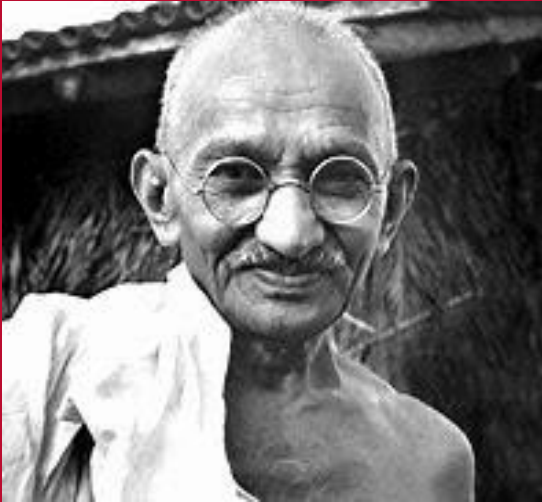




**Telford & Wrekin**  
Co-operative Council

**Protect, care and invest  
to create a better borough**



# **SOUTH ASIAN HERITAGE MONTH**

## **TEACHING RESOURCE - SECONDARY**

**Multicultural Development Team**

**Telford & Wrekin Council**

**June 2022**





## South Asian Heritage Month - Introduction

South Asian Heritage Month provides an opportunity to celebrate and acknowledge the culture, history and lives of the three million people with South

Asian heritage living in the U.K. today and to provide a greater understanding of why Britain looks as diverse as it does today. It also presents an opportunity to recognise the massive contribution of those with South Asian heritage who have come to the U.K. indirectly, via other Commonwealth countries or elsewhere in the world.

South Asian Heritage Month in the U.K. was first launched in the House of Commons in 2019, although other countries (including Canada) originated the concept. Under Founding Patron Anita Rani, the first years' programme of events was presented on-line in 2020 (due to the Coronavirus pandemic).

**South Asia is formed of eight countries, namely Afghanistan, Bangladesh, Bhutan, India, Maldives, Nepal, Pakistan and Sri-Lanka.** This resource is intended to look at the diverse links between Britain and these countries over the centuries to the present day. Moreover, although we cannot ignore the lasting impact of the British Empire, it is essential to acknowledge that the heritage, civilisation and history of this region goes back many centuries before the arrival of the first Europeans.

- The timing of South Asian Heritage Month was carefully chosen to incorporate several significant dates, as follows:
- *18<sup>th</sup> July - Independence of India Act gained Royal Assent (1947)*
- *26<sup>th</sup> July - Maldives Independence Day*
- *8<sup>th</sup> August - Bhutan Independence Day*
- *14<sup>th</sup> August - Pakistan Independence Day*
- *15<sup>th</sup> August - Indian Independence Day*
- *17<sup>th</sup> August - Partition Commemoration Day (1947)*

For Telford and Wrekin Schools this project and workshops will commence on June 2022 (which actually coincides with the launch of the South Asian Heritage Month calendar this year) and last until the end of the Summer Term).

The South Asian Heritage Teaching Resource is intended as a starting point, a working document to be adapted, added to or changed to suit the individual requirements of the educational setting, as well as the practicalities and curricular considerations in place. The suggested units covered may be altered or adapted to meet school requirements, but are intended to ensure that the pupils are exposed to a broad range of subjects, without repetition or omission in the same school in the longer term, as this resource has been designed for use in future academic years, not only the current one.

Suggested subjects and additional research topics provided may need to be adjusted to accommodate the current Coronavirus protocols in place in individual settings, with regard to social distancing and mitigations. In all likelihood any gatherings of pupils and staff (i.e. assemblies) will still be restricted to the 'bubbles' in place in school. Creativity may also be required in terms of sharing learning and accomplishments between year groups and with parents, perhaps using corridor displays, virtual platforms or the school website this term.

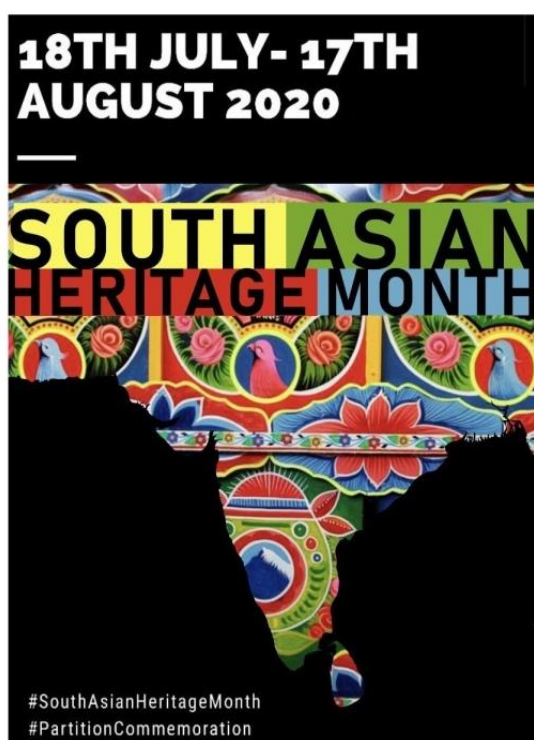
This project supports and promotes the school's delivery of the statutory requirements in terms of delivery of the Equality and Diversity elements of education, as well as the development and enrichment of Cultural Capital within the school community. Moreover, in light of the spike in racist incidents and recent events locally, in the U.K. and wider world, there has never been a better time to promote discussion, broaden all pupils' experiences and develop their understanding, respect and appreciation for the amazing contribution and achievements of people from diverse ethnic backgrounds in the past and at the present time.

**This South Asian Heritage Teaching Resource is intended to avoid tokenism and does not substitute for the inclusion of prominent South Asians, their experiences and accomplishments, in the curriculum as a whole throughout the year, including those from all spheres and fields:**

history; literature; religion; politics; design and technology; science; sport; mathematics; music; media; visual and the performing arts.

We welcome all comments and feedback on this resource, as well as suggestions and other examples of successful practice in your school which we can incorporate into future editions of the South Asian Heritage Teaching Resource!

