



# Kahaani

Educational Resource

## Introduction and background

Thanks to the support of the National Lottery Heritage Fund, we have gathered 50 powerful stories from first and second generation South Asian migrants who made Somerset, Dorset, Swindon, and Wiltshire their home over the last 40–70 years.

These stories – of challenge and joy, isolation and community, resilience and belonging, capture the living history of the rural South West. They will form part of a lasting digital archive, inspire short films, and be used in schools to challenge stereotypes and build greater understanding.

We look forward to celebrating and sharing these remarkable journeys with the wider community.”

Shahina Johnson, MBE

**CEO, Create Studios**

### The Introduction – Why These Stories Matter

We all carry stories with us: about who we are and who we know; about where we're from and where we've moved; about our hopes and dreams; about what we've done and what we wish we'd done; about why we did the things we've done; about when big changes and momentous events happened.

If we don't share these stories with future generations, they will be lost.

People from South Asia who migrated to and settled in Britain over the last 70 years have had a huge influence on shaping British culture: through food, fashion and festivals; through culture, community cohesion and creativity; through work and wisdom; science and social justice; art and architecture; politics and protest.

From the captivating oral histories collected in the Kahaani Project, we discover the impact that migration has had on their lives and on ours:

- their hopes and dreams
- their experiences of displacement - what they left behind / had to leave behind
- their continued resilience when faced with challenges and change in an environment of suspicion and prejudice
- their experiences of warmth and welcome
- the changes that re-shaped their lives and that shaped the lives of the next generations
- their resolve to maintain and share their cultural traditions and language
- their determination to embrace their family lives in Britain as proud British Asians
- how they influenced positive changes in their (new) communities
- how they forged strong friendships with open-hearted and open-minded people

These stories matter because the people who have shared them with us want us to hear them and know who they are.

## The Lessons

The lessons in this Kahaani series are unique; they are shaped around real stories from real people living in the South West of England and are supported by archive material.

Every lesson in the Kahaani series:

- has been devised by teachers and reviewed by teachers and young people in KS3, KS4 and KS5
- involves a combination of teacher-led, individual and small group work activities
- introduces learners to real people's lives and experiences – this human perspective is vital and enhances young people's learning about the impact of migration
- provides opportunities for young people to be curious and ask questions, to use their critical thinking skills and their creative skills to explore a range of responses to other people's life experiences and challenges

All five lessons in this series are designed to be flexible:

- for adaptive teaching and learning contexts
- for extending or reducing in order to embed into existing Schemes of Work
- for enabling additions to reflect local contexts

For each 1-hour\* long session (\*approx. timing), the activities have been curated:

- to engage, involve and inspire the young people in our classrooms to listen to and discover something about people who live in their communities
- to create curiosity in the minds of young people to explore their own identities and heritage and, with the support of teaching staff, set about gathering their own Kahaani collection
- to learn about, explore and reflect on:
  - impacts of displacement
  - what it means to have dreams that are challenging to fulfil
  - importance of personal identity and heritage despite difficulties that may surround them
  - what it means to be a British Asian

All five lessons are easily adaptable and available as editable slides and in pdf format; the Teachers' Notes are available in pdf format.

The lessons have been written for KS3 but are easily adaptable for using with KS2. Greater adaptation and additional resources will be needed for KS4 and KS5.

Please Note: Should you wish to edit the original slides, please be mindful of the changes you make these stories belong to real people who have shared their experiences, memories and reflections with us.

All lessons are designed to be embedded into Schemes of Work about migration in many curriculum areas: Beliefs and Ethics; Citizenship; English; Geography; History; Media; PSHE; Religion and World Views; Philosophy; Philosophy for Children (P4C); Sociology. Whether you are working with KS2 or KS3, these stories will provide inspiration for your school community to begin your own Kahaani collection. Inviting families with lived experience of migration (wherever they're from, however and whenever they arrived) to share their stories of heritage and identity and how they have made the UK their home, will capture and share local history and family history from across generations.

## The Approach

Migration is a topic that is frequently misrepresented in mainstream media and on many social media platforms. Our intention in approaching ways of teaching these lessons is to give a solid, fact-checked grounding from which to develop informed debate with the young people we teach. It's not about taking sides.

Given some of the content in the stories relating to historical background and sensitive personal experiences, careful preparation and planning will be needed in order to introduce and explain some background detail; time will also need to be built in to each session for sensitive guided discussion and reflection to further explore the challenges mentioned by the people telling their stories.

Knowing that some young people we teach may have experienced displacement through migration and possibly the negative impacts of hostility and prejudice themselves, we should remain mindful and sensitive as we take our classes through these five lessons. It is therefore essential for all teaching staff to prepare and plan lessons with awareness, understanding and sensitivity.

