



EGS CELEBRATES

**BLACK  
HISTORY  
MONTH**



**RECLAIMING  
NARRATIVES  
OCTOBER 2024**



**I hope you enjoy reading our BHM newsletter as much as we enjoyed the month and creating it for you. Thank you, as always, to Ms Faverjon and Ms Rudolph for all their hard work in putting the newsletter together. This year's theme was "reclaiming narratives" and we think at EGS it's so important that all communities, cultures, ethnicities and religions write, and share their narratives; all too often those narratives can be written by someone who has suppressed and tormented cultures and people as grouped above. We really wanted all our pupils to understand the importance of their voice, through the spoken word and the written word, and to know that there are narratives out there that need to be challenged and rewritten. The pupils of EGS are certainly up for that challenge. I'm so proud of every one of them and all the adults that made October such a special month and made this newsletter such an important read.**



## RECLAIMING NARRATIVES

The theme **'Reclaiming Narratives'** has been selected this year to challenge inaccuracies in history and celebrate the stories of Black people who may have previously been overlooked, unrecorded, suppressed or destroyed as a result of prejudice, discrimination and racism.

As a result, evidence of the impact that Black people have had on British and global society has often been suppressed, lost or distorted. The theme highlights the need for these stories to be told, not just during Black History Month, but throughout the year.

**We started the month with a special assembly delivered to our Y10 students by a very special guest: Stuart Lawrence.**



**Stuart Lawrence is a motivational speaker, educator, and brother of Stephen Lawrence. Stuart's work focuses on inspiring young people to make positive choices, develop resilience, and overcome adversity. His message is powerful and relevant, and having him come to speak to our students is always an inspiring and impactful experience.**



**Mr. Reddy, Head of Year 7, delivered a beautiful assembly; the students learnt about the history of BHM and its importance. They also heard about the life of four Black people whose story is not well known.**

**Students joined in the assembly as they were asked to consider the following questions:**

- Why do you think it is important to remember and retell stories?**
- Which of these stories stands out to you the most? Why?**
- Which Black leaders are making a difference in your community? They can be celebrities or someone you see every day?**
- What does it mean to amplify Black voices?**
- What is one thing you could do to learn more about Black History?**
- What are some things you are excited to do during Black History Month?**

# John Edmonstone



**John Edmonstone** was born enslaved in Guyana around 1790. Edmonstone was taught how to preserve animal skin by Charles Waterton, an English naturalist, plantation overseer and explorer.

Edmonstone travelled to Scotland in 1817 with the Plantation owner. In Scotland, Edmonstone became a free man, as it had been illegal to own slaves in the country since 1778.

Edmonstone made a home in Edinburgh, where he found a job at the University's zoological museum.

In 1825, Charles Darwin visited Edinburgh to study at the university. Darwin hired Edmonstone to teach him Taxidermy.

Darwin later went on to collect over 1500 plants and Animals during a five-year expedition, preserving many Animals using techniques taught by Edmonstone. He used his findings to write his book 'On the Origin of Species', which is considered to be the foundation of our knowledge of evolution.



# Walter Tull

**Walter Tull** was an English professional footballer and British Army Officer born in 1888. He developed his football skills in the orphanage where he grew up, beginning his career at Clapton FC and then being selected to play for Tottenham Hotspur before being transferred to Northampton Town.

Tull was one of many Black men who signed up to fight in the First World War. During the war, Tull fought in several battles, including the Battle of the Somme.

In 1917, Tull was promoted to lieutenant, despite army rules at the time that prevented Black people from becoming officers. This made him the first Black British officer. Tull was killed in 1918, leading an attack during the Second Battle of the Somme.





# Asquith Camile Xavier

Xavier was part of the Windrush generation. When he migrated from Dominica to the UK, he became an employee of British Railways, working as a guard at Marylebone station. He applied for a promotion that would transfer him to London Euston station. British Railways rejected his application as a result of racism, stating 'his skin colour' as the reason for the rejection.

The Race Relations Act 1965 protected people from discrimination based on “grounds of colour, race, or ethnic or national origins”, but this did not apply to places of work.

Xavier protested the decision, with the backing of the government, who negotiated with British Rail. He then became the first non-white guard at Euston station. He received his full pay backdated.

Xavier's case was one of the Black voices that triggered a review of the Race Relations Act in 1968. As a result, it became illegal to refuse employment, housing, or public services on the grounds of skin colour or ethnicity.



# Jocelyn Anita Barrow

Dame Jocelyn Anita Barrow was a British educator, activist and politician born in Trinidad in 1929. She came to London originally to study.

As a teacher, Barrow saw inequality between schools where students were predominantly White, compared to schools in areas where there were a greater number of Black students. As a result, Barrow founded and co-founded several organisations to promote racial equality, including the Campaign Against Racial Discrimination (CARD). Barrow was also selected as a chair for the Commission for Racial Equality. Along with other organisations and individuals, Barrow campaigned for the Race Relations Act 1965 and its update in 1968.

