

ABERTAY

25

YEARS

**Abertay 25**

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**Kalam Chowdhury:  
Community  
Pioneer**

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**An Abertay 25  
Research Project**

**With thanks to  
Soroptimist  
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&  
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these packs.**



# Introduction

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## We will:

- Use evidence to discover the story of one of Dundee's community pioneers
- Explore the links between Abertay University and Dundee's first mosque
- Meet a range of characters from Dundee's Muslim community
- Present our findings in a creative way to an audience of our choice.

## Topics of interest:

City development, immigration, faith & religion, community spirit, history of the Mosque in Dundee; history of the Bangladeshi community in Dundee; the experience of other South Asians in Dundee – good and bad; historical connections between Bangladesh and Dundee.

Teacher's notes — a longer overview of the Education in Industry story can be found [here](#)



## Learning outcomes:

I know who Kalam Chowdhury is, his link to Abertay University and Dundee's Central Mosque.

I have used evidence to discover a story around a topic of my and my group's interest.

I have understood a timeline and answered questions as well as created some of my own.

I have used primary and secondary resources to explore answers to my, and my group's, questions.

I have used my, and my group's, research to build a narrative and used the creativity and skills in the group to present this narrative to a chosen audience.

In 1969, the first Dundee mosque was founded. Numbers grew quickly and by 1995 Dundee had the first purpose built mosque in North-East Scotland, the Central Mosque. Kalam Chowdhury played a huge part in the life of the Bangladeshi community and of the mosque in Dundee.

**I expect this project to support me to:**

reflect on my strengths and skills to help me make informed choices when planning my next steps

learn about where to find help and resources to inform choices

communicate, collaborate and build relationships

explore and evaluate different types of sources and evidence

develop my understanding of the history, heritage and culture of Scotland, and an appreciation of my local and national heritage within the world

broaden my understanding of the world by learning about human activities and achievements in the past and present

establish firm foundations for lifelong learning and for further specialised study and careers

