SAHM School Toolkit 2022



Toolkit SAHM 2022 Final Version:

11/06/2022

A message from the co-founders to pupils

"Whether or not you are of South Asian heritage, we hope you will enjoy the learning in this toolkit. The month is about celebrating the contribution of South Asians to the UK, commemorating the important events in history (many of which still affect us today!) and educating people about how the relationship between Britain and South Asia has shaped the world we live in.

Don't forget, there will be lots of events taking place for South Asian Heritage month during the school holidays both face-to-face and so online, please get involved with your families, there will be something for everyone."

Jasvir Singh OBE & Dr Binita Kane





Celebrate Commemorate Educate "This SAHM school toolkit resource has been produced to help schools celebrate, commemorate and educate about South Asian Heritage Month 2022. This year there is a particular focus on "Journeys of Empire" in order to mark the 75th anniversary of Partition 1947. There are events links and enrichment idea slides with a school postcard competition launching for the very first time.

There has been a drastic impact of Covid on teaching and as a fellow teacher, I hope having a toolkit like this alleviates a lot of planning time for staff. Feel free to edit in your school logos, add in slides (especially if this is not your first time acknowledging SAHM at your school), and generally utilise this PPT to help you in assemblies/lesson/activity sessions.

Other school resources are available via the website. We hope you share with us examples of what you get up to this year, so that we can showcase engagement across the UK. Others could get inspired by what you get up to in your classroom/school."

Rahima Khatun - Malik

18th July to 17th August 2022

Celebrate Commemorate Educate

18th July to 17th August 2022

SAHM was launched for the first time in 2020

This poem, written by Hussain Manawer and video produced by Anita Rani, was created for the launch.

Link to video; https://www.youtube.com/watch?v=I71ua3rlxPg



The launch video from SAHM 2021 would be more suitable for Primary School children to explain the concept of the month.



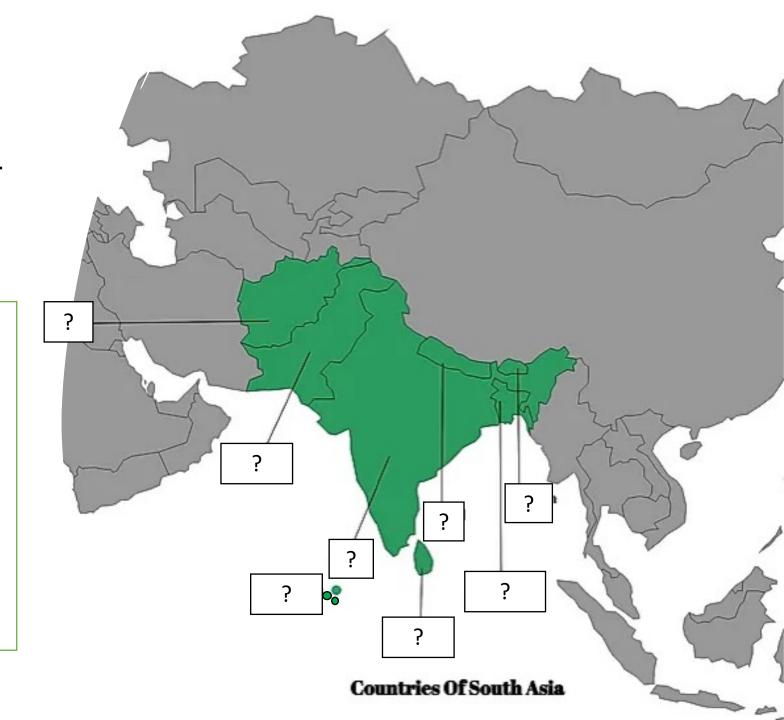
Link to video; https://www.youtube.com/watch?v=uf4TJwdVFCI

This year, South Asian Heritage Month will be celebrated for the third year, focusing on the theme of 'Journeys of Empire'.

This theme encompasses many different aspects of South Asian identity, not only in Britain, but other communities across the diaspora that were and continue to be influenced by the journeys of empire.

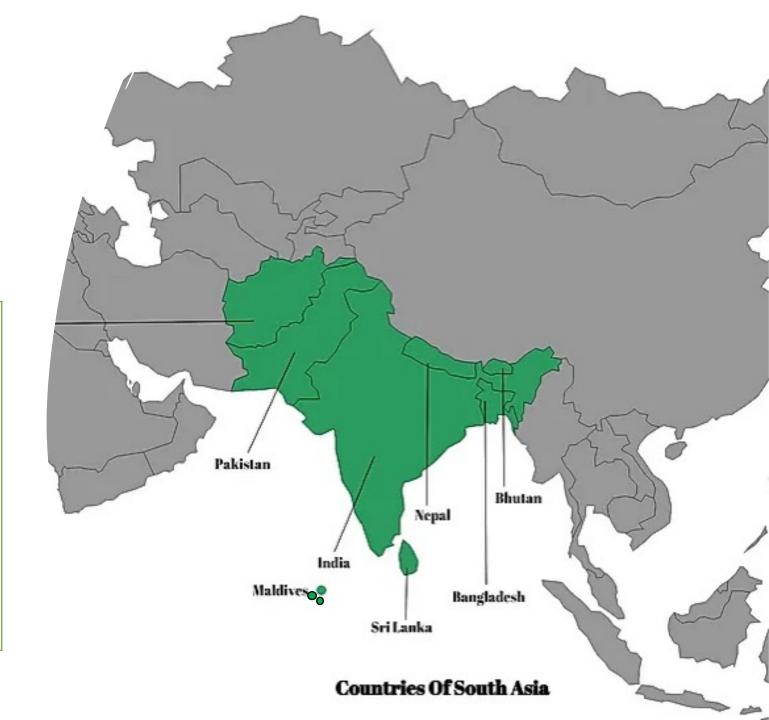
Quiz: What Countries make up South Asia?