Barrow later became the first Black female governor of the BBC, where she was able to promote Black and Asian voices within TV.



**Mr. Turner, Head of Year 10, also delivered a beautiful assembly; the students learnt about the importance of reclaiming narratives.**

“Stories are powerful - they shape how we understand the world and ourselves. But for many years, Black voices were either erased from history or misrepresented. Reclaiming these narratives isn’t just about correcting the past; it’s about building a more inclusive future.”



“You might be wondering - why does this matter to us, right here, today? Well, reclaiming narratives is not just about the past. It’s about the future - and that includes your future.

As students, you can question the stories you are told. You can challenge the curriculum, ensuring that Black voices are heard. You can use your own voice to tell authentic stories, whether in writing, music, art, or social media.

By reclaiming narratives, we can all make a difference in our schools, communities, and the world.”

**Mrs. Rudolph and Osman (Y10) designed a lovely display in the library.**



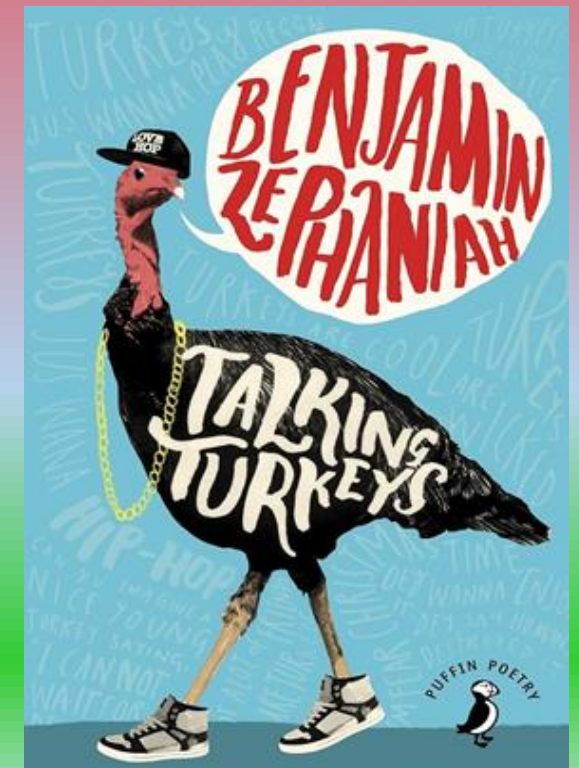
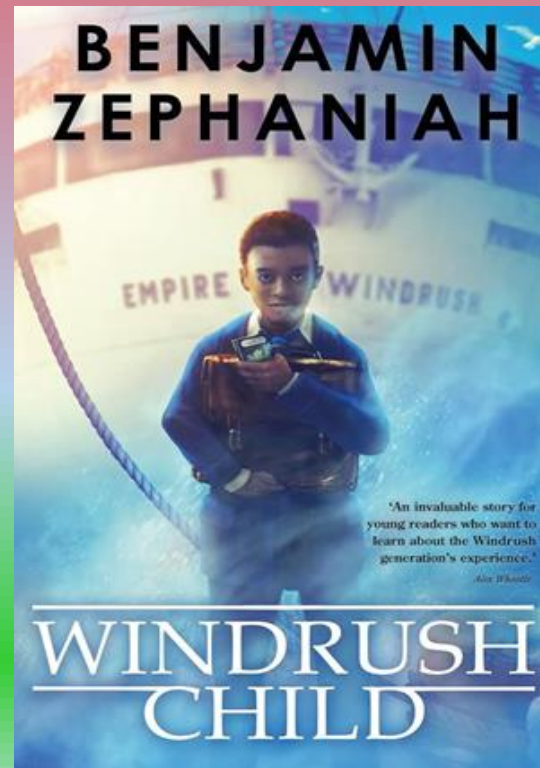
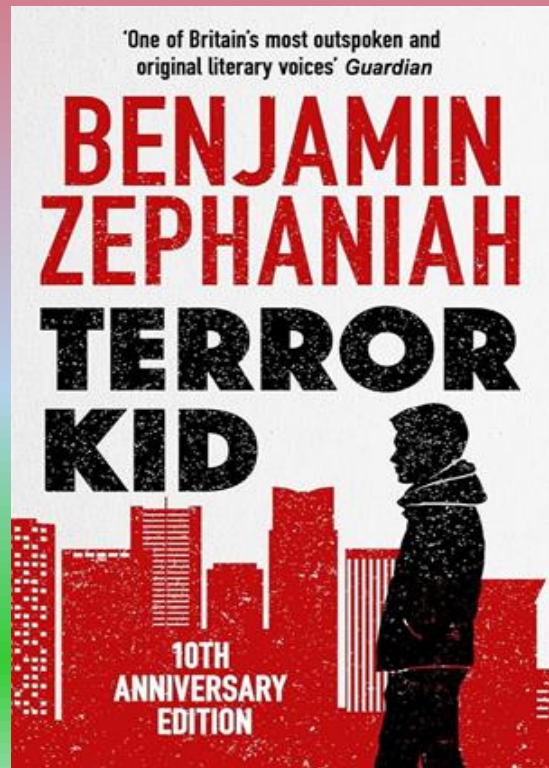
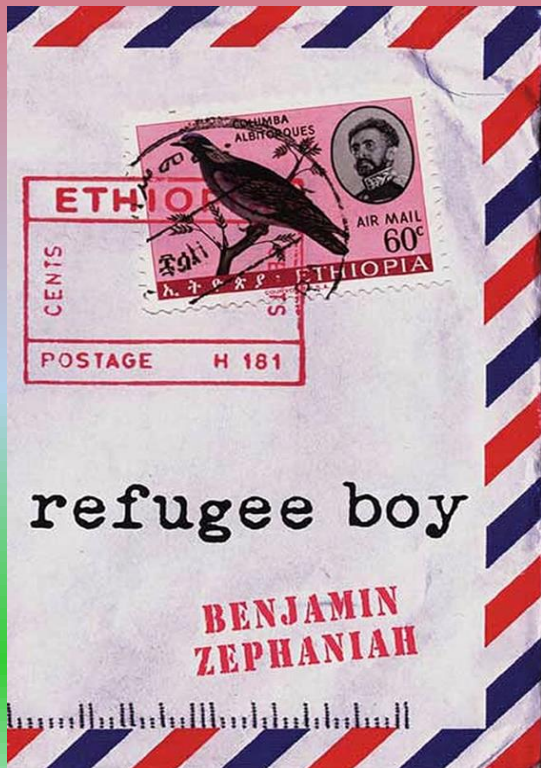
**During form time, students were also invited to guess the flag of the following nations: Bahamas, Congo, Jamaica, Nigeria, Trinidad and Tobago, Somalia, Martinique, Uganda, St Lucia, Kenya, Haiti, Ghana, Barbados, Cameroon, Cayman Islands, Mozambique and Grenada.**



