

Biru's Story

India

Primary (F-2) Case Study and Activities





This is Biru's story.



Biru lives in a remote village in eastern India.



He lives with his wife and daughters.



Biru was sick with polio when he was a child. This affected his leg, which makes it hard for him to walk.



Biru was only able to go to school until Grade 6. After that, he started to work as a shepherd, herding cattle.



It is a hard job, especially for someone living with a disability.



Like Biru, many people who have a disability in India also live in poverty. Biru wondered how he would look after his family. What other job could he do?



Biru had taught himself to repair bicycles, but he never dreamed of using his skills to start his own business.



Caritas invited Biru to join a local community program to learn how to manage his money and to start a business.

“My life started changing after I entered the program. I didn’t know that I had the skills to manage a shop, but after receiving the support, I started with cycle repairing, then I realised I can manage other skills too, like repairing motorcycles.”

Biru





Now, Biru runs his own bicycle repair shop!



Everyone loves Biru's new business. People come from far away to get their bicycles fixed. They even offer to travel to nearby towns to collect bicycle parts for him!



Now, Biru can provide a good life for his family and help his community.



Biru is a role model and encourages others living with a disability to become independent too.



Biru is a respected member of his community. He has grown in courage, confidence and hope.

BIRU'S STORY

LEARNING TASKS



Read **Biru's Story**. Ask students:

1. Why was Biru's job as a shepherd so difficult?
2. How did Biru learn to repair bicycles?
3. What made it possible for Biru to start his own business?
4. How did Caritas Australia help?
5. How do people in Biru's community treat him?

Curriculum link: English

PRAYER

Write a prayer for Biru and his community using the **Prayer Worksheet**.

TASK 1: Country Study

Can you find India on a world map? Using the world map provided and either Google maps or an old-fashioned atlas, locate India. Colour this country in and label it.

Extension: Which region of the world is India in: Africa, Europe, Asia, Oceania, North America or South America? Find out some facts about India, e.g. how many people live there?

Curriculum link: Geography

Biru is seen working at his bicycle repair shop outside his home in his village in the state of Jharkhand, India.

Photo: Sameer Bara



TASK 2: Dollar Street

Dollar Street is a website full of photographs of families from all over the world. Have a look at the Dollar Street website and search for families that live in India. Once you have selected the country, you can explore all the different categories. <https://www.gapminder.org/dollar-street/matrix>

Choose 1 category e.g. Most loved item, Most loved toys, Next things I plan to buy, Kitchen, Children's Room, Street View, etc.

Select a photo from a family in India.

Imagine you are talking to a friend on the telephone and telling them about the photo. Describe what you see.

Discuss some of the similarities and differences between your life here in Australia and the life of a family in India. You could draw a Venn diagram.

How do you feel when you think about these images (shocked, surprised, interested in finding out more, etc.)?

Curriculum links: English, Science, Geography, Health and Physical Education

TASK 3: A Day in the Life

Watch [Biru's 'Day in the Life' film](#).

Make a list of all the things you did on the weekend. Which things were easy to do? Which things were hard? Why?

Think about Biru's story, his skills, interests and abilities. Now, imagine Biru and his family are visiting you. Make a list of some activities that everyone could do together. What kinds of things might you consider when you are making plans? (e.g.: the accessibility of venues, their facilities and programs; transport options; distance between places; physicality of activities; etc.)

Now think about people in your class and school community? How might

you better include each other?

Curriculum links: English, Science and Geography, Health and Physical Education

TASK 4: Bike Shop

Consider doing this task on or in the week leading up to [National Ride2School Day](#). Make Biru's Story a part of your whole school's National Ride to School program.

a. Bicycle Anatomy Lesson

Bring a bicycle into the classroom and position it so that everyone has a good view. Have students draw a picture of the bicycle. As a class, see how many parts of the bicycle you can name. For example: saddle, brakes, gears, handlebars, chain, front wheel, rear wheel, forks, frame, tyres, bottom, bracket, stand.

b. Pedal Power

Did you know India is one of the top five producers of bicycles in the world?! Check out this link to see how many bicycles are being produced right now! <https://www.worldometers.info/bicycles/>

As a class, explore the internet to discover as many different kinds of cycles as you can. See if you can find a picture of:

- a bicycle
- a tricycle
- a cycle rickshaw
- a bicycle or motorcycle carrying a passenger
- a bicycle or motorcycle transporting lots of cargo

Discuss why people use bicycles, thinking particularly of people and communities experiencing poverty.

