

## UNIT 2 SESSION 1: DAILY LIFE

Age range: 8 - 12 years

<p><b>Outline</b> Learners will investigate the daily lives of children living in two of the Young Lives countries: Ethiopia and India. Learners will need to read and convert time between analogue and digital 12-hour and 24-hour clocks to complete daily timetables. They will then complete similar daily timetables for themselves. Differentiated timetable formats are provided.</p>		
<p><b>Learning objectives</b></p> <ul style="list-style-type: none"> <li>To be able to read, write and convert time using analogue and digital 12- and 24-hour clocks.</li> <li>To interpret and complete timetables.</li> </ul>	<p><b>Learning outcomes</b></p> <ul style="list-style-type: none"> <li>Learners will complete daily timetables using analogue, digital 12-hour and 24-hour time.</li> <li>Learners will compare own daily timetable with that of other young people.</li> </ul>	
<p><b>Key questions</b></p> <ul style="list-style-type: none"> <li>What activities do I do each day?</li> <li>What time is this on an analogue clock?</li> <li>What time is this using the digital 12-hour clock?</li> <li>What time is this using the digital 24-hour clock?</li> </ul>	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>Unit 2 Slideshow: Slides 2 - 25</li> <li>Activity sheets:                             <ol style="list-style-type: none"> <li>- 3.: Differentiated sets of <i>Afework's Day</i>, <i>Tufa's Day</i>, <i>Harika's Day</i>, <i>Ravi's Day</i></li> <li>4. <i>My Day</i></li> </ol> </li> </ul>	
<p><b>Curriculum links</b></p>		
<p><b>England</b> <i>Pupils should be taught to:</i> <b>Mathematics</b> <b>Measurement</b></p> <ul style="list-style-type: none"> <li>Solve problems involving converting between units of time.</li> <li>Read, write and convert time between analogue and digital 12- and 24-hour clocks.</li> </ul> <p><b>Statistics</b></p> <ul style="list-style-type: none"> <li>Complete, read and interpret information in tables, including timetables.</li> </ul>	<p><b>Wales</b> <b>Mathematics</b> <b>Solve mathematical problems</b></p> <ul style="list-style-type: none"> <li>Select and use the appropriate mathematics, materials, units of measure and resources to solve problems in a variety of contexts.</li> </ul> <p><b>Communicate mathematically</b></p> <ul style="list-style-type: none"> <li>Read information from charts, diagrams, graphs and text.</li> </ul> <p><b>Measures and money</b></p> <ul style="list-style-type: none"> <li>Read times on analogue and digital clocks; use timetables and convert between the 12- and 24-hour clocks; calculate time differences.</li> </ul>	<p><b>Scotland</b> <b>Numeracy and Mathematics: Time</b></p> <ul style="list-style-type: none"> <li>I can carry out practical tasks and investigations involving timed events and can explain which unit of time would be most appropriate to use.</li> </ul> <p style="text-align: right;">MNU 2-10b</p>
<p><b>Important teaching note</b> These are suggested activities and resources to <b>support</b> your teaching rather than guide it. Additional teaching input may be required to develop learners' knowledge, skills and understanding of some of these concepts.</p>		

*Note that Unit 2 begins to explore how gender and living in urban or rural areas affect time use in India and Ethiopia. Learners will investigate how these factors affect time use in more detail in all four Young Lives countries in Unit 3 Session 4. For background information on the Young Lives countries and inequality, see the Background notes for teachers document.*

