

7 STEPS

Guide Book



**TIME TRAVEL and
HISTORIC ENVIRONMENT EDUCATION**

**Port Shepstone
Twinning Association**



Seven Steps Guide Book

Time Travel and Historic Environment Education

**Produced by:
Port Shepstone Twinning Association**

**Edited by:
Gulshera Khan**

**With Contributions by:
Ebbe Westergren**

First Edition 2015
Published By Madiba Publishers
Institute for Black Research
University of KwaZulu-Natal
Mazisi Kunene Road
Glenwood, Durban
South Africa
4041

© Port Shepstone Twinning Association

Cover Design: Total Media Solutions, Port Shepstone

Photographs: Kalmar Lans Museum, Global Profile Kalmar (Sweden), and Port Shepstone Twinning Association

Printed by Impress Printers

All rights reserved. No part of this publication may be reproduced, stored or transmitted, in any form, or by any means, without prior permission of the publishers

ISBN: 978-0-620-64545-4

**Madiba Publishers
2015**

Content

1.	Foreword	6			
2.	Port Shepstone Twinning Association	9			
	i. Vision	9			
	ii. Aims and Objectives	9			
3.	Time Travel and Historic Environment Education	10			
	i. Aims and Objectives	10			
4.	Port Shepstone Twinning Association	11			
	i. Background	11			
5.	Time Travel and Historic Environment Education	17			
	i. Time Travel	17			
	ii. Historic Environment Education	17			
6.	Advantages of Time Travel and Historic Environment Education	19			
	i. How it all started	20			
7.	Time Travels in Port Shepstone and KwaZulu-Natal	22			
8.	Community Development within the context of Time Travel and Historic Environment Education	31			
9.	Methodology in Implementing Time Travel: Learning Beyond the Curriculum	33			
			i.	The Process: The Seven Steps in developing Time Travels	33
			a.	Choose a Historical Site, Story and Topic	33
			b.	Research in Archives and other Sources	35
			c.	Read the Landscape	35
			d.	Training Days	36
			e.	Teaching	37
			f.	Time Travel Role-Play	39
			g.	Evaluation	43
			10.	Fundamentals of Time Travel	44
			i.	Reflection, Learning and Key Questions	44
			ii.	Sensitive Issues and Dark, Uncomfortable Matters	45
			iii.	Emotions	45
			iv.	Applied History	46
			11.	Five Principles of Time Travel	48
			12.	Illustrative Implementation of the Seven Steps	51
			i.	Learners, Educators, School Curriculum and Community	52
			ii.	Facilitating Organisation	52
			iii.	Outcomes	52
			13.	Conclusion	53
			Reflections		
			i.	Editor's Reflections: Solidarity with Sweeden	15
			ii.	Participants' Reflections	29/47
			iii.	Educators' Comments	42

Foreword

The turning point in the history of the Port Shepstone Twinning Association came about when the Time Travel and Historic Environment Educational method of learning was introduced in 2008. It propelled the Association towards harnessing our rich historical and cultural past in understanding our present, and in so-doing help dispel inherent prejudices, and promote peace and stability.

When people lack self-worth and self-respect, they are never free. This is what colonialism and apartheid heaped on humanity. Since liberation, there is no limit to what people can achieve.

The work of the Truth and Reconciliation Commission after apartheid focussed on healing the wounds of the past as the first step in the process of building a better South Africa.

The Port Shepstone Twinning Association is focussed on understanding where we come from to restore our dignity, appreciate our humble beginnings, and recognise our rich cultural diversity, in pursuit of creating a framework for the attainment of social cohesion.

Time Travel and Historic Environment Education is an alternate and ground breaking method of teaching. It is based on following the school's curriculum. It is not an extra subject but a different method of implementing the curriculum.

By creating a high quality teaching method, learners can achieve the goals of learning and understanding of facts in periods of history within the context of heritage and culture. It advocates sensitivity to human rights, gender imbalances, diversity, and environmental and social justice. It enables learners to recognise, understand and appreciate the present. In so doing, indigenous knowledge systems and oral history recordings are critical. The local community is central to this.

The histories of leadership are adequately documented. Local stories, historical sites and sacrifices still need documentation. This methodology

creates a space in facilitating these gaps in history. Furthermore, to create opportunities for entire communities to benefit. Jobs are created, boosting local economic development. Dilapidated buildings and sites of historical significance are identified and documented as heritage sites. These sites become tourist attractions, further boosting local economies. Time Travel and Historic Environment Education is an all-inclusive approach to learning and community building.

In addition, it is the only method of learning whereby the community can participate in the education of their children, irrespective of social standing.

Thank you to ...

Ebbe Westergren and his team from Kalmar Lans Museum [Sweden] for introducing this methodology to our Association and as well as providing support and encouragement throughout the process, and

Board Members, Staff and Volunteers of Port Shepstone Twinning Association for their constant support and suggestions.

Gulshera Khan
January 2015

Make teaching easy, use the historic environment which is close at hand. But make use of the 21st Century's pedagogy and all of the five senses, to reach a higher level of learning – Ebbe Westergren

Port Shepstone Twinning Association

Vision

Empower individuals and organisations in the development of personal dignity, values, respect and understanding of each other through the sharing of experiences in a global context, in order to contribute towards the building of an equal and tolerant society.

Aims and Objectives

Provide opportunities for people to come together to communicate, share ideas, skills and resources, and do so regardless of race, profession, religion, culture, gender, age, or political persuasion.

