



# GREENSHEET



No. 31/19

19 June 2020

Week 'A'

Church Hill, Walthamstow, London, E17 9RZ

Telephone: 020 8509 9446

Email: [info@wsfg.waltham.sch.uk](mailto:info@wsfg.waltham.sch.uk)

Website: [www.wsfg.waltham.sch.uk](http://www.wsfg.waltham.sch.uk)



## LOCKDOWN ISSUE 7

Dear Parents, Carers and Students,

These are indeed troubling and unsettling times for our whole school community following the murder of George Floyd in the United States. The subsequent events in the US, UK and around the world have given us all reason to question and reflect. It would be difficult to imagine anyone not being affected, through their own lived experience or that of those they love and care about in their families, workplaces, neighbourhoods and social networks. We know that these events have been painful to watch and have caused anger, hurt and frustration across our community. In normal times, in school, we would have talked through the feelings triggered by these events, we would have listened to our different experiences and learnt from one another to gain an even deeper understanding of the inequality which sadly exists still in our world.

We are committed to providing the best quality of learning, which represents our fundamental values of inclusion and respect for all members of our school community. We are committed to our core purpose of educating our students and ensuring their wellbeing in every regard with the relentless focus on our motto:

*Neglect not the gift that is in thee*

When I speak to Year 9 students at their transition ceremony in the Greek Theatre, and to Year 11 students on Leaver's Day, I remind them of the words of Nelson Mandela:

*Education is the most powerful weapon which you can use to change the world.*

Our students leave WSfG empowered to change the world and their achievements make us so very proud.

We are, as always, committed to challenging all forms of prejudice and to ensuring that all our students are valued, have a voice and feel a sense of belonging within our school. We are proud of our stance on celebrating diversity. We are ourselves a diverse community and are all the richer for it.

We acknowledge that there is much to be done to decolonise the taught curriculum in the UK, there is much to be done to ensure that every student in every school feels that their voice will be heard and there is also much listening to take place.

Our students are also proud of themselves, and passionate. They wanted you to hear their words through their responses, whether visual, verbal, or in a new language. Listen here to Shanai, one of our Year 11 students:

<https://www.wsfg.waltham.sch.uk/news/?pid=7&nid=1&storyid=349>

Once school resumes properly, we commit to taking this dialogue forward with students, staff, parents, carers and our governors. This will lead to proposals and a short term and longer-term implementation plan.

*History, despite its wrenching pain,  
cannot be un-lived,  
but if faced with courage,  
need not be lived again.*

Maya Angelo

In a week that marks the third anniversary of the Grenfell fire, these are indeed difficult and harsh times.

We wish you and your families well and look forward to seeing all of our student community back once more in the not too distant future.

WSfG Leadership Team

<https://www.wsfg.waltham.sch.uk/diversity>

Online Resources

The Day: <https://theday.co.uk/>

Yoopies Article: <https://yooopies.co.uk/c/press-releases/blacklivesmatter>

## Faculty News English

*Where are you **actually** from?*

*Microaggressions; how to check your biases and address those of others*

Obvious discrimination and racism are quite easy to recognise; a nasty comment or 'joke' or physical assault. Whilst much of this type of discrimination has reduced, it still unfortunately exists. However, a more common yet subtle form continues to impact members of marginalized groups. Victims can receive subtle questions, comments or actions about their heritage, gender, age or sexual orientation, which imply bias, judgement or dislike. The offenders are often unaware of the offense in their comments or actions. These are called microaggressions.

One of the problems with microaggressions is that they are very subtle and therefore hard to spot. Comments such as asking, 'what **are** you?' to a mixed-race person, saying 'you are so beautiful, for a transgender girl' or staring at someone because of the colour of their skin are all examples of microaggressions.

Micro aggressions are the outward expressions of our inner biases whether they be conscious or unconscious so the first thing we can do to prevent them, is to check our own. Do you find yourself holding particular views and thoughts about particular groups of people? How do you deal with these? Do you challenge yourself or find evidence to back up your views?

Microaggressions happen on a daily basis for some people and unfortunately you cannot prevent them from happening to you as you can't control other people or their actions. But you can decide to challenge them. To help decide how to respond to the comment, ask yourself some questions about the situation.

- Do I think I will be safe after responding to the comment/question or action?
- How well do I know this person?
- If I respond, will it affect my relationship with the offender?  
Does this matter to me?
- If I don't respond does it suggest that I agree with the statement?

