



- **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.

# Kahaani 4: Jusna's Story

**Getting started:** Read these quotations and think about what Jusna means.

## Learning intentions:

- **consider** the meaning of **culture**
- **understand** how we may **change** our views, ideas, beliefs, behaviours and cultures throughout our lives
- **evaluate** how aspects of **culture** help to form our own identity

*.....I find culture fascinating, it's always changing - from my parents' generation through mine to my children's...*



*.....Food changes it, experiences change culture, people coming in, people going out - that's the beauty of where we are."*

**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 essential 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.

## **Talk and hands up:** If this is the answer, what is the question?

**Clue:** One of the theme words is being described here

- the way of life, especially the general customs and beliefs, of a particular group of people at a particular time
- the customary beliefs, social forms, and material traits of an ethnic group, faith group, or social group
- the characteristic features of everyday life shared by people in a place or time

**belonging | identity | culture | change | resilience**

**Rahaani**

A quick whole class activity to involve everyone - do as pairs, then hands up with their answers - which must be a question! Setting a time limit for the pairs can make this more engaging.

The question is... **What is culture?**  
**Culture** may include many aspects of life...

**Talk:**

- To what extent does being part of a certain culture or subculture help us feel we belong, help us feel that we are part of a group?
- To what extent do we choose our own culture?

**Listen:**

- Cultures can change over time, listen again to Jusna's words:



**Write:**

- On your Identity Map, select and write down 3 features from the list below that you think are part of your own culture - this may be the culture of your family, the subculture of your friendship group, your national or faith culture.

language, beliefs, hobbies, customs, food, clothes, nationality, faith,  
village/town/city, music, books, friendship group(s)

**Rahaani**

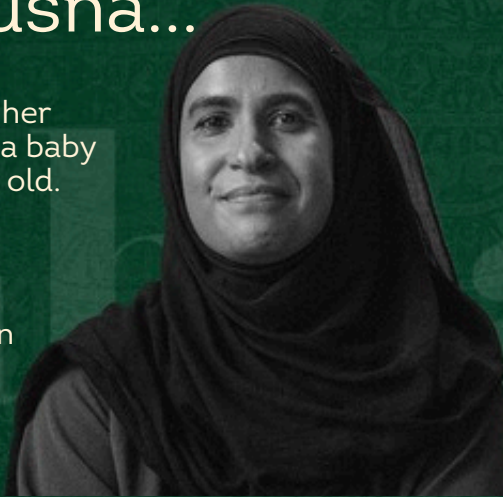
Quick exploration --> explanation of a sub-culture is a good starting point.

Watch 09:35:00–10:00:00 – ‘I find culture fascinating... That’s the beauty of where we are, I think.’

# Let's meet Jusna...

Jusna moved to the UK with her parents from Bangladesh as a baby when she was only 6 months old.

Her parents wanted to offer Jusna and her three older siblings a better life than life in Bangladesh, especially good educational opportunities in, "*this wonderful society*," as Jusna calls the UK.



The family moved to Yeovil, a small town in Somerset. Jusna's dad worked hard as head chef for his brother, who opened up the first restaurant serving South Asian food in the area.

Her family were the only South Asian family, and the only family of colour, in the town at that time. They were also the only people of Muslim faith at that time in their community.

**Kahaani**

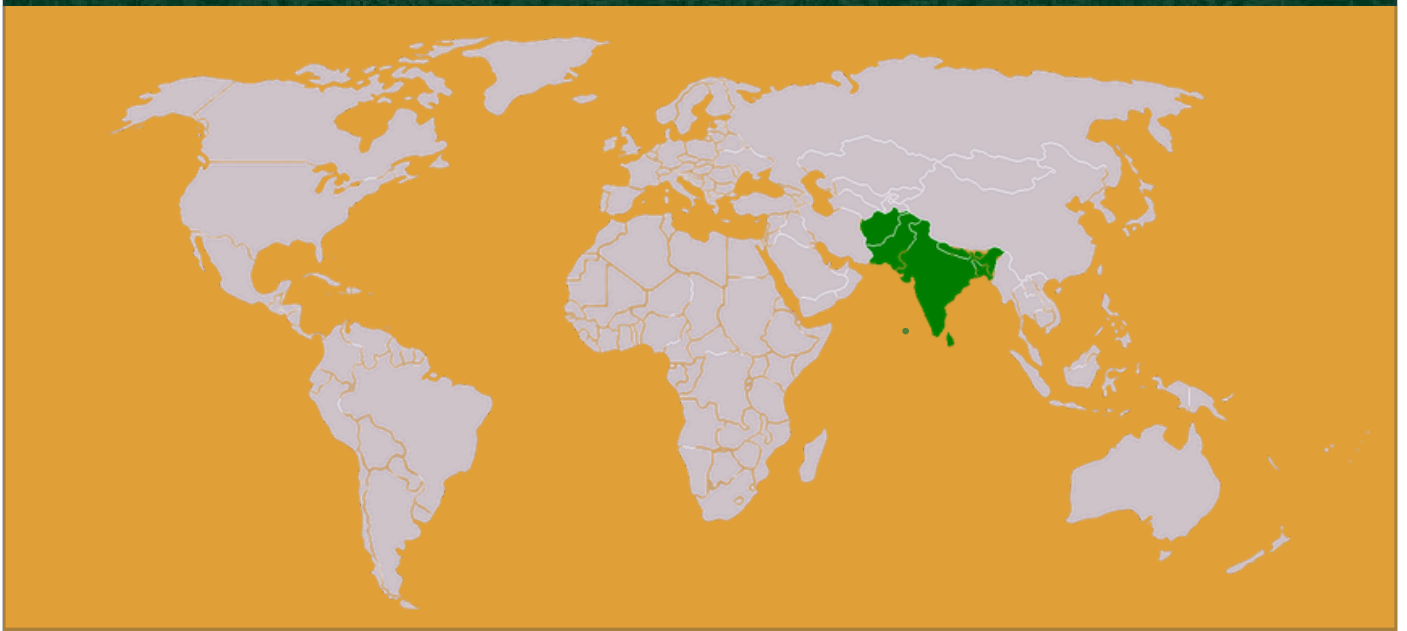
Each of these short statements can be printed on separate cards for small group work activity selecting one statement at a time and talking about what's on the card, speculating eg:

- how challenging it must have been for Jusna's parents to leave their home country, with a young family and go to settle somewhere so far away;
- what it must have been like for Jusna's family being the only South Asian, Muslim family in their town;
- what working hard might have involved for Jusna's father.

Where is South Asia?



**Kahaani**



On own World maps, students identify and label Bangladesh where Jusna was born.

# Let's meet Jusna...

## Listen:

- Jusna tells us about growing up in Yeovil.

## Talk:

- As a child and teenager growing up, **how** did Jusna feel?
- **Which** three aspects does she mention which particularly accentuate (meaning emphasise or strengthen) these feelings?

## Write:

- Make notes on Jusna's StorySharer sheet to keep a record of your answers.

...I think there were instances where you just felt very different...



... I think growing up, I felt like I really didn't fit in... Always feeling like the 'outsider'...

Watch: 2:29:00-3:28:00 – 'We were the only South Asian family ... different faith, different clothes, different foods.'

Provide opportunity for all groups to share their responses to the two questions and capture these points from the talk:

Being the only family of colour felt normal

but she also felt different...didn't fit in...Outsider...

different faith, food and clothes

**Reflect, talk  
and write...**

“Always feeling like the ‘outsider’”

What do you think being an ‘outsider’ means?

Think of a time when you, or someone you know, felt like an ‘outsider’.

- What made you/them feel this way?
- How did you/they deal with it?
- Do you think people made you/them feel this way deliberately, or was it more a lack of thoughtfulness or consideration from them?
- What more could you/they have done to be included?
- What did you/they say to those people?
- What did you/they learn from the experience?
- How might you/they deal with the situation differently now?
- What might you/they say to those people ?

**Extension:**

- How can you be aware if someone might be feeling left out or different?
- What can you do as an individual?
- What can you do as a group of friends, or as a group in class / tutor group?
- What can we as a community and society do?
- Present your ideas to your class - these should include 3 Top Tips to help everyone feel included. Remember to include learning from earlier sessions about being an ally.

**Kahaani**

It is essential 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 discussing and exploring.

Link this pair, small group activity with some of your school's values: eg. Think of the Other Person; Kindness; Respect

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### Listen, talk, reflect and write...



Jusna shares with us an account of a racist assault she suffered as a schoolgirl.

- **Talk** about each question below, then note down your responses on **Jusna's StorySharer** sheet:

- What happened?
- How did she feel?
- How does hearing this make **you** feel?
- If you had been one of the people there, what could you have done to be a supportive ally?
- She says she feels very different now – how do you think she might feel now?
- What makes you think that?

*... I actually do remember this one occasion when I was walking home with a friend from school...*



**belonging | identity | culture | change | resilience**

Rahaani

This activity is designed to be completed in small groups - perhaps leading in to a whole class discussion if it is appropriate.

Watch: 03:30:00- 05:00:00 – 'There was racism growing up... to what I'm thinking and feeling now'

This extract from Jusna's Story will need sensitive exploration as there may be young people in the class who have experienced racism, or been involved in racist behaviours.

It is essential 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.

This page needs an extension activity to bring together all the learning, from previous lessons and this one, about anti-racism and allyship. eg:

Write a 5-point guide to share and display in your school about how to behave with respect, consideration, kindness and empathy.

There need to be links to <https://empathylab.uk/>

and Empathy Lab's book lists. These can be added to the reading resources page at the end of the Teachers' Notes booklet.

# Jusna's positive approach towards change

## Reflect and talk...



*...I wanted to wear the hijab... I passionately believe in people learning and not just being told what to do'*

*... I've moved away from culture and towards faith... Faith has been a journey for me... As a child, I believed it because I was told to believe it... (Later at Uni) I started seeking the knowledge for myself...*



- **What** do you think Jusna means?
- Explore **what** the differences between **culture** and faith might be.

