



PSHE

KS2 and KS3

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What's in a name? Identity

"I'm Anna Mae. Anna Mae Bullock. That's who I am."

Practical reflection activity

- Write your full name on a large piece of paper. Write it as many times as you like – printing it, writing in capital letters, in your best hand writing, in a style that you imagine your autograph looks like, using different colours – any way you want to present all of the names that have been given to you from birth. Think about how it feels to physically write that name.
- Now say your name out loud. Whisper it. Shout it. Say it proudly, like it's the most important announcement you will ever meet. Introduce yourself to the person next to you.
- What do you know about your name(s)? Some names have their origins in stories from the Bible. Others mean something in a different language. Surnames often link to professions, clans, tribes, geographical locations. On your paper, draw or write what you know.
- Swap names with someone else in the class for an hour. How does this make you feel? If your teacher calls the register and you have to answer to someone else's name, what happens? Who forgets? Is there a delay? Do people make mistakes when referring to you? Does it get frustrating? What changes about the way you refer to yourself?
- As a group or a class, discuss why names are so important. Why do parents spend so long choosing names for a baby? Look in your bag or your drawer: how many items have your name on it?

Connections with *Tina*:

In *Tina*, Ike gives Anna Mae Bullock a new name. Even before she is married, 'Tina' is given a new surname. Ike becomes violent when Anna Mae suggests different names, based on her original one.

When we change someone's name, we remove an important part of their identity. Names have highly emotional connections and memories. People also feel a lot of pressure to live up to a name or a particular image. Becoming Tina Turner might mean that people forget about the real person behind that name. Not just a performer, she is a woman, with a family, with needs, ambitions, interests, a sense of humour and a spiritual being. Later, in her scene with Erwin, Tina reclaims her name and re-introduces herself as Anna Mae Bullock.

Discrimination

"Sorry, ain't no more beds"

Reflection activity: As well as discussing this, teachers may wish to change their seating plan to put these false and unhelpful boundaries into action.

Imagine being told you can only sit with people who have the same colour eyes as you. What about only being able to play with people who are the same height as you? Imagine only being able to sit with someone at lunch who writes with the same hand as you. How would it feel to be given fewer rewards for the same standard of work as someone else in your class?

Discussion: If you feel these rules are unfair, how will you communicate that to the person who is insisting on those rules? Will you write them a letter? Have a conversation with them? Stage a protest? As a class, discuss what you think the best plan of action would be, and what the barriers might be for making a change to the rules that you consider are unfair?

Research: Research Rosa Parks and her refusal to give up her bus seat to a white passenger in 1955 and the Freedom Riders of 1961. What were the outcomes as a result of those protests. Do you think these are good examples of protest? Justify your answers.

Discrimination by age and gender

Tina not only experiences racially motivated aggression and discrimination, but also in response to her age and gender. The Capitol executive calls Tina an 'old...broad' as well as using the racial slur.

Debate: What constitutes 'old' in the media? Why? What are the influences that cause this bias? Is there an age that you consider to be too young for fame and fortune? Justify your answers.

Discussion: Watch a range of Tina's concert performances – in stadiums and TV appearances. How does Tina challenge stereotypes and notions of age and gender in her performances?

Ambition

“So what do we do with our lives?

We leave only a mark.

Will our story shine like a light

Or end it in the dark

Give it all or nothing”

We Don't Need Another Hero

Lots of grown ups will ask you, “what do you want to be when you grow up?”. Usually they're asking what job you would like to do when you're older.

- Do a survey of your class. How do people respond to the question, “what do you want to be when you grow up?”
- Nominate someone to write down on a whiteboard what the answers are. A second person should note whether each response is made by a boy or a girl.
- What are the reasons that people give for their answer? Is it money? Is it personal interest? Is it because other people say it's a good idea?

Now what happens if you change the question ever so slightly? **How do people's answers change if you ask them ‘what kind of person do you want to be?’** It's important to remember that it's not just the job that we do that's important, but also the personal qualities that we share with the world. For example, kindness, compassion, and curiosity.

- Do you think that there are differences in the ways that girls and boys answer that question? What pressures and expectations might cause those differences? Do you think boys and girls should always aspire to have the same qualities as each other? Justify your answer(s).
- Is there anything else you would like to achieve? This might be in terms of gaining badges or awards in a sport or hobby. It could be the type of pet you would like to have, or where you would like to live.

Writing task: Write a letter to yourself to be opened in a years' time. What do you hope you will have achieved? Are you going to give yourself any advice? What do you suggest to your future self for what to do if there are obstacles in the way of achieving your goals and ambitions? Once you've finished your letter, seal it in an envelope and give it to your teacher or group leader, to be opened in 12 months' time.

