

CASE CHILD

Lulama

Teacher Interview
Family Visits

BLUE GROUP – INTERVIEW 1 –TEACHER SIX:

Interviewer:

Okay, so that one is going and that one is going. Yes. Okay, so this is teacher interview one at Peak Child Ardene on the 28th of August 2019.

Okay, so the first question. Section A Question One is, how do technologies or media feature in your own planned curriculum, if at all? So, we would understand that, so in terms of your daily program. Is there a formal slot? Where you are using activities that involve using cell phones, apps, computers, tablets, a TV, camera, anything like that. Or is it more ad hoc?

Teacher:

Yeah, um, I wouldn't say it's like formal really, but if you know you feel that you would like to use that kind of material, it's, it's not a problem at all. Like for example, I use. I use YouTube a lot. On a Friday I do experiments with my children. So I need to check on YouTube, how to do the experiment so that I can try at home and it's mostly on the computer, YouTube, and then also with lessons. I also look for craft, I use computer or I use my phone.

When I look for music on a Friday, like to dance, you know, not always nice to be serious all the time, and children, they, they are aware of technology these days, and music. You can't really just sing to them, it's not as fun. So, there are beats there, there are famous people that they recognize when they hear their voices through the phone. They're like hey, isn't that 50 cent or isn't that Akon, or isn't that Beyonce or, isn't that Rhiana? So I always play songs that they listen to at home as well, I'll ask the guys, what song do you guys listen to? Gom, it, it's, it's, it's a dancing, you know, a everyone goes down they do the voice shows, so everything is more technology orientated, because that's actually the generation that we're raising up now so they are much aware, so I would, also have like a portable speaker that I bring to school because, I mean, now, you want to bring something that you just have to plug in or all the time, it's nice having portable things. Radio too much effort where I have a nice square speaker that I handle like a bag, people don't even know that I'm carrying a speaker, and they love it you know, they always press the button, they switch on or they stop on there or they play, or they skip the song so you know.

Interviewer:

They know how to do all that.

Teacher:

Exactly, they know how to press their mother's phones, they play a lot of games in there, so it actually helps.

03:11 Interviewer:

Okay, okay, um and then so the next question is Section B, Question One: Do you think any technologies, or media. So media would be particular apps or particular programs or something that are particularly negative for your children, and which ones might they be and sort of why would you think that they are negative. So, so it's any type of digital technology that the children can access on a digital device that you think could potentially be negative for them.

Teacher:

So it could also be TV right.

Interviewer:

Yeah, for sure. Yeah.

Teacher:

So like like look definitely, so, I have, I have ages, four to five. And they're very much on the stage of experimenting. Ooh, you know this, this is this. This is that, ooh, this is it, they know it's wrong, but they'll still do it because they want to see the result. And if there's no parental guidance, you know, where you're not guided so you will do reckless things. For example, I always remind my parents please, if your child, if you're watching TV, with a child, watch things that are child appropriate. Don't just watch anything. Why, because they act those things at school, like kissing shows, movies where there's naked women or naked men, or maybe they are having coitus there, it's always good to supervise the child. There are there are shows like South Park, for example, it's, it's an anime, but still, it's not a child appropriate anime. So there are like dirty jokes, and children pick up on on on small things, hey, things that you wouldn't think that you know they'll pick up on, because they learning so learning is repeating things. So, yes, I would say, TV, shows that are not, you know, appropriate for children. Same thing with computer. If you're watching things on YouTube, um, it could be porn for example, maybe your father watches porn. And then I don't know he maybe forgets to switch it off and then the child clicks there, they know the on button. They know the play button. So they just press enter and it shows, and then obviously they're not going to switch it off, they're going to wonder what is this, ooh okay. They come to school. And then, while their friends are sleeping they lay on top of the friends. I have been in a school where there was a similar case where like, it was naptime, and a child went on top of another child, and basically like, you know.

Interviewer:

Role played basically.

Teacher:

Role played. Yeah Yeah, definitely. They role play what they saw. And it was not good, you know, and now poor child we have to put that child in timeout where you can't just put the child in time out. It's not wrong what they did, it's what they learned. So you asked them, hey, you know, where did you see this and, etc? So, yes.

06:27 Interviewer

Okay cool. Section A Question Two. So, the use of technologies and media in your planned curriculum. How does how does this relate to national curriculum guidance regarding technologies, media and learning? That might be a question maybe more for formal schools, perhaps in the context of your work, it's like so, so, is there a particular reason why you've made the choice to include technologies and media into your daily program, other than what you've you know you've said. Does the, does the school as a whole, have a policy around that, that drives it or is it a personal choice or, so if you could just talk to that a little bit.

Teacher:

I think, I'm not really sure, but I think it's probably a personal choice, because it makes things easier. And also, by researching, you sort of see what other schools are doing, and

you can sort of see like years. I mean I think it's easier that way. Okay ya, so that's what I can say about that.

Interviewer:

Um, Section A Question Three. You may have answered this but I'm just going to ask it again. What technologies do you use in the classroom. And what are your aims in doing so? So the actual, the actual physical things that you use and the reason that you use those physical things, so like cell phones, computers.

08:09 Teacher:

Yeah I mean, would you include toys as well or just like what I use for my material?

Interviewer:

No I think include the toys as well, yeah for sure.

Teacher:

Cool. Um, we use a portable speaker that I bring. We use my cell phone for craft ideas, we use, we use cell phones that, like, we recycle cell phones sometimes, we don't always buy cell phone toys. I think reason being also recycling a cell phone, they sort of see, oh this is the real thing. Yes, of course, doesn't really work, but they see ooh, this is the weight of the thing, these are real buttons that can be pressed on there. Um, and we also use keyboards. Recycle keyboards like maybe we'll ask parents hey, if you have you know like a, whole PC set that doesn't work. Please bring it in. We'll use it for the children, they happy to do so. So they bring it and the children, yoh so fascinated. Looking at the screen, and they make up you know, ideas in their head, they role playing things. Um, so yeah, those things that we use. We do use ear phones as well, but they make those things, by themselves. So it's not really digital but they make it.

Interviewer:

So say more about that, so what are they using to make those?

09:43 Teacher:

Yeah, sometimes it's playdough I know it's very flimsy, but it's very creative as well. And then they also use a lot of Lego, Lego pieces, they amazing, the children, even make computers, they make phones. Sometimes it might not look like the phone. But as long as it looks like the phone in their heads. It's a phone. If they're making a computer and they say Teacher Six, this is a computer, beautiful it looks amazing. In my head I'm thinking, okay, interesting. Okay. But yeah, you know, yes, that's.

Interviewer:

Do you have wooden blocks in your class?

Teacher:

Wooden blocks.

Interviewer:

Do they sometimes use those as representations for phones or, I mean do they do similar things like build a, yeah?

Teacher:

Yes. We have wooden blocks they, mostly they use the wooden blocks for like cars, for example, but you know they are square or they are rectangular, so they do use it for phones, sometimes for laptops you know, but ya, or iPads.

