



'The Talk' Learning Resource

Teachers Information Document

A free resource for teachers and those working with children and young people to support the vital work needed to increase learning, knowledge and understanding of racial literacy.

"Developing this learning resource has given me the opportunity to share a portion of the information I wish had been available to me when I was at school." - **Marjorie H Morgan**

heartofglass



Supported using public funding by
**ARTS COUNCIL
ENGLAND**

Statement from Heart of Glass

Heart of Glass believes in equity, equality, diversity and inclusion. We work hard across all of our programmes and operations to be inclusive, and this is a continuous process for our organisation.

Before reading any further it is important to take a moment to name and acknowledge the operating system in which we all live and work – and the forms of systemic oppression experienced across society as a result of white supremacist, cis-hetero¹, ableist, classist and patriarchal structures and histories.

Racism will not be tolerated.

Heart of Glass has a zero tolerance approach to any and all forms of racism and racist behaviour. It is every individual's responsibility to challenge racism, prejudice and any discriminatory behaviour.

With this resource we encourage you to think about your role, personally and organisational, in challenging these behaviours and systems. We hope the resources carefully selected by our collaborators will support you on this journey.

¹ Cis is short for 'cisgender', which means a person whose gender identity and sex is the same. It's the opposite of 'transgender'. Cis-hetero means a cisgender person who is also a heterosexual.

This document has been written for teachers and educators as an accompaniment to ‘The Talk’ Learning Resource (TTLR) created by Marjorie H Morgan.

The aim of this document is to:

- introduce the Artist and Creative Team who have developed ‘The Talk’ Learning Resource
- introduce Heart of Glass as the organisation supporting the creation of this work
- provide an introduction to ‘The Talk’ Learning Resource and further context as to how this work has developed
- introduce and give further details about each section of ‘The Talk’ Learning Resource
- offer suggestions that may support the delivery and engagement of the resources within your learning environment(s)
- provide details of additional activities for self-study and further learning
- provide a non-exhaustive list of resources, links and further reading to support and encourage continued learning around racial literacy².

ACKNOWLEDGMENTS

‘The Talk’ Learning Resource is a free resource for teachers/educators and those working with children and young people to support the vital work needed to increase learning, knowledge and understanding of racial literacy.

We would like to give thanks to everyone who has contributed to the development of ‘The Talk’ Learning Resource and take a moment to acknowledge the time, effort, emotional labour and resource that has gone into the creation of this work.

REFLECTIONS AND FEEDBACK

“This is a very high-quality resource that has been very well thought out, I can see many ways it can be used across the curriculum and enrichment work with a wide age range of children and young people. It will not only upskill teachers but give young people useful access to important information.” **Danielle Lewis-Egonu, Executive Head Teacher at The Galaxy Trust**

“I like the research and the achievement Geoff [Professor Sir Godfrey H.O. Palmer OBE] made, and I like to see Black history videos of their achievements and education. Lilian Bader sounds very special, being the first Black female to join the army. Black history inspires me to keep learning and understand education.” **Dooyum, aged 11**

We would welcome feedback regarding your experiences of engaging with ‘The Talk’ Learning Resource within your learning environments. Please share your experiences, including examples and images of work created when working with TTLR, to TheTalkLearningResource@HeartOfGlass.org.uk

² Racial literacy means having the knowledge, awareness and language to discuss race and racism in a thoughtful and sensitive way without prejudice, stereotyping or other misconceptions.

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INTRODUCTION TO THE CREATIVE TEAM



MARJORIE H MORGAN - Artist, Content Creator and Project Manager

Marjorie H Morgan is an award-winning playwright, journalist and freelance writer. Her works explore the theme of 'Home' and 'Identity', in particular historic and contemporary migration stories, giving voice to those marginalised in pockets of British society.

Marjorie has written essays and articles for a number of national and international organisations.

Previous projects Marjorie has created that were also supported by Heart of Glass include: A Care Compendium (2020), a contribution to the 'With For About' Conference (2020) and 'The Talk' (2021).