- 1)
- 2)
- 3)
- 4)
- 5)
- 6)
- 7)
- 8)



Quiz: What Countries make up South Asia?

- 1) Afghanistan
- 2) Bangladesh
- 3) Bhutan
- 4) India
- 5) Nepal
- 6) The Maldives
- 7) Pakistan
- 8) Sri Lanka



What was 'British India' and how does it relate to modern day South Asia?

British India was a region of Asia that included the following present-day countries as British governed areas or Princely States whose foreign policy was controlled by Britain:

- Bangladesh
- India
- Pakistan

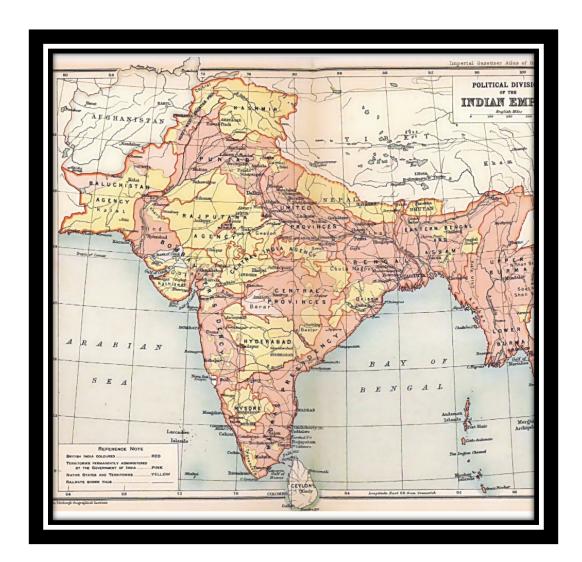
The countries which formed British India gained independence from the British Empire in 1947. At that time, Bangladesh was East Pakistan. Bangladesh became a separate country in 1971.

The following were kingdoms or emirates whose foreign policy was controlled by Britain, but which were never part of British India:

- Afghanistan (1879 to 1919)
- **Bhutan (**1910 to 1949**)**
- Nepal (1816 to 1923)

The following were British colonies at the same time as British India:

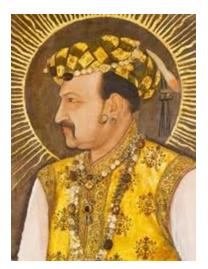
- The Maldives (1796 to 1965)
- Sri Lanka (1815 to 1948)



Before the Europeans arrived, South Asia was ruled by the Mughal Emperors (emperors to 1707 listed below)



Babur (AD 1526-1530)



Jahangir (AD 1605-1627)



Humayun (AD 1530-1556)



Shah Jahan (AD 1628-1658)



Akbar (AD 1556-1605)



Aurangzeb (Alamgir) (AD 1658-1707)

For more information on these Mughal Emperors access the link:

https://www.indiatoday.in/education-today/gk-current-affairs/story/from-babur-to-aurangzeb-facts-on-the-six-major-mughal-emperors-of-india-1580020-2019-08-12

When did the British arrive in India and why?

- It started with the arrival of the British owned, East India company at the port of Surat, India, on 24th August 1608.
- South Asia in the 1600s and 1700s was the envy of the world, a prolific exporter of cotton, silk, spices, sugar and steel. This caught the eye of Europeans who wanted some of that wealth, and it made South Asia a lucrative place for the British. Through the rise of the East India Company, Britain became a formidable trading force and the British Empire and its wealth were born.



British Colonisation of India

- In 1858 the British Parliament took over control of India from the East India Company because of the 'Sepoy* Rebellion', also known as the 'Indian Mutiny' or the 'First War of Independence' depending on which perspective people take on what happened. (*This may* be a good topic for debate/discussion with pupils).
- The UK Parliament defined it as a Crown Colony and it was known as The British Raj.
- British rule of India lasted from 1858 to 1947.
- Queen Victoria was named the 'Empress of India' in 1876 - a large memorial remains in her name to this day in Kolkata

The Battle of Plassey 23rd June 1757

Colonisation of the subcontinent started 100 years earlier than the British Raj being formally established. In 1757 – The Battle of Plassey took place where Siraj-Ud-Daulah (the last Nawab* of Bengal), lost Bengal to the British East India Company led by British Colonel Robert Clive and Admiral Charles Watson. Bengal was India's richest province at this point. This marked the beginning of British colonisation of the Indian subcontinent.



^{*}Nawab = a viceroy or deputy governor under the former Mughal empire in India

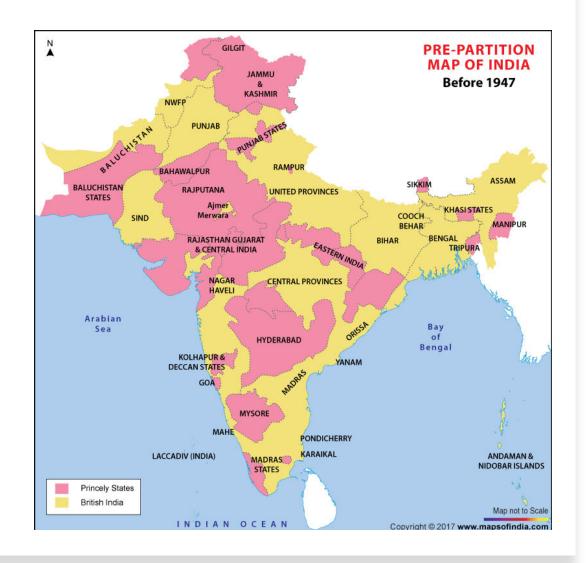
Governance in British India

- During the British rule, India had two administrative systems
 of governance. One was directly ruled by the British
 administration, another was indirectly ruled but governed by
 the native rulers. It consisted of a group of regional
 kingdoms, known as Princely States inhabited by Hindus,
 Muslims, Sikhs, Jains, Buddhists, Christians, Parsis and Jews.
 The princely states had their own leadership, traditions and
 caste backgrounds. Although many religious groups and
 cultures lived side by side, there was rarely conflict and many
 festivals and ways of life were shared.
- This contrasted with the colonial idea of communities having separate interests. The effect of British rule was to divide people by religion and caste, sometimes deliberately. People were classified by their caste, religion, or tribe in the colonial census and were also recruited on that basis into the army and civil services. Minor political privileges were also granted by religious community.
- This concept is commonly known as 'Divide and Rule'.