10:53 Interviewer:

Um, and just in terms of the things that they draw and write? They're not, they drawing and writing anything to do with things that they've seen, or any, I mean, I know it's a hard question. Okay, but is there any, have you had any experience or children drawing stuff related to those technological devices?

Teacher:

Look, I'd say, not directly, but indirectly. For example, you cannot draw something that you haven't seen. And most of the time at home parents don't have time to sort of sit with them. So, what do they do put them in front of the TV. So, so, and I know there's one show in mind that always draws like a skateboard. Or they draw like Barney and where do you see Barney? You see Barney on TV when you watch Barney, so yeah that's how, that's one of the examples I can say.

Interviewer:

Cool, thank you. And then um, so now thinking more about the media that's on those technologies so like apps and games. So, which Section A Question Four, which media such as websites, apps, games or films, do you use in your classroom and what are your aims in doing so? So that would be activities that happen in your classroom that that either the children are using on their own and you have mentioned some of that, but perhaps other ones, where you're using an app or a website or a computer game or a movie or a video actually with the, you're using it with the children. Do you ever, have you?

12:44 Teacher

So we do, we do a bit of role playing sometimes like for example I know everyone likes Avengers, oh my God. So like they talk about Captain America and things like that. So, so, so, with my kind like in my class. Okay, they are destroyed now but like I made colour cards, based on, on the Ninja Turtles. You know, Raphael is red, so like I would paint, the whole character red, so then I ask them, what colour is this? It's red, oh like that's the Ninja Turtles. So like, it relates to them, and it makes it easier for them to work and to learn. So So yes, I've used, I've used, so the internet, the phone to Google, the Ninja Turtles. And yeah.

Interviewer:

So, when you do that. Are you are you Googling before you get into the classroom with them or are you Googling with them, so they see you doing it?

Teacher:

It depends, like sometimes. Yeah, it's both ways. I like them to sort of see as well. I've watched, I've watched a YouTube video with them before, and how to do, okay so like I was working on an experiment. And I forgot how to do it. So I had to take my phone and say, you know what guys actually watch with me and help Teacher Six, maybe I missed something. And they all excited and stuff, so I took my laptop out, and they all came and we all saw the video together and I missed something and one child said no, you don't do it like that so like everyone was participating, so like that just made it like a fun experience, and using digital, you know, so, that was actually cool. Yeah.

Interviewer:

And camera, you ever use the camera?

Teacher:

No, but the Principal does. I don't, oh wait, I'm lying, when was it I think it was two weeks ago we had Occupation Day. So I brought my selfie stick and then on my phone, we took selfies together. And then we made a video and I asked them, so guys, what are you today? And the one was like, I'm Superman and you know, the police guys.

Interviewer:

It's a great occupation.

Teacher:

I know. Isn't it funny though, like he was the only one that that came dressed as Superman. So I've asked him so Sima, why you Superman? He was like well so policemen don't do their job. So I'm going to be the vigilante. I'm like, oh, okay, I'm like you know buddy and the other lady, well not lady, the child, she was a lady COP, so that was cute and she's like, no excuse me, I do my job. So yeah, so yes, we used I used my phone and my selfie stick.

Interviewer:

Great.

Teacher:

Um yeah we did videos and we took pictures. I got involved.

Interviewer:

And do the children, do you ever use a laptop or a TV or something to show, videos or movies, do the children do that ever? Or is that not something that you do with them?

16:08 Teacher:

So like, very seldomly, because of also, I don't have a car, so I don't want to bring my laptop all the time. It would be like I don't know, maybe once a month, but otherwise, we also, they used to watch movies I think some parents were not happy, you know, what their children, watching movies at school, they feel like it's something they keep at home. So, we used to watch movies at the school like, maybe we have like a Popcorn Friday, once a month and then we maybe bring Captain America or Boss Baby or like anything.

Interviewer:

Okay. So section A question Five, are the any technologies, or media that you would like to use if you had the opportunity. So if you had, you know, funding wasn't a problem, support wasn't a problem. Can you think of anything that you would want to use in your classroom with the children that might be cool to do. If you, if the sky was the limit?

Teacher:

You know, honestly, so on my side work. I do music. I'm actually a rapper and a singer and I write my own music. So like, if, if, if they would give me a decks board and a big mix maker. And a DJ table, I would do that with my children. I'd create, I'd create beats for them to dance to and I'd help them, like I'd give extra skills for them to also learn that at a young age. I don't know if you guys know, the famous DJ Arthur Jr?

Interviewer:

Yeah, I've heard of.

Teacher:

So he won he won. America's go talent I think it was, 2016 Or 15. I can't remember, but yeah, he's alike a 6 year old. And he learned that because his father is a DJ, and children. Yo guys. I promise you, children pick up very quickly. He's like six years old and he's like famous, that guys getting thousands if not millions.

So, you know like, it would be a perfect opportunity to use digital and again this is technology on like breaking a lot of levels so it would actually be something that's very worth it and cherishable and, you know, so yes, I would use that mix table And microphones for example, microphones, I feel it's very important to, to, to teach MC'ing at a young stage. Why, because that that builds up your confidence as a child as well. And I know they'll play with a microphone, something that is nice to get used to. If they could give me that in my class, I would be happy. I would really be happy. And earphones you know like like working ear phones, so that they sort of, I don't know, get used to it, it's all part of it, you know, all mixing and DJ'ing, you need a pair of earphones, you need a good working laptop. That's probably Apple and that's expensive, but yeah. I would do that. Yeah, definitely.

Interviewer:

Ya, you would. And so sort of related to that, Section A, Question Six was.

Teacher:

Sorry, can I interrupt.

Interviewer:

Yes, of course you can.

Teacher:

I'm actually getting a lot of ideas.

Interviewer:

No, no, go for it, go for it.

19:43 Teacher:

I'm also thinking, you see, at this stage, we don't, we don't, well not we don't, but at our school, we don't we don't teach music. We don't teach like how to play instruments. And I know there are things such as electric guitars. That's digital, you know, so that those things would be cool as well. Piano lessons, I know other schools, actually there's more like extra classes or things like that, like private classes.

Interviewer:

Like extra murals sort of things.

Teacher:

Yeah, extra murals, yeah, but I think it would be cool if, if, you know, if we sort of did things like that, even if it's touch base, you know, just like guys, this is a piano. These are the key we had a piano in my class, but it didn't belong to the school so, you know.

Interviewer:

Was it an electric keyboard, or was it an actual piano?

Teacher:

No, but yeah, but I think it would be cool to have an electric keyboard, something that's portable and something that you can, like, work on the sounds, can press certain buttons, it gives certain sounds, the children will enjoy that, even if it's part of the toys, where they have those digital pianos. I know people don't like, you know, battery toys, because of you know, I don't know, the disadvantages, yeah, cool.

Interviewer:

Yeah, okay so, the last question for this session, Section A Question Six: What barriers, do you encounter to integrating technologies or media as part of your teaching or classroom program?

Teacher:

Barriers, look, I wouldn't really say barriers, but I mean, I don't know, I'm trying to think of things that have been.

Interviewer:

Anything that sort of stops, prevents it in any way.

