

# TAKING ACTION



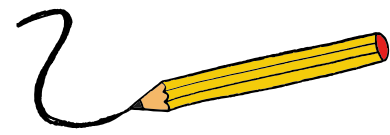
## TEACHER BACKGROUND NOTES

Whilst studying in Glasgow and London, David attended anti-slavery meetings where he met prominent abolitionists and learnt about the cruelty of the Transatlantic slave trade (also known as the Triangular Trade, because of the journeys enslaved people were forced to take between West Africa, the Americas and Europe). David also learnt of another slave trade that was taking place in East Africa, which is sometimes a little less known.

When David worked as a missionary doctor he witnessed the East African slave trade first hand. He was so shocked by what he saw that he decided to dedicate his life to ending slavery. He wrote many letters to people across the world to let them know about the East African slave trade. Some of these letters were published in newspapers and read aloud at anti-slavery meetings. Other letters were written to important people who had the power to bring about the end of slavery. David didn't live to see the end of the East Africa slave trade but his writings and actions raised awareness of the slave trade internationally and put pressure on the Sultan of Zanzibar. The treaty to close the slave markets was signed just six weeks after David's death.

You can find digitised images of Livingstone's writings alongside transcriptions at [www.livingstoneonline.org](http://www.livingstoneonline.org).

David's activism is an excellent example of how pressure groups and campaigns can bring about positive social change. Learning how this works, and campaigning for something you believe in, is an important part of developing the skills, values and attitudes of Global Citizenship.



# ACTIVITY 1

## WHAT DO YOU WANT TO CHANGE TO MAKE A FAIRER WORLD?

Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community  
HWB 2–13a

I can share my developing views about values such as fairness and equality and love, caring, sharing and human rights RME 2–05b

Using what I know about the features of different types of texts, I can find, select and sort information from a variety of sources and use this for different purposes. LIT 2–14a

### TASK A

As a class, brainstorm all the issues you care about. These can be local or global issues, they can be about people or the environment or a combination of both. Decide which you'd like the class to focus on, perhaps having a vote using ballot paper so it is confidential, or by putting the most common ideas around the room and seeing which idea draws the most people. It might be that you end up with different groups in your class working on different campaigns. If you haven't already heard of the Global Goals, explore these online. Which goal best fits the issue you've chosen as a class?

<https://www.un.org/sustainabledevelopment/sustainable-development-goals/>

### TASK B

In groups, use the following questions to help everyone come to a common understanding:

**What is a campaign?**

**What is the purpose of a campaign?**

Then research campaigns started by young people that have gained attention locally and globally. **How did they work?** Examples could be:

**Greta Thunberg and Vanessa Nakate and the school climate strikes**

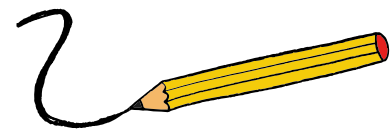
**Malala Yousafzai and girls' education**

**Sunnyside Primary 'Nae Straw At Aw' Ocean Defenders**

**An example of young people's campaigns around Black Lives Matter**

**Why have these campaigns captured attention?**

**What makes a campaign successful?** Some campaigns are remembered more for an action than for the cause. **For example, do you, or does anyone in your family remember the ice-bucket challenge? This became a world-wide phenomenon, but can you remember why it started in the first place?** It was to raise awareness of a disease called ALS and raise research money...



## ACTIVITY 2

# GETTING YOUR CAMPAIGN ON THE GO!

Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community

HWB 2-13a

I can share my developing views about values such as fairness and equality and love, caring, sharing and human rights RME 2-05b

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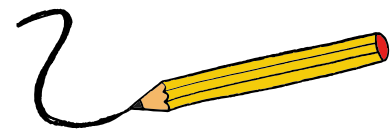
### TASK A

In groups, or as a class, make a plan for your campaign using the steps outlined in this resource from ScotDEC:

[http://scotdec.org.uk/wp-content/uploads/2019/07/Your\\_campaign\\_for\\_change.pdf](http://scotdec.org.uk/wp-content/uploads/2019/07/Your_campaign_for_change.pdf)

If you're connecting your campaign with the Global Goals, remember to let people know which SDG you are promoting. Consider inviting someone from Scotland's SDG Network to come and see what you've been doing!

<https://globalgoals.scot/>



## ACTIVITY 3

### HOW DID IT GO?

Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community  
HWB 2-13a

I can share my developing views about values such as fairness and equality and love, caring, sharing and human rights RME 2-05b

Using what I know about the features of different types of texts, I can find, select and sort information from a variety of sources and use this for different purposes. LIT 2-14a

### TASK A

In groups, reflect on what worked and what didn't work about your campaign. **What might you do differently next time?** Use the template on the following page to write your own *Do's and Don'ts* for young activists everywhere.

# YOUNG ACTIVISTS

**DO**

**DON'T**