

CASE CHILD

Eshal

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Family Visits  
Community Visits  
Focus Group

## **Eshal Family Visit 25 October Video 2a**

**Video: 20191025\_151321.mp4 (Previously transcribed see Eshal Family Visit Audio 2B)**

**Case Study Child: Eshal**

**Parent Name: Rihana**

**Teacher name: Noreen**

**Audio Duration: 04:38**

**Transcriber: Chanique**

(00:00) Eshal:

And a phone and a robot.

Interviewer:

Okay, all the things you say to me, do you use some of them sometimes?

Eshal:

So, sometimes I use a phone and this, sometimes I play with a toy um-

Interviewer:

Do you know this toy? What it is?

Eshal:

I don't know.

Interviewer:

It is like a toy that talks to you about the things you need to do. So, it tells you:  
"Oh, it's time for lunch!"

Eshal:

Mm. This is- sometimes I play on the tab.

Interviewer:

Okay, so you use only the phone? The computer and the tab?

Eshal:

Mm.

Interviewer:

Do you see this one?

Eshal:

I saw it once.

(01:02) Interviewer:

Once? Okay.

When do you use computer?

Eshal:

Sometimes when I go out. I don't use it at home. Sometimes, very little at home. Sometimes I type on my mommy's phone and sometimes I Google on my mommy's phone.

Interviewer:

To search the things?

Eshal:

Yes and sometimes I play with the tab, when I go out or at home.

Interviewer:

Do you have this with you?

Eshal:

No.

Interviewer:

But, do you play with who?

Eshal:

When somebody comes to visit. My friends.

Interviewer:

Do you have friends who have one? With the phone- what do you-

Eshal:

Sometimes I look at pictures and I play on my mommy's phone. Or sometimes I Google stuff for my mommy or sometime I Google stuff I want to Google.

(01:58) Interviewer:

Okay, this phone you use to play, search, Google or videos or not? Do you watch videos?

Eshal:

Yes, sometimes I watch videos.

Interviewer:

How many times do you use (a phone) during the week for example?

Eshal:

Um, once or twice or-

Interviewer:

Per day or per week?

Eshal:

Per week. Once or twice or three times per week.

Interviewer:

Okay, and the computer... is only at school or do you use-

Eshal:

School.

Interviewer:

Okay, and the tablet you use when-

Eshal:

When I go out or when I play with my friends.

Interviewer:

And this one, do you know what it is?

Eshal:

Remote control. I used it when I went out the last time. It's to control the game you play.

(03:00) Interviewer:

Do you have one? Do you play with someone?

Eshal:

Yeah.

Interviewer:

With who? With your friend or-

Eshal:

With family and friends.

Interviewer:

Do you have one of these or not?

(03:57) Eshal:

I don't have.

Interviewer:

But you already played?

Eshal:

I already played with it.

Interviewer:

What do you play? What kind of games do you play?

Eshal:

I play like LEGO games.

Interviewer:

Ah, like this?

Eshal:

LEGO games or I play lots of games. I don't know what kind of games there are, but I only know I played the LEGO game.

Interviewer:

Okay,

Eshal:

And the last one!

(04:23) Interviewer:

Do you know what this is?

Eshal:

A robot! Like the last time I went to the robotics centre I built a robot out of LEGO.

Interviewer:

You built the robot of the LEGO, yeah?

So, do you know what this is?

(04:01)Eshal:

It's... a turtle?

Interviewer:

No, it's Pikachu. Do you know Pikachu?

Eshal:

Mm.

Interviewer:

Yeah.

It's a kind of play that you can use out (side) with cell phone. Do you know it?

Eshal:

No.

Kabila:

Play a game!

Interviewer:

Yeah, play a game.

You have never seen this one?

(05:09) Eshal:

I saw it already! I only saw it, but didn't use it.

Interviewer:

You didn't use it? Ah.

Okay.

**Eshal Family Visit 25 October Video 2b**

**Video: 20191025\_153257.mp4**

**Case Study Child: Eshal**

**Parent Name: Rihana**

**Teacher name: Noreen**

**Audio Duration: 00:56**

**Transcriber: Chanique**

(00:00) Interviewer:

What is this one? What is it?

Eshal:

The magical –

Interviewer:

So who's the – is it a princess or a queen?

Eshal:

It's a King.

Interviewer:

Ok.

Eshal:

So he says –

Interviewer:

So are you the king?

Eshal:

Yeah. Being crowned is really tiring and then lots of work. He says so because when the ladies come in he must –



(Eshal pretends to bow)

Interviewer:

Okay, so let me come then, Quadiriyah you are also going to come now. We're going to the king. We're going to come to the king, and then what must we say?

Eshal:

You must just walk in and say 'Good morning'.

Interviewer:

Good morning your majesty.

Eshal:

Yeah

Interviewer:

Okay, maybe I must also give you something because Quadiriyah is also bringing you something, and then say good morning your majesty.

(Walks over to Eshal)

'Good morning your majesty'

(00:49) Eshal:

(Eshal kisses their hands)

Interviewer:

I love it! Okay, so is this the book you were reading on the GoPro –

**Eshal Family Visit 25 October Video 2c**

**Video: 20191025\_153555.mp4**

**Case Study Child: Eshal**

**Parent Name: Rihana**

**Teacher name: Noreen**

**Audio Duration: 00:44**

**Transcriber: Chanique**

(00:00) Interviewer:

So when did you decide to make your video like this Eshal?

Eshal:

Um I wanted to do it with the balls and stuff, so I decided to make it because I wanted to make it fun.

That –

Interviewer:

There are the blankets again.

Eshal:

That pink blanket is mine. And I am cheeky, I am taking Kabila blanket as well.

Interviewer:

So how is the GoPro filming now? Is it in your hand?

Eshal:

Yeah.

Interviewer:

Ok.

What time of the day was this?

Eshal:

I think it was in the morning when we were done with the Monopoly.

Interviewer:

Oh yeah because I can see there – let's go back a little bit here. If we click this one it says 'go back 10 seconds'. Another 10 seconds. Ok because I think as we come past here now –

**Eshal Family Visit 25 October Video 2d**

**Video: 20191025\_154241.mp4**

**Case Study Child: Eshal**

**Parent Name: Rihana**

**Teacher name: Noreen**

**Audio Duration: 00:34**

**Transcriber: Chanique**

(00:00) Eshal:

Yep.

Interviewer:

Ok so what made you hold the book like this? Because look at your sister she's holding the book in a different way.

Eshal:

Because then you can see.

Interviewer:

Who can see?

Eshal:

You can see the pictures.

Interviewer:

Ok so when you were reading the book you were reading the book in a way that meant that the GoPro would allow us to see it.

(Eshal nods head)

Ok. So we were already part of you reading because of the way that you were holding this book, is that what you're saying?

(Eshal nods)

Eshal:

Can I switch on now?

Interviewer:

Yes.

**Eshal Family Visit 25 October Video 2e**

**Video: 20191025\_154656.mp4**

**Case Study Child: Eshal**

**Parent Name: Rihana**

**Teacher name: Noreen**

**Audio Duration: 00:50**

**Transcriber: Chanique**

(00:00) Interviewer:

Now.

Eshal:

Uh.

Kabila

We live by ccc-ity- Beach Road.

Interviewer:

At the park.

Kabila:

I can't slide because, it's my shoes it's...

Interviewer:

There's your house in the background!

Eshal:

Hm.

Interviewer:

Yeah. To have a park like this by your house, right in front of the sea –

Rihana:

We're very lucky.

Interviewer:

I love it!

Eshal:

The sea is right behind there.

Kabila:

Look, that's a long stick –

Eshal:

You must walk along there.

Kabila:

Yeah, Eshal walks on there.

Interviewer:

To balance on there.

**Eshal Family Visit 25 October Video 2f**

**Video: 20191025\_154953.mp4**

**Case Study Child: Eshal**

**Parent Name: Rihana**

**Teacher name: Noreen**

**Audio Duration: 01:02**

**Transcriber: Chanique**

(00:00) Interviewer:

At the park, what other things were there but you chose not to film it?

(Eshal points to the balls)

Ok the balls, so what is the reason that you didn't chose that?

(00:12) Eshal:

Because my mommy says I should do it tomorrow.

Rihana:

Was it before you got the GoPro?

Kabila:

Miss Peers?

Interviewer:

Yes.

Kabila:

What will happen if you put the arrow on here?

Interviewer:

The arrow on where?



Kabila:

On the pencil.

Interviewer:

The pencil allows you to – what do you think the pencil allows you to do?

Eshal:

Draw.

Interviewer:

Woah, look at all these pieces, what kind of a puzzle is that?

Eshal:

It's different kinds of puzzles. The one's is one kind of the puzzle, the two's is one kind of puzzle, the three's is one kind of puzzle, the four's is one kind of puzzle, the six is one puzzle -

(00:49) Interviewer:

Did it come with the numbers on there?

Rihana:

Yes.

Eshal:

The seven's is one puzzle.

Rihana:

You can show it to Miss Peers, you want to show it to her?

Eshal:

Um.

Rihana:

She actually sorted it out and we put it back together.

Interviewer:

Oh I see.

Rihana:

Three or four different puzzles.

**Eshal Family Visit 25 October Video 2g**

**Video: 20191025\_155135.mp4**

**Case Study Child: Eshal**

**Parent Name: Rihana**

**Teacher name: Noreen**

**Audio Duration: 01:51**

**Transcriber: Chanique**

(00:00) Interviewer:

But why do you think it's going to be different to when you hold it in your hand?

Eshal:

Oh because you must put it over your head –

Interviewer:

Yes and when you're using it to film why will it be different, what do you think? Where is it, where is it?

Rihana:

I said I am keeping it in my hand.

Interviewer:

So instead of holding it –

Eshal:

You're going to put it around your body.

Interviewer:

And so how's it going to change the –

Eshal:

It's going to be facing me, or I can turn it around and it's going to be facing you.

Rihana:

So you don't have to-

(00:29) Interviewer:

So how's that going to change how you use it? Is it going to change it?

Eshal:

I think so.

Interviewer:

How's that?

Eshal:

Because I am wearing it so it can face somebody else or face me.

Rihana:

And you don't have to keep it while you're wearing it so what do you think?

Eshal:

I want to tell you something about the TV.

(Speaking to Interviewer)

So now when I am sitting here and talking to Quadriyah, Gabriel in my class – she told me that Gabriel said that she can't bite an apple so she bit the apple and showed him. So I ask he what is this – the TV is on my mommy is watching – I ask her what is the situation and then the lady say on the TV 'the situation is'.

(01:11) Interviewer:

Was that lady listening to you!

Eshal:

I don't know!

Interviewer:

It's because you are a TV interviewer. She could read that, she could hear you. Whoa! So I would like to leave this with you but I'm wondering whether

you can use it and then I also want to hear a little bit about how it changed the way that you use it now that you're wearing it on your body.

Eshal:

So...

Interviewer:

Will you think about that? So you have any idea now of how it will change but I want you to experiment with it and then see if your ideas were exactly what you thought it was going to be or if there was something else that you noticed different if you're wearing it. So think about if you go to the –

**Eshal Family Visit 25 October Video 2h**

**Video: 20191025\_155331.mp4**

**Case Study Child: Eshal**

**Parent Name: Rihana**

**Teacher name: Noreen**

**Audio Duration: 01:16**

**Transcriber: Chanique**

(00:00) Rihana:

If it's on you and you're climbing up and –

Interviewer:

If it's on you.