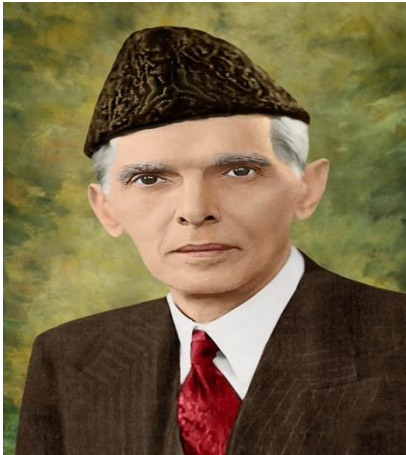
***“There is (also) much more to South Asian identity than saris, samosas and sitars...At a time when the country appears deeply divided, South Asian History Month will help us to focus on the diverse nature of that identity as well as explore and celebrate all that makes us who we are, British and South Asian alike” – Jasvir Singh (Co-founder of SAHM)***



***Anita Rani – Founding Patron of South Asian Heritage Month***

***#SouthAsianHeritageMonth***





## **Muhammad Ali Jinnah – KS3/4**

Muhammad Ali Jinnah (25/12/1876 – 11/09/1948) was born near Karachi, now part of the Sindh province of Pakistan (his given name at birth was Mahomedali Jinnahbhai).

Jinnah was a barrister, politician and the founder of Pakistan. He served as leader of the All-India Muslim League from 1913, until the inception of Pakistan on 14<sup>th</sup> August 1947 and then as the Dominion of Pakistan's first Governor-General until his death.

Jinnah campaigned for proposed safeguards for the political rights of Muslims in the Indian sub-continent. But in 1920 he resigned from the Indian National Congress when it agreed to follow a policy of political anarchy.

By 1940 Jinnah had come to believe that Muslims should have their own state, to avoid the possible marginalised status they may gain in an independent Hindu-Muslim state.

Ultimately the Congress and Muslim League could not reach a power sharing formula that would allow the entirety of British India to be united as a single state following independence, leading all parties to agree instead to the independence of a predominantly Hindu India and a Muslim majority state of Pakistan.

As the first Governor-General of Pakistan, Jinnah worked to establish the new nations' government and policies. He was also determined aid the millions of Muslim migrants who had emigrated from India to Pakistan after the two states' independence, personally supervising the establishment of refugee camps. Jinnah was also a staunch advocate of women's rights and their role in the struggle for independence and to build a nation.

Jinnah died just over a year after Pakistan gained independence from the U.K. He left a deep and respected legacy in Pakistan and is revered as the *Quaid-i-Azam* ('Great Leader') and *Baba-i-Quam* ('Father of the Nation'). His birthday is observed as a national Holiday and Jinnah remains Pakistan's greatest leader.

### **Suggested lessons and activities**

- Introduce South Asian Heritage Month through a whole school assembly (virtual if necessary) – this might include an introduction to the eight countries, the five key themes (identity; history; creatives; sports; health and well-being), the life story of an influential South Asian figure of the past or present, and what we can learn from their contribution. Relate this to the school 'Mission Statement'.
- Re-introduce South Asian Heritage Month in the classroom and briefly re-state its aims (see above). Provide a context for this unit of work by identifying the country this unit of study relates to. Ask all pupils to share family or other connections with any other countries (their own or family members). From a list of the countries provided identify those with connections to the eight countries being studied (Afghanistan; Bangladesh; Bhutan; India; Maldives; Nepal; Pakistan). Ask these pupils to share their own (or family) experience of immigration, including the time frame and motivation. Discuss how they identify themselves in relation to this aspect of their history (i.e. culture; language; religion) and remain connected to their extended family in the country of origin (e.g. visits either way; letters; cards; telephone; Skype; Zoom).
- Introduce Muhammad Ali Jinnah (having asked the pupils have heard of or know anything about him) and tell his life story using images and live footage from the time. Include key events and the importance of Jinnah's key role in the independence movement. Pupils to create their own 'Time-Line' of Jinnah's life.
- Watch a film clip on Jinnah's role (see resources below) and ask the pupils to make notes and list actions taken by Jinnah and order them in terms of significance and impact. Discuss how the 'Empire' affected the Indian sub-continent and its people.

- Write a short biography of Jinnah’s life including: key events and dates; the campaign for independence of Pakistan and strategies; the legacy of his contribution including quotes.

- Provide the following quote from Jinnah:

*“No nation can ever be worthy of its existence that cannot take its women along with the men. No struggle can ever succeed without women participating side by side with the men. There are two powers in the world; one is the sword and the other is the pen. There is a great competition and rivalry between the two. There is a third power stronger than both, that of the women”.*

Discuss what his words mean and how the global struggle for equal rights and opportunities for women continues today. Compare to the words of Malala Yousafzai in her famous speech to the U.N. (regarding the ‘power of the pen’) and whether Jinnah’s speech may have inspired her.

