

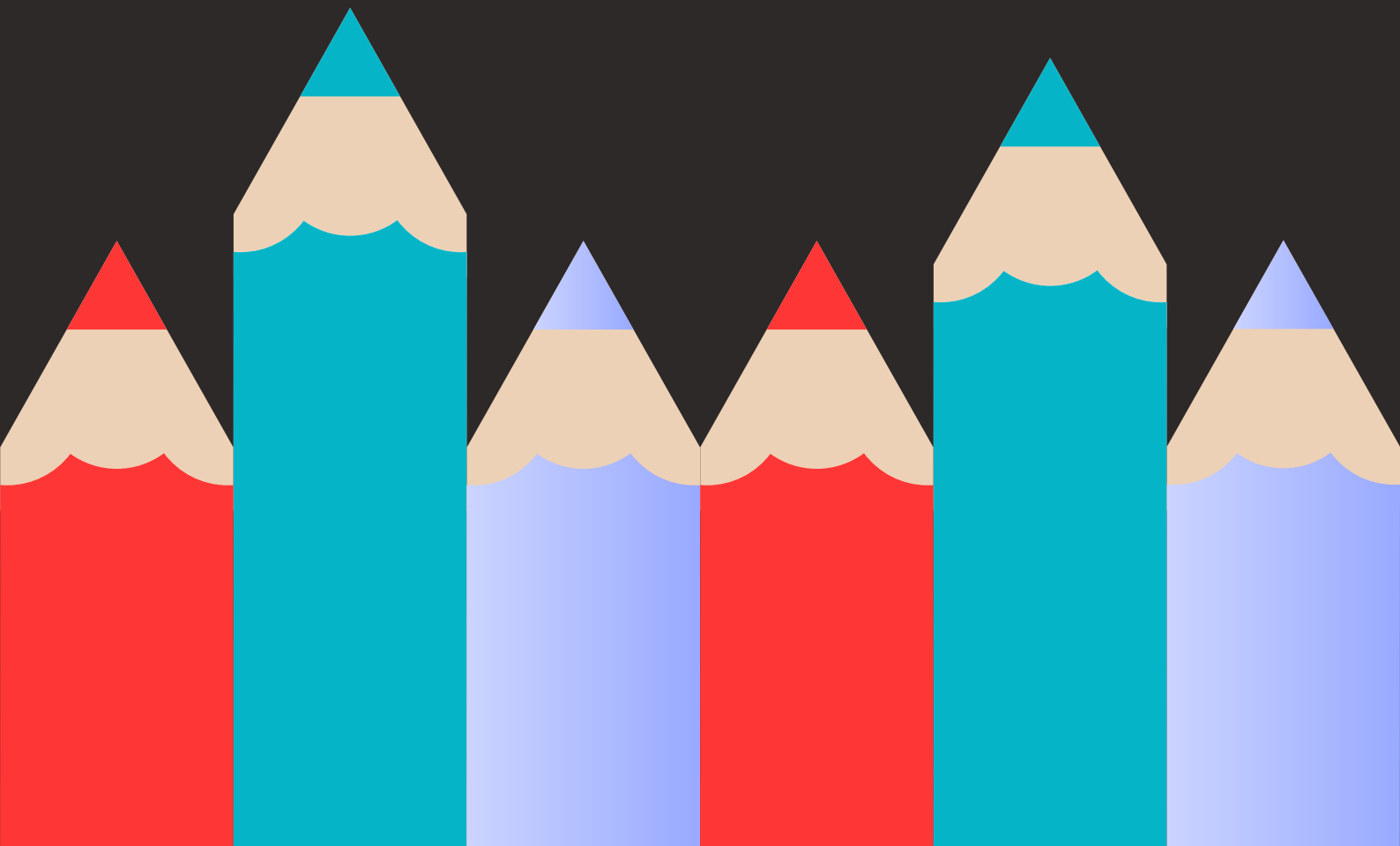


Art with  
Heart

SMALL

VOICES

# EDUCATION PACK



# INTRODUCTION

Across 2022-23 we wanted to provide a platform to some of the young voices in our city and really listen to them. Working with Year 6 pupils across 3 Manchester primary schools, we discussed the state of world, human rights, equality, equity, justice, allyship and what they want the world to look like. They told us that adults don't listen to them and they wished the world was different; a kinder, more equal, more just place. They wished that society was built on fairness, dignity, equality and respect, and that people who had power, used it more wisely. They felt that people with privilege and power cared more about keeping it, than acceptance and justice.

