

# TIME TRAVELLERS

BY SUFIYA AHMED

ILLUSTRATED BY ALESSIA TRUNFIO

**4X LESSON PLANS AND IDEAS  
EDUCATIONAL RESOURCE PACK**

SUITABLE FOR: AGES 8+

## EXPLORE THEMES OF:

- ✓ Friendship Across Time
- ✓ History and Time Travel
- ✓ Activism and Social Change
- ✓ Cultural Diversity
- ✓ Self-Discovery
- ✓ Courage and Bravery
- ✓ Community and Cooperation
- ✓ Family and Heritage
- ✓ Appreciation for History
- ✓ Curiosity and Exploration
- ✓ Empathy and Understanding
- ✓ Perseverance and Resilience
- ✓ Youth Empowerment
- ✓ Courageous Advocacy
- ✓ Responsibility to Make a Difference

## SUBJECTS:

- ✓ English ✓ History ✓ PSHE ✓ Drama



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## ABOUT THE BOOK

# WHEN ADVENTURE CALLS – THE TIME TRAVELLERS ANSWER!

Suhana, Mia and Ayaan are thrown together on a trip to Parliament, where they are fascinated by all the history that happened there. Little do they suspect that they'll be **LIVING** that history when they are transported back to 1911! Finding themselves in the middle of a women's suffrage demonstration, they are amazed to see people from all over the world taking part. Suhana wants to explore but Mia and Ayaan are anxious to get back. Then they lose each other... Will they be able to return to the present without changing the course of history forever?

**Join our time travellers as they visit amazing places across the world and throughout history, meeting historical legends and learning more about themselves.**



## ABOUT THE AUTHOR - SUFIYA AHMED

Sufiya Ahmed was born in India and arrived in the UK as a baby. She lived in Bolton, Lancashire, before moving to London where she still lives. Sufiya has worked in advertising and in the House of Commons, but is now a full-time author. In 2010 Sufiya set up the BIBI Foundation, a non-profit organisation, to arrange visits to the Houses of Parliament for diverse and underprivileged school children.

## ABOUT THE ILLUSTRATOR - ALESSIA TRUNFIO

Alessia Trunfio was born in southern Italy in 1990 but grew up in Rome, where she still lives. She has wanted to be an illustrator since she was a child but she hasn't excluded the possibility of becoming an astronaut. After graduating in 2013 with an Animation Degree from the International School of Comics in Rome, Alessia has worked as a background artist for some of the most important animation studios in Italy. She currently works as a freelance artist on various animation and illustration projects.





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**Activity Sheet 1:** Express Your Thoughts

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### Discussion Questions

**Activity 4:** Empowering Exhibits

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**Objectives:** Discuss and recognise how speaking up and taking action can bring about positive changes and improve historical representation; conduct research on a significant individual in the women's suffrage movement who was historically overlooked.

### National Curriculum Objectives

### Additional Activities and Innovative Ideas



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## EXTRACT 1A: CHRISTMAS CARD CONTEST

(From Chapter One: page 6)

I think back to how I ended up here. It started with a visit from our local Member of Parliament, Sir Peter Frome. Every year, he asks primary-school children in Year Six to design a Christmas card. This year, eight schools took part and three entries from each were chosen for the shortlist, and announced one assembly.

## EXTRACT 1B: PARLIAMENT FOR ALL

(from Chapter One: page 10)

That wasn't the end though. In February, Sir Peter Frome invited all the shortlisted children to the Houses of Parliament as a treat.

I was excited to go but sad for those who were missing out. When Sir Peter Frome had addressed us at one assembly, he had said Parliament belonged to all of us because it was the place where laws were made.

## EXTRACT 1C: THE TOUR OF TWO HOUSES

(from Chapter Two: pages 29-30)

"This is Central Lobby," Mike announces. "As a member of the public, this is as far as you can walk unaccompanied. Beyond this lobby you must always be with a pass holder who works here. In your case, that's me. Now the Houses of Parliament are split into two. Who knows what the different parts are called?"