If, by the end of answering the questions you feel you have to respond to the statement, think carefully about how you phrase your response. You want the offender to listen to what you're trying to say rather than focus on the shame or hurt they may feel about being challenged. While your response will vary by situation, context, and relationship, it is helpful to remember these three tactics.

- Ask for more clarification: "Could you say more about what you mean by that?" or "How have you come to think that?"
- Separate intent from impact: "I know you didn't realize this, but when you \_\_\_\_\_ (comment/behaviour), it was hurtful or offensive because \_\_\_\_\_. Instead you could \_\_\_\_\_ (different language or behaviour.)"
- Share your own process: "I noticed that you \_\_\_\_\_ (comment/behaviour). I used to do/say that too, but then I learned \_\_\_\_\_."

The principle underlying these statements is to help the offender understand they are not under attack for their comment. We need to be mindful that if we want people to hear what we're saying and potentially change their views, we have to think about the way in which we relay our message. As soon as they are in defensive mode; the receiver will be unable to hear the message you are giving them, and your efforts will be futile.

*Maya 7W*



## Recommended Reading

### Fiction



**Black Leopard, Red Wolf** by Marlon James. Fantasy.

Tracker, a lone hunter, attempts to find a kidnapped boy and along the way meets numerous unique and interesting characters.

The story is told non-linearly and the novel is the first of a planned trilogy.



**Gingerbread** by Helen Oyeyemi. Fairytale.

Harriet makes gingerbread for her ill daughter and describes her childhood in the fictional land of Druhástrana.

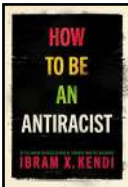
A very modern twist on a fairytale.



**Children of Blood and Bone** by Tomi Adeyemi. Fantasy.

Zélie and her allies go on a quest to restore magic to people from whom it has been taken and who have been oppressed by the non- magical kosidáns. Also the first in a planned trilogy.

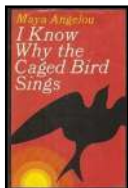
### Non Fiction



**How To Be an Antiracist** by Ibram X. Kendi.

Autobiography.

Explores racism and anti- racism in our current society and explains what the reader can do to help end discrimination.



**I Know Why the Caged Bird Sings** by Maya Angelou.

Autobiography.

Sometimes called autobiographical fiction because of Angelou's use of fictional themes, this book deals with themes of identity, racism, sexism, rape and literacy.

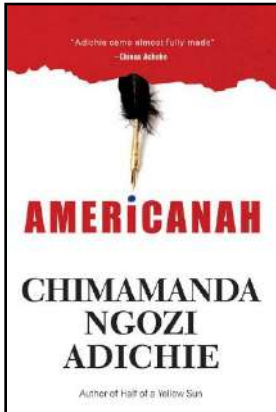


**Sister Outsider** by Audre Lorde. Essay collection.

Lorde's 15 most influential essays and speeches cover topics such as classism, racism, sexism, homophobia and ageism. Her ideas have formed the basis for modern intersectional feminism

## English Book Reviews

### 'Americanah' By Chimamanda Ngozi Adichie



#### **Brief Summary:**

This novel revolves around race as well as the unbreakable bond between Ifemelu - a young Nigerian woman – and her high school love Obinze with their desire to be re-united, despite being separated in Nigeria and the United States. Ifemelu decides to immigrate to the US to pursue her studies in university seeing this opportunity in golden light, whilst Obinze wishes to follow but is suddenly plunged into undocumented life in Britain – as a result of post-9/11 America not letting him in. The two remain distanced for a precarious period of time in which one achieves great success as a writer for a blog about race in America, whilst the other settles down into his new life of a wealthy man. However, the top of the roller-coaster is only reached when thirteen years later, both must face the hardest decision of their lives at their reunion – plunging them both in the midst of unsolved issues with their love on the line.

#### **Key Message of the Novel:**

The most important take away message of the story is about how race is perceived in America as well as how that forms Ifemelu's experience there. The protagonist of the story is given a slice of the careless racist views and comments by ordinary people living in the western world and so settling in proves difficult. Race seems to have an influence on everything from social media & social treatment of ordinary black people, to women's fashion, cosmetics & beauty salons to mixed relationships. As a way of expressing her most inner thoughts and feelings, she decides to open up a blog about race where she talks about the things that black people face in America and criticizes their unjust treatment- whilst receiving thousands of views and comments by fellow friends in the black community who support her throughout her journey. Natural black hair is of great symbolism in this story as it could represent: identity/culture/tradition/truth/equal human rights/freedom/expression & boldness. Ifemelu must learn to face her problems and find the tools to tackle them, thus becoming a self-empowered strong woman and lifting up her status of a successful blog writer.

