

ONE CITY, THREE LIVES, ONE WORLD

Often when people hear the word Kolkata they think of Mother Theresa and extreme poverty (and maybe cricket!). These resources are seeking to not reinforce these stereotypes but it is important to recognise that in looking at the work of a charity working in the slums of Kolkata an unbalanced view inadvertently can be given. It is necessary to acknowledge that India has a space project, is a world leader in IT and has been a global centre for the production of Covid 19 vaccinations. This resource looks at the lives of three children living in the slums of Kolkata. Each of them receives support from the Cathedral Relief Service (CRS) in Kolkata. So it is important that the work of CRS is placed in this context.

We are delighted to share with you these ideas for making use of 'One City, Three Lives, One World' which we think are most suitable for KS2 pupils. However, there are some suggestions in Appendix 12 of how to use this resource with KS1 pupils for each lesson. Pupils will get to 'meet' two girls, Reena and Tara and one boy Sohail. Through getting to know a little of their lives we focus on four themes. These themes are not only deeply significant to the lives of the children but, also in the lives of millions of people who live in the Majority World. They are themes which impact significantly on the lives of those in the UK as well as in India:

Education
Women's Empowerment
Climate Justice
Who Is My Neighbour?

Kolkata, formerly know as Calcutta, is an amazing city of about 15 million people. It is vibrant and teeming with life.

It has huge extremes of wealth and poverty with vast numbers of people living in between.

It is sometimes referred to as the City of Joy and we hope that is conveyed in this film as we explore what fullness of life (John 10:10) for everyone might look like.



Inside this resource

This resource aims to raise questions rather than give neat answers to complex issues. We hope that teachers will also be able to use the film to explore themes to enrich the curriculum they are already delivering. Themes such as faith, clothes, food, transport and games. Clearly there are strong links to Spiritual, Moral, Social, and Cultural development and we hope this resource is a springboard for attending to pupil's spiritual development in particular, through developing their capacity to:

- Be self-aware and empathise with the experience of others in the school and wider community
- Exercise imagination and creativity, appreciate beauty in the world and be alive to experiences of awe and wonder
- Be self-aware and empathise with the experience of others in the school and wider community
- Exercise imagination and creativity, appreciate beauty in the world and be alive to experiences of awe and wonder
- Be intrigued by mystery and be open to an awareness of the transcendent in the whole of life
- Demonstrate curiosity and open mindedness when exploring life's big questions
- Appreciate and be thankful for what is good in life like friends and family, and show generosity towards others.

Having a global perspective in the curriculum and general school life is simply good education for all schools. For a Church school this is set out in the Statutory Inspection of Anglican and Methodist Schools (SIAMS) evaluation schedule. We hope this resource will be one form of support for Church schools in achieving these expectations. We also hope this will useful for any school.

There are suggested activities for each of the four themes with links to other resources. Please choose the activities you think will work best with your pupils. Each theme can be explored individually but we would strongly recommend that they are done in the order listed above as they build on each other. The first three look at particular issues which then feed into the final one which considers the overarching question of 'Can we make a difference in the world?'.

By engaging with this material we hope that pupils will:

- Gain an understanding of equality and equity
- Explore issues of empowerment and agency
- Seek to become courageous advocates

We couldn't have done this work without our friends in Kolkata and all they have taught us. Likewise, we are indebted to the many inspirational teachers from the UK who have been part of the learning journey with us as they have formed partnerships with schools in Kolkata. Thank you.

Alison Brown and Anita Matthews
2023

THEME 1

EDUCATION



The Education System In India

Every child in India has a right to education but sadly this is not enforced so the poorest children often can't attend as they need to support their families by either working themselves or looking after younger siblings whilst their parents work. There is a mixture of schools in India. Private, fee paying schools is available for those who can afford it and the language used for teaching is usually English but could also be of the local State's language. There are government schools where the teaching takes place in the language of the State and are free to anyone to attend. Then there are informal schools which are provided to give an education to children who do not have a place at either a government or private school and they aim to teach the pupils enough English to be able to access a government school. Informal schools are often run by charities such as the Cathedral Relief Service (CRS).



Learning Outcomes

Pupils will:

- Consider the implications of not having an education
- Understand how education is a proven route out of poverty and can offer freedom/choices
- Consider the place of aspiration in people's lives

Key Vocabulary

Education, potential, aspiration, cycle of poverty, fullness of life



Barriers to Education

In many schools the curriculum is taught in English because this is the language used in business. However, the native tongue of most children is not English and they need to be taught it at school. If they are unable to attend school because their family can't afford it then they can't learn English. It is a vicious circle. Even if they can afford to go to school the school uniform and books need paying for which again is out of the question for poorer families.

But even for the lucky few the problems do not stop there. The key to learn and be fluent in any language is to practice speaking in that language as much as possible. Generally, the students who come from the poorer families do not have this opportunity. Reasons may be many. The student may not have anybody to converse with in English, or the student loses interest as a lack of motivation or switches to their mother tongue more often as that is essentially the language they grow up in.

The only place where they can practice is in school and since students spend majority of their time at home, their exposure to an English speaking environment is much less. It is also the case that the quality of English education is not the same in all schools, be it private or government.

The Indian System of Education follows a rote method which is true for most Asian education systems. As compared to the International and Western systems where emphasis is laid more on the application and usage rather than learning. As a result, an Indian student with top grades in English may not have any real abilities to speak or comprehend a tricky or difficult concept in English.



Education and CRS

The aim of CRS is to improve the lives of the poor and marginalised people in Kolkata. It does this through three main areas of work: health care, education, and women's empowerment. CRS supports 11 education centres (7 urban and 4 rural projects) for children from deprived communities (www.cathedralreliefservice.net/activities/children/). This provides education for almost 900 children across pre-primary and primary ages from 2 to 12 years. CRS has developed a curriculum through which they hope children will experience fulness of life. Through this curriculum they want the children in their schools to not only learn the crucial skills of reading and writing and English but also creativity, personal development and life skills. CRS provides trained teachers and teaching materials while a local partner organisation is responsible for providing premises. This programme is vital for enabling disadvantaged children to enter the mainstream education system and improve their life chances. It helps to break the cycle of poverty. Every year several hundred children are deemed ready to enrol in state schools and CRS facilitates the application process.

Resources for this theme

- Appendix 1- Three Legged Stool Activity
- Appendix 2 - Cycle of Poverty Activity
- A couple of films raising similar issues of the place of education and aspiration in children's lives - Africa United film (12) and Queen of Katwe (PG). These are good for a teacher to watch and then use clips with pupils.
- Appendix 8 - lines 96-99
- Appendix 3 – Lakshmi's Story.





Lesson Ideas

Starter Activities

- LIST three things that you most appreciate about your education and what difference do you think it will make to your life as an adult. Compare with a partner. Collate responses from the whole class to see which are the most common.
- THINK about what would you like to do when you grow up? What are you aspiring to? What skills will you need to do it? What support will you need to get there?