Curriculum links: English, Science, Geography and History



TASK 4: Bike Shop (continued)

c. On the Move!*

For this activity, each student needs:

- 1 circle of white paper (Approx. 17cm diameter)
- 1 long rectangle of card (Approx. 2cm x 13cm)
- 1 piece of coloured backing paper (A4)
- 1 **bicycle cutout** (see attached)
- 1 metal paper fastener/split pin
- a glue stick
- coloured pencils, crayons or textas

1. Using a toothpick or the pointy end of the paper fastener/split pin, carefully poke a hole in the centre of the circle of paper.
2. Now, on that same circle of paper, draw a picture of the landscape where Biru lives. Watch the ['Day in the Life'](#) film if you haven't already. In the centre of the circle students can write a message for Biru or the Project Compassion theme: *For all future generations*.
3. As before, poke a hole through the end of your narrow strip of card. Glue the bicycle cutout to the opposite end of the strip.
4. Also poke a hole in the centre of the backing paper.
5. Position the bicycle strip and the landscape circle on the rectangle backing paper so that the three small holes are aligned. Feed the paper fastener through the three layers. Turn the artwork over and spread the wings of the paper fastener/split pin open.
6. Gently turn the bicycle or the circle. Now you're on the move!

*Adapted from <https://www.familythemedays.com/bicycle-safety--crafts.html>

Curriculum links: Design and Technology, Visual Arts





TASK 5: Same But Different

Learn more about people living with different disabilities in Australia by watching one or more of these short documentary films in the ABC series called [Same But Different](#). (Duration 6-9 mins)

Curriculum links: English, Health and Physical Education

TASK 6: Fearfully and Wonderfully Made

Read [Psalm 139:13-14](#). Have students name one of their own strengths. If they have trouble naming something, ask others in the class to make suggestions for that person. Collate these strengths into a list. Think about Biru: walking is difficult for him but he has many other strengths. What special strengths, skills, experience, knowledge or wisdom do you think Biru shows? Are any of these strengths similar to ones already on your list? Look at the strengths list together and discuss any similarities and differences. Remind students that we are all different and all “fearfully and wonderfully made”.

Curriculum links: English, Health and Physical Education

TASK 7: CST Link

Think about the CST principle of Dignity of the Human Person. Ask students:

- How is dignity reflected in Biru's story?
- How can including people of all abilities make the world a better place?

For more on dignity, including further activities for Primary (F-2) students, visit our [CST Toolkit](#).

TASK 8: RE Link

Biru showed great courage when he chose to follow his dream of opening his very own bike repair business. He had to let go of the work that was familiar to him and trust in his own strengths and the support of his family, community and organisations like Caritas Australia.

Read [Luke 12:6-7](#). In this little story of the five sparrows, Jesus reminds us to take courage from the fact that God cares for us and all people greatly. And so, even when we are facing new changes or challenges, we needn't be afraid. Finish your reflection with this prayer:

Loving God,
you made us and celebrate us all.
Help us to see each other for who we are:
fearfully and wonderfully made,
in all our similarities, differences and dignity.
We pray for Biru, his family and community.
May they and we continue to thrive
in “courage for whatever comes in life,”*
for all future generations.
Amen.

