

## **S2 - Teachers Interview Transcription - English translation – anonymised**

**1.1 "Teachers Interview - Place-making (Yellow Group)" → "[Name]" → "Audio Files" → "ZOOM0001" (15:04)**

[inaudible]

**Interviewer:** I wanted to ask you whether you think that will help or not?

**Teacher 1:** Well, I already had the feeling that it...

**Teacher 2:** The [inaudible (00:31)] is just a bit hidden. [inaudible (00:34)]

**Teacher 1:** And you can also put it away again. [inaudible (00:38)] Fixes it, that's going to be really difficult because we don't have the space for it. There's not enough room. [And so you can still move it away (00:44)].

**Interviewer:** And that was the idea behind these things, that they are mobile and... We also looked for wood that is as stable as possible, but at the same time light enough.

[inaudible]

Teacher 2: [inaudible]

**Interviewer:** We spent one day in each group the last time we were there. [So I think it was also relatively quiet (01:46)].

[Educators talking to children]

[inaudible]

**Teacher 1:** Is there anyone upstairs?

**Interviewer:** Yes. Upstairs, so...

**Teacher 1:** Also with him?

**Interviewer:** No, no. We have two different things with us and the two groups upstairs are sort of trying out one thing and the two other groups are trying out this.

**Teacher 1:** So tomorrow we have the one from above?

**Interviewer:** No. You will have this again tomorrow. So both are in the same group two days in a row. And we just said we didn't want to carry the thing upstairs.

[Teachers talking to children]

[inaudible]

**1.2 "Teachers Interview - Place-making (Yellow Group)" → "[Name]" → "Audio Files" → "New Recording 53" (09:37)**

**Interviewer:** Yes, because... Well, we'll leave you these too. And... Can you imagine that you will continue to use them, or that there might be more/less? So that's all the ones we have. There is still one in the cellar.

**Teacher 1:** No, I... [inaudible (00:35)] For example, if you put the partition that we already have in the building corner... If you put something like that instead. Because I think that makes a lot of difference in the corner and maybe [inaudible (00:51)] in the corner there, that you also put something in there [inaudible (00:54)]. But... And also you see what fits there... [inaudible (01:02)] and there are a lot of children, that for example you can use the shelf in the back... Then some of them can use it from time to time. [And basically through that, then we can have more space to put all these games in there (01:08)]. Which is of course practical for now, but I think when there are a lot of children, it causes a bit of chaos.

**Interviewer:** Yes.

**Teacher 1:** [inaudible (01:20)] It works well with so few children, but when everyone is there again, I think it's difficult. Because it's rather that you say... you do fixed... that it's fixed on the floor.

**Interviewer:** Yes. Just briefly as external information... We bought more of these foam floors than we needed and they are in your basement and we will leave them there for you.

**Teacher 1:** Great.

**Interviewer:** You'll have to work that out, but they're self-adhesive, so to speak, and you can stick them somewhere.

**Teacher 1:** If you stick them on [round (01:55)], you can get them off again without the paint coming off, do you think?

[inaudible]

**Interviewer:** It holds very well.

**Teacher 1:** Okay. Yes, because...

**Interviewer:** So... We tore them off and stuck them on again and that's already... [inaudible]

**Interviewer:** And in relation to the tower?

**Teacher 1:** Well, it is... difficult in terms of space.

**Interviewer:** Difficult, yes.

**Teacher 1:** I actually thought it was really good, but I think it's really difficult in terms of space.

**Teacher 2:** Can't you set it up in the gym? [inaudible (03:25)] Over there, for example.

**Interviewer:** Yes, so the device... We could put it anywhere. So, it would be an idea for group rooms, but yes... What... So you think it would be more for the gym?

**Teacher 2:** An alternative room.

**Teacher 1:** Yes, or an alternative room. An area where all groups can [enter (03:48)], but not in a fixed group.

Educator 2: [inaudible (03:54)].

**Interviewer:** And it hasn't been used that much now. What do you think... So how would you change/improve it? So just... You can also say that you think it sucks. So just be honest.

