

CASE CHILD

DELLA

Teacher Interview
Home Visits

Linton and Della_Teacher Interview 1 17 September

Audio Duration: 14:38

Transcriber: Chanique

Interviewer 1:

It is research led by the LEGO foundation. So, they are interested in how children play and use things like LEGO in play. This particular research is focussed on technological play and the digital world and how they maybe are being affected by the digital world and how it is changing their play. Or, do they play in similar ways with blocks as when they play with digital devices? Or does their digital play influence their block play? We have noticed in fantasy play, everything is turned into a cell phone. So, that is what we are wondering, what have you noticed with your children happening with their play and how they talk about and engage with technology.

Teacher:

Oh, okay to study the kids?

Interviewer 1:

Yes.

Teacher:

Well, with this group I only started with them 2 weeks ago, as I was with a different preschool.

Interviewer 1:

You can also talk about your other preschool.

Teacher:

Oh okay. Well usually the cell phone has really influenced the kids. When it comes to this (digital play/devices), they do interact (with each other), but they are mostly selfish, if I can use that word. If you saw with the puzzles, one would take all of it and they don't want to share, but then you find some who are really good with sharing. It might be that the ones who don't like to share are only children and all the toys in the house are theirs and they don't know how to share. So, they bring that behaviour to the centre and it becomes really challenging to make sure they share. But, in terms of fantasy play, we have not been able to do it here. I have only been able to give them the blocks, as things are really haphazard for now.

[00:02:23.897] Interviewer 1:

I see you have Duplo blocks.

Teacher:

Yes, that is what we have been giving them.

Interviewer 1:

You don't have LEGO?

Teacher:

NO, we don't have LEGO. I think the LEGO are quite small. SO, there is a fear that the children would put in their mouth or even put it in their bags. Even these one, the Duplo ones, they put it in their bags. So, it is really a challenge.

Interviewer 1:

So, when do they play with the Duplo ones? Like, in your normal program do you have a free playtime?

Teacher:

Yes, we do. Like you see with the painting, I have to go with one group. If we had 2 teachers work would be able to be done faster, but now with only one it takes up to an hour. So, one lesson (an hour) is used for only one activity. I think that is also a challenge we have.

Interviewer 1:

And when children arrive in the morning do you put the blocks out?

Teacher:

Yes, we put the blocks out. Because there will only be a few kids, so we put the plastic or wooden blocks out. We just observe while they do whatever and would ask: "Oh, what are you doing?"

Interviewer 1:

Oh, okay.

Teacher:

Yes, and they would say: "Oh, I am building a house" and some would build birthday cakes.

Interviewer 1:

Yes, they love birthday cakes!

Teacher:

Yes, and some would build guns.

Interviewer 1:

Phones and guns yes.

Teacher:

Yes, guns a lot. They would even use the straws after lunch time and go duh-duh-duh (imitating gun shots)

Interviewer 1:

Phones and guns.

Teacher:

Yes, it is the environment they are growing up in. So, all those things. You try to say that we don't play with guns, but they will still play.

Interviewer 1:

Okay.

Where do you live?

[00:04:19.137] Teacher:

I live just down the road.

Interviewer 1:

How was it the last few days?

Teacher:

Yeah, we haven't heard anything in a while, but we have heard that it has been chaos in Hillbrow. We are not too far from Hillbrow, I think we are two streets from Hillbrow, but we have not seen anything. We have just heard it from the news.

My daughter learns at Johannesburg girls-

Interviewer 1:

How old is she?

Teacher:

She is 13. So, they have been saying she shouldn't come because it is chaos.

Interviewer 1:

Yes, I live in Kensington and in June Street there were cars burnt.

Teacher:

Yes, cars burnt.

We were supposed to go for our last workshop on that and they said no don't know.

Interviewer 1:

Oh, where have you been doing this training?

CBD?

Teacher:

CBD.

Interviewer 1:

Okay, nice.

Teacher:

They said, no too much chaos. So, to be safe just stay.

And you know, kids... What they see is what the practice. And also with TV, like Generations and stuff, the kids will be sitting next to the parents just watching everything. Because we have seen things, during naptime, especially and then we wonder where these kids see it. Then we realise they watch these programs with their parents. So, that is another challenge we face with kids these days. Yet, I hope in time, when free education comes... we still educate the parents especially with the words (they use). Some kids are there when their parents are drinking and some children will even show you signs of smoking. It is terrible! I hope in time, when we talk to the parents they will listen and realise that this (behaviour) is destroying our kids.

[00:06:15.510] Interviewer 1:

I mean, the other thing about the digital practices is also social media and the warnings of children featured on social media-

Teacher:

Well, you know some, everything that happens in their lives they post. Kids birthdays there, the kids are featured there. I mean, I feel they should ask the consent of the babies to put their picture on Facebook. So, some parents aren't aware of those things.

Interviewer 1:

When we have this kind of research, we consider the Children Rights Act, so we do ask them.

Teacher:

Okay.

Interviewer 1:

The case study children, we try to explain as much as we can that they are going to be part of a story we need to tell and ask if they agree and whether they want to be part of the story. I can also show you the children's consent forms we use. Because there is an attempt to trying to see the children as participants rather than subjects of the research. That we are not doing something to them or on them, but that we rather ask them to participate and we want their consent. I think, as you say, with parents and featuring their children on Facebook, the children might not understand the dangers of being on social media. It is up to the adults to educate themselves.

[00:08:31.298] Teacher:

Yes, yes.

I also feel with my daughter, the fact that others have phones and posts on social media, to her it is just like "the life", so she also really wants these things. So, we really try to tell her about the dangers of social media, because tomorrow you might not know what happened. So, you should really be careful. And, bit-by-bit she started understanding the dangers around it. It actually happened the other day because she had to research on the Internet the dangers of social media and she said: "oh mom! You were talking about this! I am actually seeing this!" so, now she understands that we were not being too harsh. The first conception is that my mom is too boring, as I needed to take her phone away as she was getting out of hand. So, I saw that she was not responsible, but now I can see that she knows what a phone is to be used for I can give it back to her. So, after the assignment she told me that I was right. So, it becomes easier for them when they understand what it (the internet/technology) means, but if you just through it at them, they don't. So, what they see in school and in society and the world, it really confuses the kids.

[00:09:59.942] Interviewer 1:

So, you got a computer guy that comes once a week-

Teacher:

NO, he comes twice a week.

Interviewer 1:

Okay, but he comes and only works with Grade Rs?

Teacher:

Yes, for now. I think he also wanted to do this with the kids who are a bit older.

Interviewer 1:

Oh, great.

Teacher:

Yes, so that they could know and understand the rules of the computer because you know the younger ones don't listen. The older ones can really understand and they are controlled easier. But the other ones also know about the computers, especially if their parents have it.

Interviewer 1:

Did you see when I opened my laptop?

Teacher:

Yes, they were all talking!

Interviewer 1:

Yes, asking if I was playing games.

Teacher:

They do know all of these.

Interviewer 1

The little boy next to be said some other boy plays like this and I asked, "who, is it your brother?" So, it is some older boy he knows.

Teacher:

A bigger sibling in the house probably.

Interviewer 1:

Yes, so that is basically what we are interested in.

Also, where- while you are teaching you are teaching your official teaching, at the same time there is other playfulness happening that perhaps isn't your intention, but is an interesting indication for how the children are thinking. Like for example, making things out of the puzzle pieces where they maybe don't yet understand what the jigsaw puzzle is meant to be, but at the same time they are actually being creative and innovative and they are making shapes and new objects.

Teacher:

I think and the different colours and pictures, because some children would identify a donkey, where others would say no it is a horse.

Interviewer 1:

Okay, so they would maybe just play with an individual piece?

Teacher:

Yes.

I think for now, some of them don't know what they are doing but as they grow older they will understand and realise "Oh, that is what we were doing"

At times we give them the play dough and they will make different shapes. Some would say, "Oh, I am making a snake!"

Interviewer 1:

Yes! With a whole story to it.

Teacher:

Yes, then it becomes a story, with all the things they do. With blocks it might be difficult because of the different buildings. Some would say it is too difficult to build something, but others would use their imagination and say this is a horse. It is their imagination so it is fine. Also, with the drawing, some would say they can't, but I would say, no take the pencil and crayons and draw. Whereas others- I don't know if you know the word "Mama Cockroach", I don't know if you have heard it?

Interviewer 1:

YEs.

Teacher:

I would say there is no Mama Cockroach here. They mean the scribbles!

Interviewer 1:

Oh!

Teacher:

I would say no it is perfect leave it like that. Because if you ask them what they are drawing they would say, they are drawing a person or a bus, but it is only a scribble. If you see it as a house, it is a house. It is their way.

Interviewer 1:

One of the boys on the table next to me had a blue splodge and I said tell me about it and the girl next to him said oh he just made a mess!

Teacher:

To her it is a mess, but for him it is perfect. You learn everyday with these kids.

Interviewer 1:

Okay, thanks very much.

Della and Linton_Teacher Interview 2 17 September

Audio Duration: 21:38

Transcriber: Chanique

Interviewer 1:

You know with a lot of the TV's, they have dishes. Do they watch-?

Teacher

Yes, you hear them talk about Disney channel a lot. And Disney Jr, they want to watch Mickey Mouse. Also when they play they imitate the characters they see on the TV, like Mr Bean. Even at times, after the snacks when it is time to go home, they ask to watch Mickey Mouse or Dora, but we only have a limited selection of the dish so it is not always possible. But the children would also fight because they want to watch different things, so I would have to say no, we will only put one for everyone.

Interviewer 1:

And at one point a lot of people used to get TV programs from Nigeria and different countries. Do they still?

Teacher:

On the DSTV?

Interviewer 1:

Yes.

Teacher:

Yes, they do have the different channels. I think it also depends on the houses and the packages they are on because different packages mean people watch different things. So, I think it depends on the households. You cant really tell, but with these ones its just cartoons, maybe Generations but with the other girl at the other school... The way she was acting, was actually acting out the soapies. So, we asked the parents if they were watching these things and they said yes, they did not see anything wrong with it. And I said, no, because if you see the language and the scenes, it is not suitable for the kids. So, rather don't show that to the kids. Take them to sleep or something.

Interviewer 1:

So, with making out of play dough that you did yesterday-

Teacher:

No it was last week.

Interviewer 1:

Oh okay.

It was interesting to notice if the kids made any technology?

Teacher:

No, its mainly food.

Interviewer 1:

Mainly food?

Teacher:

Yes, I mean there was one aeroplane and one car, but it was just a square... With them it is difficult to give them different colours because they just make on e ball with the different colours. SO, I just pick one colour for each topic...

Interviewer 1:

Yes, well you can make anything!

Teacher:

Yes, they do. Aeroplanes and car, and some of them made pizzas. The big round one with toppings like cheese on. Some made polony with a sandwich, but it was mostly food. I guess they like the food they eat at home. The one made spaghetti and another one a snake. That was all.

Some would actually copy, so if you went around and ask one what he was making and he said 'pizza', suddenly all 4 would be making pizza. So, I think for them it was just let me eavesdrop what the next person is making. So, I think the creativity is still growing with time. If you give them time they can know that they can do anything they want.

[00:04:46.955] Interviewer 1:

So we are gonna try and come a bit earlier tomorrow.

So, let's look at some other questions.

How does technology or media feature in your own planned curriculum if at all? How does this relate to the national curriculum?

What technologies do you use in the classroom?

What are your aims in doing so?

So, you mentioned the cartoons, do you ever use music or recordings?

