

S1 - Children Interview Transcription - English translation – anonymised

1.1 "Children Interviews – Place-making artefact → "[Name]" → "Audio Files" → "LS110401" (17:06)

Interviewer 1: Okay. Yes thank you for participating the last two days. We'll be sure to pass that on to the aliens, won't we?

Child 1: Mm-hm.

Interviewer 1: How much fun you had today. And I wanted to ask you now if anyone can tell me what we, maybe you can point out all the tools... I'm sorry, all the things to try out and play with in the last two days?

Child 1: That you had with [bees (00:55)]. The one with the... what you played with here. Dividers.

Interviewer 1: With the partitions? And what else have you been able to try out the last two days?

Child 2: The walls for playing.

Interviewer 1: To play? And you also wanted to say something, yes?

Child 3: Yes, the things to hold together so that the walls don't fall apart.

Interviewer 1: Exactly. These are plug-in pieces. And you?

Child 4: [inaudible (01:40)]

Interviewer 1: Would you like to say that again? I didn't hear you, unfortunately.

Child 4: [inaudible (01:49)]

Interviewer: Please.

Child 5: And the things that stick to the walls, they're things that suck up noise.

Interviewer: Those things are for reciting noise, yes? They are things like that. They look like this. They are like honeycombs, like the ones you have in the kindergarten, which are often made by bees. And they absorb the noise. And they are made of foam. And... they are very soft. And if you talk through them now, for example. [inaudible] Could you hear me?

Children: Yes.

Interviewer 1: What did I say?

Child 3: [There is a substance solid (02:44)].

Interviewer 1: I'll say it again, okay? [inaudible]. What did I say?

Child 2: I don't know.

Child 1: What is so different.

Interviewer 1: [inaudible].

Child 1: [inaudible (03:00)]

Interviewer 1: No. I said weekend. Tomorrow is the weekend. Would anyone like to say something again?

Child 2: I do.

Interviewer 1: You may. And we have to guess.

Child 2: [inaudible]

Interviewer 1: Pineapple. One more time. You have to say one word.

Child 2: [inaudible]

Child 1: Hello hello, [inaudible (03:34)]. The day after tomorrow.

Interviewer 1: And now you may pass it on to the next one who will give you the.... [inaudible.]

Child 2: He says hello.

Interviewer 1: Then you pass it on to the boys maybe once? Or to anyone else. Here you go. I already have.

Child 1: What is this?

Interviewer 1: That's... When you speak into it, you can hear very little. Try it once. It sucks...

Child 1: Hello.

Interviewer 1: You have to take it to the... Don't you like it? Okay, then you can pass it on.

Child 5: My place.

Child 4: To me.

Child 3: But I haven't had it yet.

[inaudible]

Interviewer 1: Hello.

[inaudible]

Interviewer 1: Now you have to say it, now I've guessed too much already.

Child 2: Quickly during the break.

Interviewer 1: Ahh. Do you like [inaudible (05:44)]? Now I have to try some [puzzle (05:50)] and then you can do it later when we are not here anymore.

Child 5: [inaudible (06:02)]

Interviewer 1: [Name]. Then would you like to pass it on to your neighbours? [Name], hello.

Child 5: Yes.

Interviewer 1: Okay. Hello. Would you like to give it back to me?

Child 5: No.

Interviewer 1: [Name]. So, you can try that again later. But now I would like to ask you a few more questions, because you started today... What did you build with it and yesterday? Can anyone answer that for me?

Child 2: We built a cave.

Interviewer 1: A cave? Okay. Please.

Child 1: Rubik's cube.

Interviewer 1: A Rubik's cube? And you?

Child 3: We built a huge cave.

Interviewer 1: Yes, that's right. And you too.

Child 4: We made a crown.

Interviewer 1: You built a crown. Super. And what did you use for the... to build it?

Child 1: Cloth.

Interviewer 1: Cloth? Yes. And what was inside the cave?

Child 2: Upholstery.

Interviewer 1: Yes. Please point out who [inaudible (07:33)]. You.

Child 2: A cushion.

Interviewer 1: A cushion. Please.

Child 3: We built a house.

Interviewer 1: Yes?

Child 3: We needed a blanket.

Interviewer 1: That's right, you needed a blanket. Yes?

Child 3: A torch.

Interviewer 1: A torch, because it was dark in the cave? Yes? And what else?

Child 2: Lamps.

Interviewer 1: Lamps, exactly. And what else would you have needed, maybe to fix it? Do you have any ideas about what might...?

Child 1: We tied it up.

Interviewer 1: You tied it up. But do you have any... Can you think of anything that the children, the alien children might need to attach the blankets to? Does anybody have any ideas? Please, you tell me.

[inaudible]

Child 4: Clamps.

Interviewer 1: Clamps?

[inaudible]

Interviewer 1: Anything else you can think of?

Child: Big stones with [inaudible 09:05].

Interviewer 1: Stones?

[inaudible]

Child 2: Rubbers.

Interviewer 1: Rubbers. We used rubbers today too, didn't we?

Child 1: Clothespins.

Interviewer 1: Clothespins. Okay.

Child 3: I can stick it on there.

Interviewer 1: [inaudible (09:40)]

Educator: A glue or maybe a velcro on the blanket and on the wood, then you can....

Interviewer 1: Velcro? Yes, okay. Yes, thank you for giving us some suggestions. Then we'll definitely pass it on to the aliens. And now the aliens... wanted to know if you... Do you think that these walls... Were they hard for you or easy to move?

Child 3: Easy.

Child 1: Easy for me too.

Child 4: Easy.

Interviewer 1: Easy?

Child 1: Yes.

Child 2: Yes. Easy.

Interviewer 1: Yes? And were they big enough for you or would you have liked it smaller or bigger...?

Child 1: Bigger.

Interviewer 1: Bigger?

Child 2: I'm also in favour of bigger.

Interviewer 1: And maybe more colourful? Or maybe only in white or only in black?

Child 1: More colourful.

Interviewer 1: Yes? And what else could these walls do? Does anyone have any ideas?

Child 1: Soak up all the noise.

Interviewer 1: Soak up all the noise? Like a noise absorber. [Name]... No not [Name]. [Name], you pointed out too. Yes?