**Teacher 1:** No, I think that some of them don't [inaudible (04:27)], because they [inaudible (04:28)]. [Name] was really upset by it. He was actually playing with the dinosaur and then the city came back a few times. And then he [inaudible (04:37)]. He got so angry.

[Educator talking to child]

**Teacher 2:** [inaudible (04:57)]. It's a round circle. Isn't it?

**Interviewer:** Yes, exactly. So ideally the... will make a circular area that's right between two stones like that... where there's a picture that if you press on the head you can change.

**Teacher 2:** Okay.

**Interviewer:** But it all only works half well.

[inaudible]

**Interviewer:** And what did you notice in terms of the children and how they dealt with these things?

**Teacher 1:** They took it really well, the partitions. They like them anyway for building caves or in the play area. They used it more for simply building circles. And I don't think they accepted that at all, which is rather [inaudible (06:41)]. So that [inaudible (06:43)]. I think, but if you ask that maybe now at... [inaudible (06:50)] and on different days or in different groups, also separately, then maybe that would be more [inaudible (06:57)]. But that would be just so... The rebuilding is good anyway. It's really good.

**Interviewer:** Yes.

**Teacher 2:** Yes, and often there were only two of them [inaudible (07:08)]. A few children [inaudible (07:10)] with us because they knew [inaudible (07:12)]. [inaudible (07:17)] With [Name], who didn't dare at the beginning because he was afraid. [inaudible (07:24)]

[inaudible]  
**Interviewer:** okay.

[inaudible]

**Interviewer:** So in summary, these walls are definitely very useful for the group room, but you would see it more like in a gym, where all the groups would be... where there is more space too.

**Teacher 1:** Exactly.

**Interviewer:** Because the idea was a bit that you could actually connect them. But that didn't happen at all.

**Teacher 1:** I think it's too much. In the group room.

**Interviewer:** Yes.

**Teacher 1:** Yes, we don't have any [inaudible (09:03)].

**Teacher 2:** [inaudible (09:04)].

**Teacher 1:** Exactly. For example, [Name] with the dinosaur, where you also add the car. Or... that it is simply more [playable (09:16)].

**Teacher 2:** Yes, and that you also combine what you are interested in...

[inaudible]

**Interviewer:** Very good. Then... thank you.

**2.1 "Teachers Interview - Place-making (Red Group)" → "[Name]" → "Audio Files" → "New Recording 59" (04:07)**

**Interviewer:** So what is very important to me is that you are simply honest and even if you think something sucks, say it directly and don't sugarcoat it or anything. Now we have this... this column with the beamers and these walls have been standing in the room for two days, what is your impression of everything?

**Teacher:** On the beamer. On the parts in general?

**Interviewer:** On everything that we have put there now.

**Teacher:** Okay, everything. So the parts where you actually said it was... that it wasn't so loud. It seemed to me that it's very noisy because the children use it as a building. It's... [Otherwise (00:51)] the children usually do something at the table or... Well, I think that it's more... In the gym or something for building, it's really cool. But I don't think it's so much quieter.

**Interviewer:** Yes, okay.

**Teacher:** I think so.

**Interviewer:** Yes, very nice. Super exciting everything. Because that's what [Name] said to me at first.

**Teacher:** Okay.

**Interviewer:** And she is in the yellow group. There it was the complete opposite somehow, that it was suddenly a bit quieter in the room and...

**Teacher:** Okay. No, I don't think it's quiet at all.

**Interviewer:** Yes.

**Teacher:** Well, I think that... For example, as a Place-making, if we now have shelves and so on and maybe put them in as Place-makings, I think that's good. Or for the children, that this is now the door or so, as... somehow as a partition. But not now... I think the shelves are great as Place-makings because you can also put something in there. And you can use it more.

**Interviewer:** Yes, I see. What would you change so that it would also make sense in the group room?

**Teacher:** Yes, I mean... We just have it now that the children can do what they want with them. I wouldn't use it in such a way that they always use it... like now, for example, to [inaudible (02:20)] build, that's cool. But for every day, I think it's too restless.