Teacher:

Music is usually for the outside classes. Maybe they prepare something musical for the graduation...

Interviewer 1:

Okay.

Teacher:

For these ones now, I think it is a bit late for them for me to be teaching them things. It is only 2 months, so I don't think we have enough time to teach them. Usually they start preparing around June/July. That way they can decide on what to perform and sometimes the parents help as well. Yet, now it is only about teaching them their names, that they are boys or girls and their surnames... That is all for the 3 to 4 years. The Grade Rs, they do have a song. They also do plays. I am not sure about this year, but last year they did a Christmas play and the birth of Jesus.

Interviewer 1

But your class is up to 5 year olds?

[00:06:49.507] Teacher:

Yes, but they didn't do anything. The teacher that was there did not do much with them because some of them cannot say their names. It is difficult for them to say: "My name is Linton, I am 4 years old." Sometimes I ask how old they are and they say are 2 years old. So, I have to go back to their registration forms to check how old they are. Then I have to tell them no you are not 2 you are 5. I think also at home, some parents don't really do this with the kids. Something simple also, when we go to the toilet and I say girls make a line, some boys still stand up. You still have to tell them, you are not a girl, sit down.

Interviewer 1:

I know grade R is 5 turning 6 by June, so you have got those we have turned 6 after June?

Teacher:

Like Linton and Della?

Interviewer 1:

Yes.

Teacher:

Their mothers said they are too small for Grade 1.

Interviewer 1:

NO for grade R, because in Grade R they are meant to be 5 turning 6 by June. They turned 6 in October.

Teacher:

Yes, but most who are outside they will go to Grade 1.

Interviewer 1:

So, they are Grade Rs?

Teacher:

Yes.

Interviewer 1:

Oh okay, so they will be going to Grade R next year?

Teacher:

Yes, Grade R.

You know most parents don't like to take their kids to formal school for Grade R, They just prefer to take the kids to Grade 1.

Interviewer 1:

Some schools are very formal. Their Grade R is more like Grade 1.

Teacher:

Yes, at Johannesburg girls I realised that if your child is not in Grade R, your child really struggles to transition with the curriculum in Grade 1. So, it is easier for them to just-

Interviewer 1:

Go to Grade R at that school.

Teacher:

Yes, then they transition better.

[00:09:19.423] Interviewer 1:

Oh okay.

Teacher:

Also the phonics isn't taught by most preschools. So when the children go to formal school they are behind and the teacher just goes on. I saw with my boy in Rosebank, the first time they are already saying that kids need to go back to Grade R... That made me wonder why the teacher can't be lenient and see in the following terms how the child copes because the child was already in Grade R. It is bad for the kids to send them back.

Interviewer 1:

There is pressure to just do everything earlier and do everything faster.

Teacher:

It is too much pressure.

With technology on the Internet you can find worksheets or ideas for worksheets for mainly the Grade Rs. SO, now we are doing the Spring-

Interviewer 1:

Yes, there are interesting things.

Teacher:

What art activities you can give them now that we are in spring, but other than that we don't use the Internet much. It is just the TV. And then computer just for administration.

Interviewer 1:

So, for this research perhaps it is better if you just keep your ears open for when the children speak about technology like cell phones, games they play at home. They are digitally aware much more than we are.

Teacher:

They are!

Did you hear them talk about the cell phones? Imitating them. They would take the blocks and talk on them and have conversations. The cell phone is very popular, but not the computer. Most households don't have computers, unless the children see it when they go to the Internet cafes with their parents. That is where they see computers, but not at home. Everyone has cell phones though-

Interviewer 1:

Yes, it is incredible the access that people have, even rural people.

Teacher:

Yes, they do.

Interviewer 1:

They have access to the Internet.

Teacher:

I was laughing the last time I went to Zim, that all the houses now have cell phones. My mom was actually phoning the next-door neighbour, she was too lazy to go next door. These are things we didn't have before. This way you don't have to walk all the way when it is so hot, you just call or text to hear if your neighbour has something you need. The cell phone it has taken over everything. Very soon, you will see the kids coming to preschool with the cell phone. You already see children coming to primary school with phones. I think it actually is just a distraction. Now, the kids start comparing the phones and-

Interviewer 1:

Competing.

Teacher:

Yes and then when they get home they don't want the phone anymore because they saw someone at school with a better phone. So, it also becomes a challenge for the parents.

Oh, what can you do?

Interviewer 1:

We cannot keep up with these companies that convince us we need the latest...

Teacher:

Yes, it has got better apps and better this and that.

What would a primary school child need with a cell phone? There is no answer!

Interviewer 1:

What barriers do you encounter as integrating media and technology as part of your teaching? We are also interested in the way technology is used in your classroom in relation to teaching and learning. How do you see the following?

Collaborative learning, enquiry based learning, problem based learning and project based learning.

Planning your lessons with other teachers, is technology part of the planning process?

Teacher:

We only use the books.

Interviewer 2:

I think it is also asking whether you find any barriers in using technology? Are there reasons why you don't incorporate technology?

[00:15:43.308] Teacher:

Oh, when we are planning our lessons?

Interviewer 2:

Even in class, do you use? Don't you?

Teacher:

I think it will become a challenge because now if I am busy with the cell phone, how do you really control it with 40 kids? All of them would want to see the pictures. Perhaps it would be easier if there were a projector. Then all of them can see, but now-

Interviewer 1:

Oh, if you had a screen?

Teacher:

Yes, a big screen!

Interviewer 1:

You might use it more.

Teacher:

Yes, because now if I am on the phone-

Interviewer 1:

It is too small?

Teacher:

Yes and how do you really show everyone in the class? So, I think that is the biggest challenge.

[00:16:39.577] Interviewer 1:

Um, then they talk about the concerns about when it can be negative... but you talked about when it can be difficult. Do you have any concerns about privacy? Data privacy in relation to privacy? That would be schools where they do a lot of sharing on Facebook about what children are doing.

Teacher:

Oh, okay. Like I have seen some schools put their newsletters on Facebook. Also, if kids win a trip or something it is posted.

Interviewer 1:

Yes.

Teacher:

I don't know. Are parents aware of the Facebook page in the first place? My child is enrolled in Rosebank, they have a Facebook page, but are the kids aware that they are being posted on Facebook? I think that becomes a challenge. Like I was saying the other day, my son is enrolled at Rosebank and if they take pictures or things happen, it is only my husband and myself that see the pictures... and maybe if I want to add the grandparents. When I was also looking for a school for my daughter, I checked out the schools Facebook pages and I wondered whether the parents are aware of the pictures being posted. Now, the whole world is seeing the children.

Interviewer 1:

I think they try and keep them to closed groups, but if it is all the parents it is still a pretty open group?

Teacher:

No, but I could view these groups I was talking about. So, if it is like that it isn't a closed group. If it is a closed group I think it would be fine, but if it was just an open group for everyone then I think it is bad.

[00:18:51.539] Interviewer 1:

And then, when does the computer guy come to do things with the Grade R's?

Teacher:

Mm, it is Tuesday, so I think he is here now.

Interviewer 1:

Is he here now? Maybe we can pop in.

Teacher:

Yes Tuesday and Friday.

Interviewer 2:

What time does he come?

Teacher:

I think he is already here. What is the time now?

Interviewer 2:

It is 12:40.

Teacher:

I think he will be done soon... I don't think he was using the computer today because we are preparing for the graduation. So, they are recapping everything they have learnt from August. So, I don't know if he is using the computer, because the previous days he was just reciting what they have learnt. So, more theory...

Interviewer 1:

Oh, so he does theory.

Teacher:

Yes. Some theory yes. So, I am not sure what he is doing today. But you can pop in.

Interviewer 1:
Okay, and when is your concert?

Teacher:
She said on December the 7th.

Interviewer 1:

Okay. Maybe we should pop in and see the concert.

Then can you tell us about your choices of digital technologies or content that facilitates learning? That's why we wanted to know more about the computer guy...And do they provide specific guidance on curriculum-linked themes?

Interviewer 2:

I think it links to what she said earlier... Where they do theory and practical

Teacher:

Yes, like the alphabet and numbers. We are usually not in the class when he does it.

Interviewer 1:

Then, okay so we have seen them doing puzzles making play dough. SO it would be great to be here when they are doing something practical.

Teacher:

No problem, we can do the blocks tomorrow.

Della and Linton_Teacher Interview 3 17 September

Audio Duration: 14:58

Transcriber: Chanique

Interviewer:

So, thank it. It has been a few weeks since our first interview. Remember we spoke about our interest in children's play and technology. So, um... Did our conversation kind of make you more aware of when children talk about technology?

Teacher:

Yes, it did.

Interviewer:

So, are there any stories that came up or that you noticed? Issues that emerged.

Teacher:

Not really.

The last time we talked and I said about the cell phones and guns. They still do that. Like, here the only think we do in the afternoon before the kids' leave, around 4 and 5, is that we put on cartoons. So, that is the only technology we really use.

Interviewer:

But they talk quite a bit about what they do at home?

Teacher:

Yes, yes.

They do.

Interviewer:

I don't even know what they are talking about.

Teacher:

Yes, some of the games, I also don't know. Like, even my son with the video games, I don't know it. He also sees these games by the friends or neighbours, then he would ask me to get the games, but I know it is very expensive. So, I guess that is some of the things they talk about. So, even if you are not aware of it, they do talk about it.

And the- most of them DSTV cartoons. So, when we put on cartoons they say exactly which ones they want.

[00:02:38.989] Interviewer:

Okay, so they tell you what they want.

Teacher:

Yes, so some of the activities they say they want this and that. Yet, with the limited things here, it becomes a challenge.

Interviewer:

And your son, how old is he?

Teacher:

He is 8.

Interviewer:

What is his interest in technology?

Teacher:

He loves everything. Everything.

When there is no electricity, as long as the laptop has charge he will be glued to the laptop. When he gets bored is when he plays outside. We try to limit-

Interviewer:

He gets tired of the computer at times?

Teacher:

We try to limit. And say it is enough. Maybe now take your books and then he doesn't want to and he rather goes outside to play.

Because him and books-

Interviewer:

Does he ever say he gets bored of being on the laptop?

Teacher:

Yes.

Interviewer:

So, he only does it for a little while?

Teacher:

Yes, then he goes and plays outside.

Interviewer:

Interesting.

And what sort of games does he play on the laptop?

Teacher:

Um, we had the Talking Tom and- well sometimes he doesn't know the logic. So, he doesn't know how to play it. So, then he just leaves it.

Interviewer:

Oh, and he doesn't have siblings?

Teacher:

Yes, there is. They are older, but you know the older ones, they would rather do their own things or play with her friends. When he asks her to explain him something, she says no, and if she does explain she does it really fast and if he doesn't understand she also gets frustrated. She says she cannot teach him because he doesn't listen. So, he would rather play Talking Tom because it is easier. He also likes the racing car games.

[00:04:48.920] Interviewer:

When we started the research we explained to Sheila we needed to visit the school and speak to the teachers and focus on these two case study children to see how they play.

Teacher:

Yes, mama June was telling me in the morning that you sometimes go to the house.

Interviewer:

Yes, well because we have known them for many years, but when we first started Sheila said the children had not been here long. So, you have got to know them in the last few months.

Teacher:

Yes.

Interviewer:

So the question would be whether they specifically speak about technology? Have you noticed anything with the two of them?

Teacher:

They are so reserved!

Interviewer:

Really?

Teacher:

Yes, with me.

Interviewer:

Linton talks non-stop!

Teacher:

Really?

