





Welcome to the ABC of Brent, a learning resource for schools and educational settings created by A New Direction and Brent educators for Brent 2020, London Borough of Culture and beyond.

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# FOREWORD

In 2020, Brent will be The Mayor's London Borough of Culture. This borough wide programme will explore the stories, art and emotions that hold life in Brent together, uncovering and celebrating its untold tales and unheard voices.



**BRENT IS  
MORE THAN A  
BOROUGH OF  
CULTURE. IT IS  
THE BOROUGH  
OF CULTURES.**



Young people have been with us on the Brent 2020 journey from the beginning. Special thanks must go to Samira Abubakar, Zeinab Abubakar and Komaxi

Quessou, students at Alperton and part of the Blueprint Collective who have been an invaluable sounding board throughout the development of these resources. Thanks also to Community Advisors Lucy Fine, Dhiyandra Natalegawa, Amanda Epe and Errol Donald, and to Schools and Settings Representatives Keir Crawley, Wendy Kelly, Catherine Allard and Chiu-Kim Lee. And a huge thank you to the Brent educators from the pupil referral unit, nurseries, primary, secondary and special schools across the borough who worked with A New Direction to create the content for the ABC of Brent. Their expertise and creativity has been invaluable.

Brent is the home of Zadie Smith, reggae and English football. We have London's oldest road, the biggest Hindu Temple in Europe, the Kiln Theatre and Mahogany Carnival Design. We are where

city becomes Metroland; where roads, waterways and railways cross; where outsiders fight for their place. We are Jayaben Desai, George Michael, Cyrille Regis, Keith Moon, Rachel Yankey, Janet Kay, Twiggy, Bob Marley, Michael Meaney and Trojan Records. It is from this alchemy that our year of culture comes.

There are four core themes that you will see us revisit throughout 2020: Reggae, Roads, Rebellion and Raheem. These themes speak to the impact our community has had on music, on our city, on our rights and on the people making a home in our borough. Brent is a place which makes history. From the Grunwick Strikes to Amy Johnson to Raheem Sterling, our history and people are bold. In 2020, we will sing it from the rooftops.

Charlie's notes can be used across the curriculum. They set

out the facts and figures that have shaped our community. They also describe the people who have lived over the road, next door and around the corner from us: people who have changed history for us all and whom we are proud to call our neighbours.

Brent has always been a place that sets rather than follows trends. As Europe's eyes turn to Wembley next year for the semi-finals and final of UEFA Euro 2020, we will show them a place that is new, genuine and hopeful.

We hope you enjoy exploring these resources in your classrooms and look forward to seeing you and your students over 2020.

**Lois Stonock**  
**Artistic Director, Brent 2020**

# INTRODUCTION TO BRENT 2020

**Brent 2020 is a year-long cultural programme exploring the past, present and future of one of London's most vital yet, from the outside, unknown boroughs. The Brent 2020 programme has been shaped by the ideas and energy of Brent's young people in collaboration with educators, artists, filmmakers, musicians, writers, theatres, policymakers, community groups, journalists and community leaders.**

Across the entire programme, Brent 2020 explores four core questions:

**WHERE ARE WE?**

**WHERE HAVE WE COME FROM?**

**HOW DO WE LIVE?**

**WHERE ARE WE GOING?**



Through the lens of these questions, Brent 2020 explores how culture is defined and valued by people in Brent. It examines the relationship between people, power and institutions, and shows what a united and diverse community looks like and what it needs to thrive.

You don't need to be from Brent to be part of Brent 2020. We invite anyone who values the arts, culture, diversity and the power of 'place' to join us in celebrating these vital aspects of society. At the same time, you will also discover everything that's special, intriguing and ground-breaking about this incredible corner of London.

