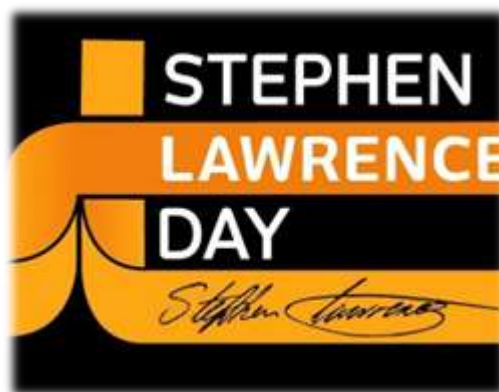




**History: 'Strength lies in Differences'**  
**Stephen Lawrence day**  
**Friday 21<sup>st</sup> April and Monday 24<sup>th</sup> April 2023**

**Salt dough recipe**

This is for every class to create a coin  
 The recipe can be either baked first then painted on or scratched in to and left to dry and then painted – acrylics are best but felt tips will also work!  
 The dough has a longevity of over 30 years!!  
 If the dough is thick it is better baked but thinly rolled it will air dry quickly.  
 TOP TIP only use plain flour!

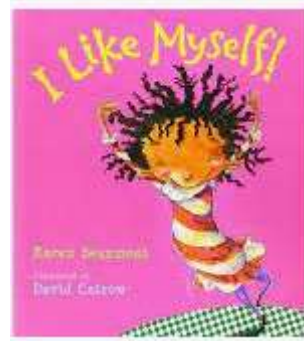




Year group	Key Question and suggested text focus	Suggested activities
Nursery and reception	<p><b>Line of enquiry: Who was Stephen Lawrence and why was he so special?</b></p> <p><b>Special. How are you are unique?</b></p> <p><b>What makes us special</b> <b>How are you are unique?</b></p> <p><b>Understand what makes us all different and unique</b></p> <p><b>Focus vocabulary: special, unique, different</b></p> <p><b>Links to the Other Perspective</b> <i>What makes your family special?</i> <i>What makes your friends special?</i> <i>Do we all agree?</i></p>	<p>Stephen was special....I am special because .....</p> <p><b>S</b> for Stephen</p> <p><b>Special.</b> We are all unique in our own way. Let's look at how!</p> <p><b>Session 1</b> Why are you special?</p> <p>I am special song <a href="https://www.youtube.com/watch?v=JL36Pq3Ra4o">https://www.youtube.com/watch?v=JL36Pq3Ra4o</a></p>



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I like myself by Karen Beaumont

<https://www.youtube.com/watch?v=kTLxkMa0XDk>

## **Questioning**

What are you really good at?

Do you like being fast?

Do you like being slow?

Do you like feeling happy?

Do you like looking after someone?

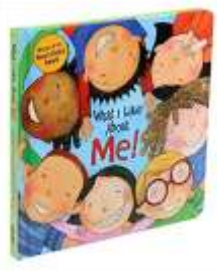
What makes you special?

**Circle time** – record quotes from children for the activity and school display.



I am special because ....

Create a sentence I am special because ..... I am unique because.....  
 The children think about their talents here as well as their personalities.  
 They can cut, stick draw and / or label themselves and what makes them special.  
 A good heart  
 A kind friend  
 A good dancer / singer  
 A good writer etc....



What I like about me by Allia Zobel-Nolan

This book might be useful to introduce the topic I am special too.

## Session 2

Look at the talents of others – family/friends



	<p>What talents does your friend have?          What talents do your family have?          What are they good at?          In the Foundation Stage the children to role play 'jobs' using props and dressing up costumes that are available in the classroom.  <i>My midday supervisor is special because she helps me play with my friends</i>  <i>The cook is special because she can help me choose nice healthy food</i>  <i>My teacher is special because helps me with my reading and writing</i>  <i>My teaching assistant is special because she can help me with my reading and writing</i></p> <p>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 site manager, family support worker, the office staff.          Can you think of any other special roles in our school?          What would school be like if we did not have people to fulfil these special roles? Can the children imagine what it would be like?</p> <p><b>Session 3</b>          Handprint/footprints class montage</p> <p>Print handprints of the children for a display          We are all special</p>
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		<p>We are all unique All our hands are important to work together for our community</p> <p>Create a display for the classroom using handprints Write a poem together</p> <p>Write a poem together I am special because ..... You are special because..... We are special because..... Our school is special because .....</p> <p>In contrast the children should also consider what school would be like if we did not have the things that make us special</p> <p>Without_____ we would be....</p>
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		<p>Be different alone and beautifully, but together we are unbeatable</p>	<p><b>My Handprints</b></p> <p>Look at my handprints, While I sit so small, A picture grows To remember when I'm tall. Colour my handprints, This line will go fast In the blink of an eye, The children will pass</p> <p>Ink-saving Eco</p>
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## Session 4

Self-portraits of special people

Draw or paint a portrait of someone who is special to you.