Teacher:

Yeah, look I mean, I don't know, like financially. Um, you know you're not always able to afford these things. I think that's why you know we use things that, you know, don't require money, you know, and, and if you and with the digital things, you know, it's always good to get something as durable, and something that's cost efficient, sometimes, you know, if it's cost efficient, it's not really durable, you know why, because it's cheaper. And cheap things break quickly.

Interviewer:

Especially with 4 – 5 years old.

Teacher:

Exactly, especially with 4 – 5 years olds and also if your rules are not done straightly, they'll pour water on it, things like that. And they would break, it's not something that can really laminate, like, you know, you know so yeah those, are barriers. And other children wont sort of understand, but that's not a problem you teach them. Yeah. That's what I can say.

Cool, thank you very much. Thank you.

Case Study child: Lulama

Teacher interview 2a

Date: 4 September 2019

Transcriber: Jacqui

Length of audio: 7 Min 37 sec

Interviewer : Okay, so this is the 4th of September Teacher interview Number 2 with Lulama's teacher. Okay just switching it on as well. Okay, so today if we can just talk a little bit more about some of the stuff that we were speaking about last week and the first question is Section A: Question Seven. We are interested in the way technology and media are used in your classroom in relation to different approaches to teaching. So if you could sort of say how you see these things working in your classroom, if at all. And then if you think about technology or anything in relation to them, so collaborative learning would be that so, what would you, what would be your take on collaborative learning? And would you see a role for technology in it? If you just hear collaborative learning.

Teacher: Okay, would I see, do you mean like, if I see technology, the word technology do...

Interviewer: in collaborative learning in your classroom. So the children use collaborative learning, I mean, you use collaborative learning.

Teacher: Yeah. For example, like with just these. Yeah, For the dolly area, the dollies area for fantasy play, we've got these cell phones. And I think I think Yeah, like I think I think we do a mixture of mostly everything. It's always like, bang and start. It is not only technology, but sometimes you don't just play with technological devices, but we imagine them as well like within the our playing. And yeah, so that's how I can answer that one.

Interviewer: Have you come across the term inquiry based learning?

Teacher: Enquiry- based learning, No.

Interviewer: Problem Based Learning?

Teacher: Problem, yeah I've heard. okay.

Interviewer: So do you, so the way the study understands that is, that, so they would be so you'd introduce a problem to the kids and the, the play or the activity would be around on you know how to solve that problem. Is that something you sometimes do with the kids or

Teacher: Through stories, yes, I do that through stories. And sometimes we have Math when we actually do math. I don't just I don't only give them worksheets. I am not sure if you've heard of the Six Bricks. So I'll always have, like a story around it and then I would incorporate Six Bricks in there. Then I'd let them solve it.

Interviewer: Okay. Yeah. So So for people who don't know what six bricks is, do you know what Six Bricks is? No. Okay. So can you just explain this a little bit? Yeah.

Teacher : Sure. So it's blocks right. And all these blocks, there are six blocks, and they all have different colours. So red, blue, orange, etc. So like, how how I use it first, I use to test their colour, to test for numeracy you know, number, are you able to count how many blocks a day. What colour is the second block and what colour is the last block , when it starts a year. So things like that. So how I would you incorporate six bricks with with with some stories is I'd say, Okay guys, for example these blocks are sweets. Right now like oh, let's imagine that these blocks are sweets right? And they I'd say okay? If they're six children, right? How how much wait, if there are six children and here there's six blocks and okay and these blocks are sweets right how many sweets would each person get? So then, lisa would take a block have a Bar (?), then Vuvu, take a block, have a bar (?) take a block. So six children would like Oh, wait, the six of us the six blocks, each person has one. So then 1. So on and so on.

Interviewer: So that's okay. That's great.

Teacher : Yeah, that's an example.

Interviewer: Yeah. Okay. And then, is project based learning something?

Teacher: I've heard some. I've heard, Can you just remind me if you have them on like, You remind me if you have it on notes or anything.

Interviewer: Project based learning, yes. Okay. Yeah. So okay, right. So that would just really be where, you setting up a project that children are working on as kind of the core focus for the way they learn about something. Okay, so I mean, I'm not sure if that's suited to the ages of the kids you have or?

Teacher: It's really it's not something I really do. So I'm not I'm not really familiar with that

Interviewer: So yeah. Okay.

Teacher: Thank you. No problem.

Interviewer: Okay, so next question, which is Section A question eight. [Some disruption of people coming into the room]. .. it's Section A, question eight. Do you experience grade or phase colleagues so in your situation would be fellow Teachers, have equal interest in the use of technology in a

Teacher : No, I wouldn't say equal, I would say. They do try to incorporate it where they can, but not everyone enjoys it as much as other people enjoy it. So yeah, not really, I wouldn't say

Interviewer: Do you think you enjoy it and you think about it more. Yeah.

Teacher: look, I'll also sort of bring age into this. I am younger. So I like I enjoy gadgets more and enjoy ...[children return to class and interview ends].

Case Study child: Lulama

Teacher interview 2b

Date: 4 September 2019

Transcriber: Jacqui

Length of audio: 2.56

Interviewer: So this is part B of **Teacher** interview number two. Okay. Sorry just to get back to where we were. Okay, so the question is that so we were talking about how you perhaps are more ...[unclear] and then possibly you saying it's possibly an age related . And the question is, Do the other **Teachers** some of the **Teachers** only include technology for certain activities, do you know, or do they not include it at all? Or,

Teacher: Um, look, we, we do, do planning together. So we always use, like I said the last time for like, if you, can do like art we would reset for art activities, or, you know if we have to download music, we use technology, but otherwise, I don't think anyone sort of takes it like, further than that. Yeah.

Interviewer :Okay. Perfect. Thank you. Um, Section A, Question Nine: Is your use of technology supported by the leadership of the school as a valuable resource for teaching and learning? Ja, so do they view it as a valuable resource for teaching and learning? Do you get supported in, I mean...

Teacher: valuable resource? Well not financially, if that's what you're talking about, but I mean, I think, you know, this support is more of, ' Yay!' ' This is cool!' But I mean, not much financially.

Interviewer: But encouraging?

Teacher: Yes. It's definitely encouraging. They definitely like it. So that's good.

Interviewer : Okay. And then I'm not sure if you how you do assessments of the children for like reporting purposes and stuff or reporting on perhaps what activities have taken place in your class. But are you able to use technology to assess and present evidence of meeting the curriculum requirements? And if so, how is this received by your Head of Department or Principal?

Teacher: Not Head of Department but yeah, Principal, so like, what we do, for example, so we would first right, like with hand, and then she'll take the notes and she'll type it out. So we don't really type out unless like, reports, [sudden interruption of voices].

Case Study child: Lulama

Teacher interview 3

Date: 4 September 2019

Transcriber: Jacqui

Length of audio: 8 min 48.

Interviewer: This is part 3 of the interview. So the question is now about Section B question 2: Do you, would you have any concerns about data privacy in relation to the children specifically in your class? And if you did, what sorts of concerns would that be?

Teacher: Right, like privacy

Interviewer: Ja, in terms of Data privacy, or is this not an issue in your...

