**Stephen Lawrence. Notes for discussion for each of the 3 Films**

**Film 1**

This short film examines attitudes towards identity, diversity and immigration in British society before the murder of Stephen Lawrence.

The Lawrence family talk about the society Stephen grew up in, highlighting the diversity and inclusiveness of his school and home life, and how race and identity was never really an issue.

This childhood is contrasted with that of Stephen's cousin's, whose parents were a lot more political. Stephen's cousin's experiences of secondary school were very different; pupils from different races didn't necessarily mix.

The political mood of London is examined in the build-up to Stephen's murder, with footage of BNP protests. The BNP had strongholds in the towns surrounding Woolwich, were Stephen grew up.

Stephen's family recall the day he was murdered and the feelings and emotions they experienced.

They talk about how it changed their perception of how included they felt in their own society.

This short film could be drawn on as part of the annual national Stephen Lawrence Day on 22nd April. For more information visit the [Stephen Lawrence Day website.](http://www.stephenlawrenceday.org/)

PLEASE NOTE: This short film contains language that may cause offence. Teacher review is recommended prior to use in class.

Teacher Notes

Possible areas of enquiry:

These questions can be single lesson titles within a larger scheme of learning or big enquiry questions to inform a unit of work. In which case, this short film can be used as a stimulus to support any of these areas.

Does increased diversity jeopardise community cohesion?

Has immigration led to more tension and friction within communities?

Should Britain do more to help migrant communities and those seeking to come to Britain?

Does the government do enough to protect and promote tolerance and the rights of diverse groups?

Before watching the film

This short film is suitable for students aged 14-16, however it is important to preface that some background knowledge of the murder of Stephen Lawrence should be addressed prior to showing the film in class.

This could be through using an article outlining the particulars of the case either as a home learning task or within the lesson.

During the lesson - Before watching the film

To begin, encourage students to become familiar with some of the key vocabulary that is used in the film or recap it if they have already learnt these terms: Commonwealth, Diversity, Multiculturalism and Identity.

You can also begin to brainstorm reasons why people migrate and why people in the Commonwealth are more likely to come to Britain than any other European country. (People from the Commonwealth are more likely to come to the UK than any other country due to shared history, culture and language).

NB: Discuss some of the social, economic and political reasons why people migrate and how that can impact the UK. (5 min)

While watching the film - Activity

It might be worthwhile to watch the first 04.18 minutes and ask your students to take notes of what they notice.

Task - I notice and I wonder:

Students can note down everything they notice about what life was like in Britain for new migrants and what society was like.

Inform students of key areas to look out for (e.g. Diversity, Integration and Community Cohesion), then ask them to consider what they notice around these key topics.

You can also ask your students to write a list of things they wonder about in the form of a question.

NB: You could ask students to feedback their wonder questions and use this to lead a class discussion or alternatively begin to question students about the experiences of ethnic minorities in the UK over the last 50 years, what do they think has changed today and what has stayed the same?

Continue watching the film

Task - students watch (04.20 – 06.37) and answer the following:

What was Britain like in the 90s and how did Stephen integrate into society?

How did Britain change after his death?

How was London different to other parts of the UK?

Why and how did immigration impact Britain and race relations?

Pause the film (06.38)

Task: In a turn and talk activity ask students to discuss the following in pairs:

How might the integration of different communities help build community cohesion?

What might be some of the challenges?

Continue watching the film to the end (06.38 - 09.41).

NB: Provide additional time for students to complete all questions in relation to the film.

After watching the film - Activity

After watching this short film it might be a good point to get students reflecting on their own identity and how it is shaped.

NB: Ask them the question - what makes someone feel or identify as British? Elicit feedback and further probe where necessary in order to flesh out more concepts.

Reflection task:

Allow time for review and feedback and for students to apply what they have learnt from the film linking this to the extended writing section of the GCSE citizenship exam.

Working in groups of three, students could discuss the question before answering it.

Give them time to read each statement and link it to one of the key aspects of the film.

They could then label each other A,B,C: Person A answers one of the statements, person B must disagree with person A's answer and person C summarises both points and states which was the stronger argument.