### Suggested reading to assist with preparation and planning

- This guidance from the British Red Cross will assist and support with setting a safe learning environment [Creating a supportive learning environment | Teaching guide](#)
- This document from the Day of Welcome Team, in collaboration with: people with lived experience of forced migration; professionals within education; and Schools of Sanctuary UK, contains valuable school and classroom preparation guidance – [DofW25-delivery-guidance-for-teachers.pdf](#)
- [How to talk about Migration / Our Migration Story](#) This guidance has seven clear, supportive steps to guide teaching staff through “ways to handle charged subjects sensitively in the classroom.”
- [Home | Show Racism the Red Card](#) – particularly see the section entitled Some Important Things to Note
- Finally, some guidance from OXFAM , Teaching About Controversial Issues [GC TCI 24-04-06.qxd](#)

## Five Themes

### belonging | identity | culture | change | resilience

Threads of each of these five themes weave through each of the stories in the lessons.

#### **belonging**

This is something all of us would hope for – more so if we ever had to make a journey to seek safety from conflict; or if we had to move away from a familiar community, country, culture and language to start new lives in a new place where we may not always be met with warmth and welcome. Each story shows us how important it is to belong – to be included as a significant part of a community.

#### **identity**

Our identity is complex – it is shaped by everyone and everything around us – whether implicitly or explicitly: places we come from and go to; journeys we make; traditions we follow; languages we speak; people we meet; experiences we have; and challenges we face. Over generations, different influences and experiences will also have contributed to make us who we are.

#### **culture**

Culture is the way of life, especially the general customs and beliefs of a particular group of people at a particular time; it is the customary beliefs, social forms and material traits of an ethnic, faith or

social group; it is the characteristic features of everyday existence shared by people in a place or time. Our society recognises and supports – through systems, practices and communities – certain patterns of expected behaviour; this cultural basis provides foundations for everyone in our society to follow, explore, challenge and adapt.

#### **change**

This comes about through sharing and exchanging ideas, exploring and experiencing different cultural patterns of behaviours or ways of life that may not already be established in our communities; these can be positive or negative; personal or societal. For us to continue to grow emotionally, socially and politically, change is essential.

#### **resilience**

This aspect of human behaviour (as individuals or collectively) is an essential quality; to be able to recognise when something isn't quite right and know how to deal with it in the most appropriate way is something we learn through lived experience and through empathy with others. It is: being able to learn to deal with difficult life events and to become stronger from them – meaning we can adapt when faced with trauma, stress or any kind of adversity or emotional suffering; feeling pain and hurt in tough situations and getting through them by building trust in ourselves and others; being aware that it's normal to struggle with painful emotions when a crisis occurs – allowing ourselves to feel however we feel, knowing that eventually these feelings will pass and happier times will arrive; understanding that we cannot escape difficult situations in life – there will always be challenges to overcome, which we can face effectively – we will know that we can make it through to the other side.

## Five People, Five Lessons

Featured in this series of five lessons are five of the fifty people, who candidly shared and reflected on some key moments that have shaped their lives. All of them live in communities in the South West of England. Each lesson, available as editable slides, is centred around one of those five people.

Their stories are representative of all the voices in the Kahaani collection; they summarise collective experiences of migration and displacement for us to explore with young people in our classrooms. They represent different perspectives, different generations, different migration experiences (first, second or third generation). They reveal some common themes and experiences and some uniquely different ones.



## Lesson 1 – Shahina’s Story



Shahina Johnson MBE Shahina, born in Watford in 1967 to Pakistani parents, grew up at the intersection of multiple identities: British, Muslim, woman of colour, and daughter of migrants. Her parents, both passionate about education, arrived in the UK with three small children and hoped for a better life. Shahina’s father had once been a lawyer and teacher in Pakistan, while her mother came from a well-educated family in Lahore.

Shahina reflects on the emotional strength it took for them to start over and how that foundation empowered her to lead and challenge norms. She often found herself bridging two very different worlds: British society, where she was seen through the lens of race and religion, and Asian cultural expectations that didn’t align with her dreams.

Today, she’s proud to use her lived experience to advocate for others, challenge stereotypes, and expand what leadership looks like. Her reflections show a life shaped by love, resilience, and purpose.