[00:06:06.136] Interviewer:

At home, he talks non-stop!

Teacher:

You know, recently I have seen him interacting with the other kids more. He runs away from Della, but with the boys he is interacting with them more. But in terms of them talking about technology I haven't had that really.

Interviewer:

And Della is very quiet at the moment?

Teacher:

Yes, very quiet.

Interviewer:

Quiet, but very switched on.

Teacher:

Yes.

Interviewer:

She loves to draw.

Teacher:

Yes!

Today we were talking about the hands and the fingers, so I wanted to see- I just put my hand on the paper and asked if everyone could draw, because we always do the paint. So, with her she actually drew the hand with the nails. If she had all the colours, she was gonna colour the hands brown and put a different colour on the nails. She actually flipped. When I gave her the paper, she did it like this; she flipped the paper so that she could draw both hands. Other kids just drew the one hand on top of the other.

Interviewer:

Okay. So, she was doing it in a way that was making it work better.

Teacher:

Yes.

Interviewer:

What I noticed when we were doing the art outside, Linton, you know when you draw with the glue, you don't know what you are going to get.

Teacher:

Yes.

Interviewer:

So, he drew the square and then he sprinkled and then he poured it off and then he wasn't happy because it wasn't all straight.

Teacher:

I knew it!

Interviewer:

Then he went back and drew anything rectangle at the bottom. So, I thought that was good because he was being self-critical because he went back and he redid it.

Teacher:

Yeah in terms of schoolwork I think they will do pretty well.

Interviewer:

So they will be in Grade R next year.

Teacher:

Yes.

Interviewer:

And how big do you think the class will be?

[00:08:33.122] Teacher:

No, I don't- unless new kids come in it will-

Interviewer:

Your current class is about 25?

Teacher:

No, about 30 because some are - well actually now they are about 43 in the class.

Interviewer:

But that is both classes?

Teacher:

Yes.

Interviewer:

But is that two Grade R or pre Grade R?

Teacher:

Some are 3.

Interviewer:

Oh 3!

Teacher:

Yes 3

Interviewer:

Wow, you have got a huge range.

Teacher:

Yes, I do. So, it is difficult when you are planning work because how do you cater for the 4,5 years and the 3 years.

Interviewer:

Well the 3 years, they should just be playing. Rather give them play dough.

Teacher:

Yes, but if you put the ages 3 with play dough and you give the older ones work, the older ones will be interested in the play dough. SO, it is difficult. So it is easier if I just have one thing for the whole class.

Interviewer:

But those 3 year olds should not even be in the class.

Teacher:

yeah. I know, I know. The other thing is that the space is limiting us. I think when we get to the New Year things will be different.

Interviewer:

Do you need to take the kids from the other school?

Teacher:

Yes.

Interviewer:

Anything you have noticed about the computer guy and the work that he does with the class?

Teacher:

Next week we are having a movie day, but I mean he has not really been doing much these days. He has only come twice since the last time you were here.

Interviewer:

But he was doing this with the Grade Rs?

Teacher:

Yes.

Interviewer:

And whose class is that?

Teacher:

Teacher Donna.

Interviewer:

Donna.

Teacher:

Yes.

Also when the computer guy comes he wants to do his own thing and he doesn't want the teachers in the classroom.

Interviewer:

Why doesn't he want the teacher there?

Teacher:

I don't know maybe he doesn't want distraction, but I really don't know.

[00:11:05.721] Interviewer:

It is better if the teacher is there so she can see what he is doing. That way the teacher can reinforce it.

Teacher:

Yes, that is what another teacher here also said.

Interviewer:

You have to make it a condition.

Teacher:

It came with that condition, whether it is 30 minutes or an hour I am alone with the kids for the lesson. Sheila once went in but then he asked her to leave, because he said she was disturbing him. So it becomes really difficult. Also, when he is not here, the children aren't allowed to use the computers.

Interviewer:

Is it his computer?

Teacher:

Yes.

Interviewer:

Oh, I see.

Teacher:

I think maybe they don't want us to know because that is what they are teaching the kids.

Interviewer:

Yes probably because they are making money with this program.

Teacher:

So, maybe they think you are going to copy it and do it with the kids when he is not here.

Interviewer:

Intellectual property.

Teacher:

Yes, but what do you really teach the 4 and 5 year olds?

[00:12:58.457] Interviewer:

Well, I mean there is so many different ways to do it. You could do it all through play and games, which they already do, but-

Teacher:

The problem no is that we have smartphones and that is an old model computer with a keyboard and a mouse. So, now when you on this (cell phone), you just swipe. I also saw with my daughter, when she is on the laptop, she cannot even find the space button- she constantly asks what is this or that. I told her that even on the phone you still have the keyboard, you just use your finger. That is the only difference. Then she later understood, but it becomes quite difficult for them. Technology is something else.

Interviewer:

Okay, thanks. I think we were meant to do four observations, but the one-day we came and the kids were already sleeping, then the other day Linton and Della

weren't there. So, I think I will check with the research managers to check if we have enough.

Teacher:

I was also asking the moms why the kids weren't here. She said she had travelled over the weekend and the kids were tired.

Interviewer:

She told me that she had taken them for an immunization.

Teacher:

Oh, yeah. The other time.

Interviewer:

Okay, I think we are done now.

Smackdown video Transcript

File Name: GH01003 WWE Smackdown 1MP4

Case Study Child: Della

Audio duration: 7:26

Transcriber: Chanique

Interviewer 1:

It is not working.

Interviewer 2:

Let me try mine.

Interviewer 1:

Switch it on.

(Interviewer 1 and Interviewer 2 struggle with Internet connection, trying to create hotspot)

Interviewer 1:

Okay, Bluetooth is on.

(Della Takes blue PlayStation control, but it does not seem to be working)

Bongi:

Oops, where is the other black one?

(Della walks to cupboard to grab the black control)

Della:

Ok, here it is.

It does not blink.

(01:09) Interviewer 1:

Ready?

Della:

Mm. Yes.

(Game begins)

Bongi:

Sit there so that you can see the TV.

Della:

It is starting!

(Linton walks to the TV screen and points at a character)

Linton:

This one looks better than the other one.

(Della browses through the character selection and sings along to the tune)

Della:

Play!

(She clicks on the play button and selects the tag team option)

Can you see?

(Points to the character on the screen that she has chosen)

Alexa!

(03:07) Linton:

They look like bones, but they are tiny!

(Points to screen)

Della:

Oh, that is why you said they are...

(Della moves away from the conversation and continues to play)

Ah, somebody is showing (on a banner on screen) Eva Marie!

Interviewer 1:

Are you playing?

Della:

No, it is just the music.

(03:55) Linton:

This ones name is Brie Bella!

Interviewer 1:

Brie Bella?

Linton:

Mm.

(Audio from Game: Representing the Bella Twins, Brie Bella!)

Della:

Alicia Fox also!

(A new character is introduced and walking to the ring)

Eva Marie!

(Another character walks down)

Alicia Fox!

(06:55) Interviewer 1:

Oh, so are you playing against each other?

Linton:

Yes. It is Tag-Team.

Della:

Tag team!

Linton:

Two-on-two

(Bell rings and match starts)

Linton:

1,2,3.

Della:

Oh, it went so fast!

Linton:

Brie Bella wins!

Smackdown video Transcript 2

File Name: GH010036 WWE Smackdown 2MP4

Case Study Child: Della

Audio duration: 7:13

Transcriber: Chanique

Linton:

Round 1, Alicia Fox.

(Alicia Fox walks toward the ring)

Interviewer 1:

Okay, so you are playing against each other?

Linton:

Yes.

Interviewer 1:

Ahh.

Linton:

It is the Tag-Team.

Della:

Tag-team.

(00:58) Linton:

Two-on-two.

(Bongi and Della play against one another)

Linton:

Now, try circle!

1,2,3!

Della:

Ah, you win so fast!

Linton:

Brie Bella wins!

Della:

Let's just restart.

Rematch, rematch!

Bongi:

Rematch?

Della:

Yes.
That was so fast!

Linton:
Brie Bella, you win!

Bongi:
Ah.

Linton:
Did both of them win?

Della:
Yes, they did.

Linton:
The two of them win.

Bongi:
Okay, it is a rematch then.

Della:
Yep.
I got this.

I am trying to fight!
This is- I am just trying to hurt her.

Let me stand up, let me stand up!

Linton:
Quickly, stand up!

Bongi:
No ways.

(02:41) Linton
Yes.

(Fight continues on Smackdown game)

Della:
AH!

Linton:
Della! Reverse! Reverse!

I remember the one time it (the game) was making me talk.
Della is playing.

Della:

Alicia Fox is going to get (the chair from under the ring)

Linton:

Ah!

Yoh!

(Dances in front of the TV screen)

Della:

This is how they run.

(Della shows the controls that make characters run)

(Linton continues dancing and jumping in front of screen)

(04:05) Interviewer 1:

Are you (Linton) pumped up on the adrenaline?

What is that thing there? That blue- it is like a line... That thing here. This thing?

(Interviewer 1 points to something on the screen)

Linton:

This thing right here... If it is enough, you will beat him (opponent). It has got to be bigger.

Bongi:

Come on!

Interviewer 1:

You see there- she has more-

Linton:

She has that thing.

(Referee moves the staircase out of the ring)

Bongi:

No, don't throw it (staircase) outside.

Della:

Yes, he has too.

(Della's character kicks the referee)

Oops!

Linton:

Della!

Della:
Just did it by mistake.

Interviewer 1:
Wow, she kicked him.

Bongi:
Are you allowed to do that?

Della:
Yes.

Linton:
And you know they will do like this chu-chu-chu (Linton imitating wrestling moves)

(05:15) Interviewer 1:
You see that blue line is long?

Linton:
Mm.

Della:
Yes, Alicia!

Bongi:
Come on Referee!

Interviewer 1:
What does the blue line need to get to? Does it need to get up to 10? Interviewer 2, when they are counting do they need to count till 10?

Linton:
Ow! Uh-oh!

Interviewer 2:
They have to count to 3.

Linton:
Ow!

Bongi:
Signature move!

(Refers to the move her character just made on Smackdown)

Linton:
1,2,3!

(Bell rings, match is over)

Interviewer 1:

Can we stop filming now?

Linton:

Do you want to do Star Wars now?

Interviewer 1:

I think, we are gonna switch it off and see if we can find that footage.

Case Study Child: Linton and Della (twins)

Duration of Audio: 03:18

[Interviewer 1]: Okay.

[Interviewer 2]: So you were saying they talk about.

[Daddy]: Ya, they like sort of like a mermaid.

[Interviewer 2]: A mermaid?

[Daddy]: Ya, Fin-Fun.

[Interviewer 2]: Fin-Fun

[Daddy]: Ya, they call it Fin-Fun, I heard it from them. They like showing pictures of this mermaid dresses and what-what. Normally they will imagine themselves as those mermaids.

[Interviewer 2]: and then they choose the outfits or something.

[Daddy]: Yes, actually I was forced to look. Actually I went around looking for that. Especially for the two.

[Interviewer 2]: Oh you couldn't find the...

[Daddy] The pink mermaid dress, the one that she wanted.

[Interviewer 2]: Oh, right. Ya, ya. She also talked to me about it.

[Daddy]: Ya I looked around, because I couldn't find it, because she was desperately needing it.

Basically, she likes to design. Like normally she cuts papers, dresses and whatever and then like even the toys. And the other day she impressed me with the shoe lace. She designed the wrap-around type of dress.

[Interviewer 2]: Oh, using – for the doll.