Students feared many things including climate change, war, hate crimes, sexism and misogyny, racism, homophobia, islamophobia, transphobia, wealth inequality, treatment of refugees and migrants, the cost of living crisis and the difficult choices the adults in their homes are having to make. In one school 90% said they had been impacted by body shaming, body policing, conformity and stereotyping of their bodies by age 10.

One pupil noted how unfair it is that when bad things happen we restrict those affected rather than addressing the issue, she said:

**"It's not fair that boys can go out in the dark but girls are told it's not safe. Why don't they make it safe then, rather than keeping us indoors, it's not our fault!"**

These conversations were in the wake of the Covid-19 pandemic with the global death toll surpassing 6 million, war in Ukraine, the death of Mahsa (Zahra) Amini in Iran, girls being refused education in Afghanistan, reports of human rights abuses in the preparation of the World Cup in Qatar, nationalism and terrorist attacks and mass shootings globally, heat waves with hottest days since records began, wildfires, flooding, strikes about fair treatment and fair pay in the workplace, and 3 Prime Ministers in the space of 3 months.

In Manchester City Local Authority, nearly **45%** of neighbourhoods fall among the **10%** most deprived areas in England (Index for Multiple Deprivation). The cost of living crisis has seen fuel poverty and debt put increasing pressure on families; the Trussell Trust reported that in 21/22, compared to 5 years ago, the need for their Food Banks increased by **81%**. Meanwhile, The World Inequality Report states that 2020 saw the steepest increase in billionaires' wealth on record with the richest **10%** of the global population owning **76%** of all wealth; the inequality gap is widening beyond our comprehension. World news floods into our homes and devices in our hands daily, and children are more aware of the changes and dangers in the world today than ever before. Many children can tell you these things are happening, but rarely get the opportunity to ask questions, explore how they feel, and think about the changes they want to see in the world.

The students created poems and manifestos which speak to adults about the changes they want to see us making which became Small Voices, a special episode of our podcast series Box Tickers, which looks at equality in British society. Their words featured on billboards across the city putting them front and centre. We believe that there is no voice too small. Generation Alpha have a lot to say, and we think it's time, as adults, that we really listen. We recommend listening to Small Voices in preparation for using this pack.

Unlearning our biases is key. Whilst a social hierarchy and supremacy continue to exist, we need to be active in becoming anti-discriminatory; it isn't enough not to be racist, we need to learn how to be anti-racist, and by doing that we must listen to those who are oppressed by the structures our society upholds. We need to ask ourselves, what will we stop, start and continue doing to make the world a fairer place?

**Sarah Emmott - Art with Heart 2023**



Listen on Apple, Spotify & Youtube, or visit [artwithheart.org.uk/smallvoices](https://artwithheart.org.uk/smallvoices)

# MAYBE THE WORLD...

We could live together like they do in fairy tales.  
Where together we stand.  
We wake up in the land of our dreams.  
Two friends *Love* and *Empathy*  
build our castle in the sand.

Our imaginations have freedom of movement.  
We picture a world where the children are the wise.  
Where two friends *Equality* and *Justice*  
hold hands on a trampoline, leap up  
and hold up the sky.

Like the trees falling in the forests,  
we are the lungs of the earth,  
breathing love and care into the world.  
While you repeat mistakes again and again.

Let *Unity* rain...

Wash away discrimination.  
Let hatred sink without a trace.  
Drown out the voice of unfairness.  
Flush ignorance down the drain.

Build a barricade of *Happiness*.  
Let its building blocks be care and *Community*.  
Prop it up with promises we'll keep.  
Let our stories of hope ward off hatred like spells.

Rearrange the world into the shape of *Fair*.  
Solve the puzzle of people.  
Maybe the world is what we win.

Poem by mandla, David Viney & Louise Wallwein MBE  
& children from St. Wilfrid's Church of England Primary School  
Crowcroft Park Primary School & Haveley Hey Community School

# IDENTITIES & HEROES

## IDENTITY

Think of each part of your social and personal identity as a petal; petals grow, change and fall as we develop.

