



EDUCATION PACK

Everything your school and community
group needs to join the Unicornfest



Made possible with
Heritage Fund

Leukaemia Care
YOUR Blood Cancer Charity

University of
BRISTOL

**Bristol Festival
of Ideas**

BRISTOL
650 OUR CITY
1373-2023

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Welcome

We are delighted that you've chosen to join in Unicornfest! Schools, artists, businesses and community groups all over Bristol are raising funds for Leukemia Care this summer. We want to raise awareness and funding to ensure that any family affect by a leukaemia diagnosis has access to the vital information, advice, treatment and support they need.

This Activity Pack gives you a bespoke set of lesson plans which you can use en route to the Unicorn Trail.

By joining in, you'll get to:

- Have fun with unicorns
- Join in poetry, recipes, street history, family history, monuments and changemaking
- Explore who we were as a city in the past, and who we are today
- Connect children across the city
- Develop a local and global perspective on Bristol
- Inspire each other to create positive change

Our educational partner for Unicornfest is Bridging Histories, a project of the University of Bristol and Bristol History Commission which aims to bring people together to learn about the past and make positive change for the future.

Bridging Histories invites people anywhere to join in six activities – poetry, recipes, street history, family history, monuments and changemaking. Anybody of any age can get involved, so get the grownups in your community joining in too!





“Has anybody seen a unicorn?” If you heard somebody call that question out to you randomly in the street this past year, chances are it was George Francis, Co-Leader of Bridging Histories. We caught up with George to hear all about Unicornfest.

Why are you so excited about The Unicornfest?

You know, I talk to lots of people, young and old. But when I talk to them about unicorns, see the smiles everybody gives. Some say “I’ve seen

“
**‘love, joy
and magic’**
”

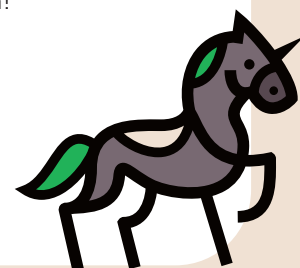
five today! I saw a unicorn down the road in the park.” It’s beautiful. It makes my day. See a happy child, happy mother, happy father, sun shining ... but unicorns? Wow. This one’s at the top of the list.

When all these unicorns are across the city, what do you want people to be experiencing?

The love, the joy, the magic. The mystical stories which are all about the adventures you can have riding the unicorn, feeding the unicorn, brushing the unicorn. I want them to feel the joy of the unicorn. Then I want them to paint the unicorn with that same joy. So when the unicorn goes on the street it has all the love and the joy from these young people and adults taking care of them.

We’re getting youngsters doing the Bridging Histories activities What can they learn through those activities?

Take the family history activity. You can learn about your grandmother, your uncles, your aunts. You can learn about the street you live on, the street you go to school on, the street your favourite shop is on. Recipes, you could design your own! Fruit, vegetables, chicken, vegan, ital ... And the “I am from” poetry is a chance to reflect. What school are you from? What country are



you from? It comes back to family stories: I am from my mother, I am from my father. Where are they from? There are over 91 languages spoken in schools in Bristol. The joy of learning a language! That's all we want to spread – the joy, the love, the happiness. And especially the peace, because that's going to be good for your wellbeing.

“
**‘feel the joy of
the unicorn**
”

You're always getting people to write poems. What is it you love about poetry?

Poetry is just like reading a story. And lots of stories are really interesting. They might make you aware of the environment. They might make you aware of love. Make you aware of the skies, the stars, transport, the sea, the ocean, the mountains. There are so many ways we can engage with each other that are peaceful, and joyful, and bring happiness.

What would you say to inspire young people as they go forward in their lives?

Take on board these things: What is it that makes you happy, what makes you peaceful, what makes you joyful, and what makes you have respect for others. Take guidance from somebody you love, somebody who is an important, some professional in your family, your circle, your school. Your first steps are very important. And then every step along the way is even more important. Because these are the steps that are going to lead you to the place you want to be. You have to understand the vision of where you want to be. When you reach there, if it is the wrong vision then you need to step back and reassess, so you make sure you are on your way, your path. To your joyful, happy unicorn! (laughing)...



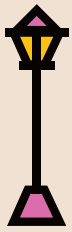
Unicornfest timeline



Week commencing 17th April 2023

Unicorn foals delivered to schools and community groups

1



24th -25th June

Education and media launch for Unicornfest

4

3

5th June 2023

Deadline for small foals to be decorated ahead of collection

2



17th April - 5th June

Have fun doing your Bridging Histories activities and decorating your unicorns. Remember - if you are varnishing your sculpture to allow drying time before the return deadline!



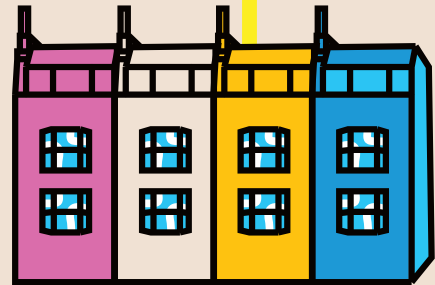


6

1st July
Start of Unicornfest art trail

9

5th October
Large statues go on auction at Propyard, marking the end of Unicornfest.



Week commencing 9th October 2023

Final delivery of statues back to schools and community groups

10



3rd September
Public art trail officially ends. Summer Stars Award winners announced.

7

8

23rd – 24th September
Farewell Festival at Propyard with an opportunity to visit all large and small foals one last time.



