

One day, one world teachers' notes

INTRODUCTION

CAFOD is the Catholic Agency for Overseas Development. We are the official aid agency of the Catholic Church in England and Wales and part of Caritas International. We work with partners across the world, wherever the need is the greatest, to bring hope, compassion and solidarity to poor communities, standing side by side with them to end poverty and injustice. We work with people of all faiths and none.

ABOUT THIS FILM

One day, one world is a film aimed at pupils in Key Stage 2. It compares the lives of two children, Tuli in Bangladesh and Josh in England. The film focuses on the similarities between the children against a backdrop of difference.

As we watch Tuli and Josh tell each other (and us) about a typical day in their life, we find out that they have many things in common, both with each other and with children all over the world. While there are differences, which should be recognised, respected and celebrated, there are also many similarities between Tuli and Josh. For instance, we watch both children have fun playing games with their friends, and we hear about their aspirations and what they enjoy in school. We learn about the responsibilities they both have, the jobs they do, the close relationships they share with their families and so on. The children that you teach are also likely to recognise many of the similarities between Tuli and Josh in their own lives.

One day, one world is a great resource to explore the wider world and help increase children's global awareness. The aspects of Tuli's life are compared with Josh's to help children empathise with the children – to see themselves and their own context within the narrative. The film highlights a range of



Tuli, 10 years old, from Bangladesh



Josh, 10 years old, from England

topics (eg. food, water, religion, environment and climate change), which will stimulate discussion and support learning across the curriculum. The film is a powerful tool for exploring a variety of social justice issues.

HOW TO USE THIS FILM

One day, one world is 13 minutes long and is divided into six chapters. It can be watched as a whole film and/or a chapter at a time. We suggest you watch the film more than once, focusing on different elements each time.

The film can be used to explore some of the key principles of Catholic Social Teaching. It supports our Universal Church Units, which are part of the Come and See RE programme, as well as other RE programmes of study. *One day, one world* also supports learning in many other curriculum areas. Below are some ideas of ways to use this film, but these are just suggestions; this film is a valuable teaching tool that can be used creatively across the curriculum.

Ideally the film should be used as part of or to stimulate discussions and activities in the classroom. It could also be used in an assembly or talk with children.

SOME KEY WORDS:

Maktab – a class for children to learn to read the Quaran in Arabic.

Bangla – the national language of Bangladesh. Also known as Bengali.

BEFORE YOU WATCH THE FILM

- Ask the children to tell each other about their typical school day. What time do you wake up? How do you get to school? What do you do after school? What jobs do you do at home? When do you play with your friends?
- Ask the children to discuss what they already know about Bangladesh. Have there been any stories from Bangladesh in the news recently?
- Ask the children to mind map what they expect to see in the film. What do you think Bangladesh is



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like? What will Tuli's life be like? The mind maps should be revisited after watching the film, to discuss any misconceptions and challenge any potential stereotypes the children may have.

THE FIRST TIME YOU WATCH THE FILM

- Here are some questions for the children to think about:
 - How many similarities can you spot between Tuli and Josh?
 - How do Tuli and Josh's days compare to your day?
 - What new things does the film tell you about Bangladesh?
 - What is the most interesting section? Why?
 - Why do you think the film is called *One day, one world*?
- Revisit the mind maps the children did before watching the film. Add in any new things learnt about Bangladesh. Discuss any misconceptions and challenge any stereotypes the children may have had before watching the film.

AN ACTIVITY TO GET STARTED

Watch the film again and ask the children to make notes on the similarities and differences between Tuli and Josh. Produce a grid to compare aspects of Tuli and Josh's lives. The children could add an additional column to describe aspects of their own lives, to compare with Tuli and Josh.

Key word	Tuli	Josh	Me
Family	Tuli lives with her mum and dad and her brother and sister and cousin. Tuli also spends time with wider family members including her grandfather, cousin and auntie.	Josh lives with his mum and dad and sister. Josh also spends time with wider family members including his grandparents.	I live with ...
Some suggested key words: School, Home, Games, Friends, Environment, Food, Animals, Jobs, Journey to school, Religion...			

