

Bridging Histories – Education Pack

KS3 & 4

*Everything your school or community group needs to bridge
community histories*

Bridging Histories – Education Pack KS3&4

Contents

Welcome.....	3
Interview with George Francis, co-director of Bridging Histories.....	3
Share your stories!.....	4
Lesson 1: I Am From.....	5
Worksheet: I am from.....	7
Lesson 2: Recipes.....	9
Lesson 3: Street Histories.....	12
Lesson 4: Family Histories.....	14
Lesson 5: Be Monumental.....	16
Lesson 6: Changemakers.....	19

Bridging Histories – Education Pack KS3&4

Welcome

Hello! We are delighted that you've chosen to bring Bridging Histories to your classroom or community group.

Bridging Histories is a project of the University of Bristol and Bristol History Commission which aims to bring people together to learn about the past and make positive change for the future. Our vision is a world where every person is celebrated for who they are, rooted in history and heritage, and empowered to be a changemaker.

This Education Pack (KS3 and KS4) is for educators who want to introduce young people to Bridging Histories. You and your students are invited to join in six lessons, including poetry, recipes, street history, family history, monuments and changemaking. Choose any combination of these lessons – or complete all of them.

Although these lessons are designed for children in Keys Stages 3 & 4, people of *all* ages can get involved!

Interview with George Francis, co-director of Bridging Histories



The Education Pack guides teachers and students through all the Bridging Histories activities. What can participants learn from these activities?

You can learn about your grandmother, your uncles, your aunts. You can learn about the street you live on, the street you go to school on, the street your favourite shop is on. Recipes, you could design your own! Fruit, vegetables, chicken, vegan, ital ... And the "I am from" poetry is a chance to reflect.

What school are you from? What country are you from? It comes back to family stories: I am from my mother, I am from my father. Where are they from?

That's all we want to spread – the joy, the love, the happiness. And especially the peace, because that's going to be good for your wellbeing.

Bridging Histories – Education Pack KS3&4

You're always getting people to write poems. What is it you love about poetry?

Poetry is just like reading a story. And lots of stories are really interesting. They might make you aware of the environment. They might make you aware of love. Make you aware of the skies, the stars, transport, the sea, the ocean, the mountains. There are so many ways we can engage with each other that are peaceful, and joyful, and bring happiness.

What would you say to inspire young people as they go forward in their lives?

Take on board these things: What is it that makes you happy, what makes you peaceful, what makes you joyful, and what makes you have respect for others. Take guidance from somebody you love, somebody who is important, some professional in your family, your circle, your school.

Your first steps are very important. And then every step along the way is even more important. Because these are the steps that are going to lead you to the place you want to be. You have to understand the vision of where you want to be. When you reach there, if it is the wrong vision then you need to step back and reassess.

Make sure you are on your way, *your* path!

Share your stories!

We'd love for all schools who are joining in to get to see what other schools have created using Bridging Histories resources.

Please submit your projects to the Bridging Histories website!

Just fill in a submission form for each entry you'd like to add to our What You Have Shared Gallery. You can do individual entries, class entries or school entries. You can add up to four photographs per entry. Anybody can share on our website, so let families know that they are welcome to submit their own activities as well!

Anybody who submits three or more activities is eligible for a Certificate of Participation from Bridging Histories and University of Bristol.

Bridging Histories – Education Pack KS3&4

Lesson 1: I Am From

Summary

This lesson is all about sharing and celebrating stories about where we're from and what makes it special.

Objectives:

Following this lesson, pupils can...

- Describe where they are from
- Describe where they feel a sense of belonging
- Express one or more ways the place where they are from or another location is special to them
- Use these ideas to write a poem titled, 'I am from'

Stage one: In-class interviews

Input: teacher models an interview with a pupil, including prompts for deeper reflection.

- Where are you from?
- Where do you feel the greatest sense of belonging?
- Is this the same place where you are from? Why or why not?
- Is there a place in your city or somewhere else that is special to you? (school, park, home, swimming pool, church, mosque, temple). Why is it special?

Next, have students pair up to interview each other about where they are from. Encourage students to ask each other creative questions to learn more about where their partner is from.

Stage two: "I Am From" Poetry

Pupils will use their ideas from their interviews and their own brainstorming to create a poem about where they are from.

To help them prepare, do one or more of the following:

- Share poems from Bridging Histories Ambassadors.
- Watch the Digable Planets video, "Where I'm From", while reading the lyrics.
- For additional support, pupils can use the "I Am From" worksheet as a poem template (see page 7). Prompt them to fill in each blank in the poem.
- Pupils can incorporate other creative elements to complement their poetry, such as music, visual art, or photography.

Next, discuss what the students have included in their poems.

Bridging Histories – Education Pack KS3&4

- Pupils can share their poems with the class or in small groups.
- What does each poem tell us about the writer?

Whole school sharing

- Hang the pupils' poems and artwork on the walls around the school.
- Create a *class* poem by selecting one line from each student's poem. Put all the lines together as a single poem. You could even put the class poem to music!
- Create a *school* poem by combining lines from each class.
- Submit your poetry selections to the Bridging Histories collection (upload link)

QR codes/Resources

- Tappis the Poet "I am from" poem:
<https://bridginghistories.com/what-you-have-shared/i-am-from-5>
- Bridging Histories poetry and photo collection:
<https://bridginghistories.com/activities/poems-and-pictures>
- Digable Planets video: "Where I'm From" -
<https://www.youtube.com/watch?v=sl-pjb7y3y0>
- Digable Planets lyrics:
https://www.last.fm/music/Digable+Planets/_/Where+I%27m+From/+lyrics

Bridging Histories – Education Pack KS3&4

Worksheet: I am from...

Name _____ Age _____

School _____ Class _____

Neighbourhood _____ Date _____

I am from _____

(a favourite object or everyday item in your home)

From _____ and _____

(two more items from home)

I am from the feeling of _____

and the of _____

(fill in with another sense - taste, smell, sight, sound, feeling)

I am from _____

(plant, flower, fossil, other natural object that is special to you)

From _____ and _____

(Favourite game or sport; favourite real or mythological animals)

I am from _____

(Your personal favourites - foods, games, sports, art or activities)

And _____

(Your family's favourites - foods, games, sports, art, activities)

I am from _____

(names of people who are special to you)

I am from _____

(Your favourite song, or a family saying)

I'm from _____

(place of birth)

And _____

(Nationality or family ancestry)

Bridging Histories – Education Pack KS3&4

From _____ and _____

(place in your city that is special to you, and another place special to you)

(Add any more of your own ideas here)

Download more copies of this worksheet

Bridging Histories – Education Pack KS3&4

Lesson 2: Recipes

Summary

This lesson dives into the world of food! Students explore how food connects us to our heritage and other cultures.

Objectives

Following this lesson, pupils can...

- Explore heritage through food
- Connect with others through food
- Practice mindfulness through food

Stage one: Investigation

Begin with a brainstorming session. Ask students:

- What are some foods that are popular in different parts of the world?
- Why are certain foods associated with specific regions or cultures?

Investigating Recipes: Introduce the concept of *food heritage* using "91 Ways". Discuss how food/recipes can tell a story about different cultures and migrations.

Stage two: Student-led interviews

Divide the class into pairs. Students interview their partners about a family recipe, exploring:

- The history of the dish: Where did it originate?
- Cultural significance: What role does it play in family gatherings or celebrations?
- Ingredient journey: Where do the key ingredients come from?
- Adapting: How have the recipes or ingredients changed over time?

Class Discussion: Facilitate a class-wide discussion about the interviews. Encourage students to share stories about their family recipes and identify common themes across cultures and food traditions.

Stage three: Recipe research & creative writing

Recipe Selection: Students choose any recipe from the interviews that interests them.

In groups of 3-4, students research their chosen recipe using online resources, cookbooks, or historical archives. Possible areas of research include:

Bridging Histories – Education Pack KS3&4

- Historical context: When and where did the dish likely originate?
- Trade routes and ingredient origins: How did the ingredients travel to their current locations?
- Cultural adaptations: How has the recipe been modified in different regions of the world?

Each group uses their research to write a short story about the recipe's journey. Consider exploring the perspective of:

- A specific ingredient traveling from its source to the final dish.
- A historical figure who might have been involved in its creation.
- A person who is teaching the recipe to a younger family member.

Stage four: Mindful food exploration

If possible, take the class to the school's dining hall or kitchen for a food-sharing event.

Talk about the benefits for our wellbeing when we spend time being in the present moment. Explain how enjoying food *mindfully* can help us do that.

Display different healthy foods for the students to sample, including various fruits and vegetables. Invite pupils to choose *one* food item to explore.

Ask them to write down details about each sense:

- Sight: Describe the colours, shapes, textures (smooth, bumpy).
- Touch: Focus on the texture in their hands (soft, hard, rough).
- Smell: Explore the aromas and fragrances.
- Taste: Identify different flavours and sensations (sweet, sour, salty, bitter).

In small groups of 2-3, ask students to talk with each other about what they learned by using all their senses. Encourage them to reflect on whether exploring food mindfully changed their appreciation for it. Did one sense stand out more than the others?

Afterwards, have a good snack ready as everybody will be hungry!

Be mindful...

Be sure to deliver your activity in an inclusive way, by providing the food yourself (instead of asking them to bring it) and make this a chance for all young people to learn about healthy food and expand their food experiences and food cultures.

Whole school sharing

- Organise a school-wide "Food Festival" showcasing different recipes from the students' families.

Bridging Histories – Education Pack KS3&4

- Collaborative Cookbook: Compile all student-researched recipes and stories into a class cookbook.
- If possible, match recipes with the students' "I Am From" poems to make connections between food and heritage.

QR codes/Resources

- Yam and egg recipe by Neriah:
<https://bridginghistories.com/what-you-have-shared/yam-and-egg-recipe-by-neriah>
- Bengali Lamb recipe:
<https://bridginghistories.com/what-you-have-shared/lamb-beef-rezala>
- 91 ways to build a global city: <https://91ways.org/>

Bridging Histories – Education Pack KS3&4

Lesson 3: Street Histories

Summary

This lesson explores how our neighborhoods have changed over time. Students will compare historical photos and maps to the present day, then learn about local changemakers, both past and present.

Objectives

Following this lesson, students can...

- Analyse historical changes in the local area through primary and secondary sources.
- Identify and understand the contributions of local changemakers.
- Utilise census data and other archive records to explore historical communities.

Stage one: Neighborhood walk & reflection

Begin with a guided walk around the school's neighbourhood. Encourage students to observe:

- Building styles: How old are the homes and buildings? What architectural variations exist?
- Land use: How has the space been utilised? Are there historical markers or remnants of previous uses?
- New developments: What new features are present compared to historical photos or maps?

Back in the classroom, introduce online resources to research historical photos of your school's neighbourhood. Start with [Google Maps](#).

- Google Maps can show Street View images from 2007 to the present. After selecting a location, look for "other dates" in the upper left of the map (if the area doesn't have historical images, you will not see this option). Use the slider to toggle on different images of the area, marked with the month and year each was collected.
- Use the map's timelapse feature to show children what the area was like at different times in the recent past.

Next, look for more images using local historical resources. Try finding images going back 100 years.

Facilitate discussions about:

- How the landscape and living conditions might have changed over time.
- What life was like for young people their age in past eras.
- What activities and games might have been common.

Create a historical snapshot: Using photos, drawings, or online resources, students collaboratively create a visual representation of the local area 100 years ago.

Bridging Histories – Education Pack KS3&4

Stage two: Local changemakers

Introduce pupils to 2-3 changemakers from your local community, including people from the past and present.

- Share their short biographies.
- Discuss what it means to be a “changemaker”.
- Ask the children for their own examples of changemakers. Invite them to share stories about family members who are changemakers.
- How are these changemakers acknowledged or remembered in your community?

In small groups of 3-4, ask pupils to draft a biography for a local changemaker they want to celebrate. Or design a school display (e.g., bulletin board) celebrating local changemakers. Students can include photos, maps, timelines, and informational plaques.

Stage three: Diving deeper

Visit the central library or a local archive to look at census records, newspapers, and other archives from 100 years ago. Look for people who lived on your local streets and investigate if they were changemakers.

Pupils can use their research to write a blog post, record a vlog, or create a Wikipedia page about a changemaker or the history of a street or neighbourhood that is important to them. Consider including a timeline of historical events that impacted people in the neighbourhood.

Whole school sharing

Introduce the changemaker display to the school by hosting a changemaker assembly.

QR codes/Resources

- Bridging Histories street histories guide: <https://bridginghistories.com/activities/street-histories>
- Barton Hill History Group’s Voices of the Past project: <https://bridginghistories.com/what-you-have-shared/voices-of-the-past-barton-hill>
- Google Maps: <https://google.co.uk/maps>

Bridging Histories – Education Pack KS3&4

Lesson 4: Family Histories

Summary

This lesson uses oral history to teach children the power of interviews and storytelling. Pupils will share their family stories, connect them to the larger tapestry of your city's history, and practice valuable interviewing skills.

Objectives

Following this lesson, pupils can...

- Utilise oral history techniques to research family narratives.
- Analyse how individual family stories can relate to each other and contribute to the broader history of a city.
- Explore how family histories connect local experiences to global trends like migration.

Stage one: Intro to oral history interviews

Introduce the concept of oral history - learning about the past through interviews and personal narratives.

Note that all of us sometimes misremember the past, or just remember bits of it. Because of this, historians often use other sources of information about the past alongside oral histories, including archives of photos, maps, newspapers, and government records.

To help pupils prepare for oral history interviews with their family members, have a look at our **Dive Deeper** interviews. Choose an interview that is suitable for your group:

1. Sample interview 1: Patricia Lewis
<https://bridginghistories.com/what-you-have-shared/what-was-it-like-to-work-in-the-chocolate-factory>
2. Sample interview 2: Aminah:
<https://bridginghistories.com/projects-events/unicornfest/bristolian-shares-discovering-her-somalian-heritage>

After reading or listening to the interview(s), discuss:

- What information was learned about the person's family history?
- How did the interviewer encourage the person to share more details about their family story?
- Did the interview connect personal stories to any broader historical events?

Bridging Histories – Education Pack KS3&4

Stage two: Your family narrative

Encourage students to reflect on their own families:

- What are some defining characteristics or traditions in your family?
- Who are some significant people in your family history?
- Has your family experienced migration within the country or internationally?
- Did historical events like wars or economic booms affect your family?
- How does your family's presence in the city contribute to its cultural diversity?

Next, prepare an oral history interview. Based on the sample interview and class discussions, guide students to craft questions for their own interviews.

- Encourage questions that elicit stories about family memories and experiences.
- Try role-playing scenarios where students practice asking and answering interview questions in small groups.

Stage three: Practice interviews

Invite 2-3 older people to visit your class (ensuring safeguarding clearance) to be interviewed by students in smaller groups.

Give each student a turn ask one of your guests a question about their family history.

Encourage students to use the questions you developed as a class.

Whole school sharing

Facilitate a school-wide assembly or event where students share key insights gained from their oral history interviews.

QR codes/Resources

- Bridging Histories Family Histories activity guide:
<https://bridginghistories.com/activities/family-histories>

Bridging Histories – Education Pack KS3&4

Lesson 5: Be Monumental

Summary

This lesson digs into the meaningful world of monuments and memorials, exploring their purpose, symbolism, and impact on individuals and society.

Objectives

Following this lesson, pupils can...

- Analyse the significance of monuments and memorials in commemorating historical events and figures.
- Explore the emotional and social impact of monuments and memorials.
- Consider the concept of "multiple truths" associated with monuments and strive for inclusive representation in memorialisation.
- Design a monument that promotes positive values and fosters unity within the community.

Stage one: Monument detectives

Ask pupils to reflect:

- Why do you think communities build monuments and memorials?
- What stories can these structures tell us about the past?

In pairs, ask pupils to choose a monument or memorial that is special to them. This could be a local landmark, a famous statue, or a lesser-known historical marker in their community.

Explain to students that they will be Monument Detectives during this activity. Provide guiding questions for students to research their chosen monument:

- What is its name and location?
- What is your monument and where is it? (Sculpture, mural, plaque?)
- What does it commemorate? Who or what historical event does it represent?
- When was it built and who built it?
- What does it look like?
- What story is being told? What messages or values are being expressed?
- How does it make you feel?
- What does it make you think?

Encourage pupils to analyse the monument's design elements (materials, figures, inscriptions) to identify the message it sends.

Bridging Histories – Education Pack KS3&4

Stage two: Four Truths

Next explain to pupils that they can think more deeply about a monument by using the idea of **Four Truths**.

1. Forensic truth – What are some key descriptive facts about the history behind this monument?
2. Personal truth – How does this monument and its history make you feel? What does it mean to you?
3. Social truth – What does this monument make other people think and feel? This is about the tapestry of meanings across society.
4. Restorative truth – What are the insights that can help people heal and grow together as we learn from this history?

Facilitate a group discussion using the "Four Truths" framework to analyse 1 or 2 of their selected monuments. Ask pupils to consider:

- What facts have we learned about the historical context of the monument?
- What messages might different groups in society interpret from this monument?
- Can a monument be controversial? Why or why not?

Did you know?

In 2020, during protests sparked by the death of George Floyd, the statue of Edward Colston, a 17th-century merchant who played a major role in the transatlantic slave trade, was pulled down by protestors in Bristol, UK. The event sparked a national conversation about monuments, memorials, and their place in society. The toppled statue is now preserved as a reminder of this complex history, while Bristol ponders the future of its public spaces.

What's in the future for your city's monuments?

Stage three: Be creative

Invite students to design their own monument!

- You've been invited to create a monument or memorial in your city. What will you create?
- Who or what will you honour with your monument?
- Where will it be located?
- What is the target audience and desired impact?
- What do you want people to know about your monument?

Encourage students to think of ideas that unite people and promote inclusivity in the city.

Students can create sketches, models, or digital presentations to depict their monument designs.

Bridging Histories – Education Pack KS3&4

Whole school sharing

Create a booklet with all of the students' creative ideas for new monuments and memorials.

QR codes/Resources

- Bridging Histories Monuments activity guide:
<https://bridginghistories.com/activities/monuments>

Bridging Histories – Education Pack KS3&4

Lesson 6: Changemakers

Summary

This lesson empowers pupils to become active changemakers in their personal lives and communities. Through discussions, brainstorming activities, and action planning, students will develop skills and motivation to make a positive difference.

Objectives

Following this lesson, students...

- Understand how to make a difference in their school or local area
- Understand how to make a positive change in themselves
- Connect with their values and what they care about
- Are empowered to make more positive changes in the future
- Collaboratively plan achievable goals and action steps to address a chosen issue
- Celebrate the positive changes they've made and inspire others to follow their example

Stage one: Changemaker inspiration

Discuss the concept of changemaking - individuals who work to create a better world.

- Introduce examples of young changemakers like Greta Thunberg (environmentalism) or Malala Yousafzai (education).
- Introduce the idea that we can make changes in our personal lives, and we can also make changes to our community.

Invite students to decide whether they want to make a personal change in themselves (e.g., improving study habits, eating healthy foods) or a change in the world around them (e.g., social justice causes, protecting the environment).

As a class, brainstorm examples of personal changes, beginning with the idea of “happiness hacks”, which are easy, quick, simple changes that are proven to help your wellbeing.

Introduce the [UN Sustainable Development Goals](#) (SDGs) as a framework for global challenges. Around the world, countries have agreed that these goals are of top importance.

Divide students into groups to brainstorm specific issues related to the SDGs (e.g., clean water, responsible consumption) or their personal development goals.

Stage two: Planning

As a class, discuss and choose *one* changemaking goal.

Plan an easy, realistic, achievable action you can take to make a difference.

Bridging Histories – Education Pack KS3&4

- Big Aim – What is the big overarching aim? This might be a happiness aim, a sustainable development goal, or another aim altogether.
- Smaller Goals – What is a small goal you can shoot for, as a step towards your Big Aim?
- Activities – What are some realistic and achievable activities you can do that will help you meet your goals?
- Reason – What is the reasoning behind your idea?

Stage three: Action

Now execute your plan and shout about it! Track and celebrate your achievements as a class.

Stage Four: Share

- Plan a school assembly, giving pupils an opportunity to share their goals and describe their positive impact.
- Submit your activities to the Bridging Histories gallery so other schools can see what you've achieved.
- Share your story with a local newspaper to gain attention for the positive change your class is making in your community.

QR codes/Resources

- Bridging Histories changemakers guide: <https://bridginghistories.com/activities/changemakers>
- BBC Happiness Hacks: <https://www.bbc.co.uk/programmes/p08r2ymx/episodes/downloads>
- UN Sustainable Development Goals: <https://sdgs.un.org/goals>