[Daddy]: That was nice. So ya. As for Linton. He's always on the phone and on the laptop.

[Interviewer 2]: What does he play on the laptop?

[Daddy]: There's a game, but unfortunately I delete that, because we were fighting and I want to do my work, then I ended up deleting it. There was a game like, it's bees...

[Interviewer 2]: He told us about it.

[Daddy]: Ya. You plant the seeds and then there's this bumble bee

[Interviewer 2]: The zombies – oh the bumble bees. Ok

[Kids Make a noise]

[Daddy]: Can you go in the room?

[Linton]: I can't daddy.

[Interviewer 2]: Ya, okay, so the bumble bee game. Remember Linton told us about that.

[Daddy]: Ya, what you do is you plant the seeds. There's bumble bees that take the seeds and kill the plants, so you have to clean this up, that with this other good bees.

[Interviewer 2]: Oh, so there's good bees and bad bees. Ha!

[Daddy]: Then once the plant has matured, you harvest. You know like that type of thing.

[Interviewer 2]: Ya

[Daddy]: and also the part where you have to - the plant is going to die. You have to get water. The good bees get water.

[Interviewer 2]: Great, should we end there? It's a short interview.

[Interviewer 1]: Thank you.

Case Study Child: Linton and Della (twins)

Content of video: Home visit, 16 November 2019- How old (is Ima Wawi).

Duration of Video: 1:26

Transcriber's Name: Michell

Linton: Where do you touch it? Come let's do a video.

Interviewer: There.. video. There's a video. Okay. Let's say "hello."

Linton and Della: Hello Aunty Interviewer!

Interviewer: Hello! Hi!... Okay now you can make a video. Okay? Look. Go and video Bongi or Mummy.

Linton: I can do Bongi and Della.

Interviewer: Okay.

Interviewer: Okay... do you wanna make them talk? Ask them questions.

Linton: Della, what's your question?

Della: I... my question is about...

Linton. *Ima Wawi* (sp).

Bongi: No, you need to ask her something.

Della: Mhmm hmmm.

Linton: Ummm....

Bongi: Do you know what I'm saying Linton? Ask her something.

Della: Anything else.

Bongi: Ask her something.

Della: My question is...

Linton: Della, what's your question?

Mummy (In the background): Ask her what is she doing.

Linton: What are you doing?

Della: I am doing *Ima Wawi**(sp).

Linton: And how.. how old is she?

Linton: Bongi, how old is *Ima Wawi (sp)*?!

Bongi: I have no idea.

Linton: [fiddling with camera]Ah... let me just do...

Interviewer: Oh it stopped! [fiddling with camera]Ah there we go.

Linton: How old is Ima Wawi, Bongi?

Della: I'm just gonna make-

Bongi: I have no idea how old she is.

Linton: Maybe I will see the number.

Interviewer: [Fiddling with camera] Wait, wait, wait.

Della: How about we can make her 16... 15, 16?

Bongi: Neh, she's too old for that one.

*From my understanding, Ima Wawi is the doll that Della is drawing.

Case Study Child: Linton and Della (twins)

Content of video: Home visit, 16 November 2019- DELLA explaining her game that she created on a peg board.

Duration of Video: 11:49

Interviewer 1: So what Della was saying, she's got a- this thing is a tablet.

Interviewer 2: Yes, yes.

Interviewer 1: And her game - well maybe you can- tell... tell Interviewer 2.

Interviewer 2: Can you tell me?

Della: Yes. [inaudible section] the same colour.

Interviewer 2: Okay. So is this - what is - is this here your tablet?

Interviewer 2: This one here?

Della: Okay. So tell me more about your tablet.

Della: You touch the same colour. Even if it's small, you can still touch it.

[Someone is whispering something in the background]

Della: You touch the same colour...

Interviewer 1: Ja.. can you turn it a bit softer?

Interviewer 2: Bongji, can you turn it a bit softer, please?

Interviewer 2: Okay, tell me some more?

Della: You touch the same colour.

Interviewer 2: Okay.

Della: But this game is a bit hard.

Interviewer 2: It's a bit hard? Why is it hard?

Della: Because... the same colour sometimes it's far.

Interviewer 2: You're trying to?

Interviewer 1: Because the same colour is sometimes far away.

Interviewer 2: Okay!

Interviewer 1: Okay. But then so ... where - have you finished your colours? No. You've still got some more.

Interviewer 1: So what you want to do is you want to put all the colours here and then you're going to match [gestures on the tablet]...so this is lik- you know on the tablet when you have the things on the side that you choose?

Interviewer 2: Yes, yes.

Interviewer 1: So she's choosing colours, but I'm not sure whether she's taking - whether the game is putting them in or taking them out.

Interviewer 2. Okay.

Interviewer 2. Can I try to play your game? Can I play your game? How would I play? Must I just try and you tell me if I'm wrong or right? So...I choose colour purple. So do I do this... [gestures on tablet] 1...2...3...4...5....? Is that how I play it? Or do you pull them out? Or you show me how you play.

Della: I do like this [gestures on tablet].

Interviewer 1: You're matching them-

Interviewer 2: Oh should I join them?

Interviewer 1: You're matching from the outside to the inside. This is the screen.

Interviewer 2: Okay.

Interviewer 1: Is it?... Della -

Della: No...

Interviewer 1: You've gotta explain to Interviewer 2...

Interviewer 2: Can I -

Interviewer 1: ... we don't understand. You've gotta explain to us.

Interviewer 2: Do you do this [gestures on tablet]?

Della: Ja, and then you choose the...the line.

Interviewer 2: So I join them?

Della:Yes.

Interviewer 2: Okay. Show me with blue how you'd play the game.

Della: [demonstrates] Then you do like this.

Interviewer 2: Okay!

Interviewer 1: Ahhhh.

Interviewer 1: So the game is putting it in, and then making the line?

Interviewer 2: So would I do this... can I have a blue?

Interviewer 2: Okay, so let me try your game. So would I do... [demonstrates].

Della: Ja!

Interviewer 2: Like that?!

Della: Yes.

Interviewer 2. That's fun.

Della: [picks up game pieces] Then the colour I choose is orange.

Interviewer 1: It's yellow.

Della: Orange.

Interviewer 1: Oh you choose orange... okay.

Della: [picks up another piece] And then if there's a [inaudible word] here, you can do this.

Interviewer 2: Okay!

Interviewer 1: Mhmmm.

Interviewer 2: So, if I understand correctly, you put the colour down and then you join it to another one close to it?

Della: [nods in agreement]

Interviewer 2: So let me try again with - I'll try it with orange. So I'm gonna put it down here because there's a lot of orange... then I do this [gestures with finger on tablet / joining them with an invisible line]?

Della: Yes.

Interviewer 2: Awesome!

Linton: [walks into frame] Is there everything?

Della: I'm not done yet.

Interviewer 2: See Della's invented a game. This is her tablet so let's watch what she's doing.

Linton: You can the flowers, the numbers, a helicopters or digger...

Interviewer 1: Look Linton, look at what she's doing.

Interviewer 2: Look at what she's doing.

Interviewer 1: She's making it into a game like a tablet.

Della: [inaudible statement].

Della: Colour yellow is... going to finish.

Interviewer 1: Okay... so she puts it in.

Interviewer 1: Linton, come look.

Interviewer 1: Ja, show him.

Interviewer 1: She puts it in there and then she matches it up.

Linton: [inaudible statement].

Interviewer 1: Ja! Look. So she puts it in and then she makes the pattern. She matches -

Linton: [inaudible statement].

Interviewer 1: [inaudible section]... her game.

Della: Look [gestures on tablet].

Linton: [inaudible question].

Interviewer 1: Ja.

Linton: This is my cup.

Interviewer 1: This is your cup? Okay.

Della: Um...Linton said he wanted to go in your house and play that game.

Linton: [inaudible statement/question].

Interviewer 1: Not today, I've got too much marking.

Interviewer 1: Can I help you? What are you making?

Linton: I'm making a [rest of statement inaudible].

Interviewer 1: A what?

Linton: [inaudible statement].

Interviewer 1: A giant?

Interviewer 1: You can hold it with one hand and push with the other.

Interviewer 1: Good. Push, push, push. Yes. Good. Good. Push, push, push. Yes. Good.

Interviewer 1: Push, push ,push... straight. Use that finger... this finger (index finger).

Interviewer 1: Yes... yes. That's it. Look...look, you've gotta use this finger.

Interviewer 1: This finger... yes.

Interviewer 2: Should I hold it for you?

Della: Yes.

Linton: [inaudible statement].

Interviewer 1: Yes! That's it!

Interviewer 1: Use this finger.

Interviewer 2: She seems to be struggling.

Interviewer 1: Is she using this finger? Use this finger, Della.

Della: Ugh... it's so hard.

Interviewer 1: You gotta - because you need the - you gotta practise. And it will come, but you must practise using this finger.

Linton: I've got more stuff to do.

Interviewer 1: What's that?

Linton: I've got more stuff to do.

Interviewer 1: More stuff to do? Like?

Della: I want to show them -

Interviewer 1: Use this finger. Hold with that finger.

Della: Can I show them when I'm done here?

Interviewer 2: Wow, you've got just three left.

Della: Now two.

Interviewer 1: That's it! Good.

Interviewer 1: Yes, yes! You see? This finger's good!

Linton: I'm done. I'm done Aunty Interviewer 1.

Interviewer 1: You're done? Oh is this the giant? Where's his [inaudible word]?

Interviewer 1: Is this the arm? Leg?

Linton: Mhmm hmmm.

Interviewer 1: Leg?... You need a head up here.

Interviewer 2: Use this finger.

Linton: Aunty Interviewer 1?

Interviewer 1: Hello?

Linton: If we are done, can I see something in the tablet?

Interviewer 2: So let's play the game on your tablets.

Interviewer 1: Yeah.

Interviewer 2: So what colour are we starting with first? Should I do green?

Della: You can do any colour.

Interviewer 2: I'm gonna do green. 1...2...pooooop!

Interviewer 2: You do yellow. Show me yellow.

Della: [gestures on tablet].

Interviewer 2. And let's do purple.

Della: [inaudible statement].

Interviewer 2: Mhmm hmm. Can you show me how you do orange?

Daniell: What?

Interviewer 2: Orange.

Interviewer 2: How would you do the orange ...[rest of question inaudible].

Linton: There's a [rest of statement inaudible].

Interviewer 1: There's our giant.

Interviewer 2: Oh, that's pretty. Show the camera.

Linton: [shows camera].

Interviewer 2: There we go!

Interviewer 2: And show yours. Show your game! Della...

Della: [shows camera].

Interviewer 1: Ahhhh.

Della: Now can I show them [rest of question inaudible]?

Interviewer 2: Yes!

Interviewer 1: Did you tell Bongji what you were doing there?

Interviewer 1: Linton - Bongji, do you know what she's done on that thing?

Bongji: No...

Bongji: Okay, which one is this?

Della: [inaudible response].

Interviewer 1: Bongji, what Della was saying is that her thing is-

Case Study Child: Linton and Della (twins)

Content of video: Home visit, date unknown- Bongi Diary

Duration of Video: 1:58

Transcriber's Name: Michell

Linton: [inaudible statement].

Interviewer: Smackdown! You can do it Alicia! Alicia is the coolest!

Linton: Yes, even -

Interviewer: Alexa Bliss.

Linton: Yes, Alexa Bliss is also cool.

Interviewer: I quit match.

Linton: Mhmmm hmmm. I quit.

Interviewer: Oh, they've both got halos.