# ABOUT THE ABC OF BRENT

**A New Direction have produced this resource in collaboration with Brent 2020 and educators from schools and educational settings across Brent. It contains creative activities designed to help educators connect children and young people with their local area, their heritage and their hopes for the future. The resource also links directly with the four core Brent 2020 questions and with events and activities across the Brent 2020 programme.**

To create the resource, Brent 2020 and A New Direction brought together Brent educators to share ideas about how to make the Brent 2020 questions and themes come to life for children and young people. Educators agreed that the resource should:

- Be open and inclusive;
- Appeal to a wide range of educational settings;
- Stimulate questions, discussion, creative thought and activity;
- Encourage collaboration and sharing across different educational settings;
- Make links to cultural activities which are specific to Brent; and
- Connect to wider Brent 2020 activities.

All activities offer starting points and prompts, rather than prescribed step-by-step lesson plans. We hope this will enable you to add detail to activities or to simplify them according to your particular setting, and to make more meaningful connections with your children and young people.



# HOW TO USE THE ABC OF BRENT

The 'ABC' in the title of this resource is for Arts, Brent, Culture.  
The resource is organised into sections based on this title:

## A IS FOR ARTS

The arts are at the centre of these activities exploring Brent and the Brent 2020 programme. These activities are generally simple and enjoyable on their own, while also serving as great 'ways in' to deeper explorations of Brent 2020 themes. These activities may particularly suit younger children, but are adaptable for all age groups and abilities.

## B IS FOR BRENT

These activities are built around perspectives on Brent that focus on place, stories, home and the future. Each perspective links to a larger document with more detailed information, and also suggests connections to subject areas which children may already be studying. Activities in this section generally require a bit more time and may suit some younger children and should suit most older children.

## C IS FOR CULTURE

This section offers a deeper engagement with the ideas, history and heritage that have shaped Brent. These activities will require more time and sometimes more resources, and many engage with communities beyond the school or educational setting. These activities may suit some younger children and should suit most older children and young people.

Brent educators have selected activities in each section that may particularly suit Early Years Foundation Stage (EYFS) or children/young people with special educational needs and disability (SEND). These activities are indicated by



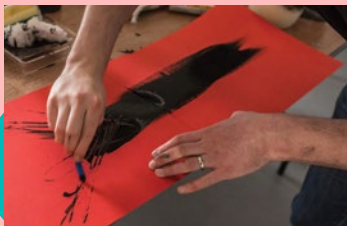
All activities in the ABC of Brent connect with one or more of the core questions underpinning the Brent 2020 programme. A number of activities have additional steps and ideas entitled 'Extra' for anyone wanting to dig deeper into a theme.

We invite and encourage you to make this resource your own and to recombine content and questions in ways that best suit the needs and interests of your children/young people.



Throughout the resource you will hear lots of interesting information, facts and stats from Charlie Tims, who helped write Brent's application to be London Borough of Culture 2020. In the time since he has got to know the borough quite well. Charlie refers to himself as an interested amateur rather than an expert, but like you he's curious about this part of London and what has happened here.

# ARTS



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# ARTS FOR ARTS



## ACTIVITIES

1

What does it mean to be part of Brent 2020? Ask your children/young people to express their responses by taking a selfie, creating a dramatic tableau (which you could photograph), or making a sculpture, collage, poster, or drawing. You might ask:

- How does living in Brent feel to you?
- What makes Brent important?
- What one word sums up Brent for you?
- Extra: if someone from London is a Londoner, what's the name for someone from Brent? Ask the children/young people to brainstorm some playful ideas and add these to their responses.

2

Brent 2020 is a time to notice and celebrate all of the art and culture in the borough. Some of this is obvious, and some is hidden. Plan a walk with the children/young people around your school, educational setting or local area. Encourage them to record the art they see by **taking photographs and making sound recordings, drawings and/or texture rubbings (a texture rubbing involves placing a piece of paper over the subject and then rubbing the paper with a pencil or charcoal).** You might ask:

- How many different artforms or works of art can you see?
- How does the art you see change the feel of the environment it's in?
- What patterns do you notice, whether in the artworks themselves or in how they fit into their surroundings?
- What kinds of artworks would you like to see?