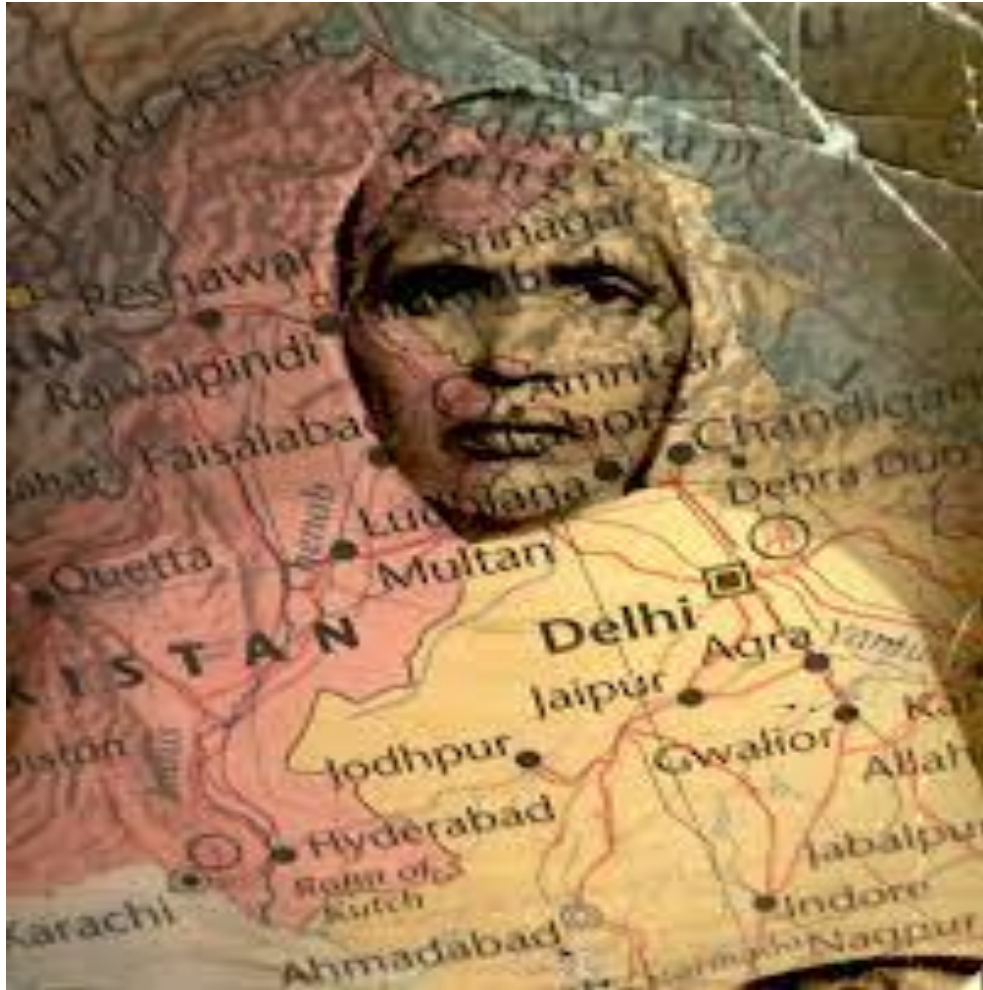
- Debate the role of non-violent protest and whether it is ever justifiable to use violence in the fight against inequality and oppression. Discuss the belief systems, prejudices and justifications used by those who maintained the colonial structure. Relate to recent events and pupils’ understanding of the Rule of Law and the ‘Black Lives Matter’ movement.
- Prepare a presentation of pupil’s work for classmates and peers, or as part of a Celebration Assembly at the end of South Asian History Month.
- Create a whole class (or corridor) display, featuring images of Jinnah, quotes, key events and pupil’s writing.
- Time permitting (or as homework) ask the pupils to independently research and prepare a Fact File (or Power Point) about one of the eight countries in the South Asian region. Share with the rest of the class.

### **Recommended Resources/Links**

- #SouthAsianHeritageMonth – context
- [www.southasianheritage.org.uk](http://www.southasianheritage.org.uk) - introduction to SAHM and how to participate in the organisation or organise events (including ‘tool kit’).
- [https://twitter.com/SAHM\\_UK](https://twitter.com/SAHM_UK)
- [https://www.instagram.com/southasianheritagemonth\\_uk](https://www.instagram.com/southasianheritagemonth_uk)

- [https://en.wikipedia.org/wiki/South Asian Heritage Month](https://en.wikipedia.org/wiki/South_Asian_Heritage_Month) - background
- <https://m.facebook.com/southasianheritagemonth/> - links to films: 'Themes for the Launch' (1hr19mins) and 'Welcome to South Asian Heritage Month' (46mins).
- <https://padlet.com/oursharedculturalheritage/ActivityPacks> - wide range of free classroom resources sponsored by The British Council.
- [www.en.wikipedia.org/wiki/Muhammad Ali Jinnah](http://www.en.wikipedia.org/wiki/Muhammad_Ali_Jinnah) - biography and links to detailed information.
- [www.bbc.co.uk/news/world-asia-40961603](http://www.bbc.co.uk/news/world-asia-40961603) - Detailed article and information on how Jinnah's ideology shapes Pakistan's identity.
- [www.bbc.co.uk/history/historic-figures/jinnah mohammad ali.shtml](http://www.bbc.co.uk/history/historic-figures/jinnah_mohammad_ali.shtml) - brief biography.
- [www.nationalarchives.gov.uk/education/resources/the-road-to-partition/](http://www.nationalarchives.gov.uk/education/resources/the-road-to-partition/) - original documents from this period of history with introduction; teacher's notes and external links.
- [www.britishpathe.com](http://www.britishpathe.com) – British interpretation (film clips) of events on the Indian sub-continent.
- [www.sampad.org.uk](http://www.sampad.org.uk) – The Partition Trail (includes audio clips and interviews).





## **Mother Teresa – KS 3/4**



Mother Mary Teresa Bojaxhiu (1910-1997) was an Albanian-Indian Roman Catholic nun and missionary, famed for her work with the poor of Calcutta. She was born in Skope, Kosovo (now North Macedonia), moved to Ireland aged eighteen and then to India, where she lived most of her life.

In 1950 Teresa founded the Missionaries of Charity which grew into a congregation of over 4,500 nuns and was eventually active in 133 countries. To this day it provides homes for people dying of HIV/AIDS, leprosy and tuberculosis. It also runs soup kitchens, dispensaries, mobile clinics and counselling programmes, as

well as orphanages and schools. As well as their religious vows, members profess to give ‘wholehearted free service to the poorest of the poor’.

‘Mother Teresa’ (as she was known) received many honours, including the 1979 Nobel Peace Prize, and became a Catholic saint in 2016. Sometimes a controversial figure during and after her death because of her religious views in relation to sensitive issues (including contraception and abortion), Teresa was widely admired for her charitable work with the poor of Calcutta.

### **Suggested Lessons and Activities**

- Introduce South Asian Heritage Month through a whole school assembly (virtual if necessary) – this might include an introduction to the eight countries, the five key themes (identity; history; creatives; sports; health and well-being), the life story of an influential South Asian figure of the past or present, and what we can learn from their contribution. Relate this to the school ‘Mission Statement’.
- Re-introduce South Asian Heritage Month in the classroom and briefly re-state its aims (see above). Provide a context for this unit of work by identifying the country this unit of study relates to. Ask all pupils to share family or other connections with any other countries (their own or family members). From a list of the countries provided identify those with connections to the eight countries being studied (Afghanistan; Bangladesh; Bhutan; India; Maldives; Nepal; Pakistan). Ask these pupils to share their own (or family) experience of immigration, including the time frame and motivation. Discuss how they identify themselves in relation to this aspect of their history (i.e. culture; language; religion) and remain connected to their extended family in the country of origin (e.g. visits either way; letters; cards; telephone; Skype; Zoom).
- Establish what pupils already know of Mother Teresa and present her life story to the class through power point (or short film). Relate to themes that pupils may already be aware of including poverty and hunger; provision for orphans and in-patients; disease; educational provision, child labour and exploitation (sweat shops).