Interviewer: Right... story of the miraculous ladybug and cat mwa(sp)... favourite game... ladybug and cat mwa miraculous subway[inaudible word].

Interviewer: And what does this say?

Bongi: It's a clue to change back... to charge up.

Interviewer: Oh to charge up food. Oh they need food every now and again to charge up when they lose energy or what?

Bongi: Yes.

Interviewer: Okay.

Bongi: [inaudible statement].

Interviewer: Wow! Tell us about these ones.

Bongi: These are the Marvel Avengers I'm trying to copy there.

Interviewer: Oh okay. And who's swinging from down there.

Bongi: Spiderman.

Interviewer: Spiderman swinging in from the roof.

Interviewer: And this is?

Bongi: The Thing.

Interviewer: The Thing. And this?

Bongi: Lagoolo (sp).

Linton: Lagoolo and Iron Man.

Bongi: Iron Man...

Bongi and Linton: Wolverine.

Interviewer: Wolverine... wow! And what does it say here?

Bongi: It's travelers tales games.

Thersa: Something essentials. Seven...?

Bongi: Yes. Seven years essentials.

Interviewer: Oh.

Bongi: Well there's nothing else I need to represent.

Interviewer: Oh is that it? Nice.

Bongi: Ja. Still trying to finishing [inaudible word].

Interviewer: Beautiful.

Case Study Child: Linton and Della (twins)

Duration of Audio: 04:52

[Interviewer 1]: Which games do you like to play with your parents?

[Linton]: Star Wars

[Interviewer 1]: Okay, who do you play with Star Wars?

[Della]: No, we play soccer.

[Interviewer 1]: Soccer? Soccer with daddy, okay. Where, how do you play soccer with daddy?

Where do you play soccer with daddy?

(inaudible)

[Interviewer 1]: Oh, in the PlayStation, not outside on the grass. You used to play Swing ball

[Della]: Yes.

[Interviewer 1]: Outside on the grass with your daddy, but no – just with you?

[Della]: Yes

[Interviewer 1]: Okay, okay. So in the PlayStation you play football – soccer with daddy.

[Della]: Yeah

[Interviewer 1]: Mommy doesn't play soccer.

[Della]: She doesn't play that...

[Interviewer 1]: She doesn't like that game.

[Linton]: I wish Thobs was here.

[Interviewer 1]: Ya, she's working hey. She's studying for her exams.

Uhm, okay and then what play makes you happy? Which is the game that makes you most happy?

[Linton]: The game that makes me happy is Marvel and Avengers. It makes me happy.

[Interviewer 1]: Marvel and?

[Linton]: Avengers.

[Interviewer 1]: Avengers

[Linton]: Yes

[Interviewer 1]: Okay

[Linton]: and you know the bad guys are good?

[Interviewer 1]: The bad guys are good?

[Linton]: Aha, but [inaudible] were not. Only ... was good.

He was bad he was controlling

[Interviewer 1]: Della

[Della]: Yes?

[Interviewer 1]: Come talk to us here, what game makes you most happy?

[Della]: WWE.

[Interviewer 1]: WWE? Can you think about why these games make you happy?

[Della]: Hmmm... because they're the best.

[Linton]: They are the best of best.

[Interviewer 1]: (laughs).

[Della]: We just call it the best.

[Interviewer 1]: Okay.

[Interviewer 2]: What makes it the best? What do you like about it?
What on there do you like?

[Linton]: I call mine the best of best.

[Interviewer 1]: Yes.

[Interviewer 2]: and what's nice on the game that makes it your favourite?

[Interviewer 1]: How do you feel when you're playing it?

[Linton]: Uhm... good!

[Interviewer 1]: You feel good?

[Linton]: Yes

[Interviewer 1]: Do you feel you can just choose what you want to do?

[Linton]: Yes.

[Interviewer 1]: Della, what do you think?

[Della]: Uhm...uhm...

[Interviewer 1]: Does the time go fast when you playing and then you think oh! Your mommy says you're playing here for 20 minutes already and you think, 'oh no. I've only been here five minutes.'

[Della]: Takes a long time.

[Interviewer 1]: What takes a long time?

[Linton]: Playing games, it takes a long time. We ask, if my mother says we can play games we play.

[Della] She said we can play games when she comes.

[Linton]: But you must ask your mother.

[Interviewer 1]: No, not at all yes. Not good to play games all day.

Okay, have you got any more pages to show us in your drawing? Did you draw about what you were playing? Because you know that book is meant to be your diary where you think about how you play.

[Della]: He has things to show.

[Interviewer 1]: Okay

Case Study Child: Linton and Della

Content of video: Home visit, 15 November 2019- Della's Diary

Duration of Video: 4:58

Transcriber's Name: Michell

Interviewer 1: Tell us what's here.

Linton: Della, what is this?

Della: [inaudible response].

Interviewer 1: No you've gotta talk loud so we can hear you.

Della: WWE.

Interviewer 1: WWE...Smack down!

Della: Mhmm hmmm.

Interviewer 1: Right, who's this?

Della: Eva Marie.

Interviewer 1: Eva Marie?

Della: Mhmm hmmm.

Interviewer 1: Okay. And then... wasn't Linton asking how old is Eva Marie. How old do you think she is? Can you guess?

Linton: She said she was 15.

Interviewer 1: 15? Oh okay.

Interviewer 1: And... turn the page. Oh wow... who's this?

Della: Bat Girl.

Interviewer 1: Bat Girl. And there?

Della: Mhmmm hmmm.

Linton: This is... do you see those words?.

Interviewer 1: Ja, who's that?

Linton: The "S" and that "O" and then "I" and "E".

Della: I named her that.

Interviewer 1: You named her that. Okay. Soaie?

Linton: And the other page.

Interviewer 1: Wow! Nice!

Linton: Who's this girl?

Interviewer 1: Who's this girl?

Della: [Inaudible statement]. Sophie Delphi (sp).

Interviewer 1: Sophie Delphie. Right. And she's got a mask on.

Della: Yes, she's a superhero - No no no no. She's got the face paint.

Interviewer 1: She's got face paint? Ahhhh!

Linton: [Inaudible statement].

Interviewer 1: Are you finished or is there more?

Mummy: There's more.

Interviewer 1: Oh a ballerina! She's jumping, She's like wow... dancing.

Della: Because it draw that sun.

Interviewer 1: Yes. That's lovely.

Mummy: Wow!

Linton: And then next.

Della: [Inaudible statement].

Interviewer 1: Okay.

Interviewer 1: Look at those fingers! And what's this thing?

Interviewer 2: What is that on top?

Linton: What's that?

Interviewer 1: Tell us about it.

Linton: Oh that's the circle of [inaudible word] girls.

Della: [inaudible word] in a bubble.

Interviewer 1: Something in a bubble? Floating past? Is it?

Linton: It's a ghost.

Della: That's what I said.

Interviewer 1: Oh...

Linton: Now Aunty Interviewer 1 change.

Interviewer 1: Ooooh.

Mummy: What is the ghost doing?

Interviewer 1: What's this?

Linton: What's Della?

Della: That's a mistake.

Interviewer 1: Oh, it's a mistake, okay.

Linton: Change.

Della: Another mistake.

Interviewer 1: That's nice!

Mummy: A very nice mistake!

Interviewer 1: Nice mistake! Very lovely mistake. And this one?

Della: This is not a mistake.

Interviewer 1: Okay, tell us about it.

Linton: [Inaudible statement].

Interviewer 1: Ja. And this is what she's thinking?

Della: Mhmm hmmm.

Linton: Now change.

Interviewer 2: What is she thinking?

Mummy: What is she thinking?

Della: Wait , wait [begins to leave the frame].

Interviewer 1: You'll be back?

Linton: She's trying to see something.

Interviewer 1: You're going to fetch something?

Linton: Aunty Interviewer 1, can you change now?

Interviewer 1: Change the page?

Linton: Mhmmm hmmm.

Interviewer 1: But Della is not here to tell us

Interviewer 1: What are you hiding? Oh you're here to fix this up.

Della: Yes, that's the pencil I was having.

Interviewer 1: Right.

Linton: You need to use it.

Interviewer 1: Where's your lid? Where's your lid?

Linton: Where's your lid, Della?

Interviewer 1: Okay.

Mummy: The lid is inside there.

Della: That's the pencil I was using.

Mummy: And then you lost the lid.

Interviewer 1: Ooh.

Interviewer 1: And, tell us, why does it have to be in a box? Is this the page? Why is it inside that square?

Della: It's a paint.

Interviewer 1: Huh?

Della: It's a paint on the wall.

Interviewer 1: Paint on the wall?

Della: Yes.

Linton: Mhmm hmmm. I'll tell you something when Della's gone. Change.

Interviewer 1: Change?

Linton: Mhmm hmm. No, change again. Change this again.

Mummy: Again?

Linton: Mhmm hmm because ...

Interviewer 1: Wow, look at the chicks!

Linton: It's eating some - it's the chick... and this is the mother one. Now change.

Mummy: Della almost finished the whole book?

Interviewer 1: Look at the bird... so nice. And the trees and the house.

Linton: Aunty Interviewer 1, I hear something!

Case Study Child: Linton and Della (twins)

Duration of Video: 2:40

Transcriber's Name: Michell

Researcher: Okay...

Linton: It's car... car.. and... that's... and ww.

Researcher: Okay.

Linton: And... the.. the Batm- the Batman game and Star Wars and Marvel Avengers.

Researcher: Okay.

Linton: And... who? Ninjago and

Researcher: What can you tell me about Ninjago? How do you play Ninjago? Do you play alone or with others?

Linton: We play with others...

Researcher: Okay!

Linton: We... it has two players.

Researcher: It has two players?

Linton: Mhmm hmmm.

Researcher: Okay.

Linton: And even like... and even the game is ... it's Power Rangers, it's...

Researcher: So when you- is it- can you play two players or is it more than two players?

Linton: It's more.

Researcher: It's more? So do you verse (vs) each other or you have turns or do you play together?

Linton: Together.

Researcher: You- together? So how do you play together? What do you do do?

Della (In the background): We take turns.

Linton: Mhm hmm?

Della: We take turns.

Researcher: You take turns?

Linton: [Nods]

Researcher: Okay.

Della: But we "ww" the .[rest of statement inaudible]-

Researcher: You verse (vs) each other? And then when you play with each other Ninjago, when you take turns, do you take turns to go on one mission or what do you do?

Linton: We do all these things. Do you know what [inaudible section]?

Researcher: Mhmm hmm. Tell me?

Linton: The other game we can defeat Sand Man because do you know what can defeat sand...
what can defeat sand?

Researcher: I don't know. What can defeat sand?

Linton: You know those ones that are called ... w..... that's... that's the... that's water... that's
the "w"... what is it says?

Researcher: Water?

Linton: Yes! The sand hates water.

Researcher: Okay! I understand, I understand. And do you play blocks ? Do you play
with blocks with Della and Buhle?

Linton: Yes. But -

Researcher: What do you do when you play blocks?

Linton: Look, you see... you see... you see you are [inaudible word]? Too much water [inaudible
section] then my family turned small , then they... then they... then my home..., then my home
was broken.

Researcher: Okay!

Linton: So I... so I need to go on this one.

Researcher: Okay.

Case Study Child: Linton and Della (twins)

Duration of Audio: 07:22

[Interviewer 1]: Surely it should say this is a home visit?? Ideally with a date.

[Mother]: Yes, yes.

[Interviewer 1]: About privacy on the internet.

[Mother]: Privacy?

