

## Teachers Notes for Three Stories of Ganesh

This activity can be used with KS2 and KS3. It can be used for a whole lesson or a series of lessons and works with research skills of active listening, recall, group work and discussion. It includes several follow up lesson suggestions listed in point 6.

- 1) Give the children the question sheet and ask them to work in groups of 3 or 4 to read the questions first. Let them know they may not be able to answer Q.3 on colonialism.
- 2) Watch the film *Three Stories of Ganesh* (link below) and ask the children to answer the questions on the sheet discussing the answers together in their groups.

[www.youtube.com/watch?v=wcOBoAzxQK8](http://www.youtube.com/watch?v=wcOBoAzxQK8)

- 3) Once the kids have watched and attempted to answer all the questions, watch the film together stopping at various intervals so that the children can attempt to answer the questions they may have not been too sure about previously.
- 4) Go through the answers together. Go around the class and let different groups provide the answers.
- 5) Question 3 requires an introductory explanation on what is Colonialism by the teacher (see below paragraph.) This can lead to other activities provided.
- 6) Suggestions for further activities:

British Empire. Opportunity to expand on analytical and critical thinking skills. See powerpoint on this called British Empire exchanges.

India/Britain's long historical links; exchanges of ideas and trade, concepts of fairness, link with Devon Fairtrade through The Global Centre.

[www.globalcentre.org.uk](http://www.globalcentre.org.uk)

Literacy and art story boards of the story of Ganesh.

Research other stories of Ganesh; act them out or learn and retell them working in groups.

Introduction to Hinduism as a topic, allowing an exploration of Exeter's diverse citizenship using a Cultural Champion to give a first hand introduction to Hinduism. [www.culturalchampions.org](http://www.culturalchampions.org)

**Question 3: Colonialism** is the establishment, exploitation, maintenance, acquisition, and expansion of [colonies](#) in one territory by people from another territory. It is a set of unequal relationships between the colonial power and the colony and often between the colonists and the [indigenous population](#).

The 2006 [Stanford Encyclopedia of Philosophy](#) "uses the term 'colonialism' to describe the process of European settlement and political control over the rest of the world, including Americas,

Question 10 New Interpretations:

The RAMM have now added a QR link to the film made by Telling Our Stories Finding Our Roots to the statue of Ganesh in the museum. The new caption reads like this:

Ravi, Anita and Sandhya have offered a new more intimate and personal interpretation of the statue of what is a living god to them and have given us the opportunity to reflect on the history of our colonial ancestors and the past; what it means to go to another country and culture and be a collector without looking at the possible meanings, significance or permissions to take things and label them as objects.

They are asking us to reflect on whether this is/was an ok thing to do? They are suggesting that depending on who you are, where you are from and your relationship to the object we will have a different response to an object, story or factual piece of history.