[teacher] “Do you know about Marple Rocks? So there’s a Newcastle Rocks, and a Coast Rocks... and what they do is that you could ask them different questions about different places, and when they answer questions you could have hidden rocks with the St Paul’s emblem on them, or something to do with the school. In Marple(?) you follow clues and your what do you call it, satellite navigation on your phone to find the different rocks. So we thought we could make it a treasure hunt as well as a...”

[researcher] “Very cool, it’s a good idea”

[teacher] “So in Marple it’s called Marple Rocks, and in Newcastle they have Newcastle Rocks. And I was also talking to Year 6 about geocaching. Have any of you been geocaching? No.”

[child] “What is it miss?”

[teacher] “Oh right, ok. So my boys when they were little, we’d go on long walks. And my boys would go ‘urgh, I don’t want to go for a walk.’ And then we discovered geocaching. So on our walks, wherever we went, on our phones we could find out where little containers were. And in those containers there’d be a little treasure, like a nice rock or a pencil or keyring. So something very small, and there’d be a bit of paper and a pencil, and you’d write down your name and the date when you discovered it. My favourite one is in the middle of Newcastle, and it’s in a bike lock. Have you done that one? This bike lock is attached to the railing, and we must have spent an hour looking for this geocache, and it was actually stuck inside of the bike lock. So there’s lots of different things, and everywhere you go, there’s geocaches you can go around and find. So we could do something like that, alongside the facts. Like a treasure hunt, or find the letter, or... So we thought as well as recording videos and doing the little quizzes, you could collect something on the way around.”

<https://www.chroniclelive.co.uk/news/north-east-news/you-keep-finding-painted-rocks-13484453>

Year 6 classroom round-up

[teacher] “What kind of things though, that’s what I’m asking - what kind of things would you like to learn more about?

[student1] “Things like the monument, things not many people would know much about”

[student2] “Bridges at the quayside, because there’s so many different ones. And you could like, take pictures”

[teacher] “That would be really interesting, and lots of schools do that as a topic in Newcastle.”

[student3] “The history of where you live”

[teacher] “Yeah! So if you had the app and it just told you--because you just recently moved house, didn’t you? So you could find out more about where you were. That would be interesting. What else do you think you could use it for?”

[researcher] “Anything outside of learning? Can anyone think of anything, like making games about where they live, things like that?”

[student4] “Treasure hunt”

[researcher] “Treasure hunts, cool”

[student5] “You could use it for like a day, for that... when you celebrate something, we could use the app to help us, like for a powerpoint or something--instead of a powerpoint, you could use the app, because it’s more interactive.”

[researcher] “So like, if it’s someone’s birthday and you’re taking photographs or something, instead you could use the app and go around places and find out--hmm”

[student6] “I was gonna suggest something, but then I was like nah”

[researcher] “Well there aren’t any bad ideas, what was it?”

[student6] “Like a quiz?”

[researcher] “No that’s good, it doesn’t have to be outside, you can have things which are inside.”

[teacher] “So if you think of the parts of the app that you’ve done--I know it’s hard because you’ve done it to think about learning, but if you take that part away, thinking about how you could take photographs of things, or take videos of things, what other things could children like you use it for? [...] Or have we exhausted our ideas, do you think? [...] Did you enjoy doing it?”

[students] “Yeah”

[teacher] “Which part of it did you enjoy most?”

[student3] “Today, getting to go around and swap with other people and getting to find out about theirs”

[teacher] “So then did that help you, when you had a go at someone else’s, did it make you think ‘oh, we could have done this on our app’, or?

[student3] “Yeah”

[researcher] “Do you think swapping was quite important? Do you think that made it more interesting?”

[students] “Yes”

[researcher] “Do you think it helped that it was people in your class that you were swapping with? Or if it was another school or something, do you think that would be interesting, if you made stuff for another school, and you used theirs?”

[student7] “I think that if we made stuff for another school that made them learn it would be really good, because you could make it about your school.”

[teacher] “Yeah that would be really interesting. We’ve talked about Mia’s school, she’s out in the countryside where there’s like, ten children in a class. That’s a very different school experience to what you have here, so that would be an interesting thing to do, wouldn’t it? To swap it and see what their daily life is like and what yours is like.”

[teacher] “As a whole project, it’s been good. Actually, when we went to the JA house and there were two ladies, weren’t there? They’d seen the house on the program, they were coming to have a look at the plaque, and they were asking about the house next to it which we knew was a synagogue because we’d done the research first for making the activities. Already sharing knowledge!”

Interview

[teacher] "So what you could do then is you could give them the jigsaw pieces and you could talk about use oh-- would we have to do the trip first and then do the jigsaw pieces do you think?"

[researcher] "We can supply the tablets if you want to prepare an activity to do on the trip"

[teacher] "To do there. That would be good, wouldn't it, because I could go down, look around and get some"

[researcher] "The alternative which we've been thinking--or we could do both, obviously--is I can go talk to the castle, and see if they can make an activity as well."

[teacher] "It won't be before next wednesday with them though, will it?"

[researcher] "Oh, is that when it is? Ok, maybe not then!"

[teacher] "But I can do it before next wednesday. I could do that, because I know how the app works. You'll have to give me your mobile number just in case I need it"

[researcher] "Yeah no problem, I can come over to the castle as well if you want. Yeah that would be cool."

