

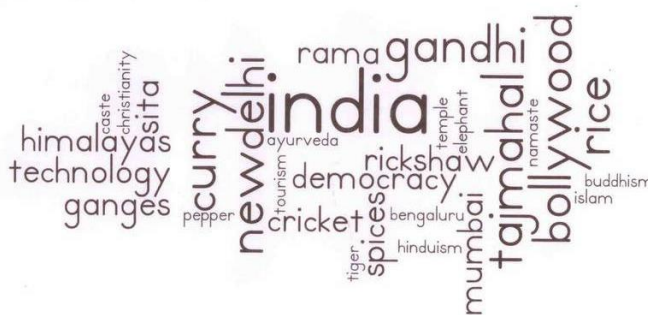
# UNIT 1 SESSION 4: CHALLENGING ASSUMPTIONS

Age range: 8-12 years

<p><b>Outline</b> Learners will find out more about the four Young Lives countries: Ethiopia, India, Peru and Viet Nam. Learners will first think about and discuss what they know about these countries already. They will then be shown a series of images. Each photograph is from one of the four countries. Learners will need to try and match each image with its respective country. They will discuss the reasons for their choices and consider how preconceptions and assumptions can influence people's impressions about what a place is like. Finally, learners will read and compare additional information about the UK and each of the four countries.</p>		
<p><b>Learning objectives</b></p> <ul style="list-style-type: none"> <li>To express existing knowledge about the four Young Lives countries.</li> <li>To develop broader knowledge about the four Young Lives countries.</li> <li>To understand how preconceptions and assumptions can influence our ideas about what a place is like.</li> <li>To order and compare country data.</li> </ul>	<p><b>Learning outcomes</b></p> <ul style="list-style-type: none"> <li>Learners will use existing knowledge, ideas and assumptions to match images with their respective Young Lives countries.</li> <li>Learners will use secondary sources of information to find out some background information about the four Young Lives countries.</li> </ul>	
<p><b>Key questions</b></p> <ul style="list-style-type: none"> <li>What do we know about these countries already?</li> <li>Where do we think this photograph was taken?</li> <li>Why do we think this photograph is from that country?</li> <li>Do we think our impressions about what places are like are always correct?</li> </ul>	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>Unit 1 Slideshow (Sessions 4 - 6): Slides 2 - 25</li> <li>Resource sheets:             <ol style="list-style-type: none"> <li>Welcome to Ethiopia;</li> <li>Welcome to India;</li> <li>Welcome to Peru;</li> <li>Welcome to Viet Nam;</li> <li>Welcome to the UK</li> </ol> </li> <li>Photograph cards: <i>Country images</i> (see separate document)</li> </ul>	
<p><b>Curriculum links</b></p>		
<p><b>England</b> <i>Pupils should be taught to:</i> <b>Geography</b> <b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>Locate the world's countries, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</li> </ul> <p><b>Maths</b> <b>Number – number and place value</b></p> <ul style="list-style-type: none"> <li>Read, write, order and compare numbers up to 10 000 000.</li> </ul>	<p><b>Wales</b> <b>Geography</b> <b>Understanding places, environments and processes</b></p> <ul style="list-style-type: none"> <li>Identify and describe natural and human features.</li> <li>Identify similarities and differences to describe, compare and contrast places and environments.</li> </ul> <p><b>Communicating</b></p> <ul style="list-style-type: none"> <li>Express their own opinions and be aware that people have different points of view about places, environments and geographical issues.</li> </ul> <p><b>Maths</b> <b>Number</b></p> <ul style="list-style-type: none"> <li>Count, read, write and order whole numbers.</li> <li>Understand place value in relation to the position of digits.</li> </ul>	<p><b>Scotland</b> <b>Social Studies</b></p> <ul style="list-style-type: none"> <li>To extend my mental map and sense of place, I can interpret information from different types of maps and am beginning to locate key features within Scotland, UK, Europe or the wider world. <span style="float: right;">SOC 2-14a</span></li> </ul> <p><b>Numeracy and Mathematics: Number and number processes</b></p> <ul style="list-style-type: none"> <li>I have explored the contexts in which problems involving decimal fractions occur and can solve related problems using a variety of methods. <span style="float: right;">MNU 2-03b</span></li> </ul>

**Activity 4.1 (20 min)**

- Show slide 3 of the *Unit 1 Slideshow (Sessions 4 - 6)*. Discuss what learners know about the four Young Lives countries already. *What words do we associate with these countries?* Ask learners to choose one of the four countries and spend a few minutes writing down words that they might associate with or use to describe that country. Teachers may have to adapt this activity depending on learners' existing knowledge about these countries. It is likely that learners will find it easier to think of associated words for some of the countries and more difficult for others. Learners who are finding the activity challenging could be prompted to think of questions they would like to ask about the country instead.
- Show slide 4. Share learners' ideas in groups or as a whole class. For each country, ask learners to identify which words are the most common. Learners' word lists could be used to create a class word cloud for each country. Make words which are used more frequently appear more prominently in the word cloud (see below). Alternatively, you could create a digital word cloud by using the following link: [www.wordle.net/](http://www.wordle.net/). A simple example is provided below.



