

**POWER UP!**  
**EDUCATION**  
**RESOURCE PACK**  
**FOR**  
**PRIMARY**  
**SCHOOLS**

**INDIA**  
**IN FOCUS**



**trócaire**

**4**  
YEARS

1973  
2013


**Working  
for a just  
world.**





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## LINKS TO THE REPUBLIC OF IRELAND PRIMARY SCHOOL CURRICULUM

STRAND	CLASS	STRAND UNIT	PAGE NUMBER
<b>ENGLISH</b> Oral language Reading Writing	Infants – 6th Infants – 6th	Receptiveness to language Competence and confidence in using language Developing cognitive abilities through language Emotional and imaginative development through language	9, 12, 18, 21, 25, 28  13, 18, 21, 25, 28
<b>MATHEMATICS &amp; NUMERACY</b> Early Mathematical Activities Number Algebra  Shape and space Data	Infants  Infants Infants 1st – 2nd 1st – 6th Infants – 6th	Classifying and Comparing Counting Patterns Extending and using patterns Symmetry Lines and angles Recognising and interpreting data	9     28
<b>GEOGRAPHY</b> Human Environments   Natural Environments Environmental awareness and care	Infants – 2nd  3rd – 6th 3rd – 6th 5th – 6th Infants – 2nd  3rd – 6th	People and places in other areas People and other lands People at work Physical features of the world Caring for my locality  Environmental awareness Caring for the environment	9, 18  17, 18 9  28
<b>SCIENCE</b> Living things  Environmental awareness and care	Infants – 4th 5th – 6th Infants – 2nd  3rd – 6th	Plants and animals Plant and animal life Caring for my locality  Environmental awareness Caring for the environment	9    2
<b>ART</b> Drawing Paint and Colour Print Fabric and Fibre	Infants – 6th Infants – 6th Infants – 6th Infants – 6th	Making drawings Painting Making prints Creating in fabric and fibre	9
<b>DRAMA</b> To explore feelings, knowledge and ideas, leading to understanding	Infants – 6th	Exploring and making drama	18
<b>S.P.H.E.</b> Myself and the wider world	Infants – 6th Infants – 6th	Developing citizenship Media education	9, 13, 18, 25, 28
<b>RELIGION</b>	Infants – 6th		25

## LINKS TO THE NORTHERN IRELAND PRIMARY SCHOOL CURRICULUM

STRAND	CLASS	STRAND UNIT	PAGE NUMBER
<b>LANGUAGE &amp; LITERACY</b> Talking and listening Reading Writing	Key Stage 1 Key Stage 2	Receptiveness to language Competence and confidence in using language Developing cognitive abilities through language Emotional and imaginative development through language	9, 13, 18, 21 25, 28
<b>MATHEMATICS &amp; NUMERACY</b> Process in mathematics Number Measures Shape and space Handling data	Key Stage 2	People and places in other areas People and other lands People at work Physical features of the world Caring for my locality  Environmental awareness Caring for the environment	9, 28
<b>THE WORLD AROUND US (GEOGRAPHY, HISTORY, SCIENCE &amp; TECHNOLOGY)</b> Human Environments  Natural Environments Environmental awareness and care  Science Living things  Environmental awareness and care	Key Stage 2	Become aware of the imbalance in the world around us at both a local and global level  Become aware of the potential impacts of developments upon the lives of others Relationships with the wider world  Plants and animals Plant and animal life Caring for my locality  Environmental awareness Caring for the environment	9, 18, 28   28
<b>THE ARTS</b> Drawing and painting Print Making Textiles  <b>MUSIC AND DRAMA</b>	Key Stage 1 & 2  Key Stage 1 & 2	Drawing and painting including the use of ICT  Working creatively with sound Singing and performing with simple instruments Listening and responding to their own and others music making	9, 18  18
<b>PERSONAL DEVELOPMENT</b> Personal understanding and health Mutual understanding in the local and global community Health, Growth and Change Relationships in the Community	Key Stage 1  Key Stage 2	Me and my home Me and my school My environment  The way we live: Movement Our World	9, 13, 18 25, 28
<b>RELIGIOUS STUDIES</b>	Key Stage 1 & 2	Spiritual understanding: developing a sense of awe and wonder about the world around them - Alive O programme	25



## HOW TO USE THE RESOURCE

# POWER UP! SUPPORTING COMMUNITIES AS THEY WORK THEIR WAY OUT OF POVERTY.

### ABOUT THE RESOURCE

Power Up! is a resource that has been produced to encourage and support primary school teachers to incorporate a development education perspective into their teaching. The content, methodologies and activities in this resource will help the students to explore and critically examine global justice and human rights issues through active engagement. This resource will also encourage students to challenge stereotypes and to identify links from the local to the global, through the country lens of India. Curriculum links are identified throughout the resource to enable the teacher to integrate the lesson activities across all subject areas.

### HOW TO USE THE RESOURCE

Power Up! can be used in a number of ways. You can start at the beginning and work through the resource, with each section building on the previous one, scaffolding the learner throughout the process. The range of active learning methodologies which encourage higher order thinking skills are divided into six sections: India; Trócaire's work in India; People at work; Photographs; World religions and Media. You may also choose to dip into the book as and when appropriate.