recognise and nurture my creative and aesthetic talents

Diploma in Auto-Manufacture

Year 1	Ass. %	Exam. mark	Final Mark	Pass	Dist.	Hon.
Auto-Engineering I	76	82	53	21	51	53
Auto-Engineering II	77	75	52	21	51	52
Auto-Engineering III	76	82	53	21	51	53
Auto-Engineering IV	75	81	52	21	51	52
Auto-Engineering V	74	80	51	21	51	51
Auto-Engineering VI	73	79	50	21	51	50
Auto-Engineering VII	72	78	49	21	51	49
Auto-Engineering VIII	71	77	48	21	51	48
Auto-Engineering IX	70	76	47	21	51	47
Auto-Engineering X	69	75	46	21	51	46
Auto-Engineering XI	68	74	45	21	51	45
Auto-Engineering XII	67	73	44	21	51	44
Auto-Engineering XIII	66	72	43	21	51	43
Auto-Engineering XIV	65	71	42	21	51	42
Auto-Engineering XV	64	70	41	21	51	41
Auto-Engineering XVI	63	69	40	21	51	40
Auto-Engineering XVII	62	68	39	21	51	39
Auto-Engineering XVIII	61	67	38	21	51	38
Auto-Engineering XIX	60	66	37	21	51	37
Auto-Engineering XX	59	65	36	21	51	36
Auto-Engineering XXI	58	64	35	21	51	35
Auto-Engineering XXII	57	63	34	21	51	34
Auto-Engineering XXIII	56	62	33	21	51	33
Auto-Engineering XXIV	55	61	32	21	51	32
Auto-Engineering XXV	54	60	31	21	51	31
Auto-Engineering XXVI	53	59	30	21	51	30
Auto-Engineering XXVII	52	58	29	21	51	29
Auto-Engineering XXVIII	51	57	28	21	51	28
Auto-Engineering XXIX	50	56	27	21	51	27
Auto-Engineering XXX	49	55	26	21	51	26
Auto-Engineering XXXI	48	54	25	21	51	25
Auto-Engineering XXXII	47	53	24	21	51	24
Auto-Engineering XXXIII	46	52	23	21	51	23
Auto-Engineering XXXIV	45	51	22	21	51	22
Auto-Engineering XXXV	44	50	21	21	51	21
Auto-Engineering XXXVI	43	49	20	21	51	20
Auto-Engineering XXXVII	42	48	19	21	51	19
Auto-Engineering XXXVIII	41	47	18	21	51	18
Auto-Engineering XXXIX	40	46	17	21	51	17
Auto-Engineering XL	39	45	16	21	51	16
Auto-Engineering XLI	38	44	15	21	51	15
Auto-Engineering XLII	37	43	14	21	51	14
Auto-Engineering XLIII	36	42	13	21	51	13
Auto-Engineering XLIV	35	41	12	21	51	12
Auto-Engineering XLV	34	40	11	21	51	11
Auto-Engineering XLVI	33	39	10	21	51	10
Auto-Engineering XLVII	32	38	9	21	51	9
Auto-Engineering XLVIII	31	37	8	21	51	8
Auto-Engineering XLIX	30	36	7	21	51	7
Auto-Engineering L	29	35	6	21	51	6
Auto-Engineering LI	28	34	5	21	51	5
Auto-Engineering LII	27	33	4	21	51	4
Auto-Engineering LIII	26	32	3	21	51	3
Auto-Engineering LIV	25	31	2	21	51	2
Auto-Engineering LV	24	30	1	21	51	1
Auto-Engineering LVI	23	29	0	21	51	0
Auto-Engineering LVII	22	28	0	21	51	0
Auto-Engineering LVIII	21	27	0	21	51	0
Auto-Engineering LIX	20	26	0	21	51	0
Auto-Engineering LX	19	25	0	21	51	0
Auto-Engineering LXI	18	24	0	21	51	0
Auto-Engineering LXII	17	23	0	21	51	0
Auto-Engineering LXIII	16	22	0	21	51	0
Auto-Engineering LXIV	15	21	0	21	51	0
Auto-Engineering LXV	14	20	0	21	51	0
Auto-Engineering LXVI	13	19	0	21	51	0
Auto-Engineering LXVII	12	18	0	21	51	0
Auto-Engineering LXVIII	11	17	0	21	51	0
Auto-Engineering LXIX	10	16	0	21	51	0
Auto-Engineering LXX	9	15	0	21	51	0
Auto-Engineering LXXI	8	14	0	21	51	0
Auto-Engineering LXXII	7	13	0	21	51	0
Auto-Engineering LXXIII	6	12	0	21	51	0
Auto-Engineering LXXIV	5	11	0	21	51	0
Auto-Engineering LXXV	4	10	0	21	51	0
Auto-Engineering LXXVI	3	9	0	21	51	0
Auto-Engineering LXXVII	2	8	0	21	51	0
Auto-Engineering LXXVIII	1	7	0	21	51	0
Auto-Engineering LXXIX	0	6	0	21	51	0
Auto-Engineering LXXX	0	5	0	21	51	0
Auto-Engineering LXXXI	0	4	0	21	51	0
Auto-Engineering LXXXII	0	3	0	21	51	0
Auto-Engineering LXXXIII	0	2	0	21	51	0
Auto-Engineering LXXXIV	0	1	0	21	51	0
Auto-Engineering LXXXV	0	0	0	21	51	0
Auto-Engineering LXXXVI	0	0	0	21	51	0
Auto-Engineering LXXXVII	0	0	0	21	51	0
Auto-Engineering LXXXVIII	0	0	0	21	51	0
Auto-Engineering LXXXIX	0	0	0	21	51	0
Auto-Engineering LXXXX	0	0	0	21	51	0
Auto-Engineering LXXXXI	0	0	0	21	51	0
Auto-Engineering LXXXXII	0	0	0	21	51	0
Auto-Engineering LXXXXIII	0	0	0	21	51	0
Auto-Engineering LXXXXIV	0	0	0	21	51	0
Auto-Engineering LXXXXV	0	0	0	21	51	0
Auto-Engineering LXXXXVI	0	0	0	21	51	0
Auto-Engineering LXXXXVII	0	0	0	21	51	0
Auto-Engineering LXXXXVIII	0	0	0	21	51	0
Auto-Engineering LXXXXIX	0	0	0	21	51	0
Auto-Engineering LXXXXX	0	0	0	21	51	0
Auto-Engineering LXXXXXI	0	0	0	21	51	0
Auto-Engineering LXXXXXII	0	0	0	21	51	0
Auto-Engineering LXXXXXIII	0	0	0	21	51	0
Auto-Engineering LXXXXXIV	0	0	0	21	51	0
Auto-Engineering LXXXXXV	0	0	0	21	51	0
Auto-Engineering LXXXXXVI	0	0	0	21	51	0
Auto-Engineering LXXXXXVII	0	0	0	21	51	0
Auto-Engineering LXXXXXVIII	0	0	0	21	51	0
Auto-Engineering LXXXXXIX	0	0	0	21	51	0
Auto-Engineering LXXXXXX	0	0	0	21	51	0
Auto-Engineering LXXXXXXI	0	0	0	21	51	0
Auto-Engineering LXXXXXXII	0	0	0	21	51	0
Auto-Engineering LXXXXXXIII	0	0	0	21	51	0
Auto-Engineering LXXXXXXIV	0	0	0	21	51	0
Auto-Engineering LXXXXXXV	0	0	0	21	51	0
Auto-Engineering LXXXXXXVI	0	0	0	21	51	0
Auto-Engineering LXXXXXXVII	0	0	0	21	51	0
Auto-Engineering LXXXXXXVIII	0	0	0	21	51	0
Auto-Engineering LXXXXXXIX	0	0	0	21	51	0
Auto-Engineering LXXXXXXX	0	0	0	21	51	0
Auto-Engineering LXXXXXXXI	0	0	0	21	51	0
Auto-Engineering LXXXXXXXII	0	0	0	21	51	0
Auto-Engineering LXXXXXXXIII	0	0	0	21	51	0
Auto-Engineering LXXXXXXXIV	0	0	0	21	51	0
Auto-Engineering LXXXXXXXV	0	0	0	21	51	0
Auto-Engineering LXXXXXXXVI	0	0	0	21	51	0
Auto-Engineering LXXXXXXXVII	0	0	0	21	51	0
Auto-Engineering LXXXXXXXVIII	0	0	0	21	51	0
Auto-Engineering LXXXXXXXIX	0	0	0	21	51	0
Auto-Engineering LXXXXXXX	0	0	0	21	51	0

