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**Acknowledgements**

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INTRODUCTION - USING THE LESSON PLANS

Who is it for?
- Teachers;
- Youth workers;
- Any other professionals interested in young people growing up in Britain.

Who is it aimed at?
- KS3 (11-14), although it can be used with older students.

Is this resource restricted to Bangladeshi students?
- It is hoped that this resource will be of interest to all students, regardless of their heritage.

How can the lesson plans be used?
- The lesson plans are designed to be used alongside the Bangla Stories website (www.banglastories.org). The website is a crucial tool that forms the basis for the lessons and maximises the learning opportunities for students.
- The lesson plans can be used in or out of sequence, although Identity 2 should be preceded by Identity 1 since it forms a foundation on which Identity 2 builds.
- The lesson plans are intended to support the planning of either one-off sessions or as part of a course, module or programme. The activities are aimed at young people in the classroom and in youth work settings.
- Although primarily focused on KS3 English, the lesson plans provide a cross-curriculum experience linking Citizenship, History, Geography and PSHE.
- The lesson plans are structured around the Framework for secondary English: overview and learning objectives (http://nationalstrategies.standards.dcsf.gov.uk/node/64402?uc=force_uj). For quick reference these are listed under “English learning objectives”.
- Given the content of the lesson plans and the website, these resources provide many opportunities to consider extensive and stimulating cross-curriculum cohesion.
- While lesson plans are designed to take one hour, this should not prevent you moving beyond the suggested activities and adapting lessons to reflect the specific needs, interests and contexts of your students.

IDENTITY SELF-IDENTIFICATION

Learning objectives:
- Introduce students to ideas of identity, multiple identities and meaning.
- Highlight the relationship between individual and group identities.
- Encourage young people to explore aspects of their own lives that contribute to their identity.

The first theme is intended to introduce the idea that identity and self-identification can be understood by students in a variety of ways including place, interests, ethnicity, gender, faith and beliefs, sexuality and individual characteristics. It gives students an opportunity to explore their own identity. It is best to proceed straight to Exercise 1 on page 4 as there is an opportunity to expand on what identity can be understood as.

English learning objectives:
- Developing active listening skills and strategies.
- Understanding and responding to what speakers say in formal and informal contexts.
- 3.1 Developing and adapting discussion skills and strategies in formal and informal contexts.
- 5.2 Understanding and responding to ideas, viewpoints, themes and purposes in texts.
- 10.2 Commenting on language use.
- Also, locating and extracting information.

Preparation/resources:
Exercise 2: Plain A4 paper for each person, approximately 6 sticky notes each, and paper for each divided group.
Exercise 3: Either a white board with the account of “Khaled Ahmed: British or Bengali?” (www.banglastories.org/about-the-project/migration-themes/generation.html) or copies of extract on paper to be shared among students.
Exercise 1 (10 minutes):
Large groups
Ask student to spend 5 minutes brainstorming what identity means.
Bring the class together and consider briefly how identity can include aspects such as their pastimes, interests, likes and dislikes, faith, beliefs, language and individual characteristics.
Do not at this point write anything down.

Exercise 2 (25 minutes):
Individually
Ask students to write their name on the A4 paper. Then, give them 5 minutes to write 6 aspects of their identity on their sticky notes and then stick them on the A4 paper.

Whole group
Bring the group together asking students to move around the room looking at what others have written on their sticky notes and to form groups with other people with whom they share an identity in common. Then, in their newly formed groups, they list similarities and differences of their identity within the group.

Bring the groups together in a circle and ask them:
• What aspects of your identity did you focus on, and why?
• What similar identity traits did the group have?
• What were the identity traits that were different in the groups?
• Was it difficult finding others with similar identities and, if so, why?

Explain that there are many aspects of a person’s identity and people who appear similar on the surface may not share interests, likes and dislikes, while those who appear different on the surface may share many things in common.

Exercise 3 (20 minutes):
As a whole group
Explain to the class that identity has meaning and that it can be understood in different ways by different people. Identity traits can be viewed positively and negatively by people ascribing or self-ascribing them. Identity can create a sense of belonging as well as divisions and stigmatisation. Identity is not fixed but can change and be negotiated in different contexts, times and places; sometimes others may perceive two different identities within one person as contradictory.

Read (or ask a student to volunteer to read) the following extract from the white board to the class, where Khaled Ahmed argues that the third generation are more ‘British’ than ‘Bengali’.