Pre-partition map

Britain ruled India from 1858 – 1947

The pink areas on the map show provinces that were under direct British rule. Princely states, shown in yellow, were areas with native rulers which had entered into treaty relations with the British.



India under British
Rule and division
along religious lines

The British started to categorise Indians by their religious identities in the 19th century. Hindus were counted as the majority, and the other religions were considered distinct minorities — with Muslims being the largest minority. Though a distinct and separate religion, Sikhs were often grouped with the Hindu community.

Several practices were put in place by the British which spread distrust between communities that had previously co-existed. For example, during elections, special areas were created where religious minorities had their own candidates, and only those minorities could vote for them (called separate electorates). This encouraged each religious community to believe that their interests were separate.



The British Raj

- British rule was based on expensive ceremonies and shows of power (e.g. 'durbars' or courtly ceremonies) that exaggerated the power of wealthy landowners at the expensive of ordinary people.
- The Raj raised taxes mainly from land and made use of Indian soldiers and workers all over the world.
- White British rulers and their families had separate clubs and living areas. For most of the period, Indians were excluded from the clubs.
- Indians were slowly given minor responsibilities in helping to govern local, and then provincial areas.

The uprisings of the people of India

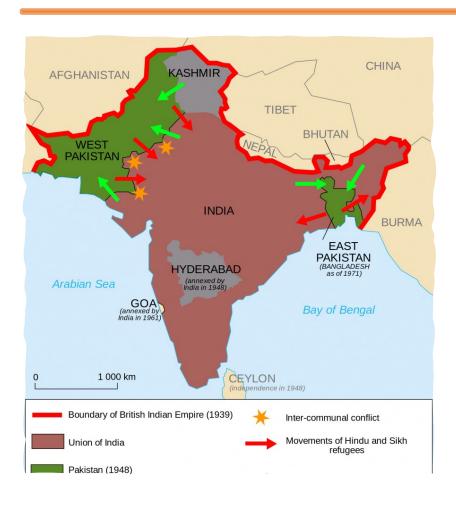
These are some of the rebellions against British rule:

- In 1857, not only soldiers but a large number of peasants also revolted against British rule across north India. Some call this The Indian Mutiny. For others it is The Sepoy Rebellion or The First War of Independence.
- In the 1870s-1900s there were many peasant movements against the colonial forest laws in parts of Central and Eastern India.
- In 1919-22, Gandhi led a peaceful nation-wide movement against the British known as 'Non-Cooperation'. This movement allied with the Muslim led 'Khilafat' movement which protested against British control of the Muslim holy places in the Middle East. In 1930-4, an even bigger movement by Gandhi was launched called 'Civil Disobedience'.
- In 1942, The Indian National Congress launched a huge nation-wide rebellion called 'Quit India'. The British were so concerned that they immediately arrested all the main leaders including Gandhi and Nehru.
- In 1946 there was also a Naval Mutiny.

Partition of British India

- In the early Twentieth Century there were many anti-colonial movements in which Indians called for their independence from the British.
- Due to financial strain as a result of WW2, Britain prepared to leave India but deployed the Indian army and India's resources to fight for the British. No Indians were consulted about joining the war.
- However, Indian political leaders had different visions for India after the war.
- Gandhi and Nehru of the Indian Congress Party wanted one united India. Jinnah, leader of the All-India Muslim League, believed that the divides that British colonization had created could not be repaired. He asked for safeguards for Muslims, who he described as a separate nation. But this nation did not necessarily mean partition – it could have existed within a larger India.
- In June 1947, the British viceroy Lord Mountbatten realised that holding India was getting expensive and dangerous for the Empire. He sped up the timetable for independence to mid-August 1947, and in the process pushed for the country to be partitioned into a Hindu-majority India and Muslim-majority Pakistan. However, no information was provided on how this would actually happen.

The Radcliffe Line



- The person who chose how the Indian Subcontinent would be divided was English Barrister Cyril Radcliffe. Radcliffe had never been to India before and had virtually no knowledge about its cultural and social make-up.
- Radcliffe only had five weeks to decide on a border, and two Muslim and Hindu lawyers were provided to help with the task. Interestingly, It is said that after drawing the 'Radcliffe Line', Cyril left India the very next day and never revisited the country. He also destroyed all of his notes.
- Two days after Independence, on August 17th 1947, the new map was revealed. British India was divided into two countries: India and Pakistan (then known as East and West Pakistan).
- The Radcliffe line split the provinces of Punjab and Bengal through the middle, with half of each state being allocated to newly formed Pakistan and the other half allocated to India. This tore through the heart of many communities, splitting families, friends and neighbours.
- East Pakistan gained independence In 1971 and became Bangladesh.

