

LEAP Pre-Pilot Outreach Program July 2013 – November 2013

Overview

The outreach program has begun with a pre-pilot program, initiated by Kate in conjunction with Martha Findlay, the David Livingstone Centre's outreach coordinator. The pre-pilot planning began in July 2014, before the LEAP grant period began, because Findlay's tenure at the DLC will end in March 2014 due to funding shortages.

Structure

The pre-pilot will comprise four class modules (one at the DLC; three in the classroom) that focus on Livingstone's role in slavery and to use the diary to direct students towards the East African slave trade. October is Black History month in the UK, so this lesson plan works toward raising awareness of British involvement in East African slave trade (rather than the Atlantic slave trade).

Objectives

The pre-pilot will allow us to gather data on the students' response to various themes and content delivery formats (e.g., PowerPoint, handling objects, in-class writing). While the DLC's focus is primarily on slavery, we wish to bring the diary to the students' attention. Module 3, on communication and global citizenship, will provide a particular opportunity to do this. Beginning in the second week of October 2013, Megan and Kate will analyze the data from the pre-pilot, especially Module 3, to design the first phase of the outreach program. The four modules of the pre-pilot are outlined below.

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