Using the lesson plan

Stage One

Choose one lesson to explore the present

Lesson 1 - Poetry

OR

Lesson 2 - Recipes

Stage Two

Choose one lesson to explore the past

Lesson 3 - Street History

OR

Lesson 4 - Family Histories

Stage Three

Choose one lesson to explore the future

Lesson 5 - Be monumental

OR

Lesson 6 - Be a changemaker

Stage Four

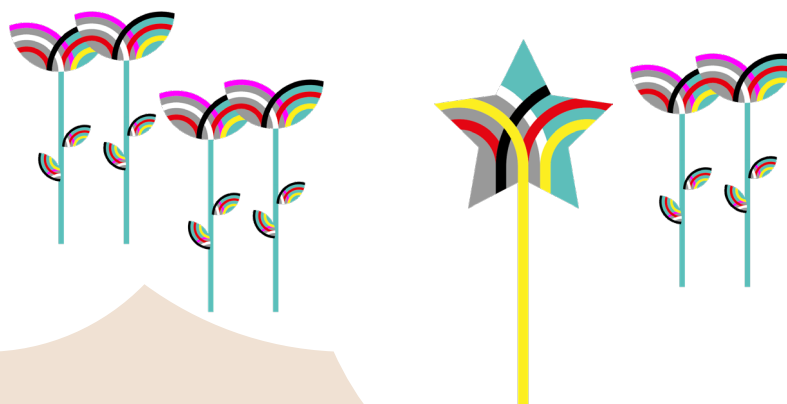
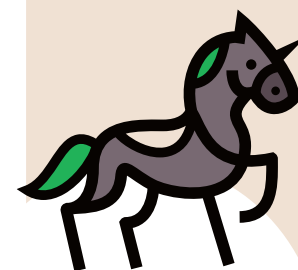
Synthesise everything onto your unicorn

Paint 'the present' on the back, chest and neck of your unicorn

Paint 'the past' on the starboard side of your unicorn

Paint 'the future' on the port side of your unicorn

Who does the design and the painting? There are lots of good options. You might have a school-wide competition for unicorn designs, and pick elements from several designs. Maybe one class or year group are responsible for painting the unicorn. Or you might put together a core creative team with a few delegates from each class. Have children think up designs that let every child add a mark, even if it is just a word or a fingerprint.

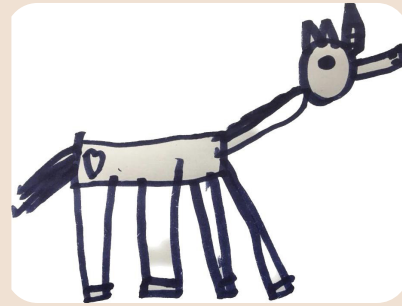


Lesson 1: I am from

KS1 & 2

Objectives:

- to say where they are from
- to express what they like about where they are from
- to use these ideas in an 'I am from' poem



Stage one:

In-class interviews

Input: teacher to model an interview with a pupil.

- Where are you from?
- Is there a place in Bristol that is special to you? (school, park, home, swimming pool, church, mosque, temple)
- Is there somewhere else that is special to you, either in Bristol or somewhere else? Why is it special?

Then have students pair up to interview each other.

Stage two:

Poetry activity

Explain that they are going to use their ideas from their interviews to create a poem about themselves and what is important to them.

If you'd like, you can use the template (see pages 10-11). Prompt the students to come up with answers for each blank in the poem.

Share some of the poems from the Joseph Clarke School digital book. Discuss what the children have written and what it tells us about the children. Explain that the poems are short but have a lot of information in them. Do they notice what each line starts with? (I am..., I like..., I love..., I have...)

Whole school sharing

- Put your poems up on the walls all over school. Take students on a tour to read the poems.
- Create a class poem by selecting one line from each students' poem, and putting all the lines together as a single poem. You could even put your poem to music!
- Create a School Poem by combining lines from each class.

“
**Why not use
your poems
as part of
a unicorn
design?**
”

Tappis the Poet "I am from"
poetry example



Digital poetry collection from
Joseph Clarke School



Bridging Histories
poetry and pictures



I am from

Name _____ Age _____

School _____ Class _____

Neighbourhood _____ Date _____

I am from _____

(a favourite toy or everyday item in your home)

From _____ and _____

(two more items from home)

I am from the feeling of _____

and the _____ of _____

(fill in with another sense - taste, smell, sight, sound, feeling)

I am from _____

(plant, flower, fossil, other natural object that is special to you)

From _____ and _____

(Favourite playground equipment, favourite real or mythological animals)

I am from _____

(Your personal favourites - foods, games, sports, art or activities)

and _____

(Your family's favourites - foods, games, sports, art, activities)

I am from _____

(names of people who are special to you)

I am from _____

(Your favourite song, or a family saying)

I'm from _____

(place of birth)



And _____

(Nationality or family ancestry)

From _____ and _____

(place in Bristol that is special to you, and another place special to you)

(Add any more of your own ideas here)

Download more copies of this work sheet



Lesson 2: Recipes

KS1 & 2

Objectives:

- to explore heritage through food
- to connect with others through food
- to practice mindfulness through food



Stage one: In-class interviews

Share some of the recipes from 91 Ways. Discuss how food brings people together across the world.

Input: teacher to model an interview with a pupil.

- What is one of your favourite foods?
- Is there a food dish that says something about your family and where you are from?
- Let's imagine all the different ingredients that go into making your dish. What do you think they are?

KS2: Research and imaginatively explore the history of a few of the recipes students brought in.

- Use your imaginations to picture the journey the ingredients have taken, from farm to plate.
- How did this food come to be known to your family? Who do you think first brought this food to Bristol? What do you think is the history of this dish - who came up with it? Has it changed over time?
- Have a go at inventing your own recipe!

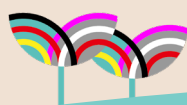
Stage two: sensory activity & creative writing

"Head to the dining hall or kitchen for a food-sharing event. Talk about how good it is for our wellbeing to spend time being in the present moment, and explain how enjoying food mindfully can help us do that. Put out different healthy foods like lots of different fruits and vegetables, and invite students to pick one food item to explore. Prompt them to write a few words that come to mind as they do each of the following:

- Close their eyes and hold their food item in their hands. What does it feel like? Textures? Softness, hardness, squishiness?
- Open their eyes. What does it look like? Colours, shapes, shininess, visual detail.
- What does it smell like? Is it fragrant?
- Tell students to touch the food with their tongue but don't eat it yet. What is it like to taste? Sweet, sour, bitter, salty?
- Chew and swallow. What is it like to eat?

Get students to talk with each other about what they learned by using all their senses. Did it make the foods seem different?

Afterwards, have a good snack ready as everybody will be hungry!



Whole school sharing

- Write up favourite recipes and the students' food words descriptions, and post around the school.
- Take students on a walk around school to see the different recipes and sensory descriptions

Be mindful..