Talking through statements prior to writing can help students make deeper and broader connections between different ideas, issues and concepts.

This will also be a good opportunity to get students to provide a reasoned and well-justified judgment and practice providing an alternative perspective.

Extended writing statements:

‘Immigration led to more tension and friction within communities’ how far do you agree?

‘Diversity and better integration will help further in promoting respect and tolerance and building community cohesion' how far do you agree?

‘We should be free to identify as anything we like’ how far do you agree?

Curriculum Notes

This short film supports understanding around GCSE citizenship, linking to concepts surrounding living in the UK.

It provides for an intrinsic look at the life of Stephen Lawrence and his family, from his parents' migration from Jamaica through to his early developments and integration within their community, as well as wider British society.

This short film also explores Commonwealth migration and some of the challenges surrounding increased diversity on community cohesion.

The detailed personal accounts from Stephen's family members provide a unique opportunity to reflect on issues surrounding individual identity and culture.

The discussion surrounding identity promotes dialogue around what makes one feel British, how we identify our self and what contributes to our identity.

**Film 2**

This short film examines the effect institutional racism had on the investigation into the murder of Stephen Lawrence.

It shows how Stephen’s murder provoked an extensive inquiry into institutional racism within the police force, ultimately leading to a public inquiry that revealed the true extent of prejudice and corruption.

The night of Stephen's murder is described along with the experiences and emotions of his parents on finding out about their son's death.

This short film could be drawn on as part of the annual national Stephen Lawrence Day on 22nd April. For more information visit the [Stephen Lawrence Day website.](http://www.stephenlawrenceday.org/)

PLEASE NOTE: This short film contains very strong language, as well as some violent and upsetting scenes. Teacher review is recommended prior to use in class.

Teacher Notes

Possible areas of enquiry:

The enquiry questions below can be used as a single lesson within a larger scheme of learning or big enquiry questions to inform a unit of work. In which case, this short film can be used as a stimulus to support any of these areas.

Is justice always blind?

Does racism still exist?

How can institutional racism be tackled?

Before watching the film

This short film is suitable for students aged 14-18, however it is important to preface that the use of the ‘N’ word is frequent and it is vital that an exploration around this word is addressed and discussed prior to watching the film (see below for some suggestions).

It would also be helpful for students to gain some background knowledge on the murder of Stephen Lawrence prior to showing the film in class.

During the lesson - Before watching the film

To begin, ask your students to become familiar with some of the key vocabulary that is used in the film or recap if they have already learnt these terms, such as understanding the difference between racism and institutional racism and the role and function of public inquiries.

To follow you can begin to ask the question of how can words have power?

This will provide a good segue into exploring the use of racial slurs.

Elicit through further questioning and ask students, does using the ‘N’ word mean you are racist?

Provide students time to think and feedback, and then begin to probe what this word means, whom this word is used on and how it might make individuals feel.

You could also ask students to discuss what they would think if a teacher said the word to students in the classroom.

This may provide an opportunity to tease out the role and responsibility of those in positions of power and within institutions.

NB: Students may ask whether this differs if the word is said from people from the same community, at which point it is a good opportunity to further explain the meaning of the word and how it originated and the intention behind the use of the word, of which it is often through negative intention rather than positive. (Definition: a term used to refer to or address a black person in a derogatory way).

Then, in order to get students thinking and understanding some of the underlining issues raised in the film, ask them to brainstorm the different roles and responsibility of the police.

This will help gauge how the police failed in their investigation.

While watching the film - Activity

It might be worthwhile to provide an activity sheet with a range of questions around the film so that students are able to pick up on some of the key points raised.

Task - students watch (00.00 - 01.31) and answer the following:

Why was Stephen Lawrence killed? What tells you this is the main reason for his death?

How did the police initially respond and were they fulfilling their role and responsibility?

Continue watching the film - (01.32 - 04.59)

Task - students watch (01.32 - 04.59) and answer the following:

How did the community respond to the police investigation?

What were some of the challenges community members faced?

Why were many people frustrated with the police?

How did black individuals in the community feel about the police and why?

Task:

In a talking points activity that will get students thinking and understanding some of the underlining issues raised in this section of the film, have them discuss the questions below.