Resource: https://www.vox.com/videos/2019/6/26/18759915/india-pakistan-border (20 minute film about the Partition of Punjab in 1947 and impact on communities)

The largest mass migration of humans in history

- What followed was the largest and bloodiest forced migrations in history in which an estimated 15 million people became refugees and another 1 million Individuals lost their lives. No one, including the British, had anticipated what would happen.
- Not knowing which side of the border they would be on, violence had increased and people decided to quickly leave their homes.
- People left all their belongings behind and fled towards their new homelands, uncertain of their future.
- Atrocities were carried out on all sides, but there are also many stories of neighbours from different religious backgrounds sheltering each other.
- There were celebrations too by those who fought for Independence.



Why was India split into two countries? - Haimanti Roy | TED-Ed https://ed.ted.com/lessons/why-was-india-split-into-two-countries-haimanti-roy Short video for educators.

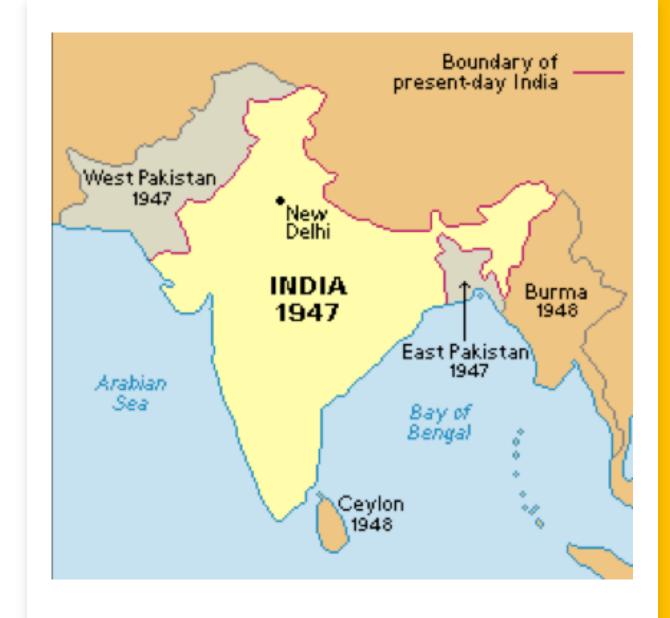


Post-independence India and Pakistan

Today, both Pakistan and India celebrate their anniversaries of independence and the setting up of each Republic on the 14th and 15th of August respectively.

Note that East Pakistan gained independence In 1971 and became Bangladesh, which celebrates its independence day on March 26th.

South Asian Heritage Month is an opportunity for all people in the UK to mark one of the most important freedom movements and examples of decolonisation of the 20th Century.



This year marks the 75th anniversary of the 'Partition of India'





What is the significance of the South Asian Heritage Month dates

King George VI



18th July

Sir Cyril Radcliffe





PAKISTAN
Radcliffe
Partition
Lines 1947

Arabian Sea

INDIA

Burma separated from British India
1937

BURMA
PAKISTAN
Bangladesh

Bay of Bengal

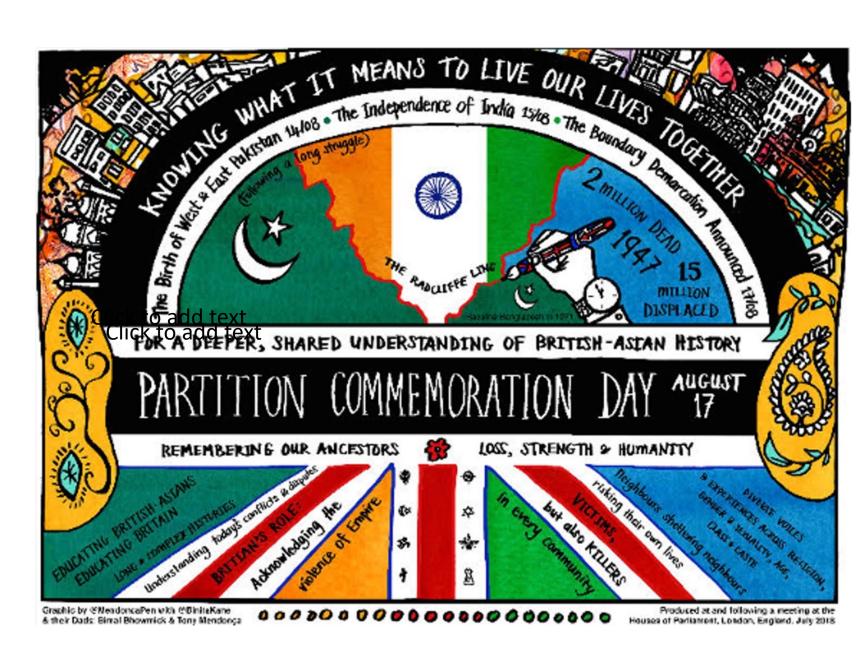
17th August

The month begins on 18th July, the date that the Indian Independence Act 1947 gained royal assent from King George VI, and ends on the 17th August, the date that the Radcliffe Line was published in 1947, which finally set out where the border between India, West Pakistan and East Pakistan (now Bangladesh) would be.

The plan to divide India was announced by Lord Mountbatten, the last Viceroy of India, on June 3rd 1947. The whole process was completed in just over 10 weeks.

<u>Commemorating</u> <u>Partition</u>

- This graphic was created at an event that took place in Parliament in 2018.
- It captures why remembering Partition is important today.
- August 17th is now recognised as Partition Commemoration Day.



British Nationality Act 1948

- Britain lost huge numbers of young men in war.
- Hundreds of thousands of South Asian soldiers fought alongside the British and were important in winning WW2; https://www.southasianheritage.org.uk/100-years-of-service-and-sacrifice
- After the war Britain needed a workforce to help rebuild the country
- The British Nationality Act of 1948 conferred the status of British citizen on all Commonwealth subjects and recognised their right to work and settle in the UK and to bring their families with them.
- Through subsequent waves of migration South Asians arrived in the UK as British Citizens and helped to rebuild Britain by filling acute labour shortages by taking roles in e.g. the NHS and transport, but often undertaking physically demanding work in factories and foundries.
- 30-40% of UK doctors in 1960s were from the South Asian continent and this is still reflected in today's NHS workforce

How many people of South Asian Heritage are there in the UK?

