



## STONEWALL LESSON PLANS – Black History Month 2020

We've designed these lesson plans to give you some guidance on having an LGBT inclusive Black History Month. You can mix and match the different activities to suit your class. You know your students best. To accompany these lesson plans, we have made PowerPoints to support whole class teaching and some worksheets to support your students. There are differentiated versions of each of these resources – we've suggested ways to use them below, but you can use them in the way that works best for your groups. Other suggested resources are noted in each lesson plan. Feel free to adapt the resources to best meet the needs of your students. We have also produced plans and resources aimed at mainstream schools, which you may find useful. These can be found on our website.

*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 or young person that may have experienced racism. Make sure that you create a classroom atmosphere that enables every child or 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](http://www.stonewall.org.uk).



## Learning objectives:

- To take turns with another person
- or
- To treat someone fairly
- or
- To be understand that it is important to treat people fairly

AND

- To take part in an activity related to a historical event
- or
- To communicate about an event from the past
- or
- To answer questions about a historical event

Activity	Details	Resources
<p>The Windrush</p>	<p>Either:</p> <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>Explain that the person that met the people off the boat in England was a man called Ivor Cummings. He helped the people to find jobs and places to live. It was hard because people were mean to Black people and didn't want to give them a job or somewhere to live. If someone is mean to someone because of the colour of someone's skin, it is called racism. Racism is wrong.</p> <p>Explain that people were mean to Ivor because he was Black, but also because he was gay. Being gay is when a man wants a boyfriend and doesn't want a girlfriend. Being mean to someone because they are gay is called homophobia. Homophobia is wrong.</p> <p>Discuss why it is important to be kind to people and to treat people fairly. Discuss what students should do if they see someone being treated unfairly, or if they are treated unfairly themselves.</p> <p>or</p>	<ul style="list-style-type: none"> <li>• Windrush PowerPoint</li> <li>• Video:  <a href="https://www.bbc.co.uk/newsround/43793769">https://www.bbc.co.uk/newsround/43793769</a></li> <li>• Windrush "memory" game</li> <li>• Windrush communication mat</li> <li>• Windrush line drawing</li> <li>• Windrush/Not Windrush cards</li> </ul> <p>Sensory story props:</p> <ul style="list-style-type: none"> <li>• Inflatable globe</li> <li>• Jamaican flag</li> <li>• English flag</li> <li>• Model boat</li> <li>• Guava</li> <li>• Scone</li> </ul>

	<p>Windrush sensory story, using the Windrush PowerPoint V1:</p> <ul style="list-style-type: none"> <li>• There was a poster that invited people to come from Jamaica to England (find Jamaica on the inflatable globe, pass around a Jamaican flag, eat some guava)</li> <li>• Some people came on a boat called Windrush (pass around a model boat)</li> <li>• The people arrived in England (find England on the globe, pass around an English flag, eat a piece of scone)</li> <li>• The man that met them was a man called Ivor Cummings and it was his job to help the people (show the photo on the board, pass around a briefcase)</li> <li>• Ivor helped the people to find somewhere to live (pass around the blanket)</li> <li>• Ivor helped people to find jobs (students try using the spanner to tighten the nut and bolt).</li> <li>• Some people were mean to Ivor and the people that moved to England because they had brown skin. We should be kind to everyone.</li> <li>• Some people were mean to Ivor because he was gay (rainbow flag). This means he wanted a boyfriend. Some people are gay, it's ok. We should be kind to people.</li> </ul> <p>For students who are able to, discuss:</p> <ul style="list-style-type: none"> <li>• How would it feel moving to a new country?</li> <li>• Have any of you moved to a new country? What was it like?</li> <li>• What sort of things might the people that came over on Windrush had to get used to? (eg weather, food).</li> <li>• How might it feel to be treated badly because of the colour or your skin or who you love?</li> </ul>	<ul style="list-style-type: none"> <li>• Briefcase</li> <li>• Soft blanket</li> <li>• Nut, bolt and spanner</li> <li>• Rainbow flag</li> </ul> <p>Key words/symbols:</p> <ul style="list-style-type: none"> <li>• Jamaica</li> <li>• England</li> <li>• Windrush</li> <li>• Boat</li> <li>• Travel</li> <li>• Work</li> <li>• People</li> <li>• Ivor Cummings</li> <li>• Help</li> <li>• Job</li> <li>• Home</li> <li>• Fair</li> <li>• Unfair</li> <li>• Kind</li> <li>• Unkind</li> <li>• Black</li> <li>• Brown</li> <li>• Skin colour</li> <li>• Racist</li> <li>• Gay</li> <li>• Homophobic</li> </ul>
<p>Windrush memory game</p>	<p>As a class or in small groups, play Windrush "memory". Shuffle all of the cards and place them face down on the table. Students take turns to turn over two cards, with the objective of sharing matching pairs.</p> <p>Emphasise the importance of fairness when playing games as a group: taking turns, following the rules.</p> <p>Use the images on the different cards to...</p>	<p>Other:</p> <ul style="list-style-type: none"> <li>• Paper</li> <li>• Paint</li> <li>• Collage resources</li> </ul>