Main Learning Activities

- WATCH the film through twice. The first time, in pairs make a NOTE the things in the schools shown that are similar to school in the UK and all the things that are different. The second time, NOTE what are the hopes and dreams or aspirations of Tara, Reena and Sohail (engineer, doctor, police officer and teacher). Are their hopes and dreams similar to the ones you thought about earlier?
- SCENARIOS and CONSEQUENCES - Three-Legged Stool activity (Appendix 1)
- Cycle of poverty activity (Appendix 2) and use your IMAGINATION

Reflection

- Listen to Lakshmi's STORY (Appendix 3). How did education break the poverty cycle for her and her family? What difference has education made to her life?
- Have a mini DEBATE by splitting the class into three groups. Group 1 has to make a case for education being the most important. Group 2 make a case for women's empowerment and Group 3 for health. Listen to each other and then take a class vote. Maybe all three are equally important?
- THINK about the aspirations of Reena and Tara. Where do you think these come from? What is helping them to think and dream like this?

A woman wearing a purple sari is seated and working on a yellow ceramic pot with a black star-like pattern. She is using a small tool to shape the pot, which is placed on a wooden stand. In the background, there are other colorful ceramic pots and a bag of cement.

THEME 2

WOMEN'S EMPOWERMENT

What is empowerment?

At the end of theme 1, we noted that Tara and Reena have big dreams for the future and aspire to be a doctor or engineer. It has been shown all over the world that if women are empowered through equality, education and employment then that has a very positive impact on their family and community. If women have a sustainable income it is far more likely their children can go to school, be healthy and happy. This in turn enables the children to have life choices and live life to the full.



Learning Outcomes

Pupils will:

- Begin to understand what empowerment is and the difference between charity and empowerment/agency
- Understand the key role that women play in addressing issues of poverty, health and education

Key Vocabulary

Empowerment, agency, aspiration, advocacy, NGO (Non-Governmental Organisation), dignity, self-esteem



Women's Empowerment and CRS

CRS has women's empowerment as one of its three main goals along with education and health (www.cathedralreliefservice.net/activities/women/). CRS instructors offer year-long courses in tailoring, beautician training, arts and jewellery, and making craft and household items to girls aged 14 and over. Financial and business management skills are also taught and all the participants are encouraged to set up individual bank accounts and to run their own micro-business.

CRS has set up a social enterprise called Nari Dana (www.cathedralreliefservice.net/activities/naridana/) which offers women from the slum areas of Kolkata employment and a regular and sustained income. Nari Dana means 'women's wings' and makes use of the Freedom Bird image as its logo. Nari Dana buys much of its fabric from www.floweringdesert.org which is also a social enterprise in another part of India. So many women are benefitting from this link. The ultimate goal of Nari Dana is that the women will become partners of the business and thereby involved in the decision making. They will have agency.

Resources for this theme

- Film - Anima (Reena's mum) hopes for a sewing machine.
- Appendix 3 Lakshmi's Story
- Appendix 4 Anima
- Appendix 5 Equality/Equity Illustration
- Paper, pencils, crayons and picture for drawing competition
- Materials for tower building for groups of pupils – newspapers, sticky tape, stapler, string, glue, scissors etc
- Appendix 6 - Women's Empowerment Choices Cards

"Educating girls has proven to be one of the world's best-ever ideas. When women are educated, all kinds of wonderful things happen in societies. The workforce becomes diversified and able to make better decisions and solve more problems. Educated mothers decide to have fewer children and more children survive. More energy and time is invested in each child's education. It's a virtuous cycle of change."

Factfulness, Ten reasons we're wrong about the world- and why things are better than you think, p69





Lesson Ideas

Starter Activities

- **DRAWING COMPETITION** Have a picture hidden from the class but which can be easily shown to a few at a time. Divide the class into small groups. At the same time, one person from each group is invited to look at the picture for 10 seconds. They then go back to the group and have 2 minutes to describe as best they can the picture so that each person tries to draw the picture themselves. After 2 minutes, look at each other's pictures and decide whose is the best. Then show the picture to the whole class for 10 seconds and ask them to try and draw it on another piece of paper. Compare the two pictures each pupil has and ask which is better and discuss why. (They could see for themselves rather than rely on what someone else is telling them. Self agency)
- Divide the class into groups of about 4 pupils and tell them you are having a **TOWER BUILDING COMPETITION** with a prize at the end. Their challenge is to build the tallest tower with the materials provided. Complete a task in groups (e.g. build the tallest tower possible with different amounts/types of resources given to different groups) some of who have everything they need but others don't - inequality (it's not fair!). Challenge them again but this time make sure each group has the same resources but this time one group is allowed to start building on the table, another on a chair whilst every other group has to start on the floor. When you measure to see who is the winner start measuring from the floor. Is this fair? Groups had different starting points.
- Show the equality/equity cartoon (Appendix 5) and ask pupils how the tower building was similar to the experience of the people in the cartoon.





Lesson Ideas

Main Learning Activities

- Ask pupils to write THOUGHT CLOUDS (Appendix 4) based on the quote from Anima and note what her aspirations are. Why do you think she wants her own sewing machine? (self-esteem, agency, independence, practicality of working from home, financial stability, hope, sense of purpose)
- Put the pupils into small groups and ask them to use the CHOICES ACTIVITY CARDS (Appendix 6) and decide which of each pair of cards a woman living in Kolkata might choose in order to give herself and her family a better life as they grew up. Collate each group's decision and ask them for reasons for the choices they made. Draw out the idea of empowering women by enabling them to decide what's best for them and their family for themselves rather than having things given whether they want them or not. It gives them a voice.
- Look at Lakshmi's STORY (Appendix 3) first met in the education lesson. What choices has she been able to make? How has she been able to make those choices? (like being able to see the picture for yourself in the drawing competition). How are those choices bring fulness of life? Show the cartoon of the journey from equality to justice and discuss which stage Anima (Reema's mother) and Lakshmi are at.
- Look at the DESIGN of the Freedom Bird image used by CRS for the logo of Nari Dana (www.cathedralreliefservice.net/activities/naridana/) - what does it represent? why do you think it has been chosen to be the image to represent Nari Dana? Ask the pupils to design a different image to represent the idea of women's empowerment?

Reflections

- On one side of an outline of a bird WRITE your aspirations for the world and on the other side your own aspirations for your life. These birds could be made into a wall display or class mobile.



CLIMATE JUSTICE

The Threat of Climate Change.

We have seen that education and women's empowerment can make a huge difference to the fullness of life people are able to enjoy . However, what progress has been made in recent years in tackling poverty in Kolkata has been put under threat. Covid is one threat but so is climate change and it is the latter we will now focus on. Due to the burning of fossil fuels, the world's climate is being heated up and consequently, serious weather events are becoming more common. Many organisations and charities are responding to these weather events in two ways. Firstly, in seeking to help people affected by emergencies such as flooding or bush fires. And secondly, in campaigning to stop the use of fossil fuels and to ensure that those most effected by climate change are given the most help. The countries which have done the least to cause climate change are being worst affected by it.

In May 2020, Kolkata was hit by a serious weather event in the form of Cyclone Amphan. It was the poorest who were hit the hardest by the damage caused by the wind, rain and subsequent flooding. CRS responded (www.cathedralreliefservice.net/category/emergency-aid/) by providing 400 tarpaulins and 400 sets of cooking utensils for families whose homes were destroyed or damaged. Even that help was delayed due to the Covid pandemic and restrictions imposed on people moving around. However, in the end it is estimated that 1,150 families supported by CRS were made partially or fully homeless and this required support to rebuild homes and livelihoods.

