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***MYPLACE: Future Envisioning City Planners & Elders Council
Workshop 18th March 2015 (File2of6)***

File: 02-EC-18-03-2015-mainSession.MP3

Duration: 3:03:00

Date: 14/04/2015

Typist: 680

START AUDIO

Female: Apart from having nice biscuits.

Female: I was just, have you, by any chance, seen the current issue of the Elders Council Newsletter?

Female: Yes.

Female: So you've seen...?

Female: Oh, no, I haven't seen... Is the reception in it, from
____[0:00:23]?

Female: Yes. There's a report from our Older Person Friendly City Group, giving some of their findings from the surveys that we've been doing.

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Female: Great.

Female: And, on the same page, we had something about MyPlace.

Female: Oh, lovely. Can we have a look at that at lunchtime? Is it okay?

Female: Yes.

Female: That's great, thank you.

Female: But, that sort of brings together the research that – if you can call it research – the enquiries that we've done in our working group, in relation to the methods that you're using at MyPlace.

Female: Yes, sure, great.

Male: So, finding out what's going on?

Female: Finding out what's going on, yes.

Male: And why it's going on.

Female: Yes, what's going on? A bit of washing up. Right, handing out flyers. Yes, or happening, why something is happening.

Male: Possibility of improving it.

Female: Yes.

Male: And how to do so.

Female: To me, the word, 'Culture Lab', suggests experiments, where you put things into jars. I don't know how you do that.

Female: No, but that's a really good-. I'm writing a paper at the moment about experiments and what that means in terms of...

Female: Of research.

Female: In terms of research with people, where you're not putting them into jars. So, that's a really good...

Female: Yes.

Female: Yes and it's sometimes-.

Female: And I-.

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Female: Sorry, go on.

Female: No, I was just putting together this image of putting things into jars, with finding out what's going on, as a way of doing that.

Female: Yes.

Female: Because, I guess, this thing is, "How do you find out what's going on?" and the image of the scientist, with the jar, is an interesting one.

Female: Poking things, yes, yes.

Female: It's difficult to do controlled experiments with people, isn't it?

Female: Yes. We try not to do that here.

Female: Quite. Perhaps if about half of us go and have a wonderful experience and then others would be shut in a dark room and-

Female: Exactly. We try not to do that here; we're actively going for...

Female: Running on wheels.

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Female: Yes.

Female: In the dark room.

Female: Like lab rats.

Female: Brilliant.

Male: The word, "Formaldehyde", comes to mind.

Female: But, I suppose research often is associated with quantitative data and ___[0:03:40] qualitative data.

Female: Yes.

Female: You know, there's that kind of constant-.

Female: I'm going to try and spell it, because I usually spell it wrong.

Female: I can never say it, let alone spell. I got it right.

Female: ['tative 0:03:49].

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Female: [tative 0:03:51]. Is that right?

Female: Yes.

Female: Quantitative.

Female: Qualitative.

Male: Quantitative.

Female: It is a difficult one, quantitative.

Female: I think I've got that wrong as well.

Female: I can't pronounce words ____ [0:04:04].

Female: Which, we were talking last time about the difference between – does everybody know what that means, a quantitative measure and a qualitative?

Female: I suppose a quantitative is how much is there, but qualitative, may be what you feel about it, which is an important dimension, isn't it?

Female: Brilliant, yes. So, the work that we do here is a combination often, so we do some number crunching, not me personally, it's not my expertise, but I do a lot more of the qualitative, which is what we're going to be doing today. So, I think the key thing for me, in thinking about research, is this, it's another kind of ___[0:04:56], so it's the idea that there is a knowledge already out there and this is kind of researching for that knowledge.

So, often, we start by looking at what's already out there and what information we can already access, usually through papers or journals and then, yes, this is the kind of finding out what's already going on. You might ask a question, you then might raise a question, "Why is it going on? What's the cause and effect?"

Sometimes, looking for improvement or an alternative point of view. You might find the, why something is going on, it's often quite difficult, because you can have very simplistic... You look at some descriptions of understandings of the brain over the last 20 years have changed massively.

So, sometimes, finding out why something like our brains work the way they do, isn't fixed. So, research is constant. It's constantly moving. And we do do experiments, here, but not like in a lab with formaldehyde. We don't put people in dark rooms...

Female: With brains in jars.

Female: We don't screw with their brains. We leave that for the medical school. So, the City Walks was, you know, we said to Barbara, "We'll do this as an experiment, to see what happens." So, it's kind of seeing what happens, but doing it in a way that we can gather data. We weren't so much gathering quantitative, we were just more looking at the qualitative aspect of City Walks.

So, yes, that's what we do. We do an awful lot of other stuff; we make a lot of things as well and use those almost like qualitative data. So, City Walks is a kind of, well, we'd call it design research, because we're making things and putting them out so then people are doing things with them and then we collect qualitative data.

So, for the next hour, and we might do this quicker, we have put together a set of photographs from the day and we split them up into two phases. I think, originally, we were going to have more of us, so we were going to split into three groups, but we're going to focus on the mapping exercise at the beginning of the workshop in February and then on the City Walks itself, to look at what those different approaches, how they were encouraging discussion and what kinds of discussion were taking place.

So, what we're going to do, there's a series of questions and prompts that we'd like to ask. You've then – lucky you – this is all the discussion. The thing transcribed, okay.

Female: Is all the swearing out?

Female: There's no swearing. There are some sections where the typist didn't quite hear what was going on.

Male: Is that from what we said during the actual walk?

Female: No, this is the first two hours.

Male: Oh, good, because I can remember that I said quite a few things that weren't repeatable, certainly shouldn't be translated or transcribed.

Female: That's all right, they haven't been, that's all right. But, what I've then done is – I haven't done an analysis, what I've done is extracted the things that I think are really interesting about what was said, okay? So, that, as you were saying, that is my interpretation of what was interesting. You might think, "Oh, actually, I remember saying something," or, "My experience, or my memory of that isn't in here."

So, what we're asking you to do is pull together a set of pieces of evidence, basically, to support what kinds of discussion were had by the mapping exercise and the City Walks exercise.

Female: I think I missed that first discussion.

Female: You did, which is why, I think it would be better if you were in the City Walks group, because it wouldn't make much sense for you to do that. So, just to make it easier, I hadn't intended this, but we'd like Jilland Val to work on the City Walks and then I was, "Oh gosh, I've done a complete gender divide."

Male: Yes, I noticed.

Female: Unintentionally.

Female: I don't think it matters.

Female: No, no, I just thought Val would, you know, you wouldn't be able to comment on the maps, so it wouldn't necessarily be useful. So, gentlemen, if you would like to work on the maps in the morning and I'll work with you on pulling to pieces what that was about and discussing that and we'll come up with some conclusions or findings.

So, Jilland Val, work with Clara. You've got slightly different tasks, because rather than the transcriptions, you have the videos, or the audio recordings of the walks, the edited versions, without the swearing, to discuss in your group. Are there any questions?

Male: I think I'd like to add something to that research.

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Female: Yes, of course, yes.

Male: You need to have results.

Female: Results, yes.

Male: Report and communication.

Female: Yes, yes.

Male: Or conclusions of that ____ [0:11:20].

Female: Yes. So, yes, sometimes – so we'd call, 'Results', you can call them different things, like 'Findings', we call them, 'Findings'. They might be four or five points that you'd like to make. So, we start off with lots of different types of material and we try and hone it down to a smaller amount, so that you don't sit through a meeting and go, "Well, I'd just like to read the entire transcript of our discussion." So, yes, results findings and then communication of that, which is like what you do with your slow pace, isn't it?

Female: Yes.

Female: Yes.

Female: Yes.

Female: So, then there's getting people to take notice of your findings.

Female: Yes.

Male: Well, that's another stage.

Female: That's another stage [Crosstalk 0:12:20].

Female: ___[0:12:21], isn't it, as well?

Female: Yes.

Female: Yes, it's ___[0:12:27].

Male: I think that I, and I'm sure we've all been to meetings where people love hot air, but nothing's actually, no results found.

Female: No results. Yes. Sometimes – we've been looking at policy documents and they don't always... You can do all this wonderful work and the policy still doesn't take any notice of it,

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which is interesting, because it kind of feels like that's what should happen.

Male: Or, the policy does take any notice of it, but what happens in practise is not what the policy says.

Female: Yes, absolutely. So, off you go. If there are any more questions, we can discuss them.

Male: The mapping exercise, what is that?

Female: Do you remember at the beginning of the session, we were looking at John Dobson Street and looking at what people did.

Male: This is the last session.

Female: This was the-. It was before we went out for the City Walk.

Male: Yes, okay.

Female: It was just before, as the warm up.

Male: This sort of thing.

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Female: Yes, that's right. Yes.

Male: What are we going to do, are we going to review this?

Female: Yes.

Male: Or, ___[0:13:48] or what?

Female: No, no, so what we're going to do is we're going to look at-. So, now, we're looking at how this process, this mapping exercise, how it supported discussion in the group and what kinds of discussion it supported. So, one thing you could do, is flick through the images, we could just spend a bit of time flicking through the selected quotes, let's have a look at those.

Male: We've got three documents there. That's a transcript.

Female: So, that's the full transcript.

Male: And this is...?

Female: Those are the edited highlights.

Male: The summary.

Female: That I've extracted.

Male: The edited highlights, okay.

Female: Because they're the things that I felt were important.

Male: And the other document is this.

Female: Yes.

Male: And the photos.

Female: The photos.

Male: Right. Not much.

Female: So, we'll just spend a few minutes looking through those.

Male: Okay, I think we've...

Female: If you've already had a look.

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Male: We've seen these, haven't we?

Male: Yes, we saw them.

Female: Yes?

Male: It seems we all work on maps. This is how you select the things.

Female: Well, these are all the photographs, actually, that were taken on the day.

Male: Yes.

Female: Do you want to...?

Male: Okay.

Female: It's quite difficult to get through, isn't it?

Male: No. Yes, but it's been well done, somebody's gone to a lot of trouble with that.

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Female: Yes. We send them off, because it just helps us go through them much quicker. Do you want to have a look at that, Jimmy?

Male: I'm pleased to think it wasn't all done by hand.

Female: No, no. Yes, they are, yes. So, I can get another – do you want me to get another copy of those and then you can just spend a bit of time reading through them?

Male: Yes, okay.

Female: These are the questions.

Male: The questions, yes.

Female: That might help you frame the...

Male: “Did the mapping exercise support discussion?” ___[0:16:35]
on what kinds of discussion, or would you ___? “Is there anything you felt that should have been discussed but wasn't?”
“Describe what you thought worked well and what didn't.”
“Describe challenges and opportunities for improvement.”

[Break in speech 0:17:02 - 0:17:21]

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Female: Oh, lovely, thank you. Some more biscuits, oh, the biscuits have ended up with us. How unfortunate.

Male: These are mapping biscuits.

Female: Should we maybe put those questions up on the-? Or we could put them...

Male: Or we can write the answers to them.

Female: Or you could put them on here and then... I mean, this is part of the same question, isn't it? Which we can stick down.

Male: It's about this cyclist, who was going ___[0:18:12]
Northumberland Street.

Female: Yes.

Male: He's got a megaphone, I can't think of ___[0:18:15] he's shouts at anybody riding their bike down Northumberland Street, he shouts at them through a megaphone.

Female: Does he?

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Male: He's in the Chronicle, I think last night. They put a short video clip on there of him shouting at someone, "Get off the bike."

Female: I think there's going to be a lot more of that.

[Break in speech 0:18:42 - 0:18:59]

Female: Okay. So, I'll put that in. I'll go and get another copy of the transcript for you to go through.

[Break in speech 0:19:19 - 0:20:48]

Female: There you go, there's another ___[0:20:49], mentioned there, do you want to have a flick through that?

[Break in speech 0:20:56 - 0:22:14]

Female: This is a very thoughtful group.

[Break in speech 0:22:17 - 0:23:05]

Female: Would you like a shortened version, like Arthur and ___[0:23:09]?

Male: Oh, right. Well, I've done what you asked for.

[Break in speech 0:23:19 - 0:24:12]

Male: ____ [0:24:14], I've got one, so thank you, I've got one.

Female: Oh, you've got one, great.

[Break in speech 0:24:18 - 0:27:05]

Male: This is the conversation that was going on before the walks.

Female: That's right, yes, yes. So, does that give you a bit more context to it?

Male: Well, it's had more reference, so far, to maps.

Female: Interesting, yes.

Male: That's what I've been searching for.

Female: Yes.

Male: It may be, because I'm only an uncultured man.

Female: It's riveting, isn't it?

Male: ____[0:27:40].

Male: There's a little bit there, Arthur, I don't know whether you've seen that.

Male: Oh, I saw that ____[0:27:49].

Male: Three people talking about...

Male: How to read maps.

Male: But, yes, this map doesn't look very good and it's a planning map and there's a bit shows planning ____[0:28:01] and everybody agreed we're terrible.

Male: Yes, okay. I missed that.

[Break in speech 0:28:06 - 0:29:54]

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Male: Can I ask something here?

Female: Yes, go for it, yes. Do you want to put a Post-It note so you can find it again?

Male: Yes, okay.

Female: Let's put this name in.

[Break in speech 0:30:05 - 0:31:16]

Male: I'm just finding it very difficult to read.

Female: Right.

Male: Because it's so disconnected.

Female: Yes, yes, because they're just extracts, aren't they? Did you find it easier to read from the transcripts?

Male: Right.

Female: Sorry, it was a question, Danny. Was it easier?

Male: Yes.

Female: Reading the transcripts. Okay.

Male: I mean, this is very disjointed. I mean, was that ____ [0:31:46] reading, because normally, I would have given up.

Female: Yes.

Male: Yes, but, it summarises what people say, I think.

Male: Yes, but, I mean, it's just not ____ [0:31:57] in what he's saying, but...

Male: Yes, but I think, the way I...

Male: ____ [0:31:59] conversation was.

Male: Well, yes. You'd need to pick out various rude words and various sentences in each thing, you know, we don't need to read it word for word, like you do a letter or something.

Male: No.

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Male: That's the way I thought, anyway.

Female: Should we start answering this question, because you've probably got a good sense of the extracts?

Male: Yes.

Female: I'd be very happy to share the transcript with you, if you want to take it home.

Male: No, you wouldn't ____ [0:32:29].

Male: Because, normally, I'm pretty good at listening to what is not said.

Female: Yes.

Male: If that makes sense.

Female: Things like bodily or...?

Male: Pardon?

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Female: Things like bodily expression.

Male: No, it's actually listening to what is not said.

Female: Okay.

Male: If that makes sense.

Female: I think it does, but can you give me an example?

Male: I'm kind of reading it ____[0:32:57].

Female: Reading between the lines, yes. So, maybe that's good, we've got some things that weren't discussed, so that would be the kind of thing that might be good for...So, should we make a start on – Arthur's got it. It's like having a script. I used to work for a lot of theatre companies and so we'd have things like this.

Male: I saw where it had started on ____[0:33:30], I just wanted to see where it finished. I haven't found it, necessarily.

Female: So, yes, the question is, "Did the mapping exercise support discussion and if so, how and what kinds of discussion?"

Male: Yes, I think that it started off the whole thing, because you've got people going over, you ask things and to mark things on the map and that got everybody started to be involved.

Female: Yes.

Male: I think.

Male: I think there was a general agreement that people had ideas in their head and it was very difficult to translate those ideas onto the map.

Female: Okay.

Male: It was very difficult to see how the map related to various people's thoughts.

Female: Right. So, the map, yes, I think in the transcription you get a sense of that.

Male: I wouldn't say it was poor, but it was not the way that people expected it to be. I don't think people had expectations, but it wasn't quite the way people had in their minds.

Female: Okay.

Male: I think that really, if we'd all grown up with more of a planner's mindset, then we would have understood the map far easier.