#### **Other Amazing Books Written By Chimamanda Ngozi Adichie:**

- Award Winning 'Half Of A Yellow Sun'
- 'We Should All Be Feminists'
- 'Purple Hibiscus'
- 'The Thing Around Your Neck'

'Dear Ijeawele' or 'A Feminist Manifesto In Fifteen Suggestions'  
 'Imitation'  
 'You In America'



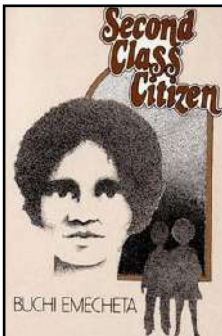
**About The Author:**

Chimamanda Ngozi Adichie grew up in Nigeria. Her work has been translated into over thirty languages and has appeared in various publications, including *The New Yorker*, *Granta*, *The O. Henry Prize Stories*, the *Financial Times*, and *Zoetrope*.

Ms. Adichie has been invited to speak around the world. Her 2009 TED Talk, *The Danger of A Single Story*, is now one of the most-viewed TED



Talks of all time. Her 2012 TED Talk *We Should All Be Feminists* has started a worldwide conversation about feminism, and was published as a book in 2014. One of her books, 'Half Of A Yellow Sun' has also been turned into a film.



**'Second Class Citizen' By Buchi Emecheta**

**Brief Summary:**

This novel tells the story of a young woman named Adah Ofili who was born in Lagos during WW2. It begins with her 8-year-old dream of attending school and receiving an education, but as tradition frowns upon this, she finds she's unable to attend as she is not a *boy*. But being a curious child, she somehow manages to sneak into the Methodist School nearby to have a feel of it. Her young soil seems firm and promising but years later, reality dawns on her as she realises she cannot continue her education at university whilst living

alone unless she marries, and that's when Francis Obi enters her life. After having two young children, her new dream is to sail to London for better opportunities, unaware of what problems her new journey in life will bring. Being a poor immigrant, she struggles to make money with her job at a local library and balance it with an abusive life at home, having to silently abide to her religiously devoted husband and his spoilt requests. Despite being viewed as a black second class citizen in England and receiving very little help from the people, Adah is a determined mother who won't let anyone get in the way of her human rights and her goal of giving her children the best life possible-even if the price is high.

**Key Message Of The Novel:**

This novel covers a variety of themes including gender roles/race/immigration/inequality between both genders & races/culture & tradition in Lagos/religion/God & spirituality & the pursuit of dreams & their meanings. It clearly shows how much of a gap is between an ordinary boy and girl just because of the sex they were born with which links to the traditions in Lagos. Girls were required to stay at home and help with chores around the house whilst boys were born with the freedom of attending school and pursuing further education. Furthermore, dreams are of huge symbolism as they appear throughout the book and guide Adah to take different paths and have certain thoughts. God is also clearly shown to be her faith and hope in the most difficult of times, and what she holds on to when the harsh world around her will only show faked kindness and disapproval, regarding her just as a Black, Second Class Citizen.

**Other Amazing Books Written By Buchi Emecheta:**

'The Joys Of Motherhood'  
 'The Bride Price'  
 'The Slave Girl'  
 'In The Ditch'  
 Head Above Water'  
 'Destination Biafra'  
 Gwendolen'  
 'Kehinde'  
 'The Rape Of Shavi'

**About The Author:**

Born: 21 July 1944 Lagos, Nigeria,  
 Died: Jan 2017, London

Among honours received during her literary career, Emecheta won the **'Jock Campbell Award'** from the New Statesman in **1978** for her novel 'The Slave Girl', and she was on Granta magazine's **1983 list of 20 'Best of**

**Young British Novelists'**. Buchi Emecheta is also the author of several novels for children, including *Nowhere to Play* (1980) and *The Moonlight Bride* (1980). **Her television play, 'A Kind of Marriage'**, was first screened by the BBC in **1976**. She lectured in the United States throughout **1979** as Visiting Professor at a number of universities and returned to Nigeria in **1980** as Senior Research Fellow and Visiting Professor of English at the University of Calabar.