Learning Outcomes

Pupils will:

- Consider the causes of climate change and the impact on Kolkata
- Consider the injustice of the impact of climate change on Kolkata
 - Learn about the difference between humanitarian aid, campaigning and courageous advocacy

Key Vocabulary

Climate change, climate justice, advocacy, emergency response, campaigning



This is just one example of climate justice where the people who have done the least to contribute to carbon emissions are the ones who are suffering the most from the effects of climate change. However, this is not straight forward as many Indians too need to change their lifestyles and the government needs to disinvest in fossil fuels. Nonetheless, it is the poorest on the streets of Kolkata who are being impacted the most by climate change.

This should make us ask the question of ourselves here in the UK how are we responsible for playing a part in this? Do we consume too much energy in the things we buy and do? Of course it is important to send financial aid and much of the emergency work of CRS has been enabled by the support given by people in the UK. But we need to ask why serious weather events are becoming more common? Is it enough to help people when their homes are flooded or do we need to do more to stop the flooding in the first place? It is similar to the idea expressed by Desmond Tutu:

‘There comes a point where we need to stop just pulling people out of the river.
We need to go upstream and find out why they’re falling in.’

Kolkata is not just being affected by sudden extreme weather events but also by the gradual change of its weather. The annual monsoon has always been a part of the weather of Kolkata but in recent years the monsoon season has been increasing in intensity and duration due to the impact of global warming. Tara’s mother speaks of water shortages and flooding which are the result of the monsoon.

Climate change also impacts on education and women’s empowerment. If pupils are not able to get to school due to flooding or storm damage and if women’s livelihoods are washed away or ruined then climate change is threatening any progress made in education and women’s empowerment.

Resources for this theme

- Appendix 7 - The Story of a Far Away City
- Information and photos on CRS’s response to Amphan
- Appendix 8 - Script and line number
- Appendix 9 - The Three Legged Stool Activity Climate Justice (you will also need the scenarios and consequence cards in Appendix 1)
- Appendix 10 - Kolkata and Cyclone Amphan



Lesson Ideas

Starter Activities

Tell the STORY of a Far Away City (Appendix 7). Ask pupils what the story made them feel.

Main Learning Activities

- Tell the STORY (Appendix 10) as it actually was in 2020 of Kolkata. How does this make you feel?
- CONSEQUENCES Remind pupils of the three-legged stool idea which was explored in the Education theme. Explain that the climate crisis compounds the issues and challenges already faced by those living in poverty. Look at the new scenarios for Aditi and her family as they try to put their lives back together following on from Cyclone Amphan.
- WRITING. Ask pupils to imagine they are one of the 3 children in the film and either write a diary entry or poem or letter in which they express their thoughts and feelings about living Kolkata during the climate crisis.
- REAL LIFE Look at CRS's response (see Appendix 10). CRS had to put its usual activities such as providing health care, education and women's training programmes on hold, in order to give out shelter and food. This was an extreme weather event which is becoming increasingly common and not just a one-off event and climate change is affecting Kolkata. - Read out what Tara's mum's says in Appendix 8 lines 47-48.





Lesson Ideas

Reflections

- Display Desmond Tutu's quote - and ask pupils to REFLECT on this in the context of climate change. People around the world are being affected by it unfairly such as the people living in the slums of Kolkata. Why do you think this is the case? (over consumption of resources and the burning of fossil fuels largely by the richer countries). Sending aid to help when there are floods is not a bad thing to do but it does not solve the problem. Can pupils suggest ways to solve the problem? (reduce consumption as well as courageously speak up for those who are suffering the most but done the least to cause climate change so that they receive the right help to be able to live with the consequences of it)
- WRITE a prayer or thought piece about climate justice and the people most affected by climate change who have done the least to cause it.



THEME 4

CAN WE MAKE A DIFFERENCE IN THE WORLD?

How can we help?

In the theme on Climate Justice, we recognised the need to identify causes of climate change. We began to think about what we can do as courageous advocates. Christian Aid is another charity and it wants to cease to exist. In other words it wants to see the end to extreme poverty and then its job is done and it can close down.

(It is important to acknowledge there is real poverty in the UK too and many communities have food banks and some are now moving towards having community shops where greater choice and dignity is given to those that use them. This is similar to the idea of self agency explored in the women's empowerment theme. It is easy to reinforce stereotypes such as poor people live in other countries and that the UK is a fair place to live).



Learning Outcomes

Pupils will:

- Consider the difference between charity and courageous advocacy
- Think about the part they can play in making the world a fairer place
- Consider what it might mean to be a global neighbour

Key Vocabulary

Courageous advocacy, charity, neighbour, interconnectedness



The story of the Good Samaritan that Jesus told helps us to consider our place in the world, who our neighbour is and what difference we can make. Jesus told this story to a teacher of the Jewish religious law. He would have been seen as one of the good, acceptable and important people. He asked Jesus one of life's big questions, 'What must I do to receive eternal life?'. Jesus told him to love God and love his neighbour. This prompted the question 'who is my neighbour?'. Jesus responded by telling the story in which two good, acceptable and important people did not show love towards the man who had been attacked by robbers. The person who did show love was a man who came from an ethnic group, the Samaritans, who were seen as outsiders (not good, acceptable nor important) by the Jews living in Israel. However, his behaviour is quite extraordinary. Firstly his heart was filled with pity. He tended to the man's wounds with great care even though the robbers could still have been around and attacked him. He took the man to an inn where he continued to care for him. Whatever the reason was for the Samaritan's original journey along the road it was put aside in order to care for the man. The next day the Samaritan carries on his way but asks the innkeeper to keep a tab of any expenses made on behalf of the man so that he can pay for them on his return. This was costly, kind and courageous work.

How we see ourselves in relation to anyone else matters and through the following activities we hope pupils will see themselves as global citizens with neighbours throughout the world.

To further explore these issues do consider making use of Christian Aid's Global Neighbours scheme (www.christianaid.org.uk/get-involved/schools/global-neighbours-accreditation-scheme)

.Resources for this theme

- Appendix 11 - The Parable of The Good Samaritan
- Cardboard template for a pair of glasses
- Christian Aid Global Neighbours accreditation scheme (<https://www.christianaid.org.uk/get-involved/schools/global-neighbours-accreditation-scheme>)



Lesson Ideas

Starter Activity

- Read the story of the Good Samaritan (Appendix 11). How did the Samaritan behave? In what ways was he generous with his time, actions and money?

Main Activities

- THE MILLION POUND DECISION! If you were given a million pounds to make a difference in the world what charity/organisation would you set up and why. In groups of 4 ask the pupils to agree on a common cause and think of a name for their charity/organisation and why it should be supported. They could present their ideas to each other or another class. Once every group has made their presentation the class can then vote for the one they think is the most worthy.
- THE TEN POUND DECISION! If you were given £10 to make a difference in the world what would you do with it (make cake ingredients and run a bake sale, buy packets of seeds and grow plants for to sell, use it to advertise a toy sale, or organise a sponsored walk, set up a tuck shop, use it to put an advert in the local newspaper about the issue, buy lots of stamps and envelopes to write to MP's)?
- Have a DISCUSSION about charity versus advocacy - Refer back to Desmond Tutu's quote we looked at in the Climate Justice Theme. Should we be 'pulling people out of the river' or stop them falling in in the first place? Which is better in the long term? Do we need to choose between these approaches or do we need both? What sorts of things might pupils do that would be an act of courageous advocacy?