Teacher: Like for you guys? Like, what you're capturing or not,

Interviewer : you know, and I mean, yeah, it's just a question. Is it an issue? So when you think about the children in your class and the different technologies, things like apps, websites, computers that they might play with, would data privacy be, something that concerns you? And if it is, what sorts of concerns would you have?

Teacher : Like, Yeah, no, I don't, I don't, I don't really have, I don't think a thing, I don't think I have really thought too much into it. But yeah, no, I don't. I don't have..

Interviewer: Okay, Section B, question three. Do you think that the children's use of technologies and/ or media at home impacts in any ways positive or negative on their lives? And if you, if you could just give some examples?

Teacher: Yes. Cool. No definitely, I think, I think I think there is an impact, whether it's negative or positive, but we could start on negative. Like sometimes, I think I had this last week, touched this, like the amount of time that child is given on an App, for example, I think it's very important, because you cannot allow a child to be like on their parent's phone for suppose for like, I don't know, for 30 minutes, I think at least I don't know, maybe if I'd negotiate 20 minutes with supervision. It's important because I know there's a child in my class who always walks in with their mom's phone. And I mean, I'm sure it's from the way home, while the mom's driving to the school and things like that. And the problem is now, they don't want to to let mommy have the phone. So they cause a tantrum when they are here and that causes a disruption. You know, child, pull the child from the mother, and the mother can't go to work, and it's a whole case and the child is sad the whole day. And it's just, you know, I mean, I that's, that's negative, that's, that's a negative thing. Whereas if you negotiate for the child and talk and train the child, look here, you have this phone for 15 minutes. And make sure that that bond during break and we need to set rules, need to make sure that you follow the rules. You follow the rules so that the child can know, even if visitors or there's no visitors, for you at school or your church or wherever those rules always apply. You can I have a child Siso, so in my class, he knows as soon as you get to school, there's no toys at school. So what happens? You have to give mommy the phone and so on and so on.

[there is an announcement calling Ari, ari] And also like what they are exposed to in those apps. You know, it's very important So yeah, child child-appropriate things. Yeah, that's what we would recommend them to watch or play, the maths.

Interviewer: Thank you. Section B Question 4 : What do you think is the role of schools in addressing issues about children's Internet safety and..unclear

Teacher: what's there?

Interviewer: What, What do you think the role of schools would be in addressing issues of children's Internet safety and data privacy specifically what is the role of the school? Is there a role and if it is not, what what do you think it might be?

Teacher: I don't think we have a role yet but I think we're establishing that coz I think we were more at a process of, of raising awareness first that we need to incorporate more of, of technological things. So it's not like, okay, it's already established, This is our role yet. No, it doesn't been like, yeah,

Interviewer: So at the moment, Internet safety and data privacy are not really conversations that are happening here.

Teacher: No, not at all.

Interviewer: Oh, yeah. Okay. And would that also be so it's not a conversation that you'd be having with parents, specifically around Internet safety and data privacy?

Teacher: I mean, like, like, like, if we do have these conversations, they're very minimal. It's more like, like, a picture safety, Facebook, what what all this but I mean, that's basically about it. It's as not as not more than that. There's not many things. So yeah,

Interviewer: Okay. Okay. Section B, question five. I'm not sure that this will be something that you work with, but but let's explore it a bit: Is any content in school filtered? And what impact does this have on the sort of learning you can support? And is it ever a barrier to learning? So is there any content? That would Yeah, that would come via digital technology specifically, and that the school filters. So if there/

Teacher: I'm going to, let me go back to social media, yes. The pictures of children like, for example, with that, like let's say, we having a, we having a concert, for example. So sometimes we do take videos and we obviously want to Share them on our page, perhaps some parents that that don't want their children to sort of show, so those falter and that, you know, like maybe cross out the child's face, or certain details will not be exposed to the media and other children. That's not a problem. So how that's

Interviewer: Teacher: Yeah.

Teacher: No problem.

Interviewer: And last question, Section B, question six. Do you have any concerns about the safety aspects of internet enabled toys and if so, internet, internet enabled? internet enabled toys and if so what would your concerns be?

Teacher: Internet? Look, I don't have too many concerns. I just think as long as it's child-friendly for me, like, I'm good. It really needs I think there's a lot of emphasis on child friendly, coz things go wrong, I promise you and, and, and things are not as easy to correct when you're an adult. You know, it's nice to sort of to make sure that things are done right now. What we expose our children to right now the internet is very broad spectrum. A child can watch, to watch anything the things that they are not allowed to see or play with certain games to not allowed or be on a site that's for adults or anything. So I think, yeah, that's what I have to say on that subject.

Interviewer : Thank you very much.

Case Study child: Lulama

Family visit 1b

Date 24 October 2019

Transcriber: Jacqui

Length of audio: 15 min 53 Secs

Interviewer: This is at Lulama house this is family visit one. This is questions for parents and it is thursday 24th of October and I am the researcher. So what we have here is Lulama's mom (Ndileka) and dad (Litha) and Grandmother all sitting together. So what kind of play does your child, Lisa typically engage in?

Ndileka: Its very difficult difficult to say because there's not no specifics with Lisa because she does everything in one go. Soshe loves her aunt's Tab (Tablet) She would take ...[unclear] with just sitting in the lounge and she would be in her room. Take her Tab she should go to videos or YouTube and make her own podcasts. So the time you switch it on all you see is her face. Yeah.

Interviewer: And she's making her own podcasts.

Ndileka: Yeah.

Interviewer : And she, it says when, so that would be at home.

Ndileka: Yes.

Interviewer:And where it would be? and who with?

Ndileka: It would be sometimes in her aunt's room or the lounge. Alone.

Interviewer:Thank you. Can you give me some examples of her favorite activities. You've sort of given one. Is there anything else that she really likes to do?

Ndileka: The other thing would be if her dad is working on his laptop, she would bring her own laptop and she would pretend to send emails to her friend V or having a phone call conversation with Vuvu and pretend like, she would be specific: " It's a pretend phone call Mom" or she would take the phone, the intercom phone and have like a full conversation with V. Or it would be like a fake phone like she would just create a phone with a paper or anything. Anything on the phone? Yeah. But those are her favorites. and dolls sometimes

Interviewer: Dolls, and what does she do with the dolls?

Ndileka: She would dress them up, because when she grows up she wants to be a fashion designer. So her dolls are forever naked. Dressed papers most of the time, or plastics, pretend dresses or bathing suits. Yeah.

Interviewer: And she also does it, where does she do it?

Ndileka: She'll do it here, most of these activities happen in the aunt's rom because I don't allow it in my room now because she's got her own room she does it a little bit, but mostly in her aunt's room.

Interviewer: All right. And then how, what is the balance of your child's indoor and outdoor playtime? Tell me about that.

Ndileka: She's indoors most of the time. It's a new context and she's not very familiar with the other kids. So mostly she's indoors, most of my time she's indoors and then she'll just play here. The only outdoor activity she would do is when she's at school, or maybe when her aunt takes her to the park. There is a park in the complex so she would take her and then, that would be like maybe 20 minutes and come back, so mostly indoors.

Interviewer: How has your child's play developed over time? What have you noticed?