Child 2: Her name is [Name] and her name is....

Interviewer 1: Okay.

Child 4: The wall thingies are the noise absorbers.

Interviewer 1: Exactly, yes. Okay, great. Then we've definitely clarified that. We'll pass that on like that. And now I wanted to ask one more question to the group. Do we still have time

or is it too long already? No? Okay. What... You saw that we had pictures on the floor, didn't you?

Child 1: Yes.

Interviewer 1: Sometimes there were pictures, sometimes not. Can any of you tell me how these pictures... What they could do and why they were magic pictures? Or what they could do. Please.

Child 1: A road [with the Rubik's Cubes (12:05)].

Interviewer 1: There were Rubik's Cubes and they could conjure up a road.

Child 1: Something green.

Interviewer 1: Yes, something green. And how could you use them, these pictures? Or what could you do with the magic cubes?

Child 5: [With the Rubik's cubes or with the normal cubes? (12:23)]

Interviewer 1: No, I mean... they were a bit enchanted. They sent us the aliens.

Child 1: The magic cubes.

Child 2: [inaudible (12:34)]

Interviewer 1: The building blocks. What could they do? Maybe one of you remembers.

Child 2: Drawing pictures.

Child 3: Drawing pictures.

Interviewer 1: Exactly, they drew the pictures.

Child 2: Maybe they took pictures of what the group looked like... and then they sent them to the Rubik's Cubes and then they sent them to you.

Interviewer 1: Yes, [Name] knows that. Because he was there. And what happened when you took the Rubik's Cube apart?

Child 1: Then it got bigger.

Interviewer 1: And when you put it all the way together?

Child 1: Smaller.

Interviewer 1: And when you pressed the button?

Child 1: [inaudible (13:23)]

Interviewer 1: What about that?

Child 1: [inaudible (13:26)]

Child 2: Pictures shown.

Interviewer 1: Right, then it showed pictures. Yes. And who all played with these pictures on the floor once?

Child 3: Me.

Interviewer 1: Please point it out. One. Two. Three. Four. Five. Six. Seven.

Child 1: I can't even remember.

Interviewer 1: You were playing there too, because you went into the pool with the dolphins.

Child 4: I didn't play.

Interviewer 1: You didn't?

Child 5: I did.

Interviewer 1: Okay.

[inaudible]

Interviewer 1: One. Two. Three. Four. Five. Six. Seven. Seven, great. We'll pass that on and tell the aliens that seven kids from... How many were there yesterday? Out of 21 children, seven children played with it. Does [Name] have anything else to ask?

Interviewer 2: Are there any other pictures that you would like... that should have been shown? On the floor.

Child 1: Yes. Kindergarten.

Interviewer 2: The whole kindergarten?

Child 1: The street.

Interviewer 2: A street? They were there anyway. But other pictures?

Child 1: [inaudible (15:20)]

[inaudible].

Child 3: A [Kramperl (15:43)].

[inaudible]

Interviewer 1: Great. Yes then we will pass this on to the aliens. And we thank you for participating with us.

Children: Thank you.

1.2 "Children Interviews - Place-making (??, ??)" → "[Name]" → "Audio Files" → "LS110400" (08:07)

Interviewer: So what I'm going to ask you... ask you some questions. And that is, do you remember yesterday... What we did there yesterday with those toys that the aliens sent us? Or with these walls and the pictures on the floor, what did you play with yesterday?

Child: I don't know.

Interviewer: Don't you remember? But they are still there, what can you do with them, with these walls?

Child: Building.

Interviewer: You can build?

Child: Yes.

Interviewer: What can you build?

Child: A house.

Interviewer: A house?

Child: Yes.

Interviewer: And what else?

Child: I don't know what either.

Interviewer: And how does building work? Do you remember?

Child: You have to put it together.

Interviewer: Put it together? With what do you put it together?

Child: With the yellow things.

Interviewer: The yellow things?

Child: Yes.

Interviewer: Connectors like that, right?

Child: Yes.

Interviewer: Yellow ones like that. And are they heavy, these walls, when you pick them up, for you?

Child: Yes.

Interviewer: Yes? Already heavy? And can you... Would you like to build it alone or together with your friends?

Child: Together with my friends.

Interviewer: Yes? And not alone?

Child: No.

Interviewer: And with the pictures on the floor, do you know how that worked yesterday or today?

Child: You have to make them bigger.

Interviewer: You can make them bigger?

Child: Yes.

Interviewer: And how?

Child: With the stones you have to make them bigger.

Interviewer: Yes? And then can you also project different things? Do you need that?

Child: [inaudible (02:11)].

Interviewer: Make different pictures as well?

Child: Yes.

Interviewer: Yes? And what kind of pictures? Can you still remember?

Child: A park. A car-road. And, I don't remember. And [sofa (02:35)].

Interviewer: The others were coloured pictures, weren't they? And did you also play with the pictures?

Child: Yes.

Interviewer: What did you play with the pictures?

Child: [inaudible (03:00)] We played with the pictures, but we didn't make them bigger.

Interviewer: Not made them bigger?

Child: So bigger.

Interviewer: Okay. And would you like us to draw something there? And then you can see it on the floor.

Child: No.

Interviewer: No? You don't like that? Because we could... we could draw a labyrinth and then try to... What if we then projected the labyrinth on the floor? And then you have to walk through it. Do you want to go through with the pen? No, go back. And there's a treasure in a box. Look. And now, if you put that... Great, now you're right in... Let's put some gold in there, in the box, look. And that... What if you could project that onto the floor?

Child: But only if it's gone...

Interviewer: Yes, exactly. Only the red labyrinth we could project on the floor. Would you like that?

Child: No.

Interviewer: No? What would you like to project on the floor?

Child: The labyrinth.

Interviewer: What?

Child: The labyrinth. The labyrinth.

Interviewer: The labyrinth?

Child: Mm-hm.

Interviewer: And maybe a picture there?

Child: No.

Interviewer: No? Maybe a... What else would you project on the floor? Pictures... What is your favourite animal?

Child: I don't have a favourite animal.

Interviewer: No?

Child: I only have... I have all the favourite animals.

