



STAFFORDSHIRE

**We are the change.
A place that strives for equality,
embraces diversity and values
community.**



**OUR FUTURE HOPES -
A DRAMA RESOURCE FOR
SECONDARY SCHOOLS.**

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What if there were no black people in the world?

OUR FUTURE HOPES OF STAFFORDSHIRE – A GUIDE FOR SECONDARY SCHOOL TEACHERS.

What is it?

Created in 2020, this pack of drama activities was created by KC Young Activists. They are a group of Staffordshire based young activists. The resource includes drama activities, some accompanied by a PowerPoint. These activities enable Secondary School children to discover more about black figures and have a space in the classroom to discuss equality, diversity, discrimination and racism. This is good resource to share with young people over a period of a week or a term so that they can broaden their understanding black people in history, challenge their thinking, try different drama techniques and carefully consider what anti-racism means to them.

Classroom Set-up

Many of the activities are designed to be used with a class, facilitated by a teacher. There are activities that encourage pupils to work individually or in groups of three or four to encourage discussion.

Age Group.

This resource is appropriate for KS3 and KS4 pupils but can be adapted for KS2.

Lesson Plan Ideas.

Starter Activities.

- ❖ Before each activity, agree safe space rules.
- ❖ As a facilitator to these activities and discussions, it is important that you are responsive to each pupils' opinions and contributions.
- ❖ Note all activities should be carried out in a safe way considering Covid-19.

Creating a Safe Space/ Brave Space.

A safe space is a physical or virtual space where emotions can exist. Consider that anti-racism is an emotional topic that for a long time has been taboo. Recognise that anti-racism work can trigger trauma. Be aware of this and be prepared for pupils to sit out.

Here is an example of Communication Guidelines that can be used for a Brave Space or Safe Space. This example is for your understanding, but you may adapt it to the age group of the young people. Keep the list you generate visible during the sessions.

Communication Guidelines for a Brave Space

- 1. Welcome multiple viewpoints.** Although it's typical for people to use 'You' when speaking, speak from your own experience by using "I statements." Ask questions to understand the sources of people's thinking.
- 2. Own your intentions and your impacts** Respect each other's experiences and feelings by taking responsibility for the effects of your words. On the other side, if you have a strong reaction to something, let the group know. Be open to dialogue.
- 3. Work to recognize your privileges** Use this space to recognize and investigate your privileges (for example: class, gender, sexual orientation, ability). Honour the different experiences we all bring to this space.
- 4. Take risks:** Lean into discomfort We are all in process. Challenge yourself to contribute even if it is not perfectly formulated.
- 5. Step back.** Share speaking time and try to speak after others who have not spoken.
- 6. Notice and name group dynamics in the moment** We are all responsible for this space. Be aware of how others are responding or not responding. Ask for a "time out" or dialogue if needed.
- 7. Actively listen.** Use your energy to listen to what is said before thinking about how to respond. Notice when defensiveness and denial arise.
- 8. Challenging with care** Find ways to respectfully challenge others and be open to challenges of your own views. Think about how to question ideas without personal attacks.
- 9. Confidentiality** Share the message, not the messenger.
- 10. Break it down** Use simple language and background information when necessary. Ask for clarification if needed.

Based on AWARE-LA 's guidelines for a Brave Space.

ACTIVITY 1 - PROVOCATIONS

Why use this game?

This activity allows pupils to explore a spectrum or continuum of experiences and opinions. It aims to allow people to investigate why they have certain ingrained beliefs, to give space for people to change their mind and to create a safe space to discuss issues that are affecting others in their community.

Notes for facilitators.

It is important the person leading this exercise gives everyone an opportunity to speak and also asks people with differing opinions to offer their thoughts. A teacher who knows the class is ideal.

Ensure safe space rules are discussed. Be aware of the possibility of triggering racial trauma.

Read this guide for educators

https://www.nctsn.org/sites/default/files/resources/addressing_race_and_trauma_in_the_classroom_educators.pdf

How to play?

The facilitator reads out a provocation. This can be a statement that is open to interpretation.

-If able to move, explain that one side of the room is strongly agree, the other side is strongly disagree and the space between is a spectrum, with the middle being neutral. Ask pupils to move to a position that best suits their opinion.

-If unable to move, this can be adapted by asking young people to show a number from 1-10, with 1 being strongly disagree and 10 being strongly agree.

Provocations works best when the statement is open to interpretation such as:

You can only be what you can see.

Give young people 10 seconds to move to their place. Once in position invite members of the class to share their opinion or experience. It is useful to make the point that someone else's experience is often more valuable than someone's opinion (if they have never been affected). Explain to pupils that they may change their mind.

