

# This is Your Heritage...

## Stories from the South Gloucestershire Indian Community

### Resources for Schools - CHILDHOODS AND HOUSEHOLDS

The video clips, discussions and activities are appropriate for **Key Stage 2**. You will find National Curriculum, PSHE and RE links in the overview sheet.

Watch the video of extracts about different childhoods with the children. [Childhoods and Households](#) (total duration 5 mins)

You can pause between each person's story and ask focus questions and have group discussions.

If you don't have access to a video player, you can read the transcript below with the children. The children can work in pairs, or groups, or as a whole class.

#### **Materials needed for the activities.**

Whiteboard or Post-it-notes (for the Venn diagram activity)

World maps or atlases (for the map activity)

Recording devices (for the interview activity)



**SHIV SAMA**, Patchway

I was born in a town, Jalandhar City in Punjab, that's north of India.

My childhood was a brilliant childhood. My father, we had a joint

family with a big, huge house. There was my father, his three

brothers, their families. We all lived in one house. We had our own

courtyard to play in the house. We didn't have to actually go out to

play with somebody. You know, there was enough people in the house and the childhood

was brilliant. So at night there could be maybe fifty people in that house And, sometimes

my mother would tell stories to everybody, sometimes my father, my uncle. Every night

was a story night before we went to sleep.

*(Interviewer: So what was dinner time like at your house?) -*

Mad! The tradition was, you sat on the floor, everybody sat on the floor and ate together.

*(Interviewer: So who cooked?)* My mother. You can imagine cooking for so many people.

It used to take 2 hours for breakfast, 2 hours for lunch, and 2 hours for dinner.

### FOCUS QUESTIONS (can be asked before or after the video is played)

1. Did Shiv live with his father or his mother's family?
2. How many people lived in the house
3. How long did it take to cook the food for the evening meal.
4. What ways of living did you hear Shiv mention that is different to how your family lives?



**ANJU PATEL**, Bradley Stoke

I was born in India, Surat (Gujarat) as a child, more than a toddler, probably around three I used to follow my grandmother around, because we grew up in the extended family, and I always went with my gran everywhere. In our home, we spoke Gujarati,

but within the neighbourhood, there were other people living. There were some Marathi people, there were some people who spoke Hindi and there were also some Parsis living locally as well. It was a little bit, I guess, cosmopolitan-like. We did have people from all over India living there

### FOCUS QUESTIONS

1. Anju says she grew up in an extended family. What does that mean (*a family that is bigger than just parents and children, but might include grandparents, aunts, uncles, cousins*)
2. Anju says people from all over India lived in her neighbourhood. Do people from other places live in your street?

### VOCABULARY

**Hindi** – the main language of the northern states of India

**Parsis** – a group of followers in India of the prophet Zoroaster. Parsis means 'Persians' and are emigrated to India to avoid religious persecution.

**Marathi** – the main language of the state of Maharashtra, a western state of India. There are over 22 registered languages in India.

**Cosmopolitan** – when a place includes people from many countries.



**ALKA MEHTA-GRAHAM** – Emersons Green

I was born in 1970 and I was born in Upton Park in East London. My parents were of Indian descent, from India Gujarat and actually both parents were in Kenya (Africa) though, my grandfather was born in Kenya as well. They lived in a household with lots of different families. There was at one stage around 35

people in one home and they were all from different backgrounds, heritage, religions, but all Asian. And they cooked together, they sang together, they danced together, and they looked after each other's children, and they all helped each other to prosper.

So, for me it was quite sort of a double life, I would say. So, you had one life, which was a very Asian life at home, you know, with your Asian background and your culture, your religions, and community. And then at school there was another Alka, which was very much trying to integrate with the British way of life.

### FOCUS QUESTIONS

1. What were the different sorts of things that the families did together.
2. How did the families all living in one big household help each other
3. Alka says she was trying to live an Asian life at home, and a British life at school. Think about all the different parts of your life. Do you need to be a different sort of person at different places? (they can think about family, friends homes, school, clubs)



**PARMJIT KAUR**, Kingswood

**Parmjit mostly speaks in Punjabi, some children in the class might find it difficult to read the subtitles. Sometimes Parmjit switches into speaking English. It might be interesting to ask the children to listen out for English words.**

'I was born in Khera Dona, district Kapurthala.

We were ten siblings, but we were very good, eating together, nice food, in the afternoon when we came from school. I mean, it was a really nice life. Our father was a really nice man. He never used to wake up us children, like you should wake up early in morning. We had the Guru Granth Sahib (holy book of Sikhs) at our home, as my father used to pray a lot, even our grandparents. He was a head teacher, he was very fond of worshipping, especially at the time of the holy festivals. He used to do readings from the holy book, and he used to get us up in the morning at that time. He helped us to fold our bedding if we slept outside. Then he used to ask us to wash ourselves, face and hands and then offer our prayers

### FOCUS QUESTIONS

1. How many brothers and sisters did Parmjit have? Does anyone else in the class have a family as big as that?
2. Parmjit's father used to pray and read from the holy book of Sikhs. What other holy books do you know?
3. Where did Parmjit and her brothers and sisters sometimes sleep? Why do you think that was? Would you like that too?