[Interviewer 1]: Ya, privacy and you know. People using pictures of children, all that.

[Mother]: Yes, yes. Yes, yes.

[Interviewer 1]: So how do you feel about it? I mean, Bonggi, she doesn't have a phone.

[Mother]: No.

[Interviewer 1]: And she doesn't use. I mean she takes pictures of herself and the kids and you don't let her. Does she use what programmes for example?

[Mother]: Only phone, she only takes pictures with camera otherwise play games. Actually, I don't like them spending time on the phone, because of those things. I don't keep pictures, dates and videos.

[Interviewer 1]: And say like your mother in KZN would you send her pictures?

[Mother]: For them, yes.

[Interviewer 1]: So do they know they can WhatsApp pictures to someone?

[Mother]: Yes, they know they can WhatsApp pictures or do the voice notes or video call and do stuff like that.

[Interviewer 1]: And so who do they video call?

[Mother]: When I was at home, when the father was away they video call him. They call him. They can make a call, they can do WhatsApp, but usually they use voice notes, they don't type.

[Interviewer 1]: Oh, okay. Ya. And they know how to do voice notes.

[Mother]: Yes and the video calling. I don't like the children to have phones. You know things I have seen on the phones. It's just too much. Things I've seen on the phones. They actually scare me. I know cannot protect them forever, but we still can when they are young. So I don't approve of giving them the phone.

[Interviewer 1]: Because I have seen very, very young children using their parents phone for watching music videos and then they go on YouTube. I mean, they end up watching things that they shouldn't choose, because they're just swiping and then YouTube just puts the next video. You know. Do you know what I'm saying?

[Mother]: Yes, yes, yes.

[Interviewer 1]: Do your kids watch Youtube?

[Mother]: They do, but not on the phones.

[Interviewer 1]: Oh, okay. More on what?

[Mother]: On the TV.

[Interviewer 1]: Oh, okay.

[Mother]: It's got internet. They do watch Youtube on there, but we are there when it's running.

[Interviewer 1]: Okay.

[Mother]: I am scared of the kids and the internet

[Kids counting in the background]

[Interviewer 1]: And you know, there are quite a few questions here where they are trying to understand the mix of technology connected play and other play. You know like now they're playing hide and seek or they're drawing. I mean there's that kind of play, but the question is how does it connect with the technology, you know what I mean? Do they affect one another those different kinds of playing.

[Mother]: Usually they play with the same TV, but most time I don't think it is connected. Like hide and seek, they don't see it on TV.

They see it on TV. So I think most plays, the things that they play are connected with technology, because they want this wands magic.

[Interviewer 2]: Harry Potter

[Mother]: Ya, they see it on TV.

[Interviewer 1]: and I mean they're really connected with all of the characters. I mean it's all inside their imagination. These characters, you know.

[Child]: That was enough hide and seek.

[Interviewer 1]: You had enough hide and seek

[Mother]: Go take the video of you and your playmates. They're hiding now.

[Interviewer 1]: What was he going to say, was he going to say he wants to play – okay, like what?

[Linton]: Look, like you touch each other and says Tagarit

[Interviewer 1]: Tagarit?

[Della]: Tag-you-are-it

[Interviewer 1]: Tag-you-are-it

[Linton]: Yeah, that's what I said

[Interviewer 1]: oh, but I think you have to play that outside. That's a running game.

[Mother]: You can't be running inside the house (laughs). They think they can do anything.

Their father lets them do anything yesterday I left them. I slept very early. When I woke up I wanted to cry. **[inaudible] the house was a mess!**

Case Study Child: Linton and Della (twins)

School Name: Queen Hops Primary School

Duration of Audio: 17:20

[Interviewer 1]: We'll all go around and say what's our favourite game and what's our favourite toy. (Inaudible).

[Interviewer 2]: My favourite game is Plants vs Zombies. Do you know about that one, Plants vs Zombies?

[Interviewer 1]: Plants vs Zombies?

[Interviewer 2]: So you have to plant these plants to kill off the zombies that want to come in your house and eat your brains.

[Interviewer 1]: Oh, woooooow! And you play it on your tablet?

[Interviewer 2]: Yeah, I've got it on my tablet. I'll show you later.

[Inaudible]

[Interviewer 2]: Yes, like I'm guarding the house with all these plants.

[Mother]: Yes, then there's this bees that they come and then the bumble bees will come and eat the plant. You need to protect the plants (laughs).

[Interviewer 1]: Okaaaay! But how can – but bumble bees are actually friends of plants, so that's a bit weird hey.

[Mother]: That's why you shoot them because they want to keep them for themselves.

[Interviewer 1]: Did you want to say something?

[Interviewer 2]: What do you want to say?

[Child]: My favourite game.

[Interviewer 1]: What's your favourite game?

[Child]: My favourite game is WWE Smackdown.

[Interviewer 1]: WWE Smackdown?

[Child]: Yes.

[Interviewer 1]: Okay, is that wrestling?

[Interviewer 2]: Yes, wrestling.

[Interviewer 1]: Okay wrestling on TV?

[Child]: Yes.

[Interviewer 1]: Okay

[Child 2]: My favourite game is Iron Man.

[Interviewer 1]: Iron Man? What's that?

[Interviewer 2]: Iron Man

[Interviewer 1]: Iron Man. Okay, is that a TV programme?

[Mother]: A game.

[Interviewer 1]: It's a game. PlayStation?

[Interviewer 2]: It's based on the movies.

[Interviewer 1]: Okay, now Della's one, do you play it with a PlayStation?

[Child 2]: Yes.

[Interviewer 1]: Oh, okay. Great, maybe you can show us. Okay, both of you can show us, because I don't even know those, but later.

Yes, Bongji?

[Bongji]: I have two favourite games, which is what they said

[Interviewer 1]: Oh, WWE Smackdown and Iron Man.

[Bongji]: Yes.

[Interviewer 1]: Okay.

[Interviewer 2]: Wow.

[Bongji]: And also Batman.

[Interviewer 1]: Also Batman? Is that also on PlayStation?

[Bongji]: Yes.

[Interviewer 1]: Aha! Okay, Mummie, what's your favourite game?

[Mother]: (Inaudible).

[Interviewer 2]: On your phone maybe (laughs).

[Interviewer 1]: Ya, I don't have a game. I like taking photos and sharing.

[Mother]: I keep books on my phone (laughs).

[Interviewer 1]: That's nice. Reading books on the phone is great.

[Mother]: Yes. But if I play games, it would Candy Crush

[Interviewer 1]: Oh really, Candy Crush.

[Mother]: That one gets people fired (laughs).

[Interviewer 1]: Yes, from jobs. Like what's his name? Gigaba!

[Mother]: Yes (laughs).

[Interviewer 1]: Okay, good so that's a good first question to start off with. What can anybody think is the next question? Who wants to ask a question about playing with technology? Anybody got a question?

[Interviewer 2]: Yes, Linton?

[Mother]: You can ask anything.

[Interviewer 1]: What do you want to ask?

[Linton]: I want to ask for buying new games. I will read nicely, I will sleep and then I will brush my teeth and then I will eat food and then I will go to school and then I will play games until Saturday and then Sunday I will go to Sandton.

[Interviewer 1]: On Sunday you will go where?

[Linton]: At Sandton.

[Interviewer 1]: To Sandton, Oh....

What's in Sandton?

[Linton]: The toys and the milkshake.

[Interviewer 1]: Oh, milkshake. Wow. So you planned the whole week.

[Linton]: And we can buy toys in Sandton.

[Interviewer 1]: Okay.

[Linton]: We can buy toys if we can play. Even we can buy LEGO games.

[Interviewer 1]: LEGO games? What LEGO games do you know?

[Linton]: I know Migaco, Star Wars, Batman and Harry Potter and Iron Man.

[Interviewer 2]: Do you like Migaco and did you see the Star Wars one?

[Linton]: Uhu, we got the Star Wars and we got Iron Man, we got Harry Potter and we got Batman also, but we didn't buy Migaco yet.

[Interviewer 1]: Oh, okay. Are these LEGO games?

[Mother]: Yes.

[Interviewer 1]: So you build them?

[Mother]: No, they play on the

[Interviewer 1]: Oh they're on the TV... on the PlayStation

[Interviewer 2]: The characters are made out of LEGO. So if it's Dark Vader, he's made out of LEGO, but it's animated.

[Interviewer 1]: Oh sorry, I am very slow.

[Interviewer 2]: Oh no, no, I know my son loves it.

[Interviewer 1]: I've got it. I've got it. Okay and do you like taking photos with a phone?

[Linton]: Yes, I'll take photos for me and you and for my mother and for him and for Bongji and for Della and for my father and for Chops.

[Interviewer 1]: Yes.

[Linton]: Even I am going to do it for Uncle Mur and Uncle Tim.

[Interviewer 1]: Oh everybody is going to get a picture, right. We are going to take pictures with the phone and then what are you going to do with them?

[Linton]: I'm going to do everything that will tell funny things.

[Interviewer 2]: Oh, for funny faces. Like this.

[Interviewer 1]: Or you can put them - those apps where you can put like ears and nose.

[Interviewer 2]: Filters: Snapchat.

[Interviewer 1]: What are those ones?

[Interviewer 2]: It's called Snapchat.

[Interviewer 1]: Have you seen those? When you make somebody look like a dog.

[Interviewer 2]: Let me show him.

[Linton]: And even when we open our mouth, we turn into a wolf.

[Interviewer 1]: Ya.

[Linton]: And then also sun glasses and it looks like we are going to cook.

[Mother]: Oh, look at me (laughs).

[Interviewer 2]: So do you know this one? Snapchat? Let me show you.

[Linton]: Yes, yes, yes.

It's the sadness.

[Interviewer 2]: No, so it's the weird smile.

[Linton]: Yours can do the sadness.

[Interviewer 1]: Oh, sadness. Okay

[Linton]: And yours can do the happy one.

[Interviewer 1]: Ya.

[Interviewer 2]: What else do you do with the phone? Besides take pictures what else do you like to do?

[Linton]: I like to do the flowers one. Do pictures when you make the flowers grow.

[Interviewer 2]: Oh, I haven't heard of that one.

[Linton]: And this other one.

[Interviewer 2]: Which other one?

[Linton]: You touch this button that's red

[]yes

It keeps on going off and on

Because you touched the button

[Interviewer 2]: What is the hard-drive for?

The hard drive is for video games and then we watch movies and we can watch cartoons on the PlayStation even we can watch on the laptop

But the TV was not working, so Papa make the TV work.

Even we can do everything. Draw, paint and colour.

[Interviewer 1]: Where do you draw, paint and colour? On the laptop.

[Mother]: What do you like to play on the laptop?

[Linton]: I like to play that game about the bees. It's the big game.

If the bumble-bees steal the honey you must make them dead.

You put them where they are that's the same colour.

So we must do everything for all the colours

[Inaudible]

[Interviewer 1]: Okay, we each have a garden. We've got to be careful to talk one at a time, because when they trying to write what we are saying if we talk at the same time it's very hard to hear what people say.

Mummie, you were saying that there's also a drawing game on the laptop. Is that right?

[Mother]: It's not a drawing game, it's an app.

[Interviewer 1]: A program where you can draw and colour in. Do you do that as well?

[Linton]: Yes, we can draw or we can colour with it. We can do a shape or colours or numbers. We can draw number one, two, three, four, five, six, seven, eight, nine, ten. Or we can do colours to one. One colour we'll make it purple. The first one is red to green; and that green is to yellow. Yellow and that yellow goes to orange who is black. The blue will go to black and the white is going to brown; and the pink is going to purple. The brown is going to pink.