- Using information (dates) and images provided draw and label a time line of Mother Teresa’s life and work.
- Individually, or in small groups, brainstorm questions pupils would ask about Mother Teresa and her work and investigate them. Prepare a Fact File based on information gathered.
- Debate the key issues of poverty; hunger; maternal and infant mortality (provision for orphans); disease; pollution (water and air); natural disasters (including flooding); educational provision; child labour and exploitation. Consider the role of charities e.g. Oxfam; Water Aid; Red Crescent; Red Cross; NGOs; governments (including our own); external states (foreign aid) and United Nations.
- Compare and contrast the work of the Mother Teresa Foundation, providing relief and food for street dwellers, with that of U.K. organisations for the homeless including Big Issue, Shelter and Shrewsbury Ark (being sensitive to pupils’ own experiences).
- Relate to Marcus Rashford’s support for campaigns regarding poverty, child hunger and free school meals in the U.K.
- Discuss how the individual can promote change by any means (e.g. boycotting brands using ‘sweatshops’ or child labour; buying ‘Fair Trade’ products; lobbying M.P.s and demonstrations).
- Write a protest letter to an organisation profiting from exploitation of adults / children in production of cheap consumable goods for the U.K.
- Create a whole class (or corridor) display, featuring pupils work, images of Mother Teresa and the work of her Foundation.
- Prepare a short presentation of pupil’s work about Mother Teresa for a Celebration Assembly (virtual if necessary) at the end of South Asian Heritage Month.
- Time permitting (or as homework) ask the pupils to independently research and prepare a Fact File (or Power Point) about one of the eight countries in the South Asian region. Share with the rest of the class.

### **Recommended Resources/Links**

- #SouthAsianHeritageMonth – context
- [www.southasianheritage.org.uk](http://www.southasianheritage.org.uk) - introduction to SAHM and how to participate in the organisation or organise events (including ‘tool kit’).

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- [www.en.wikipedia.org/wiki/Mother Teresa](http://www.en.wikipedia.org/wiki/Mother_Teresa) - biography and background information.
- [www.google.com](http://www.google.com) – search images of Mother Teresa.
- [www.pinterest.co.uk/quilternana/mother-teresa/](http://www.pinterest.co.uk/quilternana/mother-teresa/) - one of many pages on Pinterest of inspirational quotes and photographs of Mother Teresa (poster style).
- [www.bbc.co.uk/newsround/50075153](http://www.bbc.co.uk/newsround/50075153) - Mother Teresa: 'Everything you need to know'.
- [www.bbc.co.uk/news/av/world-asia-india-37255760](http://www.bbc.co.uk/news/av/world-asia-india-37255760) - actual recorded film footage of Mother Teresa with subtitles (recommended).
- [www.tes.com/teaching-resource/inspirational-people-mother-theresa-6374785](http://www.tes.com/teaching-resource/inspirational-people-mother-theresa-6374785) - free power point. A useful starting point.
- [www.legacy.com/news/culture-and-history/20-facts-about-mother-teresa/](http://www.legacy.com/news/culture-and-history/20-facts-about-mother-teresa/) - does what it says on the can!
- [www.christianity.org.uk/article/mother-theresa](http://www.christianity.org.uk/article/mother-theresa) - longer biography including images.
- [www.youtube.com/watch?v=mEZGjL1akt0](http://www.youtube.com/watch?v=mEZGjL1akt0) – short film: life and work of Mother Teresa.









## **South Asian Sports – KS3/4**

Sports and society wouldn't be what they are today without the trailblazing South Asian athletes of years past, who often had to

break through barriers of racial (and gender) prejudice to reach greatness in their chosen fields. From current household names, like Moeen Ali and Amir Khan, there are plenty of other sporting stars of South Asian Heritage that fans also admire. Many of these athletes are still accomplishing firsts in their sports and act as role models and inspiration to all, particularly children, today.

### **Suggested Lessons and Activities**

- Introduce South Asian Heritage Month through a whole school assembly (virtual if necessary) – this might include an introduction to the eight countries, the five key themes (identity; history; creatives; sports; health and well-being), the life story of an influential South Asian figure of the past or present, and what we can learn from their contribution. Relate this to the school 'Mission Statement'.
- Re-introduce South Asian Heritage Month in the classroom and briefly re-state its aims (see above). Provide a context for this unit of work by identifying the country this unit of study relates to. Ask all pupils to share family or other connections with any other countries (their own or family members). From a list of the countries provided identify those with connections to the eight countries being studied (Afghanistan; Bangladesh; Bhutan; India; Maldives; Nepal; Pakistan). Ask these pupils to share their own (or family) experience of immigration, including the time frame and motivation. Discuss how they identify themselves in relation to this aspect of their history (i.e. culture; language; religion) and remain connected to their extended family in the country of origin (e.g. visits either way; letters; cards; telephone; Skype; Zoom).

- Introduce the topic using pictures of South Asian sporting figures (or power point) and talk about their challenges and achievements.
- Encourage the pupils to share what they know about the same, other or current, South Asian sporting figures and why they admire them.
- Relate to the pupils' own experiences of sports and discuss their preferences (and sporting aspirations?).
- Provide a list names from the list below as a starting point (and encourage pupils to add their own). Working individually, in pairs or small groups, agree on subjects from the list below (or any other South Asian sporting star), discuss/decide upon questions they would like answered or information gathered about this person. Research on-line.

