

Communities & change

*~ common issues in the Punjab
and the West Midlands?*



supporting investigations at key stage 2

Acknowledgments

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[and front cover, above]

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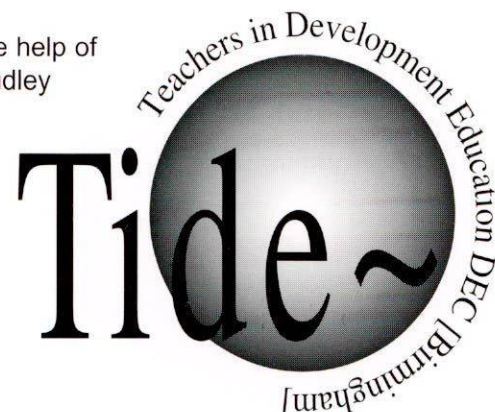
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Communities & change ~ common issues in the Punjab and the West Midlands?

We live today in an increasingly diverse and multi-ethnic society, and here in the West Midlands this is particularly true. If we wish to understand our own localities better, and to build inclusive ideas of citizenship and identity, we need to be aware of the different communities that live here and their important contributions.

People and communities provide examples of very real connections that we have with different parts of the world. The Indian Punjab is a locality that has developed a strong relationship with the West Midlands. We need to understand this and other relationships if we are to see our own citizenship in its global context.

'Communities & change' is a publication designed for key stage 2 teachers. It aims to enable children to learn about the Punjab as a place and about the people who live there. The activities have been designed by teachers to support children's investigation of issues that we have in common with this locality. The stimulus of images from the Punjab provides a different starting point for thinking about questions and issues that affect our own daily lives. The approaches support the challenging of our own stereotypes and assumptions and enable children to learn as much about themselves and their own communities as they do about this distant locality.

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An introduction

This publication has been produced by a group of teachers involved in a project entitled *West Midlands and the Punjab ~ investigating connections*. The context for the project was a recognition that we are living in increasingly diverse and global communities, and that if we are to meet children's educational needs, all children need to develop an awareness and understanding of this diversity and our interdependence.

Our primary aim was to develop materials which enable children to investigate issues that we have in common with another locality. The images and activities were chosen to enable children to question, to empathise and to share their own views and experiences.

Supporting the curriculum ...at key stage 2

Communities & change has been designed to support children in investigating issues that we have in common with another locality. As such, it has particular potential for use in supporting elements of the Geography curriculum. The photographs offer a stimulus that can be used to support a wide range of themes and issues and are adaptable for use with children of varying abilities. Here we highlight a number of key aspects of the curriculum and learning outcomes that activities in each section could usefully support.

Particularly useful for supporting development of:

Geography

Knowledge and understanding of places;

eg: To identify how and why places change

To explain how and why places are similar to and different from other places in the same country and elsewhere in the world

To recognise how places fit within a wider geographical context, and are interdependent

PSHE and Citizenship

Developing good relationships and respecting the differences between people;

eg: To think about the lives of people living in other places and times, and about people with different values and customs

To recognise and challenge stereotypes

To recognise that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability

Speaking and Listening

All aspects of speaking and listening skills;

eg: To speak with confidence in a range of contexts

To listen, understand and respond appropriately to others

To talk effectively as members of a group

... see page 10 for an overview of recommended activities.

Using these materials:

These materials have been designed to provide a flexible and versatile resource for teachers. There is vast potential for developing activities using these and other photographs as an initial stimulus. The ideas that we share offer a range of starting points and approaches ... please adapt and supplement these suggestions to suit your own needs.

Pages 4 - 5 offer some basic historical and geographical background information about the Punjab. This information aims to provide a succinct overview and is by no means comprehensive. For further details see the recommended web-sites.

Pages 6 - 9 offer a variety of source materials relating to the West Midlands Indian Punjabi community today. This community has experienced a great deal of change linked to global social, economic and political issues - these pages aim to enable us to see this local community in its wider context.

The 24 colour photographs provide the main stimulus to support children's investigations. See page 10 for an overview selection of useful photograph activities, that can be used to support work in a variety of different contexts.

We have grouped activities according to theme, eg school, work, transport etc. though a variety of different headings could also have been used. Our approach has been to use the photographs as a stimulus to explore issues in the Punjab, and to relate discussions back to children's own locality. When thinking about change in the Punjab and the West Midlands we discover that we have many issues in common. The activities have been designed to enable children to explore these common issues and to see differences that exist in this context.

Information about useful supplementary resource material and websites is shown on pages 32 and 33.

“As EMAS co-ordinator at Northfield Road Primary, Dudley, I worked with groups of Indian and Pakistani children using the photographs. The response to the photographs was overwhelming. It provided the stimulus for eager discussions, shared experiences and memories in pupils whose last visit abroad might have been some years previously.”

Marian Wootton

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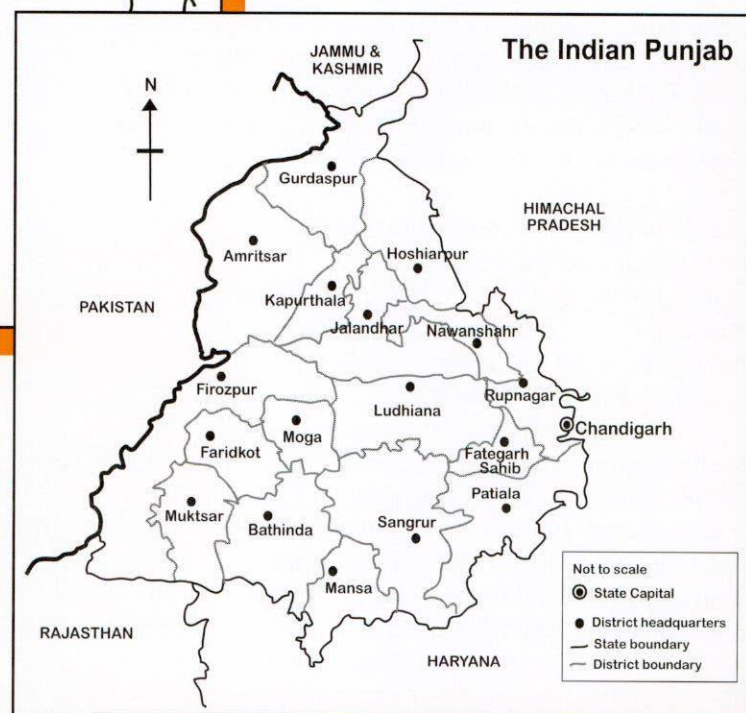
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The Punjab... a few facts and figures



Punjab ~ the land of five rivers

The Punjab [meaning five rivers] is an area in SE Asia made distinct by its language, culture and people. The Punjab today is divided into two ... Western Punjab is in Pakistan, and Eastern Punjab in India.



Conflict in the region around the time of partition, and strained political relations between India and Pakistan have made contact and collaboration between people in the two areas more difficult.

Many people from both Indian and Pakistani Punjab have settled in the UK and often live side by side. Punjabis are proud of their 'common heritage' and would often describe themselves as Punjabi first, Indian or Pakistani second.

Key events in Punjab history:

- Following Mogul [Muslim] rule the Punjab was governed as a sovereign Sikh state from the 1760s until 1849.
- By 1820 the British had gained control of all India except the Punjab, Kashmir and Peshawar.
- Sikh governance was brought to an end with two Anglo-Sikh wars in 1846 and 1849. Following this, the Punjab became a province of the British Indian Empire.
- The end of British rule in 1947 led to partition. The Western Punjab districts became part of Pakistan, and the Eastern districts part of India. This led to conflict in the region. A quarter of a million people, Muslims, Hindus and Sikhs, were killed in the violence.
- Further change in the 1960s led to the Indian Punjab being split into three states. It is the middle of these three states that constitutes the Punjab today.
- In 1984 the Indian Army stormed the Sikh Golden Temple [a significant holy site in the Punjab]. Thousands of Sikhs were killed. This led to major Sikh unrest and a 3 - 4 year period of violence. It was during this time that many Sikhs emigrated from the Punjab - some travelled to the UK.
- The Indian Punjab today is one of India's most economically prosperous states. A number of Sikh Punjabis, nevertheless, feel marginalised within the country as a whole. Some campaign for an independent Sikh state.

The Indian Punjab ...

with an area of 50,362 square km, is over twice the size of Wales, [but smaller than Scotland];

has a population of 23.51 million ... this is approximately half the population of England and five times the population of Scotland;

is home to just 2.4% of the Indian population.

Population by religion

	India:	Punjab:
Total population	952.97 million	23.51 million
Proportion of population		
Sikh	2%	60%+
Hindu	80%	next largest group
Muslim	11%	small proportion
Christian	2.4%	very small proportion

For further information try:

<http://www.punjabgovt.nic.in>

<http://www.punjabilok.com>

<http://www.mapsofindia.com>

Did you know?

- that during the African famine of 1985-6, India was the biggest donor of grain after the US.
- that despite its relatively small size, the Punjab state consumes more energy than any other Indian state.

Indian Punjab profile:

Population 23.51 million

Urban: 6.95 million [30% approx]

Rural: 16.56 million [70% approx]

Capital: Chandigarh

Languages spoken: Punjabi and Hindi [many also fluent in English and Urdu]

Currency: Rupee

Literacy Rate: 59%

Climate/Landscape: Most of the state has a landscape of flat plains. The North Eastern area has approx. four times more rainfall than the South West. Average temperature 22 - 25 degrees Celsius. Families from the UK often visit during February - April when it is cool and dry.

Economy/Industry: The Punjab is known as the 'food basket of India' due its high agricultural productivity [see page 20].

Small/medium scale industry is important to the economy - the Punjab for example provides more than 75% of the country's requirement for bicycles, sewing machines, and sports goods. Textiles and computer industries are also key sectors.

Politics/Government: Each Indian state has its own State Legislative Assembly [Vidhan Sabha]. The Punjab Assembly has 117 members and is led by the Chief Minister, Captain Amrinder Singh. This Assembly has responsibility for law and order, environment and education.

The Indian Parliament consists of two Houses, the Lok Sabha [Council of the People - has members elected at General Elections] and the Rajya Sabha [Council of States]. The Lok Sabha has 545 members, 13 of these are elected from the Punjab state.

People: Many Punjabis have emigrated to East Africa, the Caribbean, Australia, the US and Canada as well as the UK. Famous British Punjabis include Meera Syal and the cast of 'Goodness Gracious Me'. Lord Bagri and Lord Swaraj Paul are both members of the House of Lords.

