

Mary Slessor

Learning Resource



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Lessons in Mary Slessor Learning Package

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Additional Lessons

- 1 Mary Slessor's Life Through Art
- 2 African Masks
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- 5 Script Writing

Experiences and Outcomes covered in Learning Package

Lesson	Code	Outcome
12a	SOC 2-01a	I can use primary and secondary sources selectively to research events in the past.
1	SOC 2-02a	I can interpret historical evidence from a range of periods to help to build a picture of Scotland's heritage and my sense of chronology.
1	SOC 2-03a	I can investigate a Scottish historical theme to discover how past events or the actions of individuals or groups have shaped Scottish society.
3, 4a, 4b, 4c, 12a	SOC 2-04a	I can compare and contrast a society in the past with my own and contribute to a discussion of the similarities and differences.
21	SOC 2-06a	I can discuss why people and events from a particular time in the past were important, placing them within a historical sequence.
2, 10	SOC 2-09a	Having explored the ways journeys can be made, I can consider the advantages and disadvantages of different forms of transport, discussing their impact on the environment.
2	SOC 2-14a	To extend my mental map and sense of place, I can interpret information from different types of maps and am beginning to locate key features within Scotland, UK, Europe or the wider world.
15	SOC 2-19a	By comparing the lifestyle and culture of citizens in another country with those of Scotland, I can discuss the similarities and differences.
3, 9, Mary Slessor's life through art	TCH 2-03b	Throughout all my learning, I can use search facilities of electronic sources to access and retrieve information, recognising the importance this has in my place of learning, at home and in the workplace.
22	TCH 2-14a	Through discovery and imagination, I can develop and use problem-solving strategies to construct models.
16	MTH 2-21a	I can display data in a clear way using a suitable scale, by choosing appropriately from an extended range of tables, charts, diagrams and graphs, making effective use of technology.
2	MNU 2-10a	I can use and interpret electronic and paper-based timetables and schedules to plan events and activities, and make time calculations as part of my planning.

2, 9	MNU 2-10c	Using simple time periods, I can give a good estimate of how long a journey should take, based on my knowledge of the link between time, speed and distance.
20	LIT 2-06a	I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience.
10	LIT 2-09a	When listening and talking with others for different purposes, I can: <ul style="list-style-type: none"> • share information, experiences and opinions • explain processes and ideas • identify issues raised and summarise main points or findings • clarify points by asking questions or by asking others to say more.
5	LIT 2-22a	In both short and extended texts, I can use appropriate punctuation, vary my sentence structures and divide my work into paragraphs in a way that makes sense to my reader.
Script Writing	LIT 2-23a	Throughout the writing process, I can check that my writing makes sense and meets its purpose.
11, 24, Script Writing	LIT 2-26a	By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience.
7	LIT 2-28a	I can convey information, describe events, explain processes or combine ideas in different ways.
23	LIT 2-29a	I can persuade, argue, explore issues or express an opinion using relevant supporting detail and/or evidence.
African Mask	EXA 2-02a	I have the opportunity to choose and explore an extended range of media and technologies to create images and objects, comparing and combining them for specific tasks.
African Sunset	EXA 2-03a	I can create and present work that shows developing skill in using the visual elements and concepts
Mary Slessor's life through art	EXA 2-04a	Through observing and recording from my experiences across the curriculum, I can create images and objects which show my awareness and recognition of detail.
22, Mosaics	EXA 2-05a	Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings

		through activities within art and design.
Script Writing	EXA 2-14a	I have created and presented scripted or improvised drama, beginning to take account of audience and atmosphere.
19	EXA 2-17a	I can use my voice, musical instruments and music technology to experiment with sounds, pitch, melody, rhythm, timbre and dynamics.
4b, 19, 20	EXA 2-19a	I have listened to a range of music and can respond by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work.
6, 12b	RME 2-01b	Through exploring the lives and teachings of Jesus and other figures in Christianity, I am increasing my knowledge and understanding of key Christian beliefs.
6, 12b	RME 2-02a	Through investigating and reflecting upon the lives of Jesus and key Christian figures, and drawing upon moral values as expressed in Christianity, I am beginning to understand how these have influenced Christian morality.
11	RME 2-09d	I am developing my understanding of how my own and other people's beliefs and values affect their actions.
13, 14, 15	HWB 2-09a	As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others.
17, 18	HWB 2-29a	I enjoy eating a diversity of foods in a range of social situations.
18	HWB 2-34a	Through exploration and discussion, I can understand that food practices and preferences are influenced by factors such as food sources, finance, culture and religion.

Mary Mitchell Slessor Factfile

2 December 1848 - 13 January 1915

Mary Slessor was a hard working Scottish mill girl and Sunday school teacher who, inspired by David Livingstone, became a missionary in Calabar, Nigeria, an area known then as "the white man's grave." Born in Aberdeen, and raised in the poor slums of Dundee, Mary worked as a weaver and whenever she could, spent time with her books and Bible dreaming of becoming a missionary. At the age of 28, she achieved her ambition and set sail on a five week journey to the continent of Africa.

She went far beyond the role of a conventional missionary. Despite constant danger, Mary lived amongst the tribes, learning and understanding their language and customs. Her bravery and unwavering belief in God's guidance earned her respect and allowed her to challenge some of their more extreme superstitions and customs.

Perhaps one of Mary's most remarkable achievements is in relation to twins. It was believed that twins were a bad omen, with one of the twins being cursed by an evil spirit. Unwilling to take any chances, both were killed or abandoned in the jungle and their mother cast from the community. While influential in the law created to prohibit this, Mary went further still, travelling great distances on foot, through uncertain terrain and unrepentant weather conditions, to protect, house, and sometimes even adopt the children as her own.

When Nigeria became a British Protectorate, Mary was the first female magistrate in the British Empire and a skilful, though somewhat unorthodox, diplomatic emissary. She devoted her life to her work in Calabar and despite increasingly frequent and serious illness, within an already hostile environment, was protected and guided by her own motto, "God plus one is a majority".

Respected and loved by all the tribes she encountered, Mary became known as "Eka Kpukpro Owo" or 'Mother of all the Peoples. The legacy and respect still lives on today, where her name is held in high regard.

Source: 2015 Mary Slessor - Centenary Programme of Events

Suggested reading: *Mary Slessor Forward into Calabar* by Janet and Geoff Benge.

Lesson 1: A celebrity of her time

<p>Learning Intention: I can...</p> <p>...identify what a celebrity is and understand that past celebrities are our history,</p>	<p>CfE Links: I can interpret historical evidence from a range of periods to help to build a picture of Scotland's heritage and my sense of chronology. SOC 2-02a</p> <p>I can investigate a Scottish historical theme to discover how past events or the actions of individuals or groups have shaped Scottish society. SOC 2-03a</p>
<p>What you need:</p> <ul style="list-style-type: none"> • Lesson 1: A celebrity of her time Activity cards (1 set per pair) • Lesson 1: A celebrity of her time activity picture cards (1 Set per pair) 	<p>Approximate Duration of activity: 1 hour</p>
<p>What to do:</p> <ul style="list-style-type: none"> • Split the class into pairs and give each pair a set of both cards, • Emphasise that all are celebrities either past or present. • Children to match up the description of the character with the picture using only the clues given on the activity cards • Discuss with children which are past and which are present. • In pairs, children formulate their own definition of what makes someone a celebrity. • Each pair meets with another pair to share definitions. • Get the children in their groups to answer the question: what makes past celebrities our history? • Highlight Mary Slessor and point out the importance of her life in this the centenary of her death. 	
<p>Extension:</p> <ul style="list-style-type: none"> • Create a timeline of Mary's life • Create a timeline of the celebrities' lives. 	<p>Assessment: Outcomes of discussion</p>

THREE CLUES:

Can You Guess Who?

1. I have become VERY rich working in the music industry.
2. I have a son called Eric.
3. I wear scruffy-ish clothes and wear my trousers are too high.

THREE CLUES:

Can You Guess Who?

1. I was born in Aberdeen and at the age of 10 I moved to Dundee to work in the mills.
2. I became a missionary spreading the word of God.
3. I lived in Calabar in Nigeria and saved the lives of hundreds of people especially twins.

THREE CLUES:

Can You Guess Who?

1. I was born in Edinburgh in 1847 and died in Canada in 1922.
2. I was always interested in speech and how people learned to talk so began a school to train teachers of deaf children.
3. I am most famous for inventing the telephone in 1877.

THREE CLUES:

Can You Guess Who?

1. I am one of a group of the most famous five boys of all time.
2. A lot of people think I am really cute.
3. I became famous in a singing competition. I auditioned as a solo performer but was put into a band by Simon Cowell.

THREE CLUES:

Can You Guess Who?

1. I was born in Rosario in Argentina in 1987.
2. I earn 20 million Euro (£156M) a year in my job as a sportsman.
3. I am possibly the most famous #10 shirt wearer of all time.

THREE CLUES:

Can You Guess Who?

