

## Telling our stories, finding our roots: Exeter's Multi-Coloured History Exploring the website

By David Heathfield, December 2013

**Aim:** to introduce the website and raise awareness of multicultural Exeter

**Target Group:** teenage and adult students (originally done with EFL students)

**Duration:** one lesson lasting approx. 2 hours or done in parts over a series of lessons

### Part One

Show the homepage with the rotating main pictures.

<http://www.tellingourstoriesexeter.org.uk>

Students read and teacher introduces the website/project.

Before starting the video clip, say: *I'm going to show you a short video called Telling Our Stories – an introduction. As you watch, think about what you might be interested in finding out about the multicultural past and present of Exeter.*

Students watch the video on the homepage recorded at the *Telling our stories, finding our roots* evening at the Royal Albert Memorial Museum in order to get a sense of intercultural storytelling and the context of the website.

After watching, students share their thoughts in pairs and then as a whole class.

### Part Two

Ask students to say/speculate about when Exeter was founded as a settlement. Ask them to think about why Exeter was established here and point out that it was the lowest point on the Exe where the river could be forded.

Show the timeline <http://www.tellingourstoriesexeter.org.uk/index.php?page=timeline> and make it clear that the events included are particularly related to multicultural Exeter as you scroll through from AD55 to the present.

### Part Three

Tell your students a story you have rehearsed and which is related to one of the entries on the timeline. Before or after you tell the story, show students the timeline entry so that they can connect the two. For example you could tell the legend of St Sidwell AD 740 - there is a link to David Heathfield telling this story here

<http://www.tellingourstoriesexeter.org.uk/index.php?mact=News,cntnt01,detail,0&cntnt01articleid=3&cntnt01origid=57&cntnt01returnid=80>

### Part Four

Go to another timeline entry page which is relevant and interesting for your students to read and which links to a video on the video page which you can show them

<http://www.tellingourstoriesexeter.org.uk/index.php?page=videos>

For example

1875 Fisk University Jubilee Singers perform at Victoria Hall

1943 Black American GIs arrive in Exeter Black GIs in Exeter

### **Part Five**

Go to the Stories page <http://www.tellingourstoriesexeter.org.uk/index.php?page=projects> and make it clear that there are written stories as well as audio stories. Show examples of both and make it clear that the audio stories are mostly with people from cultural heritages other than white British and who are local residents today. These are mostly accompanied by a full transcript, which is particularly useful for learners of English as a second language. Play an extract of an audio interview which you think is particularly suitable for your students. For example I teach many Chinese learners of English at the University of Exeter so I play them a short extract from the interview with Mr Pang and show them the transcript.

### **Part Six**

Return to the timeline and print copies of two of the most recent entries eg the two from 2013. Give half the students one entry and the other half the other entry. Students with the same entry work in pairs to prepare an oral summary of their entry. When they are ready they split and form pairs with students who have prepared to summarise the other entry. They take in turns to present their summary and ask for their partner's response. Next ask the whole class to feed back with their opinions about the two entries.

### **Part Seven**

*Ask: If you could contribute to a project like this in Exeter or in the place where you live in the UK or another country, what multicultural stories would you research and share?*  
Students share their thoughts in pairs and then as a whole class.

### **Part Eight**

Show the leaflet on the Guided Tour page <http://www.tellingourstoriesexeter.org.uk/index.php?page=self-guided-tour> and hand out printed colour copies to students. Ask each student to read about the different locations and to choose the three they would be most interested in visiting. They can then explain their choices in pairs and then as a whole class.

### **Suggested lesson follow up ideas:**

- students do all or part of the self-guided tour
- students research one of the stories on the website and prepare to present it to a small group in the next lesson
- students write a review of the TOSFOR website
- students prepare to tell a short story about a personal experience related to multicultural Exeter for the next class.