



## STONEWALL LESSON PLANS – Black History Month 2020

We've designed these lesson plans to help you ensure that your Black History Month work is LGBT inclusive. Choose the activities to best suit the needs of your class and to fit the amount of time you have available. We have also developed lesson plans on this theme for students with SEND/ASN/ALN – these can be found on our website. Each lesson has a PowerPoint that you can use to support your whole class teaching. Other suggested resources are noted in each lesson plan.

*An important note: It is important to talk about racism and the impact of racism, but it is important that education staff are mindful of the impact that such discussions may have on any child that may have experienced racism. Make sure that you create a classroom atmosphere that enables every child to participate and contribute in a way that feels safe for them.*

### 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](http://www.stonewall.org.uk).

## Lower KS2 (England & Wales)

## P4 to P5 (Scotland)

**Learning objective:** To consider what the experience of discrimination might feel like

Activity	Details	Resources
What was Windrush?	<p>Watch the video about the Windrush. <a href="https://www.bbc.co.uk/newsround/43793769">https://www.bbc.co.uk/newsround/43793769</a></p> <p>Class discussion:</p> <ul style="list-style-type: none"> <li>Challenge children to think of as many adjectives as possible to describe how it might feel to move to a different country. Write their ideas on the board.</li> <li>Give any children the opportunity to talk about their own experiences of having moved to a different country – if they are comfortable to.</li> </ul> <p>Explain that the person they will be learning about had an important part to play in helping the people that migrated on The Windrush.</p>	<ul style="list-style-type: none"> <li>Ivor Cummings PowerPoint – LKS2 P4 to P5</li> <li>Video: <a href="https://www.bbc.co.uk/newsround/43793769">https://www.bbc.co.uk/newsround/43793769</a></li> </ul>
Who was Ivor Cummings?	<p>As a class, use the PowerPoint to find out more about Ivor Cummings and his role in helping the people from Windrush settle in the UK.</p> <p>Discussion points:</p> <ul style="list-style-type: none"> <li>What might have made it difficult for people to find jobs in the UK? Use the opportunity to discuss racist discrimination and how would it feel. Write their ideas on the board.</li> <li>How would Ivor's life have been difficult as a gay man? Discuss fear of arrest, having to be secretive, fear of discrimination. Write their ideas on the board.</li> </ul>	
Freeze frame and thought tracking	<p>In threes or fours, children to freeze frame the following scenarios:</p> <ul style="list-style-type: none"> <li>Ivor Cummings greeting the passengers of the Windrush</li> <li>Ivor Cummings telling a friend that he's gay</li> <li>A person being turned away from a shop because they were Black</li> </ul>	



	<p>Each child in the freeze frame should consider what their character might be thinking and feeling.</p>	
Plenary	<p>Give different the groups the opportunity to share one of their freeze frames, each time ask the different characters what they're thinking.</p> <p>Discuss common themes as a class.</p> <p>End the lesson by discussing the importance of challenging racism, homophobia and other types of discriminatory behaviour. Discuss with children what they would do if they saw heard or saw someone being discriminated against. Also make sure that you discuss what children should do if they are discriminated against themselves.</p>	



## Upper KS2 (England & Wales)

## P6 to P7 (Scotland)

**Learning objective:** To explain what the experience of discrimination might feel like

Activity	Details	Resources
What was Windrush?	<p>Watch the video about the Windrush.  <a href="https://www.bbc.co.uk/newsround/43793769">https://www.bbc.co.uk/newsround/43793769</a></p> <p>Class discussion:</p> <ul style="list-style-type: none"> <li>• Challenge children to think of as many adjectives as possible to describe how it might feel to move to a different country. Write their ideas on the board.</li> <li>• Give any children the opportunity to talk about their own experiences of having moved to a different country – if they are comfortable to.</li> </ul> <p>Explain that the person they will be learning about had an important part to play in helping the people that migrated on The Windrush.</p>	<ul style="list-style-type: none"> <li>• Ivor Cummings PowerPoint – UKS2 P6 to P7</li> <li>• Ivor Cummings Fact File KS2 P6 to P7</li> <li>• Video:  <a href="https://www.bbc.co.uk/newsround/43793769">https://www.bbc.co.uk/newsround/43793769</a></li> </ul>
Who was Ivor Cummings?	<p>In pairs, children spend 5-10 minutes reading the Ivor Cummings Fact File.</p> <p>Ask them to reflect on the questions:</p> <ul style="list-style-type: none"> <li>• Why might people have needed help to find jobs in the UK?</li> <li>• How might Ivor have felt being the only Black person in his workplace?</li> <li>• How might it have felt for Ivor to experience prejudice because of being gay?</li> <li>• Do you think Ivor's life was difficult or easy? Would Ivor's life have been easier if he was alive today?</li> </ul> <p>Whole class discussion:                      Discuss children's reflections on the questions. Make sure you have discussed the idea of racist discrimination and how that might feel. Discuss that as well as experiencing racism, that (as a gay man) Ivor</p>	

	<p>would also have experienced fear of arrest, having to be secretive about his relationships, fear of homophobia.</p> <p>Ensure that children understand that although things have improved, people sadly still experience racism and homophobia.</p>	
<p>Freeze frame and thought tracking</p>	<p>In threes or fours, children to freeze frame the following scenarios:</p> <ul style="list-style-type: none"> <li>• Ivor Cummings greeting the passengers of the Windrush</li> <li>• Ivor Cummings telling a friend that he's gay</li> <li>• A person being turned away from a shop because they were Black</li> </ul> <p>Each child in the freeze frame should consider what their character might be thinking.</p>	
<p>Plenary</p>	<p>Give different the groups the opportunity to share one of their freeze frames, each time ask the different characters what they're thinking.</p> <p>Discuss common themes as a class.</p> <p>Ask each child to write down one thing they've learnt about or developed more understanding of in this lesson.</p> <p>End the lesson by discussing the importance of challenging racism, homophobia and other types of discriminatory behaviour. Discuss with children what they would do if they saw heard or saw someone being discriminated against. Also make sure that you discuss what children should do if they are discriminated against themselves.</p>	

## Ivor Cummings, OBE (1913-1992)

Ivor Cummings was born in Hartlepool in 1913 and is known for the work he did to support the people that came to Britain on the Windrush.



Between 1941 and 1958, Ivor worked for the British government. It was his role to help people who had moved from different Caribbean and African Commonwealth countries. Ivor was the only Black person in his department.



When the Windrush arrived at Tilbury Docks, Ivor was there to welcome the 492 passengers. It was his responsibility to organise housing for the migrants, as well as to help to find them jobs. This was difficult because of the racism that Black people experienced.

Despite this, Ivor managed to find people work and helped them settle down all over Britain.

Ivor was gay and will have experienced homophobia as well as racism. He was open about being gay, which was a very brave thing to do at the time. It was illegal to be gay in Britain until 1967. Thankfully the law has now changed and people now understand that there is nothing wrong with being gay. Ivor had a number of different jobs after working for the British government and he lived until 1992.