



The Art of *Dispute*

A project delivered by Lauderdale House in schools and youth centres. The Art of Dispute is an inspiring spoken word project that enables young people to explore the theme of human rights.

Impact

The project gives young people new confidence and allows them to speak up and find their voice to articulate their concerns and what matters to them. They learn to explore their creative abilities, articulate their thoughts and defend their rights.



The project

The Art of Dispute is inspired by Lauderdale House's former resident, the prominent Quaker William Mead.

Freedom of Religion

Mead's fight for freedom of religion and the right to a fair trial was instrumental in establishing the right of a jury to deliver, independently, a verdict without fear of reprisal, even if that verdict was 'perverse'.



Human Rights

Through a series of sessions delivered with professional poets, project participants explore the power of words to respond to issues that are important to them today such as gender, racism, sexuality and education.

Poetry

The young people get the opportunity to work with professional, award-winning poets to find their own voice. They build cultural capital and confidence in their creative abilities.

Project Delivery

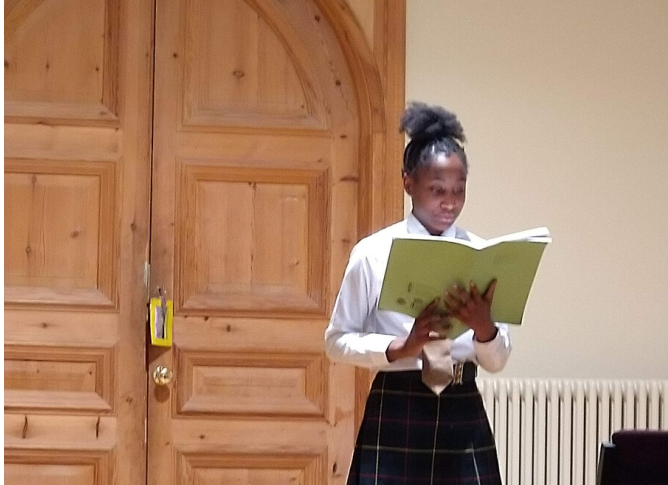
The sessions include a range of activities, including group discussions, writing exercises and performance workshops. Young people also explore the work of contemporary poets and are encouraged to collaborate with their peers and write from their own point of view. The project culminates in a sharing session where the young people's final poems are celebrated with friends and family.

A visit to Lauderdale House

The project always involves a visit to Lauderdale House. Young people explore the space through a workshop or performance.

By the end of the project, the participants feel confident sharing their own experiences and thoughts on paper and in performance. They have also learned about the history of the local area and heritage.

The project supports young people's wider academic achievements by improving their writing skills, their ability to articulate their thoughts and their ability to speak in front of a group. Young people have produced some moving and inspirational poetry, with one student commenting "that I'm capable of more than I thought."



'The Silence'

by Neha

In the silence I hear a whisper,
"You don't belong here mister"
His last name means to wish
Yet to marry darker is a sin

Freedom looks like no shade
Of how rich or well you were made
Different dialects, a different word
All combined in the same world
Our world: we all belong

Poets we work with

Rachel Long:

Rachel Long is a poet and the founder of Octavia – Poetry Collective for Womxn of Colour. She was shortlisted for Young Poet Laureate for London in 2014.

Cecilia Knapp:

Cecilia is a poet, writer and performer. Her poetry has been played on XFM, BBC Radio 1, BBC Radio 4, 5 LIVE and 1Xtra and she has featured in Vogue, Dazed and Jungle magazines.

Anthony Anaxagorou:

Anthony was the first young poet to win the London Mayor's Poetry Slam with his poem "Anthropos" in 2002.



Deanna Roger:

Deanna Rodger became the youngest UK Poetry Slam Champion in 2007. She has been commissioned to write for St Paul's Cathedral (Under The Skin), the Young Vic (Now We Are Here) and BBC Iplayer (Women Who Spit).

For more information on the Art of Dispute or to organise a project with Lauderdale House, please contact Maddy Gilliam, Education Officer, mgilliam@launderdale.org.uk or call 020 8348 8716.

What students and teachers had to say

Participant feedback

Kate Treacy,
Curriculum Lead at
Parliament Hill School

"I learnt how to write poems that I never wrote before. I learnt that you can be yourself in poems"

"It enabled me to express what I think was right whilst being able to listen to other perspectives"

"It's scary, but people can appreciate your work"

"I enjoyed learning about the human rights because there was quite a lot of news about human rights, but before I didn't know what it meant but now I do"

"The students made great progress in terms of speaking confidence. You could see that a number of students felt nervous about standing up and delivering their work but the quality of the preparation of the writing meant they had confidence in what they were saying. They gained confidence and the knowledge that they had a voice that should be listened to."



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