Eshal:

Ooooh, you can watch the parts when it's on me, then my mommy don't have to walk around, eina! Eina!

Interviewer:

Because she's trying to keep up with you?

Rihana:

That's one thing yes, then I have to bend under the thing there.

Interviewer:

So you wanted her to try and follow you with the GoPro because she was carrying it in her hand?

(Eshal nods)

Rihana:

So do you think it would be easier or more difficult?

Eshal:

Easier.

Interviewer:

So it'll be easier for what kind of filming?

Eshal:

So it can film me. So my mommy doesn't have so much pressure.

(Impersonates her mother with stiff knees)

Interviewer:

Yeah but if you want to read me a book, how will it change that?

(00:44) Eshal:

So it'll change that I am keeping this book and it's around me like this and you can see the – like that.

Interviewer:

So you won't have to? So I'm wondering if you wear it like that will I still see your foot?

Eshal:

I'm so interested in my toes!

Interviewer:

Because I'm amazed, if you're filming it like that it looks as if your foot is part of the story.

Kabila:

Miss Peers?

Interviewer:

Yes? You want to watch this one? Ok. Let's watch this one and then it's nearly time for us to go.





## **Eshal Family Visit 25 October Video 2i**

**Video: 20191025\_155701.mp4**

**Case Study Child: Eshal**

**Parent Name: Rihana**

**Teacher name: Noreen**

**Audio Duration: 06:52**

**Transcriber: Chanique**

(00:02) Interviewer:

So, if I took it off like this now?

(Interviewer removes GoPro harness)

How would you say you are going to the shop?

Eshal:

I am going to the shop.

(Eshal illustrates how she would walk to the shop without the harness)

Interviewer:

Oh, because the nag would be on your arm?

Oh, so the strap is definitely part of how this filming gets done! Because it is gonna make your body move in a different way. That is what you were showing me now.

(Interviewer puts harness back on Eshal)

Okay, so should we put it on you now?

Eshal:

Mm.

(Nods in agreement)

By taking this thing of here?

(Eshal gestures to the GoPro)

Luzia:

Yes.

Interviewer:

Wow Eshal! You are so skilled with this GoPro situation.

Eshal:

And look through here- look through here.

Interviewer:

What's this?

Eshal:

There's the screw.

Interviewer:

So, where do you think that is going to?

You really know how to do things! It is amazing!

(00:56) Eshal:

(Busy with the GoPro)

Maybe, this screw must go in here

Whoops!

I can make it- which way must I make it? This way?

Interviewer:

Mm.

Eshal:

And then I put this in.

(Eshal screwing something in the GoPro)

Interviewer:

Remarkable! What does that mean when I say remarkable?

Eshal:

It means incredible!

Interviewer:

Incredible.

(Eshal directs Interviewer's attention to the GoPro)

Oh, so it means that you can do what?

Eshal:

I can take videos. I am going to put it on the video now.

Interviewer:

But now what were you doing with this part?

(Interviewer points to part of GoPro)

Eshal:

I can move it!

Interviewer:

You can change the angle.

Eshal:

So, must I put the video on?

(01:42) Interviewer:

Yes.

Eshal:

For the video you click here and to put it off you click here.

(Eshal shows where to put it on and off)

It's on!

Interviewer:

Is it filming?

Eshal:

Mm.

Interviewer:

What is it filming at the moment?

Eshal:

You!

(02:00) Interviewer:

so, I want to know something. Are you comfortable?

Eshal:

Yeah.

Interviewer:

So, how can you change the GoPro so that your body isn't angled back like that?

Eshal:

I am going to interview again- you again how I interviewed you the last time.

Interviewer:

Okay, hang on, hang on!

Just slow down because sometimes theres so much happening that I miss some of these golden nuggets.

You are going to interview me like you did the last time?

(Eshal nods in agreement)

Okay, is it going to be exactly the same?

Eshal:

No!

Interviewer:

How is it going to be different?

Eshal:

You are wearing a chinese t-shirt.

Interviewer:

How do you know?

Eshal:

I don't know, it's just-

Interviewer:

Is it the way the print looks?

Eshal:

Yeah.

Interviewer:

Okay, so wait... I have to be ready because-

(Interviewer laughs)

Eshal:

You are laughing too much.

Interviewer:

I never know what questions are coming my way.

Eshal:

Hi Miss Peers, I am going to interview all.

(Eshal moves her body in a circle to indicate she will interview everyone in the room)

Interviewer:

Am I allowed to laugh in this interview because I am just filled with joy.

Eshal:

Yes.

Interviewer:

Am I? Okay.

(03:03)Eshal:

Okay, so what's your questions?

Interviewer:

Oh, so I have got questions?

Can I ask you questions now?

Eshal:

Yeah. I am supposed to ask you first.

Interviewer:

Okay, so you ask me first then.

Eshal:

Okay, so we can laugh, but we are not allowed to laugh too much.

Interviewer:

Okay, so I can have a little bit of laughter but not a lot.

What question do you have for me?

What area are we talking about?

Are we talking about school things, because-

Eshal:

Everything!

Interviewer:

Okay, everything.

Eshal:

Everything in the world!

(Eshal makes a big circle with her arms to represents the world=everything)

Okay, so why is the world green? when you go to space the world looks green on this side and the water looks blue.

Why does the land look green?

Interviewer:

Do you know the answer to this one?

Eshal:

No, my mommy doesn't even know.

Interviewer:

How do you think we can find out?

Do you think I know the answer? Is that why you are asking me?

Eshal:

Mm.

(Eshal nods to indicate that that is indeed why she is asking Interviewer)

Interviewer:

So, I wonder- my idea is that there must be grass or land-

(04:00)Eshal:

I think there's another layer there in the sky. That is what I think.

Interviewer:

Tell me a little more...

Eshal:

So, when you go up in the sky then there is another layer, so the third layer I think is the green on top.

Interviewer:

So, outside of earth there is another layer, you say?

Eshal:

Mm. On top of the sky.

Interviewer:

Okay.

Eshal:

So, when you go straight up you go past a green thing. SO there's another layer, so you go up past the layer.

So, for instance...

(Eshal uses Interviewers hand to illustrate her thought process behind her layer-theory)

Say this is South Africa, now here is the sky, then there is another layer then you go up through the layer through the layer-

Interviewer:

Oh, so my hand's earth and what did you do with the next layer?

Eshal:

I did put my hand here. That's green on top.

(Eshal places her hand above Interviewer's hand)

Interviewer:

Yes.

Eshal:

Then you go up to space.

Interviewer:

Okay, but then where is the blue?

Eshal:

The blue- the blue-

Here!

(Eshal signals with her hands that the blue is below Interviewer's hand, which represents earth)

Interviewer:

Inside? Inside earth?

(Eshal nods)



So, is the earth blue?

(05:01) Eshal:

No, the earth is blue on the inside because it is the sky and then on top-

Interviewer:

But if the sky is- oh the sky is a part of the earth? Is that what you are saying?

Eshal:

Mm.

Interviewer:

Oh.

Eshal:

Then there is another layer on top of the sky. Make as if this is the earth now-

(Eshal takes Interviewers hands and makes a circle)

and the sky is around here. Then there is another layer that is the earth around (the circle Interviewer is making with her hands) here

Interviewer:

Whoa!

Eshal:

That's what I mean.

Interviewer:

I am wondering how do we find out the right information then.

Your mom has an idea, I have-

Eshal:

You should Google it!

Interviewer:

But what is another way? You can Google it but there's a place that you've been visiting...

Eshal:

The library! You can type it on the computer.

Interviewer:

Okay so I wonder whether this week you could go to the library and look for a special book that would answer some of these questions. Will you take the GoPro with you to go find out? –

Eshal:

I actually need it about the world.

Interviewer:

Okay so that's an idea, you're going to look for a book about the world.

Eshal:

Or I can look for a movie about the world, and then maybe that would give me the answers.

Interviewer:

Okay so we can either find it in a video, or we can find it on Google or we can find it in the library.

Eshal:

On the computer.

Interviewer:

What's on the computer?

Eshal:

Like –

Rihana:

It's the same like Google –

Eshal:

It's like a computer where you type.

Interviewer:

Okay.

Eshal:

I'm watching myself.

(Eshal looking at computer screen)

Look at Kabila, the cleaning master.

Kabila:

I'm polishing!

Interviewer:

Okay, one more question now. And then now are you going to be able to research that question, because maybe I can also do some research and then we can talk about it next time, when I come.

(Eshal nods)

Okay.

Eshal:

There's also other stuff in the box I want to ask you about. In this box here.

(Eshal reaches for box)

Interviewer:

In what box? The GoPro box?

(Eshal nods)

Okay.

Video End



**Eshal Family Visit 25 October Video 2j**

**Video: 20191025\_160356.mp4**

**Case Study Child: Eshal**

**Parent Name: Rihana**

**Teacher name: Noreen**

**Audio Duration: 02:47**

**Transcriber: Chanique**

(00:02) Interviewer:

When did you start wanting to ask me questions about what's in this box?  
When did that happen?

Eshal:

Mm, when you came here, when I was there with my daddy, I opened the box and these were in the box. I think it goes here, this part here – you see here –

(Eshal shows Interviewer the GoPro)

This part I think it goes there.

Interviewer:

So what do you think the function of it is?

Eshal:

To go here.

Interviewer:

Okay but if you can wear a harness like this on your body, that's what's keeping it on you, what do these do? What's its purpose? To do what?

Eshal:

To keep it on your body.

Interviewer:

Okay to keep what on?

Eshal:

You stick it here and then –

Rihana:

What do you stick on?

Eshal:

And then the screw goes through here.

(Eshal points to GoPro mounted on her chest)

Interviewer:

But you've got a harness on so where else do you think you could use these to stick it on to?

(Interviewer holds of GoPro stickers)

This is for your body.

(00:51) Eshal:

I think if you stick it on here.

(Eshal gestures to GoPro mount)

Can you stick it on here?

Interviewer:

Okay so is there a book with this?

Eshal:

Yes.

Interviewer:

So does it not explain in the book?

Eshal:

I don't know.

And there's also other stuff –

Interviewer:

Did you look in the book?

Eshal:

Yeah –

Interviewer:

Whoa this text is very... Did your Dad look with you?

Eshal:

Yeah but he read me these things.

Interviewer:

This is the memory card. Is it the one that comes with the GoPro?

Luzia:

Yeah.

Interviewer:

So the GoPro comes with a bit of memory that you can put in there, but its only a tiny bit, so we put a different one in there that's got more memory. So you can actually record for longer.

(01:32) Eshal:

Okay.

Luzia:

Okay but there is already a memory card in there?

Interviewer:

Yeah.

So would you like to experiment with this in this week?

Eshal:

Okay but what do you do with it?

Interviewer:

Look here I think it's one of those things that you can – it's a sticky thing and I think for some people they put it on their bicycle?

Luzia:

You can put it on the bicycle or on the wall and fix the camera to film you.

