

COMPARING YOUNG LIVES

TEACHERS' OVERVIEW

Introduction

This short resource for 8 to 14 year olds provides a series of engaging introductory activities which enable learners to explore the issue of inequality through the lives of young people living in Ethiopia, India, Peru and Viet Nam. The activities link to the geography (social studies), maths and English curricula in England, Scotland and Wales.

Comparing Young Lives is a taster resource based on two existing Oxfam resources which compare the lives of young people around the world:

- [Everyone Counts](#) – a maths resource for 8 to 12 year olds.
- *More or Less Equal?* - a set of [geography](#), [maths](#) and [English](#) resources for 11 to 16 year olds.

All of these resources have been developed by Oxfam in conjunction with Young Lives. Young Lives is an international research project studying the causes and consequences of child poverty. For over 15 years, researchers have followed the lives of 12,000 children in four countries: Ethiopia, India, Peru and Viet Nam. To find out more about Young Lives, please refer to the *Teachers' overviews* in *Everyone Counts* and *More or Less Equal?* or see: younglives.org.uk/

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

A rapidly growing gap between the rich and poor is now being seen in many countries around the world. Seven out of 10 people in the world live in countries where economic inequality has increased in the last 30 years. If the entire wealth of the planet were divided into two, half would go to the richest one per cent and the other half to the remaining 99 per cent of the global population.¹ Inequality is an increasing problem in the UK. The richest five families in the UK are now wealthier than the bottom 20 per cent of the population (12.6 million people).² For further information about inequality, please refer to the *Background notes for teachers* in *Everyone Counts* and *More or Less Equal?*.

Aims of *Comparing Young Lives*

- To help teachers fulfil the demands of the geography, maths and English national curricula in England, Scotland and Wales.
- To use real-life case studies and data to engage learners and enable them to see the practical relevance of geography, social studies (Scotland), maths and English in the world around them.

¹ *Working for the few: Political capture and economic inequality* (Ricardo Fuentes-Nieva and Nick Galasso, Oxfam International, 2014) policy-practice.oxfam.org.uk/publications/working-for-the-few-political-capture-and-economic-inequality-311312

² *A Tale of Two Britains: Inequality in the UK* (Sarah Dransfield, Oxfam, 2014) policy-practice.oxfam.org.uk/publications/a-tale-of-two-britains-inequality-in-the-uk-314152

- To encourage participatory, investigative and collaborative teaching and learning styles.
- To encourage critical thinking about issues and values.

Curricular links

This taster resource provides a variety of activities linked to three subject areas: geography (social studies in Scotland), maths and English. Links are provided for the national curricula in England, Wales and Scotland. Some activities relate to other areas of the curriculum such as PSHE and citizenship. There are many ways in which learning and understanding could be further developed and each session provides ideas for this. For more activity ideas see *Everyone Counts* and *More or Less Equal?* on which *Comparing Young Lives* is based:

Structure

Comparing Young Lives is divided into three sessions, with suggested activities for three subject areas. We have tried to keep the sessions as flexible as possible. You may decide to omit some activities depending on the time available and your learners' existing knowledge, understanding and needs. It may be appropriate to spread the activities in some sessions over more than one lesson. Differentiated activities for younger and older learners are provided in each session, along with ideas to support further learning and discussion.

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

Important teaching notes

- *These are suggested activities and resources to **support** your teaching rather than guide it. Additional teaching input may be required to develop learners' knowledge, skills and understanding of some concepts.*
- *Data from other sources, such as the World Bank, is subject to updating and changing. Therefore you may find that if your learners are collecting data from the internet themselves, their figures differ slightly from those published in this resource, which were correct at time of publication.*
- *All of the web links provided were correct at the time of publication.*

Terms of use

Copyright © Oxfam GB / Young Lives

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

Detailed resource outline

Session title	Learning Objectives	Learning Outcomes	Key Questions	Activities	Resources
Geography: <i>Picturing countries</i>	<ul style="list-style-type: none"> To be able to locate the four Young Lives countries and the UK on a world map, along with the bordering countries and bodies of water. To communicate existing knowledge about the four Young Lives countries. To understand how preconceptions and assumptions can influence our ideas about what a place is like. 	<ul style="list-style-type: none"> Learners will locate the four Young Lives countries and the UK on a world map, along with bordering countries and bodies of water. Learners will identify their existing knowledge about these countries as well as what else they might like to find out. Learners will use photographs to explore their existing knowledge and assumptions about these countries. 	<ul style="list-style-type: none"> What do you know about these countries already? What would you like to find out? What do you think life in these countries is like? Where do you think this photograph was taken? What evidence are you basing your ideas or assumptions on? Do you think people's assumptions about what places are like are always correct? 	<ul style="list-style-type: none"> Activity 1: <i>Where in the world</i> Activity 2: <i>Challenging assumptions</i> 	<ul style="list-style-type: none"> Slideshow: slides 2–7 Resource sheets: <ol style="list-style-type: none"> – 5) <i>Country snapshots: A, B, C, D and E</i> – 7) <i>Country snapshots: reference notes 1 and 2</i> Activity sheet: <ol style="list-style-type: none"> 1) <i>Where in the world?</i>
Maths: <i>Handling data</i>	<ul style="list-style-type: none"> To know some ways in which well-being is quantitatively measured. To interpret data, and represent and describe it in different ways. To understand that per cent (%) relates to the 'number of parts per hundred'. 	<ul style="list-style-type: none"> Learners will interpret a set of data measuring well-being. Learners will ask and answer questions, and generate statements about a set of data. Learners will use infographics to represent percentage data. 	<ul style="list-style-type: none"> How can we measure well-being? What does this data tell us? What questions could we ask about this data? What would the answers be? Why might people want to represent or describe data in different ways? 	<ul style="list-style-type: none"> Activity 1: <i>Measuring well-being</i> Activity 2: <i>Picturing data</i> Activity 3: <i>Describe it in a different way</i> 	<ul style="list-style-type: none"> Slideshow: slides 2–5, 8–16 Resource sheets: <ol style="list-style-type: none"> 1) <i>Measuring well-being</i> 2) <i>Describe it in a different way (Completed statements)</i> Activity sheets: <ol style="list-style-type: none"> 1) <i>Which is which?</i> 2) <i>Show me the data</i> 3) <i>Describe it in a different way</i>
English: <i>Welcome to my life</i>	<ul style="list-style-type: none"> To act in role and develop empathy for others. To be able to discuss ideas with others in a group. To use written sources in order to develop broader knowledge about the lives of young people in the four Young Lives countries. 	<ul style="list-style-type: none"> Learners will analyse written text to identify and infer information about the lives of some young people in the Young Lives countries. Learners will act in role as one of the featured young people. Learners will discuss their ideas with others. Learners will write a list of similarities and differences between the life of one of the featured young people and their own lives. 	<ul style="list-style-type: none"> What do you know about this young person? What do you think their life is like? Do you think the lives of all young people in these countries are the same? Why/Why not? What similarities and differences are there between the life of this young person and your own life? Can you think of any reasons for these similarities and differences? 	<ul style="list-style-type: none"> Activity 1: <i>Welcome to my life</i> Activity 2: <i>Interviewing Young Lives</i> Activity 3: <i>Similarities and differences</i> 	<ul style="list-style-type: none"> Slideshow: slides 2–5, 17–21 Resource sheets: <ol style="list-style-type: none"> 1) – 4) <i>Welcome to my life: Salman and Harika (India); Luz and Manuel (Peru)</i> Activity sheets: <ol style="list-style-type: none"> 1) <i>Interview questions</i> 2) <i>Similarities and differences</i>