



- **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 Southwest 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 5: Atiff's Story



Learning intentions:

- **consider** what shapes **identity**
- **explore** what **change** means
- **reflect** on the impact of **change**

Getting Started...

In your group:

Talk...

- share something that you learned or something that has stayed with you since the last session about Jusna; why has that stayed with you?

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.

Let's meet... Atiff



Talk...

In your groups...

Take it in turns to read out one of the paragraphs introducing us to Atiff.

Talk about:

- positives and negatives
- impact of changes
- similarities and differences to your own families

Make a list of three things you'd like to ask Atiff if you had the chance to meet him.

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.

Watch: 00:08 – 05:31 “ So, my dad came here in the late '70s... I think may have experienced further racism.”

To make this an interactive group work activity (in groups of four), each of these statements can be written on separate Let's Meet Atiff Cards – see Teachers' Notes for Lesson 5 for the cards.

Students can take it in turns to read their card and talk about:

- positives and negatives
- impact of changes
- similarities and differences to their own families

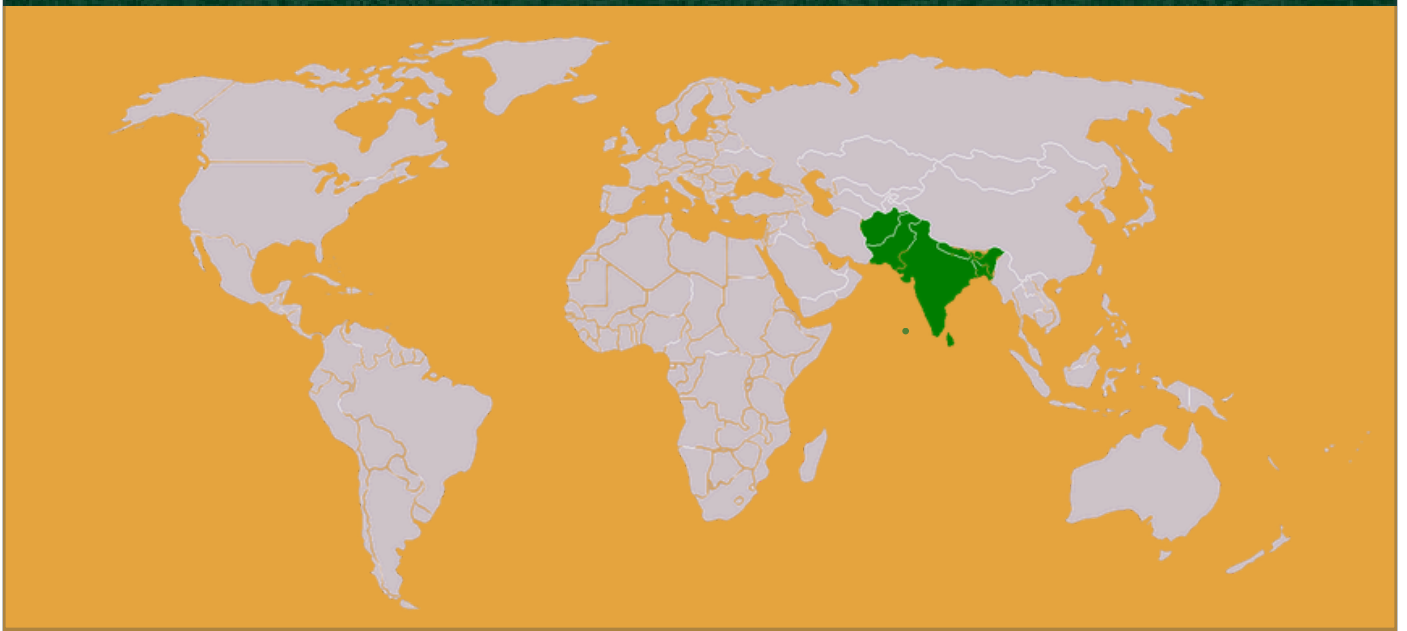
Then, make a list of three things they'd like to ask Atiff if they had a chance to meet him. Later in the lesson, they can return to their questions to see if they found answers from the things he shared with us.

Play embedded extract after the group work activity- before moving on to the next slide – focus on what brought Atiff together with his English-speaking friends

Where is South Asia?



Kahaani



Identify and label where Atiff was born, where his father and grandfather were born

Listen, reflect and talk...

“..We don't speak it (first language) amongst ourselves.”

“Religion doesn't make me less British. I'm a British Muslim.”

“Don't forget your roots. Your identity is your fabric.”

“Our parents carved out an identity ... we need to learn about those sacrifices”



Atiff talks a lot about **identity**, tradition and **change** over three generations since his family moved to England - look back to see which other StorySharers have talked about changes over generations.