Khaled Ahmed: British or Bengali?
(www.banglastories.org/about-the-project/migration-themes/generation.html)

Khaled Ahmed came to Britain from the United States in 2003. He told us that he thought that young Bengalis in Britain were more British than Bengali:

Here, many Bengalis are third generation. They are almost like the people of this country. The first generation speaks Bangla. Later on the young people lose their language. If you lose your language, can you be a Bengali? I don’t think so.

He talked about the different values of British Bengali young people:

In this country there is a difference with those who are born and brought up here… In Bangladesh the situation inside the house and outside the house are the same. But there are differences here. The situation in the house is one thing and outside the house it’s different… Inside they probably eat Bengali foods, but outside, they don’t eat Bengali foods… Outside they have boyfriends, girlfriends and they mix freely, but inside the home parents object to this… They have to live in two cultural environments.

Ask the class to reflect on what was said and to answer the following:

• Can a person have two different identities such as being ‘Bengali’ and being ‘British’? Is there a contradiction in being both?
• Can students think of two different identities that could cause people to feel conflicted or confused?

Reflection (5 minutes):
As a whole group
Steer the group to think about:

• Whether all the aspects of a person’s identity are obvious to others.
• Which aspects of a person’s identity are difficult to illustrate?
• How might this affect the way in which we perceive other people?
EXPLORING IDENTITY

Learning objectives:
• Explore different aspects of identity.
• Develop ability to question and challenge representations and stereotypes.
• Recognise difference as positive and enriching rather than threatening.

English learning objectives:
• 1.2 Understanding and responding to what speakers say in formal and informal contexts.
• 3.1 Developing and adapting discussion skills and strategies in formal and informal contexts.
• 5.1 Developing and adapting active reading skills and strategies.
• 5.2 Understanding and responding to ideas, viewpoints, themes and purposes in texts.
• 6.1 Relating texts to the social, historical and cultural contexts in which they were written.
• Also, locating and extracting information.

Preparation/resources:

Exercise 1: Electronic white board to present pictures to class, flip chart board and paper.

Exercise 2: Internet web page of extract/copies of extracts.

Exercise 1 (10 minutes):
Whole group
Looking at these pictures ask the students to brainstorm what their initial thoughts are about each individual.

Exercise 2 (20 minutes):

In pairs
Ask students to reflect and make notes on how each of these interviewees either describe themselves or are being described. Encourage students to highlight words or phrases to emphasise how individuals are choosing to represent their identity.

Husna Ara Begum Matin (picture 1)
(www.banglastories.org/husna-ara-begum-matin/who-i-am-5.html)

Husna Ara Begum Matin is a grandmother in her 60s. She arrived in the UK with her husband in the early 1970s, before many Bengali women had migrated.

She has five daughters and a large extended family in the UK. Her husband died of a heart attack in 1995. She is actively involved in local community organisations, including Jagonari, a women’s organisation, and the Nirmul Committee, a voluntary organisation.

Abu Md Jehangir (picture 2)
(www.banglastories.org/abu-md-jehangir/who-i-am-7.html)

Jehangir speaks five languages: Urdu, Arabic, Persian, Bengali and English. He loves English best as he has a fascination for English culture and language and he loves throwing a party for his friends at Christmas. He has always had a thing for hats and has a great collection. His hobby now is to read books.

I was very much influenced by English literature as my father used to encourage me. I have always loved reading novels, especially romances. And I love painting.

Anwara (picture 3)
(www.banglastories.org/anwara/who-i-am-8.html)

I have always been a housewife and a labourer and a tiger-prawn fishery worker. My husband died six years ago. He used to be a labourer.

Rushanara Ali (picture 4)
Rushanara Ali was the first Bangladeshi MP, taking Bethnal Green and Bow in 2010. She was an Oxford graduate who won with a majority of 21,784 votes. (See also www.rushanaraali.org/)
Mohammed Shamsul Haq
(www.banglastories.org/mohammed-shamsul-haq/who-i-am.html)
Mohammed Shamsul Haq... remembers being a young man when the British left India (in 1947)... Shamsul has travelled all over the world as a ‘lascar’ on a British ship and now lives in Dinajpur, in north-western Bangladesh.

I was born in Khidirpur, at 10/2 Warden Street, in Calcutta. I’ve travelled to Colombo, London, Africa, Rangoon, Singapore, Jeddah... I went on the hajj when we moored off Jeddah – this was in British times. I lived and worked on a ship. I was the oil man – in charge of oiling the machinery. I was getting a salary of 35 rupees when I retired. I had started on 24 rupees.