Ndileka: Lulama, at a very young age, she, it was just her and us so I think it developed very quickly because she talked very quickly. Everything happened very quickly from her because she's staying with adults. So everything for her was fast, fast, fast, fast. And because of like the TV, she watches [unclear] and she gets them all aboard and they will just do to a little thing every time herself. So I would say it happened very, very quickly. Even her peers when they playing, she's more advanced than them.

Interviewer: how would that show itself? So, so I'm sort of trying to get dig a little bit deeper. So what does it look like?

Ndileka: I would say the speech and most of her, I would say the speech mostly, like her, how can I put it, like the way she engages with her peers? It's you would swear that she's older than them. Let me put it that way. Because you know, I think it's because of the like she watches more TV And the aunt, they would like those like have conversations and then now when she when she plays with her peers then you see that it's uh uh, not the same, you know. She just she's more advanced like the language mostly, is slightly different.

Interviewer: And what do you think? Is the value of play in your child's life?

Ndileka: Litha (?) do you want to answer this one?

Litha: I will try.

Interviewer: So, what do you think is the value of play in your child's life?

Litha: Firstly, she needs, look Lulama is too independent. That's what I like is that she can play alone. So, play alone creates a lot of independence she does not depend on many other kids being around and ...unclear., the more she plays the more she asks. And everytime she asks at school, I think she learns from that.

Ndileka: but also to add on to that the teachers were once worried because of that like that, like does she have kids to play with at home so we said, No she's got no problem and she's likes playing alone. That's just her, you know. We can't take that away from her and they asked us if we could organize more play dates and but we couldn't because when she first started at the school we were in Mowbray and most of the kids at this side, so traveling at that time was a big schlep for us because we didn't have a car. So but as time goes on, I think they grow to know Lulama. That's who she is. So

Interviewer: How important is your play in your family life?

Ndileka: I would say it's more important, Yeah, especially now coz we noticed something that she'll just bring herself and we must just do what she says. Because at first we used to teach her things; practice writing, rhyming words, colours and shapes and so forth. So now she does that to us and

say, Okay, here's your book. Here's your book. Now we're drawing this now we're doing this now we're doing that. So now she's trying to make it more like a family thing. We must do it together, not just her.

Interviewer: So this leads on, what kinds of creative activity does your child engage in?

Ndileka: Lulama is very creative.

Interviewer: What sorts of things does she do? I can see her doing one now.

Ndileka: Oh, yeah. Mostly it's dolls, I would say. She's got this fashion thing. Yeah she's into fashion. So she will take a ribbon and say maybe I buy her something then I will keep the ribbon and she'll just go and take that and also herself. She'll take my scarves and dress up herself, take pictures, but this started at like at a very young age because I was showing her Granny we have like old pictures and she used to make put my scarves on her head and we must take pictures. She poses. she should dance, so that's how

Interviewer: I can see her drawing there. Does she do a lot of drawing?

Ndileka: A lot, quite a lot.

Interviewer: When did she engage with creative practice? When does she actually do it?

Ndileka: Most of the time

Interviewer: Dad says in the evening, right? And who with?

Ndileka: Alone or with her aunt.

Interviewer: And where? And this is the last question: What do your thoughts on creativity and its value?

Litha: It's important to be creative. I did Art at high school so I know I know it's important. It makes you more independent. It shows certain abilities that are not generally taught in a formal textbook., education kind of, ...it plays a big...

Interviewer: Say more about the abilities that you don't learn through traditional teaching and learning.

Litha: Creativity,creativism, I don't know how to, I don't know how to explain but it makes you, it makes you want to attempt things that you generally might not , You will not be formally told how to do it. Like to paint. You can't, you can't teach someone to paint how to paint you you can't teach someone how to how to practically do it until they do it themselves. You know? It creates a passion.Creativism is about passion,...ja. Andiyaz.

Interviewer: She's having a good time there [referring to Lulama] . And what are your thoughts on creativity and its value?

Ndileka: Well, I think relating to her, it grooms her a lot because Lulama is when you do something theoretical with her, she gets bored and then she starts to wonder and then sometimes we lose our patience. But if it's do something like that with her or we we play house or we have a conversation with her then she opens up, you know. So if we do something very playful, then she she gets to be herself but theory sometimes, not too much so I think it really grooms her.

Interviewer: Would you like to add something?

Granny: Um, nothing, she always wants me to read her stories, I read books that are already read, as I go on reading, she'll remind me Mkhulu, you didn't read that page. This is, this is courtesy(?), whatever. Mkhulu, ask me questions; maybe I ask 3 questions, No I need five!....so, she can't sleep without reading books, show me pictures and read.

Interviewer: Thank you. Any any last words on this as a family about play and creativity?

Litha: Creativism is important for kids,it's a study of entrepreneurship at an early age...[unclear] her confidence. And I have to stress that it's important for kids to know the basics. My worry is that feudalism??? [unclear]is she doesn't know the basics, what's this word, she can't spell it. One day someone will say, you can't even spell. It could kill her (??)

Interviewer: And the basics are things like literacy and mathematics

Litha : Can you count up to 100. Can add 20 +20. Those things are basics. Because you wouldn't want kids who dontS have Sunday(??). Kids who don't have that confidence but who knows the basics to shut down the confidence, that's my worry.

Interviewer: Thank you very much. end of interview.

Lulama Family Visit 2a GoPro Video

Case Study Child: Lulama

Transcriber Kevin

Length of video: 0min59

Lulama is holding the GoPro. We see her baby brother who cries and reaches for the camera. Lulama laugh and says "you can't touch this."

Lulama turns the camera around and we see her face. She says, "Hiii," and repeats "Unjani?" and then "Molo sisi"

End of video.

Lulama Family Visit 2b GoPro Video

Case Study Child: Lulama

Transcriber: Kevin

Length of video: 1min01

For the whole video, we see an animated kids show on the TV.

Lulama Family Visit 3a GoPro Video

Case Study Child: Lulama

Transcriber: Kevin

Length of video: 9min03

Lulama, two other children, and a man are in the room. The man is encouraging Lulama to draw a picture, while Lulama is jocularly complaining that one of the other children has called her a loud-mouth.

The child holding the GoPro stands up and walks into another room and we see a different man holding a baby.

The child continues down the passage into a different room, picks up a toy, and then picks up a device asking what it is. We don't hear the response. But the child then says, "if this is a car remote then where is the car?"

The child goes back to the room with Lulama and the other child and asks Lulama why if she has a car remote does she not have a car.

Lulama gets up to search for the car, and the child with the GoPro follows.

The child with the GoPro walks around saying that he is using the remote to track the car, saying that the car might make a sound through some prompt from the remote.

Lulama finds the car and then they drive it around the house.

The child with the GoPro puts his mom's phone on the car to deliver it to his mom. It doesn't work and they take the phone to his mom.

They continue playing with the car.

End of interview.

Lulama Family Visit 3c GoPro Video

Case Study Child: Lulama

Transcriber: Kevin

Length of video: 7min07

Seems to be a continuation from Family Visit 3a GoPro Video. Lulama and two other children are playing with the remote control car. The same child as Family Visit 3a GoPro Video is holding the camera.