In the UK, over 2.6 million children experience food insecurity, and up to a fifth of schools now operate a food bank. Be sure to deliver your activity in an inclusive way, by providing the food yourself (instead of asking them to bring it) and make this a chance for all young people to learn about healthy food and expand their food experiences and food cultures. Read more by scanning the QR code



Useful resources

91 ways to build a global city



Yam and egg recipe by Neriah



Bristol Food Strategy



Bengali Lamb



Feeding Bristol



Lesson 3: Street Histories

KS1 & 2



Objectives:

- Find out about changes in your area
- To learn about local changemakers
- (KS2) Use census data or “know your place” to research locally

Stage one: Changes in your area

How has the local area changed in 100 years? How old is your school? How old are the homes the children live in? Go for a local walk to find out more. What is new in the area? What is changing? Use online maps and old photos from Know Your Place to build up a picture. Find your school area on Know Your Place, and use the ‘map’ layers and pictures to show children when the area was like at different times in the past. Invite them to imagine what it would have been like and what games children would have played. Then create pictures, paintings and drawings to make a display of your local area 100 years ago.

Stage two: Local changemakers

Introduce your classes to local changemakers, for example: Ernest Bevin (lived in St Werburghs), Princess Campbell (lived in Bedminster, St Pauls, St Werburghs, Fishponds and Frenchay), Mary Carpenter (Started a school on Park Row), Alfred Fagon (St Pauls) or Samuel Plimsoll (Redcliffe) and share their short biographies. Discuss what is meant by “changemaker”. Do children know anyone else who is a changemaker? Invite children to share if they have family members here or anywhere in the world who they feel are changemakers. Make blue plaques using paper plates for a display celebrating children’s favourite local changemakers.

Stage three: (Upper KS2) Diving deeper

Activity:

- Visit the central library to look at census records from 100 years ago. You can look at who lived on your local streets and investigate if they were changemakers. Get more tips from <https://bridginghistories.com/activities/street-histories>
- Have students listen to one Bristolian’s recollections of what it was like working in the Chocolate Factory. Discuss. What did they learn?

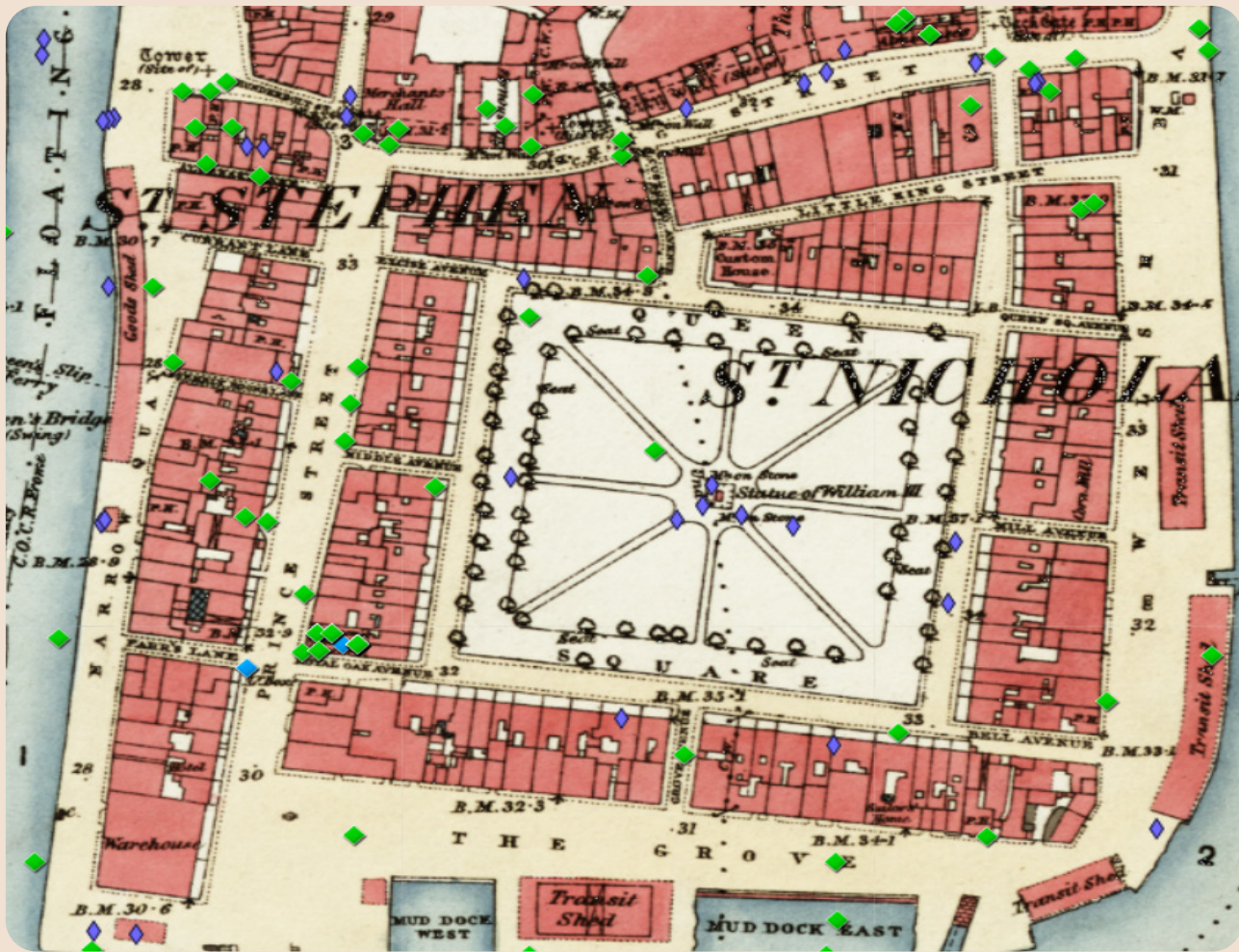


Did you know...?

2023 marks the 650th anniversary of Bristol as a city, and a whole heap of other notable anniversaries as well, including 200 years of Bristol Museum & Art Gallery, 200 years of St George’s and of Business West, 180 years since launch of the SS Great Britain, 75 years since Windrush, 65 years since the Bristol Bus Boycott, 55 years since the start of St Pauls Carnival, 25 years of Tobacco Factory Theatre, 20 years of Festival of Nature, and 15 years of Ujima Radio. People all across the city are marking the occasion by joining in learning about their city as part of Bristol 650, by Festival of Ideas.

