

ENGLISH SESSION 1: WELCOME TO MY LIFE

Age range: 11–16 years

<p>Outline Learners will be introduced to eight young people interviewed by Young Lives researchers, two from each of the four Young Lives countries (Ethiopia, India, Peru and Viet Nam). Learners will investigate the lives of these young people in more detail and write summaries about their lives. Finally learners will start to think about and discuss any similarities and differences between the lives of these young people and their own lives, as well as possible reasons for the differences.</p>		
<p>Learning objectives</p> <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 to develop broader knowledge about the lives of young people in the four Young Lives countries. To recognise similarities and differences between the lives of these young people and learners' own lives. 	<p>Learning outcomes</p> <ul style="list-style-type: none"> Learners will use a text to identify and infer information about the lives of some young people in the Young Lives countries. Learners will summarise information about the life of one of these young people. Learners will act in role as one of these young people. Learners will discuss their ideas with others. 	
<p>Key questions</p> <ul style="list-style-type: none"> What do we know about the featured young people? What do we think their lives are like? Do we think the lives of all young people in each of the Young Lives countries will be the same? Why/Why not? What similarities and differences are there between the lives of these featured young people and my own life? What do we think might be some of the reasons for the differences? 	<p>Resources</p> <ul style="list-style-type: none"> <i>English slideshow A</i> (slides 2–15) Resource sheets: <ul style="list-style-type: none"> <i>Welcome to my life: Netsa and Hadush (Ethiopia); Sarada and Salman (India); Elmer and Eva (Peru); Phuoc and H'Mai (Viet Nam)</i> Activity sheets: <ul style="list-style-type: none"> <i>Introducing...; Getting to know you; Comparing lives</i> 	
<p>Curriculum links</p>		
<p>England KS3 English <i>Pupils should be taught to:</i> Spoken language</p> <ul style="list-style-type: none"> Speak Standard English confidently and effectively in classroom discussion. Justify ideas with reasons and ask questions to check understanding. Develop understanding through speculating, hypothesising and exploring ideas. Adopt, create and sustain a range of roles, responding appropriately to others in role. <p>Reading</p> <ul style="list-style-type: none"> Make inferences and refer to evidence in a text. <p>Writing</p> <ul style="list-style-type: none"> Write accurately, fluently, effectively and at length for pleasure and information through summarising and organising material. 	<p>Wales KS3 English Oracy: skills</p> <ul style="list-style-type: none"> Listen and view attentively, responding to a wide range of communication. Evaluate their own and others' talk and drama activities, extending their understanding of how to improve, considering how speakers adapt their vocabulary, tone, pace and style to suit a range of situations. <p>Oracy: range</p> <ul style="list-style-type: none"> Speaking and listening individually, in pairs, in groups and as members of a class. Presenting, talking and performing for a variety of audiences. <p>Reading: range</p> <ul style="list-style-type: none"> Read in different ways for different purposes. <p>Writing: range</p> <ul style="list-style-type: none"> Writing in response to a wide range of visual, audio and written stimuli. 	<p>Scotland Literacy and English</p> <ul style="list-style-type: none"> When I engage with others, I can make a relevant contribution, encourage others to contribute and acknowledge that they have the right to hold a different opinion. LIT 3-02a I can respond in ways appropriate to my role and use contributions to reflect on, clarify or adapt thinking. LIT 3-05a / LIT 4-05a As I listen or watch, I can make notes and organise these to develop thinking, help retain and recall information, explore issues and create new texts, using my own words as appropriate.

Note:

- *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 of these concepts.*
- *The profiles of the featured young people in this resource are based on in-depth interviews conducted with them in 2007 when they were 12 to 16 years old. This age group was chosen so that the young people would be of a comparable age to learners in the UK. Although there have been some significant changes in the communities and lives of these featured young people since 2007, there will still be some young people in these communities today with similar lives and stories.*

Activity 1.1 (30 min)

Introducing...