Kalam Chowdhury Student Record, Abertay University Archives

# Teacher's Notes

## - How to Use This Pack

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To recap on the 3-stage project, watch our [video on Enquiry Learning](#) from the Welcome pack

This project aims to encourage the group to engage in discussions based around the evidence provided. The more they discuss, the more topics of interest they might come across. For example, they might become interested in how Kalam Chowdhury's faith and work with the community developed over the course of his life. They might explore the history of the Bangladesh community in Dundee or even discover historical connections between Dundee & Bangladesh going back to the 19th century.

This pack provides ideas to help you take a group through a research project by questioning and discussing evidence in archive documents. We have highlighted some questions you might ask to get the discussion started. However, the aim is for the group to take the lead, and for you to be helping it achieve its goals. This can take time, so encourage them to make suggestions and ask questions, and see if they can discover their answers in the given resources. If they cannot, they can keep a note of those questions for further research. Over time they will use their research to find their own direction and build a story that they will tell in a presentation that they design and develop themselves.

Contact [archives@abertay.ac.uk](mailto:archives@abertay.ac.uk) for more information, or for extra resources.



## Teacher's Notes

### Bonus discussions with this pack!

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The research in this education pack relies heavily on oral history interviews from Kalam Chowdhury as well as his friends and family. There are also articles from newsletters and newspapers available for further research.

Kalam Chowdhury's interview has been provided via a link to Colourful Heritage, a project dedicated to sharing the story of South Asian and Muslim heritage in Scotland.

The other interviews are rather long, and so we have shared small snippets of them that the groups might find interesting. There is plenty more to explore from these interviews and you can get in touch at any point to request the full interview, or more audio clips depending on your research focus.

Each document in this stage has a suggested activity (or two!) to help your groups with their discussions. The purpose of this stage is for the groups to identify the story the recordings and documents tell, and find a topic, a person, place or a theme to focus on for their further research. In their discussions they will identify more questions to research, and take individual responsibility for tasks preparing for stage 2.



# The pros and cons of oral history interviews

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Oral history interviews are a great way to get stories straight from the people that witnessed events. As the groups work through this project, they will hear some amazing stories...but there are also disadvantages to recorded interviews—especially ones that have been done during 2020's pandemic!

As you're working through this project, keep the following in mind:

## Pros...

- Interviews provide a human perspective on events: feelings, opinions, and everyday details that don't always come across in an article.
- Oral history relays history that doesn't make it into books: women, children, laborers, minorities, popular culture, and home life.
- Everyone has a slightly different memory of the way things happen—by interviewing more than one person, you get to hear multiple perspectives.
- Alternatively, to the above point, multiple interviews on the same topic can confirm someone's recollection of a person or place.

