



# GYAWU = respect

## A MIGHTY LONG WAY

African Heritage Month  
ministry ideas for children and youth






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You will find this booklet for free download at:  
[www.halifaxvineyard](http://www.halifaxvineyard) OR [www.kingdomjustice.com](http://www.kingdomjustice.com)*







# GYAWU = respect

Greetings!

This Kids Kit is designed to help you bring the message of African Heritage Month to the children you minister to in your local church. The theme of “respect” comes from the Ghanaian symbol “Gyawu” which means “bravery, fearlessness, respect and valor.” (The symbol comes from “the hairstyle of the great warrior Kwatakye” which makes sense if you think about it for a minute!)

This Kids Kit was prepared to help us pass on a vision of reconciliation and restoration to our children in hopes that they will find ways forward that have sometimes eluded us. It seems to be a good season to continue to intentionally invest in strengthening healthy relationships among people from various heritages. We are called to live well together as we move forward.

Our history as Nova Scotians is one of seeking and finding freedom and daily bread for families from many places who were in need of both. While the Scots named our province, the African Canadians who settled here were no less important in the founding of our way of life. Although they arrived at the same time, they did not find the respect and opportunities they deserved.

We hope to change that day by day.

Enjoy!



## RESPECT for HISTORY



The African Nova Scotian community has been present in Nova Scotia since the province was founded. They were among the first to settle in this part of Canada. There were small numbers of Africans all along ; some were slaves and some were free. The first large group of immigrants were the Planters who came from the U.S. to take up the lands formerly held by the Acadians. They were followed by the largest group who were Black Loyalists brought to Nova Scotia by the British as a reward for supporting them during the War of Independence. Many of these newcomers settled in the Birchtown area. The Maroons, slaves sent away from Jamaica, also came north to find freedom. They were joined by more former soldiers following the War of 1812. Many of those who came had been slaves and were looking for a place to live as free men and women.

When they arrived, these African Nova Scotians discovered that not everything they had been promised by the British was going to happen. Those who received land found it was some of the least productive around. They also received much smaller plots than others. Provisions that had been part of their agreement often did not materialize. At times land was taken away and “re-given” to others if it proved to be productive.

Many families decided not to stay in Nova Scotia. Along with most of the Maroons they set off for Sierra Leone, Africa to try to make a better life there.

Those who stayed established communities around Nova Scotia. Regardless of the suffering and injustice they faced ,family and community were high on their list of values. “Neighbourliness” was strong as they helped each other through thick and thin. Many of these communities still exist and continue to place great value in family, church and community.





The Maroons who were former slaves from Jamaica eventually left for Sierra Leone when they were not well received in Nova Scotia.

Soldiers fleeing the United States were to be given land and help in Nova Scotia but the reality did not live up to the promise.



*Slavery is a part of our history and culture that we should not ignore or find humiliating. Our ancestors were captured like animals, treated as property, separated from their families, and routinely subjected to even more unbearable treatment. Surviving this made us a strong people, empowered to rise above racism. The magnificent contribution that Africans made to society is a legacy we must convey to future generations in all walks of life. (Black Cultural Centre)*



Loyalist Families settled in Birchtown where they eked out an existence on the poor land given to them. Many were former slaves living free for the first time.



In the 19th century churches formed the backbone of most communities: Anglican, African Methodist, Baptist and others. The Baptist churches were active in advocating for the rights and privileges of African Nova Scotians. They organized schools and provided welfare for those in need.

A Pit House of the kind built by the first settlers at Birchtown.





# RESPECT for AFRICVILLE



**Africville** was a small community of privately owned homes populated almost entirely by African Nova Scotians. The city neglected the community through the first half of the 20th century, and it struggled with poverty, lack of services and poor health conditions even though the residents were tax-paying citizens.

During the 1960s, Halifax relocated these homeowners of the area to public housing. During this process the residents were badly disrespected. Their personal belongings were moved in municipal garbage trucks. Their houses were knocked down and the Seaview Church, centre of the life of the community, was razed by bulldozers in the middle of the night.

In 2010 the Halifax Council agreed to officially apologize to the families who had been evicted. They agreed to build a replica of the community church which now serves as a museum. The area, which is now a park, was renamed Africville.