Ashim Sen
(www.banglastories.org/about-the-project/migration-themes/religion-2.html)
After a short visit home to Bangladesh, he returned and opened a small restaurant. Ashim notes that the Bengali Hindu community in Bradford is very small - ‘about 20, 25 families, all of them from Sylhet’ - but for him, being Bangladeshi is the most important connection:

Hindus and Muslims lived together in Sylhet. We lived together in Bangladesh. We are so similar in our thinking that religion was not a problem in our relationship. That is why amongst the hundreds of my friends, 99% are Muslim.

Because of the small numbers of Bengali Hindus, however – Ashim estimates that there are only about 125 Bengali Hindus in Bradford – religious worship takes place with other Hindu communities in the city.

As a whole group
Go through each of the individuals and ask students to consider: what information have these individuals shared with us? Students can be prompted:

• languages they can speak and ones that they prefer;

• clothes they wear;

• interests they have;

• literature they read;

• their relationship to other family members (e.g. a grandmother, a son, etc.);

• involvement with groups or organisations;

• where they have travelled to;

• where they were born;

• how much they earned;

• their jobs;

• their education;

• their achievements;

• their religion; and

• their ethnicity.

Exercise 3 (20 minutes):
Whole group
Steer the discussion around to thinking about identity more broadly.

• What surprised you about the first 4 accounts when comparing them with their pictures?

• What identity and culture do you identify with?

• What do you think about the way these individuals have answered these questions?

• What aspects of the person’s life did you focus on when describing them?

• What questions would you ask them if you had the chance?

Reflection (10 minutes):
As a whole group
Even though all these individuals are Bangladeshi/Bengali they define themselves in many ways, not just through their ethnicity. Ask students to reflect on:

• Whether attaching only one label to someone is a good way to define that person; and could this be a way to stereotype someone?

• How stereotypes can be challenged.

• Is identity how other people view me?

• Is identity how I view myself?

Extended activity/homework
Individually
For more detailed work on multiple identity, students can be given a copy of a case study from the ‘Who I am’ section - either:

Jubair Ahmed (www.banglastories.org/case-study-three/who-i-am-3.html),

Abu Md Jehangir (www.banglastories.org/abu-md-jehangir/who-i-am-7.html),

Anwara (www.banglastories.org/anwara/who-i-am-8.html),

or Aleya Parveen (www.banglastories.org/case-study-four/who-i-am-4.html)

or asked to visit the website: www.banglastories.org.

In pairs
Ask pairs to read descriptions from one of the case studies and to write down what aspects of identity emerged from that extract. Ask learners to consider whether the individuals in the case study are parents. What their hobbies or interests are. What are their roles? What jobs do they do?

Whole class
Following this activity it would be good to have detailed reflections on the identity traits of their case study and what they think this tells them about that person.
Learning objectives:
• Look at various meanings of home and what it means to them.
• Raise awareness of how belonging is expressed, where home is and ‘feeling at home’.
• Examine how belonging is connected with location.

English learning objectives:
• Developing active listening skills and strategies.
• Understanding and responding to what speakers say in formal and informal contexts.
• 3.1 Developing and adapting discussion skills and strategies in formal and informal contexts.
• 3.2 Taking roles in group discussion.
• 5.1 Developing and adapting active reading skills and strategies.
• 5.2 Understanding and responding to ideas, viewpoints, themes and purposes in texts.
• (Writing).
• 8.1 Developing viewpoint, voice and ideas.
• Also, locating and extracting information.

Preparation/resources:
OR printed sheets of ‘Connections: Thinking about Home’.
Flip chart and flip chart paper.

Exercise 1 (15 minutes):
Individually
Write down 5 words that you associate with ‘home’.

Whole group
Students share their words with the class and write them on flip chart paper. Looking at the words, draw connections, similarities and themes that the word ‘home’ has evoked.

To help prompt discussion, ask students:
• What kinds of words were used and why were they used?
• What does home mean?
• Is where you live your home/your only home?
• Can you have more than one home?
• Is home where your parents were born?
• Is choosing home difficult? If so, why?

Exercise 2 (35 minutes):
In pairs
Ask students to read ‘Connections: Thinking about Home’ (www.banglastories.org/about-the-project/migration-themes/connections-9.html/printed sheets of web page), making notes about the following:
• How do these individuals talk about home and how are they different from each other?
• Some of the interviewees talk about having more than one home. How do they talk about it?
• What connects these people to their home(s)?
• What changes their feelings towards home?
• How do your thoughts of home differ from those of your parents?

Whole group
Ask the group to think about the key words and themes that have come up from their discussions. To prompt the group, ask them to think about:
• How is family a factor in thinking about home?
• How does birth, marriage, having children, and death affect ideas of home?
• How does the Internet and telephone connect these people to other places and other homes?
• How is money used to link to other places or homes?
Reflection (10 minutes):
Ask the class to consider what the importance of home(s) is and what makes a home. Are there conflicts about having more than one home? Are there conflicts in having one home?