3

Have the children/young people design a new work of art about Brent that could be displayed in your school, setting or somewhere in your local area as part of the Brent 2020 celebrations. Consider:

- Encouraging the children/young people to think about their favourite Brent places, and whether they could include those places in the artwork;
- How a mixed media approach – e.g., painting, sculpture, textile, etc. – could enhance some of the emerging ideas; and/or
- Referring to some of the activities in 'B is for Brent' for places and people who could feature in the artwork.



## ACTIVITIES

4

The Brent 2020 programme will help put Brent 'on the map' for Londoners who aren't familiar with our borough. Ask the children/young people to make a map of their favourite place in Brent using finger painting, drawing, collage, etc. You might ask:

- Where is your favourite place?
- How does it make you feel?
- Who do you go there with?
- Why is it your favourite place?
- What would make your chosen place even better?

5

Music is central to Brent, and to Brent 2020. Play the children/young people a song by a Brent musician, past or current, and ask them to draw or write their responses as they listen to the music. You could also ask them to respond with dance or movement. You might ask:

- How does this music make you feel?
- What do you like about this music?
- What does this music remind you of?
- How do you think Brent might have inspired or influenced this song, or this musician?
- Extra: Ask the children/young people, 'if you were a song, what would you sound like?'

Ask them to depict their responses in sound and perhaps even to make recordings. Think about:

- What could you use in your immediate surroundings to make sounds?
- What do you think these sounds say about you: your personality, your feelings, your interests?

SE ND EY FS

6

Create a junk orchestra for Brent 2020! Work with the children/young people to make musical instruments from junk, recyclables and other 'found' items. Then use them to perform a favourite song. You might ask:

- What instruments should be in your orchestra?
- What items do you have at home that you could bring in to play?
- Can the orchestra learn a song by a Brent musician?
- Extra: Perform your junk orchestra song for another class, or even for the entire school and parents/carers.

SE ND EY FS



## ACTIVITIES



7

**Which spaces or places in your school or educational setting could use a new piece of art or design in order to make them more interesting or engaging? Ask the children/young people to think about somewhere they'd like to create a new artwork for. You might ask:**

- What is the feeling in your chosen space or place now, and what would you like it to be?
- What kind of artwork can you imagine here: is it a painting, a sculpture, or something that people can interact with?
- Who uses this space/place now, and how might they use it differently if your artwork happened? Who else might use it?
- Extra: create a fantasy design brief for a local artist to transform an area in your school or setting. Consider:

- How your design brief could allow the children/young people to use the area differently, e.g. comfy beanbags v hard chairs;
- Interviewing educators and other children about what their ideal area would be like; and/or
- Asking a local artist to come and discuss your brief once it's done. You could ask the artist to suggest what s/he might add, and discuss how it might become part of Brent 2020.



8

**As part of the strong storytelling theme in Brent 2020, ask the children/young people to write a poem or story about Brent with their family. Consider:**

- Using word games as a starting point;
- Encouraging the children/young people to use the different languages their family might use at home, at work and in the community;
- Asking family members to come up with three words that represent/resemble 'Brent' to them;
- Making a recording of family members singing their favourite songs; and/or
- Turning poems into a song or a rap and encouraging performances.

# B IS FOR BRENT

These activities are built around perspectives on Brent that focus on place, stories, home and the future. Activities in this section may suit some younger children and should suit most older children. Each perspective links to a larger resource compiled by Brent 2020 researcher Charlie Tims, which is full of rich and detailed information offering a deeper exploration of that perspective.



# THIS IS OUR PLACE

Brent hasn't been here for long. Most of London doesn't know about us, or where we are. What does the world look like when viewed from here? What do we look like to those looking in? This section is all about the physical locations and things of interest that make Brent unique and interesting. You may find useful ways into geography, history and literacy in this section, or knowledge and understanding of the world (EYFS).

## THE ROAD

"The outline of Brent looks like a slice of cake. One side looks crumbly, the other side is straight. The straight side tracks the route of the A5. Depending on where you are, it is known locally as Edgware Road, Kilburn High Road, Shoot Up Hill or Cricklewood Broadway. The road is the border between Brent and Camden (and Barnet on the north section). Accents, people and smells mingle on it. The Jarrow Crusaders marched down it. And on 11 July 2020, Brent 2020 will stage a street party on the section of it between Brondesbury and Kilburn High Road station.

