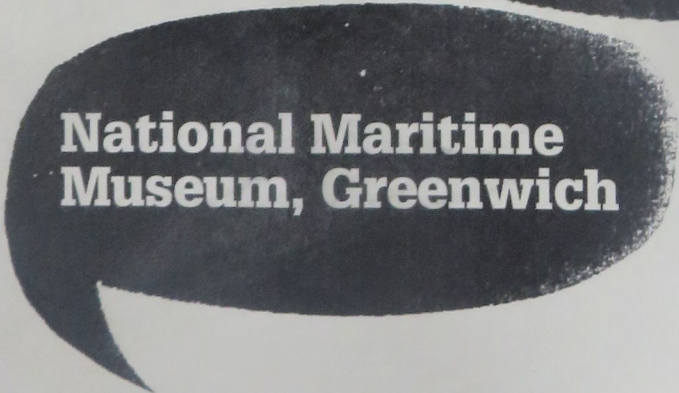




**'The Big
Conversation
2007'**



**Debate & Showcase
6 December 2007**



**National Maritime
Museum, Greenwich**

Welcome

From Jim Knight, Minister of State
for Schools and Learners



I am delighted to welcome you to 'The Big Conversation 2007' debate and showcase. This event celebrates a range of inspirational and diverse projects undertaken by students from around the country.

This year we have been commemorating the bicentenary of the Act for the Abolition of the Slave Trade in Britain. 'The Big Conversation 2007' has given young people a platform to express their views on how we should engage with and commemorate the histories and legacies of the transatlantic slave trade. I have been very impressed by the students' responses to this opportunity. They have dealt with complex and sensitive subject matter, addressing issues such as identity, social responsibility and diversity, producing work which is imaginative, insightful and thought-provoking.

I hope you enjoy today's event and will join me in congratulating all those who participated in the competition.

Jim Knight MP



'The Big Conversation 2007'

To mark the bicentenary of the Act for the Abolition of the Slave Trade in Britain, 11 to 14-year-old students from across the country were invited to take part in 'The Big Conversation 2007'. This national competition, debate and showcase has been organized by the Understanding Slavery Initiative and the Department for Children, Schools and Families.

Students were invited to develop journalistic projects, in the form of a newspaper article, audio interview or short film, exploring the legacies of the transatlantic slave trade in the context of modern-day society. Each entry responded to one of the following questions:

- how and why should Britons commemorate the transatlantic slave trade?
- how can Britons learn from this history and celebrate a modern society with a diverse heritage?

To assist with the competition and offer ongoing teaching support, two invaluable classroom resources were developed: *The Citizen Resource*, developed for teachers: and a corresponding *Citizen Website* for students – www.understandingslavery.com/citizen. Teachers and students were encouraged to use these resources to inform their entries, along with reference to museum collections and other relevant research material.

A range of diverse and innovative competition entries were submitted from across England. Following a regional shortlisting process, the 11 strongest entries were judged at the National Maritime Museum, Greenwich, by a panel of leading figures from education, the arts and the media.

Students' entries explored a range of topical issues linked to the legacies of the transatlantic slave trade in their local area. The judges commented on the high standard of all the entries and, in particular, were impressed by the way students responded to topical questions using a range of creative approaches.

After much deliberation, the judges nominated three winning schools and six highly commended schools, all of whom are attending today's debate and showcase event.

Congratulations

Judging panel

- **George Alagiah**
Award-winning broadcaster and journalist
- **Daniel Burton**
BBC History Magazine History Teacher of the Year 2007
- **Wesley Kerr**
Freelance broadcaster and journalist
- **Mark Miller**
Curator Youth Programmes at Tate Britain
- **Horace Ové**
Leading independent film maker
- **Liz Smith**
Head of Learning and Access at the National Portrait Gallery

Winners

- **Andrew Marvell Business and Enterprise College, Hull**
- **Aylesbury High School, Buckinghamshire**
- **Plumstead Manor School, London**

Highly commended

- Haggerston School, London
- Heathside School, Surrey
- Kirk Hallam Community Technology College, Derbyshire
- Priors Community School, Somerset
- Temple Moor High School, Leeds
- Tolworth Girls' School, London

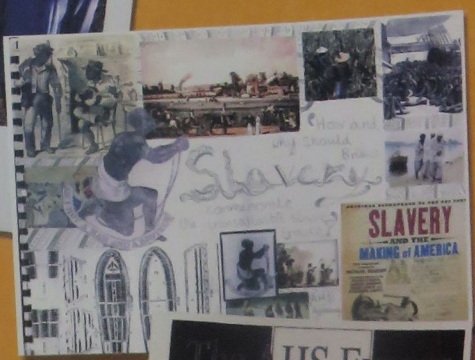
The Winning Entries

The three winning entries were selected from a range of diverse and well researched submissions from around the country.

