**ACTIVITY: pictures of a character are shown. The character bears very contradictory attributes, for instance fairy wings and a muscular hairy body. A video is shown, where the character behave in potentially inconsistent ways. The aim of the activity is to combine teaching of ‘proper’ words to connotate others with: 1) promotion of children’s reflection on categorisations of the other; 2) promotion on reflection on the multi-layered nature of individual stories, beyond appearances; 3) acknowledgement that it is not possible to safely assume one’s motivations underpinning behaviours. The activity follows PE so there is much excitement in the first minutes**

Teacher 0.04

Birch class, whatever you done from your trays, erm please get them out, the sheets

M1 0.10

The sheets from the tray

Teacher 0.13

Yeah, get them out please. If they have fallen on the floor, please pick them up. Can I have your English and your Maths books. [inaudible comment to TA]. I am going to do the register. M2…oh my word! What am I going to do with you?

M2 1.06

Miss, I have found a spider!

Teacher 1.07

I would like you to do this quietly.

M2 1.31

Miss!

Teacher 1.37

I said I would like you to do this quietly. M1 could you not have gone to the toilet earlier? [classroom movement and chatter].

Teacher 2.13

There are a lot of books, a lot of things that you have in your, … ah thank you. M2, what have I said you are supposed to be doing? What did I say?

Teacher 3.43

[claps to gain classes attention]. If you have two or three or one, please make sure you, …erm tidy up your area and I want your Maths and your English books, …actually I don’t want your English books, …err just get your English books out.

[classroom movement and chatter].

Participant 5.20

Miss, can I take this home to read? Because I don’t have it

Teacher 5.30

Why is that there? …Yeah you weren’t here. Right, put everything in the bin. Come on hurry up, there is loads of rubbish in your tray. Anything that is extra, anything that is extra you need to put in this basket. Everything recycled please. Do you know what M2?, what are you doing? …The thing is, you need to have distance. I want to see everybody’s tray. I want to see everybody’s tray, why have so many of you come up? Who was here. Is that a broken ruler?

F1 6.41

Yes

Teacher 6.42

Well put it in the bin then.

Teacher 6.51

I want to see everybody’s tray

Teacher 7.00

What is all this? We don’t need all these things. What did I say about you tidying up your areas? Look at all this? Look, look at all these things, you need to tidy up. What does the word tidy up mean? Look at all this!

Participant 7.25

Miss look, [M1] is in my seat.

[Not transcribes as it is just background activity]

Teacher 23.39

Why is there a reading booklet there? Why is your hundred square on the floor M2? And some other bits of pieces of paper?

Participant 23.50

They’re not mine!

Teacher 23.50

M2 Even though it is not yours, it doesn’t matter does it? Are we showing, erm…what is that word? Are we showing?

Children [altogether] 23.59

Respect and kindness

Teacher 24.02

Respect and helpfulness, all the things we have, in the, in the school, in our classroom, for our equipment.

F1 24.13

He is being rude miss.

Teacher 24.14

M2 I have said your name far too much today and I’m getting tired of it, so I am going to put your name somewhere on the board and you’re gonna miss out on play tomorrow. Right, one last chance, you need to decide what needs to happen. Are you ready for the next part?

M2 24.42

Yes

Teacher 24.43

Thank you. OK, the next part is when I am going to give everybody their, …I don’t need your Maths book out, I only need your English book out. Open your book to the point where, you know the page before the Stone Age boy story, remember that page called the Stone Age boy story.

Did you find it?

I think the page before the Stone Age boy story, we have left the page, haven’t we? If you have a blank page, keep your books open. If you don’t have a blank page, close your book. If you have a blank page, open your book, keep your books open, and if you don’t have a blank page, close your book. M3 open the book to the Stone Age Boy story, where is that?

Ok now, the next page I give you; for those children who already have it and I have already done it, I need you to have your books close or otherwise I will get confused completely. If you could just close your book and keep it. Those that have just done it today, open your book and keep it.

Teacher 31.24

Those children who go for PSE curriculum, please put your hand up. Excellent. Now you have a look in your English book to see if you have one of these please? If you have it, close you book and keep it.

F2 31.45

I don’t have one.

Teacher 32.11

F1 let me see yours, do you have it?