Female: Okay. So there's an issue about the readability of these kinds of maps.

Male: Yes.

Male: I'm sort of trying to recall, I remember thinking, "Well, what are they actually going to do?" I was looking for a sort of, 'Before', and, 'This what it's going to look after'.

Female: Right.

Male: And I didn't find that, so, for a bit, I was wondering what was going to happen.

Female: Okay, so, yes, questioning what...

Male: Just moving on from that, when I went to the consultation, the live group, I found that the planners had a much better map of what they wanted and how they wanted to do it.

Female: Yes.

Male: And I found the map stretched along the big table and it was very much easier, for me, at that time. Also, I was bringing back more knowledge than we had.

Female: Okay. Right.

Male: I would agree with that. I would say that both the mapping exercise and our walkabout concentrated, really, on what was there now, whereas, as Arthur said, the consultation, the council consultation, concentrated on what their proposals were, what would be there in the future.

Female: Yes, yes.

Male: I must say, I think it prepared me very well for that consultation, such as it was; go onto that later.

Male: Yes, I thought-. What's your interpretation of the word, 'Consultation', [Crosstalk 0:36:53]?

Male: Well, it was actually for me, it was the first time that, actually, I was able to have conversations with three or four people. A couple of them were pretty knowledgeable about what they wanted to do, I found.

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Female: So, was it the engineers?

Male: A couple weren't, which surprised me.

Male: Even the ones that were knowledgeable, they were bloody inflexible. They were telling you what was going to happen and that was it. You could say, you know, there's that difficulty or the debt difficulty and they would say, "Well, this is like this and this is like that."

Male: It's true, but I didn't personally feel inflexibility. I spoke to a traffic engineer.

Female: So, you felt that this, the process beforehand, prepared you.

Male: I didn't feel they, perhaps, took all that much notice of what we said.

Male: I don't think they took any notes.

Female: Okay.

Male: They made all the right noises.

Female: Did they write anything down?

Male: It was a reasonable dialogue; it took a bit of time to get started. But, once they saw that I came with some knowledge, they started to listen and I wouldn't have gone, I wouldn't have even gone if we hadn't ____[0:38:09].

Female: Right, okay.

Male: Never mind having knowledge.

Female: Yes, okay. How about you, Danny? Danny?

Male: Danny?

Male: Yes.

Female: In the morning, when we did the mapping, how did you find that exercise? Mapping your route.

Male: Well, I'd say ____[0:38:29], I don't know if you've seen where people were walking from and where to.

Female: Okay.

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Male: Like I said, I got mixed up. I got a bit lost on the amount
____[0:38:44] my fault ____.

Female: It was what? Your fault?

Male: Pardon?

Female: Did you say it was your fault?

Male: No, I got a bit lost because I ____[0:38:52], somebody else, but
I went...

Female: Oh, right.

Male: Would you have found...?

Female: Right, it's not your fault. [Crosstalk 0:38:58].

Male: Overview.

Male: ____[0:39:00] helpful.

Male: Yes.

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Female: Okay.

Male: I think it probably would.

Male: On reflection, I think alongside the actual ____[0:39:08].

Female: Right.

Male: I think I probably would, yes.

Male: That's rather important to you.

Male: You'd have to be ____[0:39:13].

Male: Yes.

Male: Because, I mean, the Google Maps that I've seen are so small.

Male: Yes.

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Female: Okay, so what I'm going-. Because, I mean, it's great and we're going back and forth between the different questions, so as you're saying ___[0:39:24].

Male: Okay.

Female: I'm going to mark the board. So, you would have preferred?

Male: No, not necessarily preferred.

Female: Or just as well as?

Male: As well as.

Male: As well as, yes.

Male: But, no, not, it isn't the size that I'm used to, I mean, I don't know if Google Maps can be blown up, but it has to be big enough to read. Same sort of size as the one that you had, I would have thought, if possible, if that's possible.

Male: I mean, you can ___[0:39:55] the view of the whole street, but as you say, on the screen, it's very small. You can also have a sort of video of the street view, move up the street, I think

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that's, perhaps, the real benefit. But, that, in conjunction with the results of the walk might be just, "Okay, we went up there."

Female: Fly-throughs on Google Maps.

Male: You what, sorry?

Female: It's a version of Google Maps, where you can create videos of your journey.

Male: Right.

Female: You know, based on their data that they have already.

Male: There's something called, 'Streetview'.

Female: So, if you get back into the lift...

Male: Yes.

Male: It seems to be ___[0:40:44].

Female: Go back down the stairs and directly opposite you.

Male: Right, okay.

Female: Okay. So, there was something else you said about ___[0:40:54] knowledge. So, you were just saying that, actually, a lot of the conversation was quite trivial.

Male: No, no, no. Danny't tell them about ___[0:41:07], just, really, not at all, no, no.

Female: Okay.

Male: Just, I mean, on page 31.

Female: Yes, yes.

Male: No, no, don't take it out. That's not...

Female: That's fine.

Male: I think it gradually became much more informed. Some people brought real knowledge to the table.

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Female: So you found that quite useful, sort of having-? Because, I know you're quite new to Newcastle.

Male: Yes, I mean, I found the map the ice-breaker.

Female: Okay.

Male: I think I would – you used the word, 'Trivial', I think I would substitute that for, 'Informal'.

Male: Yes. I certainly don't need to ___[0:41:51].

Male: No, I mean, trivial carries some negative connotations.

Male: It's just when you read that we go off to various places, in its isolation, it doesn't mean anything.

Female: I think that when I was reading it, I was chuckling to myself, because it's a lot of – I can't remember which section I've got mind mapped up, but there's a lot, "Oh, do you mean here?" "No, you're in the wrong place." So, it's fair to put, I'm saying it's fairly put, so reading, it's just so difficult without pics.

Male: Yes.

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Female: Actually, until somebody says, “Oh, ___[0:42:26], well, this is me now,” so you know that, yes.

Male: Sorry, I didn’t [Crosstalk 0:42:33].

Male: I think it’s an essential start to such a ___[0:42:36].

Female: In the context of ___[0:42:40].

Male: Getting it started. It looks at ways from the group point of view, interaction. But, people need to be informed, because it’s obvious now that people came into the meeting with different levels of knowledge.

Female: Yes.

Male: A, what the exercise was and, in my case, I didn’t know, really, what was going on with John Dobson Street at all.

Male: Yes, very true, the road that I was trying to think of the name of, they called it Ellison Place, did you find it? Ellison Place is on there, yes, there it is ___[0:43:27]. You ___[0:43:29], yes and somebody was talking about the ___[0:43:33] and then why you’d think ____. We haven’t got the money to do that. We haven’t got any further with the ___[0:43:41] that I can remember ___ and cut through there to ____. ___[0:43:49].

Male: This is comforting. I tell you.

Male: Well, not to my knowledge, not that ___[0:43:58] you could put in a ___.

Female: Oh, is it not covered?

Male: It's perfect for me, it's, I would say, medium.

Female: Oh.

Male: Well that's good for me, ___[0:44:08] straight away.

Female: They should bring some more in about 15 minutes, it should be hot. They brought it very early. I said we don't need it until 10 o'clock and they brought it [Crosstalk 0:44:23].

Male: Oh, no, I like it, that's good.

Female: So, was there anything that you felt that should have discussed that wasn't, that wasn't discussed during that mapping session?

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Male: Well, when I went to consultation, I did say at the time, "Have you got something showing what's going to happen?"

Female: Yes.

Male: And you didn't have. This is what you've got, but one thing went to the consultation at the library, something really explicit, so they did have the material, which they ___[0:45:01].

Female: Yes.

Male: And that-.

Female: They gave them in the day before.

Male: Yes.

Male: I think that's what I'm hoping, I said this, we concentrated on what was there now, whereas we might have concentrated on the library, where they concentrated on what was, i.e., they had the maps of what it was going to be.

Male: Maybe it wasn't a bad idea, I suppose, because we went from the walk up to what was there.

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Female: Yes.

Male: And, I remember-

Male: In a critical way.

Male: I had that small picture on what their proposals were and you blew it for me.

Female: Yes. So, some of the challenges that you were talking about was trying to orient yourself towards – I mean, they were some of the things that I was picking up in the transcripts. Sometimes it was difficult to work out where you were in relation to this map. Some of the groups.

Male: Yes, it was ___[0:46:06], yes. We had-. Yes, I remember we wrote where MEA House was, as in a sort of focal point, a start-off point.

Female: As a start off, yes. So, thinking about how you might change that in the future. It was quite interesting, I think somebody said about making, actually, sometimes very accurate maps and sometimes a bit more difficult to read than things that are-

Male: That's probably true.

Male: And how would-. At the risk of criticising that, I would say that is difficult to read because of the fact that there's no colour contrast, or grades of colour contrast.

Female: Right, yes. So, having things like different points, like you were saying, visual, maybe videos, maybe something like a Google Map, maybe something that shows the difference between what's there now and what's proposed.

Male: Yes. Well, I was thinking, if we had a Google Map alongside that it would be able to highlight various places. The thing is, that doesn't have highlights and vice versa.

Female: Yes. So, the only thing you felt should have been discussed was the proposals, the ___[0:47:38] proposals for John Dobson Street, yes.

[Break in speech 0:47:43 - 0:48:06]

Female: Are there any quotes in there that you would like to take out and use, or that you think are sort of important, or any photographs you think summarise what took place.

Male: Well, I think I would probably, if I understand Arthur correctly, I would agree with that, what he said about it being trivial, in inverted commas.

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Female: Yes, yes.

Male: Because it's what is, because it's ____[0:48:36], whatever you want to call it, there's not anything I don't think I want to pick up, because exactly that.

Female: Okay. So, even the extracts here, they're still too informal, you think.

Male: Yes, I think that's fair.

Female: Okay. What about ____[0:48:56].

Male: ____[0:48:55].

Female: What about the photographs? Were there any photographs that you think really sum up what the mapping exercise was about? It might be worth pulling-.

Male: We want to choose.

Female: Yes.

Male: Yes, the ones I would choose are the ones of people creating drawings on the map.

Male: Here's one.

Male: Actually on the maps.

Male: I think this is one.

Female: Could we maybe sort of choose five? You're going to choose five photographs.

Male: ____[0:49:29] what material?

Female: You're going to choose five photographs.

Male: Ah, here we've got one, here's another.

Male: Those are the-.

Male: This is just sort of-.

Male: ____[0:49:56] people drawing.

Male: Yes.

Male: Rachael, as a matter of interest, are we going to get the chance to listen to what the other group are thinking or not?

Female: You can do, if you want. It might take quite a long time.

Male: The only reason I'm asking that is because, if I remember rightly, it was during the walk that we concentrated on what was there now, rather than what the proposed improvements ___[0:50:32].

Female: Okay.

Male: Maybe we could try and combine ___[0:50:42].

Female: Yes, that was the idea for the next step, is to bring these together so we can have a look.

Male: Some people were going earlier.

Female: Yes.

Male: ___[0:51:06]. ___[0:51:12].

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Female: Yes, that's my shorthand.

Male: Yes, yes, you can see.

Male: Has he got impaired hearing?

Male: Pardon?

Male: Has he got impaired hearing?

Male: I think he has.

Female: I don't know what I mean, a before and after, ___[0:51:29],
what was going to-.

Male: Bill has got a deaf ___[0:51:35].

Male: Yes, yes.

Male: That's his hearing aid. He's at ___[0:51:43], because he wears
them.

Male: Well, he seems to be able to participate.

Male: Yes.

Male: A hundred percent.

Male: Absolutely, with those on. I am not totally deaf, so even without them you can hear what's going on. It's much more clear with them, better. I've always been absolutely, really impressed how good they are.

Female: So we've got-. So, my understanding of what you're saying is that the map would have been the place to start, because it encouraged discussion a local experience or an exchange of knowledge about the local area and that prepared you quite well for the consultation. I think Danny was saying it's useful to see where people are travelling and to have a sense of what was already there.

Male: It was a preparation for the walk.

Female: Yes.

Male: At that point.

Female: Yes, yes.

Male: No, I'm not sure that's what I was going to ask. It was good preparation for the consultation, but was it a good preparation for the walk, I'm not sure. I wouldn't say it was a poor preparation, but I don't think it had a lot of relevance to the walk. That's how I felt, anyway, obviously ___[0:53:05] felt differently.

Male: Well, yes.

Male: Yes.

Male: I mean, we knew where to walk. When I came back, I was able to – I thought – fairly quickly, map where we had walked.

Male: But, did we not know that anyway?

Male: No, we actually didn't know, when we started, exactly where we would go, how we would go ___[0:53:33]. Once we'd left MEA and gone on to the walk way and then decided to go left or right, I can't really remember.

Female: Yes, because we all went from different points, didn't we? Yes, okay. So, you felt that what should have been and, maybe, would have helped, in relation to the John Dobson Street, was a specific understanding of what was going to change and more of a-

Male: Well, at some guidelines, more guide, very simple guidelines about what – not the detail, at that point.

Female: Yes, simple. Yes. What you felt worked well, as it worked as an ice breaker, getting it started and explore these different levels of knowledge and ways we could improve it so there are some challenges around understanding where people were and using the map and we could improve that with things like Google Maps. You were saying, along the table was more useful, rather than having it pinned up.

Male: Well, when it came to the library, yes.

Female: Yes.

Male: I feel that we need a lot of space for that.

Female: Yes.

Male: And you could actually walk along a street on the map.

Female: That's a lovely idea, yes, you could take yourself for a walk. And, five pictures, did you choose your five pictures.

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Male: I think we sort of got to more than five.

Female: Okay.

Male: But we can whittle them down, I think.

Female: So, you have this one.

Male: This is one. We desperately need this one.

Male: Yes, yes, yes.

Male: We need another group working on the map one. That's four.

Male: Four.

Male: That's it.

Male: And one after this lot.

Male: Then, okay, five.

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Male: I thought that one and then-. But, that's very similar to that, isn't it?

Female: Yes.

Male: Maybe that one.

Female: So you've got one of the map, you've what you call, "This is what's happening," shot, so people know what's happening.

Male: I'd say going for another group one.

Female: Yes, okay. There's a big hum here. Have you been sitting here when it's humming?

Male: Yes. A bit hummy.

Female: Yes.

Male: No, I hadn't noticed it.

Female: Had you not?

Male: Is it one of your experiments?

Female: No. Everything's humming, I'll just take a photograph of the table.

Male: I mean, it's got to be reflective ____ [0:56:35].

Female: That's okay. I think some of those were afterwards, when we-. So, Clara.

Female: Yes.

Female: How far along are you? Can we-?

Female: We could do with, definitely, another ten minutes.

Female: Another ten minutes. All right. Okay, so we'll do consultation then. Okay.

Male: And there's this one.

Male: Oh no, that's wrong. You're working on one of the two, I don't know...

Male: So which is which?

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Male: Yes, that was more the visually contrasting, more colour contrasting, wasn't it?

Male: Yes, we're just wondering which was that map.

Female: So that was one after the City Walks, I just included them in here, just because I was cheating.

Male: I can't remember which one that was, but that is obviously more highly colour contrast.

Female: Yes, that was a smaller version.

Male: It's a difficult time.

Male: But that was the same map, but just a smaller version.

Male: This is ___[0:57:28] walk.

Male: Yes.

Female: Yes, when we were ___[0:57:30], yes.

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Male: Those that we're at at the moment, they're in that.

Female: Just the pre-walk, yes.

Male: So, that's the later version, yes.

[Break in speech 0:57:39 - 0:57:55]

Female: They're going to take another ten minutes.

Male: I've become much more aware of this humming, now.

Female: I'm sorry. [Crosstalk 0:57:59]. I shouldn't have said anything, should I?

