

# ENGLISH TASTER ACTIVITIES: WELCOME TO MY LIFE

Age range: 8 - 14 years

<p><b>Outline</b> Learners will be introduced to four young people interviewed by Young Lives researchers, two from India and two from Peru. Learners will then use written text and role play to investigate the lives of these young people in more detail. Finally, they 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 any differences.</p>		
<p><b>Learning objectives</b></p> <ul style="list-style-type: none"> <li>To act in role and develop empathy for others.</li> <li>To be able to discuss ideas with others in a group.</li> <li>To use written sources in order to develop broader knowledge about the lives of young people in the four Young Lives countries.</li> <li>To recognise similarities and differences between the lives of the featured young people and learners' own lives.</li> </ul>	<p><b>Learning outcomes</b></p> <ul style="list-style-type: none"> <li>Learners will analyse written text to identify and infer information about the lives of some young people in the Young Lives countries.</li> <li>Learners will act in role as one of the featured young people.</li> <li>Learners will discuss their ideas with others.</li> <li>Learners will write a list of similarities and differences between the life of one of the featured young people and their own lives.</li> </ul>	
<p><b>Key questions</b></p> <ul style="list-style-type: none"> <li>What do you know about this young person? What do you think their life is like?</li> <li>Do you think the lives of all young people in these countries are the same? Why/Why not?</li> <li>What similarities and differences are there between the life of this young person and your own life?</li> <li>Can you think of any reasons for these similarities and differences?</li> </ul>	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>Slideshow: slides 2–5, 17-21</li> <li>Resource sheets:             <ol style="list-style-type: none"> <li>– 4) <i>Welcome to my life: Salman and Harika (India); Luz and Manuel (Peru)</i></li> </ol> </li> <li><i>Activity sheets:</i> <ol style="list-style-type: none"> <li><i>Interview questions</i></li> <li><i>Similarities and differences</i></li> </ol> </li> </ul>	
<p><b>Curriculum links</b></p>		
<p><b>England</b> <i>Pupils should be taught to:</i> <b>KS2 English</b> <b>Spoken language</b></p> <ul style="list-style-type: none"> <li>Listen and respond appropriately to adults and their peers.</li> <li>Ask relevant questions to extend their understanding and knowledge.</li> <li>Participate in discussions, presentations, performances, role play, improvisations and debates.</li> </ul> <p><b>KS3 English</b> <b>Spoken language</b></p> <ul style="list-style-type: none"> <li>Speak Standard English confidently and effectively in classroom discussion.</li> <li>Justify ideas with reasons and ask questions to check understanding.</li> <li>Develop understanding through speculating, hypothesising and exploring ideas.</li> <li>Adopt, create and sustain a range of roles, responding appropriately to others in role.</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Make inferences and refer to evidence in a text.</li> </ul>	<p><b>Wales</b> <b>KS2 English</b> <b>Oracy</b></p> <ul style="list-style-type: none"> <li>Identify key points and follow up ideas through question and comment, developing response to others in order to learn through talk.</li> <li>Experiencing and responding to a variety of stimuli and ideas: visual, audio and written.</li> </ul> <p><b>KS3 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>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.</li> <li>Speaking and listening individually, in pairs, in groups and as members of a class.</li> <li>Presenting, talking and performing for a variety of audiences.</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Read in different ways for different purposes.</li> </ul>	<p><b>Scotland</b> <b>Primary Literacy and English: Listening and talking</b></p> <ul style="list-style-type: none"> <li>As I listen or watch, I can make notes, organise these under suitable headings and use these to understand ideas and information and create new texts, using my own words as appropriate. <span style="float: right;"><b>LIT 2-05a</b></span></li> </ul> <p><b>Secondary Literacy and English</b></p> <ul style="list-style-type: none"> <li>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. <span style="float: right;"><b>LIT 3-02a</b></span></li> <li>I can respond in ways appropriate to my role and use contributions to reflect on, clarify or adapt thinking. <span style="float: right;"><b>LIT 3-05a / LIT 4-05a</b></span></li> <li>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.</li> </ul>