Who is special to you?

Why are they special to you?

Ideas :

Parents, carers, siblings, friends, pets, teachers, ...

## DISPLAY

Children to design a salt dough coin.

Use salt dough to create the coins





		<ul style="list-style-type: none"> <li>- Scratch a design into soft dough and then bake or dry out Or</li> <li>- Bake salt dough discs then design and paint in acrylics or using felt tip pen to add the design.</li> </ul> <p>Stephen is special. We are celebrating Stephen by remembering his uniqueness.</p>
Year 1	<p><b>Line of enquiry: Who was Stephen Lawrence and what was Stephen's talent?</b></p> <p>What are you good at? What is your talent?</p> <p><i>Understand what talents are. Understand what our strengths are. Understand why it is important to recognise and develop our talents. Understand the qualities of a good friend. Understand how our strengths support us to be good friends.</i></p>	<p><b>Talents</b></p> <p>What are you good at? – allow children to discuss.</p> <p>What are talents? What are strengths?</p> <ul style="list-style-type: none"> <li>• Discuss the meanings of these words.</li> <li>• Allow children to discuss their talents.</li> <li>• Talk about how they would feel if they were able to show their talent to others.</li> </ul> <p><b>Session 1</b></p> <p>Making Talent trees – roots, tree and blossom, we all grow with firm foundations.</p> <p>This could be completed as a whole class activity. Each child to make a blossom with their talent on. Describe or draw the talent. How does your talent make you feel?</p>



	<p><b>Focus vocabulary: talent, community, connecting</b></p> <p><b>Links to the Other Perspective</b>  <i>What talents do our friends have?</i>  <i>Do we recognise talents in our friends that they don't see in themselves?</i></p>	<p>Why is it important to recognise our talents and develop them?</p> <p><b>What if key:</b>          What would the world be like, if nobody had talents?          What if everybody had the same talent?</p> <p>Discuss different people's talents contributing to the world in a different way.          How did Stephen Lawrence's talent contribute to the world?</p> <p>Read some information about Stephen Lawrence:</p> <p><i>Stephen Lawrence enjoyed school and he was very good at art and design. He was also good at Science and building things.</i></p> <p>What job do you think Stephen Lawrence wanted to do?          Do you think he would have been good at this job? Why?</p> <p>What is an architect?</p> <p>Stephen Lawrence has an architecture award named after him. Why do you think this is?</p> <p><a href="https://www.architecture.com/awards-and-competitions-landing-page/awards/stephen-lawrence-prize">https://www.architecture.com/awards-and-competitions-landing-page/awards/stephen-lawrence-prize</a></p>
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Why are architects important? Can you imagine what the world be like without any architects?  
 Show a few examples of things that architects may build. This must include bridges. Discuss bridges being a way of connecting people and communities.

### Session 2

Stephen Lawrence Day is about being inclusive and bridges are a way of connecting people and communities. Challenge the children to build their own bridge.

The challenge to build their own bridge, as a great way to think about some of the challenges involved in architecture and engineering.

The challenge

To build a bridge that is 30cm wide – this is called the bridge's 'span' – and a minimum of 15cm high in the centre, that is able to hold 500g – e.g., a bag of sugar or rice – for 10 seconds without collapsing.