**Interviewer:** Okay. And yesterday you were also in the garden and so on, and were these... these objects also a topic for the children when they were outside?

**Teacher:** No, in the garden there was actually... Well, nothing was talked about in my house. No.

**Interviewer:** Okay. And...

**Teacher:** Also for the children, that's... that doesn't mean that they talked about them in the garden, but the children say that it's really cool. You can already tell.

**Interviewer:** And so... We will definitely leave these little walls with you. They are just... well, the ones that are there are all the ones we have. You'll have to decide among yourselves whether they change, whether each group... I don't know, I think there are 13, 14 or so...

**Teacher:** Parts.

**Interviewer:** Exactly. Whether each group gets three or four. That is...

**Teacher:** That you just build it in. It will certainly vary what you need. Otherwise I think it would be great if they could build something in the gym or something.

**Interviewer:** Yes. No, very exciting. Because this... this beamer thing somehow everyone sees more in the gym.

**Teacher:** Yes? Okay. **Interviewer:** All of them.

**Interviewer:** All of them. In the other group, I think I spoke with three **Teachers**... with all three of them and they all see it more in the gym.

**Teacher:** Ah yes, okay.

**Interviewer:** Exactly. I think that's all there is to it. Thank you very much.

**Teacher:** Great. I say thank you too.

## 2.2 "Teachers Interview - Place-making (Red Group)" → "[Name]" → "Audio Files" → "New Recording 58" (06:07)

**Interviewer:** Well, we had this Place-making with these beamers and walls in there now and I think you can differentiate a bit between the two things and... What is your impression of both?

**Teacher:** Yes, I thought it was really cool. I think the idea is really good and also the Place-makings... so as you can see, the children really like it. They really like it and use it a lot. And I think it's just a bit difficult in the group inside, if you already use Place-makings... that is, the boxes as Place-makings and then also this, then it takes up a lot of space and there's very little room for other things. But I now think that if you integrate it into the group from the beginning, then I think it's really good. Yes.

**Interviewer:** Very good. So, what... What else would you change about it? Would you have to change the room, so to speak, or what do you mean by integrating it?

**Teacher:** Yes, that the boxes are not used as Place-makings, but that the Place-makings are used for this purpose. For example, that you use the Place-makings around the cosy corner. Because the whole point is that it is also noise-absorbing, and then I think it is really good for such areas because it also absorbs the noise and then it is really a quiet area where it is quiet. So you put the boxes up against the wall and use that as a Place-making, for example.

**Interviewer:** Okay. And... What did you notice about how the children use it?

**Teacher:** Well, at the tower with the beam things, they tried it out at the beginning, but over time I [noticed (01:53)] that they didn't use it so much anymore. They used the partitions for building and role-playing. So they played games where they hid or built police stations or something. So a lot of role-playing. And I've already thought about it, if you put them in another room, that would be really good, because then they can freely use the whole room and build with them and just yes... build stations or like now build a cave or something. And I think it makes more sense to have a room of one's own than in the group inside, because the space is very limited.

**Interviewer:** Yes, okay. So could you also... basically imagine that it would be used more?

**Teacher:** Yes. I think it can be used even more if there is a separate room. Also for the tower with the beamer things. That you really say one room [darkened (02:53)] and then the room is just responsible for the things and you put materials in there that could be used for the things. What can be shown in the pictures below, like cars or something. And then the children see it better and can, I think, also try things out and work with them. Which is often difficult in the group because the others would like to have light because they are building something or drawing something or something. And the others like to try things out and then I find it a bit difficult to combine.

**Interviewer:** Yes. And do you also... So does it seem to you that the noise-absorbing foam brings something or not?

**Teacher:** Yes, it's difficult to say now, because we're working on it right now, so that everyone in the group works in a way that the volume suits them. So we work a lot on the floor with the carpets, which is [inaudible (03:46)] and also in such a way that everyone looks for a job, either alone, in pairs, or in small groups. And then they work quietly and concentrate there and because so much has been built and so many role plays have taken place, it is logical that the volume is different than on other days. But I think it has made a little difference.

