

Meeting minutes

Location and Date: Blantyre July 2nd 2013

Present: Martha Findlay, Kate Simpson, Ali Simpson

Points of Interest and what we would like to see in the project

- Bringing Medical History and the humanities into schools
- Aligned with current Scottish curriculum for excellence
- Primary research into methodologies, processes & collaborations between academics, institutions and schools
- Contents of packs: images, narrative accounts, information sheets
- 1871 diary: Africa/Scotland
- Warzones
- Found resources, how do you write with no pen or paper?
- Curriculum for excellence: Health & Wellbeing/Social Studies/Religious & Moral Education/Technologies
- Livingstone wrote before causes of diseases understood
- Africa-third world-developing world

Meeting minutes

Location and Date: NLS 10th August 2013

Present: Alison Metcalfe, David McClay, Kate Simpson

- What NLS wants highlighted: range and breadth of resources, what a library is. leading DL resource centre.
- Anything specific from archive: Maps have already been digitised and can be used by schools
- Image permission not a problem
- Picturing Africa, potential for expansion quality over quantity
- Would like to see DL recognised as an author of illustrated books
- Concept idea: story through images
- Exhibition ends 3rd November. 15 per group, 6 to 10 groups
- Tour includes: intro, photos, Africa, lion attack, maps
- transformative publishing, affordable illustrations
- steam press, good paper, steel plates
- rise of the pictorial newspaper
- global communication
- John Murray archive

Meeting minutes

Location and Date: Blantyre 2nd September 2013

Present: Martha Findlay, Joe Waterfield, Samantha King, Kate Simpson

Samantha King, volunteer, student Glasgow University.

Joe Waterfield, volunteer, recent graduate from Glasgow Uni. research interests:
Early modern European concepts of race.

- Relating to active learning in Scottish curriculum
 - create tasks that can't be failed
 - What skills do we provide?
 - Digital learning in the classroom
 - What can students do, how can they develop?
 - How can they change the world, creative writing, global awareness
- Lesson plans
- Case studies
- Slavery: Maps, pre and post European involvement
- 'Map your world'
- Testimonies: freed slaves, anti-slavery patrols, slavers, arab princess, abolitionist
- Don't mimic Transatlantic slave trade
- Game, character based? levels of complexity based on age
- Emotional responses from students, discussions with students
- Rules? Character cards?
- UK October 'Black History Month'
- 5 minute animation?
- 9-15 year olds
 - animation
 - printable maps
 - suggested case histories/testimonials
 - front Ariel 14 to 16 point
- Communication sections needs introduction
- Game
 - Context
 - prep for game
 - game
 - decoding game
 - case study Nyangwe diary
- Nyangwe diary highlights for use in class

Meeting minutes

Location and Date: Skype 13th September 2013

Present: Adrian Wisnicki, Megan Ward, Kate Simpson

- Not Nyangwe, refer to diary as 1871 diary
- Utilise letter from Bambarre
- Curated resources on Livingstone Online
 - Outreach section
 - Top 5 passages
 - Top 5 lists
 - Topics of interest
- Read Livingstone's words online
- Ensure full integration of Livingstone Online to resource
- Suggest for interest: Use local Paper for diary activity then use to generate media. e.g. Blantyre telegraph
- Always have Livingstone Online address on pages
- Integrated social media
 - Scotland team using Livingstone's diary wordpress blog at moment but it is set to private, only for use of team
- cc Debbie into communication, take advantage of her knowledge
- Megan and Kate Compliance appendix in original grant- responsibilities confirmed and agreed

Meeting minutes

Location and Date: Blantyre 16th September 2013

Present: Martha Findlay, Joe Waterfield, Samantha King, Kate Simpson

- Read through Bambarre and select passages useful for slavery abolition
- Make tools look professional to upsell to children
- Martha likely to be employed until August 2014
- Sam can provide professional audio recording studio time
- Needs to tie into Transatlantic Slave trade
- Do we know anything about DL and Transatlantic slave trade
- Joe to e-mail UNESCO trade routes map
- Commonalities of slave routes

The following notes are the outline of the pre-pilot outreach programme from which we hope to garner feedback, data and future guidance involving 2 secondary schools: Calderside (nondenominational) and John Ogilvie (Roman Catholic) age range of students 12 to 14 years.