Male: I keep having to hear and I still haven't heard it, but I keep on listening for it. If ever I'm not listening to what you're saying, that's probably what I'm doing.

Female: I'll have to go, "Jimmy." Okay, lovely. Should we just have a brief discussion about the consultation then, because that was coming through anyway? The questions are the same, but just in a consultation exercise.

Male: Well, as with almost all consultations, I would say that the consultation was not the council saying, "What would you think we should do?" and "These are our proposals, what would you do differently." Just says the council were saying, "Look, this is what's going to be done, you can talk as much as you like, but this is what's going to be done."

Female: Yes. So it was more led by the council, because it was-?

Male: And, they were- I wouldn't disagree, but I would say that they were impressive.

Female: Okay, so the council-.

Male: If they got the right noises, yes. But, you do know in your heart of hearts, or, I do in my heart of hearts, it wasn't going to make much difference.

Female: But you felt that there was some ____ [0:59:27].

Male: I felt that they did listen, not initially; I understand what you're saying, but once I had got hold of this traffic engineer and we walked down the map and I said, "Well, actually, what are you going to do?" and it got him starting to talk. He was beginning to listen to what I had. I felt quite empowered from this. In terms of the bleakness of the ____ [1:00:06], I didn't think they really understood or listened to that.

Female: Okay.

Male: I was a bit surprised that nobody could talk about traffic flows up and down the street. I felt a bit powerless; the people there had really done an awful lot of homework on that. Because, I asked them, "Where is the bicycle track?" and there wasn't really a positive answer.

Female: Right.

Male: He said it would come over the Tyne Bridge, or it's coming from the student accommodation down at the south.

Female: Yes.

Male: So, I was a little surprised at that. I did feel that they listened. I made a point of saying, "Nobody else, that's one thing about this," I said, "Well, okay, isn't there something I should fill in?"

Female: Okay.

Male: And they said, "Well, yes, there is a form," and somebody went and got one.

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Female: Oh, right, okay.

Male: But that was poor.

Female: Because they-?

Male: And the form itself was rubbish. I mean, it didn't have a name, it didn't have a time or anything.

Female: Right.

Male: I didn't realise, I'd never the seen the forms, but I was told, in person, one of the people that I spoke to did say, "Well, if you want to make a comment, then here's something to write it down, if we've got somewhere to put your comments." I never actually saw the form ___[1:01:38]. So the form would have been no good anyway.

Male: Yes and I remember it said, "Who did you have your discussion with?" and I didn't know the name of the guy. I said, "Well, actually, I remember saying something," but it doesn't matter ___[1:01:55]. I would have thought that was a bit slack.

Male: Which sort of sums up my scepticism about the whole thing.

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Male: Yes, yes.

Male: It didn't really matter, probably.

Male: That's just for show, but it-.

Male: But, you were there at the same time, in that case.

Female: I was, yes.

Male: It was in the evening.

Female: It was.

Male: And they were still quite enthusiastic.

Female: Yes, yes.

Male: I thought. Because, they'd been there that afternoon, I assume.

Female: Yes, they'd been there for about – they were doing it in three-hour slots.

Male: And, I should say that I was there in the afternoon and Rachel was there as well, so Richard was there the whole time as well.

Male: Yes, right.

Female: He was observing what was happening.

Male: Yes. Did it change much?

Male: And I went on the, was it, the Monday, did you go on the other two days? Were you also there then?

Female: I came on the Monday and had a look. Ali was there on the Tuesday.

Male: Ali was there when I was there.

Female: Yes, so they changed-. They basically added-. So, when I went on the Monday, there was no indication of-, there were no additional graphics to let you know what was happening, so it was just this map and it was very difficult to read and I went, actually, with the traffic consultant, to explain it. Then, during the engagement between the two, they added these to help

people, first of all, orientate themselves and then say, "This is the cycle lane, this is a bus lane."

Male: I see, so I came in-.

Female: So you came in when they'd already-.

Male: They'd already done that. That was important to me.

Male: I must have done that, because the ones that I reckon ___[1:03:56] were much different to that, much more of a user-friendly map, rather than a planner's map.

Female: Well, they used the map all the time, it's a planner's map, for engineers.

Male: Yes, but, what they had was much more user friendly than a planner's map.

Female: No, these are what the planners will use.

Male: Yes, but it was a much-.

Female: Because of these things that are added to the graphics.

Male: Yes, but, if you can remember, I mean, for the want of, very basically, there was the cycleway in green, the pedestrian way in light brown and the road in dark grey.

Female: Right.

Male: The green, ____ [1:04:46], much greener in it, ____ throwing three distinct colours and it was much easier to read.

Female: Yes, for the feedback, yes, so you felt it was [Crosstalk 1:04:58] that's the one.

Male: Yes, yes.

Female: Danny, you went to the consultation.

Male: Yes.

Female: So how was your experience of this?

Male: It thought it contained good feedback and was very interesting. But, then, I don't think they were really interested in what we've got to say, kind of thing, they were just doing it as an exercise.

Female: Right.

Male: I think, because they've got this thing about ___[1:05:28]
Newcastle, kind of thing. But, do they listen? ___[1:05:34].

Female: Do you feel they listened?

Male: I didn't think so.

Female: You didn't feel they listened to your opinions?

Male: No, no, I was going to say, because-.

Male: Sorry, but he did sort of say ___[1:05:43].

Male: ___[1:05:46].

Male: That was part of it, I think there was a bit more front with more
attainable with one or two things they could put.

Male: You could tell them to come over here.

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Male: And, I do remember saying that it was [Crosstalk 1:06:03] talking to.

Male: But it's ___[1:06:07], the that I was talking to, thought I ___[1:06:09]-.

Male: But, they weren't using it and it was not well designed.

Male: Of course it wasn't.

Female: So, after doing the walk, did you feel you could talk about specific parts of John Dobson Street to the planners or was it just that they weren't interested?

Male: Well, look, I was more interested in what the council do with it, kind of thing.

Female: Yes, sure. Did they explain that so that you could understand?

Male: Yes. Because, I mean, what's there, I was going to say, it's going to go ___[1:06:46].

Female: Yes.

Male: And I did mention about, because you'd done the signage.

Female: Yes.

Male: ___[1:06:53] off to the ___.

Male: The ___[1:06:55].

Female: Going to... Yes.

Male: It just went over their heads.

Female: Right, okay.

Male: These were not around, I had to go and ask somebody and they pointed out [Crosstalk 1:07:06].

Male: I said, "You ___[1:07:09]."

Male: And I filled it in, having taken the trouble to go there, I wanted to record it.

Male: Yes, yes.

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Male: Have something recorded about it.

Male: Rachel, those were the maps I was talking about.

Female: Right, yes.

Male: Arthur was saying that those were the bike things that weren't around when he went.

Female: Oh, were they not?

Male: No, they hadn't, maybe they ____ [1:07:33]

Male: They weren't on display and I had to go and ask somebody, "Well, isn't there a form to fill in," and they went behind one of the tables and came out with it.

Female: You felt they weren't, sort of-?

Male: Well, they weren't aware. I think it's very important those people ____ [1:07:49] should have been asked, "Please fill this in."

Female: So, would you have preferred just filling in your own form?

Male: Well, I did fill it in.

Female: Okay.

Male: The point is, they were not marketing this.

Female: Oh, okay.

Male: I had to ___[1:08:03], in the time, anyway. So, anybody else, who was passing through, talking to them, would not have done that.

Male: ___[1:08:17] I had to call the – where it was, I don't call that the main entrance to the library.

Female: Right.

Male: I always think the main entrance to the library, on [Crosstalk 1:08:34]...

Male: There were seVall pages, ___[1:08:37] of something like three ___.

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Male: Really?

Male: That box is where the main entrance is.

Male: Saying what you...

Male: On the ____[1:08:43].

Male: Nothing ____[1:08:44].

Male: Yes, can you just walk up and go in ____[1:08:47].

Male: ____[1:08:47].

Male: Yes, it was free ____[1:08:52], something was...

Male: ____[1:08:56].

Male: For some people, that's right.

Male: ____[1:08:57] main entrance.

Male: It was definitely by ____[1:09:01].

Male: What you want is just one sheet, maybe with this and ____[1:09:06].

Male: A very ____[1:09:07].

Female: Oh, right, yes.

Male: I think I made that, that's probably right and I think they need to have somebody who sits and says, "Well, okay, what did you get out of this? What do you think?"

Male: But my-.

Male: If they want to quantify anything, they need to do that.

Male: My cynicism tells me that whatever you write on there will be totally ignored.

Female: I think-.

Male: Possibly, possibly.

Female: When I spoke to Ali-.

Male: That's a ____[1:09:33].

Female: About how they were managing all the comments, so they did have a process where they mapped out, so they took – and he was typing up all the comments after every discussion, I'm sure she had all these paper forms and then she was organising them in terms of specific parts of John Dobson Street.

Male: ____[1:10:00] around ____ when I went in there.

Male: But don't forget that-.

Female: Possibly, because it kind of-.

Male: Because, yes, she knows, in the evening.

Female: She was saying, yes, yes, and she was saying, by the second day, the same sorts of issues were being raised.

Male: So they had it switched off.

Male: So, yes, for three days, by less than halfway through, they'd-. And don't forget, Ali herself is the main cycling contact, so of

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all of the various options, the one that she was – I would have thought – going to, possibly unintentionally, highlight, were the ones affecting cyclists.

Female: Yes, yes. ___[1:10:37] the scheme is funded through-.

Male: The cyclists.

Female: Cycling.

Male: Yes.

Female: ___[1:10:44], she's a ___.

Male: I think, if the council's going to have this to be meaningful, they need to actually have somebody running this desk, doing that and everybody who comes through, they interview.

Female: Yes, yes.

Male: Then you can quantify some results.

Female: Yes.

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Male: You can really say what such and such ___[1:11:08].

Female: Yes. So, having something that was almost like ___[1:11:14]
coming in and other people can see them, maybe.

Male: No, no. I mean, I'm not saying you should record these and
map them, systematically recorded, so the planners are forced
to look at it and say, "Hey, 65% of the people are not happy
with this or that." That's what is not getting through, from what I
saw. I'm certainly quite happy with the fact that I could talk to
people about it.

Female: Yes.

Male: I felt that was good. Yes, maybe you're right. This is really the
first time I've been to such a thing.

Female: I know.

Male: I've been a bit naïve.

Female: So the ___[1:12:09]'s gone.

Male: I think...

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Male: That's right.

Male: Yes.

Female: Yes. So, the ___[1:12:15] thing to-.

Male: Is that where, is that, I noticed I have been sent some revised plans, which included the word, "Bus gate."

Female: Right.

Male: So, maybe a bus gate is being put in instead of the roundabout.

Female: Yes.

Male: So, for all my cynicism, perhaps they are taking a little bit of notice.

Female: Well, should we-?

Male: Where's the bus going to go?

Female: Should we wrap up, or just...?

Male: The bus gate is, basically, where cars are prevented on John Dobson Street, three quarters of the way up, cars are allowed to go as far as Ridley Place and then they have to turn, so after that, there, the bus gate is there, so that only, I think, it took me a long time to work out what a bus gate was, but I think it's one of those things that only allows buses through.

Male: Yes, that was my-, that's what I think it is.

Female: So, what...?

Male: It's so that ___[1:13:25], only come up.

Male: And react according to something in the...

Female: What we're going to do now, it's lunchtime, just so we don't get behind again. So, grab some – we'll get some more teas and coffees out, I'll work out why there's not more up here. Help yourselves to sandwiches and we'll just do an informal, have a look around some of the things ___[1:13:59] what they've been saying over there and they'll go and have a look at ___.

1:14:00 – 1:40:20

Female: So, should we just do the next thing?

Male: Okay.

Female: Because we want a working lunch, don't we Arthur?

Male: Yes.

Female: It's great.

Female: It was a very nice lunch, thank you.

Female: Oh, you're very welcome.

Female: I liked my veggie sandwich.

Female: So, what we'll just do, is just come to each group, there are only two, so that's nice, and we'll talk about the consultation together. So, do you want to go first and just maybe summarise the points from your group?

Female: Do you want to move?

Female: Do you want anything?

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Female: You can get me – okay, I'll do it and then you can pitch in, right? We'll do it together, basically.

Female: Yes.

Female: Okay, some of the thoughts were all over the place, but yes. So, what were the questions where, obviously, in what way did the City Walks ___[1:41:28] discussions for ___ in actual fact. So, Val and Jill thought that, yes, they did support discussion more, maybe more prominently after the walk.

Female: Okay.

Female: So, it was good, but the discussion didn't necessarily always happen in the walk, but afterwards. So, during the walk, it was more the case of, you know, somebody saying something and somebody else responding. So, the question was whether it ___[1:42:06] groups than ___ more discussions or otherwise.

Female: Okay.

Female: Also, perhaps that's more of the challenges, or opportunities for a ___[1:42:22] or something along the lines of thinking, where they'd actually been on the street, is a good context for discussion or not. I don't know, if you want ___[1:42:36] at any point, ___.

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Female: I think you've got people on the street not wanting
____[1:42:44].

Female: Yes.

Female: But I think we had different opinions, somehow, depending on
our experiences.

Female: Yes.

Female: And with our own travel knowledges.

Female: Yes.

Female: ____[1:42:59].

Female: And, I think, noise.

Female: Because I think Danny and I were together, weren't we
Danny? It was just you and I, so we talked all the time.

Male: Yes, so, I think the [Crosstalk 1:43:16].

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Female: Because we didn't have to relate to a lot of people, so we didn't have to share the discussion, which would have been a problem with the noise and the, you know.

Female: There was rather a cold wind, as well, which cuts under Bewick Court, like a tunnel.

Male: That's true.

Female: It was, yes. I mean, some parts where they were transcribing, they've put, "Wind noise, can't hear, wind noise, wind noise."

Male: And I think you must have the discussion on the spot.

Female: For the random ___[1:43:52].

Male: I mean, it's really cold when you ___[1:43:56] and then you say, "Okay, we'll continue it when we get back." But, I think you really need it on the spot, that's the point of it, isn't it?

Female: You need to have been on the spot, don't you?

Male: Yes.

Female: Yes.

Female: So, Val, just a quick question, if you don't record, or if you don't discuss on the spot, is there any way that you would mark it for future reference, or would you just remember, "Oh, it was this and it was this?"

Female: Well, it's been quite useful to have the transcription.

Female: Okay, you've looked at that.

Female: Which is a good reminder of what we said ____[1:44:42].

Male: But, do you not need to make notes in order to get the transcription?

Female: Yes you need to record it [Crosstalk 1:44:52].

Female: ____[1:44:55], when you're using the other media, it's not always possible to have your notebook in your hand to make it personal.

Female: Yes, yes. And, actually, that's interesting, because those discussions that we had here, it was a bit of a, sort of, challenge, or something that could improve or reflect on, which is ____[1:45:22] in the way, I suppose the use of the audio, the video and ____ that sometimes was a bit much and you should

have either or.

Or, but even in this, there were, kind of, two mind sets, one, Val thought that, actually, the use of equipment and stopping the flow of the conversations and the discussions, while Jill thought that, actually, they were really positive moments for capturing and actually stopping and making a point. Is that right?

Female: Yes.

Female: And my reporting, ___[1:46:04].

Male: So, this is a ___[1:46:09].

Female: ___[1:46:10].

Female: Yes, yes, so...

Female: Challenges with the equipment.

Male: Well, yes. I would just like to comment, I think it's very important, the microphone, for our group, I think it encroached on our discussion quite a lot.

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Female: ____[1:46:27].

Male: And, to go around and then involve, well, there were only three of us, weren't there?

Male: Especially as was somebody who was brought up in the days of pen and paper, using a microphone is much easier than, as Val was saying, to try and write it all out.

Female: I mean, it was very cold [Crosstalk 1:46:48].

