

# BRISTOL BLACK

JOY

# PROJECT

**Produced By**

Lara Lalemi and Sharifa Whitney James,  
Kiki Bristol

**Funded by:**

Voice and Influence partnership and OTR





# Special Thanks to

## **Organisers**

Lara Lalemi  
Sharifa Whitney James  
Myles-Jay Linton  
Edson Burton  
Linda Devo  
Peta Shillingford  
Rose Watanabe

## **Kiki film extras:**

Cole Thompson  
Bernice Hayles  
Travis Alabanza  
Leilah Jane King  
Jilisa Barnaby  
Anndeloris Chacon  
Chevonne Clay  
Beth Griffin  
Cleo Lake  
Ngaio

## **Production crew:**

Jean Gollo  
Scarlett  
Bernado Moreira  
Tyron D'Mello

# INTRODUCTION

## **Our vision is to show Bristol Queer Black Joy.**

In this project, we wanted to showcase the presence of the powerful and inspiring Black Queer people who exist loudly and proudly across Bristol city to young black (collective racial term) people. We aspired for young people, especially those from a QTIBPOC to know who Kiki, Our Land and Creative Tuition are, what we are about, the amazing people we have worked with and how we are all there to support them. In this project, we strived to create an oral and visual documentation of the QTIBPOC existence within Bristol, as this is not something, upon investigating, that has been previously created. Providing this as a resource and historical point of reference will enable schools and local organisations to have material to share about the QTIBPOC Bristol experience. This project has allowed Kiki Bristol to expand the reach to be widespread, intergenerational, and timeless.

## **Project Organisers/Collaborators**

### **Our Land**

Is a safe space for Black Queer youth to discuss rural identity. Engaging with schools in Bristol and the South West to speak about my lived experience of being Black and Queer in a rural context, to provide important dialogue surrounding a necessary representation that is often overlooked within the discussions around identity and geographical location.

My work seeks to create a safe space for Black pupils to be able to ask questions and find support as they navigate their identity in the current cultural climate.

### **Kiki Bristol**

Kiki Bristol exists because Queer, Trans, Black, Indigenous People of Colour deserve spaces where they are not just included but are celebrated. Kiki was created to ensure there were social gatherings, cross-city collaborations and throughout the city that were (1) coordinated by QTIBPoC, (2) prioritised QTIBPoC and (3) opportunities for everyone to learn about QTIBPoC lived experiences.

### **Creative Tuition Collective**

Providing free tuition, extracurricular workshops and personal development support to pupils from low-income backgrounds, marginalised and underrepresented communities. Creative Tuition wishes to help build a better more connected community focused of the common goals of social mobility, visibility and accessibility.

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## IMPACT OF VIP FUNDING

What has this funding meant for your work?



An extremely positive element of the Bristol Black Joy Project was that two key groups benefited from the initiative, at just over 30 participants overall. The first being the community group of QTIPOC leaders along with activists we worked with on producing the video (aged 20+) and the second being the student group (14-16 years old) from City Academy School, to whom we showcased the video to.

The target group for this work however was the school students 14+. So far, though we have only run the session once we were able to engage with 15-20 students, all from a Black, Asian, Minority and Ethnic (BAME) background with some identifying as LGBT+. The majority of the feedback we received was positive, with 100% of the students saying they 'liked' the video. We asked the question: 'which of the following statements best described the video', the options were: loved it, excellent video; liked it, good video; didn't understand, didn't like it, not a good video.' Majority of the students ranked 'Liked it, good video' in top place followed by 'Loved it, excellent video' with one or two participants responding, 'didn't understand'. This response, in particular indicates some more work could be done on the video storyline or the accompanying presentation to ensure complete understanding of the video and its premise. We asked students to describe the overall session in 3 words, these were 100% positive with phenomenal responses such as 'inspiring', 'educational' and 'empowering', see appendix 4 and .

Upon encouragement students asked very important questions showing a good level of understanding and keenness to learn more. One student in particular remarked 'you both should be proud of yourselves, thank you for what you are doing'. The response in itself validated our journey to creating this video and showcasing it so boldly and proudly. After the session we continued speaking with the students more closely and they felt comfortable enough in the space to talk about themselves, a testament to the environment we created.

