



STONEWALL LESSON PLANS –

Black History Month

We've designed these lesson plans to give you some guidance on having an LGBT inclusive Black History Month. Choose the activities that best suit the needs and abilities of your class as well as the time you have available. As well as these lesson plans, we've designed some lesson plans on this theme for students with SEND – these can be found on our website. Each lesson has its own PowerPoint to assist with whole class teaching. Any other suggested resources are noted in each lesson plan.

Who are Stonewall?

This resource is produced by Stonewall, a UK-based charity that stands for the freedom, equity and potential of all lesbian, gay, bi, trans, queer, questioning and ace (LGBTQ+) people. At Stonewall, we imagine a world where LGBTQ+ people everywhere can live our lives to the full. Founded in London in 1989, we now work in each nation of the UK and have established partnerships across the globe. Over the last three decades, we have created transformative change in the lives of LGBTQ+ people in the UK, helping win equal rights around marriage, having children and inclusive education.

Our campaigns drive positive change for our communities, and our sustained change and empowerment programmes ensure that LGBTQ+ people can thrive throughout our lives. We make sure that the world hears and learns from our communities, and our work is grounded in evidence and expertise.

Stonewall is proud to provide information, support and guidance on LGBTQ+ inclusion; working towards a world where we're all free to be. This does not constitute legal advice, and is not intended to be a substitute for legal counsel on any subject matter. To find out more about our work, visit us at www.stonewall.org.uk.



Reception – England and Wales

P1 - Scotland

Learning objective: To understand that it is important to treat people fairly.

| Activity | Details | Resources |
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| Whole class drama: Rosa Parks | <p>Explain to the children that you are going to do some drama, acting out some important scenes from history. The first person is Rosa Parks.</p> <ol style="list-style-type: none"> 1. Set up a row of pairs of seats along the classroom, this will be your 'bus' – there should be enough seats for all except one of your children. Mark the back 6 seats with photos of hats. 2. Give the hats to 7 (resilient) children to wear. 3. Ask most of the children (and all of the children in the hats) to get on the bus at the first 'stop', explain that if they are wearing a hat they need to sit on the seats with the hat photos on. Children without hats should get on the bus first. 4. When the 7th child in a hat can't find a seat with a hat photo on it, get them to just sit in another seat. 5. Allow the children on the 'bus' to settle down in their seats and set off on the journey to the next 'stop'. 6. Invite the children from the second 'stop' onto the bus. 7. When the last child on the bus can't find a seat, ask the child in the hat who isn't sitting in a 'hat seat' to give up their seat and stand. Explain that it wasn't actually their seat in the first place and you were just being kind by sitting there. 8. Ask the children to act out being on the bus journey. The children in hats are only allowed to talk to each other. No hatless children can talk to the children in hats. | <p><u>PowerPoint:</u></p> <ul style="list-style-type: none"> • Black History Month PowerPoint Reception P1 <p><u>Other resources:</u></p> <ul style="list-style-type: none"> • Hats x 7 • Photos of hats x6 <p><u>Video:</u></p> <ul style="list-style-type: none"> • I have a dream: https://www.youtube.com/watch?v=vP4iY1TtS3s |

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| | <p>At the end of the 'journey', ask the children in the hats: How did it feel to only be able to talk to other children in hats and nobody else? Ask the child who had to stand: How did it feel to have to stand up, just because you were wearing a hat?</p> <p>As a class, talk about the idea of fairness – it was not fair that the person had to stand because they were different. In this case it was because they were wearing hats, but in the past black people in America had to give up their seats to white people on the bus. However, a person called Rosa Parks made a stand against this unfair treatment – show a picture of Rosa Parks on the whiteboard.</p> <p>Re-enact the bus scenario again, but this time the child should pretend to be Rosa Parks refuse to stand give up their seat.</p> | |
| <p>Whole class drama: Martin Luther King Jr march on Washington</p> | <p>Explain that Rosa Parks inspired lots of people to stand up against the unfair treatment of black people. One other famous person to do this was a man called Martin Luther King Jr. Show a picture of Martin Luther King Jr on the board. Explain that Martin Luther King Jr is very famous for making a speech at a rally of people in Washington D.C in America. Tell children that we are going to pretend that we are at the rally.</p> <p>Children stand and watch some or all of the Martin Luther King Jr 'I have a dream' speech: https://www.youtube.com/watch?v=vP4iY1TtS3s.</p> <p>Encourage them to imagine that they're in the crowd in Washington D.C. Encourage them to cheer along with the crowd.</p> <p><i>Note: Before watching, explain to children that the word 'negro' was used to refer to black people in the past, but it is not appropriate to use that word any more.</i></p> | |



Whole class drama:
Our speeches

Ask children: How do you think all of those people knew to go to listen to the speeches in Washington?