Using the film to support RE

CATHOLIC SOCIAL TEACHING AND THE COMMON GOOD

This film can be used to explore the key principles of Catholic Social Teaching (CST). The common good is at the heart of CST. It is linked to justice for everyone and ensuring that each person is able to live in a way that respects their human dignity.

Key questions

- What ways are Josh and Tuli living justly?
- What inspires you and challenges you in the film?
- How can you work for justice and the common good?
- What bible stories show the common good?

Suggested activities

- Brainstorm ways to promote the dignity and common good of one another, using the film for inspiration.
- Produce a common good charter.

WE ARE CALLED TO LIVE AS FAMILY AND COMMUNITY

We all need our families, friends and neighbours. These important people can help us and Jesus says we must help them too. Doing this, we create a loving community where everyone can live life to the full.

Key questions

- How do Tuli and Josh care for others and in what ways do others care for them?
- How can we live as family and community with our neighbours, locally and globally?
- What bible stories show love of neighbour?

Suggested activities

- Identify people who help you to live life to the full. Write a letter to thank one of these people.
- Decide some actions you can take to help create a loving community both locally and globally. For



Tuli with her Grandfather



Josh with his Grandma

example, if appropriate, find out about a local or CAFOD campaign you could join.

- Visit *Picture my World*, CAFOD's website for children to find out about a global neighbour. Go to **picturemyworld.cafod.org.uk**

STEWARDSHIP

We are called to take care of the world because it is a holy gift from God. It is the only place we can live, and when we make thoughtless use of the world's resources, people suffer. Making wise choices about the care of God's creation is called good stewardship.

Key questions

- In what ways are Tuli and Josh taking care of creation?
- What can we learn from Tuli and Josh about how we live out our call to stewardship?
- What are the consequences if we do not care for the world?
- What does scripture teach us about caring for creation?

Suggested activities

- Find examples in the film of good stewardship of the resources entrusted to us, for example, using renewable energy via solar panels.
- Produce an action plan to be better stewards of God's creation. Share this with others at school and at home.
- Find out what CAFOD is doing to care for creation.

RIGHTS AND RESPONSIBILITIES AND THE WORK OF ARCHBISHOP OSCAR ROMERO

In the film, Josh is learning about Archbishop Oscar Romero, who spoke out for the rights of those living in poverty. Catholic teaching reminds us that all God's people have the right to food, clean water, clothes, a home, school, work and medical care. These rights are things that every person on earth needs in order to live a full life. But many people do not have them. Jesus wants people who enjoy these rights to help their sisters and brothers obtain their



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What can we learn from Tuli and Josh about how we live out our call to stewardship?



rights. Jesus says it is our responsibility to see that everyone receives his or her rights.

Key questions

- What rights do Tuli and Josh have?
- What actions can we take to ensure others receive their rights?
- CAFOD has been inspired by the work of Oscar Romero. What did Oscar Romero mean when he said "Aspire not to have more but to be more"?



Tuli at school

Suggested activities

- Research the life of Archbishop Oscar Romero and produce a presentation, fact file or biography about him.
- Design your own Romero cross (see the example shown in the film).
- Find out more about the work of CAFOD. How does CAFOD support our sisters and brothers around the world to achieve their rights? Contact your local CAFOD office to arrange a visit and find out more at picturemyworld.cafod.org.uk



Josh at school

SPECIAL PLACES AND PLACES OF WORSHIP

There are special places all over the world. Places may be special to people for different reasons. A place may be special because it looks beautiful or because it holds special memories or because it makes people feel calm or safe. Places of worship are also special places.

Key questions

- What special places can you find in the film?
- How are people in the film helping to keep the world a special place? (For example, using renewable energy, recycling or planting.) How can we keep the world a special place?
- In what different places does worship take place? What do you notice about each place? How are they special?
- Where and when do you pray?

