



- **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:

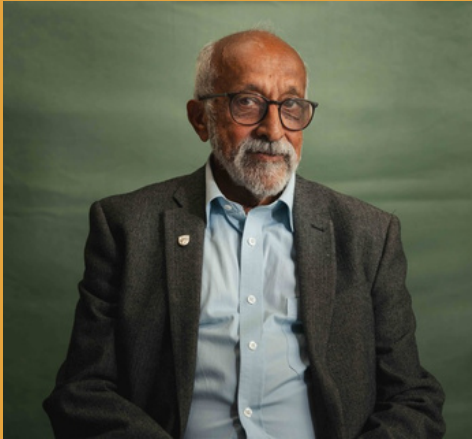
# Kahaani

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 2: Jayanti's Story



## Learning intentions:

- **develop** our visual literacy
- **identify** stereotyping and **explore** its impact
- **identify** examples of **resilience** and **judge** the effectiveness of resilient actions

**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.

Key words to explore:

- racism
- non-racist
- anti-racist
- allyship
- revolutionary
- protest
- activism

Themes to explore in this session:

- Power: The influence and legacy of the British Raj, including the historical forced migration of South Asian people to East Africa.
- Identity, Culture, and Belonging: What shapes our identity? How do we see ourselves versus how others see us, and what can we do to show who we truly are?
- Resilience: Taking action to spark change.

- Being an Ally: Taking supportive actions to drive positive change.

# Kahaani

## Talk...



Talking about *bravery*, Malala Yousafzai, Pakistani Education Activist and Nobel Peace Prize laureate said,

*“You still do what you believe in even when you’re scared.”*

In your group:

- share some thoughts about what the words **brave** and **bravery** mean to you
- share something that has stayed with you from the last session and why

Using your World map:

- remind yourselves where the South Asian countries are and check they are clearly labelled
- find and label the country of Kenya

Introduce the lesson with talking about bravery – use the recent quote from Malala Yousafzai, on BBC Radio 4’s Woman’s Hour programme (31st October 2025) – she was being interviewed about her latest book a memoir “Finding My Way”. You could take a detour into exploring Malala’s story – or set this as a homework research activity. See the book list in the Teachers’ Notes pdf for a couple of accessible reads.

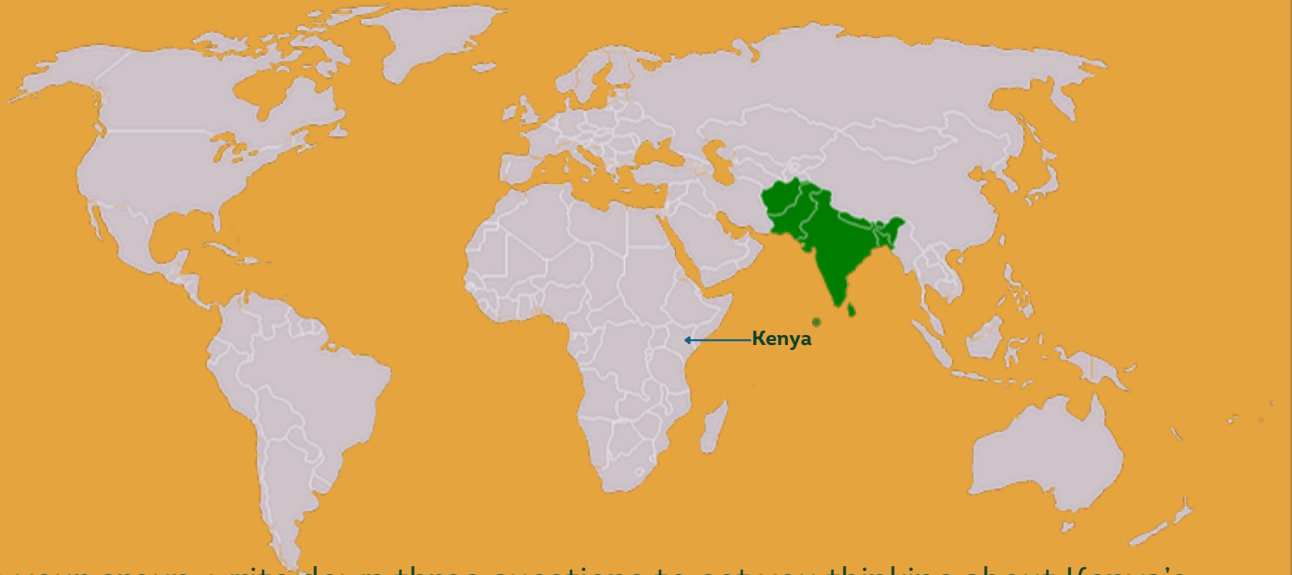
Encourage students to reflect on their learning from the previous lesson:

pick up on the words and meanings of brave and bravery

explore what the word dream means (in terms of hopes for the future)

Link the words brave, bravery and dreams with some of the theme words

Provide the opportunity to add something about their own hopes and dreams onto their Identity Maps



- In your group, write down three questions to get you thinking about Kenya's connections with South Asia - we will return to these in the next lesson.