## Activities

### Family and Childhood Venn Diagram

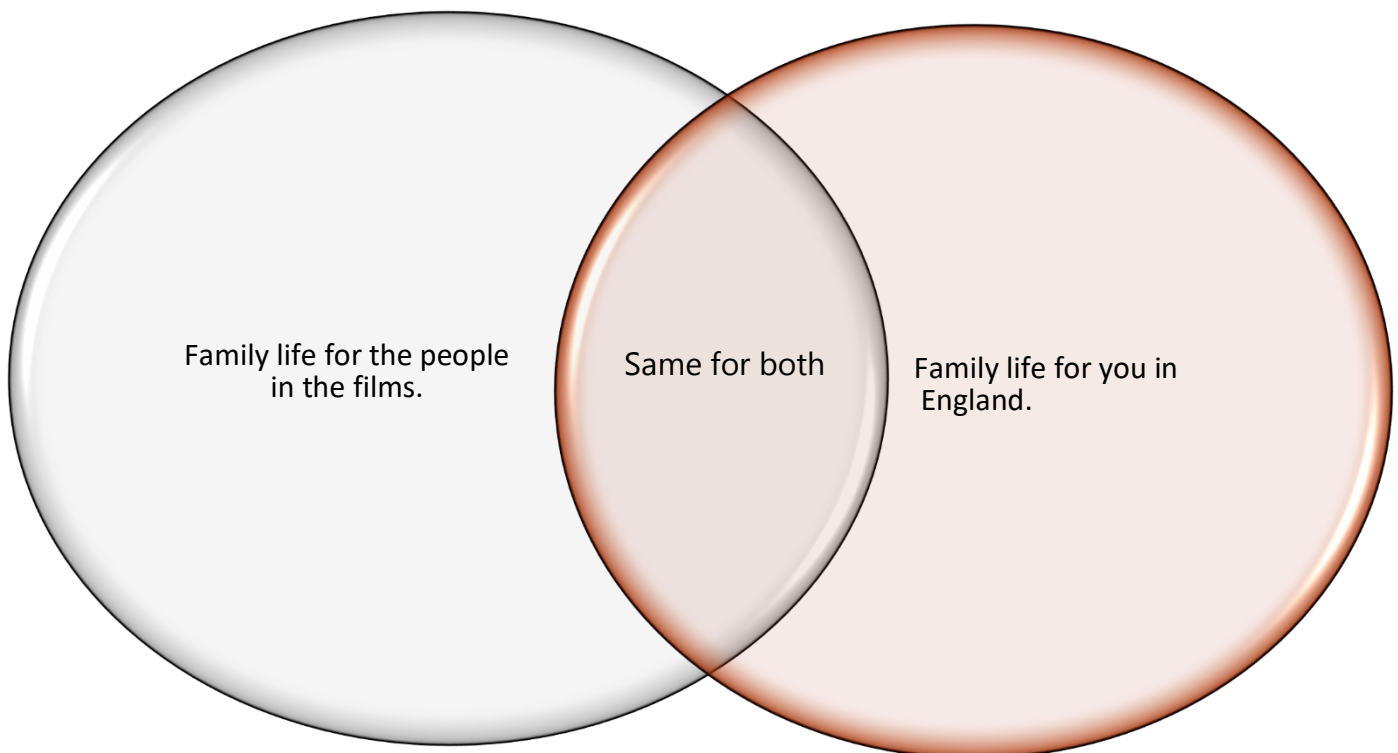
The Venn diagram below could be drawn on a white board, and the children could work together as a class, or ask them to work in smaller groups.

Ask them to think about the different sorts of households and childhoods the people in the video describe.

In the first circle, write down everything you can think of about their lives that are different to yours.

In the second circle write down things about your life and household that is different to theirs.

In the middle, where the two circles crossover, write down things that are the same about both of your lives.



## Maps

In the films people mention where their family originally came from. Their caption tells you where they live now in South Gloucestershire. Look at the maps and put their initials where they lived and where they live now.

**Shiv** (Jalandhar City in Punjab – Patchway ) **Anju** (Gujarat – Bradley Stoke) **Alka** ( Kenya – Emersons Green) **Parmjit** (Punjab – Kingswood)

Does your classroom have a world atlas? Can the children put a dot where people have lived, a dot where they live now and a line or string between the two? Does anyone know if they have anyone in their family who has come from another part of the world?







## Draw Pictures

Ask the children to think about who is in their home, how does their life change between school, home different groups that they go to. They could draw a picture comparing life in school and life at home.

## Interview someone about their childhood or the home where they grew up

Explain to the children that sometimes in the video they hear the voice of the interviewer, the person who is asking the questions. Do they know someone who they could interview about what their childhood or home was like?

they could interview someone at school, a friend, someone in their home or street. They could record the interview on a phone or write everything down in a notebook.

Before they begin, think of at least five questions they would ask them to help them find out everything they want to know.

Create a time when they can play or read back parts of the interview and think about what they found out that surprised them.