### TASK: OUR GROWING IDENTITIES

Create flowers for your identity; start with **societal** and then **personal**.

Which ones are bigger and more significant than others for you right now? Which ones have fallen away and lay on the ground? Which ones are newly growing? Some may have always been there and be steady at the back, others always there but only newly recognised e.g. a neurodivergency diagnosis or sexuality.

Go through identities your class shares and discuss what they mean to them, how society sees those identities and ways of celebrating them.



## HEROES

Humans are complex and seen in different ways e.g. to some, Emily Wilding Davison the Suffragette was a hero fighter and defender of human rights, and to others she was a militant who terrorised people; she went to prison multiple times, but also has a statue in Epsom.

The question many ask is 'can you separate the art from the artist?' – a question asked of many artists from Roald Dahl to Coco Chanel to Walt Disney. It is important that we look at the complexity of being human before we immortalise someone as a hero, and also know it's OK to change our mind!

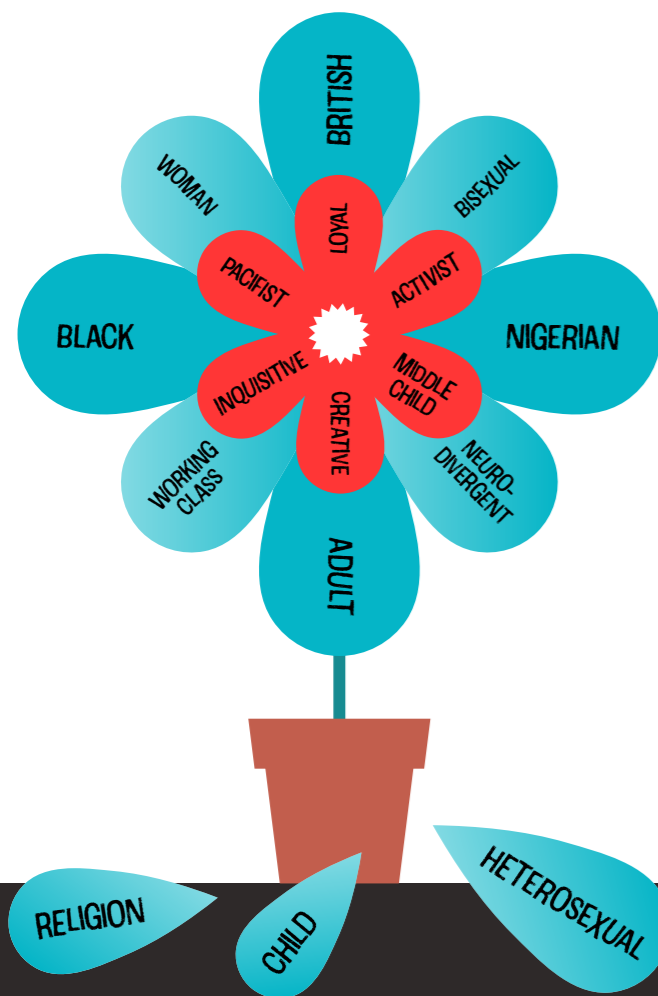
### TASK: CREATE YOUR OWN HERO

1. What are the qualities you idolise in a hero? What traits do they have? Draw their own identity flower (from above)
2. Build a story where your hero encounters something difficult, how do they deal with it? Write a newspaper report or magazine article/interview with their heroes

### ONGOING TASK

When looking at figures through history, explore rounded views of them, making sure that you aren't only looking and historical figures who are cisgender, heterosexual, middle class, white and male!

Explore both the favourable and unfavourable parts e.g. Winston Churchill also had views on disability which were not so hero like!



# LANGUAGE



Trust is earned through our behaviour, actions and words. The word 'tolerance' is often used in school settings when looking at equality, but we actually need to work towards acceptance as there is a big difference between the meaning of these two words:

### DEFINITIONS

#### Tolerance:

1. the ability or willingness to tolerate the existence or opinions or behaviour that one dislikes or disagrees with.
2. the capacity to endure continued subjections to something without adverse reaction.