What does tradition mean to you?

What does change mean to you? (Look back at your notes from Lesson 4 - Jusna's Story)

Add some family or community traditions onto your Identity Map

Kahaani

"Our parents carved out an identity ... we need to learn about those sacrifices"



- What do you think Atiff means, "Our parents **carved** out an identity..." Why do you think he used the word "**carved**"?
- Look carefully at this powerful statement , "... we need to learn about those **sacrifices**."



Talk...

Talk about what you think the word '**sacrifice**' means and why do you think he mentioned his parents' actions as, "**sacrifices**"?

Write...

Add more details to your Identity Map about changes that any of your family members in older generations might have made to their lives to settle into their community or neighbourhood. (If you don't know - remember to ask other relatives!)

Rahaani

Watch again:13:18 – 14:24 "As a parent I believe that...based in a very British culture."

Provide prompts, if necessary, about meanings of 'carved' and 'sacrifice(s)'

carved:

- some suggestions could relate to a lasting imprint or shape that's been carefully and thoughtfully sculpted / crafted

sacrifice(s):

- some suggestions could relate to having to give up, lose or let go of something important, special, precious – possibly almost religious;

sacrifice implies that something has gone forever, it can't be brought back

Diaspora – explain this as Atiff uses it a lot. Movement away from somewhere that has been home to somewhere else where there may be fewer familiar people in the new country / displacement from a familiar place of heritage / people from a culture or community being moved to many different regions – unfamiliar and possibly hostile.

Atiff talked about his experience of going to the local mosque when he was young – he enjoyed being with his friends at the mosque, but he was less interested in the very traditional teaching.



The experience for his children learning about their religion now is very different.

Religion doesn't make me less British. I'm a British Muslim.

In your group, talk about: **Why** and **how** you think things are different now

Remember, at the end of Balwinder's Story lesson, the suggested conversations? (Look back to remind yourselves)

Here are some more ways that families might share their heritage experiences with younger members: **stories passed down the generations; letters written to family members in first languages; family photos; objects / mementoes/ heirlooms; newspaper / media stories...**

Are there any on that list you could explore in your family, maybe find out things you don't yet know? One small object could have a huge story waiting to be revealed and shared! Whatever else you find out from older relatives – remember to add them to your Identity Map?

In your group, talk about: how important you think it is to have these links with your family's past

Watch again: 11:37 – 13:17 “Religion’s a very interesting topic ... to teach children in a more fun and modern way...”

Possible responses to encourage about why and how things are different now:

- A greater distance between the experiences of the two generations
- A different, multi-cultural / culturally diverse experience in UK from Pakistan
- Greater awareness of the need for young people to understand their religion, ask questions and discuss things – involving young people in the deeper understanding of their faith
- Creating a new approach to understanding their Islamic faith

The family story gathering can be a continual homework activity running throughout this whole series of lessons.

To model this storytelling and sharing, teacher could show a small memento / object that once belonged to a family member and tell the story behind it and its significance to them.

Try to capture some of the things mentioned about the importance of having links with our family's pasts

Kahaani

Atiff is **proudly multilingual**.

When he was young, he spoke his family's first language, Urdu, at home with his mum, dad and siblings.

At school and playing football with his friends, he spoke English.

Around his local community he also spoke Punjabi. As he and his siblings became teenagers and made closer friendships at school, he and his siblings began to speak more English together at home.

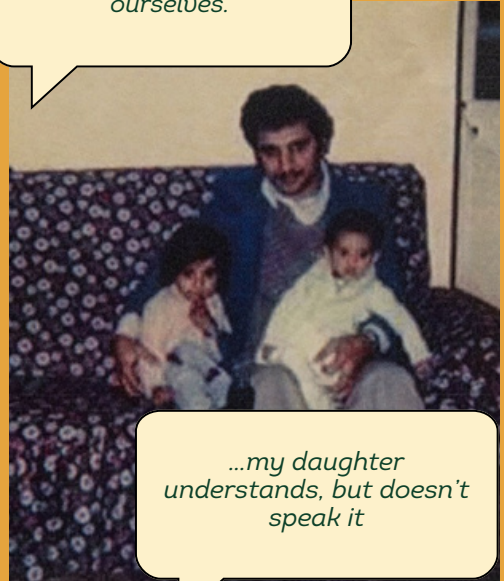
Now, as a parent, he mentions the change with his own children.

Talk...

In your group, talk about:

- **what** being proudly multilingual means
- some advantages and disadvantages that being multilingual might have had on his family life at home
- **how** important you think it is to stay in touch with your first language
- other languages you speak with family members

We don't speak it (first language) amongst ourselves.