Ayaan puts his hand up.

"Yes, young man?" Mike says, pointing to Ayaan.

Everyone turns to look at him and I think Ayaan is going to go beetroot red with all the attention, but he takes a deep breath and counters his nerves. "The House of Commons and the House of Lords," he replies.

"Very good," Mike praises him. "We are going to begin with the House of Lords. This is known as the second chamber and is covered throughout in red carpet. If you see red, then you are in the Lords. If you see a green carpet, where are you?"



Ayaan's hand is up again. "The House of Commons."

"And who works in the Commons?" Mike asks Ayaan directly.

"The Members of Parliament who are voted in by the public at the general election," Ayaan answers.

"Good! And who sits in the House of Lords?"

"The appointed lords and ladies," Ayaan finishes.





## DISCUSSION QUESTIONS:

1. How did Suhana's trip to the Houses of Parliament begin? What started it all?
2. If you were one of the children chosen to visit the Houses of Parliament, what would you be most excited about and why? Have you ever been to the Houses of Parliament or a similar place before?
3. What do you think Sir Peter Frome meant when he said, 'Parliament belonged to all of us'? How do you think this idea might make everyone feel about Parliament?
4. What is an MP (Member of Parliament) and what do you think they do?
5. According to the extract, how do people become MPs to help represent others in their communities?
6. What qualities do you think a really good Member of Parliament should have?
7. How would you help make things better in your area if you were an MP?
8. Can you think of any challenges or difficult decisions that MPs might face when trying to help everyone in their community? Would you ever want to be an MP? Do you think you could handle the job?
9. What are the names of the two chambers in the Houses of Parliament? Who sits in each chamber?
10. Why do you think it's important for children to learn about politics? How can young people help MPs understand what their community needs? How might understanding politics help you as you grow up?



## ACTIVITY 1: HAVE YOUR SAY

- Start the lesson by asking if the class knows about the Houses of Parliament and what happens there.
- Show an image of the Houses of Parliament's exterior and discuss its location on a map of London. Explain why London is the capital and why the Houses of Parliament are important as that's where important decisions and laws for the country are made.
- Next, read the provided extracts aloud and use the discussion questions to talk more about the Houses of Parliament, including its two chambers: the House of Commons and the House of Lords.
- Describe how the House of Commons is made up of 650 Members of Parliament (MPs) who are chosen by the public in general elections, typically held every four to five years. Each MP represents a specific geographical area called a 'constituency' and is voted for by the residents to voice their concerns and make decisions on their behalf. MPs often belong to political parties and the party with the most elected members forms the government, with its leader becoming the Prime Minister.
- Tell the children that the main role of the House of Commons is to discuss and make our laws. These laws, called bills, are introduced and voted on here and greatly affect how people live their daily lives.
- Next, discuss how the House of Lords differs from the House of Commons. Here, there are special members selected, like some who inherit their position or others appointed for life, along with bishops from the Church of England. They look at and review the laws made by the House of Commons, suggesting changes, but they don't have the power to completely stop those laws from being passed.
- Explain to the children that to better understand the House of Commons, you are going to engage in an activity to recreate the experience of being a Member of Parliament (MP).
- Split the class into two groups, assigning each to represent either the 'aye' (those in favour) or the 'no' (those against) sides of the House of Commons.



- Introduce a topic or issue related to your school or local community. It could be about a school rule, a community concern or one that interests the children, either real or fictional.
- Invite the children to articulate their thoughts and opinions regarding the topic discussed by using Activity Sheet 1. This activity sheet will allow them to express their viewpoints and feelings in writing. Following this, ask the children to select the side they most agree with ('Aye' or 'No') and to present their viewpoints supporting their chosen stance in a debate format when asked to address the class. Facilitate a respectful exchange of ideas between both sides by encouraging questions or seeking clarification from the opposing side. Assume the role of a moderator or 'Speaker of the House' to oversee the debate, ensuring fairness and maintaining order throughout the discussion.
- End with a post-debate discussion, inviting reflections on the debate's key points, any lessons learned, the value of respectful disagreement and the significance of understanding different opinions.