The A5 runs the route of an ancient path paved by the Romans called Watling Street, which crosses the UK from south east to north west. If you keep walking south, you get to Dover. Walk North and you'll arrive in Holyhead. In the Middle Ages, the road marked the border between the Viking and Anglo-Saxon regions. Some linguists believe that English is spoken differently on either side of the road."

– Charlie Tims

## DID YOU KNOW...?

- Brent has more tube stations than any other borough apart from Westminster.
- Brent has an aqueduct in Stonebridge, where the Grand Union Canal crosses the North Circular.

## THIS IS OUR PLACE ACTIVITIES

1

Ask children/young people to write a 'day in the life' poem about the Kilburn High Road. Consider:

- Everything that might happen in a full 24-hour cycle;
- Which colours might best depict the mood (or moods) of the road; and/or
- Exploring some contemporary Brent poets for inspiration, including Momtaza Mehri, George the Poet, and Warsan Shire, whose poetry appeared on Beyonce's album *Lemonade*.
- Extra: apply this same idea to a local building or space, e.g. a park.

2



Individually or in small groups, ask the children/young people to research the history and/or significance of particular spaces in Brent. These could be spaces which are local to them, or their favourite places. Then create a large, collective map. You might ask:

- Who uses the spaces in your map, and how do they influence the way those spaces look, sound and feel?
- How could you use written or spoken words, or even movement, to bring the map to life?
- How could you bring the map to life in the school hall or in the playground?
- How could you enhance and add detail to your map (e.g. by visiting your local high road)?

3

Task the children/young people with researching the official name of the Brent ward they live in. Ask them to create new names that describe the modern personality of their ward and then draw, write or collage the names as a large, collective graphic. Consider:

- Speaking to a local librarian about the history of your ward;
- Using the school hall or community building as a location for displaying the completed design; and/or
- Using a range of materials and artistic styles to depict old and new names.



# THESE ARE OUR STORIES

Not at the centre of London yet supremely connected, Brent has been a rebel enclave where new ideas and culture have formed. What stories from Brent's past need to be told? Who has changed the way we see ourselves? The activities in this section explore our stories and the stories Brent has built upon to create its unique character. You may find useful ways into literacy, PSHE and history in this section.

## JAYABEN DESAI & THE GRUNWICK STRIKES

"Between 1976 and 1978, Jayaben Desai (1933-2010) led a strike at the Grunwick photo processing plant in Dollis Hill about working conditions, unequal pay, union representation and racism. The strike was defeated and Desai never got her job back, but for the labour movement the event is widely remembered as the point at which the interests of migrants became the interests of all workers and unions. Before Grunwick many within trade unions saw migrants as a threat to the indigenous working class. Today, Desai is an iconic figure for feminists, anti-racists and all those concerned with social justice. She is frequently included in lists of Britain's greatest women. She symbolises women, migrants and Brent standing up for itself."

– Charlie Tims

## DID YOU KNOW...?

- In 1987, at the age of 8, future England international Rachel Yankey, who is from Willesden, shaved her head and called herself Ray so she could play for a (boys) football team.
- In 1968 a man called Michael Meaney lived under a road in a coffin in Kilburn for 61 days.
- Twiggy, arguably Britain's first supermodel, grew up in Neasden.

## THESE ARE OUR STORIES ACTIVITIES



### 1

A mural outside Dollis Hill station commemorates the Grunwick Strikes. Work with the children/young people to help them design their own mural commemorating another powerful moment in Brent history. You might ask:

- Who are your heroes in Brent, and what makes them heroic?
- What issues do you stand up for, the way Jayaben Desai stood up for workers' rights?
- How would you make sure your mural grabs people's attention?
- Where would you place your mural?
- Extra: consider a field trip to visit the Dollis Hill mural. You might ask:
- What feelings or ideas does the mural evoke for you?
- Why do you think the mural is located where it is? Who is likely to see it?
- Could you create the mural you've designed? What would it take to make it happen?