[teacher] "So I'm just trying to think. Monday is a bank holiday, so it would have to be Tuesday wouldn't it? Or tomorrow."

[researcher] "I could do first thing tomorrow."

....

[teacher] "So it won't be for very long, we just go down there and work out..."

[researcher] "The kind of things that you wanna"

[teacher] "Yeah"

[researcher] "so today was really just a chance to chat and reflect on how you thought the sessions that we did went, and you thought worked, what didn't, what could be improved. Where you think it could go, things like that. Things it could be potentially used for."

[teacher] "Ok. Well I think personally that it was something that-- I've been doing, had to do, had an interview, didn't get the job unfortunately--but we had to look at educational research to present. And the things you do as you get older as a teacher, you sort of get stuck in your ways. But actually you end up using good practice. Probably by accident, you fall into it. But it was all about taking a context specific approach, and that's what I'm really into. A context specific approach. And these children know about their local area, and that helped us scaffold the activities. Because we'd done a lot of research on Frederick Douglas, but it was how we were going to bring those other people into our lesson. And I think that OurPlace really helped, because it gave us a focus to do the history through the app, rather than just go and collect the information and then--'what do we do with it?' And in school you tend to do 'Ok, we've got all this information now, we can do an ontological report or make a poster or something'. And actually the learning objective is a history learning objective, not an English--well it can be English, if it's in your English lessons. But that was a history project, a project based on our local area and our locality, informing our education. This is where the children live, so it's really important that they understand the history of the area they live in, and some really great people like them have lived in this area. And you know these people like GS and JA and FD all lived in this area. And they got to meet people, didn't they, when they went out and about. They met X from the bowling club and they met the guy who's raising money for the FD sculpture in the middle of the park."

[researcher] "Do you think they would be interested in being involved?"

[teacher] "The people in the community? I think it's a very nice... I think that because there's the bowling club in the middle, I think there's a really strong community spirit in that area. I met a lady who was doing the garden in that area, because the council didn't have the budget so they were doing their own. So I think you could get in there and talk to them. Or even you know when they have weddings in the square and they put teepees up, they have events and summer fairs going on. If you could use the app to do searches and treasure hunts--or use the children's treasure hunts as part of their wedding package or part of their summer fair"

[researcher] "One of the first things we thought of when it came to this, the plaques and stuff like that is that it could be a two-way thing. Where the children obviously learn about the community and things, but then the community can use the children's research and activities to learn themselves. Sharing knowledge from the school, using what the kids have done."

[teacher] "And that's really good for them. When we first learned about FD and unveiled the plaque and things, the children did a speech in the Museum to all the dignitaries and the US ambassador and people about our local area. And it gives them a self esteem sort of thing, that they knew that, and they're sharing it with people. So it's the same sort of thing, but not just a one-off, is it? It's like an installation."

[researcher] "Do you think it affected their attitude to learning, working in the local context?"

[teacher] "I think context-specific learning is really, really important, yes."

[researcher] "So a wider context might not be as impactful?"

[teacher] "No... Say I'm going to do about Norman castles, anything about Norman castles is context specific to that lesson, that learning objective. As long as it links into that it can be anywhere can't it."

[researcher] "Does the fact you can go to a plaque in the square and say, 'this person lived here', do you think that changes things a bit?"

[teacher] "Yeah, I think so. And usually as well we impart our knowledge as teachers to the children. But this, actually, we're learning at the same time as they are. It's not the national curriculum, is it. It's hitting the learning objectives, but through history that we didn't know. So that makes it more exciting, because as a teacher you sometimes think 'oh no, we're doing this again'. So it's boring."

[researcher] "So today and yesterday I was out in a tiny school near X, and they just had the year 4s create activities about the history of the tiny village they've got."

[teacher] "They've probably done that every year from reception"

[researcher] "So no actually, they'd not done it. And the teacher who was leading it didn't know much about the history of the town, and so she was learning as they were going along. So she enjoyed that"

[teacher] "That's unusual, because in our school we do 'Newcastle, where I live', and over time it repeats and repeats and repeats and the children look at it and go [sighs]. So, to make it more, to bring it right in and focus it on where we are and where we live, it was more interesting. But perhaps in three years time it won't be as interesting because we'll have done it a few times."

[researcher] "Do you think attitudes will change if they're not the first ones doing it? The next year group doing the same research"

[teacher] "Oh no, that would be totally different, yeah. As a teacher I get bored doing the same thing again and again, but no it would be new history again to those children, and think it is important. But my topic this year is 'wolves': how can you help me with wolves? That is hard. It's hard to stretch the children and give them good learning objectives from wolves. Normans- brilliant, lots of history. But wolves aren't as good."

[researcher] "Do you think having the year 6s work with the year 4s affected things much?"

[teacher] "I've got a very bright class of 4s, I think it would have worked equally well if we just had a 4 or a 6 class. I think we were just being greedy and decided that we wanted you to work with all of us"

[researcher] "You don't think it would have changed the..."