Teacher 33.17

Right birch class, if you have done those cards, close your English books and leave it to the side as we are going to do the next part of our day. And now I want to keep it with you if you need it, we are going to use our English books, either keep it to the side or keep it in front of you, in front of you. Just to the side, that’s it, excellent. I want you to work as a group [going around class]. So, five, four, three, two, fabulous. I have given you two images of a character. F1 do you wanted to sit a bit closer to each other to make it work. So have a look, …oh hang on a minute, who sits next to you F1?

F1 34.58

F2

Teacher 34.58

Right, so can actually F2 sit next to F1 and M4 work together. Yeah? And, you two and you three and you two and you three together OK, excellent. So, if you have some pictures of somebody, a character, who is the character? And who do you think he is, it, he, she, whatever and what does it’s that she or he do? Off you go! Talk to your partners please.

Children 35.02

All participants talking amongst themselves

Teacher 38.11

So, who do you think that character is?

F1 38.19

A fairy.

Teacher 38.19

Why?

F1 38.20

Because she’s got fairy wings

Teacher 38.47

I’m sorry I am waiting for M2 to do this one. Thank you.

M2 38.49

It’s an elf fairy

Teacher 38.51

What makes you think he is an elf fairy? What makes you think he looks like an elf? Somebody said something else over here…old?

Children 39.14

Yes…yes

Teacher 39.15

Is there a better word than old?

M2 39.18

Wrinkly…ancient…elderly

Teacher 39.30

Elderly, I like that.

[classroom chatter]

Teacher 39.51

M2 I’m sorry, you need to give him a chance to say, remember… and you need to, you need to…what?

M2 40.06

Listen.

Teacher 40.06

Thank you.

[children’s chatter]

F4 40.29

Skinny

Teacher 40.36

Anything else? What is he wearing? What sort of goggles are they?

Children 40.45

Night goggles

F4 41.07

I would say his body is kind of skinny.

Teacher 41.09

It is isn’t it…very good. I would love to see children with their hand up…M3

M3 41.24

Very unique.

Teacher 41.24

Unique, in what way?

M3 41.31

Have no hair.

Teacher 41.32

No hair, what would we say?

Children 41.32

Bald

Teacher 41.41

Or…hairless isn’t it.

[children chatter]

Teacher 41.54

I cannot hear you F3. Wonder…why…I am glad you are using somethings we learnt in class, in the other lessons…wonder…words…unique came from there as well.

F3 42.10

He has a giant nose.

Teacher 42.12

He does have a giant nose doesn’t he…gigantic nose.

Teacher 42.26

OK, what do you think he likes to do?

[inaudible responses]

F4 42.40

I think he likes to sniff around

Teacher 42.47

Are you ready then? I don’t think [F1 and F2] are ready, they are still busy chatting. If you are ready, you should all be sitting down…looking at the board and not talking. What I am going to show you is a video where this character is…after the video, after you watch the video, tell me who you think the character is OK? Ready.

[shows video] 43.31

Teacher 43.58

Where do you think that place is? Where has he gone to? You can see there are quite a few beds M6

M6 43.59

I think he’s gone to school

Teacher 44.08

Yeah, there are children , but there are quite a few children if you notice…lets watch again. [shows video again]…as you can see that there’s quite a few of them. What do you think it is? M6

M6 44.35

There at an orphanage

Teacher 44.35

They are at an orphanage. Do you know what an orphanage is?

Children 44.38

[All respond] Yeah

Teacher 44.41

Right there are quite a few children who do not know what an orphanage is. Can you explain to us M6

M6 44.51

An orphanage is where children with no family must go

Teacher 44.52

…without mums and dad’s, they go to a place called an orphanage. We don’t call it an orphanage anymore, we call it a children’s home, ok. And they are looked after there…so they live there, sometimes the orphanages, children’s homes, have schools altogether.

Video playing 45.22 – 47.16

Teacher 47.16

Remember my question? Remember two of my questions. What where my two questions?

M2 47.24

Who is the character and what does he do

Teacher 47.32 [tape skips]

So, who is this character?

M2:

Dream giver

Teacher

Dream giver, what does that mean dream giver?

F6 47.33

Someone gives dreams.

Teacher 47.40

Someone who gives dreams to people, yeah ok.

M2 47.46

Makes their dream real.

Teacher 47.47

Makes their dreams real, fantastic M3

M3 47.47

They give, gives dream that look real

Teacher 47.54

He cracked the egg or the special dream giving egg on the shoe. What sort of shoe was it?

Children 48.05

Ballerina’s shoes

Teacher 48.06

And what had the little girl been dreaming about?