[Interviewer 1]: Oh the brown is going to pink, you'll have to show us.

[Child 2]: The grey colour and the rainbow.

[Inaudible]

[Interviewer 1]: Wait, one at a time. Let her say that.

[Child 3]: Mix them together and it's a rainbow.

[Interviewer 1]: Oh, when you mix them altogether you get a rainbow.

[Child 2]: Aha

[Interviewer 1]: Okay.

[Child 2]: The sun will mix them together. The sun is so hot, the rain is so cold and then it'll make the rain broken,

[Child 1]: I used to see one.

[Interviewer 1]: You used to see a rainbow?

[Child 1]: Ya only me and Bongji.

[Linton]: Yes, even I used to see a rainbow.

[Interviewer 1]: So you haven't seen a rainbow for a little while hey.

[Interviewer 2]: Yes, it's been a while.

[Linton]: and remember when we were little we said we were one years old.

[Child 1]: When we come out of our mommy's stomach we were zero years old.

[Interviewer 1]: You were zero, yes. Good!

[Linton]: Now we are six years old.

[Interviewer 1]: You're six, ya.

[Linton]: We were five, now were are six years old.

[Interviewer 1]: Ya, and you just had your birthday.

[Linton]: Aha, our birthday was passed and now we are six years old. We are twins.

[Bongji]: and then that cake was too sweet. I didn't like it.

[Interviewer 1]: Oh ya. People think children like everything sweet, but sometimes it's too sweet.

[Linton]: But when I eat sweets I vomit. I don't want to eat sweets now.

[Interviewer 1]: Okay. Too many sweets and then you'll vomit.

[Linton]: Too much sweets.

[Interviewer 1]: Ya, ya.

[Linton]: Even the cake is sweet.

[Interviewer 1]: (inaudible) is sweets ya, Chappies is sweets

[Linton]: and the rainbow one. That rainbow straw comes in a sweet also.

[Interviewer 1]: Okay. Rather eat fruit, hey?

[Linton]: Yeah, fruit is healthy.

[Interviewer 1]: Aha. Vegetables are very nice. What's your favourite vegetable?

[Bongji]: Oranges is or it's an apple.

[Mother]: Not a fruit. It's a vegetable.

[Interviewer 1]: That's a fruit.

[Linton]: I eat carrots.

[Interviewer 1]: Carrots, oh.

[Linton]: and spinach!

[Interviewer 1]: Spinach, I love spinach. I love pumpkin.

[Bongji]: I like pumpkins also.

[Linton]: and let's talk about fruits now also.

[Interviewer 1]: Banana

[Bongji]: I like papaya

[Interviewer 1]: Ya, pawpaw

[Linton]: and remember apple. If we eat it too much it'll make our teeth soft. It'll make our nails weak and tears.

[Interviewer 1]: What's this, apples? Too much apples.

[Mother]: Because it's hard.

[Linton]: The banana is still because it's soft.

[Bongji]: That's what I was trying to say.

[Interviewer 2]: Because it's soft.

[Linton]: Do you know makazi orange?

Bongji: the orange is orange.

[Interviewer 1]: What colour is orange? I give up.

[Interviewer 1]: an orange is orange.

[Linton] Yes, they call it an orange because it's orange.

[Interviewer 1]: Oh, you can call a banana a yellow.

[Bongi and Linton]: Yes.

[Bongi]: We can make a circle yellow.

[Interviewer 1]: Okay, so you are looking forward to making your first drawing. Are you going to draw, what's it, Smackdown?

[Linton]: WWE

[Mother]: You gonna throw.

[Linton]: Even we have soccer games.

[Interviewer 1]: So you can draw the – draw something in your book about how you like to play with technology. Like the PlayStation or the laptop or the Ipad or the phone.

[Linton]: But when we are playing games. Someone is calling at the table or the laptop or the phone. If we are playing games.

[Interviewer 1]: Then, what's that?

[Mother]: You can Skype on the TV. He's right, you can do it, because he's got internet.

[Linton]: I remember daddy was at Durban. We are in Durban, but we only eat at home.

[Interviewer 1]: yes.

[Bongi]: In Sandton also.

[Linton]: But daddy was doing work in Sandton. The backslide we slide in it. It was so fun.

[Bongi]: I am trying to get you. I am trying to touch you. I am playing tag.

[Interviewer 1]: What?

[Linton]: I am running away.

[Della]: No you can't run away in the flat.

[Linton]: We were playing tag.

[Interviewer 1]: Oh so you were sliding in Sandton when daddy was working there. Okay.

[Linton]: Our mother said when daddy is here, we'll go to the slide.

[Interviewer 1]: Okay and Della, what did you want to say?

[Della]: I'm saying, can we draw now?

[Interviewer 1]: Ya, sure. Okay, good. We'll talk next time. Otherwise, it'll be too long.

Case Study Child: Linton and Della (twins)

Content of video: Home visit, 16 November- Linton Diary 2

Duration of Video: 19:03

Transcriber Name: Michell

Linton: This ... what's this that's a vegetable?

Interviewer 1: A carrot. Carrot.

Linton: Mhmm hmmm.

Interviewer 1: And ... there's a mushroom, noodles, blueberry, carrot.

Linton: They will mix up together.

Interviewer 1: Are you gonna mix them together? In the recipe?

Linton: Mhmm hmm... but it tastes good.

Interviewer 1: Aha! Nice! And what else can we see?

Interviewer 1: This is hulk? Does that say hulk?

Linton: [inaudible statement].

Interviewer 1: Huh?

Linton: This is says Hulk.

Interviewer 1: Yes! Okay.

Interviewer 1: Oh and that one's got teeth. That looks like a ...

Linton: His name is [inaudible word].

Interviewer 1: Mhm?

Linton: [repeats inaudible word].

Linton: His name is [repeats inaudible word].

Linton: Say [repeats inaudible word].

Interviewer 1: Okay. That looks like Alommf.

Linton: And -

Interviewer 1: [gesturing to sentence in diary] "What are you doing." Did Bongi right that?

Bongi: Ja [rest of statement inaudible].

Interviewer 1: Ah okay. Did he ask you to write it?

Bongi: Yes.

Interviewer 1: Huh! That! Wow! What's that?!

Linton: [inaudible section] and Hulk was mixed up together, [rest of statement inaudible].

Interviewer 1: Poison?

Linton: [Inaudible word].

Interviewer 1: Person?

Linton: [Inaudible statement].

Interviewer 1: Hulk and who mixed together?

Linton: Hulk and [rest of statement inaudible].

Interviewer 1: Hulk and ?

Mummy: Potion.

Interviewer 1: A potion?

Linton: Mhmm hmmm. It's beast and hulk mixe up-

Interviewer 1: Beast? Beast?

Linton: Mhmm hmmm... and Hulk mixed up a potion.

Interviewer 1: Mixed up a potion? Aha! To do what?

Linton: To make... to... to make someone not evil.

Interviewer 1: Okay. And over there it says Hulk?

Linton: There's another thing I can show you.

Interviewer 1: Okay, what's happening here?

Linton: These are ... these are Hulk's powers that were going... they were going... they were too much. They [inaudible section], the glass one was broken in this part.

Interviewer 1: The glass was broken?

Linton: Mhmmm hmmm.

Interviewer 1: Hulk's... it's Hulk's what?

Linton: Powers.

Interviewer 1: Powers?

Linton: Mhm hmm. But the glass [inaudible audio]. These blue things can make it close. But it's not enough but it's not closed already.

Interviewer 1: Makes it closed?

Linton: Mhmm hmm. But there's more stuff we need to do. This is Beast.

Interviewer 1: Beast? Okay.

Linton: He's stuck... he's stuck there.

Interviewer 1: He can't get out?

Linton: He's stuck there.

Interviewer 1: Wow.

Interviewer 1: And what's this thing here?

Linton: This is a machine.

Interviewer 1: Nice! I like the patterns...

Linton: Mhmm hmm.

Interviewer 1. ...in there.

Interviewer 1: And who's this in there?

Linton: That is ... that is Venom (sp) that someone change him. Mystic was acting like Venom.

Mystic.

Interviewer 1: Beasty?

Linton, Della: Mystic!

Interviewer 2: No, mystic.

Interviewer 1: Mystic:

Linton: Mhmm hmmm.

Interviewer 1: Was acting like Venom?

Della: He can -

Linton: He can act like everyo-

Della: Like everyone.

Linton: Mhmm hmm.

Interviewer 1: Huh?

Interviewer 2: Oh she's the one that-

Interviewer 1: She can be anyone?

Interviewer 2: Ja, she can transform into any other person.

Interviewer 1: Yes. That's her in there?

Linton: Mhmm hmm.

Interviewer 1: Is she... is she trapped in there... or?

Linton: She's just controlling the machine... she's controlling.

Interviewer 1: She's controlling the machine? Ah! Okay.

Interviewer 1: And is she using Hulk's power or what?

Linton: These are Wolverine's powers, this is [inaudible name] powers, this is The Thing's powers.

Interviewer 1: So these are all powers?

Linton: Mhmm hmmm.

Linton: And this one... that power is for [inaudible section].

Interviewer 1: Mhm?

Linton: Someone that's [inaudible section], I forgot now.

Linton: Dr Doom!

Interviewer 1: Dr Doom?

Linton: Dr Doom was good.

Interviewer 1: [inaudible statement].

Linton: Um...I still didn't draw more stuff.

Interviewer 1: Okay. You've got two more pages?

Linton: Yes I need to do.

Interviewer 1: You need to do - oh but there's something here.

Linton: Mhmm hmm.

Interviewer 1: Who are these?

Linton: These? This is his arms that are fall. Mystic act like him. It's Mystic.

Interviewer 1: It's Mystic?

Linton: Acting like... but he act like this one.

Interviewer 1: Mhmm! With lots of legs.

Linton: Mhmm hmmm. And look, Mr Fanta- Mr- Mr Fantastic was trying to destroy those arms.

Interviewer 1: Aha.

Linton: But he was too powerful.

Interviewer 1: What - who's this?

Linton: He break this thing. He break the face. That's Mr Fantastic he breaks the face and it turns into [inaudible section] called shooting gun and you can see it's a gun that shoots.

Interviewer 1: Okay.

Linton: And this guys is Dr Octopus.

Interviewer 1: Oh, that's Dr Octopus.

Linton: But someone - but someone make - but someone colour him.

Interviewer 1: Mhmm.

Linton: This was - this was [rest of statement inaudible].

Interviewer 1: Oh!

Linton: [inaudible statement].

Linton: There's Beast, he's laughing at ...

Interviewer 1: Octopus?

Linton: Yes Dr Octopus.

Interviewer 1: Mhmm.

Interviewer 1: And here's a "V." Do you think that's for Venom? Or is it just a shape on the page?

Linton: [Inaudible statement].

Interviewer 1: It's a what? Jack?

Linton: This draw a Jack and it means he was laughing.

Interviewer 1: Oh!

Linton: This is a tree house!

Interviewer 1: Oh, nice!

Linton: That tree house is cool.

Linton: Leg-

Interviewer 1: Tree house, yes.

Linton: [reading from diary] "Lego ..."

Interviewer 1: "Lego"

Linton, Interviewer 1: "Star" "Wars"

Interviewer 1: Hey! Did you write that?

Linton: [unseen physical response]

Interviewer 1: Wow!

Interviewer 1: And this?

Linton: That's.. That's a balloon that was [inaudible section] that was [inaudible section], it turned small.