1. I was born in 1274 and became king in 1306 which angered King Edward I of England. So I went into hiding.
2. I saw a spider which made me want to carry on fighting.
3. I led the Scots into battle at Bannockburn and defeated King Edward II in 1314.

THREE CLUES:

Can You Guess Who?

1. I was born in Edinburgh in 1976 and used to play on my BMX bike.
2. I am the most successful Olympian of all time.
3. I won 3 gold medals in the Beijing Olympics.

THREE CLUES:

Can You Guess Who?

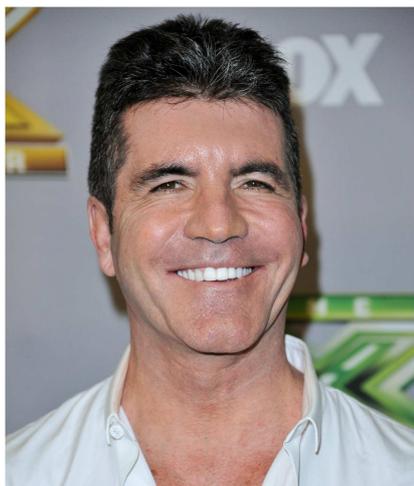
1. I was born on 25th January 1759 and died in July 1796.
2. I was a ploughman and worked on farms taking inspiration from the land for many of my poems.
3. My life is celebrated every 26th January where Scots all over the world eat haggis and recite my poems.

THREE CLUES:

Can You Guess Who?

1. I was born on Hogmanay 1954 in Edinburgh.
2. I made history by leading Scotland to vote in the most important decision they will ever have to make.
3. I resigned from my job as First Minister of Scotland in 2014 and was replaced by Nicola Sturgeon.

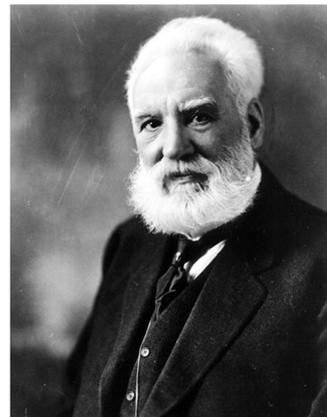
**SIMON
COWELL**



**MARY
SLESSOR**



**ALEXANDER
GRAHAM
BELL**



**HARRY
STYLES**



LIONEL MESSI



**ROBERT THE
BRUCE**



CHRIS HOY



**ROBERT
BURNS**



**ALEX
SALMOND**



Lesson 2: From Aberdeen to Dundee

<p>Learning Outcome: I can..</p> <ul style="list-style-type: none"> • Locate Aberdeen and Dundee on a map. • Understand the differences between travel times today and travel in the 19th century. • Calculate the distance between the two cities. • Find out travel information and read timetables • Work out the best way to travel between the two cities. 	<p>CfE Links: To extend my mental map and sense of place, I can interpret information from different types of maps and am beginning to locate key features within Scotland, UK, Europe or the wider world.</p> <p style="text-align: right;">SOC 2-14a</p> <p>Having explored the ways journeys are made, I can consider the advantages and disadvantages of different forms of transport, discussing their impact on the environment.</p> <p style="text-align: right;">SOC 2-09a</p> <p>I can use and interpret electronic and paper-based timetables and schedules to plan events and activities, and make time calculations as part of my planning.</p> <p style="text-align: right;">MNU 2-10a</p> <p>Using simple time periods, I can give a good estimate of how long a journey should take, based on my knowledge of the link between time, speed and distance.</p> <p style="text-align: right;">MNU2 - 10c</p>
<p>What you need: Timetables from the following websites: www.stagecoachbus.com/x7 www.citylink.co.uk www.scotrail.co.uk www.distance-calculator.co.uk googlemaps road maps atlas</p>	<p>Approximate Duration of activity: 2 hours</p>
<p>What to do:</p> <ol style="list-style-type: none"> 1. Locate Aberdeen and Dundee on different maps 2. Use maps or distance-calculator to work our distance between the two cities. 3. Discuss with class how they think Mary Slessor's family would have travelled from Aberdeen in 1859. 4. Discuss how long they think it would have taken the family. 5. Consider ways of travelling between the cities today. 6. Look at bus and train timetables to work out cost and time of journey. 7. Produce leaflet to show different travel options. 	
<p>Extension:</p>	<p>Assessment:</p>

Work out cost of travelling by car.

Ability to obtain information from timetables.

Calculations made.

Lesson 3: Mary's Dundee

<p>Learning Intention: I can...</p> <p>...identify and find places important to Mary Slessor.</p>	<p>CfE Links: I can compare and contrast a society in the past with my own and contribute to a discussion of the similarities and differences. SOC 2-04a</p> <p>Throughout all my learning, I can use search facilities of electronic sources to access and retrieve information, recognising the importance this has in my place of learning, at home and in the workplace. TCH 2-03b</p>
<p>What you need:</p> <ul style="list-style-type: none"> • Internet • Google Maps and Images • Fact Sheets template for; Baxters Mill, Wishart Church, Cowgate, Wishart Arch • http://www.leisureandculturedundee.com/library/slessor • http://www.dundeewomenstrail.org.uk/womens-trail/mary-slessor/ 	<p>Approximate Duration of activity: 1x 1 hours</p>
<p>What to do: Co-operative Learning</p> <ul style="list-style-type: none"> • Split the class into pairs and allocate each pair an area of Dundee from Mary's life to research • Children record information about the places on the worksheets (either electronically or hard copy) • Find images of the places as they were then and as they are now. • Children present the information to other pairs so they have a knowledge of each area important to Mary's life. 	
<p>Extension:</p> <ul style="list-style-type: none"> • Create a powerpoint showing information and images • Create a map of city centre showing the places • Visit to Cowgate area to see the places Mary frequented. 	<p>Assessment: Completed Fact Sheets.</p>

Lesson 3: Mary's Dundee Fact Sheet

Where are we researching?

Where is it in Dundee? What's the address?

.....
.....
.....

Why was this place important to the life of Mary Slessor?

.....
.....
.....

What is the place used for now?

.....
.....
.....

What other information can you find about the place?

.....
.....

Use Google Maps Street view to find the place.

Draw/insert a picture of the place.



Lesson 4a: 1900s Dundee and it's Development

Learning Intention: I can... ...compare and contrast life in Dundee then with life in Dundee now.	CfE Links: I can compare and contrast a society in the past with my own and contribute to a discussion of the similarities and differences. SOC 2-04a
What you need: <ul style="list-style-type: none">• http://www.themcmanus-dundee.gov.uk/sites/default/files/moderndundee.pdf with information broken up into info cards on Dundee in the past.	Approximate Duration of activity: 1x 1.5 hours
What to do: Co-operative Learning <ul style="list-style-type: none">• Give all number ones an information card, all the twos a different information card, threes a different one and the fours a different one. So all the same numbers have the exact same piece of information.• Give the like number groups 10 minutes to discuss and learn the information on their card telling them they will have to report this back to their group.• Return to their home group and teach the rest what each number group has learned.• Once all information is shared, the children create an information poster of Dundee in the past.• Share their posters with the rest of the class.	
Extension: <ul style="list-style-type: none">• Visit another class to share their posters and the information they have learned.	Assessment: Discussion and finished posters.

Lesson 4b: "10 and 9"

<p>Learning Outcome: I can.. Listen to a piece of music and discuss what the lyrics are telling me about working conditions in the jute mills.</p>	<p>CfE Links: I have listened to a range of music and can respond by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work. EXA 2-19a I can compare and contrast a society in the past with my own and contribute to a discussion of the similarities and differences. SOC 2-04a</p>
<p>What you need:</p> <ul style="list-style-type: none"> • Copy of the lyrics to 'The Jute Mill/Oh Dear Me' - www.lyricsmania.com • Youtube - version of song by Parcel o' Rogues and Karan Casey • Information about Mary Brooksbank - see www.dundeewomenstrail.org.uk 	<p>Approximate Duration of activity: 1 hour</p>
<p>What to do:</p> <ol style="list-style-type: none"> 1. Listen to the song and watch videos from Youtube - first one by A Parcel o' Rogues and the second by Karan Casey. 2. Discuss the lyrics and check the children understand them and decide which version of the song the class prefers. 3. Note any similarities between the lives of the two Marys. 4. What does the song tell you about living and working conditions for the women who worked in the mills in Dundee. 	
<p>Extension: Perform the song at a school Assembly.</p>	<p>Assessment: Contribution to discussion. Teacher observation.</p>

Lesson 4c: Dundee Today

<p>Learning Intention: I can...</p> <p>...compare and contrast life in Dundee then with life in Dundee now.</p>	<p>CfE Links:</p> <p>I can compare and contrast a society in the past with my own and contribute to a discussion of the similarities and differences.</p> <p>SOC 2-04a</p>
<p>What you need:</p> <ul style="list-style-type: none">• http://www.themcmanus-dundee.gov.uk/sites/default/files/moderndundee.pdf with information broken up into info cards on Dundee now.	<p>Approximate Duration of activity: 1x 1.5 hours</p>
<p>What to do: Co-operative Learning</p> <ul style="list-style-type: none">• Give all number ones an information card, all the twos a different information card, threes a different one and the fours a different one. So all the same numbers have the exact same piece of information.• Give the like number groups 10 minutes to discuss and learn the information on their card telling them they will have to report this back to their group.• Return to their home group and teach the rest what each number group has learned.• Once all information is shared, the children create an information poster of Dundee in the past.• Share their posters with the rest of the class.	
<p>Extension:</p> <ul style="list-style-type: none">• Visit another class to share their posters and the information they have learned.	<p>Assessment: Discussion and finished posters.</p>