Additionally, we believe the session gave the students confidence, encouragement and knowledge which fulfilled the aims of the project. The initiative not only raised the voices of the organisers within the school community, but it also uplifted the voices of the students as well. The words 'powerful' and 'eye-opening' were expressed by the students in relation to the session, illustrating how seeing two representative QTIBPOC figures and hearing their journeys into becoming queer with pride is both influential and important. One student had the courage to approach the team and ask for anonymised writing opportunities with Creative Tuition Collective and Kiki Bristol. Thus, highlighting this project facilitated an individual wanting to uplift their own voice, which is monumental. It was a great sign when we proposed an under-18s safe event, the participants were all keen to join and engage with Kiki Bristol again. See appendix 3-5.

The school LGBT+ organiser remarked after the session 'Thank you so much for your inspirational session today. I really do feel that our students got a lot from it. The session was well structured which enabled the students to stay engaged and you guys rocked the presentation!'. Pictures by teacher are displayed in the Appendix 1-2.

# CHALLENGES

## Filming and Edition

Before we commenced filming, we faced an organisational challenge. Finding and organising individuals into a space on a weekend with good weather, presented some difficulties, but was overcome by condensing filming into 2 main days and one half a day. As we chose a brilliant film crew and production company, Obvious Production, the two days of filming were excellent and well organised with minor improvements needed. We next faced relaying the desired message of inclusion and community during editing. This presented a challenge of too much film to work with and condense into our message. Luckily, through working closely with our editor, Jean Gollo, we achieved a fantastic product in the time frame that we had.

## Session

On the day of the session, we encountered some technical challenges which could have been improved by getting to know the computer system and environment further before the session commenced. It has been noted that the feedback could have been further enriched by participants responding individually and not partly in groups, however we also recognise this was also due to the access of phones which were needed to complete the short survey. Other than this, very little challenges were faced, owed to careful planning and targeted promotion of the work amongst the school and wider community.

# LEARNING

Initially, the biggest learning curve was in the production of the video. Never before had either organiser worked from concept to editing on a short promotional film. Understanding story boarding, scheduling, people handling and organising were all key learning steps we took each day. Once these skills were built upon, we could communicate more efficiently and effectively. A project like this has not been started in Bristol, until now, therefore we are filling the representative and supportive roles young QTIPOC need but do not often have close to them.

In the future the school organiser, Gemma Jacobs, has invited us back to run sessions like this and more with their student population from year 7 to 11. We would also like to offer this session to other schools interested in supporting their students in this way.

# IMPACT OF VIP FUNDING

The VIP funding enabled the project to incorporate two brilliant spoken word artists, Leila King and Travis Alabanza. These artists helped carry the narrative of the video and deliver the message of inclusivity and community.

Overall, the project was everything we wanted it to be. It brought the QTIPOC community together for the first time in a long time which notably uplifted many participants. The project was joyful and we believe it is the beginnings of making the change we want to see

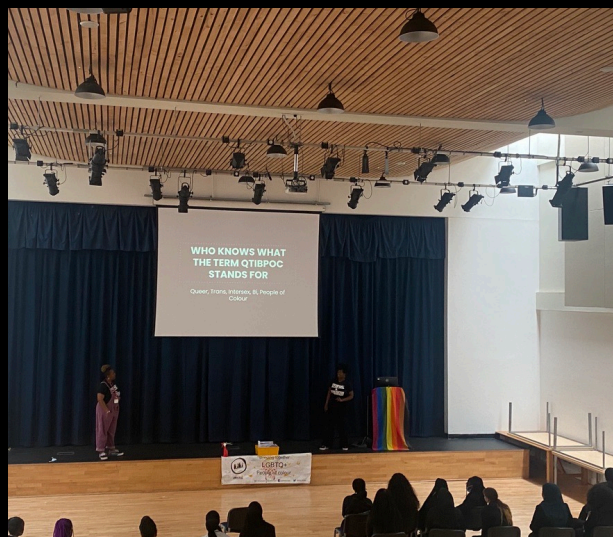


# APPENDIX 1: FILM PRODUCTION DAY PHOTOS





# APPENDIX 2: SCHOOL SESSION PHOTOS



## APPENDIX 3: FULL TEACHER REVIEW

**Gemma Jacobs**, EDI Lead, City Academy

"I want to thank you again for the session on Monday, It was so engaging, and the students really responded well to everything you guys brought to them. You were able to hold their attention for the entire session, and with a group of 15/16 yr olds who had no idea why they were attending the session, this is no mean feat!

