



# Black Lives Matter

## ... some useful starting points?

Covid-19 has amplified issues of inequality. The murder of George Floyd gave focus to a world wide call for change. How do we respond?

Over the years much has been achieved but 'Black Lives Matter' and the debates it has generated highlight the need to take stock and to consider new education responses.

**There are many resources from the Tide~ website that are worth revisiting to inform such a dialogue.**

**Hidden Messages** though published in 1986 this still has much to offer not least on the need to work on using the exploration of bias as a stimulus to learning. It has many activity suggestions for engaging young learners.

**Writing our past** also has many practical primary classroom activities. This offers an approach to work on developing both literacy and historical enquiry skills. Activities are used to explore many lives eg: Olaudah Equiano and Mary Seacole.

**Start with a story** is about supporting young children's exploration of issues using story. Diversity and Inclusion are themes in the selection of stories.

The article: **Using fiction to explore identity and diversity issues at Key Stage 3** extends this approach to work in secondary schools.

There were also several projects that engaged particular communities ... some leading to publications. See for example:

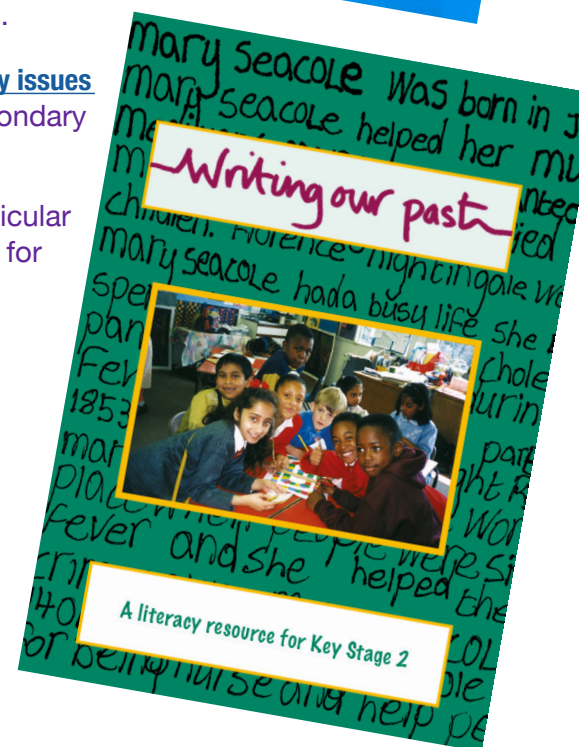
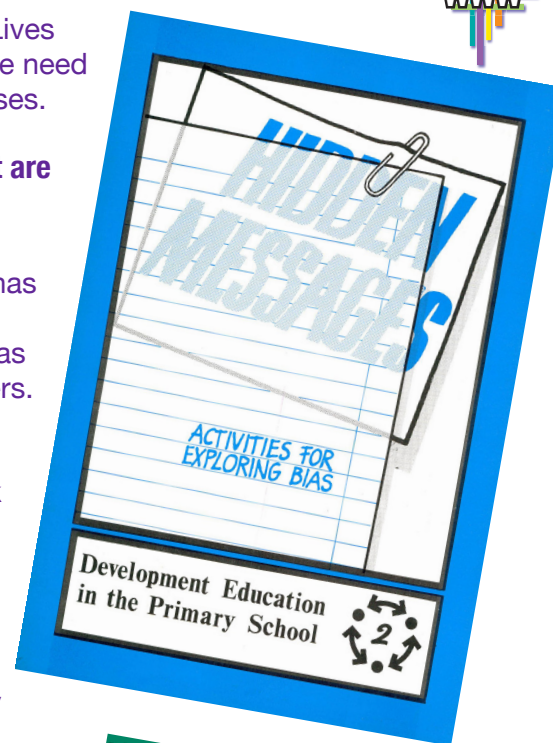
- ☐ **Citizenship and Muslim perspectives**
- ☐ **Jamaica - out of many, one people**
- ☐ **Communities & change ~ common issues in the Punjab and the West Midlands**

There were many debates not least those stimulated by Bhikhu Parekh and his report. **Here, at a Tide~ conference** he asked:

**What does it mean to live in a multi-ethnic society?**

*Can we understand our own citizenship without exploring this question?*

His positive approach was motivating. Twenty years on it could have a new vitality. His ideas about rethinking the notions of Britishness, and Britain as a community of communities remain powerful. But as has been pointed out by others in this magazine, to do this we need to engage with the realities of our history and in particular our colonial history.



