

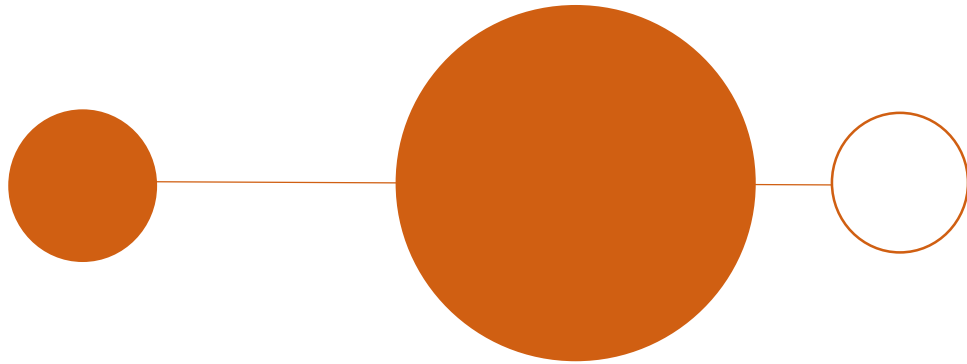
IRISH VOICES

OUR STORIES SHARED

LEARNING RESOURCE

SEARCHING FOR STORIES

LESSON PLAN





“This wolfhound,
this enormous dog
that I’ve never
seen in Ireland in
my life.”

SEARCHING FOR STORIES

ORAL HISTORY

INTERVIEWING

CLASSROOM WORKSHOP

OBJECTIVE

Students will interview someone from their local community or a family member to capture personal memories and experiences of a cultural event they have researched and studied.

PREPARATION

In the planning stages, you will have decided who the students are interviewing and where it is taking place (in class or at home). If the interview is taking place in school, consider the space it will take place in, and how you will divide up the students to ask the questions. In general, smaller interview groups can be less intimidating for the interviewee.

In confirming arrangements with the interviewee you will have:

- Explained the aim, theme and a little of the structure of the interview including how long it will take.
- Checked whether they are comfortable being audio recorded or filmed prior to deciding which format to use.
- Informed the interviewee how you intend to use their recordings – for educational purposes, research, in an exhibition, publication or on a website.
- You will need to get written consent from the interviewee to use the interview.

ACTIVITY TIME : 1-2 HOURS

ACTIVITY ONE GETTING READY TO INTERVIEW

Once the group have decided who they are going to interview, what it will be about, and when they will do it, they will need to prepare their recording equipment and any materials they are going to use as part of the interview.

If the school has audio or video recording equipment, these will provide the highest quality record of the interviews. However, mobile phones can be very effective-just ensure each student knows how to use their own for recording and that it has enough storage to hold the interview.

Make sure each group of students have everything they need prior to the interview starting and make sure everyone turns on and tests they're equipment before they start!

ACTIVITY TWO THE INTERVIEW

Prior to starting, students can ask the interviewee a couple of general questions, such as, 'what did you do at the weekend?' This helps to put the interviewee at ease and students can check that they are recording.

Start the interview with an introduction – the name of the interviewer, the name of the interviewee, the date and place of the interview. Listen to an introduction for an Irish Voices interview for guidance.

- The first question can continue this introduction. "Can you begin by telling me your full name and when and where you were born?"
- Proceed with your planned schedule of sub-themes and questions, starting with background and general questions then move on to more specific ones.

- If anything is unclear during the interview, ask for clarification, it may be the only opportunity you get.
- End the interview by thanking your interviewee.
- After the interview, ask the interviewee to sign the copyright clearance form, now they are able to reflect on what they have said and make an informed decision about confidentiality and what they have shared.
- Back up your recording as soon as possible, to ensure that nothing gets lost.

ACTIVITY THREE GROUP DISCUSSION

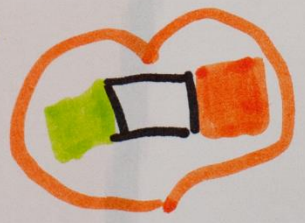
It will enhance students learning if you are able to have a discussion together soon after the interview. If you are able to have the discussion immediately you may be able to include the interviewee in this discussion. Follow up the interview with a brief class discussion where students can voice what they learnt from the interview. Students could consider what additional knowledge, opinions and feelings arose through the interview. Ask the interviewee if they can talk about how they felt being interviewed.