Provocations used on the PPT include:

- Love is always blind.
- You can define your social status in society (Pic of 4 children looking over a wall)
- You shouldn't see colour (Friends - two little children)
- All people should be treated equally.
- White Lives Matter (White Lives Matter Banner)
- You can judge people before you meet them. (Pic of book with blank cover)

Once the young people understand the Provocations activity, you may ask students to suggest provocations for the whole class to respond to.

How to generate more provocations?

This can also be done anonymously by asking pupils to write statements that they hear all the time. Everyone can write one on a piece of paper, fold and put into a box. Any that aren't used during the activity can be used at another time. Young people may also add to the box over a week. Remind pupils of confidentiality.

ACTIVITY 2- QUIZZ -QUIZZ TRADE. INSPIRATIONAL BLACK PEOPLE.

Why use this game?

Quiz, Quiz trade is a **Kagan** cooperative learning game. This game is a fun way for young people to learn cooperatively. This game is traditionally used to get students up and moving, but it can be adapted.

Use this task to learn about inspirational black people. However, it can be used to review any subject. You may pre-prepare card however; you may play this game by introducing the stories of black inspirational figures (See Appendix 1). You may introduce several at a time, depending on your group. Give each student an index card and have them each write a question before you begin the game. They write the answer for each card in small print on the back.

How to play?

Use a set of task cards for the activity. Task cards with multiple choice or concrete short answers will work best. Write the answer for each card in small print on the back (possibly in a lower corner). Alternatively use index cards as above.

Give each student a card or they should have their own.

Partner students.

Partner 1 asks Partner 2 the question on her card. Partner 2 answers (or admits he doesn't know).

Partner 1 acknowledges a correct answer or gives the answer, if needed.

The process reverses with Partner 2 asking the questions.

After both questions have been asked, the partners switch cards, find new partners, and the process begins again.

If you have never played this game, you will want to model it with two volunteers first, and then make sure that students know the rules.

Depending on your students, you may want to establish the following rules:

No running

No refusing to partner with someone

Treat partners with courtesy and respect as in the safe space/brave space rules.

When you feel like you have played long enough (five to 10 minutes is usually about right), collect the cards and go over them together.

ACTIVITY 3 - FREEZE FRAMES

Why use this activity?

Freeze frames are still images and a quick and effective way to start a session. They can be best described as pressing pause on a remote control, taking photo or making a statue. They can easily be used with any age from children to adults. Participants create an image using their bodies – with no movement. Freeze frames can be made by individuals, small groups or even the whole group. They are used to represent people, objects and abstract concepts or atmospheres. They are a great way of communicating an idea or telling a story. There are no lines to learn so they can help shy young people to gain confidence. This activity can work well after quiz-quiz-trade when young people have a good understanding and history of an influential black person.

How to play?

Ask young people to make an image. This can be based on an image of a famous black person in history or from history, or a situation based on the provocations. Use Open and Close to bring the images to life by using techniques such as

-Thought Tracking

Once children have made an image, explain that when you tap them on the shoulder you would like them to speak the thoughts or feelings of their character aloud. At the beginning this may just be one or two words, but children will soon gain confidence to express themselves in longer sentences. It doesn't take long to thought track each child in a group so that you reveal a wide range of attitudes and feelings from different

You can ask characters specific questions such as what they feel about another character, what they are dreaming or what they want to do next. Thought tracking can easily be employed in the classroom with children at their desks.

- Action Clip.

It is only a small step to move from still images into improvisation – just follow these simple steps to create an Action Clip.

1 Start with a freeze frame created by a group.

2 Use thought tracking to find out what each of the characters are thinking and feeling.

3 Explain that you would like the group to bring the scene alive for a few moments with speech and movement. Initiate this by saying “Action!” or simply clapping your hands to start the scene.

4 Let the improvisation run for a short time – ideally before the performers run out of steam – and then end it with another signal such as “Cut!”, “Freeze!” or by clapping your hands a second time. The improvisation will usually last for just a few seconds and certainly no longer than one minute.

-Try Flashbacks and Flash Forwards.

Freeze Frames work well with Theatre of the Oppressed, also known as Forum Theatre.

ACTIVITY 4 - THEATRE OF THE OPPRESSED /FORUM THEATRE.

Why use this activity?

Forum Theatre, also known as Boal's Theatre or Theatre of the Oppressed is an interactive theatre form invented in the early 1970s by Brazilian Augusto Boal. His aim was to help audience members identify their 'internal oppressions' in order to overcome them. This is a great activity to create a theatrical debate.

Click here for a simple animated explanation.

<https://www.youtube.com/watch?v=Kilg180Mfkg>

Click to see Augusto Boal discuss Theatre of the oppressed.