A good opportunity to open discussion and generate some questions about how Kenya is connected to South Asia. The detailed exploration of the historical connection in Kahaani 3: Balwinder's Story, should answer many of the questions students might have.

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# Kahaani Let's meet... Jayanti

- Jayanti was born in the East African country of Kenya.
- He arrived in the UK in the 1960s, aged eighteen, with his A level results and a place at Southampton University.
- He experienced some **culture** shock in everyday life - but the racism he encountered was a deeper shock.
- His **resilience** was strong; with humour and his passionate belief in social justice, his responses to racism showed his strength as an activist.
- His life experiences in England gave him a chance to reflect on his true sense of **identity** and **belonging**.



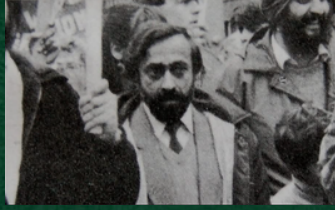
An opportunity with this slide to begin exploring the meaning of racism, resilience and activism.

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: about the racism Jayanti encountered and why it was a 'deeper shock'; resilience and why it was needed; what it means being an 'activist'; what's meant by a 'true sense of identity and belonging'.

As young people begin to learn about Jayanti this will enable greater/deeper questioning and critical thinking as the session progresses. Which will link well with all five Kahaani lessons.

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Let's meet...



Jayanti

Talk...

Write...

This is a young Jayanti.

Let's explore this photo really carefully and closely.

In your group, talk about:

- what you can see (denotations)
- where you think he might be and what makes you say that (connotations)
- what you think is happening around him (connotations)
- what you think he might be doing (connotations)

Remember to explore as much detail as possible that you can find in the photo.

Following your group talk, fill in each section of the Inference Grid with as much detail as possible that you've worked out.

In the outer section of the Inference Grid, write down three questions that will help you explore the context in more detail.

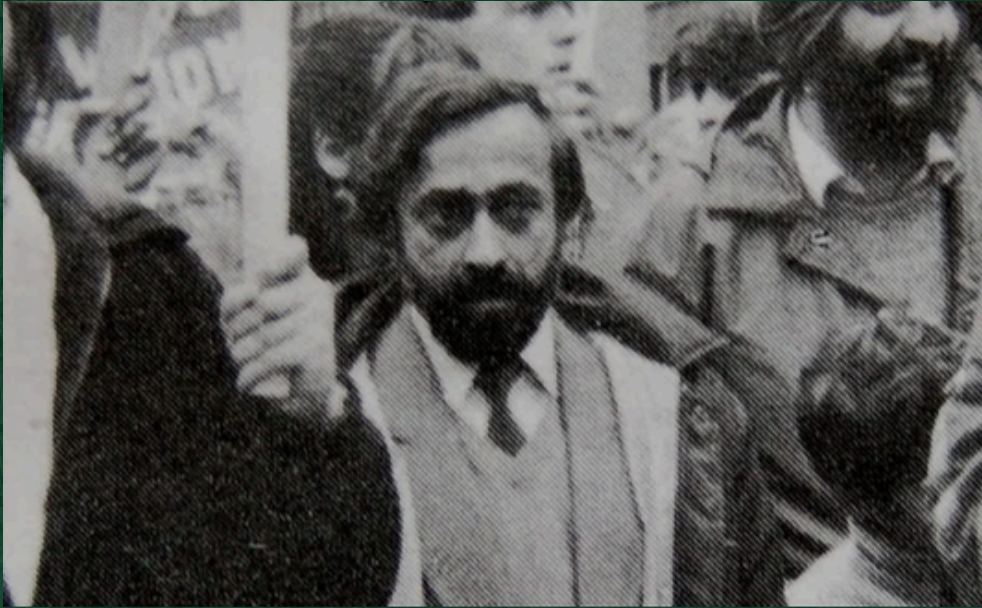
Discuss these in your group, then make a final decision about:

- where you've decided Jayanti is
- what you've worked out he's doing
- why you think he's there

Kahaani

Use Jayanti's Inference Grid for this – in Teachers' Notes pdf for Kahaani 2: Jayanti's Story – all students will need one each A4 / one between two A4 / one per small group A3

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This is a young Jayanti.