**Activity 1.1 (30 min)**

- Show slide 3 of the *Unit 2 Slideshow*. Ask learners what activities they usually do during a typical school day. *What time of day do they do each activity?* Select some learners to share information about their typical days and draw out similarities and differences between learners. Draw out that within the class there are both similarities and significant differences in the ways in which learners spend their time.
- Tell learners that they are going to learn more about the daily lives of some of the Young Lives children. Use slides 4 to 7 to introduce the pupils to four of the Young Lives children: Afework and Tufa in Ethiopia and Harika and Ravi in India. Learners will have been introduced to Afework, Harika and Ravi in *Unit 1 Session 1*.
- Afework and Tufa are both boys. Afework lives in the city of Addis Ababa and Tufa lives in a village in the countryside. Tufa lives in the same region of Ethiopia as Seble, one of the Young Lives children featured in *Unit 1 Session 1*. The timetables of these children are included to enable learners to explore how living in an urban or rural area might affect a child's daily life.
- Harika is a girl and Ravi is a boy. They both live in rural parts of India. The timetables of these children are included to enable learners to explore how gender might affect a child's daily life.
- Show slides 8 to 25 to introduce learners to the kinds of activities Afework and Harika are involved in on a typical day in their country. Explain that the photographs in these slides are not all of Afework and Harika, but show other Young Lives children from similar communities doing these activities.
- Allow time for learners to express their initial thoughts and ask any questions.
  - *What do you notice about the days of these featured children?*
  - *What are you surprised by?*
  - *What is similar or different about these children's daily lives as compared to your own life?*
- Organise learners into pairs or threes. Distribute copies of activity sheets 1 to 3 which provide daily timetables for the four children, Afework, Tufa, Harika and Ravi so that each pair or three has a timetable for one of these children. Emphasize that these are the typical days of just one child in each country. Just as in their own class, not all children in these countries will have similar daily timetables. However there may also be shared similarities between the featured children of the same country which are different from those of learners in the UK.
- Ask learners to complete the timetables showing the time for each activity on a clock face and in digital 12-hour and 24-hour time. If time allows, learners could complete timetables for more than one child.
- Allow time at the end of the activity for learners to share their completed timetables for the different children. Ask learners to compare the timetables for Afework and Hufa and identify any similarities and differences. Remind learners that Afework lives in a city (urban area) and Tufa lives in a village in the countryside (rural area). Then ask learners to compare the timetables for

Harika and Ravi and identify any similarities and differences. Remind learners that Harika is a girl and Ravi is a boy. Note that learners will be thinking about these more in *Unit 2 Session 2*.

### Differentiation

- *Make it easier: Learners complete the timetable to show the time for each activity as an analogue time or on an analogue clock. Use Activity sheets 1a, 1b, 1c and 1d.*
- *Make it slightly harder: Learners complete the timetable to show the time for each activity as an analogue time, on an analogue clock or as a digital 12-hour time. Use Activity sheets 2a, 2b, 2c and 2d.*
- *Make it harder: Learners complete the timetable to show the time for each activity on an analogue clock and as digital 12 and 24-hour time. Use Activity sheets 3a, 3b, 3c and 3d.*

### Activity 1.2 (25 min)

- Distribute copies of *My day* (Activity sheet 4). Ask learners to complete their own timetables for a typical school day. Provide time at the end of the activity for learners to compare their daily timetable with others in the group and with the featured children.

### Differentiation

- *Make it easier: Learners complete a timetable (Activity sheet 4a) to show the time for each activity as an analogue time and on an analogue clock. As an initial stage, you could ask learners simply to divide their days into three parts (morning, afternoon and evening).*
- *Make it slightly harder: Learners complete a timetable (Activity sheet 4b) to show the time for each activity as an analogue time, on an analogue clock and as a digital 12-hour time.*
- *Make it harder: Learners complete a timetable (Activity sheet 4c) to show the time for each activity on an analogue clock and as digital 12 and 24-hour time. Alternatively learners could design their own timetable (or an alternative format) for presenting this data.*

### Further ideas

- Learners could produce a slideshow or visual timetable to show a typical day in their lives. They could take or collect photographs of people carrying out similar activities and add a description and time to each activity.

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**Activity sheet 1a**

**Afework's Day**

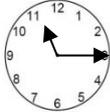
**Ethiopia (Boy, Urban)**

Activity	Analogue time	Analogue clock
Gets up, goes to the toilet and eats breakfast.	Half past six in the morning.	
Walks to school.	Quarter past seven in the morning.	
Morning classes.		
Goes home, eats lunch and walks back to school.	Half past twelve in the afternoon.	
Afternoon classes.		
Walks home from school, changes out of uniform, eats a snack and watches television.		
Plays with friends.	Four o'clock in the afternoon.	
Studies at home.	Half past six in the evening.	
Helps with housework.		
Eats dinner.		
Goes to bed.	Half past eight at night.	