### ASSESSMENT TECHNIQUES

Record anecdotal evidence stemming from teacher observation of peer discussion and teacher - student discussions.

Design tasks, writing exercises and assignments based on the activities carried out.

Collect or take photographs of samples of map work, drawings, stories, activities.

### DIFFERENTIATION

Most lesson activities in this resource can be adapted by the teacher to use with all classes throughout the school. The lesson activities are colour coded by level of difficulty. This allows flexibility in choosing the activities to suit the different ability levels within the one class, or among different class levels.



### ACTIVITY LEVEL 1

indicates the starting point to explore the activity.



### ACTIVITY LEVEL 2

indicates more challenging activity content.

### THANK YOU

The education team would like to extend a very special thanks to Ms. Niamh Brennan from Rathpeacan National School, Co. Cork for taking the time to support the writing of this material. Trócaire would also like to extend a huge thanks and congratulations to Ms. Anne Costelloe and her 1st and 2nd class students at Northampton National School, Kinvara, Co. Galway. Ms. Costelloe's class won the Trócaire box art competition in 2012. Their image appears on the Lent Trócaire box 2013 and elements of their entry are used throughout this resource.

## SYMBOLS THROUGHOUT THE RESOURCE



### TOP TIP

a useful tip to help you explore the topic further with your class.



### DID YOU KNOW

a useful fact about India.





# AN OVERVIEW OF INDIA









## FACTS ABOUT INDIA

### FLAG

The Indian flag is a tricolour. The saffron stands for courage, the white for purity and truth and the green for faith and fertility. There is a navy blue wheel in the middle of the white band. This Buddhist symbol is called the Dharma Chakra.



### LOCATION

India is located in the southern part of Asia. Pakistan, China, Nepal, Bhutan, Bangladesh and Myanmar are neighbouring countries.

### CAPITAL CITY

New Delhi.

### CURRENCY

India Rupee.



### POPULATION

1,210,000,000 (1.21 billion).

### LANGUAGE

There are 16 official languages in India. The two most common spoken languages are Hindi and English.

### WILDLIFE

There are about 650,000 animal species in India. Many animals are unique to India such as the Indian elephant, the Asiatic lion, lion tailed macaque, great Indian rhinoceros, leopard, Royal Bengal tiger, scaly anteater, Indian flying fox.

### CLIMATE

India has a tropical monsoon climate. Most of the country has three seasons; hot and wet (monsoon) from June to October, cool and dry from November to March and hot and dry from March to June.

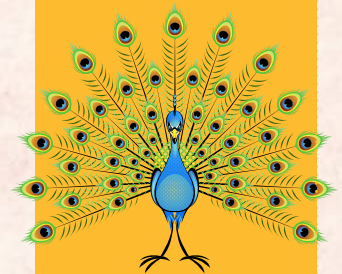
### NATIONAL SYMBOL:

National Emblem of India. The text reads 'Truth Alone Triumphs'.



### NATIONAL BIRD:

Peacock



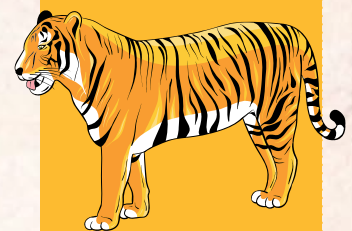
### NATIONAL FLOWER:

Lotus



### NATIONAL ANIMAL:

Tiger



### NATIONAL TREE:

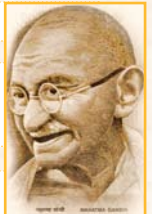
Banyan





## BRIEF HISTORY OF INDIA:

<b>3100 BC</b>	Early settlements develop in Indus Valley
<b>2600 BC</b>	Early settlements develop into urban civilisations
<b>2000 BC</b>	India has been home to several ancient civilisations and empires, some dating back to more than 2,000 BC. Culture and religions have flourished over the millennia, and foreign influence has ebbed and flowed.
<b>269-232 BC</b>	Reign of Emperor Ashoka Maurya. He valued Buddhism and was against war.
<b>50 AD</b>	Trade between India and the Roman Empire is very successful. Romans eagerly buy Indian pearls, ivory, silk, spices, cloth and precious stones.
<b>320-550</b>	Hinduism becomes the major religion of the Indian empire.
<b>1600's</b>	Holland, Britain and France are eager to gain access to India's spices, rice, silk, tea and jewels and build trading posts in India.
<b>1628</b>	Shah Jahan builds the Taj Mahal
<b>1858</b>	British government takes over power in India
<b>1947</b>	Led by The Mahatma Gandhi India gains independence
<b>1948</b>	Partition follows and India split in two to create Pakistan and India
	Gandhi assassinated
<b>1966</b>	Indira Gandhi (not related to The Mahatma) becomes Prime Minister and is one of the first women elected to lead a nation.
<b>1979</b>	Mother Teresa of Calcutta wins Nobel Peace Prize.
<b>1983</b>	India wins cricket world cup
<b>1984</b>	Bhopal gas tragedy
<b>2000</b>	India's population reaches over 1 billion
<b>2005</b>	Right to Information Act passed
<b>2007</b>	Pratibha Patil becomes the first female President of India.
<b>2010</b>	Right to Education Act passed for children aged 6-14 years.