#### Acceptance:

1. the process or fact of being received as adequate, valid or suitable.
2. agreement with or belief in an idea or explanation.

#### Examples of why they are problematic:

1. Assuming that someone who is not white is not British is racist, neglectful and even if subconscious, centralises white people and whiteness. Avoiding or attempting to negate someone's experience of racism is racist; ignoring race won't end racism because systems of oppression do not end on their own.
2. This is ableist; it is pitying a disabled person when there is no one way of being, yet society continues to create barriers for disabled people. Disabled people are not broken, it is the ableist views of society that need fixing!
3. This invalidates neurodivergent peoples experiences, is ableist and neglectful. We should recognise that there are experiences we cannot connect with our own.
4. You don't look gay: There is no one way to be LGBTQIA+. This is homophobic; connecting to the fear or not being able to spot difference to yourself, that being LGBTQIA+ is negative and that you must conform to a stereotype so are easily identified.
5. There is no singular way to follow a religion or faith. There are many reasons that some people don't participate in this one part of Ramadan including hidden disabilities, menstruation and personal choice.

### TASK

Language is important. Look at these starter statements and ask your class to talk about why they are problematic.

#### Statements

1. I don't see colour/race. Or, Where are you really from?
2. It's such a shame you're disabled. Or, You can't park in that disabled space!
3. Everyone is a little bit OCD/Autistic/ADHD
4. You don't look gay to me. Or, You must be gay
5. You shouldn't be eating! It's Ramadan and you're Muslim!

### FURTHER TASKS:

These are just a few examples, there are many more - create your own list to discuss with your class, and ask them to create their own too.

Explore the medical, charity and social models of disability (see page 8).



# ALLYSHIP

To make change in the world, we need to be a good ally to others. The definition of an ally is a person (or organisation) who cooperates with, or supports another in a particular activity; who combines, or unites resources with another for mutual benefit. As we know, none of us are equal until all of us are equal.

There is no one way to be, so it is always important to never assume. To be an ally we need to listen to people who are from that group and are personally impacted, in what they need from us.

In our workshops, two students created an overall guide to be a better ally:

## OUR GUIDE TO ALLYSHIP

- Step 1: Invite them in and make them feel welcome.
- Step 2: Don't assume; research at home in your own time about their identity and/or culture.
- Step 3: Develop a friendship, once they know they are safe, and if it's OK with them, you can ask personal questions in a sensitive way to further understand.
- Step 4: If someone is mean about them you can use your knowledge to help them understand, just like you now do.

## TASK

Talk about how to be a good ally, and what barriers are present in society. It's important to talk through specifics for each group/identity/culture.

Then, in groups, think about how you could make your classroom, school and local community more welcoming for people who have an identity in the Equality Act 2010 (and additional groups):

- Disability
- Deafness^
- Care Experienced\*
- Class\*
- Neurodivergency^
- Trans & gender nonconforming
- Race (including colourism)
- Religion & Belief
- Sex
- Sexual Orientation

## PLEASE NOTE:

Please note that Marriage and Civil Partnership, and Pregnancy and Maternity are also listed in the Equality Act 2010 but we have not listed them here but if you would like to discuss these explicitly with your class, please do! In sessions we have run, we often find conversations about the discriminatory impact on these groups were included in Sex, Gender and Sexual Orientation and wanted to provide additional time for the below additional groups.

^These are not explicitly listed as characteristics in the Equality Act 2010 but are often spoken about separately

to disability. Whilst some people believe they are relevant and they identify with being disabled, some people from these groups so not identify as being disabled and feel they should be listed separately.

\*These are not listed as characteristics in the Equality Act 2010 but there have been conversations about the need to include them as protected characteristics with the Equality Act 2010 as discrimination against these groups is very specific to this identity.



# LETTER TO PRIME MINISTER

This is an amalgamation of 64 letters to the Prime Minister written by Year 6 students in Manchester. This letter was sent to the Prime Minister in March 2023.

Dear Prime Minister Rishi Sunak,

We all know you are trying your best, but we need you to try harder. Everything you do decides how people can live. You have the power to do anything, and we need you to use it to help us. There have been so many scary things happening. We need you to listen to us, even though we are not 18 and can't vote, we are still citizens. How would you feel if you didn't have a say in how your future is? People listen to you, and we need you to listen to us!

