



Media Introduction

Learning intention:

- **consider** different film genres, the stories they tell and their impact upon the audience

Key Media Question:

- How might different film genres affect their audience differently?

Let's get started: Talk and write...

- What is **your** favourite genre of film, and why?
- How many film genres / hybrid genres can you list?

(Note: A hybrid genre mixes two existing genres e.g. a mix of Romance and Comedy becomes RomCom)

See if you can work out the anagrams with picture clues on the next slide.

Kahaani

Optional 3 slides

You may wish to deliver this as a Media orientated unit or start from Slide 4.

1

calmisu



notiac



phuersero



doctermaynu



truevenda



sic-if



commor



rhoorr



rhillret



mocdye



Rahaani

Let's return to the Key Media Question on Slide 1:

- **How might different film genres affect their audience differently?**

Like different books, music or games, different films will have different impacts on us.

- Talk...**
- Which effects have **you** ever felt from watching a film?

*laugh / cry / understand other people's lives and experiences / surprise /
fear / excitement / enthusiasm / learn stuff you didn't know /
empathise by imagining how characters feel /
consider how we might react in that situation / enjoy the visual spectacle
/ enjoy the soundtrack / sing along /
anything else...*

- Can you match the different impacts with the genres?
- "All films, whether fiction or non-fiction, tell a story." Do you agree or disagree with this statement? Why/Why not?

Kahaani

Link the final question on this slide with this question:

What impact do you think the Kahaani (documentary) film might have on you?



- **Kahaani** – this word means **story** in **Hindi कहानी**, **Urdu کہانی**, **Punjabi ਕਹਾਣੀ** and **Bengali কাহিনী** .
- In this lesson, we are going to meet one of the people interviewed for a film called Kahaani, about their experiences as people of South Asian heritage now living in the South West of England.

Key themes we will be exploring in this lesson:

Kahaani

belonging
identity
culture
change
resilience

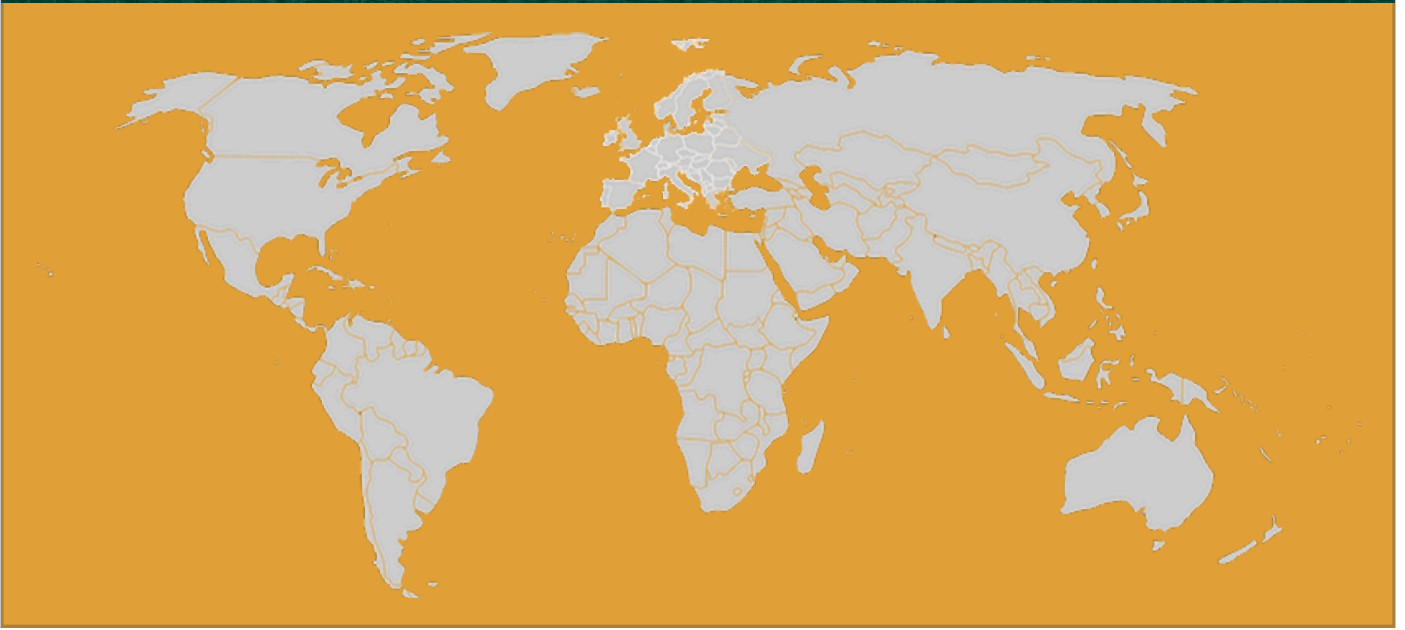
Hindi, Urdu, Punjabi and Bengali are some of the main languages spoken across South Asia and spoken by the South Asian diasporas (groups of people who have migrated – some who were forced to move, some who chose to move) living in many regions across the world including Europe, North America and the Middle East.

