

## UNIT 2 SESSION 2: HOW MUCH TIME DO YOU SPEND?

Age range: 8 - 12 years

<p><b>Outline</b></p> <p>Learners will calculate the amount of time featured children in two of the Young Lives countries (Ethiopia and India) spend carrying out different activities. Differentiated timetable formats with digital and analogue time are provided. Learners will then use their own daily timetables (completed in <i>Unit 2: Session 1</i>) to calculate how long they spend doing different activities and use these to identify similarities and differences between the lives of the featured children and their own lives. Finally, learners will discuss possible reasons for these differences and examine how inequality has an impact on the daily lives of the featured children.</p>	
<p><b>Learning objectives</b></p> <ul style="list-style-type: none"> <li>To know how to read, write and convert time using analogue clocks and digital 12- and 24-hour time.</li> <li>To understand how to calculate the amount of time spent on an activity.</li> </ul>	<p><b>Learning outcomes</b></p> <ul style="list-style-type: none"> <li>Learners will calculate the duration of different activities carried out during a typical day.</li> <li>Learners will read and compare daily timetables, identifying similarities and differences between them.</li> <li>Learners will suggest reasons for differences and discuss the impact of inequality on the featured children's lives.</li> </ul>
<p><b>Key questions</b></p> <ul style="list-style-type: none"> <li>How long does Harika spend in school?</li> <li>How long does Afework play with his friends for?</li> <li>What might be the reasons for some of the similarities and differences in the lives of these children?</li> <li>Do you think every child in Ethiopia would have the same daily timetable? Why or why not?</li> <li>What similarities and differences are there between the lives of Harika and Ravi?</li> <li>What similarities and differences are there between their lives and your life?</li> </ul>	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>Unit 2 Slideshow: Slides 26 – 30</li> <li>Resource sheets:             <ol style="list-style-type: none"> <li><i>Meet Afework</i></li> <li><i>Meet Tufa</i></li> <li><i>Meet Harika</i></li> <li><i>Meet Ravi</i></li> </ol> </li> <li>Activity sheets:             <ol style="list-style-type: none"> <li>– 2. Differentiated sets of: <i>How much time does Afework spend?, How much time does Tufa spend?, How much time does Harika spend?, How much time does Ravi take?</i></li> <li><i>How do I spend my day?</i></li> <li><i>Similarities and differences</i></li> </ol> </li> </ul>

Curriculum links		
<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>English</b> <b>Spoken language</b></p> <ul style="list-style-type: none"> <li>• Articulate and justify answers, arguments and opinions.</li> <li>• Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</li> <li>• Participate in discussions, presentations, performances, role plays, improvisations and debates.</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>English</b> <b>Oracy</b></p> <ul style="list-style-type: none"> <li>• Listen and view attentively, responding to a wide range of communication.</li> <li>• Develop their awareness of the social conventions of conversation and discussion.</li> </ul> <p><b>Geography</b> <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>Scotland</b> <b>Numeracy and Mathematics: Time</b></p> <ul style="list-style-type: none"> <li>• I can use and interpret electronic and paper-based timetables and schedules to plan events and activities, and make time calculations as part of my planning.</li> </ul> <p style="text-align: right;">MNU 2-10a</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 teacher's notes document.

### Activity 2.1 (25 – 30 min)

- Show slides 27 to 30 of the *Unit 2 Slideshow*. Each slide asks learners to calculate how long Afework or Harika spend doing a particular activity. Work through each problem as a class.
- Organise learners into pairs or threes. Distribute copies of activity sheets 1 to 2 (differentiated sets of *How much time does Afework spend?*, *How much time does Tufa spend?*, *How much time does Harika spend?* and *How much time does Ravi spend?*). Each pair or three should have an activity sheet for one of the children. Learners should complete the missing information on the sheet with the start time, end time and duration of each activity. If time allows, learners could complete the activity sheet for more than one child.

### Differentiation

- *Make it easier:* Use analogue and digital 12-hour time to complete the timetable (Activity sheets 1a, 1b, 1c and 1d).
- *Make it harder:* Use analogue and digital 24-hour time to complete the timetable (Activity sheets 2a, 2b, 2c and 2d).

### Activity 2.2 (20 min)

- Facilitate further discussion around the similarities and differences between the daily lives of the four children. You could include the following questions:
  - *What might be the reasons for some of these similarities and differences? Similarities will be related to basic needs such as water, food and sleep.*
  - *Do you think every child in Ethiopia would have the same daily timetable? Why or why not?*
  - *Do you think every child in India would have the same daily timetable? Why or why not?*
  - *What similarities and differences are there between the lives of Afework and Tufa?*
  - *What similarities and differences are there between the lives of Harika and Ravi?*
  - *What similarities and differences are there between their lives and your life?*
- Distribute copies of: *How do I spend my day?* (Activity sheet 3). Learners should use their own daily timetables (completed in *Unit 2 Session 1*) to calculate how long they spend doing different activities each day. Alternatively learners could design their own timetable (or an alternative format) for presenting this data.
- Hand out copies of *Similarities and differences* (Activity sheet 4). Ask learners to choose one of the four children, Afework, Tufa, Harika or Ravi. They should then list any similarities and differences they notice between the daily timetable of this child and their own.
- Allow time for learners to then share their ideas with others in the group.