# ACTIVITY SHEET 1: EXPRESS YOUR THOUGHTS

Topic: \_\_\_\_\_

## Instructions:

- Take a moment to think about the topic provided by your teacher.
- Write down your thoughts, ideas and feelings about this topic in the space below.
- Consider reasons supporting your opinion on the topic. Why do you agree or disagree?
- Use this sheet to jot down your points for the debate.

What I Think: (Write your stance: 'Aye' or 'No'): \_\_\_\_\_

## Reasons Why I Think That:

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Anything Else I Want to Share:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### TIP!

It's good to listen and respect others' ideas, even if they are different from yours.

## EXTRACT 2A: TIME TRAVEL TANGLE

(FROM CHAPTER FOUR: PAGES 49-51)

“What just happened?” I mumble, finally able to utter words.

“Was that an earthquake?” Mia says, her voice sounding scratchy. Is she finding it hard to talk as well?

“We don’t have earthquakes in Britain,” Ayaan replies in a faint voice.

“Has something exploded?” I suggest.

“I feel like my tummy has,” Mia says miserably, clutching her middle.

I glance round Westminster Hall. The nearly one-thousand-year-old building is still standing and there’s no damage from an earthquake or an explosion. I feel relief but something is gnawing at me. I can’t put my finger on it, yet I know that something is very, very wrong.

“Where did all these people come from? And why has everyone changed into costumes?” Mia asks in a small voice.

That’s it! That’s what’s different and feels so wrong. Mia suddenly moves closer to Ayaan as if she’s afraid of the people. They in turn completely ignore us. They’re too busy moving large metal poles and wooden boards around.

I glance at Mia’s fearful face and try to think of an explanation to make her feel better. “They must be actors getting ready to give a theatre performance,” I say. “I think they’re building a stage with the wood and poles.”

“But where did the security guards go?” Mia asks, looking around. “They were right there a few seconds ago.”

“Erm...” I don’t know what to say and turn to Ayaan. He’s frowning deeply, and I can feel the dread building in my stomach.

“Do you think... Do you think we’ve time-travelled to the past?” Ayaan whispers.

“That’s ridiculous!” Mia dismisses the idea. “Is it?” Ayaan persists.

“How is that even possible?” I ask, although I think my phone had a lot to do with it.



## EXTRACT 2B: A GLIMPSE INTO THE FUTURE

(from Chapter Eight: pages 98-99)

“Ayaan, Mia and I have travelled here from the future.”

“That’s ridiculous.”

“It’s true,” I say. “I’m from the twenty-first century, which is over a hundred years from now.” “How did you get here?” Reena asks.

“I’m not really sure,” I say. “That’s what we want to find out!”

Reena is quiet and I can tell she needs time to absorb our secret. I don’t blame her.

“So you must know about all the events that occur between 1911 and your time?” Reena says.

“Well,” I say slowly, “I only know what I’ve learnt in school.”

“Can women vote in the future?” she asks.

I nod. “Yes.”

“When did women get the vote?” Reena wants to know.

“I think it was 1918, for women who were older than thirty and owned property,” I say, frowning in concentration. “Then they had to wait till ... 1926 maybe ... no, wait ... it was 1928 when all women over the age of twenty-one were allowed to vote.”





## DISCUSSION QUESTIONS:

1. What clues suggest that something unusual has happened to the characters in Extract 4a?
2. What makes them believe they have travelled back in time? Discuss their reactions to this idea.
3. If you were them, how would you feel? Would you want to stay in the past or go back to the present?
4. What might happen if the characters told people in the past about things from the future?
5. Do you think it's better to leave history as it was or change it? Why or why not?
6. Imagine you could time-travel to any historical period. Where would you go and what would you do?
7. How do you think people from the past would react if they met someone from the future?
8. What kind of questions do you think people from the past might ask someone from the future?
9. How do you think people from the past might feel about the way we live today?
10. If you could take something from the present to the past, what would it be and why?



