Researcher 0.04

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

Participant 0.10

[inaudible question]

Researcher 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 colleague]. I am going to do the register. [child’s name removed], …oh my word! What am I going to do with you?

Participant 1.06

Miss, I have found [inaudible]

Researcher 1.07

I would like you to do this quietly.

Participant 1.31

Miss?

Researcher 1.37

I said I would like you to do this quietly. [child’s name removed], could you not have gone to the toilet earlier? [classroom movement and chatter].

Researcher 2.13

There are a lot of books, a lot of things that you have in your, … ah thank you. [child’s name removed], what have I said you are supposed to be doing? What did I say? [child’s name removed]

Researcher 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 [inaudible]

Researcher 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 [child’s name removed]? [child’s name removed], what are you doing? …The thing is, you need to have distance and [inaudible cross chatter]. I want to see everybody’s tray. I want to see everybody’s tray, why have so many of you come up? [child’s name removed] was here. Is that a broken ruler?

Participant 6.41

Yes

Researcher 6.42

Well put it in the bin then.

Researcher 6.51

I want to see everybody’s tray

Researcher 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, [child’s name removed] is in my seat.

[Not transcribes as it is just background activity]

Researcher 23.39

Why is there a reading booklet there? Why is your hundred square on the floor [child’s name removed]? And some other bits of pieces of paper?

Participant 23.50

They’re not mine!

Researcher 23.50

[Child’s name removed] Even though it is not yours, it doesn’t matter does it? Are we showing, erm…what is that word? Are we showing?

Participants [altogether] 23.59

Respect and kindness

Researcher 24.02

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

Participant 24.13

He is being rude miss.

Researcher 24.14

[child’s name removed], 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?

Participant 24.42

Yes

Researcher 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. [child’s name removed], 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.

Researcher 31.24

Those children who go for [inaudible] 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.

Participant 31.45

I don’t have one.

Researcher 32.11

[child’s name removed], let me see yours, do you have it?

Researcher 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 [inaudible]. [child’s name removed], 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 [child’s name removed]?

Participant 34.58

[child’s name removed]

Researcher 34.58

Right, so can actually [child’s name removed] sit next to [child’s name removed] and [children’s names removed] 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 [inaudible] do? Off you go! Talk to your partners please.

Participants 35.02

All participants talking amongst themselves [inaudible]

Researcher 38.11

[claps hands to gain attention of class] So, who do you think that character is?

Participant 38.19

A fairy.

Researcher 38.19

Why?

Participant 38.20

Because [recording skips]

Researcher 38.47

I’m sorry I am waiting for [child’s name removed] to do this one. Thank you.

Participant 38.49

It’s an elf fairy

Researcher 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?

Participants 39.14

Yes…yes

Researcher 39.15

Is there a better word than old?

Participants 39.18

Wrinkly…ancient…elderly

Researcher 39.30

Elderly, I like that.

[classroom chatter]

Researcher 39.51

[child’s name removed], I’m sorry, you need to give him a chance to say, remember… and you need to, you need to…what?

Participant 40.06

Listen.

Researcher 40.06

Thank you.

[inaudible chatter]

Participant 40.29

Skinny

Researcher 40.36

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

Participants 40.45

Night goggles

Participant 41.07

I would say his body is kind of skinny.

Researcher 41.09

It is isn’t it…very good. I would love to see children with their hand up…[child’s name removed]

Participant 41.24

Very unique.

Researcher 41.24

Unique, in what way?

Participant 41.31

Have no hair.

Researcher 41.32

No hair, what would we say?

Participants 41.32

Bald

Researcher 41.41

Or…hairless isn’t it.

[inaudible chatter]

Researcher 41.54

I cannot hear you [child’s name removed]. 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.

Participant 42.10

He has a giant nose.

Researcher 42.12

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

Researcher 42.26

OK, what do you think he likes to do?

[inaudible responses] [tape skips]

Participant 42.40

I think he likes to [inaudible]

Researcher 42.47

Are you ready then? I don’t think [children’s names removed] 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

Researcher 43.58

Where do you think that place is? Where has he gone to? You can see there are quite a few beds. [Child’s name removed]

Participant 43.59

I think he’s gone to [inaudible]

Researcher 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? [child’s name removed]

Participant 44.35

There at a [inaudible]

Researcher 44.35

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

Participants 44.38

[All respond] Yeah

Researcher 44.41

Right there are quite a few children who do not know what an orphanage is. Can you explain to us [child’s name removed]

Participant 44.51

An orphanage is [tape cuts out]

Researcher 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. There is usually to do with [tape skips/jumps]

Video playing 45.22 – 47.16

Researcher 47.16

Remember my question? Remember two of my questions. What where my two questions? [Child’s name removed]

Participant 47.24

Who is the character and what does [inaudible]

Researcher 47.32 [tape skips]

So, who is this character? [tape skips] Dream giver, what does that mean dream giver? [child’s name removed]

Participant 47.33

Someone gives dreams.