## CLASSROOM ACTIVITIES:

Use the overview material to support the following activities

### ASSESSING THE STUDENTS' PRIOR KNOWLEDGE OF INDIA (GEOGRAPHY, ENGLISH)

Preparation: Photocopy the blank map of India on the next page to distribute to the students.



- Ask your class what comes to mind when they think of India?
- Ask the students to draw what comes to mind around the map.
- Share with the person beside them and with the class.



- Ask the students to write what comes to mind around the map.
- Swap with the person next to them and read what they have written.



**Repeat this activity after using this resource with a new blank map (pg 10) to assess what the children have learned.**

### ANIMALS (SCIENCE, MATHS, GEOGRAPHY)

Preparation: Print off photographs of animals living in India from the web. Photocopy the blank map of India (pg. 10).



- Discuss and sort the animals of India into sets according to observable features or attributes eg. Fur/no fur, with tail/without tail, number of legs, type of home.



- Locate the regions on the Indian map where the animals live.
- Investigate the environmental conditions in these regions and how the animals have adapted to live there.
- Identify similarities and differences between them and animals from Ireland.



**India is the seventh largest country in the world!**

### NATIONAL SYMBOLS (SPHE, ART)

Preparation: Log onto [www.trocaire.org/education](http://www.trocaire.org/education) and show your class the national symbols of India on the Interactive Whiteboard.

National symbols are a visual representation of a country's people, values and culture.



- Discuss the national symbols of India.
- In groups, ask the students to draw, paint or print the different national symbols.
- Mount the symbols on a large square piece of card and display these squares together to create a patchwork quilt.



- Discuss Irish national symbols. Are they a good representation of Irish culture?
- Agree on symbols to represent your class, your school or your community.
- Organise a class vote to decide on the core items and values they would like represented and create another patchwork quilt.



**Compare the Indian flag and Irish flag during Maths time. Use them as a stimulus to explore patterns, symmetry, lines and angles.**



# MAP OF INDIA





# TROCAIRE'S WORK IN INDIA





## TRÓCAIRE'S WORK IN INDIA

### OVERVIEW

India, land of over one billion people, is one of the fastest growing economies in the world. However, India is also home to one third of the world's poor. Inequalities continue to exist between the rich and the poor and as its economy continues to thrive, India's poorest are being left behind.

Trócaire works in the state of Odisha, formally known as Orissa. 47% of the 41 million people living in Odisha, live on less than 28 cents/23p a day. Odisha has the second highest infant mortality rate in India. In the rural area of the Koraput District, female literacy rates are as low as 32%.

Like all of the countries that Trócaire works in around the world, we work in partnership with local groups and organisations in Odisha. Partnership for Trócaire means supporting communities to stand up for their rights and building a better future for their families.

The Indian government has put support schemes in place to help the poorest sections of society. But many people living in the poorest, most remote villages of Odisha are illiterate, uneducated and unaware of their rights. Trócaire and our local partners work with, organise, educate and empower poor, rural communities about their rights and the supports available to them from the government.

If you would like to learn more about Trócaire's work and this year's Lent campaign you can see slideshows and videos on [www.trocaire.org/education](http://www.trocaire.org/education)

To learn more about Ambika the little girl on this year's Trócaire box and life in her village of Jhilligoan, Odisha. To find out more about Trócaire log on to [www.trocaire.org/education](http://www.trocaire.org/education)

### TRÓCAIRE PARTNER, ORRISSA

Seeds of Power: "Like a child, I take care of the seed."

Local government in Odisha want to ensure it can feed it's growing population. As a result of this the government want communities to use food and seeds which have been given special treatment so it will grow faster and last longer. These foods and seeds are known as genetically modified foods. The genetically modified seeds, such as rice and maize are very expensive for farmers to purchase. Farmers struggle to find enough money to buy these genetically modified seeds, as they must buy new seeds every year.

Trocaire's partner ORRISSA (Organisation for Rural Reconstruction and Integrated Social Service Activities) has asked the local government not to use these genetically modified seeds. ORRISSA would like to see local people use their own traditional seeds which are much cheaper to use.

In 2006, ORRISSA started working with local, tribal communities to support them in using traditional, local seeds. The local seeds are very important for many reasons. The seeds are able to survive in very dry, hot weather but also strong enough to survive the flood season. The seeds are also much cheaper for local people to purchase as they only have to pay for the seeds the first time they buy them.

ORRISSA began to work with local Tribal women. These women became known as the 'Seed-Mothers'. The Seed Mothers, with support from ORRISSA, realise they do not have to buy expensive genetically modified seeds. They are a powerful group of women who have helped their own community in many ways. There are different types of seeds for different types of soil and seasons. The Seed Mothers provide very helpful advice to farmers on which seeds to choose to use at different times in the year.