Possible equipment needed:

- Straws
- Blu-tac
- Rubber bands
- String
- Paper
- Egg cartons
- Scissors



	<ul style="list-style-type: none"> <li>• Sellotape</li> <li>• Card</li> </ul> <p>Think about the types of bridge you have seen. The different types of bridge (beam, arch, truss etc) are called its 'form'. You can see more about these below. Which form of bridge are you going to build?</p> <p>What challenges did you face when trying to build your bridge?</p> <p><a href="https://stephenlawrenceday.org/classrooms/creation-station/">https://stephenlawrenceday.org/classrooms/creation-station/</a> Click on the forever friends section. Talk about the importance of being inclusive and how your friends help you feel that you belong. What are the qualities of a good friend? Discuss how your strengths support you to be a good friend. What would your life be like without good friends?</p> <p><b>Session 3</b></p> <p>Who was Elvin? Elvin was a good friend to Stephen. Who is your friend and why? I am a good friend, because....He/she is a good friend, because..... How can being a good friend to others help us?</p> <p><b>Display</b> Children to design a salt dough coin. Use salt dough to create the coins - Scratch a design into soft dough and then bake or dry out</p>
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		<p>Or</p> <ul style="list-style-type: none"> <li>- Bake salt dough discs then design and paint in acrylics or using felt tip pen to add the design.</li> </ul> <p>Celebrate your strengths!</p>
Year 2	<p><b>Line of enquiry: Why did Stephen value school so much and why was his much an inspiration?</b>            Understand why school is important.            Understand what it means to be inspirational.            Understand what aspirations are.            Understand that education supports aspirations.</p> <p><b>Focus vocabulary: inspiration, influence, aspiration</b></p> <p><b>Links to the Other Perspective</b>  <i>Aspirations – can anyone become anything they want to be?</i>  <i>Why might some people think they can't?</i></p>	<p><b>Education</b>            What is education? Why is school important?            What would life be like if we did not have school?</p> <p>What do we do at school? How do we benefit from school?</p> <ul style="list-style-type: none"> <li>• Discuss what children like about school and what their favourite part of school is.</li> <li>• Is it okay to play with those who are different from us in school? Why?</li> <li>• What would their families say, if they knew? What would their friends say? Would they be happy for them? Why?</li> <li>• How is school going to support them in the future?</li> </ul> <p><b>Session 1</b></p> <p>What do you love about school and why? Who inspires you?            Ensure the children are aware that they must describe their favourite subject, explain what they like about it and whether or not they are good at it.</p>



E.g. Why might someone think that a girl cannot be a plumber when she grows up? Is this right or wrong? How could we change their perspective?

Who do you think Doreen Lawrence is? What was her relationship with Stephen? Why was she such an influence? Doreen his mum is inspirational. I have a dream that one day...



Explore Doreen Lawrence and her achievements. What is her dream? How is she inspirational? – discuss the meaning of inspirational. Why was she given an OBE? What is an OBE?

What do you think would have happened if Doreen Lawrence had not fought for change? How do you think that people that killed her son may have felt about what she was doing?

## Session 2

Inspiration Poems. Write acrostic poems about inspiration using Doreen's name.

*Doreen does great things,  
Offering help,*





*Resilient always,  
Extra special,  
Empathetic lady,  
Never giving up.*

Can you write an acrostic poem about Doreen using the word inspiration? What are aspirations? Why do we need aspirations? What was Stephen's aspiration? What was Doreen's aspiration? What are your aspirations and how could you achieve them?

My Mummy is a Plumber book – anyone can aspire to be anything.

Has anyone inspired your aspiration?

### **Session 3**

How does your education support aspirations?

What would it be like if we did not have any aspirations?

What was Stephen's aspiration? How did school support him with this?

Discuss education being like a bridge to success.

### **Activity**

#### **Build up a storm**

Stephen Lawrence Day is about being inclusive, and bridges are a way of connecting people and communities. A challenge to build their own bridge,



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as a great way to think about some of the challenges involved in architecture and engineering. \*Children encountered this challenge last year, so discuss what they can remember about it. What worked well? What was difficult? What makes a good bridge?

Introduce the idea that a 'good' bridge depends on your perspective – a good bridge for a mouse to cross will be very different from a good bridge for a train to cross.

The challenge -

To design and build a bridge. Split the class into groups and give each group a different animal / object that will travel across the bridge e.g. a mouse, a cat, child, water, a toy vehicle.

Possible equipment needed:

- Straws
- Blu-tac
- Rubber bands
- String
- Paper
- Egg cartons
- Scissors
- Sellotape
- Card



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Think about the types of bridge you have seen. The different types of bridge (beam, arch, truss etc) are called its 'form'. You can see more about these below. Which form of bridge are you going to build?

Is it possible for your chosen animal / object to cross your bridge? How do you know? Could you test it? What challenges did you face when trying to build your bridge? What have you learnt at school to help you to overcome these challenges?