### 2

In pairs, have children/young people interview each other about an interesting 'Brent story' – this might be something involving them personally, or something that happened in their local area. You might ask:

- What was the mood of the story, e.g. funny, silly, intense?
- What questions can you ask to get as much detail as possible about the story?
- What did you learn about Brent through the story?
- Extra: Can you weave all of the stories into one big Brent story? How might you present this to others, e.g. in an assembly or by creating an artwork for parents/carers to view?

### 3

Develop a 'My Brent Life' writing and reading project in partnership with parents/carers, encouraging the children/young people and their families to share personal stories of the past and ideas for the future. Explore:

- How you could present the writing to reflect how times have changed; and/or
- Filming and/or audio recording all or selected families as part of the project.
- Extra: Develop a campaign that encourages Brent residents to share experiences about how they came to live in Brent. Explore:
- Various ways you could promote the campaign; and/or
- How the campaign could link to Brent 2020 events and ideas.



# THIS IS OUR HOME

Brent is a borough of many cultures, each with its own way of thinking and feeling. How do different communities express themselves? What kind of culture does Brent make? The activities in this section explore our culture, community and creativity. You might find useful ways into the arts (particularly music), geography and/or history in this section.

## REGGAE

"In the 1960s, Brent played a vital role in introducing Britain to reggae music through record shops, rehearsal rooms, and recording studios based in the borough.

Trojan Records was the borough's most iconic record label, founded in Kilburn in 1968 and run from a now-demolished warehouse on Neasden Lane known as Music House on Neasden Lane. During its heyday in the late 1960s and 1970s, Trojan popularised ska, rocksteady, reggae and other forms of Jamaican music. In 1970 alone, Trojan released 500 records. The music connected the Windrush generation with Jamaica and gave numerous new subcultures across the UK a soundtrack.

Brent's musical pedigree doesn't stop at reggae. Two of rock's greatest drummers – Keith Moon of The Who and Charlie Watts of the Rolling Stones – grew up in Brent (around Wembley and in Kingsbury respectively). The punk and New Wave scenes also orbited Brent: The Slits played their first gig in Harlesden, Ian Dury formed his first band nearby (the aptly named Kilburn and the High Roads), and music videos by Madness, The Jam and Dexy's Midnight Runners were all shot in the borough. In the early 1990s Reinforced Records based in Dollis Hill began to release music by Goldie and 4Hero combining loops of edited breakbeats. This music would later become known as Jungle and Drum 'n' Bass, and has influenced the contemporary Grime MCs Lethal Bizzle, Tempa T and Dizzee Rascal."

– Charlie Tims

## DID YOU KNOW...?

- Reggae superstar Bob Marley lived in Neasden in 1972.
- Goldie learnt to make drum and bass music in Dollis Hill, before exporting it around the world.
- Legendary music labels Trojan and Island Records were both founded in Brent.

## THIS IS OUR HOME ACTIVITIES

1

**Brent's musical history is one of its defining qualities. Ask the children/young people to research the musical history of Brent and make a timeline indicating the names of the musicians, where in the borough they lived or worked, when the music was made, etc. You might ask:**

- How many different musical styles can you find?
- Which musicians were born outside of Brent, and where?
- Which musicians made their recordings in Brent?
- How many contemporary musicians have you included?

2

**Ask children to research a famous Brent musician (see Charlie's resource for some tips) and learn about their 'Brent story' and their music. Think about:**

- Where did they live and go to school?

- What stories did they tell about their life in Brent?
- How has Brent influenced their music? This might be about people from Brent, or about the places referenced in songs.
- How you feel about their songs, and if you like them.

3

**Create a music and/or dance performance featuring songs that have been made or performed by well-known Brent residents. Consider:**

- Trying to find out what the musicians were thinking about and experiencing in their lives when they made their work, and how this might relate to the experience of the children/young people who are performing; and/or
- How children/young people who are not keen on performing can participate, e.g. by helping with costumes, tech support, promotion and/or media support.