Other resources that could inform our thinking include:

**Where it really matters** - It made the case for the importance of developing anti-racist education in predominantly white schools. It backs this up with practical ideas and classroom activities as well as a theoretical rationale that offers a stimulus to teacher education.

**Recommended resources contributing to community cohesion** offers a variety of other starting points for taking stock. As do the articles:

- ☐ **Using local archives to explore issues of slavery**
- ☐ **Exploring Birmingham's hidden histories**

**Learning to participate** reminds us that the 'UN Rights of the Child' may be a useful context to revisit.

The teachers who contributed to the book took part in a DEC project: 'Handsworth Ten Years On'. This focused on local development 10 years on from the 1985 uprising.

While the issues of racism, inequality, poverty and policing policy were seen as important human rights issues, there was less consensus about how to profile what happened in 1985.

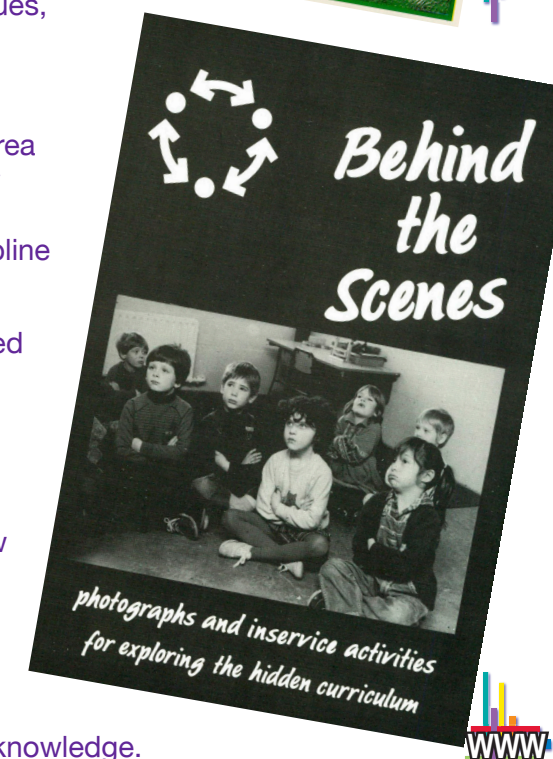
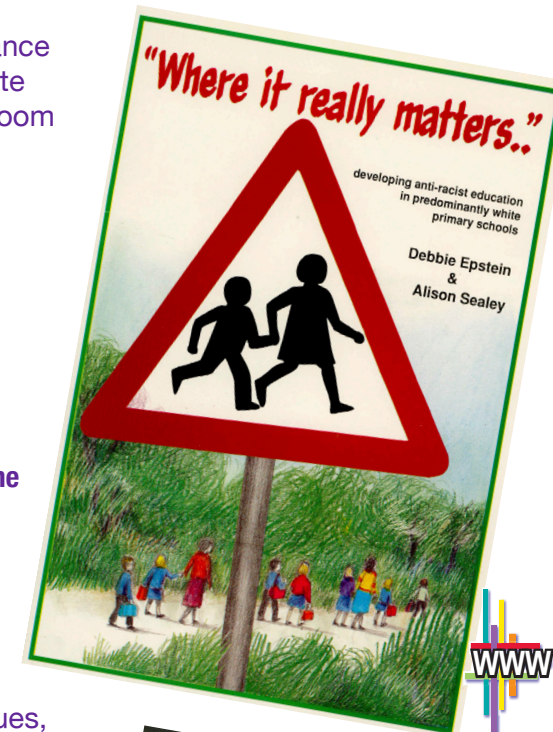
**Behind the Scenes** was used widely in the Birmingham area in the mid 1980s as a stimulus for teacher groups. They explored the notion of the "hidden curriculum" and in particular, how this related to gender, race, power, discipline and parental involvement.

The pack of photos [also on the Tide~ website] were used to enable staff groups to generate their own agendas in response to these concerns, and to identify practical actions for their own schools.

This style is consistent with an "enabling approach". An approach that might be worth considering in any new initiative.

Cathryn [on page 14] highlights the need to "decolonise the curriculum" but also points out the need to think it through in terms of the learning dynamic ... not just the knowledge.

Andrew [on page 26] suggests the need for new work on the global nature of our local history and suggests the use of statues and street names as a stimulus to learning.



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The Elephant Times

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**We propose an issue of 'Elephant Times' to focus network dialogue ... and to stimulate new initiative responding to Black Lives Matter.**

**We need articles exploring ideas; sharing what you are doing; and reflecting on resources such as those featured here.**

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