It is important for the teacher to emphasise that there are no wrong answers. Everyone has their own sense of home and belonging and that is fine and to be respected.

Extended activity/homework:
Ask students to write an account of what home means to them, thinking about the following questions to help them structure their writing:

- How would you describe where you live?
- Is where you live your home?
- What makes a home?
- Do you have more than one home?
- Is home somewhere else? Do you miss your home if you are not living at home?
- Is what you consider home different to what your parents see as home?
- Is home where your family and friends are?

FAMILY HISTORY

Learning objectives:
- Get students involved in their family history.
- Students explore their own personal history through talking to relatives.
- Raise awareness of family history and backgrounds and the broader Bangladeshi ‘community’ history.

English learning objectives:
- Developing active listening skills and strategies.
- Understanding and responding to what speakers say in formal and informal contexts.
- 3.1 Developing and adapting discussion skills and strategies in formal and informal contexts.
- 3.2 Taking roles in group discussion.
- 5.1 Developing and adapting active reading skills and strategies.
- 5.2 Understanding and responding to ideas, viewpoints, themes and purposes in texts.
- 6.3 Analysing writers’ use of organisation, structure, layout and presentation.
- 7.1 Generating ideas, planning and drafting.
- Also, locating and extracting information.

Preparation/resources:

Exercise 1: Either ask students to go online to research OR give them printed sheets of the pages under: www.banglastories.org/the-bengal-diaspora/history

Subsections:
- Aayahs, Lascars and Princes
- Two World Wars
- Post-War Migration
- Voucher Migration
- Families Reunited
- New Migrants
Exercise 2: Either direct students to read the page online OR give them printed sheets of the pages: www.banglastories.org/the-bengal-diaspora/history/families-reunited.html.

Exercise 1 (30 minutes):
Explain that although a common misconception is that Bangladeshis/Bengalis have only relatively recently migrated to Britain, they have in fact been settling in Britain for over 400 years.

Individually or in pairs
Ask students to look through the website www.banglastories.org/the-bengal-diaspora/history and list all the various groups of Bangladeshis/Bengalis that arrived in Britain.

• Ayahs, lascars and princes.
• Soldiers and sailors who fought in World Wars I and II.
• Those who came after the War including lascars and many who were arriving after the 1947 Partition of India.
• Voucher migrants.
• Families reunited.
• New migrants.

Exercise 2 (25 minutes):
Individually or in pairs
Ask students to read the ‘Families Reunited’ section on the website (www.banglastories.org/the-bengal-diaspora/history) and think about how it felt to be separated from family. As those who were reunited were mostly children and wives, think how it might have felt to be reunited with fathers or husbands. Ask them to discuss these questions and their feelings in pairs and write down some points to feed back to the class.

• What was life like in Bangladesh?
• How and why did they come to Britain?
• How did it feel when they first arrived?
• Did they know many people when they first arrived?

As a whole group
Steer students towards thinking about the diverse ways in which families arrived in Britain and the many journeys they took to get to Britain. Ask students to consider the impact of being separated from and then reunited with your family.

Reflection (5 minutes):
As a whole group
Ask students to reflect on the impact of:
• Where someone arrived in Britain.
• When someone arrived in Britain.
• Arriving at a particularly significant historical time.
• Leaving family behind. Why leave them?
• Speaking or not speaking English?

These questions can lead on to introducing the extended activity.

Extended activity/homework
Individually
Ask students to write about a fictitious Bengali person who migrated to Britain --, what were their experiences before they arrived, their journey, their arrival and how they felt when they first arrived?

• What can you tell us about this person?
• How old are they?
• Why did they come to Britain?
• How did they get here?
• What was their journey like?
• What were their experiences of Britain?
Learning objectives:
• Examine internal migration that occurred during British India, as East Pakistan and as Bangladesh, and the wide range of experiences within this.
• Raise awareness of different experiences of and reasons for migrating to Britain.
• Stimulate responses to how people reconnect with their (or their parents’) country of origin.

English learning objectives:
• 1.2 Understanding and responding to what speakers say in formal and informal contexts.
• 2.1 Developing and adapting speaking skills and strategies in formal and informal contexts.
• 3.1 Developing and adapting discussion skills and strategies in formal and informal contexts.
• 5.1 Developing and adapting active reading skills and strategies.
• 5.2 Understanding and responding to ideas, viewpoints, themes and purposes in texts.
• 6.1 Relating texts to the social, historical and cultural contexts in which they were written.
• 7.1 Generating ideas, planning and drafting.
• 8.1 Developing viewpoint, voice and ideas.
• 8.3 Improving vocabulary for precision and impact.
• Also, locating and extracting information.