Why not register your schools’ activities as part of the Festival of Ideas’ Bristol 650?





Useful resources

Bridging Histories street histories guide



Listen to one Bristolian's recollections of what it was like to work in the Chocolate Factory.



Barton Hill History Group's Voices of the Past project



Know Your Place historical maps and crowd-sourced photos



Lesson 4: Family Histories

KS1 & 2

Objectives:

- Explore their own family story.
- Learn about other families' stories.
- Make connections and see how family histories fit together to make up city histories.
- See how family stories connect from local to global.



Stage one:

Introduce the idea of interviewing family members in order to learn about the history of your family. If you're exploring history by asking people to talk about their experiences, then you're doing something called 'oral history', which means finding out more about history by listening to people tell their stories. Note that all of us sometimes misremember the past, or just remember bits of it. Because of this, historians often use other sources of information about the past, alongside oral history, such as archives.

Have a look at our Dive Deeper interviews and chose an interview that is suitable for your group: KS1, share Moriah's interview with her Grandma, or KS2 share Amina's story of finding out about her Somalian heritage.

What did these young people learn by asking their family members about their family history?

Explain that places like Bristol or London have grown because people have come here at different times for different reasons. Sometimes families move to take up new opportunities. Other times they move to escape from difficult things. Ask students to think about their own family or other families they know. What do you think brought these families to live in Bristol?

How does your family story fit with the stories of others? Take a look at the Bristol Heritage Framework pp. 12 – 13, to see a timeline and series of maps showing the growth of the city and its population.

Stage two

Explain to students that you will be inviting a few grownups to school to interview them about their family histories. Look at Moriah's "Interview with Grandma" and point out the interesting questions. Ask students: What questions do they want to ask their visitors? Help them select questions.

Stage three

Invite a few grownups to class, to be interviewed by students. Give students a chance to take a turn asking a question about the grownups' family history.

Welcome students to use these questions and interview their own grownups or grandparents

Fundraising idea

Why not hold a Unicorn Tea intergenerational family sharing event? Read more ideas like this on our fundraising page on page 26.

Useful resources

Bridging histories Family Histories activity guide:



Maps, pp 12 – 13 of the Bristol Heritage Framework





Sample interview

Moriah's interview with Grandma

What is your first name?

My first name is lyabo

What is the meaning of your first name?

The meaning of lyabo is - Mum is back - I was born after the death of my grandmother.

How old are you?

I am 59 years of age

Where were you born?

I was born in a place called MINA which is in the Northern part of Nigeria. But my dad is from a town named Ekinrin-Adde which is in Kwara State of Nigeria.

What is your earliest childhood memory?

My earliest childhood memory is when I followed my mum to where she was selling cooked food to people who worked in a fire brigade station. I remember it because I enjoyed watching the fire officers practice putting out fire.

When and why did you move to the UK?

I moved to the UK in June 1982 to join my husband (your Grandpa).

Have you lived anywhere else in the world apart from Nigeria and UK? If yes, please tell us where?

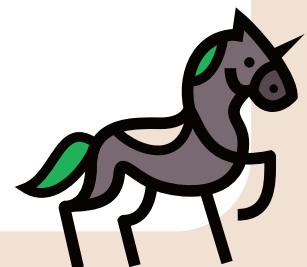
No I have only lived in Nigeria & UK

Where are most of your family based?

My Mum, Siblings and other relatives all live in Nigeria. But I have 2 Nephews & 1 Niece in the UK.

Please tell us about your childhood home (What do you remember about the place you grew up?)

I have fond memories of growing up in Kaduna which is in the Northern part of Nigeria. I remember always going to my dad's printing shop after school (primary) so that he could buy me some food, sweets and popcorn.



What values and beliefs did your parents teach you?

My parents took me, my sisters & brother to church every Sunday and made sure we attended Children Sunday school. My parents taught me to believe in God, always pray, respect people and always tell the truth.

**What did/do you admire about your parents?
I admired my parents for working hard to look after me and my
What did/do you admire about your parents?**

I admired my parents for working hard to look after me and my six siblings. My dad was a printer and my mum was a trader (she sold food stuff), she was also a tailor.

What recipes did your mom or dad make that you still make today?

My Mum taught me how to make Chin Chin and Puff Puff which I still enjoy making.

This interview was shared though a project by CultureTree supported by the Mayor of London.

CultureTree is a pan-African organisation committed to creating diverse opportunities to learn & experience West African languages, arts & culture



Lesson 5: Be monumental

Upper level KS2

Objectives:

- Explore what monuments and memorials mean
- Reflect on your own and other people's experiences
- Be inspired to bring people together in positive ways around challenging histories
- Design your own monument



Stage one:

Monument detectives

Choose a monument or memorial to think about. It might be something famous like the Colston statue, or it might be something right in your neighbourhood, like a WWII plaque, a local sculpture, a tombstone or a piece of street art memorializing a local legend.

Ask students to reflect. Why do people make monuments and memorials? What are monuments for?

Explain to students that in this activity they get to be Monument Detectives. Ask:

- What is your monument and where is it? (Sculpture, mural, plaque?)

- What does it look like?
- When was it made? Why was it made?
- What events, people or places are being remembered?
- What story is being told? What messages or values are being expressed?
- How does it make you feel?
- What does it make you think?

See more tips by visiting the Monuments activity guide on the Bridging Histories website.

Stage two: Four truths

Next explain to students that they can think more deeply about a monument by using the idea of Four Truths.

1. **Forensic truth** – What are some key descriptive facts about the history behind this monument?
2. **Personal truth** – How does this monument and its history make you feel? What does it mean to you?
3. **Social truth** – What does this monument make other people think and feel? This is about the tapestry of meanings across society.
4. **Restorative truth** – What are the insights that can help people heal and grow together as we learn from this history?

Useful resources

Bridging Histories Monuments activity guide



National Park Service "Ladder of Truths" Worksheet



Stage 3: Be creative

Invite students to draw their own ideas for a monument. If you'd like, you can use the colouring in pages we've provided of the former Colston plinth. Invite students to draw a scene: do they have an idea for a monument or a memorial to something that matters to them? What would they like to imagine happening on and around the plinth? It could be static like a sculpture or temporary like a live event. Maybe they'd like to put unicorns on and around the plinth! Prompt them to think of ideas that can bring people together and make everybody in the city feel included.