Suggested activities

- Draw and/or write about a place that is special to you. What makes it special?
- Research the features of a church.

CAFOD VALUES

At CAFOD we are inspired by Scripture, Catholic teaching and by the experiences and hopes of people who are living in poverty. We work with people of all faiths and none. We are guided by our values of *compassion, hope, dignity, solidarity, partnership, sustainability and stewardship*.

Key questions

- What does each CAFOD value mean? Discuss key questions such as: what is compassion? How can we show solidarity? What does partnership mean? And so on.
- CAFOD's values are rooted in the Gospel. Where can you see examples of CAFOD's values in the film?

Suggested activities

- Find out more about CAFOD's values. Visit our website or invite a CAFOD volunteer into your class/school.
- Write a prayer for justice. The prayer could focus on one of the values the children have discussed.

OTHER FAITHS: ISLAM

Like Tuli, the majority of people in Bangladesh are Muslim. This film highlights some aspects of Islam, which can support you when learning about other faiths. For example, we see Tuli visit the mosque to go to Maktab. Maktab is one of many activities that take place in the mosque. It is a class that children go to before or after school to learn to read the Quran in Arabic. We also see Tuli praying at home with her mother and auntie.

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Key questions

- Where does Tuli pray? Who does Tuli pray with?
- When does Tuli go to the mosque? What happens there?
- What do you notice about the mosque?

Suggested activities

- Prayer is one of the five pillars of Islam. Find out more about prayer, for example how often do Muslims pray? What are the positions of prayer?
- Research the other pillars of Islam.
- Find out the key features of a mosque.

For more teachers' resources go to:

cafod.org.uk/onedayoneworld

Using *One day, one world* film to support Universal Church Units

YEAR	TOPIC	LEARNING FOCUS	KEY QUESTIONS/ SUGGESTED ACTIVITIES
3	Special places	<p>LF3: Holy places of worship</p> <p>LF4: The world as a special place</p> <p>LF5: Respecting our world as a special place</p>	<p>In what different places does worship take place? What do you notice about each place? How are they special?</p> <p>What special places can you find in the film? How are people in the film helping to keep the world a special place? (e.g. using renewable energy, recycling or planting) How can we keep the world a special place?</p> <p>What ways are Tuli and Josh showing respect for our world?</p>
4	God's people	<p>LF3: Oscar Romero – a recent martyr showing us what God is like.</p> <p>LF4: An ordinary person showing us what God is like</p>	<p>Research the life of Archbishop Oscar Romero and produce a presentation, fact file or biography about him.</p> <p>Design your own Romero cross (see the example shown in the film).</p> <p>Think about the lives of Tuli and Josh – what impresses you about these children? How do they show us what God is like?</p>
5	Stewardship	<p>LF2: The task of stewardship</p> <p>LF3: Ways to be stewards of God's creation</p>	<p>In what way are Tuli and Josh taking care of creation?</p> <p>Cyclones and floods have always happened and are common in Bangladesh. However, due to climate change these extreme weather events are happening more frequently and less predictably. What is the impact for Bangladesh?</p>

		<p>LF4: We are called to stewardship</p> <p>LF5: Caring for God's people</p> <p>LF6: Being good stewards of all the resources entrusted to us</p>	<p>How can we be good stewards? What can we learn from Tuli and Josh about how we live out our call to stewardship?</p> <p>How do Tuli and Josh care for others and in what ways do others care for them? How can we live as family and community with our neighbours, locally and globally?</p> <p>Find examples in the film of good stewardship, for example, using renewable energy via solar panels. Produce an action plan to be better stewards of God's creation. Share this with others at school and at home.</p>
6	Common good	<p>LF1: God asks us to live justly</p> <p>LF5: The common good</p> <p>LF6: Jesus gave Christians a new way of living</p>	<p>What ways are Tuli and Josh living justly?</p> <p>The common good is at the heart of Catholic teaching and is linked to justice for everyone and ensuring each person is able to live in a way that respects their human dignity. What inspires you and challenges you in the film? How can you work for justice and the common good?</p> <p>Josh is learning about Archbishop Oscar Romero, who spoke out about injustice and the rights of those living in poverty. What did Oscar Romero mean when he said "Aspire not to have more but to be more"? Find out more about CAFOD. Contact your local CAFOD office to arrange a visit and find out more at cafod.org.uk/picturemyworld</p>

GEOGRAPHY

Locate Bangladesh using an atlas, map or globe.

