

STEPHEN LAWRENCE DAY

A legacy of
change

Creation Station activities!



SLDF Concept Proposal Ideas Education

The concept of friendship could be introduced by watching Doreen Lawrence's video. Schools could do an assembly dedicated to Stephen where friendship is the theme.

Friendship threads:

- Understanding and learning about each other.
- Respect for self and others
- Shared goals and having things in common
- Collaborating and working together towards a common goal or outcome – doing a whole school project lends itself to this
- Identifying barriers and breaking them down
- School ethos & instilling core values such as unity, friendship, honesty, kindness , truth into the fabric of the school.
- Qualities of a good friend and the importance of friendship.



Start with an assembly on or around Stephen's birthday then set out what they propose to do to celebrate SLD. Any project(s) starting in September should culminate or be finished/unveiled in time for the SL day April 22nd 2021.



Project ideas

1 - School mosaic

Description

Create a mosaic for the school; It could be internal or constructed on any part of the building where the school community could engage with it. Classes or year groups could come up with designs that are voted for before the final selection is made. Carry out a big launch, coinciding with April 22nd and involve the community.

Sept Launch

In September, discuss design ideas with school community and select a project manager. This could be a member of staff, a governor or even a parent. The important thing is the vision and the ability to collaborate and organise with the school so that pupils and staff get the opportunity to participate.

Example

If doing a nature scene, one class could work on butterflies, another class on a rainbow, another class on a tree etc. Children who are good with drawing could do the pencil sketch or template etc. The idea is to involve as many people as possible from the school community. You could ask the Vicar to join in or Local leader.

Area of engagement

As outlined above, the main area of engagement would be within the school but drawing on the school community as appropriate. Schools could approach local companies for donations of tiles, discontinued stock etc. Members of the school community might also be able to donate from tiles they have to hand from personal projects at home.

STEPHEN
LAWRENCE
DAY II



Sponsorship opportunity

Schools should try and engage with organisations that can sponsor the project so that it feels like a whole school, joined up community event. A real legacy!

Fundraising opportunity

Whenever a project takes place there are always leftovers. Left over materials could be used to make coasters or small friendship plaques with the school name and SLDF/ sponsors written on it. Elements or ideas from the large mosaic can be used. This could be sold off at the school fair in the summer or otherwise at the SLD celebration when the mosaic is unveiled to the school community and invited guests.

2 - Art Project

An art project could be carried out in a similar manner to the above but children would be given the freedom to draw/paint a scene that symbolises friendship. The school could size and group the pictures to make a paper quilt. The artwork could be displayed around the school, in the school hall or other large space as you would do for an exhibition. Schools that may have a specialist artist (primary context) may wish to go with a particular style or genre of art but the idea of friendship must be depicted. The exhibition should take place in April for the SLD.

3 - Friendship pebbles

Create a beautiful and colourful scene with every child in the school decorating a pebble that symbolises Stephen Lawrence from what they have learnt from the friendship theme.



4 - Friendship Poems

Description

Like the two ideas above, the theme of friendship is to be explored following on from the or the SL assembly. Teachers will support children through looking at different styles and types of poems then pick a style that is in keeping with the age and year group. This could be incorporated into the English lessons. The poems will need several sessions and drafts before being 'published' and placed on display. Like the art, it can be mounted, and displayed around the school in time for SLD. As part of the day, there could be poetry readings from each class/year group. In addition to this, the school may wish to publish the poems in a book. A commemorative book of Poetry dedicated to the life and celebration of Stephen Lawrence

Fundraising opportunity

If a book of poems is produced this could be sold to the families, community, etc.. Schools could even ask families and friends from the community to contribute poems about Stephen to the book.

STEPHEN
LAWRENCE
DAY II



5 - School Playground (Mainly KS 1 & 2)

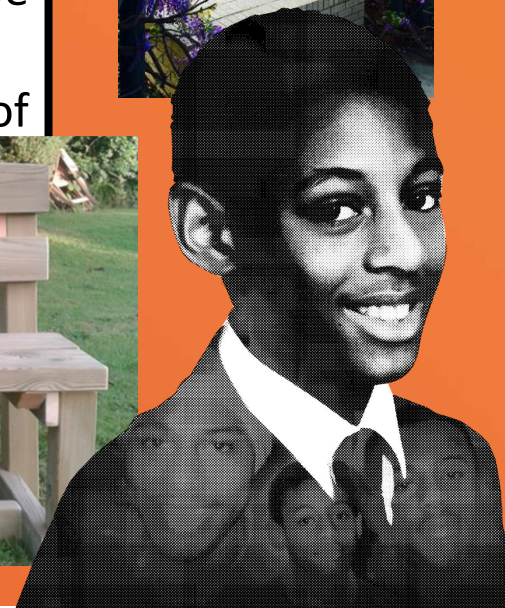
School will engage with the interview and or conduct an assembly around the friendship theme in September. In classes, the idea of a friendlier playground could be explored through children working in groups. Each class could vote on the ideas put forward with a view to taking 2 or 3 ideas back to the school leadership to be incorporated into a whole school project.

