ask learners: *What do we need to do well in life?*
  - **Think:** Ask learners to think about the question on their own for a minute.
  - **Pair:** Give learners a couple of minutes to compare their ideas.
  - **Share:** Spend a few minutes sharing some learners' suggestions as a whole group. You might like to record their ideas on the board or on separate sticky notes.
- Spend some time thinking about the difference between “needs” and “wants”. Ask learners to consider what we really need to live. Tell learners to look again at their ideas and ask: *Which of these are “needs” and which are “wants”?* You may have to prompt learners to consider areas such as family, shelter, safety, education, play, medicine, friendships and so on.
- Ask learners whether they think everyone in the world has access to all the things they need. Possible discussion questions include:
  - *Why do you think this?*
  - *What might be the reasons for some people not having the things that they need?*
  - *What might be the consequences of this on people's lives?*

**Activity 2.2** (30 min)

*Sharing out the money*

- Organise learners into equal groups of four or five. Explain that the people in each group now represent the leaders of a community somewhere in the world.
- Discuss what their communities might need or want to spend money on, such as education, health, access to water and sanitation, housing, transport and leisure facilities.
- Show slide 16 and give each group an A3 copy of *Sharing out the money* and 30 counters or small circular coloured stickers. Explain that the counters represent how much money your community has. The boxes show some of the different areas that communities might need to spend money on. One box is blank for learners to fill in their own idea for a potential area of spending.
- Ask learners to share out their counters or stickers among the different boxes (areas of spending) to show what proportion of their community's money they would spend on each area.
- Emphasise that whilst there are no right or wrong answers, there will be advantages and disadvantages for every distribution and learners should share out their money as they think best. Explain that learners can place as many or as few counters in each area as they wish, and that they can also decide not to spend any money on some of the areas. Where learners in the same group have different ideas, they must negotiate to reach a joint decision.
- Allow time for learners to share their ideas as a whole class. Learners could circulate around the class to see the distributions of other groups, or alternatively, each group could share which area(s) they would spend the most money on and which area(s) they would spend the least on. It may be useful to take a photograph of each group's distribution for comparison, in case

learners re-play this game in Unit 3.

- Explore the choices that learners have made and their reasons for them. Possible discussion questions are provided in the notes of slide 16.
- Point out that governments have to make decisions about how to spend their country's money or budget. They rely on lots of different data sources to make their decisions. Draw out that it can sometimes be difficult to find reliable data, particularly in poorer countries where there is less funding and resources to collect the data in the first place. This can make it difficult for governments and organisations to make effective decisions and improve people's lives. See the further ideas in Unit 3 for a suggested activity to explore this aspect in more detail.

### Activity 2.3 (25 min)

#### *Welcome to Young Lives*

- Use slides 17 to 18 to briefly introduce learners to the Young Lives project.
- Show the world map on slide 19. Ask learners if they can locate the UK and the four Young Lives countries (Ethiopia, India, Peru and Viet Nam) on the world map. Click forward on the slide to reveal the locations of these countries.
- Explain that the Young Lives researchers have been collecting data from poorer communities in each of the four countries. Point out that although there are many people in these countries who are living in poverty, there are also people who have similar lifestyles to those in the UK.
- Show slide 20 and ask learners which of the four countries they think these images come from (all of the images are from one country). Encourage learners to give reasons for their ideas. Share the correct answer (Ethiopia) and ask learners whether or not they were surprised by any of the images. *Which images and why?* Use these contrasting images to further emphasise the point that, just as in the UK, there will be differences across each of the Young Lives countries, such as in landscape, climate and people's quality of life.
- Tell learners that the Young Lives researchers have been collecting a lot of data about young people and the communities in which they live. This data is being used by governments to help them to make plans and decide how best to use money and resources to support different communities and groups of people.
- Show slide 21 and explain that charities such as Oxfam also use data such as that from Young Lives. Explain that Oxfam's vision is a world without poverty. It works with partner organisations and communities in over 90 countries to respond to emergencies, support people to take medium and long-term actions to lift themselves out of poverty and campaign to tackle the root causes of poverty. Data like this helps Oxfam in many different ways, such as to identify which countries, communities or groups are in most need of support.
- Explain that the Young Lives researchers have been following some of the 12,000 children in the study more closely. They have spent a long time in their communities and interviewed the children and their parents regularly to find out more about their lives.
- Use resource sheets 1 to 8 to introduce some of the featured children to the class. You could do this as a whole class activity or organise learners into groups and distribute copies of the child profiles among them. Photographs and information about these children are also provided in

slides 22 to 29.