**Interviewer:** Yes, that's quite exciting anyway. So before it became a height, you sat down in it [at least (04:16)] once. Because when you're in there, it's actually much quieter.

**Teacher:** I also think that it is quieter inside. Maybe it doesn't seem that way in the room, but I think if you build something around it and, as I just said, if you do it around the cosy corner, then it's quieter in that area. I can imagine that too, yes.

**Interviewer:** Yes, because we will definitely leave these walls there. Today already. You'll have to decide how you want to divide them up or something. And I already told the other group that in the basement... we left you a box with the rest of the foam.

**Teacher:** Ah yes, that's cool.

**Interviewer:** The self-adhesive ones. And then a short info... Apparently it's ideal if you stick the foams so that there's a centimetre of space between the different ones.

**Teacher:** Okay, yes.

**Interviewer:** Exactly, then... Ah, one last question. Do you still think that these Place-makings and this column somehow make your everyday life in the kindergarten easier?

**Teacher:** You mean in terms of volume or generally in terms of the corners?

**Interviewer:** It doesn't matter how.

**Teacher:** Okay. Yes, it's difficult to answer. Well, I think if you use it as a Place-making, it's difficult in our small rooms to combine the boxes and the Place-makings. Because we don't have much space as it is, and now we just use the boxes as Place-makings and have an additional storage possibility, which is of course not possible with these. But I think from the point of view of volume, where you put several in the room instead of the boxes, for example, I think it makes sense.

**Interviewer:** Okay, perfect.

**Teacher:** And if you can also [stick it in (06:01)] the walls, then of course it makes even more sense.

**Interviewer:** Perfect. Thank you.

**Teacher:** Great, I say thank you too.

### 3.1 "Teachers Interview - Control Bridge (Green Group)" → "[Name]" → "Audio Files" → "New Recording 57" (04:10)

**Interviewer:** So you've had this voting system in your group room for one day and what is your impression of this thing? And once again, please be completely honest. And if you find something bad or crappy, just say so and don't try to make it sound good.

**Teacher:** Okay, that's fine. So I found that the children... for the children, it was really interesting, so they are [inaudible (00:28)], what the [inaudible (00:29)] are, and they went there straight away. So they found it interesting, the whole presentation. And I think it was also a lot of fun with the plugging in, that they are simply independent. And I think it's really important that the children are allowed to make their own decisions at kindergarten age, that is, participation. And only with the younger children, you would have to observe in the long run whether it is really fun for them to take it or whether it really fulfils the purpose, so to speak, that they achieve something with it.

**Interviewer:** Okay. And do you think that this thing somehow makes life easier for you in kindergarten?

**Teacher:** Well, just... I'm not sure about the younger children. In the long run, we'll see how it is, whether they just plug it in for fun and then we adjust it or open the door and it's something. I do think that the volume could be an advantage for the children, because we've always had them hitting the singing bowl when it got really loud. So I think that could work.

**Interviewer:** And would you think of something that you would change?

**Teacher:** Hm. Good question. No, I think that with so many children it's just [completely clear (02:16)] and also just what we did yesterday with [voting (02:19)]. So I just mean that [inaudible (02:21)], with the questions, what is the result now.

**Interviewer:** Okay, very good. So we have already talked about what you noticed and how the children used it... Did the children still talk about it afterwards, about this thing?

**Teacher:** Yes, they already talked about it yesterday. Just about this plugging in and so on. And today in the morning they actually went straight back and looked.

**Interviewer:** And could you imagine using this thing in everyday life? And if so, how often? Well, it doesn't have to be every hour or every day or ...

**Teacher:** Yes, so maybe... Well, if you say... Maybe not every day, but I could imagine using it in between times.

**Interviewer:** Okay. Because one plan in principle would be that if you want to, we take the thing home first and make it a bit more stable so that it doesn't break right away. But then bring it back to you so that you at least have something.

**Teacher:** Yes. So I could imagine that you could just offer it for certain days or something or maybe just in the gym with the volume, that you could [connect (03:51)] it well.