Promote reconciliation, understanding and the development of a common identity.

Promote co-operation, friendship and solidarity.

Facilitate the development of individuals, communities and organisations by encouraging networking and the development of partnerships to promote research, sharing of skills and expertise, and accessing relevant resources.

Facilitate exchange visits between individuals/organisations for such purposes as study, skills transfer, project monitoring and cross-cultural experiences.

"We Learn . . .

10% of what we read

20% of what we hear

30% of what we see

50% of what we see and hear

70% of what we discuss

80% of what we experience

95% of what we teach others."

– Dr William Glasser

Time Travel and Historic Environment Education

Aims and Objectives

Provide educationists and learners with a sound and vibrant methodology to study local history and heritage that will enable participants to develop a profound understanding of life and society today by bridging the past with the present, strengthening freedom and democracy in our country, including the promotion of nation building, reconciliation and social cohesion.

Deepen understanding of past atrocities and suffering and promote healing, mutual support and sense of self-worth and esteem.

Create a new approach to learning and gaining knowledge of our people's history in South Africa in general through Time Travels by engaging local communities in recording and preserving their heritage. Use oral history recordings and promote co-operation with local schools in supporting their curriculum.

Uncover the hidden or previously ignored and often untold stories of ordinary people to give a balanced perspective of past events and how it shaped the present.

Port Shepstone Twinning Association

Background

The Port Shepstone Twinning Association was established in 1994 as a non-profit organisation focussed on leadership empowerment and programmes and projects contributing towards the development of post-apartheid South Africa.

Amongst the many, Sweden was one of the countries that supported the struggle against the injustices and racial discrimination perpetuated against the majority of the people of South Africa.

Tormod Nasset, Chairperson of the Oskarshamn Southern Africa Komitee [OSAK], recalls the association between South Africa and Sweden:

It was the 1976 Soweto uprising where hundreds of school children were killed by the apartheid forces that served as a catalyst in constructive Swedish responses to South Africa and its repressive policies.

The *Isolera Sydafrika Kommiten* [ISAK], [Isolate South Africa Committee], to later become the largest solidarity organisation in Sweden, was established and soon spread across Sweden. Many of the South Africans who came to Stockholm visited ISAK in Oskarshamn. These meetings broadened our horizons about South African history and the resistance against the evils of apartheid. Sweden became a leading country in the west to impose economic, cultural and sports boycotts against South Africa.

Rivonia Trialist, Dennis Goldberg, during his sojourn to Sweden, proposed that, in order to support local South Africans, Sweden should engage in a people-to-people twinning programme to capacitate the citizenry of South Africa.

April 1994 ushered in democracy in South Africa and we were very much part of that process. ISAK was invited by the Independent Electoral Commission of South Africa to participate as election observers in



Tormod Nasset, Chairperson of the Oskarshamn Southern Africa Komitee [OSAK], is recognised for his international solidarity work

Mdantsane, East London. After the successful election, a friend and I hired a car and we travelled to Port Shepstone, in southern KwaZulu-Natal to cement the various previous engagements between Oskarshamn and Port Shepstone with respect to the twinning programme.

I clearly remember that when I arrived in the town, the votes were still being counted. However, meetings were arranged with both politicians and representatives from NGOs serving the area.

In November 1994, we were able to send down the first delegation from Oskarshamn to launch the Port Shepstone Twinning Association.

In implementing the twinning programme, we decided to include visiting delegations from both countries. We made an application to the Olof Palme International Centre in 1994 to fund the process.

The first delegation of eight persons from Port Shepstone arrived in Sweden in 1995.

We were pleased with their response to commence the twinning programme. Over the next eleven years, there were constant exchange programmes between the two towns. The engagement also extended to the Global School Journey and Global Profile Project.

The Global School Journey, an initiative of the Swedish International Development Agency [SIDA], involved the placement of educators, and other educational personnel in homes of local people especially in rural communities.



First Delegation from Port Shepstone to Oskarshamn, Sweden [1995] that laid the foundation for the Twinning programme

The Global Profile Project involved Swedish learners living with learners in Gamalakhe, Nyandezulu and Marburg.

This exchange programme continues successfully since 2009, with four groups from South Africa already having visited Sweden. In a South African context the contribution of these programmes to building mutual respect, tolerance, acceptance and ultimately nation building, is priceless. The

content of the Project covers, in the main, migration, human rights, diversity, tolerance, sustainable entrepreneurship in a changing world, integration, health and resources.

The highly successful twinning partnership led to the introduction of further development programmes in South Africa in 2008. The Time Travel and Historic Environment Education Programme, in association with Kalmer Lans Museum, was initiated through support from the Olof Palme International Centre.



Global Profile Group at Olwandle High School in Gamalakhe

Education is the most powerful weapon which you can use to change the world – Nelson Rolihlahla Mandela

Editor's Reflections: Solidarity with Sweden

It is a matter of much pride for us that our area, Port Shepstone, was one of the areas chosen for the twinning programme and approved by the Olof Palme International Centre in Sweden. [Much of Sweden's exemplary role in the anti-apartheid movement had its genesis in the deep friendship between Olof Palme, then Prime Minister of Sweden, and Oliver Tambo, then President of the African National Congress].



A deep friendship which cemented the relationship for future generations

The programme put forward by the Swedish team was based on "twinning" between Swedish and South African towns, organisations and individuals. We were excited to engage and negotiate the terms and conditions of this new partnership.