The Indian Punjabi community in the West Midlands

There are many people living today in the West Midlands who have family origins in the Indian Punjab. The majority of Punjabis who have emigrated to Britain are Sikh, and would perceive and describe themselves as belonging to a Sikh community. These pages aim to give an overview of the Indian Punjabi community in the West Midlands today. Particular reference will often be made to the 'Sikh community' as this represents the largest group of Indian Punjabis. It is a community that exists in a very real sense, with its own sense of identity and structures for supporting its community.

A historical overview:

The relationship between Britain and the Punjab has developed over many years and particularly throughout the 20th century.

1900 onwards:

British employed many Punjabis [majority Sikh] in the army and to work on the Canal Colonies Project.

1914/1939:

Many Punjabis fought for Britain in both World Wars.

1945 onwards:

Many ex-soldiers and others came to Britain from the Punjab. Industrialisation in the West Midlands meant that a few hundred Punjabis settled in the area, taking up mainly manual jobs in metal industries.

1947:

The year of independence from Britain and of partition between India and Pakistan. This caused many people to leave their homes, and was a further reason for emigration to the UK.

1960s:

This period saw a peak in migration from the Punjab to Britain and the West Midlands. During this time many families came to join male relatives working in the UK.

1984:

Political crisis and conflict in the Punjab [see page 4]. Many Sikh Punjabis fled to the UK and the West Midlands during this time.

2002:

Many second generation Punjabis are now in professions such as engineering, finance, education, medicine and the arts.

Avi's Story

I came to the West Midlands in 1981 from Punjab, India. I was 18 years old. I could not speak very much English as I had only been learning English for about 3 years. My brothers and sisters were already living here and arranged my marriage. They encouraged me to go to college and learn English so I studied full time at Smethwick College for 3 years. At the end of 3 years I got married but continued with my studying at Dudley College.

When I came here from the Punjab I was amazed that girls were allowed to have boyfriends before they were married. In Punjab we were taught that it was shameful to mix with boys. The first time I went back to Punjab was 14 years later. By then I was married with 2 children. I noticed that things there had changed. Girls were allowed more independence but arranged marriages are still the normal thing.

Now I work as a home-school liaison teacher/nursery nurse at Sledmere Primary School, Dudley, as part of the Ethnic Minority Achievement Service. My main duties are to raise self-esteem amongst ethnic minority children and to work closely with the parents. I interpret for parents at open evenings and encourage them to take part in school activities. For the past nine years I have been responsible for organising multi-cultural events, eg linked to Diwali and Eid celebrations. I also prepare activities for the classroom around issues and themes connected to Asian culture.

I am so fortunate because I enjoy my job so much.

Avi Basrai



Teachers from Sandwell visit the Punjab, Easter 2000.

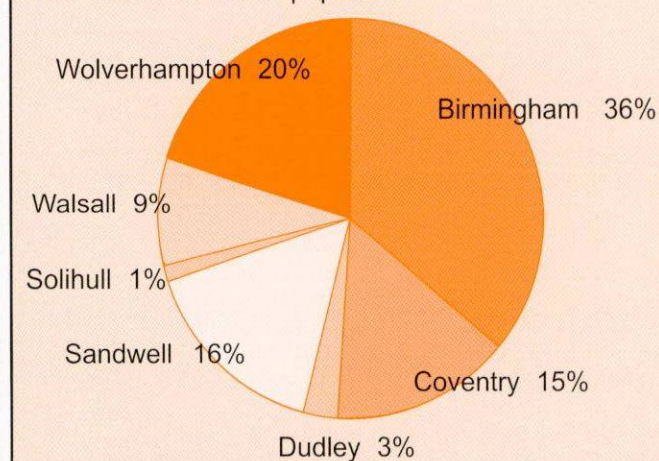
The picture today:

Statistical information about the Punjabi population in the UK is not readily available. The UK census counts the population whose ethnic origin is Indian. The bracketed figures shown in Table 1 are estimates produced by the Sikh community [who would make up the majority of the Indian Punjabi population]. These figures, calculated from the 1991 census data, use an approximation that 45% of the British Indian community is Sikh.

For 2001 census data see:
<http://www.statistics.gov.uk/census2001>

Comparative Indian population of West Midlands, 1991

% of West Mid. Indian population



[Source: Ethnic groups in Birmingham]

Note: The proportion of the Indian community who are of Punjabi origin will vary in different areas. In Birmingham for example it is estimated that approx 60% of the Indian population are Sikh [virtually all of whom would have origins in the Punjab]. In Sandwell also, a very high proportion of the Indian population would be Sikh.

Table 2

Sandwell ~ Punjab connections ...

- Approximately 8% of Sandwell's population is of Indian ethnic origin, and the majority of this population is Sikh.
- Sandwell has seven Sikh Temples [Gurdwaras]. The oldest of these dates back to the 1950s. Located in Smethwick High St, it is the oldest Sikh Temple in the West Midlands.
- Lord Tarsem King, former leader of Sandwell Council, was one of the first members of an ethnic minority community to lead a council, and is the first Sikh to belong to the House of Lords.

British population by ethnic group, 1991.

Ethnic group	thousands	% of population
White	51843.9	94.5
Black - Caribbean	499.1	1.0
Black - African	207.5	0.4
Black-other	178.8	0.3
Indian	840.8	1.5
Sikh [45%]	[378.4]	
Gujarati [40%]	[336.3]	
Others [15%]	[126.1]	
Pakistani	475.8	0.9
Bangladeshi	160.3	0.3
Chinese	157.5	0.3
Other Asian	196.7	0.4
Other- Other	290.1	0.5
Total Population:	54860.2	

Table 1

Indian population figures, in three West Mid. areas, 1991

	No. of Indian residents	% of population
Birmingham	51,075	5.3%
Sandwell	22,879	7.9%
Wolverhampton	27,722	11.4%

[Source: Birmingham, Sandwell and Wolverhampton City Councils]

Table 3

- To celebrate its strong and dynamic connections with the Punjab, in May 1999 Sandwell was officially twinned with Amritsar. Amritsar was chosen by Sandwell because of its significance in the Punjab spiritually and historically [as the site of important Sikh and Hindu temples].
- The twinning has involved staff from nine schools in Sandwell taking part in an educational visit to the Punjab.

Looking to the future

The Punjabi community in the West Midlands has experienced a great deal of change and development during the last 40 - 50 years. During this time, towns and cities in the region have experienced new investment and regeneration. Heavy industry has declined and larger towns and cities have become increasingly cosmopolitan. Attitudes towards multi-culturalism have changed, particularly in cities like Birmingham which are increasingly celebrating their diversity. Issues and tensions still exist though and there is a consensus that more needs to be done if we are to enable a real sense of belonging in our diverse communities.

"I describe myself as a British Indian - I feel I have a mixture of the two cultures - I can recognise both identities, and take the best of both worlds. My daughter also enjoys a sense of her Indian identity. She has learnt to speak Punjabi and Hindi and she loves Bollywood movies.

I have spent all my life in Birmingham really and I'm very happy here. I've seen quite a few changes, but I think it's a lovely city to live in - it feels absolutely like home."

Neeja, Punjabi resident in Birmingham

Role of Community Organisations:

There are many local community organisations that have developed to enable Punjabis in the West Midlands to support each other, and to contribute their views and ideas.

Indian Workers' Association

This was formed in the late 1950s and developed to become a national organisation [mainly made up of Sikh factory workers]. Local branches provided support for Indian workers, and played a significant role in campaigning for equal rights and challenging racism. In the 1960s it led a campaign for a Sikh pupil's right to wear a turban to a Wolverhampton school, a landmark case. Today, industrial decline and changing job patterns mean that the influence of and perhaps need for the Association have lessened.

Punjabi Kala Manch

An association of Punjabi writers and artists in Birmingham, formed in the 1990s. It enables Punjabi writers and artists in the Midlands to share their work through local and Punjabi media. The Association also maintains links with writers and literary activity in the Punjab.

Sikh Youth and Community Service

Formed in the 1970s, this was the initiative of local Sikh young people. The Service provides an advisory and counselling service and offers support for Punjabi and English language learning. It also offers playschemes and services for any members of the community who need support in accessing mainstream agencies.

Gurdwaras:

Gurdwaras are Sikh places of worship but they also have many other functions. These functions can include providing a wide range of community services, such as education, training and arts provision. Also welfare services such as community kitchens, day centres for the elderly and libraries. They also liaise with the media and offer hospitality to visiting dignitaries.

Gurdwaras also enable Sikhs in the West Midlands to keep in touch with the Punjab. The Gurdwara in Handsworth for example took a role in supporting new decorative work on the Golden Temple in Amritsar.

The Council of Sikh Gurdwaras in Birmingham

The Council was formed in 1989 as a representative Sikh organisation. One of its main roles is to liaise with Birmingham City Council about issues affecting the Sikh community and to explore ways of best meeting community needs.

In 1993 and 2000 the Council of Sikh Gurdwaras organised a conference, involving many members of the local Sikh community. This provided an opportunity for discussion about key issues. A report from the conference identified issues and actions in relation to: education, women's involvement, economic development, housing, community care and leisure.

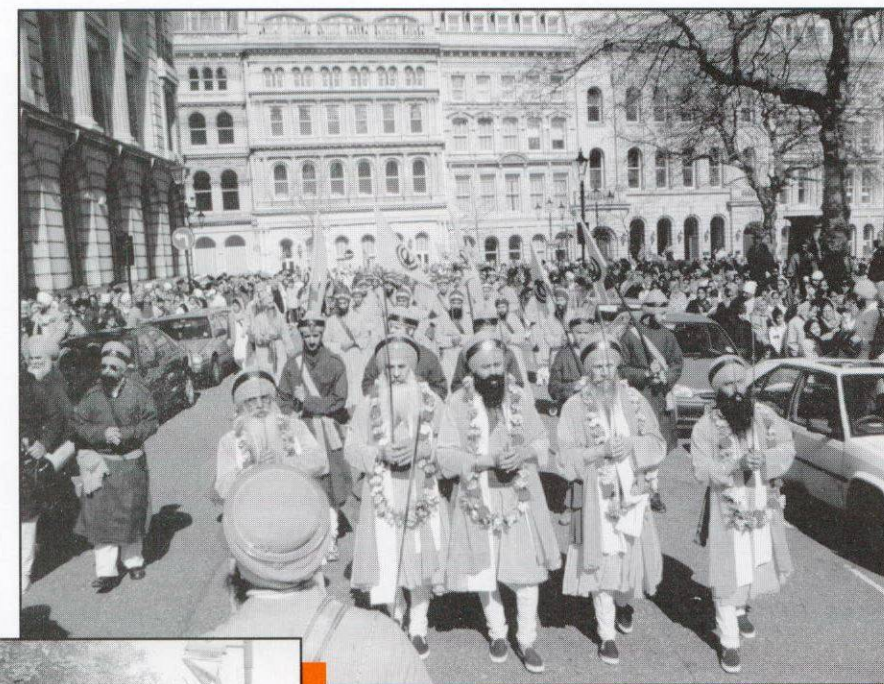
"One of the important roles of the Council has been to support and facilitate community development. Current projects have a focus on capacity building, health issues and web-site development.