Lesson 5: A day in the life of Mary Slessor

<p>Learning Outcome: I can...</p> <p>...write about a day in the life of Mary Slessor.</p>	<p>CfE Links: In both short and extended texts, I can use appropriate punctuation, vary my sentence structures and divide my work into paragraphs in a way that makes sense to my reader.</p> <p>LIT 2-22a</p>
<p>What you need:</p> <ul style="list-style-type: none"> • Paper • Planning sheet • Pencils 	<p>Approximate Duration of activity:</p> <p>1 $\frac{1}{2}$ hours</p>
<p>What to do:</p> <ul style="list-style-type: none"> • The children are going to imagine they are Mary when she is working in the mill in the morning then attending school lessons in the afternoon. • Class discussion - What would it be like to work in the mills? Noisy, dangerous, tiring. How would they feel having to do a mornings work and then having to go to school? • Information to be shared with the children: • "At the age of eleven, Mary began work as a "half timer" in the Baxter Brothers' Mill. Mary spent half of her arduous day at a school provided by the mill owners, and the other half in productive employment for the company. Thus began a harsh introduction to the work ethic which was to dominate her life." • Source: http://www.leisureandculturedundee.com/library/slessor • "The noise inside the building was deafening. The clanging and banging of machinery echoed inside the largest room Mary had ever seen.Mary's mother had warned her that the mill owners liked to keep the inside of the mill between eighty and ninety degrees Fahrenheit because they believed it made the quality of the cotton fabric they produced finer." • Source: page 25 Mary Slessor - Forward into Calabar by J. Benge & G. Benge • "Basically Mary had to walk or crawl back and forth between the reels of the spinning machine, tying together the threads on the spinning frames when they broke. ...Mary had to run from one broken thread to another. If she didn't go fast enough, the person operating the machines would clip Mary across the back of the head with her hand. Other times, Mary had to crawl under the machines to reach the bottom threads, coming perilously close to the pulsating machinery....often walked or crawled 20 miles in a day between the spinning machines." Source: page 26 Mary Slessor - Forward into 	

Calabar by J. Benge & G. Benge

- Walkabout Talkabout - Mary's feelings when waking up and having to go to the mills, an incident when working in the mill, Marys' thoughts working in the mill, lunchtime, school lessons, final thought of the day.
- Once the walkabout talkabout is completed, discuss as a class. Children should use these ideas to help them plan their diary entry.
- Share completed plan with a partner and provide constructive feedback using 2 stars and a wish.
- Complete diary entry.

Extension:

Complete a diary entry for other parts of Mary's life.

Assessment:

Completed diary entry

Lesson 6: Mary's the Missionary 1

<p>Learning Outcome: To understand how Mary's Christian faith led her to leave home for Calabar.</p>	<p>CfE Links: Through exploring the lives and teachings of Jesus and other figures in Christianity, I am increasing my knowledge and understanding of key Christian beliefs. RME 2-01b</p> <p>Through investigating and reflecting upon the lives of Jesus and key Christian figures, and drawing upon moral values as expressed in Christianity, I am beginning to understand how these have influenced Christian morality. RME 2-02a</p>
<p>What you need:</p> <ul style="list-style-type: none"> • Story from the New Testament where Jesus tells the disciples to preach the Good News. • Evidence of how the Slessor family viewed Missionary work. • Evidence of how important Church life was to Mary and the difference it made to her life. • Book 'Mary Slessor - Forward into Calabar' by Janet and Geoff Bengie. 	<p>Approximate Duration of activity: 1 hour</p>
<p>What to do:</p> <ol style="list-style-type: none"> 1. Read Matthew 28 verses 16-20 - The Great Commission 2. Discuss how important Church life was to the Slessor family. 3. Research '19th Century Christian Missionaries in Africa' - two good websites are www.bbc.co.uk/worldservice/africa/story of africa and www.rls.org.uk (resources for learning in Scotland) 4. Children to understand how the Church helped Mary with her education and teaching. The book 'Mary Slessor - Forward into Calabar' is a very good resource. 5. Discuss with the children things that are really important to their family. This can then lead on to helping them realise just how important missionary work was to the whole Slessor family 	
<p>Extension:</p>	<p>Assessment:</p>

Class discussion on what it would be like to believe in something so much that that they would be prepared to leave their family behind.

Observation

Lesson 7: Application To Become A Missionary

<p>Learning Outcome: I can...</p> <p>...write a missionary application.</p>	<p>CfE Links:</p> <ul style="list-style-type: none"> I can convey information, describe events, explain processes or combine ideas in different ways. LIT 2-28a I am developing my understanding of how my own and other people's beliefs and values affect their actions. RME 2-09d
<p>What you need:</p> <ul style="list-style-type: none"> Examples of applications Missionary application Pencils 	<p>Approximate Duration of activity:</p> <p>1 ½ hours</p>
<p>What to do:</p> <ul style="list-style-type: none"> Explain to the children that to become a missionary Mary would have had to fill in an application. When she was younger she spent her mornings working in the mill and attended school lessons in the afternoon. This gave her reading and writing skills that would allow her to fill in the application. Children to list all the different applications they can think of e.g. job, school enrolment, passports etc. Take feedback and discuss why we fill in applications. What is the purpose of them? Show examples of online application forms (DVLA, passport, jobs) and discuss what information is needed. Links to a paper copy of an application form: Application for employment https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/277961/es5JP.pdf Children are to fill out the missionary application imagining that they are Mary Slessor when filling out the form. <p>Once finished allow children time to share their work and provide constructive feedback to their partner using 2 stars and a wish.</p>	
<p>Extension:</p> <p>A letter is sent to the class to tell them that their application has been successful. Prepare for the interview.</p>	<p>Assessment:</p> <p>Completed application</p>

Lesson 7: Missionary Application Form

Name: _____

Address:

Date of birth: _____

Which church are you a member of? _____

What are your duties in the church? _____

Why are you applying to become a missionary? _____

What countries are you willing to go to? _____

List your short term goals

List your long term goals

	Always	Sometimes	Never
I follow through with responsibility and commitment.			
I am a leader to others.			
I behave responsibly.			
I am co-operative.			

I am friendly.			
I am confident when speaking in front of a group.			
My peers respect me.			
I am organised and efficient.			

Describe one of your strengths

Describe something you need to improve

Tell us about a time that you encouraged/ assisted someone.

Any other relevant information

Lesson 8: Interviewing Mary

<p>Learning Intention: I can...</p> <p>...explore Mary's feelings about leaving Dundee for Calabar.</p>	<p>CfE Links:</p> <p>I can create, adapt and sustain different roles, experimenting with movement, expression and voice. EXA 2-12a</p> <p>I can convey information, describe events, explain processes or combine ideas in different ways. LIT 2-28a</p>
<p>What you need:</p> <ul style="list-style-type: none"> • Mary Slessor fact sheet • Internet • She Blazed a Trail http://ssa.nls.uk/film/4133 • One More River Part 1 https://www.youtube.com/watch?v=ueHn3uXKv5k 	<p>Approximate Duration of activity: 1 Hour</p>
<p>What to do:</p> <ul style="list-style-type: none"> • Prior to beginning this activity the children need to have a clear understanding of the early life of Mary Slessor through early activities and watching "She Blazed a Trail" video and One More River Part 1 • In groups, children to create a script of an interview with Mary as she leaves Dundee for Calabar. Exploring areas such as why she is going? What does she want to achieve in Calabar? How is she feeling about leaving? How long will she stay there? What does she think Calabar will be like? • Children perform and video the interview with allocated roles; Mary, Interviewer, Cameraman, News Presenter. 	
<p>Extension: Show videos assembly as part of class assembly</p>	<p>Assessment:</p> <p>Contribution to discussion and devising, observed by teacher.</p> <p>Performance of video.</p> <p>Contribution to peer feedback.</p>

Lesson 9: Planning a trip to Nigeria

<p>Learning Intention: I can...</p> <p>...estimate the time it takes to travel to Nigeria and compare this with the actual timings.</p>	<p>CfE Links: Using simple time periods, I can give a good estimate of how long a journey should take, based on my knowledge of the link between time, speed and distance. MNU 2-10c</p> <p>Throughout all my learning, I can use search facilities of electronic sources to access and retrieve information, recognising the importance this has in my place of learning, at home and in the workplace. TCH 2-03b</p>
<p>What you need:</p> <ul style="list-style-type: none"> • Internet • Lesson 9 Blank Map (enlarge to A3) 	<p>Approximate Duration of activity: 1 Hour</p>
<p>What to do:</p> <ul style="list-style-type: none"> • In groups, children decide the best mode of travel to Calabar. • Children use the Internet to find the shortest journey time to Calabar. • Plan the stages and times of the journey i.e. which parts will be by car, by plane etc • Show on map the parts travelled using which mode of travel, creating a key to show car, plane etc. • Present their findings to the rest of the class. 	
<p>Extension: Work out the cost of travel to Calabar</p>	<p>Assessment: Presentation to class and maps.</p>

