

# Mother Africa



Journey of Discovery



## Journey of Discovery

### Scheme of Work for Secondary

1. Mother Africa
2. The Reality of Being Enslaved
3. Stolen Legacy: The Rebirth of a Nation
4. Abolition & Emancipation
5. A Complex Triangle
6. Echoes in the Present
7. Still We Rise
8. Expanding Soul
9. Reimagine the Future

## Mother Africa

Mother Africa explores the richness and reality of Western Africa before the Transatlantic Slave Trade; the impact of the Slave Trade and Empire on Western Africa; and considers and celebrates the present and future of Western Africa.

**True Mother Africa** The richness of Africa before the 1500s - its society, science, education, art & agriculture.

**The Faces of Slavery** The differences and similarities between European and African slavery.

**Enslaving Africa** How the Transatlantic Slave Trade transformed and impacted the society, politics, economy and spiritual practices of Africa over centuries.

**African Renaissance** From independence to ground-breaking innovation, this is the story of African achievement, renewal and future possibility.

**Icons** The people who have shaped West Africa over the centuries.



## Learning Objectives – The 5 Cs

The vision of The World Reimagined is to shape how young people see themselves and each other – inspiring and empowering learners to make racial justice a reality. And so every module must contribute towards developing one or more of the 5 Cs:



### Compassion

I am able to put myself in someone else's shoes.



### Curiosity

I seek additional knowledge through asking thoughtful questions.



### Courage

I step bravely into issues that are difficult to understand and hard to discuss.



### Connection

I can draw the threads between the history I learn and today's reality.



### Critical thinking

I use logic to connect the dots.  
I'm unafraid of reason and challenge.



**Universal Skills Builder Framework**

Listening: Levels 0-10

Speaking: Levels 0-10

Creativity: Levels 0-8

Teamwork: Levels 0-8

**Cross-Curricular Links**

History

Geography

English

Art



## Co-Creator:

### Chantel Thompson

Chantel Thompson is an educator, art critic and advisor. She is the founder and creative director of Beyond the Black Canvas, an online platform exclusively dedicated to the stories of black artists and their works. The aim of the platform is to give artists a way to make their voices heard, beyond the work itself. The site's blog The Review shines a light on the creative thought process of the artist and the unique message they hope their art to depart. Chantel believes that it is imperative that black artists tell their own narratives and allow the world to hear about the beauty of the multi-cultural, multidimensional and multifaceted black story. She argues that in a time when black culture is a commodity, it is important that they are the owners of their art and its messages. She states that 'with art being an ancient African language: disseminating messages through imagery, colour and symbols, she aims to preserve its authenticity, integrity and raise its profile. She hopes that we can help in the process of creating a legacy for Contemporary African art that can transcend time like the ancient A-di-nkra (translated to departing messages).



## **Scheme of Work**

Below are three lessons, one targeted at English, History and Art. The lesson plans contain background material, structured activities and references the appropriate slide on the separate presentation file. Alongside this Teacher's Guide you will receive individual presentations for each lesson and additional printable resources.



# LESSON 1

## Mother Africa English Lesson

Mother Africa explores the richness and reality of Africa before the Transatlantic Slave Trade; the impact of the Slave Trade and Empire on Africa; and considers and celebrates the present and future of Africa.

The English component of this module aims to allow learners to consider the critical standpoint that 'Africa is a rich continent with a history of great kingdoms and empires [interrupted by The Transatlantic Slave Trade].'

They will begin by analysing the language used by the author of the statement to understand the argument better.

They will then read some of the information used to create this opinion to learn how the author formed the critical standpoint.

The suggested lesson is a Marketplace, which will allow the learners to learn about five Ancient African Kingdoms and Empires which were once thriving. These kingdoms and empires demonstrate the richness of the continent before the 1500s.

Following this lesson, you can give the learners time to do some further research to gather evidence to argue for or against the critical standpoint confidently. This line of enquiry lends itself nicely to a formal debate.