## Cons...

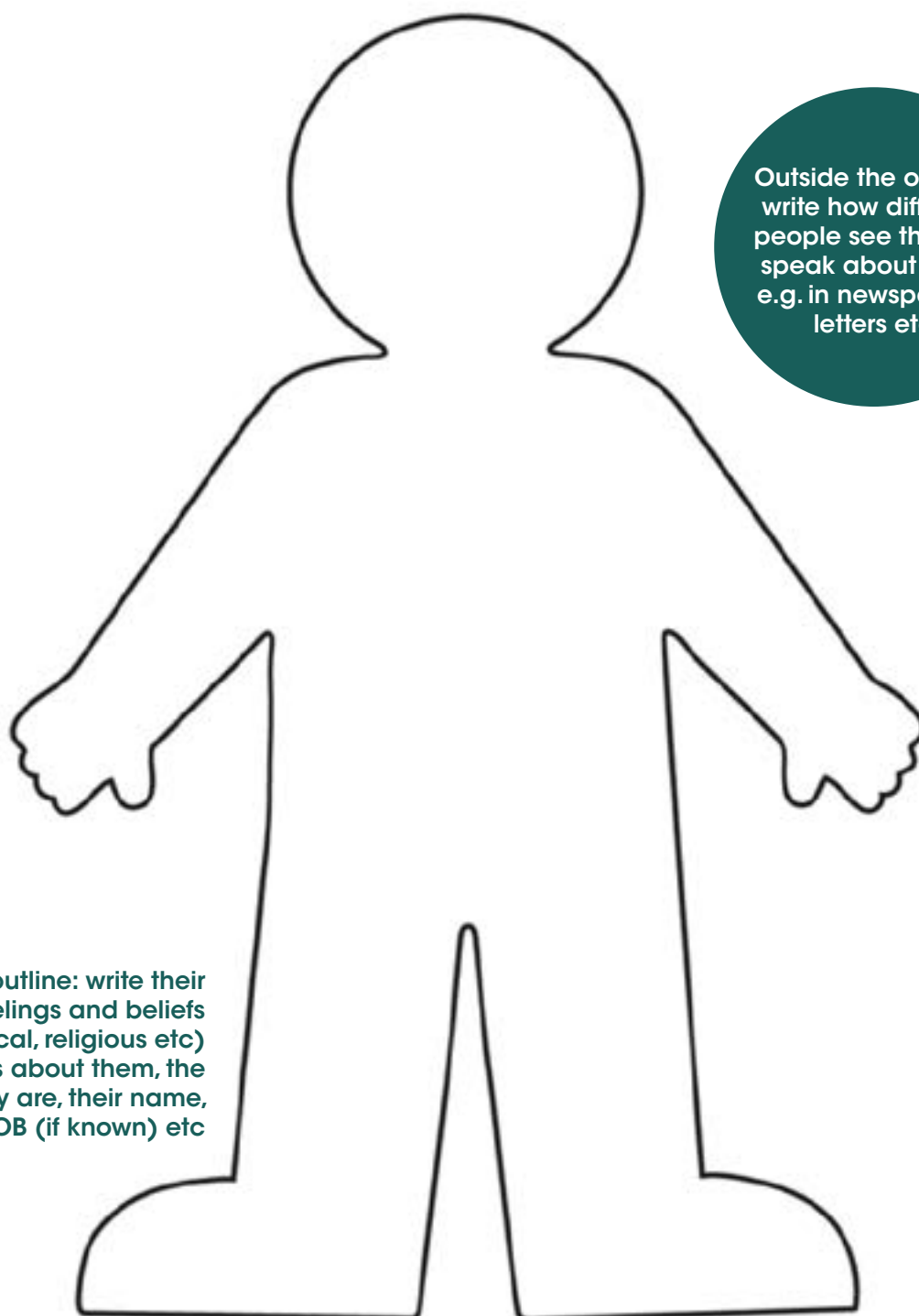
- We can only ask for interviews from people who are living. We are very lucky that Kalam Chowdhury was interviewed by Colourful Heritage before he passed away.
- Interviews are sometimes not too reliable for hard facts, which should be confirmed with written sources, like newspaper articles. However, remember that, unless you're looking at statistics, there is always a person with a memory or opinion behind the written text, too.
- Finding the right people to interview can be a challenge—especially if they are not close by. Using technology is a great way to overcome the issue of distance and pandemic restrictions, but technology has its own issues e.g. the audio might not be perfect depending on someone's surroundings or internet bandwidth.
- Everyone has a slightly different memory of the way things happen—when stories conflict, it's hard to tell which is most accurate.