Male: It was, Val, yes.

Female: I had to take my gloves off and use a pen.

Female: It was freezing.

Female: Danny, how did you find the recording for the discussion on the walk?

Male: I-.

Female: The recording equipment.

Male: ____ [1:47:07], set myself some ____ now.

Female: It's all right, we all do. ____ [1:47:16].

Male: Well, one, ____ [1:47:20] in the scripts.

Female: Yes.

Male: And there's a ____ [1:47:27] and so you have trouble with talking and ____ at the same time, because you ____.

Female: The same, the same.

Male: You know, you can't have ____ [1:47:38].

Female: Yes. There's a very specific, ____ [1:47:41], yes, a very specific environmental...

Male: Because it's ____ [1:47:50] Way that runs behind the ____ that was a ____, is ____.

Female: It's the spa in ____ [1:47:53].

Male: Behind the ____ [1:47:55].

Female: Yes.

Male: Oh, I know where it is.

Female: Yes, yes.

Male: Yes.

Female: Exactly, don't ___[1:47:59], actually.

Male: Well, ___[1:48:02], it's ___ about three times, they've said to us, it was built, I think added to a nightclub or a ___ on the other side and that is ___, that is.

Female: Yes, yes. It's quite... [Crosstalk 1:48:21].

Male: And what with all ___[1:48:23] the ___ and some of ___ outside, leaning up against the window.

Female: ___[1:48:30].

Female: So, just the ___[1:48:31] shop.

Female: That's ___[1:48:31] the discussion, I think that, before, it's too many ___, one was around this idea of conversations with a ___ environment and even if you had different approaches, I think they would be under, for instance, the conditions were very similar, so even if she had different accounts from your group, actually, the kinds of issues and discussions were similar. So, that's all about ___[1:49:03], pavements or ___.

And, also, kind of discussion and reflection around the ___[1:49:11] and now-. Okay. So, in terms of what should have discussed and we mentioned one main thing, I think and it's kind of, there is an attempt to capture attention there, that when thinking about the consultation, obviously, from one end, I think Val said it would have been good to know how to call consultation in order to respond, or to the places specifically that the consultation was raising.

However, that approach wouldn't have enabled the encouragement of a vision and creativity about that vision for the street, which was one of the best things, as far as I understood about the Walks experience.

Female: So, I mean, I, for one, was disappointed when I saw the plans.

Female: Yes, you know-.

Female: I think it was good to do a ___[1:50:16], but it would have been good if the planners had got the consultation feedback before they'd ___ through their plans, yes.

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Female: Okay.

Female: We've had a lot-

Female: In fact, ___[1:50:25], there were two little trees on it.

Male: Yes, that's right, a strange comment. When we talked about conservation in this area...

Female: Yes, yes, yes, so why were you disappointed there?

Female: Well, I don't know, I mean, obviously I've got too literal an imagination. During the war there were lots of little places that have been improved and made more interesting, not at huge cost, I think they had a limited budget, but they weren't really even considered on the plans. ___[1:50:57] more of the same, but just different visions [Crosstalk 1:51:02].

Male: Yes, I tend to agree with that and we were talking about the lack of response, when I mentioned, "Well, I think you could have a few more trees and what about some small garden areas," they would definitely switch off there.

Female: Yes.

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Male: Because-

Female: That wasn't part of [Crosstalk 1:51:23].

Male: They are engineers, you know.

Male: No, absolutely.

Male: And they are, they're not [Crosstalk 1:51:27].

Male: ___[1:51:28] constantly and it's very long-lasting.

Male: For them, that's not their field.

Female: Yes, should that up in the consultation?

Male: Yes, that aspect did come into it.

Male: It certainly did, yes.

Female: Shall we pick that up in the consultation?

Male: Yes.

Female: Yes.

Female: Is there anything else you want to add?

Female: Pass.

Male: Well, I'd like to say that it was very important to have good leadership, even if you didn't thrust it on us, it was nice to have it there. It did, in fact, make it run smoothly for us, I felt.

Female: Okay.

Male: And I think each group needs to have that. The size of the group, I think, perhaps, three is a bit small, but then, you're limited to who turns up. I think, just guessing, something more than six would be, perhaps, too hard to manage, I'm not sure about that. [Crosstalk 1:52:28].

Female: Why do you think that it's ___[1:52:30] then, in your opinion?

Male: Well, walking as a group of six or more and crossing roads and so on makes it difficult to handle, getting people to participate, it depends on the group. Maybe you could handle ten, I don't know.

Male: And also, I mean, if you've got to ten and everybody wants to have their say, you're never going to get anywhere.

Male: That's right, if you've got one dominant person...

Male: Or if you've got one dominant person, yes.

Male: It needs a group leadership to handle that.

Male: I think so, yes, I think three, four, five is probably more about right.

Male: Yes.

Female: Okay.

Female: So this, I suppose, is also a question of time. How long is somebody going to walk for eight hours?

Female: Yes.

Female: Up and down Jimmy Robson Street, you have the people ___[1:53:21].

Female: I think ____ [1:53:23], I think that's what ____ been doing.

Female: ____ [1:53:28].

Male: I've been very impressed that Val went back after the consultation. I never thought of doing that. I thought, "I've really done my follow-up work."

Female: Yes.

Male: I thought so.

Female: ____ [1:53:39].

Male: But I couldn't be bothered.

Female: Well.

Male: No, that's-. I feel guilty about not doing it. Well done.

Female: Is that everything?

Female: I think that you really want to ___[1:53:54], make the documentation, I found it quite difficult to actually look through the video, because of the images, very moving and some of the audio was very – yes. So, thinking about the daytime, the different formats of the day, you have text, you have audio, you have ___[1:54:18] video.

If, you know, one of the good things about doing this, may be about having documentation, having things to go back to, then it needs to be good quality. Because, we found it very difficult to watch the – even listen.

Female: Yes.

Female: To the audio.

Female: We both found that difficult.

Female: Yes, yes.

Female: Because you had to turn up the volume so that you could hear what was being said.

Female: Okay.

Female: We got all the background noise as well.

Female: Yes.

Female: And the rapid movements in the video.

Female: Yes.

Female: As well as the noise.

Female: Just couldn't handle it.

Male: But there's always also the case that if you can't hear, maybe another medium might make you realise what's being said. If you can't hear the audio, some text or picture might show...

Female: So you could have some titles.

Female: Yes, I suppose it was just the reflection, maybe not so much during the walk, but as an ___[1:55:26] of the walk, because in Arthur's walk, actually, they all-. I think because, in the video, there was an open mic, so you were capturing everything, when we had a directed one it was okay, you can... But, thinking about that in terms of, you know. I suppose ___[1:55:47], or reflecting on what-.

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Female: There was one other point about it, it was good it was a defined area, not too broad, because it was easy to veer away from it, but the brief brought you back to it. Whereas, if you didn't have that kind of defined area, you could have ended up in Byker.

[Crosstalk 1:56:11]

Female: John Dobson Street.

Male: Why do you think you need an area?

Female: Ah-.

Female: Well, that was the one that they brought [Crosstalk 1:56:23].

Male: Yes, I mean, we were disappointed it didn't work, but actually, we didn't really lose anything by not having those [Crosstalk 1:56:30].

Female: No, because, basically they've also done a transcript of what they said.

Male: Yes.

Female: Which is [Crosstalk 1:56:35].

Male: So that, I think, was my excuse for [Crosstalk 1:56:38].

Female: I said that, I thought the audio and the cards...

Male: Yes, they were-.

Female: They were almost sufficient.

Male: I think Val had found them prompts for discussion and comment.

Female: Yes, you found something-.

Male: The videos-.

Female: Didn't you?

Male: Maybe it's useful if you want to bring to the attention of planners, "Hey, this is what we did," people who were not there at the time, but for those of us who were there, I don't think the video adds anything. On reflection [Crosstalk 1:57:09].

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Male: Thinking about it, if you thought that it was difficult to hear, because of the wind or whatever, or the traffic noise, difficult to hear the audio, perhaps, using the video might have been able to help you out.

Male: It's possible. Or, the wind – I never even felt it, we just used this mic, you see and that was after the first station.

Female: And that was just the [Crosstalk 1:57:36].

Male: I thought we were-.

Female: In ___[1:57:39] apartments. It might have been good if more people had, you know... But, you felt it was like that too, didn't you? The video and the audio, watching it, you felt a bit like Val and me.

Female: Yes, but, I suppose, in the end, I suppose it's a normal thing, when the image is moving around.

Female: I do think there was a lot of noise.

Female: It is.

Female: And you can't-.

Female: This is the reality of this.

Female: Yes.

Female: It's... Yes. ___[1:58:04] in an artistic way.

Female: The two of us, you know, you obviously-.

Male: Well, going in one ___[1:58:11].

Female: Let's just-.

Female: I suppose that it's interesting that there's a ___[1:58:16].

Female: Yes.

Female: And not just one ___[1:58:18], all this conversation, it's really, I suppose, about, documentation and how to document it well, etc.

Female: Yes.

Female: ____ [1:58:25], I suppose, about what is the value of this? You know, what is the discussion for or could be? This idea of media is evidence for the planners, that you were mentioning, is a very, very specific thing, to channel towards a specific aim. And, obviously, it might not need that.

Male: But don't you have ____ [1:58:53], at least, to inform people about what's going on, what's there and what's going on. The other thing is to influence the planners, you were talking about having research and information to pass to the planners, so you need to have it from the consultation going to that.

Female: Yes.

Male: You need to have something that's going to have an impact on these people, it seems, that's now my experience.

Female: But, I think the-.

Male: Maybe this is something that recording groups going round, I mean, I certainly did this walk, but did they take any notice of that, I don't know.

Female: Yes, I suppose that's a fair question, how would you go about making them take notice [Crosstalk 1:59:44].

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Male: And that's part of the [Crosstalk 1:59:45] of City Walks.

Female: Yes, well. I suppose-.

Male: It's an end result, one of the end results.

Female: I thought this is the question.

Female: Well, actually...

Female: The one we ask collectively, "What is easier for you?"

Male: ____ [1:59:58].

Female: Very good.

Female: Just to point out a thing about the video, because I think, well, because I didn't-. I was editing it, so I was going through the footage. It's actually really – there are useful points in it, where you realise how well you see some of the street users, especially if you have a sensory impairment, for instance, it can flag those sorts of things up, because you can do a recording of it. But, yes, to kind of view the whole thing-.

Female: In all fairness, we only-.

Female: Exactly.

Female: Yes, yes, and that's what this is-.

Female: And, I think that one's continuous, I seem to remember, in our group, you kept stopping and starting.

Female: Stopping and starting.

Female: So, the video wasn't on when we were just talking about [Crosstalk 2:00:43]. It wasn't all that, that we were getting in between. So, that-.

Female: Super, thank you. So, should we be moving onto them? We're going backwards in time there. We're going to go forwards in time again. So, we're just going to think about the-. So, we were talking about the mapping exercise at the beginning of the workshop, that we did in February.

Female: I can't think about that.

Female: Give everybody time to readjust.

Male: I can't believe we've just put the ___[2:01:16].

Female: Sorry, my writing's really small. Again, chip in if I'm not saying what I think we discussed. So, we looked at what the mapping exercise supported and what kinds of discussion. We had a look at the transcripts and the images. What was discussed was the idea that it made a start for people to be involved. I don't think we said, "To get to know one another," but I think there was a-

Male: You said it's an icebreaker.

Female: An icebreaker, yes, that was a really nice way of putting it, a nice icebreaker, to get things started and get interaction and discussion going. But, also, that it enabled different levels of knowledge, so some people knew more about John Dobson Street than others and they could map their journeys, where they go, where they start from, how they cross and intersect with the street.

So, readability, so there are challenges with the readability of a map like this. Some of it, contrast, but also the level of abstraction, sometimes it's hard to know where you are on a map, even if you know the public baths are here. So, there was some struggle for people orienting themselves towards the map and where they went and where they travelled, which we had some discussion about, well, how could we improve that?

We talked about things like Google Maps, or the fact that in the consultation there was a big long map that you could almost walk down, quite physically. Or, things like videos of the street,

maybe not a jolty one, but a nice smooth video of the street.

There was this nice idea about the walking along the street that you said, Arthur, being able to walk along the map within the consultation that gave a sense of-

Female: ____[2:03:27], it's interesting, because I felt that was too long.

Female: Ah, yes.

Female: I ____[2:03:30], I had to take a ____.

Male: I did it, I did it first and then I thought, "Well, why are they walking up there?"

Female: I'll just write that ____[2:03:38].

Male: But, now, I fell it was quite good.

Female: It's like half a library, isn't it?

Female: So, we talked about it being a good prep, preparation for the walk, to prepare what we were looking for, but not too specific, which some thought was a problem. It was useful for looking at what was already there.

Sorry, there was a question mark, wasn't there, whether it was a good prep for the walk or whether it was useful prep for the walk. But it was good prep for the consultation, to get people used to- was that right?

Male: No, I think it was good for ____ [2:04:18].

Female: Okay, so it was good for-.

Male: Well that's my view.

Female: Okay, but you were unsure whether it was a good prep for the walk, how it was connected. Then, the things that we felt, the group felt that weren't discussed, was the specific proposal, what were the specific elements of the proposal and having some simple guidelines of what might be changed and might be looked out for.

But, yes, there was some discussion about how much that focuses your attention, whether that's too specific, but because we were doing the consultation, it felt having specific areas that were being changed might have been useful to know. Is there anything else that I've missed? Does anybody want to add anything? Silence.

Female: I missed that session.

Female: You missed that session, so I don't know and I don't know if I would have participated better in the later version if I'd done the first bit.

Female: Yes. I think we've talked about it being more of a kind of group-building exercise, getting used to-, especially if you've got a group that doesn't necessarily know one another. So, it might be-. And then we sort of moved onto the consultation, almost seamlessly. We started talking about what – everybody in our group had been to the consultation.

Some felt that the council were inflexible, some listening to other views, but not always paying attention to particular issues that had been experienced or flagged up in the walks. Somebody said it was that the council weren't interested and that it felt like just an exercise, that they didn't feel like they were listened to that much.

Danny said something about a lot of things – didn't you say that a lot of the things that said went over their heads? You used that expression. Yes.

Male: Well, or they just didn't want to know, I think.

Female: Yes, so they'd already decided.

Male: That's what I keep saying about this and that, let's talk Newcastle.

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Female: Yes.

Male: But, do they listen?

Female: They do listen, yes.

Male: I believe that ___[2:06:55] something, they'd like it.

Female: Yes. No, they wouldn't.

Male: Especially if they ___[2:07:02] once.

Female: I think you said something interesting about, initially, they weren't listening and then you found some way of talking about some specific-.

Male: Yes, I found that when I first went in there, they didn't really give me much attention or-.

Female: Yes, I found that.

Male: And then, I started to talk to them and, in fact, as I was saying, I felt quite empowered, because of this preparation.

Female: Yes.

Male: And I was able to say, “Well, what about this?” and, “What about that?” Then they started to take notice-.

Female: Yes, I think my [Crosstalk 2:07:36] was similar.

Male: Then, I found the traffic engineer, who was much more receptive and knowledgeable and it went quite well. I felt that I was getting some-; I was being listened to on some things. When it came to making the place smarter, by having more pictures on the walls, paintings and having more trees, he actually told me, “Well, we actually can’t fit in all the trees that we have on the plan.” I said, “Well, that’s terrible.”

But, he wasn’t interested in that. But, the other thing, I didn’t think that the people I spoke to had done enough homework, because I asked them about the traffic flows and where were the congestion points and nobody could actually – that I spoke to – could answer that.

Female: That’s interesting.

Male: I felt I knew more about the congestion and the timing of it than they did. But, on the other hand, I did feel that they did listen to a lot of what I said, after the first five or ten minutes. Sorry, I don’t want to dominate this, but the other thing that I was disappointed with, on the consultations, I said, “Well, do you

have a form you can fill in, so that I can give my comments and suggestions?”