[teacher] "Outcomes? No. And I think possibly it would have been better to have a smaller, more focussed group. But you're right-the collaboration between the year groups is very nice. About using the app in different places- I think going on this trip to the Norman castle, that would be a really good place to have it. Plus, my children have a lot of knowledge about Norman castles, and hopefully they'll learn some more when they get there. But their knowledge of the Normans is fantastic, so the fact that they could go down there and make an app with you, develop the location things with you. I think they'd be very good at it, because we don't have to do all that background history because they've already got it, they just don't have it specific to Newcastle castle keep."

[researcher] "So how do you see the app being used in this context then? Would it be something you prepare and then go out?"

[teacher] "Ah I don't know. Where we would prepare activities for other people to use, possibly. But it's good for us to go around and see what's there."

[researcher] "Ok, so maybe the kids go out with a set of questions they want answered or things to learn about, to then turn into an activity after the trip? Maybe collecting resources and knowledge at the castle, and then coming back and making..."

[teacher] "That's a good idea, and I have the teachers' resource pack that I haven't looked at yet for the castle, so I can have a look at those questions. And then they might relate their own learning in the last half term to questions that they want to find out that might not be answerable at the castle, but we'll see when we get there."

[researcher] “That’d be cool, because obviously you don’t want to have them make the activities at the castle, because they’ll just be-”

[teacher] “Staring at the screens, yeah. [...] What we can do then is we can go down, and we can think about it in retrospect. Go down there, think about what would be useful to tell other people if we were to do this again, and we can do it like that. And actually they could make it, work on it and tell them the information if we take photographs--can we transfer photographs that we’ve taken and put them in?”

[researcher] “Yep”

[teacher] “Well there we go then. We’ll take the iPads and take photos and do that. Then they’re quite... they’re in charge of letting other children know what they think is important to take then.”

[researcher] “Do you think there were specific things that worked particularly well?”

[teacher] “I think it was down to the groups - some groups worked really well together, and made a really good set of activities and questions to do on their area. Other groups were just... but perhaps it was because the area they were given didn’t have as much to do. But I suppose it’s the first time they’re doing it, and they know what’s involved now. So I suppose the next time they do it, it might be better.”

[researcher] “You brought up the jigsaws before, and I think that was the first time we actually used them.”

[teacher] “Oh really? I definitely liked the jigsaws. Because again, if you’re doing it on a piece of paper and going “one, two, three, four...”, it’s very boring, isn’t it? So to get them to fit in, and to get them to understand that the order doesn’t matter... I think that’s a very good, visual way of showing the children, and they like jigsaws and it’s fun. Yeah, that really worked.”

[researcher] “Do you think it helped ease them into doing it into the app, instead of jumping straight in?”

[teacher] “Yes, I think so. Perhaps if you did it again, perhaps we’d need to make the screen a bit bigger - so we could have it on the big screen, so they know exactly what they’re... rather than them coming and saying ‘Dan I’m stuck!’, if you showed them right at the beginning: ‘This might happen, this is what you do’. But that’s a teaching point, that’s not a...”

[researcher] “Do you think they’d benefit from having the jigsaws again, even if they’ve already made activities before?”

[teacher] “Yes, I would use the jigsaws everytime. Because it’s a different activity.”

[researcher] “Ok, so it’s like a ‘getting your thoughts together’ type thing?”

[teacher] “Yeah, sort of like a brainstorm. Yeah, I liked the jigsaws, they’re cool.”

[researcher] “Do you think there’s anything that could have worked better, gone smoother, or that you would do different next time?”

[teacher] “...No. I thought that it was really engaging, and that the children liked it. As I said I think it gave the lesson a different slant to being in their books and writing.”

[researcher] “Do you think that’s to do with the technology, or making activities for others, or...?”

[teacher] “I think that would have been better, wouldn’t it? If we’d actually done it and then taken a different group of children out to use it, but it’s just time pressure, isn’t it. So I think that if they had then in the final stages gone out with perhaps a partner from another class-so that might have worked. So if you did it with one class, and when they finish, take the other class with them, and they’ve got to show it and not take over. And then they can evaluate: ‘Oh, I should have done this, perhaps if I’d done that it would have been better’-watching the other child do it.”

[researcher] “One of the things we didn’t really do when we went out was feedback between the children”

[teacher] “And that’s a lot to do with the time pressure”

(On school2 vs school3)

[researcher] “They’re so young that I think they have a lot of freedom in what they can do”

[teacher] “Err...is it a small school, small class size?”

[researcher] “Year 4 is seven kids”

[teacher] “...and how many have behaviour problems? [laughs] It’s a totally different job, it really is a totally different job, compared to 31 children, in a city, in Newcastle. It’s different. I’ve never ever worked in a school like that.”

[researcher] “Is there anything else that comes to mind about...?”

[teacher] “Where you could use it. I think the seaside, and rock pools and all that sort of stuff would be good. You could do lots of things around the old i-spy ideas of- you know if you went to the seaside, and your mum would have a book about the seaside and you’d find different things and tick things off in the rock pools, and you’d learn all the names. And I suppose castles, lots of Welsh castles. And what about National Trust properties--because they all do Gruffalo hunts and stuff as well.”

[researcher] “Yeah there’s a high budget thing around that as well”

[teacher] “And is it app-based, or is it just filling in a ticky sheet?”