**Activity sheet 1b**

**Tufa's Day**

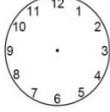
**Ethiopia (Boy, Rural)**

Activity	Analogue time	Analogue clock
Collects firewood with three friends from a forest far away from the village.		
Eats breakfast with his family at home.	Eleven o'clock in the morning.	
Goes fishing with two friends (needed to feed his family).		
Rests at home with his family.	Midday.	
Works on farm land with friends. They have to keep the crops from being eaten by animals.	One o'clock in the afternoon.	
Fetches water with his mother. The water pipe is shared with other families in the village.	Four o'clock in the afternoon.	
Plays with friends in the village.		
Watches television in his neighbour's house as they had just bought a new one.	Six o'clock in the evening.	
Eats dinner.		
Goes to bed.	Quarter past ten at night.	

**Activity sheet 1c**

**India (Girl, Rural)**

**Harika's Day**

Activity	Analogue time	Analogue clock
Gets up, brushes teeth, drinks tea and takes a bath.		
Fetches water from the hand bore, cleans the utensils, sweeps the floor and has breakfast.	Seven o'clock in the morning.	
Starts school.		
Finishes school and plays games with her friends.		
Goes home and has tea. Sweeps the floor and fetches more water.	Half past four in the afternoon.	
Cooks food for dinner and takes care of her father and younger brother. Sometimes watches television at a neighbour's house.		
Eats dinner.	Half past six in the evening.	
Goes to bed.		

**Activity sheet 1d**

**India (Boy, Rural)**

**Ravi's Day**

Activity	Analogue time	Analogue clock
Wakes up, cleans out cattle shed, sweeps the floor and fetches water.	Five o'clock in the morning.	
Washes face and has some tea.		
Goes to work in the fields.	Nine o'clock in the morning.	
Returns home for lunch.		
Plays marbles with friends.	Half past three in the afternoon.	
Helps with chores such as collecting firewood and going to the shop to buy food for dinner.	Half past four in the afternoon.	
Watches television or plays with friends.		
Has dinner.		
Goes to bed.	Eight o'clock at night.	

Activity sheet 2a

Afework's Day

Ethiopia (Boy, Urban)

Activity	Analogue time	Analogue clock	Digital 12-hour time
Gets up, goes to the toilet and eats breakfast.	Half past six in the morning.		
Walks to school.			7:15am
Morning classes.			
Goes home, eats lunch and walks back to school.	Half past twelve in the afternoon.		
Afternoon classes.			1:30pm
Walks home from school, changes out of uniform, eats a snack and watches television.			
Plays with friends.	Four o'clock in the afternoon.		
Studies at home.			6:30pm
Helps with housework.			
Eats dinner.			
Goes to bed.	Half past eight at night.		

**Activity sheet 2b**

**Tufa's Day**

**Ethiopia (Boy, Rural)**

Activity	Analogue time	Analogue clock	Digital 12-hour time
Collects firewood with three friends from a forest far away from the village.			
Eats breakfast with his family at home.	Eleven o'clock in the morning.		
Goes fishing with two friends (needed to feed his family).			11:15am
Rests at home with his family.			
Works on farm land with friends. They have to keep the crops from being eaten by animals.	One o'clock in the afternoon.		
Fetches water with his mother. The water pipe is shared with other families in the village.			4:00pm
Plays with friends in the village.			
Watches television in his neighbour's house as they had just bought a new one.			6:00pm
Eats dinner.			
Goes to bed.	Quarter past ten at night.		