They said, “Yes, we do, somewhere,” and somebody went and got it from behind a desk and gave it to me and it was terribly badly designed. One of the things it said is, “Who did you see?” and I’d just been speaking to this guy, but I didn’t know who he was. I said, “Well, I spoke to this guy over there.”

He said, “Well, it doesn’t matter, you don’t have to put that.” I said, “Well, it does matter, what’s his name?” I put down Mr X, as Traffic Engineer. But, I felt that, at the time I was there, they weren’t really recording the experience or the comments of people present at that time. There was a difference in other people’s experience.

Female: I’ve got an explanation of one or two points that I was puzzled about. One was the spaces, like making it no longer a dual carriageway, but traffic in both directions and then the pedestrian routes on both sides of the road and the new cycleway, which would be two-way as well.

And, trying to work out the different ways of crossing that most of the bus stops would be on what was formerly part of the central reservation. So, that, say alighting from a bus, depending, you’d have to cross the cycle paths if you were going to the east. You’d have to cross the traffic if you were-.

Female: They’re putting cycle lights in there, they said.

Female: Well, and also, the top half is going to be no cars.

Female: Yes, that's right.

Female: Yes.

Female: And, trying to work out the implications of that, most of the people who were there at the same time were more concerned with the traffic routes than with pedestrian considerations. They were getting most attention.

Female: Yes, yes. Okay.

Female: Mine is going to be slightly different, it's a bit like Arthur's at first, but I found two people quite attentive, eventually, a young man who gave me a lot of information about how the traffic was going to flow and so I thought it was-. And, a woman, who was a cyclist, at the end, and she brought out the forms and she had a book and asked for comments.

Female: Right.

Female: So, it was a bit like, vague, at first, but it did become interesting once they saw I was interested.

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Female: Yes.

Female: Had I not been interested, then I don't think anyone would have even said, "Oh, have you come to have a look at this?"

Female: Yes, so you didn't get approached.

Female: But, "Is there anything you'd like me to explain?" you had to engage with them.

Female: Yes, okay.

Male: Yes, that's true, they didn't offer an explanation, did they?

Female: No, we had to...

Male: You had to specify, yes.

Female: Yes.

Female: And then if-

Female: So, you had to be proactive.

Male: Yes.

Female: Somebody else came along and, yes, we did put a question.

Female: And, if I hadn't had done this, I might have just thought, "Oh, well, that's planned on Dobson Street," and moved away.

Female: Yes.

Male: Yes, I agree 100% that.

Female: ___[2:12:00] maybe it would be good to be invited to – I don't know which woman had brought a book.

Female: Go on, go on.

Female: How did the mapping and the City Walk relate to ___[2:12:57]?

Female: Yes, the consultation.

Female: That experience, before moving on.

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Female: Yes, yes. So I think-.

Female: ____[2:13:05].

Female: Yes, I think we talked about it in this, that you were saying that this process, with the City Walks, combined, prepared you for-.

Female: Yes.

Male: Very much so.

Female: Did you say somebody, in what way?

Female: Maybe confidence.

Female: If it's useful.

Female: Okay, that's interesting.

Male: First of all, we were able to know the subject quite well.

Female: Okay.

Male: And, they started to talk to us because we knew the subject, I think.

Female: Okay.

Female: I didn't say anything at first; I didn't say I'd been involved in anything, a bit like mystery shopping.

Female: I know, I did a similar thing.

Female: I didn't actually mention that I'd been involved in the consultation at all, all of this workshop. [Crosstalk 2:13:57].

Female: They did in the end.

Male: No, I didn't think you needed to. You just knew the subject.

Female: Yes, well I didn't mention it either, but I think having done this exercise beforehand, I had more perceptions of what I was looking for in the actual plan. I mean, the first point, I concentrated on, as always, was safety.

Getting safely across the street, what difference would it make to that, but also, because we had done this exercise, I was also looking to see if there were any indications of how it would be made more attractive in appearance. It was that that was

completely lacking. There was no vision of making this an attractive street.

Female: Interesting.

Female: With a very limited budget, of course. They did talk about 10 million. They want another 10 million.

Female: They are getting another ten, another ten. I can't remember the figures for the first phase; I think it was about five.

Female: Five, wasn't it?

Female: Yes.

Male: But then that was provided by cycle ____ [2:15:19], so it wasn't provided by the Environmental Agency, it was provided by the cycling body, so that's what the money was for and that's what the priority was.

Female: Okay.

Female: The next time, I think-.

Male: The next ten, hopefully, will be spent on trees.

Female: It's more, it's broader in scope, so they haven't identified where they're going to do the work. That's why it's almost like, they're at the stage where they'll start to decide quite soon.

Male: Could I just comment?

Female: Yes.

Male: That no vision, I think that's a bit unfair, but no green vision.

Female: No green vision.

Male: Would be more accurate.

Female: I was just thinking about what Val was saying, it was, kind of, no vision about it being attractive.

Male: Yes, that's what I mean.

Female: But it's interesting that perhaps, from the planner's perspective, their planning proposal was really not about that, that they had specific remits they had to do with traffic.

Female: I agree with you Clara, I think the whole problem in Newcastle; it's not a holistic approach at all, to anything that's done. We've got all these new bits added on and plonked and planted here and there, you go to other cities, you know yourself, you come from ___[2:16:45] and they've thought about what they're doing. I mean, [Crosstalk 2:16:49].

Female: It's got nothing to with the contemporary ___[2:16:57]. I have to say that.

Female: But, in other cities, they've been completely rebuilt after the war, completely rebuilt, but rebuilt in a holistic way, where you can get around the place.

Male: And that's exactly what-.

Female: Newcastle-.

Male: One of my complaints has always been, that one department doesn't talk to another department, so the cycling department doesn't talk to the environmental department, doesn't talk to whatever other department it might be.

Female: I think they do.

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Male: So, you get this, as Jane's saying, you get everything done individually and it should all be done together.

Female: Or at least some vision. I think that's where the vision comes in.

Male: Which one?

Female: What we end up with. I mean, we had all these bombsites, which went on right until the '70s and you still have them now. It's cheap land and so it gets grabbed up and [Crosstalk 2:17:48].

Female: Well, out on that bombsite, so brownfields sites, but up until the '80s, in Gosforth we had bombsites that weren't built on.

Female: Right.

Female: The late '80s and '90s. Newcastle has taken a long time to get over the war, the developments. But it's done it and it's put up some awful stuff over the years. It's sort of improved, but it's just done very piecemeal.

Female: There was a vision.

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Female: Well, T Dan had a vision. I mean, I don't know, the flats Scotswood Road [Crosstalk 2:18:28].

Female: Because he was a planning officer.

Male: I was going to say, T Dan, do you not feel that T Dan set Newcastle back ten years?

Female: Well, there are a lot of other people who have, as well, I mean, you can't – it was bad, but I think you can't put it all down to one man. He did go to jail. There's still a lot of land to be built.

Female: His vision never came to fruition, either.

Female: Oh, it did, in some parts of the city.

Female: Some parts.

Female: They had to pull it down again 20 years later.

Female: Linking with what you were saying, I suppose, the ____ [2:39:01] of a vision and whether or not you can judge it. It's never been fully-. I don't know, this is the question, isn't it? This idea-.

Female: Going back to John Dobson Street, there's obviously never been a vision for John Dobson Street, if you look back just as a specific and if there has, then, what have you got?

Female: So, on that note and thanks for mapping that whole process out, I think there's some really key, really tangible stuff as well that can help. We're having these conversations with the council and just playing it quite carefully and some of the things that we discussed in the walks, we flagged up during the consultation and things like that. So, yes, that's great.

So, we're going to change – so, we've now looked at the past and now the fun bit. We're going to clear away all the paperwork from the tables and then we're going to start imagining what the future might look like with these processes. You're going to be really inventive.

Female: We should have a soundtrack.

Female: We should have a soundtrack, yes, sorry, but you haven't got a soundtrack.

Female: Can I just briefly ___[2:20:43]?

Female: Of course, yes.

Female: So if you've gone and-

Female: If you want to use this opportunity, while we just move stuff around, to go to the toilet or top up your tea or top up your coffee. I know, this time of day, I start ___[2:21:11]. I start getting a bit tired. We'll try and keep it lively.

Male: Maybe we should go to the gym or something.

Female: Yes, do the next bit of work in the gym.

[Break in speech 2:21:30 - 2:22:28].

Female: Yes, so we've got another screen.

Female: It's a difficult situation.

Female: Situation ___[2:22:34].

Female: Situation ___[2:22:35] yes. Okay.

Female: We're just waiting for Val to come back.

Female: ___[2:22:54] Val.

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Female: Yes. Sorry. Just come round there. Yes, just gather round here. I think we're all-

Male: This is the future circle.

Female: Thanks Danny.

Female: The future's fun. Children of the future. Children of the past.

Female: You could find it-. I always think of David Bowie, "Ground control to Major Tom," because going to the moon was the future.

Female: ___[2:23:37] would somebody say something to do with Mars, that 50,000 people-.

Female: Want to go to Mars. [Crosstalk 2:23:47].

Female: Okay.

Female: ___[2:23:51] you die on the way there.

Female: Imagine the town planning for Mars, you know, if this is complicated.

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Female: I don't want to.

Female: Okay, so we're not going to go too far into the future, we're only going to go five years, into 2020 and MyPlace project has finished and we're probably out of a job – hopefully not.

Male: How many walks did you organise?

Female: I might be working in a bar.

Female: Yes, yes. The Elders Council have taken on the City Walks in a new form, they've changed it radically, they've created some innovative technology around it and they've actually won an award for it.

Female: We've won ___[2:24:59] the prize.

Female: UN, sorry, I missed it.

Female: ___[2:25:06].

Female: I realised last night, when I was doing this. I saw something.

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Male: ____ [2:25:08].

Female: After I'd written it. So, it misses the dots, I do apologise, I will hand these out, so you can keep it.

Male: I have to shout out to the room.

Female: Yes, take these away with you.

Female: They've won un prize.

Female: An un-prize. Okay, there you go, sorry.

Male: Something about congratulations in advance then.

Female: So, yes, congratulations in advance. So, we're no longer involved in the MyPlace project, so we don't know what you've been doing, because we've actually – I think we've probably gone off and-.

Female: A Nobel prize.

Female: A Nobel prize for – and this exists, actually – Public Service Awards, so it's the Nobel Prize for Public Service Awards. And you've been invited to the UN, to present your ideas and to

share these ideas with the rest of the world, to say, “This is what we’ve been doing and this is how we’ve achieved, we’ve managed to make planning much more visible, we’re being listened to,” and so, for the next – sorry, that was really quick, in my plan I had like half an hour for this discussion.

Female: There may be questions.

Female: There may be questions, yes. Exactly, get those in. So, for the next hour and you can do this in one group or we can do it in two smaller groups, again, we’re going to actually make these fantasy machines for you to take to the UN. So, this is going to be a little bit silly. Arthur doesn’t look convinced, I can see.

It’s going to be a little bit silly, but the whole point is to get away from what’s possible now and think about, “Well, what are the...” Use your imaginations to think what is possible in the future and what would you desire in order to make this process better. Use the City Walks as a framework, but think about the kinds of technology that might be available by 2020 that are not available quite yet.

Female: Well ___[2:27:37].

Female: Okay.

Female: Should we do it together?

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Male: Well, first of all, we have to have an office in the city.

Female: We have a virtual office.

Female: A virtual office, right.

Male: Yes.

Female: Done.

Female: A one stop shop, a virtual one stop shop. Only I don't like the word ____[2:27:55].

Male: The planning will have to tell us what's going on.

Female: Yes, should we do this in a big group then?

Male: Yes, I think-.

Female: Yes.

Female: So, what I did, is on this table, we've provided a number of ____[2:48:10], which you can do with, but you don't have to use, because they're just handy.

Male: This is a new concept ____[2:28:28]. My lack of imagination, an innate lack of imagination, combined with the fact of me being ____[2:28:45] again, means that I grew up to be absolutely rubbish at _____. You're talking about your ____[2:28:53], our first thought was that we must have an office in the city centre. My first thought is that, well, in that case, we'll have to get the council to pay for it.

Male: That goes without saying.

Male: Does it?

Male: Yes.

Male: It might go without saying, but it has to be said, nevertheless.

Male: The idea of a virtual office is-.

Female: How do you get ____[2:29:17]?

Male: No.

[Crosstalk 2:29:20 – 0:29:32]

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Female: You can use them. We've got these so you can snap them and use them.

Male: Do you have ___[2:29:34]?

Female: Hmm?

Male: You haven't any ___[2:29:39].

Female: You can do this.

Male: It's seems ___[2:29:29], it seems ___.

Male: ___[2:29:47] too much.

[Crosstalk 2:29:48]

Female: It doesn't have to be-.

[Crosstalk 2:29:50]

Female: Okay.

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Female: For a virtual blast from the past.

Female: Jimmy's going, "What?" So, what we have on the- should we explain what's on the table and then you can-. So, there are some feathers, there are some flowers. All of these things, you can cut up and use however. There are some hats, because it might be a wearable technology, it might be something that you wear that records things.

So, there are lots of things like this that we can snap off and add to things, this is supposed to have a clip that you can add to and that can stand in for something, so that could be a microphone or whatever. There are a number of boxes, so it might be quite a big structure. It might be quite a small structure, so you can use these.

Female: We can also reverse things so that you are writing it, you know, because this ___[2:31:13].

Female: Yes, because these are ___[2:31:14].

Male: Nevertheless, I've got all the Elders Council asleep on me.

Female: ___[2:31:20] for anybody else, Jimmy. So these-.

Female: Have you ___[2:31:22]?

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Female: These were just that you could use these lenses for, you know, out it in a box, a bit like a camera lens or something like that.

Female: So, are we assuming that we've no power? We've no electricity.

Female: I don't know anything, maybe if I said ____ [2:31:43].

Female: And they tried more chains and everything.

Male: And the other thing I was looking at doing, does that mean we have uniforms?

Female: Maybe.

Female: Yes, possibly.

Male: The Newcastle climate has changed.

Female: Australian.

Female: But it was ____ [2:32:02], the hats to keep the flies off.

Female: There's no sanitary department. No dustbin men.

Female: We need some bottle corks.

Female: That was very disturbing, Jane, "Ah, climate change."

Female: I don't think I'm that far off from that one.

Female: Well, that's the interesting thing about doing these-.

Female: We're down to once a fortnight.

Male: ___[2:32:24] better.

Female: Yes. So, you have been rewarded for making the ___[2:32:30] better, you've created some innovative technology that helps you communicate better with the council planners and the designers. So, it might be a technology in the process, it might be a uniform, it might be, yes, the world is your oyster [Crosstalk 2:32:47]. Yes.

Male: It might be a list of ___[2:32:51].

Male: I honestly don't want the United Nations ringing up ___[2:32:55].

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Male: I personally-.

Male: This is to get to a point ____[2:33:00].

Female: Yes, so this about just getting away from what's possible now and thinking about-. So, like Jill was talking about, well, you know, "What happens if the climate changes in the future?" and those sorts of concerns actually have an impact on what kinds of technology are available. So it's about raising those concerns.

Female: Yes, because if all the recycling plants are closed down, which, eventually, I think they'll have to, where will we put the rubbish? I mean, will we then need a hole in the ground on John Dobson Street to tip all our rubbish into, to go to ____[2:33:40] beneath that's been [Crosstalk 2:33:43]. Yes, I'm being silly, but I'm being silly but I also think that, you know...

Male: Can I just say that 20, 30, 40 years ago, there were no recycling plants.

Female: Well absolutely. But, we didn't have the [Crosstalk 2:33:57].