The other child (Mto) wants to use the remote control car but the child, who is using the GoPro, keeps telling him to wait.

Mto takes the car and goes to play with it.

The child with the GoPro sits down with Lulama briefly and then they both get up to find Mto. They pick up the car and are fiddling with it as though perhaps trying to fix it.

Lulama holds her fingers in her ears while Mto asks to use the car again. Another child appears and they are walking around the house playing with the car.

Lulama puts the car in the cupboard and Mto is upset and retrieves it. The Child with the GoPro continues saying that it is his turn resisting Mto's requests to play with it.

Lulama and Mto both handle the car and the child with the GoPro says they are breaking it, and he continues to play with it.

The child hands the car to Mto, and comments to Lulama that the camera is hot. They both feel the GoPro. Lulama says they must ask her dad. Lulama takes the camera, and the video ends.

Lulama Family Visit 5a GoPro Video

Case Study Child: Lulama

Transcriber: Kevin

Length of video: 0min06

The child holding the GoPro calls "Aunty" who is sitting on the bed, and says "hello".

Aunty waves and says "Hello".

End of Video.

Family Visit 5a

Case Study Child: Lulama

Length of audio: 15min 40

Transcriber: Jacqui

Interviewer : Today's November the 21st It's Thursday. And I'm talking to Lulama about what she has taken on the GoPro camera and she's sitting next to me. Right. Come, let's have a look and see.....All right, why are you covering your eyes? What did you take? There seems to be a lot of stuff. Yes. Let's start the bottom. We've seen that one, let's see if there's anything...

Lulama [Laughing] that's when ...sleeping

Interviewer: Alright, but did you take that one long time ago?

Lulama: Okay, that one or that one....

Interviewer: Shall we talk about this one? This is, there we go, tell us about this one

Lulama: So the GoPro was taking a picture of my aunty so that you guys can know that this is how she sleeps in the in the middle of the morning. She sleeps in the morning.

Interviewer: So why did you take that ? Why did you take a picture of her sleeping?

Lulama: I wanted to show you guys this is how she sleeps.

Interviewer: And is that important?

Lulama: And she always sleeps and when you open, open the curtains you can't go back in bed.

Interviewer : All right, and now your aunt and technology. Do you remember when we looked in your room? There was quite a lot of technology there. So do you and your aunt do some technology things.

Lulama :Ja, we watch TV

Interviewer: You watch TV together What else do you do together with technology?

Lulama: When she's in the boat when she's somewhere else, I take her tablet and I play games on it.

Interviewer: Oh, what kind of , on her Tablet? and what do you play?

Lulama : I build.....[unclear] with the rainbow colors and...[unclear] ..all the bigger rain colours (?) and I watched it, downloaded it on her tablet and then she deleted it and which I had to do it again and so that she can stop it. I wanted her to stop but she couldn't listen.

Interviewer: Did she delete all of them?

Lulama: All of it.

Interviewer: And then what did you do? Did you have Go and re- Put it back on again? And how did you do that?

Lulama: I went to games, and I just put it on.

Interviewer: You just put it on. All right. So did your aunty delete it again?

Lulama: Ja, she did.

Interviewer: She did? And this is on the tablet now?

Lulama: No, it's not on the tablet.

Interviewer :Why did she delete it? Why do you think she deleted it? Cos your aunty loves you.

Lulama: But I think she told me because there's not enough space. But there IS space,....[unclear] I lost all my videos and all this happened in the morning. So now I've got nothing.

Interviewer : Oh dear. I've lost....

Lulama: You've lost what?

Interviewer: I've lost the picture of your aunty. I'll have to find it... I'll have to look, ...yes look there, I can see that looks like your auntie.

Lulama: No, that's my aunt when she was awake.

Interviewer : When she's awake.

Lulama: Yes because it's so funny.

Interviewer :Alright, I'm going to have to go and look because there are lots and lots of photographs....what's in these photographs?

Lulama: It's me in Arabel's house (??)

Interviewer : Alright. Can we see properly what's going on here?

Lulama Unclear

Interviewer: Ja. I noticed your hands in front quite a lot.... Oh, what about this one?

Lulama : No. Wait, go back.

Interviewer : Okay,...there, no. Let's um go back a bit. Let's see if we can find a clearer one.

Lulama: That's her room, that was the door.

Interviewer : What was what was happening in that one?Here we go. What's this one about?....something red? what were you doing here?What is that?

Lulama: I don't know.

Interviewer : It looks like sewing? that's very intriguing. Is that your granny? Um, let's go and have another look. Oh we looked at that one didn't we? do you remember. You remember when you took one of your auntie? You remember when you took one of your auntie? see, there's lots and lot of the same... What's this one about?

Lulama: [unclear]...me talking, you know it's me, ...taking a picture.

Interviewer : Ah, he likes the technology doesn't he? So this is a picture of ...is it Mhile (?) and he's your cousin, isn't he? And he's taking this and then lots of things on here. He's playing with the GoPro. He liked the GoPro didn't he.

Lulama: He did, so much. He liked it so much

Interviewer: He did, he loved it so much.

Lulama: Unclear... he couldn't stop using it. Oh my Goodness. still Mhile, still Mhile,

Interviewer : He took a lot of photographs didn't he? He must have taken about 100

Can we take this one? Let's have a look. What's going on in this one?

Lulama: Okay....[unclear]...[something about when//was about to cry...he's just doing this.... was just doing that.

Interviewer: And why don't you take a photograph?

Lulama: Because it's cute

Interviewer: because it's cute? He was about to cry, when when does he, because we haven't seen him cry once you know

Lulama: Hmm. because he's always quiet.

Interviewer: So when what time does he cry?

Lulama: I think he was just pulling a face.

Interviewer : He was just pulling a face. Why would he cry?

Lulama: Because he, ...he starts to, he doesn't like it when he sits in his chair because he starts to get bored.

Interviewer: Alright. what is this one about? Oh, this is a wonderful one...when did you take this one? It looks like you're taking a picture of yourself and I'm in the back and I can see your dog. So when was this? What is this what is this here?...I think that was, remember when we were here last time and we were looking at the photographs on my laptop. I didn't know you took this photograph. Do you like this photograph? this one? Tell me about this one. What's going on here?

Lulama: OKaaay, This is my mom carrying my baby brother and then he..

Interviewer: What is he trying to do?

Lulama: He's trying to, he's doing this.....

Interviewer :Is he, is he.. because this is very close to the camera so what is he doing there?

Lulama: He's trying to snatch it.

Interviewer: He's trying to snatch it and look there is a TV in the background. What is that?

Lulama: It's just a movie, something that's playing.

Interviewer: It's just a movie and it's busy playing. Ah, Were you watching that movie? No, alright. so let's have a look and see. OHhh, Look at that one.

Lulama: He's just looking at the camera.

Interviewer: He's just looking at the camera. What do you think he thought of the camera.

Lulama: He thinks it a toy.