# Ms. Print organised her traditional Reading Relay for Y7 and Y8 students.



Between Monday 14<sup>th</sup> October - Friday 18<sup>th</sup> October, during lesson 1, students read an extract from each of the following books by Benjamin Zephaniah and completed tasks.



# Who was Benjamin Zephaniah? Here are some facts.

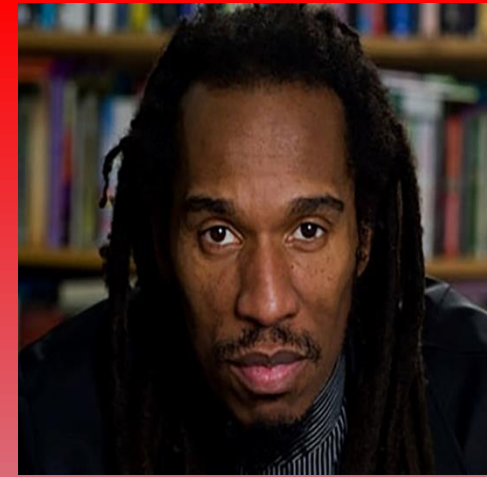
Zephaniah was born and raised in the Handsworth district of Birmingham, England, which he called the "Jamaican capital of Europe". He was the son of a Barbadian postman and a Jamaican nurse. He had dyslexia and left school aged 13, unable to read or write.

He wrote that his poetry is strongly influenced by the music and poetry of Jamaica and what he calls "street politics". By the age of 15, his poetry was already known among Handsworth's Afro-Caribbean and Asian communities. As a young man he also received a criminal record and prison sentence and said that he used this time to read and improve his literary work.

At the age of 22, he moved to London in order to communicate his ideas to a wider, more culturally diverse area. While living in London, Zephaniah was caught up in the 1980s race riots and experienced racism on a regular basis: "Back then, racism was very in your face. There was the National Front against black and foreign people and the police were also very racist. I got stopped four times after I bought a BMW when I became successful with poetry. I kept getting stopped by the police so I sold it."

He uses race and culture as key themes in a lot of his work and looks to challenge stereotypes and empower people of colour. He released 14 volumes of poetry, 10 novels, 7 plays, 7 albums, 4 EPs, starred in 7 TV shows/films including a recurring role in "Peaky Blinders". He received 3 music awards and 7 honorary doctorates from Universities across the UK. He is also listed as one of The Times Top 50 Post-war Writers.

Sadly, he passed away last year on 7<sup>th</sup> December 2023 aged 65.



**"I think poetry should be alive. You should be able to dance to it."**

**"The planet is for everyone, borders are for no one. It is all about freedom."**

# BHM Reading Relay

What one student wrote about it:



In Black History Month,  
we looked at different  
books by Benjamin Zephaniah

I really enjoyed these  
reading lessons as they  
gave me an idea of what  
happened in the windrush  
and the scandals that  
follows.