- Discuss possible reasons for some of the differences. You could ask learners to re-read the profile sheets for the four children (*Resource sheets 1 to 4* - they may have already seen the profiles of Afework, Harika and Ravi in *Unit 1 Session 1*) and try to identify reasons. For example, Harika has to help out at home because her father injured his leg in a road accident and can't work so her mother has to work in the fields. Her younger brother doesn't have to do any of the housework. Tufa had to drop out of school to help look after the family's cattle.

### Further ideas

- Ask learners to work in pairs to devise questions based around the timetables of two or more of the featured Young Lives children. Examples include:
  - *Who sleeps for longer, Harika or Ravi? What is the difference between the amounts of time they sleep for?*
  - *Who has dinner earlier, Afework or Tufa? What is the difference between the start times for their dinners?*
  - *How much earlier does Ravi get up than Harika?*
  - *Which of the four children plays for the longest amount of time each day? Which of the four children plays for the least amount of time each day?*
- Allow time for each pair of learners to partner up with another pair so that they can ask and answer each others' questions.
- Learners could experiment with different ways of presenting their time use data. For example, by constructing a pie chart to show the amount of time they spend on each activity. Learners will compare different ways of presenting this time use data in *Unit 3 Session 2*.

### Terms of use

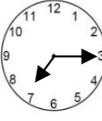
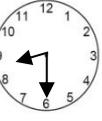
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**Activity sheet 1a**

**How long does Afework spend?**

**Ethiopia (Boy, Urban)**

Activity	Start Time	End Time	Time Duration
Gets up, goes to the toilet and eats breakfast.	6:30am	7:15am	
Walks to school.			15 minutes
Morning classes.			5 hours
Goes home, eats lunch and walks back to school.	12:30pm	1:30pm	
Afternoon classes.	1:30pm		1 hour 45 minutes
Walks home from school, changes out of uniform, eats a snack and watches television.			45 minutes
Plays with friends.	4:00pm	6:30pm	
Studies at home.	6:30pm	7:30pm	
Helps with housework.	7:30pm		30 minutes
Eats dinner.			30 minutes
Goes to bed.	8:30pm	6:30am	

**Activity sheet 1b**

**How long does Tufa spend?**

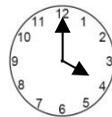
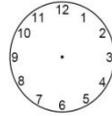
**Ethiopia (Boy, Rural)**

Activity	Start Time	End Time	Time Duration
Collects firewood with three friends from a forest far away from the village.			
Eats breakfast with his family at home.	11:00am		15 minutes
Goes fishing with two friends (needed to feed his family).			45 minutes
Rests at home with his family.	12:00pm	1:00pm	
Works on farm land with friends. They have to keep the crops from being eaten by animals.	1:00pm		3 hours
Fetches water with his mother. The water pipe is shared with other families in the village.			30 minutes
Plays with friends in the village.	4:30pm	6:00pm	
Watches television in his neighbour's house as they had just bought a new one.	6:00pm		4 hours
Eats dinner.			15 minutes
Goes to bed.	10:15pm	7:30am	

**Activity sheet 1c**

**How long does Harika spend?**

**India (Girl, Rural)**

Activity	Start Time	End Time	Time Duration
Gets up, brushes teeth, drinks tea and takes a bath.			1 hour
Fetches water from the hand bore, cleans the utensils and sweeps the floor.	7:00am		2 hours and 30 minutes
After breakfast she goes to school.			6 hours and 30 minutes
Finishes school and plays games with her friends.	4:00pm		30 minutes
Goes home and has tea. Sweeps the floor and fetches more water.		5:30pm	1 hour
Cooks food for dinner and takes care of her father and younger brother. Sometimes watches television at a neighbour's house.	5:30pm	6:30pm	
Eats dinner.			1 hour
Goes to bed.		6:00am	10 hours and 30 minutes

**Activity sheet 1d**

**How long does Ravi spend?**

**India (Boy, Rural)**

Activity	Start Time	End Time	Time Duration
Wakes up, cleans out cattle shed, sweeps the floor and fetches water.	5:00am	8:30am	
Washes face and has some tea.	8:30am		30 minutes
Goes to work in the fields.			6 hours
Returns home for lunch.	3:00pm	3:30pm	
Plays marbles with friends.	3:30pm		1 hour
Helps with chores such as collecting firewood and going to the shop to buy food for dinner.			1 hour and 30 minutes
Watches television or plays with friends.	6:00pm	7:30pm	
Has dinner.	7:30pm		30 minutes
Goes to bed.			9 hours