People have to choose between eating or paying their bills. We have to time every shower because we know how much it costs and we need enough money to get us through the week. We are really struggling. I'm worried that my parents won't have enough money to put petrol in the car to go to work and then we will have to worry even more about paying the rent and all the bills. It doesn't feel right that there are so many rich people making profit from things like petrol when people like us are scared about being able to get to school and having a school uniform. We are worried about poverty, racism, homophobia, climate change and more, including teenagers feeling like they have to carry knives to feel safe. We are worried that the world is broken.

It shouldn't matter where you were born, or what family you are part of, we should all be treated with kindness, respected and given opportunities. We should all have equal human rights. Everyone should have a home. We should all feel that it is OK to be ourselves and feel safe, no matter who you are or which community you are part of.

As well as respecting all people, we also need to respect animals and the environment. We're worried that less than 10% of everyday plastic actually gets recycled and so much is sent abroad and burned, which is so bad for the environment. Animals homes are being destroyed and becoming extinct. You need to tell companies that they have to do things differently.

We think that if you were affected by the things that we are affected by, then you would act faster, you need to think about what it would be like to be in our shoes and be a better ally. You need to listen to us and understand.

Inequality was happening when you were younger, so why have you let it continue? Why have you tolerated all the racism, hate towards people who are LGBTQ+, islamophobia, antisemitism, ableism, sexism, transphobia, classism, wealth inequality, poverty, and many other types of discrimination? These are affecting our lives now, at 10 years old, and we want things to get better for us when we're older, and for younger children. You are in power now, you can make a difference now. Please use your power wisely. Please stand for love, kindness and respect.

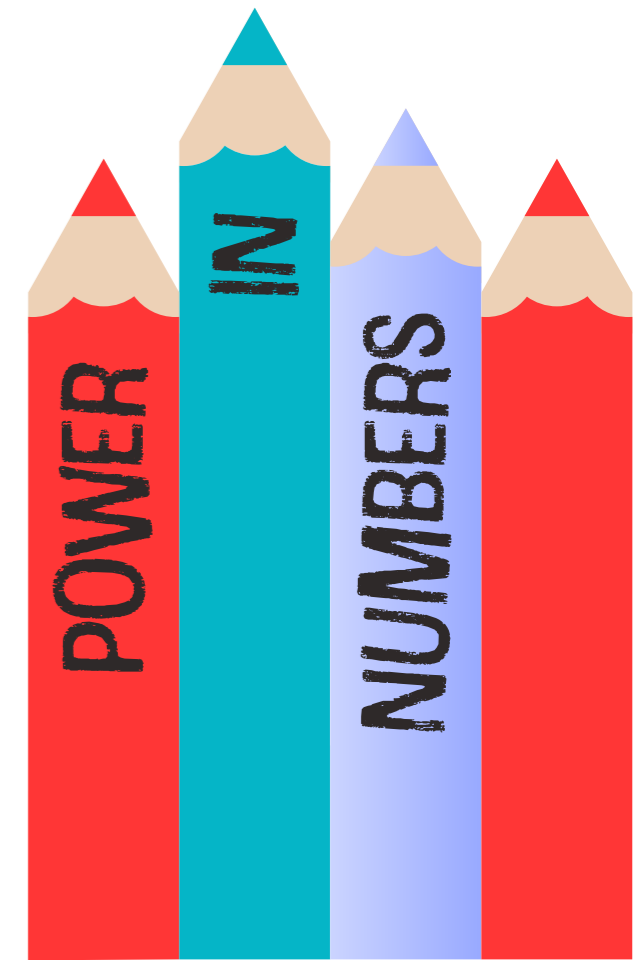


## TASK

Discuss with your class how they would do things if they were the Prime Minister.

Write your own letter to your MP and the Prime Minister.

Note: Don't forget to include the address of your school for a reply.



# FURTHER RESOURCES

It's so important for us, as adults, to feel confident talking to young people. These recommendations are for us to unlearn and relearn about ourselves, the world and equality in order to help us support and teach children and young people. They are not recommendations for your school library and many of them will contain adult content.

