

GUIDELINES FOR TIME TRAVELS WITH SCHOOLS





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IICLD Swedish International
Centre for Local Democracy

Guidelines for Time Travels with Schools



Reflecting and discussing, while working with your hands, is basic in a Time Travel event.
From the Time Travel to 1860, Justice and leadership, in Kigungu village.

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The Time Travel to 1954 starts at the Freedom Tree/Kirundu Tree, Entebbe
Stefan Siverud, Kalmar läns museum
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Dancing and singing give a positive atmosphere to the Time Travel event. Time Travel at the Freedom Tree 1954.

Foreword

The Time Travel method is an innovative educational method in learning, very useful in schools, but also in local communities. It **connects local heritage**, physical places and people's stories, **with important issues of today**. In the Time Travel method you use the past, when creating the future. The Time Travel method

- **gives meaning to local heritage sites and stories** for people of today
- is about life, the past and today, **all subjects** in school are relevant
- is **relational**, you learn together with others,
- is **experiential**, you learn by using all your senses.
- Is **reflectional**, as it gives space for reflection on today's issues in a local historical context.

The Time Travel method **started by Kalmar county museum and local schools in the Kalmar region, Sweden in the mid-1980s** and is till used by most of the schools in a partnership with the museum. The educational method has spread to **more than 20 countries all over the world**, in Europe, America, Africa and Asia. It was **introduced in Kenya in 2011 and in Uganda in 2012** in the Sites and Stories project, Entebbe and Kalmar. **Bridging Ages** is the international network organization for Applied Heritage and the Time Travel method, with a national chapter in Kenya and since 2018, also in Uganda.

These Guidelines are designed to explain, in a logical and concrete way, **how to use the Time travel method in schools – the process, the preparation and studies in the classroom, the actual Time Travel event/role play at the historic site and the follow up** in the classroom afterwards. If you find it interesting, check the Bridging Ages web site, the literature and why not contact one of the Time Travel experts in Uganda or Kenya.



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What is the Time Travel method?

Definition, principles, process and event

The Time Travel method is an educational method, using a local historic site, in a learning process, to create reflection on contemporary issues, and provide tools for community building.

The **goal** is to promote learning, social cohesion and contribute to community building.

Any **local historical site** can be used in a Time Travel, from a Stone Age site many thousands' years ago to a tree from recent times. The site should be close to the school.

Contemporary issues in a Time Travel include for example: democracy, gender, peace building, justice, environment or any topic we think is important today. It is not difficult to find comparison to the contemporary issue in the local past.

Tools for **community building** involve a safe space in the Time Travels for discussions and reflections, understanding different perspectives and ideas and to develop the community together, young and old.

Any subject in school can be involved in Time Travels: science, mathematics, language, history, religion etc.

The 5 principles of the Time Travel method

1. Focus on **local sites** and stories
2. There are always **several perspectives** to a story in a Time Travel, the main perspective is the **bottom-up** approach.

3. **Key Questions** are an important part of the Time Travel event, relevant issues of today and in the past, see below.
4. A successful Time Travel event involves **several players**: Schools, the local community, cultural groups, the local authority, universities, museums etc.
5. **Reflective dialogue** is essential in the Time Travel event: listen, talk, reflect and discuss.

The Time Travel Process and the Time Travel Event

The Time Travel method includes both a process and an event.

The process is all the preparations for the event: identifying the site, involving stakeholders, research, deciding the story and the contemporary issue/key question, writing the scenario, capacity building and also the preparation in school: student research, teaching, preparing for the event. Do not forget to do a **follow-up** in school and among the leaders after the event.

The Time Travel event is the actual role-play at the historical site close to the school, most often 1-3 hours. The Time Travel event is one event, one particular day at one site. Example:

1954 at the Freedom Tree, Entebbe. People gather to find ways towards independence and the future for Uganda.

1879 in Kigungu/Kiwafu village. People in the village, while doing their ordinary tasks, discuss the coming of missionaries and a new religion.

1860 in Kigungu/Kiwafu village. The chief gathers the villagers to discuss and decide on three difficult court cases – a young boy beaten by his parents, rape, theft

1961 at Kisumu railway station. Preparing for the opening of the new train station.

1964 at the District Commissioner's office in Meru. Complaints on land grabbing

The Time Travel method in schools

- The topic should be **within the curriculum**.
- It is an **in-depth way of learning** that learners will remember issues longer. **The students research**, make interviews and prepare the Time Travel in school and connect local, national and international history.
- The **students write their own characters** for the event, so they are well prepared. They **keep their age and gender**, students never play adults.
- If some students are specially interested in dance, music and drama, let them prepare something from the chosen time, site and story.

