

## TEACHERS' NOTES

Teachers should read all the instructions intended for pupils but may find the following of further use. Overall we do not believe in prescriptive resources so each teacher is free to adapt the project to their needs and those of their pupils.

In order to benefit from the work of others and allow others to make use of your work, it is ideal if you can follow the majority of our suggestions in producing your project. Once we begin to upload the links to these projects, you will be able to use them as part of any learning programme you have.

The idea that others may be reading their work is a great motivation for pupils to carry out the projects.

## PARTICIPANTS

We suggest this project is done by students between the age of 8 and 15. This is an individual project and we feel it would be best done by individuals in a classroom situation.

## DURATION

This will depend on how you choose to carry out the project. Certainly there should be an introductory lesson at the beginning and one to bring all the work together at the end.

## LESSON GUIDELINES

In pre-covid days, schools who have done this project have carried it out in one of two ways. They have either invited a group of senior citizens into school for a morning or afternoon and talked to them, with the young people working in pairs or groups depending on the number of older people involved. In some cases they have also provided refreshments and generally entertained their audience. Or the school has linked with a few local care homes and sent small groups of pupils into the home to talk to residents. You may be surprised to learn how enthusiastic these older people are to share details of their lives.

However, in the current (2021) situation, it may be impossible to do either of the above and so you and your pupils will have to rely on older relatives and pupils working alone or, if it could be arranged, some type of ZOOM meeting with a group of senior citizens.

With so many different possibilities for completing this project our guidance is limited to emphasising that pupils are aware of all points we would like them to cover and to understanding the format of an interview. Make sure your pupils are aware of the difference between “open” and “closed” questions. For example, don't ask did you enjoy your childhood as this might result in a “yes/no” answer; rather ask what did you like best/least about your childhood which should result in a more elaborate answer. Also explain that when taking notes they should not try to write down everything that is said, merely the main points but that it is important to write-up the notes fairly soon after the interview, while all is still fresh in the mind. Also, whilst it is useful to have a list of questions to ask, it is vital to listen to the answers as this might elicit information outside your line of questioning but which you should follow up.

## GENERAL OUTCOMES

At the completion of this project the student will be able to:-

- understand, develop and communicate ideas and information
- use skills required in conducting an interview
- understand the importance of asking “open” questions to gather information
- respond to information they receive orally
- communicate with people of a different generations
- place themselves in a situation with which they are unfamiliar
- be more aware of different ways of living throughout history
- access, analyse, evaluate and use information from a variety of sources work to achieve a goal
- understand and appreciate social, cultural, geographical and historical contexts and participate as active and informed citizens
- express themselves through creative activity and engage with the artistic, cultural and intellectual work of others
- speak, listen, read, write, view and represent
- use language and communicate appropriately and effectively
- think in ways that are imaginative, interpretative and critical
- understand the power of language to explore and express views
- understand the power of effective communication
- understand the independence gained from thinking imaginatively, interpretatively and critically
- use the power of language to express the personal, social, cultural, ethical, moral, spiritual and aesthetic dimensions of human experiences
- use technology and aids to communicate with a range of audiences
- recognise visual texts in a range of contexts
- use visual texts in a range of contexts
- read and respond to short written texts
- respond to increasingly complex written texts
- write short texts for everyday purposes
- compose increasingly complex written texts using language appropriately and effectively
- view and respond to a range of visual texts, media and multimedia
- communicate for a variety of purposes, in a range of contexts and with a range of audiences
- draw on background and experiences to respond to texts in ways that are imaginative, interpretative or critical
- express themselves
- explore social and cultural issues through texts