[researcher] “There’s at least one Gruffalo augmented reality thing I know of, where you point the camera up and there might be a Gruffalo or something”

[teacher] “Oh, like Pokemon Go? No, I meant more to do with nature and learning than finding a Gruffalo, so more based around the National Trust property or oak trees, or... you know, nature, learning. You know, parents take their children out, and they want--even if they’re not in a school setting, it’s education. You talk to children about all sorts of things, don’t you?”

[researcher] “Previously it’s been broached, the idea of having OurPlace almost as a communications tool between the school and parents, who want to see what the kids have been up to, or maybe they go through the activities with the kids. Do you think there’s any merit to that kind of idea?”

[teacher] “That’s interesting. When my children were little, they used to send games home, or they would send physical activities home. So that kind of thing might work.”

[researcher] “So it’s kind of: ‘This is what the class has been up to, and this is what your kids made’”

[teacher] “Yeah, and would you like to take part with them? That sounds nice. Yeah that sounds good. So could they access that on their phones? Oh, well there you go. Yeah. So could they download the app on their phone and do the activities with their children, once I’ve shared it?”

(Talking about privacy concerns - images, audio of children)

[teacher] “What about kids’ voices - are voices ok? They don’t mention who they are do they, so it should be.”

[researcher] “So as long as it’s not identifiable, it should be ok?”

[teacher] “I think it must be, I don’t know that - I should know, but I don’t. It’s not something we ever come across, you see. Perhaps you could come in and show me how I could share with the parents. It’s just time pressure, isn’t it? I’m trying to meet so many times, it just...numbs you, so busy.”

[teacher] “Oh. I also do run a school on [the funfair], did I tell you that?

[researcher] “No, I don’t think so”

[teacher] “So when the Showmen come I run a school for the children on [the funfair], so if you want to come and do a project with Showmens’ children, if you want to do a cultural minority, they are cultural minority. It’s very interesting. So I’ve done that for the last... this’ll be my thirteenth year running it. So for two weeks, when the fair pulls on and when the fair sets up, I run a school in the park. Mornings only. And it’s all about really, because their education can be very limited, because some children travel up to 90 times a year. And some children only come out for those two weeks, for like a social thing. The rest of the time they’re in school. And the school send them ‘school packs’, which are super boring and often... rubbish. Hmm, some schools are alright, but it’s still working from a piece of paper. So we try and make it as exciting as possible: we go on lots of trips, we go to Ouseburn farm, we go to loads of different places. So there are trips we could link into- or we could link it to [the funfair].

[researcher] “And how--their ways of life would be really interesting”

[teacher] “Yeah we could. So we could do a topic like that if you wanted to. If you have some thoughts about how that might work, there was a BBC radio show about the life of the Town Moor over time. It was a very nice program, about the sounds on the town moor, and they set up audio equipment on the town moor to hear the crowds and [the funfair]. And they recorded children from the school, talking about--they’ve got lovely accents, because they come from all over--talking about ‘Yeah I woke up, and there was a cow at the window of the trailer’. It was just lovely. Their lives are so different, that actually it’s a nice tool to share with other children what it’s like to be a Showman. The woman who’s the education secretary for the travelling showmen’s guild is a really huge personality, and she would love to. She’s great, and she loves talking about cultural diversity, and her life, and being a Showman. So if we have a think about that. [...] It’s a totally different way of life, and obviously the showmen marry each other, and there’s a lot of social activities going on - they have big parties, and all go to races, it’s amazing. But anyways, it’s different, and they are a cultural minority. And the children would love to do something, because as I say their work packs are super dull.”

[researcher] “And I assume that doesn’t link in at all to the school?

[teacher] “No, they just let me go for two weeks.”

[researcher] “and there’s never been any desire for a link there?”

[teacher] “One of the teachers brought some children down, and what we did was--yes, yeah we did. She brought the children down, because we can walk there, because obviously the schools don’t have enough money for bus rides, and you can walk to the park. So they walked, had their lunch and met us. And children from the Showmen’s community showed them around, took them around, so that’s worked. Talked about the different rides, this is where my trailer is. But it’s transient - it’s not there all the time. So things aren’t in set locations. And they have a draw - some rides are in certain locations, because of the size of them. But for the smaller stalls there’s a draw, you don’t just get somewhere, you get pulled out of the draw and you get put where you’re put, and they measure up to make sure you’re not over their line. There’s huge arguments. It’s interesting, because students from different schools come and help. I have children from sixth form at [different schools] all come and volunteer as well. So they have that element as well. And then there’s people from lots of local authorities as well. So my old job used to be working for EMTAS [Ethnic Minority & Traveller Achievement Service], which is now gone because they’ve cancelled funding, no ethnic minority team in Newcastle anymore. But there are still ethnic minority teams in other areas, and these children come from their authorities. So they come in and help me. So I run it, and I have teachers from other local authorities come and help me run the school. So there’s also the people who run the train in the park, and the park keepers there--another link for you--and there’s the park volunteers, there’s loads you can do. [...] So anyway, the children have a base school - a school they’re enrolled at- even if they’re travelling around for 90% of the time, they are the responsibility of that school. And they’ll have a trailer on a site somewhere, something like a wagon that they live in, and then they have another trailer that they take to fairs. And some of the children might have their own, so some of the parents might have one, and then they’ll have their own. And the sides come out... and they’ve been made by Italian boat builders...seriously, super posh ones come, really, loads of money. It’s good. It’s interesting watching them put them up, as well. It’s great, come around. It’s total madness. We don’t know who we’re getting, because they don’t enroll. I’ve got a good idea, because I know most of the children. But new children come all of the time, so it’s not got the structure of a day like a school. Just so you’re warned, it’s a bit mad. It’s temporary classrooms- we used to be in portacabins, but now we’re in the boat hut and now we’ve got the bowling green on Exhibition park as well.”