Whole school sharing

Create a booklet with all of students' creative ideas for new monuments and memorials.

If you feel it is appropriate for your class, you might want to take the chance to talk about the history behind the Colston statue. Explain to students that in 2020, people pulled down a statue of Edward Colston in Bristol city centre during a march where people were calling for racial equality.

Explain that many people have wanted Edward Colston's statue to come down, because Colston was part of a company responsible for taking people from Africa into slavery in the Caribbean. Slavery was unjust and caused untold suffering, so many people say it seems wrong to celebrate Colston. Other people wanted Colston's statue to stay up, because he gave to local schools and churches and that is part of Bristol's history. Some people worry that taking down the statue will make us forget the history. Tell students that we can learn from hearing different views, and that people on all sides agree that the history should be remembered and not hidden.

Explain that many Bristol merchants were involved in slavery and a lot of wealth came to Bristol through slavery, and this is part of the city's history that everybody should learn. Explain that ordinary people from many different walks of life came together to overturn slavery. People from Africa and the Caribbean have a proud heritage of resisting slavery and fighting for equality for all, like Nanny of the Maroons and Olaudah Equiano. Bristol as a city also has a proud heritage of resisting slavery, including women who ran the Sugar Boycotts and refused to buy sugar grown on plantations, and people like Thomas Clarkson who changed public views on slavery.

Have a look at the "Colston statue: What's next?" short report. You'll see that in Bristol, 4 in 5 people say that the Colston statue should be in a museum, and 5 out of 8 people reported feeling positively about the statue coming down. Age was the single factor that made a biggest difference to how people felt; the younger you were, the more likely you were to say you feel positively about the statue coming down. Does this mean we need more chances for younger and old people to share perspectives?

Ask students: How do they feel about the statue coming down? Do they think older people feel the same way as younger people? Is it important for older and younger people to talk together about these issues and learn from each other?

Read the Colston Statue: What's next report by scanning this QR code:



Lesson 6: Changemakers

KS1 & 2

Objectives:

- Learn how to make a difference in your school or local area
- Make a positive change in yourself and the world
- Connect with your values and what you care about
- Empower yourself to make more positive changes in the future
- Celebrate your changes and inspire other people to follow your example.



Stage one:

Community changemakers or personal changemakers

Introduce the idea that we can make changes in our personal lives, and we can also make changes to our community. Invite the children to decide whether they want to make a change in themselves or a change in the world around them. As a class, brainstorm some examples of personal changes through the idea of "happiness hacks": easy, quick, simple changes that are proven to help your wellbeing. Explore community changes through the 17 UN Sustainable Development Goals, which are goals countries all across the world have agreed are of top importance.



Stage two:

As a class, pick a good changemaking goal and plan an easy, realistic, achievable action you can take to make a difference.

Big Aim – What is the big overarching aim? This might be a happiness aim, a sustainable development goal, or another aim altogether.

Smaller Goals – What is a small goal you can shoot for, as a step towards your Big Aim?

Activities – What are some realistic and achievable activities you can do that will help you meet your goals?

Reason – What is the reasoning behind your idea?

Stage three:

Do it and share your achievements

Now execute your plan and shout about it! You can celebrate your achievements in school, submit your activities to the Bridging Histories gallery so other schools can see what you've done. Maybe you could even write a press release for Bristol 24/7 or the Bristol Post?

Useful resources

Bridging Histories
changemakers guide



Happiness Hacks



UN Sustainable Development Goals:



Decorating your unicorn



So you've done your activities ... now how do you make a unicorn out of that?

Here are just a few ideas to get the creative juices flowing. Pick ideas that fit what you've done, or come up with your own ideas!

Many schools have sponsored a fibre-glass unicorn for our unicorn trail. If you did sponsor a unicorn, maybe you could hold a fundraising competition to choose top design elements for your unicorn? Or you might keep it low-key and have a unicorntastic teacher-and-student team select design elements from participating classes.

It is no problem if you are in a school that didn't sponsor a unicorn. Just make your own! In that case, how about printing copies of our unicorn colouring-in pages, so each student can do their own unicorn to take home? Print a front and back for each student, and after they have painted they can cut them out and fix them together to take home as unicorn pets.

1) Paint the Present – The back, chest and neck of your unicorn

Why not paint your poem or your School Poem across the unicorn's back, chest and neck? Get children illustrating the poem with pictures.

Paint favourite dishes alongside self-portraits by the children; paint raw fruits and vegetable; or people eating together. Draw inside stencilled plates. Write sensory food words and favourite recipes.

Paint family stories, family traditions, children playing their favourite games...

2) Paint the Past – The Starboard side of your unicorn

How about painting a historic local map onto the starboard side of your unicorn?

Did your research turn up any great local legends or family histories? Why not illustrate their stories?

Show local and global connections. Paint a globe and draw lines to show the migration stories of your class's family histories. Paint a map of Britain to show local and regional migrations.

3) Paint the Future – The Port side of your unicorn

Be monumental! Paint the children's creative ideas for monuments and memorials, or activities they'd like to see to bring people together.

Use 'star' stencils to represent changemaking. Paint or write students' changemaking ideas in the stencils.

Why not get students to imagine the changes they want to see to the neighbourhood itself? Draw the ideas on a map, or across the port side of your unicorn?





Artist and Bridging Histories ambassador Jasmine Coe shares some top tips for painting your unicorn

Before you start painting, sit down for 10 minutes and think of the theme you would like to create from the six different activity cards Bridging Histories has supplied.

How are you going to visually represent your chosen theme?

Think about symbols that fit with these themes that you could draw and paint.

For instance, for the recipes theme you could paint your favourite food inside the optional knife, fork and plate template.

Stars are a good symbol for the changemaker theme - you could surround your changemaker ideas with stars, or paint inside stars

For the poems theme you could write a poem inside a speech bubble. Or be super creative and come up with your own imagery!

Practise drawing your images or symbols a few times on spare paper so that you feel confident when it's time to paint on the unicorn. But keep

it simple as it will feel different when painting on the unicorn. Try not to make your design too complicated.

What are your favourite colours?