Female: It's something I would ____[2:33:58].

Female: Working something out with the [Crosstalk 02:33:58].

Female: Working something out.

Female: So, it might be something that's recycled. It might be a recycled technology.

Female: Yes.

Female: It might be a really old, disused technology that you've innovated around.

Male: I mean, there's no need to be crazy, I mean, you can improve current technology, I suppose [Crosstalk 2:34:20].

Female: I mean, in parts of London they have actually put rubbish bins in the street, where you put your rubbish in the bin and it goes down a big chute. It's an old underground station and it goes down into a big vault and then a little lorry comes down the under- and takes it all away, so you just keep putting it in. It doesn't need to be [Crosstalk 2:34:41].

Female: Where I live, to put all the rubbish underground, so it's not so far [Crosstalk 2:34:45].

Female: It all goes straight down the chute into an underground...

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Male: Yes, they have this in Barcelona.

Female: Do they?

Female: Right. I don't go out the country very much.

Female: I guess it's about, you know, you-.

Male: I don't ___[2:34:54], but I understand.

Female: Sorry.

Female: Yes, so it's far-fetched on one hand, but a bigger version of that, maybe, one day.

Male: I stopped doing this when I was about four years.

Female: Yes, that's what it's all about Danny, it's all going back to that inner child.

Male: What?

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Female: That's what it's all about, it's going back to that inner child. So, is thinking about the ways that you might-. So, I think Jimmy, that was a really good idea about, you know, that if you've got a uniform, do you work in a uniform and does the uniform record stuff.

Female: Yes.

Male: Each walk is a carnival.

Female: Yes.

Female: Each walk is a-. That's a really amazing idea.

Female: Very so, yes.

Female: That is fantastic.

Female: Get the big glasses, you can have your virtual glasses if you like.

Male: Yes, but we want to change things, [Crosstalk 2:35:47].

Female: Yes.

Female: Yes, so ____[2:35:49].

Female: See, I knew ____[2:35:50].

Female: I kind of stick to ____[2:35:54].

Female: I guess [Crosstalk 2:35:56] you know, what is it that you would like your walk to do? Like, obviously, you just want the prize, right and this prize is really about this walk that managed to-. Have you read the article yet?

Female: You can ____[2:36:16] it well with that.

Female: With the council, through a process.

Female: To do with the design.

Female: So, perhaps you might want to think, okay, what aspect of this process, which could be totally different from the City Walk, or inspired by it, how could the City Walks be 100% much more better and because you talked about mapping this morning and all the different aspects, you might want to take some of them that you thought, "Oh, this could be a lot better, in five years' time, how can I make this, actually the carnival, the everyday carnival of the city?"

Female: But I-

Female: If it's the uniform, how can this uniform-

Female: I mean, having a-

Female: Has magic powers.

Female: But having the method of doing it is one thing, but are we looking at the impact it has, you mentioned the council. I mean, I'm not thinking along those lines, because we've already-, know not a lot of changes there. It will always be after the event.

Female: Yes, which is great, so maybe you don't want to communicate. The little googly eyes.

Male: Oh, I see. ____[2:37:36].

Female: So, it might be that you don't want to communicate with the council any more, but what you want to do is have a yearly time for when you get people doing stuff.

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Male: Or you could a machine that sprays trees or grass or a big box that you walk in that records everything from smell to sight to sounds. I guess, think about what problems you currently face and try and think of a total solution ____[2:38:15], I guess.

Female: Yes.

Male: It might be a bit simplistic [Crosstalk 2:38:18].

Female: The thing is, we're all used to technology now, you know.

Female: Yes.

Female: It's interesting.

Male: Rachel, maybe you could record these wild ideas.

Female: Well, that's what I was going to do, just to-. Because I was doing it [Crosstalk 2:38:34].

Male: Just coming out.

Female: It's great. The thing that you were saying, the uniform, so the challenge that somebody was saying, you know, [Crosstalk 2:38:42].

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Female: Just go for it.

Female: You know, in having all this technology and holding it, so it's some people's uniform, has it, holds it. That's not too far ahead into the future, actually. So that's a really good idea.

Female: We did see one [Crosstalk 2:39:02].

Male: There were some glasses in there.

Female: A jacket, yes.

Female: There were some what?

Male: There were some more techy ones. Okay.

Female: I suppose, five years, it's hard because we know what there is, don't we and we know what will come.

Male: This is a city walk, there's Google.

Female: Like Maureen's [Crosstalk 2:39:26].

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Male: Advanced Google Glass.

Female: Advanced Google Glasses, yes.

[Crosstalk 2:39:26]

Female: She's got a bracelet, her family have bought her, it records every step she takes.

Male: And feeding it back to the group.

Female: Oh, and a pedometer, but not a [Crosstalk 2:39:39].

Female: Advanced.

Female: Advanced. So, shall we find a way to mark them, as such?

Female: And it shows exactly how many steps she's taken, where she's been.

Male: How is it used on the walk for...?

Female: How far and how high, how low.

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Male: Recording and-.

Female: Where to, where she is.

Male: Observing.

Female: Okay.

Female: But you were talking earlier-.

Male: Observing and recording.

Female: Arthur, you were talking about-.

Male: Sorry.

Female: A heating system ___[2:40:06], where you could, or some way of checking on your, is it [Crosstalk 2:40:11].

Female: So, Jimmy.

Male: Yes, that's right.

Female: Yes.

Female: Jimmy. Jimmy.

Male: Yes, it's a Pan Automation system.

Female: Jimmy, did you say – is it a [Crosstalk 2:40:15].

Male: Yes, that's the ___[2:40:19].

Male: I have the ___[2:40:20].

Female: I don't know, I just said-.

Male: Yes.

Female: You look like you know exactly what you are doing there, so, I'll let you get on with it, actually.

Male: Yes, well.

Female: Could you monitor her [Crosstalk 2:40:26].

Female: ____ [2:40:28] explain.

Male: Okay.

Female: Great.

Male: Well, we have a-

Female: So, Jimmy if you had like a City Walks uniform-.

Male: Phones.

Female: Honestly, it doesn't have to be [Crosstalk 2:40:38].

Male: Smartphones.

Male: Make sure [Crosstalk 2:40:41].

Female: Yes, yes.

[Crosstalk 2:40:43]

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Female: Yes, yes.

Male: ___[2:40:41] hats, that's all.

Female: Oh, right.

Male: Even ___[2:40:45] want an iPad.

Male: Or proposed the City Walks uniform.

Female: No, no, but that's the thing-.

Male: It has, ___[2:40:51].

Female: You know, it's not like you're going to go off and make these things-.

Male: Also a laptop, which is running the system.

Female: It's about exploring a different way of-.

Male: Which is really the ___[2:40:58], which is controlling when the lights come on-.

Female: Because if we could come up with solutions to these problems [Crosstalk 2:41:06].

Male: Switch the heating on.

Female: Yes, I understand that-.

Female: This process is just about thinking-.

Male: There are motion sensors-.

Female: About other options.

Male: Sensors around the house at various points.

Female: Available that are not quite there yet.

Male: And, if we're outside the house-.

Female: You know, because people are [Crosstalk 2:41:19].

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Male: And you want to know, is she ___[2:41:23] or is she in the lounge, you can go to that and you can look up the lounge [Crosstalk 2:41:33].

Male: You know, personally speaking.

Male: And you can see-.

Male: ___[2:41:36] what's going on.

Male: Okay, she's in the lounge or she's in the kitchen and there are-
.

Male: How can healthy [Crosstalk 2:41:44].

Male: The system also tells you-.

[Crosstalk 2:41:47]

Male: Oh, the cooker is switched on.

Female: Right.

Male: At such and such a time.

Female: It's a great sort of-.

Male: And-.

Female: It's a really great idea.

Male: Okay, that alerts us to-.

Female: Because it speaks to someone-.

Male: Is it switched off in half an hour's time [Crosstalk 2:42:02].

Male: That's my contribution.

Female: Okay.

Male: Is the front door open and is [Crosstalk 2:42:09]. I mean, we had an incident the other day where she's coming to visit us in town on the bus and when she was leaving-.

Male: Well, I'm sure that is not there-.

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Male: Actually, she forgot to [Crosstalk 2:42:23].

Male: The reason that is, is that might that microphone-

Female: Yes.

Male: But, we were able to-

Male: I want to use that to communicate with the council.

Male: Yes.

Female: You'd want to use that app?

Male: The front door open [Crosstalk 2:42:32].

Male: They could hear better what we were saying.

Female: And so how would you take it to the council?

Male: Luckily she can still use the phone.

Male: I was just hoping [Crosstalk 2:42:39].

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Female: This type of this, more or less.

Male: Yes.

Female: So what's your response to it then?

Male: We can monitor it in France.

Female: And then how [Crosstalk 2:42:45].

Male: Even to their face, so that they actually [Crosstalk 2:42:49].

Female: So you would have done all of that, if I can suggest a comment.

Female: You have any ___[2:42:52]. What's your thinking?

Female: Video.

Male: ___[2:42:56].

Male: Yes, a silly question-.

Female: But then did you know that, may I ask? Okay, all right.

Male: No, it's exciting.

Male: ___[2:43:07] have a record of a, they did respond and b, what the response was.

Female: All right. Can I ask a question?

Female: Go ahead.

Female: We were just talking about-.

Male: Write it down into a report.

[Crosstalk 2:43:16]

Female: Then what we just had-.

Male: And then I would say to-.

Female: Do all the things we did on-.

Male: This is what we asked the council, this is what the council said.

Female: Different devices. We had to have the audio and we had to have the video.

Male: I would then-.

Female: Yes, yes, yes.

Female: Why couldn't we have just had a tablet then we could do more of that, so we didn't have to do all that juggling.

Male: So, so, this shows that-.

Female: Is the cost?

Female: No, no, it's just the way.

Male: A, B and C are going to have.

Female: The way in which-.

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Male: B, D, E and F-.

Female: It was more about.

Male: Although, probably, the council, initially, suggested that.

Female: So-.

Male: They have the [Crosstalk 2:43:52] comments.

[Inaudible 2:43:56]

Female: You've got your recording of the discussion.

Female: What ways that you could do-.

Female: With yourselves-.

Female: With it, much better.

Male: Those Google Glasses.

Male: Yes.

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Female: So, how do you get from there to a report, from here, the bracelet that people are wearing.

Female: ___[2:44:14] and go to the ___.

Female: Oh, they can certainly ___[2:44:17] they're going to become more advanced, you've got to be able to use them to-.

Male: Use ___[2:44:23].

Female: Visuals, you should be able to do all sorts, eventually, I would suspect.

Male: I don't know, a tape recorder, whatever-.

Female: They're quite expensive.

Female: So, yes, so say we just used this for it.

Male: Yes [Crosstalk 2:44:32].

Female: So then ___[2:44:34].

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Male: Listen to that and I would put my interpretation, put my interpretation on it and use it-.

Female: And design-.

Male: Hopefully, accurately to write down what we said.

Female: In relation to, you know-.

Female: So you won't type it?

Male: Yes.

Female: But you would listen to [Crosstalk 2:44:50].

Female: And, ___[2:44:52].

Female: So wouldn't transcribe this-.

Female: This one's on a tablet.

Male: What, sorry, I would, perhaps I should.

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Female: What could you do, what could you do with it?

Male: I think, the way I go about doing anything.

Female: Yes, yes.

Female: So, interview-.

Male: Perhaps there's a bit of us doing it.

Female: No, no, no, that's the usual phrase-.

Female: ____ [2:45:07] what we're doing, they could see first hand.

Female: Listening to it and then typing it.

Female: We could work with a tablet.

Female: I mean, if there is something like-.

Female: Like the American President did [Crosstalk 2:45:18].

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Female: Just processing it, just a bit like we send our transcriptions off and [Crosstalk 2:45:26].

Female: ___[2:45:25] a brand new castle and experiencing what [Crosstalk 2:45:29].

Female: Would that save you some time or would you prefer to [Crosstalk 2:45:33].

Male: I would prefer to listen to it.

Female: Are you going to make this?

Female: I don't know how to make things-.

Female: That's really, I think it's-.

Female: When it comes to practical [Crosstalk 2:45:46].

Male: ___[2:45:45] in fairness to-.

Female: A practical idea, you know, you've got-.

Female: I have none, I can't, I'm not at all.

Male: Well, you could just have it representing a [Crosstalk 2:45:53].

Female: No, no, that's all right.

Female: Absolutely, and this may have put them together ____ [2:45:59].

Female: Is that a hat, or a-?

Male: Pardon?

Female: Is that a hat-?

Female: ____ [2:46:01] put together [Crosstalk 2:46:02].

Female: I've got you.

Female: So, this is me and this is who it feeds into behind these, to who I want to have access.

Female: How are you getting on?

Female: Yes.

Female: To those-.

Female: Do you want to be cast at the end [Crosstalk 2:46:12].

Female: Well, maybe, yes.

Female: And they're going to have, maybe-.

Female: In a bit, I'm just going to finish quizzing Jimmy about his fear of technology.

Female: ___[2:46:21] because I'm terrible.

Female: Yes.

Male: ___[2:46:22].

Female: Yes. So, how [Crosstalk 2:46:26].

Female: The last thing we would like is you-.

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Female: I kind of get apoplectic shock when I get sympathy, so
[Crosstalk 2:46:33].

Female: Yes. No, but we can do work together if you want.

Female: Yes. Because I think, maybe-.

Male: Two or three hundred and it would take ages, far too long.
Unless the council were willing to sponsor them to do it.

Female: Yes?

Female: Yes.

Female: Yes, great.

Male: So, we should speak to the council.

Female: So, let's break these down to-.

Male: ___[2:46:49] to sponsor me to ___.

Female: You know, all these things.

Female: Stand back, [Crosstalk 2:46:54].

Female: We can also put a little, you know-.

Female: Thing is, if you got [Crosstalk 2:46:58].

Female: ___[2:46:59] seen a doctor and get my [Crosstalk 2:47:00].

Female: Very good at listening to [Crosstalk 2:47:06].

Female: Doing it on your recordings and [Crosstalk 2:47:11].

Female: ___[2:47:12] a minute, ___ a minute.

Male: That would be good and it wouldn't just be my interpretation, it would be the interpretation of the whole of the whole room.

Female: It's the head of ___[2:47:20], yes.

[Crosstalk 2:47:22]

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Female: We're going to have to get his legs bent, our man, somehow.
Scissors.

Male: Scissors here.

Female: Oh, twist. Thank you. So, this is, this is Mrs Town Planner, I
should say, because by then it will be a woman and pigs might
fly.

Male: It might be a woman.

[Crosstalk 2:47:54]

Female: ___[2:47:57] teach town planning, but we'll not be allowed to
do it.

Male: The streetlights.

Female: That's a streetlight. Excellent.

Male: As my father used to say, those who can do, those who can't
teach it.

Female: In this, he's going to ___[2:48:07].

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Female: I think, actually, you need to know your stuff more if you teach it, because you have to explain it a lot more.

Female: Yes, I think these are just little ponds.

Male: What about-.

Female: We've got a streetlight.

Female: ____[2:48:19] share this-.

Male: A box that represents a room that goes on the bottom of the streetlight and then you go in the room and it's a virtual reality room and it tells you what the street is going to look like in the future.

Female: I have one specific ____[2:48:31].

Female: With this lighter.

Male: And that's just the streetlight. But then that's a room in the bottom of the streetlight.

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Female: This metal that I-.

Female: Right, I'm going to ask Val-.

Female: Okay, so, the metal comes from-.

Female: Her amazing machine.

Female: The Elders Council.

Female: And it looks very exciting.

Female: The metal is, yes, the Elders Council would have to provide.

Female: Right, do you want me to explain?

Female: Yes please.

Female: ___[2:48:49].

Female: But they also choose who-.