Preparation/resources:
Exercise 1 and 2: Either ask students to go online and read ‘The interviews’ OR give them printed sheets of the pages under: www.banglastories.org/about-the-project/the-interviews.html
For Exercise 2, ask students to go online and read designated interviews from ‘The interviews’ section OR give them printed sheets from:
• Tasarul Ali: classic migrant, Oldham (www.banglastories.org/about-the-project/the-interviews/classic-migrant-tasarul-ali---oldham.html)
• Abdul Rahman Biswas: well-connected migrant, Ranishankhol, Dinajpur (www.banglastories.org/about-the-project/the-interviews/well-connected-migrant-abdul-rahman-biswas---ranishankhol-dinajpur.html)
• Kamal Hossain: child migrant, Oldham (www.banglastories.org/about-the-project/the-interviews/child-migrant-kamal-hossain---oldham.html)
• Laila Rahman: migrant bride (www.banglastories.org/about-the-project/the-interviews/migrant-bride-laila-rahman.html)
• Polash: migrant groom, Oldham (www.banglastories.org/about-the-project/the-interviews/migrant-groom-polash---oldham.html)
• Ashim Sen: Bengali Hindu migrant, Bradford (www.banglastories.org/about-the-project/the-interviews/bengali-hindu-migrant-ashim-sen---bradford.html)
• Abu Hussein Sardar: migrant landowner, Satkhira (www.banglastories.org/about-the-project/the-interviews/migrant-landowner-abu-hussein-sardar---satkhira.html)

Exercise 1 (30 minutes):
In pairs
Get students to read ‘Background to the interview’ (www.banglastories.org/about-the-project/the-interviews/background-to-the-interviews.html) and to think about the following:
• What are the motives/reasons for people migrating?
• Why have Bengalis migrated to Bangladesh and to Britain?
• How are the various stages of migration different from each other?

Bring the class together and discuss the issues as a whole class. Explain that there are many reasons for migrating, many kinds of people migrating and a vast number of experiences.
Teacher’s notes

Different places include:
Migrating from India to Bangladesh.
Migrating to Britain.
‘Twice migrants’, who have two places of migration.
Moving home within Britain and within Bangladesh.

Different professions and economic situations include:
Railway worker, writer, former lascar, privileged migrant, ‘voucher’ migrant, landowner, well-connected migrant, landless refugee, aristocrat, student, legal and illegal migrants.

Different ages/life stages/genders/religions/languages include:
Women, men, teenage migrant, younger generation, child of migrants, migrant bride, migrant groom, Bengali Hindu Migrant, older migrants, lone and family groups.

Exercise 2 (20 minutes):
In pairs
Ask students to read one of the 7 interviews.
• Tasarul Ali: classic migrant, Oldham;
• Abdul Rahman Biswas: well-connected migrant, Ranishankhol, Dinajpur;
• Kamal Hossain: child migrant, Oldham;
• Laila Rahman: migrant bride;
• Polash: migrant groom, Oldham;
• Ashim Sen: Bengali Hindu migrant, Bradford;
• Abu Hussein Sardar: migrant landowner, Satkhira.

Ask students to make notes about the following:
• Where the person was born.
• What the person did before migrating.
• Why the person decided to leave the country; did they have a choice?
• Did the person have hopes and dreams about coming to Britain/Bangladesh?

Reflection (10 minutes):
Bring the class back together to discuss their person, thinking about the possible emotions and experiences individuals went through when migrating. This could link into introducing extended work/homework.

Extended work/homework:
Based on the account they read, ask students to write an account in the first person of the individual they have been given, describing their emotions and expectations on first arriving at their destination (whether in Britain or Bangladesh). Ask students to explore the following aspects in the structuring of their writing:
• How they felt on first arriving at their destination.
• How other people reacted towards them.
• What were their hopes and dreams for the future?
• What obstacles did they have to overcome?
• What was the most difficult and/or exciting change that they had to deal with?

Ask students to start this piece with a draft so that they can plan the structure of their writing. When planning, ask students to think about the voice of their individual, how they feel and how to express that in their writing.
Learning objectives:
• Raise awareness of the different experiences and issues that may influence different generations.
• Engage students in discussions about the expectations of different generations.
• Examine issues of culture, drugs, language and identity, etc. (which have been identified on the website) in relation to inter-generational conflict.