Discuss that big rallies and marches have to be organized by someone. The person that organised the march on Washington was a man called Bayard Rustin. Show the picture of Bayard Rustin on the whiteboard. Explain that the other man in the photo is Bayard's partner. Tell the children that Bayard was treated even less fairly than other people because he was black and also because he was gay.

Ask children: Why is it important to treat people fairly?
What can we do to treat people fairly?

Tell children that we're going to have our own rally and say something about why we should treat people fairly.

Choose a child to be like Bayard Rustin and line people up to make their speeches. Each child that wishes to should have an opportunity to come to the front of the class and say why it is important to treat people fairly. The rest of the children should be the 'crowd' and cheer at the end of their speech.



Year 1 and 2 – England and Wales

P2 and P3 – Scotland

Learning objective: To explain why it is important to treat people fairly

| Activity | Details | Resources |
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| <p>Whole class: What is Black History Month (BHM) about and who do we celebrate?</p> | <p>Discuss ground rules for the lesson: listening to each other, taking turns to speak, being kind, respecting other people.</p> <p>Ask: Has anybody heard of Black History Month?</p> <p>Explain that Black History Month is a time where we celebrate black people's contributions to our history. It's important to do this because black people are often forgotten about in history.</p> <p>Explain that today we're going to learn about some important black people from history. Tell the children that all too often black people are treated unfairly and this isn't something that just happened in the past. Things are better, but there is still a long way to go.</p> <p>In the past, black people in America (and other countries too) had to use separate water fountains, go to separate schools and sit at the back of the bus. The people we are going to learn about helped bring about a change.</p> | <p><u>PowerPoint:</u></p> <ul style="list-style-type: none"> • Black History Month PowerPoint KS1 P2 and P3 <p><u>Paper resources:</u></p> <ul style="list-style-type: none"> • Stonewall Black History Month jigsaws <p><u>Other resources:</u></p> <ul style="list-style-type: none"> • A3 card • Paint • Felt pens |
| <p>Small groups: Jigsaws</p> | <p>Jigsaw challenge: Give each group a Black role models jigsaw (Rosa Parks, Martin Luther King Jr, Bayard Rustin. Challenge the groups to race to complete the jigsaw.</p> | |



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| <p>Whole class learning: The civil rights movement</p> | <p>Show the picture of Rosa Parks. Ask children to put their hands up if they'd completed the picture of Rosa. Explain that Rosa Parks made a stand by saying that she would not sit at the back of the bus. Rosa helped to inspire others to protest against unfair treatment.</p> <p>Show the picture of Bayard Rustin. Ask children to put their hands up if they'd completed the picture of Bayard. Explain that Bayard helped to organize events that brought people together to protest against unfair treatment – a bus boycott, protest marches and a big rally in Washington DC, the capital of USA. Explain that Bayard was gay. Because he had a boyfriend, he was treated even less fairly than other black people.</p> <p>Ask: How might it feel to be treated unfairly because of the colour of your skin or because of who you fall in love with?</p> <p>Show the picture of Martin Luther King Jr. Ask children to put up their hands if they'd completed the picture of Martin. Explain that Martin was famous for his inspirational speeches at the events that Bayard had organized. His most famous speech is 'I have a dream', where he asked for black people in USA to be treated fairly.</p> <p>Ask: Why do we need to treat people fairly? Think. Pair. Share.</p> | |
| <p>Individual activity: Placard making</p> | <p>Children create their own placards to remind people that it's important to treat other people fairly.</p> | |
| <p>Plenary: Fairness march</p> | <p>As a class, go on a 'fairness march' around the playground, waving your placards.</p> | |



















