

Below are three resources for use in class, or activities to be done at home. The final resource is aimed at parents with questions about how they should talk to their children about Black Lives Matter.

"My Hair" with Hannah Lee

https://www.youtube.com/watch?v=oNet1W_TMqM&feature=youtu.be

"I Love My Hair"

https://www.youtube.com/watch?reload=9&v=Jl_jlQc2lOk

"Hair Love"

<https://www.youtube.com/watch?v=veac8ZkmXB8>

KS1/lower KS2

This resource serves to introduce young audiences to BaME (Black and Minority Ethnic) hairstyles and culture. This resource could be used during a PSHE/SEAL lesson or as an activity to end the day on. To start, have the children reflect on their own hair, what they need to think about to style it, and possible styles they have had in the past. Compile a list as a class (crimped, straight, quiff, spiked etc). To promote active listening, the children could make their own list on small whiteboards and note any new styles they hear and see in the video. After the video has played, there could be a class discussion about the new hairstyles they have spotted. Compile a second list as a class and compare. Highlight the differences between the two lists, and why there may be differences (may not have known the names/not have seen them before). Briefly pose the question "why are the hairstyles different?" and explain that some have religious origins, and that some help to manage and protect finer/curlier hair. This activity introduces children to the wider concept of "my experience may not be the same as others."

"Portrait of an African" (Classroom activity)

<http://www.tellingourstoriesexeter.org.uk/index.php?mact=News,cntnt01,detail,0&cntnt01articleid=44&cntnt01origid=57&cntnt01returnid=80>

RAMM link

<https://rammcollections.org.uk/object/14-1943/>

British Library

<https://www.bl.uk/people/ignatius-sancho>

KS1/KS2/Assembly

Start with a line of inquiry (is it a photograph or painting? Is it recent or old?) prompting the children to look for contextual clues. When the year of the painting is given, the brief history of Ignatius Sancho could be read as to why he and his portrait is significant (first person of African descent to vote in a British election). Messages of inspiration and historical representation could be highlighted. He could also be included as an inspirational person (relevant to yr6 work I believe).

Family Photo Challenge (independent activity)

<https://www.tellingourstoriesdevon.org.uk/2020/04/06/family-photo-challenge>

KS2 (independent)/KS1 (activity shared with guardians)

A nice activity relating to the children's personal history and getting them in touch with their roots. It could be used to start a historical sequence of work and help the children relate to history as something that applies to everyone on a personal level, and not just in books and museums. This can also be used to bring awareness to the link between self and community. For children in different living circumstances who may not have access to family photographs, photos/maps of the school could potentially be sourced to highlight changes in a similar fashion.

Talking to Kids About Racism (additional parental resource)

<https://www.facebook.com/watch/live/?v=3163881693633440>

With the recent BLM prominence, this could be a useful resource to send out to parents and may answer a lot of questions. It could potentially be included in a digital/emailed newsletter.