Interviewer: All the animals are your favourite? A dolphin, for example. Wait, now I'll see if I can draw a dolphin. Let's see if I can. I haven't drawn for such a long time. Look... The dolphin isn't laughing at all. It has its mouth there. Maybe we should project it onto the floor? And then you can play with your dolphins up there. We could project an underwater world onto the floor. And if... Get your pen. Yes, do I have any questions for you? Let's see. What's your favourite colour, of all these colours?

Child: Yellow.

Interviewer: Yellow? Is that your favourite?

Child: Yes.

Interviewer: Do you know what these... these hexagons are doing? Why are they up there?

Child: No.

Interviewer: No? Can you imagine why? They are very soft, aren't they?

Child: Yes.

Interviewer: They do... If it's loud in here, then you can... then they do, they suck in the volume. Okay.

1.3 "Children Interviews - Place-making (??, ??)" → "[Name]" → "Audio Files" → "LS110399" (04:22)

Interviewer: Okay, do you want to tell me your name again? I'm [Name], hello.

Child 1: Hello.

Interviewer: Are you her?

Child 1: [Name].

Interviewer: [Name]? Hello. Would you like to tell me what you were able to try out yesterday with these wooden walls?

Child 1: With them?

Interviewer: Yes.

Child 1: We built with... that and then we played with the Rubik's cubes in the [inaudible (00:23)].

Interviewer: Okay. And did you... and how did you build something?

Child 1: With those.

Interviewer: Uh-huh. With the walls? And what did you... what could you do with them?

Child 1: What?

Interviewer: What did you do with them?

Child 1: A house.

Interviewer: A house? And how did you connect the walls?

Child 1: With the Rubik's cubes.

Interviewer: Really? With the Rubik's cubes.

Child 1: Yes, I put the Rubik's Cubes on it.

Interviewer: Exactly. So well, yes. And on the floor there was a picture or?

Child 1: Yes.

Interviewer: And this... you could also play with the picture a bit? What did you... did you play with it?

Child 1: With the cars. With the cars.

Interviewer: With the cars? Because there... What kind of picture was projected there? What was there on the floor?

Child 1: A street.

Child 2: A city.

Interviewer: Ah.

Child 1: And a city.

Interviewer: Yes, exactly, a city. With a pool like this. Yes, hello. You tell me your name again.

Child 3: [Name].

Interviewer: [Name]?

Child 2: [Name].

Interviewer: [Name], okay. And did you... did you find that if you lift up the panels... if you lift up these walls, then....

Child 2: Then it got smaller. And when you put it down, then it got bigger.

Interviewer: I see.

Child 2: And if you [inaudible (02:17)], then it has become much much bigger.

Interviewer: Exactly, exactly. And how many stones... how many magic stones did you need until it got bigger?

Child 1: Two.

Interviewer: Exactly. And when it got smaller, could you use it for something or is it...?

Child 1: No.

Interviewer: No. And when you played with it...

Child 3: We also played with the cars.

Interviewer: Exactly. And with the walls? Were those walls that are over there... To move, were they easy for you to pick up or hard to pick up?

Child 1: Those? Hard.

Interviewer: Hard? Okay. Now let's look at something else... Which colour did you like best?

Child 1: Where?

Interviewer: From those... honeycombs that are on the...?

Child 1: The blue ones.

Interviewer: The blue ones? Okay. And what else could you do with these... with these walls?

Child 1: I don't know.

Interviewer: What kind of houses could you build or...?

Child 1: Houses, town... A farm. Anything.

Interviewer: Everything?

Child 1: A kindergarten. No, that's too small.

Interviewer: Yes, but a town is big too. Okay. And there you were playing together with boys and girls, all mixed up. And... Yes, I think that was it.

Child 1: [inaudible (04:14)]

1.4 "Children Interviews - Place-making (??, ??)" → "[Name]" → "Audio Files" → "LS110398" (05:16)

Interviewer: Okay. Do you... Do you want to tell me or show me how it works with these walls? What you have to do there. What are the walls for?

Child 1: For what.

Interviewer: For what... There are walls with us... with you in the group or? And do you know what they are for? Or for... How did you use them yesterday?

Child 1: No, I don't know.

Interviewer: Yesterday you... What did you do with the walls? With these...

Child 1: Make a house.

Interviewer: You built a house?

Child 1: Mm-hm.

Interviewer: And how did you connect them or these...?

Child 1: The yellow thing.

Interviewer: Yellow ones like that?

Child 1: Mm-hm.

Interviewer: And how can you build them? Or what else can you do with it? What else did you build with it?

Child 1: I don't know.

Interviewer: Don't you remember? What did you play?

Child 1: I don't remember either.

Interviewer: Maybe your friends know. And what did you like about these walls or about the game when you built the house?

Child 1: [inaudible (01:33)]

Interviewer: Hm?

Child 1: [inaudible (01:35)]

Interviewer: I can't hear you, unfortunately.

Child 1: I built something.

Interviewer: That you can build something?

Child 1: Mm-hm.

Interviewer: Yes? And did you also play with them on the floor?

Child 1: Mm-hm.

Interviewer: With the little town that then became small and big?

Child 1: Mm-hm.

Interviewer: And do you remember how that works?

Child 1: Mm-hm.

Interviewer: How?

Child 1: With the building blocks. [If you put it over, (02:04)] then it gets bigger.

Interviewer: Really? And when you put it back together?

Child 1: Then it becomes small.

Interviewer: Yes? And what did you do with the... Could you have different pictures or just one?

Child 1: Different ones.

Interviewer: Yes? And how did you switch between them?

Child 1: [inaudible (03:27)]

Interviewer: There's a button over there. Look, the one she's pressing right now. Normally when it's on, you can switch that. And do you find... Do you find that it was quieter with this yesterday? Yes? Did you feel that in the room as well? Yes? Okay. And what else can you think of that you can build with these things?

Child 1: A castle.

Interviewer: A castle? And would you like to be able to build several floors? Yes?

Child 1: Yes.

Interviewer: Or... what else? Did you find the panels rather difficult or easy?

Child 1: Light.

Interviewer: To lift or to move or to throw away or to jump on?

Child 1: No.

Interviewer: What then?

Child 1: Not to jump on.

Interviewer: Not to jump on? So how did you find the panels?

Child 1: [There (03:52)].