To find out more about these projects please visit:

www.HeartOfGlass.org.uk/about/collaborators/marjorie-h-morgan

Website: www.MarjorieMorgan.com

Twitter: @MarjorieMorgan



GABRIEL MORGAN – Graphic Design & Visual Production

Gabriel Morgan is a Visual Artist. Gabriel studied Film and TV in college and began to work as a freelance graphic designer. Gabriel has worked alongside the Royal College of Arts, filming their involvement in the Liverpool Independents Biennial 2018.

“I imagined being tasked with the responsibility of engaging my younger self in a class learning situation and in all respects this vision informed my design and attitude towards the project.”

Website: www.MorganTelesisResources.com



JAZAMIN SINCLAIR - Graphic Design Support

Jazamin Sinclair is a multidisciplinary artist who believes art can change the world, can educate, and can offer new perspectives.

“I was honoured to be asked to be involved with the design of ‘The Talk’ Learning Resource. I think it is such an important resource for schools to have.”

Facebook: @jazaminsinclair

Twitter: @jazaminsinclair

Instagram: @jazaminsinclair

INTRODUCTION TO HEART OF GLASS

heartofglass

Heart of Glass is a St Helens, Merseyside-based collaborative and social arts agency.

We believe that art has the power to bring us together and create change, for the people of our community, and the place we call home. We unlock stories, reimagine public spaces, ask awkward questions and forge new connections. Why? Because we know that art can transform lives and deeply affect our relationship with the world around us. Art is the starting point for each and every journey.

By working with artists, children and their families, adults of all ages, asylum seekers and migrants, disabled people, older people, refugees and communities of all kinds we support each other – and learn from each other – on creative journeys of enquiry and exploration. We do this because we believe that each and every one of us has the right to have our voices heard; our stories celebrated, and our curiosity piqued.

Art belongs everywhere. Our parks, our buildings and our streets. The closer it is to all of us the more it has the ability to illuminate, inspire and create change. We formed in 2014, and since this time, through collaboration and conversation, we've supported thousands of people to share their stories and learn from the stories of others.

We believe that by working together, collaborating, experimenting and listening, the end result can be truly transformative, whether that's a workshop, an exhibition, a live art show or a festival.

Website: www.HeartOfGlass.org.uk

Facebook: @ourheartofglass

Twitter: @TheHeartofGlass

Instagram: @ourheartofglass

INTRODUCTION TO ‘THE TALK’ LEARNING RESOURCE

by Marjorie H Morgan

“Race” is a social construct³, but racism is real. All teachers and educators need to know how best to approach discussions that arise from the complexities relating to this area. The opportunities for discussions around race are often actively avoided or marginalised due to lack of confidence, lack of preparedness and fear of making any situation worse; conversely, ignoring discussions around race and racism may lead to negative impacts on both teachers and pupils.

Historically, in educational settings, the majority of discussions around race have been centred on slavery with the lasting lesson that, as race is a marker of difference and inequality, the global majority⁴ are entrenched in racial stereotypes and discrimination; this ethnocentric curriculum shores up the structural racism and the teachers’ expectations, along with the disproportionate number of school exclusions meted out to pupils racialised as Black or “other”.

In the summer of 2020 there was a global re-emergence of the Black Lives Matter movement following the death of George Floyd in Minneapolis, USA, at the hands of a serving police officer. This incident highlighted the fact that, despite legislation, people of colour are more likely to be treated with inequality and injustice because of systemic racism not just in the USA but all over the world, including the UK.

‘The Talk’ Learning Resource (TTLR) aims to equip teachers with the starting points for wider structured discussions around race and racism, especially in the UK. TTLR is not just for Black History Month, it’s to be used as an all-year-round resource across all areas of the curriculum.

TTLR consists of a set of four short, animated films, a series of flash and trivia cards and a more detailed biography profile for 20 individuals⁵. The selected individuals have made varying contributions to British society throughout history, and their achievements, in a number of cases, have been overlooked or ignored.