- Learners will have been introduced to Young Lives in the *Introduction session*. Show slides 3 to 6 to remind learners about the background to the Young Lives project. Explain that learners are going to be finding out more about some of the young people who have been interviewed as part of the Young Lives project.
- Organise learners into groups of three. Distribute copies of *Welcome to my life* so that each group has a profile for one of the eight featured young people.
- It is important to emphasise that each group has a profile describing the life of just one young person from one of the Young Lives countries (Ethiopia, India, Peru or Viet Nam). Although there may be similarities with the lives of many other young people in the same country, there may also be significant differences. Just as there is diversity among young people living in the UK, there is also diversity in the lives of young people in each of the Young Lives countries. Also point out that the young people selected for the Young Lives study were taken from a 'pro-poor' sample, as the study was set up to look at the effect of poverty on young people's lives over time. The featured young person given to each group can be seen as representative of others living in poverty in their country.
- Ask learners to read the profile of their featured young person.
- Show slide 7 and give each group an A3 copy of *Introducing...* Ask learners to write the name of their young person at the top.
- Explain that in the space around the person outline, learners should write all the things they know about their featured young person. They can also add questions that they want to know the answer to, or things they are not sure about. Prompt questions are provided below and on slide 7. Note that learners should be able to answer most, but not necessarily all of these questions for each featured young person.
 - *What do you know about this young person?*
 - *How old are they?*
 - *Who do they live with?*
 - *Where do they live?*
 - *What is their home like?*

- *What holidays do they celebrate?*
 - *Do they go to school?*
 - *If they don't go to school, why don't they? Would they like to go to school?*
 - *Do they work? If so, why? What do they have to do?*
 - *What do they do in their spare time?*
 - *Do they have to help at home? What do they have to do?*
 - *What would they like to do or be in the future?*
- In the space within the person outline, ask learners to put words to describe how they think this young person might be feeling about their life. Tell learners they can also write words which describe what they think the personality of their young person is like.
 - Emphasise that learners' descriptions are based on limited information and so won't be telling the whole story about the young person. Discuss what assumptions learners might make and their reasons for making these.
 - Ask each group to introduce its featured young person to the rest of the class. Their *Introducing...* sheets could be displayed in the classroom. Encourage learners to add to these as they work through subsequent sessions.

Activity 1.2 (40 min)

Getting to know you

- Ask each learner to use the profile of their group's young person and its *Introducing...* sheet to write a summary about their young person. Explain that this summary should include key facts about the young person's community, home, daily life, health care and education.
- Explain that learners are now going to use hot-seating to further develop their thinking about what the lives of these young people are like.
- Organise learners into pairs with someone who wrote a summary of a different young person. Ask learners to take turns at either being an interviewer or hot-seating as their featured young person.
- Where answers to the interview questions are not provided in the learners' summaries of their young person's profile, learners can act in role, using their own ideas based on other aspects of what they have read.
- Now ask pairs of learners to introduce each other in role to another pair. Alternatively, pairs of learners could act out their interviews to others in the class, or several learners could hot-seat the same young person and all be interviewed by the rest of the class. This last approach could provide a useful focus for discussion around what assumptions each learner has made about the featured young people and the reasons for these.
- Photographs and text describing the lives of the eight featured young people are provided in slides 8 to 15.

Differentiation

- *Make it easier:* Use the questions in *Getting to know you* to guide learners' interviews and written summaries. They could use the spaces underneath the questions to record their answers.
- *Make it harder:* Ask learners to write a summary about a different young person to the one they found out about in Activity 1.1.

Activity 1.3 (40 min)

Comparing lives

- Organise learners into pairs and give each pair a copy of *Comparing lives*. Give each pair profiles for two of the featured young people. Ask them to complete the chart to show the similarities and differences between the lives of these two young people and their own lives. Ensure that at least some learners complete the chart for two young people within the same country so that they can investigate gender and urban/rural inequalities within a country.
- Allow time for learners to discuss their initial responses and ideas about these eight featured young people. You could include the following questions:
 - *What similarities and differences are there between the lives of these young people?*
 - *What similarities and differences are there between the lives of the featured young people and your own life?*
 - *Are there any differences between the two featured young people in each country?* Use this question to draw out that just as there are differences between learners in the class, there are also differences between young people within each of the Young Lives countries.
 - *Are there any differences between the boys and the girls?*
 - *Are there any differences between the young people living in towns and cities and those living in villages or the countryside?*
 - *What do you think might be the reasons for these differences?*

Differentiation

- *Make it easier:* Ask learners to compare just one of the featured young people with themselves.
- *Make it harder:* Ask learners to compare three or four of the featured young people with themselves and/or see if they can make general statements that apply to all.