(Year 4 making castle activities)

[researcher] “So, what we’re going to do today, is everyone is going to make their own activity about their favourite part of the castle.”

[child1] “Mhmm”

[researcher] “But I have a feeling that means that we’ll get a lot of activities about the roof, because you all liked it. So if you can have a think about something other than the roof-”

[child2] “Like the dungeons?”

[researcher] “Like the dungeons yep. So everyone’s going to have a tablet.”

[child3] “How do we do the app?”

[researcher] “Oh! Have you not done it before?”

[child1] “No cos she goes swimming”

[researcher] “Oh, of course.”

[child1] “I’ll help Connie”

[researcher] “Are you able to work together on it?”

[child1] “Yeah!”

[...]

[child1] “Is this app available on any type of tablet, iPad?”

[researcher] “Yeah, you can download it at home if you want to”

[child1] “I tried, it didn’t work”

[researcher] “Did you try recently?”

[child1] “No”

[researcher] “If you try again it might, because I did fix something”

[...]

[child1] “We are going to find Newcastle Castle’s roof...and do lots of activities. First, I’m going to ask them to find out when it was made.”

[researcher] “Oh that’s a good question, isn’t it. Do you know the answer?”

[child1] “No. But I can search it up on Google”

[...]

[researcher] “How are we doing? ‘How deep is the well?’ That’s a good one.”

[child3] “This is actually helpful, because some people didn’t get to see the well.”

[researcher] “Yeah that’s a good idea. So are you making a quiz to teach them about it?”

[child3] “Yep”

[...]

[child2] “What do I do now sir how do I make them find other things”

[researcher] “So you can add another task - are you making an activity about a specific thing, or is it just the keep?”

[child2] “Uhh, not the castle keep, but the... gates yeah. And there was a black circle with writing on.”

[researcher] “Oh, the sign? The black plaque. I think there’s a photo of it actually. You could do a match photo.”

[child2] “Yeah there is. What should I write as the description? Find the plaque?”

[researcher] “Yeah, maybe ‘Find the plaque for Newcastle Castle’”

[...]

[child4] “If we do an audio, do we have to do it?”

[researcher] “What do you mean?”

[child4] “If it’s a listen to audio, do you have to do an audio and then listen to it?”

[researcher] “Yeah do, when you do a listen to audio, you give them something to listen to. So you have to record something. Or you can have a Record Audio, where you ask them to record something.”

[child4] “I want to ask them”

[researcher] “You want to ask them to record, or ask them to listen when you give them something?”

[child4] “Give them something”

[researcher] “Then you want Listen to Audio, and then you can record something for them to listen to. OK?”

[child4] “I just wanted to ask, because this room is too loud to record”

[...]

[child4] “How do you spell interior?”

[researcher] “Ooh wow. I N T E R I - there you go, you’ve got it. Nice one, that’s a good word”

[child4] “Would exterior be like, the outside?”

[researcher] “Exactly”

(Talking about showmen with Y4)

[researcher] “What do you think the show children do?”

[child1] “They help their parents with the rides”

[researcher] “That’s right. So what kind of things do you think that might involve?”

[child2] “Money - they’re good at maths”

[researcher] “They’re good at maths because they deal with money a lot?”

[child2] “Yeah, giving people change”

[researcher] “Right, good. What else might help them get good at maths, maybe when they get a bit older?”

[child3] “What’s it called, when you draw and build things off of a blueprint”

[researcher] “Yeah as we were saying before, there’s a lot of engineering involved in putting up rides, right? So there’s a lot of maths there.”

[...]

[researcher] “The children help out a lot then. So if you guys were show children, you’d be helping work. Does that sound good? Would you want to be working?”

[children] “Yes!”

[researcher] “Why would you want to be working?”

[child1] “To get money to support my family”

[researcher] “To get money, help your family get money yeah.”

[child2] “To provide for your family and buy a house and if you have some money left over to buy a car”

[...]

[researcher] “Can you put your hand up if you know someone who’s a Showman”[couple of hands raise] “Do you?”

[child1] “The greatest showman!”

[researcher] “[laughs] I mean in real life - do you have any friends or family who are showmen?”

[child2] “I went on a stage!”

[researcher] “So you’re not automatically a showman if you’re in a show, right? Like how you’re not automatically Spanish if you go to Spain. Because showmen work primarily with their families, they tend to be quite insular communities. Does anyone know what insular means?”

[child3] “Together”

[researcher] “Together, yeah that’s part of it. What else?”

[child4] “Close”

[researcher] “It’s an extra thing above that”

[child5] “When a group is working together”

[child6] “Relationship and friendship”

[researcher] “So insular means that you’re quite enclosed, you might not let other people take part. So it’s like if you’ve got your family, and you don’t want other people to join your family. You’re protective about who’s joining the community”

[...]