*"On behalf of the Halifax Regional Municipality, I apologize to the former Africville residents and their descendants for what they have endured for almost 50 years..."*

*You lost your houses, your church, all of the places where you gathered with family and friends to mark the milestones of your lives.*

*We apologize for the heartache experienced at the loss of the Seaview United Baptist Church, the spiritual heart of the community, removed in the middle of the night.*

*We realize words cannot undo what has been done, but we are profoundly sorry and apologize to all the former residents and their descendants.*

*It is in that spirit of respect and reconciliation that we ask your forgiveness."*

— Mayor Peter Kelly (2010) excerpts from the apology



*"I know that there are some among us who are wounded, and some among us who bear those scars. But, in spite of all of that, the victory has been won. We cannot continue to feed our children the bitter pills, we must give them the pills of love. We must plant in them the seeds of unity and victory. That is the only way." Rev. Dr. Rhonda Britton*



# RESPECT for great African Nova Scotians



Viola Davis Desmond was at the centre of one of Nova Scotia's most controversial episodes. In 1946, while travelling through New Glasgow, Nova Scotia she refused to sit in the balcony of the Roseland Theatre. Instead, she sat on the floor reserved exclusively for white people. She was arrested and found guilty of not paying the full tax on a floor-seat ticket. She was jailed and fined.

After her death the government of Nova Scotia pardoned Desmond and apologized to her family.



Portia White was a famous concert singer and performed concerts across Canada, the U.S., and Central and South America. She performed for the Queen at Charlottetown's Confederation Centre in 1964.



William Hall was the first black person to receive the Victoria Cross medal. He was born in Nova Scotia to former slaves. He became a sailor in his twenties, eventually joining the Royal Navy. He was awarded the Victoria Cross after securing a British garrison under fire in India. Hall was one of two sailors to survive the attack, but was the only one able to continue to fight. He fought until the garrison was safe.



Carrie Best was a pioneer in the struggle against injustice for African Nova Scotians. Best and her son were arrested for sitting downstairs in the "whites only" section at a theatre in New Glasgow.

Best established a newspaper for Black Canadians. She also had a radio program and wrote a newspaper column. She often spoke out against poor conditions on reserves and discrimination against black property owners.

She and Viola Desmond both lobbied the provincial government to repeal its segregation laws until this happened in 1954. Best became a member of the Order of Canada in 1974.



## RESPECT for African Nova Scotians Today



Corrine Sparks (Connie) was appointed to the Nova Scotia Family Court in 1987 becoming the first African Nova Scotian to be appointed to the Bench; and the first African Canadian female to serve on the judiciary in Canada.



Shauntay Grant is a writer and storyteller. She teaches creative writing at Dalhousie University and was Halifax's third Poet Laureate. A descendant of Black Loyalists, Jamaican Maroons, and Black Refugees who came to Canada during the 18th and 19th centuries, Shauntay's love of language stretches back to her storytelling roots in Nova Scotia's historic Black communities. She has professional degrees and training in creative writing, music, and theatre.

Her Honour Dr. Mayann Elizabeth Francis has always gone wherever she felt God was calling her to go. That has made for an exceptionally varied journey. She says: "Be prepared to seize opportunities as they present themselves." She was the 31st lieutenant governor of Nova Scotia and the second black person in Canada and the first black person in Nova Scotia to hold the vice-regal office.



George Elliott Clarke was born in Windsor, Nova Scotia. He is the parliamentary Poet Laureate. He is one of the most published and accomplished poets in the country. He has published numerous groundbreaking verse and dramatic poetry collections and anthologies. He has won the Governor General's Literary Award, and the prestigious Portia White Prize, has received many honorary doctorates, and was inducted into the Order of Canada. He was the Poet Laureate of Toronto from 2012 to 2015 and the 2013-2014 William Lyon Mackenzie King Visiting Professor at Harvard University. His novel, *The Motorcyclist*, will be released in 2016.





# RESPECT for GOD'S WORD

Romans 2:11

*"For God does not show favouritism"*

## Key questions:

What is favouritism?

Can you think of a time when you received or showed favouritism? How did you feel?

If God does not show favouritism why are some people hungry and others are not? Some are well and some are sick? Some are rich and some are poor?

What is discrimination? How can favouritism become discrimination? Which people might be discriminated against in our world? (poor, disabled, different race, age, etc.)

## Key thoughts:

God created each and every person and loves each one the same amount. We have equal value.

God said that all His creation was "good". All the people He created he called "very good."

People may treat others who they think are different from themselves less well.

We have had these problems ever since we started to sin against God. It was never what He wanted.

One reason we celebrate African History month is that African Canadians have often been discriminated against as we have seen.

God does not show favouritism and He doesn't want us to either.

## Application:

- How can we make sure we are not showing favouritism especially to people we think are different from us?
- How could we help people when others are discriminating against them?
- Let's ask God to help us not to show favouritism with our words or our actions.