NB: This can be done in small groups or pairs for around 10 minutes. Provide students with a guideline on expectations for the discussion beforehand and appoint a chairperson if it is in groups, who will help facilitate the discussion in their small groups.

Talking Points Questions:

Why might minority groups be reluctant to join the police?

How might the police improve their relationship with the community?

Why might representations of different minorities in institutions matter?

Is the use of the ‘N’ word a form of abuse? And should you be fired if you use it?

To what extent will more ethnic minorities in the police force, help tackle institutional racism?

Continue watching the film to the end - (04.59 – 09.54).

While watching this section of the film, it might be a good idea to ask your students to note down the key failings from the police as identified in the inquiry.

After watching the film - Activity

Reflection task:

After watching this short film allow time for review and feedback, as well as time for students to consider the impact and effects of racism, whether it still exists in society today and how it can manifest in our everyday lives.

This might allow students to consider ways of challenging racism. This can also link to the taking action and investigation part of the citizenship specification.

One way this can be achieved is to get students to reflect on ways to tackle racism within a local context, plan how people can be more informed about the impact racism has on individuals and the community and ways to build mutual respect and tolerance.

Outcomes might include - creating a short speech, presentation, campaign or combination that provides clear steps to tackling racism and institutional racism.

Alternatively, this short film also lends itself to extended writing, see below for possible areas of exploration.

‘Better representation of minority groups, is the only way to end institutional racism within the police’ how far do you agree?

In your answer consider:

The role of the police and community relations.

Ways to improve mutual respect and tolerance in society.

‘To build community cohesion, every individual must be respected and treated fairly’ how far do you agree?

In your answer consider:

The challenges and benefits of living in diverse communities.

Ways to build more cohesive communities.

Curriculum Notes

This short film explores the impact of racism within society and supports understanding around GCSE citizenship concepts linking to living in the UK.

Particular topics whereby this short film will benefit students are: Identity, Diversity, Community Cohesion, Law and Justice.

This short film provides an honest look at police failings around the investigation of Stephen Lawrence and identifies the institutional racism that plagued the progress of the case and the impact this had on the wider community.

This is a powerful film that provides an opportunity for students to discuss and deliberate on multiple concepts and across multiple disciplines, such as, the multiculturalism unit within A-level politics and the study of crime within sociology.

By using the Stephen Lawrence case as a focus case study, it can allow for further investigation by students, linking to the citizenship action and investigation portion of the course specification.

This resource allows for greater synoptic links, as it intersects a range of topics/themes in ten minutes.

As such, this can be used to teach and introduce new concepts such as law and justice and identity, or as a revision tool to elicit students ability to link concepts across themes enhancing their synoptic skills.

**Film 3**

This short film examines the public inquiry into the failures of the original investigation and the changes in the law that mean suspects can be retried.

Pupils will see the editor of the Daily Mail explaining the infamous ‘MURDERERS’ headline, and interviews between the press and the main suspects.

The discussion centres on the initial failure to achieve justice for the murder of Stephen Lawrence and the process leading to the eventual conviction of two of the perpetrators, as well as the response of the media and the role of parliament in addressing flaws within the criminal justice system.

This short film could be drawn on as part of the annual national Stephen Lawrence Day on 22nd April. For more information visit the [Stephen Lawrence Day website.](http://www.stephenlawrenceday.org/)

PLEASE NOTE: This short film contains behaviour which could be imitated. Teacher review is recommended prior to use in class.

Teacher Notes

Possible areas of enquiry:

These questions can be single lesson titles within a larger scheme of learning or big enquiry questions to inform a unit of work. In which case, this short film can be used as a stimulus to support any of these areas.

Is justice always achieved in the criminal justice system?

How effective is parliament in ensuring the rule of law is upheld?

To what extent should the media be limited in a democracy?

Before watching the film

This short film is suitable for students aged 14-16, however it is important to preface that some background knowledge on the murder of Stephen Lawrence should be addressed prior to showing the film in class.

During the lesson - Before watching the film

To begin, encourage students to become familiar with some of the key vocabulary that is used in the film or recap if they have already learnt these terms, such as: Inquest, Parliamentary Inquiry, Double Jeopardy, Crown Prosecution Service (CPS), and Institutional Racism.