**Let's explore this photo really carefully and closely, then, fill in the sections on your Inference Grid.**

**Kahaani**

Use Jayanti's Inference Grid for this – in Teachers' Notes pdf for Kahaani 2: Jayanti's Story – all students will need one each A4 / one between two A4 / one per small group A3



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

This is a young Jayanti.



**Is this what you expected?**

**Why? / Why not?**

**Kahaani**

Watch:

(23:22-23:32 "You can be revolutionary...stick with what you want to do")

### Talk...

#### In your group, talk about:

- **what** else you can see in the photo and what you understand to be happening
- **what** the word **brave** means to you in this context – **how** does it compare to your earlier definition of **brave**?
- **why** you think Jayanti said, “*You can be revolutionary, but what you have to do is be brave.*”
- **how** Jayanti’s comment can be linked to the photo
- **how** this photo, from the 1970s, can be linked with anything similar happening 50 years later, in the 2020s.

### Write...

#### On your own:

Write a short paragraph to summarise **what** you have worked out that Jayanti was doing in the photo and **why** you think this was a brave action to take.

Kahaani

An opportunity here to extend the discussion of racism, bravery, resilience and comparison with the present day ‘hostile environment’ and its impact.

Plenty of opportunity to explore tangents by setting research tasks in class/at home/in homework.

**At University, and in his first job, Jayanti was keen to be part of the new community he had joined – sometimes this was a challenge.**

**Talk:** **What** links can you make between the protest photo slide and these experiences Jayanti shares with us?

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

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

**Talk:** **What** does Jayanti's response to that experience at work show us about his **identity**?

**Write:** Use some of the words below to write a short paragraph summarising **what** you think was happening to Jayanti at these points in his life:

**joking – banter – stereotyping – prejudice – racism**

**Kahaani**

Watch: 05:52:00 - 06:52:00 "Assimilation was fairly easy ... at ability to speak English"

Watch: 08:45:00 - 09:38:00 "There were the usual racist comments... for the last 50 years."

Plenty of opportunity to be exploring the issue of racism further - especially focusing on the impact of language use, stereotyping, bias, and what makes people behave negatively.

Also consider and explore resilience.

All this is relevant for the next slide too.

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**Talk...**

- Why do you think Jayanti said these things to people? What does this make you think about?

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

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

**Write...**

- Write a short paragraph explaining **what** you think Jayanti's responses show us about **how** he felt. Select words from below to help you:  
**upset - annoyed - angry - resilient - confident - proud**

**Talk...**

- If you had been there with Jayanti and witnessed or overheard what was said to him by his work colleague, **what** could you have done?

Kahaani

It's a really good opportunity to explore the finer details in Jayanti's comments.

Worth 'analysing' what Jayanti means by saying, "...it's their problem, not mine," and linking this to further discussion about racism and its impact on all involved.



**Watch and talk...**

Watch the short video about [How To Be An Ally](#)

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

**Talk...**

Now you've heard about allyship and how an ally can help to make change. What else might you have done if you'd been there with Jayanti?

**Write...**

Write a few sentences to explain what you would have done if you had been there with Jayanti. Use some of the words below to help you:

**ally - resilient - proud - racism - stereotyping**

**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.

When it comes to watching the short film, How To Be An Ally from Show Racism the Red Card – take a break to explore its meaning in Jayanti's context - and take a tangent to explore racism, anti-racism and allyship.

To explore allyship, teaching staff can make the choice to step away from this Kahaani session to explore allyship and then return to this lesson. This is an important critical thinking extension.

These resources from Show Racism the Red Card will take you to complete 45-minute lessons.

There are two videos in the How To Be An Ally lesson for primary schools - you may need to register to start the lesson and access the resources:

[https://theredcardhub.org/full\\_course/how-to-be-an-ally-primary](https://theredcardhub.org/full_course/how-to-be-an-ally-primary)

This link takes you to the lesson - you may need to register to start the lesson and access the resources :

[https://theredcardhub.org/how\\_to\\_be\\_an\\_ally/1771329701152x218214511303196670](https://theredcardhub.org/how_to_be_an_ally/1771329701152x218214511303196670)

There's also a lesson for secondary schools with more videos:

[https://theredcardhub.org/full\\_course/howtobeanally\[secondary](https://theredcardhub.org/full_course/howtobeanally[secondary)

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As the protest photo on Slide 8 shows, Jayanti was involved in the Anti-racist Movement of the 1970s and 1980s - for which, later in his life, he was awarded his MBE.