Interviewer: But was it... To pick up, was it easy or hard?

Child 1: Easy.

Interviewer: And did you find the panels... these walls, did you find them easy to pick up or...?

Child 2: That's easy to pick up.

Interviewer: That's easy. But these walls, were they easy to lift?

Child 2: Yes. They are easy to lift.

Interviewer: They are easy to lift, aren't they?

Child 1: That one too.

Interviewer: Yes. That one too. Okay. And which colours do you like best from these panels?

Child 1: Red.

Interviewer: Red? And what does that... what does the colour and the shape of the... of those hexagonal honeycombs remind you of?

Child 1: It's green and blue.

Interviewer: Oh, okay. I think that's it. I think now you can go back to building if you want. Thank you.

2.1 "Children Interviews - Control Bridge (Green Group, 2nd Day)" → "[Name]" → "Audio Files" → "ZOOM0004" (01:23)

Interviewer: Now you have already tried out the device a bit. What do you like most about the device?

Child: The loudspeaker.

Interviewer: That you can turn it up and down?

Child: Yes.

Interviewer: Okay. And is there anything that you... that you don't like at all? Nothing at all? Also that you have to wait for an hour?

Child: Yes.

Interviewer: Do you like that? Okay. Or would it be better if you didn't have to wait so long?

Child: Not have to wait so long.

Interviewer: Not have to wait so long? Child: Okay. Do you have any ideas on how to make the device even better? No idea? Or anything that could be tuned? Not just volume and light and temperature, but something else. No idea?

Child: Uh-huh.

Interviewer: Okay. When is it not allowed to use the device at all? Do you have any idea when you are not allowed to use it?

Child: No.

Interviewer: When shouldn't you use it? No idea? Okay. Can you press this?

Child: There?

Interviewer: Exactly.

2.2 "Children Interviews - Control Bridge (Green Group, 2nd Day)" → "[Name]" → "Audio Files" → "ZOOM0003" (02:46)

Interviewer: So, interview with [Name]. Now I'm going to ask you something. You've tried it out a lot now, the device, right? I've tried it out a lot. When can you always use the device? Or what can you use it for? What can you do with the device?

Child: I don't know.

Interviewer: Not at all? What can you do with it, for example? With the sign. How can I do it there? L... Can't you remember? And for the sign?

Child: Lamp.

Interviewer: That's the lamp. And then you can make it... light and...?

Child: Dark.

Interviewer: Dark. And with this sign you can make it...? Look, like this.

Child: Fire.

Interviewer: Exactly. You can either make it as hot as a fire or ...?

Child: Cold.

Interviewer: Or cold. And now let's look at the first one again. I can either make it like this or like this. Either all the way I...

Child: Quietly.

Interviewer: Exactly, either very quietly or very...

Child: Loud.

Interviewer: Loud. Okay. Is there anything you really like about the device? Nothing?

Nothing at all? For example, the colour or the...

Child: Colour. Colour.

Interviewer: You like the colour? And do you like the lamps too? Is there anything you don't like at all? Is there anything you don't like? Do you like everything? Do you also like that you have to wait an hour? Do you really like it? Do you like that? Okay. Do you have any ideas how to make it better? Are you sure? Think about it. Something about how to make it better. Or maybe you can think of something that should be voted on. Not just volume and light, but something else. Nothing? Okay. Okay, look, then you can press there again.

2.3 “Children Interviews - Control Bridge (Green Group, 2nd Day)” → “[Name]” → “Audio Files” → “ZOOM0002” (05:47)

Interviewer: Okay, look here we go. I'm just going to put this here. I wanted to ask you, can you show me how this device works? What do you want to set? Ah, it's still taking a while with you, [Name]. It'll take a while. We can try that. [Name], look, then you can put your mark in the box again and go and play a bit and then come back later. It still takes a little while. Can you show me how it works? What do you want to set anyway? The temperature? Would you rather have it warm or cold? Rather ...?

Child: Cold.

Interviewer: Oh. What happened now? Why can't you do it now?

Child: Because it will be a long time yet.

Interviewer: Because it will take a long time? How long will it take? Have you memorised that? Once around?

Child: Yes.

Interviewer: So one hour. When can you actually use this device?

Child: When it has expired.

Interviewer: Okay. Then you can use it again. And what do you need the device for?

Child: No idea.

Interviewer: No idea? Mh, maybe when it's too cold? That you then go and tell the device that I would like it to be warmer. Or not? Don't you know?

Child: But the fire exists...

Interviewer: There is a fire. Does it get warmer then?

Child: Yes.

Interviewer: Okay. And then it gets warmer. So you could use the device when you are too cold or when it is, for example, much too loud? That you then tell the device, please a little... a little quieter. Or?

Child: And there?

Interviewer: Up there? We do that today in the morning circle. You can do something else with the device, but we'll show you in the morning circle. You haven't seen it for so long, have you, the device? But is there anything you particularly like about the device? The one down there, the signs?

Child: Mm-hm.

Interviewer: Or that you can put something in it?

Child: Put it in.

Interviewer: The plugging in? Okay. And is there anything you don't like at all? What you don't like at all about the device. The clock?

Child: No, the charging.

Interviewer: The charging? And why don't you like that?

Child: Because it takes so long.

Interviewer: Because it takes so long? Child: Okay. So how could you make it better? That it doesn't take so long anymore, maybe? Okay. And is there anything else that you would also like to... where you would also like to put something in? So now not just the temperature and not just the volume and not just the light, but something else? Can you think of anything? What would that be?

Child: Runners.

Interviewer: Excuse me?

Child: Runner.

Interviewer: Runner? What is that? I don't understand that right now. Ah, that you... That you say, I would like to run?

Child: Mm-hm.

Interviewer: That's a good idea. Okay. Or for example, looking at a book? Something like that... that the children can say what they want to do right now? Or just walking? Or other things as well? So walking in any case, right?

Child: Yes.

Interviewer: Running is good. Do you like to run?

Child: Yes.

Interviewer: Have you been to the gym today?

Child: No.

Interviewer: Would you like to go to the gym?

Child: No.

Interviewer: Ah, don't you like it now anyway? Okay.

Child: Now all the children are almost in the gym.