<https://www.youtube.com/watch?v=PxQ6SsfhiCw>

How to play?

The audience is shown a short play with a central character (protagonist) who encounters a form of oppression or obstacle which they are unable to overcome. The subject matter will usually be something of importance to the audience, based in shared life experience (homelessness, unemployment, health, discrimination)

When the play has been performed, members of the audience can take to the stage and suggest alternative options for how the protagonist could have acted. In this way the event can be explored in detail. The actors explore the results of the audience creating an experience where ideas are shared and generated.

Using freeze frames created, or scenarios (i.e. a young man is stopped by the police) young people share with their classmate audience using this technique.

ACTIVITY 5 - DRAMA BASED ON STORY.

Why use this activity?

This short story is great to make young people recognise the contribution that black people have made to society. They may perform it, create movement based on the inventions of these black figures, or simply enjoy the story. Are pupils able to make their own story/ script based on the idea, What there were no black people in the world?

What to do?

Read this Story about an American boy named Michael (Pupils may have copy, appendix 2)

What if there were no black people in the world?

This is a story of a little boy named Michael, who woke up one morning and asked his mother, "Mom, what if there were not Black people in the World?"

Well his mother thought about that for a moment, and then said, "Son, follow me around today and let's just see what it would be like if there were not Black people in the world." Mom said, "now go get dressed and we will get started."

Michael ran to his room to put on his clothes, and shoes. His mother took one look at him and said, "Michael, where are your shoes, and those clothes are all wrinkled, son. I must iron them." But when she reached for the ironing board, it was no longer there.

You see, **Sarah Boone**, a black woman, invented the ironing board and **Jan E. Matzwlinger**, a black man, invented the shoe-lacing machine. "Oh well," she said, "please go and do something with your hair."

Michael ran to the room to comb his hair, but the comb was not there. You see, Walter Sammons, a black man, invented the comb.

Michael decided to just brush his hair, but the brush was gone. You see **Lydia O. Newman**, a black female, invented the brush.

Well this was a sight, no shoes, wrinkled clothes, hair a mess, even Mom's hair, without the hair care inventions of **Madam C. J. Walker**, well you get the picture.

Mom told Michael, "let's do our clothes around the house and then take a trip to the grocery store."

Michael's job was to sweep the floor. He swept and swept and swept. When he reached for the dustpan, it was not there. You see, Lloyd P. Ray, a black man, invented the dustpan. So, he swept his pile of dirt over in the corner and left it there. He then decided to mop the floor, but the mop was gone. You see, **Thomas W. Stewart** invented the mop.

Michael yelled to this Mom, "Mom, I'm not having any luck." "Well son," she said, "let me finish washing these clothes and we will prepare a list for the grocery store." When the wash finished, she went to place the clothes in the dryer, but it was not there. You see, **George T. Sammon**, a black man, invented the clothes dryer.

Mom asked Michael to go get a pencil and some paper to prepare their list for the market. So, Michael ran for the paper and pencil, but noticed the pencil lead was broken. Well, he was out of luck because **Hon Love**, a black man, invented the pencil sharpener. Mom reached for a pen, but it was not there because **William Purvis**, a black man, invented the fountain pen.

They made their way over to the car and found that it just wouldn't go. You see, **Richard Spikes**, a black man, invented the automatic gearshift and **Joseph Gammel** invented the supercharger system. They noticed that a few cars that were moving were running into each other and having wrecks because there were no traffic signals. You see, **Garrett A. Margan**, a black man, invented the traffic light.

Well, it was getting late, so they waked to the market, got their groceries and returned home. Just when they were about to put away the milk, eggs and butter, they noticed the refrigerator was gone. You see, **Hon Standard**, a black man, invented the refrigerator. So they just left the food on the counter.

By this time, Mike noticed he was getting mighty cold. Mom went to turn up the heat, and what do you know. **Alice Parker**, a black female, invented the heating furnace. Even in the summertime they would have been out of luck because **Frederick Jones**, a black man, invented the air conditioner.

It was almost time for Mike's father to arrive home. He usually takes the bus. But there was no bus, because its precursor was the electric trolley, invented by another black man, **Elbert R. Robinson**.

He usually takes the elevator from his office on the 20th floor, but there was no elevator because **Alexander Miles**, a black man, invented the elevator.

He usually dropped off the office mail at a nearby mailbox, but it was no longer there because **Philip Downing**, a black man, invented the letter drop mailbox and **William Barry** invented the postmarking and cancelling machine.

Mike and his mother sat at the kitchen table with their head in their hands. When his father arrived, he asked, "Why are you sitting in the dark?" 'Why?' Because **Lewis Howard Latimer**, a black man, invented the filament within the light bulb.