Paraja Family, Odisha, India



## CLASSROOM ACTIVITIES

The Seed Mothers reminds us of the importance of working together and standing up for what you believe in. Carry out these activities with your class to explore the United Nations Convention on the Rights of the Child.



Ambika & her brother  
Parsuram, Odisha, India

Trocaine/Alan Whelan

### WANTS AND NEEDS (ENGLISH, SPHE)

*Preparation: Bring in a suitcase containing everyday items for example a water bottle, Nintendo, blankets.  
Photocopy & cut out the children's rights on the next page.*



- Tell the students that there has been a new planet discovered. The students will visit the planet and must pack a suitcase.
- Ask the students to divide the items in the suitcase into two groups – things they would need to bring with them to survive and things they would want to bring with them.



- Discuss what needs and wants the children might have if they were to visit this new planet.
- Ask older students to draw or write their wants and needs.
- Stick the drawings up on the board and through discussion and agreement make a list of wants and a list of needs.
- Distribute a children's right to each pair of students. Ask students to match each one of the children's needs to a right.
- Discuss which of these rights can and can't be used on this new planet. Follow up discussion on importance of rights.

### WALKING DEBATE (ENGLISH, SPHE)

*Preparation: Write 'I agree' and 'I disagree' on two large sheets of paper and stick them on walls at opposite ends of the room.*



- Stand in the middle of the room with your students and read out the statements one at a time.
- Ask those who agree with the statement to move towards the 'I agree' poster; those who disagree to move to the 'I disagree' poster; those who are unsure to stay in the middle of the room.
- 1. Children's rights apply to all people, everywhere, without exception.
- 2. People have the right to act any way they want.
- 3. Every child should be allowed to play as long as they want.
- 4. Everyone has the same chance to get an education or job.
- 5. Hospital visits should be free everywhere in the world.
- The aim of the game is to raise discussion about our rights; there are no right or wrong answers.
- You can extend this activity and make up your own statements.

### ALONG WITH RIGHTS COME RESPONSIBILITIES (ENGLISH, SPHE)



- Ask the children 'What things can be done in the classroom to make sure that everyone is happy and safe?'
- Invite the students to draw/write a list of rights that would help make the classroom safe and happy for everyone.



- Invite students to discuss their rights with their partner.
- Join with another two students and the group then agree on five rights together.
- The teacher can then draw up a class list of ten rights decided by the students.



- Looking at the list encourage the children to think about if we have these rights – what then are our responsibilities that go along with these rights?
- Compile a charter of responsibilities.
- Decorate and display this list in the classroom so that children are reminded of them each day.



# UNITED NATIONS CONVENTION OF THE **RIGHTS OF THE CHILD**

## **THE RIGHT TO** life



## **THE RIGHT TO** a name and nationality



## **THE RIGHT TO** be with their parents or with those who will care for them best



## **THE RIGHT TO** have ideas and say what they think



## **THE RIGHT TO** practice their religion



## **THE RIGHT TO** meet with other children



## **THE RIGHT TO** get information they need



## **THE RIGHT TO** healthcare



## **THE RIGHT TO** special care, education, and training if needed





**THE RIGHT TO**  
enough food  
and clean  
water



**THE RIGHT TO**  
play



**THE RIGHT TO**  
free  
education



**THE RIGHT TO**  
freely speak  
their own  
language



**THE RIGHT TO**  
learn about  
and enjoy  
their own  
culture



**THE RIGHT TO**  
not be used  
as a cheap  
worker



**THE RIGHT TO**  
not be hurt or  
neglected



**THE RIGHT TO**  
be protected  
from danger



**THE RIGHT TO**  
not be used  
as a soldier in  
wars



**THE RIGHT TO**  
know about  
their rights and  
responsibilities



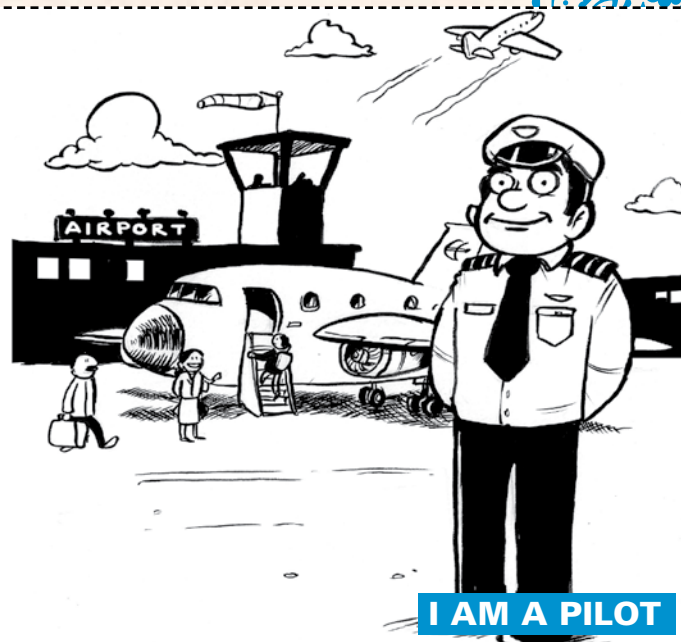
**THE RIGHT TO**  
...  
(add in your own)