### Activity 1 (20 min)

#### *Welcome to my life*

- Use slides 3 and 4 of the slideshow to briefly introduce learners to the Young Lives project.
- Show the world map on slide 5. Ask learners if they can locate the UK and the four Young Lives countries (Ethiopia, India, Peru and Viet Nam) on the world map. Click forward on the slide to reveal the locations of these countries.
- Use the *Welcome to my life* child profiles (Resource sheets 1 to 4) to introduce one or two of the featured children to the class. Photographs of and brief information about the four children are provided in slides 18 to 21.
- Discuss learners' initial responses and ideas. You could include the following questions:
  - *What similarities and differences are there between the lives of the featured young people and your own life?*
  - *What similarities and differences are there between the lives of these featured young people?*
  - *Are there any differences between the young people living in the same country?* Use this question to draw out that just as there are differences between learners in your class, there are also differences between children in each of the Young Lives countries. Point out that there may also be differences between boys and girls, as well as between children living in towns and cities and those living in villages or the countryside.
  - *What do you think might be some of the reasons for these differences?*

### Activity 2 (30 min)

#### *Interviewing Young Lives*

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

#### **Differentiation**

- *Make it easier:* Learners could work in pairs to read one of the child profiles and think about how they would introduce their young person to others in the class.

### Activity 3 (20 min)

#### Similarities and differences

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

#### Further ideas

- The interviews in *Interviewing Young Lives* 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 four young people as possible.
- Read and discuss profiles of other young people from the Young Lives communities in Ethiopia, India, Peru and Viet Nam.
  - See *Unit 1 Session 1* from Oxfam's *Everyone Counts* resources for 8-12 year olds:  
[www.oxfam.org.uk/education/resources/everyone-counts](http://www.oxfam.org.uk/education/resources/everyone-counts)
  - For further support with this activity, also see *Session 1* from Oxfam's *More or Less Equal?* English resources for 11-16 year olds:  
[www.oxfam.org.uk/education/resources/more-or-less-equal-english](http://www.oxfam.org.uk/education/resources/more-or-less-equal-english)
- Ask learners to write a newspaper article about the child they interviewed.
- Ask learners to write a diary entry in the role of their featured child.
- Organise learners into groups of three or four and give each group a copy of one of the *Welcome to my life* child profiles. Ask learners to work together to create three freeze frames which illustrate different aspects of their young person's life. Learners could take turns in performing different roles such as the featured young person, family members, friends, teachers, employers and health workers.
  - See *Session 2* from Oxfam's *More or Less Equal?* English resources for further support with this activity:  
[www.oxfam.org.uk/education/resources/more-or-less-equal-english](http://www.oxfam.org.uk/education/resources/more-or-less-equal-english)
- Ask learners to list further questions they would like to ask the featured children. Although they will not be able to find out the answers, the questioning process in itself develops empathy. Ask learners to think about what makes a good question. Encourage them to experiment with different types of questions; for example open and closed, or simple and complex questions.

Discuss the advantages and disadvantages of different question types.

- With older or more able learners, try other speaking and listening, reading and writing activities from Oxfam's *More or Less Equal?* English resources:

[www.oxfam.org.uk/education/resources/more-or-less-equal-english](http://www.oxfam.org.uk/education/resources/more-or-less-equal-english)

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## Welcome to my life - Salman (urban India)

## Resource sheet 1

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 the first 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.



I dropped out of school and I now work as a sales assistant in a shoe shop.

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 - Harika (rural India)

## Resource sheet 2



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.

## Welcome to my life - Manuel (rural Peru)

## Resource sheet 3



I help other people on their land in the afternoons after school.

Photo Credit: © Young Lives/Sebastian Castañeda

My name is Manuel (*Man-well*) and I am a 12 year old boy. I live in a *rural* village in the Andean highlands in Peru. My family are *Quechua*. This is the main *indigenous* group in Peru. I live with my two sisters, three brothers, parents and grandmother. All my family are very important to me and I get on well with my brothers and sisters. We also have hens, sheep, a pig and a cow as well as a dog, a cat and a turkey!