The Kahaani Project collected 50 powerful stories from first and second generation South Asian people who made Somerset, Dorset, Swindon, and Wiltshire their home over the last 40–70 years.

Where is South Asia?



Kahaani



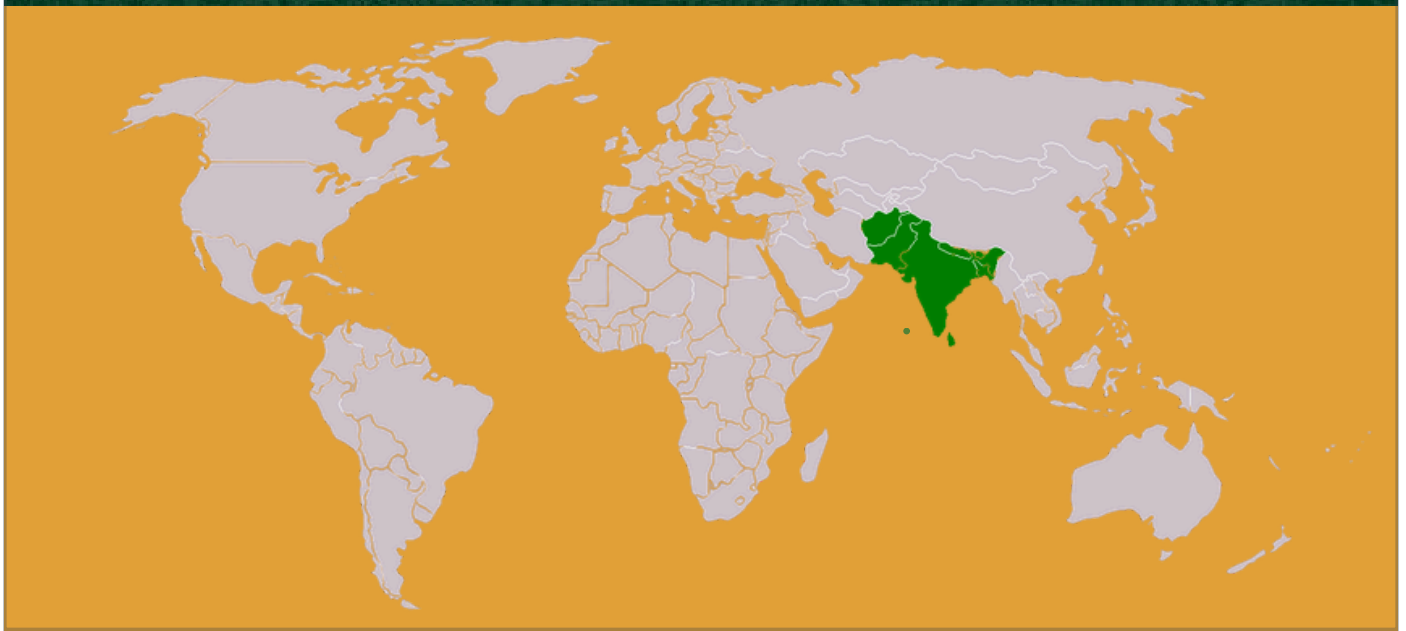
“This is a map of the world. Do you know where South Asia is?”