**Activity sheet 2a**

**How long does Afework spend?**

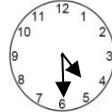
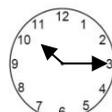
**Ethiopia (Boy, Urban)**

Activity	Start Time	End Time	Time Duration
Gets up, goes to the toilet and eats breakfast.	06:30	07:15	
Walks to school.			15 minutes
Morning classes.			5 hours
Goes home, eats lunch and walks back to school.	12:30	13:30	
Afternoon classes.	13:30		1 hour and 45 minutes
Walks home from school, changes out of uniform, eats a snack and watches television.			45 minutes
Plays with friends.	16:00	18:30	
Studies at home.	18:30	19:30	
Helps with housework.	19:30		30 minutes
Eats dinner.			30 minutes
Goes to bed.	20:30	06:30	

**Activity sheet 2b**

**How long does Tufa spend?**

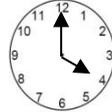
**Ethiopia (Boy, Rural)**

Activity	Start Time	End Time	Time Duration
Collects firewood with three friends from a forest far away from the village.			
Eats breakfast with his family at home.	11:00	11:15	15 minutes
Goes fishing with two friends (needed to feed his family).			45 minutes
Rests at home with his family.	12:00	13:00	
Works on farm land with friends. They have to keep the crops from being eaten by animals.	13:00		3 hours
Fetches water with his mother. The water pipe is shared with other families in the village.			30 minutes
Plays with friends in the village.	16:30	18:00	
Watches television in his neighbour's house as they had just bought a new one.	18:00		4 hours
Eats dinner.			15 minutes
Goes to bed.	22:15	07:30	

**Activity sheet 2c**

**How long does Harika spend?**

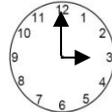
**India (Girl, Rural)**

Activity	Start Time	End Time	Time Duration
Gets up, brushes teeth, drinks tea and takes a bath.			1 hour
Fetches water from the hand bore, cleans the utensils and sweeps the floor.	07:00		2 hours and 30 minutes
After breakfast she goes to school.			6 hours and 30 minutes
Finishes school and plays games with her friends.	16:00		30 minutes
Goes home and has tea. Sweeps the floor and fetches more water.		17:30	1 hour
Cooks food for dinner and takes care of her father and younger brother. Sometimes watches television at a neighbour's house.	17:30	18:30	
Eats dinner.			1 hour
Goes to bed.		06:00	10 hours and 30 minutes

**Activity sheet 2d**

**How long does Ravi spend?**

**India (Boy, Rural)**

Activity	Start Time	End Time	Time Duration
Wakes up, cleans out cattle shed, sweeps the floor and fetches water.	05:00	08:30	
Washes face and has some tea.	08:30		30 minutes
Goes to work in the fields.			6 hours
Returns home for lunch.	15:00	15:30	
Plays marbles with friends.	15:30		1 hour
Helps with chores such as collecting firewood and going to the shop to buy food for dinner.			1 hour and 30 minutes
Watches television or plays with friends.	18:00	19:30	
Has dinner.	19:30		30 minutes
Goes to bed.			9 hours



## Activity sheet 4

### Similarities and differences

Choose one of the Young Lives children. What similarities and differences are there between your day and theirs? Write your ideas in the table below.

Similarities	Differences

## 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 Tufa

## Resource sheet 2



Here I am at a friend's house. We are using nutshells to play a game.

**Photo Credit:** © Young Lives/Antonio Fiorente

My name is Tufa (*Too-fa*) and I am 13 year old boy. My family and I live in a rural area of Oromiya State in Ethiopia. There are seven people in our family: my father and mother, my two brothers and my three sisters. I had another sister but she died of malaria. I have also had malaria in the past.

We all live together in one small corrugated iron room. It is divided into two and we use it as a living room, a bedroom, a kitchen and to keep livestock. We don't have a toilet.

I remember my first visit to a town. It was exciting. I had never seen a car before. I saw the school in town, it was beautiful. I went to the barber and had my head shaved.

I did well in school but I had to drop out to look after the cattle. I was sad because the other children were allowed to learn but I wasn't allowed to. There were no other children who could keep cattle except me at home. One of my younger sisters also misses school as she helps at home. The rest of my brothers and sisters were allowed to start school.

I was happy when my father bought me some new clothes and shoes as a surprise two months ago. He always buys clothes for me when he can get the money.

My mother went to school up to grade 5. She is 25 years old. I help her with household tasks. I fetch water from the river and look after the goats and cattle. I stop the cattle from eating our crops. I don't like to look after the younger children. I am a boy. The girls should carry the children

I also spend a lot of time fishing. I need to fish to help get food for our family to eat. Poor children have to fish. Rich boys buy their fish from poor families instead of fishing.

I am not happy when I don't learn. I want to learn and become a teacher after I finish my education.

## Meet Harika

## Resource sheet 3



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 Ravi

## Resource sheet 4



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.

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

Photo Credit: © Young Lives/Farhatullah Beig

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.