

# Black History Month 2025

Afrikindness - Africa Awareness Week

## KS2 Lesson Plan

**Theme:** *Standing Firm in Power and Pride*

**Duration:** 60 minutes



## Learning Objectives

- Understand the meaning of "Standing Firm in Power and Pride."
- Explore the lives of Black leaders who showed resilience and inner strength.
- Reflect on how perseverance, identity, and purpose help us stand firm today.
- Create a group response (poster, diary entry, or role-play) showcasing understanding.

### Keywords:

- **Resilience** – trying again after difficulty
- **Steadfastness** – being steady and strong
- **Identity** – who you are, your culture and values
- **Pride** – feeling confident and valued in yourself
- **Conviction** – standing firm in your beliefs

### Success Criteria:

- I can explain what it means to “stand firm.”
- I can describe how at least one Black leader stood firm in power.
- I can describe how at least one Black leader stood firm in pride.
- I can apply these ideas to my own life in a creative activity.

### Starter Activity (5 minutes)



- Show images of Nelson Mandela, Mary Seacole, and Chimamanda Ngozi Adichie.
- Ask: Who are they? *What do you think they might have stood for?*
- *Discuss how each person might have shown power and pride*

## Main Input (20 minutes)



### 1. Storytelling

- Share Mandela's story of resilience and prison life.
- Share Mary Seacole's story of determination to help soldiers despite rejection.



### 2. Standing Firm in Pride

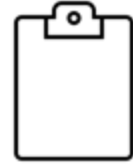
- Play a short clip from Chimamanda Ngozi Adichie's TED talk: *The Danger of a Single Story*.
- Discuss why it is important to be proud of one's identity and story.



### 3. Themes Discussion

- **Steadfastness** = never giving up (Mandela).
- **Resistance & conviction** = fighting for justice (Mary Seacole's persistence).
- **Identity & pride** = celebrating who you are (Adichie).



Group Activity (20 minutes):

- Split into groups:
  - **Mandela Group:** Create a poster about resilience.
  - **Seacole Group:** Write a diary entry imagining her voice.
  - **Adichie Group:** Design a “single story” comic showing pride in identity.
- Differentiation:
  - Provide sentence starters for less confident writers. Encourage drawing for EAL students.

### Reflection / Plenary (10 minutes)

**Think-Pair-Share:** *How can we stand firm in our own lives?*

**Exit ticket:** Write **one word** about what “Standing Firm” means to you.

### Cross-Curricular Links

**English:** Writing diary entries, speeches, or poetry. **History:** Exploring timelines of Black leaders.

**PSHE:** Resilience, confidence, and equality. **Art:** Posters or drawings of “Standing Firm.”

### Teacher Notes (Guidance)

- Keep explanations age-appropriate.
- Use simple analogies (resilience = practising football until you score).
- Encourage respectful discussion about fairness, justice, and identity.
- Pause video clips for reflection questions.
- Allow creative responses – not all need to be written.



### Standing Firm in Power: Key Leaders

- **Nelson Mandela** – fought against apartheid, showed resilience in prison
- **Mary Seacole** – a nurse who helped soldiers during the Crimean War despite prejudice

Activity: Create a timeline or a short fact file of their achievements.

### Standing Firm in Pride: Global Figures

- **Chimamanda Ngozi Adichie** – A Nigerian author who speaks about identity and culture
- **Watch short clip:** ‘The Danger of a Single Story’ (TED Talk)

## End Quote

*"I am no longer accepting the things I cannot change. I am changing the things I cannot accept." – Angela Davis*

Discussion Prompt: *How can we use this idea in our own lives?*



## Suggested Resources / Links



**BITESIZE**

<https://www.bbc.co.uk/teach/black-history-month-primary-and-secondary-resources/zjwf8xs>



**BITESIZE**

<https://www.bbc.co.uk/bitesize/topics/zjkj382/articles/zknmrj6>



[https://www.ted.com/talks/chimamanda\\_ngozi\\_adichie\\_the\\_danger\\_of\\_a\\_single\\_story](https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story)