TTLR gives teachers and practitioners in a diverse, multicultural society the chance to explore and discuss the lives of the 20 selected individuals, and through this also explores the concepts of racism, Blackness and whiteness as issues relating to the difference in attainment amongst particular groups. White privilege⁶ is a notion that must be interrogated when discussing race-related educational policies, practices and outcomes.

³ A social construct is something that has been accepted as custom or way of organising society by the majority of people living in that society.

⁴ The term ‘global majority’ points to the fact that the peoples of Africa and Asia, and the natives of the Americas, who are often collectively referred to as ‘Black and ethnic minority’, are, in fact, in the majority across the globe.

⁵ We would like to point out that the biographies included in TTLR have been written by the project team behind the Learning Resource, using publicly available information, and not all of them have been authorised by the individuals themselves.

⁶ White privilege is the benefits and advantages white people as a whole have over people who are not white, in societies where being white is considered ‘the norm’ and anyone falling outside this ‘norm’ is or has been excluded by virtue of not being white, regardless of other characteristics.

The main learning objectives will be to:

- understand the racial inequality in Britain during the 20th and 21st centuries by exploring the lives of the 20 individuals featured in the resource
- demonstrate understanding of the routes to career and social progression while encountering racism in Britain
- demonstrate what racism looks like in contemporary British society
- look at racial stereotypes.

TTLR is a companion set of resources to accompany a short ‘public service announcement’ style film called ‘The Talk’ created by Marjorie H Morgan in 2020. The film gives a brief insight into the personal impact of racism in the lives of young Black men in the UK.

‘The Talk’ is available to watch via the Heart of Glass website:

www.HeartOfGlass.org.uk/projects-and-events/projects/the-talk-by-marjorie-h-morgan

‘The Talk’ and associated leaning resources are intended to stimulate discussion, education and conversation into the reality of some aspects of life lived while Black in the UK, in the hope that these materials will support the removal of barriers to learning and increase access to equality and equity of opportunity.

‘The Talk’ Learning Resource has been created to support learning around racial literacy across all key stages, with a particular focus on Key Stages 2 – 4. We encourage teachers and practitioners to work with and use the resource materials in a way that is appropriate for your learning environment and the age of the children and young people you’re working with.

‘THE TALK’ LEARNING RESOURCE – MATERIALS EXPLAINED

All available formats of ‘The Talk’ Learning Resource can be downloaded free of charge from the Heart of Glass website www.HeartOfGlass.org.uk/TTLR or sent to you on request by emailing TheTalkLearningResource@heartofglass.org.uk

‘The Talk’ Learning Resource – Flash and Trivia Cards

- Each Flash Card contains a summary of key moments across the lives of the 20 individuals profiled in TTLR. The Flash Cards can be used as a starting point in which to consider, discuss and answer the questions and activities listed on the accompanying Trivia Card.
- Each Trivia Card contains a series of questions, prompts and activities relating to the lives of the 20 individuals profiled in TTLR and accompanying Flash Cards. The aim of the Trivia Cards is to encourage and stimulate discussion and further understanding of the lived experiences of the 20 individuals profiled in TTLR.
- These resource materials are available as a limited edition full colour printed pack and a downloadable pdf to be used digitally or printed in full colour or greyscale format.

‘The Talk’ Learning Resource – Biography Profiles

- This downloadable pdf contains a more detailed biography for each of the 20 individuals profiled in TTLR and can be used to stimulate and support further discussion and more detailed work in the classroom.
- The pdf is available as a downloadable file to be used digitally or printed in full colour or greyscale format.

‘The Talk’ Learning Resource – 4 x Short Films

- Four short animated films (with subtitles) have been created to offer an alternative learning experience that details the lives and lived experiences of Lilian Bader, Professor Nira Chamberlain OBE, Alice Dearing and Professor Sir Godfrey H.O. Palmer OBE.
- Each film can be viewed via the Heart of Glass website www.HeartOfGlass.org.uk/TTLR

SUPPORTING DIFFERENT LEARNING STYLES – EXAMPLES

‘The Talk’ Learning Resource has been designed to be open and flexible to support different styles of learning, to be used in diverse learning environments and across subject areas. For example, the resource materials can be used for:

- mixed ability group work
- showing on a screen
- giving as a printed handout
- reading to the class
- individual self-study
- pair or group work.