We aim to identify and respond to the different needs of the Sikh community in Birmingham. Second and third generation communities today have very different needs to those of their parents. Key issues for us at the moment are graduate unemployment, mental health issues and lack of political representation. During the last 30 - 40 years standards of living amongst the Sikh community have increased greatly. We see a positive future for our community in this city, but there are still issues that we need to be addressing."

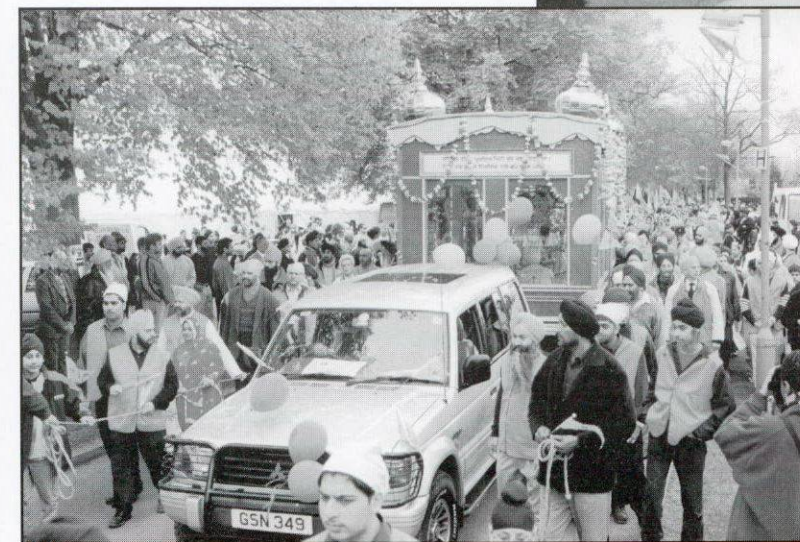
Jatinder Singh, Council of Sikh Gurdwaras, Birmingham.

The Sikh Council is also responsible for organising an annual Vaisakhi celebration in Birmingham. In recent years this has taken the form of processions in Birmingham and Sandwell which have congregated in Handsworth Park. Approximately 40,000 West Midland Sikhs usually participate in the celebrations.

1999 was a special Vaisakhi celebrating the 300th anniversary of Sikhism. Celebrations involved 120,000 people over 2 days ... the biggest celebration outside the Punjab.



Vaisakhi '99 celebrations in Birmingham.



Vaisakhi is the most important Sikh seasonal festival as it celebrates the harvest and the foundation, in 1699, of modern day Sikhism.

Vaisakhi is traditionally celebrated by a procession on a weekend near the 13th of April.

Using photographs ... 10 great ideas!

Photographs can provide a powerful and flexible stimulus for enquiry and investigation at key stage 2. They offer an opportunity for children to bring their own ideas and experiences to a discussion, and to share questions and views.

We all need skills to interpret visual information and an awareness of our own assumptions when we respond to images. It is important for us to provide opportunities for children to develop such skills and to enable them to reflect upon their own ideas and perceptions.

To develop observational skills

Describe and draw

Working in pairs, one person looks at a photograph and describes it to his or her partner for them to draw. Once finished the drawing is compared to the photograph, and the pair discuss any differences/surprises and why these might have occurred. [Important to repeat the activity to give children a chance to change roles].

Fact and opinion

Children are asked to write statements about a photograph. They then underline those that are facts, and circle those that are opinion. Evidence is then identified to support each of the facts. Feedback shared about those that caused most discussion.

Selecting photographs

Children are asked to view a whole set of photographs and then to place stickers on the three that they like best/ have something in common with etc. They then share ideas about why they made those choices.

To explore different perceptions

Rumour clinic

... a variation on a popular children's game. In groups, one child begins by looking at a photograph, then describes it to the next person, who describes it to the next person and so on. The child at the end of the process then draws or describes what they have been told. The group then compares and discusses details, looking at the original photograph.

Captions

Ask pairs to choose a photograph from a wider selection. They then write a list of possible captions or headlines to go with it [giving a context such as the front page of a newspaper or a photo-album can support children in this task]. Which caption do they think is most appropriate and why?

Speech bubbles

Children imagine that they are one of the people in the photograph and they write speech or thought bubbles for that person. Different responses are compared.

Outside the frame

A photograph is placed in the centre of a large sheet of paper. In groups, children are asked to 'continue the photograph' and to draw what is outside the frame. This helps children to look at the detail of a photograph and can reveal many different perceptions about the photograph's context. Children then share and discuss their drawings with each other.

Cropping

Present a group with part of a picture [photocopying a partly covered picture is useful for this]. The group is asked to draw what they think is shown in the rest of the picture using any possible clues. The final picture is compared with the original photograph and discussed. This activity can be particularly useful for challenging stereotypes.

Note: *Fat felts and sugar paper*, DEC, 1998, offers further details of useful activities for developing children's speaking and listening skills.

To develop questioning skills

Brainstorming

Children in groups place a photograph in the centre of a large piece of paper. Around the outside of the photograph they brainstorm all the questions they would like to ask about what is happening in the picture [looking as closely at the detail as possible].

The compass rose

The framework shown here provides a useful support to children in asking questions. Children brainstorm questions in relation to each of the four headings, writing their questions under each of the 4 compass points around the picture. This 'scaffold' often enables children to develop deeper and sharper questions about the issues the photograph raises.

The Development Compass Rose

*N*atural

These are questions about the environment - energy, air, water, soil, living things and their relationships to each other. These questions are about the built as well as the 'natural' environment.

Who
decides?

These are questions about power, about who makes choices and decides what is to happen; who benefits and loses as a result of these decisions and at what cost.

*E*conomic

These are questions about money, trading, aid, ownership, buying and selling.

*S*ocial

These are questions about people, their relationships, their traditions, culture and the way they live. They include questions about how, for example, gender, race, disability, class and age affect social relationships.



A pupil at Northfield Primary, Dudley writing about her own experiences of the Punjab.

The daily experience of going to school is shared by children in both the Punjab and the West Midlands. This commonality offers a good starting point for learning about communities and change in the Punjab and issues that we have in common.

Children's experiences at school can be influenced by physical factors such as local climate, resources and technology, and also by less tangible factors such as school, classroom and community ethos. These factors are affected by a range of local and global issues that influence change and development in our schools.

The aim of these activities is to enable children to investigate key issues that affect daily school life in both the Punjab and their own local area, and to explore the commonality that exists. How do they see schools and education developing in the future? Will the role of schools change in serving the needs of their communities?

Did you know?

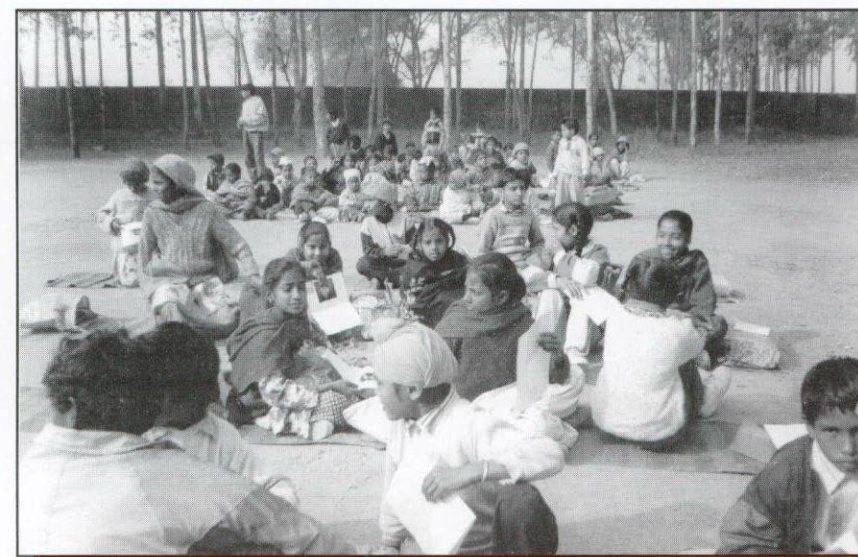
In the Punjab ...

- In summer the school day runs from 7.00 am – 2.00 pm, and in winter from 9.00 am – 4.00 pm. Children also go to school for a half day on Saturdays.
- There are both Government and Private [fee-paying] schools.
- Many children learn English from an early age.
- In some schools lessons take place outside the classroom.
- Handwriting practice is done on a Fatti [a wooden board, specially designed for handwriting, which has a handle at the top, which can be used over and over again.]
- Themes such as environmental awareness, sustainable development and changing technology are an important part of the curriculum in many schools.

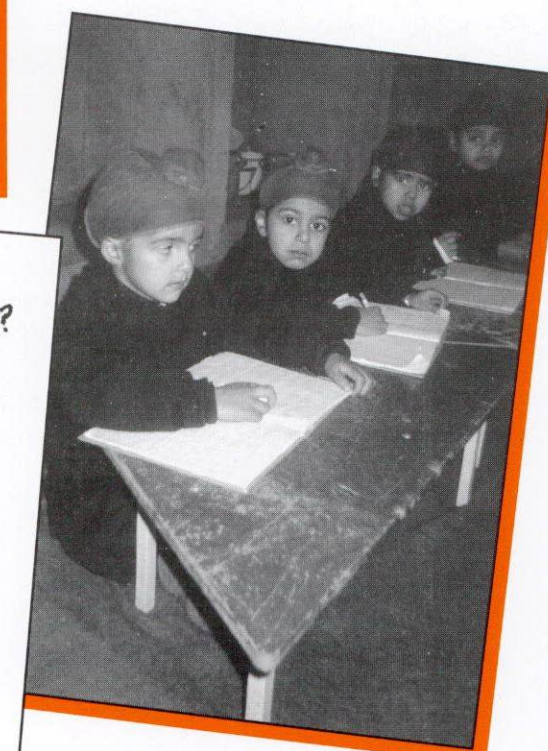
Finding out about school life in the Punjab

Activities: Using the photographs

- An initial observation activity such as 'Describe and draw' [see page 10] could be used with children working in pairs. Or children choose a child in the photo and describe this child to their partner. Can they guess which one is being described?
- Outside the frame – children to draw around one of the images. This is useful for exploring children's perceptions about what is happening in the photograph.
- Prediction activities ... 'what might have happened before this picture was taken?' 'What might happen next?'
- This could lead on to the development of a story board [eg for the school day] ... drawing upon children's own experiences of school life and any clues from the photographs.
- Speech/thought bubbles ... what might the children in the photographs be thinking or saying?
- 'In the shoes' of one of the children in the picture ... children describe what they can see/hear/touch etc. This could be extended to writing a diary entry, or a letter to a friend etc.
- Children to note any evidence that they can find from the photographs about the different experiences of school life in the Punjab.
- One photograph to be chosen and questioned. What else would children like to know about what is going on?