Interviewer:

Or on the helmet of the bicycle.

Eshal:

Or so you mean like you take it off and you stick it on the wall and you put it here and you film. But I wonder how you do that? How do take it off if it's on the GoPro?

Interviewer:

Oh you want to know how the GoPro attaches to that? Well what's this here?

(Interviewer points at GoPro)

(02:22)

Luzia:

You glue this part.

(Shows everybody GoPro mount)

And then put the camera here.

Interviewer:

Look here.

(Jaonne takes mount from Luzia)

Rihana:

Oh that is what its –

Luzia:

No turn it the other way around.

Interviewer:

It's this way, I think.

Eshal:



No it's this way.

No, no, no.

Interviewer:

No the sticky thing must go on the wall.

No it must be.

Luzia:

I don't think so.

**Eshal Family Visit Audio 3b**

**Case Study Child: Eshal**

**Parent Name: Rihana**

**Teacher name: Noreen**

**Duration of audio: 10:51**

**Transcriber: Chanique**

(00:00) Interviewer 1:

From here and if you could make a photo album, which ones would you include?

Interviewer 2:

Which 10.

Interviewer 1:

Which 10 would you include and-

Eshal:

From the GoPro?

Interviewer 2:

From the GoPro, from our-

Rihana:

From all the photos.

Interviewer 2:

And films at school.

Interviewer 1:

Yeah. And the ones we are sharing with you aren't the only options; there could be others that you could remember we had that we could also maybe choose from.

Your mommy and your sister also want to give an idea because they are part of the project.

Don't you think?

Eshal:

Kabila must be having lots of them!

Interviewer 1:  
Kabila has lots of ideas?

Eshal:

Mm.

Interviewer 1:

I am sure she does.

If it is related to Eshal I am sure there is-

Eshal:

And our birthday is on the same day!

Interviewer 1:

Exactly! And your birthday is on the same day.

Kabila:

And it was her birthday I was born!

Rihana:

Mm.

Interviewer 1:

That's right. And how many years difference between the two of you?

There is a story sum!

Eshal:

She was born 2015 and I was born 2012.

Interviewer 1:

2015, 2012.

Eshal:

2015, 2012.

(Interruption in audio, Interviewer 2 struggles with recording and volume- Rihana and Interviewer 1 speak about volume adjustment etc.)

(01:56) Interviewer 1:

Eshal! I wonder if you would love school more than your home if your mom wasn't there because your mom is at school with you, right?

What do you think?

Eshal:

So, are you saying if my mom wasn't there-

Interviewer 1:

Would you still be as excited to go? If your mom saw you-

Eshal:

I don't know!

Interviewer 1:

If she waved at you from the front door and said: "Goodbye Eshal! Have a lovely day!"

(02:17) Eshal:

No, I don't know, you must do a tester to see in my brain!

Interviewer 1:

A tester to check your brain?

Eshal:

I don't know.

(Eshal laughs)

Interviewer 1:

What would that tester even look like?

Eshal:

I don't know.

Rihana:

Oh, Eshal!

Interviewer 1:

Are any other children from the schools mothers there?

Eshal:

Mm. Only one person.

Interviewer 1:

Who?

Eshal:

Mm.

Rihana:

Miss Peterson. The lady who is always at the gate.

Interviewer 1:

The gate. That is right!

Rihana:

And the lady in the kitchen, Zachy.

Interviewer 1:

Where are their children?

Rihana:

Miss Peterson and Zachy's daughter are in grade 2 in different classes.

Interviewer 1:

Oh!

Rihana:

One in Miss Busi's class and Miss Peterson's daughter is in Miss Lackay's class.

Interviewer 1:

Oh, right!

Rihana:

Afrikaans and English, in grade 2, yes.

Interviewer 1:

I didn't know that. Actually.

Have they also been there since grade 1?

(03:05) Rihana:

The two of them have been there since grade 1, yes.

Interviewer 1:

Oh.

(Interviewer 1 redirects conversation to check whether recording has improved)

Is it downloading for you yet?

Interviewer 2:

Yes.

Interviewer 1:

Okay.

Rihana:

Miss Peers, so are there 11 children who are taking part in this project?

Interviewer 1:

There are- I think we started with 12 children.

Rihana:

Oh.

Interviewer 1:

And then we went down to 11.

Rihana:

Oh, okay.

Interviewer 1:

But I think we're now only have 10.

Rihana:

Is this only from Miss Woodward's class or is this-

Interviewer 1:

No! So, actually, there are two children from the school.

Rihana:

Oh, she and Henry?

Interviewer 1:

You and Henry, in the same grade, but the other children are at different schools.

Rihana:

Oh, okay.

Interviewer 1:

There are two children at one school.

Rihana:

Like she and Henry?

Interviewer 1:

Like you and Henry. But the other children are all at different schools and one child at a school in Johannesburg.

(04:00) Rihana:

So, there are 10 from Cape Town and one from Johannesburg?

Interviewer 1:

I think it is 9 from here now and one from there.

(Some chatter in the background- Interviewer 2 asks Interviewer 1 something (inaudible))

Before you go there, so I want to tell you something though. Your mom was asking about the children in the project.

The oldest child is 11 in grade 5 and the youngest person-

Interviewer 2:

6 years old.

Interviewer 1:

No. In Jo'burg in preschool. So, I think they are turning 4.

Interviewer 2:

Oh.

Rihana:

Oh, so it is not only primary school.

Interviewer 1:

Yeah, so it is a range of children between the ages of 3 and 11.

Rihana:

And lots of GoPro's for all of them.

Interviewer 1:

Yes.

Eshal:

How many GoPro's?

Interviewer 1:

No, so we don't have GoPro's for everyone. We only have GoPro's for the children who are able to use the GoPro. Or, if we are able to visit them for long enough.

(04:59) Eshal:



How many GoPro's do you have?

Interviewer 1:

I don't know. I think they are for 10 children, I think there is probably around 6 or 7.

Interviewer 2:

With some families, three here, I think.

Luzia:

Two, I think with Anya and one in Jo'burg.

Interviewer 1:

One in Jo'burg.

Interviewer 2:

So, 7!

Interviewer 1:

Some children are using GoPro's and others are just using their phones. Some of them use the GoPro when we visit them.

Interviewer 2:

Yes, only with the visits.

Eshal:

So, do you do it for Henry?

Henry says he has GoPro!

Interviewer 1:

Yes, we went to Henry's-

Eshal:

So, Wednesday and another Wednesday.

Interviewer 1:

That is right.

Eshal:

He says so! Then he says: "Miss Peers is coming!"

Interviewer 1:

Does he do that?

Eshal:

Yes.

(Everyone laughs)

Interviewer 1:

Yes, so we have to see Henry again next week and that is why we need to talk to you because we want to see whether we can do your visit to the library and see Henry on the same day.

Eshal:

Do you have all of that- do you have all of that in your mind? In your memory?

(06:02) Interviewer 1:

Do, I have all of what in my memory?

Oh, that is a lovely question! What was it?

Eshal:

Do you have all the stuff to remember from Henry and the pages we have here?

Rihana:

We forgot earlier.

Interviewer 1:

Oh, your pages.

Kabila:

All your pages?

Interviewer 1:

It's not mine it is Luzia's pages man.

I was also wondering when we do the visit to the library; maybe Henry can also come to the library for the community visit?

Interviewer 2:

Of Henry too?

Rihana:

And that will be in the week?

Interviewer 1:

Yes.

Rihana:

Because the library closes at 1 on a Friday.

Interviewer 1:

So, last week I was talking to Rihana and asking her about visiting the library because our visits would be finished.

Interviewer 2:

Uh-uh.

Interviewer 1:

The library closes at 1 o'clock on a Friday.

Interviewer 2:

Oh, okay.

(07:10) Interviewer 1:

So, I wonder if we can organize a library visit next week and see if Henry also wants to join for that.

Rihana:

Okay. So, you can decide whatever day and then we can see.

Interviewer 1:

Okay.

What time do you think?

Rihana:

6, I think.

Eshal:

Cant all the children you do this with- then we all go to the library?

Interviewer 1:

All the children?

Eshal:

At the same time!

Interviewer 1:

Do you want to meet the other children from the project?

So, I will find out about that. Whether we can arrange a time for you to meet the others.

Eshal:

Then we can all go to the library. Then you must-

Kabila:

Do you remember you have your child tell Eshal how to play chess!

Interviewer 1:

The thing about the chess and you know what happened every time I remembered he was in his pyjamas and he said: "not now". So I am going to have to grab him on the weekend.

Rihana:

We never even got to that because we said we were gonna go on to Google-

Interviewer 1:

To have a look, yeah.

Rihana:

But we haven't-

Eshal:

And here is an old chessboard!

(08:02) Rihana:

And we only checked at the library.

Interviewer 1:

Did you check on the library for one?

Rihana:

No, this book I bought that time- the library sometimes sell old books then we go buy there.

Interviewer 1:

Oh

Rihana:

But this is an old book. It has too much information but we want a simple thing so we are gonna go and Google what it says about chess.

Interviewer 1:

Lets see.

From what it looks like it looks old!

'How to play serious chess'

Let's see what year this book is from. 1954! Wow! This is an absolute gem.

1954 Eshal, look at that! And look there were other books: 'How to Play Cricket, How to Play Rugga, How to Play Soccer, How to Box, How to Sail, How to Play Lawn Tennis' Wow!

Eshal:

I also have instructions.

Interviewer 1:

I love the feel of that book.

Rihana:

Is it?

Interviewer 1:

Are you winning?

Interviewer 2:

Yeah, my computer is full.

Interviewer 1:

Oh.

(09:01) Interviewer 2:

But I put here.

Interviewer 1:

Okay.

Where is this one from?

It has got an M on it.

McDonald's?

Eshal:

Yes!

Rihana:

There is a pip in there.

Interviewer 1:

Oh, that comes with it?

I am also clueless about chess.

Oh, it tells you about each piece.

There are so many other things that are happening.

Eshal:

Yes.

Interviewer 1:

Are you recording already?

Interviewer 2:

Yes.

(Eshal plays chess in the background)

(09:51) Rihana:

We had some nice visitors from Austria.

Interviewer 1:

I heard!

Rihana:

Austria hostesses from the airline. So, they also interviewed Eshal.

Interviewer 1:

Oh, did they?

Are we surprised? I am sure Eshal interviewed them... Did you interview them Eshal?

Eshal:

No, I let them count my fingers.

Count my fingers.

Interviewer 1:

1,2,3-

Eshal:

You skipped one.

Interviewer 1:

1,2,3,4,5,6,7,8- where's your other thumb?

Eshal:

Can you imagine?

Interviewer 1:

Can you even imagine where that finger went?

Do it again, but do it slowly.



**Eshal Family Visit Video 1a**

**Video: 20191018\_152248.mp4**

**Case Study Child: Eshal**

**Parent Name: Rihana**

**Teacher name: Noreen**

**Audio: 0:41**

**Transcriber: Chanique**

(Kabila spells her name for Interviewer)

Interviewer:

And how many of the letters did you end up putting here?

(Interviewer refers to the picture that Eshal's sister had just drawn)

Kabila:

3!

Rihana:

How many letters are there?