Interviewer 1: Huh?

Linton: It turned small.

Interviewer 2: The balloon deflated.

Interviewer 1: Oh it got plffffff ?

Linton: Mhmm hmm.

Interviewer 1: So this was the arm? Is this his arm?

Linton: This is a... this is a balloon.

Interviewer 1: Ooh! Gone flat?

Interviewer 1: Oh right! Okay.

Linton: But look, someone did something over then look [demonstrates on/ gestures towards arm].

Interviewer 1: But there's a face there.

Linton: Mhmm hmm , but [rest of statement muffled out by movement of camera/mic against clothes].

Linton: This is Carnage when he was broken and then... and then the others ... when I'm fighting then Carnage explode...Courage.

Interviewer 2: Carnage.

Interviewer 1: Oh Carn- what?

Interviewer 2: Carnage.

Interviewer 1: Carnage? Explodes?

Linton: Mhmm hmmm.

Interviewer 1: Is that the name of someone?

Linton: [unseen physical response]

Interviewer 1: Ah!

Linton: That's Carnage.

Interviewer 1: Aha.

Interviewer 2: There's Marvel characters that we're speaking about, Venom... Dr Octopus, it's all in the same thing as Spiderman, and all of those.

Interviewer 1: Oh okay.

Linton: These are the pink [rest of statement inaudible].

Linton: Do you know what this is? This is the [inaudible word].

Interviewer 1: The Gin?

Linton: What's this called?

Interviewer 1: The car?

Linton: No, silver [inaudible word].

Interviewer 1: Huh?

Linton: [inaudible statement].

Interviewer 1: [inaudible question]? What?

Linton: [inaudible statement].

Interviewer 1: Carrier?

Bongi: Shield heli-carrier?

Interviewer 1: Shield heli-carrier?

Bongi: Yes.

Interviewer 1: Ah ha. Whose shield heli-carrier is that?

Bongi: [inaudible statement].

Interviewer 1: It doesn't belong to someone? Oh it's a big flying thing?

Linton: Yes! But also the [inaudible word] make it fly.

Interviewer 1: Oh.

Linton: But [inaudible section] if it's gone.

Interviewer 1: Oh.

Interviewer 2: Who's is?

Interviewer 1: Who's that?

Linton: This guy... this guy... this guy destroyed this facepaint to Mr Fantastic.

Interviewer 2: Ahhhh.

Linton: He just... he was like this : [does a physical demonstration].

Interviewer 2: And this one?

Linton : These are the pink spots you find every place you can go.

Interviewer 1: The pink spots you find... in every place you can go? [inaudible statement]. What?

Linton: You can also find... you can also find... you can also find them [inaudible section], when you find a question also to talk. You can also play hide and seek. That guy is going to play hide and seek.

Interviewer 1: Oh!

Interviewer 1: Are you following this Bongi?

Bongi: Yeah.

Linton: Even me [inaudible section], play hide and seek.

Linton: [inaudible statement].

Linton: Bongi , what's his name?

Bongi:[inaudible statement]. How does he look like first?

Linton: He have a yellow head...

Bongi: Yellow hair and...?

Linton: And then he have something, [rest of statement inaudible].

Bongi: Shield agent.

Linton: [nods in Interviewer 1's direction].

Interviewer 1: Ohhh... shield agent.

Linton: Mhmm hmm. He wants to play hide and seek..

Interviewer 1: He wants to play hide and seek?

Linton: Mhmm hmm.

Interviewer 1: Okay.

Linton: These are the clouds.

Interviewer 1: Mhmmm.

Linton: This is Hulk's... this Hulk's controller.

Interviewer 1: Okay.

Linton: But it can work ... it can work because he's fighting bad villains.

Interviewer 2: He's fighting a villain.

Linton:This needs [inaudible word] powers. [inaudible word] powers.

Interviewer 2: Telekinesis.

Interviewer 2: He spoke about that last week as well, telekinesis twice now.

Interviewer 1: Ja. Yes. Yes.

Linton: [reading from diary] "games!"

Interviewer 1: You wrote that?

Linton: [unseen physical response].

Interviewer 1: Okay.

Interviewer 1: I like that little person.

Linton: Yes it's a baby but he have orange hair.

Interviewer 1: It's a baby with orange hair? A green baby? Cute.

Interviewer 2: Is that Hulk's baby? Because Hulk is green.

Linton: Mhmm hmmm. His name it... his name it Ivy.

Interviewer 2, Interviewer 1: Ivy!

Interviewer 2: Oh, is that Poison Ivy? Poison Ivy is green with um... I think is it reddish hair, Bongi? She has reddish hair.

Bongi: Yes.

Interviewer 2: That's Poison Ivy, is she? Okay. So is that Poison Ivy's bay or is it Hulk's baby? Whose baby is that?

Linton: Hulk's. Hulk's baby before but when she grow up she was bad and now she'll turn good.

Interviewer 2: Okay when she grew up she was bad and now she'll turn good.

Interviewer 1: Okay good.

Linton: Burger!

Interviewer 1 Mhmm?

Linton: It's a burger.

Interviewer 2: A burger.

Interviewer 1: Oh the burger!

Interviewer 2: He spoke about the burger the other day.

Interviewer 1: Yes! The burger... with the tomato sauce?

Linton: And this meat.

Interviewer 1: And meat?

Linton: And cheese. And that part-

Interviewer 1: Cheese, and?

Linton: That part that you put it... look [demonstrates with hands].

Interviewer 1: The roll... the bread roll?

Linton: Mhmm hmm.

Interviewer 1: Mhmm hmmm.

Interviewer 1: And is this the spice? Chips?

Linton: These are the spice that.. These are the spice that will make someone don't took it.

Interviewer 1: Huh?

Linton: These are the spice that make someone don't took this burger.

Interviewer 2: Oh is it protecting the burger?

Interviewer 1: Oh it's keeping it safe?

Interviewer 2: Is it a fence around your burger?

Linton: [Unknown response].

Interviewer 2: Okay, so no one can take it?

Interviewer 1: Is that another burger?

Linton: Cyborg was having it, now the tomato's back.

Interviewer 1: Oh it's full again?!

Interviewer 2: Remember last week it was empty, now it's full!

Interviewer 1: That's good.

Linton: And the burger it was still... the burger's one it was still... was still big but this one was empty and now it's full.

Interviewer 1: Yes. Ja!

Linton: And this is the ... this is the part inside and this is the ... this part is here.. The tomato.

Linton: [reads from diary] Linton Mabaso.

Interviewer 1: Linton Mabaso.

Linton: A machine

Interviewer 1: Huh?

Linton: A machine that Mr Fantastic turn into. Mr Fantastic.

Linton: Remember I told you this? You know I told you this?

Interviewer 1: I think so. What did you say?

Linton: I said...

Linton: [Inaudible statement].

Interviewer 1: The four?

Interviewer 2: [inaudible statement].

Interviewer 1: The four laser zaps?

Linton: Yes.

Interviewer 1: Oh, I remember.

Linton: Even when they can make the light...even when it's dark they can make - the laser zaps make the lights.

Interviewer 1: Yes. Okay, we said it was like a laser... Um... er....

Interviewer 2: Lightsaber.

Interviewer 1: Lightsaber. Mhmmm.

Linton: Remember I told you?

Interviewer 1: Ja.

Linton: Mr Fantastic.

Interviewer 1: Mr Fantastic.

Linton: Turning into a machine. This a crocodile machine.

Interviewer 1: Crocodile machine?

Linton: Mhmm hmmm.

Interviewer 1: What's gonna happen to Mr Fantastic? Is he gonna get eaten by the crocodile machine?

Linton: He turned into this crocodile machine.

Interviewer 1: Oh! He beca- he becomes the crocodile machine?

Linton: Then he eats... then he eats the bad guys.

Interviewer 1: Oh...kay!

Linton: A house.

Interviewer 1: Yes! You told us that.

Linton: The alphabet!

Interviewer 1: Wow!

Linton: And the numbers!

Interviewer 1: Oh there's some numbers.

Linton: Mhmmm hmmm.

Linton: And the garbage truck.

Interviewer 1: Yes.

Linton: Someone spoiled the garbage truck.

Interviewer 1: Why?

Linton: Because they said go to the garbage truck and they threw food in there...food in it... a food. Even they throw a blueberry. Even they do... even they.... Even the stuff that was green and the green stuff was inside there.

Interviewer 1: They're eating the stuff from the garbage truck?

Linton: [inaudible statement]. Even the wheels are broken. That was bad.

Interviewer 1: That was bad?

Linton: Mhmmm hmmm. That was bad.

Interviewer 1: Well I like the idea of the garbage truck because garbage trucks are so important.

Linton: Yes, people... the strangers can make the garbage truck broken.

Interviewer 1: Strangers?

Interviewer 1: Do you get garbage trucks on your street here?

Linton:[inaudible section]. I'm not strong enough, I need to do exercise.

Interviewer 1: Hey?

Linton: I need to do exercise again because I'm not strong enough.

Interviewer 1: For what?

Linton: For making me strong.

Interviewer 1: Oh, for your fingers? You need Hulk's Fingers for the-

Linton: Mhmm hmmm.

Linton: Look, $1+1$ is what? $1+1$?

Interviewer 1: $1+1$ is..?

Della: Is two!

Linton: Two. And $4+1$ is what?

Interviewer 1: What is this number?

Linton: $4+1$.

Interviewer 1: 4 MINUS ... that's a minus.

Linton: $4-1$.

Interviewer 1: Have you heard of minus?

Linton: Mhmm hmmm.

Interviewer 1: Huh? Do you know what minus is?

Interviewer 1: It's when you take away. So a "+" is when you add. When you say... when you put them together, okay?

Linton: Yes-

Interviewer 1: But minus is when you've got them and then you take one away..

Linton: [nods].

Interviewer 1: So $4 -$ you've got 4, right? And then you take one away. How many you left with?

Linton: 4-1 .

Interviewer 1: Mhmm hmm. If I've got 4-

Linton: Plus what?

Interviewer 1: No, no. That's a equal. So if we have four and we take one away, how many are there?

Linton: [inaudible response].

Interviewer 1: Bring me four of your little things.

Mummy: Not your - oh ja.

Interviewer 1: Ja.

Interviewer 1: So, there's how many here?

Linton: 4.

Interviewer 1: 1, 2, 3, 4.

Linton. 1,2,3,4.

Interviewer 1. Okay! So now, we take one away.

Linton. Four - no 4 +4 is what?

Interviewer 1: Okay, count them.

Interviewer 1, Linton: 1,2,3,4,5,6,7,8.

Linton: 8!

Interviewer 1: So 4+4 is?

Linton: 8!

Interviewer 1: But now, if we have 4, right?

Linton: Mhmm hmmm.

Interviewer 1: And I take one away?

Linton: Yes.

Interviewer 1: How many are there?

Linton: 4+4 -

Interviewer 1: No, no,no. We had four, right?

Linton: Mhmm hmmm.

Interviewer 1:Four. Now I'm taking one away.

Mummy: How many are left?

Interviewer 1: How many are there?

Linton: Three.

Interviewer 1: Right. So 4 minus 1 - no don't look at these, just look here.

Linton, Interviewer 1: 4-1 is...

Mummy: Count there.

Della: Three.

Interviewer 1: 4

Linton: 4

Interviewer 1: Minus 1 equals?

Linton: Three!

Interviewer 1: Ja, okay! $4-1 = 3$.

Della: I thought it was "E"

Interviewer 1: It does look like a backwards E.

