



Preserving Diverse Industrial Heritage COURSE

Level 1: Introduction Series (10 lessons)

Lesson 6

**An Introduction to
Media Production & Diverse Industrial Heritage**

Overview

Lesson 6: An Introduction to Media Production & Diverse Industrial Heritage

Topics explores: Media production/ The role of a producer / Digitally preserving history and heritage digitally /Cultural heritage /Diversity /Industry/ Coal mining / African Caribbean communities

Objectives / Learning Targets: *Learners will*

- Define the various types of media for communication
- Explore the significance and importance of media production and content management
- Examine the role of a media producer
- Consider the range of broadcast content within the Black Miners Museum and other industrial heritage museums/organisations. Explain the reasons why.
- Discuss how diverse heritage media production can help educate, inform and inspire.

Subject Curriculum links: Media Studies, Broadcasting, Digital Technologies, History, English Language.

Introduction

This lesson explores how digital technologies, through creative media production strategies, can help communicate and preserve narratives and histories relating to industrial heritage and diverse communities. In the 21st century, for most people, the relative ease of accessing and producing digital media such as: television programmes, film and video production, digital comics, newspapers, exhibition information panels, posters, flyers, QR codes, podcasts, radio broadcasts among others, and through the wealth of social media communication outlets such as: YouTube, TikTok, Snapchat, Instagram, Twitter, Facebook, e-publishing, print publishing and many others, are sometimes beneficial for global output reach and for creating relatively low cost, inspiring, diverse, industrial heritage content.

Learning Activities

Time	Activities	Key words / Phrases
10 mins	<p><i>Ice-breaker/ Starter</i></p> <p>Ask the group questions such as:</p> <ul style="list-style-type: none"> • Define 'media' • List types of media used to communicate/share knowledge • Consider a world without media – debate the challenges and the benefits. 	<p>Media</p> <p>Communication</p> <p>Media content</p>
45 mins	<p><i>Main</i></p> <ul style="list-style-type: none"> • Create a piece of media content (e.g. a podcast, a blog, a written article, a short video, exhibition display boards etc.) about a subject /topic/issue of your choice • Watch one of the TV broadcasts or review one of the articles about Black Miners listed at https://www.blackcoalminers.com/BMMP-Media-Interest And at https://www.blackcoalminers.com/media-interest • Watch an industrial heritage media production. Consider aspects of its the narration/ narrative structure, vocabulary, text/ script, the presenter/ author, contributors, images/video clips, duration, audience age range/demographics, budget/costs and anything else of interest. What might the media content suggest in terms of message, tone, target audiences, call to action – what does it want you to do/ think about? • Write a set of 7 interview questions for the director/author/ media producer. • Plan a new programme idea to pitch to a TV or radio programme commissioner. Consider: the topic/issue, budget, cast, filming location, research, production team, editing and special effects etc. • Create your own YouTube channel and share self-created video and photo content/stories on an interest/topic of your choice • Consider the importance of media content that gives a voice to disadvantaged groups/ individuals. • Consider current copyright law and intellectual property rights and how it might affect/ apply to your own creative output. 	<p>Media</p> <p>Production</p> <p>Preservation</p> <p>Author</p> <p>Broadcasting</p> <p>Contributor</p> <p>Presenter</p> <p>Budget</p> <p>Podcast</p> <p>Copyright</p> <p>Intellectual property rights</p>

5 mins	<i>Plenary</i> Reflection questioning Describe what you have learnt today – write (or draw a related object) on a post-it note. Gather responses and share.	Reflection
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Ideas for differentiation

a. Visual Learners

Include images

b. Auditory Learners

Include recordings/podcasts/ music

c. Kinesthetic Learners

Include objects to handle

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, independent research topics

Assessment

Informal, direct questions, self-reflection

Materials & Resources

Computer /Phone

Paper pen/pencil

Media Links

- Black Miners Museum Media Archives <https://www.blackcoalminers.com>
- Historic England listing of the Black Miners heritage as part of regional news
<https://historicengland.org.uk/whats-new/in-your-area/midlands/black-history-month-part-2/>
- 'Wales' Black Miners', tv programme co-production in collaboration with BBC Wales and Cardiff Productions, October 2020 <https://www.bbc.co.uk/iplayer/episode/m000n9rx/wales-black-miners>
- *Chronicle Live News*, North East <https://www.chroniclelive.co.uk/news/north-east-news/andy-coles-dad-black-miners-19143172>
- Woodhorn Mining Museum, Exhibition curator virtual tour promotional video <https://vimeo.com/468200112>
- ITV Calendar (Yorkshire TV) news, 15th October 2019 https://youtu.be/iW5vd_8yCYs
- Black miners in Wales: Ex-footballer explores little-known history
<https://www.bbc.co.uk/news/uk-wales-54390217>
- *The Voice Newspaper* <http://www.voice-online.co.uk/article/black-miners-unite>
- *The Guardian* newspaper article 'How Black miners are reclaiming their place in history' by Francis Perraudin <https://www.theguardian.com/uk-news/2016/oct/24/black-miners-britain-nottingham>

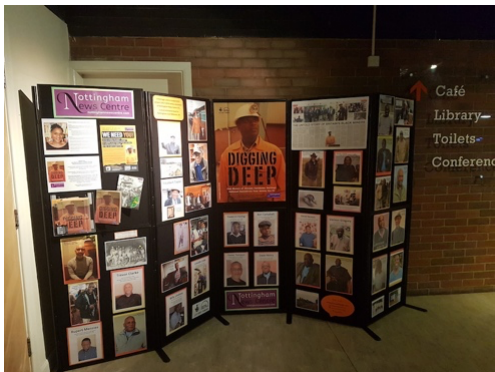
Further reading/study

- Writers' and Artists' Yearbook (latest edition)
- Media Production: A Practical Guide to Radio & TV by Amanda Willett (2021)
- BTEC level 3 National Creative Media Production Student Book
- Making Media: Production, Practices and Professions (2019)

Global connection opportunities & places to visit (online or physical)

- Organise a tour/virtual tour/visit to a local television company
- Explore a topic of your choice on You Tube
- View/Watch a media channel from a different country. Consider the differences in content, language, gender inclusion, news content and presentation, advertising /duration of adverts (if any)

Images for use /Discussion



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