### **Suggested Sports Women and Men:**

Mohamed Abu Abdullah (**Bangladesh** – athletics); Shahid Afridi (**Pakistan** – cricket); Jotsna Afroz (**Bangladesh** - athletics); Shamima Akhtar Tulee (**Bangladesh** – karate); Wasim Akram (**Pakistan** – cricket); Mohammed Akram Hussain Khan (**Bangladesh** – cricket); Moeen Ali (**England** – cricket); Samera Ashraf (**Scotland** – kickboxing); Indra Bahadur Shrestha (**Nepal** – judo); Shahlyla Baloch (**Pakistan** - football); Anum Bandy (**G.B.** – swimmer); Palwasha Bashir (**Pakistan** – badminton); Salma Bi (**England** – cricket); Jasmine Bunter (**England** – football); Dutee Chand (**India** – athletics); M.S. Dhoni (**India** – cricket); Harshana Godamanna (**Sri Lanka**- tennis); Chencho Gyeltshen ( **Bhutan** – football); Naseem Hameed (**Pakistan** – athletics); Foujia Huda (**Bangladesh** –athletics); Afa Ismail (**Maldives** – athlete); Susanthika Jaya Sininghe (**Sri Lanka**- athletics); Karma (**Bhutan** - archery); Harmanpreet Kaur (**India** – cricket); Amir Khan (**G.B.** – boxing); Imran Khan (**Pakistan** – cricket and politics!); Rahid Khan (**Afghanistan** – cricket); Virat Kohli (**India** – cricket); Ramanathan Krishnan (**India** – tennis); Sushil Kumar (**India** – wrestling); Sandeep Lamichhane (**Nepal** – cricket); Sana Mir (**Pakistan** – cricket); Sania Mirza (**India** – tennis); Saina Nehwal (**India**- badminton); Rohullah Nikpai (**Afghanistan** – taekwondo); Beauty Nazmun Hahar (**Bangladesh** – athlete); Vinesh Phogat (**India** – wrestler); Siddikur Rahman (**Bangladesh** – golf); Rubel Rana ( **Bangladesh** – swimming); Rajyavardhan Rathore (**India** – shooting); Kumar Sangakkara ( **Sri Lanka** – cricket); Manita

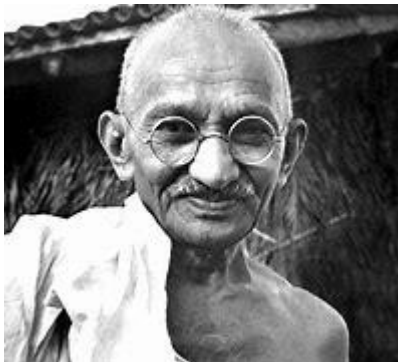
Shrestha Pradhan (**Nepal** – judo); Hassan Saaid (**Maldives** – athlete); Imran Sherwani (**G.B.** – hockey); Kashif Siddiqui (**England** – football); Gaurika Singh (**Nepal** – swimming); Sardara Singh (**India** – hockey); Sachin Tendulkar (**India** – cricket); Anwar Uddin (**Bangladesh/England** – football); Pusarla Venkata Sidhu (**India** – badminton); Duncan White (**Sri Lanka** – athletics); Waqar Younis (**Pakistan** – cricket).

- Encourage pupils to collate information about individual athletes or groups from different countries and collaborate to prepare a ‘Fact File’ (in PDF or Power Point format) about their chosen subjects.
- Alternatively, research popular sports in South Asian countries or the South Asian Games (see resources below). Try playing a playground variation of Kabaddi with the class (with minimal contact i.e. tagging opponents).
- Prepare a presentation of pupil’s work for classmates and peers, or as part of a Celebration Assembly at the end of South Asian History Month (or a demonstration of sports and movement).
- Create a whole class (or corridor) display, featuring images of South Asian sportswomen and men, pupil’s writing (including ‘Fact Files’) and pictures.
- Time permitting (or as homework) ask the pupils to independently research and prepare a Fact File (or Power Point) about one of the eight countries in the South Asian region. Share with the rest of the class.

### Recommended Resources/Links

- #SouthAsianHeritageMonth – context
- [www.southasianheritage.org.uk](http://www.southasianheritage.org.uk) - introduction to SAHM and how to participate in the organisation or organise events (including ‘tool kit’).
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- <https://padlet.com/oursharedculturalheritage/ActivityPacks> - wide range of free classroom resources sponsored by The British Council.
- [www.wikipedia.org/wiki/British Asians in association football](http://www.wikipedia.org/wiki/British_Asians_in_association_football)
- [www.wikipedia.org/wiki/South Asian Games](http://www.wikipedia.org/wiki/South_Asian_Games)
- [www.wikipedia.org/wiki/Sport in Afghanistan](http://www.wikipedia.org/wiki/Sport_in_Afghanistan) or [Bangladesh](http://www.wikipedia.org/wiki/Bangladesh); [Bhutan](http://www.wikipedia.org/wiki/Bhutan); [India](http://www.wikipedia.org/wiki/India); [Maldives](http://www.wikipedia.org/wiki/Maldives); [Nepal](http://www.wikipedia.org/wiki/Nepal); [Pakistan](http://www.wikipedia.org/wiki/Pakistan); [Sri Lanka](http://www.wikipedia.org/wiki/Sri_Lanka).
- [www.Kathmandupost.com/sports/2019/11/30/these-are-the-nepali-athletes-to-watch-at-the-south-asian-games](http://www.Kathmandupost.com/sports/2019/11/30/these-are-the-nepali-athletes-to-watch-at-the-south-asian-games) - profiles and photos of Nepali athletes.
- [www.youtube.com/watch?v=mM7Z0dMuaOU](http://www.youtube.com/watch?v=mM7Z0dMuaOU) – short film about **Bashi**, a traditional sport played by Maldivian women.
- [www.youtube.com/watch?v=av1mr3UpdZk](http://www.youtube.com/watch?v=av1mr3UpdZk) – short film explaining **Kabaddi** (with footage) and its enormous popularity in India. It is also popular in surrounding countries, with variations in the Maldives, Bangladesh and Nepal.
- [www.youtube.com/watch?v=qa9sYhS\\_8qE](http://www.youtube.com/watch?v=qa9sYhS_8qE) – short film about **Archery**, national sport of Bhutan.
- [www.afghansportstrust.org](http://www.afghansportstrust.org) – charitable organisation promoting sports and wellbeing in Afghanistan.
- [www.en.wikipedia.org/wiki/Buzkashi](http://www.en.wikipedia.org/wiki/Buzkashi) - information on traditional national Afghan horseback sport/tradition of **Buzkashi**. You Tube clips are also available, but pre-view, as students/staff may find the content (including the use of a headless goat or calf) upsetting or offensive.



### **Mahatma Gandhi – KS3/4**

Mohandas Karamchand Gandhi was an Indian lawyer and anti-colonial nationalist, who employed non-violent resistance to lead the successful campaign for India's independence from British rule. He became known as 'Mahatma' Gandhi, a South Indian term referring to a holy man or sage.

Gandhi was born in 1869 and raised in Gujarat, India and studied law in London. He went on to practice law in South Africa, where he lived for 22 years and raised a family. Here he first employed non-violent protest in the campaign for Asian civil rights. Gandhi returned to India in 1915 (aged 45) and set about organising peasants and urban labourers, to protest against land tax and discrimination, through civil disobedience including the famous 'Salt March' in 1930. He also used fasting as a means of protesting on many occasions (the longest lasting for 21 days).