## RESPECT for GOD'S WORD

Some other scriptures you might use to talk about the historical and cultural information already presented:

*Acts 10*

The story of Cornelius and Peter

*Psalm 99:4*

The King is mighty, he loves justice.

*Isaiah 42:1*

"Here is my servant, whom I uphold, my chosen one in whom I delight. I will put my Spirit on him, and he will bring justice to the nations."

*Zechariah 7:9*

This is what the Lord Almighty said: "Administer true justice, show mercy and compassion to one another."

*Numbers 26: 55*

Be sure that the land is distributed by lot. What each group inherits will be according to the names for its ancestral tribe

*Isaiah 1:13-17*

Say no to wrong. Learn to do good. Work for justice. Help the down-and-out. Stand up for the homeless. Go to bat for the defenceless.





# RESPECT and confronting privilege

PRIVILEGE happens when someone:

- Gets things they have not worked for because they are seen as “better”
- Can move, buy, work or play in ways that others can't
- Has access to open doors that are shut to others
- Thinks the way they are is “normal” while others are “different”
- Gets advantages because of the colour of their skin
- Gets advantages because of how much money they have
- Has their voice listened to because they are seen as “more valuable”

## Becoming aware of privilege

should not be viewed as a burden or source of guilt, but rather, an opportunity to learn and be responsible so that we may work toward a **more just and inclusive world.**

White privilege is like an invisible weightless knapsack of special provisions, maps, passports, code-books, visas, clothes, tools and blank checks.

— Peggy McIntosh



## Activities to help children understand privilege:

### 1) Circle of privilege

With all the participants in a circle of chairs, they are asked to stand together in the middle of the circle. Simple categories of people are named. These could include: those who use glasses, those who are wearing white socks, those who are wearing jewellery etc. Those not fitting the category must sit down. After a few rounds discussion can centre around how it feels to be excluded, how it feels for the standing group to always be shrinking, and how it feels to be the last one(s) standing.

### 2) Acting it out

There are many ways to show children what “privilege” is about even if the word is not familiar.

Some ideas to start a conversation are:

- Use the knapsack idea to show how we may carry privilege unseen. Two persons could be given knapsacks with representative items in them such as a map, some tools, a phone full of contacts etc. while the other has an empty knapsack or one filled with useless items. Act out possible scenarios that could arise involving the two people. Depending on the age of the group this could include being chosen for special benefits, having an easier time at work because of having special tools etc. Remember that younger children need more concrete examples while older youth can understand symbols.
- Have the leaders or older children act out scenarios such as being chosen for special jobs at school, being left out of activities, a group of children making fun of one who is different in some way etc. It may help to have some hats as props to show the differences between the characters.



# RESPECT for CULTURE

## Things to make

### MANCALA GAME

#### Supplies:

Cardboard egg carton (dozen size)  
Styrofoam or paper tray to cut and place at ends of board  
(these are the mancalas)  
Craft paints and paint brush  
48 Marbles, tiny rocks, beans, beads etc.

#### Object:

Have the most stones in your mancala after all the stones on one side of the gameboard are captured.

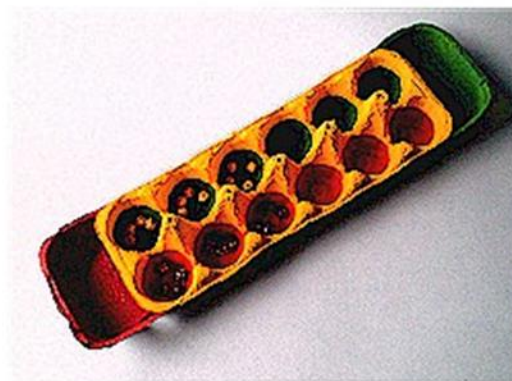
#### Instructions:

At the beginning of the game, you and your opponent sit on opposite sides with your egg carton game between you. Each player takes 24 stones and places 4 in each of the 6 small cups.

Choose a player to go first On your turn, pick up all of the stones from one of your cups. In a counter-clockwise direction, place one piece into each cup, including your mancala, but not your opponent's mancala. After you do this and capture any stones (see below), your turn is over. The game continues with players alternating turns.

If you place the last stone of your turn into an empty cup on your side of the board, you capture all of the pieces in the cup directly across from it on your opponent's side of the board. Take the captured stones and the capturing stone and place them in your mancala.

As soon as all the small cups on one side of the gameboard have been emptied, the game is over. The player with the most pieces in his or her mancala wins.





## AFRICAN NECKLACE

The ornamental necklace is common in various African countries. In some places they are used to represent the riches of the owner with a larger necklace indicating greater wealth.