**THE RIGHT TO**  
...  
(add in your own)

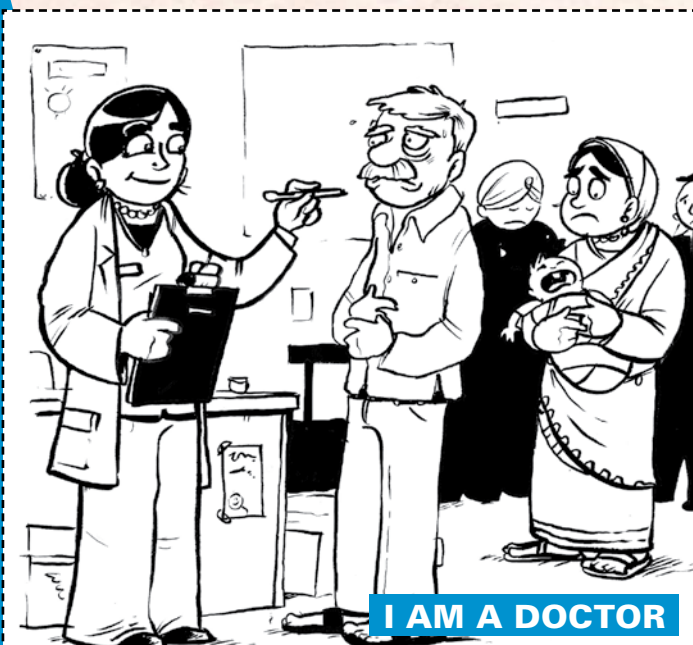




**I AM A FARMER**



**I AM A PILOT**



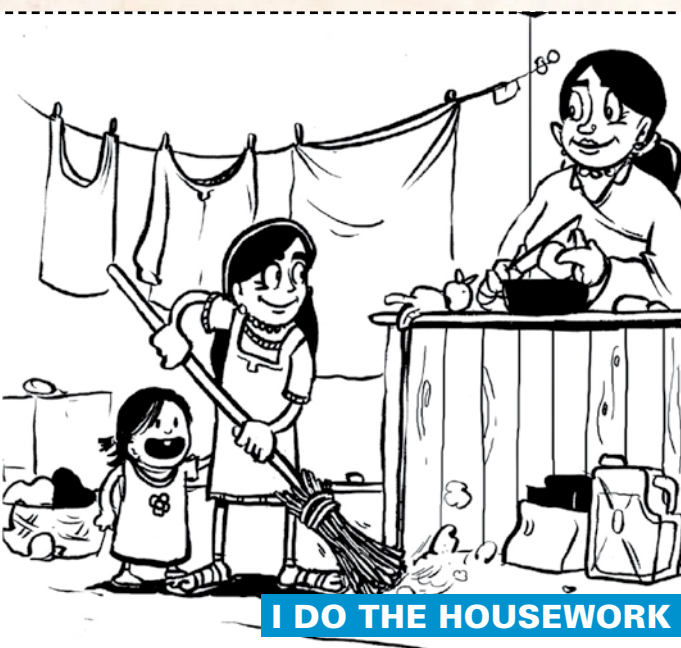
**I AM A DOCTOR**



**I AM A HOTEL MANAGER**



**I OWN A CLOTHES SHOP**



**I DO THE HOUSEWORK**





## ROLES AND RESPONSIBILITIES

### I AM A FARMER

I get up early in the morning to sow seeds and tend to my crops. I grow rice and millet. I collect rice and millet for myself and my family. If I have too much, I share with my neighbours. I get worried when it does not rain, because the rice and millet do not grow. I enjoy being a farmer because I spend the day outside in the fresh air.

### I AM A PILOT

I fly planes across India. I love to fly. I can carry up to 100 passengers in the planes that I fly. There are 80 airports in India and I have been to each one. I love flying at night time because I can see all the lights of the towns and cities from the sky. I enjoy being a pilot because I get to see lots of different parts of India.

### I AM A DOCTOR

I work in a hospital in Kolkata. Sometimes people are very sick when they arrive in the hospital, but I give them medicine to help them to get better. I help people of all ages. Sometimes when the hospital is very busy I work very long hours. I enjoy being a doctor because I help people.

### I AM A HOTEL MANAGER

I live in Bangalore. I am the manager of the Asia Hotel. This is a very busy hotel with 100 bedrooms. There are 80 people working in the hotel, and I must make sure they are all doing their job. Many tourists from all over the world visit the hotel each year. I make sure that they have an enjoyable stay. I enjoy my job because I meet lots of new people every day.

### I OWN A CLOTHES SHOP.

I live in New Delhi. I own a very busy clothes shop called 'Stylish Clothes'. You can buy men's, women's and children's clothes in my shop. There are 14 staff working in my shop. Saturdays are the busiest day. I enjoy my work because I meet lots of new people every day.