Mike quickly learned what it would be like if there were no black people in the world. Not to mention if he were ever sick and needed blood. **Charles Drew**, a black scientist, found a way to preserve and store blood, which led to his starting the world's first blood bank.

"People are like stained-glass windows. They sparkle and shine when the sun is out, but when the darkness sets in, their true beauty is revealed only if there is a light from within."

Are there any things the young people were surprised to learn?

ACTIVITY 6 – BALLOON DEBATE.

Based on English Speaking Union work.

Why use this activity?

This activity introduces students to concepts they will use in more formal debates, such as making initial speeches, giving responses to questions, and addressing other people's arguments. There is lots of scope to adjust the game for different groups or goals, and you can see these variants in the tips. They'll gain experience speaking in an informal debate setting, think creatively to generate relevant arguments and develop persuasive responses to simple questions.

How to play?

- ❖ Select five or six people to take part in the debate. They should think of a character (or you can assign them, if you prefer). You should set a theme for the character, e.g. "a historical figure", "a modern celebrity", "someone you admire", etc. – **Use anti-racist activists i.e. Wedgwood, Malcom x , Rosa Parks or figures learned the story above, or in Quizz-Quizz trade.**
- ❖ Now explain the scenario: these five people are in a hot air balloon. It is sinking because it is too heavy. The only way for us to survive is for one person to be thrown out of the balloon.
- ❖ In the first-round each person now has to give a short speech (no more than 2 minutes, although it could be as short as 30 seconds, depending on the group) explaining why they should not be thrown out of the balloon. T
- ❖ The second-round deals with questions and answers. Ask each student one of the questions from a list like this: Why is your character special? What is the best thing about your character? Can you tell us about your character's job? Can you tell us a story that shows why your character is special? Can you give more detail about a point in your speech?
- ❖ They should get a reasonable time to answer but feel free to stop them if they take too long. Ask a second question of each if there is time. Now ask the class to vote on who persuaded them most.

Remind them that they shouldn't vote on which character they like most, but rather on how well each person did in persuading them in favour of that character.

You can then hold more balloon debates as time allows. Whether you choose a new topic or see what fresh students do with the old one is up to you.

Tips Voting off – For a more competitive atmosphere to you can hold a vote between each round for which character gets “thrown out of the balloon” and joins the audience.

You can continue with rounds until only one winner is left. This might lead to 4 or 5 rounds of competition. You can continue to alternate speech rounds and question rounds if you wish, making the speakers strive to find the one new idea that might “save them”.

Alternately you can introduce different rounds to add variety.

1. Ask the speakers to respond to the speech of the person next to them. (This is like “rebuttal” in a full debate.) Speakers should explain why someone else’s reasons were not good arguments for why they should stay in the balloon. (E.g. “Speaker X said ‘...’ but I disagree because...”)
2. Ask the audience to ask questions. Questions should be aimed at all speakers. After 4 or 5 questions have been answered by the speakers, take another vote.
3. Ask volunteers from the audience to make short speeches defending someone in the balloon. When everyone has been defended at least once (some prompting may be necessary here – for example you could divide the remaining students into “fan groups”, assigned to each speaker), people in the balloon should deliver short speeches summarising the main points raised.

ACTIVITY 7 – POEMS OF PROTEST

Speak Up

Speak, your lips are free.
Speak, it is your own tongue.
Speak, it is your own body.
Speak, your life is still yours.

See how in the blacksmith's shop
The flame burns wild, the iron glows red;
The locks open their jaws,
And every chain begins to break.

Speak, this brief hour is long enough
Before the death of body and tongue:
Speak, 'cause the truth is not dead yet,
Speak, speak, whatever you must speak.

Faiz Ahmed Faiz,

Translated by Azfar Hussain

Faiz Ahmed Faiz was born in Sialkot, British India (now in Pakistan). Faiz was the son of Sultan Mohammed Khan who had risen from a poor shepherd to become a barrister through his scholastic prowess. Faiz Ahmad Faiz was an influential intellectual, revolutionary poet, and one of the most famous poets of the Urdu language from State of Pakistan.

Why use this activity?

Poetry is a popular art form at protests and rallies. From the civil rights and women's liberation movements to Black Lives Matter, poetry is commanding enough to gather crowds in a city square and compact enough to demand attention on social media. Speaking truth to power remains a crucial role of the poet. Poetry of protest can mobilise people and is a powerful tool for bringing about change.

What to do?

Read and discuss the poem. What does it mean to you? What does it say about activism?

Which is your favourite line?

The poet instigates the reader to speak up. How and why does he do so?

Use the 8 key questions here for deeper analysis.