Researcher 47.40

Someone who gives dreams to people, yeah ok.

Participant 47.46

Makes their dream real.

Researcher 47.47

Makes their dreams real, fantastic. [child’s name removed]

Participant 47.47

They give, gives [inaudible]

[tape skips]

Researcher 47.54

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

Participants 48.05

Ballerina’s shoes

Researcher 48.06

And what had the little girl been dreaming about?

Participants 48.09

Ballerining

Researcher 48.09

Being a ballerina wasn’t it

Participant 48.13

One of them was dreaming about baseball.

Researcher 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? [tape jumps 48.27]…[inaudible]…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?

Participant 48.40

[tape skips]…the character is like a [inaudible] Sandy Man.

Researcher 48.44

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

Participant 48.49

Because he [tape skips]

Researcher 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 [inaudible] is this…I am going to show you more of the video. Shall I show you everything?

Participants 49.11

Yeah

Researcher 49.12

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

Researcher 52.06

[inaudible] Think about the character in the [inaudible]…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.

Participants 52.25 – 53.42

Discussion between each other [inaudible]

Researcher 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?

Participants 53.54

All respond Villain/Hero

Researcher 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?

Participant 54.04

I think he is a hero because [tape skips]

Researcher 54.08

OK, alright, that a good point…that’s a really good point. [tape skips]. Who else?

Participant 54.11

[inaudible response]

Researcher 54.14

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

Participants 54.21

Muffled responses

Researcher 54.26

…forgotten the eggs could be [inaudible] 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?

Participants 55.07

He died…he turned into a tree.

Researcher 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?

Participants 55.24

[collectively] Hero

Tape skips 55.30 -55.43

Researcher 55.43

This 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.

Researcher 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?

Participant 57.55

He has shorts

Researcher 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. [ignores comments from participant]. Hang on, hang on…what else is he wearing? Let’s go to this one.

Participant 58.26

Also has a staff.

Researcher 58.33

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

Participants 58.36

Daddy long legs…skinny

Researcher 58.46

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

Participants [collectively] 59.02

No [in unision]

Researcher 59.05

Do you think he is strong?

Participants [collectively] 59.07

Yes [in unison]

Researcher 59.08

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

Participants [collectively] 59.16

Personality

Researcher 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. [tape skips] He’s muscly. Yes [child’s name removed]

Participant 1.00.14

He has a six pack

Researcher 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

Researcher 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?

Participant 1:13.43

I don’t think he is very muscly

Researcher 1:13.45

He is not very muscly ok? Strong upper body?

Participant 1:13.49

Yeah.

Participant 1:13.56

Has a gigantic nose

Researcher 1:13.56

He has a gigantic nose. What else did we say? What about his lips? [child’s name removed]

Participant 1:14.15

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

Researcher 1:14.19

He doesn’t wear shoes; he’s flat footed…feet. OK, anything else/ [child’s name removed]. [inaudible] …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.

Participant 1:14.54

Never gives up.

Researcher 1:14.54

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

Participant 1:15.04

He is also very confident

Researcher 1:15.04

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

Participant 1:15.33

Mysterious

Researcher 1:15.33

Mysterious, I like that, brave,

Participant 1:15.43

Magical and powerful

Researcher 1:15.43

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

Participant 1:15.47

Serious?

Researcher 1:15.50

Mmm, we could say serious.

Participant 1:15.53

Hard working?

Researcher 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…

Participant 1:16.12

Courageous

Researcher 1:16.16

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

Participants 1:16.23

Yeah

Researcher 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.

Participant 1:17.22

I think the dark blue are all the positive.

Researcher 1:17.25

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

Participants 1:17.30

No [in unison]

Researcher 1:17.39

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

Participant 1:17.50

Persistent?

Researcher 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?

Participant 1:18.11

Naughty

Researcher 1:18.12

Naughty, why?

Participant 1:18.16

Because he broke into someone’s house

Researcher 1:18.27

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

Participant 1:18.34

Instead of naughty, you could say cheeky.

Researcher 1:18.36

Cheeky might be better. Well we did say sneaky. What else did he behave like [child’s name removed]?

Participant 1:18.45

He did things well, he gave dreams [inaudible]

Researcher 1:18.52

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

Participants 1:18.58

Both

Researcher 1:19.03

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

Participant 1:19.26

Heroic

Researcher 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.

Participant 1:19.37

He was helpful, helping

Researcher 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?

Participant 1:19:58

He’s naked

Researcher 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]