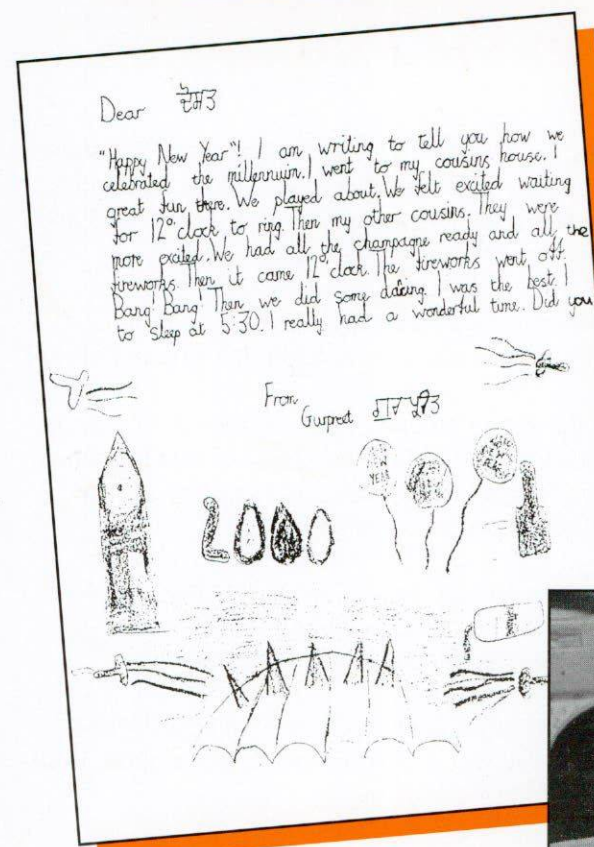


These photographs illustrate different examples of school life in the Punjab.



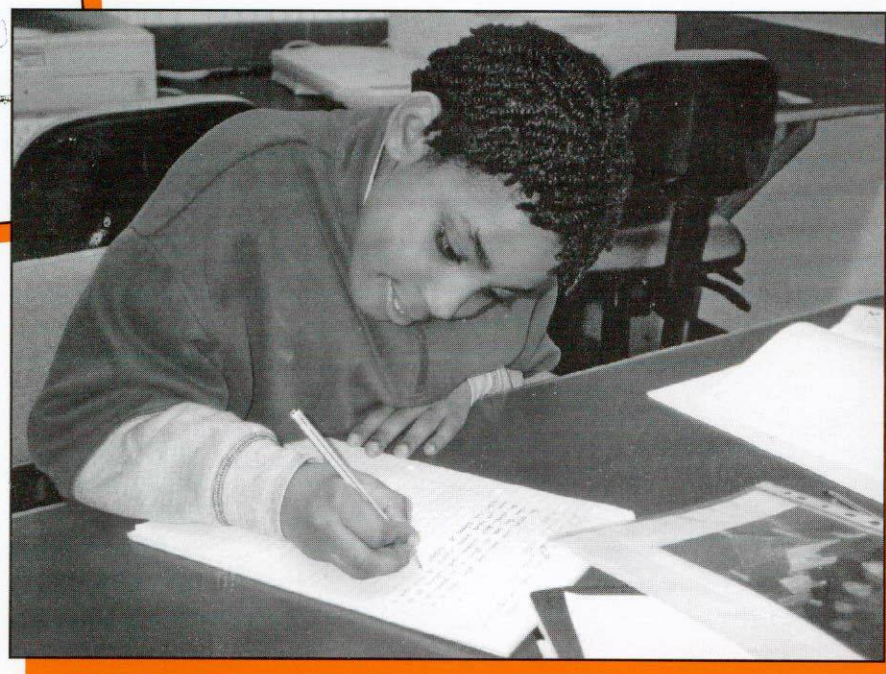
What are they doing?
What colour of T-shirt are they wearing?
What sort of Writing are they doing?
Where are the Paintings?
How old are they?
Where are they sitting?
Where could we see pictures?
When do they go Home?
Who picks them up?
Why is it important they have to sit down?

These questions were asked by a Year 3 child, in response to the photograph shown.



Investigating a school day

A letter to a pen-pal in the Punjab.



Activities:

- 'Before I go to school' or 'my journey to school' could be a good starting point. Begin by brainstorming children's activities.
- These ideas could then form the basis of a story-board [see the framework shown opposite to support this activity]; ie children think of particular activities that they do, and choose 4 or 5 of these to illustrate the sequence of events. Different story-boards could then be compared and contrasted.

Children might also:

- identify a favourite/least favourite lesson or activity during the school day, explaining why they like/dislike it;
- illustrate a time-line, showing a sequence of typical events during the course of a day;
- write a letter to one of the children in the photographs, describing a recent event or activity at their school.

Extension Ideas:

How do we think school life might change in the future, both here and in the Punjab? What are the issues that will influence these changes?

- The compass rose [see page 11] could be used as a framework for brainstorming issues that might bring about future change.
- Children could then work in groups [each group focusing on one dimension, Natural, Social]. Their task might be to identify the most important issues that might impact upon school life, and to predict what changes they would expect to see. These might include changes to where we attend school, pattern of the day, topics studied, use of technology etc.



What's in a school day?

Before I leave the house I ...

On my way to school I ...

During the morning I ...

At lunchtime I ...

In the afternoon I ...

When school finishes I ...

... in the Punjab?

... in _____?

Investigating Connections ... in work



“ He enjoys doing his job because he likes meeting people. ”

Response from a child doing 'Hopes and fears' activity, page 18

Integral to the functioning of any community in the world is a necessity for people to earn a livelihood, and for the basic needs of the community to be met. This is true in both the Punjab and the West Midlands.

In this context a number of photographs have been selected which show people engaged in 'working activity'. These photographs can be used to raise a variety of economic and social issues to enable children to investigate concepts such as interdependence and sustainability.

Activities have been designed to explore issues that we have in common. To support this, it would be useful to make use of locally relevant material such as newspaper cuttings and photographs, as an additional stimulus to children's discussions.



Did you know?

- The Indian film industry [known as Bollywood] is the largest film industry in the world. Punjabis are prominent within this industry in both acting and production roles.
- From 1980 to 1996 the number of people employed in small scale industries in the Punjab increased by more than three times to approx. 800,000 people. During the same period employment in medium and large scale industries doubled to 206,000 people.

Source: **Economic Survey of Punjab**,
Economic adviser to Punjab Government.

Where might this photograph have been taken?
[See page 28 for further details]

How do they make the Shoes

How do they make the Patterns?

How long do the men work?

Is the men writing the total?

Is there paper to wrap the shoes?

Why is there a heater?

What are the shoes made out of?

Is it hard to make the shoes?

Are the men sitting down waiting for shoes?

Are they all mens shoes?

Who thinks of the pattern on the shoes?

What is in the white bowl?

Activities:

In the shoe-shop

Children could be asked to:

- identify what they see in the photo [eg what colours/different materials/ tools etc.] What do they like about the photograph?
- brainstorm descriptive vocabulary about the shoes shown in the image. The words could then be used to form a shape poem;
- question the photograph – for example using the prompt question, 'What would you like to know?'
- share some questions with another group;
- in a larger group, discuss how answers to some of the questions might be investigated.

Useful tip

Include questions that encourage children to consciously explore the positive aspects of an image, eg what do they most like about it? [This can be important for ensuring a balanced exploration as unfamiliar scenes can often prompt negative comments.]

Extension ideas:

Children could investigate more about their own shoes; where they were made; what they were made from. Do children imagine that this would be the same for the shoes shown in the photograph?

- What are children's likes/dislikes about their own shoes? What different types of shoes can you get?
- Writing activity from the perspective of a shoe – describe a 'day in the life of' ... what terrain might it have gone through, what would it have felt like?
- Compare with an image of a shoe shop here. Visit a local shoe shop, interview someone who works there etc.
- Children could write a letter to a shoe manufacturer to find out further information about the process of making shoes. How much is done by hand, and how much by machine? Which countries export the most shoes?
- Design an advertisement for buying shoes at either a Punjab or West Midlands shoe shop.
- Investigate different types of shoes for different purposes or climates, collect pictures to make a collage.



Hopes and fears	
Picture : <i>factory</i>	
My job : <i>Clothes maker</i>	
Where I live : <i>In an apartment above a clothes shop</i>	
What I like most about my work <i>that im never bored</i>	What I don't like so much about my work <i>traping my finger</i>
What I am happy about <i>that I Make a lot of money</i>	What I am worried about <i>If my Job goes down hill</i>
My diary for today <i>I completed 17 tops 5 rolls of wool and sold 11 rolls of wool and 21 shirts and my wife had a little baby girl called Mary Jane after her grandmother.</i>	My hopes for the future <i>I hope that I make more money in the future and open a new bigger shop with more workers. I also want another baby boy.</i>

Children's work using the 'Hopes and fears' framework.

Activity: 'Hopes and fears'

This activity has been designed for use with any of the photographs showing people at work.

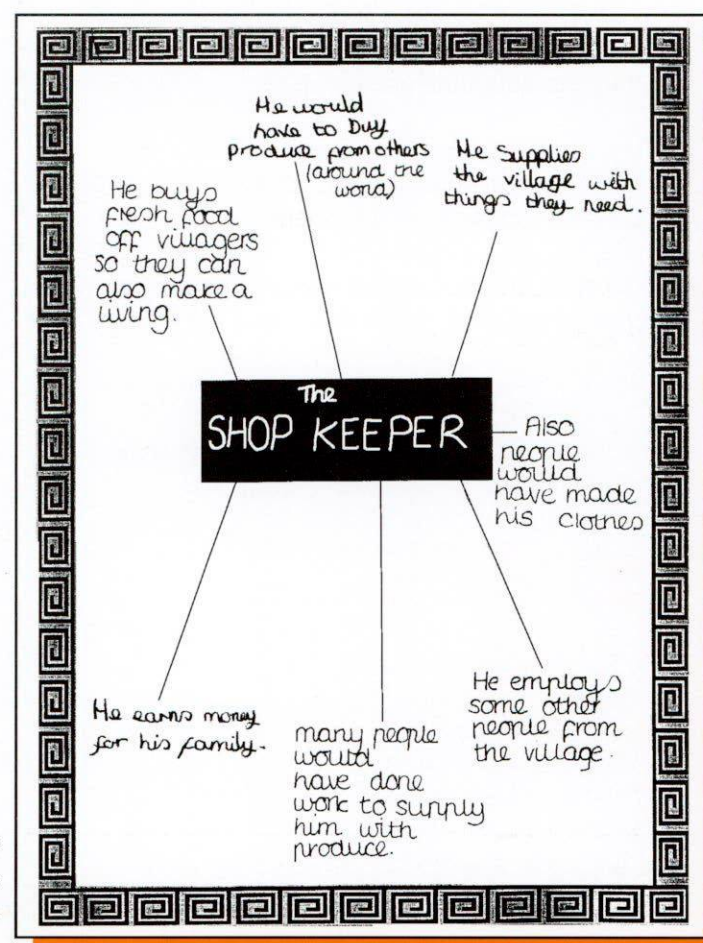
- Introductory activities could include a brainstorm about different jobs that people do. These jobs could then be sorted into different categories, eg indoor/outdoor, making things/helping people etc.
- Children in groups should then focus on one photograph. A 'describe and draw' activity [see page 10] could be used to help children look more closely at the detail of the photograph. What do they think is happening?
- Children could then use the 'Hopes and fears' framework shown opposite, to put themselves into the place of one of the people in the image. They could discuss different ideas in response to each of the prompt headings ... eg brainstorm five or six ideas under each heading, and choose two or three that they think are most likely.
- Outcomes from this activity to be shared between the groups for further discussion.