9: Planning a trip to Nigeria



Lesson 10: Travel to Nigeria Then and Now

<p>Learning Intention: I can...</p> <p>...explore the advantages and disadvantages of different modes of travel between Dundee and Calabar then and now</p>	<p>CfE Links: Having explored the ways journeys can be made, I can consider the advantages and disadvantages of different forms of transport, discussing their impact on the environment. SOC 2-09a</p> <p>When listening and talking with others for different purposes, I can:</p> <ul style="list-style-type: none"> • share information, experiences and opinions • explain processes and ideas • identify issues raised and summarise main points or findings • clarify points by asking questions or by asking others to say more. <p>LIT 2-09a</p>
<p>What you need:</p> <ul style="list-style-type: none"> • A3 sheet 	<p>Approximate Duration of activity: 1 hour</p>
<p>What to do:</p> <ul style="list-style-type: none"> • Split class into groups and give each group an A3 sheet with "Present Day Travel by Air" on one side and "Past Travel by Ship". Groups explore the possible advantages and disadvantages of each form of travel. • Groups decide if they are in favour of Air or Ship and debate why their mode of travel is better for the environment and why. 	
<p>Extension:</p> <ul style="list-style-type: none"> • Design posters to persuade people to use a specific mode of travel 	<p>Assessment: Finished product. Attention to detail taking notes.</p>

Lesson 11: Diamante Poem

<p>Learning Outcome: I can...</p> <p>...write a diamante poem to describe Mary's journey to Calabar.</p>	<p>CfE Links: By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience. LIT 2-26a</p>
<p>What you need:</p> <ul style="list-style-type: none"> • Paper • Planning sheet • Pencils 	<p>Approximate Duration of activity:</p> <p>2 hours</p>
<p>What to do:</p> <ul style="list-style-type: none"> • A Diamante is a seven-lined poem about opposites set up in a diamond shape. Line 1: One word - Subject/ Noun. Line 2: Two words - adjectives to describe line 1. Line 3: Three words - Verbs to relate with line 1. Line 4: Four words - Nouns - Two words about Line 1, two words about line 7. Line 5: Three words - Verbs to relate with line 7. Line 6: Two words - adjectives to describe line 7. Line 7: One word - ANTONYM - A word that is the opposite of line 1. • On 5 August 1876, at the age of 28 Mary Slessor set sail from Southampton on the SS Ethiopia to arrive in Calabar 5 weeks later. • Children should use the planning sheet to help them to write a diamante poem about Mary's journey from Liverpool to Calabar, leaving behind Great Britain to arrive in a very contrasting country of Nigeria. Discuss the opposites of these countries - colours, heat, smells etc. 	
<p>Extension:</p> <p>Complete a diamante poem for an aspect of their own life.</p>	<p>Assessment:</p> <p>Finished diamante poem meeting success criteria.</p>

Lesson 11: Diamante Poem Plan

Name: _____

Date: _____

1 word - Subject/ Noun]	
Two words - adjectives to describe line 1.	
Three words - Verbs to relate with line 1.	
Four words - Nouns - Two words about Line 1, two words about line 7.	
Three words - Verbs to relate with line 7.	
Two words - adjectives to describe line 7.	
One word - ANTONYM - A word that is the opposite of line 1.	

Lesson 12a: Mary in Calabar

<p>Learning Outcome: I can..</p> <ul style="list-style-type: none"> Recognise and discuss the differences between Mary's life in Dundee and her life in Calabar. Describe the type of society Mary lived in when she first arrived in Calabar. 	<p>CfE Links: I can use primary and secondary sources selectively to research events in the past. SOC 2-01a I can compare and contrast a society in the past with my own and contribute to a discussion of the similarities and differences. SOC 2-04a</p>
<p>What you need:</p> <ul style="list-style-type: none"> Images of Dundee in the 1870s www.maryslessor.org and www.photopolis.dundee.gov.uk Images of Calabar in 1870s/80s- www.maryslessor.org Images of Mary's Church in Dundee and the Mission House in Calabar. www.maryslessor.org Video of Mary in Calabar-One More River Part1 - www.youtube.com/watch?v=ueHn3uXKv5k 	<p>Approximate Duration of activity: 1 hour</p>
<p>What to do:</p> <ol style="list-style-type: none"> Look at images of Dundee from when Mary was living there. Watch video and look at images from Calabar when Mary first arrived. Discuss any similarities/differences. Discuss with the children how they may have felt when they first arrived at the airport on a foreign holiday. Leads on to thinking about how Mary must have felt. Discuss differences Mary would have faced - language, food, smells, weather, sounds, sights, family/friends. Children to appreciate the differences Mary was facing now she was in Calabar. 	
<p>Extension: Venn diagram of things children think Mary had just in Dundee, just in Calabar or in both places.</p>	<p>Assessment: Ability to understand that photographs can tell us a lot about past societies. Discussion Observation</p>

Lesson 12b: Missionary Work in Calabar

<p>Learning Outcome: I can.. Understand how Mary's Christian faith led her to work with African tribes and how she brought about changes to their customs and beliefs.</p>	<p>CfE Links: Through exploring the lives and teachings of Jesus and other figures in Christianity, I am increasing my knowledge and understanding of key Christian beliefs. RME 2-01b</p> <p>Through investigating and reflecting upon the lives of Jesus and key Christian figures, and drawing upon moral values as expressed in Christianity, I am beginning to understand how these have influenced Christian morality. RME 2-02a</p>
<p>What you need:</p> <ul style="list-style-type: none"> • Stories told by Jesus about everyone being equal in God's eyes. (Matthew 18v1-5, Greatest in the Kingdom of Heaven), (Matthew 22 v37-40, Greatest Commandment), (John 3 v16 - For God so loved the world..) • Book 'Forward into Calabar' • One More River Part1 - www.youtube.com/watch?v=ueHn3uXKv5k 	<p>Approximate Duration of activity: 1 hour</p>
<p>What to do:</p> <ol style="list-style-type: none"> 1. Remind class of the reasons for Mary's decision to become a Missionary. 2. Discuss the customs and beliefs that Mary discovered in Calabar, eg killing of twins, human sacrifice. 3. Teach class Christian beliefs on everyone being equal and that Jesus especially welcomed children. 4. Discuss why Mary would have been horrified at the treatment of twins. 5. Research how Mary brought about change - think about her character, what she did to get to become so trusted and respected, - learned their language, lived with the people went alone- by the tribes. 	
<p>Extension: Discuss how society has changed with regard to its view on children working in this country - refer to Mary's own experiences and how different things are for children today.</p>	<p>Assessment: Questioning Observation Discussion</p>

Lesson 13: Needs and Wants

(adapted from Dhaka to Dundee Learning Package)

<p>Learning Outcome: I can.... distinguish between a need and a want.</p>	<p>CfE Links: As I explore the rights to which I am entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others. HWB 2-09a</p>
<p>What you need:</p> <ul style="list-style-type: none"> • Set of Needs and Wants Cards for each pair • http://www.oneworldcentredundee.org.uk/Dhaka/extras/Activity%2029%20-%20Needs%20and%20Wants%20Cards.pdf • Large sheet of paper • Glue • Scissors 	<p>Approximate Duration of activity: 1 hour</p>
<p>What to do:</p> <ul style="list-style-type: none"> • Recap on the custom in Calabar of killing twins at the time of Mary's arrival and discuss with the children the fact that societies across the world today treat children differently. • A discussion should be led by the class teacher asking what the children want for their next birthday/Christmas. The children should then be asked what would happen if they didn't have the item they wanted. Is it changing their life right now not having it - are they having to do without? Chances are the children will reply that they could live without this wanted item. Explain to the children that this is a want. • Ask them then what they think a need is. Follow on with a discussion about what we think children need in order to survive. • Give out to the children in pairs a set of the needs and wants cards, ask them to put them into two piles - needs and wants. • Ask the children to compare their lists with each other, discuss any differences. • The children should then colour in and glue their lists into the correct side of a sheet of paper which should be divided into needs and wants. 	
<p>Extension:</p>	<p>Assessment:</p>

Discuss whether or not Mary Slessor was someone who lived her life based on what she 'wanted' or on what other people 'needed'.

Discussion.

Needs and wants lists.