## Activity

What do I want to be?

Children could use junk modelling and materials to make costumes and showcase/display what they would like to be. Children could be asked to bring in junk modelling and old materials in advance for a 'special project'.

## DISPLAY

Children to design a salt dough coin.

Use salt dough to create the coins

- Scratch a design into soft dough and then bake or dry out

Or

Bake salt dough discs then design and paint in acrylics or using felt tip pen to add the design

The coins should celebrate education and aspirations



<p><b>Year 3</b></p>	<p><b>Line of enquiry: Why was Stephen Lawrence a positive role model?</b></p> <p>Positive role models. – Who are your positive role models? Understand who Stephen Lawrence was. Understand how to be anti-racist. Understand the importance of positive role models. Understand the qualities of a hero.</p> <p><b>Focus vocabulary: role model, inequality, equality</b></p> <p><b>Macpherson report highlight.</b> Despite police arriving at the scene whilst Lawrence was still alive, Brooks recounts that the officers refrained from touching or performing any type of medical assistance/CPR on Lawrence; instead of listening to Brooks telling them where the group</p>	<p>"I rise into a world of.....Stephen has inspired me to..."</p> <p><b>Positive</b></p> <p><b>Session 1</b> Present a picture to the class of Marcus Rashford. Ask the children do they know him and why he might be identified a 'role models'.</p> <p>Discuss the term 'role model.' Explore how each person has been a role model for their community.</p> <p><b>Marcus Rashford</b>- forced the Government into a u-turn on free school meals for vulnerable children during school holidays and has helped raised millions to tackle social inequality all over the country.</p> <p>Ask children who would they identify as a positive role model?</p> <p>Children to explore who the positive role models are in their lives and why. Present ideas to the class.</p> <p>Display picture of Stephen Lawrence- Has anyone seen or heard about him before?</p>
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of attackers fled - they quizzed Brooks himself, making assumptions that the two had gotten in a fight and that he had attacked Lawrence. he suspects of the attack were: Gary Dobson, David Norris and Neil and Jamie Acourt, who the police watched at their address carrying bin bags and throwing them out - yet did not arrest the suspects. However, despite the suspects being arrested after Brooks identified them in a line-up, the Crown Prosecution Service dropped all charges against them. The Lawrence family criticised the government and the Metropolitan police for not doing enough in catching the suspects.

### Links to the Other Perspective

*Reactions -*

*How did people react differently to Stephen's attack? Why might they have reacted differently? Can we try*

Explain to children today they will be learning about **Stephen Lawrence** who was **a positive role model** and how his story has inspired the lives of many other positive role models today.

### Session 2

Reveal keywords around his picture such as "unfair", "racism", "attacked", "sadness", "pain" and "change".

What do these words mean?

Explain to children these are all words that can be associated with the story of Stephen Lawrence. Read/share story

<https://stephenlawrenceday.org/stephens-story/>

<https://www.bbc.co.uk/newsround/43793772>

Ask children - why might those words link to Stephen Lawrence's story?

Discuss - What was the cause of the conflict? On the Thursday 22 April 1993 Stephen and a friend were waiting for a bus in South London when a group of white youths surrounded Stephen in a sudden and unprovoked attack.

Ask - What do you think offenders perspective was at that moment of the conflict?

- When they saw Stephen what did they think? Why? *Can they explain the reasoning behind their thinking - does this come from*



*to understand their perspective? How does this make us feel?*

Different reactions include anger, apathy and positivity (in that the incident could be used as a force for change).

Provide a concept cartoon with differing thoughts / reactions to the attack for children to discuss. Then ask them to try to role play each character – what might they say? How might they justify their reaction?

*personal experience- Their upbringing from their parents' perspective. Has the media influenced perspective view growing up?*



- - Why was person Stephen's family upset, how does this compare to the offender's family?
  - What is the 'truth'? Does this matter? Why?
- How were the Lawrence family treated unfairly?
- It took 18 years to get justice. Even though the Lawrence's knew the identity of their son's killers, the original investigation failed to convict anybody. Their campaign for justice led to a public inquiry that branded the Metropolitan police racist and brought sweeping changes to law and police practices. It's important to remember just how long it took Doreen and Neville to get the truth out and conviction for two of the men responsible for the death of their son Stephen.