	<p>Either:</p> <p>Check students' understanding of the previous activity:</p> <ul style="list-style-type: none"> <li>• Boat – what was the boat called</li> <li>• Ivor Cummings – what was this man called?</li> <li>• Jamaican flag – where had the people travelled from?</li> <li>• English flag – where did the people travel to?</li> <li>• House – who helped the people to find somewhere to live?</li> <li>• Someone at work – why did people find it hard to find a job?</li> </ul> <p>Or:</p> <p>Give students an opportunity to communicate about key features of the story of Windrush, by finding the appropriate symbol on the communication mat or by saying what or who the picture is of.</p>	
<p>A portrait of Ivor and/or Windrush</p>	<p>Students either create their own picture of Ivor Cummings welcoming the people off Windrush or use the line drawing to create a collage to represent the arrival of Windrush.</p> <p>Extension:</p> <ul style="list-style-type: none"> <li>• Students label key aspects of their collage using some of the key words from the lesson</li> <li>• Students write a sentence about Ivor Cummings.</li> </ul>	
<p>Plenary</p>	<p>Either:</p> <p>As a class play a True/False quiz about Windrush.</p> <ol style="list-style-type: none"> <li>1. Windrush was a boat. True</li> <li>2. People travelled on the Windrush from Germany. False – the Windrush brought people from Jamaica.</li> <li>3. Ivor Cummings helped people to get jobs and places to live. True – it was his job to help the people find jobs and places to live.</li> <li>4. Ivor Cummings had a wife. False – Ivor was gay.</li> </ol>	

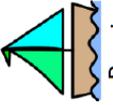
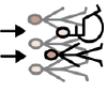
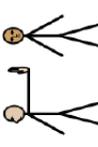
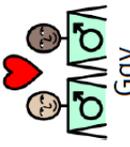
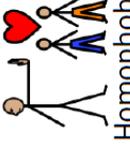
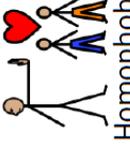


5. Black people were treated badly (and sadly often still are) because of the colour of their skin. True. Recap what students should do if they see someone being unkind to someone else.

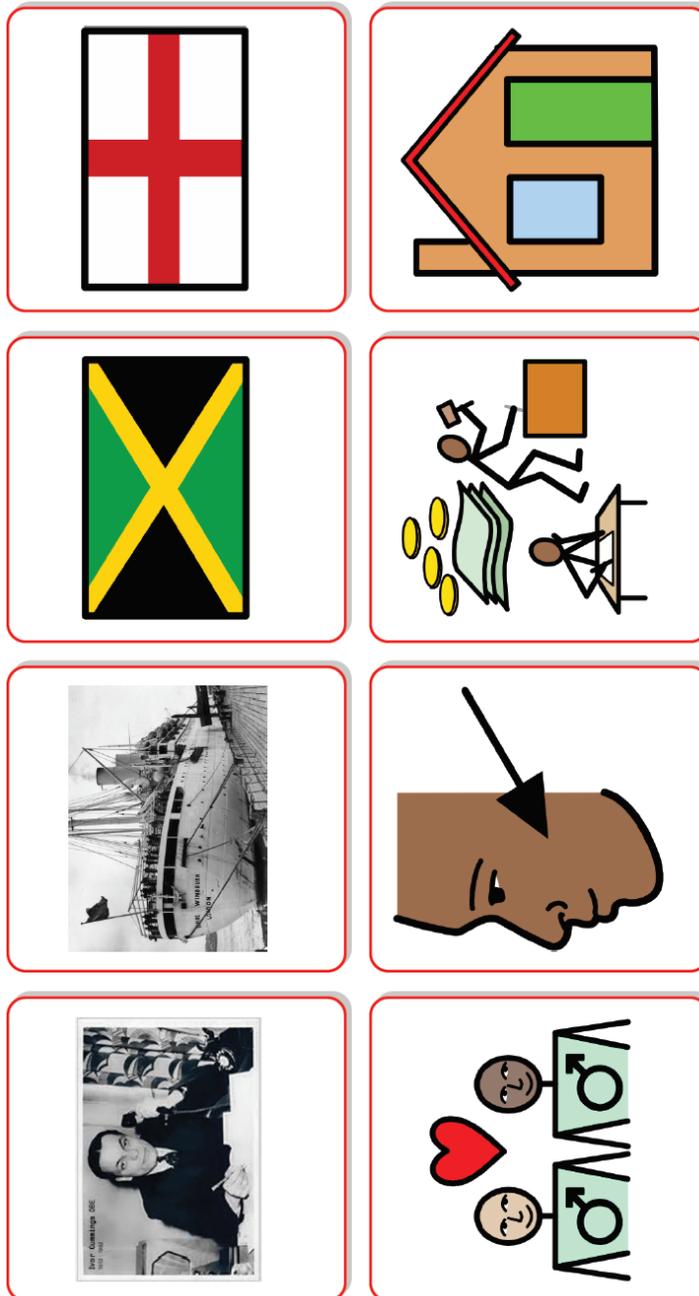
Or:

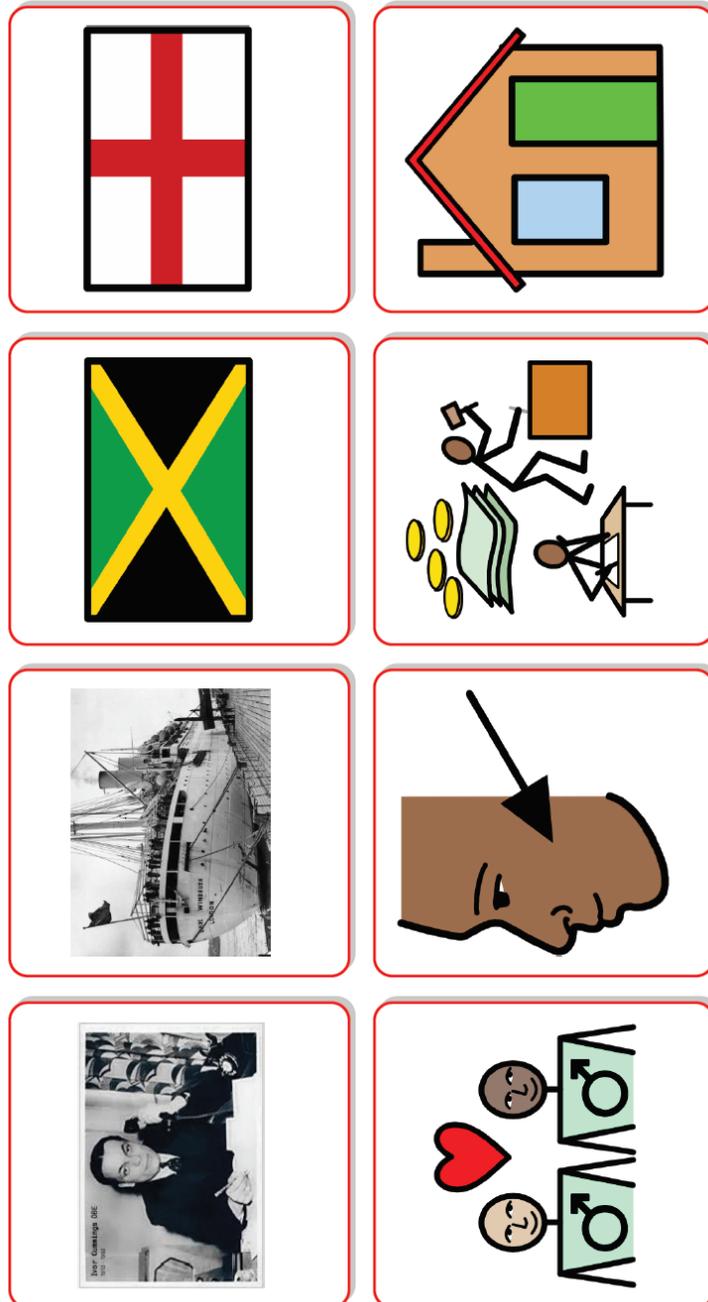
As a class look at the photos and say if they were “Windrush” or “not Windrush”. Students hold up cards or whiteboards to show their answer.

# Windrush Communication Mat

 Jamaica	 England	 Windrush	 Boat	 Travel
 People	 Ivor Cummings	 Help	 Job	 Job
 Fair	 Unfair	 Kind	 Unkind	 Unkind
 Skin colour	 Racist	 Gay	 Homophobic	 Homophobic
 Black skin	 Home	 Work		

## Windrush Memory Game







Windrush



Not Windrush