Some ideas could be:

- Playground buddy benches /Chill out seating area for KS3 /4
- Friendship garden – small space with seating and seasonal plants where children could go for a quiet time facilitated by a team of children over the week(s) on a rota basis.
- Friendship bubbles – this could be in response to children who might be struggling in a bubble and finding playtimes difficult.
- Friendship play where resources are provided to support talk and games that can be shared.
- Designing a zoned playground that bubbles can use, with a colour code or other system of demarcation. Each zone to have key activity to engage children.
- Planning and making a garden/ Chill out zone for KS3 & 4
- Creating an interactive playground



STEPHEN
LAWRENCE
DAY II



SLDF

Careers and community suggestions



SLDF Careers and Community Suggestions

Stephen Lawrence Careers Day

This can take place in both primary and secondary schools - Careers convention to be set up in school with speakers invited to represent careers and jobs. Past pupils and parents can be a useful resource as they already have a connection to the school which is a powerful motivator for students. A covid version of the above will include children researching careers with teacher guidance then a cross section could be selected for presentation to the school/year group as appropriate.

In foundation stage's children to role play 'jobs' using props and dressing up costumes that are available in the classroom; some can be fashioned out to represent some key jobs that a teacher may want to highlight. The learning will revolve around everyone doing different jobs for the benefit of the community/ country. Mention the different jobs/roles that staff carry out around the school. Talk about the school keeper, the dinner personnel, the office staff. Children should learn that they can be whatever they want to be regardless of colour or gender. Appropriate stories can be used to support this. Eg Amazing Grace and other stories similar.

Link with the community as local people can be invited in as well as parents and carers - Schools could do spin-offs of the above '**jobs we do not see or hear a lot about**' may lend itself to older pupils but the same sentiment will be there and pupils will learn that there are many important jobs in existence that very little is known about; they can aspire to work in these jobs.

Some examples:

- Sound engineer
- Radiologist
- Nutritionist
- Pet food tester
- zoologist



STEPHEN
LAWRENCE
DAY II



Stephen Lawrence Day Food Bank

Schools can share Stephen's story and then inform pupils that in memory of Stephen the school will have a food bank day to support the local community where some families need food support because of COVID and job losses.

The collection of food (dried and tinned) can be collected over a period of weeks. The school may wish to come up with ways to motivate pupil participation through class/year group or house competition, as appropriate for the school.

In April another assembly can take place that talks about Stephen (pupils can do this with different year groups contributing). Some of the food can be displayed before it is given to a local charity; sourced beforehand, to take away and distribute to families in need.

This could be an annual school calendar event where most children will have the opportunity to contribute even if it is one tin of beans. The theme of Sharing and Caring can be the focus.

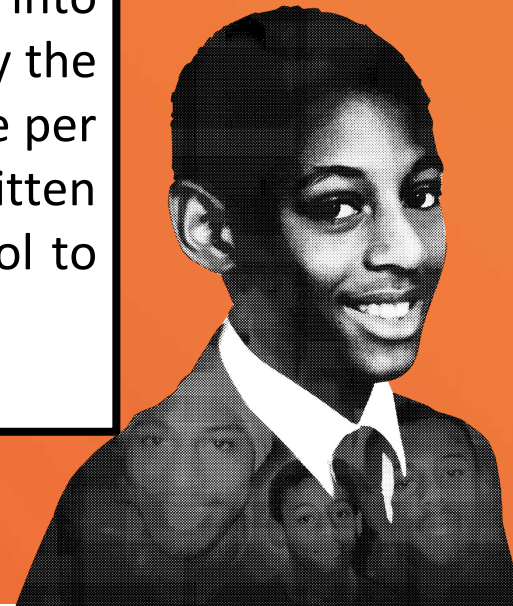
**STEPHEN
LAWRENCE
DAY**



KS 4

Community Personality- History or PSHE input to be around the Stephen Lawrence story emphasising that because of his death the Macpherson report aimed to make an impact on race relations and police accountability. Pupils to be encouraged to think of their own communities and individuals that have made a difference.

School Council initiative – A representative from each class to form a group and research one person each to do some research /learn about, that has made some impact on the world or community. The initiative could start off in individual classes or year group where pupils bring their ideas together. It might be possible to make remote contact with the person of significance but post covid it would be good for that person to be invited into school to speak with pupils and share their experience – or Skype. At the end of the day the names can be trimmed down to one per class which will then be further reduced to one per year group. Once the school has agreed, on one per year group, pictures and written captions can be erected around the school. The personality can be invited into school to unveil the portrait/picture. Search for local heroes!



Team power – School to set up a day of teamwork with a view to create something tangible by the end of the day. Teachers to emphasise the importance of:

- Joint ventures and working collaboratively
- Bonding by having common goal
- Sharing ideas and exploring
- Creating together
- Resolving differences of opinion

Could be something like improving the school environment, garden, mosaic on grubby wall etc. Post covid include the community where local gardeners, builders etc. are invited in to offer their skills and knowledge pro-bono. In addition to this, classes could collaborate to create something for the community including items of art and craft etc. This would work best if year groups are given different projects that they execute over different periods with the aim to conclude and unveil/feedback on the day in April.