# Mother Africa English Lesson

<p><b>Something to Ponder</b></p>	<p>Display image of someone reading a book stating  <b>-'Wow! Africa really was a continent of prosperity, royalty and riches!'</b>                  Give the learners some time to take in those words.</p>	<p><b>Slide 2</b> contains image of someone reading with the thought bubble statement</p>
<p><b>Think, Pair, Share</b></p>	<p>Pose the question:  <b>What do you think of the reader's comment?</b>                  Give the learners some time to think individually.                  Then ask them to discuss them with a partner.                  Allow the learners to share their thoughts with the class.</p>	<p><b>Slide 2</b> contains the question for the learners</p>
<p><b>Dive Deep</b></p>	<p>What words or prior knowledge have led you to your conclusion?                   Model to the learners how to answer this. Indicate that the exclamation 'Wow' might show shock, surprise or awe.</p>	<p><b>Slide 2</b> contains the question for the learners</p>
<p><b>Critical Standpoint</b></p>	<p>Share the reader's critical standpoint.  <b>Africa is a rich continent with a history of great kingdoms and empires [interrupted by The Transatlantic Slave Trade].</b>                  Allow the learners to share their initial thoughts.</p>	<p><b>Slide 3</b> contains the full quotation for learners to respond to.</p>
<p><b>Dive Deep</b></p>	<p>Ask the learners to answer these questions using words from the critical standpoint to justify their points.                  What is the argument?                   Consider what you know about African history and the transatlantic slave trade? Clarify what the Transatlantic Slave Trade is, and allow the learners to share their thoughts. Remind them that the lesson's purpose is to learn about what Africa was like before the T.A.S.T - Its prosperous kingdoms and empires.</p>	<p><b>Slide 4</b> Contains questions for the learners   <b>Slide 5</b> Contains The World Reimagined's definition of the Transatlantic Slave Trade</p>



<p><b>Ancient African Kingdoms and Empires</b></p>	<p>Explain that the child's research led them to discover 5 ancient African kingdoms and empires. Share the names of the kingdoms/empires with the children. Ask them if they have heard of any and what they already know.</p>	
<p><b>Fact files experts</b></p>	<p>Explain to the learners there are five fact files. Explain that the class will be split into five groups, and each will become an expert on their given kingdom.</p> <p>Give them an allocated time to summarise their facts into ten main points. Discuss skimming and scanning techniques.</p> <p>Suggest some key subjects to focus on:</p> <ul style="list-style-type: none"> <li>• Location</li> <li>• Economy + trading routes</li> <li>• Natural resources</li> <li>• Notable kings and queens</li> </ul>	<p><b>Slide 6</b> contains the names of five kingdom.</p> <p><b>Slide 7</b> contains images of fact sheets</p> <p><b>Slide 8</b> explains the 'experts' activity and has space for you to include how much time you would like them to spend</p>
<p><b>Visual notes</b></p>	<p>Explain to the learners that they will turn their summarised points into visual notes on A3 paper. They are to use the visual notes/ graphic organiser to teach the other groups about their given Kingdom/Empire during the marketplace activity.</p>	<p><b>Slide 9</b> demonstrates what visual notes are.</p>
<p><b>Exhibitor</b></p>	<p>Now that the visual notes/graphic organiser is finished, each group will choose an exhibitor. The exhibitor is responsible for sharing their group's information. Everyone else in the group will be a researcher.</p> <p>With the help of their group, the exhibitor should now be given time to practice how they will deliver their information.</p>	<p><b>Slide 10</b> explains the exhibitor task and outlines the role of exhibitor</p>
<p><b>Marketplace</b></p>	<p>The five groups are each to have a classroom area as their exhibition space. The exhibitor is to stay at their space, whilst the others (the researchers) will each go to another group's exhibition space. The exhibitors will then be given time to share their facts whilst the researchers take notes. The researchers can ask questions for clarity at the end of the presentation.</p>	<p><b>Slide 11</b> outlines the marketplace task and explains the role of researchers</p>
<p><b>Debrief</b></p>	<p>The learners are to return to their groups. Once together, the researchers are to take turns sharing the information they have learned.</p>	<p><b>Slide 12</b> calls learners back to debrief</p>



<p><b>Final thoughts</b></p>	<p>Remind them of the critical standpoint:  <b>Africa is a rich continent with a history of great kingdoms and empires interrupted by The Transatlantic Slave Trade.</b></p> <p>Pose the question:          If this was the motion to a debate, how many of you would feel confident to support it?</p> <p>Dive deep: What else would you need to know to further support the argument?</p>	<p><b>Slide 13</b> includes question for the learners</p>
<p><b>Takeaway</b></p>	<p>What did you already know?          What shocked or surprised you?          What will you definitely share?</p>	<p><b>Slide 14</b> contains takeaway questions for the learners</p>