Also, the tasks were exciting  
and most importantly, they  
were fun!

I learnt a lot during these  
lessons and I enjoyed them.

# MUSIC

**KS3 students looked at “the pioneers of music”. It included exploring a range of Black artists who have made significant contribution to music. They also explored how West African musical traditions have spread across the world and significantly influenced the music that we listen to now. Year 8 and 9 continued to learn a range of blues and rock pieces and year 7 learnt the song "I Wish I Knew How It Would Feel to be Free" by Nina Simone. Hopefully, they will be able to perform it an end-of-year assembly!**






# Dropping Knowledge

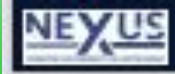

with

## DJ MARC ANTHONY

18th October 2024 - Dugdale Arts Centre



150 places for young people interested in music

## ANOTHER CELEBRATION OF BLACK COMPOSERS

PLAYLIST  Scan here to listen to our Celebration of Black Composers Playlist OR go to [www.icancompose.com/BHM2](http://www.icancompose.com/BHM2)

# BLACK HISTORY MONTH

1. <b>SEDUN AKINOLA</b> 1993 - PRESENT ▶ She's the Doctor (from Dr Who Series 13) ▶ The Journey to England (from 'Murder is Easy')	2. <b>QUEEN LATIFAH</b> 1970 - PRESENT ▶ Ladies First ▶ Wrath of my Madness 	3. <b>NKEIRU OKOYE</b> 1972 - PRESENT ▶ Dancing barefoot in the rain ▶ African Sketches: II Dusk	4. <b>CHASE BETHEA</b> 1987 - PRESENT ▶ The Dungeon Below ▶ Boulderdash	5. <b>ABEL SELAOCDE</b> 1992 - PRESENT ▶ Hlokomela ▶ Ancestral Affirmations	6. <b>CÉCILE MCLORIN SALVANT</b> 1989 - PRESENT ▶ Ghost Song ▶ Thunderclouds	7. <b>DARA TAYLOR</b> 1987 - PRESENT ▶ Let's Meet a Scientist Suite ▶ Tell Me How It Could Get Worse (from 'Strays')
8. <b>KOFFEE</b> 2000 - PRESENT ▶ Toast ▶ Pull Up	9. <b>RÉ OLUNUGA</b> ▶ The Adetokunboe from Rise ▶ Èkó La Wá from Iwájú	10. <b>GREGORY PORTER</b> 1971 - PRESENT ▶ Liquid Spirit ▶ Water Under Bridges	11. <b>HERBIE HANCOCK</b> 1940 - PRESENT ▶ Cantaloupe Island ▶ Chameleon 	12. <b>ESPERANZA SPALDING</b> 1984 - PRESENT ▶ You Have to Dance ▶ Touch in Mine	13. <b>SCOTT JOPLIN</b> 1868 - 1917 ▶ Maple Leaf Rag ▶ The Easy Winners	14. <b>ROBERT NATHANIEL DETT</b> 1882 - 1943 ▶ Juba Dance ▶ Ave Maria
15. <b>HOLLAND - DOZIER - HOLLAND</b> 1939 - PRESENT ▶ How Sweet it is to be Loved By You ▶ Reach Out, I'll Be There (Lamont Dozier et al 2023)	16. <b>CASSIE KINOSH</b> 1993 - PRESENT ▶ Sun Through My Window ▶ Opening (Notches on a Clock Face) 	17. <b>KRIS BOWERS</b> 1989 - PRESENT ▶ Love is a Choice from Bridgerton Season 1 ▶ Water Boy from 'Green Book'	18. <b>B.B KING</b> 1925 - 2015 ▶ You Upset Me Baby ▶ If That Ain't It I Quit	19. <b>GUEM</b> 1947 - 2021 ▶ Forêt vierge ▶ Gingko	20. <b>AKALA</b> 1983 - PRESENT ▶ Comedy Tragedy History ▶ Another Reason 	21. <b>BETTY JACKSON KING</b> 1928 - 1994 ▶ Spring Intermezzo ▶ Psalm 57
22. <b>ISAAC HAYES</b> 1942 - 2008 ▶ Theme from 'Shaft' ▶ Soul Man (writer only)	23. <b>VALERIE COLEMAN</b> 1970 - PRESENT ▶ Umoja: Anthem for Unity ▶ Tracing Visions for String Orchestra	24. <b>BILLIE HOLIDAY</b> 1915 - 1959 ▶ Fine and Mellow ▶ God Bless the Child 	25. <b>SUSANA BACA</b> 1944 - PRESENT ▶ Taki Ti Taka ▶ Negra Presentuosa	26. <b>LORD KITCHENER</b> 1922 - 2000 ▶ London is the Place for me ▶ The Bee's Melody	27. <b>GUVNA B</b> 1989 - PRESENT ▶ These are the Days ▶ Traffic	28. <b>JIMI HENDRIX</b> 1942 - 1970 ▶ Purple Haze ▶ Voodoo Child 
29. <b>DONAL FOX</b> 1952 - PRESENT ▶ Scarlatti Jazz Suite ▶ Peace	30. <b>VALERIE CAPERS</b> 1970 - PRESENT ▶ Billie's Song ▶ Subrosa	31. <b>AL GREEN</b> 1946 - PRESENT ▶ Let's stay together ▶ Take me to the River	<p>Black History Month is dedicated to celebrating and learning about Black heritage. It gives everyone the opportunity to recognise the achievements of and share appreciation of those with African or Caribbean backgrounds.</p> <p>This calendar is a celebration of black composers and is intended to inspire everyone to explore the lives and works of these great musicians.</p>			