(00:17) Interviewer:

3 of them! When you have a long name like that it does take a long time because you have to write so many letters, but what a beautiful name!

Rihana:

Yes, it comes from one of God's beautiful names. From the name Kabil, like we- in our faith God has 99 beautiful names and one of it is Kabil.

Interviewer:

And is that the male name?

**Eshal Family Visit Video 1b**

**Video: 20191018\_152429.mp4**

**Case Study Child: Eshal**

**Parent Name: Rihana**

**Teacher name: Noreen**

**Audio: 0:48**

**Transcriber: Chanique**

(00:00) Interviewer:

Take photos and you can maybe use it at a time when you are making videos on your mommy's phone or when you are watching TV so that we can see how you are using technology. Also, when you play...

Eshal:

Can you play games on it?

Interviewer:

You can't play games on it.

Eshal:

Can you make videos on it?

Interviewer:

You can make videos on it. Let's put it on here, like this.

Eshal:

Here.

Interviewer:

I think it's here, that's the on button.

Eshal:

There.

(Eshal points to on button)

Interviewer:

So, it's a very small screen like this.

(00:33) Eshal:

And then you click there?

Interviewer:

Yes, so this is the one you click like this.

Let's take a photo of- oh, it's recording now. It's making a video.

Eshal:

If you click there it will record.

Interviewer:

At the top, yes. Now, I can stop it now.

**Eshal Family Visit Video 1c**

**Video: 20191018\_152731.mp4**

**Case Study Child: Eshal**

**Parent Name: Rihana**

**Teacher name: Noreen**

**Audio: 0:30**

**Transcriber: Chanique**

(Interviewer showing Eshal how the GoPro works)

(00:01) Interviewer:

So, look, can you see here it is moving slowly?

There! It's your feet!

Okay, let's have a look. Now, how do we check what photos we took?

(00:17) Eshal:

Here, here. Um, here.

(Eshal points to GoPro)

Interviewer:

Luiz, how do you check what photos you took? Do you remember?

**Eshal Family Visit Video Interviewer20191018\_152900.mp4**

**Case Study Child: Eshal**

**Parent Name: Rihana**

**Teacher name: Noreen**

**Audio: 0:03**

**Transcriber: Chanique**

(Joanne takes a video of a recording on the GoPro while Eshal holds it)

**Eshal Family Visit Video 1e**

**Video: 20191018\_153109.mp4**

**Case Study Child: Eshal**

**Parent Name: Rihana**

**Teacher name: Noreen**

**Audio: 07:53**

**Transcriber: Chanique**

(00:00) Eshal:

I don't know.

Interviewer 1:

And, action!

Okay, take a video.

Act like I am on TV.

Oh, hi welcome everybody we are visiting Eshal's house and as you can see Eshal has lot's of learning all over her house! She has lovely posters with words on them, look even the name of her school is there.

Where's the name of your school?

Kabila:

iThemba!

Interviewer 1:

iThemba.

(Eshal shows where the school's name is)

Some of the furniture is in the way of the word. Oh, there it is.

There are also some people visiting Eshal's home.

Eshal, you can introduce them on the video.

(00:38) Eshal:

Good morning, how are you ma'am?

Interviewer 3:

Good morning Eshal. I am fine, thanks, and you?

Eshal:

Um, do you like it here?

Interviewer 3:

Yes, I like it very much.

Eshal:

And do you like working with us?

Interviewer 3:

Yes, I love working with you.

Eshal:

Okay, thank you. And, you...

(GoPro switched off and Eshal is somewhat confused)

Interviewer 2:

You can press again.

Interviewer 1:

Did you press again? Is it filming?

There you can see when you get the red button.

(01:16) Eshal:

So, um...

Interviewer 1:

Did you work out what question you wanted to ask?

Eshal:

Mm, what question should I ask?

Rihana:

Ask the lady from what country she comes from.

Eshal:

What country are you from?

Interviewer 2:

I am from Brazil.

Eshal:

And how is it there in brazil?

Interviewer 2:

Brazil is a really wonderful country.

Eshal:

Um, is there lots of buildings there?

Interviewer 2:

Um... Yes.

Eshal:

Is there tall buildings?

Interviewer 2:

What's bondings?

Interviewer 1:

Buildings.

Interviewer 2:

Oh, buildings! A, lot. A lot of buildings there.

Eshal:

And you.

(Eshal redirects GoPro to her mother)



Do you like staying here?

(02:10) Rihana:

I love staying here, being near to the beach.

Eshal:

Do you like working here?

Rihana:

I like working at the school, yes. To help the children with the food and to help with the school.

Eshal:

And you, do you like working here?

(GoPro redirects to Interviewer 1)

Interviewer 1:

At which school?

Eshal:

My school, that I go to.

Interviewer 1:

I love working at your school.

Eshal:

Um, what is your favourite part? That you like at school?

Interviewer 1:

At iThemba?

Eshal:

Mm.

Interviewer 1:

So, what I like at iThemba is when I visit I can see lots and lots of children are having-

Eshal:

Fun!

Interviewer 1:

Fun. Thank you. You found the word for me. And there's lots and lots of learning at the school.

Eshal:

So, why do you like it?

Interviewer 1:

Why do I like the school?

Eshal:

Mm.

Interviewer 1:

Um, well... your teacher, what's her name again?

Eshal:

Miss Nadia Woodward.

Interviewer 1:

Okay, because I wanted to know what you call her. Do you call her teacher Nadia?

(03:07) Eshal:

We call her Teacher or Miss Woodward.

Kabila:

Or Nadia Woodward.

Interviewer 1:

Wow, there's lots of different names. Well, I am going to call her Nadia, because that is what I call her. When Nadia was learning to become a teacher I was actually the one that was teaching her. So, whenever I come to visit the school, it reminds me of my work because now I am seeing her being a teacher, teaching children like you.

Eshal:

So, so, do you know more stuff than my teacher?

Interviewer 1:

That's a very interesting question. I don't think-

Eshal:

Or does she know more stuff than you?

Interviewer 1:

Well I think there might be some things where I know more and some things where she knows more. It depends-

Eshal:

Is it equal or not?

Interviewer 1:

I think we are equal.

Eshal:

Why?

(04:00) Interviewer 1:

I think that Nadia and I are equal because we are part of the same species.

Eshal:

What does that mean?

Interviewer 1:

It means we are both humans.

Eshal:

And-

Interviewer 1:

Do you think that we are equal?

Eshal:

Um, no... I think because you taught her you are supposed to know more stuff than her because you taught her lots of stuff because you are supposed to know more stuff than her. So, you taught her stuff so she also knows the same as you.

Interviewer 1:

Yeah.

Eshal:

So you are learning more than her?

Rihana:

No.

Interviewer 1:

No, okay, wait. Explain that again, I nearly got it. I nearly got that explanation. Start again.

(04:39) Eshal:

You taught her, so... you know the same as her, so are you learning more than her?

Interviewer 1:

Because I have done it twice?

Eshal:

Yeah.

Interviewer 1:

Ahhh.

Eshal:

So, you learn more stuff from the teachers you learn and you also learn them. So do you learn more stuff from other teachers?

Interviewer 1:

Because I'm teaching and I'm learning?

Eshal:

Yeah.

Interviewer 1:

Well, when I was working with Nadia, I felt like I was learning from Nadia and she was learning from me. There were times that I knew more about something but there were times that she knew more, so I think we both learnt – I didn't actually think about measuring it, about who knows more and who knows less. Do you think that she -

Eshal:

That I'm cleverer than you?

Interviewer 1:

Don't you think that? You're actually really good with your questions Eshal. Do you think you're cleverer than me?

Eshal:

Um I don't know.

(05:41) Rihana:

Not yet.

Interviewer 1:

Well I'm very surprised by that, I feel like you are, you've got a lot of smartness inside that body of yours.

Rihana:

Say thank you, that's a compliment.

Eshal:

Thank you.

Interviewer 1:

Are we still on the TV show?

Eshal:

Yeah, how do you switch it off?

Rihana:

Say thank you Miss Piers.

Interviewer 3:

Eshal, can I ask you some questions? So I can take this (points at GoPro)

Interviewer 1:

So you're going to film her?

Interviewer 3:

Yes. With this. Could you tell me, how does playing with puzzle make you feel?

(06:22) Eshal:

Well it feels good, and I like playing with puzzles. Some puzzles are hard and sometimes I figure it out. And sometimes there are puzzles that doesn't have all the pieces, then I build half and then I don't find the other pieces.

Interviewer 3:

Yeah, and do you have any stories to tell us about playing puzzle?

Eshal:

So sometimes I play with my big sister who is nine years old. And sometimes I play with my baby sister. And sometimes I play with both of them and me. And then we try to build it together.

Interviewer 3:

That's fine, thank you.

Rihana:

Say it's a pleasure.

Interviewer 3:

Now we can –

Eshal:

See it

(looking at GoPro)

Rihana:

The other day Eshal asked, is zero an even number or an odd number?

Interviewer 1:

Woah Eshal sometimes your questions just make my head spin around, it's such a beautiful feeling.

(07:30) Rihana:

Yeah that's why we didn't know what to say because she'd never thought about it.

Interviewer 1:

Yes it was like in that moment what, I'm not sure yeah. So we're going to leave this with you (the GoPro) and you can –

Rihana:

Do you know how to work that thing now Eshal? Do you know Eshal?

Eshal:

Ok, where's the video?

Interviewer 1:

So let me just show your mom something quickly, so what we would like to do is can we –

**Eshal Family Visit Video 1f**

**Video: 20191018\_154243.mp4**

**Case Study Child: Eshal**

**Parent Name: Rihana**

**Teacher name: Noreen**

**Audio Duration: 00:44**

**Transcriber: Chanique**

(Interviewer, Eshal and Kabila watch a video on the GoPro)

(Eshal brings GoPro closer to her ear)

(00:20) Eshal:

So, it is here? Do you plug here?

Interviewer:

Mm. I don't know if it is there.

There you went to interview everyone.

Eshal:

What about here?

Interviewer:

I am not sure- okay, let's pause it quickly.



**Eshal Family Visit Video 1g**

**Video: 20191018\_154556.mp4**

**Case Study Child: Eshal**

**Parent Name: Rihana**

**Teacher name: Noreen**

**Audio Duration: 00:14**

**Transcriber: Chanique**

(00:01) Interviewer 1:

You can put here in puzzle.

Rihana:

When you do a puzzle you can make a video of yourself.

Interviewer 1:

Yeah.

Interviewer 2:

And record.

Rihana:

When you play or when you draw

(00:08) Interviewer 3:

Yes. And, when you are having your turn to play on your moms phone you can also record that.

**Eshal Family Visit VidEshal 20191018\_154615.mp4****Case Study Child: Eshal****Parent Name: Rihana****Teacher name: Noreen****Audio Duration: 01:16****Transcriber: Chanique**(00:02) Interviewer:

Um, create not only the videos and the photos for us to come and visit you next time. I know how much you love books and stories. So, if you want to start your own book, with some paper, where there is just the pictures or some of the writing. Then you can also do that and share that with us the next time we come.

Eshal:

And then I can make a video of me making the book.

Interviewer:

Yes. Of you making a book.