In our community there are many plants, birds, trees, animals and hills. It is a beautiful place. Our house is down a narrow path, just off the main road. It is a two-storey adobe house. Adobe is a traditional material made from sand and clay. There is also a separate kitchen made of corrugated cardboard.

My parents work hard. My mother works from early in the morning until late in the evening. She cooks at a farm and does household chores. My father has several jobs. He works on the farm sowing maize, and as a construction worker. He also works in the rainforest picking *coca* leaves.

I help my parents in the house and our farm. I am proud that I am able to do this. I know how to peel potatoes and cook. I also know how to work on the farm. My aunt taught me because my father was away. I also work for other people on their land. I work for a few hours every day, in the afternoons after school. I look after pigs, gather firewood and harvest maize, wheat and *quinoa*.

I get paid around 10 soles (about £2.16) for an afternoon's work. I give the money I earn to my mother. It makes me feel good to do this. In my spare time I play football, volleyball and basketball. I have recently learned to ride a bicycle. I also like going to church.

I have been going to school since I was five. I'm still in Grade 4 of primary school but most children my age are in Grade 6 or the first year of secondary school. I missed a lot of classes last year because I was working so I had to repeat the year. I like my classroom and all the posters on the walls. I also like my teacher because she encourages us to learn. I would like to be an engineer or a teacher when I am older. I would also like to travel!

### Key words

- The *Quechua* are one of Peru's *indigenous* groups, the country's original people who lived in Peru before the Spanish settlers arrived in the 16<sup>th</sup> century. Throughout history they have often been treated unfairly and faced disadvantages in their lives.
- *Rural* is used to describe an area in the countryside
- *Coca* is an important crop in Peru. People chew the leaves and use them to make tea as well as in traditional medicine.
- *Quinoa* is a grain which has been grown in the Andes for thousands of years.

## Welcome to my life - Luz (urban Peru)

## Resource sheet 4

My name is Luz (*Loose*) and I am a 14 year old girl. I live with my parents, my younger sister, my uncle and aunt and my cousin. We live in a quiet and peaceful town in the Puno region in Peru. I like living here.

My family are very important to me. My father looks after me and my mother gives me a lot of affection. My sister is important to me because she keeps me company. I think that my family are planning to organise a party for me to celebrate my fifteenth birthday. Fifteenth birthdays are very special in Peru.



I enjoy being with my friends at school.

Photo Credit: © Young Lives/Sebastian Castañeda Vita

My parents work hard running a small tailoring business. Sometime I help out as well. When I was nine years old, I learned how to wash my clothes and sew shirt sleeves using a sewing machine at school. My father taught me how to use our family's sewing machine and now I know how to sew others things as well. I help my parents after I have finished my homework.

I don't get paid for this work but I think that it is right that children should work to help their parents because they buy food and clothes for their children and support them through school.

On Monday and Thursdays, my mother goes to the market to try and sell the items that we have made. On these days she is out from 6.00am to 8.00pm. My father works at the sewing workshop every day, from 6.00am to 8.00pm Monday to Saturday and on Sundays from 6.00am to 10.00am.

I started kindergarten when I was five. At first, it was confusing to be called by my real name. Up until then everyone had always called me by my childhood nickname, Milagros. This means 'miracles'! I finished primary school when I was 11. I remember our school graduation trip to Machu Picchu.

Now I am in the second grade of secondary school. I never miss school, except when I'm ill and my parents say that I can stay at home. I like some teachers who explain the lessons well. I don't like the poor state of the buildings at our school. Some of the windows and lockers are broken and there is graffiti on the walls.

I think that I will be studying at university by the time that I am 20. My parents hope that I will be able to complete a university degree and become a doctor or a business manager. They are happy for me not to get married until after I have completed my studies.



## Interview questions

## Activity sheet 1

What is your name?

How old are you?

Where do you live?

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

Who do you live with?

What is your house like?

What activities do you do in a typical day?

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

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

What do you like to do in your free time?

What would you like to be when you are older?

**Similarities and differences**

**Activity sheet 2**

Choose one of the young people in the *Welcome to my life* resource sheets. What similarities and differences are there between their life and yours? Write your ideas in the table below.

<b>Similarities</b>	<b>Differences</b>