



Made by Mortals – Armchair Adventures

A teaching resource to accompany episode nine of Armchair Adventures – ‘A Unity Adventure’

TARGET AGE GROUP: KEY STAGE 2 (HOWEVER ALL TEACHING SEQUENCES CAN BE ADAPTED FOR KS1 OR KS3).

Overview of this teaching resource: This pack is made up of three teaching sessions, each of which is approximately 2 hours long. The creative teaching approaches are designed for KS2 pupils (although can be adapted for a Yr2 class) to promote engagement and support teachers to extend pupil’s learning after listening to the linked Armchair Adventures podcast. The activities take a closer look at the key historical figures who the podcast narrator Connie learns about on her Armchair Adventure, including Dr Martin Luther King Jr, Marcus Rashford and individuals from the ‘Windrush Generation’.

Summary of the podcast: In the Armchair Adventure podcast Connie meets an inspirational group of women from the Caribbean and African Heath Network (CAHN) based in Greater Manchester. The group invite Connie to sing with their choir. However, Connie feels that she can’t participate, because being a young, white British girl, she does not know about their histories or experiences. This leads to a discussion on how everyone has a role to play in building racial equality and how everyone’s voice matters. Connie and the group go on an armchair adventure through history, to observe some iconic events and meet key historical figures. At the end of the adventure, Connie realises that everyone has to unite to support racial equality and that it is everyone’s responsibility. She sings with the group’s choir, reflecting on her lessons learned along the way.

Learning aims of this teaching resource:

- To consider the significance of historical events in the timeline of Racial Equality.
- To articulate ideas and opinions related to the podcast and additional materials.
- To explore primary historical sources and use these as stimulus for narrative, poetry and art.

Resources and links: The teaching sessions include links to external websites. Whilst these have been carefully selected to accompany the topics, it remains teachers’ responsibility to check that content and language is appropriate.

Extensions / Adaptations:

- Each of the teaching sessions could be adapted to focus on one of the other individuals from the podcast.
- Alternatively, teachers could research other well (or lesser) known black British figures who have led change through their words and actions.

Suggestions of other key figures include:

- Benjamin Zephaniah <https://benjaminzephaniah.com/>
- Lemn Sissay <https://www.lemnissay.com/>
- Malorie Blackman <https://www.malorieblackman.co.uk/>

KS1 & 2 Racism resources:

- <https://www.redcross.org.uk/get-involved/teaching-resources/talking-with-children-and-young-people-about-race-and-racism>
- <https://www.schoolwellbeing.co.uk/pages/anti-racism-resources>
- <https://plprimarystars.com/resources/nrfr-racism-inclusion>



Teaching Session 1 – Dr Martin Luther King Jr

Lesson Objective:

Pupils will create and perform their own 'I have a dream' speech

Cross curricular links:

English, History, PSHE, British Values.

Summary:

A 1-hour English lesson based on the 'I have a dream speech' made famous by the Civil Rights leader, Dr Martin Luther King, Jr.



Introduction:

During this episode of Armchair Adventures, Connie listens to the Baptist preacher and civil rights leader Rev. Dr. Martin Luther King, Jr. deliver his "I Have a Dream" speech from the steps of the Lincoln Memorial on August 28, 1963, in front of a crowd of nearly 250,000 people spread across the National Mall in Washington, D.C.

Teaching Sequence:

- Discuss what pupils think the speech was about. Share the background details with the pupils. Who was MLK? What did he say? Why did he say it?
- Ask the pupils why they think it was important for Connie to listen to the MLK speech? And why do they think Connie's customers chose this key moment in history to share with Connie?
- Look at and share the 'I have a dream' speech with the children (starting from: 'So even though we face the difficulties of today and tomorrow, I still have a dream to join hands with little white boys and white girls as sisters and brothers. I have a dream today' is suitable for KS2 and below).
- Discuss any unfamiliar language. Can the pupils work any out from the context? (You may well have to give the definitions of 'creed', 'slave owner', 'injustice', 'oppression', 'interposition', 'nullification'.) Once you have looked at the excerpt, can the pupils add to their understanding of what the speech was about?
- Share the Learning Objective with the pupils. Explain how they will be using the famous speech as a stimulus to write their own.

Writing opportunity:

- Following the same structure as MLK, encourage pupils to draw/brainstorm ideas for what their hopes and dreams are for:
 - 1 – themselves (including friends and family);
 - 2 – for the world (this may be an opportune time to discuss/watch some local/current events);
 - 3 – The consequences if their dreams come true (what would their life/the world look like?)
- Refer back to the original MLK speech. Guide pupils to pick out repetition and key phrases which they can use in their own writing. If you choose to, now would be a good time to introduce any appropriate vocabulary, grammar or punctuation which you wish to focus on.
- You may choose for the children to work independently, in pairs, small groups or even whole class to write their first draft.
- Allow time for feedback and editing before performances.
- Pupils compare their own poem with MLK. Are there any similar statements? What does this mean? (Has the world moved on since 1963?)
- Pose the questions 'Do you think MLK's dream has been realised yet?' Loop back to why the Connie's customers chose this key moment in history to share with Connie.
- Ask pupils to consider the statement 'Racial equality – it's everyone's responsibility.' In what ways can they be proactive in ensuring that any of the hopes and dreams from their own or MLK's poems, come true? Record their responses and display alongside a copy of MLK's and their own speeches.

