

Video summary	Before watching the video	During the video
<p>Mother and son, Caroline and Tom are in Salawas Village which is near Jodhpur, India. Jodhpur is known as the blue city for its houses which were decorated by the religious Brahmin caste.</p> <p>They receive a warm welcome to Salawas Village. Whilst there, they work with the Prajapats family and their co-operative of 48 families. Caroline and Tom are surprised to learn that 21 people live in the house and that they will meet the whole family. They are fascinated to learn more about turbans, the traditional work done in the village and how they make the different products such as the pottery.</p> <p>The Prajapats family make durrys – traditional cotton rugs. These are woven by hand using traditional methods. Caroline and Tom learn how to make the durrys.</p>	<p>Show students images of Jodhpur and Salawas Village and ask them to describe what they can see in the images. What similarities and differences can they see between the city and the village?</p> <p>Introduce key terms such as:</p> <p>Caste: A class or a group of people. They are hereditary classes of Hindu society</p> <p>Co-operative: An organisation which is owned and run jointly by its members, who share the profits and benefits.</p> <p>Durrys: Traditional cotton rugs woven by hand.</p>	<p>You may wish to stop at relevant points during this short film to pose questions and check understanding or wait until the end. Useful questions might include:</p> <ul style="list-style-type: none"> • Why are the houses blue? • Why is the turban important? • What products are made in the village? • What does Tom like about the village? • What do the Prajapats family make? • Why does Caroline and Tom think the durrys are challenging to make? • How is life different between the Salawas Village and where you live?
After watching		
<p>Locate Jodhpur and the Salawas Village on a map. Ask students to write a locational description of both locations. Online mapping could be used to zoom further into the two locations so that students could explore more.</p> <p>Discuss the different sectors of industry: primary, secondary, tertiary and quaternary. Ask students what type of industry they can see in the clip and why it is so important in India. Discuss with students why they think a range of different products are made in Salawas and why they are still using traditional methods to make their products. Why would this be important to the families living there?</p> <p>Further research could be done into the products made in the Salawas Village, students could look at different examples and describe the products being made.</p>		

Curriculum notes	Where next?	Links
<p>This clip will be relevant for teaching Geography at KS3 in England, Wales and Northern Ireland and 3rd and 4th Level in Scotland.</p> <p>In the English National Curriculum this film can be used to help teach the following:</p> <ul style="list-style-type: none"> • Regions of Asia. • Types of industry. 	<p>Students could research further into Salawas village to find out more about the Prajapats' homestay.</p> <ul style="list-style-type: none"> • What is the appeal of staying in this homestay? • What activities can tourists do there? • Why could this be seen as a more sustainable form of tourism? 	<ul style="list-style-type: none"> • KS3: Exploring India • KS3: Work, life and employment in India • GCSE: Industrial structure in India