*Maps and information pages reproduced with permission from the South Asian Heritage Trust. For more background details about the trust and to access their schools’ resources, visit their website: [2025 SAHM Theme - South Asian Heritage Trust](#)

Where is South Asia?



Kahaani



“The 8 countries in South Asia are highlighted in green”

Take time to find out what students already know about the names of these eight countries – then show the quiz on the next slide to complete the task.

*Maps and information pages reproduced with permission from the South Asian Heritage Trust. For more background details about the trust and to access their schools’ resources, visit their website: [2025 SAHM Theme - South Asian Heritage Trust](#)

Kahaani

South Asian Countries - Quick Quiz



There are eight (8) South Asian Countries.
How quickly can you work them out?

_ f g h _ n _ s t _ n	Clue: vowels
_ a _ _ _ a _ e _ _	Clue: consonants
_ _ u _ a _	Clue: consonants
_ n d _ _	Clue: vowels
M _ l d _ v _ s	Clue: vowels
_ e _ a _	Clue: consonants
P _ k _ s t _ n	Clue: vowels
_ _ i _ a _ _ a	Clue: consonants

This quiz sheet is available for copying. See Teachers' Notes pdf for Kahaani 1: Shahina's Story .

The clues can be omitted!

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belonging
identity
culture
change
resilience

Who am I and what's **my** story?



Creating our own **Identity Maps**

Before getting to know something about each of the people sharing their stories with us, let's explore our own identities and **start to create our own 'Identity Maps' which we will add to each lesson.**

Let's look at an example on the next slide.

Use the Mapping Identity planning sheet to help you get some ideas together.

Kahaani

Take time to explore what Identity Maps are and the different ways they can be presented. The lessons in this resource Mapping identity KS3 | Y9 Art and design Lesson Resources | Oak National Academy are 'standalone' ones which perhaps could be done in parallel with Art department.

Use Mapping Identity planning sheet Mapping identity KS3 | Y9 Art and design Lesson Resources | Oak National Academy

Suggest as much detail to include as possible:

Beliefs, values and attitudes

Where we're from and where we call 'home'

What makes us feel we belong

Who have been significant role models for us

What big changes have happened in our lives (chosen by us, by others, or by circumstance)

What are some of our most memorable experiences (positive and negative) and why they are memorable

Which 'documents' best sum up who we are: social media profile, passport, family photo, school report, what close friends say about us

Then begin creating visual representations – an example of which is on the following slide.

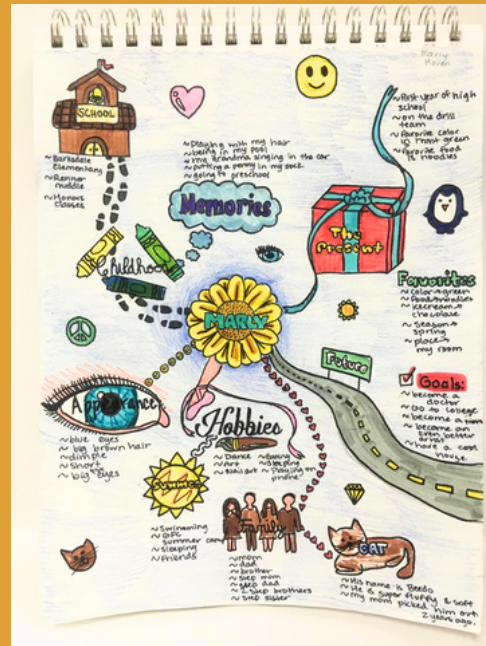
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On your blank Identity Map:

- **write** the name you like to be known by in the middle, and maybe a picture of yourself or a symbol which represents you.

Then, using the ideas from your planning sheet:

- **begin** adding to different areas of your Identity Map.