<https://smartenotes.com/speak-up-summary-and-questions-and-answers/#:~:text=The%20poem%2C%20'Speak%20Up',society%20against%20injustice%20and%20inequality.&text=The%20poet%20exhorts%20that%20the,that%20is%20also%20their%20own.>

How will the chains break?

Poetry Task.

Write your own poem of protest using a repeated line.

Think of a verb that you would like people to do – Think, Play, Shout.

Use this repeated line in your own poem of protest. It may start with the word, or end with it.

I.e. Play, to connect with your inner child.
Play, to be alive in the way you move.

Or

Connect with your inner child, Play.
To be alive in the way you move, Play.

Share your work out loud. Perform it.

This activity can also be done collaboratively.

APPENDIX 1 - INSPIRATIONAL BLACK PEOPLE.



Arthur Wharton (28 October 1865 – 13 December 1930)

*Widely considered to be the first black professional **footballer** in the world.*

Read this Newspaper Article:

PIONEER ARTHUR WHARTON HONOURED AT ST. GEORGE'S PARK

Thursday 16 Oct 2014

A statue honouring Arthur Wharton has been unveiled at St. George's Park.

The 16-foot permanent memorial will recognise the pioneering achievements of Wharton, the world's first black professional footballer.

The statue, by acclaimed sculptor Vivien Mallock, stands in the centre of the St. George's Cross in the memorial garden at the entrance to the National Football Centre.

Arthur Wharton was born in Ghana in 1865, moved to the UK in 1882 and was signed by Darlington at the age of 19.

He had moved to Darlington with the intention of training as a Methodist missionary but opted instead to become a full-time athlete.

And during a career that spanned 17 years, he went on to play as a goalkeeper for Preston North End, Rotherham Town, Sheffield United and Stockport County. Not just skilled with a ball, Wharton was a true all-round athlete.

In 1886 he became the Amateur Athletics Association's national 100-yard running champion – and become the first man to run 100 yards in ten seconds flat.

He also excelled in cricket, boxing, cycling and rugby league and union before turning his full attention to football – in which he played primarily in goal, but also occasionally on the right wing.

You can read the rest of the article here...

<https://www.thefa.com/news/2014/oct/16/arthur-wharton-statue-unveiled-at-st-georges-park>

Mae Carol Jemison (born October 17, 1956 – Present)



The first black woman to travel into space. She served as a mission specialist aboard the space shuttle Endeavour. It orbited the Earth for eight days in September 1992.

Read these five key facts about Mae C Jemison.

5 KEY FACTS ABOUT MAE C JEMISON.

Published as part of Energy Gov Women's History month celebration in 2016.

<https://www.energy.gov/articles/five-fast-facts-about-astronaut-mae-jemison>

1. Jemison is a trained dancer -- she built a dance studio in her home and even brought a poster from her dance school on her space mission. When she was debating whether to go to medical school after college or become a professional dancer her mother advised her, "You can always dance if you're a doctor, but you can't doctor if you're a dancer."
2. She began college at Stanford University to study chemical engineering when she was only 16 years old.

Jemison faced many roadblocks to her dreams of pursuing science. Mae C Jemison was born and raised in Chicago in America. In Kindergarten, aged five she said, 'I want to be a scientist', her teacher asked if she meant a nurse. She later founded The Earth We Share (TEWS) , an international science camp that encourages science literacy for all.

4. She's afraid of heights, but she didn't let that stop her from going into space. She says she relied on the strength of her ego to push forward.
5. She has written books for children and was on an episode of Star Trek. Jemison began each of her shifts in space by saying, "Hailing frequencies open," a reference to Lieutenant Uhura on Star Trek. In 1993, Jemison appeared in her own episode of Star Trek: The Next Generation as Lieutenant Palmer.

Francis Barber (c. 1735 – 13 January 1801)

Assistant to Dr. Samuel Johnson, writer of the first dictionary. He is important to Staffordshire.

Read why Francis Barber is listed as one of the 100 great black Britons.

https://100greatblackbritons.com/bios/francis_barber.html

Francis Barber was born in Jamaica about the year 1735, and was brought to England by a plantation owner. His original name was Quashey, which is a common name for men of the Ghanaian Coromantee origin.

He went to a school in Yorkshire for a year while also being the valet (a man's personal male attendant, who is responsible for his clothes and appearance) to Samuel Johnson. Johnson was famous for writing dictionaries. Johnson's wife had recently died. Two years later Francis Barber's plantation owner died, leaving him 12 pounds and his freedom.

Francis was only 19 at this time and ran away to serve an apothecary (pharmacist), paying his friend Johnson the occasional visit. In 1758, he ran away to sea and served two years on HMS Stag, protecting English fishermen from the North Sea. Johnson, who was quite fond of Barber, arranged for him to be discharged. He also paid for Barber to be educated.