Eshal:

A book that can make- that I showed you the last time?

Interviewer:

Yes, but what do you think you want to make this book about? What's going to be in the book?

Eshal:

It's going to be a book of you and-

Interviewer:

Oh? Okay.

Eshal:

Of when you come to visit my house. And when you were at school. It can be a book about that. It can be a story of-

(00:44) Interviewer:

Oh, it sounds like there are lots of ideas floating around. Work with that. Sounds like a book that will be filled with adventure.

Eshal:

With shapes-

Interviewer:

Whoa!

Eshal:

That can talk and walk!

Interviewer:

Amazing!

Yoh! That book is coming alive already. Before the paper and the crayons even come out.

(01:02) Eshal:

And, it can be a story of... food! That can talk and walk.

Interviewer:

Yes. There's lots of talking and walking happening here.

Eshal:

And clothes that can talk and walk!

## **Eshal Family Visit 18 October Audio 1b**

**Case Study Child: Eshal**

**Parent Name: Rihana**

**Teacher name: Noreen**

**Audio Duration: 00:52**

**Transcriber: Chanique**

(00:00) Eshal:

Or sometimes I figure them out. Or sometimes there's puzzles that doesn't have all their pieces then I build half, when I don't find the other pieces.

Interviewer:

Yeah and have you any stories to tell about playing puzzles?

Eshal:

So, sometimes I play with my big sister, she is 9 years old and sometimes I build with my baby sister. Or sometimes I build with both of them and me at the same time. Then we try to build it together

(00:40) Interviewer:

That's fun.

Okay, thank you.

Rihana:

Say, pleasure.

Eshal:

Pleasure.

Interviewer:

Ok, now we can-

Eshal:

See it!

**Eshal Family Visit 25 October Audio 2a**

**Video: 20191025\_151321.mp4 (Previously transcribed see Eshal Family Visit Audio 2B)**

**Case Study Child: Eshal**

**Parent Name: Rihana**

**Teacher name: Noreen**

**Audio Duration: 04:38**

**Transcriber: Chanique**

(00:00) Eshal:

And a phone and a robot.

Interviewer:

Okay, all the things you say to me, do you use some of them sometimes?

Eshal:

So, sometimes I use a phone and this, sometimes I play with a toy um-

Interviewer:

Do you know this toy? What it is?

Eshal:

I don't know.

Interviewer:

It is like a toy that talks to you about the things you need to do. So, it tells you:  
"Oh, it's time for lunch!"

Eshal:

Mm. This is- sometimes I play on the tab.

Interviewer:

Okay, so you use only the phone? The computer and the tab?

Eshal:

Mm.

Interviewer:

Do you see this one?

Eshal:

I saw it once.

(01:02) Interviewer:

Once? Okay.

When do you use computer?

Eshal:

Sometimes when I go out. I don't use it at home. Sometimes, very little at home. Sometimes I type on my mommy's phone and sometimes I Google on my mommy's phone.

Interviewer:

To search the things?

Eshal:

Yes and sometimes I play with the tab, when I go out or at home.

Interviewer:

Do you have this with you?

Eshal:

No.

Interviewer:

But, do you play with who?

Eshal:

When somebody comes to visit. My friends.

Interviewer:

Do you have friends who have one? With the phone- what do you-

Eshal:

Sometimes I look at pictures and I play on my mommy's phone. Or sometimes I Google stuff for my mommy or sometime I Google stuff I want to Google.

(01:58) Interviewer:

Okay, this phone you use to play, search, Google or videos or not? Do you watch videos?

Eshal:

Yes, sometimes I watch videos.

Interviewer:

How many times do you use (a phone) during the week for example?

Eshal:

Um, once or twice or-

Interviewer:

Per day or per week?

Eshal:

Per week. Once or twice or three times per week.

Interviewer:

Okay, and the computer... is only at school or do you use-

Eshal:

School.

Interviewer:

Okay, and the tablet you use when-

Eshal:

When I go out or when I play with my friends.

Interviewer:

And this one, do you know what it is?

Eshal:

Remote control. I used it when I went out the last time. It's to control the game you play.

(03:00) Interviewer:

Do you have one? Do you play with someone?

Eshal:

Yeah.

Interviewer:

With who? With your friend or-

Eshal:

With family and friends.

Interviewer:

Do you have one of these or not?

(03:57) Eshal:

I don't have.

Interviewer:

But you already played?

Eshal:

I already played with it.

Interviewer:

What do you play? What kind of games do you play?

Eshal:

I play like LEGO games.

Interviewer:

Ah, like this?



Eshal:

LEGO games or I play lots of games. I don't know what kind of games there are, but I only know I played the LEGO game.

Interviewer:

Okay,

Eshal:

And the last one!

(04:23) Interviewer:

Do you know what this is?

Eshal:

A robot! Like the last time I went to the robotics centre I built a robot out of LEGO.

Interviewer:

You built the robot of the LEGO, yeah?

So, do you know what this is?

(04:01 )Eshal:

It's... a turtle?

Interviewer:

No, it's Pikachu. Do you know Pikachu?

Eshal:

Mm.

Interviewer:

Yeah.

It's a kind of play that you can use out (side) with cell phone. Do you know it?

Eshal:

No.

Kabila:

Play a game!

Interviewer:

Yeah, play a game.

You have never seen this one?

(05:09) Eshal:

I saw it already! I only saw it, but didn't use it.

Interviewer:

You didn't use it? Ah.

Okay.

**Video end**

**Eshal Family Visit 25 October Audio 2c**

**Case Study Child: Eshal**

**Parent Name: Rihana**

**Teacher name: Noreen**

**Audio Duration: 00:39**

**Transcriber: Chanique**

(00:00) Rihana:

They organize a cake sometimes or maybe some cupcakes or something and then he brings it for us –

Interviewer:

Okay.

Rihana:

And then they have a little party here or something.

Interviewer:

So do you have a shared birthday?

Rihana:

Eshal?

Interviewer:

Eshal? What does it feel like to have a shared birthday with your sister?

Eshal:

It feels very fun and I really like it.

Interviewer:

Yeah it's quite a lovely treat because I don't know of many people who have a shared birthday with their brother or sister.

Eshal:

Some people – most of the people are twins when they have the same birthday.

Interviewer:

Yeah if they are twins then they're born on the same day.

**Eshal Family Visit Audio 3b**

**Case Study Child: Eshal**

**Parent Name: Rihana**

**Teacher name: Noreen**

**Duration of audio: 10:51**

**Transcriber: Chanique**

(00:00) Interviewer 1:

From here and if you could make a photo album, which ones would you include?

Interviewer 2:

Which 10.

Interviewer 1:

Which 10 would you include and-

Eshal:

From the GoPro?

Interviewer 2:

From the GoPro, from our-

Rihana:

From all the photos.

Interviewer 2:

And films at school.

Interviewer 1:

Yeah. And the ones we are sharing with you aren't the only options; there could be others that you could remember we had that we could also maybe choose from.

Your mommy and your sister also want to give an idea because they are part of the project.

Don't you think?

Eshal:

Kabila must be having lots of them!

Interviewer 1:  
Kabila has lots of ideas?

Eshal:

Mm.

Interviewer 1:

I am sure she does.

If it is related to Eshal I am sure there is-

Eshal:

And our birthday is on the same day!

Interviewer 1:

Exactly! And your birthday is on the same day.

Kabila:

And it was her birthday I was born!

Rihana:

Mm.

Interviewer 1:

That's right. And how many years difference between the two of you?

There is a story sum!

Eshal:

She was born 2015 and I was born 2012.

Interviewer 1:

2015, 2012.

Eshal:

2015, 2012.

(Interruption in audio, Interviewer 2 struggles with recording and volume- Rihana and Interviewer 1 speak about volume adjustment etc.)

(01:56) Interviewer 1:

Eshal! I wonder if you would love school more than your home if your mom wasn't there because your mom is at school with you, right?

What do you think?

Eshal:

So, are you saying if my mom wasn't there-

Interviewer 1:

Would you still be as excited to go? If your mom saw you-

Eshal:

I don't know!

Interviewer 1:

If she waved at you from the front door and said: "Goodbye Eshal! Have a lovely day!"

(02:17) Eshal:

No, I don't know, you must do a tester to see in my brain!

Interviewer 1:

A tester to check your brain?

Eshal:

I don't know.

(Eshal laughs)

Interviewer 1:

What would that tester even look like?

Eshal:

I don't know.

Rihana:

Oh, Eshal!

Interviewer 1:

Are any other children from the schools mothers there?

Eshal:

Mm. Only one person.

Interviewer 1:

Who?

Eshal:

Mm.

Rihana:

Miss Peterson. The lady who is always at the gate.

Interviewer 1:

The gate. That is right!

Rihana:

And the lady in the kitchen, Zachy.

Interviewer 1:

Where are their children?

Rihana:

Miss Peterson and Zachy's daughter are in grade 2 in different classes.

Interviewer 1:

Oh!

Rihana:

One in Miss Busi's class and Miss Peterson's daughter is in Miss Lackay's class.



Interviewer 1:

Oh, right!

Rihana:

Afrikaans and English, in grade 2, yes.

Interviewer 1:

I didn't know that. Actually.

Have they also been there since grade 1?

(03:05) Rihana:

The two of them have been there since grade 1, yes.

Interviewer 1:

Oh.

(Interviewer 1 redirects conversation to check whether recording has improved)

Is it downloading for you yet?

Interviewer 2:

Yes.

Interviewer 1:

Okay.

Rihana:

Miss Peers, so are there 11 children who are taking part in this project?

Interviewer 1:

There are- I think we started with 12 children.

Rihana:

Oh.

Interviewer 1:

And then we went down to 11.

Rihana:

Oh, okay.

Interviewer 1:

But I think we're now only have 10.

Rihana:

Is this only from Miss Noreen's class or is this-

Interviewer 1:

No! So, actually, there are two children from your school.

Rihana:

Oh, she and Henry?

Interviewer 1:

You and Henry, in the same grade, but the other children are at different schools.

Rihana:

Oh, okay.

Interviewer 1:

There are two children at one school.

Rihana:

Like she and Henry?

Interviewer 1:

Like you and Henry. But the other children are all at different schools and one child at a school in Johannesburg.

(04:00) Rihana:

So, there are 10 from Cape Town and one from Johannesburg?

Interviewer 1:

I think it is 9 from here now and one from there.

(Some chatter in the background- Interviewer 2 asks Interviewer 1 something (inaudible))

Before you go there, so I want to tell you something though. Your mom was asking about the children in the project.

The oldest child is 11 in grade 5 and the youngest person-

Interviewer 2:

6 years old.

Interviewer 1:

No. In Jo'burg in preschool. So, I think they are turning 4.

Interviewer 2:

Oh.

Rihana:

Oh, so it is not only primary school.

Interviewer 1:

Yeah, so it is a range of children between the ages of 3 and 11.

Rihana:

And lots of GoPro's for all of them.

Interviewer 1:

Yes.

Eshal:

How many GoPro's?

Interviewer 1:

No, so we don't have GoPro's for everyone. We only have GoPro's for the children who are able to use the GoPro. Or, if we are able to visit them for long enough.

(04:59) Eshal:

How many GoPro's do you have?