4

**Make a music album using the Brent 2020 anthem as the theme. Explore:**

- What aspects of the Brent 2020 programme you might use as a creative stimulus for the album;
- How different styles of music could bring the messages in the songs to life and connect them to Brent;
- Who in the community might support the creation of the album, whether through musical advice, recording or promotion; and/or
- How you could create a 'launch party' for the album, including a VIP invitation list of Brent musicians.
- Extra: design an album cover!



# THIS IS OUR FUTURE

Brent is always on the move. Building, creating, enterprising – into the future. Brent 2020 is looking for signs, stories and people of the future in Brent. Can Brent be a place where things are done differently, independently and creatively? Who shows the way forward in this borough? The activities in this section explore activism and aspiration, and you might use useful ways into sport/ PE, politics, and/or geography.

## RAHEEM STERLING

"Raheem Sterling is a brilliant footballer from Brent who transcends the game he plays through his activism and by being a strong role model for young people. Born in Jamaica in 1994, Raheem emigrated to Brent aged five and lived on St Raphael's estate in Neasden. He attended local schools and left the area aged 16 to play for Liverpool. A year later he became the fifth youngest player to play for England, and in 2015 Manchester City paid Liverpool £49m for him, which at the time was the highest ever transfer fee paid for an English footballer. In 2018, after allegedly being racially abused by a fan, Sterling took to social media to criticise negative tabloid portrayals of successful young black football players. Nike created an advertising campaign to support him, which reached millions with a powerful message of how speaking out is the first step towards positive change."

– Charlie Tims

## DID YOU KNOW...?

- The £49m Manchester City paid Liverpool for Raheem Sterling in 2015 was, at the time, the highest ever transfer fee paid for an English footballer.
- Two women from Harlesden – Warsan Shire and Carla Marie Williams – wrote lyrics and words for Beyoncé's *Lemonade* album.

## THIS IS OUR FUTURE ACTIVITIES

1

Working in pairs, have the children/young people draw around their bodies on large pieces of paper and write in all the dreams they have for their future. You might ask:

- How will Brent feature in your future?
- Where would you like to travel?
- Who will you be?
- What skills, ideas and qualities might you need to achieve your dreams?

2

Ask the children/young people to imagine that they are Mayor of Brent for the day, and to write and present a speech about what they'd do to create a positive future for young people in Brent. Consider:

- If you were Mayor of Brent for the day, what would you ask people to do to make Brent a better borough for everyone?
- What issues most concern children and young people today in Brent?
- Interviewing the current Mayor of Brent.
- Extra: create a series of Instagram stories for the Brent 2020 website to share your ideas. You might also create a campaign poster to accompany your speech.

3

Where will we meet up in the future? Task the children/young people with designing a future community centre for Brent that would be a vibrant and creative space for everyone. Think about:

- Who might use the centre and how they might want to use it;
- How global issues such as climate change might influence the design and functioning of the centre; and/or
- What role the centre might play in promoting positive change for the entire borough.

THIS IS OUR FUTURE  
**ACTIVITIES****4**

**How would you describe Brent to a visitor? Discuss this with the children/young people. Then ask them to come up with a motto for Brent, and to design it on a poster with pictures and words. You might ask:**

- What is special about Brent?
- What people or places would encourage people to visit Brent?
- How would you display the motto?
- Extra: Consider sending your new motto to your local councillor, presenting it at a school assembly, or asking people (family members, librarians, councillors, etc.) to come up with their own mottos.

**5**

**Create an artwork, poem, performance or short film based on the children/young people completing the phrase 'The future of Brent is \_\_\_\_'. Consider:**

- Having the children/young people brainstorm a variety of words and selecting a handful of these to work with, possibly in small groups;
- How you can edit the film, e.g. by asking other educators or the children/young people to help; and/or
- Where and how you could screen the film, and who should see it.