Interviewer: Yes, that's right. It's too crowded now, isn't it? Now I'll have another quick look if I want to ask you something else, if I have another question. When should you not use the device at all? Do you have an idea?

Child: Uh-huh.

Interviewer: Can you always use it?

Child: Yes.

Interviewer: Always? Child: Okay. And do you like the colours of the device or would you like it to be a bit different?

Child: Yes. I like the colours.

Interviewer: You like them?

Child: I like that, I like that, I like that.

Interviewer: Do you like everything? Child: [inaudible] Okay.

Child: [inaudible (05:12)] blue. I actually hate blue.

Interviewer: You don't really like blue?

Child: Actually that's... Actually that's... Oh, blue. And this is actually...

Interviewer: That's blue? Yes, no, you're right anyway. But it's a bit white and a bit blue, isn't it?

Child: Yes.

Interviewer: But you're right. It's blue too.

Child: And a bit orange. The outside is orange.

Interviewer: Mm-hm. I think I'm done, [Name]. Do you want me to stop it? Do you want to push? Look, the one with the red button.

2.4 "Children Interviews - Control Bridge (Green Group, 2nd Day)" → "[Name]" → "Audio Files" → "ZOOM0001" (03:56)

Interviewer: What can you do with this device? Do you remember?

Child 1: Play.

Interviewer: Play. What can you play with it?

Child 1: Play... things.

Interviewer: What are things? What do you mean by things?

Child 2: Things.

Interviewer: Tell me. How do you do it?

Child 1: With... What do you call it again? The...

Interviewer: Temperature?

Child 1: Mm-hm.

Interviewer: And what can you play there? Or what can you set there?

Child 1: Mh. Whether it's hot or warm.

Interviewer: Whether it's too cold or too hot.

Child 1: Mm-hm.

Interviewer: And what do you do if it's too cold, for example? What can you do then?

Child 2: Put it away.

Interviewer: Then you can put this in your pocket. Okay. Is there anything you particularly like about the device?

Child 3: [Guti (01:06)].

Interviewer: Yes. [Name], what do you particularly like about the device?

Child 4: That one.

Interviewer: That one? The volume?

Child 4: No, that one.

Interviewer: And why do you like it so much, [Name]?

Child 4: Because they make it quiet and loud and I don't care.

Interviewer: Because you can do it loud and quiet? Okay. And [Name], what do you like most about the device?

Child 5: The loudspeaker.

Interviewer: The loudspeaker too. Why the loudspeaker?

Child 5: Yes, it's so loud.

Interviewer: Huh? Because you can make it loud with it?

Child 2: Quietly. We want it quiet. Quietly.

Interviewer: Okay. And is there anything you don't like at all?

Child 2: Putzi.

Interviewer: That one? What do you mean by that? That you have to wait there?

Child 2: Putzi.

Child 1: Putzi.

Interviewer: [Name], what don't you like about it?

Child 2: Putzi. Putzi, Putzi.

Interviewer: Putzi? What does Putzi mean? What don't you like about it?

Child 2: Putzi.

Child 1: The clock. Because you have to wait so long.

Interviewer: Okay.

Child 2: Ultra long wait.

Interviewer: Is that what you meant, [Name], the clock? Because you have to wait so long?

Child 1: Putzi, putzi.

Interviewer: Okay. So how can you make the device better?

Child 3: Putzi, here I am.

Interviewer: Do you have an idea how to make it better? [Name]. [inaudible (02:31)] Fits, take your time. We have enough time. How can you make the device better, [Name]? Do you have an idea? What should we tell the children of Harkarosh? They asked, how can we make it better? Do you have an idea?

Child 2: No.

Child 3: I find something like that [inaudible (02:52)].

Child 1: That's my symbol, that.

Interviewer: Are you ready yet, [Name]? Do you have time? Wait a minute and then I'll come and get you. You can play a little bit and then I'll come and get you and then I'll show you how it works. Okay?

Child 2: Putzi.

Interviewer: [Name], [Name], [Name]. Do you have any ideas? How do we make the device better? That you don't have to wait so long or?

Child 1: Yes.

Interviewer: And what else?

Child 3: Putzi. [inaudible (03:16)].

Child 2: I'd like to go now, [Name]. [Leave it (03:24)].

Interviewer: [Name], is there anything else that would be good if you could also choose? So not just light and volume and temperature, but something else?

Child 5: Yes.

Interviewer: What? [Name], do you have any ideas? What is it?

Child 4: [inaudible (03:46)]

3.1 "Children Interviews - Control Bridge (Blue Group, 2nd Day)" → "[Name]" → "Audio Files" → "ZOOM0005" (01:51)

Interviewer: Is there anything you don't like about the device? What is really stupid. What you don't like at all.

Child 1: I don't like that, getting the X.

Interviewer: When the X comes, when you... Ah, when you can't plug it in any more, you mean?

Child 1: Yes.

Interviewer: Okay.

Child 2: It's the same with me.

Interviewer: It's the same for you? Okay. And do you have any ideas about what we could do to make the device better? That we can make it better, that it's more fun.

Child 1: Switch off, switch on.

Child 2: Turn it off, turn it on.

Interviewer: Ah, you mean that you turn it off and on and then the cross is gone?

Child 1: Yes.

Child 2: Yes.

Interviewer: That would be good if... Would it be good if the cross wasn't there at all?

Child 2: Yes.

Interviewer: Okay. And can you... Can you remember what you voted for? What you tuned in with the device.

Child 1: I tuned it loud.

Interviewer: Loud. You wanted it to be loud?

Child 1: Yes.

Interviewer: Okay.

Child 2: I don't remember.

Interviewer: You don't remember?

Child 2: No.

Interviewer: So, the very last question... Is there anything you want the device to be able to do that it can't do yet? Anything else. Maybe not just loud and quiet and hot and cold and warm... light and dark. Anything else?

Child 1: That it should build.

Interviewer: That it should build something?

Child 1: Yes.

Interviewer: Like what?

Child 1: A toy like that.

Interviewer: It should build a toy?

Child 2: I can build a toy because my [inaudible (01:39)]... [have really big things with lots of wood in them (01:43)].

Interviewer: Okay.

Child 3: Then you can take it apart and so...