**Activity sheet 2c**

**India (Girl, Rural)**

**Harika's Day**

Activity	Analogue time	Analogue clock	Digital 12-hour time
Gets up, brushes teeth, drinks tea and takes a bath.			
Fetches water from the hand bore, cleans the utensils, sweeps the floor and has breakfast.			7:00am
Starts school.	Half past nine in the morning.		
Finishes school and plays games with her friends.			
Goes home and has tea. Sweeps the floor and fetches more water.			4:30pm
Cooks food for dinner and takes care of her father and younger brother. Sometimes watches television at a neighbour's house.			
Eats dinner.	Half past six in the evening.		
Goes to bed.			7:30pm

**Activity sheet 2d**

**Ravi's Day**

**India (Boy, Rural)**

Activity	Analogue time	Analogue clock	Digital 12-hour time
Wakes up, cleans out cattle shed, sweeps the floor and fetches water.	Five o'clock in the morning.		
Washes face and has some tea.			
Goes to work in the fields.			9:00am
Returns home for lunch.			
Plays marbles with friends.			3.30pm
Helps with chores such as collecting firewood and going to the shop to buy food for dinner.	Half past four in the afternoon.		
Watches television or plays with friends.			
Has dinner.			7:30pm
Goes to bed.	Eight o'clock at night.		

Activity sheet 3a

Afework's Day

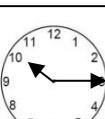
Ethiopia (Boy, Urban)

Activity	Digital 12-hour time	Analogue time	Digital 24-hour time
Gets up, goes to the toilet and eats breakfast.	6:30am		
Walks to school.			
Morning classes.			07:30
Goes home, eats lunch and walks back to school.			
Afternoon classes.			13:30
Walks home from school, changes out of uniform, eats a snack and watches television.	3:15pm		
Plays with friends.			16:00
Studies at home.			
Helps with housework.	7.30pm		
Eats dinner.			
Goes to bed.			20:30

**Activity sheet 3b**

**Tufa's Day**

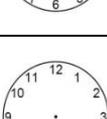
**Ethiopia (Boy, Rural)**

Activity	Digital 12-hour time	Analogue time	Digital 24-hour time
Collects firewood with three friends from a forest far away from the village.			
Eats breakfast with his family at home.			11:00
Goes fishing with two friends (needed to feed his family).	11:15am		
Rests at home with his family.			
Works on farm land with friends. They have to keep the crops from being eaten by animals.			13:00
Fetches water with his mother. The water pipe is shared with other families in the village.	4:00pm		
Plays with friends in the village.			16:30
Watches television in his neighbour's house as they had just bought a new one.	6:00pm		
Eats dinner.			22:00
Goes to bed.			

**Activity sheet 3c**

**India (Girl, Rural)**

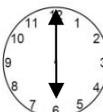
**Harika's Day**

Activity	Digital 12-hour time	Analogue time	Digital 24-hour time
Gets up, brushes teeth, drinks tea and takes a bath.			
Fetches water from the hand bore, cleans the utensils, sweeps the floor and has breakfast.	7:00am		
Starts school.			09:30
Finishes school and plays games with her friends.			
Comes home and has tea. Sweeps the floor and fetches more water.			16:30
Cooks food for dinner and takes care of her father and younger brother. Sometimes watches television at a neighbour's house.			
Eats dinner.			18:30
Goes to bed.	7:30pm		

**Activity sheet 3d**

**Ravi's Day**

**India (Boy, Rural)**

Activity	Digital 12-hour time	Analogue time	Digital 24-hour time
Wakes up, cleans out cattle shed, sweeps the floor and fetches water.	5.00am		
Washes face and has some tea.			
Goes to work in the fields.			09:00
Returns home for lunch.			
Plays marbles with friends.			15:30
Helps with chores such as collecting firewood and going to the shop to buy food for dinner.	4.30pm		
Watches television or plays with friends.			
Has dinner.			19:30
Goes to bed.	8.00pm		

My day

Activity sheet 4a

Name: \_\_\_\_\_

Activity	Analogue time	Analogue clock
		
		
		
		
		
		
		
		
		
		
		



My day

Activity sheet 4b

Name: \_\_\_\_\_

Activity	Analogue time	Analogue clock	Digital 12-hour time
			
			
			
			
			
			
			
			
			
			
			



My day

Activity sheet 4c

Name: \_\_\_\_\_

Activity	Digital 12-hour time	Analogue clock	Digital 24-hour time
			
			
			
			
			
		