Extension idea:

What connections do I have to other people?

- Children to place their photograph in the centre of a sheet of paper. They should then brainstorm the different connections that this person [through his or her activity] has to other people, and possibly other places.
- A similar activity could also be done using an example of someone who works locally. What connections do they have in common with the worker in the Punjab?
- To develop this enquiry further, children might go on to investigate what impact or effect this activity might have upon other people or the environment, and also what issues might affect this work. [The compass rose on page 11, could support this investigation.]

How am I connected?
A child's brainstorm using a photograph of a shop keeper.



Hopes and fears?

My Job:

What I like most about my work

What I don't like so much about my work

What I am happy about

What I am worried about

My plans for today

My hopes for the future

Name:

Date:

Investigating Connections ... in our environment

Living today with tomorrow in mind ... this is a challenge for people in localities all over the world, to live in a way which ensures the sustainability of our communities and our planet.

The Rio Earth Summit in 1992 highlighted the need for action at a local level in order to address global issues such as climate change. This gave rise to an initiative called 'Local Agenda 21'. In the UK this initiative has implications for all local councils and their policies. The government will be reporting progress at the Johannesburg Summit in 2002. The thirteen themes shown opposite have provided a framework for much of this activity, shaping for example transport and waste management policy.

In the Punjab, priority issues are also being addressed to support work towards a sustainable future. One of the current issues for the region is the need for greater diversity of crops. The growing of the same crop year after year has affected soil fertility, so much debate is taking place about future policy and practice.

Activities:

- Choose a photograph that raises an issue for sustainable development [living today with tomorrow in mind] in the Punjab.
- In groups, explain why you chose your photograph, sharing the issue that it raises.
- Do the issues raised in this photograph have any connections to issues raised in our own locality?
- Using the thirteen themes shown opposite, identify photographs that relate to individual themes. Brainstorm issues and questions that the themes raise for each of the chosen photographs.

Does all the cotton get used?

Does this activity have any effect on workers' health?

Who benefits from this work?

What happens next?

Where is it sold?

What crops are grown to support this work?

How does this affect farmers?

What happens to any waste?

Did you know?

- That the Punjab state is known as the 'food basket of India'.
- The Punjab state covers 1.5% of land in India, but has been contributing 40–50% of rice and 60–70% of wheat to the central pool during the last 20 years.
- That Punjab state produces 1% of the world's rice, 2% of its wheat and 2% of its cotton.
- That Punjab Energy Development Agency has been awarded the Best Performance Award in India for supporting work towards renewable energy sources.

Source: Punjab Government

AGENDA 21: OFFICERS' REPORT
NEIGHBOURHOOD SUSTAINABILITY AUDIT
Neighbourhood: Outside Buckpost School.

ENVIRONMENTAL FACTOR	SCORE (1–5) (5 – very good)
How quiet does it seem to be? Evidence: Traffic, people talking	2
How clean does the air seem to be? Evidence: Traffic, smoke from chimney pots	2
How clean do you think the groundwater is? Evidence: Some rubbish or maybe spilled oil	2
How much do people walk, or use animals or bicycles to move around? Evidence: Walk, car, bike, pushing, horse	2
How much wildlife or natural vegetation does there seem to be? Evidence: Trees, plants, bushes	4
How much do people manage to reuse or recycle? Evidence: Bottles, newspapers	3
TOTAL SCORE	15

Key strengths:
Lots of trees.

Areas for improvement:
Too much traffic.

Above: using a photograph taken in Dudley.

Right: using photograph no 19.

AGENDA 21: OFFICERS' REPORT
NEIGHBOURHOOD SUSTAINABILITY AUDIT
Neighbourhood: Barhali village in the Punjab, India.

ENVIRONMENTAL FACTOR	SCORE (1–5) (5 – very good)
How quiet does it seem to be? Evidence: People talking and perhaps the buffalo	4
How clean does the air seem to be? Evidence: The buffalo pat	4
How clean do you think the groundwater is? Evidence: Chemicals from the buffalo pat	3
How much do people walk, or use animals or bicycles to move around? Evidence: The buffalo and people walking	3
How much wildlife or natural vegetation does there seem to be? Evidence: Tree	2
How much do people manage to reuse or recycle? Evidence: The buffalo pat for fur	2
TOTAL SCORE	18

Key strengths:
Using buffalo pats for fires

Areas for improvement:
Planting trees

Extension ideas:

Further investigation using these themes could involve a Sustainability Audit. The themes themselves or related questions could be used as prompts for collecting evidence, and discussing future change.

In the above example a scoring system has also been devised. Discussion would be needed particularly when using the Punjab photos to avoid making generalisations based on partial evidence.

Useful tip

Teachers involved in these activities found it most useful to focus on positive evidence and strategies from the images in both places and to use this as a stimulus for discussing issues we have in common.

Sustainable communities ...



RESOURCES

Use resources efficiently



POLLUTION

Limit pollution



BIODIVERSITY

Protect the variety of nature



LOCAL NEEDS

Meet local needs locally



BASIC NEEDS

Meet people's basic needs



SATISFYING WORK

Provide the chance of satisfying work



HEALTH

Are kept in good health



ACCESS

Can satisfy their needs without damaging the environment



SAFETY

Live without fear of violence



KNOWLEDGE

Have a chance to learn



EMPOWERMENT

Allow everyone to have a say



LEISURE

Enjoy leisure



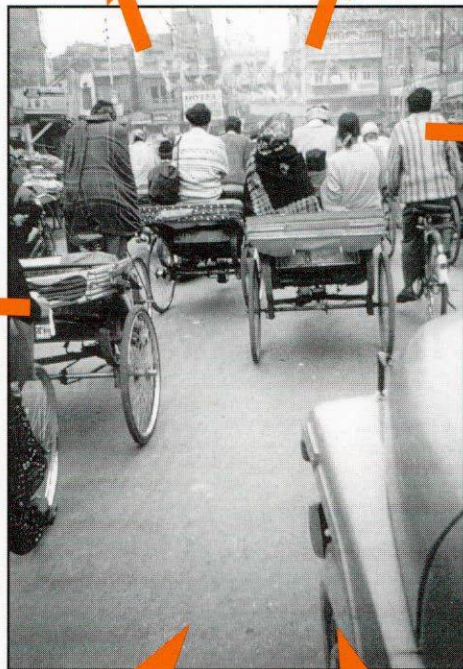
DISTINCTIVENESS

Value difference in people and places

Note: These statements have become known as the 'thirteen themes' of Local Agenda 21 in the UK.

Investigating Connections ... in transport

How do our choices affect others?



Future?

“It looks like New Street on Saturdays.”

Activities:

Using the photograph shown left:

- ⑥ brainstorm the different types of transport that can be seen;
- ⑥ use an 'outside the frame' activity to enable children to think about what might be happening around this scene;
- ⑥ discuss where these people might be coming from or going to. Children could draw a 'before or after' image;
- ⑥ children could imagine that they are in the car that can be seen at the bottom of the picture, brainstorming what they can see, hear, touch and smell. This activity is useful for extending children's descriptive vocabulary.
- ⑥ Stories can be a useful stimulus for developing these investigations further. For example *Jazeera's Journey*, by Lisa Bruce, was used to help bring the atmosphere of the street scene alive. Children then wrote descriptions of the thoughts of the van/motorbike driver.

A child's work imagining a conversation that the two women in the photograph above might be having.

Did you know?

- That scooters, bicycles and rickshaws are popular forms of transport for short journeys in the Punjab.
- That a new international airport at Amritsar has flights direct from Birmingham.

"were are you off too"
"down to the market to get
Some spices, rice and some
Silk." "Busy to day isn't
it" "yes very" "look there
there's Jazeera" "HI" "I went to
that Shop over there yester day
and got some gbreasios oranges."



Illustration from
Jazeera's Journey
by Lisa Bruce.

I Can See.

I Can See out of my car, people shouting! Horns been blown, BEEP!! BEEP!! The Wind Whistling right in my ear the big Enormous, Wide buildings Swaying in the air, Some Nearly topleing over on each other! Oh!! What a Sight it would be. People on bicycles Ringing there beus Caragously at each other, 'hey you, watch it'. 'Give that back right Now.

A child's piece of work, written from the perspective of the car driver. It was produced using the photograph in conjunction with *Jazeera's Journey*.

Useful tips

This debate style activity will work more effectively if closely related to children's own experience.

The de-brief to this kind of activity is often the most crucial element. Give time for this and structure it to ensure that different viewpoints are considered.

Extension ideas:

- ⑥ Think about a journey recently made eg to school or town. Children could produce a story-board to illustrate key points on this journey, or write a diary entry.
- ⑥ Investigate different types of transport – children to brainstorm the different types of transport they use [this could be linked to different purposes, eg going shopping, on holiday etc].
- ⑥ Groups to focus on the form of transport they most commonly use. List the top five reasons for this. How do these reasons compare with other groups? Which is the most influential reason and why? What issues might affect this choice in the future?
- ⑥ Investigating transport issues. The compass rose [page 11] provides a useful framework for enabling children to explore some of the wider issues.

“The street came alive for the children once they started to put themselves into the shoes of the people in the picture, and imagine what they were thinking.”



Street scene in the Punjab.

Investigating Connections ... at home

Our homes and lifestyles are continually adapting in response to changes around us. Both in the UK and in the Punjab our activities are affected by a variety of factors – environmental, economic, social and political. Who we live with, where we live and our daily lifestyle patterns are all constantly changing and evolving.

How do we see the future for our homes and lifestyles and for people in the Punjab?

Who makes decisions about it?