Lesson 14: Convention on the Rights of the Child

(Adapted from Dhaka to Dundee Learning Package)

<p>Learning Outcome: I can... Understand the rights to which I am entitled in the UNCRC and what it means.</p>	<p>CfE Links: As I explore the rights to which I am entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others. HWB 2-09a</p>
<p>What you need:</p> <ul style="list-style-type: none">• UNICEF booklet - Rights for Every Child - www.unicef.org/rightsite/files/rightsforeverychild.pdf• Convention of the Rights of the Child cards (see www.oneworldcentredundee.org.uk/Dhaka/contents - see Activity 33)• Scissors• Glue• Large sheets of paper	<p>Approximate Duration of activity: 1½ hours</p>
<p>What to do:</p> <ul style="list-style-type: none">• Explain to the children what the Convention of the Rights of the Child are and that we are going to look in depth at them.• Give each child in the class a Convention on the Rights of the Child card. Have them read their card fully and make sure that they understand it.• Tell them that they are going to move around the classroom and meet other children. To each child they meet they should explain what their card says. If the two children feel that their cards have something in common they should group together in search of other cards. Children should be allowed to move groups if they change their minds about their right.• Once everyone is grouped ask each group to decide on a group name, i.e. Health, Education, Safety, etc. Each group is then given a large piece of paper to stick and design their cards onto.• The children should then be given some time to prepare a small oral presentation on their findings.• Discussion should follow surrounding the following questions:<ul style="list-style-type: none">○ What seem to be the main types of rights protected?	

- Do some types of rights seem to be given more emphasis than others?
- Are there any rights that have been left out that they feel should have been included? (link to previous lesson)
- Are there any rights that should be given priority, or are all rights equal?
- Are there any rights that you think Scotland does particularly well at upholding? Are there some that Scotland should give more attention to?
- Finally give each child a copy of UNICEF's booklet - A Right for Every Child and ask them to look at it and keep it safe.

Extension:

Write a letter to their MSP as if they were Mary Slessor giving her opinion on children's rights in Scotland today.

Assessment:

Discussion through 'walk about, talk about'.

Discussion of final questions.

Finished groupings.

The United Nations Convention on the Rights of the child

Article 1: The Convention defines a child as a person under 18 unless national law recognises that the age of majority is reached earlier.

Article 2: All the rights laid down in the Convention are to be enjoyed by children regardless of race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status.

Article 3: All sections concerning the child should be in his/her best interests.

Article 4: The State's obligation to translate the rights of the Convention into reality.

Article 5: The State should respect the rights and responsibilities of parents to provide guidance appropriate to the child's capacities.

Every child has:

Article 6: The right to life.

Article 7: The right to a name and a nationality and, as far as possible, the right to know and to be cared for by his/her parents.

Article 8: The right to protection of his/her identity by the state.

Article 9: The right to live with his/her parents unless incompatible with his/her best interests. The right, if desired, to maintain personal relations and direct contact with both parents separated from one or both.

Article 10: The right to leave and enter her/his own country, and other countries, for purposes of reunion with parents and maintaining the child-parent relationship.

Article 11: The right to protection by the State if unlawfully taken or kept abroad by a parent.

Article 12: The right to freely express an opinion in all matters affecting her/him and to have that opinion taken into account.

Article 13: The right to express views, and obtain and transmit ideas and information regardless of frontiers.

Article 14: The right to freedom of thought, conscience and religion, subject to appropriate parental guidance.

Article 15: The right to meet together with other children and join and form associations.

Article 16: The right to protection from arbitrary and unlawful interference with privacy, family, home and correspondence, and from libel and slander.

Article 17: The right of access to information and materials from a diversity of sources and of protection from harmful materials.

Article 18: The right to benefit from child-rearing assistance and child-care services and facilities provided to parents/guardians by the State.

Article 19: The right to protection from maltreatment by parents or others responsible for her/his care.

Article 20: The right to special protection if s/he is temporarily or permanently deprived of his/her family environment, due regard being paid to her/his cultural background.

Article 21: The right, in countries where adoption is allowed, to have ensured that an adoption is carried out in her/his best interests.

Article 22: The right, if a refugee, to special protection.

Article 23: The right, if disabled, to special care, education and training to help her/him enjoy a full life in conditions which ensure dignity, promote self-reliance and a full and active life in society.

Article 24: The right to the highest standard of health and medical care attainable.

Article 25: The right, if placed by the State for purposes of care, protection or treatment, to have all aspects of that placement regularly evaluated.

Article 26: The right to benefit from social security.

Article 27: The right to a standard of living adequate for her/his physical, mental, spiritual, moral and social development.

Article 28: The right to education, including free primary education. Discipline to be consistent with a child's human dignity.

Article 29: The right to an education which prepares her/him for an active, responsible life as an adult in a free society which respects others and the environment.

Article 30: The right, if a member of a minority community or indigenous people, to enjoy her/his own culture, to practise her/his own religion and use her/his own language.

Article 31: The right to rest and leisure, to engage in play and to participate in recreational, cultural and artistic activities.

Article 32: The right to protection from economic exploitation and work that is hazardous, interferes with her/his education or harms her/his health or physical, mental, spiritual, moral and social development.

Article 33: The right to protection from narcotic drugs and from being involved in their production or distribution.

Article 34: The right to protection from sexual exploitation and abuse.

Article 35: The right to protection from being abducted, sold or trafficked.

Article 36: The right to protection from all other forms of exploitation.

Article 37: The right not to be subjected to torture or degrading treatment. If detained, not to be kept with adults, sentenced to death nor imprisoned to life without the possibility of release. The right to legal assistance contact with family.

Article 38: The right, if below 15 years of age, not to be recruited into armed forces nor to engage in direct hostilities.

Article 39: The right, if the victim of armed conflict, torture, neglect, maltreatment or exploitation, to receive appropriate treatment or his/her physical and psychological recovery and reintegration into society.

Article 40: The right, if accused or guilty of committing an offence, to age-appropriate treatment likely to promote her/his sense of dignity and worth and her/his reintegration as a constructive member of society.

Article 41: The right to be informed of these principles and provisions by the State in which s/he lives.

Lesson 15: Comparing Lives

(Adapted from the Dhaka to Dundee Learning Package)

Learning Outcome: To use knowledge of children's rights to compare life in Nigeria to their own.	CfE Links: By comparing the lifestyle and culture of citizens in another country with those of Scotland, I can discuss the similarities and differences. HWB 2-09a
What you need: <ul style="list-style-type: none">• UNICEF's A Right for Every Child booklet (see previous lesson).• Information from charity websites on Nigeria - www.unicef.org www.savethechildren.org.uk/whe-re-we-work/africa/nigeria www.maryslessor.org	Approximate Duration of activity: 1 ½ hours
What to do: <ol style="list-style-type: none">1. Ask each child to look through the UNICEF's A Right for Every Child booklet to re-familiarise themselves with the Convention of the Rights of the Child.2. Ask the children to consider everything that they have learned and watched about the living and working conditions of children in Nigeria; lead a discussion on what rights they think are not being met for these children.3. Discuss with the children how they feel about the lives that these children have and compare them to their own - this discussion should be appropriate for your children. Older children can have quite an in-depth analysis of their lives, commenting on needs, wants and rights.4. The children can then think about what can be done to improve life for children in Nigeria, and this could lead to research. This could include work done by charities such as UNICEF, Save the Children and The Mary Slessor Foundation or organisations such as Labour behind the Label or the Fairtrade Foundation.5. A lot of children will discuss how grateful they are for what they have. It is important that children are encouraged not to feel guilt, pity or powerlessness, but rather develop empathy and a sense of urgency. A good way to do this is to point to a positive action which can be taken to make a difference, such as their families swapping their brand of teabags to a Fairtrade brand.	

Extension:

Research the work of The Mary Slessor Foundation for homework.

Investigate the difference Fairtrade products make to producers in the global south.

Assessment:

Observation.

Discussion.

Lesson 16: Graph Work Climate and Rainfall Statistics

(Adapted from Graph Work activity in From Dundee to Dhaka learning resource)

<p>Learning Intention: I can... ...use information about the climates in Nigeria and Scotland to create bar graphs ...use information about the rainfall in Nigeria and Scotland to create bar graphs</p>	<p>CfE Links: I can display data in a clear way using a suitable scale, by choosing appropriately from an extended range of tables, charts, diagrams and graphs, making effective use of technology. MTH 2-21a</p>
<p>What you need:</p> <ul style="list-style-type: none"> • Climate and Rainfall statistics • Graph paper • Pencils/pens 	<p>Approximate Duration of activity: 2 x 1 hour</p>
<p>What to do:</p> <ul style="list-style-type: none"> • Give the Climate and Rainfall statistic sheet to each child. • Discuss with the children what should be used for both axes and what the intervals should be, if needed draw on board to aid children. • Allow the children to draw bar graphs to compare the temperatures of different cities. • The children should then report on their findings about the climate in Calabar compared to that of Dundee • This could be done as one lesson. • Repeat this process for Rainfall. 	
<p>Extension:</p> <ul style="list-style-type: none"> • The children could research the internet to find Dundee and Calabar stats to create graphs. • Create different kinds of graph using the information. 	<p>Assessment: Drawing of bar graphs. Observation.</p>

Lesson 16: Graph Work Climate and Rainfall Statistics

Climate and Rainfall in Calabar, Nigeria

	Jan	Feb	Mar	Apr	May	June	July	Aug	Sep	Oct	Nov	Dec
Average high in °C	30	32	32	31	31	30	29	28	29	29	31	30
Average low in °C	22	22	23	22	22	22	22	22	22	22	22	22
Av. rainfall - mm	25	47	128	192	267	392	436	372	388	296	140	35

Climate and Rainfall in Dundee, Scotland

	Jan	Feb	Mar	Apr	May	June	July	Aug	Sep	Oct	Nov	Dec
Average high in °C	5	6	8	11	14	18	19	19	17	13	9	7
Average low in °C	0	1	2	4	6	9	11	10	8	6	3	2
Av. Rainfall - mm	65	47	49	43	62	55	89	72	61	76	71	71

Lesson 17: Nigerian Food

<p>Learning Outcome: I can... compare a typical Scottish meal with a typical Nigerian meal.</p>	<p>CfE Links: I enjoy eating a diversity of foods in a range of social situations. HWB 2-29a</p>
<p>What you need:</p> <ul style="list-style-type: none"> • Nigerian Food Worksheet (see resources) • Paper plates • Writing pencils • Colouring pencils • Food images bank (see resources) 	<p>Approximate Duration of activity: 1-2 hours</p>
<p>What to do:</p> <ul style="list-style-type: none"> • This activity is designed to make the children aware of the different eating habits in different parts of the world. • Discuss what the children typically have to eat during the day. • Cut out images and stick onto 'Scottish' paper plate. • Discuss how food from different parts of the world is now eaten in Scotland, eg Indian, Chinese, Thai, Mexican • Look at the information contained in the Nigerian Food Worksheet. • Get the children to think about why food is so different in Nigeria. • Children cut out Nigerian food images and stick onto 'Nigerian' paper plate. • Alternatively, children work with partners and share the activity for both Scottish and Nigerian food. 	
<p>Extension: Children find out how much food/drink is imported into Scotland and how much Scotland exports.</p>	<p>Assessment: Observation Discussion</p>

Nigerian Food Worksheet

This contains information on:-

- Typical Nigerian Food
- Food for Religious and Holiday Celebrations
- Mealtime Customs

(Source: www.foodbycountry.com)

Typical Nigerian Food

Nigeria is one of the world's most ethnically diverse countries. The country has such a variety of people and cultures that it is difficult to pick one national dish.

Each area of Nigeria has its own regional favourite that depends on customs, tradition and religion. The different foods available also depends on the season: the 'hungry' season is before the rains arrive in March, and the 'season of surplus' follows the harvest in October-November. Fruits, however, are enjoyed all year round due to the fact that Nigeria lies in the Tropics. Some of the popular fruits are - oranges, melons, grapefruits, limes, mangoes, bananas and pineapples.

People of the northern region (mostly Muslim) have diets based on beans, sorghum (a type of grain) and brown rice. The Hausa people of this region also like to eat meat in the form of *tserere* or *suya* (kebabs). The people from the eastern part, mostly Igbo/Ibo, eat *gari* -cassava powder - dumplings, pumpkins and yams. Yams are usually eaten in place of potatoes and are an important part of the Nigerian diet.

People living in the cities tend to buy their food from 'chop bars' (bars that sell food), street vendors, hawkers or from restaurants. They may purchase dishes such as *Ikwaka*, a steamed pudding made from corn and ripe plantains, and *moin-moin*, a steamed cake of ground dried beans and fish. These dishes may be served with *jollof rice* (a spicy tomato-based rice), cassava, yams, *okro*, beans, plantains or kebabs.

Nigerian stews, such as *ikokore* (made with fish and yams) are typically spicy and eaten with rice, yams, cassava and corn. Peppers and chillies are used regularly in dishes and as a relish.

Food for Religious and Holiday Celebrations

Muslim and Christian holidays include Ramadan, Christmas and Easter.

A Christmas feast may include *obedidin* - roasted goat, jollof rice with chicken stew, *moin-moin*, *iyam* - pounded yams- and chopped liver.

Besides religious holidays, there are many cultural festivals throughout the year. The Argungu Fish and Cultural Festival is held on the banks of the River Sokoto. Several months before the Festival, the river is dammed. When the celebrations begin, hundreds of fishermen jump into the river at once to scare the fish into the waiting nets.

Igbo Day is a festival of *Iri-ji* - which means, 'new yam eating'. It is held by the Igbo people in August and is a day to celebrate the end of the cultivation season. The oldest man in the community eats the first new yam. This ritual is meant to express the community's appreciation to the gods for making the harvest of farm crops possible.

Mealtime Customs

Many Nigerians rise as early as 5am, when a small breakfast is eaten. This usually consists of rice and mangoes, or stewed soya beans. *Dodo* (fried plantains) is a common dish, as well as leftovers from the night before.

Lunch is eaten around 11am and considered the most important meal of the day. Dishes such as *efo* (stew) or *moin moin* may be served. Soups and stews are common lunchtime foods. In southern Nigeria, two favourite sops are *egusi* soup and *palm nut* soup. *Egusi* is a spicy yellow soup with meat, red chillies, ground dried shrimp and greens. *Palm nut* soup is a stew made with meat, chillies, tomatoes, onions and palm nut oil.

A late dinner may be served with dishes similar to those offered at lunchtime.

Lunch and dinners are typically served on large communal plates and shared among children according to their gender and age. Young children may eat from a dish with their mother, but when they reach the age of 7 or 8 the boys and girls are separated and meals eaten with either the male or female adults.

Nigerians enjoy many different snacks that are eaten throughout the day. Some examples are fried yam, chips, boiled groundnuts and meat pastries. *Akara* - a deep fried cake made with black-eyed peas is sometimes eaten with chilli dip. Other snacks are *kulikui* (deep fried balls of peanut paste) *suya* and hot and spsicy kebab. Snack foods are an important part of a child's diet. Fresh fruits, fried bean cakes are commonly sold by street vendors.

Scottish Food Images



Nigerian Food Images



1 Yams



1 Nigerian Fish Stew



3 Jollof Rice



2 Sorghum



5 Suya



6 Cassava Cake



7 Cassava



8 Moin-Moin Pudding

Lesson 18: Cooking Nigerian Food

<p>Learning Outcome: I can... prepare and cook a typical Nigerian meal.</p>	<p>CfE Links: I enjoy eating a diversity of foods in a range of social situations HWB 2-29a Through exploration and discussion, I can understand that food practices and preferences are influenced by factors such as food sources, finance, culture and religion. HWB 2-34a</p>
<p>What you need:</p> <ul style="list-style-type: none"> • Nigerian Recipes Sheet (see resources) • Kitchen area and cooker • Cooking utensils • Food listed in recipes 	<p>Approximate Duration of activity: 2 hours</p>
<p>What to do:</p> <ul style="list-style-type: none"> • Split class into groups and have a recipe card ready for each group • Where possible have the children prepare and cook their group dish in school. • Alternatively, this activity can be a homework task. • Children then discuss what they liked/disliked about their dish. 	
<p>Extension: Children to research and try other Nigerian dishes. Take recipes home and help cook a meal.</p>	<p>Assessment: Observation Discussion Trying the food!</p>

Cooking Nigerian Food

Nigerian Recipe Sheet

ISU - Spiced Boiled Yams

Ingredients

- 2 pounds yams, peeled and thickly sliced
- 1 $\frac{1}{2}$ teaspoon salt
- 1 clove garlic
- 1 teaspoon cinnamon
- 4 tablespoons melted butter
- Cayenne pepper, to taste



Method

1. Place the yams in a large saucepan and add enough water to cover them.
2. Add the salt, garlic clove and cinnamon. Bring to boil.
3. Reduce heat to medium and cook until tender for 15-20 minutes.
4. Drain the yams and remove the garlic clove and discard it.
5. Place the yams on a plate and drizzle the butter over the top.
6. Sprinkle with a little cayenne pepper if you want - be careful cayenne pepper tastes very hot - and serve.

Nigerian Stew

Ingredients

- 2 pounds fish fillets, thinly sliced (chicken can be used too)
- Salt, to taste
- Pinch of thyme
- $\frac{1}{4}$ cup red pepper, minced
- $\frac{3}{4}$ cup tomato paste
- 1 medium onion, chopped
- 4 cups water
- $\frac{1}{4}$ cup peanut or vegetable oil
- 1 chicken stock cube



Method

1. Season fish or chicken with salt and thyme
2. Place the pepper, tomato paste, onion and water in a large pot.
3. Cook for 10 minutes over medium heat
4. Add the oil and stock cube. Simmer over low heat for 15 minutes.
5. Add the seasoned fish and simmer for 10 minutes. If using chicken simmer for 20 minutes.
6. Serve with rice.

Jollof Rice

Ingredients

- 1 large onion, chopped
- 2 tablespoons vegetable oil
- 2 teaspoons tomato paste
- 1 $\frac{1}{2}$ cups cooked rice
- 1 green chilli, seeded and chopped (green pepper can be used instead)
- 1 cup meat or vegetable stock



Method

1. Cook the rice according to package instructions
2. Heat the oil in a frying pan and saute the onion until soft, but not browned.
3. Add the tomato paste and chilli and cook on medium heat for about 2 minutes, stirring.
4. Add the rice and continue stirring.
5. Add the stock and bring the mixture to the boil.
6. Reduce heat to medium and cook until almost all of the stock has evaporated.

Lesson 19: West African Music

www.oxfam.org.uk/education/

<p>Learning Outcome:</p> <p>I can.... Listen to and appreciate the diversity in West African music and perform a simple cyclical patterns based on traditional West African music</p>	<p>CfE Links:</p> <p>I can use my voice, musical instruments and music technology to experiment with sounds, pitch, melody, rhythm, timbre and dynamics. EXA 2-17a</p> <p>I have listened to a range of music and can respond by discussing my thoughts and feelings. EXA 2-19a</p>
<p>What you need:</p> <ul style="list-style-type: none"> • Link to- www.oxfam.org.uk/education/resources/raising her voice • Musical instruments: percussion 	<p>Approximate Duration of activity:</p> <p>1 hour</p>
<p>What to do:</p> <ul style="list-style-type: none"> • Download the Oxfam resource referred to above. • Read the background notes for teachers. • The activity allows children to develop their knowledge of different types of music in West Africa • Explain to the class that they are going to look at different types of music from West Africa. • Hand out Pupil Listening Sheets. • Play 4 clips of music. • Use Powerpoint presentation (slides 15-18) • Listen to a clip of music and get class to play cyclic patterns. • Add instruments 	
<p>Extension:</p> <p>If any pupils in class are learning other musical instruments they can play the rhythm on these.</p>	<p>Assessment:</p> <p>Observation Listening</p>

Lesson 20: Raising Your Voice

<p>Learning Outcome:</p> <p>I can.... use descriptive language to create key messages on children's rights or other social issues. I can use creativity to express my opinion in a unique way and work as a team to build a group performance.</p>	<p>CfE Links:</p> <p>I have listened to a range of music and can respond by discussing my thoughts and feelings. EXA 2-19a</p> <p>I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience. LIT2-06a</p>
<p>What you need:</p> <ul style="list-style-type: none"> • Link to- www.oxfam.org.uk/education/resources/raising her voice • Use Lesson 4 - Raising Her Voice • Musical instruments - general percussion 	<p>Approximate Duration of activity:</p> <p>1 hour</p>
<p>What to do:</p> <ul style="list-style-type: none"> • Download the Oxfam resource referred to above. • Read the background notes for teachers. • Refer back to the lessons on Needs and Wants and the Rights of the Child. • Explain that the class are going to use their ideas from those lessons to build up their own song about issues facing children in Africa or about how life in their own community could be improved. • Discuss ideas they could use. • Split the class into groups to write a short message that sums up what they have learned. • Recap the cyclic patterns learned in previous Lesson 19. • Explain to the class that they are going to say their message over the top of the music. • Once groups have written their message, each performs the message while whole class perform the cyclic pattern. 	
<p>Extension:</p> <p>Whole class performance to another class/school.</p>	<p>Assessment:</p> <p>Observation</p>

Lesson 21: 'White Queen of Okoyong'

<p>Learning Outcome: I can..</p> <p>Understand the reasons why Mary was chosen to be Vice-Consul and understand the impact on and difference her life made the people of the Calabar region of Nigeria.</p>	<p>CfE Links:</p> <p>I can discuss why people and events from a particular time in the past were important, placing them within a historical context.</p> <p style="text-align: right;">SOC 2-06a</p>
<p>What you need:</p> <ul style="list-style-type: none"> • One More River Part 2 www.youtube.com/watch?v=ueHn3uXKv5k • Book - 'Forward into Calabar' • Maryslessor.org - African Years - Her Extraordinary Impact and The Legacy 	<p>Approximate Duration of activity: 1 hour</p>
<p>What to do:</p> <ul style="list-style-type: none"> • Having watched the video and read the information from the website, discuss with the class how extraordinary it was that a white woman from Dundee became Vice-Consul in the area. • Discuss what the children think drove Mary to return to Africa in spite of being ill with malaria on 4 separate occasions. • Discuss what the titles 'White Queen of Okoyong' and 'Eka Kpukpro' - 'Mother of all the Peoples' tell us about Mary. • Discuss the high regard that Mary is still held in by Nigerians today. • Show the children the commemorative stone that is now in place in Dundee. 	
<p>Extension: Design a commemorative plaque for the classroom.</p>	<p>Assessment: Discussion Observation</p>

Lesson 22: Designing a Mission House

<p>Learning Outcome: I can...</p> <p>...design and make a model of a mission house.</p>	<p>CfE Links: Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design.</p> <p>EXA 2-05a Through discovery and imagination, I can develop and use problem-solving strategies to construct models.</p> <p>TCH 2-14a</p>
<p>What you need:</p> <ul style="list-style-type: none"> • Paper • Card • Glue • Straws • Pictures of mud huts 	<p>Approximate Duration of activity:</p> <p>2 hours</p>
<p>What to do:</p> <ul style="list-style-type: none"> • Show the children pictures of mud huts. • Living in a mud hut: <ul style="list-style-type: none"> ○ http://www.emleyafricanschools.co.uk/index.php/our-daily-life/living-in-a-mud-hut • Mud hut: <ul style="list-style-type: none"> ○ http://farm1.static.flickr.com/78/201644901_685ca48c84.jpg ○ http://farm4.static.flickr.com/3899/14782615739_345fd21efd_m.jpg • Explain to the children that Mary was always asking the Chief in Ekenge for her own mission house instead of the small mud hut she lived in. Eventually the Chief allowed this and the locals built part of this for Mary. Charles Owen's came over from Scotland to build the main part of the house. Mary ensured the layout of the house was practical. • "As she surveyed the site, Mary realized she needed to act fast to have any say in how her new home should look. She quickly thought about what would be the most practical arrangement for her and settled on a kitchen and living hut, a girls' hut, a boys' hut and a hut for herself. Each hut would be about 30 feet long and 10 feet wide and would be laid out on the site in such a way as to form three sides of a square. This would allow her one day to build a larger house in the middle and use the huts as storage areas." Source: page 164 Mary Slessor - Forward into Calabar by J. Bengé & G. Bengé • Mary's mission house at Ekenge: http://maryslessor.org/2014/04/life-far-away-from-home/house-1/ 	

- Discuss why Mary wanted the layout the way she did.
- Taking into account the criteria needed for a missions house, the children should design their own mission house listing the materials they would need.
- Children to make a model of their ideal mission house and be able to explain their layout.

Extension:

The house is being put up for sale. Write an advertisement to highlight the features of the house.

Assessment:

Completed designs and models.

Lesson 23: Naming of the hospital

<p>Learning Outcome: I can...</p> <p>...write a persuasive letter to convince the hospital in Calabar to be named after Mary Slessor.</p>	<p>CfE Links: I can persuade, argue, explore issues or express an opinion using relevant supporting detail and/or evidence. LIT 2-29a</p>
<p>What you need:</p> <ul style="list-style-type: none"> • Paper • Pencils • Pictures of Mary Slessor hospital 	<p>Approximate Duration of activity:</p> <p>1 ½ hours</p>
<p>What to do:</p> <ul style="list-style-type: none"> • Look at buildings named after famous people. Discuss why people have buildings named after them. Examples of buildings: Royal Albert Hall, John F Kennedy Airport, Trump Towers, Nelson Mandela airport, Wallace Monument, The V&A. • Set the context: A new hospital is being built in Calabar and you think it should be named after Mary Slessor. You have to send a letter to persuade others why they should agree with you. • In groups, children to list all the possible reasons why Mary should have a hospital named after her. Feedback to class and display ideas on board. • Discuss success criteria to enable the children to complete the task accurately. • Individually or in pairs, children to create a plan for their writing. • Complete written task. 	
<p>Extension:</p> <p>Word process work</p>	<p>Assessment:</p> <p>Completed letter achieving success criteria.</p>

Lesson 24: Mary Slessor's Obituary

<p>Learning Outcome: I can...</p> <p>...write Mary Slessor's obituary.</p>	<p>CfE Links: By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience.</p> <p>LIT 2-26a</p>
<p>What you need:</p> <ul style="list-style-type: none"> • Paper • Pencils • Examples of obituaries • Planning template 	<p>Approximate Duration of activity:</p> <p>1 ½ hours</p>
<p>What to do:</p> <ul style="list-style-type: none"> • Look at a few obituaries of famous people. A search on 'obituaries' and the year will produce some recent ones. Think, pair, share - what is the purpose of an obituary? • Look at and discuss the structure of an obituary: How the person died, highlights of his/ her life, birth and death dates. Display the structure of an obituary for children to use as success criteria when completing written task. • Explain to the children that Mary died on 13th January 1915 after falling ill. • Children to plan their writing. Use template if required. • Complete Mary Slessor's obituary. • Children could complete this task independently or alternatively could work together to write one part of the obituary and then put it all together. 	
<p>Extension:</p> <p>Word process work.</p> <p>Write an obituary for a current famous person.</p>	<p>Assessment:</p> <p>Completed obituary achieving success criteria.</p>

Lesson 24: Obituary Plan

Name: _____

Date: _____

Name	Mary Mitchell Slessor
How Mary died	
Her life in Dundee	
Her life in Duke Town	
What she achieved for the people in the jungle	
Birth date	
Death date	

Additional Lesson: Mary Slessor's life through art

<p>Learning Outcome: I can...</p> <p>...research one part of Mary's life and use a variety of media to create settings throughout Mary Slessor's life.</p>	<p>CfE Links: Throughout all my learning, I can use search facilities of electronic sources to access and retrieve information, recognising the importance this has in my place of learning, at home and in the workplace. TCH 2-03b</p> <p>Through observing and recording from my experiences across the curriculum, I can create images and objects which show my awareness and recognition of detail. EXA 2-04a</p>
<p>What you need:</p> <ul style="list-style-type: none"> • Paper • Pencils • Art resources • Picture of Mary 	<p>Approximate Duration of activity:</p> <p>1 ½ hours</p>
<p>What to do:</p> <ul style="list-style-type: none"> • Children should be split into groups to focus on one part of Mary's life. (Jute Mills, Ekenge, Camps, Mission houses (Ekenge & Duke Town), Boat (canoes & journey on ship to Calabar) • Children should research that setting, picking out important characteristics. • Once they are confident with Mary's surroundings in that part of her life, they will create the setting on paper. Children should have access to a variety of media and should be encouraged to illustrate as much detail as possible. Emphasise that it should be very clear what setting has been created by the end of the task. • Once they are finished with the setting they should glue on the picture of Mary. http://en.wikipedia.org/wiki/Mary_Slessor 	
<p>Extension:</p> <p>Complete further research. Create a different setting.</p> <p>See mosaic lesson</p>	<p>Assessment:</p> <p>Completed setting with sufficient detail.</p>

Additional Lesson: African Mask

<p>Learning Intention: I can...</p> <p>...create a tribal African mask using papier mache.</p>	<p>CfE Links: I have the opportunity to choose and explore an extended range of media and technologies to create images and objects, comparing and combining them for specific tasks.</p> <p style="text-align: right;">EXA 2-02a</p>
<p>What you need:</p> <ul style="list-style-type: none"> • 2 pint milk bottle per child • Strips of news paper • PVA glue mixed $\frac{1}{2}$ and $\frac{1}{2}$ with water • Spaghetti, split peas • Kitchen roll • Paint brush • Image of Mask example 	<p>Approximate Duration of activity: 5 x 1 hour</p>
<p>What to do:</p> <ul style="list-style-type: none"> • Each child must have a 2 pint milk bottle. Cover the bottle with papier mache on the handle side from cap to base ensuring the handle is clearly defined as this forms the nose of the mask. • Apply two layers and leave to dry. Repeat this three times • Add detail to the mask using spaghetti, twisted kitchen roll and split peas. Cover these additions with the PVA mixture pushing the kitchen roll into all the spaces using a paint brush. • Apply a final layer of kitchen roll. • Once dry paint. When paint is dry coat with PVA (with no water) 	
<p>Extension:</p> <ul style="list-style-type: none"> • Use masks as part of a dance or in assembly 	<p>Assessment: Finished product.</p>

Additional Lesson: African Mask Example



Additional Lesson: Mosaic

<p>Learning Outcome: I can...</p> <p>... design a mosaic to illustrate a part of Mary Slessor's life.</p>	<p>CfE Links: Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design. EXA 2-05a</p>
<p>What you need:</p> <ul style="list-style-type: none"> • Black paper • Coloured paper • Glue • Pencil 	<p>Approximate Duration of activity:</p> <p>1 ½ hours</p>
<p>What to do:</p> <ul style="list-style-type: none"> • Discuss mosaics with the class - What is a mosaic? Have they ever seen/ made a mosaic before? Show examples of mosaics by artist Sue Kershaw. • http://www.mosaicart.org.uk/gallery_352403.html • Explain the purpose of the lesson. Pupils will be creating a mosaic of Mary Slessor by tearing coloured paper into small pieces. To begin with they should lightly draw the outline of the picture they are trying to create. They then have to arrange the coloured squares to construct the picture. To challenge pupils, they should have to add more detail to their mosaic - a background such as the jute mills, Duke Town or Okoyong. • Show pupils a picture of the stained glass window at McManus Galleries as inspiration for their own mosaic. • Mary Slessor stained glass window http://womenofscotland.org.uk/sites/default/files/2012/04/imgp0508.jpg 	
<p>Extension:</p> <p>Design a mosaic to highlight a part of their own life.</p>	<p>Assessment:</p> <p>Completed mosaic picture</p>

Additional Lesson: African sunset

<p>Learning Outcome: I can... ...create an African sunset picture.</p>	<p>CfE Links: I can create and present work that shows developing skill in using the visual elements and concepts. EXA 2-03a</p>
<p>What you need: Paper Pencils Yellow and red paint Sponges Black card or black paint for animals Picture of African sunset</p>	<p>Approximate Duration of activity: 1 hour</p>
<p>What to do:</p> <ul style="list-style-type: none"> • Show the children a picture of a sunset. Discuss what colours are in it and highlight to the children that it starts as a deep orange at the top going down to a pale yellow at the bottom of the photo. • Demonstrate how to create the sunset effect using the sponge and mixing reds and yellow together. Children to complete their own sunset. • Think, pair, share - what animals live in Africa? Children could use black paint to paint the animals onto their sunset, or they could draw the animals onto black card then cut and stick them onto sunset. Alternatively children could find silhouette pictures of the animals in ICT and print these to use. 	
<p>Extension: Write an acrostic or kennings poem about an African sunset.</p>	<p>Assessment: Completed sunset picture</p>

Additional Lesson: Script Writing

<p>Learning Outcome: I can...</p> <p>...write a script for one part of Mary Slessor's life.</p>	<p>CfE Links: Throughout the writing process, I can check that my writing makes sense and meets its purpose. LIT 2-23a By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience. LIT 2-26a I have created and presented scripted or improvised drama, beginning to take account of audience and atmosphere. EXA 2-14a</p>
<p>What you need:</p> <ul style="list-style-type: none"> • Paper • Pencils 	<p>Approximate Duration of activity: 3 hours</p>
<p>What to do:</p> <ul style="list-style-type: none"> • Children will need to have gained enough knowledge about Mary Slessor from previous lessons in order to complete this lesson. • If available, look at the example of a script. Explain what parts of the writing is dialogue and which are stage directions. Also point out that the characters name is on the left hand side of the page so they know that's their part. • Explain the task to the children. They are going to write a short script about one part of Mary's life. As a class they are going to write the first part of the script and then they will be split into groups to write their own part. • To demonstrate and set an example of what you expect, work with the whole class to write a short script for when Mary was getting ready to leave Aberdeen and move to Dundee. Suggest a narrator sets the scene at the beginning of the script. Type the script as you go (or have someone in the class do it) so that it can be displayed on the white board for children to read and suggest changes if required. Once everyone is happy with it allow time for the script to be acted out to allow children to see how important the directions are. • Split the class into groups and give time for them to complete their script writing task. Success criteria to include setting the scene, dialogue, character name, directions - how they speak, what they do. 	

Suggestions for parts of Mary's life:

Working in the mills in Dundee.

Helping in the church

Her interview to become a missionary

The day she leaves for Calabar

The journey from Southampton to Calabar

The first day in Calabar

Helping people in need of medical attention

Saving people from having to take the poison bean

Hearing of twins being born and rescuing them

A day in the jungle

- Once children have written their script they should perform it to allow them to see if anything needs to be added. Present their performance to the class.

Extension:

Groups to swap scripts and perform.

Assessment:

Completed script and performance.

Further Suggested Activities

Art

- African necklace
- African puppets
- Line drawing collage
- Stained glass window
- String print of a scene from Mary's life

Language

- Cloze procedure
- Letter from Mary to her family
- Newspaper report on events in the Jungle
- Journal entries
- Reading comprehensions
- Write a blurb about Mary's life
- Write and illustrate a children's book about Mary Slessor
- Write a biography
- Write information leaflet
- Write a kennings poem

Book Challenger Bus <http://www.pwamm.com/>

A fantastic free resource providing an hour long workshop about Mary Slessor and many more famous Scots on a purpose fitted double decker bus.

McManus galleries. They offer activities related to Mary Slessor in their 'Passport to the world' tour and workshop which looks at the human stories behind Dundee's Global links. They can host two classes at once to a maximum of 60 pupils.

Visit from Pastor Sharp from Nigerian RCCG House of Praise Kingsway Dundee
<http://www.rccghopdundee.org/>

Develop a partnership with a school in Nigeria

<https://schoolsonline.britishcouncil.org/programmes-and-funding/linking-programmes-worldwide/connecting-classrooms/partnerships>