Female: As the award is made to the Elders Council-.

Female: ____[2:48:54] today.

Female: Who can ask ____[2:48:57].

Female: For winning the UN-.

Female: Who will watch me do this?

Female: Prize for-.

Female: Booking in.

Female: Technology.

Female: Not just me, but-.

Female: Develop, creation of-.

Male: I think we need to have-.

Female: Innovative technology.

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Male: A city walkers-.

Female: One of the members, who is now-.

Male: Group.

Female: City Walks.

Female: Into her early 90s is fighting the resistance on behalf of a
____[2:49:20].

Male: May I suggest that we don't need it to be just Elders Council?

Female: Yes.

Female: She says that the most important thing for her is that she now
has-.

Male: Could it-.

Female: A very good motorised scooter, which allows her to get round
on level pavements in the city, but beyond that and to help
other nonagenarians, who are also-.

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Male: Yes, but it only if we're talking about inter-generations.

Female: IT resistant, she has developed a system-.

Male: Because, unless we're going to change what City Walks is about-.

Female: For marking the best routes through the city.

Male: It's going to be about-.

Female: By attaching coloured wools, which she snips off and attaches it to the railings-.

Male: Looking into what changes are going to be either proposed or wanted in particular areas.

Female: Along the route.

Male: That area has got [Crosstalk 2:50:10].

Female: And, she also has a system of awards for-.

Male: Inter-generational groups.

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Female: A flag to be placed on the best seats in the street.

Male: ___[2:50:17], this is what this is about. The Elders Council could lead the idea of the walks, but invite ___[2:50:29].

Female: And, most important of all, the biggest accolade for an accessible loo.

Male: Each group will have-.

[Crosstalk 2:50:35]

Female: ___[2:50:38] are not very accessible.

Male: No, I just take it all ___[2:50:41].

Female: She also has a system of attaching a white feather to those buildings, which are [Crosstalk 2:50:51]. So, that is her contribution to enabling nonagenarians who are ___[2:51:02] the system.

Female: Okay, so how are ___[2:51:04].

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Female: To find their way-.

Female: How is your machine-.

Female: Accessible routes.

Female: Helping to make these changes?

Female: So, would the, I'm just quite interested in the scooter, the scooter is-.

Female: You were saying, anyone can [Crosstalk 2:51:17].

Female: Would need electricity.

Female: Yes, yes.

Female: And so, have you got a group of-, so how would [Crosstalk 2:51:28].

Male: It's a system of recording the walk.

Female: Yes, it is increasing, you see, because there are more nonagenarians-.

Male: And they're not all female.

Male: Perhaps, also, do some analysis at this stage.

Female: There also needs to be a system for highlighting the places where you can top up your battery.

Male: ____[2:51:52] and then we could refine it in ____.

Female: Yes, I agree.

Female: We need to have-.

Female: So let's put-.

Female: A system of [Crosstalk 2:52:02].

Female: Okay and that's a physical system.

Female: So, will your-?

Male: This is the wonder machine.

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Female: Your scooter-.

Female: But what does that mean?

Female: It's my attempt [Crosstalk 2:52:15].

Female: Maybe with a story ___[2:52:17] those places are.

Male: Do you want to hang it up on the string?

Female: I don't think that's quite-.

Female: ___[2:52:23] use the loo, it's just if I get too near [Crosstalk 2:52:25].

Female: I think it would be beyond me.

Female: Yes, I will.

Female: So that's my kit.

Female: So, yours isn't-.

Male: The trick is not to get it too high-.

Female: It's still a walk, but it's focused on a scooter.

Female: Then you can write it because we have the time ____ [2:52:48] this.

Female: Yes, yes. So, can people who are also walking, can they still use it?

Female: Great.

Female: Sort of.

Female: It needs to be on the pavements, not on the roads.

Female: Yes.

Female: Yes.

Female: I think one very helpful development would be if it could be clear that [Crosstalk 2:53:09] in city cycles.

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Male: It has to have the organisation.

Female: So ___[2:53:12] they have to stick to the pedestrian pavements.

Female: Okay. So, has that been resolved now?

Male: Whenever there's a change-.

Female: In 2020.

Male: In an area, it's mandatory that there is a City Walk [Crosstalk 2:53:25].

Male: It's very much ___[2:53:25] around 2020.

Female: Maybe it can, because maybe this can solve it.

Female: Okay, yes, okay.

Female: So, I'm just a little bit concerned about the amount of string that would be on those streets.

Male: We'd all get arrested for putting things up.

Female: No, but it's all right, the police, by that stage, the police system's collapsed anyway. We've got our own mechanisms for [Crosstalk 2:53:52]. Yes, yes, ___ new uniform.

Male: ___[2:53:59].

Female: I'm pretty sure, let me check.

Male: It has to be-.

Male: It makes me shudder.

Male: It has to be in two groups, one is-.

Female: Sorry.

Male: The action to propose change-.

Female: What were you going to say in response, just to my concern about the amount of wool that would be on the streets? Would people not steal it and just make things worse?

Female: Different machines.

Female: Well, if by the time I've cut it into short strips [Crosstalk 2:54:22] and maybe as time goes on people will think of something different.

Female: Everyone wants to know-.

Female: But I am resilient and depending on my own resources to do things and it just happens that I have this supply.

Female: And how do people – excellent, so how do people find out about, you know, so if I want to come and live in Newcastle and I want to find out where are all the best routes are or where the most accessible routes are, how do I know that this already exists? How do you promote it to people?

Female: I'm sure you could use a leaflet, if somebody chooses to put it into other media [Crosstalk 2:55:13].

Female: So, the leaflet, where do they find the leaflet?

Female: Could they be members of-.

Female: At the Elders Council offices.

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Female: So, the Elders Council now have their own offices.

Female: Excellent.

Female: Oh yes.

Female: Whereabouts in Newcastle is that?

Male: I mean, it's what used to be the civic centre.

[Crosstalk 2:55:35]

Female: So has the council gone? Have you got rid of the council?

Female: The council, it's so much reduced [Crosstalk 2:55:42] and more bits have been privatised.

Female: Okay.

Female: Hived off.

Female: Yes.

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Female: But there are still some offices [Crosstalk 2:55:53].

Female: Write that in.

Female: So, what would be the story [Crosstalk 2:55:58].

Female: ___[2:56:02] it's no problem.

Male: What is this one?

Female: Okay.

Female: That is the real time analysis.

Female: So, the Elders Council are really-, so how big is the Elders Council now?

Female: So, I'm not sure what the real time line is.

[Crosstalk 2:56:12]

Male: Five thousand.

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Female: Five thousand pounds.

Female: How many did it?

Male: Two thousand and fifteen.

Female: Okay, two thousand.

Female: So it's dramatically increased, hasn't it?

Female: Because of the ageing of the population.

Female: Right.

Female: And so is that-. How, because you were former members of the Elders Council for a long time, so how do you feel about this growth in the last five years of your membership?

[Crosstalk 2:46:48]

Male: ___[2:56:49] excellence of-, it's been recognised and we can get a louder voice.

Female: So she actually-.

Female: And, I think, particularly the increase in the numbers of the very old.

Male: I suppose-.

Female: Because when you talk about elders, if it's from 50 upwards, it's a whole lot of diverse interests and a diverse population, so this is on behalf of the nonagenarian who's not sure about the central area, but that may still come.

Female: Yes, so you-.

Male: As a centenarian, is that right?

Female: Yes.

Male: I'm sort of thinking, that's absolutely marvellous, what a great plan, ___[2:57:42] 20 years' time.

Female: Yes. So, ___[2:57:46] another skill, how are you – what's the word...?

Male: Do you want to put the glasses on again?

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Female: How are you making use of all the knowledge from the – you're talking about the nonagenarians, they're people over?

Female: Over 90.

Female: Over 90. So, how are you making use of their resource, as a group?

Female: I'm devising a system. By 2020, if I'm still alive, I shall be ___[2:58:24] and that with the nonagenarians.

Female: Yes and what percentage of 5,000 members ___[2:58:31]?

Female: Nonagenarians, well, I think if we say 2,000 now, 5,000 by-, so, a good proportion of those would be-.

Female: Identify that sentence.

Female: I should have made him a little ___[2:58:45], because-.

Female: So that's a lot of scooters.

Female: But, there you go, we've got-.

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Female: Navigating around the city.

Female: You'd just have to pass a driving test. I mean, there are many examples of scooters knocking somebody.

Male: And possibly by that time there will be not only cycle lanes and road ways and pedestrian ways, there will be scooter ways.

Female: Right, so that you have actually got rid of [Crosstalk 2:59:14].

Male: They built into this-.

Female: Because you've now got a scooter lane. So, John Dobson Street has now had to be redeveloped.

Female: Exactly.

Male: Again.

Female: Again. So, how did you communicate that need to the transport team?

Male: ___[2:59:31] everything about transport.

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Male: Showing them how many-.

Female: Marching. Banners.

Male: Yes.

Female: Marching with banners.

Male: And showing them how many cyclists had been hurt by people using scooters in their cycle lanes.

Male: In ____[2:59:47] it had no mention of this.

Female: Yes ____[2:59:48].

Male: Or, 65% of the comments referred to this.

Female: It's an alternative.

Female: Yes, yes, it certainly is, I'm just looking at what we've got, we've got lots of questions-.

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Male: Well, it will print out a report, we go back and we take out a little bit and put it in and it will print out a report, which will be something like this.

Female: It's these.

Female: Yes, yes. You've got ___[3:00:08] like this.

Female: The council will need a printing machine, you know, a printer.

Male: Yes.

[Crosstalk 3:00:17]

Female: Okay.

Male: Which can be a virtual office, I like those.

Female: For scooters, yes, yes. But you've made that clear by doing the march, haven't you, you've ___[3:00:30] the march together.

Female: Massed scooters.

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Female: Massed scooting.

Female: Is this a printer?

Male: Yes.

Female: It could be a big printer.

Female: You could almost have a specialist scooter resistance [Crosstalk 3:00:45]. Well, that would be an interesting take. So, just thinking for the ___[3:00:58], communities around the world, you if you can market a particular sort of march scooter or a resistance scooter.

Female: So where do we put the Town Planner, does he come in the [Crosstalk 3:01:14].

Female: You should be supportive ___[3:01:17].

Female: Yes.

Female: On demanding this.

Female: They are magic glasses-.

Female: So, yes, you've got Elders Council ____[3:01:27].

Female: Can I get my tablet?

Female: And then people with scooters and cyclists [Crosstalk 3:01:33].

Female: Would you like to add anything to that Jimmy?

Male: I'd just say that by that time there'll be no cars at play, so there will be no need for roads.

Female: Yes, they are trying to get, yes, the UN trying to get [Crosstalk 3:01:50]. Is that causing some friction, then?

Male: It's causing a lot of friction. It used to cause friction before people became aware of it's ____[3:01:59].

Female: Which is also why we've got to get it up.

Female: So, have you done any work to personalise the scooter or make it your own, any-?

Female: No, not yet. But I will.

Female: Because is it still quite new?

Female: Yes, yes.

Female: With a pair of glasses too.

Female: I've been studying the best models [Crosstalk 3:02:24].

Female: I was looking for who the most influential person is.

Female: Yes.

Female: It's really important that one should be able to have a trial and find out what suits you best, yes.

Female: So, you go for a trial, are there ways that people collect comments about different scooters?

Female: Oh yes, we [Crosstalk 3:02:50] scooters and of the opinions of those who use it. Perhaps the most important thing.

Female: I would like them to see what we see or what we planned when we were doing our [Crosstalk 3:03:01].

Male: And, I think, if not [Crosstalk 3:03:04].

Female: Yes.

Male: People to be required to pass scooter tests.

Female: So that's what you're really saying, isn't it? So what would the scooter test be? Describe that for me. Is that the requirement for [Crosstalk 3:03:19].

Male: Oh, that is the requirement, definitely.

Female: So that's a scooter test.

Female: I think we would have a special designated test. I think a very suitable place would be St James's Park, the football ground, in the centre, in the centre.

Male: Where everyone can watch.

Female: Yes.

Female: Gosh, ___[3:03:44] it's become a sport, it's a bit like Gladiator.

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Male: The last person on their scooter is the winner, as is ____[3:03:49].

Male: But you would need to have a roadway with lights-.

Female: So maybe that's [Crosstalk 3:03:54].

Male: Not a roadway.

Female: Yes, yes, but we would need to have a slalom on the course.
We will have a slalom on the course.

Female: So what's the slalom on the course?

Female: Well, it's like a skier going through obstacles.

Female: Okay, so you have to go through ____[3:04:13].

Female: It would be ideal for ____[3:04:16].

Female: So, when you try to convey that, it's really [Crosstalk 3:04:21].

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Female: Are they still around, ___[3:04:23], the ___.

Female: Oh yes.

Male: And the cars, you'd have to avoid the cars.

Female: Yes.

Female: Yes, you'd have to-.

Female: It might as well-. People often jump to cars bigger than their...

Female: Bigger than scooters.

Female: Not listening...

Female: And about what speed do they go, the scooters?

Female: So how can your machine, then, put all these ideas, coming from all the different glasses together, because so far you've got ___[3:04:50].

Female: Okay, so ten miles an hour.

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Female: That everybody will see it?

Female: Yes.

Female: What do they do at the moment?

Male: I think that's about what it is at the moment.

Female: So that's ___[3:04:58] faster? No faster?

Female: No. So, if you've got [Crosstalk 3:05:06].

Male: This is a 3D printer.

Female: More scooters.

Male: Three-D printing.

Female: ___[3:05:11] shops.

Male: No, this is, this is...

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Female: Do you still ___[3:05:16]? Okay.

Female: The entire? What comes out? So, going back to that, you have all these people [Crosstalk 3:05:29]. All the data coming out.

Male: You would have a-.

Female: Trying to bring about all these ideas.

Male: You wouldn't have shelves very high, so that you could see the items ___[3:05:38] and see the prices when you're sitting in your scooter and you'd have ___[3:05:43] middle of the island.

Female: Sorry, say that again.

Male: You wouldn't have high shelves.

Female: Right, okay.

Male: With the things up there, because when you're sat down in a scooter-. Are scooter's allowed in shops, precisely.

Female: You might have – I'm thinking your resistance ___[3:06:05] you know, how does it, it might, how does it connect to those ___? You might be able to have a ____. It rotates like that if

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something's at the top it moves down. You could do that from your-. We've sorted loads out there, we've sorted out scooters, ____, ____, gate, shopping.

Female: ____ [3:06:50].

Female: Excellent, right.

Female: So, put these back into stock.

Female: Then, if they're ready for taking out, yes, ready to take out to other communities.

Female: And now, our real time analysis.

Female: Are you the leader of this group?

Female: Yes.

Female: So, let's [Crosstalk 3:07:13].

Female: We're acting out what things can do.

Female: This is our 3D printer, so just be careful with it.

Female: But the 3D printer.

Female: The real time analysis, things are-.

Female: Beamed through to us.

Female: Beamed through.

Female: Three-D printer.

Female: ____[3:07:38].

Female: Oh wow.

Female: I don't know if it was ____[3:07:43], because I think it's developing further.

Female: It's developing further.

Female: It's developing further.

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Male: No, I'm just writing something before I forget. A City Walk uniform.

Female: Uniform.

Female: Oh, right, uniform.

Female: See?

Female: Yes.

Female: Jimmy was convinced about the uniform.

Female: Come join us.

Female: It's now taken off.

Female: We need you, we totally need a uniform.

Female: I'm just going to take some photographs of all this.

Male: How's your scooter course?

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Female: I'm just going to say, ___[3:08:23].

Female: I was going to say, Val, do you want to ___[3:08:29]? Would you like to [Crosstalk 3:08:33].

Male: I've got [Crosstalk 3:08:39].

Female: That's the course.