English learning objectives:
• 4.1 Using different dramatic approaches to explore ideas, texts and issues.
• 4.2 Developing, adapting and responding to dramatic techniques, conventions and styles.
• 5.1 Developing and adapting active reading skills and strategies.
• 5.2 Understanding and responding to ideas, viewpoints, themes and purposes in texts.
• 5.3 Reading and engaging with a wide and varied range of texts.
• Also, locating and extracting information.

Preparation/resources:
Either ensure students have access to the Internet during class (www.banglastories.org/about-the-project/migration-themes/generation.html) OR print off the ‘Britain’ section of ‘Generation’ from the website.

Exercise 1 (30 minutes):
In pairs read the ‘Britain’ part of the Generation section on the website. Ask students to identify key issues/themes that come from the accounts about young people.

Teacher’s notes
Issues/themes may include:
• Going to Bangladesh;
• Having boyfriends and girlfriends;
• Lack of Bengali identity / not 100% Bengali / not real Bengalis;
• Gang culture;
• Drugs;
• Having two cultures;
• No/fewer ties to Bangladesh.

As a whole group ask students how they feel about the descriptions of the younger generation; are these fair descriptions?

Exercise 2 (20 minutes):
In small groups
Ask groups to discuss the types of issues that may affect young people today and remind pupils to be sensitive as these issues may affect people in the class. Discuss:
• the issues that may affect Bangladeshi youth;
• who else they affect;
• how to deal with the particular issue effectively.

Teacher’s notes
Issues/themes may include:
• Going to Bangladesh;
• Having boyfriends and girlfriends;
• Lack of Bengali identity / not 100% Bengali / not real Bengalis;
• Gang culture;
• Drugs;
• Having two cultures;
• No/fewer ties to Bangladesh.

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• the issues that may affect Bangladeshi youth;
• who else they affect;
• how to deal with the particular issue effectively.
Reflection (10 minutes):

Tie together the issues that were drawn out by students. What do students think were significant issues that came up in discussions or for themselves? Have these discussions changed their opinions about issues of generation?

Extended activity/homework:

Groups of two or three

Ask students to write a drama to illustrate how an older generation individual and a younger generation individual feel about growing up in Britain. In planning, students should think about the points they want to make and how to achieve this through the drama. Remind students to be sensitive as these issues may affect people in the class. If there is time available they can make a video of their drama to present to the rest of the class.

This could be acted out at the end of a two-hour session or set as homework and acted out at the beginning of the next lesson. After the performance of these pieces ask the other students to evaluate how well each group communicated the issues between the generations:

• How has drama been able to communicate and explore these issues?
• Were the issues clear in the drama that you saw? What particular issue(s) did it make you think more about?
• Did the group handle the issues appropriately/sensitively?

Learning objectives:

• Enable students to gain a wider and deeper understanding of difference and the negative impact of prejudices.
• Challenge values and perceptions.
• Enable students to understand how belonging to a minority group should not bind that individual to that group alone.

English learning objectives:

• 1.2 Understanding and responding to what speakers say in formal and informal contexts.
• 2.1 Developing and adapting speaking skills and strategies in formal and informal contexts.
• 3.1 Developing and adapting discussion skills and strategies in formal and informal contexts.
• 3.2 Taking roles in group discussion.
• 5.1 Developing and adapting active reading skills and strategies.
• 5.2 Understanding and responding to ideas, viewpoints, themes and purposes in texts.
• (Writing).
• 8.1 Developing viewpoint, voice and ideas.
• Also, locating and extracting information.

Preparation/resources:

Internet access to ‘Extracts: Different faces of prejudice’ (see below) OR printed copies to be given to students.

Exercise 1 (30 minutes):

In pairs

Ask students to read from the extracts: ‘Different faces of prejudice’ and to note how these individuals express their experiences of prejudice and fear.

To help support students’ understanding of a wider range of prejudice experiences, ask them to think about the following:

• What aspects of prejudice affected these individuals?
• What are the differences in how these individuals talk about their experiences of prejudice?
• What similar experiences of prejudice do all these people have?
Exercise 2 (20 minutes):

In small groups

Focus attention on the different ways that prejudice can be expressed. Ask students to initially consider how individuals in the extracts experienced prejudice but also to draw on their own experiences and those they may have witnessed. Remind students that prejudice or discrimination can be experienced by anybody. Ask students to make notes, especially if proceeding to the extended activity/homework.

• Is prejudice always obvious?
• How can prejudice manifest itself?
• How can people react to prejudice?
• How do feelings of prejudice come about?
• Is prejudice ever justified?

Reflection (10 minutes):

As a whole group

Ask volunteers from each group to feed back to the whole class on the discussions that emerged from their groups. Were there areas of disagreement?