Connections with Tina: At the beginning of the show, Anna Mae is criticised by her mother for being ‘too loud’. Her passion for music, and her physical energy is too much for those around her. Anna Mae's grandmother GG encourages her to use her voice to escape the poverty and loneliness of Nutbush but numerous people seek to repress her spirit and her identity. Throughout her story, Tina remains determined to be true to herself, despite the many obstacles in her way. The stage directions for her moment before the Capitol Records showcase reads:

*“The WOMAN she's always been onstage has suddenly arrived in the building.
She stands akimbo, seeming to sprout wings and become wide in this world
for the first time”*

Parenting and Family

“Fire is hard to hold...Fire illuminates your own flaws”

(Zelma to her daughter, in Act Two)

What makes a good parent?

In pairs, create a ‘Parent Charter’. For anyone who is a parent, what are the main responsibilities? What are the day-to-day roles that a parent must fulfil? Can you order them in terms of priority?

Next to each essential role, what barriers to fulfilling that parenting role can you identify? For example, ‘providing nutritious food’ might seem straightforward but poverty, experiencing abuse, lack of understanding of resources or time can all be barriers to the most well-meaning of parents.

Now that we’ve spoken in general terms, let’s consider the parenting in Tina. How many parents can you identify? Are there any parents who do not fulfil their role at all? Thinking back to your ‘Parent Charter’, how might we describe the success of parenting? Remember that this is not an exercise in moral judgement but instead we are exploring the challenges of parenting.

Are there other characters who fulfil a parenting role? How might this relate to the proverb that ‘it takes a village to raise a child’? With this in mind, what wider definition can you create for the words ‘parent’ and ‘family’?

Defining Family

When Tina tells Rhonda that she is going to ask Roger to manager her, Rhonda is upset. However, the following dialogue explores the theme of what it means to be a ‘family’.

“The song (Open Arms) is between two best friends. The number provides a window to the fact that true friendship sometimes requires sacrifices and letting go”.

Katori Hall.

RHONDA: This Roger cat is just a boy! I’m the one who’s been standing there with you through thick and thin!

TINA: You think I don’t know that? You’ve been more of a sister to me than my own flesh and blood. You know me better than anyone else. And you know my dreams even better than I do. Remember when I told you I wanted to be like David Bowie, Mick Jagger? And you said I could fill stadiums just like them...

RHONDA: I know but—

TINA: You’re going have to let me try this Rhonda.

RHONDA: And what if you fail?

TINA: It’s true. I might be jumping at the sun, but I got long legs. Rhonda, don’t you want me to be happy?

The beginning of OPEN ARMS begins to play.

TINA: Well, is it better for you to be my sister-friend or my manager?

- **With a partner, create a bullet pointed list of 9 aspects that you think make a family.**
- **Then, with your partner, create a diamond 9 list that ranks the importance of those elements in defining a family member with the most important element at the top and the least important at the bottom. Be prepared to justify your decisions when you share these ideas with another pair in your class.**

- **Discuss it with another pair. What do you discover about people’s attitudes to family, and what defines a family member?**

Consider Zelma’s comment to Tina that “fire is hard to hold”. What is she admitting here? What are your emotional responses to Zelma?

Tina Turner has stated that she wishes that both her mother and Ike Turner were still alive to see the production of *Tina*. What do you think the overriding message of the scene in Act Two between Zelma, Tina and Ike is? Do you think it is possible to forgive a parent for seeming to fail in their parental duties?

“When we see Tina throw the ashes of her mother into the river (based on true events) we too, let go.

Within Tina, the self-doubt is replaced by self-love.

The hero she’s been searching for her entire life is the shero inside herself”.

Katori Hall.

Historical Context

Research: students can be allocated different aspects of history (American and worldwide) and then create a timeline or presentation, or use it as an opportunity for creative or factual writing.

An extra challenge is to then discuss how these specific factors are at play in some of the scenes portrayed in *Tina* and how they explain some of the attitudes and behaviour that we see in the show.

1. **The Jim Crow laws** in America were in place between 1865 (following the end of the American Civil War and the ensuing Reconstruction Period) until 1965. They were a series of laws which upheld segregation and affected access to many aspects of daily life. Black people could not access the same facilities as white citizens such as schools, libraries, hospitals, churches and even public bathrooms.

Research what some of those specific laws stated, and what happened to black people who were accused of breaking those laws.

2. The death of **Emmett Till** in 1955 was a high profile murder (or lynching) of a 14 year old boy who was accused of wolf-whistling the white wife of a store owner. Emmett's mother insisted on an open casket (coffin) in order to demonstrate the brutality of Emmett's death. The two men who had admitted to the murder in a magazine article, were found not guilty by a court jury in 1955.