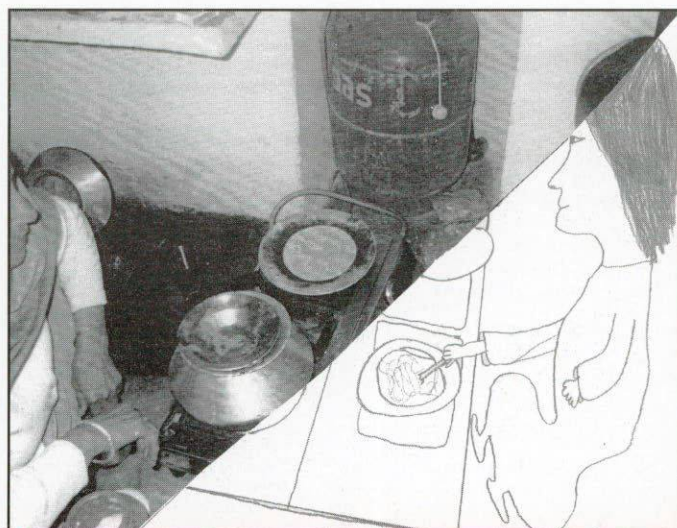
Who grows this?

Who sells this?

Who eats it?

Activities:

- ☞ Brainstorm activities that you do at home.
- ☞ Sort these activities into different groups, eg on my own/with others, enjoy/don't enjoy, work/play etc.
- ☞ Which of these activities do you think you will still be doing in 5 years time? Which ones might have changed? Discuss why.
- ☞ Choose an activity that has already changed in some way with time eg cooking, shopping, housework, games played etc. How has this activity changed and what has affected it? How might it change again in the future?



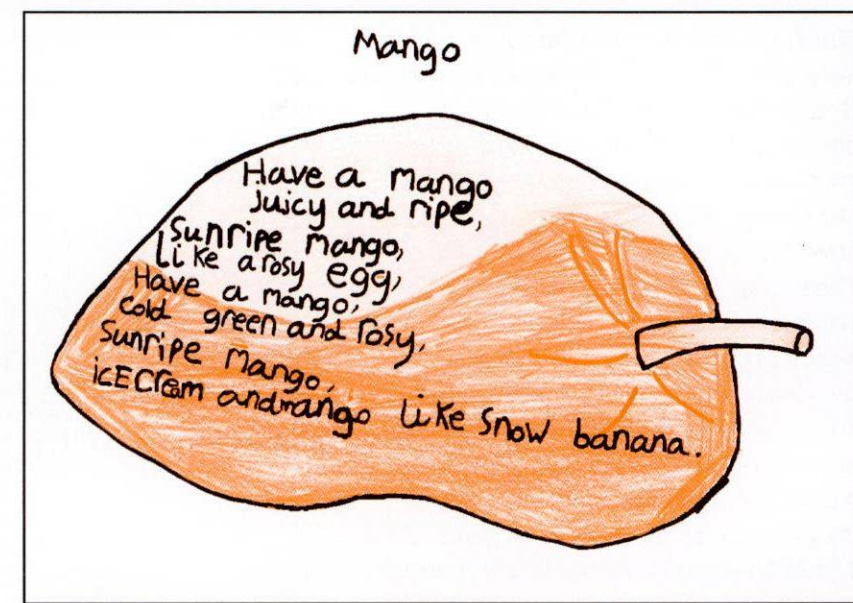
Using the photographs:

- ☞ Choose a photograph showing activity that might be done at home.
- ☞ Brainstorm how this activity might be connected to other people or other places, eg see illustration above [the compass rose, on page 11, is useful to support this].
- ☞ How could this activity be influenced by a change affecting one of these connections?

This illustration shows a 'cropping activity' using photograph 10. One section of the photograph has been covered, and the rest drawn in. This type of activity is useful for exploring children's assumptions and perceptions about a photograph.

Extension Ideas:

- ☞ Investigate what food is grown in India and the Punjab.
- ☞ Punjabi recipes could provide a focus for a cookery activity.
- ☞ Food poems can be developed using descriptive vocabulary. How does the food taste and smell?
- ☞ Investigate a typical shopping basket to find out where our food comes from. Origins can be plotted on a world map to build up a bigger picture.



Making samosas at Sledmere Primary. This activity is used to reinforce the vocabulary of fractions and shapes.

- ☞ Investigate the fuel that we use to cook. What different types of fuel are there? Where does this fuel come from? Will this change in the future?

Samosas recipe:

Ingredients:
3 or 4 large potatoes
2 onions
2 small cups of plain flour
1/2 lb frozen mixed vegetables
1 tablespoon of cumin seeds
2 teaspoons of salt
1 teaspoon of garam masala
cooking oil.

To make the mixture:

Boil the potatoes, peel and dice into small pieces. Fry the sliced onion with cooking oil and cumin seeds. Add the frozen vegetables with salt and garam masala, cooking for 10 min. Cool the mixture and add the diced potatoes.

To make the dough:

Put flour in a bowl and add half a cup of cooking oil and a pinch of salt. Make up a dough by mixing and adding warm water as needed. Dough is then divided into small balls which are rolled into a circle. Cut in half and make a cone shape. Fill with mixture and close the top. Deep fry to turn light brown.

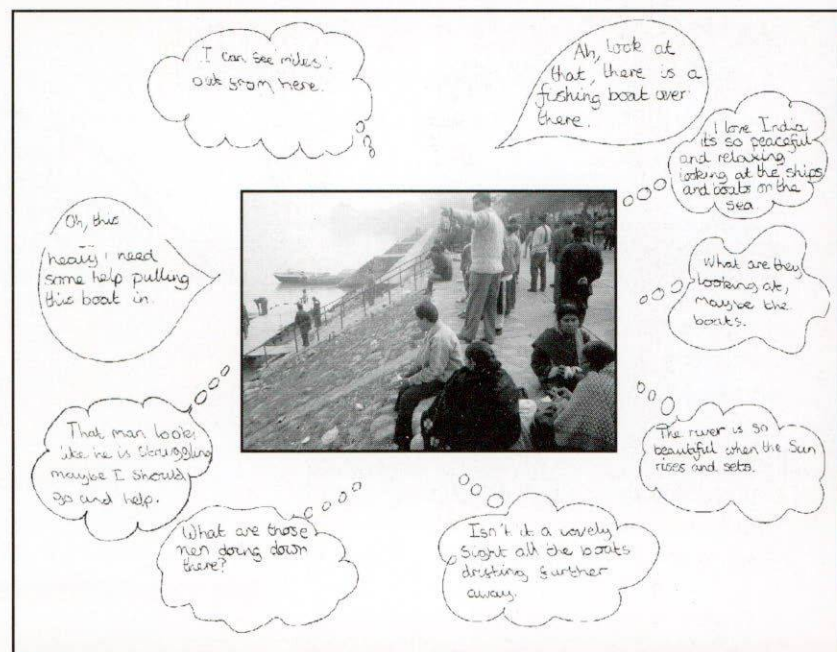
Did you know?

- The Punjab has given a lead within India by commissioning 160 community and institutional Bio-gas Plants which supply clean cooking fuels to over 10,000 families.
- The curry can claim to be the UK's national dish, with approximately 8,000 curry houses employing 70,000 people.

Investigating Connections ... in our leisure time

Time not spent in school or in work is very precious. For many of us this time is spent between home and our community, catching up with domestic chores, relaxing or enjoying leisure activities. We all make daily decisions about how we spend our leisure time. There are many issues which affect our choices, and our decisions have a wider impact upon others.

The activities shown here are designed to enable children to find out about some of the ways that people in the Punjab spend their leisure time. The aim is to explore some of the issues that might influence their decisions and to investigate the commonality that exists with our own experiences.



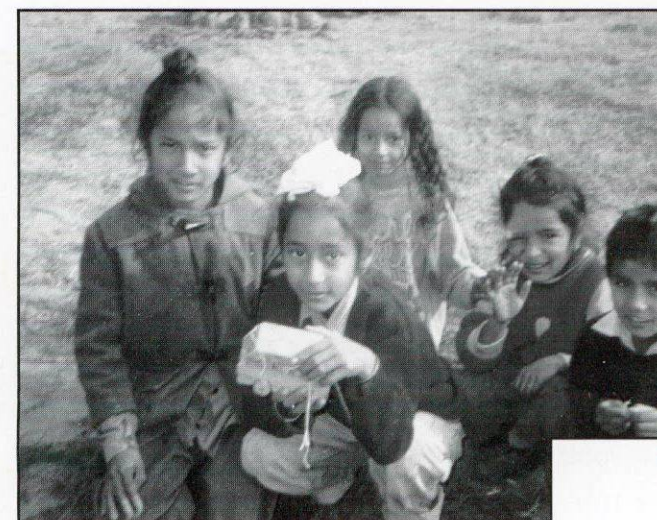
Activities:

Children could be asked to:

- ⑥ share their own experiences of what they did at the weekend and list leisure activities with different groups, eg friends, family, after-school clubs etc;
- ⑥ brainstorm a variety of different leisure activities that can be seen in the Punjab photographs. These could also be grouped in different ways.
- ⑥ investigate what is going on in the photographs, using 'cropping', 'outside the frame' and 'speech bubble' activities [see page 10];
- ⑥ question the people in the photograph about their leisure time [Compass rose framework page 11 could support this];
- ⑥ choose an activity that they do in their spare time and brainstorm what they like or dislike about it. They could then discuss why they choose to do this activity, and share views about what makes a good leisure activity;
- ⑥ discuss one of the 'day out' Punjab photos [numbers 15 and 16], and talk about/role play/hot seat a friend etc. about 'a special day' that they have experienced. What did they enjoy or not enjoy? This could lead into a diary or report writing activity;
- ⑥ investigate places that they use to enjoy their leisure time, eg a park. What features are important in a park? Photos or a visit to a local park could be used as a stimulus to this. Children to design their ideal park – what would they include and why?

To extend this work children could:

- ⑥ investigate the variety of leisure facilities offered in their local area. Which are the most popular? This could then be taken further to explore the idea of meeting the needs of the local community. Set up a debate where there is a tension between the need for a new road/shopping complex and the popularity of a threatened local park. Explore both sides of the argument fully;
- ⑥ discuss how their leisure activities have changed over time. How might they change in the future? What are the key issues that they think will influence any changes? Children could discuss their ideas.



This photograph was used in conjunction with a story entitled 'Dogger' by Shirley Hughes, to investigate the theme of toys. This drawing produced by a Year 3 child, shows a vehicle that he has designed.