**Interviewer:** So would that basically be something where you would say - yes, we'd like to take it - or - no, it would just stand around in the way and be another thing that needs space?

**Teacher:** No, I can imagine that on certain days it would be good to take it.

**Interviewer:** Okay, very good. Thank you very much.

**Teacher:** Thank you.

### 3.2 "Teachers Interview - Control Bridge (Green Group)" → "[Name]" → "Audio Files" → "New Recording 56" (04:12)

**Interviewer:** So, you have already had this voting system in here for one day and what is your impression, in general?

[inaudible]

**Interviewer:** And what is also very important to me, you can also ... well, you don't have to sugarcoat anything. If you say you don't like it or I think it's bad. Just be completely honest.

**Teacher:** Yes, okay. I'm sure the children will like the voting. With the little ones I'm not sure if they really understand the meaning. Whether they don't just go there because it's fun to plug in and they like it.

**Interviewer:** Yes. And because it flashes.

**Teacher:** Yes, exactly. I observed that some of them are really keen on it. When they were done, they all went back every 15 minutes to see if they could go back. But I saw yesterday with the children who were there that they were totally interested in the thing. All the children did that.

**Interviewer:** Okay, very good. And what do you think... So do you think that this could be usefully integrated into everyday life and would it be useful?

**Teacher:** I think that always... if it's always there, that it becomes too boring for the children. They just go back there and press again. So I think if it's only every now and then, that's more of an incentive for them.

**Interviewer:** Okay. Because... Well, the ulterior motive was also that it might make your life easier, to see how many children really find it too noisy, too cold, too warm, too bright, too dark... whatever.

**Teacher:** Yes, I think so, that if they can vote. Because if it's too loud, we have the singing bowl and they hit it themselves and say - no, it's too loud. So I think that's good again. And what I find good is, for example, when they vote, they... we sorted out games yesterday, they don't let the others influence them. They really decide for themselves. I think that's good. But in the circle, they actually do what the majority does, or what their friends do. I thought that was great yesterday. I thought that was really good.

**Interviewer:** Okay. And is there anything you would change about it? Or...

**Teacher:** About the whole system?

**Interviewer:** Of the whole system.

**Teacher:** No, I would leave it like that.

**Interviewer:** Okay. And I mean, it was only yesterday, but did the children talk about it?

**Teacher:** Afterwards they did.

**Interviewer:** Afterwards?

**Teacher:** That they can go there and press it... I think that was certainly a great experience. And they were also looking forward to seeing you. We just played the video there and we said it again and again and they... what was already there last year, they couldn't remember.

**Interviewer:** Yes, very good. Okay, that is... If we were to bring it back to you, would that be something that would be exciting sometimes and not in the long run?

**Teacher:** No, I think every day... I don't know. Because you have to see how many children there are.

**Interviewer:** Yes. But basically the idea behind this thing would be that we could bring it back to you ... Now we just have to make it a bit more stable, so to speak, but that we could otherwise bring it back to you until the end of the year and then leave it there.

**Teacher:** I mean, I say that it's certainly worth a try. And whether we always let the children vote on everything, we don't know. But otherwise I think it's a good idea.

**Interviewer:** Okay, very good. Thank you. That's it for now.

**Teacher:** Great.

**4.1 "Teachers Interview - Control Bridge (Blue Group)" → "[Name]" → "Audio Files"  
→ "New Recording 55" (05:28)**

**Interviewer:** Okay, so you have this voting system... you've had it in for two days now and I've already learned quite a lot about how you usually do it. But what is your impression of this thing?

**Teacher:** Of the machine?

**Interviewer:** Of the machine. Does it make sense? Is there anything that could be improved and make more sense or do you not need it at all?

**Teacher:** Well, the machine is really interesting for the children and that is certainly a highlight [in there (00:31)]. Whether one should... I think one should... I don't know whether one should put someone there who is always there so that the children don't have to... so now I'm pressing again, now I'm doing again. Whether they really make sense of it. I think they see it more as a game at the moment. That someone really has to sit on the side. And that's why it's perhaps not... not yet so compatible in practice.