### Supplies:

Scissors  
Paper plates (with ridges around the outside)  
Markers or paint  
Paint and paintbrushes

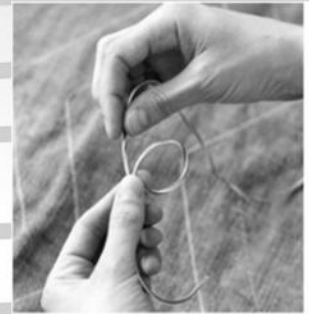
### Instructions:

These easy necklaces are made with the outer rim of a common paper plate. These are then painted or coloured with markers.

You can add stringed pasta or pieces of drinking straws threaded onto



## Woven Bracelets



1. Form a loop with your string



2. Pull longer string thru as a loop



3. Pull the loop to form a clip knot



4. Place your finger in the loop and pull the longer string so the loop is snug

## String Bracelets



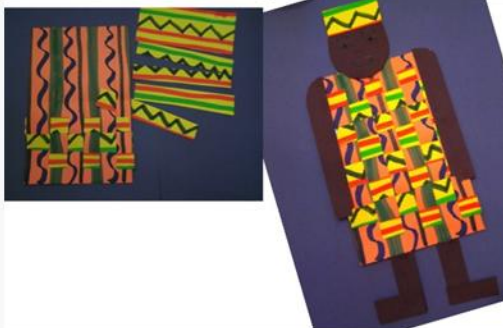
## KENTE CLOTH WEAVING

### Supplies:

2 colours of construction paper  
Scissors  
Bright markers

### Instructions:

Give each child 2 sheets of construction paper. Have them make a horizontal pattern on one and a vertical pattern on the other. Cut both pages into strips. Weave the strips together as shown and glue where needed. Glue as needed. The cloth can be used on a drawing of a person as clothing or in some other design.





# Games from Africa

## Ampe (Ghana)

In this game, the group chooses one player to be the leader. Then, the other players stand in a semicircle as the leader faces the players at either end of the group. Next, the leader and the player at the end both clap hands. After that, both jump in place at the same time. Lastly, both jump and thrust one foot forward.

If both put the same foot forward, the leader is out and the player takes the leader's place. If they each put a different foot forward, the leader moves to the next player and resumes the same physical challenge. Leaders get a point for every time they defeat a player, and every player takes a turn as a leader. The player with the most points wins.

## Kudoda (Zimbabwe)

In this game, players sit in a circle and a bowl filled with 20 pebbles or marbles is placed in the centre of the circle. The first player tosses one pebble in the air (be careful not to throw too high!) Next, the player tries to pick up as many pebbles as possible before catching the tossed pebble. After each person takes a turn and all pebbles have been collected, the person with the most is the winner.

## Fire on the Mountain (Tanzania)

Aim: To be the player who stays in the game longest.

1. To start the game, first choose a player to be the leader. 2. Players think of a 'key word'. It can be any word or a name. For example, 'cheese'. 3. All players lie on their backs. 4. The leader shouts out "Fire on the mountain!" All the players respond with "Fire!" but stay lying down. Then the leader shouts out "Fire on the river!" Again the players reply with "Fire" but do not jump up. This continues on with the leader changing the last word of the phrase. He tries to think of as many different places for the fire. 5. The leader is able to shout out the key word at any time, as part of the phrases or in between them. When he shouts it out the players must all jump up. The last one to jump up is out of the game. 6. The winner is the player who stays in the game the longest.

## Earth, Air, Fire, Water

This game works best with a large group of children. Stand the children in a circle and hand one player a ball. This player must throw the ball to another person in the circle and call out either "earth, air, fire or water." The player who catches the ball must name a land animal if "earth" was called, an animal that flies if "air" was called, remain silent if fire was called or an animal that lives in water if "water" was



# Snack Recipes

## Kashata

Something between candy and cookie, Eastern Africa's *Kashata* are a popular snack of Swahili origin. Kashata is usually made with peanuts or grated coconut, or both. We have used coconut because of potential allergies.

### What you need

- two cups sugar
- two cups fresh or moist grated coconut (or two cups of dried grated coconut moistened with a few tablespoons of milk or water)
- one-half teaspoon ground cinnamon or cardamom
- a pinch of salt
- one-half cup wheat flour (optional)

### What you do

- In a hot skillet, heat the sugar until it melts and just begins to brown.
- Reduce heat and quickly add all other ingredients, stirring well as each ingredient is added. When all ingredients have been added to the mixture, continue stirring for about a minute, making sure everything is well mixed.

Scoop the mixture into a pan that has been lightly greased or lined with waxed paper. Let rest for a few minutes.

Cut into squares or diamonds while still warm. Let cool and serve.