Interviewer 1:

I don't know. I think they are for 10 children, I think there is probably around 6 or 7.

Interviewer 2:

With some families, three here, I think.

Luzia:

Two, I think with Anya and one in Jo'burg.

Interviewer 1:

One in Jo'burg.

Interviewer 2:

So, 7!

Interviewer 1:

Some children are using GoPro's and others are just using their phones. Some of them use the GoPro when we visit them.

Interviewer 2:

Yes, only with the visits.

Eshal:

So, do you do it for Henry?

Henry says he has GoPro!

Interviewer 1:

Yes, we went to Henry's-

Eshal:

So, Wednesday and another Wednesday.

Interviewer 1:

That is right.

Eshal:

He says so! Then he says: "Miss Peers is coming!"

Interviewer 1:

Does he do that?

Eshal:

Yes.

(Everyone laughs)

Interviewer 1:

Yes, so we have to see Henry again next week and that is why we need to talk to you because we want to see whether we can do your visit to the library and see Henry on the same day.

Eshal:

Do you have all of that- do you have all of that in your mind? In your memory?

(06:02) Interviewer 1:

Do, I have all of what in my memory?

Oh, that is a lovely question! What was it?

Eshal:

Do you have all the stuff to remember from Henry and the pages we have here?

Rihana:

We forgot earlier.

Interviewer 1:

Oh, your pages.

Kabila:

All your pages?

Interviewer 1:

It's not mine it is Luzia's pages man.

I was also wondering when we do the visit to the library; maybe Henry can also come to the library for the community visit?

Interviewer 2:

Of Henry too?

Rihana:

And that will be in the week?

Interviewer 1:

Yes.

Rihana:

Because the library closes at 1 on a Friday.

Interviewer 1:

So, last week I was talking to Rihana and asking her about visiting the library because our visits would be finished.

Interviewer 2:

Uh-uh.

Interviewer 1:

The library closes at 1 o'clock on a Friday.

Interviewer 2:

Oh, okay.

(07:10) Interviewer 1:

So, I wonder if we can organize a library visit next week and see if Henry also wants to join for that.

Rihana:

Okay. So, you can decide whatever day and then we can see.

Interviewer 1:

Okay.

What time do you think?

Rihana:

6, I think.

Eshal:

Cant all the children you do this with- then we all go to the library?

Interviewer 1:

All the children?

Eshal:

At the same time!

Interviewer 1:

Do you want to meet the other children from the project?

So, I will find out about that. Whether we can arrange a time for you to meet the others.

Eshal:

Then we can all go to the library. Then you must-

Kabila:

Do you remember you have your child tell Eshal how to play chess!

Interviewer 1:

The thing about the chess and you know what happened every time I remembered he was in his pyjamas and he said: "not now". So I am going to have to grab him on the weekend.

Rihana:

We never even got to that because we said we were gonna go on to Google-

Interviewer 1:

To have a look, yeah.

Rihana:

But we haven't-

Eshal:

And here is an old chessboard!

(08:02) Rihana:

And we only checked at the library.

Interviewer 1:

Did you check on the library for one?

Rihana:

No, this book I bought that time- the library sometimes sell old books then we go buy there.

Interviewer 1:

Oh

Rihana:

But this is an old book. It has too much information but we want a simple thing so we are gonna go and Google what it says about chess.

Interviewer 1:

Lets see.

From what it looks like it looks old!

'How to play serious chess'

Let's see what year this book is from. 1954! Wow! This is an absolute gem.

1954 Eshal, look at that! And look there were other books: 'How to Play Cricket, How to Play Rugga, How to Play Soccer, How to Box, How to Sail, How to Play Lawn Tennis' Wow!

Eshal:

I also have instructions.

Interviewer 1:

I love the feel of that book.

Rihana:



Is it?

Interviewer 1:

Are you winning?

Interviewer 2:

Yeah, my computer is full.

Interviewer 1:

Oh.

(09:01) Interviewer 2:

But I put here.

Interviewer 1:

Okay.

Where is this one from?

It has got an M on it.

McDonald's?

Eshal:

Yes!

Rihana:

There is a pip in there.

Interviewer 1:

Oh, that comes with it?

I am also clueless about chess.

Oh, it tells you about each piece.

There are so many other things that are happening.

Eshal:

Yes.

Interviewer 1:

Are you recording already?

Interviewer 2:

Yes.

(Eshal plays chess in the background)

(09:51) Rihana:

We had some nice visitors from Austria.

Interviewer 1:

I heard!

Rihana:

Austria hostesses from the airline. So, they also interviewed Eshal.

Interviewer 1:

Oh, did they?

Are we surprised? I am sure Eshal interviewed them... Did you interview them Eshal?

Eshal:

No, I let them count my fingers.

Count my fingers.

Interviewer 1:

1,2,3-

Eshal:

You skipped one.

Interviewer 1:

1,2,3,4,5,6,7,8- where's your other thumb?

Eshal:

Can you imagine?

Interviewer 1:

Can you even imagine where that finger went?

Do it again, but do it slowly.

## **Eshal Community Visit 1 on 5 November**

**Case Study Child: Eshal**

**Parent Name: Rihana**

**Teacher name: Noreen**

**Duration of audio: 13:58**

**Transcriber: Chanique**

(00:00) Ronell:

Everything that she had to do and-

Karin:

Yes, and there was clay and wasn't there sticks and stuff?

Interviewer 1:

Yes, cause she had to make her own device.

Ronell:

And that you came to visit her at her home. And I said yes, you came here with your GoPro as well. She said "Yes" and she smiled and then I said to her, is there- do you get a something, a prize at the end? No. So, she was so- for us it was so nice to see a child doing this

Interviewer 1:

Involved

Ronell:

Without expecting something.

Interviewer 1:

Yes. Yeah, yeah. No, she's been a researcher in the project.

Rihana:

Hello.

Interviewer 1:

Have you already got a book in your hand?

Eeman:

From my religion.

(00:46) Interviewer 1:

And so I wonder if you and I can go and sit there and look at some of the pictures and talk about it and then Interviewer 2 is going to ask some questions to the librarians about play, technology...

Eshal:

And learning.

Interviewer 1:

Yeah, see Eshal knows the three, three main parts.

Karin:

What is it Eshal?

Eshal:

Technology, play and learning.

Karin:

Wow.

Ronell:

Wow.

Interviewer 1:

So she sent me with the technology to go and do an investigation about octopus because I-. When she showed me your Afrikaans book. She spoke about the octopus having the amount of brains that they had.

Eshal:

They have nine brains.

Interviewer 1:

Nine brains. And I said I swim at st. James in the tidal pool every Sunday morning and there's this beautiful collage on the wall about who we share the pool with. And so I had to go and search for the octopus. So I also have to show her some of the things that I found from under the water.

Eshal:

I saw so many pictures.

Interviewer 1:

Yeah.

Eshal:

On my mommy's phone about the octopus.

Interviewer 1:

Yes, you are right.

Interviewer 2:

Okay. We can do the interview.

Karin:

We can all assist you.

(02:06) Interviewer 2:

I have some questions about the environment and the technology too. So I am, I am Brazilian and my accent is different. I will read, but you can read it together because maybe you can't understand me. So tell me about your activity center here. Yeah. What does it do?

Karin:

It's a library. So our core function will be to provide information and books free of charge to our community. Also a place where they can learn, where they can feel safe, can learn, can relax and um, yes, I think mainly to get free access to information.

Interviewer 2:

Okay, so who funds it?

Karin:

Our library is run by the City of Cape town. We get funding for books from them also in a, I think in a smaller way from Western Province.

(03:10) Ronell:

Western Cape.

Karin:

Western Cape Library Service as well. Um, we also get donations. Yes, the mini libraries, of which we are one of as Friends of the Libraries, which are people in the community. They raise funds by selling books or having fundraisers to get funds to buy some extra books as well or anything else we need movies, DVDs.

Interviewer 2:

How often does it run?

Karin:

How do you mean? Um, how often are we open?

Interviewer 2:

Yes. Yes. About today.

Karin:

We are open everyday from a Monday to a Wednesday, we are open from 10 to 5 and on the Thursday from 10 to 8. Um, Friday and Saturdays are shorter days. I think in a total of about 35 hours in the week we are open to the public.

Interviewer 2:

So, what types of things does Eshal normally do when attending?

Karin:

She attends. She takes up books. We issue books to her that she-

(04:29) Interviewer 2:

Do you remember something she likes?

Karin:

She likes- Ronell and Rihana, does Eshal like picture books? She likes picture books and nonfiction.

Ronell:

Nonfiction. Yes. Hi Interviewer 2, how are you?

Rihana:

Nonfiction definitely. Yeah. But she's actually moved from checkbooks. Yeah, she's new. She's doing chapter books.

Karin:

Early chapter books. Yes. The more, the more shorter chapter books.

Interviewer 2:

Afterward we can take some pictures. Okay.

Karin:

Does she take out DVDs?

Rihana:

Yes. Yes. Sometimes. Yeah. Very seldom.



Karin:

Holiday times. I should think, she will check out DVDs.

Rihana:

Yes, and weekends.

Interviewer 2:

So some questions about play creativity and technology in this environment. How does technology feature in your activity in the library if at all?

Karin:

Okay. Our lending system is computerized, so everything is on a, on a computer. We also have internet available to our patrons, um, 45 minutes free a day, and they can only have that to make it fair for everybody. One session of 45 minutes. We've got wifi as well that they can sign into.

Ronell:

Plus PressReader.

Karin:

PressReader, what is it? Brittanica Online.

Ronell:

Yes. So they can come download the magazines and newspapers. So we offer all those facilities.

Interviewer 2:

What technology do you use and why? You say about the computer?

Karin:

Yes, the computer. Everything is computerized, our lending system is computerized, so we check out books on the computer there, return books. We create records for new books on the computer. So everything, everything is computerized. Yeah.

(06:36) Interviewer 2:

What are your aims in using technology in the activity library?

Ronell:

It is for, especially those that can't afford internet access or computers at home. It's for them to have free, to at least have some free access so that they can, um, maybe draw up CV's, search for jobs. The children do homework and research for their projects and so on.

Interviewer 2:

All kinds of books too. Yes, because the library offers that books. And like you said, how does Eshal use the technology? That's one that you say now.

Karin:

I don't think Eshal really use this technology. She's a bit too young. Um, it's actually more used by the, I haven't seen her use the smart KP yet.

Interviewer 2:

Yes, only about the books for a while.

Karin:

Yeah, she's more, I think her parents, uh, her mother especially, um, encourages her to use the books more. Here in the library. Um, it's more the teenagers say from about 10 upwards that, that make use of this.

(07:54) Interviewer 2:

Okay, I understand. What about the use of technology for creativity? Does this happen in your activity here in the library? You can say something about how this technology can well do creativity.

Karin:

Well we do research, look up some projects to do with the children. We don't use it as such. When we have a program with them, we won't use technology. Just maybe to show a DVD or the video. Something like that, but yeah, I think more to do research on what we want to do.

Interviewer 2:

What skills and technology knowledge do you feel that Eshal has developed through play with technology, if any? But you said that she doesn't play here.

Karin:

No, she doesn't. She doesn't play here with technology.