Try to choose colours that you think work well together. Look at a colour chart for guidance. Artist tip: complimentary colours are placed directly opposite each other on the colour wheel.

Be confident with your brush strokes and colours! Remember, you are painting a unicorn! Try to make it bright, bold and magical!

If painting from an image, like a map or a historical picture, try using a projector and shine the image onto the unicorn so you can copy it precisely.

Always wash your brushes before dipping into a new paint to stop the colours from going muddy and to stop the brushes from drying out.

Don't worry if you make a mistake. Before acrylic paint has dried, it is easy to wipe off with water. Otherwise you can paint over with white.

Take your time! There is no rush and remember to enjoy the process!



Tips for decorating your unicorn

- Each sculpture comes with a horn which can be unscrewed. You may want to unscrew it before you start decorating. Once finished, horns will be siliconed into place.
- The unicorn may require a light-sanding before painting - it's entirely up to you. If you do choose to sand the sculpture, please wear a mask!
- If you have a design that requires a particularly glossy finish, sanding will be even more important.
- Some small chips may have occurred while the statue was in transit. You may want to fill in any larger chips - to do this, use a plastic filler such as Ipson easy sand.
- While on the trail, unicorns will be kept in shop windows and in covered places so will not be exposed to rain. Think about where you intend to keep your unicorn foal long term. If you intend for your foal to live outside, it will need to be decorated in a way that the weather will not cause problems with the design. If items are being glued on, ensure that the glue is strong enough that it won't be knocked off when the foals are moved.
- You can use most types of paint to decorate such as emulsion or acrylic paints. Some of our artists for our large unicorns are using spray paint of various types. If you're planning to varnish your unicorn, ensure that your varnish won't interact with the paint and be damaged when varnish is applied.



Share with your city

We'd love for all schools who are joining in to get to see what other schools have made.

Please submit your creations for the Bridging Histories website!

Just fill in a submission form for each entry you'd like to add to our What You Have Shared Gallery. You can do individual entries, class entries or school entries. You can add up to four photographs per entry. Anybody can share on our website, so let families know that they are welcome to submit their own activities as well! Anybody who submits three or more activities is eligible for a Certificate of Participation from Bridging Histories and University of Bristol.

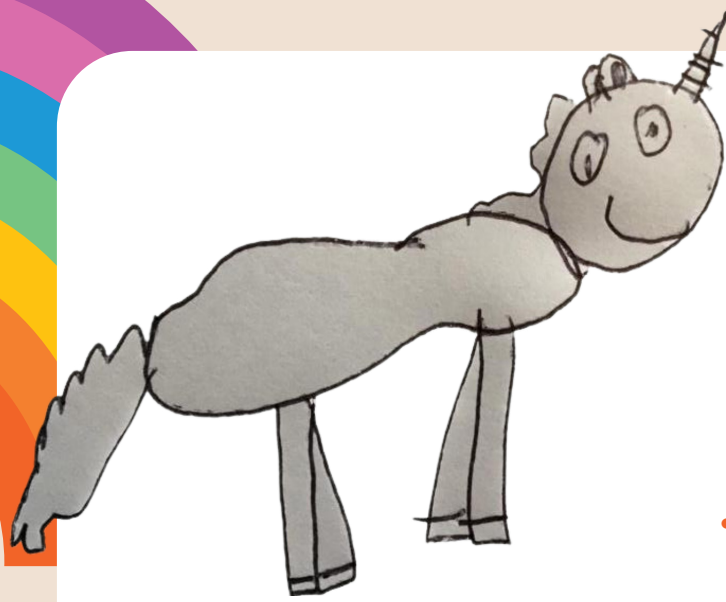
Join our Summer Stars Competition

Have a competition within your school and choose your top student entries. Enter your best contestants in our Summer Stars Awards Competition. Top competitors will win a chance to be interviewed for a Bridging Histories podcast, perform at a Bridging Histories Poetry Slam or might even go on the radio!

Enter by filling in the Bridging Histories 'Submit your activity' form, and just include in your title, "Summer Stars Entry".

Submit your entries here:



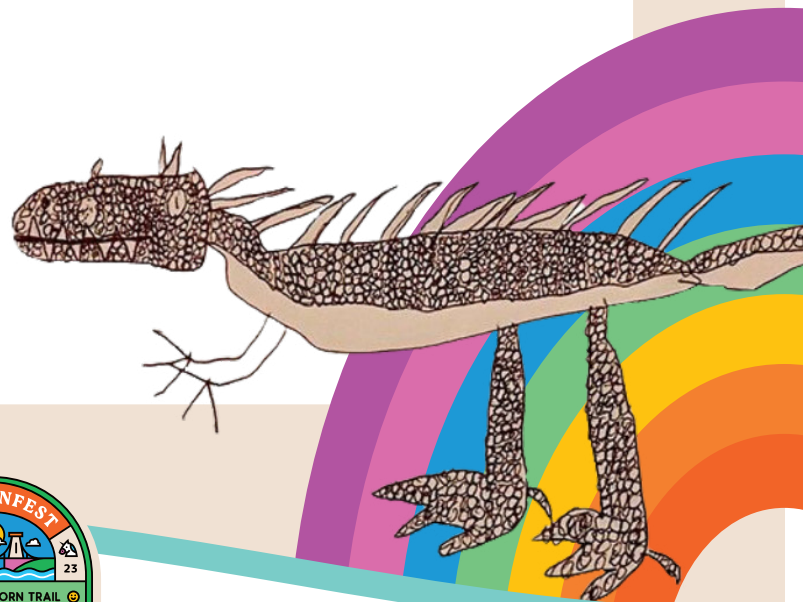


Fundraising ideas

Bridging Histories interview with one or two grownups. You could even record the interviews to share in our online gallery!