### I DO THE HOUSEWORK

I go to school during the day. When I come home I clean my clothes and help my mother with the housework. If there is no water in the house, I will go and collect water. I look after my little sister if my mother is busy. I enjoy doing the housework because it helps my mum. When I am finished I do my homework.



## CLASSROOM ACTIVITIES

### HOT SEATING (GEOGRAPHY, ENGLISH, DRAMA)

Preparation: Photocopy and cut out the pictures and role cards.



- Distribute the job pictures and information provided to initiate small group discussions about the roles and responsibilities of each job.
- Hand out picture cards to students and ask them to discuss in pairs the jobs that people are doing.
- The teacher can then read out each job information to the students and invite the students to mime while they read the story.
- Invite a student to take the 'hot seat' and invite other children to question them about their job- can they guess what job they have?



**Write a diary entry about the day's work.**

### FREEZE FRAMES (GEOGRAPHY, SPHE, ENGLISH, DRAMA)



- Ask the students to devise a 'still' picture, based on their role card.
- Unfreeze individual participants and ask them questions in role.
- Divide the class into small groups. Ask each group to choose one job card.
- Some of the group make still images based on this job card while the other members of the group speak their thoughts to go along with the job card.
- Each group present back to the class.
- Throw in a dilemma and ask the students to discuss and devise another 'still' picture. For example the rain has not come so the crops are not growing; there is a fire in the hotel kitchen.

Trocaire/Alan Whelan



**Narahari and Dev Gauda,**  
Market Sellers, Odisha, India





# PHOTOGRAPHS









## OVERVIEW

These photograph activities aim to stimulate critical thinking among students around global justice issues. Allowing students to work with photographs in both small group and whole class settings, promotes the skills of discussing, analysing, synthesising, criticising, defending, comparing and contrasting. There are eight photographs included at the back of this resource, and more available online at [www.trocaire.org/education/lentschools](http://www.trocaire.org/education/lentschools)



**There is also additional information on the back of the photographs, included in this pack, which could be used to build on the following activities.**

### CHOOSING YOUR OWN IMAGES

It is important not to reinforce stereotypes when selecting photographs to use in the classroom. Teachers should use photographs in a range of contexts to bring balance to the information students receive about other people and places. Choose photographs that highlight similarities as well as differences.

Newspapers, postcards, magazines, personal photographs are all resources that can be collected by the teacher to build up a library of images to use in exploring global justice issues

### CLASSROOM ACTIVITIES USING A SELECTION OF PHOTOGRAPHS

Place all of the photographs facing up on the classroom floor. Ask the students to walk around and select their favourite photograph. Encourage them to discuss the reasons for their choice. Add certain conditions to direct their discussion. For example, ask them to select the photo that surprises them the most.

### SPOT THE SIMILARITIES AND DIFFERENCES

Ask the students to identify similarities and differences between the person in the photograph's life and their life. Children are quick to point out the differences, so be sure to draw out the similarities also.

### QUESTIONING A PHOTOGRAPH

Ask each group of students to mount a photograph in the middle of a large sheet of blank paper. Nominate group leaders to write down questions they have about the photograph. There may not be answers to all of these questions, but they will initiate group discussions. The group then shares this with the class.

### SPEECH BUBBLES/THOUGHT BUBBLES

Ask the students to choose a person(s) from the photo and to agree on what they might be thinking, feeling or saying at the time the photograph was taken. Write this in a speech bubble and stick it onto the photograph.

### CAPTIONING THE PHOTOGRAPHS

Ask the students to suggest captions for the photographs. Point out that a caption can make a big difference to the way a photograph is interpreted. Does the caption affect how we feel about what is happening in the photo? Ask the children to suggest what caption would be used for the photo in the following contexts: tabloid newspaper, charity advertisement, family scrapbook, school text book. Would the captions be different? Why?

### RANKING

Give a quantity of photographs to each group and ask them to rank in order of agreed criteria. For example what they like the most to the least. The number of photographs should be increased the older the students are. If you have nine photos rank them in a diamond shape – the most important picture at the top, the least important at the bottom and the others in between. Encourage the students to compare their rankings with other groups' rankings. Have they put different photos at the top? Why?



**A bindi is a forehead decoration worn in South Asia and Southeast Asia. Traditionally it is a bright dot of red color applied in the center of the forehead close to the eyebrows. The bindi is said to retain energy and strengthen concentration. It is also said to protect against demons or bad luck. In modern times, bindis are worn by women of many different religious and worn as part of their make up.**







Ghani Hantal,  
Odisha, India





# WORLD RELIGIONS





## JUDAISM



Judaism originated in Israel. People who follow this religion are called Jews. Jews worship in Synagogues. Passover is the biggest Jewish festival. Jews believe that there is a single God who not only created the universe, but with whom every Jew can have an individual and personal relationship.

## CHRISTIANITY



Christianity originated in Israel around 2000 years ago. People who follow this religion are called Christians. Christians worship in a Church, Chapel or Cathedral. Christians believe that Jesus Christ is the son of God who rose from the dead and appeared to his disciples to show everyone that there is another life with one, eternal, loving God. 2.3% of the population in India are Christian.