When Barber left school, Johnson came to rely on him more and more, not only as valet, but also as secretary. Barber arranged trips, received documents, and kept Johnson's diary. They were great friends. This was very unusual at this time when Britain was heavily involved in the slave trade and there was heightened hostility towards black people.

Barber married an English woman and the couple had four children. Barber and his family lived in Johnson's house. When Samuel Johnson died in 1784, he left Barber a gold watch and an annual payment of 70 pounds. Many people in society were upset by this. Barber moved to Lichfield, Staffordshire, and later he became a schoolteacher.

Francis Barber died in 1801. His son, also named Samuel Barber, became a Primitive Methodist preacher in Staffordshire. His descendants still live in Staffordshire today.

Michaela DePrince (6 Jan 1995 – Present)



*With her adoptive mother, Elaine DePrince, Michaela authored the book *Taking Flight: From War Orphan to Star Ballerina*. She rose to fame after starring in the documentary *First Position* in 2011. She formerly danced with the Dance Theatre of Harlem as the youngest dancer in the history of the company.*

Read her moving story.

<http://www.michaeladeprince.com/about-1>

Michaela DePrince was born in war-torn Sierra Leone during the country's decade-long civil war. Rebels killed her father, and shortly after her mother died of fever and starvation. Her name was Mabinty Bungura. Michaela had vitiligo, a condition that causes patches of skin to lose its colour. In Michaela's native land vitiligo was considered a curse. This caused her uncle to abandon her at an orphanage. There she was taunted and abused by the women who cared for the children.

One day Michaela found a magazine blowing in the wind. On its cover was a photograph of a beautiful ballerina. Once Michaela saw this she found hope and determination to one day become just like that ballerina. Soon after the discovery of the magazine, an American family adopted Michaela, and she became the eighth of their eleven children, nine of whom were adopted.

Michaela's new parents recognized her talent for ballet. They enrolled her in ballet classes and supported her passion for the art. Michaela worked hard to develop her skills so that she could overcome stereotypes of conventional beauty and racial barriers in the world of ballet. Michaela practices Judaism, having converted from Islam upon her adoption.

She pursued a professional career despite encountering instances of racial discrimination: aged eight, she was told that she couldn't perform as Marie in *The Nutcracker* because "America's not ready for a black girl ballerina", and a year later, a teacher told her mother that black dancers weren't worth investing money in.

Besides dancing, Michaela loves reaching out to disadvantaged young people, with whom she shares her message of hard work, perseverance and hope, in order to encourage them to strive for a dream.

Dr. Charles Drew (3 June 1904 – 1 April 1950)



Doctor and Scientist best known for research into the storage of blood and large-scale blood banks. He was appointed the very first African-American member of the American Board of Surgery.

Read Charles' Story Here:

Charles Richard Drew, born in 1904 in Washington, DC, was an African-American doctor. He grew up in Washington DC and spent much of his childhood playing sports. He won medals for basketball and football. He wanted to go on to medical school, but he did not have enough money to do so right away. To save up money, he began teaching biology and working as an athletic coach.

At medical school, he successfully developed a process for the preservation of blood plasma (the liquid part of blood, without the red blood cells). This was a great feat because plasma can be safely stored for much longer than blood with all its components. This process allows donated blood to be stored and saved for use in future medical treatments.

During World War II, Drew helped collect and process blood plasma in New York to send out to Allied soldiers in need. He also founded the blood bank of the American Red Cross. He wanted to help the United States military develop a blood bank as well, but at the time they were demanding that the plasma of blood donated from African Americans be segregated from white people. Drew was infuriated. He resigned his work with the military over it.

Dr. Charles Drew is known for having created two of the first-ever blood banks. After this work, he began working at Howard University, becoming a professor in 1941. He even became the head of the department of surgery, and later Freedman's Hospital's chief surgeon. He was also appointed the very first African American member of the American Board of Surgery.

Charles Drew died quite young at 45, from a car accident. However, he accomplished a great deal in that short amount of time.

<https://www.coolkidfacts.com/charles-drew/>

Yaa Asantewaa (17 Oct 1840-17 Oct 1921)



Yaa Asantewaa was a Ghanaian warrior queen, born around 1840, who rose up to lead an army against the invading British. She was a Queen Mother of the Ashanti Empire and 'Protector of the Golden Stool'. Yaa is a true legend, known for her bravery, courage and fearlessness when fighting the British Army.

Watch the video and read her story here:

Yaa Asantewaa was the queen mother of Ejisu in the Ashanti Empire – now part of modern-day Ghana . She was appointed by her brother Nana Akwasi Afrane Opese, ruler, of Edwesu. In 1900 she led the Ashanti war known as the War of the Golden Stool against the British.