"A terrific achievement."

"We liked the contrast between drama and documentary."

"You asked some really important questions."



Aylesbury High School

The AHS Express

How can Britons learn from this history and celebrate a modern society with a diverse heritage?

The judges' comments:

- "This entry includes points no-one else has made."*
- "The entry demonstrated evidence of good research."*
- "We liked the contrast between drama and documentary."*

Aylesbury High submitted a newspaper entry which included a supporting documentary and drama DVD. All students in Year 9 were involved in developing pieces for the competition as part of homework to support their studies of the transatlantic slave trade. A group of ten students then worked together to create the final entry, working after school and in their summer holiday.

The students involved the whole year group in the research and development of their entry by organizing a questionnaire to determine their peers' knowledge of the subject. The final entry includes a selection of commemorative ideas, vox-pop interviews and a drama piece which looks at the life of an enslaved person.



Plumstead Manor School

Our Big Conversation

How can Britons learn from this history and celebrate a modern society with a diverse heritage?



The judges' comments:

"This is an extremely moving and very impressive piece of work."

"All the facts are correct and the piece is well researched."

"A terrific achievement."

A group of 13 Year 9 students submitted a DVD entry in the form of a documentary. This was researched and produced at their after-school history club and included a museum visit.

In the documentary, the students examine the history of the slave trade in Britain and its legacies, including the Apartheid movement in South Africa, the Civil Rights Movement in the USA and Britain, and racism in their local area. They explore how commemoration should take place by looking at the celebration of Black History Month in their school and how London celebrates cultural diversity.



Andrew Marvell Business & Enterprise College

Was the Industrial Revolution based on Slavery?

How and why should Britons commemorate the transatlantic slave trade?

The judges' comments:

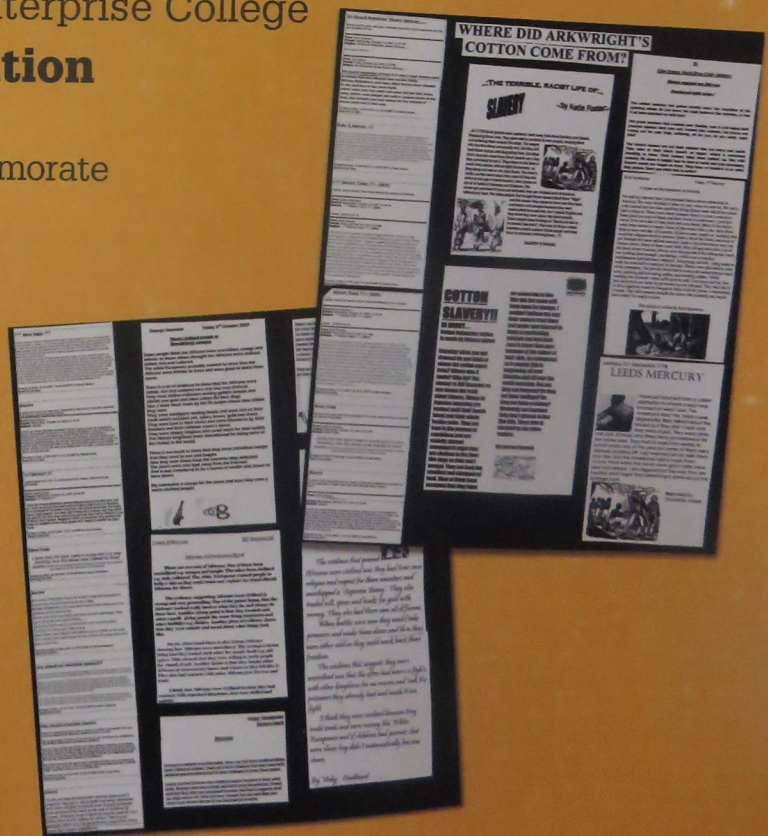
"The e-learning ideas gave everyone the opportunity to post their own comments."