## SIKHISM



Sikhism originated in Punjab, an area in Northern India. People who follow this religion are called Sikhs. Sikhs worship at home and in a temple called the Gurdwara. Sikhs believe that all human beings are equal. They believe they can be at one with God through devotion to God, truthful living and helping other human beings. 1.9% of the population in India are Sikhs.

## BUDDHISM



Buddhism originated in North Eastern India. People who follow this religion are called Buddhists. Buddhists will often worship a shrine in their home. Buddhists do not believe in God the creator. They believe that there is a cycle of life: birth, life and rebirth. Buddhists believe that unless someone gains Enlightenment, when they die they will be reborn again. 0.76% of the population in India are Buddhists.

## HINDUISM



Hinduism originated near the River Indus in Northern India. People who follow this religion are called Hindus. Diwali is the biggest Hindu festival. It is a five day festival, celebrating the new year. Hindus believe in a universal soul or God called Brahman. They believe that there is a part of Brahman in everyone and this is called the Atman. For Hindus religion is a matter of practice and how you live your life rather than of beliefs. 80.5% of the population in India are Hindu.

## ISLAM



Islam originated in Arabia. People who follow Islam are called Muslims. Ramadan is a Muslim festival. Muslims will fast during hours of daylight during this time. Muslims believe that there is only one God, whose name in the Arabic language is Allah, and who is the ruler of the universe. 3.4% of the population in India are Muslims.



## CLASSROOM ACTIVITIES TO EXPLORE WORLD RELIGIONS

Pope Benedict XVI throughout his pontificate actively encourages Catholics to learn about other religions with a view to enriching appreciation of our own faith and improving understanding and tolerance of others.

This section explores the six main world religions and the religious diversity in India.

### COMPLETE A KWL CHART TO RESEARCH DIFFERENT RELIGIONS (RELIGION, SPHE, ENGLISH)

*Preparation: Check that the computer room is free for the students to research information on world religions. Gather any books containing information on world religions for the students to use.*



- Divide the class into groups and each become an expert in a different world religion.
- Ask your students to complete a KWL chart. What they already Know about the religion, what they Would like to find out about it, and afterwards, what they Learn. Encourage the students to use books and the internet as sources to learn about different religions.
- Make posters and display them around the school to inform other classes.



**Are there students in your school who celebrate different religions? Ask them to share with the class.**

### REFLECTION (RELIGION)

Download Trócaire's video's and slideshows on Ambika and her community [www.trocaire.org/education/lentschools](http://www.trocaire.org/education/lentschools)



- Watch the video about Ambika and her community.
- Discuss how the people in Ambika's family show they love and care for each other.



- Discuss in groups how this community work together.
- Read this quote to the class 'Recognise all people as one' (Prayer written by Guru Gobind Singh, Guru of Sikhism, India)
- Ask the students to close their eyes and think about the words.

- Discuss what they think it means.
- Explain that the guru wanted us all to be treated the same. Are all people in the world treated the same?
- Ask them to draw pictures or write a passage to illustrate their thoughts.
- Think about Ambika and the people in her community. Are they treated the same way as us? Is this fair?
- How did Jesus see all people as one? How can we do this in our lives?

### CIRCLE TIME

*Preparation: Distribute card and scissors to each student*

- Ask the children to look at their hands
- How can they give a helping hand?
- Ask the children to draw around their hands, cut them out and draw one way of being helpful on their hand. Display their helping hands on the wall.



Ambika Paraja, aged 9, Odisha, India

### PRAYER SERVICE

*Preparation: Light a candle before the start of the activity*

- Read the Biblical quotes below with the class.
- Discuss their meaning.
- Ask the children to write their own personal prayers about helping friends and family.
- Light a candle and lead the class in a prayer service inviting the children to read out their prayers.

*Deuteronomy 15:7*

"If among you, one of your brothers should become poor, in any of your towns within your land that the Lord your God is giving you, you shall not harden your heart or shut your hand against your poor brother, *Psalms 90:17*

May the favour of the Lord our God rest upon us; establish the work of our hands for us--yes, establish the work of our hands. *Psalms 102:25*

In the beginning you laid the foundations of the earth, and the heavens are the work of your hands. *Psalms 102: 25*











## CLASSROOM ACTIVITIES TO EXPLORE MEDIA

### MEDIA ALL AROUND US (ENGLISH, SPHE, MATHS)

*Preparation: Distribute various magazines and newspapers to the students. Ensure that the content is suitable before distributing.*



- Identify and discuss the different sources from which we get our information: television, newspaper, radio, internet.
- Cut out pictures from magazines and make a class poster.
- Discuss how we would get our information from around the world if we did not have these information services?



- Conduct a survey with the class on their favourite television programmes. How much time is spent watching television/listening to the radio/on the internet?
- Represent the data on graphs. Are these programmes about different countries?
- Hand out a selection of newspapers to small groups. Ask the students to scan for references to a certain country or theme eg. India, children's rights. How many times does it appear? Does it appear in the same context throughout the newspaper?
- Discuss the difference in newspapers' coverage of events?