Extended activity/homework:

Individually

Using one of the extracts as inspiration, ask students to write an imaginative piece describing a day in the life of one of these individuals. Students should focus on the impact that they wish to have. How did prejudice affect the life of this person at the time that they were experiencing it? Did they speak English? How did people treat them? Concentrate on the voice of the person, using emotive language to express emotions.

Extracts: Different faces of prejudice


Jubair feels that the Bengali community is now well established in the UK and in London:

Now our Bengali students can go to school with courage; we have grown up here. We used to go to school with fear, like thieves; at any time anybody could beat us up, slap us, punch us; we could not respond, we could not win; we were such a minority. Now our children can talk in Bangla even when they are on the bus; they do not care. I like it. They speak Bangla, then they switch to English quickly, and again Bangla. They have no complex…”

Anwara (www.banglastories.org/anwara/who-i-am-8.html)

Anwara is one of the poorest interviewees we met and is very representative of many of the migrants who moved from West Bengal in India to the Satkhira region of Bangladesh just above the Sundarbansth the eastern side of the border with India. There is discrimination against them – mainly linked to their poverty but also to do with their lack of connections.

Farzana Banu Shirin – her forefathers were Bihari (www.banglastories.org/farzana-banu-shirin/my-journey-6.html)

After passing her college exams, Farzana got a job as a school teacher. In her school, there are 250 children and eight teachers. Farzana says that in Syedpur it’s easier for people of Bihari origin to get jobs. She says that here her colleagues have never made fun of her, like they might do elsewhere in Bangladesh.

It’s the only place in Bangladesh where there is this tolerance of Urdu-speakers. Of the 250 kids in the school, 75% are Urdu-speakers but I am the only non-Bengali amongst my colleagues. This is because of discrimination and because Biharis are less well educated than most Bengalis.

She says she got her job only because her father knew people.

It is very difficult to get a government job anyway, but when you’re not Bengali, the chances of you landing one is practically zero. Connections are very important, it is not enough to just be intelligent.

Vicky is a 17-year-old student from Town Hall Camp. His father, a Bihari, married his mother, a Hindu Bengali.

My mother used to be a Hindu, a Brahmin (member of the highest class). My father is a Bihari. They fell in love and got married and there was trouble – even a court case filed against them. The police told my mother that if she went back to her father’s the guy would be tried for abduction, but she did not want to return to her father so the police happily organised a wedding in their honour. After that my parents lived in Syedpur at my paternal aunt’s place for six years.

We came to Town Hall Camp in 1977. My brother and I were both born in the camp. Then my father went crazy and started roaming the streets in an unkempt way and remained so for 12 years. It was the most difficult time of my life. Some used to call me ‘son of a Hindu’, others ‘son of a madman’.

Jobed Ali Gazi: tension between Hindus and Muslims (www.banglastories.org/about-the-project/migration-themes/religion-2.html)

Jobed Ali Gazi lives in ward number 8 of Tengrakhali in the Satkhira district. He is a Bengali refugee from the West Bengali side of the border.

My father Khoejuddin Gazi had 175 bighas of land in Shamsernagar number 2. We were very rich and the mosque belonged to us. Hindus from East Pakistan started flocking into our villages but we did not say anything, we invited them, fed them and even gave them money to help them settle. But soon after they arrived they started stealing our goats in the dead of night to give them in sacrifice to their goddess Kali. Then, when we would be on our way to the mosque, they would pull at our skull caps. After that, they started setting fire to our houses and fields. 50 to 60 families came over here together. We had lost our land, we weren’t going to be choosers so we settled on khas [non-agricultural] land. There were Hindus here and some of us started to treat them badly.

Tapan Sikdar: how Hindu names are transformed into Muslim ones (www.banglastories.org/about-the-project/migration-themes/religion-2.html)

Tapan Sikdar is a 25-year-old who lives in Ramzannagar in Satkhira and works as a motorcycle-driver.

There is both a covert as well as an overt Islamisation going on in Satkhira and Hindus are being intimidated to leave. We are being told this is a Muslim country and the Islamist extremists have started referring to some places with Hindu names – such as Harinagar – with a Muslim one, Habibnagar.

Learning objectives:
• To raise students’ awareness of aspects of Bengali/Bangladeshi culture.
• To enable students to understand that culture is a broad concept that can mean different things to different people.
• To reflect about what culture may mean to students.

