[introducing the project and jigsaw]

[researcher] “So I’m here because I hear you’re all experts about the [name of the fair] and how it runs. Is that right?”

[child1] “Uhh”

[child2] “I have no idea what the [name of the fair] is”

[child3] “Me neither”

[TA1] “The fair! On the big field.”

[child3] “[placename] fair?”

[teacher] “[placename] fair!”

[TA2] “It’s the local name for the fair”

[researcher] “So you all know lots of things about the fair, how it runs, how you set it up and stuff. Is that right?”

[children] “Yeah”

[researcher] “Because I don’t know much about it, you know way more than me. And you know way more than Teacher 3’s class – because Teacher 3, when she’s not here, works at a school as well and has her normal class for the rest of the year. And so they’re going to come visit next week, and we thought it would be really cool if you guys as the experts gave a tour around the fair and showed how it all works. Does that sound fun?”

[children] “Yeah!”

[child2] “Are we going to walk around the whole fair??”

[researcher] “Maybe not the whole fair, but the bits which you think are most interesting and you want to talk about.”

[child3] “I know where my Dad’s ride is”

[researcher] “Ah! So you’ll be able to talk about that”

[child2] “My mam works at the fair”

[researcher] “Yeah? Do you think you’ll be able to talk about what she does? So you’ve all got lots of things you can talk about! What we thought might be cool, is that next week when the class comes and you’re the experts, we’ll be able to use these tablets here to make a tour guide. You can be the experts, taking them around and using the app as a tool. So what we’re going to be doing this morning is we’re going to be working in pairs, planning out what you want to do for your tour on these jigsaws - one per pair. And then you’re going to transfer what you do into the app. OK? It’ll make sense as we go along. Does that make sense?”

[child1] “...no”

[child4] “We make a jigsaw, and then compress it into the app”

[researcher] “Yeah, exactly. These jigsaws will help you plan out your tour, so when we get the tablets out you can stick it straight in, ok? So each pair will have one of these packets, and inside there’s lots of different pieces. This is one of them - this is the first one. So it’s got an ‘Activity Title’, that’s the name of your tour, so what you’re going to call it. And then there’s a space underneath where you write a brief little description of what it’s going to be about. And then you can draw an icon - the activities in the app have icons, so people can see with a picture what it might be about. And then after that you connect up all of these different pieces. So this first piece is what your tour is about, and then you hook on the next bit, and we’ve got lots of other little pieces. So this is a ‘Take a Photo’ piece, and you can slot it in. There’s lots of different types that you can slot in - record audio, listen to audio, taking video, drawing, all sorts of stuff. So you go ‘Ok, let’s go to this place and take a photo, find the wheel, for example.’ And we can hook up as many different pieces as you want. And at the end we’ll have your completed activity, your tour of the fair. Does that make sense?”

[children] “Yeah, uh huh, yep”

[researcher] “So then once you’re ready with these, we’re going to move them into the app. And then we can use them on the tablets”

[child3] “ooo!”

Confusion over listen vs record audio

[teacher talking about plaques]

[teacher] “The area is very deprived, but we have that square behind the school. So when I realised that X lived in the square, we did a whole project about how there wasn’t a blue plaque. They were originally going to have a plaque, so I got our kids writing to say ‘Where’s the plaque? This man’s a famous abolitionist, and he should have a plaque.’ So we wrote letters, and because they wrote letters we were invited to the plaque unveiling. They did speeches, and met all of the dignitaries. There were people from the US embassy who came up because he was so important. And our kids all stood up and did this speech. And then, because the guy who organised the blue plaque unveiling knew Dan, Dan got in touch with us about working with the kids in school. That square’s very historic, because we’ve got so many blue plaques around there, the church and the park... So it’s just lovely. I’m very into context specific learning, using the environment. So it’s good. We’ve got lots and lots of black African kids, so it’s even more important.”