We understood very well that our primary task then was the reconstruction of our country out of the ruins of our apartheid past: poverty, unemployment and inequality. This development had to be people-centred and required activists and citizens committed to this cause. An important part of this task was, and still is, building leadership. The Twinning programme provided a unique opportunity to do precisely this.

The Port Shepstone Twinning Association brought together South

Africans of different races and cultural backgrounds. For many it was the first such opportunity. In fact one member suggested that the first activity should focus on cultural backgrounds because this was the first time that he as an Afrikaner male was talking to African and Indian women. We too often take for granted the scale of the journey we have travelled towards building non-racialism in our country.

There was no funding for the Association and members' activities. The Association survived on pure volunteerism with Ubuntu being the core principle. Central to the entire programme was the involvement of the wider Port Shepstone community, irrespective of profession, status or position, identifying leaders both in municipal areas and civil society.

Over the next two decades the Association was the catalyst for many Swedish programmes which resulted in deeply-rooted relationships and the creation of a cosmopolitan twinning community in both countries

As a direct result of our Twinning Programme, strong partnerships and formal relationships between municipalities in Sweden and South Africa were forged with concrete developmental benefits. The Hibiscus Coast Municipality signed the first twin town agreement with Oskarshamn Municipality in 1999, which was renewed in 2007 and 2014.

The next agreement signed was in 2008 between the Ugu District and Söderhamn Municipalities.

Over 250 youth and adults from the wider Ugu District Municipality participated in various projects in Sweden as part of our capacity building exchange programme and vice versa.

Civil society and community activism are crucial ingredients for a successful post-apartheid society. This requires the "active citizen" called for by our National Development Plan together with hard work and vigilance everyday.

Today the Port Shepstone Twinning Association is a deeply rooted organisation that been living and developing these values for the past twenty years.

Gulshera Khan

Time Travel and Historic Environment Education

"Until lions have their own historians, tales of the hunt will always glorify the hunter" – African Folktales

Time Travel

Time Travel is an integrated learning process involving all knowledge areas and across all professions, and dependent on a period in history. It allows school children, amongst others, to live and experience a certain day in the past, in order to understand what happened then, as opposed to merely reading the event in a textbook.

It is a method of learning which aids in shaping one's identity and appreciating the present by understanding the past. Not only is it educational and developmental, but it also focuses on healing, reconciliation and cross-cultural communication. Furthermore, it is proven to help with conflict resolution and nation building.

Time Travel is a very powerful learning method using all five senses. A Time Travel is a simulation of a past event. By implementing a Time Travel in a historic environment, both children and adults can experience the days of the past. The props and costumes have to be researched and created to depict the specific time period. The donning of costumes from various periods in history and living for a few hours as the people did in the past, will result in deeper insight and understanding, as well as lasting knowledge, of that period.

Historic Environment Education

Historic Environment Education uses local historic sites as an active way of learning and inspiring learners and communities about the past. The local environment and the local heritage is the starting point for historic environment education.



Props play an important role in the understanding of the Time Travel activity

Historic Environment Education contributes to community building and social cohesion, whether they are young learners, youth, adults, or the elderly.

Integrating the historical environment into people's experiences through community studies, oral history and participating in the reconstructed time period, will contribute towards supporting the learning process, preserving culture, values and heritage, creating job opportunities, and enhancing social cohesion programmes by using past experiences and relating this to present day society.

The multiplying effect of this methodology promotes community development programmes.

Advantages of Time Travels and Historic Environment Education

- High quality learning experience which gives learners historical facts, understanding, skills and deep knowledge of the past.
- Creates meaning for learners in their everyday lives and in the place where they live.
- Gives insight into fundamental principles such as democracy, environment, equality, tolerance and diversity.
- Gives a historic perspective, connects one to the past and strengthens local identity.
- Assists in implementing the curriculum and school's objectives.
- It is fun and is socially rewarding.



Historic Environment Education uses local historic sites as an educational tool

How it all started

The Time Travel method of teaching started in Sweden in 1985 as a way of using local history and local historical sites in education in school. Kalmar Lans Museum, in southeast Sweden, did the first Time Travel in which learners from a local school relived life 5000 years ago at a Stone Age site close to the school. After three years of pilot work with three different schools, Kalmar Lans Museum offered Time Travels to all schools in the region. It was a success from the outset.

Since the beginning of the 1990s, Kalmar Lans Museum worked with a number of schools in the region every year, organising about 100 Time Travels a year at local historical sites close to the schools. Any time period was used, from the Stone Age, to the later part of the 20th Century, depending on the local site and the syllabus of the school. Time Travels are always part of the normal education programme within the curriculum and could be done in kindergarten, primary school, secondary school or in adult education. The Time Travel is adapted to the age and knowledge of the learners and to the topics in the curriculum/syllabus.



Smangele Memela recalls being a victim of forced removals from Albersville to Gamalakhe Tin Town in 1968. Gamalakhe Tin Town is a Time Travel site for learning as well as a tourist attraction

Communities also became involved and participated in Time Travels. Study Circle Groups, focusing on recording of stories at local historic sites, started in several communities, often ending with a Time Travel built on one of the stories at the chosen site. Today, the local school and the community often work together in the research and in the Time Travel, with both adults and youth participating. Centres for the aged have also started using the Time Travel method in recording the life experiences of the elderly as the basis for story-telling evenings, books or Time Travels.



A Time Travel is always about today, but the past is used to give perspective and "new" influences.

Tourists are the third target group for the Time Travel method, besides learners and community members. It is a very engaging and inclusive way to use Time Travel for tourists at local historic sites. Not many will remember what a tourist guide is saying, but if they take part themselves in the life of a historical time period, they will not forget. And the main purpose of Time Travels with tourists, as well as with other target groups, is not reenactment, but to understand one's life and one's society against the backdrop of history.

Time Travels in Port Shepstone and KwaZulu-Natal

Time Travel was introduced to Port Shepstone in May 2008 by Ebbe Westergren, the founder of Time Travel, and staff from Kalmar Lans Museum. The project was funded by the Olof Palme International Centre.

A Time Travel Working Group was elected in Port Shepstone. Many workshops, training sessions, further Time Travels and conferences have followed since 2009, in partnership with Kalmar Lans Museum.



Ebbe Westergren, President of Bridging Ages International and Helen Eklund, Museum Educator, Kalmar Lans Museum, Sweden

The first Time Travels in KwaZulu-Natal were held at the South Wharf in October 2009 with the Time Travel Working Group and learners from three schools, led by Kalmar Lans Museum. The focus was on the proclamation of the Poll Tax Act in 1905 that ultimately led to the Bambatha Rebellion of 1906. Most of the Time Travels have been facilitated for between 40-50 learners, but several have been open to the public with up to 1000 participants.

The following Time Travels have been facilitated in KwaZulu-Natal since 2009:

South Wharf, Port Shepstone, 1905 [Just before the Bambatha Rebellion]



The First Time Travel in KwaZulu Natal, based on the unjust imposition of the Poll Tax in Natal, was role-played at South Wharf, Port Shepstone in 2009

Court Martial in Umzumbe, 1906



Thirty-six Izinduna were court martialed at Emjahweni, Mtwalume for refusing to pay the Poll Tax. They were tried and sentenced to exile on St Helena Island

Fort Nongqayi, Eshowe 1906



People resist the Poll Tax and are arrested and imprisoned at Fort Nongqayi, Eshowe

Tin Town, Gamalakhe, 1968



A family is forcibly removed to Gamalakhe Tin Town to share a single-roomed tin unit, No. 258, with the Memela family

KwaMondi Mission, Eshowe, 1861



Reverend Ommund Oftebro, a Norwegian Missionary, established the KwaMondi Mission Station in 1861 as seen in the background. All Time Travel activities are created at the actual historical site

Betania Mission, Nyandezulu, 1912



A Time Travel at the Betania Mission in 1912 focussing on "The Relevance of Education Today". The community and missionaries work together to ensure the continuation of the mission school which was under threat of closure by the colonial government

Old Fort Prison, Pietermaritzburg, 1910



King Dinuzulu was imprisoned here and released in 1910

Isivivane uShaka, Umzumbe, 1828



Isivivane sikaShaka, "Heap of Stones" at Mtwalume, Umzumbe

Port Shepstone Railway Station, 1973



Municipal workers and students protest at the Port Shepstone Railway Station against the injustices of apartheid in the Dockworkers Strike of 1973

Mpophomeni, 1968



Forced Removals in Mpophomeni, west of Pietermaritzburg, in 1968

The Group Areas Act No. 41 of 1950 was the enforced segregation of the different races in South Africa to separate areas. It also restricted ownership and the occupation of land. This meant that Blacks could not own or occupy land in White areas

Participants' Reflections

"When the beat of the drum started, I instantly remembered stories my grandmother had told me about King Shaka. I learnt about the feelings of the Indentured Indians ... the emotions of being oppressed ... of being forced to pay taxes."

"It is much more fun learning this way because you experience it rather than reading about it in a book which you are bound to forget. I doubt many of us who went for the Time Travel will forget much about it."

"I learnt to speak freely and encourage myself to stand up for what's right and what I believe in."

"The dancing in the circle was fantastic, Indian dance and Zulu dance. We threw all our differences aside and got into a trance."

"I will never forget this Time Travel, even if I try."

"Yes, it was an eye opener because it made history alive and interesting."

"Time Travel impacted on me positively since it changed the mind set of confining history to the classroom. Time Travel makes learners or participants to enjoy and experience and address present challenges."

"Time Travel is education in action."

"It is important for learners to be informed of the past so that they can understand the present in order to interpret the future. Our history is meaningful and more especially the local history around us because it brings more meaning into our lives."

"I did make a connection with the past by participating in the Time Travel. I experienced what the life of a learner was like in 1912 and how they respected the importance of education. I have greater respect for my teachers and education."

"It was awesome. Amazing experience! It makes you appreciate what we have today and it teaches us not to take our freedom for granted."

Community Development within the context of Time Travel and Historic Environment Education

Community development is broadly a process where community members come together to take collective action and generate solutions to common challenges. The process of addressing heritage and cultural issues within local communities is not done in isolation of the broader community needs, as expressed by the community and schools. The work is based on a set of values and practices which plays a special role in addressing community needs thereby knitting society together at local levels to deepen democracy.

Researching local stories and sites brings to the fore the past. Comparisons are then made between the past and present to address and understand current community issues thus contributing to building communities based on justice, equality and mutual respect.

Every member of society participates in this process and makes a contribution irrespective of status. *It starts from the principle that within any community there is a wealth of knowledge and experience which, if used in creative ways, can be cascaded into collective action to achieve the community's desired goals.*

Opportunities for the community are created to learn new skills and, by enabling people to act together, to foster social inclusion and equality.

Within the South African context, social cohesion is an integral part of all Time Travel activity since it endeavours to address the effects of our divided past.



Nation building, tolerance, diversity and social cohesion are some of the outcomes of Time Travel



Time Travel is learning by doing, discussing and reflecting. Through meeting with others, one will experience, rethink and learn



Outdoor play equipment installed at Mthunzini Crèche after assessing needs of the community



While Time Travel is an education tool, sites are reconstructed resulting in job creation

Methodology in Implementing Time Travel: Learning Beyond the Curriculum

"Live history so that you can understand it"

The Process: The Seven Steps in developing Time Travels

a. Choose a Historical Site, Story and Topic

Local Heritage Committees, community based organisations, government institutions, museums or universities choose a historic site suitable in a teaching context. This should be close to the school, easy to distinguish, and source material must be easily available. Of course, it should be from an epoch that coincides with the school's curriculum.

Quite often there are several alternatives before deciding on one site and one story for the Time Travel. The question is of course why a particular site and story is chosen? What is the historical significance, but more important, what has that story and the site to do with society today? What is the topic that engages the people of today? And are there many stories, or several perspectives to the same story, so various opinions can be experienced? History is never one-sided. There is always more than one perspective to an event and the same goes for life today.

It sometimes happens that Time Travel groups start with deciding on the topic to focus on, an important topic in today's society, and then choose the site.

Each Time Travel has a specific goal resulting in a specific educational outcome, appropriate to the developmental level of the participant.

Time Travel facilitators play an important role in ensuring the success of a Time Travel. Like a director in the making of a film, the facilitator ensures:



Fort Nongqayi Time Travel Facilitator (in red dress), discussing the Time Travel with participants

- That the entire Time Travel activity is planned and managed in accordance with a predetermined framework, i.e. goals, facts, scenario, key questions, activities and a time plan
- That when educational Time Travels are facilitated, all learners are prepared adequately to identify and understand the context of the Time Travel in relation to their curriculum. A fact sheet is prepared and presented to learners prior to the Time Travel
- That the scenario and characters are presented to the learners
- Appropriate props and costumes are available for all participants
- The availability and access to the site which may involve applying for special permits and other logistics
- That all participants complete indemnity forms
- That the site is appropriately prepared to portray the specific period of the Time Travel
- The evaluation of the activity and that learning takes place

b. Research in Archives and other Sources

Local Heritage Committees, community based organisations, government institutions, museums or universities, will research sources, look into archives, interview people with knowledge of the local history and the local sites, keeping a regional and national perspective in mind. This can include written documents, maps, finds, literature, oral sources, etc.

In a South African context, oral history recording is very important as information that can be found in archives and in museums is rather limited in perspective.

c. Read the Landscape

To adequately portray the period in history chosen for the Time Travel, the landscape of that period has to be evaluated in order to develop the said Time Travel.



Memorial Stone Commemorating the Inkosi Bambatha Rebellion

The following guidelines can be used:

- Read the landscape surrounding the chosen site.
- Interpret the landscape of that period for the Time Travel.
- The landscape is the best source of information about the past. How is the site connected to its broader environment?
- Imagine the landscape then in order to reconstruct the site for the Time Travel.
- Capture the historic environment when it was thriving in the past.
- How has the landscape changed from then to now? Are there many new buildings, roads or other modern elements? If the landscape has changed considerably, this is brought to the attention of the Time Travel participants.

The historical site needs to be developed as closely as possible to the actual historical time period.

d. Training Days

Organisations and institutions championing Time Travel provide educators with necessary competency skills. This will result in shared knowledge of history and demonstrate a commitment to and interest in school.

It is important to have training sessions with educators who will bring their learners to the Time Travel. The training consists of historical knowledge of the chosen time period and also educational tips.

This makes it possible for the educators to prepare the learners and emphasise how it fits into the curriculum. This training is best done together, educators and community members.

e. Teaching

Time Travel as an educational method resonates with the principles of social transformation, human rights, inclusivity and social justice which underpin the South African Constitution. It allows learners to be actively involved thereby strengthening their skill and depth of knowledge and understanding. Furthermore, valuing indigenous knowledge systems and being sensitive to issues of diversity, poverty, inequality, race, gender, language and age are part of progression as critical thinkers.

The actual Time Travel event should be part of the broader context of consolidating and reinforcement of knowledge as well as reflection and connection to present day issues. Thus setting and answering key questions is important in understanding our world today.



Training, both practical and theoretical, in preparation for a Time Travel

Going back in time and putting on the clothes of a peasant, trader or leader, for example, provides an invaluable insight into the different perspectives of an event. Time Travel, as an educational method, is thus an opportunity for all involved to have an enriched, qualitative, insightful educational experience and not a mere schooling of facts.

The more subjects that are incorporated in a Time Travel the better: history, science, social studies, maths, art, music, drama, practical subjects, etc.

The methodology espoused in the Time Travel learning process ensures the attainment of the following outcomes as set out in the Department of Basic Education's *"Curriculum and Assessment Policy Statements"* which aims to produce learners who are able to:

- Identify and solve challenges and make decisions using critical and creative thinking
- Work effectively as individuals and with others as members of a team
- Organise and manage themselves and their activities responsibly and effectively
- Collect, analyse, organise, and critically evaluate information
- Communicate effectively using visual, symbolic and/or language skills in various modes
- Use science and technology effectively and critically showing responsibility towards the environment and the health of others
- Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation

f. Time Travel Role-Play

A Time Travel experience at a historical site can play an important part in consolidating participants' knowledge.

The learners and educators, often together with other people from the community, role-play the historical characters they have studied at school. A moment in time is frozen and participants join in some of the activities that took place on that specific site at that time. When done properly and with historic costumes, a Time Travel is a powerful tool that gives learners and adults a profound experience and lasting knowledge.

Before the Time Travel is to be implemented, a scenario is written. The scenario is more or less the story based on actual events. It is always a certain year and day and a special event. It focuses on the issues and key questions that need to be highlighted. The roles of the participants, the key questions and the activities for the day are developed in the scenario all following a specific time plan. A Time Travel has a clear start and a clear end.



Activity at a Time Travel while discussing life in 1912

In writing a scenario, the identification of the theme or topics and key questions should be linked to the teaching curriculum and be age and grade appropriate. Thus scanning the key topics in the history curriculum, for example, should be one of the early steps that researchers and educators undertake, thereby locating its relevance and timing in the year plan and teaching plan.

The scenario literally “sets the scene” for the Time Travel – which is an unrehearsed role-play and not an exact re-enactment of a past event. As such the scenario is unlike a script written by a playwright, but rather serves as a guide to activities and actions to be performed during the Time Travel role-play. The Time Travel evolves according to a pre-determined time plan and is “directed” or led by a Time Travel leader. Dialogue between participants is stimulated through key questions around a chosen theme and historical setting.

The researched facts about a specific place, its people, their related stories and events all contribute to the creation of a historically accurate scenario. The more facts the Time Travel participant has about the past the better the chances of engaging in meaningful dialogue and activities during the role-play.

The scenario thus serves as a short outline and setting of a story which participants will enact to recreate past events in an effort to make history come alive – and in so doing engage all five senses in the learning process.

Scenarios are:

- based on historical facts
- always written in the present tense
- guided by key questions
- learning activity, dialogue and reflection orientated

When learners participate in a Time Travel, they would have prepared for several weeks at school. The preparation would entail

them having written their own characters and developing an understanding of the learning area based on key questions related to the Time Travel. On the day of the implementation of the Time Travel, they become another person in another time, but at the same time they are themselves, keeping their age and sex.

On the other hand, learners can also participate in a Time Travel, without being given time to prepare. Each learner is given a description of a character they are playing within the Time Travel on a role-card. This role-card, as well as the scenario, will be the participants’ only guide within the Time Travel.



A Time Travel experience involves the role-play of historical characters

Educators' Comments

"As an educator I've used Time Travel for comprehension tests and reading skills and the results were outstanding. This is because of the excitement that local history brings to the classroom. To learn about families and places you know, draws the learners' full attention. Through Time Travel one has also learnt about the importance of our environment and its impact on our health ... Time travel affords learners with an opportunity to relive the past so that we can understand today and are able to make an informed decision about going forward"

"Time Travel is one of the best learner-centred teaching and learning methods. It breaks down barriers between teachers and learners, allowing easy flow of communication. This ensures that learners travel hand in hand with teachers on the path of education. Reflection time engages both teachers and learners in ensuring that assessment standards are achieved."

"Learners also discover how to integrate their various learning areas. Key questions were fully answered drawing from experiences. Learners also gained the confidence to speak out and address issues."

"I believe it is a very effective educational tool, because it allows the students to be involved in the entire process and when that is done, it is engraved onto the minds of the students. Time Travel is relevant to the topics in the curriculum, it makes a lasting impression in the mind and it makes one experience the past."

"The Railway Time Travel highlighted memories of my journeys by train from Port Shepstone to Durban. It was also an opportunity for our learners to experience the racism of the apartheid era and of the sacrifices made in their fight for freedom and social cohesion ... it afforded me a unique opportunity to revisit my past experiences of humiliation and pain, precipitated by racism on the South African trains."

"Ingwemabala Comprehensive High School was most fortunate to have participated in the Time Travel programme. Learners and educators were enriched with the actual history of the local community. Learners benefitted greatly by experiencing the history of the Mission and its role in establishing the first school in the area and the importance of education then and now."

g. Evaluation

The learner's evaluation of the Time Travel and the thematic study in Historic Environment Education is important for the development of future cooperation. Both the educators and stakeholders should also ask themselves about their different roles and responsibilities. Did we reach the goals? How do we continue?

An evaluation is always done immediately after the Time Travel to gauge immediate impressions. It is also important to evaluate the session one or two days later, in school or in the community group, when participants have had time to think about the Time Travel. In the evaluation stage one can also give more details on the story and what happened later. Of utmost importance is the comparisons drawn between the events of that period and today. What are the similarities and lessons for today?



Written and verbal evaluation of the Time Travel activity takes place at the end of each Time Travel

Fundamentals of Time Travel



Reflection and learning are part of a Time Travel experience

Reflection, Learning and Key Questions

Reflection and Learning are the main goals of a Time Travel. In a Time Travel participants have the chance to reflect on important issues of today. Every Time Travel has a topic. It could be any social or economic issue: democracy, gender, violence, religion, education, human rights, environment, diversity, integration, land use, employment, diseases, and reconciliation. Any of the topics in the school's curriculum or any issue in the community could be connected to the Time Travel method. In a Time Travel the issues of today are compared with similar issues of the past. How did they address these challenges in the time of the Time Travel? Key questions are formulated around the topic; questions that are relevant today but also in the past, normally with no definitive answer. These key questions are the centre of the whole event.

In a Time Travel learning areas are created, where the key questions are discussed in a smaller group while performing an activity. Participants work

with their hands at the same time as they discuss. Activities and discussions go together. For some reason, it is easier to discuss while simultaneously doing something with ones hands. *The learning process in a Time Travel is relational, since learning takes place together with others. Learning is not repeating what somebody, for instance, an educator, is saying, or what is read in a book and repeated meaninglessly. Learning is seen as a more creative process, where reflection and discussions occur together with others, perhaps with people of differing opinions. At the end renewed ideas and learning is experienced.*

The discussions in the smaller groups in a Time Travel are in the end presented to all the participants. A Time Travel often ends with a common meeting, where the key questions are discussed and a decision taken on the way forward.

While reflecting, discussing and doing practical activities, learning takes place about the historical time period. More importantly, learning through history takes place about oneself and about the present.

Sensitive Issues and Dark, Uncomfortable Matters

There are many dark sides to history, a history we are sometimes not proud of, namely, war, slavery or apartheid. It is important not to avoid these dark issues. They are also part of our history and can offer valuable lessons.

A Time Travel is a chance to reflect on dark issues and sensitive issues. It is a lot easier to discuss a sensitive issue in a Time Travel than around a table. They can help in achieving reconciliation and healing.

Emotions

One of the strengths of the Time Travel method is that emotions are released. Learning takes place with the brain, heart, soul and all senses. This provides a deeper knowledge and understanding, as opposed to reading or listening.

Applied History

Sometimes a Time Travel would resemble the reenactment of the past, but that is not the main idea. A Time Travel is applied history, the use of history today. A Time Travel is about today, but using historical experiences and modern pedagogical tools. In a Time Travel the history becomes relevant and meaningful for the people of today. The matter is not to convince people of the importance of history or historical sites. The point of departure is instead, today's issues and today's people being contextualized in a historical perspective, and finding the benefits of heritage in our lives and society.



When our first democratically-elected government decided to make Heritage Day one of our national days, we did so because we knew that our rich and varied cultural heritage has a profound power to help build our new nation – Nelson Mandela 1996

Participants' Reflections

"Time Travel has given the community an opportunity to speak out about places that are important to us. Time Travel brings together the different race groups. It has given the rural communities a chance to speak out. The information and oral history that was recorded may now be made available to many people."

"I expected to learn something new and exciting and fruitful and I did."

"Time Travel can resolve unsolved conflicts."

"It's good to have insight into how people lived in the past. Then you can understand why they thought the way they thought and did the things they did."

"I'm not really interested in history, but when you are able to take part in portraying life a hundred years ago and dress up in historical costumes, you get a much better understanding of the period then. It is more fun and when it's fun you want to learn more."

"I learnt to respect myself and others around me. It gave me courage."

"Time Travel helps to absorb knowledge easier and faster. This helps us understand things much better than books."

"I would defiantly recommend this method of learning because you learn a great deal in a short period of time. You also have fun doing so rather than sitting in a classroom reading textbooks filled with lots of text that is hard to understand."

"We learnt a lot in just a couple of hours and yet we did not even have to pick up a pen or paper. There are lots of things I have learnt such as fighting does not solve problems – it only causes more problems, than finding solutions."

"We will never be able to understand how to appreciate our freedom if we have never felt oppression. This is a good chance."

Five Principles of Time Travel

The following five principles summarise what the Time Travel method is:

1. Focus is a **local site and the story/ies** of the site. History begins where one is, where one lives and works, in one's surroundings, not far away in a distant city or country. Find historical sites within one's community, in walking distance from the school. It could be an impressive building, a shack, a specific tree, an archaeological site, a shop, a junction of roads, anything that is important to the community. And what stories do the sites tell? Choose a site and story that engage people in their lives today. A site without a story is dead; it's the story that makes it interesting. A local site always tells a story that is not only local but general, national and international.
2. **History from below:** There are always **several perspectives** to a story and a site; there are many "truths" in history. In a Time Travel the different perspectives and opinions are discussed and even contested. Sometimes people agree in the end, or in the least, respect differences in opinions and find a common way forward.

The main perspective in a Time Travel is the "bottom-up" perspective. History is looked at from below, from the workers', slaves', and children's point of view. In a Time Travel the participant always keep their age and gender. While stepping into the shoes of another person from the past, the participant always maintains their identity.

3. **Key Questions:** All Time Travels have key questions that connect today with the past. The key questions are important issues of today, which were also of importance in the past. They are the centre of the discussions in the Time Travel and linked to the topic.
4. **Interaction between community and school** in research, education/studies and in the Time Travels. Everybody has an interest in local heritage that is meaningful today, and this is the idea of the Time Travel method. People of different groups and

organisations come together to study, research and discuss. Community members can support the school in their preparations for the Time Travel. The process to the Time Travel day is often as important as the Time Travel itself; a way to work together and reconcile.

5. A Time Travel has a **reflective dialogue**: This is learning by doing, discussion and reflection. It is not a one-sided story, but a way to reflect and be challenged. Through meeting with others, one will experience, rethink and learn.



*The actual site where the Court Marshall was held in 1906
Time Travel is local sites and history – from the people, their stories*



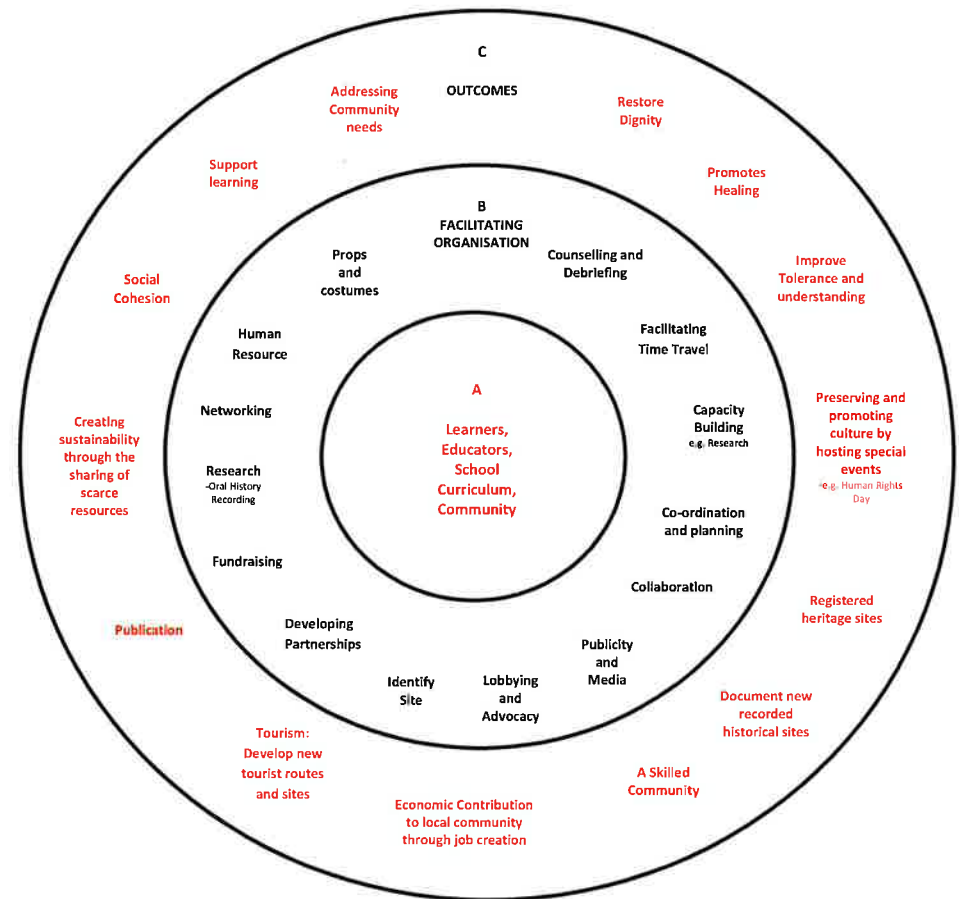
A site is chosen in close proximity of the school. Local communities are engaged in schools educational programmes.

*Educators are equal participants as are the learners.
All play a role in Time Travel.*

"All my views had changed when I had experienced my first Time Travel... Being in the time capsule allowed me to go through a little bit of the past and stirred up all kinds of emotions. Seeing how people were treated in that time period and the challenges they faced had brought me to tears. The Time Travel methodology is unique. My personal opinion is that it is a good exercise for all South Africans black, white, rich, poor, young and old."

"The turning point for me was the death of Madiba. Only and only because of participating in the Time Travel did I feel that I was able to understand and relate better to the reasons why the nation was grieving, having a much better and deeper understanding of our struggles and our victories. I WILL NEVER TAKE MY FREEDOM FOR GRANTED."

Illustrative Implementation of the Seven Steps



The implementation of Time Travel as an educational tool involves an organisation facilitating and supporting the process. The illustration below highlights the processes involved in facilitating a Time Travel, with learners, educators, the community and the school curriculum being the main objective of the exercise.

Learners, Educators, School Curriculum and Community

The core focus of Time Travel education is to complement current classroom learning. It revolves around learners and the community engaging and understanding historic environment education. Time Travel activities encompass all learning areas and subjects.

Facilitating Organisation

The Facilitating Organisation plans, co-ordinates, and manages the Time Travel activity. The Organisation could be a Community Based Organisation, a Non-Governmental Organisation, Museum, a government department, or a Heritage Society.

Furthermore, the Organisation will ensure that it has adequate resources and capacity to implement the Seven Step methodology.

Outcomes

The outcomes of a Time Travel and Historic Environment Education are diverse. While challenges in a community are identified and addressed either directly or through referrals to appropriate institutions, a major outcome is capacitation and job creation.

Conclusion

The Time Travel method of learning and experiencing history has been implemented successfully in South Africa. Although history is a perspective, the Time Travel method addresses all learning areas in a historical context. It deals with issues and challenges of today. It gives knowledge and understanding. Learning through Time Travels, in collaboration with local communities, parents and institutions, is an excellent method of supporting educational institutions. It supports the curriculum and help educators achieve their learning outcomes.

Despite the gains made in transitional South Africa, we are still grappling with social cohesion challenges. The dastardly effects of apartheid's stereotypes remain entrenched in our society where racial groupings continue to function in silos. In this respect, the Time Travel method of learning creates a context for cultural exchange, involving, in instances, the wider community participating cohesively in a historical scenario and collectively experiencing our diverse and rich cultures.

A critical characteristic of the Time Travel learning method is that communities take ownership and are active participants in the Seven Step approach to learning, irrespective of status.

"A method so simple yet so powerful" – Louis Marais

In Collaboration with:



TIME TRAVEL and HISTORIC ENVIRONMENT EDUCATION

ISBN 978-0-620-64545-4