English learning objectives
• 5.1 Developing and adapting active reading skills and strategies.
• 5.2 Understanding and responding to ideas, viewpoints, themes and purposes in texts.
• 6.1 Relating texts to the social, historical and cultural contexts in which they were written.
• 6.2 Analysing how writers’ use of linguistic and literary features shapes and influences meaning.
• 6.3 Analysing writers’ use of organisation, structure, layout and presentation.
• 7.1 Generating ideas, planning and drafting.
• 7.2 Using and adapting the conventions and forms of texts on paper and on screen.
• 8.2 Varying sentences and punctuation for clarity and effect.
• 8.3 Improving vocabulary for precision and impact.
• 8.4 Developing varied linguistic and literary techniques.
• 8.5 Structuring, organising and presenting texts in a variety of forms on paper and on screen.
• 8.6 Developing and using editing and proofreading skills on paper and on screen.
• 10.2 Commenting on language use.
• Also, locating and extracting information.

Preparation/resources:
Either ask students to go online to read OR give them printed sheets of the pages under: www.banglastories.org/the-bengal-diaspora/culture.html
A selection of posters and leaflets for students to view and compare.
Scrap paper for students to draft ideas and A3 paper for posters.
Scrap paper for students to draft leaflet and A4 paper for final draft of leaflets.
Exercise 1
In pairs
Students should read the ‘Culture’ section on the website (www.banglastories.org/the-bengal-diaspora/culture.html), and make notes summarising key aspects of ‘Bengali culture’. Explain that they will be designing a poster for a fictitious ‘Festival of Bangladesh’ in their locality.

As a whole class
Ask students to reflect on what culture means by asking them:

• What do you understand by the word culture?
• Thinking about the previous exercise of reading about culture, what aspects of Bengali culture do you think are not included in the descriptions given?
• Can Bangladeshi/Bengali culture be enjoyed by anyone? Can you think of some examples?
• Do you stop being Bangladeshi/Bengali if you don’t know, understand or are uninterested in aspects of Bengali/Bangladeshi culture?

Can students think/find more information on Bangladeshi culture?

Teacher’s notes
Culture can be as broad as students wish it to be, but common themes may include:

Music; dance; literature; art; drama; films; religious beliefs; lifestyle; gender; sexual orientation; nationality; pop culture; ethnicity; history and heritage; festivals; celebrations; sport; cooking and clothes, etc.

For religious connections students can go to the following pages on the website:

www.banglastories.org/the-bengal-diaspora/religion.html

and

www.banglastories.org/about-the-project/migration-themes/religion-2.html

Exercise 2
In small groups
Ask students to look at various posters and examine the design and whether they are effective in getting the point across. If there are a limited number of posters, they can be rotated around the class. Ask students to think about the following:

• Who are these posters aimed at?
• What messages are the posters trying to convey?
• What kind of style and language are used on the poster?
• What kinds of words and images did they use?
• What use do the posters make of different font sizes?

Exercise 3
In pairs or in small groups
Ask students to think about the key aspects of Bengali/Bangladeshi culture that they found on the website, as well as their own ideas, to design a poster to promote the festival. Thinking about the previous exercise and what makes an effective poster, get them to apply this to their own design.

• When they have finished ask them to re-read their texts and make appropriate amendments.
• How will their poster persuade people to come to the event?

Work may need to continue over another session. When posters are complete ask volunteers to show their work and evaluate for content, design and appropriateness for the target group.

• Which do you think is the most persuasive poster? Why?
• Are the posters aimed at different types of audience (men, women, young people, children or all groups)?
Reflection (10 minutes)

As a whole group

Re-visit the key aspects of Bengali culture asking students about other aspects of Bengali culture that were of interest to them.

Extended work/homework

Individually or in pairs

Explain that a leaflet is a different way to impart information. Although leaflets have less space to make a strong visual impression, they contain more text and description.

Ask students to individually create a leaflet that expands on their poster. It would be a good idea for students to collect a few leaflets to look at layouts. Which leaflets have good layouts? How do they use fonts and font sizes? What makes a good leaflet?

Explain that a leaflet should not try to explain too much about the fictitious “Festival of Bangladesh”, perhaps pick two or three of the most exciting events or attractions. Summarise that good leaflets:

- grab the attention of the reader;
- give a clear idea of what is happening on the day;
- stand out;
- keep the attention of the reader; and
- persuade the reader to come to the event.

Remind students also that they should think about using:

- bullet points;
- headings;
- paragraphs;
- various font styles and sizes;
- images.

More extended work/homework

Individuals or small groups

Students can be encouraged to make a PowerPoint presentation of research found on the website and beyond. Students can research one of the migration themes mentioned on the website, one of the topic areas within the teaching resource or another area connected to work on Bangla Stories.