**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.**

Teacher: you have a character here. I wonder who he is or she is? Na d another question might be be doing or she? Have a chat about it please with your group

Children 39.50

Chatting

Teacher 42.10

Ok, who is she, or is he? The character is:

F1 42.18

A naughty fairy

Teacher 42.19

Why naughty and why a fairy you think?

F1 42.20

For the wings but also because it looks weird kind of naughty look

Teacher 42.23

Naughty look

M1 42.24

A bit scary

Teacher 42.26

A bit scary you think and what makes it scary?

M1 42.27

Looks odd

Teacher 42.28

So, why odd, it is not how it should be a fairy? What does a fairy look like to you?

M1 42.29

Not hairy fairy like a hairy lady

Teacher 42.30

Are fairies ladies

Children

Yes!

Teacher 42.40

But if I look at myself in the mirror when light comes in like that, I do see hair so I’m not a lady am I?

Children 42.46

Yes

Teacher 42.50

So what makes a lady

Children

Chatter

M2 43.46

Like being a woman emm being like a lady

Teacher 44.06

Thank you we actually do not like how he or she is like and we will watch a video, do youn want to watch a video, with the hairy fairy?

Children:

Yes!

[children’s chatter]

Teacher 45.47

So here’s the video. Have a good look, think about what the character does in the video because I will ask you to tell me who do you think the character is but not from a picture from what the character do which is different, what one looks like and what one does, do you agree?

Children: 46.21

Yes!

Teacher 46.22

So ready

[shows video]

Teacher 49.59

So what do you think?

F1 50.00

He was check and sneaky because he broke into a home at night

Teacher 50.07

So he was not good was he?

F1 50.12

But he was also good because he fought the serpent who was making all dreams like nightmares

F2 50.16

And has also good because he can make dreams come true

Teacher 50.20

I added more things here; although he was cheeky and sneaky, he was also helpful because he made all the young children’s dreams come true…bravely he fought the scary shadow serpent who had turned the young boys dream into nightmare. I was going to add more but I didn’t have enough time, OK. So think about, so think about how he looked like before the video.

Children

Chatting

Teacher 51.52

Right where are you, read what you have written please?

M1 51.54

The dream giver is kind, nice helpful and brave. The dream giver likes to make people happy.

Teacher 52.06

So, you have written actually just a sentence for each of the things that I have said, remember I said not a sentence, I want a paragraph. A paragraph actually is a few sentences within the paragraph remember. So, you might want to add to the appearance OK? So, you have spoken about a creature flew in…what is that word?

M2 52.33

Adoption centre

Teacher 52.33

In an adoption centre with a cloth on his body and wears or wearing spy goggles OK?

Children call for teacher’s attention

Teacher 52:41

You have to have patience, there are 30 of you and only one of me; you’re going to have to have a little patience. I am coming around to everybody ok…wearing goggles, round spy goggles. I am coming around to check your work so please if you have started get going, don’t stop. Now you have written about what he is wearing, think about the shape of his legs, think about the shape of his feet, OK? His head, his wings; there’s so many things to talk about. So, start from here.

F2 55.07

Long legs

Teacher 55.10

That’s a good one, what else can you write about his appearance? What was he wearing? What was he carrying with him?

Participant 55.22

He was carrying a dagger, a notebook

Teacher 55.24

A staff. A notebook, he doesn’t have a notebook, oh yeah, he did, didn’t he? Oh well done, well thought of. Well remembered. Talk about his shorts, talk about what he’s carrying in his hands, think about how he looks and what he does

Children 55.30

Chatting about the video

Teacher 1:00:53

In these two sentences you have started with ‘he is, he is and then because’, OK? Can you think of rewriting one of those sentences but start with an opener for example? Off you go

Children 1:00:53

Chatting about the video

Teacher 1:08:23

Right Birch class, there is a lot of chat going on. I want you to have a look, if you have finished, I would like you to share your work with your partner and show them what you have written, OK? Please don’t do a lot of talking.

Children 1:08:24

Chatting, probably passing notebooks around

Teacher 1:17:22

I am not marking anymore books. If you have finished just bring and put it over here. M3 can you do me a favour actually? Instead of you going many times up and down…bring as many scrap paper as you can and those children who have finished, put your hand up and F3 will give you a sheet and then you can draw a picture of the dream giver.

Children 1:17:24

Chatting loudly about the video

Teacher 1:22:26

Right Birch class let see if you are ready to listen. If you have finished and have put your books here, I want you to start tidying up your table. There are sheets of paper or things…put it in the bin, you don’t need them. You don’t need it, all in the bin, you don’t need anything. Put everything in the bin you don’t need. I don’t want to see any pieces of paper lurking about on your desk.

Class clearing away. 1:22:30

Teacher 1:30:10

Now we watch the rest of the video

Video presentation to class 1:30:20 – 1:33:50

M4 1:33:52

Wow that was a nightmare.

Teacher 1:33:52

Was it a nightmare or dream?

Children 1:33:54

Nightmare!

Teacher 1:33:57

Why was it a nightmare? Because of the beast?

Chidlren 1:34:06

The dragon, the serpent

Teacher 1:34:07

The beast, the monster

Teacher 1:34:15

So, do you want to talk about the book, what you have watched? Off you go, talk partners.

Class discussing the clip 1:34:15 – 1:36:18

Teacher 1:36:22

Tell me one thing you liked about the video, the film? F4

F4 1:36:37

I liked it when the space pirates came…when the dream was in the space dream because I like space

Teacher 1:37:16

So the fairy who gave that nice dream was he nice or naughty?

Children 1:37: 24

nice!

Teacher 1:37:25

So he looked naughty and odd and sneaked into a house but when you actually see why he was to give nice dreams of space and fight off the beast

Children 1:37:40

Yes

Teacher 1:37:41

So this is important for us today it is not to call someone names or judge or laugh because he looks odd this is not important what is important is

Children 1:37:50

The behaviour!

Teacher: 1:37:52

So There’s a nice story behind it all. Anyway, so it is time for lunch, and I am going to expect you to be very sensible when you go down. Line up sensibly. Chairs properly.

 [End of transcription]