



...BUT NOT ALL CHILDHOODS ARE EQUAL

Time	60–90 minutes
Level	pre-intermediate
Skills	speaking
Knowledge goal	to raise awareness of (a) the differences and similarities between lifestyles in the Ss' country and Gambia and (b) the HDI (Human Development Index)
Materials	Ss' worksheets: p. S1 – Main activity – one table per pair of Ss p. S2 – Main activity – cut up slips p. S3 – Follow-up – Worksheet A + B p. S4 – Follow-up – HDI quiz – one per pair of Ss

1 Lead-in

- Play “hangman” for the word CHILDHOOD.
- Ask the class about their typical days when they were twelve and still at school. The following questions can guide your students:
What time did you wake up? What time did you go to bed?
How much time did you spend at school each day?
When were you doing your homework?
Did you help your parents with household chores? What housework did you do?
What sort of activities did you do in your free time?

2 Main activity

- Tell sts that this lesson's topic is the typical day of children today. Hand out the blank table (p. S1) to Ss in pairs. Ss fill in the “My country” column with activities they think 12 year-old children do on a typical school day in their country.
- After Ss have filled in the information on children in their country, do either Activity A or Activity B, depending on the size of the class. If you are short of time, you can omit the following step and check as a class what Ss have written in the tables.

A. For a small to medium sized class:

Prepare ten papers indicating all the ten times from the table. Write on each paper one time in big letters, e.g. 6PM. Put the papers on the floor all around the classroom so that Ss can see the times. Ask Ss to stand up and ask them questions such as *What do you think children do at 6PM?* Ss should then quickly step with at least one foot on the paper indicating 6PM and then answer the question. Ask questions about other times. To make it more interesting, do not follow the chronological order of the day.

B. For a large class:

Prepare ten papers indicating all the ten times from the table. Write on each paper one time in big letters, e.g. 6PM. Put the papers on the floor all around the classroom so that Ss can see the times. Then ask Ss questions such as *What time do you think children get home from school?* Students then step with at least one foot on the paper indicating the answer. Unlike in activity A, Ss answer your questions just by moving to the right paper. You can ask about activities such as *write homework, watch TV, play PC games, do sports, have dinner, do housework, finish classes, have a shower/bath.* Then ask Ss if they have got some activities you have not asked about.

- Tell Ss that you will now focus on typical days of children from Gambia. Make sure Ss know where Gambia is. The infobox on Gambia can be found at the end of the teacher's notes.
- Make three groups of students. Each one gets a set of cut-up cards (p. S2). There are three sets corresponding to typical days of three children from Gambia – Naomi, Teri and Selmo. Firstly, Ss should try to put them in order of time in the column “Gambia” in the table from the previous exercise. Monitor this and make sure that everyone has the activities in the right time slots.
- Ss in groups compare the typical days of children in their countries and the child from Gambia. Firstly, provide Ss with the language of comparison. Write the following model sentences on the board.

*In the Czech Republic, a typical 12 y.o. gets up at 6.30 **but/whereas** in Gambia they get up at 6.00.*

***Whereas** children start their homework at 3.00 in the Czech Republic, they start it at 6.00 in Gambia.*

*Children do something in the Czech Republic at **but** in Gambia they do it at*

***No/very few/almost no** children in the Czech Republic have to **but** in Gambia it is quite common.*

Note: Students should not say *in my country* because this is not good English. English speakers refer to their country, region, town etc by name.

Ask one person from the group to note down as many similarities and differences as possible. After they have finished, do not check it yet. Tell Ss to leave it for later.

3 Follow-up

If you do not have enough time for this Follow-up, ask representatives of each group to read out their lists of similarities and differences straight away.

- The class will find out more information about the typical days of all three Gambian children. Give each student either WS A or WS B (p. S3). They complete their worksheet by moving around the classroom asking each other for the missing information about three children from Gambia. There are ten empty time slots on their worksheets. They should talk with as many different people as possible. The teacher should model questions such as *What does Naomi do at 7AM?* before the activity begins.
- After Ss have filled in all the slots, draw their attention to the differences between the girl's and boys' typical days. Inform them that girls are systematically discriminated against in many developing countries and that nearly 62 million girls do not attend school at all – some of the reasons are: early marriages, child labour, school fees, orphaning due to HIV/AIDS, traditions, lack of separate latrines, sexual harassment.
- Go back to the list of similarities and differences Ss came up with in the previous activity. Representatives from each group read out their sentences.

4 Follow-up – Human Development Index

- Tell Ss that they have just compared the daily lives of three children in Gambia and children in your country. Now you would like to be more general so ask them the following question. Do it as a brainstorming activity noting down the answers on board. If necessary, provide the English for the suggestions they offer in their L1.