Children 48.09

Ballerining

Teacher 48.09

Being a ballerina wasn’t it

M7 48.13

One of them was dreaming about baseball.

Teacher 48.15

Yes, there was one who was dreaming about baseball. And there was another one who was dreaming about…well, the boy who was dreaming about space, what happened to his then? I am going to leave that and I’m gonna ask you a question again…who is the character and what does he like to do?

M8 48.40

the character is like a Sandy Man.

Teacher 48.44

OK, everyone calls him the Sandy Man. Ok, is that something…how do you now everyone calls him Sandy Man?

Child 48.49

Because he is like sand

Teacher 48.52

The Dream Giver is a story actually, it’s quite an old story and your parents would have known about it. Anyway, so, what I am going to ask you to do is this…I am going to show you more of the video. Shall I show you everything?

Children 49.11

Yeah

Teacher 49.12

And then we can write up about it. [video until 52.07]

Teacher 52.06

Think about the character in the video…the dream giver. So, when you are thinking about him, think about what he is like as a person…tell your partner what you think he is like as a person. Off you go.

Children 52.25 – 53.42

Discussion between each other

Teacher 53.42

Birch class are you ready? What did you think of him as a character? What did you think? Is he a hero or a villain?

Children 53.54

Villain

Children

Hero

Teacher 53.59

OK. Tell me why you think he is a hero or why you think he is a villain? [child’s name removed], what do you think?

Child 54.04

I think he is a hero because dreams are nice

Teacher 54.08

OK, alright, that a good point…that’s a really good point. Who else?

Child 54.11

Makes dream come true

Teacher 54.14

Children’s dreams come true…Was he a bad person?

Children 54.21

Yes

Children

no

Teacher 54.26

He’d forgotten the eggs could be bad right birch class? So, do you still think he is…I mean look, he gave dreams to the children, yes, dreams they wanted to dream about. And then in that little boys dream when the little boy was going to be eaten by the shadow serpent, what did the dream giver do? He saved him, didn’t he? What happened, what happened to the shadow serpent in the end?

Children 55.07

He died…he turned into a tree.

Teacher 55.10

He turned in to a tree, a beautiful tree actually…he turned into a beautiful tree. So, do you think then that the dream giver was a hero or villain?

Children 55.24

Hero

Teacher 55.43This afternoon we are going to be thinking about the character. We are going to be thinking about the characters appearance, personality, behaviour and other important facts about the character. OK? What I am going to do is I am going to pass on these sheets to you…please take one and pass the rest; make sure your names are at the back of the sheet and you know how to do this yes…some children are not listening.

Teacher 57.04

So, how we are going to do this…have a look, have a look at how we are going to do this birch class. So, we are thinking about the appearance ok. So, think about what the dream giver has on his body…wears, the shape and size of his face, head, hands, body, legs whatever. So, I would say first of all he is wearing spy goggles, isn’t it? Erm, what else…he’s got fairy wings…what else does he have?

M2 57.55

He has shorts

Teacher 57.56

He is wearing shorts. It’s not shorts, it’s like a cloth isn’t it?…it’s like a cloth just like a wraparound cloth. Hang on, hang on…what else is he wearing? Let’s go to this one.

F1 58.26

Also has a staff.

Teacher 58.33

Yeah, what does he have, a staff well done. So, he has a staff. What sort of legs…long?

F2 58.36

Daddy long legs…skinny

Teacher 58.46

What, daddy long legs. Yeah, he has daddy long legs; they’re skinny, aren’t they? Is he muscly do you think?

Children 59.02

No [in unision]

Teacher 59.05

Do you think he is strong?

Children 59.07

Yes [in unison]

Teacher 59.08

I think he would be strong. So, would I write that in his appearance, or would I write that in his personality?

children 59.16

Personality

Teacher 59.19

I think I would write it in both of them. What else does he have? What in his personality…I think he is strong because he helps the other characters… other children. In fact, I think he is strong, physically strong as well because you know what he has on his body…what does he have on his body…he’s got wings, he’s got wings hasn’t he…he has to hold on to his wings. He’s muscly. Yes M3

M3 1.00.14

He has a six pack

Teacher 1:00.14

Six pack? Oooh, let me see if he has a six pack? Yeah, he might have a six pack. Right so, what I am going to ask you to do is Birch class is to get on and get with your description. So, make notes like, we are not writing down any sentences, we are making notes like this OK. Of you go; you can get started. You can work in partners…you have to write. You have to write independently.