"The students have extended the question very well."

"You asked some really important questions."

Two Year 9 history groups linked the competition to their classroom studies on the English Industrial Revolution, developing their own question 'Was the Industrial Revolution based on the slave trade?' The groups' responses were presented in the form of newspaper articles and an e-debate – enabling all 62 students to contribute their thoughts.

Students explored the treatment and perception of enslaved people as well as how the slave trade contributed to the British economy. The entry includes articles written from a modern-day perspective and considers how the issues may have been interpreted two hundred years ago.



Programme for the event

5:00pm Welcome and introductions

- **Dr Kevin Fewster**
Director, National Maritime Museum
- **Ruth Fisher**
Learning Project Manager,
Understanding Slavery Initiative
- **Dame Jocelyn Barrow**
Chair of the panel

Presentations by winning schools

- **Andrew Marvell Business and Enterprise College** Hull
- **Aylesbury High School** Buckinghamshire
- **Plumstead Manor School** London

5:45pm Questions and debate

6:40pm Prize-giving

6:50pm Reception and showcase

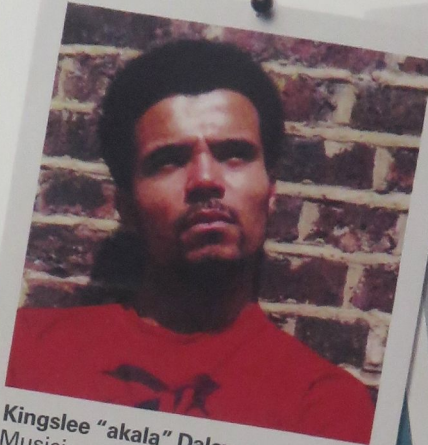
8:30pm Close

Panel Members

We are delighted to welcome the following panel members to 'The Big Conversation 2007' and thank them for their support.



Dame Jocelyn Barrow
Chair



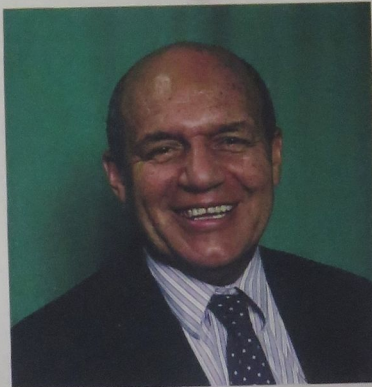
Kingslee "akala" Daley
Musician and entrepreneur



Charlie Bell
Winner of Schools Question Time



George Alagiah
Journalist and broadcaster



Sir Keith Ajegbo
Former head teacher and now advisor to DCSF on diversity



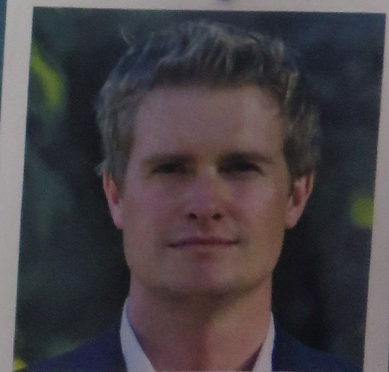
Keme Nzerem
Reporter and presenter Channel 4 News



Nicky Cox
Editor, First News



Sonali Gudka
Presenter, Newsround



Dr. Tristram Hunt
Historian

Understanding Slavery Initiative

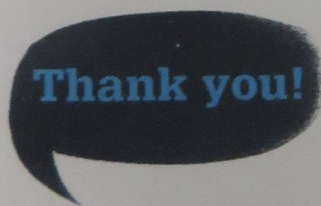
Understanding Slavery is a five-year national education project, which began in April 2003 with funding from the DCMS and DCSF as part of the Strategic Commissioning National/Regional Museum Partnerships Programme.

The project has been developed by the National Maritime Museum with National Museums Liverpool, British Empire and Commonwealth Museum, Bristol City Museums, Galleries and Archives, and Hull Museums and Art Gallery.

Understanding Slavery seeks to encourage teachers, educators and students to examine the transatlantic slave trade and its legacies through museum collections.

The Citizen Resource and Website developed this year will continue to be invaluable classroom resources.

www.understandingslavery.com
www.understandingslavery.com/citizen
understandingslavery@nmm.ac.uk



The DCSF and Understanding Slavery would like to thank all participants and contributors to 'The Big Conversation 2007' for their continued support.