**Interviewer:** Yes. Please, you can just be completely honest.

**Teacher:** No, that's just it. So basically, they love the thing hot, but sometimes I'm not sure if they don't just [inaudible (01:07)], so make a fun. Now it's beeping again and then it's colourful again. And that's why... that's I think... so that's my impression that that was more in the foreground. That it was simply more that. Or rather, I'm curious to see what else that says. I hope that we will get a résumé.

**Interviewer:** Yes.

**Teacher:** Or what... what the impression is or the insights or what you have written down. I would find that interesting.

**Interviewer:** Yes. So what else would you change about it now so that it... so that you think it's more appropriate? Or do you think it's mainly because of the... that it needs to be tried out longer?

**Teacher:** Yes, maybe it would be over a longer period of time. That they get used to it and that it's not so brand new. Because if something is longer... if something is brand new, then everybody wants to play with it. And as soon as something is longer and constantly there, then it would be interesting to see how they would then get on with it and whether they would then take it into account.

**Interviewer:** Yes. But so, can you think of anything that should be changed right away so that it can be ... for longer?

**Teacher:** I don't know if it's possible to optimise the QR code. In the sense that when you read it and it's dark, that there... Because it was kind of a pity that the QR code was apparently not recognised because it was too dark.

**Interviewer:** Yes, I have already heard that. We still have to look at that.

**Teacher:** Exactly. Otherwise, from the visual point of view, I think the thing is really cool. Because it really looks like a rocket and yes... I think they really liked it. And with the voting system... I think that's good too, because you can just [look at it (02:48)] and count. Yes. No, I think it's good.

**Interviewer:** And did you also notice that the children talked about it like that? If they didn't vote directly, but...

**Teacher:** No, actually, when they were interested, [I had the feeling (03:05)] they went straight to it. That's true. Because otherwise they always played a game. For example, [Name] with the hundreds board or one of them in the reading corner or something. And from the [inaudible (03:15)] that they then think - yes, now I'm going to vote, because [I'm too cold now (03:18)]. Something like that.

**Interviewer:** Yes. And do you think that you could somehow meaningfully integrate this into your normal everyday life, this thing? And if so, how would you integrate it?

[**Teacher** talking to child]

**Teacher:** If it is a matter of course, then I think it would be integrated, because there are so many things going on in the day-to-day life of the kindergarten. Be it [polio (04:08)], be it someone has a toilet problem or no idea, which is time-consuming, then the next person has a problem, the others argue and so on. So actually... or now on the day it has started relatively quiet.

**Interviewer:** Yes, because relatively few people are there.

**Teacher:** Yes, unfortunately some are sick. Then some of them are busy with the pirate trip. So there are a few things that make the group smaller. It's different when the full number is there. Because one or two components have already left, they would certainly have made it more fun... the days, let's put it that way. It would have been interesting if everyone had been there, but you can't predict that. Exactly. And so you're always going back and forth and up and down when everyone's there. That would still be interesting, but you can't predict that... how it is then. Yeah, so I don't know... whether it's... if they already know it, then sure. If they know it, surely they'll still come and say - look kids, now so and so have voted or have no idea. So... if they know how to do it themselves and don't think, now I'm joking. Then certainly. But basically, I don't know.

**Interviewer:** Perfect. But thank you very much.

**Teacher:** Please.

4.2 "Teachers Interview - Control Bridge (Blue Group)" → "[Name]" → "Audio Files" → "New Recording 54" (06:33)

**Interviewer:** So you tried out this voting system for two days?

**Teacher:** Mm-hm.

**Interviewer:** And what is your impression of it in terms of how much sense it makes?

**Teacher:** Well, in general I think voting makes sense. Of course within a certain framework, because of course we can't always let the children decide, because of course the external framework conditions that we have to adhere to are also there.

