

Facilitator Guide

SEND Students – Pollinators Stained Glass Design Competition

This web-based guide supports educators, facilitators, and support staff working with SEND students taking part in the **Pollinators Stained Glass Design Competition**, delivered through *Reflections of The Lord Mayor*.

You do not need specialist art or stained glass knowledge to use this guide.

What This Guide Is For

This guide helps you to:

- plan accessible creative sessions
- support a range of communication needs
- keep student ideas at the centre of the work

The focus is on **expression and meaning**, not technical skill.

The Big Picture

Students are invited to explore:

- pollinators and the natural world
- light, colour, and pattern
- care, responsibility, and stewardship

Each design contributes to a wider civic story about **how we look after what sustains us**.

Good to know

This is a civic design commission, not a classroom art exercise.
There is no “correct” outcome.

Suggested Session Structure

Sessions can be delivered in different ways, depending on time and setting.

Option 1: One Longer Session

Explore → Design → Explain

Option 2: Two Shorter Sessions

Session 1: Explore & Notice

Session 2: Design & Create

Session 1: Explore & Notice

Time guide: 30–45 minutes

Suggested activities:

- Look at images of pollinators (bees, butterflies, moths, birds, flowers)
- Notice:
 - colours
 - shapes
 - patterns
 - movement
- Introduce the idea of a **roundel**
(a circular artwork designed to work with light)

Simple prompts:

- *What can you see?*
- *Where is the pollinator going?*
- *Why might it be important?*

Keep the discussion visual and concrete.

Session 2: Design & Create

Time guide: 45–60 minutes

Students create their roundel design using:

- drawing or colouring
- collage or tissue paper
- digital tools
- supported or assisted mark-making

Encourage:

- bold shapes
- repeated patterns
- strong colour contrasts
- thinking about light or transparency

Remind students that the design is **their interpretation**.

Accessibility-Aware Approaches

You may wish to:

- offer choices of materials
- break tasks into small steps
- allow movement, quiet time, or pauses
- model examples without asking students to copy

Support communication through:

- visuals
 - keywords
 - symbols
 - spoken explanation instead of writing
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Support is welcome

Students may receive practical help.

What matters is that the ideas and choices are theirs.

Including the Design Identifier

Each design must include a **simple identifying element** linking it to this competition.

Students should choose **one** option.

Text-Based Identifier

Include the words:

“Pollinators • Reflections of The Lord Mayor • 2026”

This can be:

- curved around the edge
- added with guided lettering
- simplified or supported

Symbol-Based Identifier

Where text is not appropriate:

- a small crown or civic-style symbol
- a ring or border around the edge
- a year marker (2026) using numbers, dots, or shapes

The identifier should be **intentional and visible**.

Helping Students Explain Their Design

Students may explain their work in different ways:

- short written notes
- bullet points
- spoken explanation (audio or video)
- adult-scribed responses

Helpful prompts:

- *What is happening in your picture?*
- *Why did you choose these colours?*
- *What does this pollinator do?*

Use the student's own words wherever possible.

What Matters (and What Doesn't)

What matters

- personal choices
- engagement with pollinators
- expression of ideas

What doesn't

- spelling or grammar
- neatness
- length of explanation

There is no expectation of perfection.

Your Role as Facilitator

You are:

- a guide
- an encourager
- a supporter of expression

You are not expected to:

- correct artistic decisions
- steer designs toward a "right answer"
- assess outcomes

Your role is to help students feel confident sharing their ideas.

This competition values **creativity as communication**.

Every entry — however simple or detailed — contributes to a shared civic story about **care for the natural world**.

Thank you for supporting SEND students to take part.