<p>Lesson 1: Shahina’s Story</p> <p>This lesson focuses on:</p> <ul style="list-style-type: none"> <li>considering different film genres and the impact of stories</li> <li>understanding and exploring the meaning of identity and creating Identity Maps</li> <li>responding to a media product</li> </ul>	<ul style="list-style-type: none"> <li>Resources Needed for Lesson 1 Kahaani 1: Shahina’s Story(Slides with notes) Complete video of Shahina’s Story“<a href="#">My parents arrived with three small children and a dream. That took incredible bravery.</a>”   Kahaani South</li> <li>Asian Countries Quiz Sheet(1:2) World Map with South Asia(one per student) Identity Map PlanningSheet(one per student) <a href="#">Mapping identity KS3</a></li> <li><a href="#">  Y9 Art and design Lesson Resources Oak National Academy*</a></li> <li>More resources to explore for creating and completing Identity Maps: <ul style="list-style-type: none"> <li><a href="#">Mapping identityKS3 Y9Art and design Lesson Resources   Oak</a></li> <li><a href="#">Year8 Being Me.pdf</a> Produced by Wiltshire Healthy Schools, this features a detailed six-lesson Scheme of Work for Year 8 and a <a href="#">helpful list of links to even more resources.</a></li> </ul> </li> </ul> <p><a href="#">National Academy*</a></p> <p>This is a great introduction to identity mapping which can be set as a homework or built in to a lesson(approx. 20mins); it includes a Word document worksheet for initial planning series of lessons around identity from <a href="#">The Linking Network</a> includes various visual ideas for creating Identity Maps</p> <ul style="list-style-type: none"> <li>Shahina’s StorySharer’sSheet(oneperstudent or 1:2;A3/A4 paper for Identity Map (one per student)</li> <li>Shahina’s StorySharer’s Sheet (one per student or 1:2; Inference Grid for using with family photo(1:2); enlarged photo (if needed)</li> <li>Statements Game about ‘stories’.</li> </ul>
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<https://www.nationalarchives.gov.uk/doc/open-government-licence/version/3/>

\*With thanks to Oak National Academy for this lesson resource [Oak National Academy](#) licensed under Open Government Licence(OGI);

## South Asian Countries – Quick Quiz for Lesson 1

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

Enlarged Family Photo for Lesson 1 (as on PowerPoint slide)



## South Asia: The Background Knowledge – for Lesson 1

Where is South Asia?