1:20 people in the UK can trace their heritage back to South Asia each with a personal migration story (Source: Census 2011).

South Asian influences can be found everywhere in Britain, from food and clothes to our music and even our words e.g. veranda, pyjamas, shampoo. The streets of British towns and cities are rich with the colours, sights and sounds of South Asian identity. Its culture permeates all parts of British life and adds to the diversity of the nation.

Pupils may wish to explore their own family's migration story or that of a friend or neighbour.

What South Asian influences are there in their local town or City and why?



South Asian Impact on **UK** is endless ...

The NHS

Food industry especially tea and spices

Employment - rebuilding Britain after WWII

Teaching and Education

Literature and media

Sports and Broadcasting

Maths, sciences and STEM

Art and architecture across UK

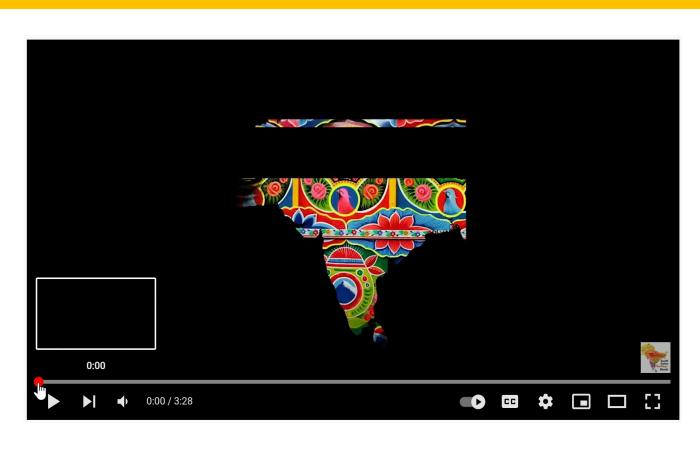
Fashion and textiles

Henna

Who is behind the Month?...

- The Month is a grassroots movement that has been driven by the lived experiences of the founders and others in being British South Asian.
- The Month came about over a cup of chai in December 2018 when the founders came together to discuss how people's understanding of the interconnectedness between Britain and South Asia could be better understood in the UK.
- The concept of the Month has been inspired by Black History Month and other similar awareness months.
- The founders have worked with community activists across the country to make sure that the Month reflects the diversity of South Asia and the richness of its heritage. You can find out more about our founders by visiting the Team Page on the website.

Anita Rani – founding patron talks about the importance of South Asian Heritage Month





"South Asian Heritage Month is about the next generation of kids growing up in the UK and for them to feel empowered in their identity and be proud of who they are".

Events — South Asian Heritage Month

Updated SAHM events for 2022 and regional events links;
 https://www.southasianheritage.org.uk/events

Example of food/cooking idea:

How to Make Carrot Cake Pakoras with Nadiya Hussain - YouTube

Example Henna Enrichment Outline

Week Number/Date	<u>Activity</u>
1) Tuesday 7 th June 2022	Lotion cones – practice henna patterns with lotion in cellophane cones
2) Tuesday 14 th June 2022	Paint cones session 1 – onto candles/tealights
3) Tuesday 21 st June 2022	Paint cones session 2 (session 1 plus body paint cones in UV)
4) Tuesday 5 th July 2022	Henna cones practice, small designs on own selves, patch test
Wednesday 6 th July	Chance to showcase skills on exhibition guests
5) Tuesday 12 th July 2022	Henna cones practice, small designs on each other
6) Tuesday 19 th July 2022	Henna art on items to sell for SAHM week exhibit, such as candles, biscuits, etc
This table is just an idea of how henna enrichment sessions can progress. Alternatively you could tailor this as a lesson and focus on using lotion cones for 1-2 lessons before using real henna or body paint cones.	
There are multiple tutorials and video demo examples online to choose from.	
You could also do paper hands decorated with 'henna' designs using pencil.	

Equipment – Draft list

Empty cones filled with slightly thick body lotion

Cellophane Cones 10 Mini Empty Pre Rolled Cones Hand Rolled | Etsy UK x2 or x3

Cheap squeezy bottled lotion (moisturiser) 1 BIG bottle

Results for "lotion" (boots.com)

Paint cones, canvasses, candles

Acrylic Paint Cones for Henna Art Mandala Art Dot Art Dot | Etsy UK

Bolsius 8 Hour Burning Tealights, Pack of 50, White, 7x18x32 cm : Amazon.co.uk: Home & Kitchen

Art department – mini leftover card packs/canvases

Paint cones of two types

3 in 1 Stencils for Henna and Glitter Temporary Tattoo Body | Etsy UK_SIMPLY 5pc Henna Stencil as Seen in Vogue | Etsy UK_

Face & Body Paint by Moon Creations - Set of 12 - Water Based Face Paint Makeup for Adults, Kids - 12ml : Amazon.co.uk: Toys & Games

UV Glow Neon Face and Body Paint Set of 8 Tubes - Fluorescent - Brightest glow under UV!: Amazon.co.uk: Beauty

20 Handmade Natural Henna Cones. Bridal Henna. SPECIAL | Etsy UK Order 1 batch first then see if more is needed for culture week fayre/sports day

Mefix Adhesive Fabric Dressing, 5cm x 10M : Amazon.co.uk: Health & Personal Care

Same resources used as above. Save some items for a Cultural day...

Only use 3-5 henna cones at a time, students take turns and use paint/lotion ones whilst waiting.