[**Teacher** talking to child]

**Teacher:** And I think it's great that the children come up with ideas when we vote on things. So now we divide the group or we stay together or... completely new approaches emerge, but so far we have also handled it in such a way that we do it with [inaudible(01:02)]stones or baskets or something else. That also worked. I'll say now, of course we can't determine the temperature, light or... the brightness or something. Or we haven't done that so far, let's put it that way. But I think I don't know, so...

**Interviewer:** You can be completely honest.

**Teacher:** It's ... Basically I think it's good, but I think it still needs a bit of development. Because the children don't see any direct success when they vote on it. In the sense that when we vote in a circle - okay, we'll go outside or we'll stay inside. They see the success, then we go outside or we stay inside. If they now determine the light or the temperature... then they first have to go there, ask - turn off the light - with whom do we discuss this now, who has perhaps already pressed no, who has pressed yes or... So there are so many complex processes happening, also inside the children's heads, what they should do now, that I think it is still a bit... I don't know how it can be done, but... But that it is perhaps still maturing a bit.

**Interviewer:** So ideally it would be plugged directly into the light and then the light gets brighter or darker?

**Teacher:** For the children, yes. For us **Teachers**...

**Interviewer:** No.

**Teacher:** No. Because I observed today, for example, when they turned off the light during the day. That was the vote, it should be dark. Some children were really pulled out of their work process, like [Name], for example. She was working on the hundreds board. She was totally absorbed, totally concentrated, totally in her session and then all of a sudden the light went out and she couldn't see the numbers anymore because it was too dark. And then she had to get up, then it was really... I don't know, two, three, four, five minutes until she got to it, until the process developed further, until the light came back on. And then she could sit down again for her work. So a few children were pulled out and other children were then... it suited them and then it was actually just fun that it was dark. And I think it takes time for them to take it seriously and really say - OK, it's really too dark for me now and I'm not doing it because it's funny. I think it takes time, because maybe over time it's no longer so new and exciting to use it. And then really the needs can be expressed for me, but I find the approach basically interesting.

**Interviewer:** Okay.

**Teacher:** Now I've talked for a long time.

**Interviewer:** Yes, so one simple request please. You can be honest when you say... Well, if you think, no, I think that's kind of crappy, then you can also... You don't have to describe it nicely, but just... you can say everything.

**Teacher:** No, as I said... I think the basic principle is great, that they can have a say. Of course, we still have to see where they can have a say. And as I said, now in the play situation, children are always pulled out with the hot/cold. We also ventilate in between, we

just do that. When we notice that the air is stagnant and we need air, then we ventilate. And if the children say - okay, it's too cold for me right now - then we just close the door again. We've always done that, even without coordination, but when they came to us, that's what we did. But with the light, I always find that it interferes with work processes... for other children. And if half of them just say that they would like it to be dark, but the other half is absorbed, that is a difficult thing for me.

**Interviewer:** Yes, it always depends on where the light or the darkness is more important.

**Teacher:** Exactly.

**Interviewer:** Because now in a bedroom, if three children say they want it light and four say dark, then it will tend to stay dark. But if there are some who are doing tasks, it will stay light so that everyone can do their tasks. Okay, but it sounds more like you already have these decision-making processes inside.

**Teacher:** We involve them, yes.

**Interviewer:** Quite automatically in your everyday life and processes.

**Teacher:** And that's why... it's another device that's in the group. It is big. It is heavy. You have to plug it in, it has to stay in one place. I don't think that's so good either, because anything that's flexible, that you can move around, that's easy to move around, I personally think is better in the group. Because we often change things when the children say - okay... or we notice that the frame structure needs to be changed, then we change it. That is... also together with the children. And with a device like this, you have to make sure that the socket fits. So we would be more flexible with other possibilities that don't need electricity and are a bit smaller and easier to handle.

**Interviewer:** Like a basket and a piece of paper.

**Teacher:** Yes, exactly.

**Interviewer:** Okay.

**Teacher:** And I think from a budget point of view it's also cheaper.

**Interviewer:** Yes, with baskets... You can print a lot of slips of paper. Quite, quite a lot. Okay. Yes, very good. I think that even if there are more questions on it, everything is already answered.

**Teacher:** Great.

**Interviewer:** Then thank you.