## ACTIVITY 2: GOING BACK IN TIME

- Start the session by sparking curiosity among the class about the concept of time travel. Invite them to share their thoughts related to it, such as movies they've seen or books they've read that involve it. What happens when characters travel through time in these tales? How do they manage to do it?
- Next, ask them to discuss in pairs or small groups why they think someone would want to travel through time. Prompt them to consider multiple perspectives and motivations including exploring different historical periods, meeting significant figures from the past or changing the course of history.
- Encourage children to imagine what it would be like to time travel themselves. Where and when would they go if they had the chance? What would they want to see or do in that time period?
- Then, discuss some of the challenges or consequences that characters might face when time travelling. Talk about the potential risks of interacting with people from the past or future such as cultural misunderstandings, unintended alterations of historical events and the potential for causing a paradox.
- You could also have a conversation about the ethical implications of time travel. Should people change historical events if given the opportunity? How might altering the past affect the present or future? Do they have a responsibility to maintain the integrity of historical events or intervene for the greater good?
- After talking about time travel, bring children back to Earth and remind them that right now, it's not something that we can actually do and even though it's exciting to think about, scientists haven't found a way to make it happen in real life yet (you might hear some disappointed groans after this!).
- Tell them that despite this setback, we won't be discouraged, because together as a class, we'll join the Secret Society of Time Travellers from the book and write our own time-travelling stories.



- Model how to brainstorm as a class, jotting down key elements or themes that could be incorporated into their narratives. This could include settings, challenges, protagonists or ethical dilemmas.
- Provide the children with Activity Sheet 2: Comic Book Template, which presents them with the opportunity to create an illustrated story in the format of a comic book.
- Provide writing prompts or story starters to help children begin their stories. These can be related to time periods, unexpected consequences of time travel or encounters with historical figures.
- Guide the class through a planning phase where they outline the plot, characters and settings of their stories. Encourage them to think about the structure and progression.
- Allocate dedicated time for them to write their time-travelling stories. Offer support and guidance as needed while they work on their drafts. Encourage them to focus on descriptive language, character development and engaging plots.
- After children have finished writing their stories, organise a session where they can read aloud from their time-travelling stories or share them in pairs or small groups to celebrate their creativity and storytelling skills.





## ACTIVITY SHEET 2: COMIC BOOK TEMPLATE

The template consists of five rectangular panels arranged in two rows. The top row contains three panels of equal size. The bottom row contains two panels of equal size, with the right panel being wider than the left one. All panels are empty, intended for drawing comic book scenes.

## EXTRACT 3A: SUFFRAGE SISTERS

(from Chapter Five: pages 69-70)

“Look at all those people wearing white dresses,” Mia says. “I love their purple, white and green sashes.”

“I think we’re in the middle of a suffragette march,” Ayaan realises.

He’s right! We’re surrounded by a massive crowd of women carrying banners and shouting, “Votes for women!”

Something catches my attention. Up ahead, through the maze of people, I see a brown face.

A brown woman’s face. I crane my neck to get a better view and see two brown women looking over their shoulders and laughing. They are Indian women. Here in London. In 1911.

## EXTRACT 3B: SARI SOLIDARITY

(from Chapter Six: pages 71-73)

“Dear child.” Two women gently lift me to my feet. “Are you badly hurt?”

I stare at their faces, unable to believe that I’m looking at two brown women wearing saris. They look exactly like me. The same dark hair, big brown eyes and smooth brown skin.

“Let’s rest a while,” the older of the two women says. “There’s a low wall there.”

I limp across the path of the demonstrators with the help of the two women holding me up. They slowly lower me on to the wall and that’s when I see the state of my bloodied knees. The younger woman pulls a handkerchief out of her bag and dabs at them.

“Why were you running like that, child?” the older woman asks.

