

# Black History Month 2025

Afrikindness - Africa Awareness Week

## KS4 Lesson Plan

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

**Duration:** 45 minutes



## Learning Objectives

- Critically evaluate the theme *Standing Firm in Power and Pride*.
- Analyse historical and contemporary figures who embody resilience.
- Connect Black history to current debates on justice, identity, and activism.
- Explore what it means for young people to embody these values today.

## Keywords

Resilience, Resistance, Empowerment, Conviction, Identity, Justice, Liberation

## Success Criteria:

By the end of this lesson:

- I can critically define the theme *Standing Firm in Power and Pride*.
- I can analyse the role of leaders in shaping Black history.
- I can evaluate how lessons from history apply to contemporary issues.

## Cross-Curricular Links

**English Literature/Language** – analysing rhetoric, speeches, and storytelling. **History** – civil rights, postcolonial movements, Black British history. **Citizenship/Politics** – activism, justice, democracy, inequality. **Religious Education (RE)** – faith, ethics, and liberation theology. **Art & Media** – protest art, campaign posters, music as resistance

## Teacher Notes (Guidance)

- Ensure students engage with both historical and modern voices.
- Highlight UK connections (e.g., Claudia Jones, Windrush generation, Black British activism).
- Adapt debate tasks to ability level – scaffold arguments if needed.

**Starter:-** Visual Prompt



Show a powerful image  
(e.g., Malcolm X speaking, Angela Davis at a rally, Marcus Rashford campaigning).

**Ask:** *“What messages of power and pride do you see in this image?”*

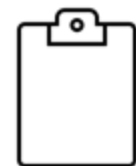


## Case Studies: Leaders Who Stood Firm

- **Malcolm X** – radical empowerment, identity, resistance
- **Angela Davis** – conviction, prison abolition, women's rights
- **Claudia Jones** – activism, founder of Notting Hill Carnival
- **Chimamanda Ngozi Adichie** – cultural pride, decolonising narratives



## Group Activity:



## Discussion Themes

- **Steadfastness and Resistance** – refusing to yield to oppression
- **Readiness and Vigilance** – awareness of injustice and standing guard
- **Perseverance and Inner Strength** – endurance in the face of setbacks
- **Purpose and Identity** – embracing culture, heritage, and self-definition

***Teacher Note:** Encourage students to link these qualities to the leaders above.*



## Group Activity: Video and Media Resource



*Angela Davis: Freedom Is a Constant Struggle*

*Start around 00:30 – 06:30 (introduction and framing of “freedom as struggle”)*

*Then optionally another excerpt from ~20:00 – 25:00, where she explores the interconnectedness of social justice struggles (race, gender, prison, etc.).*

<https://youtu.be/pPasIZ-TAZc?si=Rm0XbVJWg-jT9ney>



*Chimamanda Ngozi Adichie – We Should All Be Feminists*

[https://www.ted.com/talks/chimamanda\\_ngozi\\_adichie\\_we\\_should\\_all\\_be\\_feminists](https://www.ted.com/talks/chimamanda_ngozi_adichie_we_should_all_be_feminists)

**Discussion:** *How do these leaders show resilience and pride in their convictions?*

## Critical Thinking Task

### **Task:**

Students analyse a speech (excerpt) from Malcolm X, Angela Davis, or Adichie.

### **Questions:**

- What language shows conviction or resistance?
- How do they inspire empowerment in others?
- Are their messages still relevant today? Why?

## Reflection / Plenary

*What does it mean for YOU to stand firm in power and pride?*

Students write a short manifesto: "I will stand firm in..."



## **Group Activity**

### **Option 1: Structured Debate**

“True power comes from unity, not resistance.” Discuss.

### **Option 2: Creative Task**

Design a campaign (poster, video concept, speech) to inspire young people to “stand firm” in 2025.

## Suggested Resources:

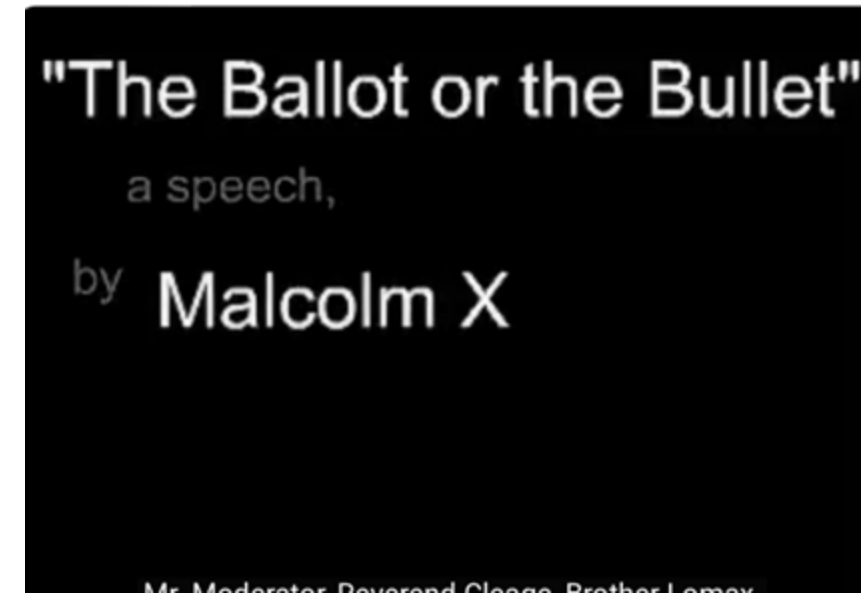
### Claudia Jones (1915-1964)

July 24, 2007 / Contributed By: John H. McClendon III



With the birth name of Claudia Cumberbatch, Claudia Jones was born on February 21, 1915 in **Port-of-Spain**, Trinidad. Her family migrated to the (Port-of-Spain) in 1924 and became residents of Harlem, New York. Claudia's mother was a garment worker and due to the effects of harsh working conditions and overwork, she died when Claudia was twelve years old. Ultimately poverty overcame the family and young Claudia eventually dropped

<https://blackpast.org/african-american-history/jones-claudia-1915-1964/>



Malcolm X

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