In general, how can you compare the quality of people's lives in Gambia and in your country?

What criteria do you think are important for comparing the quality of life?

Possible answers: life expectancy, GDP (Gross Domestic Product), salaries, prices, industry, health care, literacy, education, internet use, employment rate, political system, human rights, gender equality, environment, pollution.

- Explain to Ss that GDP per capita (Gross Domestic Product for a person) only reflects average national income. It tells us nothing of how that income is distributed or how that income is spent. Therefore, there is another index called HDI (Human Development Index) that is used by the United Nations and reflects three basic aspects of human development: health, knowledge, and a decent standard of living. Inform them that the maximum score is 1,000 points and that 177 countries (members of the UN) are on the list. Have them guess what position their country and Gambia are on and how many points have they got.

Answers: Gambia - 155th position – HDI 502
(e.g. Czech Republic - 32nd position with HDI 891,
Austria 15th position – HDI 948).

Source: <http://hdr.undp.org/en/statistics/> (HDI Ranking 2007/2008)

- Iceland, 2. Norway, 3. Australia, 4. Canada, 5. Ireland, 6. Sweden, 7. Switzerland, 8. Japan, 9. Netherlands, 10. France, 11. Finland, 12. United States, 13. Spain, 14. Denmark, 15. Austria, 16. United Kingdom, 17. Belgium, 18. Luxembourg, 19. New Zealand, 20. Italy, 21. Hong Kong, 22. Germany, 23. Israel, 24. Greece, 25. Singapore, 26. Korea, Rep., 27. Slovenia, 28. Cyprus, 29. Portugal, 30. Brunei Darussalam, 31. Barbados, 32. Czech Republic, 33. Kuwait, 34. Malta, 35. Qatar, 36. Hungary, 37. Poland, 38. Argentina, 39. United Arab Emirates, 40. Chile

- Give pairs of Ss the short quiz on p. S4 to learn more about the quality of life in Gambia. After they have completed it, check the answers as a class and provide them with the answers from the Key. Then ask Ss what surprised them most.

INFOBOX – The Gambia

Population: 1.7 million

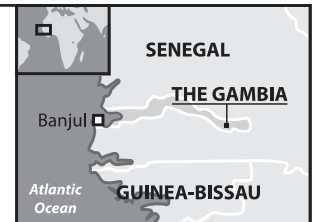
Capital: Banjul

Major languages:
English, indigenous languages

Major religions: Islam, Christianity

Life expectancy: 59 years (men), 60 years (women)

The Gambia is one of the smallest countries in Africa and it has enjoyed long stability since independence in 1965. However, stability doesn't mean prosperity. Only one-sixth of Gambia's land is good for farming – mainly for peanuts. The Gambia is now heavily dependent on peanut exports. Tourism and fishing are also important for the country's economy.



INFOBOX – GDPxHDI

GDP – Gross Domestic Product

It measures national income and output. It is the total market value of all final goods and services produced within the country usually in a calendar year.

HDI – Human Development Index

It is an index combining measures of life expectancy, literacy, education and GDP per capita. According to the United Nations Development Program (UNDP), it measures human development and indicates whether a country is a developed, developing, or underdeveloped country.

Source of info on the children's typical days in Gambia:
"Because I am Girl – The State of the World's Girls 2007", Plan UK,
www.plan-uk.org

KEY

TIME	NAOMI (girl not in school)	TERI (girl in school)	SELMO (boy in school)
6AM	Gets up, baths and prays	Gets up, baths and prays	sleeps
7AM	Sweeps the floor, gets water, washes dishes	Sweeps the floor, gets water, washes dishes	Gets up, has a bath, prays, revises lessons
9AM	Cooks lunch	Goes to school	Goes to school
10AM	Takes lunch to mother on farm, works on farm	In school	In school
2PM	Working on farm	School day ends with lunch in school, extra studies until 6PM	School day ends with lunch in school, extra studies until 6PM, if studies end early, plays football
6PM	Working on farm	Takes food to mother on farm, helps her	Gets water, baths
7PM	Returns home, cooks dinner	Cooks dinner, baths	Plays, studies etc
7PM	Dinner, washes dishes	Dinner, washes dishes	Plays, studies etc
9-11PM	Relaxes, plays, talks to friends, does more housework	Goes to teacher for extra studies	Goes to teacher for extra studies
12PM	Goes to sleep	Goes to sleep	Goes to sleep

HDI quiz:

1/ Norway and Iceland – both HDI 968

2/ Sierra Leone – HDI 336

3/

- Percentage of population living below \$1 a day – 59.3 % in Gambia (figures for CZ and Austria are not known)
- Percentage of population under 15 years old – 41.2 % (CZ 14.8, Austria 15.8)
- Gross Domestic Product per capita (US\$) – 304 (CZ 12,152 and Austria 37,175)
- Percentage of GDP spent on health – 1.8 % (CZ 6.5, Austria 7.8)
- Percentage of births helped by doctor, nurse, etc – 55 % (CZ and Austria 100)
- Number of doctors per 100,000 people – 11 (CZ 351 and Austria 338)
- Percentage of GDP spent on education – 2% (CZ 4.4% and Austria 5.5%)
- Mobile phone users per 1,000 people – 163 (CZ 1,151 and Austria 991)
- Internet users per 1,000 people – 33 (CZ 269 and Austria 486)
- Electricity consumption per capita (kilowatt-hours) – 98 (CZ 6,720 and Austria 8,256)

For other countries, please, find information at:
<http://hdr.undp.org/en/statistics/>





TIME	My country	Gambia
6 AM		
7 AM		
9 AM		
10 AM		
2 PM		
6 PM		
7 PM		
8 PM		
9-11 PM		
12 PM		

NAOMI (girl not in school)	TERI (girl in school)	SELMO (boy in school)
Gets up, baths and prays	Gets up, baths and prays	sleeps
Sweeps the floor, gets water, washes dishes	Sweeps the floor, gets water, washes dishes	Gets up, baths, prays, revises lessons
Cooks lunch	Goes to school	Goes to school
Takes lunch to mother on farm, works on farm	In school	In school
Working on farm	School day ends with lunch in school, extra studies until 6PM	School day ends with lunch in school, extra studies until 6PM, if studies end early, plays football
Working on farm	Takes food to mother on farm, helps her	Gets water, baths
Returns home, cooks dinner	Cooks dinner, baths	Plays, studies and other
Dinner, washes dishes	Dinner, washes dishes	Plays, studies and other
Relaxes, plays, talks to friends, does more housework	Goes to teacher for extra studies	Goes to teacher for extra studies
Goes to sleep	Goes to sleep	Goes to sleep

WORKSHEET A

TIME	NAOMI (girl not in school)	TERI (girl in school)	SELMO (boy in school)
6 AM		Gets up, baths and prays	sleeps
7AM	Sweeps the floor, gets water, washes dishes		Gets up, baths, prays, revises lessons
9AM	Cooks lunch	Goes to school	
10AM		In school	In school
2PM	Working on farm	School day ends with lunch in school, extra studies until 6PM	
6PM	Working on farm		Gets water, baths
7PM		Cooks dinner, baths	Plays, studies and other
8PM	Dinner, washes dishes	Dinner, washes dishes	
9-11PM	Relaxes, plays, talks to friends, does more housework		Goes to teacher for extra studies
12PM		Goes to sleep	Goes to sleep

WORKSHEET B

TIME	NAOMI (girl not in school)	TERI (girl in school)	SELMO (boy in school)
6 AM	Gets up, baths and prays	Gets up, baths and prays	
7AM		Sweeps the floor, gets water, washes dishes	Gets up, baths, prays, revises lessons
9AM	Cooks lunch		Goes to school
10AM	Takes lunch to mother on farm, works on farm	In school	
2PM	Working on farm		School day ends with lunch in school, extra studies until 6PM, if studies end early, plays football
6PM		Takes food to mother on farm, helps her	Gets water, baths
7PM	Returns home, cooks dinner	Cooks dinner, baths	
8PM	Dinner, washes dishes		Plays, studies and other
9-11PM		Goes to teacher for extra studies	Goes to teacher for extra studies
12PM	Goes to sleep	Goes to sleep	

Human Development Index Quiz

1/ Which two countries have the highest score? _____

2/ What country has the lowest score? _____

3/ Complete the information on Gambia and on your country:

Percentage of population living below \$1 a day _____

Percentage of population under 15 years old _____

Gross Domestic Product (GDP) per capita (US\$) _____

Percentage of GDP spent on health _____

Percentage of births helped by doctor, nurse, etc _____

Number of doctors per 100,000 people _____

Percentage of GDP spent on education _____

Mobile phone users per 1,000 people _____

Internet users per 1,000 people _____

Electricity consumption per capita (kilowatt-hours) _____

Human Development Index Quiz

1/ Which two countries have the highest score? _____

2/ What country has the lowest score? _____

3/ Complete the information on Gambia and on your country:

Percentage of population living below \$1 a day _____

Percentage of population under 15 years old _____

Gross Domestic Product (GDP) per capita (US\$) _____

Percentage of GDP spent on health _____

Percentage of births helped by doctor, nurse, etc _____

Number of doctors per 100,000 people _____

Percentage of GDP spent on education _____

Mobile phone users per 1,000 people _____

Internet users per 1,000 people _____

Electricity consumption per capita (kilowatt-hours) _____