- Display the word clouds. Which words or impressions were the most common? Discuss where learners' ideas have come from, for example from television, books or the media.

**Activity 4.2 (40 min)**

- Organise learners into groups of three or four. Show slide 5. Explain that learners are going to see a set of images. Print off copies of the photographs (*Country images*) and give a selection to each group. Each photograph was taken in one of the Young Lives countries and learners need to guess which country each photograph is from.
- You might want to encourage learners to think about what they can predict about a country from its location on the world map. Use the following questions to prompt learners:
  - *Why do you think this photograph is from that country? What about the photograph makes you think this?*
  - *What ideas or knowledge about these countries are you using to help you to decide where the photograph is from?*
- Show slides 6 to 25 and reveal the correct answers for each image. Discuss learners' responses and ask them the following questions:
  - *Are you surprised by any of the answers?*
  - *Do you think our impressions about what places are like are always correct?*

- Alternatively, you could do this activity as a whole-class exercise using the images on the slideshow. Show each photograph in turn, allowing time for learners to discuss which country it is from and why they think this.

#### Activity 4.3 (30 min)

- Organise learners into groups of five. Distribute copies of resource sheets 1 to 5 (*Welcome to Ethiopia; Welcome to India; Welcome to Peru; Welcome to Viet Nam and Welcome to the UK*) so that each learner has a resource sheet for one of the five countries. Each learner should have a different resource sheet to the other four people in their group. Ask learners to read their sheets. You will need to explain the meanings of some of the measures included in the country facts:

##### **Life expectancy**

*Life expectancy at birth is the average number of years that a newborn infant would live if the prevailing patterns of mortality at the time of birth were to stay the same throughout its life.*

##### **Average income per person**

*In this resource, the term “average income per person” is used to describe Gross Domestic Product per capita. It is calculated by working out the total amount of money being made in the country over the year and then dividing this by the number of people in the country. This calculation is done in US dollars so that all countries can be compared fairly. You may wish to support learners to convert the values for income per person in resource sheets 1 to 5 from US dollars to British pounds for comparison.*

##### **Extreme poverty**

*Living in extreme poverty is usually defined as living on less than US\$1.90 per day for all your needs. This means that you don't have the basics to survive such as food, water and shelter. Levels of extreme poverty have been cut by more than half since 1990. However, millions of people around the world still live in extreme poverty.*

- Ask learners to compare the countries in their groups. First ask learners in each group to get in order according to the population size of their country. Check the groups' answers by inviting a group to share their order and asking whether all the other groups agree. Learners should then get into country order for each of the other variables on the sheet: highest point, lowest point, life expectancy, average income per person and percentage of population living in extreme poverty.
- Learners could use the information from their country fact files and the country images from the slideshow to add to their word clouds from Activity 4.1. Tell the students that they will be learning more about these and other measures of “well-being” in *Unit 3*. Finish by discussing learners' ideas about the information included in the fact file about the UK. *Is there any other information that they would include?*

#### **Differentiation**

- *This activity could be made less challenging by organising learners in groups of ten, with five pairs in each group. Provide each pair with a resource sheet for one of the five countries.*

### Further ideas

- Images are a valuable tool in global citizenship, helping learners to strengthen their questioning, critical thinking and cooperation skills; challenge assumptions and stereotypes; build empathy and develop respect for others. Further ideas for using images are provided on the Oxfam Education website: [www.oxfam.org.uk/education/teacher-support/tools-and-guides/images-and-artefacts](http://www.oxfam.org.uk/education/teacher-support/tools-and-guides/images-and-artefacts) and [www.oxfam.org.uk/education/education-blog/2014/05/ten-tips-for-using-images-for-global-citizenship](http://www.oxfam.org.uk/education/education-blog/2014/05/ten-tips-for-using-images-for-global-citizenship)
- Learners could work in small groups to use the Internet and secondary sources of information to find out more about one of the Young Lives countries. Learners could then use their research to create a presentation, video or leaflet about the country.
- Ask learners to think about what photographs they would select to represent the UK (or their locality) to the Young Lives featured children. Limit learners to just a small number of photographs to reinforce how difficult it is to represent a whole country with just a few images. *What do learners feel are important messages about the UK to get across to others?* If time allows, learners could collect or take a selection of images and create a collage of these.

