



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 young person that may have experienced racism. Make sure that you create a classroom atmosphere that enables every young 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.

KS3 (England & Wales)

S1 to S3 (Scotland)

Learning objective: To demonstrate understanding of the experiences of a person from history

Activity	Details	Resources
<p>What was Windrush?</p>	<p>Who has heard of Windrush? What have you heard about Windrush? What do you know?</p> <p>Watch The Windrush Generation explained in 90 seconds: https://www.youtube.com/watch?v=6LBuMKx5s0o</p> <p>Tell a partner: Students tell a partner 5 things about Windrush.</p> <p>Share key points as a class:</p> <ul style="list-style-type: none"> • Windrush was a boat that arrived in Essex in 1948 • There were 492 passengers, who had come from the Caribbean to seek work in the UK. • The people were citizens of the British Commonwealth. • There had been a labour shortage in the UK. • The British Government invited people from the Caribbean to the UK to help rebuild the country after WW2. • People that came to the UK from the Caribbean in the late 1940s were known as the Windrush Generation. • Black people faced racism when seeking jobs, housing and in wider society (ensure that students understand that Black people do still face racism, but it's often not as overt as it was in the past). • Not everyone was given the proper paperwork, and in the late 2000s some of the Windrush Generation were deported or at risk of deportation despite having lived in the UK for decades. This was known as The Windrush Scandal. <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"> • Ivor Cummings Factfile • Ivor Cummings PowerPoint – KS3 S1 to S3 • Video: https://www.youtube.com/watch?v=6LBuMKx5s0o
<p>Who was Ivor Cummings?</p>	<p>In pairs, students spend 5-10 minutes reading the Ivor Cummings Fact File.</p>	

	<p>Ask them to reflect on and discuss the questions:</p> <ul style="list-style-type: none"> • Why might people have needed help to find jobs in the UK? • Why might Ivor have been the only Black person in his workplace? How might that have felt? • Ivor was gay at a time where it was illegal. How might that have impacted Ivor's life? • Would his life have been any easier if he were born 50 years later? <p>Whole class discussion: Discuss students' 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 would also have experienced fear of arrest, having to be secretive about his relationships, fear of homophobia.</p> <p>Ensure that students are aware that although things have improved, people do still experience racism and homophobia.</p>	
Dear diary	<p>Students write a diary entry about Windrush from the perspective of Ivor Cummings. Within the diary entry, they should reflect the challenges he might have faced as the only Black person in his workplace, the fact that it was illegal to be gay, his experiences of racism and the fact that he will have seen the people he was helping experience racism too.</p>	
Plenary	<p>Students write down one thing that the lesson has made them reflect on. Share as a class.</p> <p>Ensure that you discuss what students should do if they see or hear someone being discriminated against or if they experience discrimination themselves.</p>	

KS4 (England & Wales)

S4 to S5 (Scotland)

Learning objective: To research an important person from history

Activity	Details	Resources
<p>What was Windrush?</p>	<p>Who has heard of Windrush? What have you heard about Windrush? What do you know?</p> <p>Watch The Windrush Generation explained in 90 seconds: https://www.youtube.com/watch?v=6LBuMKx5s0o</p> <p>Tell a partner: Students tell a partner 5 things about Windrush.</p> <p>Share key points as a class:</p> <ul style="list-style-type: none"> • Windrush was a boat that arrived in Essex in 1948 • There were 492 passengers, who had come from the Caribbean to seek work in the UK. • The people were citizens of the British Commonwealth. • There had been a labour shortage in the UK. • The British Government invited people from the Caribbean to the UK to help rebuild the country after WW2. • People that came to the UK from the Caribbean in the late 1940s were known as the Windrush Generation. • Black people faced racism when seeking jobs, housing and in wider society (ensure that students understand that Black people do still face racism, but it's often not as overt as it was in the past). • Not everyone was given the proper paperwork, and in the late 2000s some of the Windrush Generation were at risk of deportation despite having lived in the UK for decades. This was known as The Windrush Scandal. <p>Explain that students are going to be researching and reporting on someone that played an important role in helping people that migrated on The Windrush.</p>	<ul style="list-style-type: none"> • Ivor Cummings PowerPoint – KS4 S4 to S5 • Video: https://www.youtube.com/watch?v=6LBuMKx5s0o • Camera/iPad • Laptops/computers

<p>Who was Ivor Cummings?</p>	<p>In pairs, students spend time reading about Ivor Cummings in the following articles:</p> <ul style="list-style-type: none"> • https://www.independent.co.uk/voices/windrush-generation-ivor-cummings-pride-lgbt-brixton-memorial-a8971906.html • https://www.independent.co.uk/news/people/obituary-ivor-cummings-1561396.html <p>Students create a “Who Is Ivor Cummings in 90 seconds?” video/presentation. Their video/presentation should include:</p> <ul style="list-style-type: none"> • Where he was born • His job • His role in Windrush • That he was the only Black person in his workplace and what that would have been like • The fact that Ivor will have experienced racism in his day to day life, as well as at work and as well as seeing the people he was helping experience racism too • That he was openly gay at a time it was illegal • A reflection on how difficult or easy Ivor’s life must have been and why. Would his life have been any easier if he were born 50 years later? 	
<p>Plenary</p>	<p>Give students the opportunity to share their work.</p> <p>Students write down one thing that the lesson has made them reflect on. Share as a class.</p> <p>Ensure that you discuss what students should do if they see or hear someone being discriminated against or if they experience discrimination themselves.</p>	

Ivor Cummings, OBE (1913-1992)

Ivor Cummings was born in Hartlepool in 1913 and has been referred to as the 'gay father of the Windrush generation'.



Between 1941 and 1958, Ivor worked for the British government in the 'Colonial office'. 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 harder than it might



seem, because of the racism that Black people experienced. Despite this challenge, and despite the racism he will have faced himself, Ivor went over and above to help people. He found people jobs 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. There's very little information about Ivor Cummings and his life, and it's likely to be related to the fact that he was Black and gay and the prejudices Ivor faced in life as well as in his death.