NB: You can review the definition in either a gap fill activity or challenge students to explain how these terms may be linked and how it connects to the Stephen Lawrence story. (5 min)

In order to get students thinking and understanding some of the underlining issues raised in the film, ask them to discuss the following talking points below.

NB: This can be done in small groups or pairs for around 10 minutes.

Provide students with a guideline on expectations for the discussion beforehand and appoint a chairperson if it is in groups, who will help facilitate the discussion in their small groups.

Talking points

What are the key principles of law? (Answers - Rule of law, Access to Justice, Equality before the law, Innocent until proven guilty)

Why is the rule of law a significant part of our democracy?

What does it mean to achieve justice and why is it important?

To what extent does having access to justice mean justice is always achieved?

While facilitating the discussion, probe students on some of the talking points/questions.

Ask some students; what factors can limit achieving justice and equality before the law? How might the government or parliament address these factors? (20 minutes)

While watching the film - Activity

Begin to watch the film.

It might be worthwhile to provide an activity sheet with a range of questions around the film and pause at intervals to facilitate further discussion around the key issues raised in different parts of the film.

Task - students watch (0:00 - 01.58 sec) and answer the following:

Why did the CPS end their investigation and drop the charges of the Stephen Lawrence murder?

Why did the private prosecution fail?

What were the consequences of their failure to prosecute?

Pause the film.

Task: In a turn and talk activity ask students to discuss the following in pairs:

How might the victim’s family feel when the CPS dropped all charges of those accused?

What might have been the reaction of the public and how could this impact their view of the CPS?

Why might it be important to put suspects on trial?

Continue watching the film.

Task - students watch (01.59 – 07.50) and answer the following:

What were the actions of the Daily Mail?

Why were the Daily Mail criticised for how they reported?

To what extent was it right for the Daily Mail to call the suspects murderers without having faced trial?

What was the Macpherson Report and why was it so significant?

How did Parliament respond to the Macpherson Report and to what extent was this enough?

Pause the film.

Task: In a turn and talk activity ask students to discuss the following in pairs:

Does the double jeopardy law ensure equality before the law or prevent access to justice?

Continue watching the film to the end. (07.50 – 09.40).

NB: provide additional time for students to complete all questions in relation to the film.

After watching the film - Activity

Reflection task:

After watching this short film allow time for review and feedback and for students to apply what they have learnt from the film linking this to the extended writing section of the GCSE citizenship exam.

Prior to writing, it would be good for students to consolidate their understanding of the key concepts by talking and summarizing some of the key points.

NB: One way you can do this is by providing a range of statements that present arguments for and against (see examples below).

You can get students active by labeling one side of the classroom for and the other against and asking students to stand on the side which best reflects their view.

This will also be a good opportunity to get students to provide a reasoned and well-justified judgment, extending their responses and making links to the film, using Stephen Lawrence’s case as an example.

Extend writing statements:

‘In a democracy, you will always achieve justice’ how far do you agree?

‘The media must always report the facts without biases' how far do you agree?

‘Parliament is effective in implementing new laws to address issues within the criminal justice system and society’ how far do you agree?

NB: You can spend the rest of the time answering one of the extended writing statements or if there is not enough time, get students to write one argument for and against. (20 min)

Curriculum Notes

This short film supports understanding around GCSE citizenship concepts linking to democracy, justice, media, and parliament and campaigning.

It provides for an opportunity to use the Stephen Lawrence case as a focus case study whilst drawing on multiple concepts.

The discussion centres on the initial failure to achieve justice for the murder of Stephen Lawrence and the process leading to the eventual conviction of two of the perpetrators. As well as the response of the media and the role of parliament in addressing flaws within the criminal justice system.

Whilst different specification may require different skills, this resource provides clear links to most exam boards for GCSE citizenship studies.

In particular, it allows for greater synoptic links, as it intersects a range of topics/themes in 10 minutes.

As such, this can be used to teach and introduce new concepts or as a revision tool to elicit students ability to link concepts across themes enhancing their synoptic writing.