Round Henna Pattern Biscuit Cookie Popup Embosser Stamp | Etsy UK Could biscuits be made to be sold....



Henna session videos and images:

Example Henna Enrichment session on paper hands

Schools Postcard Competition

#SAHMschoolcomp

Competition time! Design a postcard

Ask the children to design a postcard with a South Asia or 'Journey's of Empire' theme, with a written message on the other side (see provided examples slides 39-46)

Have a template with a few designs/colour schemes, for example;

- Orange, white and green
- Green and red
- · Green and white
- Blue, red, white, orange and green theme

To Enter

Postcards should be shared on Twitter via official school comms channels (not personal accounts) using the hashtags #SAHMschoolcomp and #southasianheritagemonth or emailed to info@southasianheritage.org.uk.

No personal details of pupils should be shared on social media. Schools should select up to 3 postcards to submit to the competition on behalf of the school.

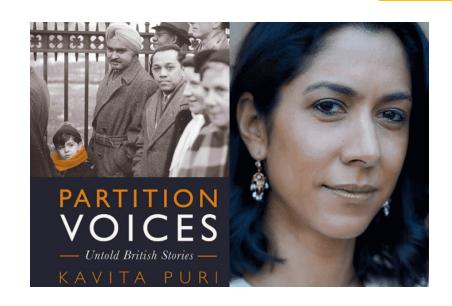
A winning design will be picked by our judges.

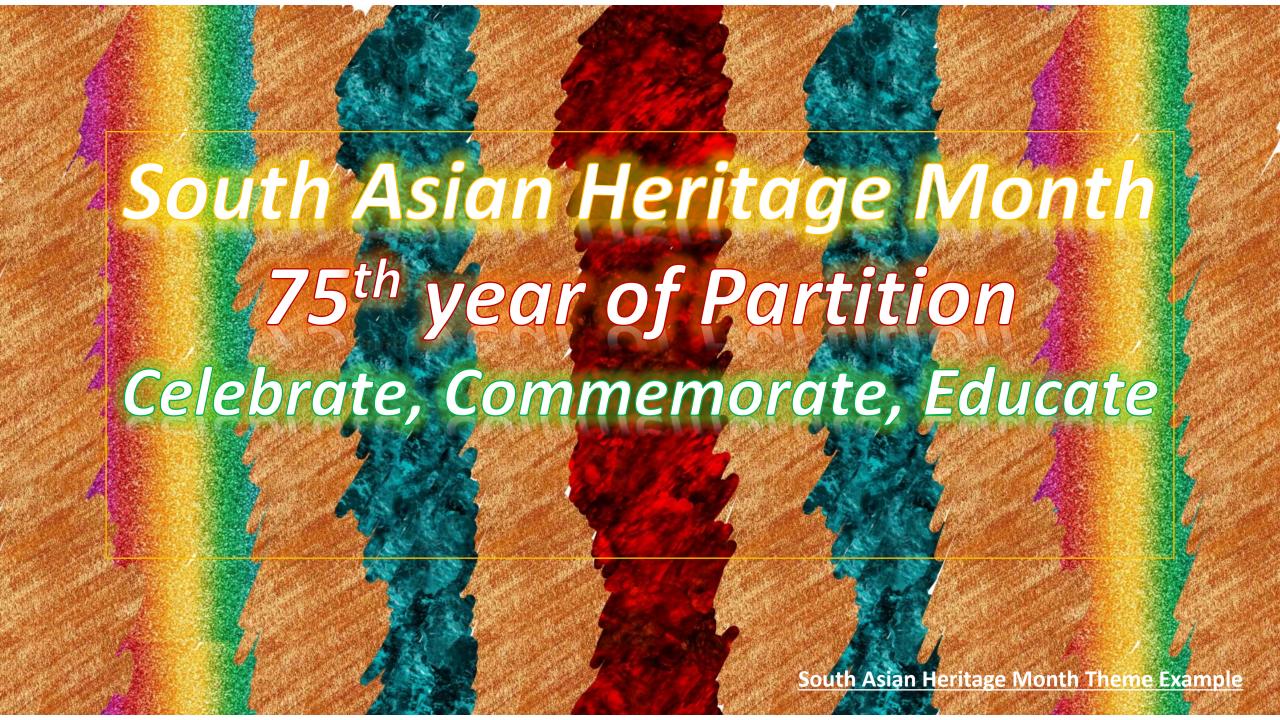
The winner will be announced on the website and SAHM social media channels on 17th August by TV Presenter Dr Ranj Singh.