3.2 "Children Interviews - Control Bridge (Blue Group, 2nd Day)" → "[Name]" → "Audio Files" → "ZOOM0004" (01:52)

Interviewer: Good, because I wanted to ask you... You know the device that we brought, did you try it out today? Or only yesterday?

Child 1: No. Only yesterday.

Interviewer: Only yesterday. What does the device do?

Child 2: What you want to do.

Interviewer: What you want to do. For example? What can you do?

Child 1: Light.

Interviewer: Light. What else?

Child 1: Dark.

Child 2: Volume.

Interviewer: Volume.

Child 2: Quiet.

Interviewer: Quiet. And?

Child 2: Loud or quiet.

Interviewer: What else can you do? But does the device really make the light brighter and darker? Or does the device do something else?

Child 1: Brighter and darker.

Interviewer: Does the device make light and dark?

Child 2: Yes.

Interviewer: I see.

Child 1: And the volume.

Interviewer: Quiet and loud?

Child 1: Yes.

Interviewer: And warm and cold?

Child 1: Yes. And loud.

Interviewer: Okay. And when can you use the... When can you use the device? When is it good to use that?

Child 1: When you are there.

Interviewer: When we are there. And when we are away?

Child 2: Don't.

Interviewer: Can't you use it anymore?

Child 2: Yes.

Interviewer: Yes. Can you use that too. So isn't... don't we have to be there? Are you making something for me to eat right now?

Child 1: Yes.

Interviewer: That's really nice.

Child 2: Me too.

Interviewer: You too?

Child 1: But I'm making something sweet.

Interviewer: You make something sweet? And is there a time when you're not allowed to use it at all, the device?

Child 1: [inaudible (01:30)]

Interviewer: Hi [Name]. Is there a time when you're not allowed to use the device at all, the device?

Child 2: In winter.

Interviewer: In winter? Why can't you use it in winter?

Child 2: Yes, there is.

Interviewer: Yes, you are allowed to use it.

3.3 "Children Interviews - Control Bridge (Blue Group, 2nd Day)" → "[Name]" → "Audio Files" → "ZOOM0003" (03:38)

Interviewer: So, I still have two questions. Do you have any ideas how to make the device better? What could be changed to make it work better? Better functioning. [Name], do you have any ideas?

Child 1: If you want that, you have to go there. [inaudible (00:23)]

Interviewer: Is that good? Or would you prefer it to be different?

Child 1: That's good.

Interviewer: That's good? That you get the wood and then you go to the device and then you vote. That's good for you?

Child 1: [For me like that (00:41)].

Interviewer: Okay. [Name], what do you say?

Child 2: That you want to get a record and also a colouring picture.

Interviewer: By the device? That you can get a colouring picture from the device?

Child 2: Mm-hm.

Interviewer: Really? That would be good?

Child 2: Mm-hm.

Interviewer: Okay. Do you have any other ideas how to make the device better, because [Name] just said that he would like the device to spit out a colouring picture, right?

Child 1: For me too.

Interviewer: For you too? Do you have any ideas, [Name]?

Child 3: If the device prints out an [inaudible (01:14)].

Interviewer: Prints out what?

Child 2: [inaudible (01:20)]

Child 3: [inaudible (01:22)]

Interviewer: Okay.

[inaudible, child 2 and child 3 are talking to each other.]

Interviewer: You, last question. Now you can... Now you can vote on loud/quiet, light/dark and warm and cold. Is there anything else that would be good to do with the device? That you vote on something else, for example....

Child 2: Conjure up a car.

Interviewer: Hm?

Child 2: Conjure up a car. A Lambo.

Interviewer: Would you like to conjure up a Lamborghini with the device?

Child 2: Yes. At 200,000 km/h.

Interviewer: 200,000 km/h? Okay.

Child 2: With fire.

Child 3: [inaudible (02:13)]

Child 2: [inaudible (02:23)]

Interviewer: Okay.

Child 3: [inaudible (02:28)]

Interviewer: But I mean more like, look... light/dark, warm/cold, loud/quiet. We voted again yesterday about the garden and the gym. Is there anything else you can vote on? Where each child has a vote and puts it in and then you know - okay we'll do this today or we'll do that today.

Child 3: [inaudible (02:52)]

Child 2: [Name]? [Name]? [inaudible (02:56)]?

Interviewer: Huh?

Child 2: [inaudible (03:00)]?

Interviewer: How much does he have?

Child 2: Yes, km/h.

Interviewer: Boah.

Child 2: Thirty hundred.

Interviewer: No, I can't tell you that. Maybe five hundred or so?

[inaudible]

Interviewer: I already have, [Name]. Sorry, I've got you now. We've already seen each other anyway, haven't we? Shall we do it again, [Name]? Good morning again?

Child 3: Look for ten hundred.

Child 2: Do you [inaudible (03:26)] drive a Porsche?

Interviewer: I think there's... There's probably a Porsche that has even more km/h and horsepower.

Child 2: Actually there is a Lambo that [inaudible (03:37)].

3.4 "Children Interviews - Control Bridge (Blue Group, 2nd Day)" → "[Name]" → "Audio Files" → "ZOOM0002" (03:54)

Interviewer: With my microphone. Does that fit?

Child 1: Microphone?

Interviewer: With the microphone. You know, I'll put it a bit to the side.

Child 1: It doesn't look like a microphone.

Interviewer: Look, there are microphones in front.

Child 1: It looks like a telephone.

Child 2: Can you see me there?

Interviewer: No, I can't see anything. But I can hear you. Look, these are microphones, they record what you say and what I say. And what you say and what you say.

Child 3: Really?

Interviewer: So now I wanted to ask you again, what can you use the device for? What can you do with the device?

Child 3: Volume.

Interviewer: Volume.

Child 1: Turn it down.

Child 3: Cold and ...

Child 2: Dark.

Interviewer: Cold and dark. Brightness can be adjusted.

Child 2: Medium.

Interviewer: And when... When do you think you can use the device? When is it useful? [Name], do you have an idea? When do you use the device?

Child 1: I think ...

Child 2: When it is too cold or too hot.

Interviewer: Okay. That you change something or?

Child 1: When it's too hot, you can turn it a bit colder.

Interviewer: That you change something? That it's not so cold anymore and it's a bit hotter?