When her brother died in 1894, Yaa Asantewaa used her right as Queen Mother to nominate her own grandson as the ruler. When the British exiled him to the Seychelles in 1896, along with the King of Asante Prempeh 1, and other members of the Asante government ,Yaa became the ruler.

After the deportation of the King, The British governor-general of the Gold Coast, Frederick Hodgson demanded the Golden Stool. The stool was a special symbol of the Asante nation. The remaining members of the government council held a secret meeting to decide what to do. There was a disagreement among those present on how to go about this. Yaa Asantewaa, who was there stood and addressed the members of the council demanding to go to war.

To dramatize her determination to go to war she seized a gun and fired a shot in front of the men. Yaa Asantewaa was chosen by a number of regional Asante kings to be the war-leader of the Asante fighting force. This is the first and only example for a woman to be given that role in Asante history. The war of the golden stool was led by her with an army of 5,000.

The war lasted many years. Yaa Asantewaa died in exile in the Seychelles on 17 October 1921. Yaa Asantewaa's dream for an Asante free of British rule was realized on 6 March 1957, when the Asante gained independence as part of Ghana. Ghana was the first African nation in Sub-Saharan Africa to achieve this.

Yaa Asantewaa remains a much-loved figure in Asante history and the history of Ghana as a whole for her role in confronting the colonialism of the British.

Morris Turner (December 11, 1923 – January 25, 2014)



Morrie Turner was a cartoonist. He created and produced *Wee Pals*, an American comic strip about a diverse group of children. It was the first comic strip syndicated in the United States to have a cast of diverse ethnicities, dubbed the "Rainbow Gang".

Read this interview from 2004 with Morrie Turner.

You may want to listen to interviews with him from <https://www.thehistorymakers.org/biography/morrie-turner-38> **Favourite Colour:** Turquoise **Favourite Food:** Meatloaf

Favourite Time of Year: Summer **Favourite Quote:** Keep the faith.

Morris Turner was born on December 11, 1923, in Oakland, California, but prefers going by the name Morrie. Turner began drawing caricatures in the fifth grade. In high school, he expanded to creating cartoons. He joined the Army-Air Force following high school graduation, and while on guard duty, he drew cartoons. His work was noticed and he was hired by *Stars and Stripes* to draw a series, "Rail Head," based on his own war experiences. Following the war, he created community affairs publications for the Oakland Police Department while free-lancing cartoons to national publications. *Baker's Helper*, a baking industry publication, was the first to buy one of his cartoons for \$5.00.

Turner had had no formal art training and sought the advice and encouragement of other professional cartoonists. When he began questioning why there were no black characters in cartoons, his mentor, Charles Schultz of *Peanuts* fame, suggested he create one. In the early 1960s he created a series *Dinky Fellas* that evolved into *Wee Pals*, a world without prejudice celebrating ethnic differences. In 1965, the series became the first multi-ethnic cartoon syndicated in the United States. *Wee Pals* appears in over 100 newspapers worldwide. On Sundays an additional panel is included called *Soul Corner* detailing the life of a famous person belonging to an ethnic minority.

Turner has written several children's books including *The Illustrated Biography of Martin Luther King, Jr.* Turner has been honoured by the Cartoonist Society in 2000 when he was presented their Sparky Award. He has been inducted into the California Public Education Hall of Fame. He is the subject of a film called *Keeping the Faith with Morrie*.

Turner passed away on January 25, 2014, as a widower with one son and several grandchildren. He had lived in the same house that his father purchased in 1945.



Simone Arianne Biles (born March 14, 1997- Present)

American artistic gymnast. She has won a combined total of 30 Olympic and World Championship medals, making her the most decorated American gymnast.

Read her moving story here:

Simone Biles was born on March 14, 1997, in Columbus Ohio, America. She has three siblings. Her birth mother was unable to care for Simone or her other children. All four went in and out of foster care.

In 2000, Simone Biles's maternal grandfather, Ron Biles and his second wife, Nellie began temporarily caring them. In 2003, the couple officially adopted the two youngest, Simone and Adria. Ron's sister adopted the two oldest children.

In 2012, Biles's grandparents switched her from public school to home schooling, allowing her to increase her training from approximately 20 to 32 hours per week. This boosted Simone's gymnastics success. She gained all of her secondary education as a home schooler.

Simone Biles was just six years when she first started gymnastics. Her dedication has led her to never miss a single practise. She has gone on to win many medals including one at the Olympics in 2016. Her love for the sport has created a master gymnast that is not only an inspiration to other gymnasts, but to children in foster care all around the world.

What if there were no black people in the world?

This is a story of a little boy named Michael, who woke up one morning and asked his mother, "Mom, what if there were not Black people in the World?"