Further idea

- The interviews in *Activity 1.2* could be carried out as a carousel activity. Ask learners to spend a few minutes in pairs asking each other questions about their featured young person. After five minutes, ask learners to move on and spend five minutes talking to someone else. Repeat a few times so that learners have a chance to find out about as many of the eight featured young people as possible.

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Welcome to my life

Netsa – urban Ethiopia

My name is Netsa (*Ne-as-sa*) and I am 12 years old. I live with my foster mother in a slum area in the city of Addis Ababa, the capital of Ethiopia. I am an only child.



Photo credit: © Young Lives/Antonio Fiorente

I am in grade 5 at a government school. I started kindergarten when I was four. I stayed there three years and then I did grades 1 and 2 in a private primary school. After that, I moved to a government school. I had to drop out of private school because the fees went up and my mother couldn't afford them any more.

If you are a new student in the government school, they force you to begin again from grade 1 unless you have a release paper from your other school, which I didn't have. If I hadn't had to start from grade 1 again, I would be in grade 7 now.

I like my school. There is a library and they gave us new books. I study English, Amharic, maths, science and geography.

I get home from school at 4.30pm and then help at home until 6.00pm. I help my mother by washing the dishes, cooking, cleaning the house and making the beds. My foster mother bakes *injera* to sell in the neighbourhood.

On Sundays I go to church in the morning. After that I eat my breakfast and have a bath. Then I wash my school uniform and do household chores. I play from 5.00pm to 6.00pm and I study in the evenings before going to bed.

My foster mother cares for me. She teaches me how to do things and buys me shoes, clothes and educational materials. I think that parents should support their children until they finish their education, get a job and start living independently. I will support my foster mother after I complete my education.

I think I will have a better life than my mother because if I finish my education and get a job I will live a better life. My mother studied up to grade 7. I want to finish at grade 12 and go to university. I would like to be a doctor in the future.

Key word

- *Injera* is a type of flat bread.

Welcome to my life

Hadush – rural Ethiopia

My name is Hadush (*Haa-doo-sh*) and I am 13 years old. I live with my father, stepmother and older siblings. We live in a village in a rural area in a northern part of Ethiopia called Tigray. My mother died when I was small and my father married again six years ago.

I don't go to school but my sisters do. I look after the cattle instead. From time to time I go to a traditional school at the house of a teacher who is a priest. I like this school. I plan to start regular school next year.

Our home is in a compound. Inside there are three buildings – the *hidmo*, *seqela* and the *adarash*. The *hidmo* (which means 'home') is a small room made of stone. The floor is made of earth, and its walls are rough. The *seqela* is a cattle pen. The *adarash* is a sleeping room with a traditional mattress on a bed made of mud. We have a lamp and a radio but no tables or chairs. We don't have electricity but there are plans to install an electricity supply in our community in the future.

I work to support my family. I like my work and I am proud to do it. I work around ten hours a day, from 8.00am until 6.00pm. I also help my stepmother to collect firewood and fetch water.



Photo credit: © Young Lives/Antonio Fiorente

I am happy at the moment because my older brother has returned home from the army. He arrived back from the battlefield alive and wasn't affected by the war. I was very happy about that! My brother brought me all the things I asked him to, like a pair of shoes, a suit and some sandals. People who live well have all these things – shoes, trousers, jackets and meat like lamb and chicken.

Our most important holidays are Easter, New Year and Epiphany. We celebrate by eating chicken or lamb and buying new clothes.

I am good at everything – nothing is impossible for me.

Welcome to my life

Sarada – rural India

My name is Sarada (*Saa-ru-daa*) and I am 12 years old. I live in a rural village in the south of the state of Telangana in India. I live with my mother, sister and brother. I have been disabled since birth. I can walk short distances but I find it difficult to stand for any length of time.

I am in the last year of upper primary school. I think education is very important. At school, I take part in a number of extra-curricular activities and I have won some prizes. My mother wasn't educated herself and she thinks that it is very important that my brother and I go to school. I have learned many things from my mother, such as how to cook rice. The first time I tried to cook rice, I burned my fingers but now I know how to do it.



Photo credit: © Young Lives/Sarika Gulati

I love my family, although I argue with my brother sometimes. My father remarried and lives with my stepmother and stepbrothers and stepsisters in Mumbai. They come to visit once a year.