Child 1: Yes.

Interviewer: Okay. And why is it not allowed to use the appliance? Do you have any ideas?

Child 2: If it is medium.

Interviewer: When it is medium?

Child 3: When it's [inaudible (01:14)] like that, then an X comes. When we put it so loud.

Interviewer: When does the X come?

Child 3: Yes, when we are so [inaudible (01:23)], then an X comes.

Interviewer: When you've already voted once....

Child 3: Yes. Then an X comes.

Interviewer: Can you then... Can you then not vote at all or what do you have to do then?

Child 1: Six minutes, if he was there for six minutes.

Interviewer: You have to wait six minutes then?

Child 1: Yes.

Child 3: No, even longer.

Interviewer: Even longer? How long do you have to wait?

Child 1: As long as there are points.

Interviewer: As long as there are points?

Child 3: And there were six, so I have to...

Interviewer: There were already six, that means you were... You waited six minutes. And I think you have to wait a bit longer, because there are quite a lot of points. Child 2: Yes, and me and...

Child 2: Yes, and me and [Name]...

Interviewer: What about the [Name]?

Child 2: No, me and [Name] have been sitting there for six minutes [02:13].

Interviewer: Did you also... Did you look? Was it also six minutes for you? Did you vote again at all, [Name]?

Child 1: I don't know.

Interviewer: Don't you remember? What don't you like about the device at all? Is there anything where you say I don't like it at all?

Child 1: When it is bright, hot and...

Child 3: [Name], tell me.

Interviewer: [Name], when it is bright and hot, what is it?

Child 1: And quiet still. If [Name] and [Name] [inaudible (02:51)].

Child 3: No.

Interviewer: Yeah okay, then you have to vote that it gets louder and darker and cold or? But is there anything you don't like about the unit? Because it's not the unit's fault that it's bright or quiet.

Child 2: The machine was in the gym yesterday.

Child 3: Because [Name] and I like it better when it's dark, don't we?

Child 4: Yes.

Interviewer: You like it dark, cold and loud best here, don't you?

Child 3: Yes.

Interviewer: Yes, I know.

Child 3: Are we going to the gym again today?

Interviewer: We have to talk about it. Would you like us to make another choice today, so that each child can say where they would like to go?

Child 1: Yes.

Interviewer: We'll have to talk about it. Do you feel like it? Okay.

Child 2: [inaudible (03:33)]

Interviewer: You might have to ...

Child 2: But it's raining cats and dogs today.

Interviewer: Yes, it is. And also I don't think you have the gym today, do you?

Child 2: But we have a pirate trip.

Interviewer: On Wednesday. What do you have?

Child 2: Pirate trip. Because there is a pirate [inaudible (03:49)].

Interviewer: What is the pirate trip?

Child 3: There we go ...

3.5 "Children Interviews - Control Bridge (Blue Group, 2nd Day)" → "[Name]" → "Audio Files" → "ZOOM0001" (03:11)

Interviewer: And now I'm going to ask you... look, I wrote down some questions. Now I wanted to ask you, [Name]. Do you know how this works?

Child 1: Yes.

Interviewer: How does it work? How do you do it?

Child 1: You do... answer the clues.

Interviewer: Answer the clues?

Child 1: Yes.

Interviewer: Okay. How do you do that? How do you do that?

Child 1: I just plug it in there and then I do this... that [inaudible (00:33)] and then I just do... dark, light or dark, whatever I like.

Interviewer: Okay. Is there anything else you can do with the device besides light and dark? Ahh, that means you press a button and what can you do now?

Child 1: A clinical thermometer.

Interviewer: Hm? Excuse me?

Child 1: Clinical thermometer.

Interviewer: Ah, thermometer. What does the... what does the thermometer show?

Child 1: Whether you are ill or not.

Interviewer: That's right. The thermometer shows that. But I think with the device, if the thermometer is there, you can do something else. Shall we look down there? What could that mean?

Child 1: Ehm.

Interviewer: I think, look, that this and this can be done with the thermometer.

Child 1: Cold and warm.

Interviewer: Yes, exactly. Cold and warm. When can you use the device? Do you have any ideas? I'm doing a bit of an interview, do you know what it is?

Child 1: I don't know.

Interviewer: Don't you know when you can use it?

Child 2: No, daddy knows, but I don't know.

Interviewer: What is an interview? An interview is that I ask questions and because you have already tried it out and you already know it, you can tell me how it works. Because I'm asking, how does the device work?

Child 2: That was... We know how the device works.

Interviewer: Yes, tell me. How does it work?

Child 2: You can do the volume, cold and hot.

Interviewer: Yes?

Child 3: And quiet. And dark and light.

Child 4: Or superior, I don't know.

Interviewer: And, tell me again, [Name].

Child 4: I don't know.

Interviewer: Or I don't know, you can also do that or? With the blue one you can do it like that. But when... When can you use the device? When does it make sense? When is it a good idea to say, "I'm going to get my stick now"?

Child 2: If it was cold, then you can make it hotter.

Interviewer: That is, when it is cold, you can make it warmer? Health. And ...

Child 2: If it's too hot... If it's cold again, you can make it hotter.

Interviewer: When it's too hot, can you make it hotter?

Child 2: No, colder.

Interviewer: Ah, you can make it colder then.

Child 4: You are sweating a little.

Interviewer: I sweat a little? You have a little... a little white spot. That's gone now too.

Okay. What do you... What do you like about the device? Or do you like something ...

Child 2: [[Name] wants to vote (03:03)], don't you [Name]?

Interviewer: Yes, do you want to vote?

Child 4: Not even the number...

4.1 "Children Interviews - Control Bridge (Blue Group, ??)" → "[Name]" → "Audio Files" → "ZOOM0006" (02:56)

Child: But [inaudible (00:01)]

Interviewer: Okay. Can I ask you something?

Child: Yes.

Interviewer: And that is, have you ever... You've taken that... That vote over there, haven't you?

Child: Yes.

Interviewer: And do you know how it works?

Child: No.

Interviewer: No? Yesterday you participated [too much (00:23)], didn't you?

Child: Huh?

Interviewer: Yesterday we used that too.

Child: Ironing beads?

Interviewer: No, this vote here.