**Where is South Asia?**

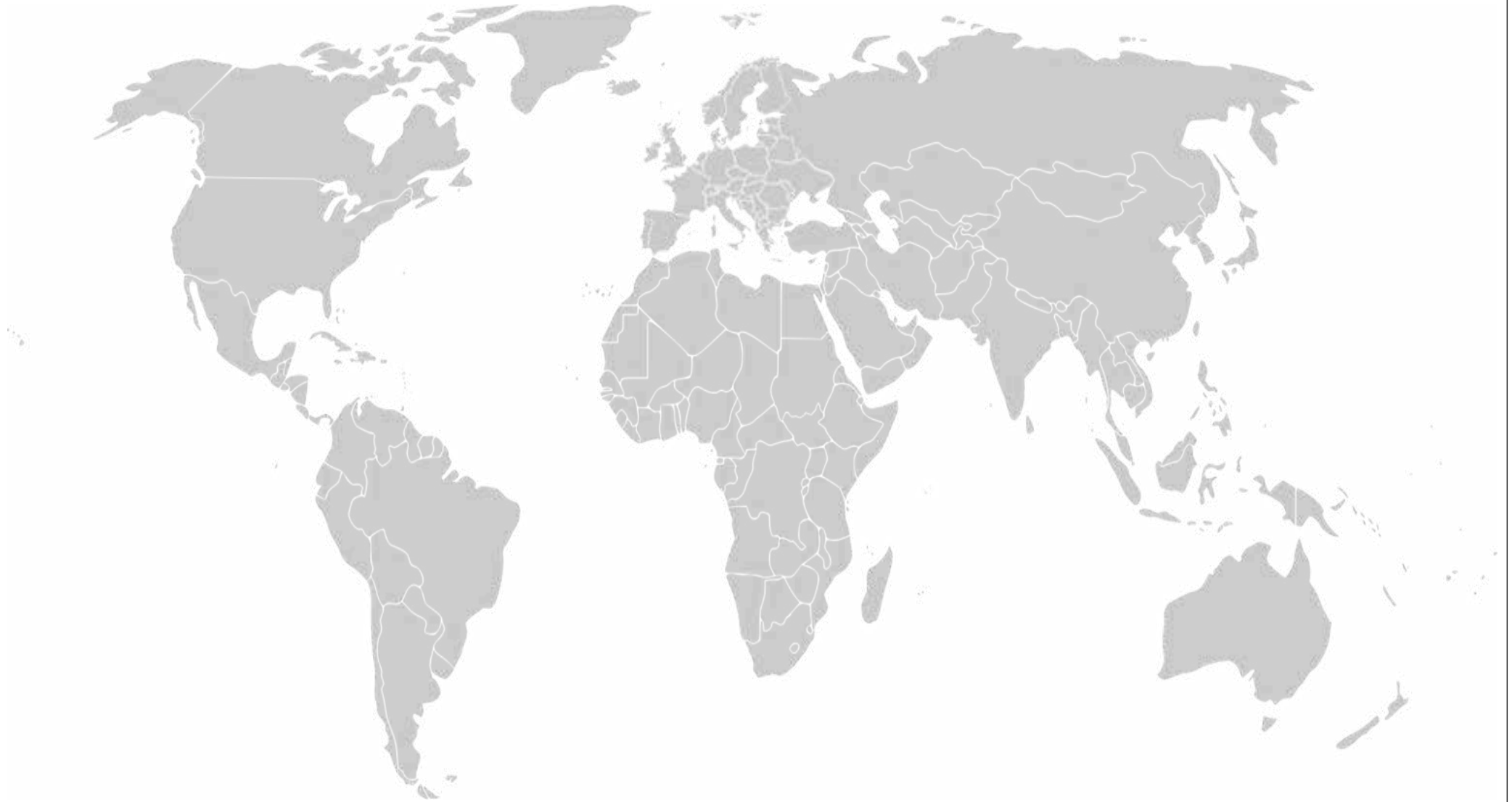


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\*Maps and information pages reproduced with permission from the South Asian Heritage Trust. For more background details about the trust and to access their schools' resources, visit their website: [2025 SAHM Theme - South Asian Heritage Trust](#)

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## Where is South Asia?



Map reproduced with permission from the South Asian Heritage Trust. [2025 SAHM Theme - South Asian Heritage Trust](#)

## Why South Asian Heritage Matters in Schools

Many children and adults in the UK are not aware of how or why we such vibrant and diverse South Asian communities. **South Asian Heritage Month helps us all to:**

**Understand** our shared history including how British colonial rule shaped both South Asian and modern Britain.

**Appreciate** the contributions of South Asian communities to life in the UK, e.g. science, arts, politics, sports, business and more.

**Encourage** inclusion by helping pupils see how identity, belonging and cultural heritage connects us all.

\*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](#)

**DID YOU KNOW?**

- South Asia is made up of 8 countries**  
Afghanistan, Bangladesh, Bhutan, India, Maldives, Nepal, Pakistan and Sri Lanka.
- Great Britain South Asian Statistics**  
South Asians make up 1 in every 14 people in Great Britain today.
- Britain created Pakistan in 1947**  
Britain ruled India for around 200 years as part of the British Empire. In 1947, it divided the land into two countries, India and Pakistan. Later, in 1971, East Pakistan became a new country called Bangladesh.
- Post World War II**  
South Asians were invited to become British Citizens and help rebuild Britain after World War II. Many stayed and made a life for themselves.

**#SAHM2025**

School Assembly Pack - South Asian Heritage Trust Some of the slides in this deck can be adapted to make interactive quizzes – these can be built in to extension work showing representation of South Asian people in public life.

[2025 SAHM Theme - South Asian Heritage Trust](#) these links take you to a few resources and ideas which could be adapted to fit your setting.

## Statements Game

Take it in turns to pick a statement; talk about whether you agree, disagree or can't agree with its message.

Once all statements have been sorted, select the statement that caused most discussion; be prepared to share with the whole group why it caused so much debate.

agree

disagree

can't agree

We need to keep stories alive.

All films, whether fiction or non-fiction, tell a story.

Stories are only for small children.

Migration is part of all our stories.

Everyone has a story to tell.

## First Impressions – Exploring an Image – Shahina

Work with a partner or on your own. Start with the rectangle in the centre, then, working out from the centre, complete each rectangle.

Wohfa tth we outlde ry oreuc ltiaken gtloe find out more about / what do you need to know more about?

What are you not sure about / what is confusing you?

Connotations and inferences: Why do you think the person telling the story described the family's arrival saying, "My parents arrived with three small children and a dream."? What makes you think that?

What do you think could have happened to make someone say, "That took incredible bravery."?

Denotations: What can you see?



What sort of journey and welcome do you think they might have experienced?

**belonging**

Key quotation...

**identity**

Example:



Example:

What I've learned about Shahina and her family:

**culture**



Example:

Questions...questions...

**resilience**

Example:

Notes...thoughts...

**change**

Example

## Lesson 2 – Jayanti’s Story



Jayanti Shah MBE; describes his life journey from Kenya to the UK, during British Raj, detailing the contrasts and challenges he faced.

In Kenya, he lived a carefree life within a segregated society under apartheid. He pursued education, eventually traveling to the UK on a student visa. The culture shock of arriving in England in 1968 was significant, with differences in technology, infrastructure, and social norms. He shares his experiences navigating university life as a vegetarian, finding specialised food sources, and adjusting to the British social scene.

He recalls the difficulty of understanding pub conversations and the power of language. Jayanti discusses his assimilation, dealing with racism through humour, and the importance of his name. He highlights his community involvement in Southampton, his perspective on identity and belonging, and his surprise at receiving an MBE in 2022. He stresses the value of human interaction and understanding.