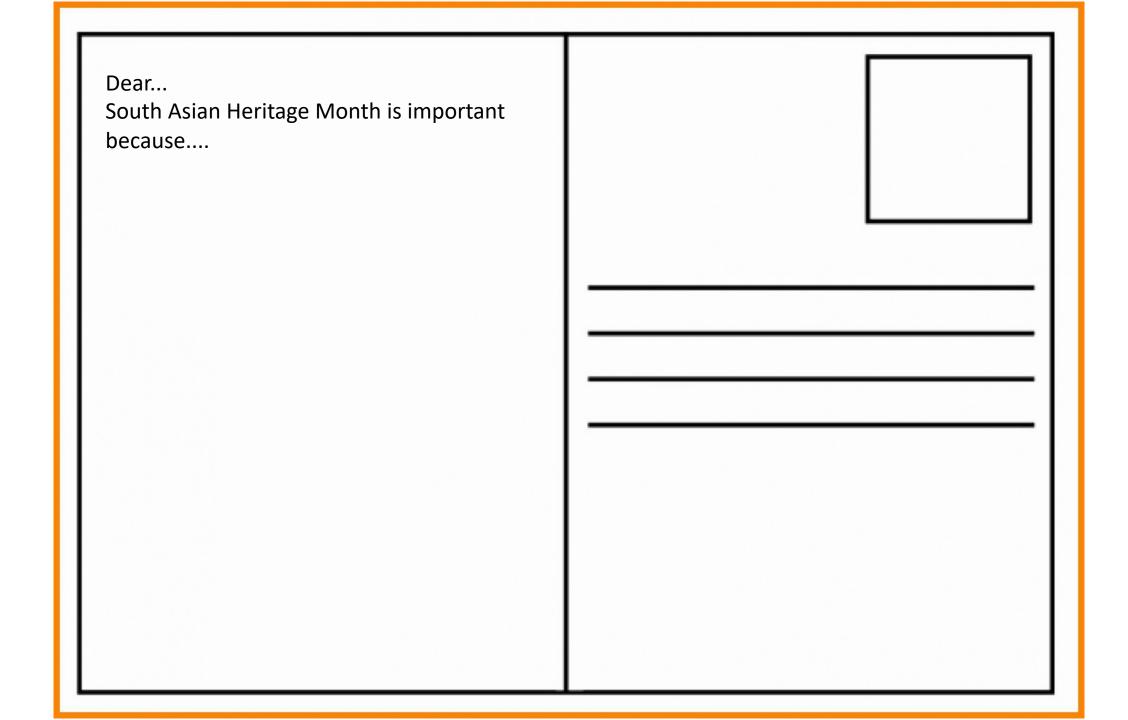
The winning school will receive signed copies of Kavita Puri's new edition of 'Partition Voices' published by Bloomsbury.

Deadline: 22nd July 2022

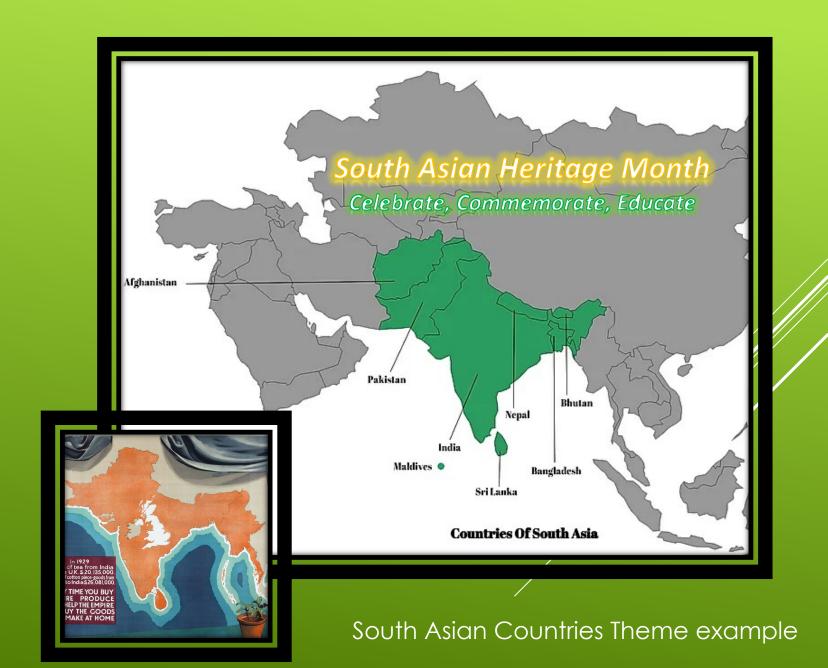


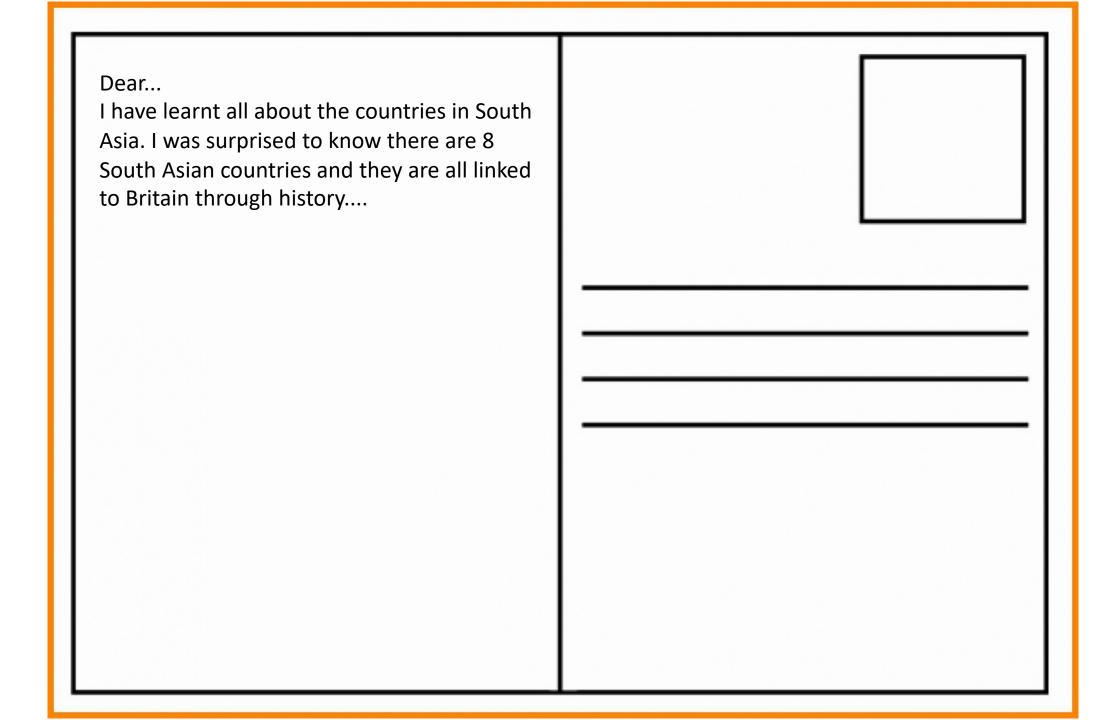






- 1) Afghanistan
- 2) Bangladesh
- 3) Bhutan
- 4) India
- 5) Nepal
- 6) The Maldives
- 7) Pakistan
- 8) Sri Lanka