Different tasks and activities may be allocated based on ability and experience and questions may be targeted to groups or individuals.

Drama/roleplay – Drama can be used to look at the individuals featured in TTLR and practically explore the prejudice and inequality experienced within their lives, followed by a reflective discussion around the experiences faced at a particular time in history and how they relate to modern day Britain and the reality of today’s society.

Teaching assistants, classroom assistants or trained actors and drama professionals could be employed as part of these lessons to perform the roles of characters discussed using pieces of clothing, or items relating to employment of the selected person, e.g. a British passport from the Caribbean, or a pair of white gloves often used by women travelling to Britain from the Caribbean in the 1950s and 1960s.

Creative writing/poetry – Poetry can be used to create or analyse works based on identity, and thereafter respond to the feelings and images in the work. The students will consider and identify the issues of identity as presented by them or someone else.

Media/history – Within a citizenship or history session, music, television and film can be used to look at how the global majority has been represented in those media. The selected person may be discussed in connection with community participation, healthy lifestyles, creativity, enterprise, critical thinking, or the global dimensions of their lives as cross-curricular dimensions of exploration.

Sports – Sports can be used to investigate the different treatment of minoritised athletes and sportspeople in the media.

A non-exhaustive list of individuals to research as part of further learning and self-study can be found at the end of this document.

POINTS TO CONSIDER WITH 'THE TALK' LEARNING RESOURCE

We recognise that when exploring sensitive subject matter including racism, discrimination and systems of oppression it is impossible to create a fully safe space in which to have such important conversations. However, we encourage creating an open, honest and respectful environment where all group members and contributors agree to:

- work together to foster a spirit of mutual respect
- actively listen and learn from each other
- take responsibility for the words and actions they share within the space and do not intentionally cause hurt to or disrespect someone else.

Further points to consider:

- Be mindful of the different experiences of those in the room.
- Anticipate potential triggers and stress that the topics explored in 'The Talk' Learning Resource might evoke for both the teachers, practitioners and students.
- Consider having more than one adult in the space to support the sessions.
- Consider if it would be useful to make parents aware in advance of the sessions taking place.
- Discuss and decide on a set of behaviours that the teachers and students taking part in the sessions all agree to sign up to in advance of the sessions taking place.
- Treat incidents such as inappropriate and offensive behaviour, language or action with care and compassion and in a non-judgmental way.
- Whether there are clear policies and procedures in place for reporting incidents in your learning environment or education setting.

Below is an example list of behaviours that teachers and pupils might want to sign up to when engaging with the materials in a learning environment:

- Treat others with the respect, kindness and compassion that you would like to be treated with.
- Give others space to share their experiences and their views so everyone has the opportunity to have their voices heard.
- Listen and respect the lived and learned experiences of everyone in the space.
- Acknowledge that everyone has differences around lived and learned experiences, knowledge and understanding of racial literacy.
- Bring an awareness and self-awareness, understanding and an acknowledgement of

the space you hold, the positions and privileges you bring and how these may affect yourself and others.

- Be kind with your words and intentions, and mindful of how the language you use may affect others.
- Be ready to make mistakes. This work will be uncomfortable at times, mistakes will be made but it is important to acknowledge the mistake, apologise and move on.
- Be open to feedback and committed to continued learning and growth.

Language and terminology

We all must be mindful about the context in which language is used and how it can have different meanings and intent when used in different situations and settings. The nuances of language and what is considered acceptable terminology (and by whom) is extremely complex and dynamic and there will be situations where certain language is acceptable in some circumstances and unacceptable in others. It is also important to recognise that language can be used as a tool of power and oppression.