Focus on toys

Using photograph 9 children could:

- imagine they are holding the toy in the photo ... how might it feel? What games could they play with it?
- discuss what might happen next and story-board a sequence of events relating to this photograph, eg what might have happened before or after it was taken?
- describe or draw their own favourite toy. What makes it special?
- investigate a toy that has been brought into school. What is it made from/who might have made it? [Scope for quite detailed work linked to materials needed to make toys, and the number of people and places involved.] Also the compass rose [page 11] could help extend investigations;
- imagine that they work for the company that made this toy ... design an advert to sell it, or design some packaging for it;
- discuss what happens when we have finished with a toy [or its packaging]. This could lead to some discussion about environmental issues. What materials can be re-cycled?

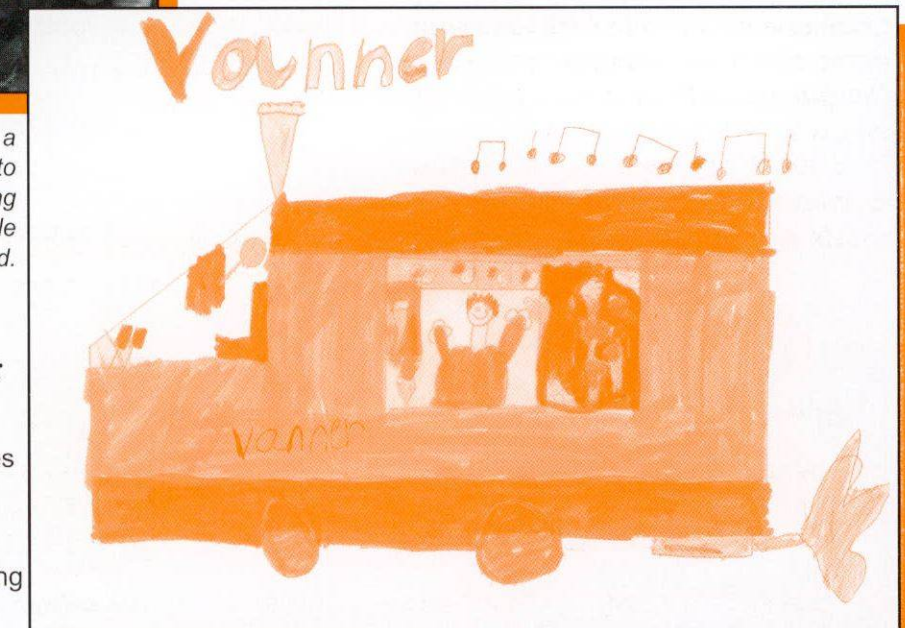
Useful tips

Make it real! Use real toys or artefacts to design some multi-sensory experiences for children.

For example, 'a feely-box' could contain a toy that cannot be seen. In pairs, one child investigates the toy by touch for a partner to imagine and draw from his description.

Did you know?

- One of the most popular games played in the Punjab is Kabaddi. This is a team game played on a pitch, a little like 'catch' or 'touch'. The game is played by both men and women.
- Hockey is also an extremely popular sport. Twelve of India's most famous hockey players have come from Jalandhar District.



Extension ideas:

- ⑥ Brainstorm other things that we do in our spare time, eg theme of helping people.
- ⑥ Make a collage of photos or images of things that we do to help other people, or people who help us, eg at home or in the community
- ⑥ Describe feelings about helping people and explore issues of choice. When do we feel things are fair or unfair?
- ⑥ Use role play or circle time activities to explore possible conflicts that could emerge?

The photographs

These images can be used in a variety of ways to enable children to discuss issues in the Punjab and the West Midlands. These notes offer some brief supporting information, together with prompt questions to support children's discussions.



1 Journey to school

Children in the Punjab on their way to school - some are carrying bags that have been made from re-cycled sacking over their shoulders.

- What might they carry in their bags?
- What could we ask them about their journey to school?
- What affects our choice about how we travel to school?



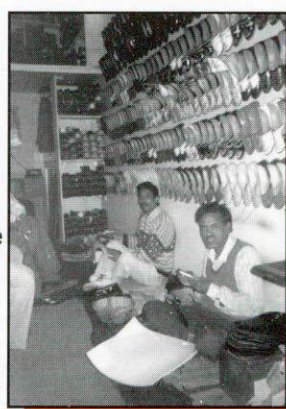
2 A school day

Children at this Government school in District Jalandhar are getting ready for their next lesson. There are also many privately funded schools in the Punjab. Resources and facilities vary from school to school.

- What might they be learning about?
- Do they enjoy school?
- What might they hope to do when they leave school?

3 The shoe-shop

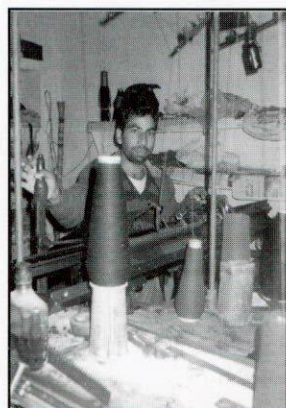
These cobblers work in a large village. All the shoes and slippers on sale have been made by themselves. They also make shoes to order.



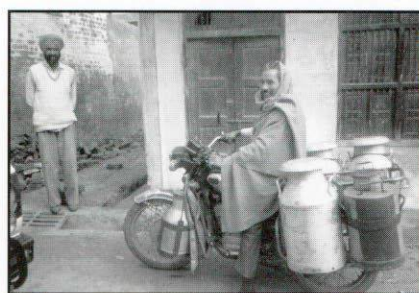
- What material might the shoes be made of?
- How long does it take to make a pair of shoes?
- How profitable is the shoe trade for them?

4 The weaver

This man has set up his own business, having invested in an electric loom. He is now doing well working with a colleague in this small scale enterprise.



- Where does he get his wool and cotton from?
- What is he making?
- Who buys his products?



5 The milkman

This milkman is carrying buffalo milk in churns on his motorbike. Buffalo milk is used daily by most people, often to make yoghurt. The picture was taken in January when it is cold, hence the warm woollen shawl.

- How does the milk get from the buffalo to the motorbike churn?
- Where might he be taking this milk?
- Does he do this every day?



6 On the move

This photograph was taken in Ludhiana and shows one of the main roads going into the town.

- What different forms of transport can be seen?
- What views might people in the Punjab have about their road network?
- Which industries are most important to the economy?



7 Harvested cotton

These men are working with harvested cotton to prepare it for spinning and future use.

- Where has this cotton come from?
- What happens after they have done this?
- Is there any waste - if so what happens to it?



8 Cotton spinning

This woman is using a traditional wooden spinning wheel. It is quite common for women in the Punjab to spin and weave their own cotton.

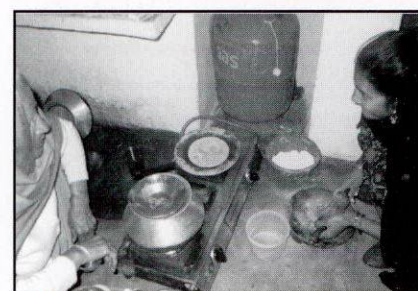
- Do men also spin cotton?
- What happens to the spools of cotton when she has finished?
- Might she be working alone or with others?



9 At play

These children live in the same street and are playing together during the school holiday. They have just been flying a kite and are now playing with a home-made wooden bus.

- What are their favourite games to play?
- Where do they spend most of their leisure time?
- What influences how they spend their spare time?



10 Making chapattis

A double burner fuelled by gas is being used to cook the chapattis [made from flour and water], the main dish is being cooked on a fire [see 11] nearby. The woman on the left lives in West Bromwich, and has returned to the Punjab to visit relatives.

- Are the ingredients for this meal locally produced or imported?
- What other food is commonly eaten in the Punjab?
- What affects people's choices about the forms of technology they use?



11 At home

A family gathering - Avi from Dudley returns to visit her family home. In the hearth a clay cooker can be seen, its curved shape is designed to hold a cooking pot, and buffalo pats for fuel.

- What activities might this room be used for?
- What might the goods on the mantel be?
- Where might the different products have come from?



12 Radio Punjab

This photograph was taken in Birmingham. It shows people involved in a Punjabi radio station that is set up for one month each year around the time of Vaisakhi [April].

- What are they broadcasting about?
- Who might be listening?
- In what other ways might the local Punjabi community keep in touch with each other and with the Punjab?

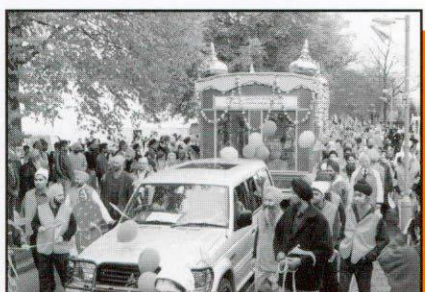


13

Vaisakhi '99 Birmingham city centre

At the start of the Vaisakhi '99 celebrations in Birmingham, [see page 9 also, and photo 14], a procession from Birmingham joins up with another from Sandwell. Vaisakhi is the major festival in the Sikh calendar.

- ❑ Where have people come from to take part in this?
- ❑ What is the significance of the colours and symbols?
- ❑ Would a similar event have been happening in the Punjab also?

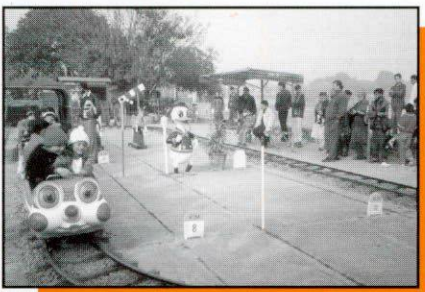


14

Vaisakhi '99 Handsworth Park, Birmingham

The Vaisakhi processions congregate in Handsworth Park. There are food stalls organised, Bhangra entertainment etc. This is one of many religious/cultural celebrations that take place in Birmingham.

- ❑ What other festivals take place?
- ❑ In what other ways do people celebrate important events?
- ❑ Are people from different communities/religions also involved?



15

At the fair-ground

This picture was taken on a Sunday at the lakeside in Chandigarh [see 16 also]. For Chandigarh residents this would be a popular weekend activity.

- ❑ Who visits this fairground?
- ❑ What do children think of their leisure facilities?
- ❑ Would people pay to come here or is access free?



16

At the lake-side

Also at the lakeside in Chandigarh, where boats can be hired for leisure use on the lake. Chandigarh is the newly built state capital, and is a sought after area to live.

- ❑ What other activities take place here?
- ❑ How popular is it with local people?
- ❑ Who is responsible for the management of this facility?

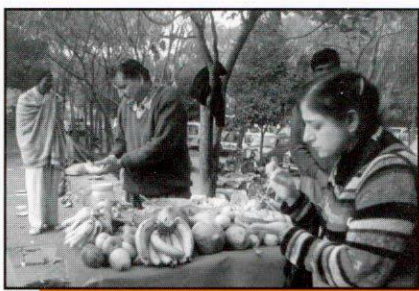


17

Local celebration

This event in a small village is celebrating the birthday of a Sikh guru. Before the photograph was taken there was a procession through the village and people have now congregated for some entertainment.