### Resources Needed for Lesson 2

<p>Lesson 2: Jayanti’s Story</p> <p>This lesson focuses on:</p> <ul style="list-style-type: none"> <li>developing visual literacy using a photo to explore context</li> <li>identifying and exploring stereotyping and its impact (including how allyship can affect change)</li> <li>identifying resilience and judging the effectiveness of resilient actions</li> </ul>	<ul style="list-style-type: none"> <li>Kahaani 2: Jayanti’s Story (Slides with notes) Complete video of Jayanti’s Story “<a href="#">Very soon you recognise that language is power.</a>”   <a href="#">Kahaani World Map</a> from previous lesson</li> <li>Own Identity Maps and Planning Sheets from previous lesson Jayanti’s Inference Grid Jayanti’s StorySharer’s Sheet Quotation Cards</li> </ul> <p>There are opportunities to explore racism, anti-racism and allyship:</p> <ul style="list-style-type: none"> <li>It is essential for teaching staff to watch all these videos prior to using them with young people</li> <li>Prior to using this video from Newcastle University What is Anti-Racism? <a href="#">What is Anti-Racism? - YouTube</a> teaching colleagues are advised to watch it to consider how best to use the information it carries. It’s a really clear explanation of racism and anti-racism, but will need sensitive exploration as there may be young people in the class who have experienced racism, or been involved in racist behaviours.</li> <li>There are two videos, from Show Racism the Red Card, in the How To Be An Ally lesson for primary schools – you may need to register to access resources. This link takes you to the lesson: <a href="#">How to be an ally [primary]</a> the short videos can be accessed from the lesson link</li> </ul> <p>There’s also a lesson for secondary schools with more videos: <a href="#">How to be an ally (secondary)</a></p>
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## First Impressions – Exploring an Image – Jayanti

Work with a partner or on your own. Start with the rectangle in the centre, then, working out from the centre, complete each rectangle.

What would you like to find out more about / what do you need to know more about?

What are you not sure about / what is confusing you?

of the outer rectangles.

Connotations and inferences: Where do you think he might be? What does this image make you think about? What do you think is happening around him? What makes you think that?

Key quotation...

Denotations: What can you see?



**belonging**

Key quotation...

**identity**

Example:



Example:

What I've learned about Jayanti:

**culture**



Example:

Questions...questions...

**resilience**

Example:

Notes...thoughts...

**change**

Example

## Quotation Cards for Lesson 2

*My mantra is, "People are people; there is one human race."*

*Listen to what I say – don't look at me!*

*My neighbourhood is my community.*

*Acquaintance: "Do you get to go home often?"*

*Jayanti: "Yeah – every evening!"*

*You can be revolutionary, but what you have to do is be brave.*

*My name is important to me ... I do not want to make life easy for anybody else; it's their problem, not mine.*

## Lesson 3 – Balwinder’s Story



Balwinder, was born in Kenya during British colonial rule and migrated to the UK at age 14 with her single mother, who sought independence after surviving domestic violence. Growing up in a tightly knit Asian community in Kenya, she recalls strong cultural values and collective support, contrasting it with the isolation she initially faced in England. Her grandfather was among the many Indians brought to East Africa by the British to build railways, which shaped her family’s path. Settling in Swindon after marriage, Balwinder worked in nursing while raising four daughters, proudly combining Punjabi and Western values in their upbringing. Despite initial racism and a lack of welcome from the local Indian community, she and her husband persevered. She strongly values education, self-respect, and independence, and is proud of what her family has achieved despite not coming from privilege. She identifies as British Asian, Kenyan, not Indian, and reflects deeply on the sacrifices and strength passed through generations.

### Resources Needed for Lesson 3

<p>Lesson 3: Balwinder’s Story</p> <p>This lesson focuses on:</p> <ul style="list-style-type: none"> <li>• exploring the meaning of resilience</li> <li>• understanding and practising visual literacy</li> <li>• responding to a media product</li> </ul>	<ul style="list-style-type: none"> <li>• Kahaani 3: Balwinder’s Story (Slides with notes)</li> <li>• Complete video of Balwinder’s Story "<a href="#">I call myself British Asian Kenyan, not Indian... we are not from India.</a>"   <a href="#">Kahaani</a></li> <li>• World Map from previous lessons</li> <li>• Own Identity Maps and Planning Sheets from previous lessons</li> <li>• Balwinder’s Inference Grid</li> <li>• Balwinder’s StorySharer’s Sheet</li> <li>• Forced Migration to Kenya jumbled paragraphs cloze activity</li> </ul>
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### Muddled words and terms activity for Lesson 3

Match the words and terms with their correct definitions	
words and terms	definitions
(a) visual literacy	(1) using your voice and actions to support people in marginalised groups or situations
(b) being an ally	(2) countries across the globe controlled by Great Britain from the late 16th to the 20th century
(c) resilience	(3) the ability to understand and share the feelings of someone else
(d) empathy	(4) the ability to ‘read’ and make meaning from photographs, film/video and pictures
(e) British Empire	(5) the ability to recover quickly from difficulties

(Answers: a 4; b 1; c 5; d 3; e 2)

**belonging**

Key quotation...

**identity**

Example:



Example:

What I've learned about Balwinder and her family:

**culture**



Example:

What I've learned about Balwinder and her family:

**resilience**

Example:

Questions...questions...

Notes...thoughts...