Assumptions around terminology, language and culture that we are not familiar with can often lead to misunderstanding and miscommunication. What may have been considered acceptable in the past (even yesterday) may no longer be acceptable today, so we must be aware of the ever-changing and shifting nature of language and carefully consider the language we choose to use and how this relates to others.

When thinking about the sensitivities around language and terminology in group work and discussions it can be useful to begin by setting a shared understanding and definitions of key terms to support the group and conversations that follow and ensure that the language we choose to use is clear and direct.

There may be content in this document that is or becomes outdated as this has been created in a specific moment in time, due to the points around language and terminology identified above. It is therefore important that we all take responsibility to do the work, continue to educate ourselves and stay informed.

FURTHER STUDY

Below is a list of individuals and links to organisations, networks, reading material and resources to support continued and future learning around racial literacy for teachers, educators and pupils. There is also a separate list of additional links, articles and resources at www.HeartOfGlass.org.uk/TTLR None of these lists are exhaustive.

INDIVIDUALS

A non-exhaustive list of individuals to research as part of further learning and self-study:

A

Diane Abbot MP
Dr Nneka Abulokwe OBE
Ade Adefulu
Ade Adepitan
Dr Maggie Aderin-Pocock MBE
Sir David Adjaye OBE
Ismail Ahmed
Akala
Daniel Alexander QC
Sonita Alleyne OBE
Baroness Valerie Amos
Adjoa Andoh
Jade Anouka
John Archer
Professor Uduak Archibong MBE
Joan Armatrading
Amma Asante MBE
Dina Asher-Smith
Rakie Ayola

B

Shaun Bailey
Kemi Badenoch MP
Mona Baptiste
Thomas Baptiste
Francis Barber (1700s)
Bobby Barnes
Dame Jocelyn Barrow OBE
Steven Bartlett
Dr Sylvia Bartley
Dame Shirley Bassey DBE
Rikki Beadle-Blair
Norman Beaton
Professor Erinna Bell MBE, DL, JP
Baroness Floella Benjamin DBE, DL
Alex Beresford
Munroe Bergdorf
Jason Black

John Blanke – Tudor court trumpeter (1500s)
Oswald Boateng OBE
Sir Frank Bowling
John Boyega
I. Stephanie Boyce
Yvonne Brewster OBE
George Bridgetower (1700s -1800s)
Constance Briscoe
Dawn Butler MP

C

Earl Cameron CBE
Tim Campbell MBE
Naomi Campbell
Dr Augustus Casely-Hayford
Dr Margaret Casely-Hayford
Peter Casely-Hayford
Miles Chambers
Foysol Choudhury MBE, MSP
Linford Christie
Emma Clarke – Britain's first Black woman footballer
Lorna Clarke
Paul Cleal
Eric Collins
Pearl Connor-Mogotsi
Kadenna Cox MBE
Taio Cruz
Quobna Ottobah Cugoano (1700s)
Patricia Cumper

D

Michael de Freitas
Paul Dash
Sylvia Denman CBE
Dexter Dias QC
Alesha Dixon
Dame Linda Dobbs DBE

Sokari Douglas Camp CBE
Professor Jacqueline Dunkley-Bent
Jourdan Dunn
Dr Jacqui Dyer MBE

E

Fanny Eaton – art model for Pre-Raphaelites
(1800s – 1900s)
Reni Eddo-Lodge
Yemi Edun
Chiwetel Ejiofor CBE
Idris Elba
Emeka Emembolu
Wilfred Emmanuel-Jones
Brenda Emmanus
Edward Enninful OBE
Cynthia Erivo
Ekwon Eshun
Ivor Etienne
Chris Eubank
Bernadine Evaristo OBE

F

Alfred Fagon
Miatta Fahnbulleh
Sir Mo Farah CBE OLY
Sharifa Faure
Ray Fearon
Professor Kevin Fenton
Rio Ferdinand
Dean Forbes
Aminatta Forna OBE
Glenna Forster-Jones
Joyce Fraser FRSA, FCIPD, MBA (Henley)
Arthur France MBE
Dr Paula Franklin
Simon Frederick
Michael Fuller QPM

