



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 person that may have experienced racism. Make sure that you create an atmosphere that enables every person 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.



Post-16

Learning objective: To understand the role that social attitudes play in historical reporting and interpretation

Activity	Details	Resources
<p>Black people from history challenge</p>	<p>Starter: Write the names of as many Black people from history as you can.</p> <p>Discussion: Did you find that easy or hard? If you found it hard, why might it be? Were you more able to name people from certain disciplines – for example sports people and musicians? What about Black politicians, scientists and visual artists? Why might that be?</p> <p>Follow up challenge: Can you name any Black LGBT+ people from history?</p> <p>Discuss the impact that racist, homophobic, biphobic and transphobic bias can play when history is reported and interpreted.</p>	<ul style="list-style-type: none"> Ivor Cummings PowerPoint – Post 16 Ivor Cummings obituary: https://www.independent.co.uk/news/people/obituary-ivor-cummings-1561396.html Laptops or printed source materials that refer to historical and current attitudes to racism and homophobia
<p>Who was Ivor?</p>	<p>Explain that the lesson is going to focus on Ivor Cummings.</p> <p>Ask students if any of them have heard of Ivor Cummings. If yes, what do they know about him? Explain that a lot of people have never heard of him and this lesson will explore why.</p> <p>Give students some time to read Ivor Cummings' obituary: https://www.independent.co.uk/news/people/obituary-ivor-cummings-1561396.html</p> <p>Ask them to reflect on the question: What about Ivor might have made historians less likely to document his work?</p> <p>Revisit the discussion about the impact that racist, homophobic, biphobic and transphobic bias can play when history is reported and interpreted.</p>	<p>Suggested research sources:</p> <ul style="list-style-type: none"> Extracts from Natives: Race and Class in the Ruins of Empire by Akala Extracts from Why I'm No Longer Talking To White People About Race by Reni Eddo-Lodge Ivor Cummings was the 'gay father of the Windrush generation' – so why haven't we heard of him? Gay Rights at 50: the British Media are still



<p>Unsung heroes</p>	<p>Discuss as a class: What about Ivor might have made historians less likely to document his work?</p> <p>Ensure the students have picked up on the following points:</p> <ul style="list-style-type: none"> Ivor was Black at a time when racism was not seen as socially unacceptable – shops will have had signs that said ‘No dogs, no Blacks, no Irish’. Ivor was gay at a time where it was illegal to be gay in the UK. Ivor’s work was based around helping Black people who had migrated from the Caribbean to find jobs and housing. 	<p>guilty of the same homophobia</p> <ul style="list-style-type: none"> You saw me covered in blood on a bus. But do you get outraged about all homophobia? Coming out of the dark ages One of us? Windrush Empire Windrush, Notting Hill and the importance of archives
<p>Have things changed?</p>	<p>Students prepare for a class debate on the statement: If Ivor Cummings had been born 50 years later and done such important work, people would learn about him in their history lessons.</p> <p>They should consider:</p> <ul style="list-style-type: none"> Do people show less racist bias now than they did 50 years ago? How have attitudes changed toward LGBT people? How does the media represent Black people? How does the media represent LGBT people? How does the media represent people whose job is to help people that have migrated to the UK? <p>It should be clear to students that the following things are not up for debate:</p> <ul style="list-style-type: none"> Racism is wrong and whilst attitudes and social norms have changed, racism still exists Homophobia is wrong and whilst attitudes and social norms have changed, homophobia still exists <p>Students should ensure that they have looked at some writing by Black people and by LGBT people in relation to these questions (see suggested research sources).</p>	
<p>Debate</p>	<p>Students debate the question: If Ivor Cummings had been born 50 years later and done such important work, people would learn about him in their history lessons.</p> <p>It is important to have set ground rules ahead of the debate. We suggest you include:</p> <ul style="list-style-type: none"> Racism is wrong and whilst attitudes and social norms have changed, racism still exists 	



	<ul style="list-style-type: none">• Homophobia is wrong and whilst attitudes and social norms have changed, homophobia still exists• Actively listen to each person's contribution• If you disagree with something that is said, you are entitled to disagree but unless what has been said breaks one of the other ground rules you should wait your turn to challenge it and you should challenge it respectfully	
Plenary	Students write down one thing that the lesson has made them reflect on. Share as a class.	