One Local Question, Many Voices

A Champions of Learning adaptation inspired by Joey Brewer. Suggested activity, not a verified reproduction of the educator's lesson or an endorsed resource.

Goal and suggested learners

Inspired by The Forgottonia Project. Listen carefully, document a local account and make a useful record with contributor permission. Suggested ages 11-18; history, literacy and media learning.

Time and resources (estimates)

Three 40-minute sessions plus interview/review time. Notebook, pencils and approved source material; optional school-approved recorder. Estimated cost: no added cost with existing supplies. Publishing platforms and paid equipment are unnecessary.

Prepare with care

Choose a manageable local question and a willing adult contributor through school procedures. Agree separately on interviewing, recording, naming and public sharing. Offer note-taking without recording. Explain how corrections and withdrawal requests will be handled before sharing.

Try it in five steps

1. Prepare. Read one reliable source and draft five open questions. Avoid assumptions and requests for private or distressing details.
2. Listen. Interview with appropriate supervision. Ask a follow-up and confirm uncertain names or dates. The contributor may skip any question.
3. Verify. Separate personal recollection from independently supported facts. Label sources and unresolved differences.
4. Make. Create a one-page account or short optional audio segment. Preserve meaning; do not invent dialogue or splice words into a new claim.
5. Return for review. Invite corrections and confirm credit and audience. Keep the work within class unless public sharing is explicitly agreed.

Access, evidence and reflection

Offer written questions, captions/transcripts, quiet settings, language support and an approved existing interview for learners unable to arrange one. A paper account is a complete outcome. Assess listening, attribution, verification and revision, not production polish. Ask what changed after contributor review. Older learners can build an index; younger learners focus on one question.

Three AI Prompts for Teachers

Optional teacher support, not a claim that the educator uses AI. Replace brackets. Use school-approved tools and anonymous information only. Never upload identifiable student work, private correspondence or restricted community knowledge.

1 Plan and adapt

Plan a local oral-history inquiry for [ages] about [topic] over [sessions]. Include [access needs], adult supervision, separate recording/publication permissions, a paper-only route and contributor review. Use [verified sources]; do not invent history.

Teacher check: Review accuracy, suitability, access and local procedures.

2 Create useful materials

Draft five open interview questions about [approved topic], a note-taking sheet and a plain-language review checklist covering accuracy, credit and audience. Use [reading level]. Exclude sensitive personal questions and leave consent decisions to people.

Teacher check: Check factual accuracy, reading level and room for learner choices.

3 Reflect and improve

Review [anonymous evidence summary] from our inquiry. Distinguish recollections, corroborated facts and unresolved claims. Suggest two improvements to interviewing or verification and one reflection question. Do not fabricate quotations, fill gaps or infer community-wide impact.

Teacher check: Compare every conclusion with actual evidence; retain uncertainty.

Credits and connected research

Joey Brewer and The Forgottonia Project; a student's archive and community storytelling contribution (September 6, 2026). Credit interview contributors and partners.

Dean et al. (October 13, 2026), rural learning partnerships. Supports attention to community knowledge and reciprocity; did not test this project or podcast outcomes. Research source.