- Sell tickets for a School Poetry Slam, where students perform their 'I am from' poems. Invite parents to write their own poems to share at your School Poetry Slam. Let us know if you're doing this. Maybe we can send a Bridging Histories poet or creative along to join your event?
- Got some top poets, chefs, historians, or changemakers? Invite students and parents to pay a donation and enter a competition with whatever they have made. Let us know who wins, and we'll invite your headline acts to come along with their grownups to share their poetry or other activities at one of our own Bridging Histories Poetry Slams!
- Get your students and their grownups to create drawings of their own mythical beasts. Hold a Mythical Beasts Competition, requesting a donation for each entry. Invite students and parents to a sharing event with bake-sale, where they get to rank the Best Beasts. The winner gets a prize of your choosing.
- Have a Unicorn Tea event. Invite everybody to bring along a special item from home that says something about their personal story or family history. Have the children do a

- Sell tickets for a Unicornicopia Potluck & Recipe Swap event, where families can bring in a favourite dish with a recipe and story to share. Prize for the best recipe, best food story, tastiest dish, etc.
- Hold a unicorn design competition with an optional donation. Invite students from across the school to come up with a design for the unicorn. Then invite votes on which designs they like best. Pick the best design, or else pick a few of the top ideas and put them all together.



DEEP DIVE RESOURCES

We've put together some great interviews with grownups who live in Bristol today as well as other learning resources for your classroom. Have KS2 students study these stories in small groups. What does your story have in common with these Bristol stories? What is unique about each story? What do we learn about our city, by learning about the people who live here?



Read the interviews here



Leukaemia Care

The UK's leading leukaemia charity

The Unicornfest is raising money for Leukaemia Care, a charity that provides support to anybody that has been affected a diagnosis of leukaemia, MPN's or MDS. Leukaemia is a rare cancer, with around 10,000 per year diagnosed with Leukaemia.

Money raised from the art trail will help to support the charities ongoing work to provide the support a person and their loved ones need following a diagnosis including information, financial support and support services which can be accessed throughout an individuals life.

Leukaemia Care

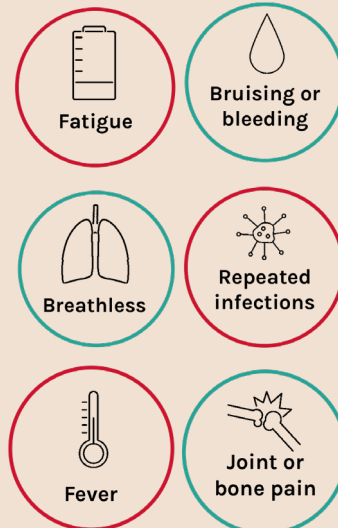
YOUR Blood Cancer Charity

Leukaemia facts

1. Leukaemia is the 12th most common form of cancer and 12th biggest cancer killer
2. Every year, just under 10,000 people are diagnosed with leukaemia in the UK.
3. Every year, 5,000 people die from leukaemia in the UK.
4. Every year 6,000 people in the UK will be diagnosed with conditions that may develop into leukaemia, including myelodysplastic syndromes (MDS) and myeloproliferative neoplasms (MPN).
5. Over 50,000 people are living with leukaemia in the UK.
6. There are 34,000 people living with MDS or MPN in the UK, two blood cancers with close links to leukaemia

Leukaemia can be hard to spot because the signs and symptoms are common to other unrelated illnesses. Knowing what to look out for could help you make the decision to visit your GP sooner for a blood test.

Signs and symptoms of leukaemia



Learn more about Leukaemia at the Leukaemia Care website: LeukaemiaCare.org.uk



Meet Sophie

Sophie was just 20 when she started getting headaches and neck pain. Her GP assumed that, as she was a student, it might be meningitis, but it came as a shock to all when it was discovered she had B-cell acute lymphoblastic leukaemia. Now in remission following pioneering CAR-T therapy,

In May 2018, Sophie had a persistent chest infection that caused extreme headaches and neck pain. A GP referred her to A&E due to concerns about meningitis, but her high white cell count led to further tests, including a bone marrow biopsy. She was diagnosed with B-cell acute lymphoblastic leukemia (B-ALL), started treatment at a Teenage Cancer Trust young persons unit, and underwent a stem cell transplant in November 2018. She struggled with intense chemotherapy, hair loss, and vomiting after the transplant, but eventually went into remission. However, during a 100-day post-transplant biopsy, doctors found a relapse, and she was eligible for CAR-T therapy, becoming the first person in the West Midlands to receive it. Sophie is currently in remission but still experiences side effects like weakness, chemo brain, fatigue, and immunosuppression.



While undergoing treatment, Sophie and her family decorated the room at the hospital with Unicorns. It's Sophie's story, as well as Bristol's long love-affair with Unicorns that led Leukaemia Care to choose Unicorns as the theme for this year's art trail.

This summer, a unicorn will be designed by artist Leura Erviti which is inspired by Sophie's story and will help to raise awareness of acute lymphoblastic leukaemia, a type of leukaemia which is most common in children.