Kahaani

Images from: L3b.-Incredible-Me-Identity-Maps-Lesson-Plan.pdf

Kahaani 1: Shahina's Story



Learning intentions:

- **consider** stories and their impact on listeners
- **express** what identity means and **explore** different aspects of our own identities by starting to create an identity map
- **reflect** on the impact of identity and **respond** by listening, thinking, discussing and empathising

Talk:

- **"Stories are only for small children."** Do you agree or disagree with this statement? **Why / Why not?**
- Share your thoughts about **stories** (e.g. where they come from; different genres of stories; stories you like; stories that you've been told by family members; what makes a good story...)

belonging | identity | culture | change | resilience

Kahaani

The issues in this lesson - as throughout this Kahaani series - deal with some challenging experiences which may trigger trauma responses in the young people we are working with. It is advisable to read all background and preparatory guidance and information in the Teachers' Notes pdf and to take the necessary actions to organise class groupings to support young people who might be impacted by watching, discussing and exploring the focuses in these sessions.

A good intro activity would be the 'Statements game' about stories - see Teachers' Notes pdf for Kahaani 1: Shahina's Story



"My parents ... arrived ... they had three small children ... they were expecting me at the time they travelled, which must've been incredibly brave".

While listening, look closely at the photo on the next slide and **talk** about...



Kahaani

Hand out Inference Grids (can be found in Teachers' Notes pdf for Kahaani 1: Shahina's Story) ready for notes from close exploration of photo on next slide

Watch 00.00.00 - 00.30.00 "So, my parents decided to come... incredibly brave"

Fill in the Inference Grid with your responses.



...why

you think the person telling the story described the family's arrival saying, "**My parents ... arrived ... a massive decision for them - they had three small children...**"

...what

you think could have happened to make someone say, "**...which must've been incredibly brave.**"

...what

sort of journey and welcome you think they might have experienced.

Kahaani

Use Inference Grid to capture observations.

Watch again: 00.00.00 - 00.30.00 "So, my parents decided to come... incredibly brave"

Let's meet Shahina...



Fill in Shahina's StorySharer's sheet with some details about her family and their reasons for leaving their home country.

Watch, reflect and talk:

- Why did the UK need rebuilding?
- Why were people invited from South Asia?
- What was the British empire? [What Was the British Empire? | Explained | Newsround](#)

Rahaani

Hand out StorySharer Sheets (can be found in Teachers' Notes pdf for Kahaani 1: Shahina's Story)

Watch 02.43.00 - 04.11.00 'My father's dreams were around education... with their 3 small children'

Possible responses to questions:

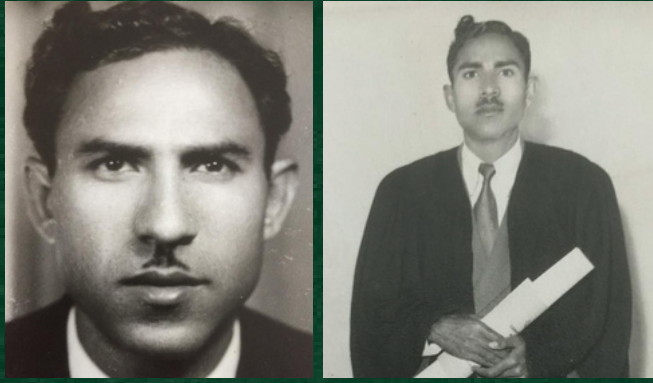
Because of damage caused during WW2

Because it was part of the British Empire .

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Extension:

If you are interested in finding out more about the British Empire, read Sathnam Sanghera's book which he talks about in the Newsround interview, *Stolen History: The Truth About the British Empire*, published in 2023.



- Shahina's family settled in a town near Oxford called Aylesbury in 1967 – they were one of the first Asian families to settle there.
- Shahina's father initially got a job as a ticket collector on the trains because neither his law degree nor his teaching qualification were recognised in UK.



Watch, reflect and talk...