### 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.

## Welcome to Ethiopia

## Resource sheet 1

### Facts about Ethiopia

**Capital:** Addis Ababa

**Population:** 105 million people

**Official language:** Amharic

**Money:** Ethiopian Birr (ETB) (£1.00 ≈ 36 ETB)

**Highest point:** Ras Dashen (4,533 metres above sea level)

**Lowest point:** Dankil Depression in Afar (110 metres below sea level)

**Climate:** The climate varies greatly. It is temperate on the plateau and hot and dry in the lowlands.

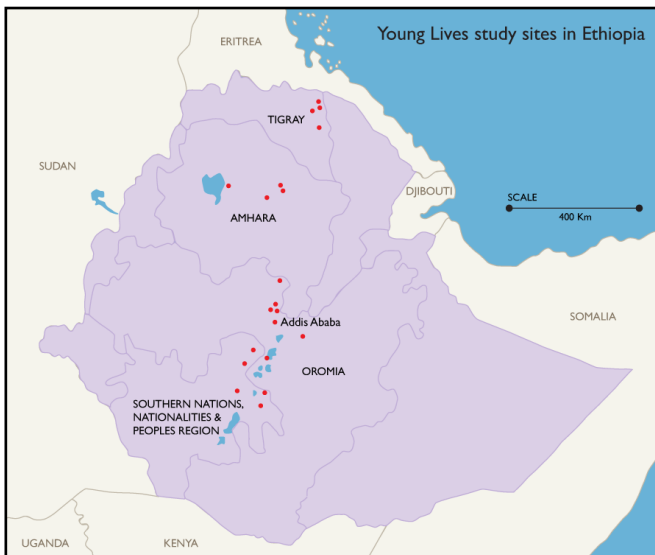
**Major religions:** Orthodox Christian and Muslim

**Average life expectancy:** 65

**Average income per person:** US\$768

**Percentage of population living in extreme poverty:** 26.7

**Data source:** World Bank Open Data: [data.worldbank.org/](http://data.worldbank.org/) (2015-2017).



Source: © Young Lives

This map shows Ethiopia and the surrounding countries. The red dots show the locations of the Young Lives study sites.

### Did you know?

- Ethiopians measure time from when the sun rises. So, when the sun rises at what would be six o'clock in the UK, it is twelve o'clock in Ethiopia.
- Ethiopia is one of only two countries in the world never to have been occupied by another nation. The other country is Russia.
- The oldest human skeleton was found in Ethiopia. Lucy is estimated to have lived 3.2 million years ago!
- Coffee is thought to have originated in Ethiopia.
- Ethiopia has its own calendar with 13 months!

## Welcome to India

## Resource sheet 2

### Facts about India

**Continent:** Asia

**Capital:** New Delhi

**Population:** 1339 million people

**Official languages:** 22 official languages, Hindi is widely spoken. Telugu and Urdu are the official languages in Andhra Pradesh and Telangana.

**Money:** 1 rupee (INR) = 100 paise (£1.00 ≈ 90 INR)

**Highest point:** Kangchenjunga (8,586 metres above sea level)

**Lowest point:** Lonar Lake (150 metres below sea level)

**Climate:** India's climate varies greatly, ranging from tropical monsoon in the south to alpine in the Himalayan north

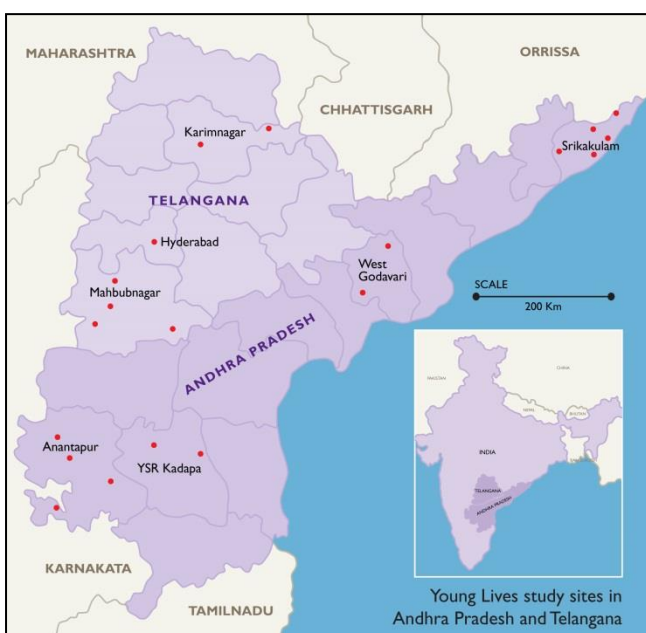
**Major religions:** Hinduism, Islam, Christianity and Sikhism

**Average life expectancy:** 69

**Average income per person:** US\$1,940

**Percentage of population living in extreme poverty:** 21.2

**Data source:** World Bank Open Data: [data.worldbank.org/](http://data.worldbank.org/) (2011-2017).



Source: © Young Lives

### Did you know?

- India has the world's largest film industry.
- India now has more than 400,000 millionaires with a combined net worth of nearly US\$2.5 billion.
- India's national animal is the Bengal tiger.
- Indian Railways is the largest employer in the world, providing jobs to over 1 million people.
- India is the largest democracy in the world.

