



Teenagers dance in Kudaljodi, Odisha, India

TEACHERS' EDUCATION RESOURCE FOR POST PRIMARY SCHOOLS

C.S.P.E. & CITIZENSHIP EDUCATION

ACTIVITY 1: IRELAND OR INDIA?

CURRICULAR LINKS:

**Northern Ireland (NI): Diversity and Inclusion.
Republic of Ireland (ROI): Interdependence, Development,
Stewardship.**

AIM:

**To examine students' knowledge, perceptions and attitudes; and
analyse the extent to which they recognise ethnic diversity.**

TIME:

40 minutes.

YOU NEED:



Ten numbered photographs downloaded from trocaire.org/education/lentschools, flipchart paper, markers, blu-tac.

KEY SKILLS:

**Critical and Creative Thinking; Working with Others; Managing
Information; Effective Communication and Analytical Skills.**

KEY WORDS:

Hindu, Anti-discrimination, Inequalities, Captions.

1. Read out the following questions and ask students whether they think you're talking about Ireland or about India?

QUESTIONS

1. This country is home to lots of cows.
2. This country has anti-discrimination laws.
3. Mother Teresa lived and worked here.
4. People here love to drink lots of tea.
5. The most popular food here is curry.
6. This country has one of the biggest IT industries in the world.
7. A World Cup was won by this nation in the 1980s.
8. This country has a major film industry.
9. One of the wettest places on earth is found here.
10. Everyone who lives here is Hindu.

ANSWERS

1. India is home to some 200 million cows. Cows are considered sacred in India.
2. Anti-discrimination laws exist in Ireland and India but real inequalities are still present within both societies.
3. Mother Teresa lived in Belfast in the 1970s but spent most of her life living and working in Kolkata, India.
4. Both, although tea is grown in India.
5. India, but curry is popular in Ireland too!
6. India, it also has the highest number of call centres in the world.
7. India won the Cricket World Cup in 1983.
8. India's Bollywood film industry produces around 1,000 films every year, at least twice the number produced in Hollywood.
9. Cherrapunji in north-eastern India.
10. Neither Ireland nor India, although over 80% of the population in India is Hindu.

2. Using two sheets of flipchart paper, assign one with the heading 'Ireland', the other with the heading 'India' and display on the classroom wall.
3. Split students into pairs or small groups and provide each with one of the ten photos, a flipchart sheet, markers and some blu-tac. Allow time for the groups to familiarise themselves with their image and encourage them to explore the following questions:
 - What is happening in the photo?
 - Have you seen an image like this before?
 - Where do think the photo was taken? Ireland or India?
4. Take feedback from each group and invite students to place their photo accordingly under the Ireland or India heading on the classroom wall. Ask the wider class if they agree with the choice of location each group has made.
5. Once all groups have provided feedback, analyse the series of photos placed under Ireland and then under India.
 - Can you see any common theme running through the photos?
 - Could the Irish series of photos tell a story?
 - Could the Indian series of photos tell a story?



EXTENSION ACTIVITY: Capturing Captions can be found on trocaire.org/education/lentschools



HOMEWORK ACTIVITY: Ask students to develop three of their own **Ireland** or **India** statements to share in your next class.



Indian Women, Jaipur, India

ACTIVITY 2: HIDDEN SYMBOLS- EXPLORING CURRENCY

CURRICULAR LINKS:

NI: Democracy and Active Participation, Equality and Social Justice.
ROI: Democracy, Development, Interdependence.

AIM:

Students will critically and creatively interpret a series of symbols to identify how a country's currency can help us learn about its history, its government and its culture.

TIME:

40 minutes.

YOU NEED:



Image of a 10 rupee bank-note, which can be downloaded from trocaire.org/education/lentschools, flipchart paper and markers. (It's illegal to take rupees in or out of India so a downloaded version is best for this activity.)

KEY SKILLS:

Critical and Creative Thinking; Information Processing; Effective Communication and Analytical Skills; Numeracy Skills.

KEY WORDS:

Currency, Rupee, Symbol, Gandhi, Buddha, Ashoka, Emblem, Inequality, Literacy.