Spot ways that people in the film have adapted to the environment or made use of natural resources, for example solar panels, raised homes to reduce impact of flooding, a school used as a cyclone shelter.

What is climate change? Research how it is affecting Bangladesh (Bangladesh often has cyclones and annual flooding in the monsoon season, but due to climate change, these events are happening more frequently and intensely). For supporting resources on climate change go to: cafod.org.uk/Education/Primary-schools/Climate-Environment

Produce an action plan for reducing your carbon footprint – share this with the rest of school/at home.

GEOGRAPHY AND MATHEMATICS

Research facts about the population, life expectancy, language, environment and climate in Bangladesh and the UK. Present data in different ways, eg. graphs. Compare and contrast the different localities.

HISTORY

Find out about the history of Bangladesh and its journey to independence.

One day, one world topic web

PE

What different games and sports are being played in the film? Cricket is very popular in Bangladesh. What sports are popular in the UK? Which sports do you like?

Research traditional games from around the world. For information about Bangladeshi games go to cafod.org.uk/onedayoneworld Learn to play one of the games and teach your friends.

PSHE & CITIZENSHIP

If possible, invite a Bangladeshi to share some experiences of Bangladesh.

Compare the way that Josh and Tuli access water. Imagine you have to collect water twice a day, like Tuli does. Carry a container of water to feel how heavy it is. Use hot seating to explore how it would feel. For resources on the theme of water and to find out about some of CAFOD's water projects go to cafod.org.uk/Education/Primary-schools/Water

Discuss the question: How can we work so everyone in our family has a fair share? For resources go to cafod.org.uk/primary

Research the Convention on the Rights of the Child (see unicef.org) and write out a charter for children to take home.

CITIZENSHIP AND MATHEMATICS

In groups, give pupils two hula hoops and a list of words to sort into needs and wants. Tell children that they can create an overlap with the hula hoops if they consider any of the words to be both a need and a want (thus creating a Venn diagram). Ask pupils to share what they have done with each other, discussing the reasons for choices.

LITERACY

Write a letter or produce a short video to tell Tuli about your day. Use the questions that Tuli and Josh ask in the film, as a guide, if needed.

Make a list of questions for Tuli and use hot-seating to explore these questions.

Write a diary entry about your typical day.

Produce a travel brochure or advert to promote Bangladesh. Research key attractions, for example the Sundarbans, Cox's Bazar to include in the brochure or advert.

Collect newspaper articles that illustrate justice and injustice. Write a feature that clearly shows one or the other being carried out.

ART

Investigate art and design from Bangladesh.

Make your own Bangladeshi patterns to display. Use the film to find examples of different Bangladeshi patterns, for example in the clothing.

SCIENCE

Living things in their environment

Explain that tigers are found in Bangladesh but they are an endangered species and need protection. What does this mean? What other animals are endangered? Make posters or adverts to persuade people to protect living things.

Adaptation

Research plants and animals found in Bangladesh. You might wish to focus on a specific habitat such as the Sundarbans, which is the world's largest mangrove forest, located in Bangladesh and India. How are the plants and animals found here suited to their environment?

*One day,
one world*
topic web

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Research different clothing in Bangladesh and design your own item of Bangladeshi clothing. Use the film to find examples of different types of clothing e.g. *salwar kameez, sari, lungi*.

Research different types of food eaten in Bangladesh. Find a simple Bangladeshi recipe, make the food to taste it. Hold an international food tasting day.
Remember to check for allergies when tasting food.

Design your own logo for the film, *One day, one world*.