# CIS FOR CULTURE

This section offers a deeper engagement with the ideas, history and heritage that have shaped Brent. These activities will require more time and sometimes more resources, and many ask children/young people to engage with the community beyond their school or setting. These activities may suit some younger children, and should suit most older children and young people.



## ACTIVITIES



1

What are the most visible signs of 'culture' in Brent? Ask the children/young people to list all the types of creative and cultural expression they notice over the course of a day, e.g. hair styles, advertising posters, clothing and fashion, graffiti, public art, faith symbols, food and cooking, etc. You might ask:

- What patterns or things in common did you notice?
- What did you see that you hadn't noticed before?
- What is distinctively 'Brent' about what you noticed – things that you wouldn't find elsewhere in London, or even in the UK?
- Extra: create a poem or rap beginning with the phrase 'Brent culture is \_\_\_\_\_' and incorporating all or some of what the children/young people discovered. Consider recording the poem/rap and sending it to Brent 2020.
- As inspiration, read or listen to some contemporary Brent poets, including Momtaza Mehri, George the Poet, and Warsan Shire, whose poetry appeared on Beyonce's album *Lemonade*.

2

Ask the children/young people to develop and conduct a 'What's next for Brent' survey. Think about:

- How you want to conduct your survey, e.g. in person in the community, online, or both;
- How you want to structure your survey, e.g. question and answer, tick-boxes, or a selection of responses to a question or statement;
- Which community locations might offer the most interesting and productive responses, e.g. libraries, shops, or community centres;
- Inviting a local MP to complete the survey; and/or
- How you could take action on the answers people provide.

3

Create a promenade theatre tour of the local area or your setting with the children/young people as actors and borough tour guides. Explore:

- How you could enrich the tour by involving members of the community;
- What permissions you might need to conduct the tour;
- What props, costumes and audio/visual elements might enhance the tour, and where to source them without cost; and/or
- Linking the tour with one or more Brent 2020 events.

## ACTIVITIES

4

**Arrange for the children/young people to visit a local elderly care home to hear the resident's stories about living in Brent. Consider:**

- Recording the stories, or asking children/young people to make notes or draw pictures;
- Inviting your local paper to write an article about the visit;
- Interviewing the staff at the care home to learn more about their stories of living and working in Brent; and/or
- Sharing a story aloud in your school or educational setting.

5

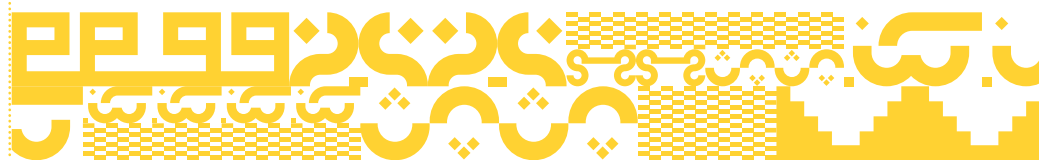
**Create a soundscape (sounds that describe a place) that reflects the culture of Brent, or of other places/spaces of particular interest to the children/young people. You might ask:**

- How can 'culture' be represented in sound?
- How can voices, found objects and musical instruments be used to create the soundscape?

**What themes and ideas might the children/young people want to communicate, e.g. particular times of day, people, activities, moods, or even colours and shapes?**

- How could you best record what's discovered and created, e.g. on a smartphone, a digital camera, or in a recording studio (possibly a local one)?

- Extra: consider linking this activity to one of the map-making activities found in 'A is for Arts' or 'B is for Brent'. Think about:
  - How sound could animate or bring particular maps to life; and/or
  - How a guided tour of the borough (another activity in this section) could be enhanced by this soundscape.





## ACTIVITIES

6

Invite a local artist to facilitate an art lesson with the children/ young people that explores the theme 'the culture of Brent'. The lesson might consider:

- What moods, qualities and ideas help convey the idea of 'culture'; and/or
- What existing art – ideally in Brent, possibly beyond – looks at culture?
- Extra: explore how art created in this activity could become part of Brent 2020 or otherwise displayed in your community.