Gandhi lived a modest life and adopted a dhoti (Indian loin cloth) and shawl to mark his identification with India's rural poor. He was imprisoned on many occasions for many years in South Africa and India.

In 1947, following a long campaign, Britain eventually granted independence, but the British Indian Empire was partitioned into a Hindu-majority India and Muslim-majority Pakistan, leading to mass migration and outbreaks of religious violence and atrocities on both sides, which Gandhi strongly opposed. Gandhi himself was assassinated by a Hindu nationalist in 1948.

Gandhi received many awards during his lifetime and posthumously and is widely regarded in India as the 'Father of the Nation'.

### **Suggested lessons and activities**

- Introduce South Asian Heritage Month through a whole school assembly (virtual if necessary) – this might include an introduction to the eight countries, the five key themes (identity; history; creatives; sports; health and well-being), the life story of an influential South Asian figure of the past or present, and what we can learn from their contribution. Relate this to the school 'Mission Statement'.
- Re-introduce South Asian Heritage Month in the classroom and briefly re-state its aims (see above). Provide a context for this unit of work by identifying the country this unit of study relates to. Ask all pupils to share family or other connections with any other countries (their own or family members). From a list of the countries provided identify those with connections to the eight countries being studied (Afghanistan; Bangladesh; Bhutan; India; Maldives; Nepal; Pakistan). Ask these pupils to share their own (or family) experience of immigration, including the time frame and motivation. Discuss how they identify themselves in relation to this aspect of their history (i.e. culture; language; religion) and remain connected to their extended family in the country of origin (e.g. visits either way; letters; cards; telephone; Skype; Zoom).
- Introduce Mahatma Gandhi (having asked the pupils have heard of or know anything about him) and tell his life story using images and live footage from the time. Include key events and the importance of Gandhi's key role in the independence movement

- Watch the BBC documentary on Gandhi or ‘Mahatma Gandhi – Pilgrim of Peace’ short film (see resources below) and ask the pupils to make notes and list actions taken by Gandhi and order them in terms of significance and impact. Discuss how the ‘Empire’ affected India and its people.
- Write a short biography of Gandhi’s life including: key events and dates; his time in South Africa; the campaign for independence in India and strategies; the legacy of his contribution and quotes (e.g. ‘An eye for an eye only leaves the whole world blind’).
- Discuss Gandhi’s own controversial use of ‘racist’ terms and comments in relation to South Africa’s black African majority population and the presence of racism within ethnic minority groups today. Relate to the pupils own experiences.
- Debate the role of non-violent protest and whether it is ever justifiable to use violence in the fight against inequality and oppression. Discuss the belief systems, prejudices and justifications used by those who maintained the colonial structure. Relate to recent events and pupils’ understanding of the Rule of Law and the ‘Black Lives Matter’ movement.
- Prepare a presentation of pupil’s work for classmates and peers, or as part of a Celebration Assembly at the end of South Asian History Month .
- Create a whole class (or corridor) display, featuring images of Gandhi and key events, pupil’s writing.
- Time permitting (or as homework) ask the pupils to independently research and prepare a Fact File (or Power Point) about one of the eight countries in the South Asian region. Share with the rest of the class.

### **Recommended Resources/Links**

- #SouthAsianHeritageMonth – context
- [www.southasianheritage.org.uk](http://www.southasianheritage.org.uk) - introduction to SAHM and how to participate in the organisation or organise events (including ‘tool kit’).
- [https://twitter.com/SAHM\\_UK](https://twitter.com/SAHM_UK)
- [https://www.instagram.com/southasianheritagemonth\\_uk](https://www.instagram.com/southasianheritagemonth_uk)
- [https://en.wikipedia.org/wiki/South\\_Asian\\_Heritage\\_Month](https://en.wikipedia.org/wiki/South_Asian_Heritage_Month) - background

- <https://m.facebook.com/southasianheritagemonth/> - links to films: 'Themes for the Launch' (1hr19mins) and 'Welcome to South Asian Heritage Month' (46mins).
- <https://padlet.com/oursharedculturalheritage/ActivityPacks> - wide range of free classroom resources sponsored by The British Council.
- [https://en.wikipedia.org/wiki/Mahatma\\_Gandhi](https://en.wikipedia.org/wiki/Mahatma_Gandhi) - biography
- <https://www.bbc.co.uk/teach/class-clips-video/history-ks3-gcse-gandhi/Zjxhy9q> - Documentary about Gandhi's life and contribution
- Mahatma Gandhi – Pilgrim of Peace (TDC World Biography Short film 44 mins) – You Tube.
- <https://www.tes.co/teaching-resource/the-life-of-gandhi-6378737> A lesson exploring the life of Gandhi free download/powerpoint.
- <https://www.eslprintables.com> – Worksheets, lesson plans and activities prepared by (and for) teachers.
- <https://gandhifoundation.org/resources> - Background information and powerpoint (free download).
- [www.nationalarchives.gov.uk/education/resources/the-road-to-partition/](http://www.nationalarchives.gov.uk/education/resources/the-road-to-partition/) - original documents from this period of history with introduction; teacher's notes and external links.
- [www.britishpathe.com](http://www.britishpathe.com) – British interpretation (film clips) of events on the Indian sub-continent.
- [www.sampad.org.uk](http://www.sampad.org.uk) – The Partition Trail (includes audio clips and interviews).



### **Malala Yousafzai - KS3/4**

Malala Yousafzai was born to a Pashtun family in 1997, in the Swat Valley in Pakistan. She is the daughter of an educational activist, Ziauddin, at a time when the local Taliban had at times banned girls from attending schools. Her family came to run a chain of schools in the region.

Particularly inspired by her father's thoughts and humanitarian work, in early 2009 (aged 11-12), Malala wrote an anonymous blog for BBC Urdu, detailing her life and experiences during the Taliban occupation of the Swat valley. She then rose to prominence, giving interviews in print and on television (including a New York Times documentary).

On 9<sup>th</sup> October 2012, while on a bus in the Swat district, after taking an exam, Malala and two other girls were shot by a gunman in retaliation for the family's activism; the gunman fled the scene. She was hit in the head by a bullet and remained unconscious, in a critical condition for some time. Malala's condition eventually improved sufficiently for her to be transferred to the Queen Elizabeth Hospital in Birmingham, U.K. for specialist treatment.