- **What** does Jusna love about the experience of going to the mosque in Yeovil?
- Name 3 of the countries **where** people at the mosque come from.
- **What** does this suggest about the importance of faith in Jusna's life?

Kahaani

This section about faith may well dovetail with work already explored in RE, P&E, PSHE.

Watch 10.03.00 - 11.36.00 'I think faith has been a journey ... It's just opened my horizons really'

The first question here is quite high level and may be more relevant to KS4-5 than KS2-3. So, to break this down, encourage students to reflect on Jusna saying, "As a child I believed it because I was told to believe it." And the difference between that and, "Later, I started seeking the knowledge for myself."

Perhaps relating it (certainly "as a child," to their own behaviour?

For the second question:

- encourage students to look back to their responses to slides 3 & 4, at what they have understood culture to mean and their own definitions;
- explore as a whole class what 'faith' means (eg. personal spiritual engagement with religion / beliefs) which aren't always outwardly visible; how it's different from following a religion with all the outward signs (eg. visible prayer/ worship rituals; wearing particular clothes) which is more because you're told that's what followers of a particular religion should do.

If possible, encourage students to talk about their own relationship with their family's religion if they have one.

Following a religion can be seen as a cultural trait - as culture is something noticeable, identifiable, recognisable.

Having faith, is a personal expression of religious beliefs.

Watch 11.37.00 - 13.16.00 – ‘In terms of mainstream faith, we do have a mosque here in Yeovil ...coming together under one roof is beautiful’

What Jusna loves about going to the mosque in Yeovil:

- it's so multicultural
- it brings people of different cultures / races / backgrounds together

3 countries where people at the mosque in Yeovil come from:

- Turkey, Bangladesh, Pakistan, various African countries

Jusna talks about how proud she is of her British **identity** which has been shaped by her heritage, faith and experiences growing up. She tells us how she has created her own 'hybrid **culture**.'

**Listen, reflect and talk:**

- Talk about ways in which your own upbringing is different from your parents'.
- **What changes** do you think your parents might have made and why?
- **What** would you like to keep when bringing up your own children?
- **What** would you **change**?
- Are there any **changes** you would like to see in the world that your own children may be born into, in 10, 20, 30 years' time?
- **What** could **you** do to help bring these **changes** about?



Rahaani

All of these activities are excellent for small group work.

Watch: 05:25:00 – 16:32:00

This is a long section about identity and change.

Each small group could listen out for different detail to note on Jusna's StorySharer Sheet, then perhaps share with other groups through an 'Envoys' activity.

Watch again 05:25:00 – 07:00:00 'I think my older siblings paved the way a little bit more... a cocooned environment, I would say.

For the first two activities, encourage a whole range of responses: behaviour, sanctions, pocket money, food and meal times, mobile phones, screen time, homework, bedtimes, friends, chores, religion, family...

This will open up a brilliant pattern of inter-generational norms as well as culturally diverse norms.

As a way of summing up their work on all the activities on this slide, perhaps consider each group presenting their responses in the form of a lively podcast called, 'Change'

“...If I package myself up, that would be the label on the package: British Muslim Bengali...”

**Listen, reflect, talk and write:**

- Sum up, in your own words, **what** Jusna thinks is great about the UK and how this has shaped who she is?
- **Why** do you think Jusna uses the simile of a stick of rock to explain her **identity**?
- Jusna sums up her **identity** in 3 words, “British Muslim Bengali.” If you had to sum up your **identity** in 3 words, **which** words would you choose? Add them to your Identity Map.



Kahaani

Begin this slide with: Hands up if you remember from looking at film genres, what the word HYBRID means... Or think about what a hybrid car is. What do you think it means when applied to Culture?

Listen again: 13:21:00 – 15:29:00 ‘I think the key to integration is being open minded and mutual respect re culture... your voice will be heard’

Responses to look for to what Jusna thinks is great about the UK:

- the freedom to be who you are...
- open-minded, interested in other people,
- freedom,
- justice, systems

Listen again: 16:08:00 – 16:32:00 ‘I see myself as a British Muslim Bengali... continue to make me who I am’

Responses to look for to the stick of rock simile:

- runs throughout every aspect of her

For summing up their own identity in 3 words, encourage creative responses:

- visually, students could present the three words running through a stick of rock;
- verbally/musically, students could present these words in a poem form or a song/rap

# Kahaani 4: Jusna's Story

## Plenary: reflect, talk and write...

- Pick a card with one of the key themes we have addressed in this lesson.
- What have you learnt / thought about it?
- Write a few words explaining your ideas.

**belonging**

**identity**

**culture**

**change**

**resilience**

**Kahaani**

A groupwork activity.

Exit Cards, for making sets for each group, can be found in Teachers' Notes for Kahaani 4: Jusna's Story

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