Resources & Links:

- BBC bitesize. Who was Dr. Martin Luther King? <https://www.bbc.co.uk/bitesize/topics/zjkj382/articles/zknmrj6>
- National Geographic kids. 10 facts about Martin Luther King <https://www.natgeokids.com/uk/discover/history/general-history/martin-luther-king-facts/>
- Horrible histories song. Martin Luther King on the struggle to earn racial equality in America and the many famous faces that helped along the way. <https://www.bbc.co.uk/cbbc/watch/horrible-histories-songs-martin-luther-king-jr-they-were-the-heroes>
- 'I have a dream' speech and audio <https://www.npr.org/2010/01/18/122701268/i-have-a-dream-speech-in-its-entirety?t=1630414283392>
- 'I have a dream' video <https://www.youtube.com/watch?v=vP4iY1TtS3s>

Teaching session 2 – Marcus Rashford

Lesson Objective:

To explore the impact of words and language (both positive and negative) through digital art.

Cross curricular links:

English, Art, PSHE.

Summary:

A 2-hr digital-art lesson based around black British footballer and campaigner Marcus Rashford.



Introduction:

Ask your class if they can recall any of the names of the people that were introduced to Connie through the Adventure.

One of those names was Marcus Rashford. What do the pupils know about him. E.g. What is his job? Where did he grow up? What are the biggest achievements in his life? What is important to him and how do you know?

Teaching sequence:

- Ask pupils to access the teacher-checked websites and write down a list of 5 key facts about Marcus Rashford. Encourage pupils to think about what facts will give the fullest picture of who he is: not just his career as a footballer.
- Key teaching point. Highlight recent achievements by Marcus Rashford, including successfully campaigning for the continuation of free school meals during the pandemic, and representing his country at the Euro 2020 final. Then introduce the racism experienced by Marcus Rashford and teammates Jadon Sancho and Bukayo Saka after the penalty shootout in the final against Italy, July 2021.
- Ask pupils to reflect on this. What impact do you think this had on Marcus Rashford and other black Britons?
- Think back to the podcast, and Pauline's Dad's experiences after coming to help rebuild Britain after World War 2 and the racism he experienced. Ask the pupils to think whether attitudes have changed?

- **Key teaching point:** Most of the racism targeting the footballers came from a minority of people on social media, whose words nevertheless reached millions of people. Someone also wrote racist graffiti on the Marcus Rashford mural in Withington, Manchester (where the choir in the Armchair Adventures episode were going to perform).
- Together, now look at the response from Marcus Rashford, and the wider public. <https://www.manutd.com/en/news/detail/man-utd-and-england-striker-marcus-rashford-posts-statement-after-euro-2020-final>
- Share a key paragraph from Rashford's letter.
- Share photographs of the community next to mural, with pictures and messages of support. <https://www.bbc.co.uk/news/av/uk-england-manchester-57818478>
- Do you think that response, and those words, changed things for the better? Did something positive come out of that response? What can we learn about the power of our words? Refer back to the podcast. After listening to the Martin Luther King speech, Abi says: "People's words can make a difference".

Creative Activity:

- Explain to pupils that they're going to create a piece of word art to express what they think of Marcus Rashford. Remember that their pictures and words can have a positive impact on everyone who sees them.
- Pupils work in pairs/small groups to collect different titles, labels and ideas associated with Marcus Rashford (Icon, campaigner, footballer, young, black Briton, passionate, school dinners, food bank etc.)
- Using laptops/IPADs, demonstrate how to input chosen words into one of the free word art generators (suggestions include: <https://www.wordclouds.co.uk/> <https://wordart.com/create> <https://worditout.com/word-cloud/create>)
- Print and display as a class/school 'Wall of hope'

Resources & Links:

Access to computers and/or ipads.

Websites which provide short biographical details about Marcus Rashford; Suggestions include:

- Child friendly Wikipedia page on Marcus Rashford https://kids.kiddle.co/Marcus_Rashford
- Newsround report on Marcus Rashford's campaign to continue free school meals throughout the covid 19 pandemic <https://www.bbc.co.uk/newsround/53047235>
- Digital viewing of the Marcus Rashford Mural <https://bthopeunited.com/wallofhope>

Teaching Session 3: The Windrush Generation

Lesson objective: To create a diary entry based on a historical event.

Curriculum areas: English, Geography, History, PSHE

Summary: A 2 to 3 hr English lesson based on the post war migration of people from the Caribbean dubbed 'The Windrush Generation'.

This is an extended lesson, which covers a lot of material. It has been split into two parts for flexibility of teaching. Part B covers sensitive topics and it will be important to allow time for appropriate discussion.