“I was trying to catch up with you,” I blurt out. “What was the urgency?” “I ... you look like me,” I say.



The women glance at one another and their lips twitch. I can tell they're trying not to laugh. "I mean to say that you're brown like me," I mutter.

"Yes, we are," the older woman says. "We come from India."

I cannot wait any longer. I need to know their names. "Who are you?"

"My name is Lolita Roy. This is my daughter Leilavati, and these ladies are my friends." "What are you doing here?" I ask.

Lolita pats my head with her hand. "What do you think we're doing? We're demonstrating for women's right to vote."

"Oh, so you're suffragettes?" To my surprise, Lolita shakes her head.

"No, dear child, we are not. We are suffragists."

Suffragists? "What's the difference?" I mutter.

"We believe in peaceful campaigning," Lolita explains.



## DISCUSSION QUESTIONS:

1. Can you describe the scene at the suffragette march? What colours were the suffragettes wearing?
2. Why do you think Suhana was surprised to find Indian women among the suffragists/suffragettes?
3. What do you think Suhana meant when she said, “You look like me”? Why was this significant to her?
4. Have you ever felt a strong connection to someone because they were similar to you? Why do you think representation matters, like seeing others who look like you in important roles or historical events?
5. How might Suhana have felt after meeting Lolita Roy and her daughter, Leilavati? What do you think she learned from their encounter? If you were Suhana, what questions would you have asked them?
6. Compare and contrast the suffragist and suffragette approaches to campaigning for women’s rights. How did they do things differently? Which approach do you think might be more effective and why?
7. Imagine you were at the march. What kind of banner would you carry and what would it say?
8. How can you support causes you believe in, such as women’s rights, without resorting to violence? What could you do to make a difference? Can you think of peaceful actions that can create change?
9. Why do you think it’s important for history books to share stories from diverse backgrounds?
10. How might learning about different cultures in history change our knowledge or perception of the past?





## ACTIVITY 3: CHANGE MAKERS

- Begin by reading aloud the two extracts from the book that describe Suhana's encounter with the suffragettes and suffragists.
- Engage the class in a brief discussion about the scene at the suffragette march, including the colours worn and Suhana's surprise upon seeing the presence of Indian women in the gathering, using the discussion questions to encourage critical thinking and empathy towards diversity and representation.

Note: Activity 4 delves deeper into the representation of influential British Indian women, like Lolita Roy.

- To enrich the context of the extracts' events, display real-life images or illustrations showing the 1911 Suffragette Women's Coronation Procession on the board. Discuss the women's banners they carried which featured bold designs, powerful slogans and vibrant colours symbolising their collective voice.
- Next, explain the importance of the Women's Coronation Procession as a historic event where women protested for their rights, particularly the right to vote, which they didn't have then. Ask children to imagine participating in the march and to share the sights, sounds and emotions they might have felt.
- Relate the procession to modern-day movements for women's rights, such as gender equality in workplaces, equal pay, greater recognition and representation or ongoing fights against discrimination.
- Also, revisit the text to identify the differences in the two groups' campaigning methods: the preference for peaceful activism by suffragists versus the adoption of more aggressive tactics by suffragettes.
- Emphasise how historical movements, such as this one, empower people to stand up against social issues today. Discuss the significance of solidarity, protest and activism in building a fairer society.
- Encourage children to think about the peaceful actions they can take, whether it's actively supporting something, advocating for equality or being an ally to marginalised groups in their communities.



- Before proceeding to the next activity, it could be beneficial for the class to collaborate on creating a list of current social issues that are relevant to the children. These could include topics like climate change, plastic pollution, sustainability, equality, diversity and other pressing matters impacting their world today.
- Ask children to draw inspiration from the march and make their own banners supporting a cause they believe in, using colours and symbols to convey their message. Give children the choice to design their banners on a large piece of paper or to use the provided template in Activity Sheet 3: Create Your Own Banner for Change, which can be printed on A3 paper for larger banner-style designs.
- Following the banner-making activity, engage the children in a discussion about the importance of their banners and the colours and symbols they used. Encourage them to share their thoughts and reasons behind their designs, fostering a deeper understanding of advocacy and self-expression.
- Finally, you might like to consider organising a simulated march where children walk together, proudly showcasing their banners and parading around the school grounds. This enables them to amplify their voices and promote the chosen causes they believe in through this collective display.