- Discuss learners' initial responses and ideas. Possible questions (also provided on slide 30) include:
  - *What similarities and differences are there between the lives of these children and your own life?*
  - *What similarities and differences are there between the lives of these children?*
  - *Are there any differences between the lives of the two children from each country?* Use this question to draw out that just as there are differences between learners in your class, there are also differences between children in each of the Young Lives countries. There will also be differences among young people in a community.
  - *What do you think might be the reasons for any differences?* For example, some differences might be a result of being a boy or a girl; some might be linked to, such as living in towns and cities or in villages and the countryside.
  - *What do you think might be the best areas to spend money on in any of these children's communities? Why do you think this?* Encourage learners to identify any useful information in the children's profiles, such as their access to education and healthcare.
  - *Ravi doesn't go to school. Does this mean that more money should be spent in his community on schools and teachers than on other things?* Use learners' responses to draw out that just because Ravi doesn't attend school, this does not necessarily mean that every boy in his community is missing out on school. Make the point that having quantitative data (involving numbers) about Ravi's community is also important for making decisions about which areas to spend money on. The children's profiles are examples of qualitative data which does not involve numbers but might include words, pictures, photographs and/or observations. With older learners, you may wish to extend this discussion by asking why researchers collect both quantitative and qualitative data. For example, you could draw out that qualitative data can enable researchers to become more aware of "hidden" or more nuanced issues, which may not be picked up by quantitative studies. It also helps to bring the numbers in the quantitative data to life.

### Activity 2.4 (45 min)

#### Comparing time use

*Note: Ideally learners will have access to a computer or tablet for this activity.*

- Explain that just as learners collected time use data in Activity 1.2 (*How do I spend my day?*), the Young Lives researchers have also been collecting data about how the young people in these communities spend their time. Show slide 31 and explain that these are the time use categories that the researchers used. Discuss any similarities and differences between these time use categories and those used by learners in Activity 1.2.
- Ask learners why they think this data was collected and how it might be used by governments and organisations in the Young Lives countries. *Note: Learners briefly discuss this question at the end of Activity 1.2.*
- Explain that the Young Lives researchers have also been investigating whether time use is

different for girls and boys, or for young people living in urban and rural localities. Ask learners why they think this data might be useful. Point out that this sort of data will help governments and organisations to decide what support different communities or groups of young people need.

- Organise learners into pairs and give each pair access to a computer or tablet. Provide half the class with an electronic copy of *Time use and gender* (Spreadsheet 1) and the other half a copy of *Urban and rural time use* (Spreadsheet 2). If computer access is unavailable you could distribute copies of *Time use and gender* and *Urban and rural time use* (Resource sheets 9 and 10).
- Discuss what the data is showing and how easy it is to understand as a spreadsheet or table. Ask learners how else this data could be presented. Possible discussion questions include:
  - *What do you think the data is telling you?*
  - *How easy is it to interpret this data in a spreadsheet or table?*
  - *How else could this data be displayed?*
  - *Why might we want to visualise this data in a different way?*
- Explain that data visualisation is where data is represented visually, for example by using a picture, graph or chart. Draw out that data visualisation can help to communicate data effectively by making it engaging and easier to understand.
- Support learners to use a computer to visualise some or all of this data so that they can easily compare time use from the different countries, between girls and boys, and in both urban and rural communities. There are many examples of data visualisation software available, including:
  - *Microsoft Excel:* [products.office.com/en-gb/excel](https://products.office.com/en-gb/excel)
  - *Google Sheets:* [www.google.co.uk/sheets/about/](https://www.google.co.uk/sheets/about/)
  - *Textease Studio CT toolset:* [www.rm.com/products/textease](https://www.rm.com/products/textease)
  - *CODAP (Common Online Data Analysis Platform):* [concord.org/projects/codap](https://concord.org/projects/codap)

*Note: the above examples are not the property of Oxfam and Young Lives, and Oxfam and Young Lives are not affiliated with any of these organisations for the purposes of this resource. Any views expressed on these websites, or by these organisations, do not necessarily reflect the views of Oxfam and Young Lives. Oxfam and Young Lives do not endorse any of these data visualisation tools.*

- If access to a computer or tablet is not available, give learners a copy of *Time use and gender* or *Urban and rural time use* (Resources sheets 9 and 10). Support learners to present this data in a bar chart. A bar chart template is provided in *Young Lives time use bar chart* (Activity sheet 2).
- Allow some time at the end of the activity for learners to discuss and reflect on any similarities and differences they have noticed in daily time use between the Young Lives children and themselves.