1. Ask students what they understand by the word **currency**? In what context have they come across this term?
2. Explain that a nation's currency is more than a system of money or a medium of exchange. It also contains symbols, which can tell us things that relate to a country's history, its government and its culture. The symbols portrayed on currency have inherent meaning and are designed to reflect the positive aspects of a country's national heritage.
3. Divide students into small groups and provide each with a copy of a 10 rupee bank-note, a sheet of flipchart paper and markers.
4. Explain that the rupee (Rs) is the Indian monetary unit. At present

\$1= Rs54
€1= Rs70
£1= Rs86

The word 'rupee' is derived from the Sanskrit word 'raupya', meaning 'silver'.

5. Allow students time to familiarise themselves with the 10 rupee bank-note. Ask each group to examine the note, pick it apart and list any symbols that might relate to India's history, its government and its culture. Examples could include:
 - a) The image of Mahatma (meaning 'Great Soul') Gandhi one of the greatest figures in India's history, who led the country to independence from the British Empire in 1947 and inspired

peaceful civil rights movements across the world. Gandhi once said: "There is no way to peace, peace is the way."



Log on to trocaire.org/education/lentschools to learn more about Gandhi's life and legacy.

- b) The national emblem of India adopted by the Indian government in 1950. It is influenced by a sculpture dating from 250BC called the 'Sarnath Lion Capital of Ashoka Pillar' and depicts four Asiatic lions (only three are visible), which symbolise power, courage, pride, and confidence. The lions rest on an abacus that portrays the guardians of the four directions: lion of the north; elephant of the east; horse of the south; and bull of the west. Sarnath is located in northern India and is where Buddha delivered his first sermon. Emperor Ashoka Maurya (304-232 BC) applied the principles of Buddhism to promote humanitarianism and the abandonment of aggressive warfare.



To learn more about India's national symbols, log on to trocaire.org/education/lentschools

- c) Many languages are represented on the bank-note including Hindi, India's most widely-used language; English, which refers to India's colonial past and industrial present; and 13 other Indian languages - Assamese, Bengali, Gujarati, Kannada, Kashmiri, Malayalam, Marathi, Oriya, Punjabi, Sanskrit, Tamil, Telugu, and Urdu. Each of these languages is spoken by tens of millions of people and represents India's diverse culture.

6. Take feedback and ask students the following questions:

- Do you think Gandhi would be happy to have his image on the rupee bank-note? Was Gandhi himself concerned with money?
- The richest person in India earned \$21 billion/ Rs1,154 billion in 2012. At the same time, 400 million people in India continue to live below the international poverty line of USD \$1.25 or Rs68 per day. This represents the great inequality that exists in India. Do you think the same level of inequality exists in Ireland?
- Do you think you need to be able to read to use rupees or any currency? In India, male adult literacy is 73% while female adult literacy is only 48%. Suggest possible reasons for this difference.



HOMEWORK ACTIVITY: Ask students to research three symbols found on a Euro or a Pound bank-note. Do these symbols represent our heritage in a positive way?'



EXTENSION ACTIVITY: The Currency Challenge can also be found on trocaire.org/education/lentschools





Traceair/Alan Whelan

Community Meeting,
Kodaljodi village, Odisha, India

ACTIVITY 3: CASTE DOWN

CURRICULAR LINKS:

NI: Diversity and Inclusion, Human Rights and Social Responsibility, Equality and Social Justice.
ROI: Law, Rights and Responsibilities, Human Dignity, Democracy.

AIM:

Students will critique and reflect upon how they make assumptions about others; and how such assumptions made collectively within a society can lead to false perceptions and inequality.

TIME:

40 minutes

YOU NEED:



Caste Down Photos 1 & 2 downloaded from trocaire.org/education/lentschools. Flipchart paper and markers.

KEY SKILLS:

Information Processing; Being Personally Effective; Working with Others; Communicating.

KEY WORDS:

Interpretation, Assumptions, Gandhi, Inequality, Hindu, Caste, Caste System, Untouchable, Discrimination, Marginalised.