Interviewer : He thinks it's a toy. Is it a toy? NO, Lulama is shaking her head and she says no it isn't a toy. Oh, theres a whole lot here. And that's one of the balcony and bicycles outside. We've seen that one. Now we've come to some videos. Oh that one looks like, Let's have a look and see cos that one looks like you were taking it when we were here. That one we got already. What do you think about this one? That was taken on the 24th and that one was taken on the 24. Let's have a look. These are all the videos...Okay, this was also taken this video was also taken on the 24.....let's watch this one. Oh that was like one second long. So we find another one. What is this one? What's going on? Even though it's only one second long. Tell us what's happening in this one.

Lulama: It was aunty on her phone.

Interviewer: Aunty on her phone. And what is she doing on her phone?

Lulama: She's just talking to someone.

Interviewer :What does your aunty use the phone for, Ooh look here. Let's do this one.

Lulama

unclear.....

Interviewer "Lego(?) This is also a very short one. What is going on here it says?"

Lulama ...[reading] it says STEVEN Universe?

Interviewer: Ah, its Steven Universe. Cartoon Network! That's where Steven Universe was. Have you finished watching it? You remember the first time we came, you also had a video with Steven Universe? It looks at your favourite one. It is? Okay, let's have a look at that. Let's go back and see if we can find another one....Oh look, We have got, ALRIGHT, what is this one about? That's on the 25th see if we can find one that you've taken more recently.

Lulama Unclear.{something about he's taken my camera} ?

Interviewer: This one was taken on the 13th. Do want to take this one? I think that was taken when we were walking around and we looking over the technology in your house. That's when you took that.

Lulama: Bedroom.

Interviewer: Whose bedroom is this? Alright, one taken on the 21st. That's today. Oh my goodness.That's the 18th Let's have a look at this one. Let's see what's on this one.

Lulama: This is a video

Interviewer Yup this was a video. That's quite a nice one. What's what's going on in this video? It's your auntie and you're taking a photograph and what is she doing in this video.

Lulama: She's still on her phone, again.

Interviewer : Um, does your aunty like her phone? I think we've looked enough. Have you got your, to look here. I've got feelings. I'm going to turn this off and we are going to start again. All right, this is the end of the GoPro question. GoPro camera data. There are lots and lots and lots but lots are very similar and very short. So we're going to stop it

End of interview.

Lulama Family Visit 5b GoPro Video

Case Study Child: Lulama

Transcriber: Kevin

Length of video: 0min01

1 second video of a woman standing in the kitchen.

Lulama Family Visit 5b

Case study child: Lulama

Transcriber: Jacqui

Length of audio: 7 min

Interviewer :It doesn't look like out recorder works. Oh dear, oh dear. Alright Lulama, so tell us about this picture this is ..rainbow stones and?

Lulama: unclear..so the ...killer (???) is coming towards the rainbow stones, and it's about to bop (?) the Rainbow stones.

Interviewer: And then what will happen?

Lulama: Nothing will work.

Interviewer: Nothing will work. Why are these rainbow stones in control of something?

Lulama: Uh ha of the whole world. If they are broken then nothing will work.

Interviewer: In the whole world? Are these rainbow stones technology? No, they're not

Lulama :They are in control.

Interviewer : They just in control. And tell me what's happening there, these like square things next to the rainbows stones, what's happening there.

Lulama: Those are how to control the Rainbow stones.

Interviewer: So is that like a kind of remote.

Lulama: So if you push the red button, the red go to the bottom. And if you press the blue ones, the blue ones go to the bottom. this yellow one, the yellow goes on top, at the bottom. Sorry, this one is for the blue one and then the blue one goes at the bottom of the

Interviewer: the bottom. And does each stone have a different, they do different things?

Lulama: ja.

Interviewer :What do they do?

Lulama : And then the green button, it takes it takes the red button, and the blue and the yellow button and the green buttons and they switch together they make a party.

Interviewer: a party?

Lulama : A pool party.

Interviewer: [Laughing] a pool party. All right, and that's part of controlling the world. And [unclear] what's this thing here?

Lulama: Those are some creatures and they're going to another planet.

Interviewer: Okay. they are going to another planet.

Lulama: Those are creatures and they are calling on the[unclear]

Interviewer: creatures, sea creatures? How do, where do the sea creatures come from?Are they in our seas?

Lulama No, they are on the cartoon seas. Like when I was watching..I saw a long worm with those eyes and a ...unclear

Interviewer: Ah, and where did you see these kind of sea creatures.

Lulama :unclear... they were trying to cross and there was water under and then they, he jumped and then the worm jumped out and then and then they came closer to connie and steven (?) and then they ran away and they hide and then it flows into a gem. And then Steven put it into a bubble. And then the Crystal Gems they put it into the Gem cave. (??)

Interviewer: That sounds very, that sounds very imaginative.

Lulama: in the temple, it's called the temple then it closed and then the worm grew again and then they had to break it and then Steven had to put in the bubble again. Then Steven, he went through a bubble, it popped into the bubble. And then there was another worm that has ...unclear..and then a mouse and then I am the mouse and that turned into a baby. And then Stephen uses it as a pit (?), and then it spits green sick something that's greenish, and then what else? and And then...he can not keep that creature. And then Steven and then it got killed.....unclear... And then they put it in the...and they put it back in the temple.

Interviewer: Wow. And that was all all in one episode? Did you understand that story? (she says yes) You did. Lulama, just talk to me again about this picture. I like it so much and our recorder wasn't recording. So tell me about this picture again.

Lulama : unclear..... Writing October and that is the mouse and next to it is the Tablet.

Interviewer: Okay? All right and these words here...

Lulama Lize: so it's laptop, cake.So it's bake, cake, laptop.

Interviewer: And why don't you write these words here?

Lulama: Because bake and cake is the name of the laptop

Interviewer: Bake and cake is the name of the laptop? Alright. What kind of laptop is it is it got a name brand? What brand?

Lulama: Yes, bake and cake.

Interviewer: [Laughing] Alright, and then this one was the? (Lulama says Monster planet). Monster planet, ah yes, you did tell me about this one. And this is the one that's going to eat all the people up and you were going to use technology weren't you? Lulama is showing us cutting the throat to kill the monsters using technology. What is it technology look like

Lulama: It looks like all of the superheroes killing bad guys.

Interviewer: Right. Well thank

Lulama Lize: And the ... unclear ...of bad guys

Interviewer: And is that technology?

Lulama : No.It's just fighting.

Interviewer: It's just fighting, the Power Rangers. You haven't mentioned the Power Rangers? Do you watch them? Where do see the Power Rangers?

Lulama: I see them on my granny's TV

Interviewer: All right. Thank you Lulama, thank you very much for telling us all about your some of your pictures and today is Thursday the 21st of November.

Lulama Family Visit 5c GoPro Video

Case Study Child: Lulama

Transcriber: Kevin

Length of video: 0min03

We see the TV which shows the Cartoon Network logo.

End of video.

Family visit 5c

Case study child: Lulama

Audio length: 3min39

Transcriber: Jacqui

Interviewer: We are sitting with Lulama and she has drawn a picture. We left a piece of newsprint here and she's done the most beautiful picture. Tell us about your picture Lulama. What's going on?