# Stage 1 - Find your Focus

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As the groups work their way through the documents, they'll come across the "main characters" of their research.

Before they start, ask each group to draw two large outlines of a person on a piece of paper. As the groups discover more about the people, places or events they're researching, they will add the information to the outline, constantly building on their research and discovering areas of interest.



Outside the outline:  
write how different  
people see them or  
speak about them  
e.g. in newspapers,  
letters etc

Inside the outline: write their  
thoughts, feelings and beliefs  
(political, religious etc)  
Write facts about them, the  
person they are, their name,  
DOB (if known) etc



# Meet your main characters

## - Main Character #1

Colourful  
Heritage  
interview with  
Abul Kalam  
Chowdhury



You can pause this interview as many times as you want for discussion. There is so much information in this 7-minute interview, it might be best to break it down into smaller chunks to make the discussions more focussed and the information digestible.

There are also some very interesting images shared throughout the interview:

1 minute 12 seconds—student record from Dacca university

1 minute 47 seconds—who recognises this place in Dundee? (Dudhope Castle)

2 minutes 46 seconds—photograph of students on the Jute Manufacturing course at Dundee College of Technology

5 minutes 52—6 minutes 14 seconds—photographs of Dundee Central Mosque—some learners might not have seen this before, particularly the interior.

### Discover your main character

What was his previous life like in Bangladesh? What did he study and where?

Why did he go to Dundee initially and where did he stay?

What do you think is interesting about his first impressions of Dundee?

Why do you think he chose to stay in Dundee instead of returning to Bangladesh?

What did he study at the Dundee Technical College?

How do you think Dundee as a city adapted during Kalam Chowdhury's time there?

What made it easier for him to stay?

When did the Central Mosque open and what involvement did he have in the building of the Central Mosque?

Why do you think he is an important figure in Dundee?



# Golden Document -

## Interview with Kader Chowdhury, Kalam Chowdhury's son

Archivist Ruairaidh Wishart interviews Kader Chowdhury, Kalam Chowdhury's son. Kader shared many amazing stories of Kalam Chowdhury's life. Some are shared in this pack and others can be requested, along with the full interview, at [archives@abertay.ac.uk](mailto:archives@abertay.ac.uk)



Click on the links to hear audio clips about ...

- [The Hilltown Mosque](#)
- [Kalam Chowdhury's original plans for life](#)
- [How Kalam Chowdhury's faith outwardly manifested](#)
- [Fundraising for Dundee Central Mosque](#)
- [Kalam Chowdhury as a community elder and leader](#)
- [Outreach for the Mosque](#)
- [How much Kalam Chowdhury is missed.](#)

The full interview, can be requested from [archives@abertay.ac.uk](mailto:archives@abertay.ac.uk)

## Discuss!

What do we discover about Kalam Chowdhury's faith and pious lifestyle in this interview with his son?

If you met Kalam Chowdhury, what questions would you ask him? Why?

Why do you think Kalam Chowdhury was so loved by the community?

Why and how did his faith in Islam grow?

How did he express his faith?

Why do you think he is an important figure in Dundee?

# Golden Document -

## Interview with Abu Karim, friend of Kalam Chowdhury

Archivist Ruaraidh Wishart interviews Abu Karim, Kalam Chowdhury's friend. Abu shared many amazing stories of Kalam Chowdhury's student life and how he changed as his faith grew stronger. Some are shared in this pack and others can be requested, along with the full interview, at [archives@abertay.ac.uk](mailto:archives@abertay.ac.uk)



Click on the links to hear audio clips about ...

- [Kalam Chowdhury's Jute Class and how many stayed after qualifying](#)
- [Content of the Jute Management course](#)
- [What he did after qualifying](#)
- [How he applied his Jute management qualification](#)
- [Kalam as a pioneer of the catering trade in Dundee](#)
- [How the Bangladesh Association started](#)

The full interview, can be requested from [archives@abertay.ac.uk](mailto:archives@abertay.ac.uk)

## Discuss!

Why do you think Kalam Chowdhury decided not to work in the Jute industry?