Male: To publicise the walks.

Female: And what about the scooter.

Male: Public awareness of the walks.

Female: Would you draw the scooter for me?

Male: And then community identity people wearing things.

Female: Yes.

Male: Feeling that they're participating.

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Female: Yes.

Female: So, it's not like the police.

Male: Oh, no, no, no.

Female: The opposite.

Female: The opposite.

Male: It's the carnival.

Female: It's the carnival.

[Crosstalk 3:08:58]

Female: It's the ___[3:09:02], that's all we need, isn't it?

Female: Yes.

Female: Something-.

Female: And some corks bobbing from the bottom ___[3:09:09].

Female: Give me that money [Crosstalk 3:09:13].

Female: So, and can you wait for a month, that's ___[3:09:22] for special powers in relation to-. So, say if your magic glasses can do real time data analysis and identify gaps, what can the uniform do? In terms of publicity, right. What's the deal?

Female: It can send messages to people's phones as it passes.

Female: Okay, really.

Female: These are the questions that we're going to ask you.

Female: ___[3:09:51] an hour and you get ___.

Male: What are you going to make [Crosstalk 3:09:54]?

Female: Somebody making a public-. Val, bring your-.

Female: And, it ___[3:10:02], so if people pass, not only do they see it, they see the symbolism of it, they get a little text on their phone or on their device.

Female: Is this Danny's – are these people that are in-.

Female: Yes.

Female: That's Danny's contribution.

Female: We need a hacker. We need somebody with technological knowhow.

Female: You've got it, you've got it.

Female: You've learnt it in the last five weeks.

Female: You've got it.

Female: To put-, yes, I've got it, right, well, I'm going to make that when it goes past a [Crosstalk 3:10:37] it gets something on their phone, like cookies, that says who we are and what we're about.

Female: Oh, okay.

Female: That way it comes from the city council.

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Female: Right.

Female: Yes.

Female: So who are these, Danny? Who are these two characters?

Male: Pardon?

Female: Who are these two? What are their names?

Female: Happy and-.

Male: Bill and Ben.

Male: And they're a non-planner.

Female: We think it's the planners before and after.

Male: Have you seen ___[3:11:09]?

Female: Ah, okay, so is it-, are these all planners?

Male: Pardon?

Female: Could these be the planners?

Male: No, that's the band, because they're smart and ____[3:11:16].

Female: It could be-.

Male: Like the-. Well, that's the planners, because they're ____[3:11:24] with other people, it's the ____, because they're frustrated.

Female: Ah, so they're like, "I'm not sure about that." The planners are like, "Yes, this is a really good idea." ____[3:11:35] like, "No." Is that right?

Male: That's right.

Female: Frustrated. I don't think so. Okay, so-.

Female: What have we got here?

Female: How can we help them communicate better? What can we make to help them communicate better?

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Female: That's lenient.

Female: Or you could say to them, [Crosstalk 3:11:52]. That's a brilliant idea. Can we cut out some-.

Female: If he-.

Female: Some bigger ears.

Male: We've got a political activist here.

Female: Danny. Danny, do you want to draw some ears?

Female: Yes.

Female: He's not going to get this kudos just because ___[3:12:21] council and doing it, primarily for the benefit of the council, but he gets the benefit, so he has to-.

Male: Rachel gave them glasses as well.

Female: Did you give them what?

Male: Glasses.

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Male: So they can see better.

Male: Yes.

Female: No, they might be a bit fancy.

Male: It might be now.

Female: ___[3:12:41] even got our ___ on, it's just ___.

Female: There we go.

Female: Councillors.

Female: Yes.

Female: Is that for the planner?

Male: No, yes.

Female: Yes.

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Male: So that he or she can understand what is, or more readily understand what ___[3:12:58].

Female: Are these special glasses then that help the planners see?

Male: Yes.

Female: And hear.

Male: Yes and take notice.

Female: And take notice, so these are incredibly-. We could actually have [Crosstalk 3:13:17].

Female: It could be someone we don't see physically, only on screen.

Male: Yes, yes, yes.

Female: Almost like that man [Crosstalk 3:13:27].

Female: Think about it, is it ___[3:13:34].

Female: Okay, cool, so. Because we got ___[3:13:46] this, they-.

Female: Who else should be-?

Male: Well, Danny said [Crosstalk 3:13:49].

Female: What do in here?

Female: Right, well, do you want [Crosstalk 3:13:52].

Male: Printing the reports and we are even going to- new plans and models.

Female: Let them finish it.

Male: And you're going to have seVall versions of it. There's this, ___[3:14:12].

Female: The way this one is ___[3:14:14].

Male: This is a very special technology.

Female: The ___[3:14:21] is there, ___ of the ___.

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Female: It's a very special technique.

Female: You see, they need really good ____[3:14:29].

Female: Well, anybody ____[3:14:34].

Female: Great, so does it need to be in the street, it's like a vending machine of reports?

Male: I didn't quite get ____[3:14:41].

Female: It's not the 3D printer.

Female: That's all right, is that like-.

Female: It's a 3D printer ____[3:14:45].

Female: ____[3:14:48] last case.

Female: ____[3:14:50].

Male: ____[3:14:52].

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Female: Need a ___[3:14:52].

Female: So, when it's [Crosstalk 3:14:55] can't even notice this, right, ___ but if you'd get away with doing it, I thought you'd have a virtual planning display on our streets.

Female: Yes, next to the [Crosstalk 3:15:08].

Female: Within information on the development, so we don't have to necessarily say that, yes, we can see that instead of that notice, we can see what [Crosstalk 3:15:19].

Male: Probably creating some toxic fumes.

Female: What you're saying, you hand them round with [Crosstalk 3:15:25].

Female: Sorry, no, ___[3:15:25] just using the glue.

Female: Let's identify gaps. You put your receipt in here.

Female: Yes.

Female: Is that right?

Female: Yes. [Crosstalk 3:15:34]. On the streets.

Female: Can I take a photograph?

Female: ____[3:15:41].

Female: So, Jimmy had the idea.

Female: A novel one.

Female: Of having glasses.

Female: At strategic points [Crosstalk 3:15:52].

Female: ____[3:15:52] issues ____.

Female: Yes.

Female: So, they're special see-through [Crosstalk 3:15:58].

[Crosstalk 3:15:59]

Female: You can colour them in if you want, to suggest they can see better with them. They can be rose-tinted.

Female: Is this property of ___[3:16:17].

Male: Well, this is a device that you ___[3:16:21] and then when a planner speaks to you, then it translates planning into English.

Female: They understand ___[3:16:28].

Male: And then it ___[3:16:30] all the planning people.

Female: Anyone who cares to read translates it.

Female: So, is the compass?

Female: Yes please. I don't think it'll work [Crosstalk 3:16:40].

Female: I don't know how many you want to put.

Female: Two on each end.

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Female: It smells lovely.

Female: Yes.

Female: It smells quite glue-y.

Male: Yes. ___[3:16:52], it won't fade.

Female: Okay.

Female: So, ___[3:16:56].

Male: Is it?

Female: Also, you've put in the-.

Female: It's very primitive, ___[3:17:04].

Male: ___[3:17:07].

Female: So you can't see. Do you not want to make something that helps them see a bit better? No?

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Female: I'd like to beautify it.

[Crosstalk 3:17:18]

Male: Put some cats on it ____ [3:17:26].

Female: Ah, okay, so you're trying to do that sort of thing?

Male: ____ [3:17:33].

Female: Not enough. So, we've got some glue. Danny, [Crosstalk 3:17:42]. Danny, we've got some glue that you can glue these on.

Male: Have you got Blu-Tac or something like that?

Female: Well, you can just glue it. Glue. ____ [3:17:51]'s got the glue up there, if you speak to ____.

Male: USB, which is [Crosstalk 3:17:58].

Male: ____ [3:17:58] wasn't it, like that?

Male: Okay.

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Male: Of all the data and the analysis going on.

Female: So, the data and analysis in?

Male: Yes [Crosstalk 3:18:06].

Female: Shall we put data?

Male: Data and analysis.

Female: Okay.

Female: Data.

Male: Is that part of the health and safety, you're the only one allowed to use that?

Male: I'm probably not the best person to be ____ [3:18:21] to.

Male: And, out of there comes our ____ [3:18:27].

Male: What?

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Female: Oh wow, that's brilliant.

Male: ____[3:18:35].

Male: Do you want me to hold it while it sets?

Male: I think it is set.

Male: Oh, it is, all right.

Male: It's set. Yes. I didn't think it would happen so quickly
____[3:18:46].

Female: Perfect. ____[3:18:59].

Female: I'm just going to-.

Female: Call the machine something [Crosstalk 3:19:03].

Female: ____[3:19:05] like a big long mass of ____.

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Female: But this is not from the ____ [3:19:09], this is the property. I don't know. You said the ____.

Female: The people's printer.

Male: The people's printer.

Male: Thank you.

[Crosstalk 3:19:19]

Female: The people's printer.

Male: Thank you.

Female: Where have your ears gone, Danny? Danny has got some-. Where did [Crosstalk 3:19:33].

Male: I'm just cutting some more.

Female: You're just making some more. Ah, these are planning ears so the planners can hear better. They go with the special glasses.

Female: Oh, yes.

Female: The people's printer-.

Female: They come as a-. I'll put these on ___[3:19:55].

Female: Great. There you go.

Male: Could those ears not be stuck to the edges of the ___[3:20:04], to do something.

Female: Oh dear [Crosstalk 3:20:15].

Female: Oh, that's-.

Female: He's trying to get away ___[3:20:16]. He's tried to escape. He knows we're on his back.

Female: So, there is no redesigning John Dobson Street in relation to [Crosstalk 3:20:29].

Female: ___[3:20:28] machine?

Female: Yes. Well, the machine is very low-tech, but there is another machine, which he needs in order to get around now.

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Female: Oh, wow.

Female: Then the training, the scooters, it looks like a bicycle.
____[3:20:52].

Female: Yes, that one is off, I think. Do you want to move it somewhere else? No, it's on.

Female: No, it's off.

Female: It's off, yes.

Female: It's all right. Just leave, unless you want [Crosstalk 2:21:16].

Male: That one's on, isn't it?

Female: Yes. That one's on. Do you want to just-? ____[3:21:25] Jimmy?

Female: I don't know what this-.

Male: Stick those.

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Female: The ___[3:21:32].

Male: To these.

Male: What is that?

Female: Well.

[Crosstalk 3:21:37]

Female: We have two [Crosstalk 3:21:40].

Male: Actually, where it says stage one-.

Male: Do you know how you work this?

Male: You should just be able to squeeze that.

Male: Oh, that's it, yes, okay.

Female: Are you getting your ears?

Male: I don't know how much I need.

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Male: Trying to.

Female: He needs glasses. He hasn't got any glasses. The man with the big glasses.

Male: Okay, this is stage one.

Female: So, are we going to-?

Male: You're going on the wheel.

Male: Is that right?

Male: It's recording visual and recording ____[3:22:11].

Male: Sorry?

Male: Just make sure we've got ____[3:22:13].

Male: ____[3:22:14] computer, which is taking, for example, the key words and so on and making a database of this and it's making preliminary analysis.

Male: Bugger.

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Male: You take [Crosstalk 3:22:31].

Male: You go to the-.

Male: That is right.

Male: Stand, which is the people's 3D printer, which is ___[3:22:40],
so it can be anywhere.

Male: Sorry?

Female: Are you all right there?

Male: Well, it doesn't really matter.

Female: Are you all right? Did you want that one instead?

Male: No, no.

Male: It also produces 3D-.

Female: Yes, or did you want that one on there instead?

Male: Yes.

Male: A model-.

Male: Yes, it's supposed to be that one there.

Female: Yes, shall we just take- because it's-.

Male: I don't know how it's-.

Female: If I do that and then you can just print it.

Male: Is it getting all of this ___[3:23:15].

Female: Oh, you're a brave man, Jimmy. Watch your fingers on there, it just gets really hot.

Female: But this council leader also will have a pair of glasses and he will see what we see and so will other strategic people. So, there's no [Crosstalk 3:23:29], I told you so when I mentioned it to you last week [Crosstalk 3:23:35].

Male: My city walks are a mandatory part of urban planning.

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Male: Okay. It's a stage-.

Female: Expert, this looks brilliant.

Male: And, of course-.

Female: So, we've got five more minutes, anything else you want to add. No, are you done?

Male: I think we're done here.

Female: Excellent.

Male: This is to publicise [Crosstalk 3:23:57].

Female: This is brilliant, do you want to take it over there so you can dry [Crosstalk 3:24:00]?

Female: And one thing else that you need to finalise-.

Female: Anything else you want to put in [Crosstalk 3:24:05].

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Male: I've sort of made a considerable contribution to various-.

Female: No, yes, exactly, you've been great.

Male: And, people see that [Crosstalk 3:24:18].

Female: Now, do you want that [Crosstalk 3:24:19].

Female: Go and do your comments then.

Female: The media have got [Crosstalk 3:24:24].

Male: That's my idea.

Female: Put straight, it's perfect, yes.

Male: This is, this will be [Crosstalk 3:24:31].

Female: Communication, it's going to send signals to people over there.
[Crosstalk 3:24:35].

Male: Oh, that, I forgot that, yes, yes. Sorry.

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Female: So, let's write it.

Male: This is much more than a uniform.

Female: It's also a communications tool, as it passes people it's going to send messages to their phones and their tablets to inform them, because, I'm going to hack into a programme and make sure they can get this information. Legally, of course.

Female: So, is it the ___[3:25:05] hat? Okay.

Female: I mean, this happens to some extent now, doesn't it? You're walking along the street-.

Female: How many texts do you get? I do, I get-.

Female: Do you?

Female: Loads of emails.

Female: Of what kind, ah, emails like publicity.

Female: ___[3:25:23].

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Female: You should be in ___[3:25:33].

Female: Great.

Female: ___[3:25:39] into it.

Female: I think [Crosstalk 3:25:43] machines if you wanted to do it in four minutes.

Female: Yes.

Female: What's to do with [Crosstalk 3:25:50]?

Female: Publicity.

Female: Publicity.

[Crosstalk 3:25:52]

Female: And the changes or the ___[3:25:57], I don't know.

Female: And we do they give this ___[3:26:00] out from, is it America?

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Female: Yes. It could be from the White House.

Male: No, no, no.

Female: And we want the 3D printer.

Female: Okay, where is it from, Arthur, then?

Male: Well, let's have a neutral Sweden.

Female: Okay. A neutral Sweden.

Female: Here guys. Or, should we put it there, just as the ____ [3:26:35].

Female: ____ [3:26:35] the signal ____.

Female: On there, like a badge, on the front.

Female: So, like that?

Female: ____ [3:26:45] handle it, double-sided.

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Female: Sorry, are you going to sort of wrap up in about five minutes, 4 o'clock.

Male: This is the ground ____[3:26:54].

Female: Just on the side, just roll it round ____[3:26:58].

Female: I agree, nice.

Female: Given more time you could have changed the whole [Crosstalk 3:27:11].

Male: A clinical psychologist ____[3:27:12].

[Crosstalk 3:27:15]

Female: Can I tell you a funny story, Jimmy?

Male: ____[3:27:18] a clinical psychologist ____.

Female: Here we go. Has anybody [Crosstalk 3:27:27].

Male: ____[3:27:28] clinic. How do I know?

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Female: Do you want to do both or just one?

Female: Yes, well done ____[3:27:35] biscuits for device.

Female: Shall I tell you-.

Female: And I hate to say, this is the leader of the city council and he is wearing virtual glasses, but we've got away with ____[3:27:44], so we haven't really quite made that very well [Crosstalk 3:27:48].

Female: I don't know if you notice, the size differences.

Female: The leader.

Female: The leader.

Female: In five years' time.

Female: It's my estimation.

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