

# Understanding Slavery Initiative

What are some of the practical things to consider first when teaching with these objects? (Video transcript)

Speaker: Jean Campbell

Time-code	Speech
00:00:08	There are a number of practicalities involved in using handling objects. A lot of these practicalities also depend on the size of the group that you're working with, but inevitably you need to think about the layout of the room, because that can actually affect how the session goes, and how the flow of the session...
00:00:28	You need to think about having a layout that enables both small group work, say maybe around tables, as well as facilitate large group discussions, because you want to hear what other groups have learned from their handling of the objects. You'll also need to think about very, very carefully the order in which you present objects.
00:00:48	For example, this here... these cup and saucer are replicas of crockery that was produced as part of the abolition campaign. If this is presented first, it will make no sense at all in this history because it comes toward the latter part of the history, just as in the event. Because what we use at the beginning of this history are objects that relate to Africa, in relation to pre-transatlantic enslavement.
00:01:23	So here we have a gourd. So I would be using objects that give a grounding to the students about the nature of Africa, Africans, societies, how it was constructed, the ways that people lived. So that it gives a balanced, grounded view to the history that's going to come. It's also really important to think about the way that the object is presented.
00:01:46	Now, if you remember before I was holding this up. I've been to a session where this was taken out of a box. The anticipation and the sheer surprise that the students when this object was carefully taken out made a huge difference to just how they approached the use of the object.
00:02:08	If you're using objects of violence... now, I'll be talking about those later. To have those in carefully cut out sections, maybe of a foam container, again this is part of your primary considerations. Objects like these that are in museums, the teachers know that they'll be seeing them when they go to the museums.
00:02:29	But there are everyday objects that they need to remember that they can acquire for learning within the classroom. Objects like coffee; the cocoa pod; the sugar cane, which, again, you can buy at certain times of the year when it's in season from your local markets. The same with the tobacco twists.
00:02:56	These objects, as well as, of course, the sugar cube, they can bring into the classroom and they're there available for the students to learn from. So you don't have to rely on going into museums and working with these objects.