Why do you think he stayed, while many others left?

Why do you think the Jute course was so popular to overseas students?

How did Kalam Chowdhury use his skills from his Jute courses in his career?

What did he end up using his qualifications for?



## Dacca to Dundee—A Journey That Redefined a Life (Part 1)

- Abu Karim

The year was 1970. I was 19 years old and I had applied to Dundee College of Technology to study Jute Technology as this was the qualification that would put me on a fast track to become a Jute Mill manager. My acceptance letter came from Mr. Gordon (Head of the Department). Bangladesh was not a country then and it was known as East Pakistan. The independence war started on 26th March 1971 and I took part in the freedom movement. Therefore, I had to put my plan to study abroad on hold till the end of the war. On 16th December 1971, East Pakistan got freedom from West Pakistan and a new country called Bangladesh was born. Soon after the war, I started to arrange my passport and foreign exchange. Being a new country the Bangladeshi passport had not yet been created. However, with the help of one of my father's friends I managed to obtain a travel permit on an A4 size paper. I still

My friend Zubair reached Dundee after a few days and we rented a flat at Dundonald Street for £4.00/week, luckily with a toilet inside, but no sink. These flats were built around the middle of the 19<sup>th</sup> century to accommodate jute mill workers. Many of them had a common toilet on the corner of the staircase of each floor for the occupiers of two adjacent flats. We had two rooms and a scullery with space for only one person to cook. I was surprised to see the gas lights still in use on the streets. Our close had an automated gas light. The gas lights, dark building for jute workers and the streets paved with cobblestone resembled a shot from the Victorian era.

to close at 10 pm and most shops closed at 5.30 pm. A common hangout for locals of all ages and very popular among Dundonians was Dens market. It was only a minute's walk from our flat. The shops in the market mostly sold used goods and the cafeteria had local food like pea-buster (mashed peas and chips), mince and tatties, bridies, Pie, etc. In the middle of the market, there was a prize bingo stand. The most interesting element of Dundee for me was the conversation among the locals. They weren't afraid to drop in the 'F' word into any conversation at any given opportunity. It took me some time to make sense of some of the dialect and certain phrases for example, "ye widnae ken" meaning "you wouldn't know", "bonny lassie" meaning beautiful girl, "hae tae" meaning "you two".

Dacca to Dundee, an article written by Abu Karim for Dudhope Multicultural Centre. This article, in 2 parts, details his arrival in Dundee at just 19 years old and how fear of the unknown quickly turned into a strong feeling of community and a "home away from home". It goes on to describe how he and his friends found success despite the difficulties in pursuing careers.

This article covers many topics that are highlighted in Kalam Chowdhury's story such as Dundee as a changing city, the Jute course, the war of independence in 1971 and community spirit.

### Discuss!

Abu Karim arrived in Dundee 5 years after Kalam Chowdhury. Discuss the similarities and differences you think they will have experienced as new arrivals in the city.

What similarities and differences can you find in this article and Kalam Chodwhury's Colourful Heritage interview?

What attributes of Dundee as a city were shocking or different for Abu and Kalam?

Imagine arriving in a new country for work or study, what do you think would make your time there less worrying? Think about a shared culture, community, values and friends.

# STAGE 2

## FURTHER RESEARCH

### Teacher's Notes

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Where the group's further research takes them depends entirely on them. At this point, the group has curiosity. Some of the questions raised at the end of Stage 1 will not be answered by the documents in the pack, so where does the group need to look to find the answers? First of all, they need to decide which questions they want to answer—they need to discuss and decide on the direction they want their further research to go in. What is it they want to discover and why?

#### EXAMPLES OF FURTHER RESEARCH TOPICS

There are so many directions for further research in this story. Anything from exploring the significance of Mosques and the history of mosques in Dundee to discovering the historical connections between Bangladesh and Dundee stretching as far back as the 19th century.

Groups might reflect on their own experiences of immigration, their own faith or culture and how their values and experiences match, or differ, from those of Kalam Chowdhury.

They could look further into the significance of higher education and how skills learnt can be adapted to multiple situations.

Contact [archives@abertay.ac.uk](mailto:archives@abertay.ac.uk) when you know the topic your groups want to explore further. We can send larger copies of the documents from this pack as well as help you discover more sources of information! The last page in this pack lists further sources of information.