ACTIVITY FOUR SAVING & SHARING THE STORIES

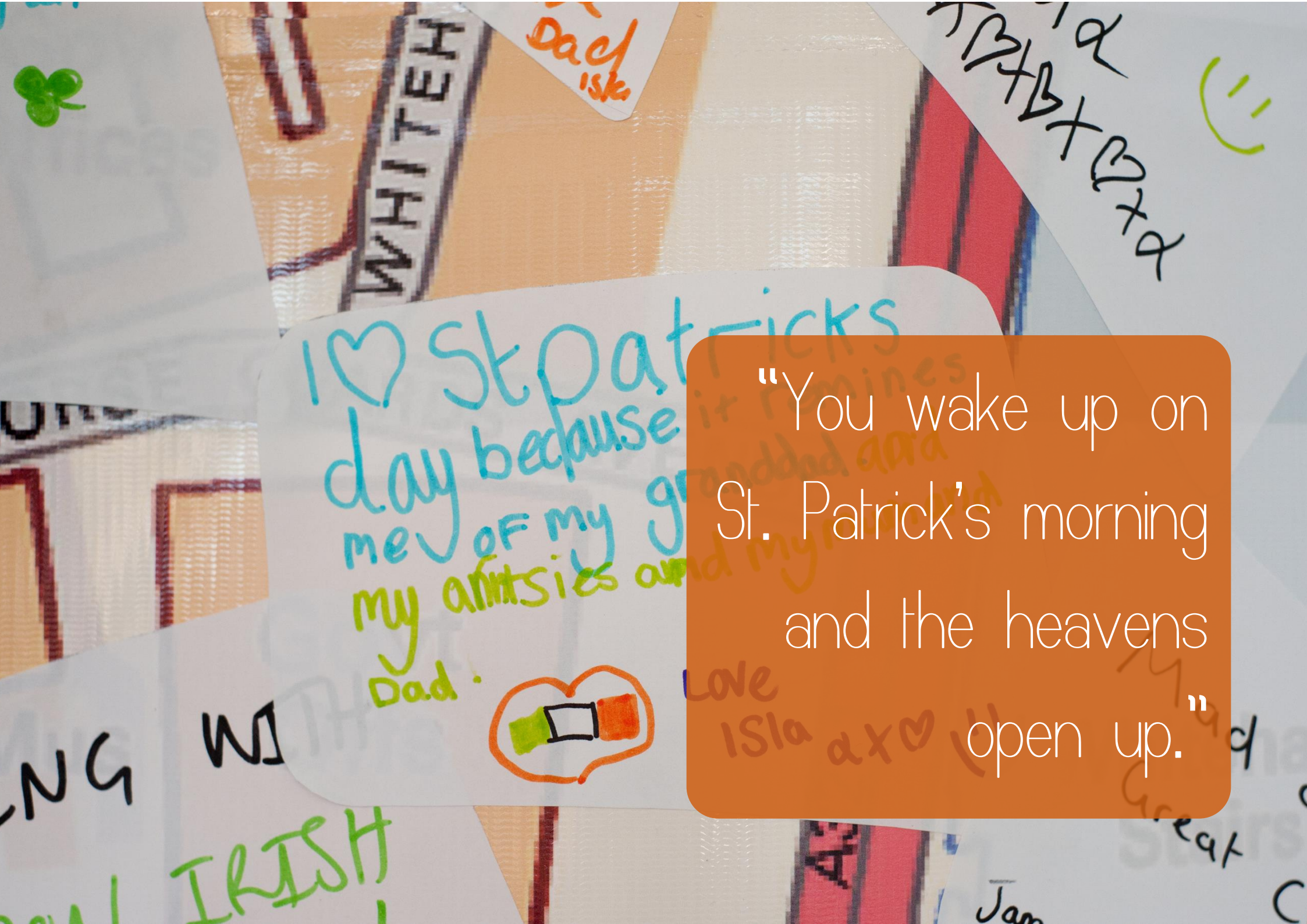
If it is possible ensure all the interviews that have been recorded are saved to a school computer or hard drive as soon as the interview is completed. The group can then edit, share and use their interviews for other projects.

Ensure students have an opportunity to share the stories they have collected-whether through the school's website, with the wider class or as part of an exhibition.

I ♥ St. Patrick's
day because
my granddad and
my auntsies and my
Dad.



"You wake up on
St. Patrick's morning
and the heavens
open up."



Remember to test the equipment before the interview and ensure that you have a spare battery and memory (SD) cards for your recording device.

Get consent prior to conducting any interview. Sample copyright clearance forms can be downloaded from the internet, however be prepared to make alterations so that it is appropriate for your project and needs. Look at the resource link below for guidance and then create your own copyright clearance form.

If you are asking for photographs or other documents, which you would like to copy, you will also need signed permission to use these.

Remember not to express an opinion on what the interviewee is saying. Both encouragement and judgement can effect what the interviewee might say next. Listen to the interviewee's answers and base further questions on what has been said.

If you present material from the interview, for example, in an exhibition, a performance or on a website invite the interviewee to attend. For best practice you may want the interviewee to view the presentation in advance of it going public in order to provide feedback and ensure they are happy with how their stories are being presented.

TIPS

&

TEACHERS

NOTES

USEFUL RESOURCES

IRISH VOICES AUDIO CLIPS

The introductions for the interviews with [Terry Stewart, Sean Hutton or Michael Sills](#)

BOOKS

Thompson, Paul (2000), *The Voice of the Past*, Oxford University Press

WEB RESOURCES

The Oral History Society website provides guidance and advice, including a sample copyright disclaimer form.

This can be downloaded on http://www.ohs.org.uk/ethics/ohs_recording_agreement.pdf



ORAL HISTORY INTERVIEW QUESTION LIST

QUESTIONS

MY NOTES

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