**change**

Example

Jumbled Paragraphs Activity – for Lesson 3 Why were millions of young Indian men and boys, like Balwinder’s grandad, forcibly taken from India to work across the British Empire?

Cut out the paragraphs and put them in the correct order to find out the answer. (Tip – check the connectives in each paragraph’s opening sentence to work out the order.)

1. After the **abolition of slavery**, the **British Empire** used it extensively as a way of getting cheap, if no longer free, workers. They drew heavily from India and sent over two million people of Indian descent to various colonies across five continents, working in industries like sugar production and railways. The system often involved coercion, exploitation, and harsh conditions, making it a form of forced labour.

2. Between the late 1600s to the mid-20th century, Britain ruled a number of other countries around the world, including India, Kenya, Australia and Jamaica. These countries formed the British Empire, and Britain became incredibly wealthy profiting from their natural resources and the labour of their people (originally through the horrific system of slavery).

3. When Britain wanted to build railways in East African countries like Kenya and Uganda, they took advantage of the fact that many people in rural India lived in poverty, and took teenagers and young men from the villages to work 3000 miles away. These people had little choice and were paid very poorly – often just given their food and accommodation under a scheme called ‘indentured labour’.

## First Impressions – Exploring an Image – Balwinder

Work with a partner or on your own. Start with the rectangle in the centre, then, working out from the centre, complete each rectangle.

Find out more about / what do you need to know more about? (E.g. Who might she be looking at? Who do you think is taking the photo?)

What are you not sure about / what is confusing you?

Connotations and inferences: Where do you think she might be? When do you think the photo was taken? How do you think she's feeling? What kind of character is she? What makes you think that?

Denotations: What can you see?



## Lesson 4 – Jusna’s Story



Jusna’s story is one of resilience and empowerment shaped by her deep-rooted Islamic faith and commitment to family and community. Born in the UK to Bangladeshi parents, she reflects on her upbringing where cultural values were closely tied to religion and family unity. Growing up in a predominantly white area, she often navigated feelings of difference but found strength in her identity as a Muslim woman. Education became a gateway for growth, and Jusna’s path led her to community advocacy, with a focus on empowering women and dismantling stereotypes around Muslim identities. Her work often centres on inclusion, interfaith understanding, and challenging media portrayals. Jusna takes pride in her hijab, seeing it not as a symbol of restriction but of liberation and self-expression.

### Resources Needed for Lesson 4

#### Lesson 4: Jusna’s Story

This lesson focuses on:

- considering the meaning of culture
- understanding how we may change throughout our lives (views, ideas, culture, beliefs, behaviours)
- evaluating how aspects of culture help to form our identities

- Kahaani 4: Jusna’s Story (Slides with notes)
- Complete video of Jusna’s story [“You can honour your culture and still challenge its limitations.” | Kahaani](#)
- World Map from previous lessons
- Own Identity Maps and Planning Sheets from previous lessons
- Jusna’s StorySharer’s Sheet
- Exit Cards (Themes) one set per group

### Exit Cards for Lessons 4 and 5

**belonging**

**identity**

**culture**

**resilience**

**change**

**belonging**

Key quotation...

**identity**

Example:



Example:

**culture**



What I've learned about Jusna:

Example:

Questions...questions...

**resilience**

Example:

**change**

Example

Notes...thoughts...

## Lesson 5 – Atiff’s Story



Atiff represents the second generation of Pakistani heritage in Swindon. His grandfather arrived during the dam construction in Kashmir, and his father moved to Swindon in the 70s. Growing up in a predominantly white environment, Atiff learned to navigate dual identities British and Pakistani through football, school friendships, and cultural compromise. While acknowledging early experiences of racism, he praises the integration and progress of his community. He reflects on changes in cultural expectations such as marriage, religion, and education between generations. Atiff remains committed to his roots while celebrating modern British multiculturalism and the need for ongoing intergenerational dialogue.

### Resources Needed for Lesson 5

#### Lesson 5: Atiff’s Story

This lesson focuses on:

- considering what shapes our identity
- exploring the meaning of ‘change’
- reflecting on the impact of ‘change’

- Kahaani 5: Atiff’s Story (Slides with notes)
- Complete video of Atiff’s Story [Kahaani](https://www.kahaanionfilm.com/kahaani/atiff-ghafar) <https://www.kahaanionfilm.com/kahaani/atiff-ghafar>
- World Map from previous lessons
- Own Identity Maps and Planning Sheets from previous lessons
- Atiff’s Story Sharer’s Sheet
- Exit Cards (Themes) one set per group

### Exit Cards for Lessons 4 and 5

**belonging**

**identity**

**culture**

**resilience**

**change**

## Let's Meet Atiff... Activity – for Lesson 5 (more detailed version)

Atiff was born and brought up in Swindon where his dad had settled in the 1970s; his grandfather was the first member of the family to arrive in England from Kashmir.