Possible questions (provided below and on slide 32) include:

- *What similarities and differences in time use are there between children in urban and rural areas, and between boys and girls in each of the four countries?*
- *Do you think that all children in each of the countries will have the same time use? Draw out*

the point that just as there will be differences in time use among learners in the UK there will also be differences in time use between children in the Young Lives communities and other young people in these countries.

- *What similarities and differences are there between your time use and daily life, and that of these young people?* Learners investigate their own time use in Activity 1.2.
- *What do you think might be the reasons for any of these similarities and differences?*
- *Do you think the differences are fair?*

### Differentiation

- *Make it easier:* Visualise a smaller data set, for example just the “Time use and gender” data for one of the Young Lives countries.
- *Make it harder:* Visualise all of the “Time use and gender” and/or “Urban and rural time use” data.

### Further ideas

- Use the accompanying video clip (*Talking about the Young Lives data*) to help older learners find out more about the data collected during the Young Lives project. This video shows an interview with Pati, a Young Lives researcher. Pati discusses the types of data collected by Young Lives, how it is collected and how it is then shared with other organisations and members of the public. Supporting information, suggested discussion questions and a glossary are provided in the *Video background notes*.
- Explore the use of data visualisations in newspapers and magazines.
- Learners could use computer software to calculate, compare and present mean “time use” data for boys and girls in their class. *What similarities and differences are there? What might be the reasons for any differences?* As an extension activity, learners could collect “time use” data for a larger sample, such as the year group or school. Learners could calculate, compare and present mean “time use” data by gender, before comparing these results with that for their class. Use this activity to prompt discussion around why it is better to use larger data sets than smaller ones.
- Try Oxfam’s *Children’s Rights* resource for 8-11 year olds. Think critically about the differences between “needs” and “wants”. Develop English skills and learn about the UN Convention on the Rights of the Child.
  - See: [www.oxfam.org.uk/education/resources/childrens-rights](http://www.oxfam.org.uk/education/resources/childrens-rights)
- Use resources and activities from the Personal Finance Education Group to help learners develop their knowledge and understanding of money, as well as their personal budgeting skills.
  - See: [www.pfeg.org/](http://www.pfeg.org/)
- Try activities from Oxfam’s *Everyone Counts* maths resources for 8-12 year olds. These resources use the Young Lives data to help learners develop their skills and understanding of topics such as time and data handling. Try *Unit 1: Session 5, Unit 2: Sessions 1 and 2, and Unit 3: Sessions 2, 3 and 4*.
  - See: [www.oxfam.org.uk/education/resources/everyone-counts](http://www.oxfam.org.uk/education/resources/everyone-counts)

- Learners could compare how much of the Young Lives children’s and learners’ own time use is linked to “needs” versus how much is connected to “wants”.
- Use role play to explore the lives of the Young Lives children in more detail. Learners could take turns hot-seating as one of the featured children. Invite other learners to ask the “hot-seater” questions about their life and encourage the “hot-seater” to base their answers on the information in their child’s profile. Where the relevant information isn’t provided in the profile, the “hot-seater” can act in role, using their own ideas. See *Everyone Counts Unit 1: Session 1*.
- Organise learners into groups and give them a copy of a child’s profile. Ask learners to work in their group to create three freeze frames which illustrate different aspects of their young person’s life. Learners could take turns in taking on different roles such as the featured young person, family members, friends, teachers, employers and health workers.
  - See *Session 2* from Oxfam’s *More or Less Equal?* English resources for 11-16 year olds for further support with this activity: [www.oxfam.org.uk/education/resources/more-or-less-equal-english](http://www.oxfam.org.uk/education/resources/more-or-less-equal-english)

### Terms of use

Copyright © Oxfam GB / Young Lives

You may use these photographs and associated information for the educational purposes at your educational institution. With each use, you must credit the photographer named for that image, and Oxfam and Young Lives. You may not use images and associated information for commercial purposes or outside your educational institution. All information associated with these images relates to the date and time that project work took place.

**Sharing out the money**

**Activity sheet 1**

**Education**

(such as building schools  
or training more teachers)

**Health care**

(such as building hospitals  
or training more doctors,  
nurses and dentists)

**Transport**

(such as building roads,  
railways and cycle paths or  
providing more trains and buses)

**Leisure facilities**

(such as building swimming pools,  
playgrounds and sports centres)

**Looking after the  
environment**

(such as protecting wildlife,  
planting trees or recycling waste)

**Caring for people**

(such as providing support for  
elderly and disabled people)

**Housing**

(such as building new houses)

**Keeping people safe**

(such as the police or fire service)

**Access to water and  
sanitation**

(such as building water pipes  
or treating sewage)

**Your idea:**

---



## Meet Afework

## Resource sheet 1

My name is Afework (*A-fee-work*) and I am a 12 year old boy. I live in Addis Ababa, the capital city of Ethiopia. My mother died when I was seven years old and my father died when I was ten, so I am an orphan. I live with my older brother, Bekele, and my cousin Addisu.