[Click here for an example of what a further research topic could look like.](#)

# New Hope For Dundee's

## Pakistani Students

Hard-up East Pakistani students will be interviewed by Dundee College of Technology authorities this week.

The students had claimed they would be expelled if fees weren't paid.

The lack of funds was caused by civil strife in their homeland.

The students have received very little money from home and some none at all.

Many are working part-time to pay for their courses in textile technology.

Some are on the night-shift in jute mills.

The college governors allowed the £150 fees — payable in September — to be waived until the end of the year.

But with exams due in a few weeks, the students are feeling the strain.

On Saturday, student leaders told TUC general secretary Vic Feather about the situation.

"He seemed very interested and asked for more information," said

Students' Representative Council vice-president, 21-year-old Michael Gumbrell.

### Appeal Fund.

The SRC have planned an appeal fund for the Bengal students.

Mr Gumbrell said today a meeting had been held with the college authorities.

It was agreed the students involved should be interviewed by the college welfare officer, administration officer and the head of the textiles department.

These interviews would determine the financial position of the students.

"Once this information is available we will be in a better position to decide what can be done to help them," said Mr Gumbrell.

The Scottish Education Department would be sent details to see if they would be willing to take action.

"The interviews will enable us to decide just how much is needed if an appeal fund is launched," said Mr Gumbrell.

"When we launch it depends on the Scottish Education Department's reaction."

Left: Dundee Evening Telegraph, 24 November 1971. Copyright DC Thomson & Co. Ltd

# Mosque In Dundee Tenement

**A** COMPLAINT of "chanting" from dawn onwards every week-end in a ground-floor flat has been made to Dundee City Engineer's Department.

The complaint came from a tenant of a North Erskine Street tenement where the city's Moslem community have a mosque.

In the mosque there is a preparation room, where the worshippers, all men, cleanse themselves in a stainless steel trough before entering the inner sanctuary, where special sandals are worn.

There is no furniture—just carpets and wall decorations. All that distinguishes the house from any other in the street is a large sign on the wall saying "Muslim Mosque, Dundee," and the musky smell of incense.

A spokesman for the City Engineers' Department said that the leader of the Moslem community had been approached to supply plans. These plans will go before

the next Planning Committee meeting for approval for change of use from dwelling house to mosque.

Although no structural alterations have been made, permission has still to be obtained.

Left: Dundee Courier, 5 May 1969. Copyright DC Thomson & Co. Ltd

## Hotel room becomes a mosque

The man who opened the door was in his stocking soles. So were the young men who filled the room into which I stepped in Royal British Hotel, Dundee, on Saturday morning.

Dundee Courier and Advertiser, 15 June 1953. Copyright DC Thomson & Co. Ltd

You are always welcome to contact [archives@abertay.ac.uk](mailto:archives@abertay.ac.uk) for further information or to ask for help with your project from a member of the archive team. We can help further focus and develop your group's research.



# STAGE 3

## PRESENTATIONS

### Teacher's Notes

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The group will need to decide on a few things before getting started on their presentations. We want them to be as creative as possible, using the skills of those found within the group. Is there a confident speaker? A musician? Someone who enjoys arts and crafts? Encourage the group to discuss the different ways they could present their research to an audience.

On page 18, there are some questions the group could discuss together to help guide them towards a presentation.

#### **What is your topic?**

- The group should agree on the topic of the presentation, the story they want to tell, and the message they want to send.
- Their message should be clear, strong and something that they are confident talking about.

#### **Who is your audience?**

- How will the group get their message across?
- How will the group's chosen audience benefit from their research?

#### **How will you present your discoveries?**

- Now they know what their message is and who their audience is, they can focus on the best way to get that message across—what will make the biggest impact.
- A short story, drama, piece of music, animation, artwork, interactive exhibit – the possibilities are endless!

## **Create!**

Once the groups have decided on their message, audience and presentation style, it's time to create! Each member of the group needs a role either in the design or delivery of the presentation (or both!) Before they start, they should make a plan. How long do they have to create their presentations, what equipment and skills do they have—laptops, art supplies, cameras etc.

Remember to contact [archives@Abertay.ac.uk](mailto:archives@Abertay.ac.uk) – we might just be able to help!

Most importantly, the group needs to create realistic goals. They should think about time, resources and skills and what they can actually achieve with the resources available to them.

