

Suggestions for Design Technology projects in textiles (Secondary)

Every banner tells a story

This project suggestion is linked with the **Untold Story** from the Raphael Lemkin Case Study <http://education.hmd.org.uk/case-studies/raphael-lemkin/read> and the HMD 2011 theme <http://www.hmd.org.uk/resources/theme-papers/hmd-2011-untold-stories>. This year we are suggesting two ways to work with students in Design Technology. You could **work** on the banner project outlined in this document with one class of secondary students or **link** with one or more of your feeder primary schools and work on a joint project using the primary project guidelines for interactive books, puppet shows and quilts. <http://education.hmd.org.uk/resources/design-technology-projects-textiles-primary>

For the banner project **use** the case study and the theme of **Untold Stories** as a guide to set your project in context. When you first meet with the students **re-tell** Raphael Lemkin's story in your own words. As the story contains sections which might surprise students, especially the part where representatives of certain countries refuse to listen to Raphael or ratify his treaty, **invite** students to ask questions and **allow** time for them to express their feelings. Discussions could include how hearing about the fate of the Armenians influenced Raphael's life and work, how students would define Crimes Against Humanity today and why it took so long for Raphael's ideas to pass into international law.

Show the students a copy of Raphael's ID card which you will find this at the end of this document and **discuss** how Raphael's early life experiences together with his education and training in law and languages made him an ideal person to advise national and international groups on what we now call Human Rights.

Tell everyone that Raphael's story is one of many **Untold Stories** which students have been asked to share with other people for Holocaust Memorial Day. His story is special because it highlights **Untold Stories** of other people who have been persecuted, raped or murdered wherever there has been genocide.

Introduce the project and **explain** that you have been inspired to work with a group which is developing skills in working with textiles. You want to work on an imaginative and meaningful textile project to share Raphael's story with other people and to pass on a message, about the value of life, from present day students to future decision makers.

Point out that the whole class will be making lots of important decisions, based on their knowledge of textiles later in the lesson.

Tell the group that historically textiles have played an important role in the preservation and handing on of stories. In the UK textile banners have been used for this purpose since the 1700s.

Originally many banners were made of painted silk. Popular colours were red, yellow, blue, green, orange and brown. In more recent times banners have been glued or sewn together. Banners were used to link the past with the future. Banners can celebrate what has been and pass on hope for better times to come.

Perhaps the most famous banners are those associated with miners which are carried in galas in the north of England. www.murtonheritagesociety.co.uk/banners.asp?pid=9

Banners have been used at funerals to show respect, to celebrate a life and by different organisations expressing their hopes for a better future. People campaigning for equality, like those who demanded votes for women - the Suffrage Movement sometimes carried them. In local communities it is possible to find banners belonging to Mothers' Unions, children's groups and religious organisations like Sunday Schools. Some Trade Unions also have banners and you could contact local branches to find out more about them. **Ask** whether anyone in the group knows the location of any banners in your own town or village.

Point out that textile banners are unlike simple protest slogans, which are painted on sheets and used in demonstrations, because banners carry a message into the future and are about the whole cycle of time and not one occasion of protest. They can be used time and again and are handed down to other people so the message will live on. Banners are not like the negative placards used by the Nazis to humiliate Jewish people and other victim groups because banners tell a story and carry a positive message.

Show some examples of banners made in the past

http://www.bbc.co.uk/history/british/empire_seapower/banners_01.shtml#three

and modern ones created by students for Holocaust Memorial Day

<http://www.hmd.org.uk/events/slideshow/page:1/image:229> and

<http://www.hmd.org.uk/events/slideshow/page:1/image:230>

Challenge students to design a textile banner which tells something of Raphael Lemkin's story and contains a short message using no more than four words, for the future.

Ask everyone to think about the possibilities of using a banner to tell a story. To do this they will need to think about their own textile skills, the time it will take to create something special and the features and format of a banner.

Explain that banners can be created in landscape or portrait format. They have some common features. Images linked with stories from the past often appear on them framed within a lozenge, a circle, an oval, or oblong. They often have an image of someone or something to celebrate eg a local hero or a special event or place. Sometimes banners will carry an image linked with a myth; sometimes religious symbols appear but banners can be non-religious and their designs celebrate humanity.

Give everyone a copy of the banner briefing sheet, which you will find at the end of this document. Ask students to work in pairs and note their ideas on the sheet. They will need to think about suitable materials and the practicalities of working with them. They will be asked to think about key points in the story of Raphael Lemkin and a special message linked with his work as well as suitable colours and texture. **Bring** everyone back together and **collect** feedback. **Note** ideas on the board.

Decide with the whole group how you will work together to create something special. The easiest banner to create will be a simple one using textile paints on fabric but if you have more time and resources you could experiment with different textiles, glues and/or stitches. If time and funds are low you could use rolls of wallpaper. How will you display your banner? Will it hang from a stairwell or be carried on poles? How heavy will it be? Construct a design plan for the banner, making a note of the textiles and methods to be used. It would also be useful to construct a time plan.

You could **invite** students and their teachers from other subject areas such as Art to work with you. Make sure that you **encourage** lots of people to hear about the project and **share** the **Untold Stories** from your banner with others. At the end of the project **find** a special place to **display** your banner in school/college or in the local community where it can be viewed by as many people as possible. If you create a banner, why not share your artwork with visitors to the HMD website by submitting photos of the completed banners to our slideshow? In uploading your images <http://www.hmd.org.uk/events/share-images> you will be sharing the message of your banner with a large audience.

Banner Briefing Sheet

Banner Images	
Which parts of the story will you use on your banner? List these here.	
Banner Details	
Ask yourself the following questions and write down your answer in the boxes below.	
Portrait or landscape?	
What are the dimensions?	
Will it be carried? If so, how e.g. on poles or loops)?	
Will it be hung? If so, where and how?	
Sharing the story	
How many people do you want to view the banner?	
Where will you display the banner? List 3 places.	
Banner Message	
Using no more than 4 words, write a message to the future on the banner	
Banner Resources	
List here everything you will need to make your banner. (e.g. paper, fabric, textile paints)	

What help might you need/ who could assist?	
To create the banner	
To display the banner	



Raphael Lemkin, ID Card, 1946

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