Addisu is 26 years old and is like an older brother and a father to me. 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. I also have an older sister. She works in the Middle East so I'm not able to see her very often. Sometimes she 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.

We live in a compound with 12 houses built around a courtyard. The houses belong to the local council (*kebele*) and are made of mud and wood. All the families share three kitchens and six *latrines*. Our house has white walls and is just one big room. The room is dark but we have electricity for lighting and a TV 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.

I go to a private school. I don't have to pay any school fees because I am an orphan. I like going to school. The teachers help us if we don't understand. If a hardworking student doesn't understand something, the teacher will lend them their own book to study at home. 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. We were each given a booklet about rights. We read these to the other children twice a week.

I speak Amharic which is the official language of Ethiopia. I am an Orthodox Christian and I go to church every Sunday. In my spare time I like playing football with my friends and watching TV. When I'm older I want to be a doctor or a football player. I would like to be a doctor to help people. Or I would like to be a football player because I love football!



I love football!

Photo credit: © Young Lives/Aida Ashenafi

### Key word

- A *latrine* is a toilet or a simpler facility used as a toilet. It generally doesn't have a bowl and could be a simple trench or pit in the ground.

## Meet Seble

## Resource sheet 2

My name is Seble (*Seb-lay*). I think that I am 12 years old but I'm not quite sure. I live with my family in a village in a *rural* area of Oromiya state in Ethiopia. I have seven brothers (five older and two younger) and one older sister. We have a small house with a large yard where we often gather together with friends and neighbours to drink coffee and chat. Three of my brothers are already married and live away from home.

I started going to school when I was eight years old. I still go to school but I'm behind for my age. I had to drop out of school for a year when I was in first grade. This was partly because I was ill but also because my parents couldn't afford to buy exercise books for me. I also missed a bit of school in Grade 2 because my mother became ill and my sister and I had to look after her.

My own health hasn't been good. I had tuberculosis when I was six and I'm still not completely better. I have also had malaria twice. I am sick at least twice a year but I've only been to the health centre once. My parents couldn't afford to take me the other times that I was ill.

If I am able to go to secondary school, I will have to go and live with my grandmother in the nearest town. My older sister has already done this.

I help my mother a lot in the house, cleaning and making coffee, bread and *injera*. I learnt to make coffee when I was four years old! I also fetch firewood and water. I like collecting firewood. My friends and I talk and tell jokes while we walk to and from the mountain to collect firewood.



In this photo, I am cutting hay feed with my friend.

Photo credit: © Young Lives/Antonio Fiorente

Since I was 11 I have also been working part-time as a labourer, doing work such as planting or picking vegetables. I work with other girls in a group and how much we get paid depends on the number of lines of vegetables we pick. We work up to eight hours a day. After work we chat together.

I usually work two or three days a week after school, depending on when work is available. For this I earn 6 birr (about £0.18) a day. Sometimes I also sell bread to earn money for my family. I help on the family farm as well, grinding corn for bread, and weeding *teff*.

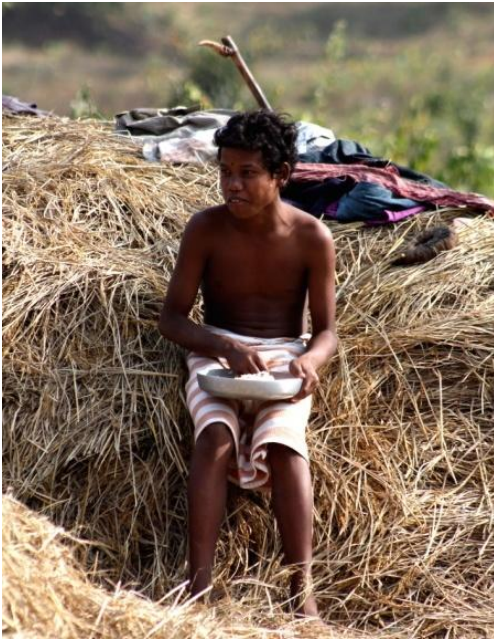
I would like to be a teacher when I am older. I don't want to get married young but I believe that my parents may insist that I do. I would like to wait until I am 19.