[researcher] “Does anyone know why [the funfair] originally started?

[child1] “So people could go on the rides?”

[researcher] “So there’s actually another reason besides running the rides to make money”

[child2] “Is it because their parents did it and they want to keep it a tradition?”

[researcher] “So one of the reasons they started was to distract people from getting drunk all of the time, it was called temperance.”

[child2] “Like a temptation”

[researcher] “Yeah, helping avoid the temptation. It’s why it was near the racecourse, because that’s where there were a lot of drunk people and they hoped they could attract people to the fair instead of getting drunk.”

[child1] “So like, most of it is to get some money from them if they wanted a life and to stop taking drugs because it’s bad for their health. And they’re getting money for themselves and that’s good and they’re actually helping people not to get ill or die - that’s two things, they’re doing something good, and something good for themselves.”

[...]

[researcher] “What do you like about living in Newcastle?”

[child5] “It’s normal”

[researcher] “What do you mean by normal?”

[child5] “Like... it’s what I’m used to”

[...]

[researcher] “Many of you have already said you’d be happy to work, but are there any other differences you think there would be in your life if you were to be a travelling showman?”

[child2] “You wouldn’t be as settled in somewhere”

[researcher] “Yeah, you would be moving and taking your home with you.”

[child4] “When you go to school, all of your knowledge and all of your friends will be different”

[researcher] “Yeah, that’s really interesting isn’t it. We’ll be learning more about the schools next week, with our teacher helping run the summer school I think we’ll learn a lot”

[child1] “The difference would be, that maybe your family has another job, and then you can’t see your family. And maybe after people, if you’re going to school, and like the children mostly work with you, like miss out. Like the same as what we do, and they may not be happy, and then like, leave. But the thing you might not see is your family. You might see your family if you travel with them, because you might have another job, but not a job like you have it’s like a chosen life.”

[...]

[researcher] “So if you’re all travelling with your family, and all have the same kind of jobs, working at the funfair - your parents, your cousins - you’re all going along, is that good? Does that sound good, doing the same as your family?”

[children] [mixed] “Yeah” “Not really no”

[researcher] “No? Why no?”

[child7] “Because if you’re doing the same as your family, first of all if you’re a child you might not get paid as much because people could want to only go to adults and think that children are not responsible yet. And if you went to a job to be an engineer for example, fixing computers and air conditioners and cars and stuff, you would most likely get more money than working at the fair.”

[...]

[child1] “The reason that I wouldn’t like a job like your parents is that for example, at the funfair you just go around selling for a pound and stuff, and you only get a pound. For example, say if I was an engineer, I would get for example 20 or 10 pound. It’s more, I get paid more. If I did the same as them, I wouldn’t want to do that - wait around, and maybe they wouldn’t even come, have a ride. It’s like more better, more educational for you. Saying, ‘You want a ride?’ is not really, like useful for people. Being a mechanic is more hard, and if you just carried on a tradition you might not really like it, like what they’re doing.”

[researcher] “So that’s interesting, isn’t it. Would anyone here be unhappy if they had to do what their parents did? Does anyone want to do something different to their parents?”

[children] “Yeah”

[child8] “It’s just natural”

[child2] “It’s natural to do something different”

[researcher] “That might not be true, you get people who do the same jobs as their parents and pass it down for generations”

[child9] “I don’t want to do my parents’ job”

[child10] “I don’t want to do my parents’ job because my Mam doesn’t work and my Dad works as a builder”

[researcher] “So sometimes it’s good to have the choice to do something different, isn’t it. That’s not to say that showchildren don’t have a choice”

[...]

[researcher] “What questions would you ask to show children? Put up your hand if you’ve got a good question.”

[child1] “How many rides are there?”

[child2] “How much do they make in a week?”

[child3] “What do you do when you’ve finished work?”

[child4] “How long does it take you to build a ride?”

[child5] “How long have you been working at the fair?”

[child6] “What was the first ride you worked on”

[child7] “How hard is the job?”

[child8] “Are you happy?”

[child9] “Would you like a shorter shift or a longer shift”

[child10] “What rides do your parents have”

[child11] “Do you like working at the fair”

[child12] “Do you have any relatives who are in a different part of the world”  
[child13] “What’s the last ride you’ve built”

[child14] “How much money do you earn?”

[child15] “What’s your favourite ride”

[child16] “How many rides can you own”

[child17] “How do you construct the rides”

[child18] “How much money do you make in a year”

[child19] “How many rides do you own”

[child20] “What’s your net worth”

[child21] “What you build a ride, is it hard to get it just right so that when the passengers go, they don’t fall down? And do you enjoy it and do you get enough money? And do loads of people go to your ride?”

[child22] “When it was your first day, what was it like”

[child23] “How much money did your parents’ ride make in a week”

[child24] “What’s your name?”

[child25] “How many rides do you know of which have broken when they were tested out?”

[child26] “Have people died on the rides”

[child27] “Have you ever designed a ride”

[child28] “Have you ever chosen a ride to build”

[child29] “What rides do your parents own”

[child30] “What rides have you built”

[child1] “I would ask them their age, then I would ask an eleven year old, have you made something yet. And I would ask a seven year old, have you made a little model. ”

[researcher] “Great, so do we all have some of these questions in our head?”