(09:05) Interviewer 2:

So, no. So questions about general perceptions of new technologies. Now this questions is for you. Do you think, eh, any technologies are particularly positive or negative for the children here? Which ones and why?

Karin:

It can be positive if they, if they use it correctly, if they use it for research, for reading to learn something. Um, I've seen some of them just want to play games, et cetera, et cetera.

Interviewer 2:

This way is negative?

Karin:

Yeah. I think that's negative. Um, but definitely to help with their projects, for them to learn something.

Interviewer 2:

Okay. Uh, in this way, are you worried in any ways about children's experiences with technology?

Karin:

I think they get it a bit too dependent on it sometimes. It is as if it takes over and that they don't know how to physically play anymore. That's my biggest worry.

Interviewer 2:

And they spend a lot of time with it.

Karin:

They will sit on the computer to watch a screen or something like that. They won't actually go out to play. That is my biggest fear with children.

Interviewer 2:

Okay. And are you concerned about the safety aspects of internet enabled toys? And if so, what are these concerns? If no. Why not? Some concern about safety.

(10:44) Karin:

Yes. Is it, um, I should wonder, is it age appropriate that they're looking up? You can also wonder the person who created that play, what was the motive to draw the children into what, yes. Do they, the people that created that toys or the program or whatever, did they have the children's best interest at heart or is it just not to make the children more addicted to... I mean you hear strange stuff going on.

Interviewer 2:

Mm. So how important do you think, uh, are technologies for children?

Karin:

It is important really. It is. Um, it shouldn't take over your life like anything shouldn't take of your life. But technology obviously is the way to go. We live in an age of tech technology so yes, they must be, um, important. Yeah.

Interviewer 2:

I know about this new technologies, like GoPro or other kind of technology that, you know, that is new in this moment. How important do you...?

(11:59) Karin:

I'm not quite, um, I only started to know GoPro now when my daughter bought the GoPro for the car.

Interviewer 2:

It's that camera that you can use a lot in a lot of movements. Yeah. But maybe...

Karin:

Do they really need to know how it works? I wonder.

Interviewer 2:

Yes, yes, yes. Do you, do you think that children's use of technologies interfered in any way positive or negative in their lives?

Karin:

I think it can. I think it can. If the parents don't lay down the law. I really think it can. I think it can become very addictive, especially a cell phone. If they sit on the cell phone with a game or SMS or WhatsApp or the friends all the time.

Interviewer 2:

There must be rules.

Karin:

There must be rules. Yes. And I think the parents must keep a close eye.

Interviewer 2:

We are interested in exploring the link between play with technology and children's emotions and wellbeing. Do you have any thoughts on this topic that you would like to share with us using technology?

Karin:

Using technology, I think sometimes it might make the children too isolated that they too much on the own. That they might not interact on the social level with other children or not learn too. That is my biggest, that's my biggest worry.

Interviewer 2:

And in this way I think. So what types of technology medium to play do you think are more likely to lead the expressions of joys from other types of technology, media types of technology, media to play. Do you think? No. More likely to be to expressions of joy. Sure.

(13:58) Karin:

Okay. So I think a a game with them, a score points. Is it something like that? Very voting, two games I should think or something that they, that they are able to um, Oh shall we say it now. Some difficult tasks that they were able to finish.

Interviewer 2:

Yes. Understood. Which types of technology are children are setting more likely to get wordy with quick quickly when playing. If we're in. Yeah. And why do you think this disease [inaudible]

Karin:

I don't know.

Interviewer 2:

No [inaudible] what types of technology leading to more social play in your view?

Karin:

Is there anything that can lead to more social play?

Interviewer 2:

You think that is not so?

Karin:

I think it's a very, very one sided.

Interviewer 2:

Okay. Even if the children talk with someone in the other sites?

Karin:

But they're not seeing one anothers faces. They don't. I mean, can you really be sure that they talking to the other person?

Interviewer 2:

Very different.

Karin:

Different. Yeah.

Interviewer 2:

Do you have, uh, any further thoughts on the topic?

Karin:

I think I am good.

Interviewer 2:

So thank you. So now you welcome Karin. Thank you. I'm sorry about my English.

**ESHAL Community Visit 1a**

**Video: 20191105\_153729.mp4**

**Case Study Child: ESHAL**

**Parent Name: RIHANA**

**Teacher name: Noreen**

**Duration of audio: 00:17**

**Transcriber: Chanique**

Interviewer:

That was just photographs I took under the water.  
Let's have a look here.

(00:08) Eshal:

Are you walking in the water?  
How did you walk in the water?

(00:11) Interviewer:

Look

(Interviewer points to the screen)

Eshal:

Ohh!



**Eshal Community Visit 1b**

**Video: 20191105\_153754.mp4**

**Case Study Child: Eshal**

**Parent Name: Rihana**

**Teacher name: Noreen**

**Duration of audio: 00:18**

**Transcriber: Chanique**

(Interviewer points to image on screen)

(00:01) Interviewer:

You can see the mountains there.

Ok, go out of this one- try another one.

Look, I thought you said she was with your daddy?

(Interviewer calls Eshal's sister)

Kabila!

(00:12) Eshal:

Kabila!

Interviewer:

Kabila! Come, you can come sit here!

**Eshal Community Visit 1c**

**Video: 20191105\_153827.mp4**

**Case Study Child: Eshal**

**Parent Name: Rihana**

**Teacher name: Noreen**

**Duration of audio: 00:27**

**Transcriber: Chanique**

(Interviewer and Eshal watching a video of Interviewer swimming at St. James)

Interviewer:

You see. I am in the pool here.

Can you see what's happening in the water here?

Eshal:

Yoh!

(00:11) Interviewer:

Those are my friends. They are swimming. Look, they are in the water.

Eshal:

I can see.

(Interviewer clicks through some images and comes across a video)

That was a video!

(00:25) Interviewer:

Wait; let me show you one I am actually in.

**Eshal Community Visit 1d**

**Video: 20191105\_153827.mp4**

**Case Study Child: Eshal**

**Parent Name: Rihana**

**Teacher name: Noreen**

**Duration of audio: 00:02**

**Transcriber: Chanique**

(Glimpse of Eshal sitting with Interviewer in the library)

**Eshal Community Visit 1e**

**Video20191105\_154006.mp4**

**Case Study Child: Eshal**

**Parent Name: Rihana**

**Teacher name: Noreen**

**Duration of audio: 00:53**

**Transcriber: Chanique**

(00:04) Eshal:

You are in the water?

Interviewer:

Yes, I have the harness on.

Eshal:

Can you breath?

Interviewer:

My head's out.

Eshal:

What!

Interviewer:

I am lying on my back.

Eshal:

Is that the water?

Eshal:

Yes.

(Whispers)

Can you see?

Eshal:

It's green water.

Interviewer:

Can you see the water looks different this day, than the day before?

(00:34) Eshal:

Mm

Interviewer:

This was on the Sunday morning, when the tide was very high.

(Interviewer gestures how big the tide was)

Eshal:

You still under the water?

Interviewer:

Yeah, I am still lying under.

**Eshal Community Visit 1f**

**Video: 20191105\_154106.mp4**

**Case Study Child: Eshal**

**Parent Name: Rihana**

**Teacher name: Noreen**

**Duration of audio: 00:02**

**Transcriber: Chanique**

(Interviewer and Eshal watch a video on the laptop)

**Eshal Community Visit 1g**

**Video: 20191105\_154125.mp4**

**Case Study Child: Eshal**

**Parent Name: Rihana**

**Teacher name: Noreen**

**Duration of audio: 00:48**

**Transcriber: Chanique**

(00:01) Eshal:

Did you take a photo of it?

Interviewer:

Yes, but that was from the day before. Come on; let's go to the day before.

Eshal:

To that video where you found it?

Interviewer:

No.

Kabila:

I saw it- I saw its tentacle...

Interviewer:

A starfish, wait let me show you.

(00:19) Eshal:

Okay.

Interviewer:

Is it a video or is it a- there's that photo that I showed you, but I didn't-

Eshal:

I asked you, are they friends?

Interviewer:

I was very-

Eshal:

There's a starfish!

Interviewer:

I was very unsure if they are friends, but I wondered if you just lived next to something if you are then friends?



**Eshal Community Visit 1h**

**Video: 20191105\_154241.mp4**

**Case Study Child: Eshal**

**Parent Name: Rihana**

**Teacher: Noreen**

**Duration of audio: 01: 39**

**Transcriber: Chanique**

Eshal:

Is this where you met the octopus? Is this where you found the octopus?

Interviewer:

This is when I came across that tunnel that I showed you.

Eshal:

I asked you-

Interviewer:

And I am adjusting it.

(00: 15) Eshal:

I asked you, was it in the wall?

Interviewer:

It was against the wall, that gap yes.

Eshal:

So, are they friends? Did you figure that out?

(00: 27) Interviewer:

I would like to think that they are friends. Because if you are living in the same pool-

Eshal:

Yes, like – \*gestures with arms movement of octopus\*

Interviewer:

Oh, you think they are friends because they have similar bodies?

Eshal:

Mm, yes, because you can see – \*gestures with hands shape of octopus body\*

(00:37) Interviewer:

There I found a shell for you.

Eshal:

Where is it?

Interviewer:

I left it in the pool because I don't want to come to your home come and take something out of your home and leave with it.

Rihana:

It belongs to the pool.

Interviewer:

It belongs with the pool. See there, let's pause it there.

Eshal:

But there it is white! It is white!

Interviewer:

You're right Eshal! I did not even see that.

Eshal:

So the octopus does live there.

Rihana:

It lives in that hole.

Eshal:

Right, it does live there. Right?

Interviewer:

I think we might be on it.

Eshal:

Okay, stop. You have to go up a bit. You see now it is staying still. So you can't see it.

Interviewer:

It is camouflaged.

Eshal:

Yeah, it was camouflaged that's why you couldn't see it.

Rihana:

Like they say in the book.

Interviewer:

What did they say in the book?

(01:25) Eshal:

It changes colour, so it was camouflaged, to the colour of this wall. You could not see it because it was brown.

Interviewer:

Oh, I see.

Eshal:

You didn't see it?

Interviewer:

But, let's just have a look here because there is more in this video.

**Eshal Community Visit 1i**

**Video: 20191105\_154426.mp4**

**Case Study Child: Eshal**

**Parent Name: Rihana**

**Teacher name: Noreen**

**Duration of audio: 00:34**

**Transcriber: Chanique**

(00:01) Eshal:

Wait, let's go back.

Interviewer:

Let me just close this quickly, otherwise there's other things popping up the whole time.

Let's just watch this one till the end because look there's another pipe here somewhere. Look here.

(Interviewer shows Eshal a pipe that's under water)

Eshal:

Where? Where's the pipe?

Interviewer:

Here, do you see anything in there?

(00:26) Eshal:

You can see there's another octopus there.

Rihana:

What do you see?

Eshal:

Maybe it's another starfish's house.

Interviewer:

Maybe it's a starfish's house.

Do you want to watch this one again?

**Eshal Community Visit 1j**

**Video: 20191105\_154800.mp4**

**Case Study Child: Eshal**

**Parent Name: Rihana**

**Teacher name: Noreen**

**Duration of audio: 00:47**

**Transcriber: Chanique**

Eshal:

In the water?