Following her recovery Malala continued to promote human rights, especially the right to education for females (children and women). She co-founded the Malala Fund, a non-profit organisation, and co-authored *I am Malala*, an international best seller. Malala's advocacy has grown into an international movement and a former Pakistani Prime Minister stated that '*she became the most prominent citizen of the country*'.

In 2012 Malala Yousafzai was the recipient of Pakistan's *National Youth Peace Prize* and a co-recipient of the *Nobel Peace Prize* (in 2014). She also addressed a United Nations conference in New York (2017). Malala completed her secondary education in Birmingham, won a place at Oxford University and graduated with a degree in Philosophy, Politics and Economics in 2020.

### **Suggested Lessons and Activities**

- Introduce South Asian Heritage Month through a whole school assembly (virtual if necessary) – this might include an introduction to the eight countries, the five key themes (identity; history; creatives; sports; health and well-being), the life story of an influential South Asian figure of the past or present, and what we can learn from their contribution. Relate this to the school 'Mission Statement'.

- Re-introduce South Asian Heritage Month in the classroom and briefly re-state its aims (see above). Provide a context for this unit of work by identifying the country this unit of study relates to. Ask all pupils to share family or other connections with any other countries (their own or family members). From a list of the countries provided identify those with connections to the eight countries being studied (Afghanistan; Bangladesh; Bhutan; India; Maldives; Nepal; Pakistan). Ask these pupils to share their own (or family) experience of immigration, including the time frame and motivation. Discuss how they identify themselves in relation to this aspect of their history (i.e. culture; language; religion) and remain connected to their extended family in the country of origin (e.g. visits either way; letters; cards; telephone; Skype; Zoom).
- Present a short biography of Malala’s Yousafzai to date (find out what pupils already know of her)). Discuss how Malala’s ‘bravery made her a target’ and victim of an assassination attempt. What were the perpetrators motives? In groups: research, make notes and write a fact file including key events and dates (see also *biography.com* and *wikipedia* links below).
- *‘Let us pick up our books and our pens. They are the most powerful weapons. One teacher, one book, one pen, can change the world.’* (2017 – United Nations speech). Watch a video of the speech. Pupils to take notes – including persuasive techniques. What were the thought processes behind this statement? Prepare and debate arguments as to whether is it ever justified to use violence to achieve social or political objectives.
- Find information about the influential figures and inspirations in Malala’s life including: her family; Martin Luther King; Mahatma Gandhi; Nelson Mandela; Mother Teresa; Muhammad Ali Jinna and others. What did she learn from each of them?
- Ask pupils to write their own speech on the subject of improving the life opportunities for disadvantaged young people in some aspect (e.g. educational opportunities; child labour/ sweat shops; poverty; hunger; trafficking or exploitation). Consider persuasive tools used by Malala in her speech to the U.N. and attempt to incorporate same techniques into their own writing. Include use of repetition, pronouns, hyperbole, emotive language etc. Present speeches to classmates (film or record).



- Compare and contrast Malala’s persuasive language and devices employed in her speech to those used by Greta Thunberg in her ‘*How Dare You*’ address to the UN Climate Action Summit (2019). What parallels may be drawn in their mutual activism and the role of young people? Discuss whether children should ever strike from school, as happened recently, to achieve social or political objectives, or is this counter-productive?
- Research Malala’s co-recipient of the Nobel Peace Prize, Indian social reformer Kailash Satyarthi. Relate his work in relation to child labour, exploitation, abuse and trafficking to Malala’s objectives (contained in her speeches).
- Prepare a presentation of pupil’s work for classmates and peers, or as part of a Celebration Assembly at the end of South Asian History Month (or a demonstration of sports and movement).
- Create a whole class (or corridor) display, featuring images of Malala and key moments (e.g. addressing the U.N.) and pupils’ writing.
- Time permitting (or as homework) ask the pupils to independently research and prepare a Fact File (or Power Point) about one of the eight countries in the South Asian region. Share with the rest of the class.

### **Recommended Resources/Links**

- #SouthAsianHeritageMonth – context
- [www.southasianheritage.org.uk](http://www.southasianheritage.org.uk) - introduction to SAHM and how to participate in the organisation or organise events (including ‘tool kit’).
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- <https://padlet.com/oursharedculturalheritage/ActivityPacks> - wide range of free classroom resources sponsored by The British Council.
- [https://en.wikipedia.org/wiki/Malala\\_Yousafzai](https://en.wikipedia.org/wiki/Malala_Yousafzai) - biography

- [www.biography.com/news/malala-yousafzai-facts-20th-birthday](http://www.biography.com/news/malala-yousafzai-facts-20th-birthday)
- [www.un.org/youthenvoy/video/malala-yousafzai-addresses-united-nations-youth-assembly](http://www.un.org/youthenvoy/video/malala-yousafzai-addresses-united-nations-youth-assembly) – Malala Yousafzai address to the UN in 2017 (15 mins).
- ‘He named me Malala’ – documentary (Searchlight Pictures 2015 - 87 mins. or view trailer). **PG13** – contains disturbing images and threats.
- [www.bbc.co.uk/bitesize/guides/zy9ky4j/revision/5](http://www.bbc.co.uk/bitesize/guides/zy9ky4j/revision/5) - Case study (KS3): Malala Yousafzai and gender equality.
- [www.youtube.com/watch?v=Fnl0KzEAX7o](http://www.youtube.com/watch?v=Fnl0KzEAX7o) – short BBC film clip including interview with Malala and footage from Pakistan.
- [www.bbc.co.uk/newsround/46865195](http://www.bbc.co.uk/newsround/46865195) - feature on Malala with links to film clips.
- [www.educateagainsthate.com/wp-content/uploads/2019/12/He-Named-Me-Malala-KS3-4-Full-Lesson-Plan\\_KHi9Hh6.pdf](http://www.educateagainsthate.com/wp-content/uploads/2019/12/He-Named-Me-Malala-KS3-4-Full-Lesson-Plan_KHi9Hh6.pdf) - Excellent free six lesson teaching resource, lesson plans and materials (KS3/4/5) centred on the key themes of Malala’s UN speech with a focus on developing literacy skills.
- [www.twinkl.co.uk/illustration/malala-portrait-ks3-ks4-black-and-white](http://www.twinkl.co.uk/illustration/malala-portrait-ks3-ks4-black-and-white)
- [www.tes.com/teaching-resource/malala-yousafzai-a-source-of-inspiration-6343415](http://www.tes.com/teaching-resource/malala-yousafzai-a-source-of-inspiration-6343415) - free KS3/4 resource pack containing background information, transcript of UN speech and worksheets etc.
- [www.tes.com/teaching-resource/malala-speech-english-ks3-12284838](http://www.tes.com/teaching-resource/malala-speech-english-ks3-12284838) - lesson on speech subject and analysis of language techniques (£3.00)



## Noor Inayat Khan – KS3/4

Noor-un –Nissa Inayat Khan (1914 – 1944) was a British spy in World War II who served under the Special Operations Executive.