There were not many families from Pakistan in Swindon when Atiff was young; he became aware of racism with some children at school name-calling about his colour; he faced this challenge by sharing his love of football.

As a child growing up in the 1980s, he loved the freedom of going out to play football with his school friends; at the same time, he appreciated the strong family connections with older generations where the relationships were quite traditional and guided by following their religion. This was important to his identity as a British Muslim.

At home, when he was young, everyone in Atiff's family spoke Urdu, their first language; once Atiff and his siblings went to school, they began to speak more English with each other at home; but they didn't lose touch with their first language.

Some of Atiff's family traditions changed as the UK became more culturally diverse; Atiff knew these changes were difficult for his parents, but he has never forgotten the sacrifices they made to build a successful life for their future generations.

## Let's Meet Atiff... Activity – for Lesson 5 (shorter version as on slide)

Atiff was born in Swindon in the 1980s. His dad had settled there in the 1970s when there were only a few families from Pakistan in the town. Before that, his grandfather was the first member of the family to arrive in England from Kashmir. Everyone at home spoke Urdu.

Once Atiff and his siblings started school, they began to speak more English with each other, but they didn't lose touch with older family members who spoke Urdu. This was important to his identity as a British Muslim.

Atiff became aware of racism with some children at school name-calling about his colour; he faced this challenge in the playground, by playing football.

As time passed, some of Atiff's family traditions changed. He knew these changes were difficult for his parents, but he has never forgotten the sacrifices they made to build a successful life for their future generations.

**belonging**

Key quotation...

**identity**

Example:



Example:

What I've learned about Atiff:

**culture**



Example:

Questions...questions...

**resilience**

Example:

**change**

Example

Notes...thoughts...

## The Historical and Cultural Background Information

NB. Your setting's firewall restrictions may need to be eased to gain access to all of the links included in these notes and on the PowerPoint slides.

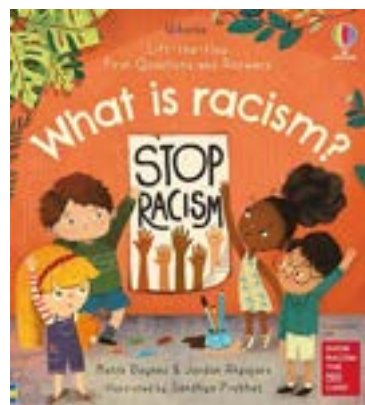
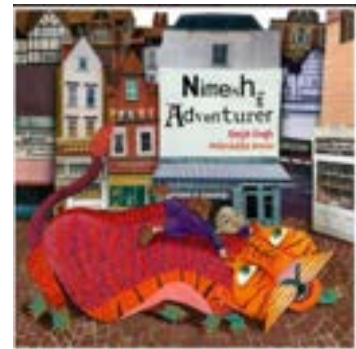
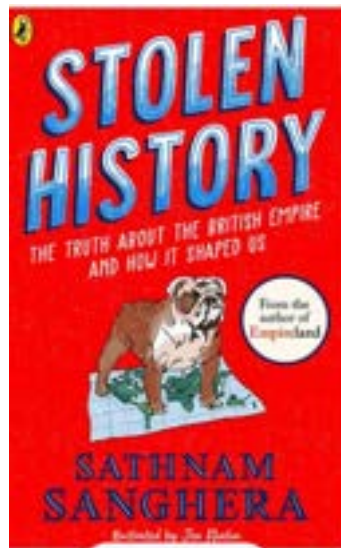
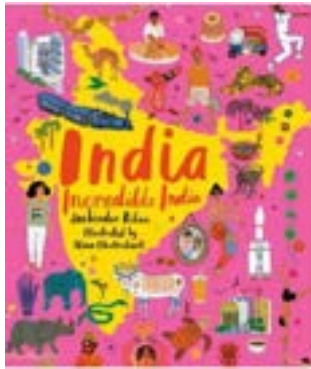
- Kenya – indentured people from South Asia (and much more) [Indian migration and indentured labour - The British Empire - KS3 History - homework help for year 7, 8 and 9. - BBC Bitesize](#)
- Kenya – indentured people from South Asia (and much more) [From the Archive: The Indian Diaspora in British Colonial Africa | British Online Archives \(BOA\)](#) – this is an informative, fascinating and detailed essay / research document to read when you have plenty of spare time!
- Uganda – expulsion of South Asian people in 1971/72 by Idi Amin - a small section showing stats and overall reason for expulsion can be found in [From the Archive: The Indian Diaspora in British Colonial Africa | British Online Archives \(BOA\)](#)
- British Raj – see Satnam Sanghera's Stolen History; [What Was the British Empire? | Explained | Newsround - YouTube](#)
- Commonwealth countries - [Member countries | Commonwealth](#) – this is full of easily accessible and informative details, maps and flags
- Hinduism, Islam and Sikhism belief systems - [World Religion Day collection - guides for KS1, KS2, KS3 - BBC Bitesize](#) Jainism - [BBC - Religions - Jainism: Jainism at a glance](#) ; [BBC - Religions - Jainism: Jainism at a glance](#)
- Anti-racist movement in response to National Front and BNP hate campaigns - [Asian Youth Movements in the UK: history and legacy - House of Lords Library](#) ; [Responses, riots and protests - Commonwealth immigrants in the Modern Era, 1948-present - OCR B - GCSE History Revision - OCR B - BBC Bitesize](#)
- Post-WW2 invitations to South Asians to UK and people from other Commonwealth countries [Reconstructing Britain after World War Two - Commonwealth immigrants in the Modern Era, 1948-present - OCR B - GCSE History Revision - OCR B - BBC Bitesize](#)
- Racist responses to 1960s and 1970s immigration [Rising tensions - Commonwealth immigrants in the Modern Era, 1948-present - OCR B - GCSE History Revision - OCR B - BBC Bitesize](#)
- Racism, non-racist and anti-racist. There's a wealth of incredible resources – these are just a few – allow plenty of time to browse and explore these links... and they'll lead you to others:
  - [Talking about race and racism | Teaching resources](#) (from the British Red Cross)
  - [Home | Show Racism the Red Card](#)
  - [Anti Racist Education - DreamBigAtHome - Woodcraft Folk](#)
  - [Preserving Family History: An Act of Resistance \(Learning Resource\)](#)
  - [Talking to your kids about racism | UNICEF Parenting](#)