- What do you think needs to change to move forward in a positive way? Stephen Lawrence day is about learning the part we play in creating a society in which everyone can flourish.

Ask Why was Stephen Lawrence a positive role model?



Why did they take the knee? Taking the knee has spread is a statement against racism across the world.

### **Collaborative task:**

Explain Stephen Lawrence death has had some positive changes in society. Show below images what is the same about these images of teachers. What is different? Highlight diversity and inclusion for all races.



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What might the perspective of an Indian or black child be if they see a teacher that looks like them?



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Just 77 out of 3,000 Essex Police officers are from black, Asian or minority ethnic backgrounds. The Police work is now actively trying to not discriminate in the advertisements and encourage more applicants from different ethnic backgrounds.



There are now more positive representations of different ethnic backgrounds instead of the stereotypical criminals or single mother roles that there were in the past in the media.



**Task** Children to create mini biography on who was Stephen Lawrence and the positive changes that have happened in society as a result. Starting the sentence ***with "I rise into a world of.....Stephen has inspired me to..."***

### Session 3

What does the word 'hero' mean? Can anyone be a hero? Do heroes have a particular look? What qualities do they admire about that person.

**Watch clip:** <https://www.youtube.com/watch?v=Zkn9F0WWf20>  
 Stop at 4.05

Explore the work of Stephen's Lawrence's family and how they are 'heroes' today. Discuss how their aim is to 'create a society that treats everyone with fairness and respect', despite their race.  
<https://stephenlawrenceday.org/community/get-involved/>

Task children to create a 'Hero advert.' In the advert children to describe qualities/ traits in a hero and explain why these qualities/ traits are valuable – Children to discuss what it will take for them to become a 'hero'.



#### Session 4

Stephen Lawrence Day is about trying to rise up from a negative incident and bring about positive change by understanding each other and working together. Children are challenged to build their own tower, as a great way to think about some of the challenges involved in architecture and engineering.

#### Your task:

**To build the tallest tower that can stand independently.**

- **Must only be made using spaghetti and marshmallows**
- **Must be stable enough to stand unaided for 1 minute**

Children to evaluate their success. What worked/ what did not work. How would they do things differently next time?

#### DISPLAY

#### Stephen Lawrence commemorative coin

Create a beautiful and colourful coin. Children to use toothpick to draw Stephen Lawrence image on to salt dough. with every child in the class decorating a coin that symbolises Stephen Lawrence as a positive role model. This could be a portrait of Stephen Lawrence or words describing how he was a positive role model.

**Year 4**

**Line of enquiry: Why was Stephen Lawrence courageous?**

What do you hope for and why?

Mrs Lawrence is courageous because..... I am courageous because...

**Hope.**





	<p>Understand what it means to be courageous.  Understand who Stephen Lawrence was.  Understand the courageous work of Baroness Doreen Lawrence.  Understand how inspirational figures have shown courage when faced with racism.  Understand how to be anti-racist.  <b>Focus vocabulary: anti-racist, courageous, hope, justice, injustice</b></p> <p><b>Macpherson report highlight.</b>  Despite police arriving at the scene whilst Lawrence was still alive, Brooks recounts that the officers refrained from touching or performing any type of medical assistance/CPR on Lawrence; instead of listening to Brooks telling them where the group of attackers fled - they quizzed Brooks himself, making assumptions that the</p>	<p><b>Session 1</b>  Ask children- What does it mean to be courageous?  Present to the class images of courageous people who fought against racism and injustice such as <b>Nelson Mandela</b>.</p> <p><b>Nelson Mandela-</b> <i>Mandela spent most of his life fighting racial prejudice and seeking equal rights for black people. He became a lawyer and fought against injustice.</i></p> <p>Watch clip: NELSON MANDELA - Mini Fantastic Facts  <a href="https://www.youtube.com/watch?v=CmxjtAIV-rA">https://www.youtube.com/watch?v=CmxjtAIV-rA</a></p> <p>Children to explore and record how each person showed "courage" despite facing racism.</p> <p>Display picture of Stephen Lawrence- Has anyone seen or heard about him before?</p>
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two had gotten in a fight and that he had attacked Lawrence. he suspects of the attack were: Gary Dobson, David Norris and Neil and Jamie Acourt, who the police watched at their address carrying bin bags and throwing them out - yet did not arrest the suspects. However, despite the suspects being arrested after Brooks identified them in a line-up, the Crown Prosecution Service dropped all charges against them. The Lawrence family criticised the government and the Metropolitan police for not doing enough in catching the suspects.