G

Lenford Garrison
Michelle Gayle
Mike Gayle
Phil Gayle
Paul Gilroy
Trisha Goddard
Goldie
Gaylene Gould
Bernie Grant MP
Helen Grant MP
Cy Grant
Derek Griffiths MBE

Martin Griffiths CBE
Jeremy Guscott

H

Professor Stuart Hall FBA
Mona Hammond OBE
David Harewood MBE
Naomie Harris OBE
Francesca Hayward
Pauline Clothilde Henriques OBE
Sir Lenny Henry CBE
Afua Hirsch
Kobna Holdbrook-Smith MBE
Ram John Holder
Dame Kelly Holmes
Darcus Howe
The Rt Revd Rose Hudson-Wilkin CD, MBE
Dame Vivian Hunt
Pamela Hutchinson
Professor Kevin Hylton

I

Dr Mo Ibrahim
Professor O E Idowu CMBE, SFHEA, FRSH,
FInstLM, FIHM, DPMSA
Tracy Ifeachor
Richard Iferenta
Tom Ilube CBE
Dr Anne-Marie Imafidon MBE
Maro Itoje

J

Lennie James
Oscar James
Sajid Javid MP
Marianne Jean-Baptiste
Errol John
Professor Gus John
Linton Kwesi Johnson
Claudia Jones
Gillian Joseph
Paterson Joseph
Anthony Joshua OBE
Isaac Julien

K

Jackie Kay CBE, FRSE, FRSL
Daniel Kaluuya
Don Kinch
Ledley King
Oona King
Professor Patricia Kingori

Vanessa Kingori MBE
 Dame Donna Kinnair
 Kwasi Kwarteng MP
 Kwame Kwei-Armah OBE

L

Dame Cleo Laine
 George Lamming
 David Lammy MP
 John La Rose
 Baroness Doreen Lawrence OBE
 Patrice Lawrence MBE
 Carol Leeming MBE, FRSA
 Angie Le Mar
 Adrian Lester
 Denise Lewis OBE
 Leona Lewis
 Lennox Lewis CM, CBE
 Ric Lewis
 Clive Lloyd CBE, AO

M

John McCalla-Leacy
 Val McCalla
 Sir Trevor McDonald OBE
 Dame Pat McGrath DBE
 Paul McGrath
 Jacqueline McKenzie
 Magid Magid
 Krishnendu Majumdar
 Dr Anne Makena
 Dr Julia Makinde
 Meghan Markle, Duchess of Sussex
 Hardeep Matharu
 Harry Matovu QC
 Kevin Maxwell MBE
 Dr Heather Melville OBE
 Anne Mensah
 Gina Miller
 Lena Miller
 Dr Radha Modgil
 Carmen Monroe OBE
 Dr Kenny Monroe
 Sir Bill Morris OJ, OBE
 Dr Shola Mos-Shogbamimu
 George Mpanga (George The Poet)
 Hugh Muir

N

V S Naipaul
 Trevor Nelson
 Thandiwe Newton

Dr Ian Nnatu
 Chi-chi Nwanoku OBE
 Ije Nwokorie

O

Tony O'Connor – First Black headteacher in
 Smethwick 1967
 Billy Ocean
 Dr Joy Odili
 Chris Ofili CBE
 Dr Emeka Okaro
 Ebele Okobi
 Ijeoma Okoli
 Dr Sandie Okoro
 Alex Okosi
 Bruce Oldfield OBE
 Sir Ken Olisa OBE, CstJ, FRSA, FBCS
 Professor Funmi Olonisakin
 Duro Olowu
 David Olusoga OBE
 Phyllis Opoku-Gyimah
 Segun Osuntokun

P

Regé-Jean Page
 Priti Patel MP
 Andi Peters
 Anton Phillips
 Diana Phillips – First W.I. JP in Leeds in
 1967
 Mike Phillips OBE, FRSL
 Mark Trevor Phillips OBE, ARCS, FIC
 Rob Pierre
 Courtney Pine CBE
 Professor Cynthia Pine
 Winsome Pinnock FRSL
 Lord David Pitt
 Hope Powell