...my daughter understands, but doesn't speak it

To focus on being proudly multilingual:

- explore the range of first languages/family languages spoken in the class, school, community.
- this could lead to a homework activity making paper bunting that features greeting words in the languages spoken in the class, school and community; or making voice recordings of greetings
- encourage students to share how and when they use the different languages they speak

Talk and Listen...

Atiff remembers parents' evenings at secondary school and having to translate into Urdu what the teachers said about him.



In your group, before listening to what he says about this experience, talk about **what** challenges you think his experience might have presented for him while sitting with a teacher and his mum!

Write and Talk...

- Write a message to 15-year-old Atiff telling him what you think about his Parents' Evening experience.
- Write 3 Top Tips you would give to someone who may find themselves in the same situation as Atiff on Parents' Evening.
- If you or your friends have ever experienced a similar situation to the one Atiff shared here, and you feel confident to talk about it, in your group, **share a story!**



Rahaani

Watch 20:36 – 22:42 “Growing up in Swindon ... your culture as much as you can.”

Possible challenges that might be mentioned:

- hearing the teacher tell what he's really like in class and translating accurately
- his mum's reactions - public and then later, personal
- feeling he's let his family down
- feeling that his mum won't understand what it's like in class for him

Pick up on Atiff's Parents' Evening experience as this may resonate with many students in the class and it's a way to encourage students to share personal experiences in a safe context with supportive peers.

Listen again to “Say you had a parents' evening... the teacher said I don't concentrate!”

Rather than all students do both the writing activities, working in pairs, students can decide which of them will do which one of the activities.

Plenty of opportunity for group work here to share experiences and best ways to write about them – introducing a range of emotions from humour to bittersweet.

Perhaps voice record a few stories.

Listen, write, draw and reflect ...



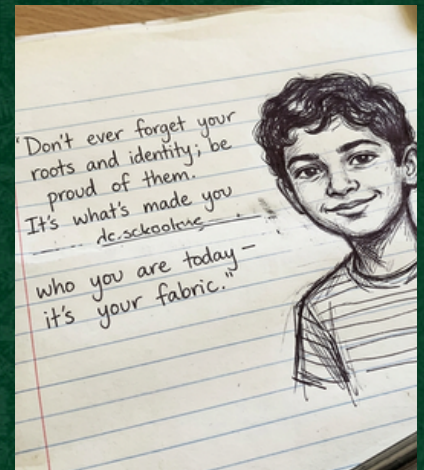
On your Identity Map add in some final detail about your roots – things that have made you who you are. Atiff talks about your roots and identity being your fabric.

Time to get creative!

- If these roots and identity were literally a fabric, what would your fabric look like?
- **Draw** some design ideas for your own personalised fabric.

Atiff ends his story telling us to, “Celebrate your culture as much as you can!”

- Look at the three points you made about ‘culture’ on your Identity Map in the last session – add a final few.
- Make a plan of what you would do to celebrate **your** culture – it could be a party, a film, a festival, a dance, a song... or a combination of all of these!



Kahaani

Watch again: 22:03 – 22:42 “Don’t ever forget your roots... celebrate your culture as much as you can.”

With the drawing / designing a personalised fabric – explain that before people in societies all around the world could read or write, they used visual symbols / patterns to identify their community allegiances.

These designs can be digital – this could be extended to a homework activity.

Making the plan to celebrate their culture will be a great finale to this series of lessons – you can take this in any direction depending on the cultural diversity of the young people in the class / school / community.

Concluding Kahaani



In your group, look back at each of your StorySharer sheets:

- using the Exit Cards, talk together about which of the themes you feel is more relevant or evident to each of the StorySharers we've met
- agree on one theme that summarises overall the experiences of all the StorySharers
- talk about what impact these Kahaani lessons have had on you



On your own, write a few sentences to explain what impact this series of Kahaani documentary film clips has had on you.

In your group...

- look back at the conversation suggestions that each of you chose to do at the end of Balwinder's Story lesson;
- share something from the conversation you had

On your own...

- Write down which of the other family conversation suggestions you might choose to do and why.



Whole class...

Watch Kahaani, the 30-minute film produced by Create Studios; it introduces us to more people and their stories – as well as the people we've already met. www.kahaanionfilm.com
After watching the film, choose which Exit Card you think sums up the whole Kahaani series.

Kahaani

This slide is an optional extra. If you've been working through the complete series of all five people, this will be a valuable summary session.

Watching the full 30 minute documentary will be a hugely valuable experience – not only to bring things to a close, but also to open up further dialogue.

<https://www.kahaanionfilm.com/>

A possible exit activity could be for each student to write 3 different responses:

Something they've learned that they didn't already know

Something that shocked or surprised them

One question