I don't have many friends at school. My best friend was an older girl called Sabeena, but she was married at the age of 15. I don't see her much any more and I miss her. I don't think that young women should get married too early. Many girls in my village are married at 14 or 15. I think they should wait until they are 20. My stepsister in Mumbai was married at 12 and now has three children.

I used to play outside but now my mother won't let me and I have to stay in and do chores in the house. I felt sad that I couldn't play any more, but then I agreed for the sake of my mother. It is the same in most homes here. Once girls reach puberty, they are no longer allowed to play outside.

In the future I would like to study and go to high school. However, the high school is eight kilometres away and you have to go by bus. Travelling on the bus makes me feel dizzy and sick. Many girls in our village drop out at this stage because their parents don't want them to travel on public transport on their own as they fear for their safety.

I would like to be a judge so that I can improve society and stop people doing wrong things and harming others. Or I would like to be a businesswoman and start a small tailoring centre or open a shop to sell goods that I have sewn. One day, I would like to own my own house and maybe get married.

Welcome to my life

Salman – urban India

My name is Salman (*Sull-maan*) and I am 12 years old. I live in a poor neighbourhood in the city of Hyderabad, the capital of Telangana state in India. I come from a Muslim family. I live with my mother and two younger and two older siblings. My father died of a heart attack when I was six years old. We live close to the city centre. I like where we live. The other people in our community are nice people. You can trust them.

I dropped out of school in grade and I now work as a sales assistant in a shoe shop. My mother works as a servant, looking after the house of a rich person. My mother says that she can't afford to send us to school. Life is very hard for her without my father. I miss my father too. I keep a photo of him with me.

I earn 30 rupees (about 30p) a day, most of which I give to my mother. I keep five rupees as my own spending money. Sometimes the customers give me tips because I am poor. My mother gives me a packed lunch for work every day. My friends work too, one as a street trader and one in a clothes shop.

There are three other boys working in the shoe shop. The younger one works in the afternoon and studies in the morning. I like the owner of the shop where I work because he looks after the other boys and me. He also has a good sense of humour and tells jokes.



Photo credit: © Young Lives/Farhatullah Beig

Each day I normally spend ten hours sleeping, eight hours working and six hours playing. When I was younger we used to play in the mud. We used to eat mud and some children put mud on their heads! We also used to play marbles. But now I can only play when I come home from work. I also watch television. I like comedy programmes such as *Mr Bean*.

I think that I have to work hard to earn money and have good health. I have no choice but to continue to work.

I'm not sure about what I would want to do in the future. Perhaps one day I will start my own shop. Or maybe I will go back to school.

Welcome to my life

Elmer – urban Peru

My name is Elmer (*El-mer*) and I am 12 years old. I live with my older sister Eva in Lima. Lima is the capital city of Peru. I came to the city from my village earlier this year so that I could start secondary school. I miss my family but I know that I will be going home one day.

My sister Eva is 25 and has two small children. Her husband is a carpenter. I also moved to the city to help look after Eva's children. I take care of them in the afternoons and on Saturdays when she works in a restaurant. My nephews are aged three and six. Sometimes they are naughty. They don't do what they are told and play with the stereo.

We live next to a busy road in a densely populated part of the city. It is close to my school. Our apartment is on the second floor above a car repair shop. The living room and kitchen are spacious and we have electrical appliances: a television, a DVD player, a stereo, a fridge and a cooker.

Moving to Lima meant a big change in my life. I moved from the primary school in my village to a large secondary school in the city. I like the playground in my new school though I wish it was cleaner. I think secondary school is more difficult than primary school because there is more homework and there are more teachers.

At home in my village, I helped my parents on our farm. I took care of the animals, worked the land and picked coffee. Sometimes I got paid a small amount for this. I spent a lot of time playing with my little sister and taking care of my youngest brother.

In Lima, I like going out and playing in the park. I don't like all the cars and noise. My village is nicer because there are more trees.