- [Book — Nova Reid](#) (The Good Ally – available guide for adults showing how to make the challenging, but necessary, anti-racism journey from bystander to changemaker; references research and includes valuable case-studies)
- No Problem Here (explores the reality of teaching about race in ‘white’ schools in the 1980s) and Still No Problem Here by Chris Gaine – follows challenges, changes and progress in teaching about race in ‘white’ schools in the 1990s.
- [We're All White Thanks: The Persisting Myth About 'White' Schools : Gaine, Chris: Amazon.co.uk: Books](#) – twenty years since the first book – things are changing; policies and strategies to support teaching staff to make change
- [Brit\(ish\)](#) by Afua Hirsch – an ‘uncomfortable’ read about race and identity in modern Britain.
- [20TH & 21ST Century Migrations / Our Migration Story](#) – a detailed collection of research resources for curious minds in KS4&5 and for staff

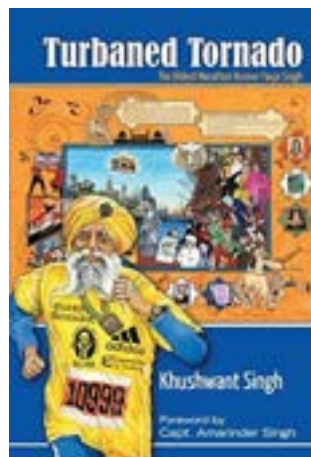
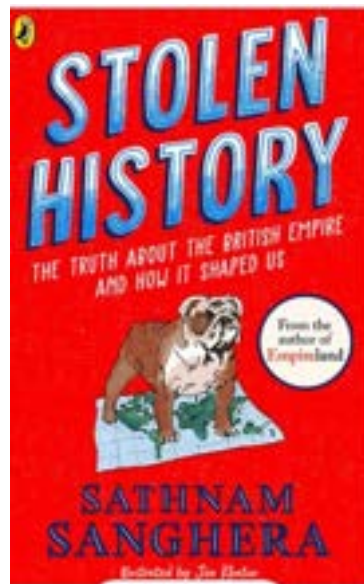
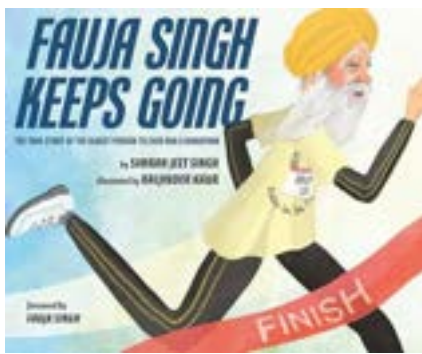
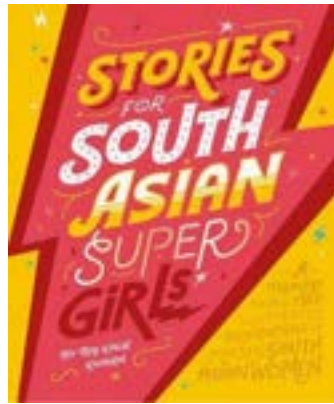
**Cristina Bennett and Cathy Urquhart – October 2025**

## A Few Unmissable Good Reads for Young People in KS2

featuring South Asian culture, people, and fictional characters



A Few Unmissable Good Reads for Young People in KS3  
featuring South Asian culture, people, and fictional characters



More books can be found at:  
[SAHMBooklist-SouthAsianHeritageTrust](http://SAHMBooklist-SouthAsianHeritageTrust)

