



Preserving Diverse Industrial Heritage
COURSE

Level 1: Introduction Series (10 lessons)

Lesson 7

Introduction to Oral History
& Diverse Voices

Overview

Lesson 7: An Introduction to Oral History & Diverse Voices

Topics explores: Media studies/ Audio media production / research/ archiving/ broadcasting / preserving history in digital formats / diversity / coal mining / Journalism / Interviewing skills /African Caribbean communities / diverse groups.

Objectives / Learning Targets: *Learners will*

- Understand the term oral history and its purpose
- Explore audio media content production
- Relate to people's experiences through recorded, personal testimony
- Consider examples of good practice and the ethical conduct when interviewing others for research/educational purpose.

Subject Curriculum links: Language skills (English), Media Studies, Journalism, Radio Journalism, Digital Technology, History, Citizenship.

Introduction

This lesson explores what is oral history and its importance as a research methodology tool for recording personal narratives and in particular, voices from different cultures and with diverse experiences.

Oral history, in the context of heritage, is the collection and study of historical information using a recording device (such as a Dictaphone or mobile phone device etc.) used to record interviews with a cohort or individuals/people with the purpose of recording, preserving and hearing/ learning from and sharing personal memories, new knowledge and experience of past events, whilst making connections to the present and potential future contexts.

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"> List ideas how people tell their life story (e.g., by writing an autobiography, doing a speech, taking part in a radio interview etc.) Finish the sentences: The most unusual thing I have done is.... The person / people I most admire is/are.... My best achievement has / achievements have been... Consider why talking to others/ sharing conversations can help mental health. 	<p>Oral history</p> <p>Preserve history</p> <p>Recording</p> <p>Conversation</p> <p>Memories</p> <p>Life stories</p>
45 mins	<p><i>Main</i></p> <ul style="list-style-type: none"> Define the term 'oral history' Research the Oral History Society website Discuss differences between autobiography and biography https://www.ohs.org.uk/ consider their role and activities Discuss some of the challenges and obstacles there might be when interviewing someone for research/ educational purposes Discuss the tasks of a journalist when trying to obtain an interview Write 5 questions to ask a former coal miner Consider the importance of preserving personal stories through audio recording Use your phone or a Dictaphone (i.e., a recording device) to record an interview with a person of interest (ensure permission is obtained) 	<p>Diverse voices</p> <p>Interviews</p> <p>Journalist</p> <p>Audio production</p> <p>Personal narratives</p>

	<ul style="list-style-type: none">• Share your interview via social media (with permission) and reflect on feedback• Use your recording to write an article for a blog, website or print publication. Don't forget to credit those involved.	
5 mins	<p><i>Plenary</i></p> <p>Reflection questioning</p> <p>Describe what you have learnt today – write (or draw a related object) on a post-it note.</p> <p>Gather responses and share.</p>	Reflection

Ideas for differentiation

a. Visual Learners

Include images, photos

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

Recording device (I.e., Dictaphone, mobile phone)

Paper, pen/pencil

Memory stick

Opportunities for individual, paired, groups

- Paired interview practice
- Paired interview equipment familiarization
- Share examples of how to use recording equipment
- Groups discussion about the media industry and ethical (or not) interview practice
- Research content available at the British Library within the oral history archive <https://www.bl.uk/collection-guides/oral-history>
- Research the oral history collection at the Black Miners Museum oral history archive <https://www.blackcoalminers.com/archives>

Media Links

- Oral History Society <https://www.ohs.org.uk/>
- British Library Oral History <https://www.bl.uk/collection-guides/oral-history>
- Black Miners Museum oral history archive <https://www.blackcoalminers.com/archives>
- The East Midlands Oral History Archive <https://www.le.ac.uk/emoha/links.html>

Further reading/study

- Oral History: The Voices of the Past by Paul Thompson with Joanna Bornat (4th edition)
- The Oral History Reader (3rd Edition) Edited by Robert Perks and Alistair Thomson
- Oral History, Health and Welfare (2000) by Bornat, J., Perks, R, Thompson, P. and Walmsley J. (eds)

Global connection opportunities & places to visit

- Visit the digital or physical oral history archives of a selected museum
- Interview a person from another country or different culture to your own
- Attend a forth-coming/future Oral History Conference hosted by the Oral History Society <https://www.ohs.org.uk/conferences/>. Submit a conference paper to share knowledge.

Images for use / Discussion

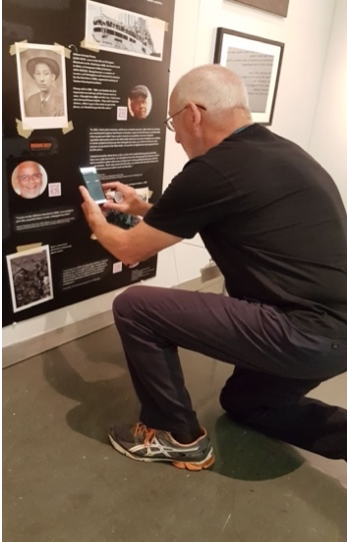


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TEACHER NOTES