### Key words

- *Rural* is used to describe an area in the countryside.
- *Injera* is a type of flat bread.
- *Teff* is the name of the crop from which *injera* is made.

## Meet Ravi

## Resource sheet 3



Here I am eating my lunch.  
I normally have rice and dahl.

Photo credit: © Young Lives/Farhatullah Beig

My name is Ravi (*Rav-y*) and I am a 13 year old boy. I live in a village in the state of Andhra Pradesh in India with my parents and brothers. My nephew also lives with us; he is the son of my older sister. My family and I come from a group of people called the Scheduled Castes. We are also known as *Dalits*.

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 £195). I am now working full-time as a farm help. I pick groundnuts, clear stones from the fields and do other seasonal work like cutting grass.

I studied up to fifth standard and I remember going to school when I was ten 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 have to get up at 5.00am to clean out the cattle shed, sweep the floor and fetch water. I leave to work in the fields at 9.00am and come back around 3.00pm when I have rice and *dahl* for lunch. In the evenings I often help with chores such as collecting firewood or going to the shop to buy food for dinner. Sometimes I watch TV or play marbles with my friends.

On Sundays I spend the day relaxing at home. We eat chicken or mutton and sometimes we go to the movies.

My older brother and I also have to help look after my nephew and my sister's other children. We help my nephew in the mornings and evenings, giving him a bath, dressing him and taking him to school while my parents are at work.

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.

### Key words

- 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.
- *Dahl* or lentils are often used to make a thick stew which is a common dish.

## Meet Harika

## Resource sheet 4



I have to work hard to help my mother at home.

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

My name is Harika (*Har-i-ka*) and I am a 12 year old girl. I live in a village in the state of Telangana in India. I am the only girl in my family. I have two brothers, one older and one younger. My older brother stays with an aunt who lives nearby. I have to work hard to help my mother at home. I sweep the floor, wash the dishes, cook and spin cotton. I also have to fetch water in pots from a street tap at the back of our house. My younger brother doesn't have to do any of the housework.

I have had to do more and more work in the past few months. My father injured his leg in a road accident and can't work so my mother has to spend a large part of her time working in the family fields.

Like most of the children in my village, my brother and I have to work in the fields during the cotton season. Sometimes children from neighbouring villages also come to help. The cotton has to be *pollinated*. Everyone in the village needs the

money we make by selling the cotton. The work 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.

I enjoy school and think that education is important. If we are not educated, we don't know anything. So, if we go to school, we can learn about all things.

At school I play games with my friends like skipping and *kho kho*. I sometimes watch TV at a neighbour's house in the evening.

I worry about missing school when I have to work in the fields. During this time I often get up at 4.00am so that I can study before going to work. My friend Salma is lucky because she doesn't have to work in the fields or at home and she wears nice dresses.

Even though I sometimes have to work in the fields, I was the only student in my class to be selected for a national scholarship. I had to do an exam for this. I am proud that I was chosen and I am grateful to my teacher who coached me after school.

When I'm older I would like to be a teacher like my uncle. However, I can only study up to tenth grade in the school in my village. My parents would like me to continue after tenth grade but I would have to go to school in another village.

### Key words

- *Pollinated* means that the pollen has been transferred to the stigma, ovule or flower or plant, so allowing fertilisation.
- *Kho kho* is a popular playground game in India, a bit like tag.

## Meet Manuel

## Resource sheet 5



I help other people on their land in the afternoons after school.

Photo credit: © Young Lives/Sebastian Castañeda

My name is Manuel (*Man-well*) and I am a 12 year old boy. I live in a *rural* village in the Andean highlands in Peru. My family are *Quechua*. This is the main *indigenous* group in Peru. I live with my two sisters, three brothers, parents and grandmother. All my family are very important to me and I get on well with my brothers and sisters. We also have hens, sheep, a pig and a cow as well as a dog, a cat and a turkey!

In our community there are many plants, birds, trees, animals and hills. It is a beautiful place. Our house is down a narrow path, just off the main road. It is a two-storey adobe house. Adobe is a traditional material made from sand and clay. There is also a separate kitchen made of corrugated cardboard.

My parents work hard. My mother works from early in the morning until late in the evening. She cooks at a farm and does household chores. My father has several jobs. He works on the farm sowing maize, and as a construction worker. He also works in the rainforest picking *coca* leaves.

I help my parents in the house and our farm. I am proud that I am able to do this. I know how to peel potatoes and cook. I also know how to work on the farm. My aunt taught me because my father was away. I also work for other people on their land. I work for a few hours every day, in the afternoons after school. I look after pigs, gather firewood and harvest maize, wheat and *quinoa*.