Noor was born a princess to an Indian Muslim father from a noble family and an American mother in Moscow (where her father was teaching). The family later moved to Paris and the family escaped France by boat to England following the German invasion.

Although Noor was deeply influenced by pacifist ideals, she and her brother decided to help defeat Nazi tyranny: *'I wish some Indians would win high military distinction in the war. If one or two could do something in Allied service which was very brave and which everyone admired it would help to make a bridge between English people and the Indians'*.

To fulfil this ambition, Noor initially joined the Women's Auxiliary Air Force. Her fluent French and competence in wireless (radio) operation, however, made Noor a desirable candidate for the SOE. She initially encountered difficulties, being described as 'clumsy' and 'afraid of weapons'. However, on completion of training as an SOE agent, Noor (code name 'Madeleine') became the first female wireless operator to be sent from the UK into German occupied France to aid the French resistance. Her mission was an especially dangerous one, sending and receiving messages about planned sabotage operations or where arms were needed for resistance fighters.

Noor was eventually betrayed, captured and interrogated in Gestapo headquarters in October 1943. Under torture, she showed extraordinary courage and did not give up a single piece of genuine information or disclose her contacts, but instead lied consistently, to mislead the Germans. Noor was later transferred to Dachau Concentration Camp, where she was beaten and executed - shot from behind (in September 1944). Her last word was reported to be *'Liberte'!*

Noor Khan was posthumously awarded the George Cross for her service, the highest civilian decoration in the United Kingdom and the French Croix de Guerre with Gold Star.

Following a fundraising appeal, a bronze bust was erected to her near her central London home in 2011, claimed to be the first memorial in Britain to either a Muslim or an Asian woman.

### **Suggested Lessons and Activities**

- Introduce South Asian Heritage Month through a whole school assembly (virtual if necessary) – this might include an introduction to the eight countries, the five key themes (identity; history; creatives; sports; health and well-being), the life story of an influential South Asian figure of the past or present, and what we can learn from their contribution. Relate this to the school ‘Mission Statement’.
- Re-introduce South Asian Heritage Month in the classroom and briefly re-state its aims (see above). Provide a context for this unit of work by identifying the country this unit of study relates to. Ask all pupils to share family or other connections with any other countries (their own or family members). From a list of the countries provided identify those with connections to the eight countries being studied (Afghanistan; Bangladesh; Bhutan; India; Maldives; Nepal; Pakistan). Ask these pupils to share their own (or family) experience of immigration, including the time frame and motivation. Discuss how they identify themselves in relation to this aspect of their history (i.e. culture; language; religion) and remain connected to their extended family in the country of origin (e.g. visits either way; letters; cards; telephone; Skype; Zoom).
- Introduce Noor Khan (having asked the pupils if they know of her) and provide a short biography, using images and related wartime film reel of the SOE and French Resistance. Include key events including her recruitment, challenges in training, role in operations, arrest and execution.
- Provide Noor’s quote (above). Discuss why she may have chosen these words. What was she referring to with regard to relations between ‘English people and the Indians’. Refer to the independence campaign in

India led by Gandhi. Was he an inspiration for Noor's pacifist ideals?  
Make reference also to Noor's father, a pacifist Muslim Sufi and teacher.

- Discuss why Noor changed her name to 'Nora Baker' when she joined the Women's Auxiliary Air Force (WAAF). What were the pressures on her to 'fit in'? Relate to pupils' own experiences.
- In groups, debate justifications for armed conflict, including WW II (whether in self-defence, alliance or military intervention overseas) and record arguments for/against to share with the class. Is it preferable, or possible, to maintain a pacifist or neutral stance as an alternative?
- Research the role of South Asian civilians and forces during WWI and WWII, including those from Commonwealth countries. Discuss how their contribution has been acknowledged, recognised and represented in historical texts, photographic evidence, contemporary film reels and movies (entertainment) since.
- Prepare a presentation of pupil's work for classmates and peers, or as part of a Celebration Assembly at the end of South Asian History Month (or a demonstration of sports and movement).
- Create a whole class (or corridor) display, featuring images of Noor and armed forces from South Asian countries and pupils' writing.
- Time permitting (or as homework) ask the pupils to independently research and prepare a Fact File (or Power Point) about one of the eight countries in the South Asian region. Share with the rest of the class.

### **Recommended Resources and Links**

- #SouthAsianHeritageMonth – context
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- <https://padlet.com/oursharedculturalheritage/ActivityPacks> - wide range of free classroom resources sponsored by The British Council.



- [https://en.wikipedia.org/wiki/Noor\\_Inayat\\_Khan](https://en.wikipedia.org/wiki/Noor_Inayat_Khan) - detailed information.
- [https://www.bbc.co.uk/history/historic\\_figures/inayat\\_khan\\_noor.shtml](https://www.bbc.co.uk/history/historic_figures/inayat_khan_noor.shtml) additional information.
- <https://Bing.com/videos> - 'The Story of Noor Inayat Khan' (excellent short film – 20 mins). Also 'Enemy of the Reich' – The Noor Inayat Khan Story'.
- <https://www.tes.com/teaching-resource/noor-inayat-khan-spy-princess-11175884> - power point and lessons.
- <https://learn.culturalindia.net> – biography
- <https://https://www.english-heritage.org.uk> – information about blue plaque installed in Noor Inayat Khan's honour.



### Additional suggested units of study KS3/4:

- i) Partition (East and West Pakistan and India – including aftermath and consequences).
- ii) Colonialism and Empire (including East India Company).
- iii) Ancient Civilizations of the sub-continent (including the Indus Valley).

iv) The Moghul Empire and its legacy.

v) The role of South Asian armed forces in WWI and WWII (including the Gurkhas).



Compiled by:

The Multicultural Development Team

Kirsty Holden 01952 383056 or 07855148693

Qamar Maqsood 01952 381706 or 07800 671756

David Lord