Lesson Ideas

- Being a neighbour is not just about helping with practical needs e.g. CRS helping with cooking pots and tarpaulin. It is also about doing long term things like offering education and women's empowerment but it is even bigger than that such as asking why there is injustice at all. How could we have a world without the need for charities? Give the NEWSPAPER HEADLINE 'World Poverty Has Ended' and ask small groups of pupils to list the sorts of things that would have had to happen to make that headline come about (e.g. the world's resources shared fairly, no one is hungry, covid jobs for all, climate change halted through rich countries consuming less energy, rich countries giving money to Majority World countries to pay for the damage done through climate change). This could be extended by asking pupils to write a short article about one of those aspects - what happened and what difference did it make?
- The way we live our lives in the UK and the choices we make affect others around the world. Plastic pollution of the oceans is just one example of this. So we need to live wisely and use our voice/influence to help others. Plan some ACTION in response to these questions. What can we do to make our world fairer? How can we be advocates for those who don't have a voice? Are there any decision makers who we can contact? What sort of decisions would we like them to make? How can we influence them to make those decisions? (e.g write to an MP about a local issue of concern, write to fossil fuel company, sign a petition, meet the manager of the local supermarket to talk about fair-trade products).

Reflections

- Watch the film again - what do you see this time through the lens of seeing yourself as a global neighbour?
- GLOBAL GLASSES. How we see the world is important. We are all each others' neighbours. Make pair of cardboard 'glasses' and decorate with symbols/colours to show we are one human family all equally loved by God.

(You could give your class £10/20/50 to make a difference (ask a local business to donate this money telling them the reason why. Then follow this up with pupils making a presentation after they have taken the action- who knows where it might go then?!)



Appendix 1 The Three-Legged Stool Activity for Education

You will need these scenario and consequence cards again for the Climate Justice theme along with the additional ones (Appendix 9).

You will need:

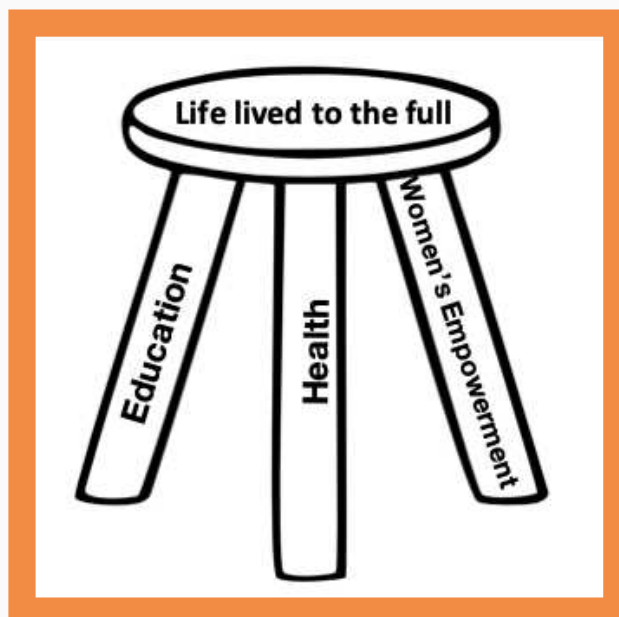
- A three-legged stool (A real one if possible. If not a picture will do)
- Scenario Cards and Consequence Cards copied for pupils to use in 2's or 3's

Activity

Show a picture, or better still a real one, of a three-legged stool.

What happens when one leg is removed?

This can be a helpful way of thinking about what is needed to enable someone to get out of poverty and live a full life. You might want to ask them for suggestions of what each leg represents before you show them the following picture where the legs of the stool each represents education, health and women's empowerment. However, the impact of the climate crisis makes everything more difficult and is borne by those who have done the least to create it and have the least resources to be able to cope with it.





Ask pupils to work in 2's or 3's with the scenario cards based on Reena's friend, Aditi. They take a card at a time, place it on the table and then select which of the consequences are likely to happen.

Please note, there maybe more than one consequence for each scenario. Pupils also might be able to suggest some consequences we have not thought of.

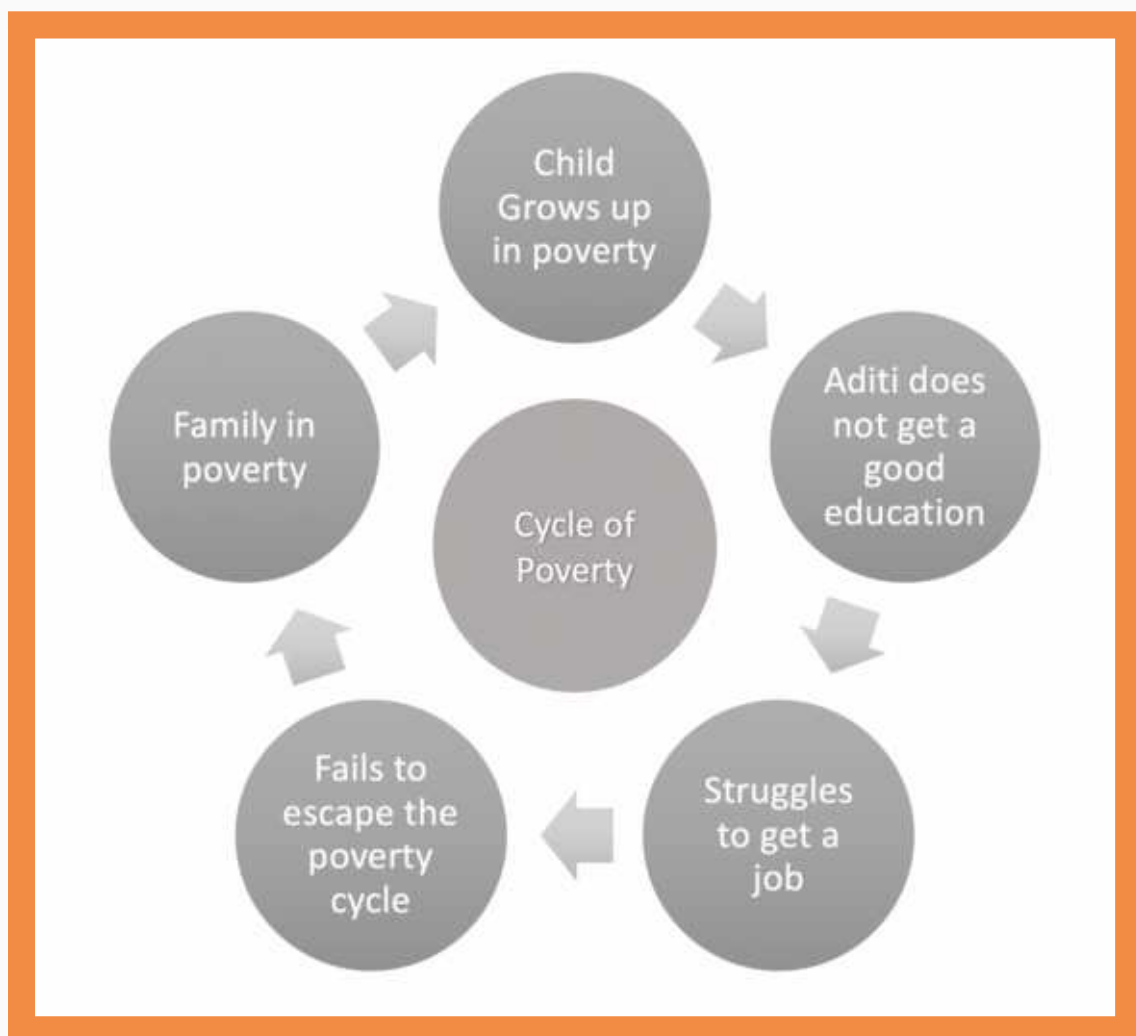
Scenario 1	Scenario 2	Scenario 2
Aditi's mother has no education so getting a job is difficult. She opened a vegetable stall, but business is not doing well.	Aditi's father is unwell but can't afford medicines he needs. In order to get more money to be able to buy them, he must work more than he really should making him more ill and less likely to be able to work at all.	Aditi's mother has got a place on a course to learn how to be a needleworker/ seamstress which would bring a good income and help support the family.