Class activity 1:00.16 – 1:12.54

Teacher 1:12.54

Pencils down, looking at the board, and let’s collate it. So, let’s work out what sort of things he has. So, appearance we said spy googles, spy round googles, fairy wings, wraparound cloth; he has a long staff doesn’t he? Daddy long legs, what else did we say? Did we say muscles, did we say muscly, muscles upper body?

M2 1:13.43

I don’t think he is very muscly

Teacher 1:13.45

He is not very muscly ok? Strong upper body?

M2 1:13.49

Yeah.

F4 1:13.56

Has a gigantic nose

Teacher 1:13.56

He has a gigantic nose. What else did we say? What about his lips? M9

M9 1:14.15

He had like black feet because he was not wearing any shoes.

Teacher 1:14.19

He doesn’t wear shoes; he’s flat footed…feet. OK, anything else M10

M10: an oval head

Teacher

Oval head, I like that. Well actually more like an oval head. Egg head. Personality, how would you describe his personality? So, one he was strong.

M1 1:14.54

Never gives up.

Teacher 1:14.54

Resilient, do you know what that is? Never gives up.

F1 1:15.04

He is also very confident

Teacher 1:15.04

Yes, very confident. Confident, resilient, what else? Shout out the words to me.

F2 1:15.33

Mysterious

Teacher 1:15.33

Mysterious, I like that, brave,

F5 1:15.43

Magical and powerful

Teacher 1:15.43

Magical and powerful, I like that. Magical and powerful.

F6 1:15.47

Serious?

Teacher 1:15.50

Mmm, we could say serious.

M10 1:15.53

Hard working?

Teacher 1:15.53

Hard…well, yeah, he would be? What do you think? What else, what other words are we describing him as? We have said brave, confident, strong, resilient. Let’s have a look at some of the…

M2 1:16.12

Courageous

Teacher 1:16.16

Yes, what do you think there are loads…talented, funny, intelligent, fun, creative, polite. Was he calm do you think?

Children 1:16.23

Yeah

Teacher 1:16:20

He was, wasn’t he? Honest, patient, humble, courageous; I am going to put the word courageous because I think that was quite…was he flexible, fearless? Guys, you don’t have to copy all of this. Just pay attention. Was he tricky, was he annoying? Daring? Slightly sneaky though wasn’t he? I think I would call him sneaky. I think these are all the negative words and these are all the positive words.

F1 1:17.22

I think the dark blue are all the positive.

Teacher 1:17.25

Yeah, the dark blue are the positive words, yeah. Was he clumsy do you think?

Children 1:17.30

No [in unison]

Teacher 1:17.39

Forgetful? He did forget about the eggs right? So, I am going to say forgetful. Any other words Birch class? I think I am going to put the word persistent over here.

F1 1:17.50

Persistent?

Teacher 1:17.56

That is the same as things as resilient, as not giving up. Right Birch class, lets move on to the next one which is behaviour; how did he behave?

M1 1:18.11

Naughty

Teacher 1:18.12

Naughty, why?

M1 1:18.16

Because he broke into someone’s house

Teacher 1:18.27

Because he broke into someone’s house, ok. What else?

F1 1:18.34

Instead of naughty, you could say cheeky.

Teacher 1:18.36

Cheeky might be better. Well we did say sneaky. What else did he behave like F7?

F7 1:18.45

He did things well, he gave dreams that came true

Teacher 1:18.52

He gave dreams to everyone. Were they good dreams or bad dreams?

Children 1:18.58

Both

Teacher 1:19.03

And accidently bad dream, yeah? And helpful as he saved the little boy from the shadow serpent.

M2 1:19.26

Heroic

Teacher 1:19.26

Heroic, I like that, Heroic. Why? I think I am going to say heroic here, yeah? I won’t say helpful, I think he was a hero wasn’t he.

M3 1:19.37

He was helpful, helping

Teacher 1:19.44

Helping, helpful. Any other facts you want to write about him? He doesn’t like clothes, doesn’t he? Does he not get cold?

F4 1:19:58

He’s naked

Teacher 1:20.00

Yeah, does he not get cold? What else, anything else? He has got a hump, that’s what I was trying to figure out, he’s got a hump. Yes, he has got a hump at the back and that’s the start of his, of his wings. Anything else Birch class? Right, ok. So, well done. What we are going to do is tomorrow we are going to write about him in our English books. So, put your, actually don’t put your English books away.

1:22.00 onwards Instructions given to class concerning collating their work.

[End of transcription]