



# 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 be noted in each lesson plan.

### Key Stage 3

**Learning objective:** To understand how the Black LGBT community has contributed to history

Activity	Details	Resources
<p>Starter - Whole class: What is Black History Month (BHM) about and who do we celebrate?</p>	<p>Create a list of ground rules as a class i.e respecting identities and opinions - this may also include no judgement, not speaking over each other and being honest with any and all questions we have.</p> <p>Start with a class discussion on BHM and the form is has taken in the past.</p> <p>What does BHM mean to the students? What do students think of when they hear the phrase? Who/what have they learnt about in the past? Whose stories have been missing from the conversation during BHM? If students don't bring up LGBT role models, direct them towards it.</p>	<p><b><u>PowerPoint:</u></b></p> <ul style="list-style-type: none"> <li>Black History Month PowerPoint KS3</li> </ul> <p><b><u>Paper resources</u></b></p> <ul style="list-style-type: none"> <li>LGBT Black Role Models worksheet (table for students to fill in during their group discussion and class discussion)</li> <li>BHM Quiz</li> </ul>
<p>Group/Table discussions - Black LGBT Role Models</p>	<p>How many Black LGBT role models can they think of? How many Black LGBT role models do they know of through history?</p>	<p><b><u>Other resources:</u></b></p> <ul style="list-style-type: none"> <li>A3/4 poster paper</li> <li>Coloured pens</li> <li>Flipchart markers</li> <li>Newspapers for taking cutouts</li> </ul>



Whole Class - Black LGBT Role Models	<p>Feedback from group discussions.</p> <p>Look at the pictures of the Black LGBT role models. Ask students to tell you if they recognize any. If they do, go through and see who they recognize and from where.</p> <p>Use the role model biographies to discuss who they are and why they are a role model.</p>	
Individual - Poster	<p>Ask each student to choose the role model that inspires them the most and make a poster about them.</p> <p>It should be a poster that they're designing for the school to use for BHM awareness. They should consider that the audience for the poster will be other students from your school.</p>	
Plenary: Whole Class - Quiz	<p>Dependent on time, have students complete the quiz individually, in teams or as a whole class</p>	



## Key Stage 4

**Learning objective:** To understand what intersectionality is

Activity	Details	Resources
Starter: Whole Class - Welcome to Black History Month (BHM)	<p>Create a list of ground rules as a class i.e respecting identities and opinions - this may also include no judgement, not speaking over each other and being honest with any and all questions we have.</p> <p>Class discussion on BHM. Why do we celebrate it? How do we celebrate it?</p>	<p><b>PowerPoint:</b></p> <ul style="list-style-type: none"> <li>Black History Month PowerPoint KS4</li> <li></li> </ul> <p><b>Other resources:</b></p> <ul style="list-style-type: none"> <li>A4 paper</li> <li>Coloured pens</li> <li>Pictures of all the role models</li> <li>Coloured post it notes (2 different colours)</li> </ul>
Whole Class – Defining the importance of intersectionality	<p>By a show of hands, who has heard the term intersectionality before?</p> <p>Come up with a class definition of intersectionality – see how it compares to the definition on the board.</p> <p>How might different parts of someone’s identity intersect? (for example, being a black trans woman)</p> <p>What are the different intersects students come up with? (for example, race, faith, sexual orientation, gender identity, gender)</p> <p>Why is it important to understand and acknowledge intersectionality?</p>	
Group/table discussion – Intersections and BHM	<p>Which role models or figures from history do we learn about during BHM?</p> <p>What might be the different intersects in their identities?</p> <p>Which intersects and groups of people are missing from our lessons?</p> <p>Students mind map their ideas.</p>	



<p>Whole class – Feedback and discussion</p>	<p>Give students the opportunity to share their ideas from the discussion.</p> <p>Highlight the different identities students have noted as missing from the curriculum – if at this point, they’ve not brought up LGBT identities, direct them towards it.</p> <p>Can the students think of any LGBT black role models off the tops of their heads?</p>	
<p>Whole class/Group discussion – LGBT black role models</p>	<p>Look at the pictures of LGBT black role models on the boards.</p> <p>How many do the students recognise? And where from?</p> <p>Discuss the biographies and tell the students about each of them. If you have time allow the students to first tell you about the people they recognise. Talk about why there might be some role models they’ve never heard of before.</p>	
<p>Individual – Social Media profile</p>	<p>Have each student choose which role model has inspired them the most. Create a social media profile (on paper) for them. This could be an Instagram, Twitter or Facebook profile.</p>	
<p>Plenary - Likes</p>	<p>Provide students with post it notes in both colours. Explain that one is for ‘likes’ and the other is for ‘comments’. They should go around and look at all of the social media profiles and place their post it notes. If they put a ‘comment’ one they should ‘comment’ as one of the role models.</p>	