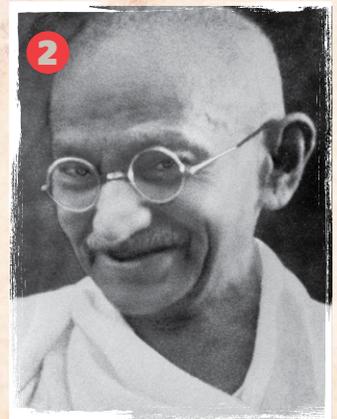
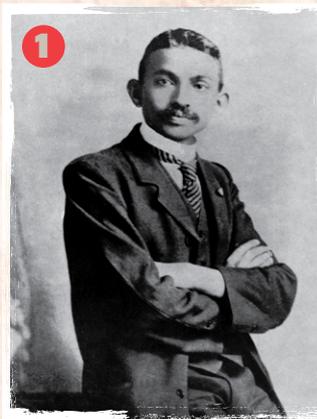
STEP 1

1. Download the accompanying two photographs for this activity. Photo 1 shows Mahatma Gandhi as a young man and Photo 2 depicts Gandhi as an older man (which students may be more familiar with). **Do not tell students who these photos represent.**
2. Depending on the size of your class, divide students into six groups. Provide groups one to three with Photo 1, groups four to six with Photo 2, and each with a flipchart sheet and markers.
3. Encourage students to examine and interpret their assigned image and based on what they see, list the things that they think might be positive and the things that may be negative about this person's life. Examples could include:
 - Do you think this person lives in a safe environment?
 - Do you think this person has enough to eat?
 - Do you think he or she is happy?
4. Once complete ask each group to hold up their photo for the rest of the class to see. Can anyone guess who is in Photo 1 and who is in Photo 2?
5. Both photos depict the same person, Mahatma Gandhi as a younger and older man. Gandhi, one of the most loved figures in Indian history, led the country to independence from the British Empire in 1947. When Gandhi was young, he lived a privileged existence as the son of a senior government official but in later life he followed a philosophy of 'Non-Possession' and believed, **"The less you possess, the less you want, the better you are."**
6. Take feedback from each group on their interpretations. Advise students that in order to complete this activity, they had to make assumptions about someone's life based on appearance. Explain that we do this in our own lives; we make assumptions about people based on what we see, which are often incorrect, unfair and can lead to inequality.



DOWNLOAD PHOTOS ONLINE

Log on to trocaire.org/education/lentschools



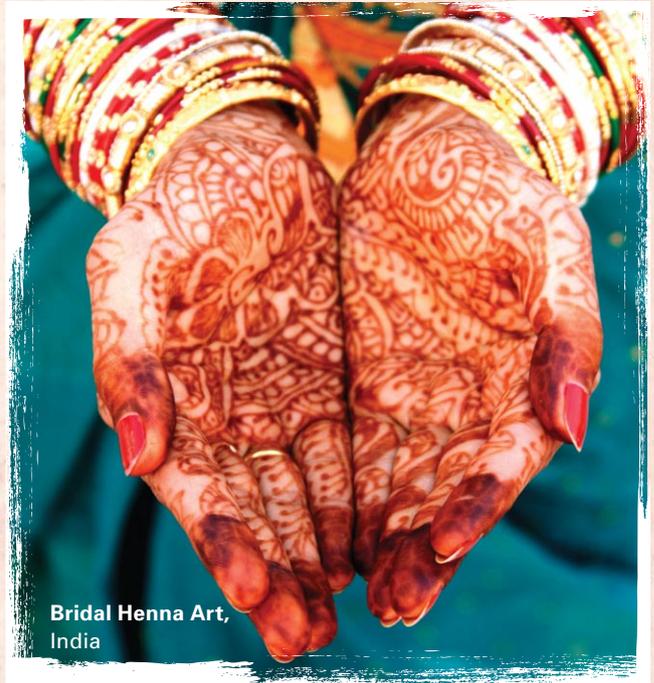
Log on to trocaire.org/education/lentschools to learn more about Gandhi.

STEP 2

1. In their groups, encourage students to brainstorm and consider what they understand by the term 'Class System'. Ask them do they know of any countries that have a class system? Along what grounds are people divided into specific classes? How can this lead to inequality?
2. Take feedback and explain that in the Hindu religion, which represents over 80% of the Indian population, there was such a system called the 'Caste System'. Share the following statement with the class:

A '**Caste**' is a form of social class that makes a series of assumptions about people by virtue of the family they're born into, their economic situation, and so forth. The **Hindu Caste System** organised Indian society into four orders or varna (imagine the shape of a pyramid) with the **Brahmans** (priests and the educated) at the top, followed by the **Kshatria** (rulers and aristocrats), the **Vaisia** (landlords and businessmen) and the **Sudra** (peasants and working class). People with no caste were called Untouchables or **Dalits** and were generally made to handle degrading or unsafe jobs. This system determined the behaviour of one member of society over another and so promoted grave inequality. As you were born into your varna, it was difficult to move within castes. Discrimination on the basis of caste is now illegal in India and various measures have been introduced to empower marginalised groups such as the Dalits. Nevertheless, the caste that a person is born into continues to have a strong influence over the life they can expect to lead in India, especially in rural areas.