Key questions

Each Time Travel event is centered around the key question(s). Key questions are something that bind together today with the past, **an important issue today** and also an important issue in the time of the Time Travel event. It could be on anything we find important today: democracy, gender, peace building, justice. environment etc. It could be a sensitive issue that is difficult to discuss in other forums. The Time Travel offers a safe space to reflect on these issues, listen to another opinion and decide your own mind.

Examples of key questions in Time Travel events:

Needs and dreams of the country, problems and solutions – Freedom Tree 1954

Impact of religion – Kiwafu/Kigungu 1879

Justice and leadership – Kigungu/Kiwafu 1860

Communication, as a means of transport, communication between people – Kisumu railway station 1961

How do we distribute land in a fair way? – Meru 1964

Traditions to keep, traditions to leave – Ngurunit, Kenya 2014

How to live together, although we are different – Cederberg, South Africa 2000 years ago



Catholic missionaries arrive at Kiwafu village 1879. Time Travel on the impact of religion.



Three serious court cases are discussed among the villagers in Kigungu in 1860. The Time Travel event offers a safe space for discussing sensitive issues, like assault and rape.



What are the traditions to keep, what are the traditions to leave? Making gourds or necklaces, the role of women and children, FGM? Time Travel in the Samburu village of Ngurunit, Kenya.

The Time Travel process

The Time Travel process involves some agreed upon steps that you need to adhere to: **preparations, an event and a follow-up**. The preparations take time, could be months before the actual date of the Time Travel event.

Preparations

Leaders/teachers

- Decide on the **goal** – what do you want the students to learn and what subjects to include? How is the goal connected to the curriculum?
- Identify a **site** and time-period.
- Choose a relevant **topic**, an important issue of today, and in the past. The topic is also expressed in the key questions.
- **Research** the site, have discussion in groups, study circles, make consultations.
- **Develop a story**, a scenario for the Time Travel event at the chosen site, one year, one event, one site, see page 20.
- Discuss with and train key stakeholders and **partners**.
- Contact external partners that you need in the preparations and/or the event, for example **cultural group**.



The Time Travel group in Entebbe discuss goals, site and topic for Time Travels.



The railway station is an important heritage site in Kisumu.



The Entebbe Time Travel group identified the Freedom Tree as a heritage site.

Students/pupils

- Introduce the site and the key topic to the students in school.
- The **students research** in school on the history of the site. They look in documents, newspaper clips, photos. Let them make interviews, ask parents or neighbors. The students compare the topic with today.
- Introduce the scenario to the students. Make them **write about their own character**, who they are in the Time Travel event (name, background). They keep their age and gender. A girl of 13 will be a girl of 13 in the Time Travel event. Divide them into groups for the activities of the Time Travel, 5-9 persons in each group.
- Let some of the students **prepare** for elements of music, dance and drama in the event.



Pupils prepare for the Time Travel event.

Leaders/teachers

- Finalize the **scenario document**: goals, facts, story, roles, key questions, activities and time plan (see page 19).
- Share the scenario with all stakeholders.
- **Decide on responsibilities** in the Time Travel event: who will be the driving person of the Time Travel event, who is going to lead each activity and other responsibilities.
- Make a full **list of the props and costumes** needed for the Time Travel event, including all activities. Decide on how to get it.
- **Prepare the site**, talk to the landowner. Clean the site if needed.

The day before the event

- Make sure that every leader knows their responsibilities.
- Collect all the props to be carried to the site the next morning
- Repeat the Time Travel scenario with the students



The Time Travel group in Ngurunit, Kenya, prepares for the Time Travel event.



The schoolyard can be a Time Travel site. Kigungu village.

The Time Travel event

Preparations on the site

- All leaders **gather on the site**, with all props, at least one hour before the arrival of the students.
- The leaders decide the exact **location for each activity**. The activity leader brings all props to the location of their activity and prepare the activity. Remember that each and every student/participant, young and old, should be active with their hands.
- Just before the students arrive have a **debriefing with the leaders**, so everyone knows the scenario, time plan, key questions and their role.

The Time Travel event

- **Welcome** the students/participants. Make a very short summary of the scenario. All students/participants/leaders write a **name tag**, with their name in the Time Travel event. Remember that everybody keeps their age and gender in a Time Travel. Dress up in historical costumes.
- Everybody gathers for **the initiation**. Through the initiation you travel from today to the year and day of the Time Travel event. It should be magic, closing eyes, a few words, maybe drums.
- The Time Travel starts with a **bang**, so everybody understands that they are in another time. Maybe a special person is coming, giving instructions. From this moment **everybody is in character** and act as if they know nothing about the time and reality we just left.