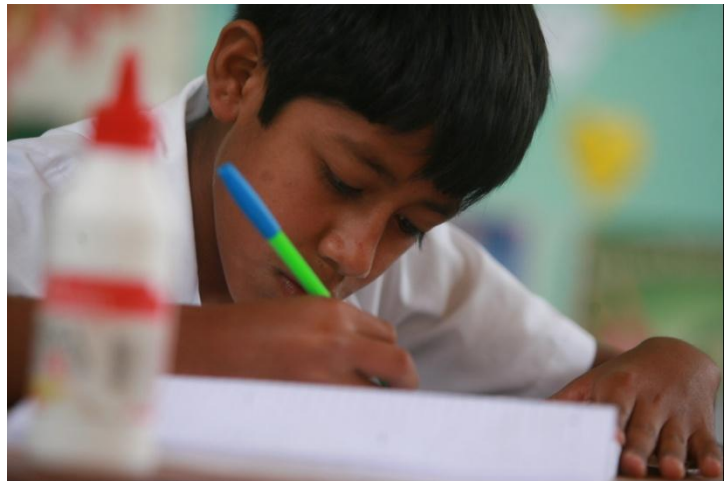


Photo credit: © Young Lives/Sebastian Castañeda Vita

I want to complete secondary school, to go to university and become a doctor. I would like to have a wife and children but not until I am at least 25 years old. In the future I would like to travel and visit other places.

Welcome to my life

Eva – rural Peru

My name is Eva (Aa-va) and I am 14 years old. I live with my mother and father in a small rural village in the southern Andean highlands in Peru. I go to a school in a nearby city – it takes me 45 minutes to get there. I would like to live in the city one day.

My father became ill last year. He had a back injury and can't work any more. Since then I have had to work on the farm at weekends and during school holidays. I need to work to be able to afford clothes and the return fare for the school bus. I like to work but I don't like it when we have to work late.

Everyone in my family reads and writes but we have very few books at home. I liked primary school more than secondary because there was less work and I had more friends.

In the mornings during the week, I cook and do chores before school. I have to wash our family's clothes. I like to do this. In the last year my mother has taught me to cook much better. In the evenings, I watch television.

They teach us well at my school. There is a library, gardens and a workshop. We grow vegetables at school and I play volleyball.

There aren't enough classrooms at school but they are building new ones. Some classrooms have two study sections where some students go in the mornings and some go in the afternoons. I study in the afternoons at the moment but I would prefer to study in the mornings.



Photo credit: © Young Lives/Mariluz Aparicio

I want to learn and complete school. I think school will be useful for my future. My dream is to go to university to study nursing.

Welcome to my life

Phuoc – urban Viet Nam

My name is Phuoc (*F-ooo-c*) and I am 16 years old. I live with my family in the city of Da Nang. I am in grade 11. My school is one of the largest in the city. I am very proud to go there. There was an entrance exam and I had to study hard to pass it.

It takes me 20 minutes to cycle to school each day. I have an older sister who is in her final year of studying architecture. I try to study as much as I can. I am specialising in English, literature and maths. I also take part in some extra-curricular activities such as karate, and I go to Boy Scouts on Sundays.

In my free time, I help my parents to look after their store. I also help my mother to mop the floor and sometimes to cook. In the Boy Scouts I learned how to cook, go to the market and find wood. Sometimes I go on outings and picnics with my class. As well as studying, I also like to read books and listen to music. Sometimes I watch television or read newspapers. I like horror and action movies the most. When I watch television, I usually watch the Science Channel though I also watch cartoons once in a while for fun.

Sometimes I go back to visit my mother's hometown in the countryside. I like the countryside. Life is relaxing there and more comfortable. I think I prefer the city, though. It's easier to work in the city and the quality of life is higher.

I want to graduate from high school and get accepted into a university. My dream is to obtain a Master's degree in the future or maybe even a PhD. I would like to work in the tourism industry or in foreign relations. I want to try hard and study overseas, maybe in the UK or Australia. Even if I go away to study I would like to return to Da Nang one day.



Photo credit: © Young Lives/Pham Viet Anh

Welcome to my life

H'Mai – rural Viet Nam

My name is H'Mai (*H-My*) and I am 13 years old. I live with my family in a poor rural area in Phu Yen province, Viet Nam. I am the second oldest of four children. We are from the *H'Roi* ethnic minority group.



Photo credit: © Young Lives/ Nguyen Quang Thai and Trinh Van Dang

I had to drop out of regular school in grade 6 because my parents didn't have enough money to pay the fees. Although primary education is free in Viet Nam, there are a number of additional fees. Many children here drop out of secondary school because their parents can't afford the school fees or other expenses, or because they live too far away from school and don't have any form of transport, or because they have to work in the fields and so fall behind with their school work.