<p><b>Further lessons</b></p>	<p>You could research further the demise of the kingdoms/empires and use the language of cause and effect to get the learners to write an explanation of how those kingdoms ended.</p> <p>You could research the modern-day countries that once made up each kingdom to compare and contrast them.</p> <p>You could ask the learners to respond to the critical standpoint using evidence to justify their points.</p> <p>You could then use the parliament debate resources to build a formal debate with the children. <a href="https://learning.parliament.uk/en/resources/secondary-debating-resource/#cta-target">https://learning.parliament.uk/en/resources/secondary-debating-resource/#cta-target</a></p> <p>The learners could do further research and write a documentary script.</p> <p>They could then film and edit a documentary that explores Africa before the transatlantic slave trade.</p>	<p><b>Slide 15</b> contains an optional follow up suggestion 'to plan and organise a debate'</p>
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## Further Reading

### The Mali Empire

<https://www.britannica.com/place/Mali-historical-empire-Africa>  
<https://www.nationalgeographic.org/encyclopedia/mali-empire/>  
[https://www.ducksters.com/history/africa/empire\\_of\\_ancient\\_mali.php](https://www.ducksters.com/history/africa/empire_of_ancient_mali.php)

### The Songhay (Songhai) Empire

<https://www.britannica.com/place/Songhai-empire>  
[https://www.ducksters.com/history/africa/songhai\\_empire.php](https://www.ducksters.com/history/africa/songhai_empire.php)

### The Kingdom of Kush

<https://www.nationalgeographic.org/media/kingdoms-kush/>  
[https://www.ducksters.com/history/africa/kingdom\\_of\\_kush.php](https://www.ducksters.com/history/africa/kingdom_of_kush.php)

### The Great Zimbabwe

<https://www.britannica.com/place/Great-Zimbabwe>  
<https://www.nationalgeographic.org/encyclopedia/great-zimbabwe/>

### The Ghana Empire

<https://www.britannica.com/place/Ghana-historical-West-African-empire>  
[https://www.ducksters.com/history/africa/empire\\_of\\_ancient\\_ghana.php](https://www.ducksters.com/history/africa/empire_of_ancient_ghana.php)



# LESSON 2

## Mother Africa History Lesson

Mother Africa explores the richness and reality of Africa before the Transatlantic Slave Trade; the impact of the Slave Trade and Empire on Africa; and considers and celebrates the present and future of Africa.

The History component of this module aims to allow children to think about what makes a successful empire or kingdom; **They** will begin by looking at some notable successful empires through time and thinking about what common factors they share—**having** noted that proximity to water, trade routes and other countries with natural resources are common factors they will be tasked to apply this to the ancient African Kingdoms of Africa **before** the transatlantic slave trade. They will focus on The Kingdom of Aksum. Some have claimed that The ancient Kingdom of Aksum was just as influential as the more widely known European and Asian kingdoms. By exploring art facts found, they will make inferences about what society was like. They will then watch a brief history video to gain more context. Finally, they will conduct some broader independent research to discover more in groups. This is all to understand what Africa's continent was like before the transatlantic slave trade changed how its history was told.



## Mother Africa History Lesson

	<p>Display the images of:</p> <ul style="list-style-type: none"> <li>• The Han Dynasty</li> <li>• The Persian Empire</li> <li>• The Umayyad Caliphate</li> <li>• The Spanish Empire</li> <li>• The Ottoman Empire</li> </ul> <p>Explain to the learners that these are arguably some of the most notable empires in History.</p> <p>Questions: What do you notice? What do they have in common? What can we infer about the geographical location of a successful empire/kingdom?</p>	<p><b>Slide 2</b> includes map images for learners to respond to.</p>
<p><b>Assessing prior knowledge</b></p>	<p>Ask the learners what they have learnt in History throughout the years about kingdoms and empires. Refer to the suggested civilizations for the KS1, 2 and 3 History programmes of study.</p> <p>Ask them to use that knowledge to decide what kingdoms and empires need in order to survive and thrive.</p>	<p><b>Slide 3</b> contains questions for the learners.</p>
<p><b>Critical Standpoint</b></p>	<p>Show the learners the critical standpoint <b>Africa is a rich continent with a history of great kingdoms and empires [interrupted by The Transatlantic Slave Trade].</b></p> <p>Allow the learners to share their initial thought and opinions.</p>	<p><b>Slide 4</b> contains the critical standpoint.</p>
<p><b>Africa before 1500</b></p>	<p>Display the image of the pre-colonial map of Africa. Ask the children:</p> <p>What do you know about the continent of Africa before The Transatlantic slave trade?  How is it different from modern-day Africa?</p>	<p><b>Slide 5</b> contains the image of pre-colonial Africa and some questions for learners.</p>