[child] “Yeah I’ve got ten thousand”

[researcher] “Do you think the kids would know what? Do you think they would know how much money is coming in for the family?”

[children] “Yeah”

[researcher] “Why do you think that? How do you think they’d know?”

[child1] “They’re good at maths”

[child2] “Their grandparents would tell them”

[researcher] “So hopefully what we’re going to do, is we’re going to get a bus from here-”

[children] “Yes!”

[reciting questions before heading off to the fair]

[child1] “What does the [name of the fair] mean?”

[teacher2] “Why did the word X, that’s a good one.”

[child2] “Are you happy with how much you’re paid”

[teacher2] “Are they happy with how much- is it good pay. I think it probably is, looking at it from the outside.”

[child3] “Have any rides shut down”

[teacher2] “and if so, if they say yes, ask why, ok?”

[child4] “How much money do they make in a week”

[teacher2] “How much- ok, that question’s coming up again and again. Why’s nobody asking about my wage?”

[child5] “When was the first fair?”

[teacher2] “Well you should know that, because we did some research on that.”

[child6] “What do you after your job?”

[teacher2] “Ok, what do you do when you leave the fair, where do you go next? That’s a good question.”

[child7] “How many rides have they built?”

[teacher2] “How many rides have they built. You know what I would be interested in? How many rides do the same people own - do they only have one ride each? Or does one person own most of them? Could be a question.”

[child8] “How many people come to the fair in a week?”

[teacher2] “That’s a good question. I don’t know if they’ll know that, actually they might do. You could ask, how many people on average go on an individual ride? I’d like to know that, you know. I wonder if they’ve got that data - I’d imagine they would, unless they don’t want the taxman to know.”

[child9] “What was the last ride built?”

[teacher2] “Ah so what is the newest ride at the fair? Quite a good question. Last question.”

[child10] “Did your life change when you were at the fair?”

[teacher2] “I wouldn’t ask that question, because it doesn’t quite make sense. I don’t understand what that means, ok? We want some concrete answers.”

[child11] “Whose idea was it to invent the fair”

[teacher2] “Who was the first person who decided to have the fair here- that’s a quite strong one.”

[student volunteer at summer school]

“When you walk through before the fair’s on, it feels like you’re intruding. Like you’re not supposed to be there, you know?”

[Showman’s Guild education secretary talking to Y4 during trip]

[sec] “[...] all of those people in the caravans here, they’re called - do you know what they’re called?”

[child1] “Showmen”

[sec] “That’s it! Good girl. And I’m please to see- oh”

[child2] “and show children”

[sec] “That’s right - showmen and show children - we’re show people. There’s another travelling community - and there are one or two here, some of the fortune tellers - and they’re Gypsies. They’re not Travellers, they’re Gypsies, Romani Gypsies, and they’re very proud of their background and culture, as I’m proud of our background and heritage. We’re a professional business community, but we’re Show People.”

[...]

[sec] “Do you think it would be nice living in a caravan? Do you think it would be fun?”

[child1] “Yes”

[child2] “not really, because it’d be a lot of people living in one small area”

[sec] “Yes! But back home in Middlesbrough, my caravan is huge. I’ve got extensions for the living room, a beautiful bathroom, a lovely kitchen - I designed the kitchen - it’s got a dishwasher in, nice bedroom, en suite, a conservatory - I’ve even got a garden!”

[...]

[teacher] “Right, so you experts, you show children, you showmen are going to tell my class from school all about the fairground. Using the Open Lab app - you remember doing that last week?”

[children] “Yeah”

[researcher] “So you experts, we’re going to have two of these tablets per group. You made these activities last week. Do you remember which one was yours - does everyone remember which one they made?”

[children] “Yep!”

[researcher] “Yeah, ok. So we’ve got a lot of other tablets here, but these don’t have your activities on.”

[teacher] “No, so these are just for taking photographs on.”

[researcher] “For documenting the fair for work the class are doing this afternoon, ok?”

[activity icons being used to identify whose was whose]

[child] “I can’t find mine”

[researcher] “You can’t find it? Can you remember what it looked like?”

[child] “Oh it’s that one!”

[during morning trip]

[researcher] “So what are you doing with them this afternoon?”

[teacher2] “I’m going to get them to download the pictures and create a powerpoint, which is going through the trip”

[School 3 kids interviewing while recording in OurPlace]

[schoolkid1] “Do you get any of the money that your parents get?”

[showchild1] “Nah”

[showchild2] “No. Well, some of it. We go to the shops, and then spend it. Because some people give us the money”

[showchild1] “For our like, birthday money”

[schoolkid1] “How long have you been in Newcastle for?”

[showchild2] “One week ...this is the last week”

[showchild1] “This is the last week, two weeks total”

[schoolkid1] “What is your favourite ride to go on?”

[showchild2] “I’d say the Rotor but I’m not allowed on it anymore”

[researcher] “Oh why not?”

[showchild2] “Because I cracked all my teeth, here”

[researcher] “Oh no!”

[showchild1] “I’d say... any of the fun houses.”

[showchild2] “That’s a good answer”

[schoolkid2] “What ride have you been on the most?”

