



BeDifferent
Federation

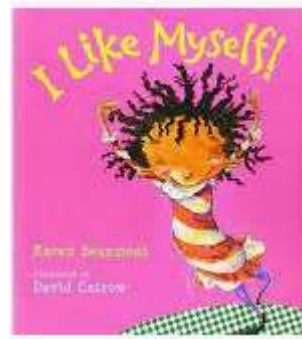


History: 'Strength lies in Differences'
Stephen Lawrence day
Friday 22nd April and Monday 23rd April 2022

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



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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



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

Session 2

Look at the talents of others – family/friends

What talents does your friend have?

What talents do your family have?

What are they good at?

In foundation stage's children to role play 'jobs' using props and dressing up costumes that are available in the classroom.

My midday supervisor is special because she helps me play with my friends

The cook is special because she can help me choose nice healthy food

My teacher is special because helps me with my reading and writing

My teaching assistant is special because she can help me with my reading and writing

The learning will revolve around everyone doing different jobs for the benefit of the community/ country.



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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?

Session 3

Handprint/footprints class montage

Print handprints of the children for a display

We are all special

We are all unique

All our hands are important to work together for our community

Create a display for the classroom using handprints

Write a poem together

Write a poem together

I am special because

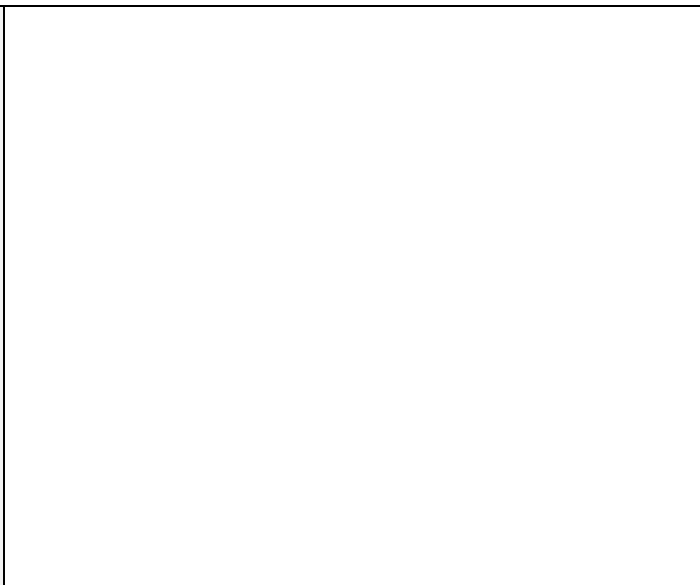
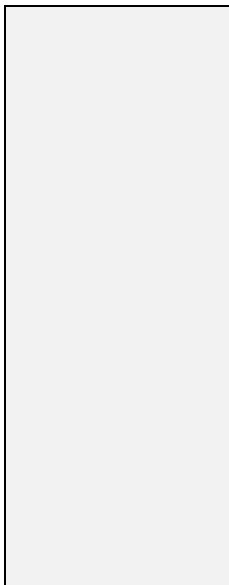
You are special because.....

We are special because.....

Our school is special because



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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: Rainbow coloured pebbles



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| | | <p>Paint pebbles rainbow colours to add to the commemorative Stephens's tree. These will go around the bottom. Stephen is special. We are celebrating Stephen by remembering his uniqueness.</p> |
| <p>Year 1</p> | <p>Line of enquiry: Who was Stephen Lawrence and what was Stephen's talent?</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>Focus vocabulary: talent, community, connecting</p> | <p>Talents</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"> • Discuss the meanings of these words. • Allow children to discuss their talents. • Talk about how they would feel if they were able to show their talent to others. <p>Session 1</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.</p> <p>How does your talent make you feel?</p> |



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Why is it important to recognise our talents and develop them?

What if key.

What would the world be like, if nobody had talents?
What if everybody had the same talent?

Discuss different people's talents contributing to the world in a different way. How did Stephen Lawrence's talent contribute to the world?

Read some information about Stephen Lawrence:

Stephen Lawrence enjoyed school and he was very good at art and design. He was also good at Science and building things.

What job do you think Stephen Lawrence wanted to do?
Do you think he would have been good at this job? Why?

What is an architect?

Stephen Lawrence has an architecture award named after him.
Why do you think this is?



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<https://www.architecture.com/awards-and-competitions-landing-page/awards/stephen-lawrence-prize>

Why are architects important?
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.



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Possible equipment needed:

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

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?

What challenges did you face when trying to build your bridge?

<https://stephenlawrenceday.org/classrooms/creation-station/>
Click on the forever friends section.



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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.

Session 3

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.....

Display

Friendship pebbles-
Create a beautiful and colourful scene with a pebble that symbolises Stephen Lawrence from what they have learnt from the talent theme.

Celebrate your strengths!

Year 2

Line of enquiry: Why did Stephen value school so much and why was his much an inspiration?

Education

What is education? Why is school important?



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Understand why school is important.
Understand what it means to be inspirational.
Understand what aspirations are.
Understand that education supports aspirations.

Focus vocabulary: inspiration, influence, aspiration

What do we do at school? How do we benefit from school?

- Discuss what children like about school and what their favourite part of school is.
- How is school going to support them in the future?

Session 1

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.

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...



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Doreen
Lawrence,
Baroness
Lawrence of
Clarendon, OBE



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?

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?



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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 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, as a great way to think about some of the challenges involved in architecture and engineering.



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The challenge

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Possible equipment needed:

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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?

What challenges did you face when trying to build your bridge?