<p><b>What's the same, different, similar?</b></p>	<p>Show the pre-colonial map alongside a modern-day map. Ask the learners to note : What's the same, different or similar? Dive deep: Ask them if they know why it has changed?</p>	<p><b>Slide 6</b> contains both the pre-colonial map and the map of modern day Africa.</p>
	<p>Display the precolonial map again. Ask them what they notice about the geographical location of the empires and kingdoms. You want to elicit close proximity to water.</p>	<p><b>Slide 7</b> contains the pre-colonial map with different questions.</p>
<p><b>Think Pair Share</b></p>	<p>Display the image of the reader pondering on their late discovery of The Aksum Kingdom.</p> <p>Ask the learners to reflect on the comment.</p> <ul style="list-style-type: none"> <li>• Think Pair Share</li> <li>• What do you think of the comment?</li> </ul> <p>What makes a civilization notable or worth studying? Do you have enough information to answer this question?</p>	<p><b>Slide 8</b> contains image of 'the reader' a map of Ethiopia and some questions for students.</p>
	<p>Explain where Aksum was located and when it was thriving. Share the statement from UNESCO:</p> <p>The kingdom was at the crossroads of the three continents: Africa, Arabia and the Greco-Roman World, and was the most powerful state between the Eastern Roman Empire and Persia. In command of the ivory trade with Sudan, its fleets controlled the Red Sea trade through the port of Adulis and the inland routes of northeastern Africa. (UNESCO)</p> <p>Allow the learners to share their thoughts.</p>	<p><b>Slide 9</b> contains the image of Ethiopia's trade routes and the Unesco quote.</p>
<p><b>Aksumite Artefacts</b></p>	<p>Display the images of the artefacts. Ask learners to complete the sheet stating:</p> <ul style="list-style-type: none"> <li>• What they think the object is, and</li> <li>• What they can infer about ancient Aksum civilization</li> </ul>	<p><b>Slide 11</b> contains images of the artefacts.</p>



	<p><a href="https://www.youtube.com/watch?v=R2JOI6i042w&amp;ab_channel=HistorywithCy">https://www.youtube.com/watch?v=R2JOI6i042w&amp;ab_channel=HistorywithCy\</a> Watch the video to learn about The Aksum Kingdom</p>	<p><b>Slide 11</b> contains a video about The Aksum Kingdom .</p>
<p><b>Jigsaw research</b></p>	<p>Split the class into groups of 3. Give them each 2 topics from the list to research and 2 jigsaw pieces. Using the internet or books (if available) learners are to research their area of focus. Ask them to write up their research notes in the jigsaw piece. Make sure they include a subheading. At the end of the session, collate the jigsaw pieces to create a page of research notes about Aksum.</p>	<p><b>Slide 12</b> includes instructions for Jigsaw Research.</p>
<p><b>Final thoughts</b></p>	<p>Display the critical standpoint again.</p> <p>Ask the learners to consider whether they would feel confident to support this claim. Ensure that they explain your response.</p> <p>Dive deep: What else would you need to know to further support the argument?</p>	<p><b>Slide 13</b> contains the critical standpoint again, with different questions.</p>
<p><b>Takeaway</b></p>	<p>What wasn't new?</p> <p>What was most significant?</p> <p>What will you google tonight?</p>	<p><b>Slide 14</b> contains these questions.</p>





## Further Reading

<https://www.britannica.com/list/8-of-the-largest-empires-in-history>

<https://www.nationalgeographic.org/article/kingdom-aksum/>

<https://www.britannica.com/place/Aksum-ancient-kingdom-Africa>

<https://www.blackhistorymonth.org.uk/article/section/history-of-slavery/africa-before-transatlantic-enslavement/>

[https://www.ducksters.com/history/africa/kingdom\\_of\\_aksum\\_axum.php](https://www.ducksters.com/history/africa/kingdom_of_aksum_axum.php)

[https://www.metmuseum.org/toah/hd/aksu\\_3/hd\\_aksu\\_3.htm](https://www.metmuseum.org/toah/hd/aksu_3/hd_aksu_3.htm)

<https://www.britishmuseum.org/collection/term/x65026>

<https://www.ashmolean.org/event/aksum-late-antique-empire-faith-africa>

<http://www.historywithcy.com/the-empire-of-aksum-axum/>

**Slide 16** contains  
biographies



# LESSON 3

## Mother Africa Art Lesson

Mother Africa explores the richness and reality of Africa before the Transatlantic Slave Trade; the impact of the Slave Trade and Empire on Africa; and considers and celebrates the present and future of Africa.