I get paid around 10 soles (about £2.16) for an afternoon's work. I give the money I earn to my mother. It makes me feel good to do this. In my spare time I play football, volleyball and basketball. I have recently learned to ride a bicycle. I also like going to church.

I have been going to school since I was five. I'm still in Grade 4 of primary school but most children my age are in Grade 6 or the first year of secondary school. I missed a lot of classes last year because I was working so I had to repeat the year. I like my classroom and all the posters on the walls. I also like my teacher because she encourages us to learn. I would like to be an engineer or a teacher when I am older. I would also like to travel!

### Key words

- The *Quechua* are one of Peru's *indigenous* groups, the country's original people who lived in Peru before the Spanish settlers arrived in the 16<sup>th</sup> century. Throughout history they have often been treated unfairly and faced disadvantages in their lives.
- *Rural* is used to describe an area in the countryside
- *Coca* is an important crop in Peru. People chew the leaves and use them to make tea as well as in traditional medicine.
- *Quinoa* is a grain which has been grown in the Andes for thousands of years.

## Meet Luz

## Resource sheet 6

My name is Luz (*Loose*) and I am a 14 year old girl. I live with my parents, my younger sister, my uncle and aunt and my cousin. We live in a quiet and peaceful town in the Puno region in Peru. I like living here.

My family are very important to me. My father looks after me and my mother gives me a lot of affection. My sister is important to me because she keeps me company. I think that my family are planning to organise a party for me to celebrate my fifteenth birthday. Fifteenth birthdays are very special in Peru.



I enjoy being with my friends at school.

Photo credit: © Young Lives/Sebastian Castañeda Vita

My parents work hard running a small tailoring business. Sometime I help out as well. When I was nine years old, I learned how to wash my clothes and sew shirt sleeves using a sewing machine at school. My father taught me how to use our family's sewing machine and now I know how to sew others things as well. I help my parents after I have finished my homework.

I don't get paid for this work but I think that it is right that children should work to help their parents because they buy food and clothes for their children and support them through school.

On Monday and Thursdays, my mother goes to the market to try and sell the items that we have made. On these days she is out from 6.00am to 8.00pm. My father works at the sewing workshop every day, from 6.00am to 8.00pm Monday to Saturday and on Sundays from 6.00am to 10.00am.

I started kindergarten when I was five. At first, it was confusing to be called by my real name. Up until then everyone had always called me by my childhood nickname, Milagros. This means 'miracles'! I finished primary school when I was 11. I remember our school graduation trip to Machu Picchu.

Now I am in the second grade of secondary school. I never miss school, except when I'm ill and my parents say that I can stay at home. I like some teachers who explain the lessons well. I don't like the poor state of the buildings at our school. Some of the windows and lockers are broken and there is graffiti on the walls.

I think that I will be studying at university by the time that I am 20. My parents hope that I will be able to complete a university degree and become a doctor or a business manager. They are happy for me not to get married until after I have completed my studies.

## Meet Hung



I want to go to school to have more knowledge. I know that if I can study well, I will have a better life later.

**Photo credit:** © Young Lives/Pham Viet Anh

## Resource sheet 7

My name is Hung (*Hungh*) and I am a 13 year old boy. I live in a village in the Red River Delta region in Viet Nam. I live with my parents and older brother. We have a small house in the centre of our village. Our house has a big front yard and in the backyard there is a pigsty and a shed for our cows. I have my own room which has a quiet space where I can study.

I go to school in the morning and I work on our family farm most afternoons. I have been helping my parents on the farm since I was ten years old.

My school is three kilometres away so I have to get up very early in the morning to get there in time. Sometimes I walk there and sometimes I go by bicycle. On Monday and Friday I have extra classes in the afternoon for literature, maths and English. I like maths.

In my spare time, I mostly study or spend time with my family. Sometimes I visit my friends and play marbles. I also like cooking.

There aren't many places to play here. At school, there are two table tennis tables to share between all the students. We have a badminton set at home which we sometimes play with in the front yard. I am good at making things. I make tractors by cutting up plastic bottles. The other children here like them a lot.

My brother dropped out of school in Grade 9 because he failed the exams. My family aren't wealthy but as my brother dropped out of school, my parents are very keen for me to continue. My parents used to pay 70,000 *dong* (about US\$4) a month for me to go to school but now it costs more. There are many extra fees to pay, like a 'Parents' Fund', an 'Encouragement Fund', a 'Water Fee' and a 'Class Fund'. The water fund is supposed to pay for drinking water but I don't drink it because sometimes they don't boil it well enough. There is only one water tank and all the students have to share the same cup.