Debriefing of leaders at the Time Travel site before the pupils arrive. Kiwafu village.



Welcome of learners. The leader of the Time Travel welcomes the pupils at the site, the Freedom Tree. He gives a short background, inform about the roles and rules in the Time Travel.



Initiation ceremony for the Time Travel event in Kiwafu village. The participants close their eyes while listening to the sound of the drum, travelling from today to 1879.



Start of the Time Travel. Ignatious Musaazi starts the gathering at the Freedom Tree in Entebbe by ringing in his bell.



Activities and reflection. The group activity is a safe space to discuss, work and find solutions.



Activities and discussions. Work with your hands and talk at the same time. The villagers in Kigungu in 1860 have a chance to raise their opinions on a serious court case. Who is right and who is wrong? How to bring justice?

- Remember that there is **no audience** in a Time Travel. Everybody, all students and all adults play a role and are active.
- The participants **divide into groups**, each group with a certain activity. Each group gathers, maybe sit down, so everyone can see each other. The group leader presents himself/herself in character and ask each person to present themselves and their roles. The group leader mentions the key questions, the problem to solve, and there is a short discussion. He/she tells what to do and the activity starts. Every single participant shall have something to do with their hands. During the activity everyone discuss the key questions and try to find solutions. The role of the group leader is to **encourage the participants to talk and work**, in character. The group activity is a safe space that should be open for creative and conflicting standpoints.

- In the middle of the Time Travel event, there could be a **person/character coming** to fire up the discussions.
- Towards the end of the Time Travel **everybody comes together**. If some small snacks were prepared in one of the activities, the participants can eat that. If there is any dance, music or drama prepared it can be performed now.
- When everybody is together there will be discussions on the topic/key questions and possible solutions. The groups present their ideas. Hopefully there is a common idea or maybe several **ideas for the solutions**, at the end.
- **Ending ceremony**. The Time Travel ends with a ceremony, maybe a dance or a song and then a short ceremony, closed eyes, a few words and perhaps some drumming.



Activities and solutions. The group discuss the Time Table for trains between Kisumu and Nairobi. Learning Mathematics and discussing communication. Time Travel at Kisumu train station 1961.



Interruptive happening. Suddenly the Governor Andrew Cohen turns up at the meeting by the Freedom Tree. He has a different perspective and the participants have to sharpen their arguments for problems and solutions in Uganda. Time Travel to 1954.



Common gathering at the end of the Time Travel event. Many opinions at the gathering by the Freedom Tree. What are the needs and what are the dreams for a future Uganda?



Ending ceremony. The Time Travel event ends in a similar way as it started. Everybody gathers, sit down, close their eyes and listen to the sound of the drums. Traveling from the past to today give a chance to reflect on what you have experienced.



Evaluation. One of the pupils expressing her views after the Time Travel event, compare to today.



Follow-up in school. It's important to follow up the Time Travel in the classroom, one or two days after the event. There are often many questions, find out what happened after the end of the story, compare the past and today etc.

Evaluation/reflection

- Immediately after the ending of the event all participants make a **short reflection** on the Time Travel, what impressed them, what they learnt and compare the key questions with today. The reflection can preferably start in small groups and then presented for all.
- After the Time Travel the **props and costumes are collected and stored** for the next event.

Follow up

- The day(s) after the Time Travel event, there is a **follow up in school** with the students. You continue on the reflection you made immediately after the event: impressions, learning, compare to today.
- The leaders come together, **evaluate** the event and plan for next Time Travel

Role of the driving person of the event

- **Leads** the whole Time Travel event. He/she is the first person to arrive at the site in the morning, last to leave in the afternoon.
- Has to know the scenario, key questions, activities and time plan very well
- **Check up** that all group leaders know their roles and that all props are on the site
- Leads the debriefing of leaders just before the start of the Time Travel event
- Welcome learners, give background, characters etc
- When the Time Travel has started, the driving person checks up that everything goes smoothly. In most Time Travel events the driving person also leads an activity. But in Time Travels with many activities and participants, the driving person is often not in charge of a group, but supports wherever it is needed.

- Helps everybody to act and talk as persons of the time of the Time Travel
- Time keeper, tells when it is time to gather at the end of the event
- Leads the concluding discussion within the event
- Leads the reflection after the event
- Check up that all the props are gathered properly after the event
- Check up that the site is left neat and clean
- The group leader introduces the activity, why and how.
- The practical activity starts and the discussions on the key questions at the same time
- The leader shall make sure that **each and every student/participant in the group is active in the work and in the discussions.**
- The group leader encourages the students/participants to talk. The students/participants do maybe 90% of the talking, the group leader not more than 10%.