Consequences			
Aditi won't be able to go to school.	Aditi doesn't think she will be able to get a good job when she leaves school.	The whole family is trapped in the poverty cycle.	Aditi's mother will have to get a badly paid job like a domestic worker.
A feeling of hopelessness.	A sense of not being any good at anything.	Aditi will not be able to care for her parents in their old age.	Aditi's father will become very ill and may die.
Aditi will be able to go to school.	Aditi feels proud of herself and what she can do.	Aditi will be able to look after her parents as they grow old as she is earning money.	Aditi's father can get the medicines he needs and becomes much better.



Appendix 2 The Poverty Cycle

Here is a diagram to show how people can get trapped into remaining poor. Here it is Aditi who is trapped. Think about what life would be like for Aditi as you follow the arrows around the cycle. How might people be able to get out of this cycle of poverty?



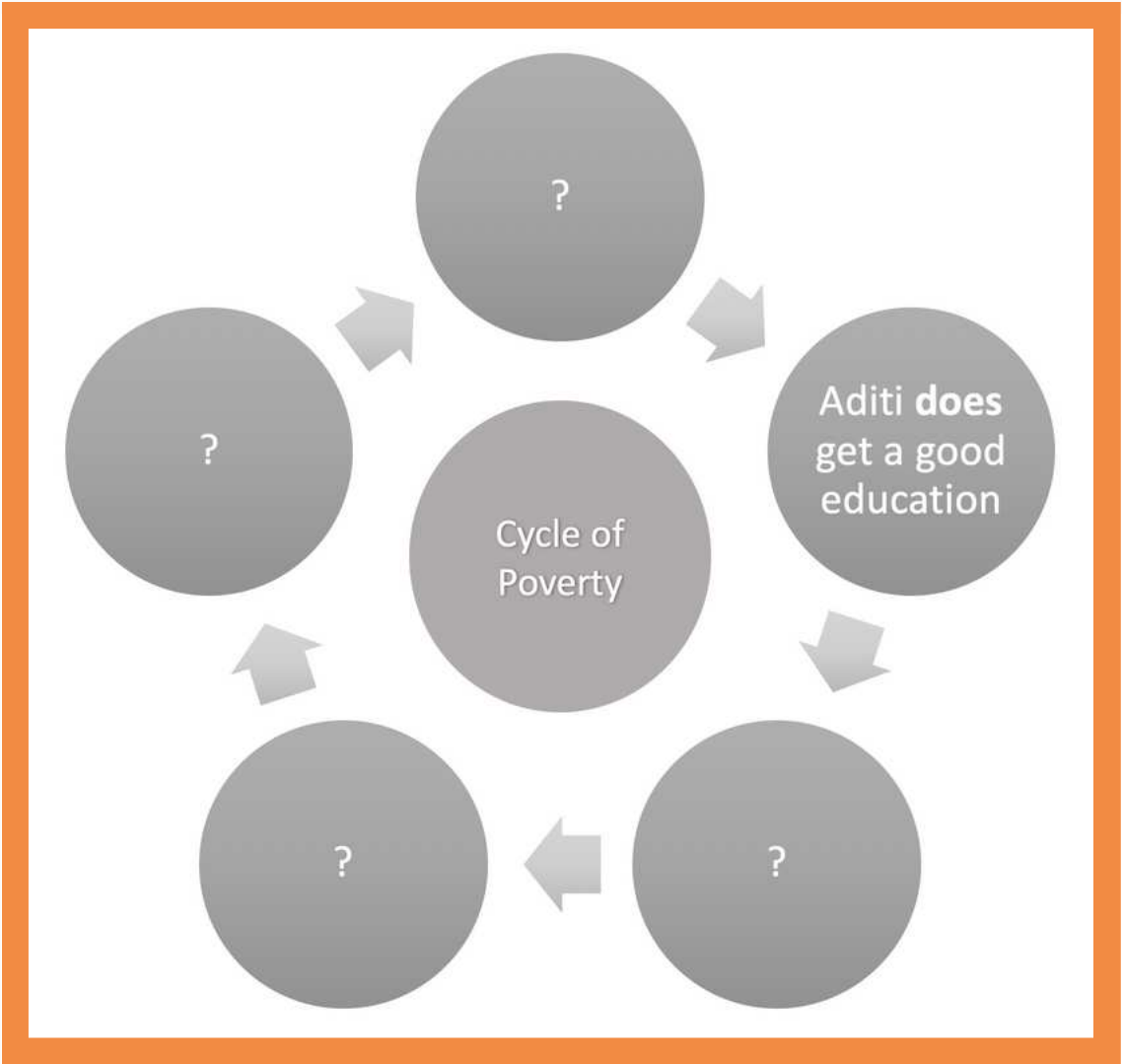
Now go on to the next page and see what a difference one change in the cycle can make.



This time the word ‘not’ has been removed. Aditi does get a good education. Your task is to draw or write what that might mean for the rest of her life. Use your imagination as well as the information you have already gathered from watching the film.

What is Aditi’s new life story because she gets an education? What might she do? Where might she live? What job might she get? Will she have a family? What might she enjoy doing in her spare time? What can we do to help people get out the poverty cycle?

You could research other organisations working to break the cycle of poverty such as Send my Friend to School.





Appendix 3 Lakshmi's Story

I lived with my husband and his family. The house was very crowded, we were poor and I earned a few rupees each week from litter picking and street cleaning. Some members of the family were unkind to me and I was not happy. A friend told me about a course that I could take to learn skills, which would help me live a better life. So I enrolled on a tailoring and a beautician course. I thoroughly enjoyed learning new skills especially as my tutor and classmates were kind and treated me with respect.

I have now completed both the courses and I have three sewing machines which means I can also give a job to a couple of other women so they can earn a better wage than before. We have persuaded a local councillor to let us have a small space where we can display and sell our products. We now have regular customers who like the items we make and are telling others about our work. This is so exciting!