On our farm we grow plants and trees, including orange trees. The oranges are sold in the city of Hanoi, which is the capital of Viet Nam. Sometimes we struggle to make enough money. Recently we had to sell some of our land to get some more money.

Sometimes I worry about having to get up so early in the morning and how I must work hard if I want to do well. I think that I have a normal life which is neither poor nor rich.

## Meet Lien

## Resource sheet 8

My name is Lien (*Lee-en*) and I am a 13 year old girl. I live with my family on the edge of Hanoi, the capital city of Viet Nam. We have a small house with a vegetable garden. There are two rooms as well as a kitchen and toilet.

The living room has a television, a sewing machine and two beds. As there isn't much space in our house, I sleep next door at my uncle's house. My parents sleep in the back room. People are always dropping into our house for a chat. They all sit down on the floor together to talk about things.



My favourite subjects are drawing and English. I often get good marks in these subjects.

**Photo credit:** © Young Lives/Pham Viet Anh

Our family struggle to make enough money. Both of my parents have to work long hours and a long way away from home. My father is a brick layer and my mother works in a pottery factory in the local town. They have to leave home very early in the morning so I do all the cooking, washing and gardening. I also take my younger brother and sister to school every morning. I have an older sister but she has gone away to the city to study.

I wake up in the morning, wash my face, brush my teeth and go to school. I come home at noon, have lunch, wash the dishes and go back to school in the afternoon.

Studying is important for my future because it brings me knowledge. At school I like meeting my teachers, being with friends and learning new things. I also like doing high jump, long jump and running but I haven't won any prizes for these yet. One of my happiest memories is when I was in Grade 8. We stood in the pouring rain with my classmates and it was like taking a shower! Another time when I was 10, there was a party and my classmates and I went to our teacher's house.

At home, I like looking after the vegetable garden. I like this time because my younger brother and sister go with me and we can talk to one another while picking vegetables.

I also like to cook rice because this is easy. I just have to plug in the rice cooker!

I spend a lot of time with my grandparents. I love my grandfather very much. He often takes care of me because my grandmother is paralysed. They sometimes give me sweets when I go to their house. Whenever I feel sad, I talk to my uncle or aunt.

When I was 12, my grandparents lent my parents some money to buy a sewing machine. In the summer, I use the sewing machine to earn money. I work from 8.00am to 5.00pm, with a break for lunch. I have a rest when I need to. I earn around 20,000 – 30,000 *dong* a day (about £0.56 – £0.84). I give this money to my mother.



**Time use and gender**

**Resource sheet 9**

*Time use provided in decimal hours.*

Activity	Ethiopia		India		Peru		Viet Nam	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
<b>Time spent sleeping</b>	9.0	9.0	8.9	8.9	9.5	9.7	8.9	8.6
<b>Time spent caring for others</b>	0.5	0.8	0.1	0.3	1.2	1.4	0.3	0.4
<b>Time spent doing domestic tasks</b>	1.7	2.8	0.7	1.4	2.2	2.3	1.0	1.4
<b>Time spent doing tasks on family farm or business</b>	2.0	0.9	0.4	0.2	0.9	0.9	0.7	0.6
<b>Time spent working for pay outside of household</b>	0.2	0.1	0.4	0.4	0.3	0.2	0.0	0.1
<b>Time spent at school</b>	5.3	5.5	6.1	6.2	4.8	4.8	4.4	4.4
<b>Time spent studying outside of school</b>	1.7	1.7	2.0	1.8	2.9	3.0	2.7	3.0
<b>Time spent playing or doing leisure activities</b>	3.0	2.6	4.1	3.5	2.7	2.4	6.0	5.5

