

STEPHEN LAWRENCE DAY PARENT WORKSHOP PRIMARY

Planning the Workshop

Time

1 Hour 15 Minutes (75 minutes)

Objectives for Parents and Carers

1. Understand the aims of Stephen Lawrence Day (SLD) and the activities that children have been involved in.
2. Explore the themes of SLD and consider how our words, attitudes and actions, in relation to race and diversity, influence and shape our children's words attitudes and actions.
3. Discuss how best parents and the school can partner together to support children to "Live Their Best Life".

Set Up

- Round tables in a central meeting space (auditorium, cafeteria or gymnasium).
- Tables along the back of the room to hold refreshments.
- Doors should open 30 minutes prior to the start of the session to allow for informal mingling and refreshments.
- Display with examples of children's work linked to Stephen Lawrence Day activities and lessons.

Materials

- Name Tags
- PowerPoint projector and screen.
- Access to the internet.
- AV hook up with speakers, Wireless mics.
- 'What If' Activity Cards (photocopy one set for each table)
- Flip charts, markers.
- Handout on empathy (photocopy one set for each household represented).

Introducing the Workshop

What	Who	Details	Slide	Time
Welcome	Headteacher	<ul style="list-style-type: none"> • Welcome everyone and thank them for participating in the Workshop • Introduce yourself and other staff involved in the workshop. 	1	10 mins max
Our partnership with parents and carers	Headteacher	<ul style="list-style-type: none"> • This parent workshop is an important part of Stephen Lawrence Day for: <ul style="list-style-type: none"> ○ Strengthening and building upon school-level activities, and ○ In recognition that families and communities have significant influence on shaping children’s behaviours, attitudes and actions towards diversity and difference. • We invite you as parents and carers to partner with us in achieving the overall aim of Stephen Lawrence Day, which is to enable children and young people to “Live Their Best Life”. 		
Objectives	Facilitator	<p>The three main objectives for the Parent Workshop are to:</p> <ul style="list-style-type: none"> • Understand the aims of Stephen Lawrence Day and to see some of the activities that your child(ren) have been involved in. • Explore the themes of Stephen Lawrence Day, and consider how our words, attitudes and actions influence and shape our child(ren) • Consider how we can partner to support our child(ren) to “Live their Best Life”. 	2	
Structure for the workshop	Facilitator	<ul style="list-style-type: none"> • This workshop is an activity-based session which encourages discussion and information, in equal measure, so that we can each share our ideas on how to enable our child(ren) to “Live their Best Life”, whilst focusing on the key themes of respect, diversity and inclusion in multi-cultural Britain. <p>The workshop will run as follows:</p> <ul style="list-style-type: none"> • We will provide some background to Stephen Lawrence Day; • Share the compelling case to be involved; • Explore how our Words, Attitudes, and Actions Count, and • Have some time for questions and answers. 	3	

Running the Workshop

What	Who	Details	Slide	Time
Background to SLD	Facilitator	<ul style="list-style-type: none"> Clip from Baroness Lawrence¹. As part of Stephen Lawrence Day, the Stephen Lawrence Trust has developed a range of age-appropriate materials for schools, which we have been using to support children to understand the part we all play as individuals in creating a society in which everyone can flourish and to encourage them to “Live their Best Life”. 	4	5 mins
		<ul style="list-style-type: none"> The diagram² shows the range of activities and resources we have been using in our Assemblies and classrooms. We would invite you to visit the display³ which provides examples of children’s work. 	5	
Compelling Case to work in partnership with parents and carers		<ul style="list-style-type: none"> Whilst for many primary children, focusing on the violence around Stephen’s death would not be appropriate. However, the story of Stephen’s life and his legacy, is not only challenging but also inspiring. It is the lessons from his life, and those of his family that are intentionally the focus for primary school children. The overarching aim is to support children and young people to value difference, embrace diversity, behave responsibly and make positive choices to contribute as active, healthy, engaged citizens in multicultural Britain.⁴ Our school is committed to supporting respect and diversity. We know that children learn respect for diversity, in all its forms, from parents, families, peers, the media and teachers. For this reason, we invite you to partner with us, to explore ways to strengthen and support our children’s skills through the lens of the Stephen Lawrence National Day theme: “Live Our Best Life”. In the words of Baroness Lawrence, the lessons of fairness and respect must start early if we are to have a truly fair and civilised society, free from discrimination where we all play our part as active citizens. Before we move on to a group activity, we would like to look at this Clip⁵ 		15 mins

¹ Show piece of film from Baroness Lawrence.

² PowerPoint diagram taken from School’s Booklet to illustrate what the school has been doing.

³ Refer parents/carers to the display of children’s work and/or highlight an example of a piece of work from a child.

⁴ Page 4 School’s Booklet.

⁵ Clip to be decided.

Group Activity	Led by facilitators	<ul style="list-style-type: none"> • Before we start the activity, take a few minutes to introduce each other at our tables. • The purpose of the activity is to provide parents and carers with a range of scenarios which are likely to occur in most primary schools and families, and which pose some dilemma requiring a philosophical consideration. There is no “right” answer. By engaging in discussion, we will come to our own understandings, gain insight to those of others, and importantly think about how we might use the discussion to reflect on similar situations that arise with our own child(ren). • Refer to Activity Sheet for Guidance 	6	30 mins
Feedback on group activity session	Parents and Facilitators	<ul style="list-style-type: none"> • Invite parents and carers to feedback the group activity discussion. • Finally, we would like to share some research findings⁶ on empathy which highlight three strategies, which are useful for all of us, whether we be teachers, parents or carers. <p>Model how to value feelings</p> <ul style="list-style-type: none"> • Children are watching others to learn appropriate ways of behaving and interacting, and are known to be influenced by the behaviours they see around them. • We can be a good role model by acknowledging and valuing others’ feelings, and showing understanding and sympathy when someone is sad, upset, distressed, frustrated or in need of help. <p>Connect feelings, thoughts and behaviours</p> <ul style="list-style-type: none"> • When talking about feelings, connect behaviours with feelings, so they children understand cause and effect. For example: “Max is feeling sad because Oliver took his toy. What might help Max feel better?” <p>Build a ‘climate’ of empathy</p> <ul style="list-style-type: none"> • As a family, or as a classroom, put a focus on working together to build a “climate” that encourages children to be empathic and understanding with their family and friends. • We invite you to take this handout home with you 	7	20 mins
Questions and Answers	Headteacher	<ul style="list-style-type: none"> • Thank all for coming and engaging with the workshop. • Ask what the school might further do to support parents and carers. • Ask what the school might do to further support pupils. • Invite questions or comments from parents and carers 	7	5

⁶This clearly written, 2-page article encourages parents to teach and value empathy to their children from a very early age.

<http://theconversation.com/three-strategies-to-promote-empathy-in-children-91967>