Lulama: The kids are playing outside and the brother, the big brother wants to go in there and he's sad. The brother wants to go in there because they were having a race but the sister almost won

Interviewer: Now where's the big brother that's sad? He's sad and who is this?

Lulama: That's the sister..

Interviewer: And that's the sister, and who's inside the house?

Lulama: The mom

Interviewer: The mom, all right and why's he sad again, just remind me.

Lulama: Because he wants to go in this thing and go to the tree to pick apples.

Interviewer: To pick apples. And what's around her?

Lulama: It's an apple picker. Because you put the apple in it. She asked the brother to get a basket so that it can fall into the basket. Because it's an apple muncher because you take the apple and then you squeeze it in and then you put it in like this and you press the button and then it moves and then the apple munches in and then it folds out to the basket and then you put the basket there and ...[unclear]

Interviewer: Do you think that this apple picture is technology?

Lulama: Ah, I think so.

Interviewer: Did you invent it or did you see it on TV or somewhere?

Lulama: I just invented it.

Interviewer: You invented it. That's fantastic. And why did you invent it?

Lulama: Just.....unclear....apples ..and .make apple juice

Interviewer: Ah, she wants to make apple juice and tell us what is going on here in between the tree and the apple picker? Tell us about that

Lulama: Those are the ..unclear..planted some mushrooms (??) So she she let them fed too much. So then they got bigger and bigger and bigger. This one got too much bigger. This one is fine.

Interviewer: Oh and what are they gonna do with it?

Lulama : It was in her way so she couldn't get out and she couldn't do nothing about it. Because that's the apple picker.

Interviewer :What will make the brother happy?

Lulama: If the sister would give him the apple muncher.

Interviewer: and is she going to?

Lulama [whispering], she's not.

Interviewer: Why is she not going to give it?

Lulama: Because she's still busy watching the mother. (??) He doesn't know

Interviewer : Oh, he doesn't know.

Lulama: She thinks that she's just gonna pick them up.

Interviewer : Ah, right. Do you want to say something more about this picture? What else would you like to tell us about the picture?

Lulama: I wanted to tell you like, do you know why they put this here? It's about to rain and they're still outside playing and it's about to rain so much. Its going to rain very much

Interviewer :Ah. Do sometimes use this for playing a game?

Lulama: No

Interviewer: No. would you make a movie about this picture?

Lulama: I would like to

Interviewer: How would you make a movie of this?

Lulama: I don't know.

Interviewer: You don't know yet right, thank you, Lulama.

End of interview.

Family visit 5d

Case study child Lulama

Transcriber : Jacqui

Audio length: 1 Minute 25.

Date: 21 November 2019

Interviewer: Today is Thursday the 21st of November and I'm sitting with Lulama and we are looking at the Go Pro data and while are we looking at the GoPro Data where the research assistant is talking to Ndileka. [Talking to Lulama] No, no leave it here. Yes, you can say something but you will pick it up here.

Lulama: So,... so my , so...today is a fun day because,my , so let me just say something , let me just say what I wanted to say, next week Friday I'm going to a girls school so I hope it's a sunny day, so ..[unclear] but also a pool so that you can swim

Interviewer: And why are you going to Rustenberg Girls??

Lulama: Because it's a school, you play sport, uh there's a pool, there's summer (unclear] and you can play with props (?) and so on, ...[unclear]..but it don't matter your stuff are and you can't reach it.

Case study Child: Lulama

Date: 24 October 2019

Length of audio: 7 min 42

Transcriber: Jacqui

Family Visit: Basic Information.

Interviewer: It's Thursday, the 24th of October. We are at Lulama's house. It is this first family visit. I'm talking with Lulama's mother. And this is about basic information with the family. And I am the researcher. Right. Names of the parents:

Ndileka Ndileka

Interviewer : And who else is in the family?

Ndileka It is the grandmother.

Interviewer: And just to understand the family context, you all stay together?

Ndileka We all stay together and then grandma is visiting.

Interviewer: Oh alright. That's nice, It's nice to just understand the context. And of course you've got a baby, and his name?

Ndileka Inaudible

Interviewer: your home address is?

Ndileka We are in....in Claremont.

Interviewer: what are the parent's ages? You can give a range if you feel uncomfortable giving an exact age.

Ndileka between 30-40 both

Interviewer: Are you employed and if so, what do you do?

Ndileka We are.(pause)

Interviewer: what do you do for your employment?

Dad: I work for Nisfas, the national bursary agency.

Interviewer: I'm not sure if this picked it up. Do you want to just repeat that? Because I'm just a weird this background noise. So just just say it again.

Dad: I work in the stakeholder for the national students financial aid scheme

Interviewer: Thank you very much And Lulama's Mother?

Ndileka I'm an administrator. I work for an online sports betting company.

Interviewer: Thank you, and what age did you and your husband leave school?

Ndileka I'm not sure about him but for me it was between 19 and 20

Interviewer: and what what age did you leave school?

Dad: Inaudible.

Interviewer: what is your highest qualification?

Ndileka A diploma in, I'd say, Journalism? Yeah.

Interviewer: and dad?

Dad: I have a degree in business administration,

Interviewer: Thank you. And what would the family, that's you, define as your ethnic status

Momsorry?

Interviewer: What would you , What would you as a family, how would you define your ethnic status?

Dad: um.....Xhosa

Ndileka Ja, Xhosa but....

Dad: It's complicated.

Ndileka I would say a bit of both. We do stick to like our cultural things but we because of Lisa and trying to adapt and make her comfortable in a way so I would say we do jazz things up in a bit. So it would be like our cultural things and westernised things are here.

Interviewer: but ultimately you 're Xhosa living in today's world.

Ndileka Basically, yes.

Dad: We avoid complications of Xhosa ...(unclear)

Interviewer: Do any of your family have a disability?

Ndileka In my family we do, my grandmother, my grandmother,

Interviewer: and she's disabled in..?

Ndileka Well, it's not a disability that she was born with it is something that happens during the years...unclear

Interviewer: and do you own a car?

Ndileka Yes, we do.

Interviewer: What are the ages and gender of each of the children?

Ndileka Lulama is five turning six next year and then our little one is three months and he's a boy.

Interviewer: What's the date of birth of your boy?

Ndileka The 27th of June and Lulama is the first of June.

Interviewer: Do the children own any Lego products?

Ndileka Lulama used to, I think we bought it for her at an early age, because I don't think she understands what she was supposed to do with that. So she would create her own things with the Legos. Yeah. So we ended up taking them to school because we would find them laying around the house so.

Interviewer: So she played with them in her own particular way.

Ndileka Yeah.

Interviewer: And then do the children or Lulama as your son in a bit young at this point engage with any of the other Lego portfolios for example, films, YouTube things. Does she engage, watch...

Ndileka Yeah, she watches on TV. She downloads a whole lot of things. So I think they do watch Lego shows. Yeah. (laughter)

Interviewer : And Lego films, is that is that the same as a Lego film?

Ndileka Yeah.

Interviewer: You have all of them? Are these films or videos? films, So you watch lots lots of, I'm just repeating because you sitting a little far away, all right, just in case it doesn't pick it up. Thank you very much. That's the end of that little survey.