**Urban and rural time use**

**Resource sheet 10**

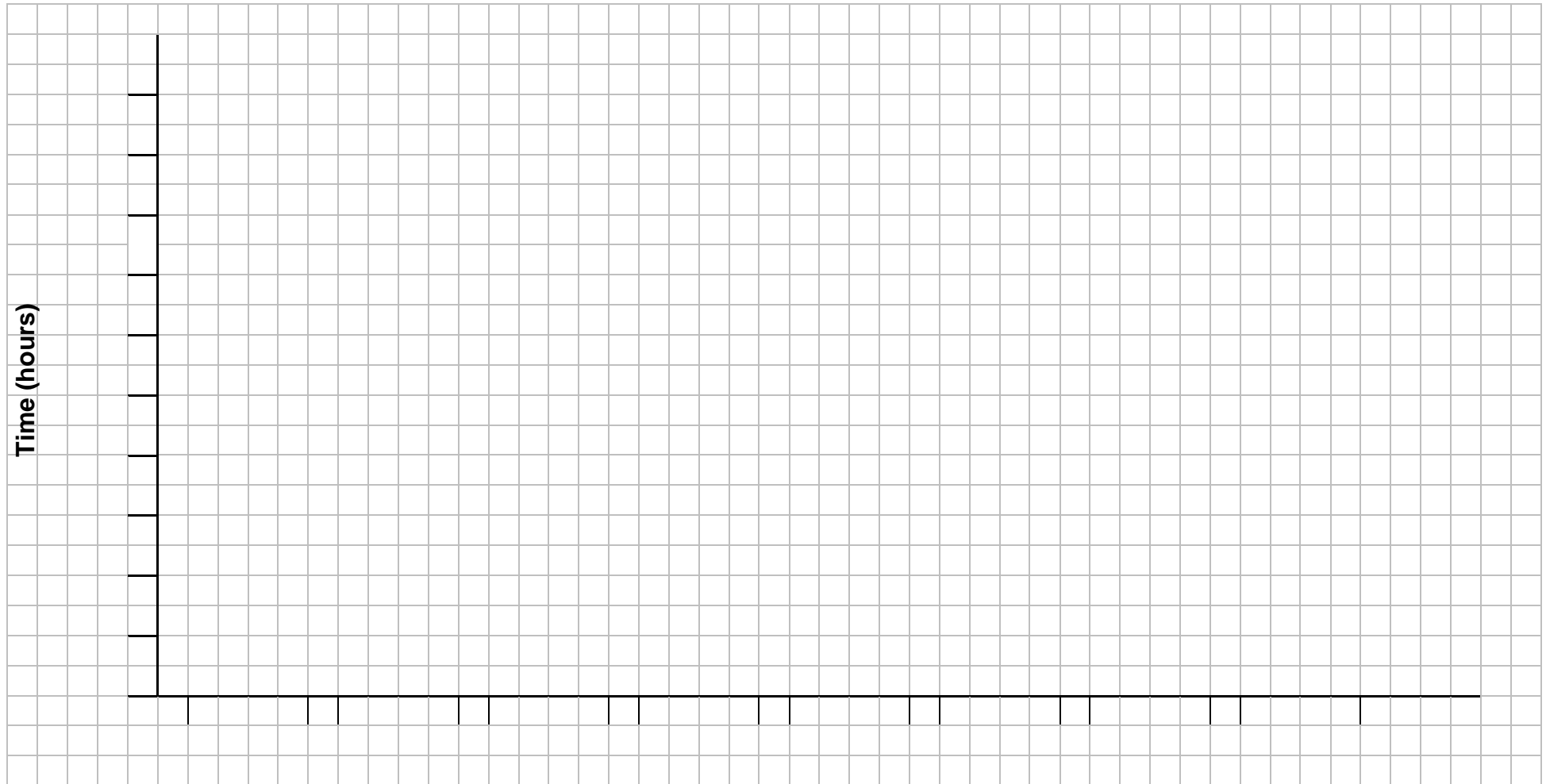
*Time use provided in decimal hours.*

Activity	Ethiopia		India		Peru		Viet Nam	
	Urban	Rural	Urban	Rural	Urban	Rural	Urban	Rural
<b>Time spent sleeping</b>	9.1	9.0	8.7	9.0	9.6	9.5	8.6	8.8
<b>Time spent caring for others</b>	0.6	0.6	0.2	0.2	1.2	1.5	0.4	0.3
<b>Time spent doing domestic tasks</b>	2.2	2.3	0.8	1.1	2.2	2.3	0.9	1.3
<b>Time spent doing tasks on family farm or business</b>	0.4	2.2	0.0	0.4	0.6	1.7	0.1	0.8
<b>Time spent working for pay outside of household</b>	0.1	0.2	0.2	0.5	0.3	0.3	0.0	0.1
<b>Time spent at school</b>	5.9	5.1	6.8	5.9	4.9	4.3	4.7	4.3
<b>Time spent studying outside of school</b>	1.9	1.6	2.1	1.9	3.1	2.6	4.1	2.6
<b>Time spent playing or doing leisure activities</b>	3.3	2.5	3.7	3.8	2.7	2.2	5.2	5.9

## Young Lives time use bar chart

## Activity sheet 2

Use the blank axes below to draw a bar chart which shows your time use during a typical day.



Activity