Recipes from the on-line Congo Cookbook.

## Congo Bars

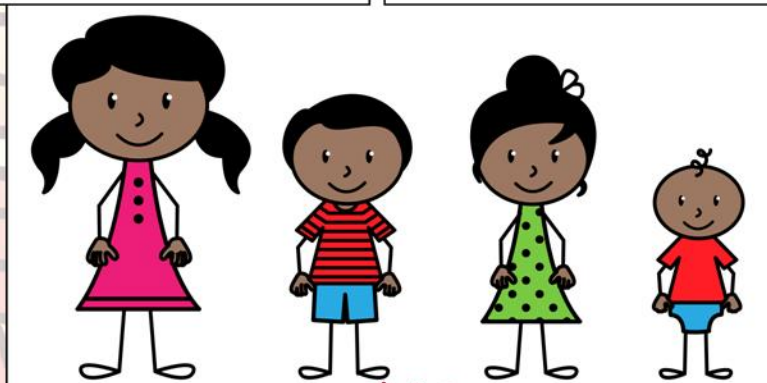
### What you need

- two cups flaked coconut
- one-half teaspoon salt (omit if using salted butter)
- one teaspoon baking powder
- two cups all-purpose flour
- one cup unsalted butter, softened at room temperature
- one & one-half cups light brown sugar, firmly packed
- two eggs, lightly beaten
- two teaspoons vanilla
- one & one-half cups semi-sweet chocolate chips

### What you do

- All ingredients should be allowed to come to room temperature if they have been in the refrigerator. Preheat oven to 350° F.
- Mix (or sift) together the salt, baking powder, and flour.
- When oven is hot, place the coconut on a cookie sheet and toast until lightly browned (one or two minutes). Remove and let cool.
- Using an electric mixer, mix together the butter and brown sugar. Add the beaten egg bit by bit, mixing well. Add vanilla. Stir in the flour mixture. Mix well with wooden spoon.
- Gently stir in the chocolate chips and the toasted coconut. Lightly grease (or butter) and flour a 9- x 13-inch cake pan. Spread the batter into the pan. Bake at 350° F for about 25 minutes.

Remove from oven as soon as a sharp knife inserted into the center pulls away clean. Be careful not to over-bake. Cool, cut into bars (or squares) and serve.







## MORE LEARNING RESOURCES

### *BOOKS for children*

Up Home  
by Shauntay Grant

The City Speaks in Drums  
by Shauntay Grant

Viola Desmond Won't Be Budged  
by Jody Nyahs Warner and Richard Rudnicki

Mayann's Train Ride  
By Mayann Francis

God's Dream  
by Bishop Desmond Tutu

The Children of Africville  
By Christine Welldon

Elijah of Buxton  
By Christopher Paul Curtis

### *BOOKS for research*

Out of the Past into the Future  
By Robert Ffrench

The Times of African Nova Scotians Vol1 & 2  
Delmore "Buddy" Daye Learning Institute

### *WEBSITES*

African Nova Scotian Affairs  
[ansa.novascotia.ca](http://ansa.novascotia.ca)

NS Home for Colored Children Restorative Inquiry  
[restorativeinquiry.ca](http://restorativeinquiry.ca)

Writer, Poet and Artist Shauntay Grant  
[shauntaygrant.com](http://shauntaygrant.com)

Black Loyalist Heritage Society in Birchtown  
[blackloyalist.com](http://blackloyalist.com)

Black Cultural Centre of Nova Scotia  
[bccns.com](http://bccns.com)

A Long Road to Justice (Viola Desmond)  
<https://www.youtube.com/watch?v=yI00i9BtsQ8>

### *PLACES to visit*

Black Loyalist Heritage Centre ( Birchtown)

Black Cultural Centre (Dartmouth—Cherrybrook)

Africville Museum and Park (Halifax)



We hope you have enjoyed this KidsKit for African Heritage Month. This special month comes quickly to a close but God's invitation to us to walk well together continues.

Thanks to Pastor Lennett Anderson, Kesa Munroe-Anderson, Chad Lucas, Shawna Hall Lucas and Pastor Larry Levy who have invested time and energy in this project.

Please get in touch at [bethwood@vineyard.ca](mailto:bethwood@vineyard.ca) if you have suggestions or questions. This material is available on-line in colour at [halifaxvineyard.com](http://halifaxvineyard.com) and [kingdomjustice.com](http://kingdomjustice.com) as well as on the FaceBook group "A Mighty Long Way".

For the sake of His Kingdom,

Beth Wood

Community Connector  
Halifax Metro Vineyard



HALIFAX METRO  
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