## **Record!**

Whatever the presentation is, we'd love to see it. If you're able to take photographs, video or audio recordings—or even send a file over—please do. It might just end up in our archives! Contact [archives@abertay.ac.uk](mailto:archives@abertay.ac.uk) to find out more.

# Stage 3

## - Presentations Group Worksheet

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Work through this sheet to help prepare your group presentation. Discuss each of the questions with your group before making a decision. Think about the skills of each person in the group, for example do you have an artist in your group? Or someone who is a confident speaker? Do you have a musician or someone who is interested in video editing? Use what skills and equipment you have available, but make sure everyone has a role in either the design or delivery of the presentation.

### **What is your topic or message?**

Discuss the main topic of your presentation. Write your topic in 10 words or less. This will help you decide the title of your presentation. Try to summarise the story you want to tell in a paragraph. This can help you plan how it could be divided up into sections / scenes in your presentation.

### **Who is your audience?**

Discuss who you are creating this presentation for. Your school, a nursery, a future employer or customer? It can be a completely made up audience—someone from the future, the past or even an alien!

### **Why do you think they should listen to your message? How will they benefit?**

Your presentation needs a “why”. Think about why your audience needs to hear your research. It might help them change their perspective, or inspire them to make a change.

### **How will you present your work?**

This will depend on the topic/message and audience you have chosen. A younger audience might benefit from storytelling or rhyme, whereas an alien might need a lot of visual cues. Use the skills in your group to decide on the best way to present.

**Discuss realistic goals. What can you achieve with the time and resources available to you. Play to each other's strengths – maybe one person is an amazing writer, another a great illustrator and someone else is a fantastic speaker – work together to create something you can all feel confident presenting!**

## **There are different sources for your research, including the ones below.**

**Abertay University Archives** [archives@abertay.ac.uk](mailto:archives@abertay.ac.uk)

**British Newspaper Archive** [www.britishnewspaperarchive.co.uk/](http://www.britishnewspaperarchive.co.uk/)

**Colourful Heritage** [www.colourfulheritage.com/](http://www.colourfulheritage.com/)

**Bangladesh Association FB page** [www.facebook.com/pages/category/Community-Organization/Bangladesh-Association-In-Dundee-Scotland-313272475813435/](http://www.facebook.com/pages/category/Community-Organization/Bangladesh-Association-In-Dundee-Scotland-313272475813435/)

**Dundee Central Mosque** [www.dundeeislamicsociety.com/](http://www.dundeeislamicsociety.com/)

**Dundee Central Mosque Facebook Page** [www.facebook.com/DundeeCentralMosque/](http://www.facebook.com/DundeeCentralMosque/)

**Factory in Miniature Exhibition** [www.abertay.ac.uk/visit/a-factory-in-miniature/](http://www.abertay.ac.uk/visit/a-factory-in-miniature/)

### **Acknowledgements**

Abertay University would like to thank the following organisations for support in the development of these resources. They can also be contacted for further help with research.

**Dundee City Archives** [archives@dundeecity.gov.uk](mailto:archives@dundeecity.gov.uk)

**Local History Centre** [www.leisureandculturedundee.com/library/localhistory](http://www.leisureandculturedundee.com/library/localhistory)

**University of Dundee Archive Services** [www.dundee.ac.uk/archives/](http://www.dundee.ac.uk/archives/)

**DC Thomson Archives** – [www.dcthomson.co.uk](http://www.dcthomson.co.uk) While their collections are not normally publicly accessible, an enquiry service is offered but responses may take a few weeks. Historic newspapers can be searched through the British Newspaper Archive, and the Dundee Central Library collections hold modern editions so please use these sources first.

**Verdant Works Museum** [www.verdantworks.co.uk/](http://www.verdantworks.co.uk/)

**Rautomead Ltd** [www.rautomead.com/](http://www.rautomead.com/)

**Colourful Heritage** [www.colourfulheritage.com/](http://www.colourfulheritage.com/)

### **We would also like to thank the following people and organisations for direct help in creating this pack**

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# Congratulations!

Congratulations! You've completed Abertay 25's Kalam Chowdhury: Community Pioneer education pack! Don't forget to fill in your post-project evaluation forms!



We'd love to see your creations, so take photos and recordings and send them to [archives@dundee.ac.uk](mailto:archives@dundee.ac.uk)

If you have any feedback from your experience (either as the group taking part or the group leader) please do get in touch.