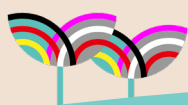
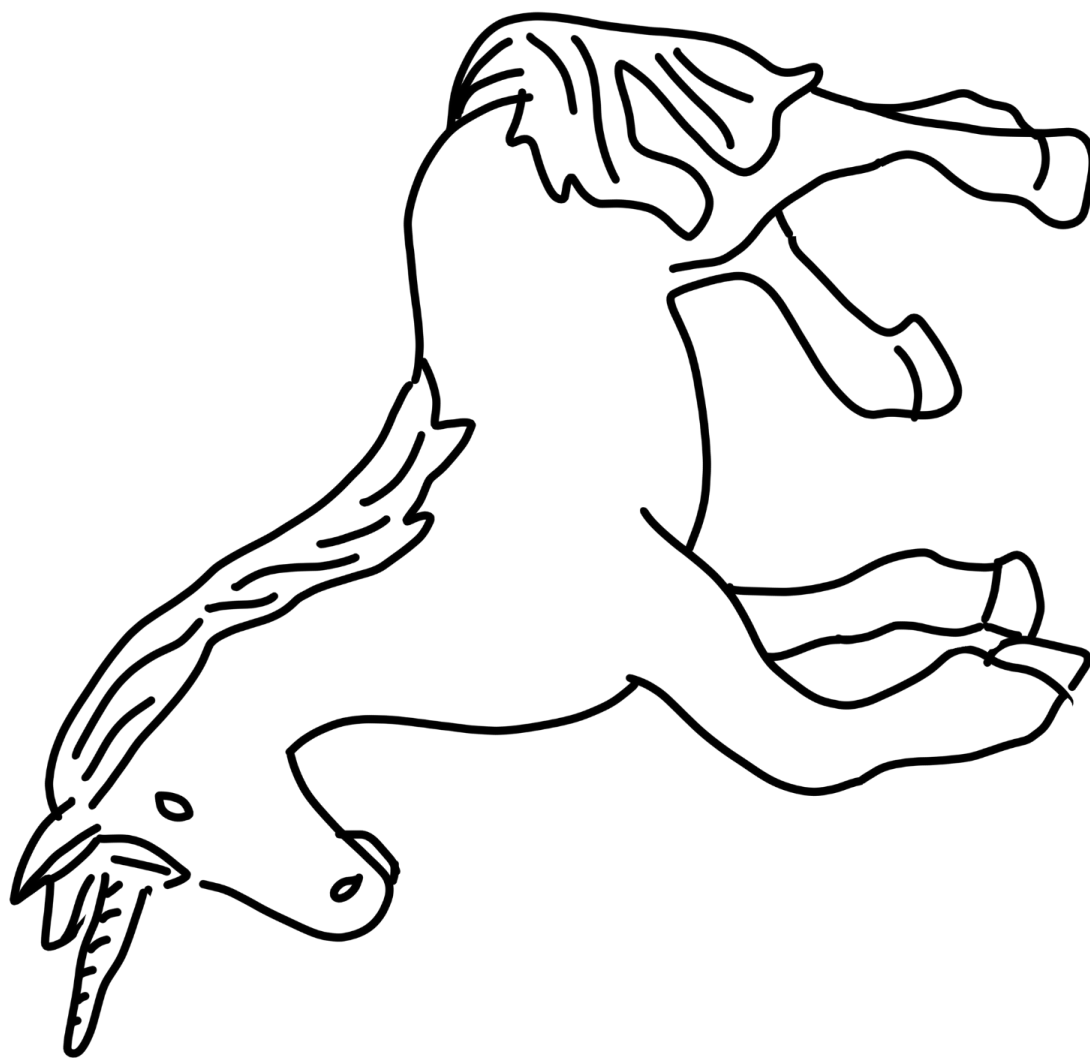
Since recovering, Sophie has begun working for Leukaemia Care as an advocacy officer. Sophie helps patients and their families have their voices heard, offering support and information from the perspective of somebody who has lived with a leukaemia diagnosis.

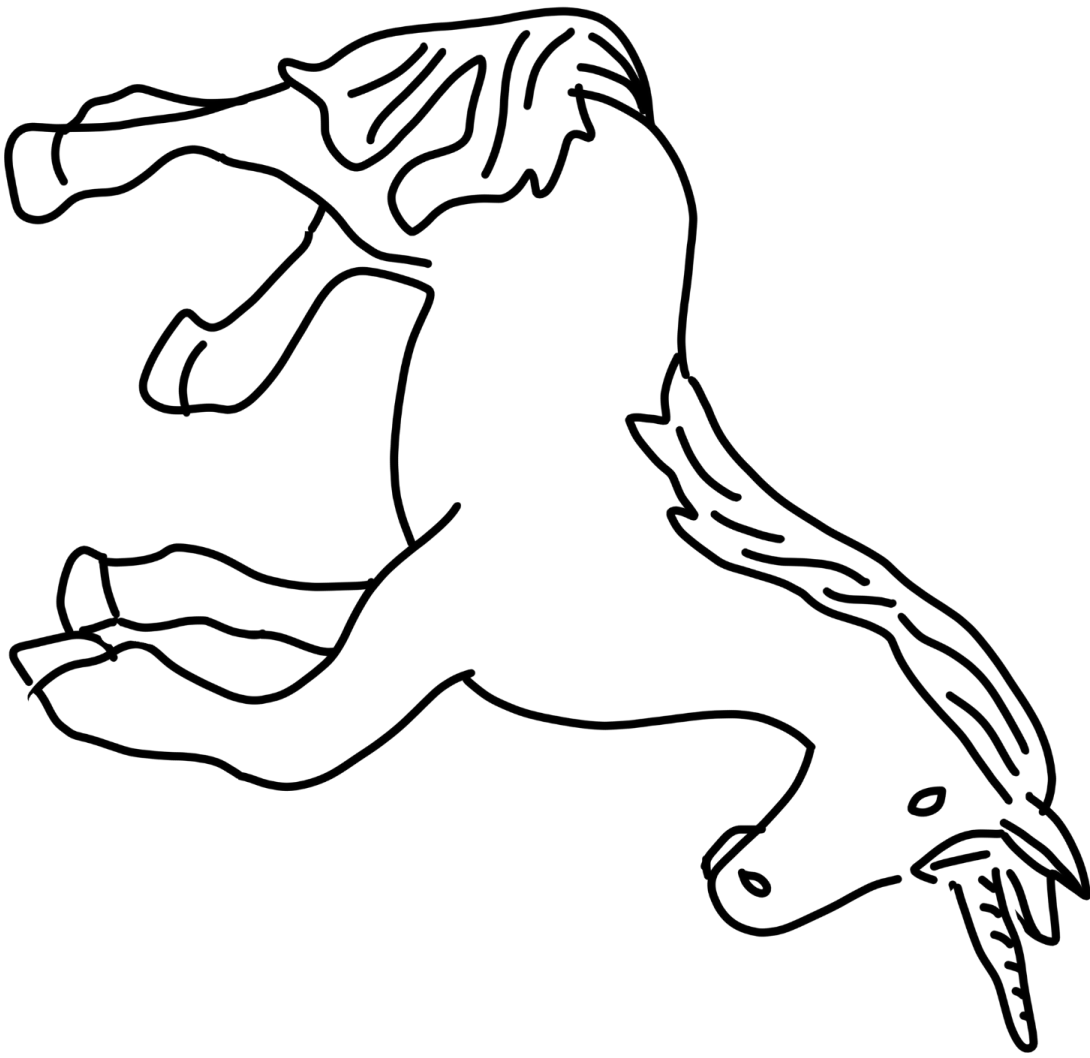
Read more about Sophie and other patients supported by Leukaemia Care by going to www.LeukaemiaCare.org.uk.



Unicorn template

If you're decorating a statue, you may want to use this to practice designs with. Alternatively, if you aren't decorating a statue, print out two sides of the unicorn template and get the young people to stick them together leaving two sides to design.







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