Introduction:

The Caribbean islands are made of 25 independent countries and other territories <https://www.caribbeanislands.com/>. Between 1948 and 1970, nearly half a million people moved from the Caribbean to Britain, which in 1948 faced severe labour shortages in the wake of the Second World War. Britain actively encouraged people to come to the UK by advertising work opportunities and subsidised travel. The immigrants were later referred to as "the Windrush generation", after the SS Empire Windrush, one of the first ships to bring people to the UK.

Teaching sequence (PART A):

- Play a range of older popular music from the Caribbean (e.g. Island in the Sun by Harry Belafonte, Calypso & Reggae music).
- Ask the pupils if they know where this music/style of music is from? Locate the islands of the Caribbean on World maps/in Atlas's/zoom in on Google Earth. Collect any information the pupils know about the islands from their geographical study, own experience and from the lyrics of the music.
- Ask the pupils to recall what Pauline said about her father's experience of coming to Britain from the Caribbean. ('He came to England as part of what's known as the Windrush generation. He was asked to come. He was asked to come to Britain to help the country rebuild after the World War II.')
- What do the pupils know about 'The Windrush Generation'?
- Watch the BBC link <https://www.bbc.co.uk/newsround/43793769> to give the pupils some context (up to 01:06). Ask them why had people left the Caribbean for Britain?
- **Key Teaching Point:** It is important to recognise that during this period, many Caribbean countries were part of the British Empire, and the people who lived there were taught to consider themselves as part of that empire. See quote from Baroness Floella Benjamin: "We would line up in the playground each day and sing God Save The Queen and Land of Hope and Glory, because we were told that we were British and part of the Motherland." <https://www.bl.uk/windrush/articles/floella-benjamin-on-coming-to-england>
- How do you think people might have expected to be treated when they arrived in Britain, if they had been told that they were British, and they were going to help 'rebuild the motherland'?

Writing opportunity:

- Use the paragraph 'Adverts frequently appeared in newspapers...' from <https://www.bl.uk/windrush/articles/floella-benjamin-on-coming-to-england> to encourage pupils to write a diary entry from the point of view of someone who was about to embark on the SS Empire Windrush. How did they decide to leave for England? What would be their hopes and dreams for their family? What did they imagine the 'Motherland' to be like? What would they miss about their Caribbean home island? Watch the Pathé news reel to add depth to the writing (from 0.44) <https://www.youtube.com/watch?v=QDH4lBeZF-M>

Teaching sequence (PART B):

- Watch the rest of the <https://www.bbc.co.uk/newsround/43793769> or scroll down to discuss what happened to people when they arrived in Britain. Why was Britain not as friendly to them as they had hoped? What were their experiences once they had arrived?
- On the podcast, Pauline said that her Dad ‘still got the monkey calls, the thrown bananas, the nasty words...’ *You may want to ask the pupils how do we in Britain receive immigrants and migrants today? (*Requires sensitivity and consideration of your school population and current affairs.)
- **Key teaching point:** Baroness Floella Benjamin quotes ‘On arrival they were treated abominably, which in many ways, was due to the lack of information put out by the Government of the day, explaining why Caribbean people were arriving in Britain in such numbers. The most poignant memory many Windrush pioneers have, as they searched for accommodation, were the signs saying, ‘No coloureds, no Irish and no dogs’. But they bore the insults with dignity and resolve.’ <https://www.bl.uk/windrush/articles/floella-benjamin-on-coming-to-england>

Writing opportunity:

- Pupils return to their diary and write the next entry, from the point of view of someone who has now arrived in the UK and experienced the hostility that the people from the Caribbean received.
- **Key Teaching Point:** After Baroness Floella Benjamin’s experience of being part of the Windrush generation, like Pauline’s dad, she created a Windrush Garden for the Chelsea flower show to ‘symbolise the contribution and influence Caribbean people have had on British life.’ (She had wanted her) garden to be seen as a celebration and acknowledgement of this part of our history and a legacy for future generations.’
- The Baroness was also crucial in securing a national day for the Windrush generation which is now celebrated in the UK on June 22nd. <https://www.bl.uk/windrush/articles/how-caribbean-migrants-rebuilt-britain>
- Discuss with pupils why Baroness Floella Benjamin pushed for a national day of celebration. How would it make Pauline’s Dad feel to know that his efforts to come here to help the country to rebuild after WWII, despite the adversity he faced, were not in vain and although it has taken 70 years, his contributions to creating the Black British society we know today, are being recognised?

Creative activity:

- Pupils could make a suggestion as to how and why this day should be celebrated in your school. They could design posters/flyers/invites to an organised event.

Resources & Links:

Map of the Caribbean, A copy of Coming to England by Baroness Floella Benjamin, photographs of SS Empire Windrush and sources from the Windrush generation. Website suggestions include:

- <https://www.bl.uk/windrush/articles/floella-benjamin-on-coming-to-england>
- <https://windrushfoundation.com/>
- <https://www.bbc.co.uk/newsround/43793769>
- <https://www.lbhf.gov.uk/community/windrush-day-honouring-british-caribbean-community/windrush-generation>
- <https://www.windrushday.org.uk/>