Q

Hugh Quarshie
 Queen Charlotte
 Queen Philippa

R

Andrew Ramroop OBE
 Paulette Randall
 Barry Reckord
 Marvin Rees
 Lord Bernard Ribeiro CBE, FRCS
 Micah Richards
 Dr Patrick Roach

Professor Nicola Rollock
Levi Roots
Donya Rose
Jacqueline Rudet
Marcus Ryder MBE
Matthew Ryder QC

S

Patricia St. Hilaire
Sade
Roni Savage
Edward Scobie
Colin Salmon
Jeymes Samuel
June Sarpong OBE
Ignatius Sancho (1700s)
Tessa Sanderson CBE
Deborah Sawyer
Baroness Patricia Scotland
Alex Scott MBE
Seal
Dr Maggie Semple OBE
Tom Shropshire
Johnny Silvo
Paulette Simpson CBE
Heather Small
Zadie Smith
Sir Garfield Sobers AO OCC
Paul Stephenson
Raheem Sterling
Moiria Stuart
Rishi Sunak MP

T

Daniel Taylor MBE
Kenneth Olumuyiwa Tharp CBE, FRSA
Tidjane Thiam
Professor Leslie Thomas QC
Caroll Thompson
Cecil Thompson
Daley Thompson CBE
Geoff Thompson MBE, DL
Professor Dr Shirley J. Thompson OBE, BA,
MMus, PhD, DLitt, DMus, HonDArt
Tevin Tobun
Debbie Tucker Green
Walter Tull
Cathy Tyson

U

Catherine Ugwu MBE

Chuka Umunna

V

Patrick Vernon OBE
Patrick Viera

W

Grace Wales Bonner
Eamonn Walker
Dr Gee Walker
Rudolph Walker OBE
Sandra Wallace
Anthony Randolph Warner
Don Warrington MBE
Basil Watson
Alek Wek
Alex Wheatle MBE
Charlene White
Dame Sharon White
Verna Wilkins
Stephen Wilshire MBE, Hon. FSAI, Hon,
FSSAA
Roy Williams
Marcia Willis-Stewart QC
Yvonne Witter FRSA
Ansel Wong CBE
Lady Sue Woodford-Hollick OBE
Lord Simon Woolley CBE
Professor Cecile Wright
Ian Wright MBE
Jacky Wright

X

Y

Reggie Yates
Lynette Yiadom-Boakye
Baroness Yola Young
Gary Younge

Z

Benjamin Zephaniah

NETWORKS AND ORGANISATIONS

A non-exhaustive list of links to organisations, networks and resources to support continued and future learning:

BAMEed Network

BAMEed Network is a movement initiated in response to the continual call for intersectionality and diversity in the education sector. They connect, enable and showcase the talent of diverse educators so they may inspire future generations and open up possibilities within education careers.

www.BameedNetwork.com

Black Cultural Archives

Black Cultural Archives is the only national heritage centre dedicated to collecting, preserving and celebrating the histories of African and Caribbean people in Britain.

www.BlackCulturalArchives.org

Diverse Educators

Diverse Educators is an intersectional community of educators who are passionate about diversity, equity and inclusion (DEI). The Diverse Educators website has information, toolkits and resources, including a DEI Directory that support, showcase and amplify the work of organisations and individuals who are committed to developing diversity, equity and inclusion within and throughout the education system.

www.DiverseEducators.co.uk

Kids of Colour

Kids of Colour work to inform society on the diverse experiences of young people of colour and challenge the racialised, dehumanising narratives that uphold negative stereotypes. They create spaces for young people of colour to come together and explore race, identity and culture and support them to challenge the racism they face. They create opportunities for the public to learn from young people, encouraging young and adult allies to reflect on the individual and systemic changes needed in society that they must be a part of implementing.

