

# Conducting an Interview With a Local Person

RECORDING THE STORY THAT ACCOMPANIES MY LOCAL HISTORIC PHOTOGRAPH OF THE DAIRY INDUSTRY

## ESSENTIAL QUESTION

How can I conduct an interview in a way that gets the best story?

### WHAT ARE WE LEARNING?

- Asking questions that will help us see a primary resource in a wider context
- Documenting the source of a primary resource to protect copyright in an online setting
- Understanding a local context for a wider theme of national significance

### TRY THIS WITH

- Years 6-10
- Students who enjoy investigating and researching
- Students who are ready to pursue an independent inquiry

## FIND

Relate                      Generalise  
Discuss                    Extend  
Trace                      Outline

Divide the class into pairs - unless you have extremely confident students this is probably the best way to get all the details of the interview recorded.

Remind students to have the conversation in a place where their interviewees are happy to talk about their lives, memories or experiences. Some people may not want to talk about photos and stories in a place where other people can hear them.

Make sure students have given themselves enough time to listen to the stories of the person they are working with.

Use the [Collecting a Story Student Activity Guide](#)

## APPLY

Construct                      Research  
Identify                      Interview  
Summarise                    Analyse

Advice for Students:

Consider role playing an interview as practice.

Provide students with a template for recording the photo's story (e.g. Google Doc or Historypin Template)

Look at a range of photos and talk about them without taking notes first.

Listen carefully - don't rush the conversation.

Ask some questions about the actual photograph to help them start.

Talk about asking follow-up questions so you really get to know about their lives.

Don't worry if you don't understand something, just ask them to explain it again.

Make sure you take a digital copy of the photo and label it clearly.

## PRODUCE

Infer                              Justify  
Interpret                      Think  
Deduct                              Speculate

Remind students they must get the date (this can be approximate) and the location (this should be specific) of each photo as they will be asked to enter this information for each photo.

Watch 'How to Pin a Photo' and 'How to add a Story' on You Tube.

Support students to upload their photos to the class Historypin channel.

Check that they have correct copyright and attribution and that the 'storyteller' is acknowledged in the storybox.

Discuss how students would feel if someone challenged the validity of the story they have put online.



## SUCCESS CRITERIA

Students can check they have completed the task successfully by:

- Organising an interview with a person who can provide a story to a local historical photo
- Conducting the interview in such a way that the story is recorded in full detail
- Uploading both the photo and story to the Historypin channel with full acknowledgement of copyright and sources

PRINCIPLES	VALUES	KEY COMPETENCIES	LEARNING AREAS	WORD BANK	RESOURCES REQUIRED
Community engagement Learning to learn	Inquiry and curiosity Community and participation	Thinking Using language, symbols and texts Participating and contributing	Technology Social sciences	Copyright Primary source Interview Validity	<a href="#">Historypin Photo &amp; Story Template</a> <a href="#">Historypin Story Template</a> <a href="#">Rosie's Education YouTube Channel</a>