- School travel costs from DLC's Black History Month budget
- Visits to DLC
 - Tuesday 1st October 1st year Calderside
 - Wednesday 2nd October 2nd year John Ogilvie
 - Thursday 3rd October 2nd year John Ogilvie
 - Friday 4th 1st year Calderside
- Modules
 - module 1 at DLC
 - modules 2,3 & 4 delivered at schools
- School parties arrival 9.15-9.30, depart 2.30pm, lunch at 12pm for 45 minutes
- Module 1 Toto and World Cafe
- Morning session Toto Tales, 'I knew a man called Livingstone'
- http://www.tototales.co.uk/wordpress/wp-content/uploads/2013/03/Education-pack_I-Knew-a-Man-Called-Livingstone-1.pdf
- 105 minutes for afternoon event
- Objects and photos from DLC for world café
- 5 tables with object and discussion points. 30 children, divided into groups. Options are;
 - 'Am I not a man and brother' mug- How do you treat your brother and sister? What does the caption mean?
 - Cotton- DL worked in a cotton mill as a boy, where do you think cotton comes from? Where do your clothes come from?
 - Shackles- How would you feel if you were put in these? Why do you think people were put in these?
 - Area allowance for each slave on ship, marked out on floor- What is this? What does this represent?
 - Nineteenth century artefacts, one African one Scottish- Do you think of these is better than the other? Why?
 - Bible, with quotes used by pro-slavers and abolitionists- Can the bible tell you right from wrong?
 - Money- What other motivations are there for the Slave trade?
- Straight after lunch plenary session on morning's events
- World Café
- What did DL use to fight the slave trade? Pen and paper
- Museum tour- they see his family home room and the mill room. link both to his early experiences, freedom, justice and injustice. They end in the memorial and diary exhibit room.
- Finally reflection- what did they think about the day?

- John Ogilvie either;
 - Tuesday 8th am Thursday 10th am, 2 and a half hours
 - Thursday 10th am Thursday 10th pm 2 and a half hours
- Calderside still to confirm but only likely to be 1 hour 40 minutes
- each time block 50 minutes, so 3 blocks per class for John Ogilvie and 2 blocks per class for Calderside
- Module 2 trading game
 - Each pupil gets a character card and a trading card
 - 4 colour groups, RED enslaved, GREEN business men, BLUE abolitionists, YELLOW middle men, also BLUE will be 2 to 4 students as observers who will watch the game and report on it
 - each card is basic. e.g. you are a plantation owner, you have cotton but you need labour.
 - trade to get what they need every time the trading card moves to a different student they write their name on it. The students will quickly realise they can't do a direct trade (for example cotton for money-money for ivory-ivory for labour)
 - the only rule of the game is you can't reveal your character identity
 - group dynamics will be interesting
 - then group discussion with observers feed back
 - groups are then told to gather in their colours and share their character cards.
 - in their groups, as their characters they must state whether they are for or against the slave trade then feed back to the class
 - trade cards to be used to show chain of trading. students will be asked if they would have done the trade if they'd known who they were trading with.
 - the observers will realise they are journalists and are part of the abolitionist group, final question will be to them, how did they feel about what they saw?
- 50 minutes running time for module
- Module 3 Communication and the Diary
- start with short history of DL
- powerpoint called communication as seen by all parties, to be shortened, finessed and logoed
- 50 minutes running time for module
- Module 4 Global citizens and 'What would Livingstone do if he were alive today?'
- personal reflection
- talking heads, filming of students agreed by schools
- some talking heads footage to be used in November debate in Glasgow (EMMS organised event)
- 50 minutes running time for module