www.KidsOfColour.com

International Slavery Museum (National Museums Liverpool)

The International Slavery Museum increases the understanding of transatlantic, chattel and other forms of enslavement. Through the collections, public engagement and research, the museum explores their impact and legacies. The International Slavery Museum is a campaigning museum that actively engages with contemporary human rights issues. It addresses ignorance and challenges intolerance, building partnerships with other museums, communities and organisations that share its vision.

www.LiverpoolMuseums.org.uk/international-slavery-museum

Black Lives Matter Information and Resources (National Museums Liverpool)

In response to the Black Lives Matter Movement, the National Museums Liverpool have dedicated a section of their website to share a series of books, podcasts, resources, charities and social actions to support and promote racial justice.

www.LiverpoolMuseums.org.uk/black-lives-matter

Runnymede Trust

The Runnymede Trust is the UK's leading independent race equality think tank⁷. The website contains a dedicated section exploring Education and young people.

www.RunnymedeTrust.org

www.RunnymedeTrust.org/publication-categories/education

Show Racism the Red Card

Show Racism the Red Card (SRtRC) is the UK's largest anti-racism educational charity. It was established in January 1996, thanks in part to a donation by the then Newcastle United goalkeeper Shaka Hislop. In addition to the direct education of young people and adults, SRtRC produces educational resources to challenge misconceptions, stereotypes and negative attitudes in society.

www.TheRedCard.org

The Anti Racist Educator

Based in Scotland, The Anti-Racist Educator is a collective of educational stakeholders (including students, teachers, parents, academics and activists) working toward building an education system that is equitable, free from racial injustice and critically engaged with issues of power, identity and privilege.

www.TheAntiRacistEducator.com

The Black Curriculum

The Black Curriculum is a social enterprise founded in 2019 by Lavinya Stennett to address the lack of Black British history in the UK curriculum. They believe that by delivering arts-focused Black history programmes, providing teacher training and campaigning through mobilising young people, we can facilitate social change.

www.TheBlackCurriculum.com

LEARNING RESOURCES

100 Great Black Britons

A resource that includes useful learning resources for teachers and parents about subjects covered in Key Stage 1 to Key Stage 4.

www.100GreatBlackBritons.co.uk/resources.html

⁷ A think tank is an organisation or group of people who perform research on and advocate for a particular topic, often in relation to social policies that affect society as a whole.

Black History Timeline

A timeline of two millennia of world-shaping individuals and momentous events that define Black history.

www.TheGuardian.com/world/ng-interactive/2020/jul/11/black-history-timeline

Cracks in the Curriculum Resource Series commissioned as part of Serpentine Education

Cracks in the Curriculum is a workshop series and publishing platform for teachers, which aims to bring artists and educators together to think about how to address pressing social issues in the classroom. The Cracks in the Curriculum series explores key questions and themes that run through the Serpentine Education, Exhibition and Live programmes. The content for each resource emerges from workshops with artists, activists and educators.

www.SerpentineGalleries.org/whats-on/cracks-in-the-curriculum

Diverse Educators Resources

www.DiverseEducators.co.uk/our-resources

Our Migration Story

Our Migration Story website presents the often untold stories of the generations of migrants who came to and shaped the British Isles. While it is primarily designed to support teachers and students studying migration to Britain, its aim is to be a useful resource for anyone interested in Britain's migration history.

www.OurMigrationStory.org.uk/about.html

Teaching British Histories of Race, Migration and Empire

A crowdsourced collection of resources for teachers, students and researchers exploring histories of race, migration and empire.

www.History.ac.uk/library/collections/teaching-british-histories-race-migration-and-empire

The Powerlist

The Powerlist is an annual publication that was first published in 2007 in a bid to provide professional role models for young people of African and African Caribbean heritage.

www.Powerful-Media.co.uk/powerlist

The World Reimagined

The World Reimagined is a ground-breaking, national art education project to transform how we understand the transatlantic slave trade and its impact on all of us.

www.TheWorldReimagined.org