**Famous Quotes:**

*“Black women all over the world should re-unite and re-examine the way history has portrayed us”*

*“A hungry man is an angry one”*

*“In all my novels, I deal with the many problems and prejudices which exist for Black people in Britain today”*

**Here Are Some All Time - Must Reads - By Black Authors:**

‘Queenie’ By **Candice Carty-Williams**

‘Between The World And Me’ By **Ta-Nehisi Coates**

‘How We Fight For Our Lives’ By **Saeed Jones**

‘Black Leopard, Red Wolf’ By **Marlon James**

‘Well-Read Black Girl’ By **Glory Edim**

‘Salvage The Bones’ By **Jesmyn Ward**

‘Freshwater’ By **Akwaeke Emezi**

‘Such A Fun Age’ By **Kiley Reid**

‘I Know Why The Caged Bird Sings’ By **Maya Angelou**

‘How To Be An Antiracist’ By **Ibram X Kendi**

‘Indigo’ By **Beverly Jenkins**

‘Gingerbread’ By **Helen Oyeyemi**

‘Patsy’ By **Nicole Dennis-Benn**

‘The New Jim Crow’ By **Michelle Alexander**

‘Everything Inside’ By **Edwidge Danticat**

‘Homegoing’ By **Yaa Gyasi**

‘Sister Outsider’ By **Audre Lorde**

‘The Yellow House’ By **Sarah M. Broom**

‘It’s Not All Downhill From Here’ By **Terry McMillan**

**Take Action:**

It’s Important That We Show Our Appreciation & Admiration For Those Who Have Struggled Throughout Human History To Right The Wrongs That Racism Has Burdened Them With.

It Is Not Just Their Struggle Anymore, It Is Now *Ours* too.

It Is Not Just A Burden On Their Shoulders, But Also On *Ours*.

Let’s Fight To Break Open Every Cage That People All Around The World Find Themselves Trapped In & Give Back The Voices That Have Always Been Rightfully Theirs.

*Bianca 10W*

## Art

### Lockdown Artwork

Here is a selection of art created by students in Year 9. Students were asked to create a portrait of a person of colour who inspires them. We have been very impressed with the standard of work being completed by all classes. Well done!

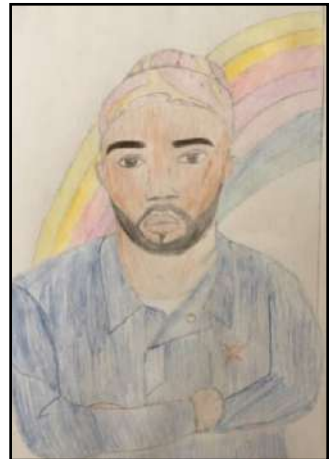


A portrait of Human Rights Activist Angela Davis, who was charged with murder and for her alleged part in trying to help George Lester Jackson escape during his trial, which ended with him, the judge and the two other convicts dead. After her charges came up she went into hiding and was on the FBI's most wanted list until 1972 when they were dropped after her case drew international attention.

*Martha 9C*



*Fatimah 9C*



*Freda 9C*  
Portrait of Frank Ocean

## Year 7 Artwork Autumn Term 2019

Year 7 students were asked to produce a piece that 'celebrates the work of a Black Artist of their choice'. Ms Wills, Ms Hepworth, Ms Snowsill and Ms West were really impressed with the efforts of our students. We especially liked the way that students made use of a range of materials- several students used 3D materials to make sculptures in response to the work of British Nigerian artist Yinka Shonibare. Whilst others made work in response to the work of artist Kara Walker and used her sculpture from the Tate Modern's Turbine Hall for inspiration.

After recent events, students have revisited the theme and have produced some stunning work inspired by a black artist of their choice.

Using artists from a diverse range of backgrounds is something which is embedded within the Art department here at WSFG, although we welcome suggestions from students about ways that we can develop projects further.