[www.icancompose.com](http://www.icancompose.com)


















69 students attended this event.





Black History Month - The Pioneers of Music



 <p>A</p>	<p>13. Stormzy - First Grime album to reach No.1 in UK</p>	 <p>F</p>	<p>8. Jimi Hendrix- Considered the most influential guitarist of all time</p>	 <p>K</p> <p>9. Robert Johnson- Sold his soul to the devil for music. The father of all Rock 'n' Roll music</p>
 <p>B</p>	<p>3. Whitney Houston - 'I will always love you' biggest selling single by a woman of all time</p>	 <p>G</p>	<p>5. Bob Marley - One of the pioneers of Reggae music</p>	 <p>L</p> <p>14. Donna Summer - Known as the 'Queen of Disco' and had 42 hit singles</p>
 <p>C</p>	<p>1. Scott Joplin - The pioneer of Ragtime piano music</p>	 <p>H</p>	<p>7. John Legend - First album 'Get Lifted' went double platinum in 2004</p>	 <p>M</p> <p>15. Louis Armstrong - Trumpeter known as Satchmo and one of the biggest influencers of jazz music</p>
 <p>D</p>	<p>2. Stevie Wonder - Had his first No.1 hit at the age of 13</p>	 <p>I</p>	<p>10. Prince - Regarded as one of the greatest musicians of his generation</p>	 <p>N</p> <p>11. Michael Jackson - Known as 'The King of Pop' and the most awarded musician of all time</p>
 <p>E</p>	<p>4. Little Richard - Known as the architect of Rock 'n' Roll</p>	 <p>J</p>	<p>6. Bessie Smith - Known as the 'Empress of the Blues'</p>	 <p>O</p> <p>12. Tina Turner - Multi-platinum artist known as the 'Queen of Rock 'n' Roll'</p>

Guess Who? Can you match the artist to the name and fact?



hand clap



finger click



foot tap

# Playing along with the blues



1 (&)	2 (&)	3 (&)	4 (&)	1 (&)	2 (&)	3 (&)	4 (&)

Now try this

[12 bar blues link](#)



How does music influence me?

## Performance Worksheet

**Hound Dog** Name the Artist:

**Sir Duke** Name the Artist:

**I Feel Love** Name the Artist:

**Smooth Criminal** Name the Artist:

**Single Ladies** Name the Artist:

Player 1 Name:

Player 2 Name:

### Worksheet tasks

1. Research and see if you can write the names of the singers who originally performed these pieces of music next to the songs titles on this page. Your choices are:

- Michael Jackson
- Beyonce
- Donna Summer
- Mama Thornton
- Stevie Wonder

2. Using your chosen instrument and starting at the top see how many of the pieces you can play and recognise.

3. Now prepare one of the pieces to be played to the whole group.

### Overall Assessment Scores

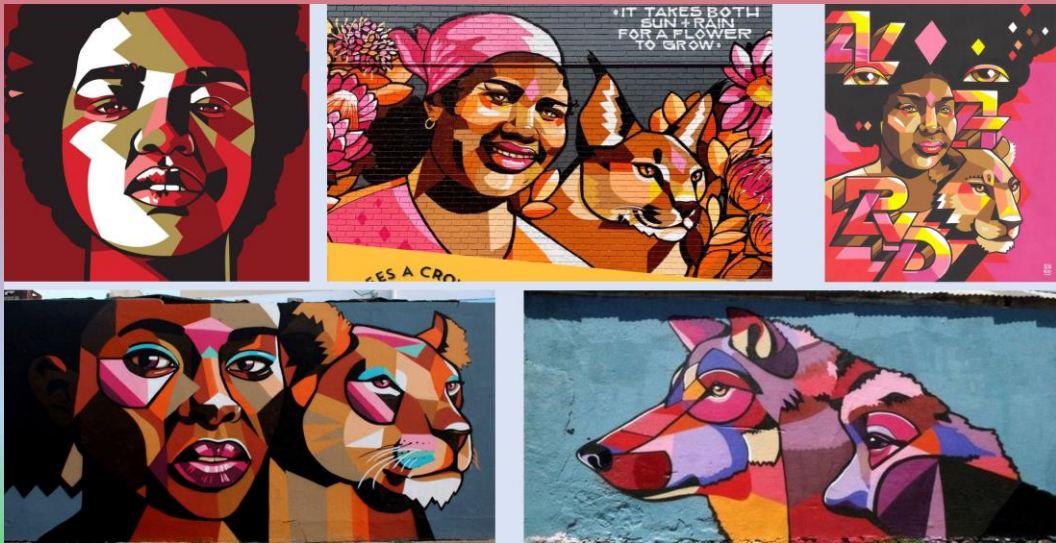
Player 1:

Player 2:

**ART:** students studied the work of an artist called Nardstar and designed their own masterpieces based on her style.

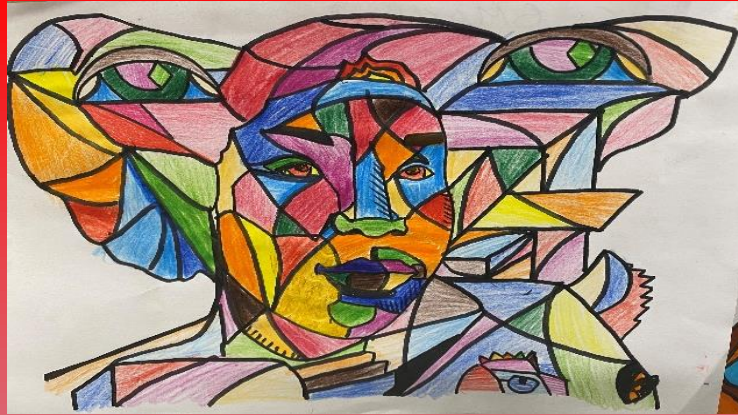
### *DoNowActivity*

Write down as many adjectives as you can to describe the artworks below:



Nardstar\* is a South African street artist based in Cape Town. Her unique geometric-esque style has propelled her to the top of Africa's growing urban art universe while continually flaunting her humble nature and love for traditional graffiti lettering. Expressing herself through bold lines, distinctive colour palettes and engaging subject matter which combine figurative and natural elements such as local flora and fauna, her vibrant artworks enrich their surroundings and spark constructive dialogue.





Students creative work based on the style of Artist Nardstar.

**HISTORY-** Y9 students learnt about the contributions of Black soldiers during WW1.



1. I can see.....

2. I can infer.....

3. A question I have is..

Challenge:

I think today we will be learning about .....



# Did you know that.....?

**1.3 million soldiers were recruited from India.**

**100,000+ Indian troops fought alongside the allies on the Western front & were involved in 3 of the biggest battles:**

**The battle of Ypres in 1915**

**The Somme in 1916**

**Passchendaele in 1917**



**About 250,000 Africans fought.  
62,000 were killed, wounded or died of disease.**

**Many from the following & other African countries fought for Britain in WWI.**

**Name a few?**

**Kenya**

**Nigeria**

**Ghana**

**Tanzania**

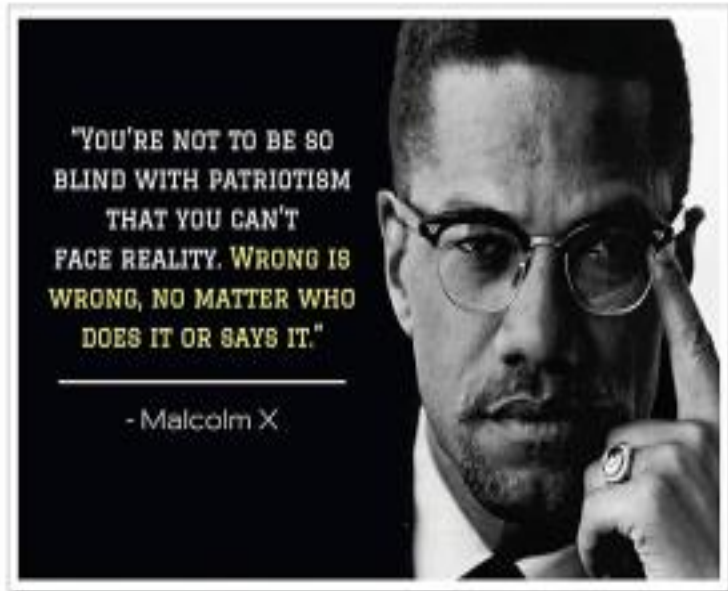
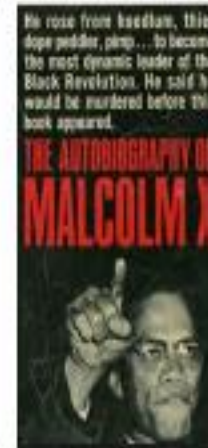
**Somalia**

**Cameroon**

**Congo**



# RE: students learnt about Malcolm X



When "I" is replaced by  
"we" even illness becomes  
wellness.