## ACTIVITY SHEET 3: CREATE YOUR OWN BANNER FOR CHANGE

### Instructions:

**Choose your cause:** Think about a cause or message that is important to you. It could be the environment, equality or any other topic you feel strongly about.

**Brainstorm your message:** Consider what words or phrases best represent your cause. Write down these slogans or messages that you want to include on your banner.

**Design your banner:** Use the provided banner template or create your own on a separate piece of paper. Be creative!

Draw symbols or images that match your cause. Make sure there is space for your slogans or messages.

**Colour your banner:** Use colouring materials to fill in the designs and make your banner eye-catching.

Choose colours that represent your cause or convey strong emotions.

**Cut and assemble:** Cut out your banner along the dotted edges with care. Consider attaching it to a stick or something sturdy that you can hold.

**Display:** Once your banner is complete, proudly display it. Share it with your family or friends and explain the message behind your creation.

TIME  
TRAVELLERS

## EXTRACT 4: FINDING FORGOTTEN FIGURES

(from Chapter Eleven: pages 133-136)

Tilting my head back, my eyes sweep over the ceiling of Westminster Hall. It's hard to believe that it was built nearly a thousand years ago. It has witnessed some of the most important events of British history.

I twist my head and notice a display. Squinting, I try to make out the words on the banner. When I read what the words are, I jump up from the bench. It says "Votes for women!"

"Suhana!" Mia calls after me as I go over to the display. "Suhana," Ayaan adds his voice.

"I'm just going to look at the banners," I throw over my shoulder. I march over to the display and study every word.

There is Mrs Emmeline Pankhurst, the leader of the suffragettes. And her daughters, Christabel and Sylvia.

There's Emily Davison, the suffragette we met.

There's an Indian woman that I haven't seen before. I read her name. Princess Sophia Duleep Singh.

She's the suffragette that Reena mentioned. The princess is standing holding a newspaper, dressed in a fur coat. The wording under her picture reads: Selling the Suffragette newspaper outside Hampton Court Palace.

I make a note to read up about her later on the internet, or maybe in a book, if there are any available.

I go through the rest of the information but can't find Lolita and her friends. Where are their names?

I approach a Parliament steward. "Excuse me." "Yes, young lady?"

"Where are the suffragists..." My voice trails off when she points her head towards the pictures. "I mean the other ones."

"What other ones? They're all here."





“No, they’re not,” I insist. “There were many who were British Indian.”

“We have Princess Sophia Duleep Singh, right there,” she says.

“Apart from her,” I say. “Ordinary women, not princesses.”

“I don’t know what you mean, young lady.”

“There were British Indian women who joined the women’s suffrage march, the one before King George’s coronation in 1911,” I say. “Lolita Roy and other Indian women were carrying banners and fighting for women’s rights. They should be here too.”

The steward frowns at me and then pulls out her phone. “Let’s have a look.”

I watch her type out the words: British Indian women suffrage 1911.

Pictures flash up on her screen. She clicks on a link and has a quick read.

“I think you may be right,” she says. “Indeed, we have missed out an important picture from our past. I shall make a note to get it rectified with the Parliament Events Committee.”