- ❑ What types of instruments are being played?
- ❑ Have these instruments changed with new technology?
- ❑ What other occasions bring people together?



18

Food stall

This food stall is near a tourist site in Chandigarh. Chart Masala, a spicy fruit salad, is being served in dried leaves.

- ❑ What different food products are being sold at this stall?
- ❑ Would this change at different times of the year?
- ❑ Where would the produce have been grown and traded?

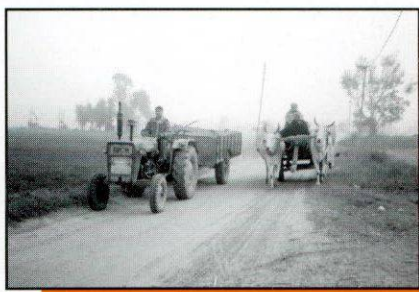


19

Village house

This house is in a rural village. In the courtyard we see fodder for the livestock and dried buffalo pats, waiting to be used for fuel. In the background people are waiting to have their flour milled.

- ❑ How large might this village be?
- ❑ How might it be connected to other places?
- ❑ How do people living here see the future for their village?

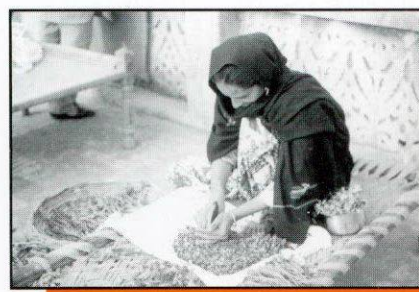


20

Tractor and cart

Both modern and traditional farming methods are used in the Punjab. Agriculture is an important part of the state's economy [see page 20].

- ❑ What type of farming might take place here?
- ❑ What effects have new technology had upon farming practices?
- ❑ How do farmers in the Punjab view the future for their industry?



21

Preparing vegetables

This woman is preparing spinach, grown locally. Spinach is the most commonly eaten green vegetable in the Punjab.

- ❑ Where is the spinach [saag] grown?
- ❑ Is this spinach for domestic use, or to be sold later?
- ❑ Is this job always done by hand?



22

Solar panels

Solar panels installed on the roof of a school in the Punjab. Solar energy is not widely used in the Punjab.

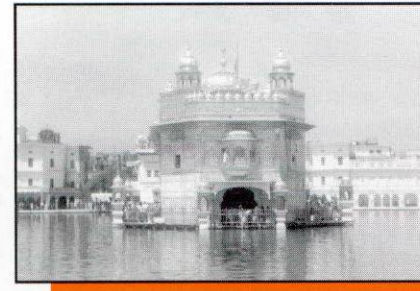
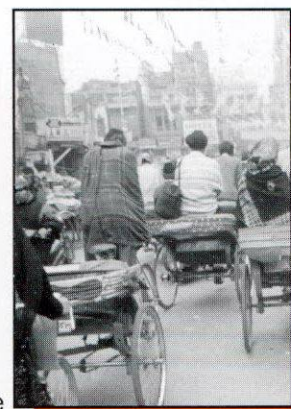
- ❑ How effective is solar power for energy generation in the Punjab?
- ❑ Are there plans to use it more in the future?
- ❑ Are other alternative energy sources also used?

23

Getting around

This picture was taken in Amritsar, a popular place to visit as it is the site of the Golden Temple [see 24]. The town needs to cater for its many visitors - notice the hotel sign etc. Many people are travelling on tricycle rickshaws [a kind of taxi].

- ❑ What are the most popular forms of transport?
- ❑ Are congestion and pollution an issue in this town?
- ❑ Are these people likely to be making long or short journeys?



24

The Golden Temple

The Golden Temple at Amritsar, created in 1677, is a sacred site for Sikhs. The Temple houses the Guru Granth Sahib [Sikh holy book], and is visited by thousands of people each year.

- ❑ Where do visitors come from to visit this Temple?
- ❑ What impact do these visitors have upon the local area?
- ❑ Are there other significant sites in the Punjab that attract visitors?

Resources

The resources listed below offer a selection of additional material currently available for supporting investigation about India.

Children's Books

Fine feathered friend, Jamila Gavin, Egmont, 1996
Boy from Bombay visits a rural farm

Grandpa Chatterji, Jamila Gavin, Mammoth, 1993
Visits family in England

Grandpa's Indian summer, Jamila Gavin, Mammoth, 1995
British children visit Grandfather in India

I is for India, Prodeepta Das, Frances Lincoln, 1996
Alphabet book

Jazeera in the sun, Lisa Bruce, Mammoth, 1995
Girl who goes back to India after living in West

Jazeera's Journey, Lisa Bruce, Mammoth, 1995

Monkey in the stars, Jamila Gavin, Mammoth, 1998
Focus on Diwali, Festival of Light and New Year

Rama and the demon king, Jessica Souhami, Frances Lincoln, 1997
Ancient tale from India

Stories from India, Vayu Naidu, Wayland, 2000
Illustrated short stories

Tiger roars, eagle soars, Ruskin Bond, Walker, 1994
Two stories about the tiger and the golden eagle

The history of the Asian community in Britain, Rozina Visram, Wayland, 1995

The Ocean of story, Caroline Ness, Macdonald, 1995
Folk Tales

We come from India, David Cumming, Wayland, 1999
Follows the life of Harjinder and her family

World Focus – India, Amanda Barker, Heinemann, 1994
Illustrated children's reference book

Packs

India – children's needs, children's rights, Pam Fenney et al., UNICEF, 1998
Look at lives of different children across India. Photopack

Talking Drum, Rachel Smillie, Christian Aid, 1996
Ideas for teachers based on stories from India, Nigeria, China and Peru. Audio cassette included

Thengapalli, Hampshire DEC, 1997
Locality study using story, drama, music, dance and religious education to learn from environmental change in an Indian village. Pack with audio tape and photos

Thengapalli – Forests and Future, Hampshire County Council, 2001
Sustainable development. Video pack

Reference Books

Homing in, Angela Wood, Trentham Books, 1998
A practical resource for religious education [includes a section about a Sikh home]

India - Paths to Development, Julia Cleves Mosse, Oxfam, 1991
Country profile

Picture the world, Tracy V Spates, Milet, 2001
Children's art from around the globe

Toys and tales, Sudershan Khanna et al., Tara publishing, 1999
Traditional toys and games from India to make from everyday materials

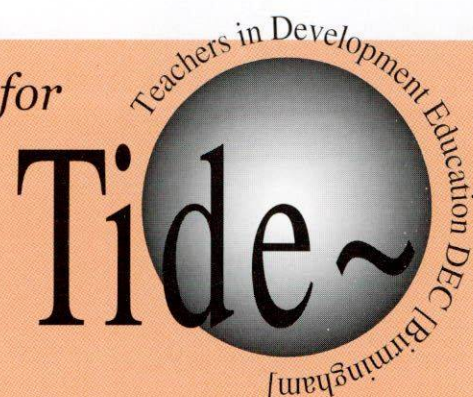
These and other resources are available for purchase at the Tide~ Resource Centre

at the **Development Education Centre [Birmingham]**

998 Bristol Road
Selly Oak
Birmingham
B29 6LE

Tel: 0121 472 3255

See our web-site: www.tidec.org



For further information

... about the Punjab:

<http://www.punjabilok.com>
Good accessible site for overview information with plenty of further detail available if needed. Also includes information about Punjabi communities worldwide [click on heritage].

<http://www.punjabgovt.nic.in>
Punjab government site. Useful for facts and figures about the region.

<http://www.punjabonline.com>
Useful easy-to-use site with basic information about the Punjab and its heritage. Contains useful photographs also.

<http://www.punjab-express.com>
Web-site produced by Shropshire LEA and designed for schools use. Includes examples of work in local Primary Schools investigating the Punjab. Students can audio-visually experience comparable train journeys made in Hereford and the Punjab.

... about India:

<http://www.webhead.com/wwwvl/india>
Good place to start ... a virtual library of sites about India. Produced by Asian Studies, gives a sense of what sites and material are available on the Internet about India. Includes references to a number of Punjab-specific sites.

<http://parliamentofindia.nic.in>
Good site with overview information about India's parliament.

<http://www.mapsofindia.com>
Excellent site - accessible and wide range of useful maps/information in relation to India as a whole, states and cities.

<http://www.timesofindia.com>
Site of the newspaper, the Times of India.

<http://news.bbc.co.uk>
BBC web-site, has a World News section ... go to South Asia. Also, if you do a search on Punjab in this section you will get a listing of all the Punjab related news stories [There were 164 when we tried!]

... about communities living in Birmingham/UK:

<http://www.sikh-council.demon.co.uk>
Site of the Council of Sikh Gurdwaras in Birmingham sharing information about its work. Also links to a site being developed with a focus on Anglo-Sikh history. Tel: 0121 773 0399 for further information.

<http://www.birmingham.gov.uk>
Birmingham City Council web-site, see A-Z index for Black History Month site which includes links to other Black History sites.

<http://www.millennibrum.org>
Site of the Millennibrum project, celebrating Birmingham's diverse history. Material includes photographs, oral histories, video shorts etc.

<http://www.britkid.org>
Interactive web site for young people, based around 9 characters [choose the character 'Bal' for insights into Sikh family life in the UK]. Also includes useful information for teachers about young people and racism.

... about Sikhism:

<http://www.sikhs.org>
Good starting point for information, clear and visual and with good links to other sites.

The organisations listed below offer additional resource and information support for teachers

Minority Group Support Services
Prior Deram Walk
Canley
Coventry
CV4 8FT
Tel: 024 7671 7800

Multicultural Centre for Education
Spencer Centre
Lewis Road
Northampton
NN5 7BJ
Tel: 01604 587442

Resource Centre for Multicultural Education
Forest Lodge Education Centre
Charnor Road
Leicester LE3 6LH
Tel: 0116 231 3399

Reading and Language Information Centre
University of Reading
Bulmershe Court
Earley
Reading
RG6 1HY
Tel: 0118 958 6692

Development Education Association
[Umbrella body for a wide range of development education organisations throughout England]
29 - 31 Cowper Street
London
EC2A 4AP
Tel: 0207 490 8108
www.dea.org.uk



Communities & change has been written and produced by a group of teachers working in the West Midlands. The materials focus on the Punjab, India and aim to enable children to learn about change in communities there and to make connections with change and development in their own area.

This material has been designed for use at key stage 2. It includes a set of 24 colour photographs offering an accessible and versatile resource as a stimulus to children's investigations. Activities have been designed to support learning at a range of ability levels and will make a particular contribution to work in Geography, PSHE and Citizenship, and Speaking and Listening.