Resources from other organisations:

## DOWNLOADS

- **Global Boyhood Initiative**  
boyhoodinitiative.org
- **The Proud Trust**  
theproudtrust.org/shop
- **The Black Curriculum**  
theblackcurriculum.com/downloads
- **Halo Collective**  
halocollective.co.uk/halo-school
- **Racial Literacy key terms**  
theconsciouskid.org/racial-literacy-key-terms
- **The Anti-Racist educator**  
theantiracisteducator.com/school-resources
- **Must Know Autism (Trevor Wright)**  
local.gov.uk/publications/must-know-autism
- **ADHD Foundation**  
adhdfoundation.org.uk/resources/
- **Disability Arts Online**  
disabilityarts.online/magazine/opinion/a-basic-interpretation-of-the-models-of-disability
- **Fawcett Societ**  
fawcettsociety.org.uk
- **Beyond Equality**  
beyondequality.org/blog

WORDS INSPIRE ACTION  
ACTION = POWER

## BOOKS

- **Why I'm No Longer Talking To White People About Race**, Reni Eddo-Lodge
- **Natives** (Race and Class in the Ruins of Empire), Akala
- **Read This To Get Smarter** (about race, class, gender, disability and more), Blair w
- **No One Is Too Small To Make A Difference**, Greta Thunberg
- **The Descent of Man**, Grayson Perry
- **Jews Don't Count**, David Baddiel
- **Is it really green?**, Georgina Wilson-Powell
- **El Deafo**, Cece Bell
- **Invisible Women**, Caroline Criado Perez
- **Feminist Don't Wear Pink (and other lies)**, curated by Scarlett Curtis
- **Chavs**, Owen Jones
- **It's Not OK To Feel Blue (and other lies)**, curated by Scarlett Curtis
- **White Fragility**, Robin DiAngelo
- **Body Happy Kids**, Molly Forbes
- **My Name Is Why**, Lemn Sissay
- **I Am Malala**, Malala Yousafzai

On our bookshelves:

&

- **The Good Immigrant**, Edited by Nikesha Shukla
- **Disability Visibility**, Edited by Alice Wong
- **The Body Keeps the Score**, Bessel A. van den Kolk
- **We Should All Be Feminists**, Chimamanda Ngozi Adichie
- **Ace**, Angela Chen
- **Have Pride**, Stella Caldwell
- **No. More. Plastic.**, Martin Dorey
- **Criptaes**, curated by Mat Fraser
- **I will not be erased**, gal-dem
- **None of the Above**, Travis Alabanza
- **Misogynation (The True Scale of Sexism)**, Laura Bates
- **Understanding Deaf Culture**, Paddy Ladd
- **Women, Race and Class**, Angela Y Davis
- **Sister Outside**, Audre Lorde
- **Girl, Woman, Other.**, Bernadine Evaristo
- **The Things I Would Tell You**, edited by Sabrina Mahfouz

## AUDIOBOOKS

We recommend...

- **Box Tickers**, Art with Heart
- **Who Hurt You?** with Sofie Hagen
- **About Race** with Reni Eddo-Lodge
- **Evil Genius** with Russel Kane by BBC Radio
- **Let's Talk Bruh** with Tony Porter
- **Call Me Mother** with Shon Faye
- **Sickbabe** with Suriya Aisha
- **Man Up**, Slate Podcasts

## PODCASTS

Art with Heart run both staff training sessions and workshops for children from 1 hour to day long training. To find out more, email [sarah@artwithheart.org.uk](mailto:sarah@artwithheart.org.uk)

If there is something specific you want to further explore and Art with Heart aren't the right people to do this, we can recommend other specialists.

## PRODUCTION

**Podcast creators & hosts:**

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Anthony Bacon

**Assistant Sound Technician:**

Daniel Ellaby

**Project Lead Producer:**

Rachel Moorhouse

**Education Lead Producer:**

Sarah Emmott

**Project Associate Producer:**

Megan Holland

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**Writing workshop lead artists:**

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**Writing workshop assistant facilitators:**

Audrey Albert, Rami Yasir, Zena Freeman

## PARTNER SCHOOLS

Crowcroft Park Primary School

Haveley Hey Community School

St Wilfrid's CE Primary School

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& HEAR OUR  
DEMANDS!

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AUTHORITY