Partition 75 Theme example, the image shows the flags of India and Pakistan, but has 'borders' depicting partition. Resource for ideas; https://www.theheritagelab.in/india-partition-art/

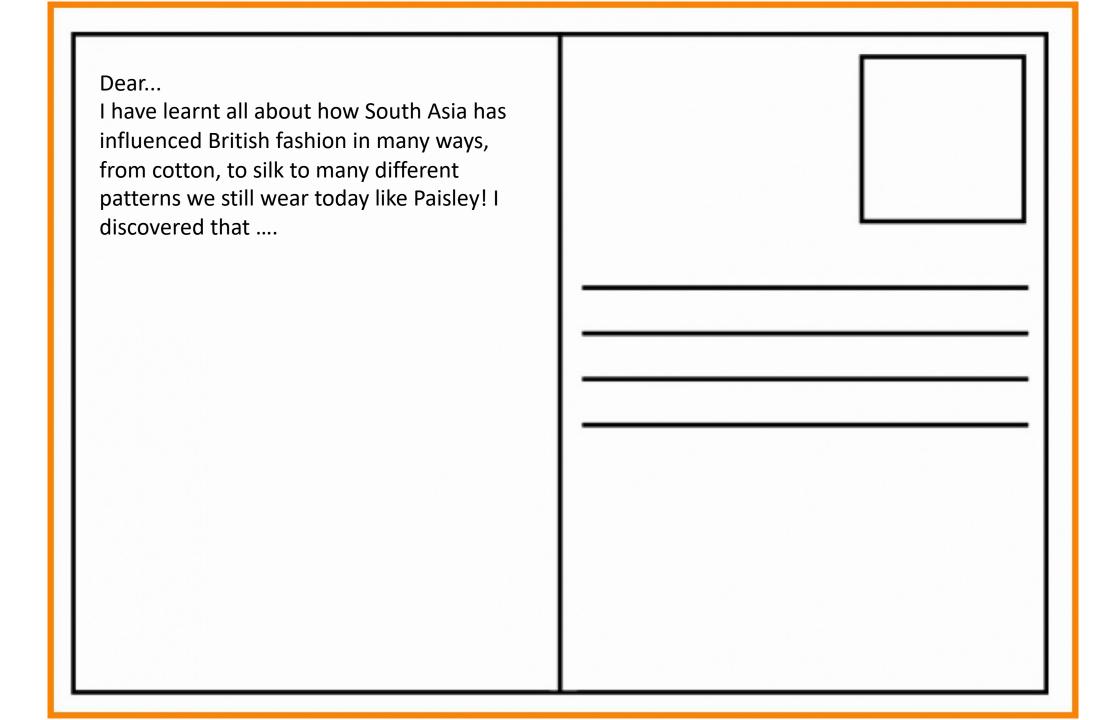
Dear Nance, I have learn't that this is the 75th year of partition. You are nearly 90 years Nanu maa old now, please con you tell me some stones of Sulher when you were a young Bangledesh Imiss you a lot, I'll call you this weekend to video Chat. Amma has also been telling me stonies. Love Rahina

South Asian Heritage Month



Celebrate, Commemorate, Educate

Influences of South Asia on UK example. Explore how South Asia has influenced fashion in the UK, use different textiles or South Asian patterns for the postcard competition, resource; http://www.vam.ac.uk/page/s/south-asian-textiles/



Further Resources

- Partition Education Group CIC (wordpress.com)
- Partition Education Group CIC (wordpress.com)
- Siblings reunited 75 years after India Partition BBC News
- https://partitioneducationgroup.wordpress.com/resources/
- BBC 70 Years On: Partition Stories
- Project Dastaan Wikipedia
- BBC History British History in depth: The Hidden Story of Partition and its Legacies
- Partition Museum | Amritsar
- The Partition of India: What happened? CBBC Newsround
- www.1947partitionarchive.org
- https://www.vox.com/videos/2019/6/26/18759915/india-pakistan-border (20 minute film about the Partition of Punjab in 1947 and impact on communities)
- My Family Partition and Me (BBC1 Documentary);
- Episode 1 https://www.youtube.com/watch?v=0nvl6F8Kix4
- Episode 2 https://www.youtube.com/watch?v=vB1QTfkW2C0

South Asian Heritage Month Website & Social Media

Website www.southasianheritage.org.uk

Email: info@southasianheritage.org.uk

Social Media links

YouTube - https://www.youtube.com/c/SouthAsianHeritageMonth

Twitter - https://twitter.com/SAHM_UK

Instagram - https://www.instagram.com/southasianheritagemonth_uk/

Facebook - https://www.facebook.com/southasianheritagemonth/

Social Media Handles

Twitter @SAHM_UK

Instagram @southasianheritagemonthuk

Facebook South Asian Heritage Month

Official hashtags

#SouthAsianHeritageMonth

#Ourstoriesmatter

Acknowledgements and thanks

Rahima Khatun-Malik - Secondary School Teacher

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Dr Binita Kane – Founder of The Partition Education Group and co-founder South Asian Heritage Month

Jasvir Singh OBE – Co-founder of South Asian Heritage Month

Raj Unsworth – Chair of The Partition Education Group and advisor to The Headteachers' Roundtable.

Notes page: