

## **How can we communicate complex colonial histories to children?**

### **Can we reframe colonialism for children and parents using familiar objects, to encourage critical thinking and ethical consumer habits?**

Colonialism is a subject that children can be curious about if we use familiarity. My homework pack asks a child and their parent/guardian to hunt around their home for everyday items such as sugar, soap and school uniform. The publication within connects origins of these items in the British Empire with contemporary issues such as fast fashion and consumerism. Using questions like 'is that fair?' and 'how would you feel?', readers can understand history and its modern effects in a deeper and more honest way.

Principally, this enquiry is relevant to children in the UK school system, along with their parents in a shared generational learning space of Object Based Learning. Through a network of publishing professionals, authors, teachers and testing with local families, the audience has been confirmed as 'Key Stage 3'. Children between the ages of 11 and 13 years. The publication is designed to be universal and accessible, therefore a broader audience is possible.

Born of personal positions on colonial acknowledgment found through MA Graphic Communication Design research into identity documents, this project subverts and repurposes the most powerful of an individual's documents, the passport. By deconstructing and then recontextualising the passport as a learning resource, using appropriate visual, linguistic and production conventions of current classroom materials, the result proves that even the most politically charged instances of graphic design can be translated for positive outcomes.

