



BLACK MINERS MUSEUM

Preserving Diverse Industrial Heritage COURSE

Level 1: Introduction Series (10 lessons)

Lesson 1

An Introduction to Diverse Heritage

Overview

Lesson 1: An Introduction to Diverse Heritage

Topics explores: History / Shared Heritage /Diversity /Industry / Diverse Heritage / Diverse industrial Heritage / UK

Objectives / Learning Targets: *Learners will*

- Define meaning for the term 'diverse heritage'
- Explore ideas about heritage and how heritage links to human experience
- Explore how heritage can be diverse and varied but related to human experiences, past and present
- Learn about aspects of industrial heritage
- Reflect on individual and collective contributions to industrial heritage in the UK and in other countries.

Goals for understanding/ learning outcomes:

- Be able to consider alternative narratives or perspectives
- Be able to share any personal or professional links to industry
- Be able to offer opinions on diversity and inclusion within the industrial heritage sector.

Curriculum links: History, Citizenship, Geography, English, Economics/Business, Science, Sociology and Psychology.

Materials & Resources

Computer / Smart phone

Post-it notes

Paper/pen/pencil

Introduction

The lesson explores diverse heritage and the important role it has in helping people understand cultural links to history and to find meaningful relationship to the past, present and the future.

What is heritage?

Heritage can be considered as:

- Something valued and significant to an individual, a group or a nation
- Something often/sometimes passed down through the generations and for generations to share and to learn from
- Something protected and preserved
- A gift, something treasured, could be considered as creating social capital or material wealth
- Tangible and intangible
- Related to people and human experience
- Significant to understanding more about the 'why who what where when how' of life.

Examples of what many consider 'heritage' to be, often relate to:

- Industry including mining, health, shipping/maritime and transport
- Memories, cultures and communities
- The environment
- Place, buildings and monuments and memorials
- Landscapes, parks, open spaces and nature.

Industrial heritage and Diversity

Industrial heritage relates to the physical remains of the history of industrial sectors such as technology, energy, transportation, health and engineering for example. It helps us relate to culture and can inform regeneration and renewal in declining areas, fractured communities and migration communities.

Industrial heritage and the African/Black /Black Asian Minority Ethnic (BAME) communities' presence play an integral part in global history and finding out more can help understanding and exploration into contributions made by diverse groups and communities and their impacted shaping industry, aiding our understanding of what shapes and moves us forward as a multicultural nation and world. Understanding what diverse heritage is and how many different communities have contributed to history making process, is fundamental to learning more about industrial history.

Black/BAME contributions to industry, examples past and present:

- Transport sector: railways & buses
- Health sector: nursing, doctors, medicine, midwifery, social care
- Energy sector: coal mining /lead/tin/copper mining, gas, electricity, renewable energy
- Foundry sector: iron, steel, metals
- Maritime sector: shipping, seafarers, sailors, dockyards
- Hospitality & Food sector: manufacturing, cooking, catering
- Media: writing, theatre, broadcasting

Why is understanding more about diversity within industrial heritage important?

- It helps us to understand individuals and communities as active participants from diverse groups and diverse countries, have helped shape what we have today and how we live
- It helps us to appreciate others and helps us to relate to experiences other than our own

- It helps us to see or witness how, through digital technology, industries can take new forms for new human needs and requirements in everyday life
- It helps us to adapt to change and to celebrate the resilience and richness of diverse industrial heritage.

Learning Activities

Time	Activities	Key words / Phrases
10 mins	<p><i>Ice-breaker/ Starter</i></p> <ul style="list-style-type: none"> • Mind-map the words 'diverse' and 'heritage'. • List ideas of what constitutes 'diverse industrial heritage' • Discuss ways industry has changed over the last 100 years. 	<p>Diverse</p> <p>Diversity</p> <p>Heritage</p>
45 mins	<p><i>Main</i></p> <ul style="list-style-type: none"> • List as many jobs /industries linked to your own family. • Put in order the industry your think is most important to human survival and explain why. • Write a thank you letter to a worker of your chosen industry (this could be the one listed as most important in previous activity). • Design a poster/ greeting card/postcard promoting diversity/equality/inclusion in industry. 	<p>Family</p> <p>Heritage</p> <p>Inclusion</p> <p>Equality</p> <p>Industry</p>
5 mins	<p><i>Plenary</i></p> <p>Reflection questioning</p> <p>Describe what you have learnt today – write on a post-it note. Gather responses and share.</p>	<p>Reflection</p>

Ideas for differentiation

a. *Visual Learners*

Include images

b. *Auditory Learners*

Include recordings/podcasts/music

c. *Kinaesthetic Learners*

Include objects

d. *ESL Students*

Include vocabulary translations and images of key objects/words

e. *At-risk Students*

Be aware of discussing subjects/topics that may trigger negative responses or behaviours

f. *Advanced Learners*

Include extension activities i.e. further questions, questions that encourage analysis and evaluation, research topics

Opportunities for individual, paired, groups

- Recognise and record your own professional or personal contributions to preserving industrial heritage
- Find your own family heirlooms and memorabilia considered 'valuable'
- Talk to relatives and recording their interviews (with permission)
- Share a heritage object with young people
- Write your life story and include your own links to industry
- Speak to a senior citizen person of African-Caribbean/Black/BAME heritage or from a different ethnic group about their work experience in the UK. Compare with another person's experience. What are the similarities and differences?

- Contribute and participate in heritage by volunteering your skills (or learn new skills) one hour per month at a museum/ heritage center of your choice
- Visiting a local industrial museum or science-related museum, sharing your knowledge or memories with staff.

Assessment

Informal – through questioning (direct and self-reflective)

Media links & further reading/study

Historic England <https://historicengland.org.uk>

Black Miners Heritage: <https://www.blackcoalminers.com>

Diverse Industrial Heritage <https://nottinghamnewscentre.com>

Industrial Heritage Networks <https://industrialheritagenetworks.com>

UNESCO World Heritage List <https://whc.unesco.org/en/>

Global connection opportunities & places to visit

The European route of Industrial heritage <https://www.erih.net>

Explore our Industrial heritage <https://historicengland.org.uk/advice/heritage-at-risk/buildings/industrial-heritage/getting-involved/explore-industrial-heritage/>

Images for heritage educational use / discussion



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TEACHER NOTES