The Art component of this module aims to allow children to explore African Art as a concept. Through seeing examples of art from the continent: tradition, modern and contemporary, they will start to frame in their mind what they think African Art may be. They will then focus on the art practice of sculpting, which has its roots in ancient African societies. The children will learn about the Benin bronzes and the controversies surrounding them. They will then be introduced to the work of contemporary artist Layo Bright. Her practice is a modern interpretation of sculpting ceremonial heads in ancient Benin (now modern-day Nigeria). By exploring this work and ancient inspiration, they will think critically about how the ancient sculpting practice has survived and evolved.



## Mother Africa Art Lesson

<p>The odd one out</p>	<p>Show the learners the three images.</p> <p>Ask them to decide which one they think is the odd one out and why.</p> <p>Think, pair, share</p> <p>They may notice that 2 are full figures and one is a mask/face. They may see that two were created by Africans and one by a European. They may notice that two have faces with features on them and one is featureless.</p>	<p><b>Slide 2</b> contains the three images for learners to respond to.</p>
<p>Knowledge harvest</p>	<p><b>Pose the question:</b> What is African art?</p> <p>Ask the learners to draw or write any words that come to mind when they think of African art.</p> <p>Ask some learners to share their responses explaining what they have drawn or written with the class.</p>	<p><b>Slide 3</b> contains the question and instructions for the learners.</p>



<p><b>A Brief History of sculpture in Africa</b></p>	<p>Before reading through the slides, explain to the learners that this is a very brief and condensed 'history'. It is in no way comprehensive, and we suggest that if there is time, learners are encouraged to do some further research in class or for homework.</p> <p>The main points are:</p> <ul style="list-style-type: none"> <li>• Sculptures are a traditional art form in Africa which pre-date recorded history;</li> <li>• The terracotta figures of the Nok civilisation are the oldest discovered;</li> <li>• Dignitaries and spiritual leaders commissioned sculptors for several different reasons;</li> <li>• Casting and carving were the early methods used across Africa;</li> <li>• Clay terracotta, wood, metal, ivory and stone were the materials commonly used;</li> <li>• Sculpting is still common practice across Africa, and many traditional methods have remained the same;</li> <li>• Contemporary and modern African sculptors have been admired for their use of recycled materials;</li> <li>• Artists have used sculpture in the diaspora to explore their African heritage and identity and express their disapproval of anti-black and systemic racism Artists have used sculpture in the diaspora.</li> </ul>	<p><b>Slide 4</b> contains the question for the students.</p> <p><b>Slide 5</b> contains an image of Nok sculpture and some background information.</p> <p><b>Slide 6</b> contains an image of African sculpture and more background information.</p> <p><b>Slide 7</b> contains an image of El Anatsui's modern sculpture and some more information on modern African sculpturists.</p>
<p><b>Post-it wall of knowledge</b></p>	<p>Pose the question: What is a sculpture? Ask the learners to write their response and then stick it on an allocated wall.</p>	<p><b>Slide 8</b> contains instructions for post it wall task.</p>
<p><b>Sculpture definition</b></p>	<p>Share with the learners the definition of sculpture as given by Tate: Three-dimensional art made by one of four basic processes: carving, modelling, casting, constructing</p> <p><a href="https://www.tate.org.uk/art/art-terms/s/sculpture">https://www.tate.org.uk/art/art-terms/s/sculpture</a></p>	<p><b>Slide 9</b> contains definition of a sculpture</p>