### Links to the Other Perspective

*Not racist v. Anti-racist –*

*Why is it important to be anti-racist?*

*Why might a person choose to be 'not racist' but not 'anti-racist'?*

*Discuss the factors that might prevent them from taking action and challenging racism – fear, worry about*



- What happened?
- <https://www.bbc.co.uk/newsround/43793772>

Stephen Lawrence was 18 years old when he was stabbed to death by a group of racists on the 22nd of April 1993. Lawrence was waiting for the bus with his friend Duwayne Brooks, when the group of thugs ran towards them shouting racist abuse. They attacked Stephen Lawrence. Leaving him to die on the street.

- What were the perpetrators thinking?



- What was Stephen Lawrence perspective? (ask one child all three questions, before asking the other – encourage time to listen here)
- Who has been affected by this? (respond one at a time)



getting it wrong, not feeling it is relevant to them.  
 Give children a fictional scenario to unpick where two people react differently to the same situation, one challenging racism and the other just standing by. You could show this through a concept cartoon.  
 Hot seat each character – why have they acted in that way? How could we change the perspective of the 'non-racist'?



- What needs to happen now, so that the harm can be repaired?  
 (respond one at a time)

Share these back to the class – pause to allow others to predict the differing perspectives and emotions involved.

Explore questions: **Why was Stephen Lawrence treated unfairly? What does it mean to be racist? What evidence of racism can you see?**

**What is anti-racist?**

[BBC Bitesize: John Amaechi discusses what it means to be anti-racist | Not-racist v anti-racist: what's the difference? 🤖](#) [BBC Bitesize asked John Amaechi OBE what it means to be anti-racist... | By CBeebies | Facebook](#)

Task children to complete speech bubble on what needs to happen now so that people are treated fairly and how to be anti-racist.

Explain Stephen Lawrence day is an opportunity for you to have your voices heard, make the changes they'd like to see/hope will happen and create a society that treats everyone with fairness and respect.

<https://stephenlawrenceday.org/stephens-story/>



Explain to children today they will be learning about **Stephen Lawrence** and **Baroness Doreen Lawrence** whose story shows **courage**.

### Session 2

Who is Baroness Doreen Lawrence?

**Watch clip of Baroness Doreen Lawrence:** 'Stephen Lawrence Day: DMU Chancellor Baroness Doreen Lawrence'

<https://www.youtube.com/watch?v=L4JBLMqhigI>

Discuss- Why is Baroness Doreen Lawrence courageous? – Baroness Doreen Lawrence "spearheaded a campaign to achieve justice for her eldest son."

Display timeline of Stephen Lawrence's story and the work of Baroness Doreen Lawrence.

<https://stephenlawrenceday.org/timeline-1974-present/>

Useful links to listen to/read to support outlining Doreen's work:

<https://blackculturalarchives.org/baroness-doreen-lawrence>

<https://www.runnymedetrust.org/blog/baroness-doreen-lawrence-a-future-of-hope-through-unity>

<https://www.theguardian.com/uk/1993/may/07/lawrence.ukcrime>



Children to create a mind map/speech bubble of Baroness Doreen Lawrence and write examples how she shows courage.

### Session 3

Circle time- Ask children to share a time they have shown 'courage'. **How did it make you feel? Is it always easy to show courage? Why is it important to show courage even in difficult situations like Baroness Doreen Lawrence?**

Children to create a 'Courage Badge.' The aim of the badge is to remind them that they are brave and can work through their fears. Children to decorate their badge and write "I am courageous because...". Explain to children this can be worn when they feel they have shown courage.

This can be made using cardboard or felt and safety pins.  
<https://www.education.com/activity/article/bravery-badge/>

Display quote: **'There is always hope for change.'**

### Session 4

Explore- Why are 'hope and change' important words in the Stephen Lawrence story? What do you think Baroness Doreen Lawrence is hoping for or would like to see change?



**What are you hopeful for?** Children may give various answers such as an end to the pandemic, ending racism, people being treated fairly.

Children to create a 'hopeful cloud' which shows what they are hopeful for.

**Challenge:**

Stephen Lawrence Day is about trying to rise up from a negative incident and bring about positive change by understanding each other and working together. Children are challenged to build their own tower, as a great way to think about some of the challenges involved in architecture and engineering.

