

ROLE MATCH ACTIVITY - STUDENT WORKSHEET

With a partner, match the description of different areas of work in archives to the list on slide 12 of the presentation.

Then come up with at least one key skill you think that role might require!

Role	Description	Key Skill
	<i>In this type of role, you will be ...</i>	
1.	Acquiring, managing and maintaining documents and other materials that have historical and cultural significance. A large part of your work is related to preserving information and making it accessible to all users, by putting together talks, workshops, writing articles and guidance, and answering questions about the collections and how to use them.	
2.	Identifying and working with groups of people who are often under-represented in the archive's audience, helping to create a sense of interest and connection to specific areas of the collection, including outputs such as co-curated exhibitions both onsite and online.	
3.	Working to make documents as accessible as possible by creating digital versions. Not only will your work mean that people all over the world will be able to see the collections you work with, but you will help to preserve them by reducing the number of people who need to physically handle them to consult them.	
4.	Preserving the life of documents by fixing wear and tear, identifying fragile material and advising on the condition of certain elements of the collection. You will also keep an eye on the conditions in repositories to avoid damage caused by air quality and bugs!	

Focus on archives

Role	Description <i>In this type of role, you will be ...</i>	Key Skill
5.	Recruiting and working with people who give up their time for free to help the archive. With limited money available in many archives, these people are very valuable and often keep long term cataloguing projects running.	
6.	Responsible for the effective and appropriate management of your organisation's records in all forms, from their creation to their eventual disposal, controlling the number of records created and stored, and identifying which records are to be preserved for historical and research purposes and which should be destroyed.	
7.	Responsible for creating a friendly and easily navigable journey for visitors to the archive, answering basic questions and being able to direct visitors to the right place if they need more in-depth help.	
8.	<p>Creating and distributing promotional materials, such as leaflets, web text, social media posts and newsletters which showcase events and programmes taking place at the archive, from school workshops to evening talks with historians.</p> <p>Working to promote the collections in the media, creating press releases and working with journalists to raise public awareness of particular documents.</p>	
9.	Creating and delivering educational sessions and activities based around the collection for schools, families and young people.	
10.	Producing small online summaries or descriptions of often quite lengthy or complex documents so that visitors to the archive find them easier to search for.	

ARCHIVE CHALLENGE - STUDENT WORKSHEET

In your group, read through the headteacher's brief carefully:

We want to create an archive to store information about our school for the future. We want to make sure that what is in the archive tells the story of what is **important** to our school. The room we will be using to store this information is not huge, so we need to make sure that we select information prudently, and that we leave enough space to add to it each year. For this reason, we will only be adding three documents to the archive each year.

Your class has been asked to decide what the **three documents** for this first year of deposit should be. It is important that when I take your choices to the school governors to explain what we are doing, I can show them that you have thought very carefully about the following points:

1. What is important to our school?

Hints

What are your criteria for something being important?

Do you think everyone in your school would agree with you?

Can 'important' mean different things to different people and does it matter?

2. How would you collect a range of different stories and experiences?

Hints

What form do these come in?

Are they already recorded?

Are some people's experiences and stories easier to come by, and if so why?

3. How will you make sure people in 100 years' time can easily access this information?

Hints

A certificate, if kept very carefully, will still be easy to read in 100 years' time, but what about other forms of information like websites or blogs. Have you ever 'lost' information because the device you need to look at it is broken or out of date?

4. Who would you like to look at this archive in 100 years' time and does that affect your choices?

Hints

Would it just be students who would be interested in seeing what you've chosen in 100 years' time, or might there be other groups?

When archivists make choices about what they select, they often need to try to consider not just what will matter in the future, but who it will matter to. Remember, if you don't include some people's experiences, you run the risk of 'erasing' their history.