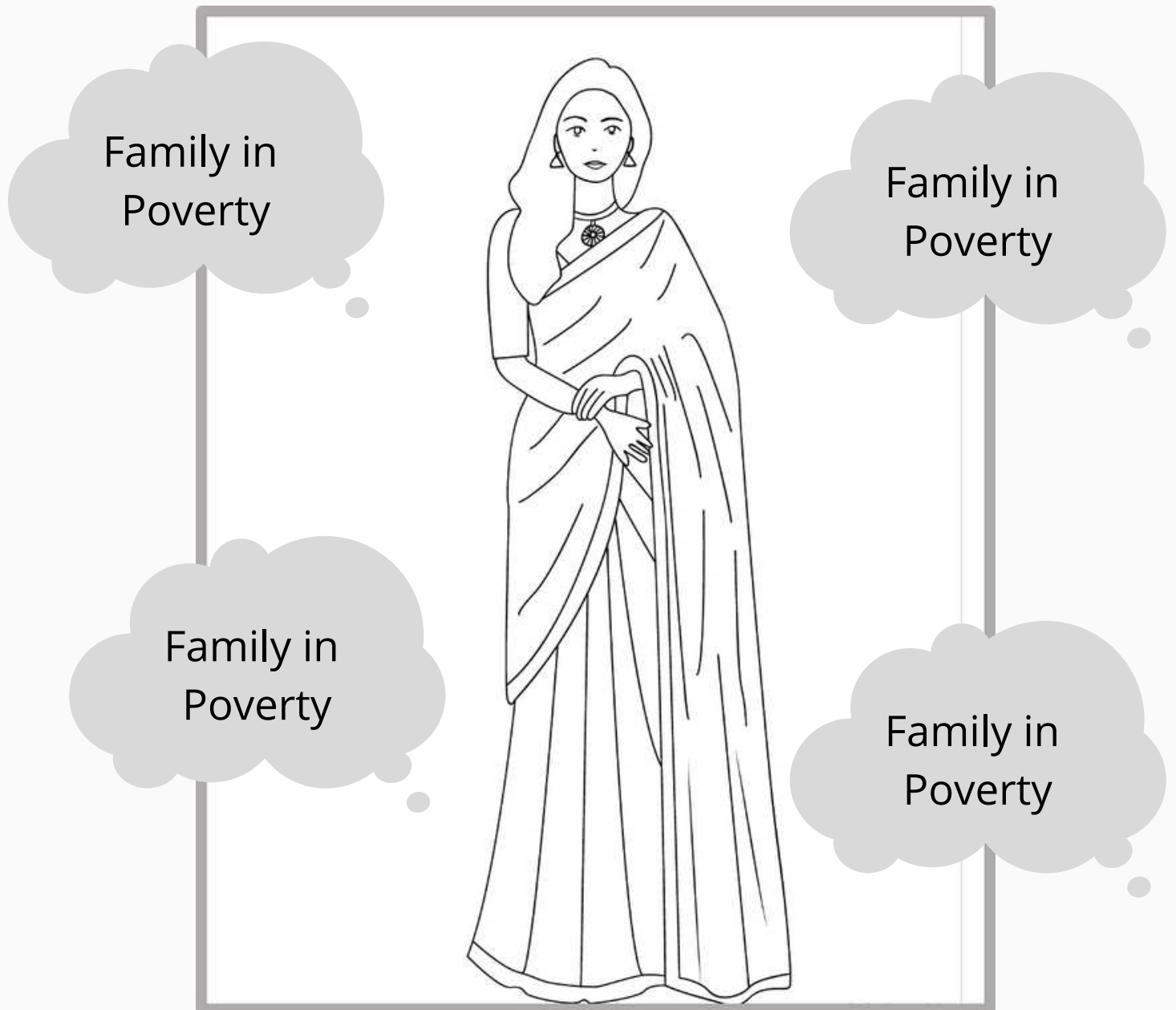
I have also opened up a small beauty parlour which I run in the evenings. I hope I can now provide an education and better life for my two sons. I feel like a new person and have earned the respect of my husband's family.





Appendix 4 Anima

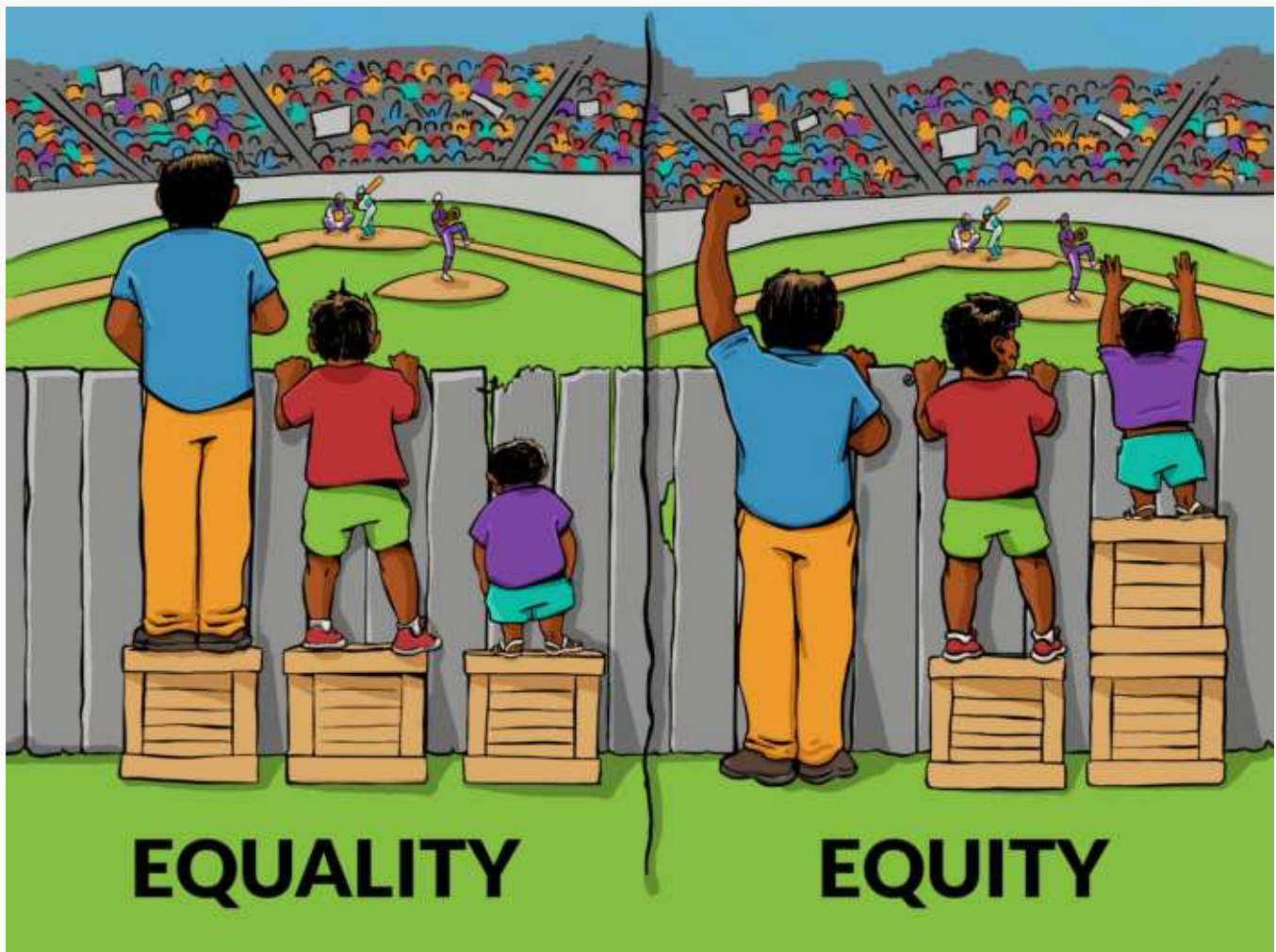
Quote from film – Anima wants a sewing machine...





