

UNIT 1 SESSION 1: WELCOME TO MY LIFE

Age range: 8-12 years

<p>Outline</p> <p>Learners will find out what the Young Lives research project is. They will meet eight children from four countries: Ethiopia, India, Peru and Viet Nam. Learners will then use secondary sources of information to introduce one of these featured children to the rest of the class. Finally, they will identify and discuss any similarities and differences between the lives of these children and their own lives.</p>		
<p>Learning objectives</p> <ul style="list-style-type: none"> • To develop broader knowledge about the lives of children in the four Young Lives countries. • To recognise similarities and differences between learners' own lives and the lives of the featured children. • To develop empathy for others. 	<p>Learning outcomes</p> <ul style="list-style-type: none"> • Learners will use secondary sources of information to act in role as one the featured children. • Learners will listen carefully and ask questions about the lives of others. • Learners will write a list of similarities and differences between the life of one of the featured children and their own lives. 	
<p>Key questions</p> <ul style="list-style-type: none"> • How would you introduce this young person to others? • 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? 	<p>Resources</p> <ul style="list-style-type: none"> • Unit 1 Slideshow (Sessions 1 - 3): Slides 2 – 15 • 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> • Activity sheets: <ol style="list-style-type: none"> 1. <i>Interview questions</i> 2. <i>Similarities and differences</i> 	
<p>Curriculum links</p>		
<p>England</p> <p><i>Pupils should be taught to:</i></p> <p>English</p> <p>Spoken language</p> <ul style="list-style-type: none"> • Listen and respond appropriately to adults and their peers. • Ask relevant questions to extend their understanding and knowledge. • Participate in discussions, presentations, performances, role play, improvisations and debates. 	<p>Wales</p> <p>English</p> <p>Oracy</p> <ul style="list-style-type: none"> • Identify key points and follow up ideas through question and comment, developing response to others in order to learn through talk. • Experiencing and responding to a variety of stimuli and ideas: visual, audio and written. 	<p>Scotland</p> <p>Literacy and English: Listening and talking</p> <ul style="list-style-type: none"> • As I listen or watch, I can make notes, organise these under suitable headings and use these to understand ideas and information and create new texts, using my own words as appropriate. <p style="text-align: right;">LIT 2-05a</p>

Activity 1.1 (20 min)

- Show slides 3 to 4 in the *Unit 1 Slideshow (Sessions 1 - 3)* which briefly introduce learners to the Young Lives project.
- Show the world map on slide 5. Ask learners if they can locate the UK and the four Young Lives countries on the world map. Click forward on the slide to reveal the locations of these countries.
- Use the child profiles (Resource sheets 1 to 8) to introduce one or two of the featured children to the class. Photographs of the eight children are provided in slides 6 to 13.
- Discuss learners' initial responses and ideas. You could include the following questions:
 - *What similarities and differences are there between the lives of the featured children and your own life?*
 - *What similarities and differences are there between the lives of these featured children?*
 - *Are there any differences between the two featured children in 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 within each of the Young Lives countries.*
 - *What do you think might be some of the reasons for these differences?*

Activity 1.2 (30 min)

- Distribute copies of *Interview questions* (Activity sheet 1) and the eight different child profiles so that each learner has a profile for one of the featured children. Ask learners to read their child profile and think about how they would introduce their young person to others in the class. In pairs with someone who has a different child profile, ask learners to take turns at either being an interviewer or hot-seating as their featured child. Make sure learners understand the definitions of 'urban' and 'rural' before they start and tell them they can use the spaces on the *Interview questions* to record their answers. Where answers to the interview questions are not provided in the child's profile, learners can act in role, using their own ideas based on other aspects of what they have read.
- If time allows, pairs of learners could introduce each other in role to another pair. Alternatively, pairs of learners could act out their interviews to others in the class.

Activity 1.3 (20 min)

- Reflect on learning from the previous activity and then show slide 14. In small groups, ask learners to discuss what similarities and differences they notice between the lives of the featured children. *Are there any differences between the boys and the girls? Are there any differences between the children living in towns and cities and those living in villages or the countryside?* It is important to emphasise that these profiles are describing the lives of just two children from each country. There will be a huge diversity in the lives of all the children in each of these countries, just as there is diversity within your own class, school and country.
- Show slide 15. Ask learners to think about and discuss any similarities and differences between the lives of their featured child and their own lives. Learners could record their ideas using the table in *Similarities and Differences* (Activity sheet 2).

Further ideas

- Ask learners to write a newspaper article about the child they interviewed.
- Ask learners to write a diary entry in role as their featured child.
- Display the child profiles around the learning space. Ask learners to go around and collect information about one or more of the featured children.
- Ask learners to list further questions they would like to ask the featured children. Although they will not be able to find out answers, the questioning process in itself develops empathy. Ask learners to think about what makes a good question. Encourage them to experiment with different types of questions, for example open and closed or easy and hard to answer. Discuss the advantages and disadvantages of different questions types.

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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 love football!

Photo Credit: © Young Lives/Aida Ashenafi

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!

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



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 have to work hard to help my mother at home.

Photo Credit: © Young Lives/Farhatullah Beig

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 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 16th 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.

Interview questions

Activity sheet 1

What is your name?

How old are you?

Where do you live?

Do you live in a town or city (urban area) or in a village or the countryside (rural area)?

Who do you live with?

What is your house like?

What activities do you do in a typical day?

Do you go to school? If so, how do you feel about school?

Do you have to help your parents at home? If so, what do you have to do?

What do you like to do in your free time?

What would you like to be when you are older?