## DISCUSSION QUESTIONS:

1. At the beginning of the extract, where is Suhana and what catches her attention?
2. Who are some significant people linked to the suffragette movement that Suhana sees on the display?
3. What steps does Suhana plan to take to find out more about Princess Sophia Duleep Singh?
4. What's your favourite way to learn about important people from the past? Do you prefer reading books, watching videos, exploring the internet, visiting museums or maybe even talking to elders or experts?
5. Why does Suhana feel the need to investigate further when she notices the name of Lolita Roy is missing from the suffragette display? What does this tell us about her character?
6. How does the steward first react to Suhana's question and what makes her change her mind?
7. Can you think of any other examples when certain people or groups might have been left out of the history books? Why might this have happened?
8. Are there any lesser-known people from history that you know about that others may not be aware of?
9. Why is it important to learn about all kinds of people from history, not just the most famous ones?
10. Do you think schools and communities can do more to teach us about people from history who aren't talked about a lot? If so, what ideas do you have to help us learn about these forgotten figures?



## ACTIVITY 4: EMPOWERING EXHIBITS

- Begin by showing the class some images of famous museums around the world and asking children about their understanding and experiences of museums. You could ask them open-ended questions such as “What do museums mean to you?” and “Why do you think people find museums fascinating?”.
- Consider the reasons why people visit museums such as to learn, appreciate art and history, gain new perspectives or find inspiration. Record their range of responses on the board.
- Also, share the variety of fascinating things we can explore in a museum, including ancient artefacts, artwork, interactive touchscreens, immersive experiences and various displays and exhibits.
- Read aloud the extract where Suhana discovers the display about women’s suffrage in Westminster Hall, using the discussion questions to encourage children to elaborate on their thoughts.
- Talk about and introduce the important people shown in the display, like Emmeline Pankhurst, her daughters Christabel and Sylvia, Emily Davison and Princess Sophia Duleep Singh. Highlight their significance in the women’s suffrage movement, emphasising the impactful contributions they made.
- Focus on the moment when Suhana notices the absence of Lolita Roy’s name from the display and brings this to the attention of the Parliament steward, whilst also acknowledging that numerous other British Indian women were part of the suffragist movement.
- This offers an excellent opportunity to engage in a discussion with the class about the importance of accuracy and inclusive representations in museum exhibits. Explain that it’s vital to recognise and rectify these to contribute to a more comprehensive understanding of history; promote greater equity and respect; and avoid the perpetuation of biased narratives, stereotypes or discrimination.



- Point out how Suhana's inquiry prompts the Parliament steward to take action and research on her phone, leading to the revelation that the museum has overlooked Lolita Roy and other significant individuals and as a direct result of Suhana's initiative, the museum will now include them in the display.
- Tell children that collectively, as a class, you are going to take inspiration from the book and learn more about Lolita Roy to develop and deepen your understanding about forgotten figures.
- Divide the children into small groups and task them with researching different aspects of Lolita Roy's life such as Early Life; Activism in London and Role in Women's Suffrage; Challenges and Barriers She Faced and Legacy and Impact, using books, the internet or provided resources. Ask children to use Activity Sheet 4: Exploring the Life of Lolita Roy as a tool to gather their information.
- Following this, come together as a whole class and collaboratively build an exhibit focusing on Lolita Roy and other British Indian women involved in the women's suffrage movement. Use their collective research to create a comprehensive display highlighting their contributions and stories. Encourage children to contribute to each aspect, from designing titles and images to presenting information.
- Conclude by motivating children to keep learning about lesser-known historical figures and considering ways, like Suhana, to enhance representation in places like museums, schools and communities.





## ACTIVITY SHEET 4: EXPLORING THE LIFE OF LOLITA ROY

### Early Life:

- Where and when was Lolita Roy born?
- What were some key events or experiences in her childhood?
- What family background did she come from?

### Activism in London and Role in Women's Suffrage:

- When did Lolita Roy become involved in activism?
- How did her efforts contribute to the cause of women's suffrage?
- Did she collaborate with any organisations or other individuals?

Draw an  
Illustration

### Challenges and Barriers:

- What were some challenges she faced during her activism?
- How did she overcome these barriers?
- Were there any key supporters or allies who assisted her?

### Legacy:

- What lasting impact did Lolita Roy's work have on society?
- How is she remembered or celebrated for her contributions?
- Have her actions or initiatives inspired or influenced others?