**Your task:**

**To build the tallest tower that can stand independently.**

- **Must only be made using spaghetti and marshmallows**
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Children to evaluate their success. What worked/ what did not work. How would they do things differently next time?

**DISPLAY**

**Stephen Lawrence commemorative coin**

Create a beautiful and colourful coin. Children to use toothpick to draw Stephen Lawrence image on to salt dough. Having every child in the class decorating a coin that symbolises Stephen Lawrence as a positive role



		model. This could be a portrait of Stephen Lawrence or words describing how he was a positive role model.
Year 5	<p><b>Line of enquiry: How may we ensure that Stephen Lawrence's legacy continues?</b></p> <p>How can we ensure Stephen Lawrence's legacy will continue?</p> <p>Understand what a legacy is. Identify how you want others to remember you Identify the actions will you start build on to begin your legacy. Understand how to show their commitment to creating a fairer society</p> <p><b>Focus vocabulary: legacy, equality, inequality, discrimination, perspective</b></p> <p><b>Links to the Other Perspective</b></p>	<p><b>Equality.</b></p> <p><b>Session 1</b> <i>'Responsibility finds a way. Irresponsibility makes excuses!'</i> How do these words link to Equality?</p> <p>Who was Stephen Lawrence?</p> <p>Stephen Lawrence was born on Friday 13<sup>th</sup> September 1974; family and friends describe him as an energetic, cheeky and adventurous child. By the age of 18, Stephen was studying for A-levels with aspirations to <b>become an architect.</b> On the Thursday 22 April 1993 Stephen and a friend were waiting for a bus in South London when a group of white youths surrounded Stephen in a sudden and unprovoked attack. Stephen was later pronounced dead on arrival at hospital.</p> <p>What do you think changed in the UK as result of his death?</p> <p>Discuss there are now changes in the law, people get involved their local communities and people from different backgrounds show their commitment</p>





### *Where does racism come from?*

No one is born racist, it is a learnt idea. Discuss and unpick the influences that can make a person become racist. These include: where you are born (e.g. a rural village in the UK v. a London borough), family beliefs, diversity in school, media including social media.

Help the children to understand that their experiences and their circumstances shape their ideas and perceptions.

You could create a timeline of a person's life – what could the influences be and when might they affect you?

to creating a fairer society in which everyone has the opportunity to live their best life. Stephen passing has now created legacy.



Explore concepts such as *respect, fairness, racism, discrimination, legacy, equality*.

What do these words mean? Children to match the words to definition/image. Do they know people that make everyone is treated fairly?

### **Session 2**

What is a legacy?



Discuss great-great-grandparents, for instance, or a famous person who died centuries before you were born. Leaving behind a legacy means making an impact that will last long after you die. It could be financial, with something you create, or through the people you touch while you're alive.

Discuss inspirational people and their impact on people's lives today through their actions. For example: Mary Seacole, Rosa Parks, Mary Seacole. Martin Luther King, Lewis Hamilton and Mae Jemison.



What legacy will they leave behind?



What is a good legacy to leave behind?

What legacy will yours be?

How do you want others to remember you?

What actions will you start build on to begin your legacy?

learn about family memories, experiences, and legacies that will be passed on through many generations.

### Session 3

How do you think that you could leave a legacy?

Children to create draw a picture of themselves on the middle and write actions they want to be remembered for. I pledge to....



# BeDifferent Federation



[Kid President: I think we all need a pep talk | TED Talk](#)

What does it mean to **'Live Your Best Life'**?

Research and write a biography of someone who has inspired you to 'Live Your Best Life.' "Live Your Best Life," and in 2010 Oprah hosted an event named "Live your Best Life." Her personal mantra is centred around self-growth, reaching new heights, and finding meaning.

Why is this quote so important in society today?



Children to have access to chrome books Choose a person and explain their legacy, their impact on other people's lives and behaviour qualities they will try to follow in their lives.

#### Session 4

#### **Is it helpful to understand the events of Stephens death from the bully's perspective?**

Does the bully deserve support and help?

How can we support the bully?

What interventions could we offer the help the perpetrators change their behaviours? Think about the 'why'. What is it that they might need or want? How could you offer a helping hand to someone who is bullying or being bullied?

Children to identify how this help would differ for each both the perpetrator and the victim.