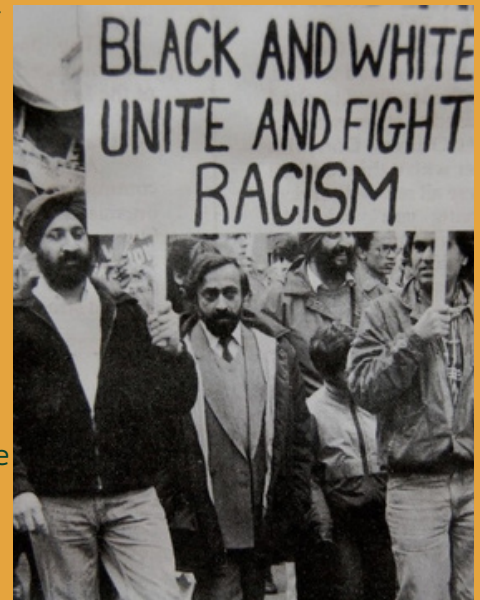


**Watch & Write:**

What is Anti-Racism? While watching this short video, make notes about **racism** and **anti-racism**; use these notes in the next activity.

**Talk:**

- **How** is Jayanti's experience of 50 years ago, still relevant today?
- **What** advice might you give to friends of people who are experiencing negative comments because of their heritage and/or the colour of their skin?
- **What** actions could young people today take to **challenge** racist injustices?



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

**Kahaani**

Watch: 21:44 – 24:04 “...So I stayed with my single agenda item... Until they listen to me, they don't know what they're [...])

Throughout his adult life in the UK, Jayanti has been making a stand by challenging injustices that he and other people experienced because of their heritage and the colour of their skin.

Jayanti was brave enough to attend rallies and stand up for the rights of people who had migrated to the UK for a better life, a safer life and a settled life.

Prior to using this video from Newcastle University What is Anti-Racism?

<https://www.youtube.com/watch?v=ExIxVfPyCXI>

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.

This slide could effectively be the focus of a complete lesson (or series of lessons) about racism and anti-racism within the broad historical context of post WW2 Britain – up to the present day.

To explore and find out more about:

Anti-racist Movement of 1970s and 1980s – it is quite hard to find resources that are accessible for KS3 about this subject. See Teachers' Notes pdf for some references.

This sets the context for further research:

Responses, riots and protests - Commonwealth immigrants in the Modern Era, 1948-present -



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

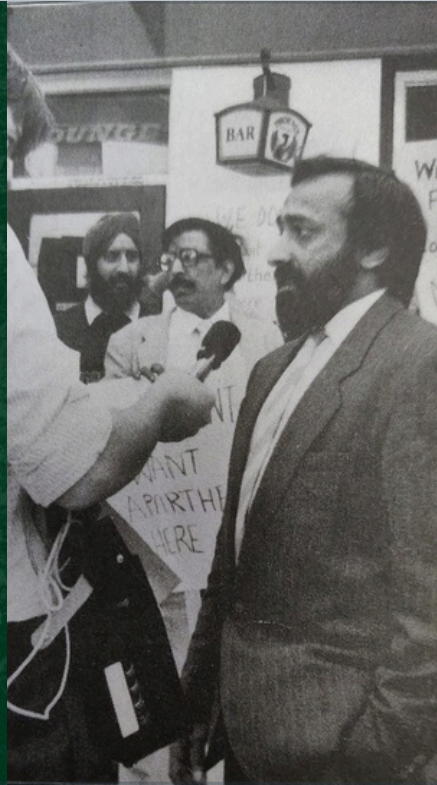
*My mantra is, "People are  
people; there is one human  
race."*

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

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

*Acquaintance:  
"Do you get to go home often?"  
Jayanti: "Yeah – every evening!"*

*My neighbourhood is my  
community.*



### Talk and write:

In your group, take it in turns to **pick** up a Statement Card:

- **talk** about **what** it means and **why** it's important;
- **select** 3 that have had most impact on you.

**Add** these 3 to Jayanti's StorySharer Sheet, matching each statement to one of the themes.

**Kahaani**

This can be done as a whole class activity (bringing in one statement at a time), or as a small group activity using the statement cards. Statement cards can be found in the Teachers' Notes pdf for Kahaani 2: Jayanti's Story

# Kahaani

## Talk and write...

- Looking back at what Jayanti has shared with us, name 3 important things that he has brought to us through his experiences.
- Use the theme words below to help, then add these to Jayanti's StorySharer sheet

## Write...

- Add more detail on your own Identity Map - particularly about allyship.



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

In response to the Talk activity, listen out for responses that focus on Jayanti's approach to dealing with situations – public, through protest; personal, through resilient humour, quick comment, a strong sense of confidence in his identity, confidence to stand up to others; a sense of pride on who he is, his knowledge that he's not inferior to those who make comments...