- Schools could get pupils to Contact Royal Horticultural Society about having a rose named after Stephen or Doreen Lawrence.
- April 22nd - find an area on school site to design and create a sensory, reflection garden to be named, Stephen's Garden.
- April 22nd - plant a tree in the school grounds to hang large ceramic orange hearts made by students to remember Stephen.
- April 22nd - Virtual Festival of dance from around the world, choreographed and performed by the students and put on the website as a competition. Dedicate the dance to Stephen.
- 22nd April- A national, virtual online School quiz about Stephen's life, Covid 19 and Black British history



Drama

- Depicting the George Floyd story -Do a video Dance /movement depicting Black Lives Matter. Watch the BGT Diversity dance for inspiration!

English

- Write Poems depicting Stephen's story of the man he would have become.
- Creating an anthology of poems about people's kind acts to others during Covid 19 and lockdown.
- Create characters for writing a story, based on your own special bubble with heroes and heroines from history with reference to Black Britons . Eg Black Tudors/Romans

Post 16 Art and Textiles

- Artwork using Stephens face in photograph as a stimulus to include drawing, Mosaic, pastels, textiles /fabric work.
- Creating a textile like the Bayeux Tapestry style, depicting Stephen's story.
- It takes a village to raise a child. – Stephen's special village. What would that look like?
- As above telling the Covid story and its impact on the United Kingdom and the global impact.
- 2020 will go down in history – What do you want people to learn about this period?



It Takes
A VILLAGE
To Raise a Child

~ African Proverb



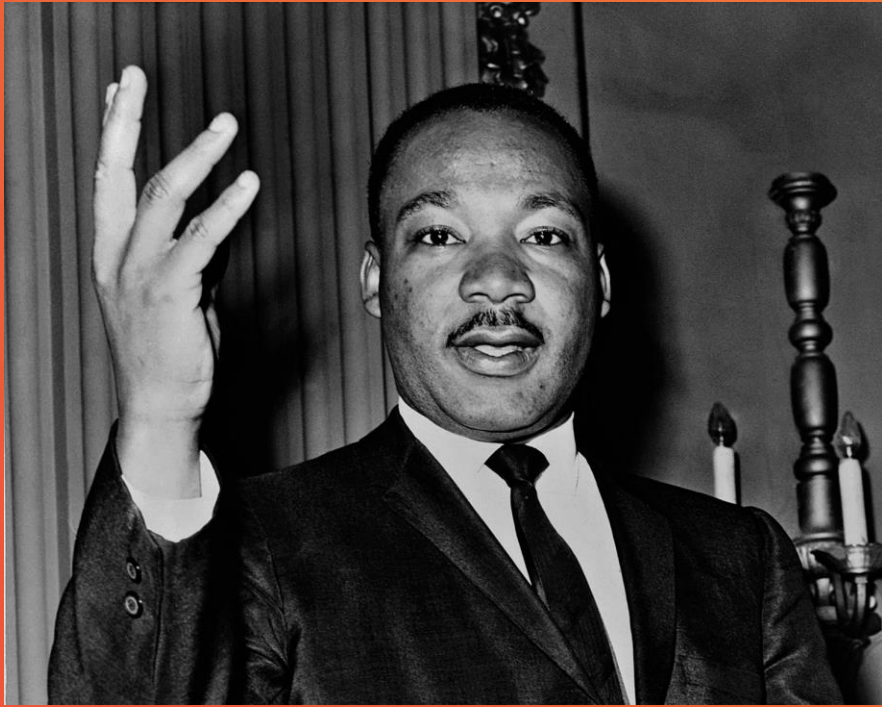
Stephen Lawrence Writing /Poem in response to his story

After reading and discussing the Stephen Lawrence story as stimulus, school sets a piece of writing in response. This could be a whole school initiative or pupils could be given the freedom to write a poem, a discursive or creative writing piece during English lessons(give a word count guideline).

Ideas for this could be around friendship or equality to name but a few (see KS1&2 suggestions around friendship). Schools could emphasise to students that these will be records in History and therefore a lasting legacy to the memory of Stephen Lawrence. What do they want to read about in say 50 years time? Why must we never forget?

Engagement – ideally this should be whole school either through PSHE or through the English Curriculum. A good starting point could be an assembly either whole-school or year group, Covid permitting and depending on the school context.





I have a dream; we have a dream

After discussing Stephen's story, pupils should be directed to opt for a medium to share their own dream. This could be done through drama, dance, art/textile or music including song or rap. This cross-curricular approach will enable everyone to engage with this concept at a point that best fits their skill set. Schools should aim for an April 2021 launch so that this culminates in an exhibition or concert to mark Stephen Lawrence Day.

**STEPHEN
LAWRENCE
DAY**



STEPHENLAWRENCEDAY.ORG

THANK YOU