[showchild1] “The fun houses.”

[showchild2] “The Magic Mouses. There’s a Wild Mouse and a Magic Mouse - probably them”

[researcher] “Have you guys got any questions? You don’t have to if you don’t”

[showchild2] “No... wait! I’ve got another one. How many times have you been to this fair? Or have you never been?”

[schoolkid2] “I’ve never been”

[schoolkid1] “Three or four - the fifth is going to be this afternoon!”

[child1] “Look at this, look at this really good photo Charlie!”

[showchild using ourplace to take photos]

[child1] “How do you delete photos?”

[researcher] “If you tap it, and then there’s a bin”

[child1] “Ah, yeah”

[researcher] “Why are you deleting them?”

[child1] “Because it needs to be of the big wheel. ....When are we going to go find the QR code?”

[researcher] “I don’t want people to get separated... will we go past it if we go that way?”

[child1] “Yeah.”

[child2] “We’re near my ride! Cut down that way... you can see my ride!”

[child1] “Wait... do they have to scan it? How do they scan it?”

[researcher] “Like that, you just point at it”

[child1] “Slide it?” [mimics swiping a credit card]

[researcher] “You just point the camera at it... do you want to give the tablet to someone, to find it?”

[child1] “Ok! Can you go scan a QR code that’s on the gallopers, just over there”

[after it was scanned]

[researcher] “There you go, you got it”

[child1] “Wait, what was in the QR code though?”

[researcher] “Did you put anything in it? Ah, you didn’t”

[child1] “Wait, how do you put something in it”

[researcher] “You can put a follow-up task”

[child1] “What do you mean a follow-up”

[researcher] “Do you want to put the QR code in a place where it’s not going to annoy anyone when the fair’s on? Is this your parents’ ride?”

[child1] “Yeah, I’ve got a good idea where to put it”

[puts poster inside ride control room and returns]

[child1] “What did you mean by follow-up? How do you put something in it?”

[researcher] “In the activity”

[child1] [“Yeah”]

[researcher] “You can have it that when someone does a task, it unlocks another one”

[child1] “Yeah?”

[researcher] “So you can have it that when someone scans the QR code, it unlocks another task”

[child1] “How?”

[child gets tablet out]

[child1] “Wait... what app is this on?”

[researcher] “It’s called OurPlace, it’s one that I made”

[child1] “Can you get it on iPads?”

[researcher] “Yep”

[child1] “Yay”

[researcher shows child1 how to add a follow-up task to a QR code]

[researcher] “So that task is inside this one”

[child1] “And then can you do another one?”

[researcher] “Yeah, so let’s say you ask them to record audio of them singing a song. And then you can go... take a photo of you singing it, yeah?”

[child1] “Ah! Can I get the app?”

[researcher] “Yeah, it’s free!”

[child1] “Wait! But how did you make it?”

[researcher] “It took a long time, with programming. Do you know what programming is?”

[child1] “Yeah. No but how did you make all together? How did you make the app? I know what programming is. It’s basically where you make something on the computer, but how did you put it onto the game? What did you go on?”

[researcher] “It’s through programming - you make all of the different screens and buttons”

[child1] “But I mean, let’s say you had to download an app to make something-”

[researcher] “To make another app”

[child1] “Yeah”

[researcher] “The program I make apps in is called Visual Studio”

[child1] “Can you get it on iPads?”

[researcher] “No, unfortunately you need a computer. ”

[class asking showoman questions]

[child1] “Is there a maximum number of stalls you can own”

[showoman] “no, as many as you like, as long as you’ve got the money to buy them”

[child2] “Have any of the rides been shut”

[showoman] “No, no rides have ever been shut down”

[child3] “Has anyone ever died”

[showoman] “No, no. Never.”

[child4] “In a year how many places do you think you travel to?”

[showoman] “In a year, we maybe go to about ...forty. Something like that - sometimes two or three a week. This is one of our longest events. Here and when we go to Dorset Steam Fair, they’re our two longest events of the year.”

[teacher] “And is there a school at Dorset...?”

[showoman] “No, it’s only here there’s a school, and... Bridgewater. There’s still one running at Hull.”

[teacher] “And they go to the football ground for the school in Hull”

[showoman] “Yes.”

[teacher2] “What safety checks do the rides have at the fair?”

[showoman] “Everyday they’ve all got a checklist to be done on a daily basis. When we first come, health and safety come and randomly say, ‘we’ll have a look at this one, make sure you’ve done what you said you’ve done’.”

[child5] “What was the first ride?”

[showoman] “First ride built? I think it was similar to a waltzer, but it used to have motorbikes and horses and things like that. Used to be called a Noah’s Ark.”

[researcher] “Do you get to make many friends outside of the fair?”

[showchild1] “Nah..”

[showchild2] “You’ve got your friends in school, but you don’t get to see them all of the time. Because obviously you’re going away... You’ve got your friends in school - but then you don’t feel as involved with them because you’re not there all the time, so you’re missing out on a lot of events.”

[researcher] “That must be a bit annoying”

[schowchild2] “It is, but once you’ve got good friends in school it’s good.”

[showchild wants a tablet game like “Rollercoaster Tycoon”, but based more closely on their lives at the fair]