### MY LOCAL COMMUNITY (ENGLISH, SCIENCE, GEOGRAPHY)

*Preparation: Provide the students with a large sheet of paper to draw a map of their community.*



- Watch and discuss the video about Ambika's community.
- On a large sheet of paper, ask children to map out and draw their school community or the local community.
- Encourage the students to include the places that are important to them, for example the yard, the school, the church (link with children's rights, for example school – the right to education).
- Ask the students to think about one thing they would change or improve on if they could.

Is this an issue they can do something about? For example if there is always litter in the yard, organise an anti litter campaign.

- 'How is their community the same and different from Ambika's?'

### GET THE WHOLE SCHOOL INVOLVED!



- Design and print your own school newspaper. Brainstorm as a class what you would like to include in the newspaper. Ask each class in the school to contribute a page. Investigate the cheapest way to print it. Remember not to waste paper.

## SCHOOL NEWSPAPER SUGGESTIONS

Design and print your own school newspaper.

1. Set up a newspaper committee, so that every child has a different responsibility.
2. Choose a theme for the newspaper – why not choose India or children's rights?
3. Highlight a global issue. For example, climate change: what is it and what can we do to prevent it?
4. Include colouring pages or fun activity pages for younger classes.



5. Include photographs of work you have done in your classroom.
6. Include activities such as a word search or a crossword puzzle.



**Bollywood is the name given to the Hindi language film industry in Mumbai, India. Bollywood produces around 1,000 films every year, at least twice the number produced in Hollywood.**





# RESOURCES







Bhima Muduli, Odisha, India



## ADDITIONAL DEVELOPMENT EDUCATION RESOURCES

### USEFUL WEBSITES:

<http://www.trocaire.org/education>  
<http://www.developmenteducation.ie/>

There are lots of resources available on the Trócaire website that you can download for free.

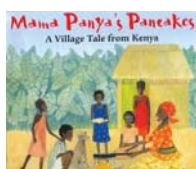
Below are some resources available for purchase from our resource centres.

Email: [deved@trocaire.ie](mailto:deved@trocaire.ie) or Phone: 01 505 3200

### 'Just Children' Story Sack

€25

This resource is suitable for use in infant classes. It is linked with AISTEAR and the Primary School Curriculum.



### Tales of Disasters

€10

This resource is suitable for use in middle and senior primary class settings. This pack comes with a DVD which allows you to explore natural disasters with your class.

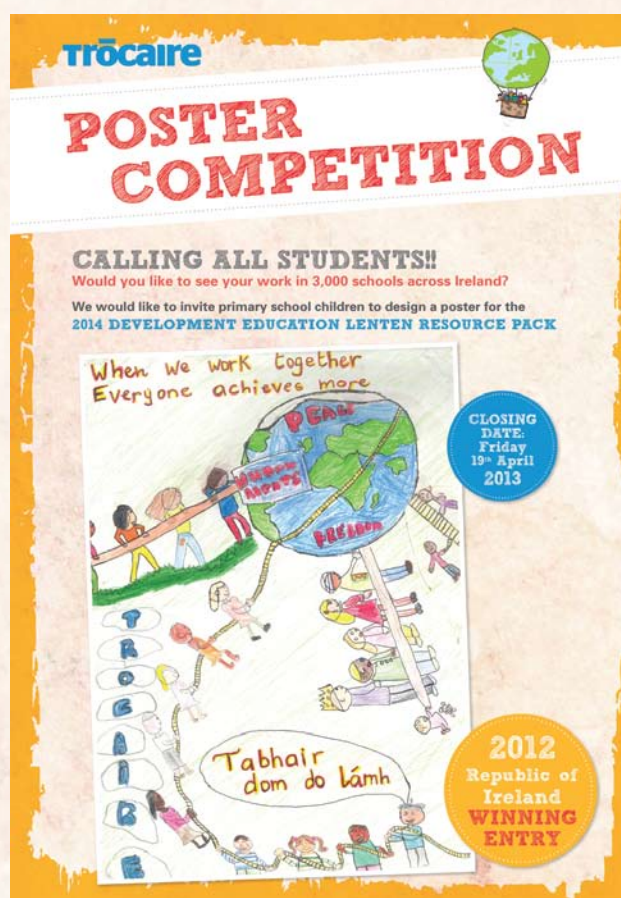


### Peters Projection World Map

€10



## DON'T FORGET TO ENTER THE TRÓCAIRE LENTEN POSTER COMPETITION!



For full competition details  
please check out  
[www.trocaire.org/education](http://www.trocaire.org/education)



## ABOUT US

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



## TRÓCAIRE'S RESOURCE CENTRES

Call into our resource centres or contact us at:

### DUBLIN CITY CENTRE

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Email: [resources@trocaire.ie](mailto:resources@trocaire.ie)

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## OUR WEBSITE

Visit our website

[www.trocaire.org/education/lentschools](http://www.trocaire.org/education/lentschools)  
link here if you would like to view this resource online. You will also find additional videos, slideshows, photographs and activities to further support you in exploring global justice issues with your class.



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