- Who to talk to?
- Childline support? Anonymous support
-



#### Activity:

Design and create a helping hand coin to show support for two different perspectives.

Create a flip sided coin that can signpost both **how to offer support** and **where to find support** – **a bully** and a **victim or onlooker**

Use salt dough to create the coins

- Scratch a design into soft dough and then bake or dry out
- Or
- Bake salt dough discs then design and paint in acrylics or using felt tip pen to add the design.

#### Session 5

Why do we remember Stephen Lawrence?





Children to write comments on why it is important that we continue to remember Stephen Lawrence's legacy and how to make our lives the best they can be. Children to create paintings of Stephen Lawrence.



Year 6

**Line of enquiry: What can we learn from Stephen Lawrence's story?**

How can that inspire our life's path?

**Never forget.**

**Session 1**

**What does responsibility mean?**

What does living your best life actually mean? Whose responsibility is it to live your best life?



	<p><b>Focus vocabulary: anti-racism, champion, ambassador, inequality, equality, remorse, forgiveness</b></p> <p><b>Links to the Other Perspective</b>  <i>Forgiveness –          To forgive or not to forgive?          Is it possible to forgive Stephen’s attackers? Why might this be of benefit?          Have the attackers shown remorse?          What might remorse look like?          How might remorse be linked to forgiveness?</i>          Use role play and hot-seating to encourage the children to put themselves in the shoes of someone who has forgiven, and someone who has not. Then encourage the children to share their own thoughts and opinions – help them to articulate these.</p>	<p>Why was Stephen Lawrence important? What is being an anti-racist so important? What does that look like?</p> <p>Discuss that although his life was short, Stephen has become a positive role model of a life well lived, and so much has since been achieved in his name.</p> <p><b>Session 2</b></p> <p><b>What does the Stephen Lawrence Foundation do?</b>  <a href="https://www.youtube.com/watch?time_continue=190&amp;v=NRIR1G9sVAo&amp;feature=emb_logo">https://www.youtube.com/watch?time_continue=190&amp;v=NRIR1G9sVAo&amp;feature=emb_logo</a></p> <p><b>Who was Stephen Lawrence?</b>  <b>What happened to him?</b>  <b>What is a Bully?</b>  <b>Do you think the perpetrators of this the murder were bullies?</b>  <b>What is the perspective of the perpetrators when they saw Stephen at the bus stop? Why?</b>  <b>What is the perspective of the perpetrator/bully – what makes them behave the way they do? What do they gain?</b></p> <p><b>What do we know about Stephen’s family?</b></p>
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		<p><b>What does Stuart Lawrence do now?</b></p> <p>Discuss how his brother now promotes Stephen's story keeps his memory alive so no one forgets Stephen life story. This continues through funding for Arts, schools, etc. People continue to talk and champion fairness being the best you can be no matter your background/heritage.</p> <p>Stephen's story teaches us..... Stephen was like me because... children to discuss.</p> <p>Activity 1</p> <p>Chn to learn about Stephen's family and how Stephen was the same as everyone. Stephen should never be forgotten.</p> <p>Children to design a book cover for their children for Stuart Lawrence new book launch. Alternatively, challenge the children to design a 'Reflection Room' where people could go and be encouraged to go to reflect on what is important, both personally and within society. What tools could be included in this space? How could lighting, colour, furniture and music help to support better reflections? This could be a 2D design or a 3D project – perhaps in a shoe box, or paper box lid.</p>
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## Session 3

What have you achieved?

What were the key achievements in Stephen Lawrence's life?

Children to write a mini blurb on the back about their achievements so far.

Write about the things Stephen Lawrence achieved.eg celebration and recognition law changing/discussing anti-racism and all communities working more closely together. Children to create a booklet to share with Year 5.



#### **Session 4**

#### **Who is more to blame, the bully or the bystander?**

#### **Does the bystander (or the police) need to be held accountable too?**

Discuss how the police are important in our society.

What are our expectations as a society of the police?

How would this lack of a reaction make the general public feel?

Does this make the police accountable for what happened to Stephen?

Reasons for and against.

Discuss the changes to laws in the light of Stephens legacy

Discuss changes to our society since Stephens legacy.

#### **Activity:**

Design and create salt dough tea light holder to commemorate the changes to society since Stephen's legacy.





Possible idea:  
Key vocabulary –  
Change, celebrate, community, together, friendship, support, understanding







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