Well his mother thought about that for a moment, and then said, "Son, follow me around today and let's just see what it would be like if there were not Black people in the world." Mom said, "now go get dressed and we will get started."

Michael ran to his room to put on his clothes, and shoes. His mother took one look at him and said, "Michael, where are your shoes, and those clothes are all wrinkled, son. I must iron them." But when she reached for the ironing board, it was no longer there.

You see, **Sarah Boone**, a black woman, invented the ironing board and **Jan E. Matzwlinger**, a black man, invented the shoe-lacing machine. "Oh well," she said, "please go and do something with your hair."

Michael ran to the room to comb his hair, but the comb was not there. You see, Walter Sammons, a black man, invented the comb.

Michael decided to just brush his hair, but the brush was gone. You see **Lydia O. Newman**, a black female, invented the brush.

Well this was a sight, no shoes, wrinkled clothes, hair a mess, even Mom's hair, without the hair care inventions of **Madam C. J. Walker**, well you get the picture.

Mom told Michael, "let's do our clothes around the house and then take a trip to the grocery store."

Michael's job was to sweep the floor. He swept and swept and swept. When he reached for the dustpan, it was not there. You see, Lloyd P. Ray, a black man, invented the dustpan. So, he swept his pile of dirt over in the corner and left it there. He then decided to mop the floor, but the mop was gone. You see, **Thomas W. Stewart** invented the mop.

Michael yelled to his Mom, "Mom, I'm not having any luck." "Well son," she said, "let me finish washing these clothes and we will prepare a list for the grocery store." When the wash finished, she went to place the clothes in the dryer, but it was not there. You see, **George T. Sammon**, a black man, invented the clothes dryer.

Mom asked Michael to go get a pencil and some paper to prepare their list for the market. So, Michael ran for the paper and pencil, but noticed the pencil lead was broken. Well, he was out luck because **Hon Love**, a black man, invented the pencil sharpener. Mom reached for a pen, but it was not there because **William Purvis**, a black man, invented the fountain pen

They made their way over to the car and found that it just wouldn't go. You see, **Richard Spikes**, a black man, invented the automatic gearshift and **Joseph Gammel** invented the supercharger system. They noticed that a few cars that were moving were running into each other and having wrecks because there were no traffic signals. You see, **Garrett A. Margan**, a black man, invented the traffic light.

Well, it was getting late, so they waked to the market, got their groceries and returned home. Just when they were about to put away the milk, eggs and butter, they noticed the refrigerator was gone. You see, **Hon Standard**, a black man, invented the refrigerator. So they just left the food on the counter.

By this time, Mike noticed he was getting mighty cold. Mom went to turn up the heat, and what do you know. **Alice Parker**, a black female, invented the heating furnace. Even in the summertime they would have been out of luck because **Frederick Jones**, a black man, invented the air conditioner.

It was almost time for Mike's father to arrive home. He usually takes the bus. But there was no bus, because its precursor was the electric trolley, invented by another black man, **Elbert R. Robinson**.

He usually takes the elevator from his office on the 20th floor, but there was no elevator because **Alexander Miles**, a black man, invented the elevator.

He usually dropped of the office mail at a nearby mailbox, but it was no longer there because **Philip Downing**, a black man, invented the letter drop mailbox and **William Barry** invented the postmarking and cancelling machine.

Mike and his mother sat at the kitchen table with their head in their hands. When his father arrived, he asked, "Why are you sitting in the dark?" 'Why?' Because **Lewis Howard Latimer**, a black man, invented the filament within the light bulb.

Mike quickly learned what it would be like if there were no black people in the world. Not to mention if he were ever sick and needed blood. **Charles Drew**, a black scientist, found a way to preserve and store blood, which led to his starting the world's first blood bank.

"People are like stained-glass windows. They sparkle and shine when the sun is out, but when the darkness sets in, their true beauty is revealed only if there is a light from within."

Speak Up

Speak, your lips are free.
Speak, it is your own tongue.
Speak, it is your own body.
Speak, your life is still yours.

See how in the blacksmith's shop
The flame burns wild, the iron glows red;
The locks open their jaws,
And every chain begins to break.

Speak, this brief hour is long enough
Before the death of body and tongue:
Speak, 'cause the truth is not dead yet,
Speak, speak, whatever you must speak.

Faiz Ahmed Faiz,

Translated by Azfar Hussain

Faiz Ahmed Faiz was born in Sialkot, British India (now in Pakistan). Faiz was the son of Sultan Mohammed Khan who had risen from a poor shepherd to become a barrister through his scholastic prowess. Faiz Ahmad Faiz was an influential intellectual, revolutionary poet, and one of the most famous poets of the Urdu language from State of Pakistan.

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