- How would you feel if you weren't able to work in the job you loved and had trained for?
- Her dad did eventually get a teaching job and then had a whole lifelong career in education – how do you think this benefitted wider UK society as well as Shahina's family?
- Sum up how local people responded to Shahina's family.
- What helped Shahina's parents to settle in well?



Rahaani

(06:05 - 06:43 “We built our family in Aylesbury...must have been really disappointing.”)

Relevant thoughts that students might raise:

- disappointed, angry, what a waste of my training, what a waste for this country because I can't offer my skills...
- A great lifelong teacher – generations of children educated! And by someone with a range of life experiences too.

Watch 08.16.00 - 09.05.00

‘People talk about when...didn't have the language’

- With interest / fascination / eventually friendship
- They spoke great English, and actively forged friendships and relationships with neighbours who were interested in getting to know them.

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Listen, reflect and talk...

“..in Oxford ...I met my husband ...who was English... I was really nervous about introducing him to them (my parents)...they were very traditional...we had a difficult few months...to accept it... ”



Why do you think Shahina felt nervous?

“.. they were such lovely people my parents, and when they realised we loved each other and (were sincere) they supported us to be married ... we had two weddings ... a Muslim wedding ... in the new multi-cultural centre ... and then, a week later, we had a church wedding ... What I'm so proud of ... is that both families came to both celebrations ... ”

How does this show that traditions can **change** and **cultures** can blend over time?

Kahaani

Watch 24.42.00-32.38.00 'So after uni... always appreciate that'

Encourage students to talk about some of the quotations from this slide and the next two slides, by linking some, or all, of them with the themes, then, onto Shahina's StorySharer sheet, write down the ones they feel best fit with the themes.

Encourage discussion about why they've linked them with the different themes.

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Listen, reflect and talk...



“ Dad always said he would never let me walk down the aisle by myself...I know it was really hard for him... and loved him so much for being...brave...”

Why do you think her dad's acceptance of her fiancé had such a huge impact on Shahina?

“ Of course people fall in love with each other, of course families are made – that brings people together in the long run...”

What is Shahina's view on how traditions around relationships and marriage are changing and have changed over time?



Rahaani

Watch again:

24.42.00-32.38.00 'So after uni... always appreciate that'

See notes with previous slide



“When they would see my husband as a white man, me as an Asian woman and our child ... people loved that we were a family of mixed heritage ... it’s what I taught my children... I would say to them, ‘You’re so lucky...you’ve got two parts of your world that are really special’ ... I told them it would make people happy. ”

Why do you think this makes people feel happy?

“I remember going to IKEA years later and seeing so many other couples of mixed heritage... Just like we built our life. ”

How did Shahina and David feel in IKEA, and **why?**

Rahaani

Watch: 36:59:00 - 38:44:00 ‘When they’d see my husband ...just like we built our life’

See notes relating to previous two slides.



Having heard what Shahina has shared with us, what questions would you want to ask her about her experiences and her feelings?

Write a couple of questions on Shahina's StorySharer sheet; share them with your partner.

Rahaani

An opportunity for group work to generate questions. These can be gathered together from each of the groups and some that occurred frequently, as well as some unique ones, can be added to their copies of Shahina's StorySharer Sheet

“ It’s part of accepting my whole self and being proud of all that I am... I love that I’m a British Asian ... and move between cultures and that I bring cultures together, it’s the most important thing in my life ... I’m really proud that ... we have so much to share that is really positive. ”



Reflect, talk and write:



- What does Shahina feel proud of?
- What makes **you** proud of who you are?
- What do **you** hope to do in the future which will make you feel a sense of pride and achievement?
- Add these ideas to your Identity Map.

Rahaani

Watch: 42:11:00 - 42:45:00 "It’s part of accepting my whole self... that is really positive."

Focus on Shahina's pride being a British Asian - this will be an identity talking point throughout this series of lessons.

It will also provide an opportunity for students to decide on an identity description of themselves.

Circle back to Media Slides and reflect on impact of Shahina's personal narrative on the audience (students) from a media perspective.