Appendix 5 Equality and Equity Illustration

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Appendix 6 - Women's Empowerment Choices Cards





Appendix 7: The story of a far-away city

Long ago, in a far-away city, many people worked very hard to support their families. Although they didn't have proper houses, they built makeshift shelters for their families to live in. They found ways of earning money to buy food for their families. Some of them grew vegetables and sold them on the street. Others found jobs cleaning the shoes of wealthy people. They had very little money, but they were very proud of what they had and they were very proud of being able to feed their children.

One day a terrible storm came. The winds blew fiercely, the heavens opened, and the rain poured down. The people huddled in their makeshift homes, trying to stay cheerful. "Surely it will end soon!" they said. But it rained...and rained...and rained...and rained...and the winds blew stronger and stronger. By the fifth day, many of their homes had been destroyed. The people who sold vegetables no longer had anything to sell, and they had run out of rice to feed their families. The people were desperate and very sad. "What can we do now?" they said. "We've tried so hard to make a life for ourselves and our families. And now, because of this terrible storm that has come from nowhere we have nothing left to eat and nowhere to live."





Appendix 8 – Film Script

1. Jesus said: I have come that they may have life, life in all its fullness (John 10:10 - Subtitle). What does
2. that mean? What is fullness of life, and how can we experience it?
3. This is the city of Kolkata, in northern India. Formerly known as Calcutta, trading post of the East India
4. Company, it was the capital of India under the British rule from 1773 – 1911. Today it is the capital of
5. the state of West Bengal. It is famous for its grand colonial architecture, art galleries, cultural festivals
6. and for being the food capital of India. It's also home to Mother House, the Headquarters of the
7. Missionaries of Charity founded by Mother Teresa.
8. Kolkata is also known as the City of Joy, and all around the city you see people smiling, enjoying time
9. with family and friends, and eating food together.
10. There are very wealthy people in Kolkata, but life isn't easy for all the 15 million people who live there.
11. Many live in makeshift houses in the slum areas, with little access to water, health care and education.
12. Some work long hours selling tea and cleaning shoes on the streets to try and make a living for their
13. families. For them, fullness of life is a promise they can only hope for.
14. Today we're going to meet 3 children who live in Kolkata, and find out from them what their daily life
15. is like. What do they enjoy? What are their dreams? And what might the fullness of life that Jesus
16. speaks of look like for them?
17. 'My name is Reena Rai. I study in class 5. I studied in this school since class A. The name of this school
18. is Jai...Vidyalaya. Now I am studying at Tollygunge Girls School since Class 5.' (subtitles)
19. Reena lives with her parents and her brother. Her father works as an electrician, and her mother has
20. started a flower business. The business isn't doing well, and the family struggles to have enough
21. money to live.
22. Several miles away, in an area called Hastings, Sohail is getting ready to start the day.
23. Sohail's family live with many others under a bridge, with traffic passing over day and night. All of life
24. takes place there – washing, sleeping, cooking eating. There is even a school there where Sohail
25. studied for a number of years.
26. 'I learn drawing, learn English, Hindi, Bengali, Maths, They teach these. And then making birds, making
27. cars, making men, trees, trees made of paper, and they teach making a lot of things.' (subtitles)
28. Sohail enjoys school, and especially playing football and cricket. But life in Hastings is difficult and
29. sometimes dangerous for families. They are often asked to move on by the police because they don't
30. own the land, and as it's an open space their homes are often the target for thieves.
31. 'A robber came and took away our stuff...My sister's stuff...We had a trunk...It had my sister's make up
- etc.,.They took away all the nice stuff, money etc.' (subtitles)

32. Tara is 12 years old and lives in a community beside the railway tracks at Brace Bridge, a busy station
 33. used by people travelling to work in the centre of Kolkata.

34. 'My name is Tara Singh. I stay at no, 4 Inderpally. I study at Shanti Shiksha Mandir School...My father
 35. does woodwork...Mother stays at home. She doesn't go to work outside.' (subtitles)

36. Tara's family are Hindus, and pray in the mandir close to her home. For many people, their faith brings
 37. peace and comfort in the midst of the challenges of daily life.

38. 'In front of us is Lord Shiva's Temple. I worship there....I worship alone...Only one person worships in a
 39. Temple.' (subtitles)

40. Tara goes to school at Shanti Shiksha Mandir. She enjoys learning English and Bengali, and plays
 41. Khohko, a tag team game, with her friends. She also plays Kabbadi, a game which is believed to have
 42. been invented over 4,000 years ago in India.

43. But Brace Bridge is a challenging place to live. Tara's mum Shyamali describes what it's like.

44. 'At our home here, one person earns. Five mouths are fed...It's a very difficult life. Sometimes I also go
 45. to work, my parents did not get me education. We want our kids to be educated, but it requires money...
 46. Where do we get the money from? There is no tap here, there is water problem. Then there is a
 47. problem with bathrooms. It's not easy here. ..These roads were repaired but in monsoons water gets
 48. flooded, there's water up to the knee. We can't even walk.' (Subtitles)

49. Day to day life is not easy, and it is punctuated by the constant sound of trains coming into the station.
 50. People cross the tracks frequently to get to the road, and children play on the tracks. It is a dangerous
 51. place to live. But what does Tara think of the trains?

52. 'I don't like watching trains. A few times I heard about accidents on railway tracks so I don't like going 53.
 there.' (Subtitles)

54. Reena, Sohail and Tara are like children all around the world. They love playing games, going to school,
 55. making friends, and eating their favourite foods - chicken, eggs, steamed rice, roti. But for them, as for 56.
 many children in Kolkata, life is uncertain. Many children are unable to go to school because they have
 57. to work, otherwise their families wouldn't have enough money to live on. Sohail knows what that feels 58.
 like. For years he worked in a factory for 15 hours each day making clothes.

59. 'I used to work at Metiabruz...Button work. Weekly I was paid 300 rupees...I used to come home every 60.
 two to three months. We were given food at 2pm and 12am. I would only get Wednesdays off and
 61. watching TV at night was not allowed.' (Subtitles)

62. Despite living under a bridge with little security, Sohail is glad to be back there instead of living and
 63. working in the factory. Not only is he with his friends and family, he is able to study at school and
 64. have hope that things can change.

65. 'I like enjoying my sleep...I like playing in open places...If I see good water coming I like to have a bath
 66. then...I like sitting and eating in open spaces...I like working...Like studying at school.' (Subtitles)

67. Reena's mother, Anima, has hopes for the future too. She wishes she had a sewing machine.

68. 'Our family's financial condition is really bad. My family is dependent on me because my husband

69. doesn't have a good job...Our family is in a really bad condition...That's why I take orders and work at

70. homelike sewing blouses, petticoats...If I had a sewing machine it would have been great...Right now 71.

I am working on other people's machines.' (Subtitles)

72. But having a sewing machine isn't the only thing that Anima dreams of. She would like to improve her

73. sewing skills so that she can earn more money for her family. To do that, she will need to do some

74. training. But that's not easy with little money and the pressure of caring for her family.