Ms Wills  
Head of Art



Year 7 and 8  
Lockdown Artwork



Kacey 7S

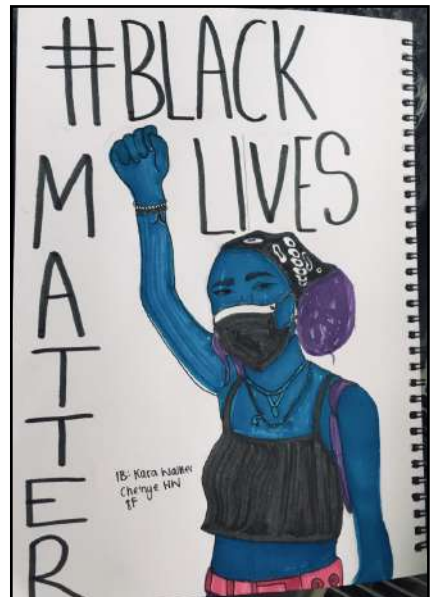
Artwork in the style of Sonia Boyce



Klea 7F



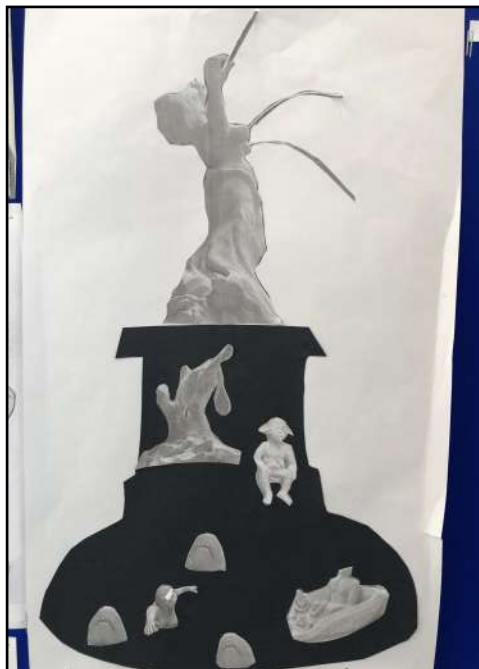
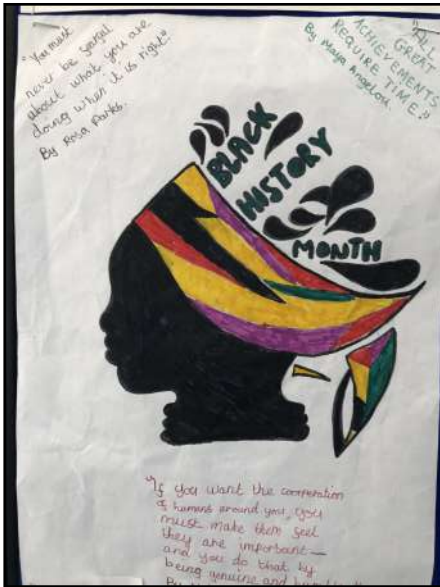
Miray 7F



Che'Nye 8F

Portrait inspired by Kehinde Wiley

### Year 7 Artwork Autumn Term 2019









## Modern Languages News

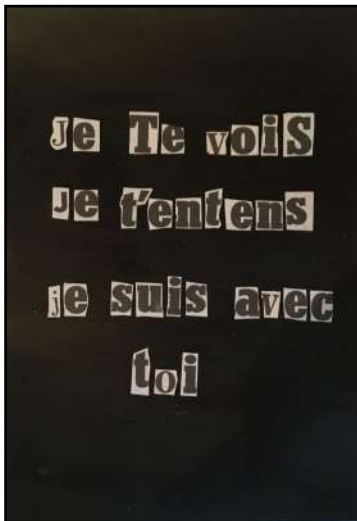
### French and Spanish Black Lives Matter Projects

Students have shown their support to our black community and designed some powerful banners in French and Spanish.

Ms Desbenoit  
Diversity Coordinator

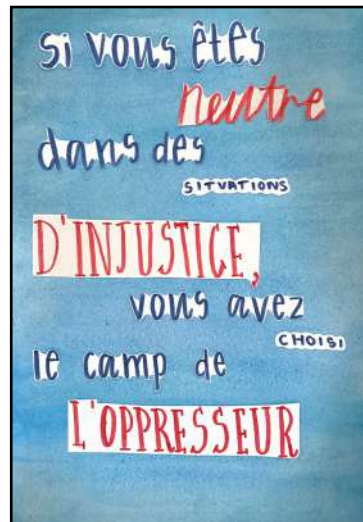
*Roisin 8H*

"I see you, I hear you, I'm with you"



*Maya 8H*

"If you are neutral in situations of injustice, you have chosen the side of the oppressor"



*Anna 10S*

"If you have chosen to keep silent, you have chosen the side of the oppressor"





## Spanish Banners

*Mominah 10G*

"There is only one race in the world,  
the human race"



*Hajrah10C*

Say their names  
"I can't breathe"



*Omelda 10C*

"Respect life  
or expect resistance"