- Malcolm X  
(1925 - 1965)



Who is in the photo?

When and where do you think it is?

What was the world like then?

What do you think is happening in the photo?

# MFL: Y7 students learnt who Leopold Senghor was and studied a famous poem of his, learning the colours in French at the same time.



Dear white brother,

When I was born, I was black,  
When I grew up, I was black,  
When I am in the sun, I am black,  
When I am sick, I am black,  
When I die, I will be black.

While you, white man,  
When you were born, you were pink,  
When you grew up, you were white,  
When you go in the sun, you are red,  
When you are cold, you are blue,  
When you are scared, you are green,  
When you are sick, you are yellow,  
When you die, you will be grey.

So, between you and me,  
Who is the coloured man?



**Cher frère blanc,  
Quand je suis né, j'étais noir,  
Quand j'ai grandi, j'étais noir,  
Quand je suis au soleil, je suis noir,  
Quand je suis malade, je suis noir,  
Quand je mourrai, je serai noir.**

**Tandis que toi, homme blanc,  
Quand tu es né, tu étais rose,  
Quand tu as grandi, tu étais blanc,  
Quand tu vas au soleil, tu es rouge,  
Quand tu as froid, tu es bleu,  
Quand tu as peur, tu es vert,  
Quand tu es malade, tu es jaune,  
Quand tu mourras, tu seras gris.**

**Alors, de nous deux,  
Qui est l'homme de couleur ?**

# **SCIENCE:** students studied the impact that Black people had on the field of Science

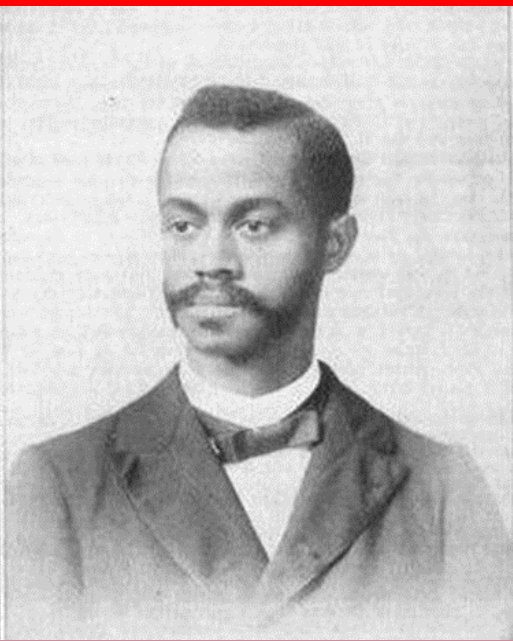


1. Whom were the cells taken from?
2. Why were the HeLa cells different from other cells?
3. What ethical concerns were there?
4. How have the HeLa cells been used for medical research?



## 1. **Henrietta Lacks**

2. They were immortal - survive outside the body and on any surface (even outside of the body). They're special because they keep dividing indefinitely. Strange looking - dark purple, shiny, jelly like. They are very resistant and can also travel on any surface. They have 80 highly mutated chromosomes.
3. The cells were harvested from Henrietta's body and her family were not told of the research they were doing with her cells until decades after.
4. HeLa cells have been used to study diseases like POLIO, MEASLES, MUMPS, HIV, EBOLA.



1. Who was **Charles Henry Turner**?

2. What did he do? What was his study about bees?

3. When and where was Turner born?

4. When did he earn his masters?

5. What else did he do in this year?

6. What did he publish in 1910 and 1911?

7. When did he die?

8. How many papers did he publish?



### Answers

1. A researcher and school teacher, Americas first black Entomologist (study of insects)

2. He laid the foundation for what we know about insect behaviour and proved that they could see colour and pattern

3. Ohio in 1867

4. 1892

5. Published a summary of his thesis in the Prestigious Academic Journal - The first science paper form a black scientist

6. Conclusive evidence that bees see colours and patterns

7. 1923

8. 41

**MATHS:** students learnt how Senior Crime Scene Investigator Ty is changing the narrative at West Yorkshire Police as they completed tasks based on her interview. See some extracts below.