75. 'What else for myself? Just that one thing...Learning to sew....Contributing financially to the family. This

76. is all I want...Nothing else.' (Subtitles)

77. Will Anima and others like her be able to fulfil their potential? The difference it will make to her is

78. huge – and not only to her but to her whole family. When women are able to have training and earn

79. money, their families can be properly fed, have healthcare, and children are able to go to school, so

80. one day they can get a job too.

81. Fortunately for Anima, there is hope. Calcutta Cathedral Relief Service is a Christian charity which

82. believes that fullness of life is for everyone, not just a few. Rig David is the Director. CRS has set up a

83. project to provide training in needlework to women, enabling them to gain confidence and vital skills

84. to find work to support their families. The project is called Nari Dana, which means 'Freedom Bird.'

85. Not only does CRS enable women like Anima to become financially independent, they also provide

86. health care for them and for their families. Like Reena, many of the children of women at Nari Dana go

87. to schools provided for them through CRS. And like Reena, they would be unable to have an education

88. if the CRS schools or schools provided by other charities weren't there. During the Covid pandemics

89. schools have continued to help pupils learn using smartphones given to them by CRS.

90. 'If Jaya Nabaltani School were not there all these years then perhaps I wouldn't have been able to go to

91. school.' (Subtitle)

92. All of the children we've met have hopes and dreams for a better future – for the life in all its fullness

93. that Jesus speaks about. We see glimpses of that fullness of life as they enjoy a meal, as they play, as

94. they care for one another, as they have the opportunity to go to school and study. But what more do

95. they hope for?

96. 'I want that when I grow up, I start working, will work properly then will buy a land, and will live with 97.

my mother and father there.' (Subtitles)

98. 'I want to be a doctor or teacher.' (Subtitles)

99. 'I want to be a Police officer....I will catch thieves. Or engineer.' (Subtitles)

100. 'In the future, my daughter can be whatever she wants to be.' (Subtitles)

101. Is that true? Will their hopes and dreams come to fulfilment? And can any of us have fullness of life

102. without everyone having it?



Appendix 9 The Three-Legged Stool Activity forClimate Justice

The cards and instructions from the Education Theme (Appendix 1) plus the four below.

Note that all the existing consequences that were faced by Aditi before are still there but now there are additional ones brought about by the impact of Cyclone Amphan.

Again there may be more than one consequence for each scenario and pupils may well be able to suggest other consequences we have not thought of.

Consequences for Climate Justice Theme			
The vegetable stall is washed away so Aditi’s mother is unable to sell anything and so the family has no money.	The streets are full of water and people find it hard to move around so no-one is out shopping.	The water is covering the fields where the vegetables are grown and so they are rotting so there is nothing to sell, and there is a food shortage.	Sewage and waste has got into the water system due to the flooding. The water is full of germs and is not safe to drink.



Appendix 10: Kolkata and Cyclone Amphan

In May 2020 West Bengal and Bangladesh were struck by a terrible storm, Cyclone Amphan, bringing days of heavy winds and rain.

In Kolkata, many streets were flooded, and trees fell on roads and buildings. There was widespread flooding in low-lying rural areas to the south of the city too damaging villages and destroying cropland.

Many people found themselves without food and water, and some were made homeless. That came on top of the challenges the poorest families were already facing due to the coronavirus pandemic and lockdown.

For many children and families who CRS work with, the Cyclone was a disaster. Their homes and belongings were damaged or washed away, and some lost the street stalls where they sold tea or vegetables. The CRS schools and Nari Dana (the Women's Sewing Project) were forced to close, and families were unable to get to CRS to see a doctor if they were sick and needed help. So much that they had worked hard to build up for themselves was gone in the course of a few days.

The impact of Cyclone Amphan

Hastings and Brace Bridge are two areas of Kolkata where Sohail and Tara live. Many people live in those areas in makeshift shelters, and these were very severely damaged by the cyclone, leaving women and children in very vulnerable circumstances. In other parts of the city families live in single-room houses with roofs made of tin, and many of these were also destroyed. In rural areas, where many houses have roofs made of thatch, the high winds and torrential rain caused much damage (see below for an example of a collapsed straw roof).

Overall, an estimated 1,150 families supported by CRS have been made partially or fully homeless. The photo below shows a flooded Kolkata street.





CRS Response

CRS responded to Cyclone Amphan by putting its day to day activities on hold and focussing on distributing emergency aid, food , soap and medicines. Families were also given tarpaulins and basic cooking utensils to enable them to have shelter and to cook meals. But the damage done will have consequences for the In the longer term, and families will need ongoing support to rebuild their homes and livelihoods. The picture below shows cooking pots being given to families.





Appendix 11 – The Parable of the Good Samaritan (Luke 10: 25-37)

A teacher of the Law came up and tried to trap Jesus. “Teacher,” he asked, “what must I do to receive eternal life?”

Jesus answered him, “What do the Scriptures say? How do you interpret them?”

The man answered, “‘Love the Lord your God with all your heart, with all your soul, with all your strength, and with all your mind’; and ‘Love your neighbour as you love yourself.’”

“You are right,” Jesus replied; “do this and you will live.”

But the teacher of the Law wanted to justify himself, so he asked Jesus, “Who is my neighbour?”

Jesus answered, “There was once a man who was going down from Jerusalem to Jericho when robbers attacked him, stripped him, and beat him up, leaving him half dead. It so happened that a priest was going down that road; but when he saw the man, he walked on by on the other side. In the same way a Levite also came there, went over and looked at the man, and then walked on by on the other side. But a Samaritan who was traveling that way came upon the man, and when he saw him, his heart was filled with pity. He went over to him, poured oil and wine on his wounds and bandaged them; then he put the man on his own animal and took him to an inn, where he took care of him. The next day he took out two silver coins and gave them to the innkeeper. ‘Take care of him,’ he told the innkeeper, ‘and when I come back this way, I will pay you whatever else you spend on him.’”

And Jesus concluded, “In your opinion, which one of these three acted like a neighbour toward the man attacked by the robbers?”

The teacher of the Law answered, “The one who was kind to him.”

Jesus replied, “You go, then, and do the same.”

(Taken from the Good News Version)

Appendix 12 - Key Stage 1 Suggestions

Education

Starter Activities

Watch the film through twice. The first time ask pupils to put their hand up every time they see something that they see something a bit like their school . The second time put their hand up when ever they see something that is different.

Main Learning Activities

Cycle of Poverty (Appendix 2) - help the pupils to act out the scenario with a child being Aditi and the rest of class to share what they think will happen if she does not get an education. Then do it again with Aditi getting a good education and ask the to draw a picture of what they think her life will be like.

Women's Empowerment

Starter Activities

Tower building can be done more simply by some groups having more paper or and will help pupils have grasp of inequality. It makes the point that some people have the resources they need and others don't.

Have a discussion about the pros and cons of the pairs activity with the sewing machine as the last one you look at and tell them that having a sewing machine she can earn money so she can choose the food she buy.

Climate Justice

Miss out second activity with 3 legged stool.
Pupils to imagine life as one of the 3 children.

Main Learning Activities

Then write a prayer

Can we make a difference in the world?

The Good Samaritan

Million pound decision can be done but don't do £10 decision.

What can we do to make our world fairer? The good samaritan used what he had to help, what could we do in this country to help make the world fairer? As a teacher you may decide there are things you could do as a class e.g. second hand uniform shop, plant pollinating plants, write to MP....