3. Explore the following questions:
 - Is this a fair system?
 - How does this system lead to inequality in Indian society?
 - Why was the shape of a pyramid used to describe the Caste System?
 - Does Ireland have a similar system?



Bridal Henna Art,
India



Hindu Statue,
India



EXTENSION ACTIVITY: Gandhi and Caste can be found on trocaire.org/education/lentschools



HOMEWORK ACTIVITY: Ask students to imagine that Gandhi was to visit their CSPE/Citizenship Education class. What five questions would they ask him?



Parsuram Paraja,
Jhilligoan, Odisha, India

ACTIVITY 4: POWER UP-DISCRIMINATION DOWN

CURRICULAR LINKS

NI: Diversity and Inclusion, Democracy, Human Rights and Social Responsibility, Equality and Social Justice.
ROI: Rights and Responsibilities, Human Dignity, Development, Law.

AIM:

Students will assess the importance of human dignity; reflect on how discrimination can hinder its development in individuals; and consider how working together in solidarity with one another can help us overcome prejudice and inequality.

TIME:

40 minutes.

YOU NEED:

Flipchart paper, markers, colouring pencils, newspapers, magazines, glue, scissors, sellotape.

KEY SKILLS:

Critical and Creative Thinking; Being Creative and Personally Effective; Working with Others; Communicating.

KEY WORDS:

Assumptions, Discrimination, Dignity, Influence, External Forces, Inequality, Solidarity.



Community
Dancing,
Odisha,
India

Tiocráife/Jeanne O'Brien

We have looked at how the assumptions we make individually or collectively as a society can be false or inaccurate. Now we will explore how such assumptions when acted upon can lead to discrimination.

1. Based on what students have learned so far, brainstorm as a class and list any group of people who you think might be discriminated against in Indian society. Now, do the same for Irish society. Are there any similarities here between India and Ireland?
2. Of the groups students have identified as discriminated against in India or Ireland or both, make a short-list of four to explore further. Divide the class into four groupings and assign each with one of the four discriminated groups.
3. Encourage students to close their eyes and take a moment to imagine themselves as a person from this group. Some prompt questions:
 - What is your life like?
 - What makes you happy?
 - What makes you sad?
4. Provide the class with flipchart, markers, colouring pencils, newspapers, magazines, glue and scissors. Ask each group to draw the outline of a body on their flipchart leaving a blank space on both the inside and outside of the body.
5. Prompt groups to brainstorm their character and list all the things that are necessary for this person to live a full, happy life with dignity. Ask students what are the needs in their own lives?



There may be more similarities between their own needs and that of their character than they think! List these on the inside of the body.

6. On the outside of the body, ask students to list how this person might be discriminated against and the things which prevent him or her from living a full, happy life with dignity. Examples could include the majority population, the media, the education system, the government, and so forth. Groups can use cuttings from newspapers or magazines to represent these forces.
7. Once complete, take feedback and draw on the similarities and differences between each group.
8. Join all four flipchart sheets together with sellotape to create a series of linked bodies as a large poster display. Encourage students to take time to reflect on this display as a whole.
9. As a class, brainstorm five to ten ways to address discrimination. List these ideas on a flipchart sheet with the heading, **'Power Up: Discrimination Down'** and sellotape to the other four sheets.

10. Explain to students that this poster display communicates a very important message:

What each individual holds inside is special and important; all human beings are entitled to live a full life with dignity regardless of their appearance, gender, ethnicity, religion or disability. These are our human rights. There are external influences that discriminate and inhibit people from reaching their full potential but when we stand together in solidarity with one another, we can stop discrimination and prevent inequality.

Action Project idea!
Display the series of sheets at a school assembly to raise awareness among the school population about discrimination and inequality.



Allai and Ruai Hantal,
Head and Joint Secretary of the Village Development Committee in Kodaljodi village, Odisha, India

Trócaire



Trócaire is the overseas agency of the Catholic Church in Ireland.