# NATIONAL CURRICULUM OBJECTIVES - KEY STAGE 2

## ENGLISH

### Spoken language

Pupils should be taught to:

- develop understanding through speculating, hypothesising, imagining and exploring ideas
- participate in discussions, presentations, performances, role play/ improvisations and debates

### Reading – comprehension

Pupils should be taught to:

Develop positive attitudes to reading, and an understanding of what they read, by:

- discussing words and phrases that capture the reader's interest and imagination

Understand what they read, in books they can read independently, by

- identifying how language, structure, and presentation contribute to meaning
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

### Writing – composition

Pupils should be taught to:

Plan their writing by:

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar

Develop positive attitudes towards and stamina for writing by:

- writing narratives about personal experiences and those of others (real and fictional)

## HISTORY

Pupils will:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day:  
how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world



- gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses

Pupils should be taught about:

- a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066

## PSHE (TAKEN FROM PROGRAMME OF STUDY FOR PSHE EDUCATION: KS1 -5)

### Communities

Pupils learn:

- L7. to value the different contributions that people and groups make to the community
- L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities
- L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes
- L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced



## ADDITIONAL ACTIVITIES AND INNOVATIVE IDEAS

- **Author Connection:** Discover the story behind the book by directly connecting with the author, Sufiya Ahmed, through an in-person or virtual visit. Immerse yourself in her background with engaging activities like a creative writing workshop, where Sufiya can guide the children in your class to create their own time-travelling stories. Alternatively, tap into her expertise in human rights education with a workshop where she shares insights from her experiences in the Houses of Parliament.
- **Read & Reflect:** Curate a list of age-appropriate books that explore women's suffrage from various perspectives. Ensure the selection includes fiction and non-fiction to cater to different reading preferences. After reading, gather as a group and discuss the similarities and differences between the different books, share your favourite moments and learn more about the messages depicted in them.
- **Suffrage Scrapbook:** Get ready for a creative adventure! Task children with creating their very own suffrage-themed scrapbook. They could collect newspaper clippings, images, quotes and personal reflections to turn history into a vibrant and visually captivating experience. Watch their artistic talents shine as they explore the significance of the suffrage movement.
- **Time-Travel Journal:** Ask children to keep a time-travel journal throughout the reading of the book. In the journal, they can write about their own imaginary time-travel adventures, what historical events they would like to witness and how they would navigate the challenges presented in the story.
- **Create a Time Capsule:** Time travel, anyone? Children can bring a piece of today into the future by creating a time capsule. Together, they'll choose items, write letters to future generations and predict what might intrigue people in the years to come. It's like sending a message through time!
- **Equality Pledge Campaign:** It's time to stand up for what's right! Organise a class campaign where children create and sign equality pledges, expressing their commitment to promoting equal rights and opportunities for all. Display them in the classroom to develop a sense of unity and shared values.





- **Artivism Exploration:** Explore artivism (art + activism) with children by designing posters, banners, or visual displays that amplify the messages of various movements. Showcase the resulting artwork within the school or in the community to effectively raise awareness and provoke thoughtful discussions.
- **Find Out More About Fridays For Future:** Using the information at the back of the book as a springboard, find out more about this initiative. Encourage them to explore credible sources, official websites, and news articles to understand the movement's history, current activities and future goals.
- **Local Heroes Discovery:** Have children uncover hidden gems in their community with a Local Heroes Discovery project. Research and share stories of individuals who have made a big impact and organise presentations, displays, or even community events to recognise and celebrate these unsung and forgotten heroes. This activity aims to instil pride and gratitude for the lesser-known champions within their community while fostering a deeper understanding of local history and heritage.
- **Parliament Visit:** If possible, as a culminating activity, organise either a virtual or an in-person visit to the Houses of Parliament. This immersive experience offers children a real-world connection to the book, allowing them to draw parallels between their own experiences and the adventures of the time travellers.