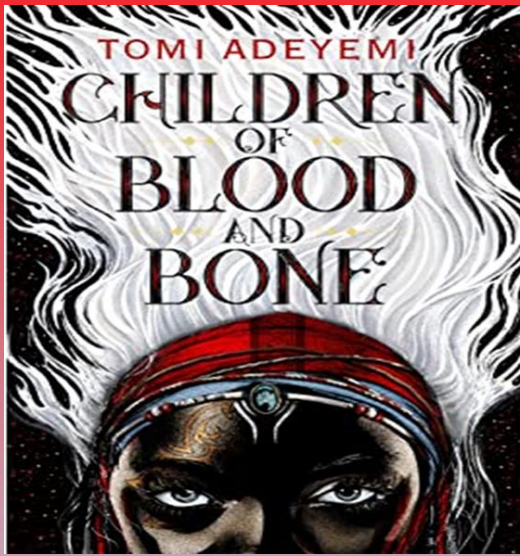
- **We've all seen the TV show, but can you tell us what being a Crime Scene Investigator actually involves?**
- So, the world of Crime Scene Investigation (CSI) is split into two. There's volume crime, which is your high-volume crimes such as burglaries and car theft, and major crime, which is more your serious assault scenes. That's what I do.
- My job is to visit crime scenes and collect forensic evidence. That could be saliva, fingerprints, blood, or footprints. We're trained more in observations than investigations. We're there to make sure the physical evidence is captured and stored correctly, and it's down to the detectives to solve the crime. You've got to be methodical and scientific, but also flexible to adapt to the scene of a crime. For example, if the scene is outside and it's raining, there's evidence you'll need to capture first so you don't lose it.

- I've always grown up in white spaces, so coming to work for the police, which I knew was a largely white-dominated workplace wasn't too much of a shock. When I joined I was, and still am, the only Black person in my office. It comes with its challenges. As the only black woman, I feel as though I'm on the back foot some of the time. When I first joined the police, I didn't style my hair the way I usually would, because I didn't want to get the questions that would follow. I haven't experienced any prejudice or racism at work, there's just gaps in people's knowledge, such as knowing about Afro-Caribbean hair, and it's always down to us, Black people, to fill those gaps, which can be tiring. I also have to think more about how situations might 'look'. For example, if a group of all-white colleagues were having lunch together, nobody would think twice, but if there were a group of people having lunch, and they were all Black, I feel like people would have something to say about that, they'd do a double take. It's not just a police thing, it's a society thing. Whatever issues are in society, you're going to see replicated in any large organisation.





# ENGLISH - Y10 students celebrated Black female writers



Tomi Adeyemi is a Nigerian-American novelist and creative writing coach.

She is known for her novel *Children of Blood and Bone*, the first in the *Legacy of Orisha* trilogy, which won the 2018 Andre Norton Award for Young Adult Science Fiction and Fantasy, the 2019 Waterstones Book Prize, and the 2019 Hugo Lodestar Award for Best Young Adult Book.



*The Children of Blood and Bone* follows heroine **Zélie Adebola** as she attempts to restore magic to the kingdom of Orisha. In this extract, Zélie, Amari and Tzain are on board a ship, and are competing for their lives in a deadly aquatic arena game, watched by a roaring crowd.

**deck:** the part of the boat that the crew stand and walk on

**bow:** the front of the boat

**sails:** material that catches the wind to move the ship forward



**stern:** the back of the boat

**hull:** the part of the boat that sits on the water

# FOOD TECHNOLOGY

**October is always a busy and exciting month in the Food department.**

**Celebrating the cuisine of Africa and the Caribbean means that students are able to share stories about their experiences - much loved family dishes, memorable meals, daily dinnertimes.**

**Year 7 made good use of this and discussed topics related to BHM – we had some great recounts of dishes eaten and there were many opportunities for questioning.**

**Year 8 made a Jerk seasoned pilaf, showcasing spicing that is often an integral part of African and Caribbean cuisine.**

**Year 9 were asked to research Africa as a continent, or focus on an area or specific country. They could also choose to focus on the Caribbean islands. Informative and interesting presentations were submitted about a diverse range of cuisines – Nigeria, Mauritius, Ghana, Somalia, Jamaica and South Africa, to name a few.**

**Students were also asked to make either African meat pies or Jamaican patties – both went down well and we had some fantastic results!**

**Year 10 students not only researched African or Caribbean food, but planned and made dishes linked to their task. We saw some lovely mac 'n' cheese, Jollof rice with turkey, Bariis Iskukaris, Shakshuka and many others. What a treat!**

**In addition, we welcomed potential students and their families on the school open evening by making Jollof rice to hand out. Not too spicy but very, very moreish!**



**Canteen-** as usual, our wonderful catering team prepared the following dishes for the students and the staff.

**Caribbean curry**



**Jerk chicken**



**Senegalese chicken**



**To conclude the BHM Newsletter 2024, please read the following testimony from a Y8 student, writing about Benjamin Zephaniah:**

**“This is what I have learnt during my Black History Month Reading Relay lessons. It has showed multiple pupils to stay determined and even when people try to bring you down you still go up and use PRIDE; this also demonstrates perseverance as he received discrimination and hurtful comments but he stayed strong and continued to follow his dream. He is now inspiring many people to this day, which is just truly amazing.”**

**BLACK  
HISTORY  
MONTH**

**THANKS** to all the staff at EGS, our boys, we say 'thank you' for your contributions to making BHM 2024 another wonderful month and for your support and contributions to this presentation.