****Content warning: students are likely to encounter explicit photos of the injuries Emmett Till sustained in his attack when researching online****

3. **Brown vs. Board of Education**, 1954. This was a Supreme Court ruling that stated segregation in schools was unconstitutional, even in instances where separate schools for black and white children were judged equal in quality. This was a controversial decision for many white citizens who made concerted efforts to oppose the ruling and create obstacles for the practical application of the ruling.
4. **Monuments to the Civil Rights Movement in America.** These include museums such as the **Mississippi Civil Rights Museum** (with helpful resources as <http://mcrm.mdah.ms.gov/learn/educators>), the **National Civil Rights Museum at the Lorraine Hotel** (the motel where Martin Luther King Jr. was assassinated (<https://www.civilrights museum.org>) and **The National Memorial for Peace and Justice** and the **Legacy Museum** (<https://museumandmemorial.eji.org>).

A helpful task for more able students in the UK would be to make a comparison about how black history, and the fight for civil rights is commemorated here as opposed to in America. What are the reasons for this?

30s

BORN IN TENNESSEE

1939
Born Anna-Mae Bullock in Nutbush, Tennessee on the 26th November, to parents Zelma Priscilla and Floyd Richard Bullock

50s

1956
At 16, Anna-Mae moves to St Louis to live with her mother and sister Anna-Mae joins Ike Turner's band, The Kings of Rhythm

60s

1966
Ike renames his band – and also renames Anna-Mae: 'Tina Turner'
1966
Tina Records *River Deep, Mountain High* and she and Ike tour the UK with the Rolling Stones

70s

1971
Tina records *Proud Mary* and wins her first Grammy Award (1972)
1973
Tina's first original song, *Nutbush City Limits*, becomes an international sensation
1976
Tina finally decides to flee her marriage to Ike Turner

80s

1983
Tina records *Let's Stay Together* at Abbey Road Studios in London
1985
Tina is awarded four Grammy Awards, including Record of the Year for *What's Love Got to Do with It* and records *We Don't Need Another Hero (Thunderdome)* for the film *Mad Max: Beyond Thunderdome*
1986
Tina publishes her autobiography *I, Tina* and is awarded a star on the Hollywood Walk of Fame

90s

1991
Ike and Tina are inducted into the Rock and Roll Hall of Fame.
1993
Tina's autobiography is turned into a feature film *What's Love Got to Do with It*, starring Angela Bassett and Laurence Fishburne.
1995
Tina records the title track for James Bond film *GoldenEye*, starring Pierce Brosnan

00s

2008
Tina performs *Proud Mary* with Beyoncé at the 2008 Grammy Awards

10s

2013
Tina marries Erwin Bach. Guests include Oprah Winfrey and David Bowie
2018
WORLD PREMIERE OF TINA
Tina's life story is adapted as a musical, opening on the West End at the Aldwych Theatre in March 2018.

Racial Discrimination Before and After the Civil Rights Movement

Using the timeline of Tina's career as a starting point, map out key moments in the history of civil rights, racism and discrimination. However, you should not stop at key points in American history, or stop in 1988 when Tina's story concludes in the show. Instead, continue the timeline to the present day, and include events in your country or area. For example, the 1980s in the UK saw a number of race-related riots and demonstrations and relationships with the police force continued to be tense. You may also wish to include the investigation into the murder of Stephen Lawrence in 1993, two of the perpetrators not being jailed until 2012.

Note for teachers: It is important that students see past the tendency to focus on historical figures such as Martin Luther King jr, Malcolm X and Rosa Parks. These figures are obviously hugely important, but it is vital that we allow students to reflect on issues in their own communities and lives by making recent, and relevant references.

In preparation for leading or participating in these discussions, you may wish to do additional research by reading Akala's *Natives: Race & Class in the Ruins of Empire* and *Why I'm No Longer Talking to White People About Race* by Enni Eddo-Lodge, which make specific reference to UK based events.

Changing attitudes: Discussions about race do not have to centre on violent protest. You can also have effective and revealing conversations around attitudes towards race in theatre. For example, in 2015 actor Noma Dumezweni was cast as Hermione Granger in the original stage production of *Harry Potter and the Cursed Child*. Author J K Rowling and playwright Jack Thorne both tweeted their approval of the casting, with Thorne poking fun at those placing such importance on skin colour and appearance rather than the ability to play the role. He tweeted, "Noma, Jamie & Paul will be the most brilliant three. We're very lucky to have them. And to assure all doubters - Paul is ginger in his soul." (21st December, 2015) The casting of Dumezweni opened up numerous conversations around colour blind casting, and opportunities for greater diversity in the industry.

Race in the (English Literature) classroom

The English & Media Centre's Diverse Shorts is an excellent collection to get students started on many of the topics that Tina deals with.

Traditionally, novels such as *To Kill A Mockingbird* and *Of Mice and Men* are used to present the experience of racism in America. However, current discussions surround the authorship of these two classic texts: both are written by white American authors, and therefore only offer one particular perspective.

Consider how your curriculum might expand to include new and diverse voices, including Angie Thomas, Benjamin Zephaniah, Andrea Levy, and Gillian Slovo. Newly published texts such as *Punching The Air* by Ibi Zoboi and *Yusef Salaam* are also helpful texts to explore.