The presentation was clear and pitched at the right level for the age of the students you were working with - they seemed to particularly enjoy learning about the history of QTPOC

On a personal note, It was amazing to see our students talking so openly and freely about themselves and the shared understanding and acceptance that they experienced in the room will stay with them for a long time, I am sure. Most students indicated that they would be interested in other projects from Kiki - for most of them, they would like this to be in school, but some would also be open to things outside of school.

As LGBTQ+ lead at The City Academy - Bristol, I am extremely keen to explore how else we might collaborate in the future - It would be great if there was something available to younger students as much of the CAB LGBTQ+ group are in years 7-9 and I would love for us to work together to bring new experiences to them as well as their older peers."

## APPENDIX 4: STUDENT COMMENTS

'I really liked it...As a person who is QTPOC it's not easy, especially when your parents are judgemental. Learning about the history was inspirational, as I now know that there were people just like me all through history'

'It was empowering for people of colour, and I think it will help bring people together and know they are not alone'

'The session was empowering and enlightening. There are lots of white faces at Pride etc and it was so nice to see and hear people of colour speaking about their experiences and the history of QTPOC people'

'I found it comforting to know there is a society for you, where you can belong'

'I loved the session -Lara and Sharifa were friendly and welcoming. The session was educational and informative - I liked learning about the history of QTPOC people'

'I liked it (the film) because it makes people feel comfortable with who they want to be; the presentation was fun and I really enjoyed it'

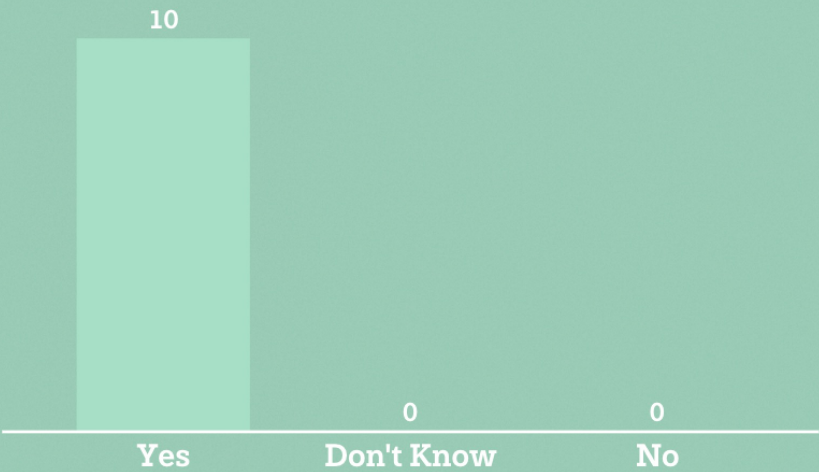
'Lara and Sharifa's confidence in who they are rubbed off on me and made me feel more confident about myself'

'I think it's amazing that they are showing the way for young QTPOC to find a community where they can feel accepted'

# APPENDIX 5: FEEDBACK FROM THE SESSION

Collected on menti.com

## Did you like the video?

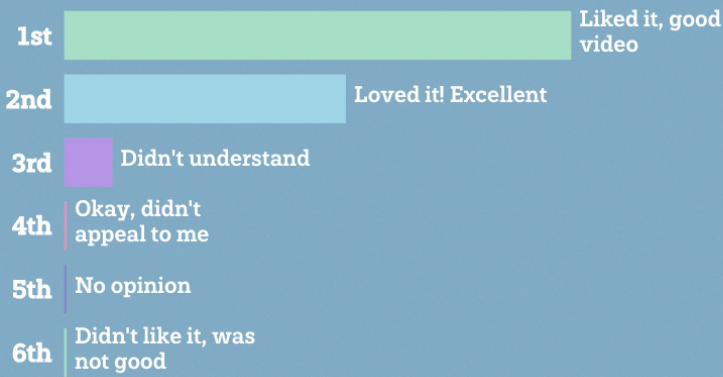


Though there were around 15-20 students, some students were collaborating on answers due to access of phones.

# APPENDIX 6: FEEDBACK FROM THE SESSION

Collected on menti.com

Which statement best describes the video to you





# APPENDIX 7: FEEDBACK FROM THE SESSION

Collected on menti.com

What did you think of this session in 3 words?



*“Black queer people  
living joyful is a radical  
act.”*

—CAMPBELL X



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