<p><b>What is it?</b></p>	<p>Give the learners the definitions of the four processes used to create a sculpture and ask them to decide: carving, modelling, casting and constructing.</p>	<p><b>Slide 10</b> contains definitions with blank space for naming the process.</p>
<p><b>But how?</b></p>	<p>Share the images of the ten African sculptures. Ask the learners to decide which process was used to create the work.</p>	<p><b>Slide 11</b> contains images of African sculptures.</p>
<p><b>When in time?</b></p>	<p>Explain to the learners that the sculptures are examples of African art: ancient, modern and contemporary. Ask them to arrange the works on a timeline from earliest to latest. Ask them to guess when the piece was created and which country it was created in. Explain that some pieces were created outside of Africa by artists of African descent living in the diaspora.</p>	<p><b>Slide 12</b> contains a template for the timeline.</p>
<p><b>Sculpture timeline</b></p>	<p>Share with the learners the timeline. Discuss any common features they have noticed.</p>	
<p><b>Benin Bronzes</b></p>	<p>Explain that the Benin bronzes, particularly the Ife heads, are some of the most notable examples of ancient African sculptures.</p> <p>We suggest you share one of the recommended videos to add context to the arguments around the discovery and storage.</p>	<p><b>Slide 13</b> contains image of Benin Bronzes and background information on them.</p>
<p><b>What's the same, what's different, what's similar?</b></p>	<p>Display the images of the Ife head beside Layo Bright's self-portrait.</p> <p>Pose the question: What's the same, what's different, what's similar? Allow learners to share and record their answers.</p>	<p><b>Slide 14</b> contains the two images.</p>
<p><b>Meet the artist</b></p>	<p>Introduce the learners to the artist Layo Bright.</p>	<p><b>Slide 15</b> contains information on Layo Bright.</p>



<p><b>Zoom in</b></p>	<p>Give the learners the large image of Layo’s sculpture. Ask them to annotate the photograph of her work with at least six features that they notice.</p> <p>They can expand on their annotations by stating what they think is the symbolism of each identified feature.</p> <p>Model this for them, ensuring that you demonstrate the relationship between visual elements and how these interact to form design principles to communicate meaning.</p> <p>You can discuss the vertical lines engraved on the face and mimic the Ife head. You can suggest that they demonstrate that the subject of the work of Nigerian and Ife Yoruba heritage. The lines could also represent ancestral lines to show that the subject feels connected with their ancestral heritage.</p>	<p><b>Slide 16</b> contains instructions on how to approach annotating Layo Bright’s work.</p>
<p><b>Final thoughts</b></p>	<p>Ask the learners to reflect upon what they have learnt. Challenge them to use the work of Layo Bright to explain how the African art form of sculpture has survived and evolved.</p> <p>This could be a written task or could take the form of oral feedback.</p>	<p><b>Slide 17</b> contains a prompt for learners to respond to.</p>
<p><b>Takeaway</b></p>	<p>What did you already know?          What fascinated you?          What more do you want to know?</p>	<p><b>Slide 18</b> contains questions for learners.</p>
<p><b>Further lessons</b></p>	<p>You can choose a classical African sculpture, e.g. the Nok sculptures. The learners could then explore the main features and uses. They could then design a modernised sculpture, Artists have used sculpture in the diaspora version, which they could later create.</p>	<p><b>Slide 19</b> contains a prompt for a next step for learners.</p>



## Further Reading

### African Sculptures

<https://www.contemporary-african-art.com/african-sculpture.html>

<https://africa.uima.uiowa.edu/peoples/show/Nok>

### Benin Bronzes

<https://www.facebook.com/bbc/videos/the-benin-bronzes-civilisations-black-history-month/187177453562898/>

<https://www.britishmuseum.org/about-us/british-museum-story/contested-objects-collection/benin-bronzes>

### Layo Bright

[https://www.youtube.com/watch?v=nSFsOxnmoJk&ab\\_channel=TriangleNYC](https://www.youtube.com/watch?v=nSFsOxnmoJk&ab_channel=TriangleNYC)

[https://www.youtube.com/watch?v=OtfbamFEvtM&t=82s&ab\\_channel=TriangleNYC](https://www.youtube.com/watch?v=OtfbamFEvtM&t=82s&ab_channel=TriangleNYC)

[https://www.youtube.com/watch?v=K9-qc4-Xjik&ab\\_channel=TriangleNYC](https://www.youtube.com/watch?v=K9-qc4-Xjik&ab_channel=TriangleNYC)

[https://www.youtube.com/watch?v=vDj6Wfuv74w&ab\\_channel=TriangleNYC](https://www.youtube.com/watch?v=vDj6Wfuv74w&ab_channel=TriangleNYC)

<https://layobright.com/>







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