SEND EYFS

7

Create a Brent 2020 arts exhibition featuring artwork from Brent schools and education settings. Think about:

- What art forms you will present, and why. What's informing your choices?
- How you might encourage as many schools as possible to participate in the exhibition;
- How you might promote the exhibition through local press, print or social media;
- Inviting the Brent 2020 team, parents/carers, or local business and community leaders to the exhibition; and/or
- Using the four Brent 2020 questions as a focal point.
- Extra: Create an awards ceremony to celebrate the artistic production, judged by local artists and with prizes donated by local businesses or organisations.



## ACTIVITIES



8

**Culture is all about what makes us who we are... and as the saying goes, 'we are what we eat'! Ask your children/young people to create the 'biography' of a favourite dish that represents their family or community culture. Consider:**

- Exploring the origins of these favourite dishes: their broader history, what role they played in their culture of origin, how they came to Britain and Brent, and their influence and connection to local Brent culture;
- How the dish was introduced into their family, and what memories the dish is associated with for them and their family members;
- Which shops or markets in Brent sell the ingredients for these dishes? Can you take your children/young people to visit these shops or markets?
- Do people in Brent grow any of these ingredients in allotments or community gardens? If so, can you pay them a visit?
- Holding a 'smell tour' of key ingredients in favourite dishes, particularly any spices and seasonings: can children/young people guess ingredients only by their smell?
- Extra: Create a recipe book featuring these favourite dishes, or host an event in your school or educational setting where the actual dishes can be sampled. This might be a nice way to involve parents and carers.



9

**Commission the children/young people to design a culture and heritage guide for visitors to Brent 2020. You might ask them to imagine that this commission is from a new 'Culture Minister' or the borough Council. Explore:**

- What media you'd like to use, e.g. film, photos, audio, print, or a combination;
- Which stories you'd like to include; and/or
- How the guide might synchronise with Brent 2020 events.
- Extra: Present your guide to the Brent 2020 team or your local councillor for feedback.



## THANK YOU TO ALL THE BRENT EDUCATORS WHO GAVE THEIR TIME, ENERGY AND IDEAS TO THIS RESOURCE.

NAME	ORGANISATION NAME	NAME	ORGANISATION NAME
Alicia Marco-Agullo	Willow Nursery	Keir Crawley	Preston Manor School
Ania McKinson	Brentfield Primary School	Leslie-Ann Orlans	St Mary's C of E Primary School Brent
Anna Mulry	Princess Frederica C of E Primary School	Lynne Whiteread	Salisbury Primary School
Bethany Gatrell	Granville Plus Nursery School	Marcel Rentall	Harlesden Primary School
Carmel Bernie-Francis	Newman Catholic College	Margaret O'Connor	Manor School
Chiu-Kim Lee	Capital City Academy	Maria Demetriou	The Mount Stewart Schools
Chloe Villegas	College Green School & Services	Nawal Filali	College Green School & Services
Deepa Vekaria	Woodfield School	Nicola Cummings	Queens Park Community School
Deirdre O'Flanagan	The Village School	Nicole Reid	Curzon Crescent Children's Centre
Eileen Wilson	Learning Tree Montessori Nursery	Philippa Saving	Newfield Primary School
Ellie Burgess	Convent of Jesus and Mary Language College	Rebecca Heath	Malorees Junior School
Gemma Lewis	Brent River College	Simon Barr	Wembley Primary School
Gerda Palinda	Oliver Goldsmith Primary School	Sophie Peterken	Barham Primary School
Gidea Heaton	Barham Primary School	Sujata Nehru	The Pavilion Nursery
Jenna Pickering	Wembley Primary School	Vanessa Grey	St Robert Southwell RC Primary School
Jenny Cooper	The Village School	Wendy Kelly	Jelli Tots Nursery
Johnny Mccourt	St Joseph's Catholic Primary School	Yvonne J D'Souza	Roe Green Junior School
Julius Metson Scott	Byron Court Primary School	Zoe McLaren	Mount Stewart Junior School



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