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| | | <p>What have you learnt at school to help you to overcome these challenges?</p> <p>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'.</p> <p>DISPLAY Aspiration 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 aspirational theme.</p> |
| <p>Year 3</p> | <p>Line of enquiry: Why was Stephen Lawrence a positive role model?</p> <p>Positive role models. – Who are your positive role models?</p> <p>Understand who Stephen Lawrence was. Understand how to be anti-racist.</p> | <p><i>"I rise into a world of.....Stephen has inspired me to..."</i></p> <p>Positive</p> <p>Session 1 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> |



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Understand the importance of positive role models.
Understand the qualities of a hero.

Focus vocabulary: anti-racist, role model, inequality, equality

Discuss the term 'role model.'
Explore how each person has been a role model for their community.

Marcus Rashford- 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.

Ask children who would they identify as a positive role model?

Children to explore who the positive role models are in their lives and why. Present ideas to the class.

Display picture of Stephen Lawrence- Has anyone seen or heard about him before?

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 1



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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 - **why was Stephen attacked by those young men?**

Explore question: **What is racism? How did we know that the men who killed Stephen Lawrence were racist?**

Show quote from Stephen's father, Dr Neville Lawrence that says his son's murder 'opened the country's eyes' to racism. –
What does this mean?

Can you think of any other examples of racism?



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Collaborative task: How can you challenge racism? ~
Children to be given a few scenarios to discuss at their tables and show how they would solve it to show they are **anti-racist (actively finding ways to confront racism and explain why what has been said/done is wrong)**.

<https://www.twinkl.co.uk/resource/ks2-anti-racism-scenario-cards-t-tp-2550448>

Circle time- take a few scenarios and discuss as a whole class.

Session 3

What does the word 'hero' mean? Can anyone be a hero? Do heroes have a particular look?

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/>



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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 being inclusive, and bridges are a way of connecting people and communities. Children are challenged to build their own bridge, as a great way to think about some of the challenges involved in architecture and engineering.

Your task:

To create a bridge that can span between two desks in the classroom.

- **Must be at least 30cm long**
- **Must only be made using spaghetti and marshmallows**
- **Must be strong enough to hold a range of chocolate quantities.**

Children to evaluate their success. What worked/ what did not work. How would they do things differently next time? Teachers to vote for most successful bridge in Year 3.



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| | | |
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| | | <p>DISPLAY Friendship pebbles Create a beautiful and colourful scene with every child in the class decorating a pebble 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.</p> |
| <p>Year 4</p> | <p>Line of enquiry: Why was Stephen Lawrence courageous?</p> <p>What do you hope for and why?</p> <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.</p> <p>Focus vocabulary: anti-racist, courageous, hope, justice, injustice</p> | <p><i>Mrs Lawrence is courageous because..... I am courageous because...</i></p> <p>Hope.</p> <p>Session 1 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 Nelson Mandela.</p> <p>Nelson Mandela- <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> |



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Watch clip: NELSON MANDELA - Mini Fantastic Facts

<https://www.youtube.com/watch?v=CmxjtAIV-rA>

Children to explore and record how each person showed "courage" despite facing racism.

Display picture of Stephen Lawrence- Has anyone seen or heard about him before?

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

Read/share Stephen Lawrence's story

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

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

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

Session 2



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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=L4JBLMqhgI>

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 of Baroness Doreen Lawrence and include how she shows courage.



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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 1

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?



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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.

Express: Children to decorate ceramic hearts to remember Stephen Lawrence and commemorate Stephen Lawrence Day. This can include words associated with being courageous or a portrait of Stephen Lawrence/ Baroness Doreen Lawrence. Plant a tree in the school grounds to hang hearts or display in your classroom.

<https://www.bakerross.co.uk/heart-ceramic-decorations>

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Your task:



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To create a bridge that can span between two desks in the classroom.

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- **Must be strong enough to hold a range of chocolate quantities.**

Children to evaluate their success. What worked well/ what did not work. How would they do things differently next time?
Teachers to vote for most successful bridge in Year 4.

Year 5

Line of enquiry: How may we ensure that Stephen Lawrence's legacy continues?

How can we ensure Stephen Lawrence's legacy will continue?

Equality.

Session 1

'Responsibility finds a way. Irresponsibility makes excuses!'

How do these words link to Equality?

Who was Stephen Lawrence?

Stephen Lawrence was born on Friday 13th September 1974; family and friends describe him as an energetic, cheeky and



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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

Focus vocabulary: legacy, equality, inequality, discrimination

adventurous child. By the age of 18, Stephen was studying for A-levels with aspirations to **become an architect**.
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.

What do you think changed in the UK as result of his death?

Discuss there are now changes in the law, people get involved their local communities and people from different backgrounds show their commitment to creating a fairer society in which everyone has the opportunity to live their best life. Stephen passing has now created legacy.



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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



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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 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?



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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....



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[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?



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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

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.





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DISPLAY

Legacy pebbles



Create a beautiful and colourful scene decorating a pebble that symbolises Stephen Lawrence from what they have learnt from his legacy.

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 live actually mean? Whose responsibility is it to live your best live?



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Focus vocabulary: anti-racism, champion, ambassador, inequality, equality

Why was Stephen Lawrence important? What is being an anti-racist so important? What does that look like?

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.

Session 2

What does the Stephen Lawrence Foundation do?

https://www.youtube.com/watch?time_continue=190&v=NRIR1G9sVAo&feature=emb_logo

What do we know about Stephen's family?

What does Stuart Lawrence do now?

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.



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Stephen's story teaches us..... Stephen was like me because... children to discuss.

Activity 1

Chn to learn about Stephen's family and how Stephen was the same as everyone. Stephen should never be forgotten.

Children to design a book cover for their children for Stuart Lawrence new book launch.



Session 3

What have you achieved?



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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

Pebbles

Create a beautiful 'remembrance' scene decorating a pebble that symbolises Stephen Lawrence from what they have learnt from his story.



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