Rihana:

Maybe it's using it to hide, maybe from people...

Eshal:

Or protecting it from it going high, or from water going low. Maybe there is like a thing where water can come out there then the octopus can protect it.

(00:19) Interviewer:

Protect it? The water or-

Eshal:

The water from going out.

Interviewer:

So, who is he protecting? The water?

Eshal:

The other animals, like the starfish! Maybe it's protecting him because the water doesn't want to come out. That's why.

(00:36) Interviewer:

Ah, so it stops it from ending up like it would in a bath?

Eshal:

Yeah.

Interviewer:

Could be.

**Eshal Community Visit 1k**

**Video: 20191105\_154947.mp4**

**Case Study Child: Eshal**

**Parent Name: Rihana**

**Teacher name: Noreen**

**Duration of audio: 00:06**

**Transcriber: Chanique**

(00:01) Rihana:

Look at this! How many pieces are in there?

Eshal:

I don't know.

Why does it say 4?

(Points to the box)



## **Eshal Finds the Octopus**

**Video: 20191105\_154241.mp4**

**Case Study Child: Eshal**

**Parent Name: Rihana**

**Teacher: Noreen**

**Duration of audio: 01: 39**

**Transcriber: Chanique**

Eshal:

Is this where you met the octopus? Is this where you found the octopus?

Interviewer:

This is when I came across that tunnel that I showed you.

Eshal:

I asked you-

Interviewer:

And I am adjusting it.

(00: 15) Eshal:

I asked you, was it in the wall?

Interviewer:

It was against the wall, that gap yes.

Eshal:

So, are they friends? Did you figure that out?

(00: 27) Interviewer:

I would like to think that they are friends. Because if you are living in the same pool-

Eshal:

Yes, like – \*gestures with arms movement of octopus\*

Interviewer:

Oh, you think they are friends because they have similar bodies?

Eshal:

Mm, yes, because you can see – \*gestures with hands shape of octopus body\*

(00:37) Interviewer:

There I found a shell for you.

Eshal:

Where is it?

Interviewer:

I left it in the pool because I don't want to come to your home come and take something out of your home and leave with it.

Rihana:

It belongs to the pool.

Interviewer:

It belongs with the pool. See there, let's pause it there.

Eshal:

But there it is white! It is white!

Interviewer:

You're right Eshal! I did not even see that.

Eshal:

So the octopus does live there.

Rihana:

It lives in that hole.

Eshal:

Right, it does live there. Right?

Interviewer:

I think we might be on it.

Eshal:

Okay, stop. You have to go up a bit. You see now it is staying still. So you can't see it.

Interviewer:

It is camouflaged.

Eshal:

Yeah, it was camouflaged that's why you couldn't see it.

Rihana:

Like they say in the book.

Interviewer:

What did they say in the book?

(01:25) Eshal:

It changes colour, so it was camouflaged, to the colour of this wall. You could not see it because it was brown.

Interviewer:

Oh, I see.

Eshal:

You didn't see it?

Interviewer:

But, let's just have a look here because there is more in this video.

### **F4 7 Brown Group – Interviewer 1 – Eshal - Focus Group 4 Clip 7:**

*Eshal is sitting at her desk drawing.*

Interviewer 1:

Eshal, what's that?

Eshal:

A scarf.

Interviewer 1:

Wow.

Camera pan to the other girls sitting at the table, Child 1, Child 2 and Child 3.

Eshal:

Thank you.

Interviewer 1:

Okay, so could you explain me, how this is the same time, technology and learning and play.

Eshal:

*Pointing at her drawing.*

It's learning, learning.

Interviewer 1:

Ah. Okay.

Interviewer 2:

*To Child*

What device are you making?

Child:

I'm learning of shapes.

Interviewer 2:

Your one's going to be about shapes. And so what are you going to use to make it?

Child:

I'm going to use to make it.

Interviewer 2:

Is it going to have lots of different parts to make it, how's it going to make the shapes?

Child:

House.

Interviewer 2:

It's going to be a shape, a house and then?

Child:

And then in house is going to be, the bed, and the bathroom and the kitchen and the people.

01:14 Interviewer 2:

And the people is inside and is it going to be something you can hold, or is it something you have to see on a screen?

Child:

Screen.

Interviewer 2:

You can see it on a screen and what is that screen going to look like?

Eshal:

It's technology.

Interviewer 2:

It's technology. What makes it technology?

Eshal:

Because a TV is technology so you can make the shape of a square, a TV, so that is technology.

Interviewer 2:

So what devices do you normally play on at home did you say?

Child:

Um...

Interviewer 2:

On what?

Child:

Phone.

Interviewer 2:

On a phone. Okay, so for the shapes and the houses that we're talking about, coming through the phone or is it coming through something else?

Child:

Stuff coming through the phone.

Interviewer 2:

Coming through the phone. Okay so what does that phone look like, do you want to show us, okay so draw it so we can see.

**F4 8 Brown Group – Interviewer – Eshal & Another Child - Focus Group 4****Clip 8:**

*Eshal sitting at the table drawing*

Interviewer:

Could you explain me again because I'm not sure I understand.

Eshal:

So this is a scarf you wear around your neck and this is a dress.

Interviewer:

Okay, yes. And you say it is about learning.

Eshal:

Yes, like you learn how to knit a scarf and you learn how to make a dress.

Interviewer:

Oh, it's really nice and you can play with this?

Eshal:

Yes, you can play with the scarf and you can play with the dress, by making it a wedding dress.

Interviewer:

Okay and somewhere is there technology too?

Eshal:

Um, I don't know. Don't think it's technology.

Interviewer:

Okay, but you have to produce to build something that have these three things right?

Learning, play and technology.

Eshal:

Uh huh.

Interviewer:

Okay, so what you're thinking?

Child 1:

Child 2, why you laughing?

Child 2:

I want to laugh.

Eshal:

If Miss Daniels was here, she wouldn't like this noise Lucy listens.

*Camera pans to Child 1 and her drawing.*

Interviewer:

What is this?

Child 1:

A phone. I'm playing a game.

Interviewer:

Okay, you can play with a phone.

Child 1:

Huh, I'm very tired.

Interviewer:

You're really tired, let me ask you, can you learn with the phone too?

Child 1:

Yes.

Interviewer:

Yes, how?

Child 1:

So technology and play to learn to play a very easy game. And, we love to play on phones. When we learn a very, very hard game, then we do it right.

Interviewer:

Okay.

Child 1:

*Pointing at her house she made.*

There's my house.

Interviewer:

I see that.

Eshal:

*Also pointing where the houses they made are*

There's my school.

Child 1:

There's my house. There's my hospital.

Interviewer:

You show me that after, it's really nice.

**F4 9 Brown Group – Interviewer – Eshal - Focus Group 4 Clip 9:**

*Eshal is sitting at the desk still working on her design.*

Interviewer:

This is playing?

Eshal:

*Drawing a swing and then a phone.*

Play, on a swing. So this is playing. So I have a lot of learning and playing. Technology is a phone.

Interviewer:

Is that a phone.

Eshal:

Ahuh.

Interviewer:

And you use phone to do what?

Eshal:

Type, send messages, to play and different kind of stuff. Phone and different kind of stuff.

Interviewer:

Okay, can you use phone to learn something?

Eshal:

Yes, you can learn how to read on a phone. I'm going to colour this in.

Child 1:

And you can learn how to figure out sums.

*Camera pans to Child 1 and then Child 2 with their drawings.*

*Camera pans to Child 2 and her drawing.*

Interviewer:

What's that?

Child 2:

A phone, and, um, I am going to message my friend and then I say come over and come play games with me.

Interviewer:

Hmm, okay.



**F4 10 Brown Group – Interviewer – Eshal - Focus Group 4 Clip 10:**

*Eshal is holding up a string of wool with Interviewer and the children are moving around the class. She is choosing materials to make her design with.*

*Eshal takes the wool to her table and fetches scissors and comes back for pipe cleaners.*

Eshal:

Some of this.

*Start to get stocks from the jar where Child 1 and Child 2 are also taking from.*

*Picks up some playdough, smells it and then puts it back.*

Some of this, no, not the dough.

*Eshal takes sticks put the jar, the other children are getting bottle tops and other materials as well.*

It's very difficult to get those out.

*Opens the bottle with the bottle tops in.*

Some bottle caps.

*Eshal turns the bottle upside down to get the bottle tops out.*

How do you get the bottle caps?

*Interviewer helps get them out.*

*Eshal takes the material to her desk and then returns to the table, picks bits up off the floor and takes a plastic funnel.*

And, I want one of this.

*Eshal takes some elastics.*

And some of this.

*Eshal gets some playdough.*

Is this a real dough, it is.

*Eshal takes the rest of the materials to her desk.*

**F4 11 Brown Group – Interviewer – Eshal - Focus Group 4 Clip 11:**

*Eshal is at her desk building her design on red paper with playdough stuck on.*

Interviewer:

So Eshal, can you tell me a bit about this red dress, that you called it. What does it do?

Eshal:

I'm making the red dress.

Interviewer:

Yes.

Eshal:

*Undoing the sticky type.*

It's the design of the red dress.

Interviewer:

Oh.

Eshal:

Child 1 is copying me.

Interviewer:

So it is an opportunity for someone to also learn and share ideas with yours.

Child 1:

I'm learning from Eshal

Interviewer:

You're learning from Eshal?

*Eshal tapes a stick to her design.*

Child 1:

Eshal is my teacher.

Interviewer:

Eshal is your teacher? Do you like being a teacher Eshal?

*Eshal says something, but it's too soft and the other children are speaking over her and*  
*Interviewer.*

Interviewer:

Wow, look at these buttons.

**F4 12 Brown Group – Interviewer – Eshal - Focus Group 4 Clip 12:**

*The girls are at their desks still working on their designs.*

*Camera pans to Child 1 who shows her cones on her design and then to Eshal where Interviewer is helping her cut the tape.*

Interviewer:

What's your technology part Eshal, what does this dress do? What's the devices job?

Eshal:

Um, you can play with the dress.

Interviewer:

You can play with it okay.

Eshal:

Like dress up dress at your house.

Interviewer:

Ya, it's light.

*Child 1 comes to ask for more red paper.*

Child 1:

Teacher can I have another paper like this.

Interviewer:

Yes, there is more here were you were busy. There's a yellow sheet there.

*To Eshal, who's taping more sticks to her design.*

What are those parts, because I don't see those on your design. What are these parts?

Eshal:

Lines.

Interviewer:

*Referring to the drawing and the design.*

Oh, they the lines. Oh and you even matched the colours.

*Eshal continues taping the sticks down.*

Child 2:

Teacher, can I have a sheet of paper.

**F4 13 Brown Group – Interviewer – Eshal - Focus Group 4 Clip 13:**

Eshal is proudly explaining her design.

Eshal:

So I made a dress. I put some cotton wool around here and here. Some dough and some cotton wool in here. And then I add some sucker sticks around here. And I made a piece of paper and I put some of the wool here.

Interviewer:

Okay, it's really nice. I like your plan, it's really nice.

Eshal.

I've got to do one more thing.

Interviewer:

Okay.