*St Teresa of Avila

Name: _____

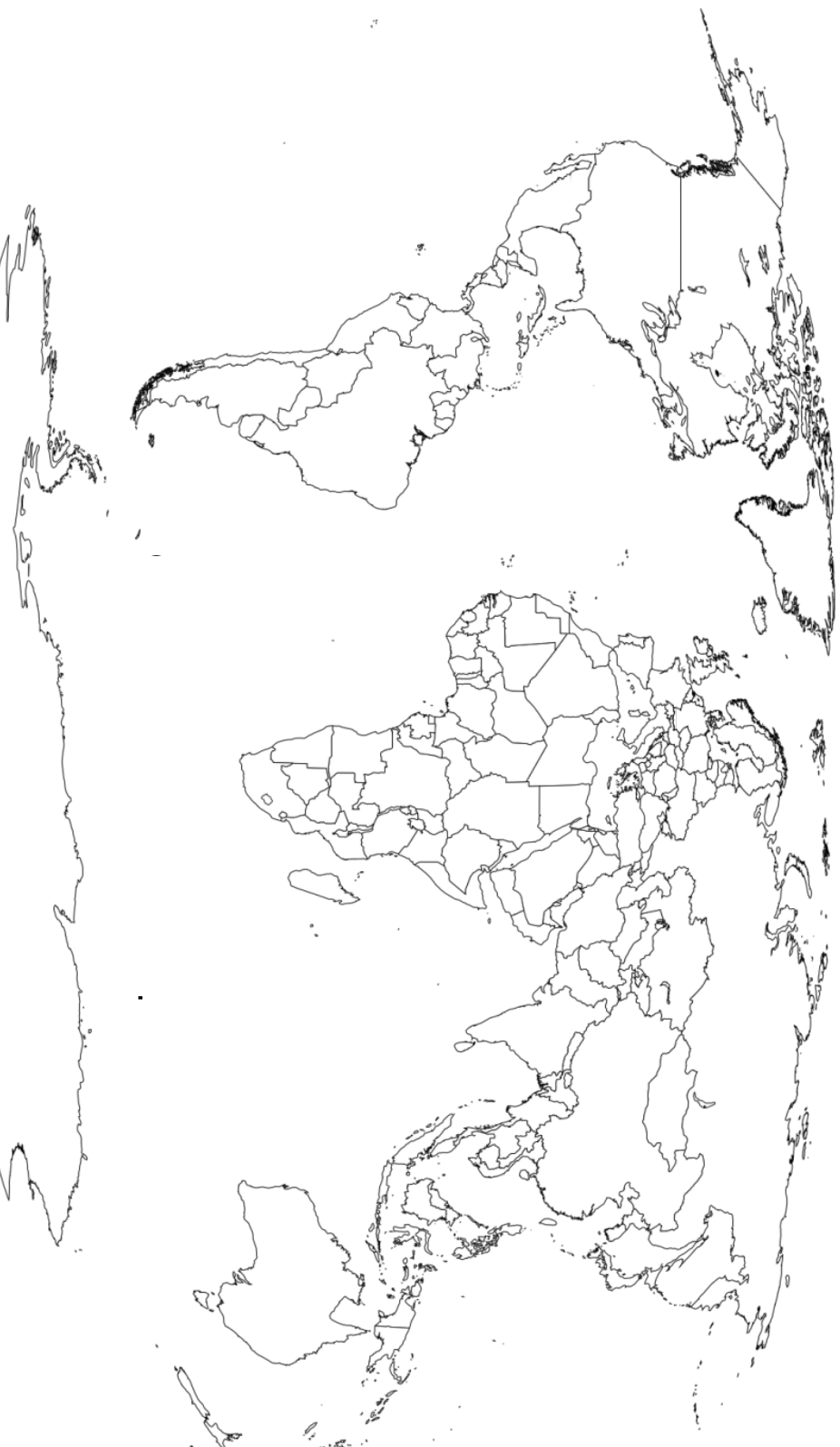


My Prayer for Biru

Write a prayer for Biru and his community in India.

A large rounded rectangular area containing ten horizontal dotted lines for writing a prayer.

World Map



© 2009 www.free-world-maps.com

ON THE MOVE!

Bicycle Cut-outs



THANK YOU

PHOTO CREDITS

Biru's Story (India) – Sameer Bara

PRIMARY STUDENTS

Learning about people not having what they need to live a healthy and safe life can be hard. If you are feeling worried or upset about anything you have learnt about through this resource, make sure you talk to your teacher or a trusted adult. They can share your concerns via our [website](#).

Do you have an idea for how Caritas Australia can improve our school resources? We would love to hear it! Please email education@caritas.org.au

TEACHERS

For more school resources, please visit: caritas.org.au/resources/school-resources/

Stay up to date with events and resources! Subscribe to [Caritas Australia's Education e-newsletter](#)



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