This map shows India and the states of Andhra Pradesh and Telangana. The red dots show the locations of the Young Lives study sites.

## Welcome to Peru

## Resource sheet 3

### Facts about Peru

**Continent:** South America

**Capital:** Lima

**Population:** 32 million people

**Official languages:** Spanish, Quechua and Aymara

**Money:** Peruvian Nuevo sol (PEN) (£1.00 ≈ 4.29 PEN)

**Highest point:** Huascarán Sur (6,768 metres above sea level)

**Lowest point:** Bayóvar Depression (34 metres below sea level)

**Climate:** Tropical climate with a wet and dry season.

**Major religion:** Christianity

**Average life expectancy:** 75

**Average income per person:** US\$6,572

**Percentage of population living in extreme poverty:** 3.5

*Data rounded to the nearest whole number (population data to the nearest million.)*

**Data source:** World Bank Open Data: [data.worldbank.org/](http://data.worldbank.org/) (2016-2017).



Source: © Young Lives

### Did you know?

- Peru contains the second largest area of the Amazon rainforest after Brazil.
- The potato is native to the region which is now Southern Peru.
- *Cuy* or guinea pig is a traditional dish eaten during important festivals.
- The ancient city of Machu Picchu was built by the Incas over 500 years ago. Now nearly 2,500 tourists visit it every day.
- Over half of the poorest people in Peru are indigenous.

This map shows Peru and the surrounding countries. The red dots show the locations of the Young Lives study sites.

## Welcome to Viet Nam

## Resource sheet 4

### Facts about Viet Nam

**Continent:** Asia

**Capital:** Hanoi

**Population:** 96 million people

**Official language:** Vietnamese

**Money:** đồng (VND) (£1.00 ≈ 30,420 VND)

**Highest point:** Fan Si Pan (3,144 metres above sea level)

**Lowest point:** South China Sea

**Climate:** Varies from a humid subtropical climate in the northern regions to a tropical savanna climate in the south.

**Major religions:** Buddhism, Catholicism

**Average life expectancy:** 76

**Average income per person:** US\$2,343

**Percentage of population living in extreme poverty:** 2.6

**Data source:** World Bank Open Data: [data.worldbank.org/](http://data.worldbank.org/) (2014-2017)



Source: © Young Lives

### Did you know?

- Viet Nam is the world's largest exporter of cashew nuts and black pepper.
- More than 75% of Viet Nam is covered by mountains and hills.
- Roughly 40% of the Vietnamese people share the same family name, *Nguyen*.
- Viet Nam's official name is the Socialist Republic of Viet Nam.

This map shows Viet Nam and the surrounding countries. The red dots show the locations of the Young Lives study sites.



## Welcome to the UK

## Resource sheet 5

### Facts about the UK

**Continent:** Europe

**Capital:** London

**Population:** 66 million people

**Official language:** English (Welsh is also an official language in Wales)

**Money:** 1 pound (£) = 100 pence (p)

**Highest point:** Ben Nevis (1,344 metres above sea level)

**Lowest point:** Holme, Cambridgeshire (2.75 metres below sea level)

**Climate:** The UK has a temperate climate. The weather is often unsettled and it is possible to have many different types of weather in a single day.

**Major religion:** Christianity. Islam is the second largest group. Approximately 25% of people in the UK describe themselves as having no religion.

**Average life expectancy:** 81

**Average income per person:** US\$39,720

**Percentage of population living in extreme poverty:** 0.2

**Data source:** World Bank Open Data: [data.worldbank.org/](http://data.worldbank.org/) (2015-2017)



**Source:** ChrisO (Reference map provided by Demis Mapper 6) [commons.wikimedia.org/wiki/File:%3AUK\\_outline\\_map.png](https://commons.wikimedia.org/wiki/File:%3AUK_outline_map.png)  
Licensed under the Creative Commons Attribution-Share Alike 3.0 Unported license: [creativecommons.org/licenses/by-sa/3.0/deed.en](https://creativecommons.org/licenses/by-sa/3.0/deed.en)

### Did you know?

- The official name of the UK is the United Kingdom of Great Britain and Northern Ireland. The UK is made up of England, Scotland, Wales and Northern Ireland.
- The village of *Llanfairpwllgwyngyllgogerychwyrndrobwlllantysiliogogoch* in Wales is the longest official place name in the UK and one of the longest in the world.
- The world's first postage stamps appeared in England.
- The ship, the *Titanic*, was built in the city of Belfast in Northern Ireland.
- Scotland has more than 790 islands, of which only 93 are usually inhabited.