

Fair or Unfair?

Conscience Tunnel Activity.

This activity takes historical facts that children read out. It creates a story showing how trade led to colonisation while creating discussion and feedback.

1. In preparation print out and cut up the resource cards on the sheet below.
2. Divide the class into two lines that creates a corridor or 'tunnel' to walk through.
3. **Warm up** with an example to show how the 'Conscience Tunnel' works. For example ask a pupil to enter the tunnel at one end and announce that they are 'going to a new school'. As they pass through the pupils on one side discuss the positives while the other side discuss the negatives. Once they are through the tunnel the teacher asks for feedback. Feel free to adapt this warm up. It may work well if it is the teacher that is taking an imaginary or real action in life that the children can discuss and feedback on such as 'getting a large dog'.
4. Instead of a positive and negative viewpoint tell the teams that one half must see everything from the viewpoint of a European Trader the other half must see everything from the viewpoint of a person from a country with something to sell to the traders. Line up the two halves with a corridor in between. Feel free during the activity to switch the 'European Traders' with the 'Suppliers' or swap pupils from one team to the other.
5. Once the format is understood issue each child with two or three of the numbered and cut up cards from the resource sheet below.
6. Call out the numbers in sequence. The child with that card moves to the tunnel entrance and reads their card out and passes through.
7. Pupils discuss the statement from their allotted point of view as the person passes through.
8. Teacher takes quick feedback from each side.
9. The next pupil reads out the next numbered card and so on.

There are over 40 statements. Split the session with a break and swap the roles of Traders and Suppliers at least three times.

The aim is for the cards to create a story accompanied by discussions and responses from the pupils that adds their emotional and ethical responses to historical facts.

There will be a dilemma with some of the statements as pupils cannot believe that people could be so cruel and unethical in the pursuit of profit.

The cards and the activity simplify colonial and post-colonial history with a view to generating an anti racist message by the participants.

<p>1. People in European countries invest in ships to trade better with spice farmers in Asia</p>	<p>2. A spice farmer in Asia sells more spices</p>
<p>3. Goods travel quicker and safer by sea between Asia and Europe</p>	<p>4. People in Europe get richer and so do the suppliers in Asia</p>
<p>5. Pirates and Privateers attack and rob ships</p>	<p>6. Businesses start to protect their suppliers and trade routes from pirates and privateers</p>
<p>7. The rulers of the countries support their businesses</p>	<p>8. Businesses make a base in homelands of the suppliers</p>
<p>9. Businesses make laws and rules for the suppliers and their families to fit in with European ways</p>	<p>10. European countries get richer</p>
<p>11. The European Countries set out to legally rule the homelands of the suppliers as a 'colony'</p>	<p>12. Some of the pirates that attack and rob ships are from the colonised nations</p>
<p>13. Because European countries are more advanced they must help the people they have colonised</p>	<p>14. Being like a European is better for you</p>

<p>15. Europeans send out religious missionaries to convert people</p>	<p>16. Powerful European countries share what they believe are intellectual, spiritual and moral superiority</p>
<p>17. Generations grow up believing that they are part of an empire owned by a Mother Nation in Europe</p>	<p>18. Europeans justify their superiority using the new science of evolution</p>
<p>19. European Countries believe Black people are not human so they can be traded as slaves</p>	<p>20. A slave workforce makes Europeans rich</p>
<p>21. People are traded from one continent to another creating a forced mass migration</p>	<p>22. Wealth in the European countries is only for a minority</p>
<p>23. People from European countries can also migrate to the new colonies and start new lives and adventures</p>	<p>24. People can be sent from a European country to a colony as punishment to work and help take possession of the land in the colony</p>
<p>25. The indigenous populations of the colonies rebel and demand independence from the European Country that rules them</p>	<p>26. Some colonisers rebel and want independence from their ruling European Country</p>

<p>27. European Countries fight and lose wars to try and hold onto their colonies</p>	<p>28. European Countries agree to share out the colonies in continents like Africa</p>
<p>29. European countries sign agreements giving independence to their colonies</p>	<p>30. The colonised countries are rich in natural resources</p>
<p>31. European Countries maintain trade links with their colonies</p>	<p>32. People from the colonised country remain citizens of the European country that ruled them</p>
<p>33. Britain created a group called the 'Commonwealth' which its colonies are part of</p>	<p>34. It's difficult for Europeans to see people from a colonised country as equal to them</p>
<p>35. European countries fight a Second World War. People from the colonies fight in this Second World War in support of what is called their 'mother nation'</p>	<p>36. European countries like Britain are devastated at the end of the War. They invite people from their colonies to come and take jobs to help rebuild</p>
<p>37. Highly skilled and qualified people arrive in European countries from the colonies seeking these jobs 38.</p>	<p>39. The new arrivals are met with hostility by some European people</p>

<p>40.Racial discrimination in housing and employment is allowed</p>	<p>41.Social activism among immigrant groups grows as they seek the rights they are entitled to</p>
<p>42.Laws are made that make discrimination and racial abuse illegal</p>	<p>43.Previously colonised countries re-establish cultures, customs and languages that had been suppressed</p>
<p>44.Migrant populations bring music food and new customs into the European country</p>	<p>45.Tourism becomes a major part of the economy of previously colonised countries</p>
<p>46.Statues of previously celebrated traders and colonisers are removed from European towns and cities</p>	