



## Exhibition activities for groups of older students



## **JOURNEY TO JUSTICE EXHIBITION activity for older students**

### **INTRODUCTION (10 mins)**

Welcome the students and start with a brief introduction to, or recap of, racial segregation in the USA by the early 1960s, using the panel with map, timeline and the story of Emmet Till.

Explain that they will be carrying out an enquiry, using less known stories of 'ordinary' people who took successful action for justice in the USA and the UK, including here in Newham.

The enquiry question:

### **What factors have in the past enabled action for justice to succeed, and could do so in the future?**

Give them about 5 minutes to briefly glance round the exhibition and take it in.

### **ACTIVITY 1: research (30 mins)**

Divide them into groups of approximately five students per group. Tell them that each student in their group will be given a different section of the exhibition to look at and they will have to feed back to their group their thoughts on

- what the objectives of action were
- what obstacles were faced
- what happened
- factors for success

They will also all be looking at US and UK examples and should look for similarities and differences.

Give out sheets containing the above instructions and listing where each student should go.

### **STUDENT A**

The introductory photo of Birmingham children; Janice Wesley

### **STUDENT B**

Lunch counter with Greensboro; Keshia Thomas; videos of Greensboro, Diane Nash, Ira Gruper

### **STUDENT C**

Ruby Bridges and Barbara Henry; UK links and stories

### **STUDENT D**

Marcia Heinemann Saunders; voting booth; Bayard and Washington;

### **STUDENT E**

Elmore and Peggy Nickleberry; Jean Stallings;

They spend 20 to 30 minutes reading, looking, listening, thinking, writing. Encourage them to discuss with students from other groups looking at the same sections.

**ACTIVITY 2: discussion (20 mins)**

They return to their groups and spend 5 to 10 minutes feeding back. Then on large sheets of paper they map out what they've learned about factors for success. Make sure they consider a range: external context and events; organisation and strategy; solidarity and community; personal qualities.

Their task then is to come up with 'rules for activists' – the 5 most important in their view.

**ACTIVITY 3: the arts (10 mins)**

In full group discussion, facilitator led, ask them to think about the role played in the exhibition of

- photography
- design
- poetry
- music
- video
- audio
- portraits (the 'elders' around the room)

How effective is the use of these art forms, and why?

**ACTIVITY 4: planning a campaign (40 mins)**

Now it's their turn to plan an action for justice. In their groups, they

- decide on an issue
- agree an action that could be taken
- agree objectives and obstacles
- discuss what factors would be needed to succeed, bearing in mind their 5 'rules'
- decide how they will use the arts in their action

There is brief feedback from each group.

**ACTIVITY 5: are you galvanised? (10 mins)**

Explain the mission of JtoJ and ask them how far the exhibition has achieved this for them.

Give out feedback sheets and encourage them to fill in the tags.

## **STUDENT A**

Look carefully and closely at the sections of the exhibition listed below.

As you do so think, discuss and make notes about the following:

- what the objectives of action were
- what obstacles were faced
- what happened
- factors that led to success

Look for similarities and differences between the US and UK stories.

YOUR TRAIL:

- 1. The introductory photo of Birmingham children**
- 2. Janice Wesley**

## STUDENT B

Look carefully and closely at the sections of the exhibition listed below.

As you do so think, discuss and make notes about the following:

- what the objectives of action were
- what obstacles were faced
- what happened
- factors that led to success

Look for similarities and differences between the US and UK stories.

YOUR TRAIL:

- 1. The lunch counter and the story of the Greensboro 'sit in'**
- 2. Keshia Thomas**
- 3. Videos of Greensboro, Diane Nash and Ira Gruper**

## STUDENT C

Look carefully and closely at the sections of the exhibition listed below.

As you do so think, discuss and make notes about the following:

- what the objectives of action were
- what obstacles were faced
- what happened
- factors that led to success

Look for similarities and differences between the US and UK stories.

YOUR TRAIL:

- 1. Ruby Bridges and Barbara Henry – including audio**
- 2. UK links and stories (the ‘Toblerone’ shaped stand) – including audio**

## STUDENT D

Look carefully and closely at the sections of the exhibition listed below.

As you do so think, discuss and make notes about the following:

- what the objectives of action were
- what obstacles were faced
- what happened
- factors that led to success

Look for similarities and differences between the US and UK stories.

YOUR TRAIL:

- 1. Marcia Heinemann Saunders and the voting booth**
- 2. Bayard Rustin and the March on Washington (including audio)**

## STUDENT E

Look carefully and closely at the sections of the exhibition listed below.

As you do so think, discuss and make notes about the following:

- what the objectives of action were
- what obstacles were faced
- what happened
- factors that led to success

Look for similarities and differences between the US and UK stories.

YOUR TRAIL:

- 1. Elmore and Peggy Nickleberry (including audio)**
- 2. Jean Stallings**