We live in a small house with two rooms: a living room and a bedroom. There is another traditional building behind the house, with a kitchen and a bedroom, where we spend most of our time. In front of our house there is a well. We don't have a table or chairs and there isn't any electricity in our house. There is an electricity supply in our village but we can't afford the connection. I dream of having electricity at home one day.

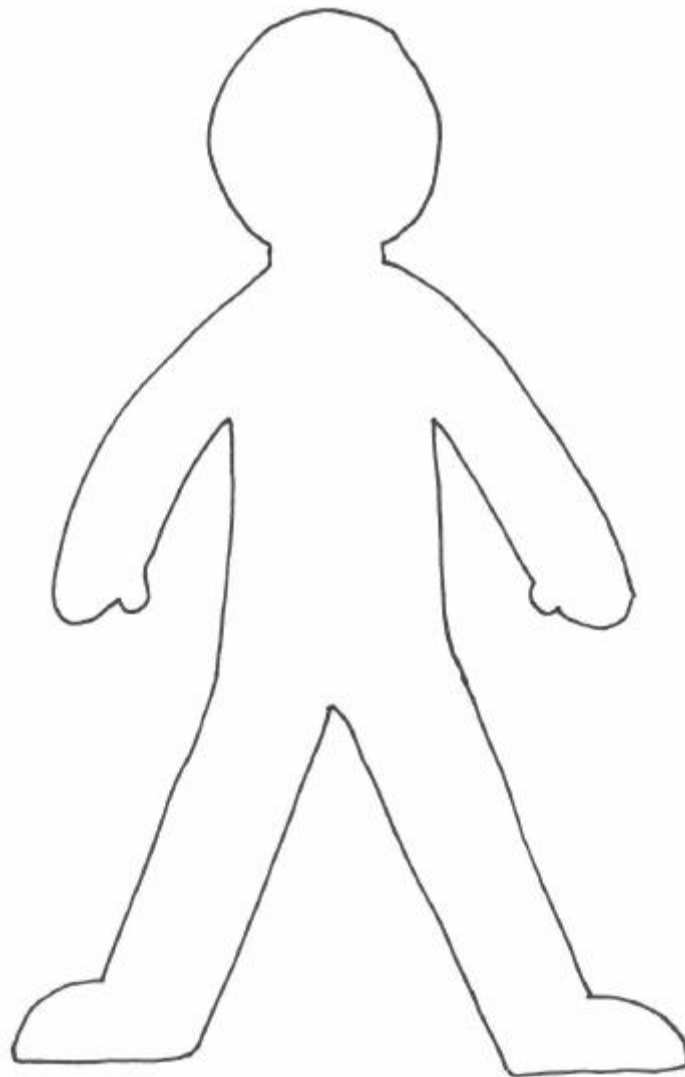
I work on the family farm during the day and go to night school from 7.00pm to 9.00pm on Tuesdays, Thursdays and Saturdays. I am now in grade 9. On the farm I help herd the cows and cut grass for them to eat. We own about one hectare of land and we grow rice, beans, cassava and wheat.

When I am not working or studying I look after my younger siblings, including my younger brother who is still a baby. I also help my mother with the housework. I do the laundry and cook. I spend some free time with my cousin, who lives next door to us.

Our family are generally healthy, which is a good thing as the nearest clinic is five kilometres away and the closest hospital is nine kilometres away. The road to the clinic and the hospital isn't very good so it can be difficult to get there. Children under the age of six get free treatment at the clinic and my mother takes my younger brother and sister there for regular check-ups. There are private doctors in the area but I don't know many people who use them. We also sometimes use traditional medicines and doctors. There are two traditional healers in our village. We don't have to pay the healers anything – we just give them chicken or pork.

Introducing...

Name of young person: _____



Getting to know you

Note that your partner may not know the answer to every single question here.

- 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 is your community like?
- What activities do you do in a typical day?
- Do you go to school? If yes, what grade are you in? What is your school like? If no, why don't you go to school?
- Do you have to do any paid work? If yes, what sort of work do you do?
- Do you have to help around the home? If so, what do you have to do?
- What do you like to do in your free time?
- What would you like to achieve in the future?

Comparing lives

	Name of first young person: _____	Name of second young person: _____	Myself
Similarities			
Differences			