Role of the activity leaders in the event

- Prepare for their activity in the morning of the event. Put all the props in place
- Take their group after the initiation and lead them to the place of the activity. Remember that you are **in character** now.
- The activity in the group starts by the activity leader presenting himself/herself in the story, then asking everyone to present themselves.
- The group leader introduces the key question, the problem to solve, and a short discussion follows.
- The group leader helps the students to **talk as people of the time period** of the Time Travel
- The group leader prepares the group members for the concluding discussion.
- In the concluding discussion, the group leader encourages the students to present.
- After the event the group leader collect all the props to be stored for the next Time Travel



The leader of an activity encourages the participants to talk and discuss, while working with the hands, in this case making strings and balls of banana fiber. Morals and ethics in a court case in Kigungu village 1860 is discussed.

Example of a time plan of a Time Travel event

Time	Activity
07:30	Preparation of the site
09:00	Pupils arrive, background, roles, dress up
09:30	Initiation, by lead teacher
09:40	Time Travel begins. Activities and Discussions
10.40 11:00	Concluding discussion Ending ceremony Reflections after the event
11:30	End

Some roles and responsibilities of leaders

Activity	Responsibility
Setting the scenario and preparing of props	Subject lead teacher
Preparing the site	All teachers and persons from Entebbe municipal council
Role playing	Everyone, including pupils, teachers, adults take on a role in the Time Travel event
Time Travel leader	Driving person. One person takes on the key role of directing the Time Travel event-usually subject teacher
Reflections and deliberations	All participants directed by the subject lead teacher

Advice

1. Keep the costs of the Time Travel event low by putting the event as near the school as possible. The event could even be in the school-yard.
2. Re-use the props for several Time Travel events.

Writing the scenario for the Time Travel event

Examples of scenarios

Check the Bridging Ages website,
www.bridgingages.com

Scenario for Time Travels in Entebbe, Uganda:

www.bridgingages.com/bridging-ages-world-wide/uganda/

Scenarios for Time Travels in Kenya:

www.bridgingages.com/bridging-ages-world-wide/kenya/

The scenario is a document of 2-3 pages and includes the following headlines: **Goals, Facts, Story, Roles, Key questions, Activities and Time plan**

The goals are in line with the curriculum and the community needs. The goals also tell the topic of the Time Travel event.

Facts are a summary of the research on the history of the site. It is written in the past tense.

The story/scenario is a fictional story based on the facts.

- The story/scenario **includes a conflict** and a problem where the solution is not clear. In the event the participants have different views. The group activities are safe spaces to listen to each other, discuss and come to a solution.
- The story/scenario document is written in the present tense. The text gives the reason for gathering at the site and indicates what will happen, but the text ends where the event starts. Surprises in the event should not be revealed in the text. It's up to the participants to find solutions to the problem in the event, maybe even "change" history a little bit.
- The story/scenario is a **particular event** that might have happened at the site a certain day/year. It's not reenactment, but a **made-up story**, that give the participants a chance to reflect on a contemporary issue.
- The story/scenario has a bottom-up approach. **The event is seen from "ordinary" people**, not from the view of a king/president/governor/priest/chief.



Ready to start the Time Travel event, Kiwafu village 1879.

Roles

Everybody keep their age and sex.

The students take the role of ordinary girls and boys from the local community. The students should be on the same level.

Adults take the roles of adults, including the leading characters.

There could be intervening characters, coming in the middle or end of the event

Key questions, see above

The key questions are the issues to discuss and reflect on in the event. There should be several, and even conflicting standpoints on the key questions. It must be an issue that is **important for the students today**.

Activities, see above

In a Time Travel you discuss and do something with your hands at the same time. The partici-

pants are divided into groups, each group with a specific activity/task. The task/activity is of course connected to the story of the Time Travel.

- Each group and each activity include 5-9 persons, not more. If you are 40 students and adults, you need at least five groups/activities.
- **Everybody**, students and adults, should **have something to do with their hands** in the activity. The props have to be enough for all participants.
- The leader **encourages the participants to discuss** the key questions and find solutions in the group. The leader instructs the participant on the practical task.

Time plan

Each Time Travel has a detailed time plan: start, initiation, activities, gathering, ending etc. One leader has the responsibility to keep the time plan.