Child: Do you think that the... that there... from playing?

Interviewer: Yes, yes. Yesterday we... Today we also looked at whether it should be loud or quiet. Or whether it should be light or dark. Did you have a say in that?

Child: Yes.

Interviewer: Okay. And what did you vote for?

Child: Erm, light.

Interviewer: And do you know how that works?

Child: Yes.

Interviewer: Do you want to tell me?

Child: No.

Interviewer: No? Oh, please.

Child: No.

Interviewer: But yesterday we also... Yesterday we also voted on... So what did we vote on yesterday as a whole group in the morning circle? As a whole group. Whether we should be in...

Child: Look, [Name] has an [inaudible (01:30)].

Interviewer: No?

Child: Yes, she does.

Interviewer: Did she have?

Child: Yes.

Interviewer: Okay. So yesterday we voted whether to go into the garden.

Child: I'll be done in a minute.

Interviewer: So fast, tell me. I have to hold back a bit.

Child: Yes, but if someone helps me, it goes faster.

Interviewer: Yesterday we voted whether to go into the garden or ...?

Child: To the gym.

Interviewer: Okay. And how was that? We all sat in a circle and then?

Child: Yes, then we played.

Interviewer: What?

Child: We played. Played.

Interviewer: Played?

Child: Yes.

Interviewer: And then how did you... did you go and do... What did you have to do then?

Child: I don't know.

Interviewer: Yes, everyone... Did everyone have something in their hands?

Child: Yes.

Interviewer: What? What did everyone have in their hands?

Child: A... [inaudible (02:52)]. Today I have already...

4.2 "Children Interviews - Control Bridge (Blue Group, ??)" → "[Name]" → "Audio Files" → "LS110391" (01:36)

Interviewer 1: So, my question is... Do you want to tell me how that works there?

Child 1: Mh-hm.

Child 2: I would like to do it too.

Interviewer 1: Okay.

Child 1: When you put your sign in there, there are squares inside.

Interviewer: Yes.

Child 2: Can I put this in? Why is that not possible?

Interviewer 1: We have to wait a little bit.

Interviewer 2: Wait a minute. Wait, wait, wait.

Interviewer 1: It's not working right now.

Interviewer 2: Oh, it's not working at all? I think it's because of the light. I think it's because of the light.

Child 2: I would like it loud.

Interviewer 1: Try again. You want it louder, try it again. Ah, now it's working again.

Interviewer 2: You want it to be warmer or? Press there until it comes up with the temperature. Again. Exactly, and now... It should be warmer, not colder, but warmer.

Where the fire is, then you put it there. That's it. Why can't you? No, I don't understand.

Child 3: I think [Name] has already... [Name] has already, he has already... He did it two minutes ago.

Interviewer 2: Now it's gone. I think it's worked now. Now you try it again. What else did you want?

Interviewer 1: And now you've washed your hands. Great. Super.

Child 3: I wanted it colder.

Interviewer 2: Do you want it dark?

Child 3: I want it colder.

Interviewer 2: Then make it colder once. Why can't you do that? I don't understand. One more time. Then we do change once, now try once. Ah wait a minute, maybe....

4.3 "Children Interviews - Control Bridge (Blue Group, ??)" → "[Name]" → "Audio Files" → "LS110390" (00:46)

Interviewer: What could that mean?

Child 1: Light.

Interviewer: No. Maybe you know... Can [Name] maybe help you? What does that mean?

Child 2: Volume.

Interviewer: Volume. And what do the signs down there mean? Maybe [Name] can explain.

Child 2: Volume again.

Interviewer: Does that mean louder or quieter?

Child 2: Louder.

Interviewer: You mustn't. So now we have the volume.

4.4 "Children Interviews - Control Bridge (Blue Group, ??)" → "[Name]" → "Audio Files" → "LS110389" (00:43)

Interviewer: Because sometimes when you get the X... What happens... or why does the X come?

Child: [inaudible (00:08)]

Interviewer: Huh?

Child: If you haven't thought about it properly.

Interviewer: No, that's not quite true unfortunately. The X comes when you have already voted once, because you can only vote once a lesson. But you always looked at what you wanted and then you voted, didn't you? Look, you just voted two minutes ago... did you vote? Because there are two LEDs.

4.5 "Children Interviews - Control Bridge (Blue Group, ??)" → "[Name]" → "Audio Files" → "LS110388" (02:16)

Interviewer: That was... Whether it's like? Whether it's cold or warm, a temperature gauge. Do you want it warm or do you want it cold?

Child 1: Cold.

Child 2: Cold.

Interviewer: Then look at the icons down there... Do you want to explain to me what these signs are?

Child 1: Cold.

Interviewer: [Name], would you like to explain it to me?

Child 2: Cold.

Interviewer: That's cold?

Child 2: Yes, cold.

Interviewer: See if you can vote. Look, you just voted. Look, you voted so many minutes ago. That means you can't vote right now. And you don't care? You don't care if it's cold or warm?

Child 1: Cold.

Interviewer: Now you've voted wrong.

Child 2: I'm cold too.

Interviewer: Look, you've already voted. The blue dot here was you.

Child 1: A minute ago.

Interviewer: Yes.

Child 3: I want that.

Interviewer: [Name], you've already voted.

Child 3: Why can't I do that?

Interviewer: Because you already voted.

Child 3: I want to do it again.

Interviewer: And you can only vote once in an hour.

Child 2: Now I want to vote again.

Interviewer: You just voted too. Now we have an X, look. You can't vote right now, but you can vote on something else. Do you remember how to do that, [Name]?

Child 2: Like this.

Interviewer: Do you remember how that worked? How can you change this sign here? Exactly.

Child 3: May I [inaudible (00:37)]?

Interviewer: No, wait, wait, wait. Before you vote, you have to think... Do you want it louder or softer?

Child 3: I want it louder too.

Interviewer: Or louder?

Child 3: Louder.

Child 1: Quieter.

Interviewer: And where is louder and where is quieter here? This is... What is this?

Child 3: Loud.

Interviewer: And what is quieter? Then you have to put it in the right one.

Child 2: I want quieter too.

Interviewer: Then see if you can still tune it. Yes? Then [Name] has to take it out again and you can...