Example of a scenario: Time Travel, The coming of the catholic missionaries 1879

Goal

- Reflect on the impact of religion in society and people's lives, how to show respect for each other and how to live together.
- Emphasize an important historic event in the history of Entebbe.
- Use the Time Travel method as a way of learning, understanding and reflection

Facts

People have lived in the region for centuries as pastoralists and farmers. Religious ceremonies have always been important. The Buganda kingdom developed in the 13th century and grew larger with a strong leadership in the course of the 19th century. Arab traders came to Lake Victoria region in the 1840's and 1850's bringing Islam. White explorers and missionaries introduced Christianity to the king in 1875 and the first missionaries came two years later.

The first Roman Catholic missionaries came from France and arrived at Kigungu landing site on the 17th of February 1879. The two white fathers were: Father Simon Lourdel, nicknamed Mapeera by the Baganda after failing to pronounce the French word Monpere which means Father and Brother Amans Delmas, nicknamed Amansi.

On their arrival at Kigungu, they were received by the natives of the area. Later they made a stop at Bugonga village and planted a tree at the current Catholic church. The missionaries went to Lubaga on 21st February 1879 where the current Lubaga cathedral is located. And they visited Kabaka Mutesa I at his palace, in Banda-Kampala who gave them Lubya hill to build churches, schools and hospitals.

10th October 1884 Kabaka Mutesa I died and was succeeded by his son Mwanga, as the next king.

By the time of Mutesa's death, he had lost trust in the missionaries because they had not met his expectations of helping him fight the enemies of Buganda kingdom. Later many Christian converts were murdered, the Uganda Martyrs today. The chief executioners of the Uganda martyrs, were chief Mukajanga. 3rd June was set aside for remembrance of the Uganda Martyrs, who were massively killed on 3rd June 1886.

Scenario, The coming of catholic missionaries to Entebbe, Kiwafu village, February 1879

It's an ordinary day in Kiwafu village and people are carrying out their tasks, as every day. The women are preparing some food and taking care of the children. Some are making baskets, that is always needed. The men are sitting in the shade, playing some games and talking. The children are helping with the chores, but mostly want to play around.

But there is a rumour in the air, that everybody is talking about. Some say, that two white persons have just arrived at the landing site in Kigungu. They are dressed in long white robes. A messenger talks about Christian missionaries and call them White Fathers.

The villagers have heard about missionaries from Europe before, at the King's palace in Kampala. They preach a new religion, the gospel of the one God, they say. Are the new missionaries preaching the same religion, or are they different? People in Kiwafu do not know.

The villagers are confused. They have had their gods for many years. They pray, do their rituals and sacrifice, when needed. Some years ago, Arabs came with trade. They talked about Islam and the prophet of Mohammed. And now Christians are talking about one almighty God and his son that died on a cross. What does it mean? How will

the new ideas affect my life? How will it affect the community and the clan?

While doing their tasks, the villagers discuss intensely. They are all eagerly waiting, will the White Fathers come to our village?

Roles

Everybody keep their age and sex.

The children play children, girls and boys, in Kiwafu village.

Adults play villagers, mothers, fathers and relatives to the children. Village elders/chief

Father Simon Lourdel, Brother Amans Delmas

Interpreter, Kabaka Mutesa's representative

Key questions

- What might be the impact of Christianity? Impact of Islam? Why do they come here? What is the impact of the traditional religion? Is it possible to combine the religions?
- What is the benefit/problems with several religions in our community? How to show respect?

Activities

- Weaving baskets and mats of palm leaves
- Make strings, balls and dolls of banana fibre
- Roasting fish and meat
- Playing games, "omweso"
- Wrestling
- Try hunting weapons
- Preparing dances and songs

Time plan

- | | |
|-------|--|
| 08.00 | Prepare the site |
| 09.00 | Welcome, background, rules, dresses, name tags |
| 09.30 | Initiation. Messenger coming |
| 09.40 | Activities and discussions |
| 10.30 | The missionaries arrive together with the Kings representative, tell who they are. Discussions, arguments. Interpretation Songs/dances |
| 11.00 | The missionaries and the Kings representative leave for Kampala
Time Travel ends
Some food, reflection |
| 11.30 | End |

9 April 2018
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Literature

Sites and Stories. The Time Travel method in Entebbe, Uganda.

Download: www.bridgingages.com/bridging-ages-world-wide/uganda/

Web site

www.bridgingages.com

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A Time Travel event brings out emotions and feelings. Many want to raise their opinions at the Freedom Tree in 1954.

FUTURE TIME TRAVEL SITES?



Nakiwogo Landing Site



Kabaka Royal Palace, Lunyo



Missionary arrival, Kigungu and surroundings



Fort Jesus, Mombasa



Mapeera tree, Bugonga



Entebbe figurines



An ancient grave in northern Kenya



The schoolyard