

- Q Julia Bishop (researcher)  
Q2 Beth Nutbrown (researcher)  
A Susan (mum)  
B Craig (dad)  
C Alison (6)  
D Chloe (4)

Q Another recording now. So you've covered so many of these and actually brilliantly, we've got so much, it's really rich your interviews looking back so thank you ever so much. So just to go back, do you think that certain types of either sorts of devices or sorts of apps on devices or toys with a digital element promote play particularly? Or indeed do you think some limit play, either way you know?

A It interferes with play in that they....I've told you before about them like to pretend that one of them is watching the Kindle and one of them is being the actor.

And then like Chloe will be sat here like this pretending to hold it and Alison will be there acting out as if she's on her own video show. And so I think some technology has like merged its way into their imagination of imagining that they're inside a Kindle basically on YouTube doing the shows. Yeah, so....

Q Do you feel that's....sorry I'm not sure, do you feel that's a positive or do you think it's a limiting thing? Or maybe not either, maybe you can't characterise it as either?

A I can't decide. Because on the one side, if they want to be on YouTube then fine, these kids are millionaires on YouTube now so I'm happy with them going down that route, you know! But it's also, it's not like a career that has substance so I'm also like 'oh, do I need to steer them away from that'. But I like that they've taken it and twisted it into their imagination and pretending. It's only like when you were kids and you'd have a karaoke machine and pretend to be a pop star, but you want to be a YouTube star. And I like, especially with like how Alison and Chloe they do watch art stuff, which I don't....it's not like the silly unboxing of toys that they're pretending to do, it's always art things, they're always doing the three marker challenge and things like that when they're playing Kindle. So yeah, I'm kind of like borderline, I can't decide if it's a positive or a negative.

Q It sounds like there's a sort of range....

A But then that's this whole new generation. Because we're now in a technology advanced era technology should be seen as a positive. But you also want to go 'oh but when I was a kid we played with mud and we did this', do you know what I mean, we want them to enjoy simpler things and not always depend on advanced stuff. Do you know what I mean?

Q Yes. I mean it sounds like you see the sort of range of activities, some more tech-based than others. And also you're just thinking, just say what's available on YouTube just thinking about that particular one, there's some you see as less positive and more limiting, and then some that you feel is creative and it inspires them perhaps, or....

A Yeah. When they're doing their squeaky American accents and I'm just like 'no, no, no', no it's not trash, it's the bit, you know correcting them on things like that because....yeah, ugh.

B Some of the content is just trash for want of a better word isn't it? The stuff that I've seen that they've learnt from use of technology is a different level.

A Outweighing it.

B Yeah absolutely yeah, what they've actually picked up from it in a positive sense with the whole cooperative play. And I think you were saying, it interrupts play almost when one's pretending to be the Kindle and one's not, it's still playing together, it's just role playing almost isn't it. So it's only....yeah, it's like playing shops and one of you being the server and one would be doing the shopping I suppose, it's the same kind of scenario. I think it develops play. Because they kind of learn as much as they want with it as well, especially when it comes to using YouTube, they can skip between videos and look at different things and new things and search for specific things. So I think it's kind of learning voluntarily really rather than being coached in anything from school they are picking up on things. Although it's not constructed lessons plans etc they are picking up things and then learning from it. So I think it definitely encourages play in that sense.

Q Do you see any of those things that they've learnt sort of being transferred to other areas of their lives? Would you say it's sort of transferable skills in terms of the way they deal with the devices, or knowledge in terms of some of the content that they....

B Yeah absolutely. I think they do pick up a lot in terms of knowledge, they do learn a lot from it. And the skills that they pick up is skills that are inevitably they are going to need in day to day life anyway really. The use of technology I think is something that we....we're not going to go back to pen and paper, regardless of how Brexit goes! It's something that they will need and probably will give them a head start. I mean only really towards the end of my school life was I really involved in computers and that kind of thing so I didn't really it so much through my school life, but I think it is something that is going to be advantageous. Because they are heavily using computers and technology in school anyway so I think it is something that it's almost like learning at home at the same time really.

Q Yeah. So do you think particularly the Kindle....I mean going through their devices that they have access to or they've got. So they've got the Kindle and you've got the....I know they use the phone and the hub and stuff.

A I'm just sending you a picture of Alison, she was doing some....she wanted to research, do some Googling and I took a picture of her ??? She was using the laptop.

Q Oh, so was that recently?

A Yeah that was Friday.

Q OK, because she was doing it at school the other day, that's what I observed in the lesson on Tues.....on Wednesday.

C It wasn't on Friday, it was on Saturday.

A Oh alright.

Q But yeah she did exactly that in school the other day.

A Yeah. She wanted to carry on doing the research on the different materials. So I put Google Kid Safe on. I had to explain, because she was wanting to put it into the search bar at the top, and I said 'no, you need to use this bar inside Google because I wanted you to make sure nothing came through on adult content'. And I had to explain to her that like at school you don't have to do that because it's already kiddified, but at home we needed to go through this one so that nothing weird or strange comes through that I don't want you to see. So I explained to her about content on the internet. So then I knew, leaving her to the Google Kid Safe mode meant that nothing would hopefully come through – that was a bit awkward.

Q Yeah. Do you find it hard to explain that sort of thing, you know when you say 'we don't want you to see things', I mean are they sort of saying 'well.....'

A Yeah, I was surprised she didn't say like 'what' or something, wanting to know, she kind of just took it and that was it, she just accepted what I had to say and did what she wanted to do. So I was glad that she didn't because like how I'm going to explain the next part if that came on....so yeah. She just took it. Because I explained that at school it's all Kid Safe because it's already....that's what they use it for, but this is our laptop so we can look at lots of things on the internet and there are some things that aren't OK for children, so we go through Google Kid Safe and I know that it will be fine then.

Q And do you feel you're sort of.....oh sorry, go on.

B I think that might be something that they've discussed at school then perhaps, about safety on the internet and that, because that might be why she's not questioned it because she already knows that that's the case perhaps.

Q Yeah, so you're connecting something that's already there, yeah. So do they kind of....so that research was with the computer. Do you think sort of the computer is seen as the more serious thing and then the touch screen type stuff is a bit more playful?

A Yeah.

B She sees me working on the laptop as well.

A Yeah she knows she can't just go to the laptop, she has to ask permission first and do it from there, and sometimes you can't go on it because we've got things up. Because I've got my business stuff up, he's got his patterns up, so I don't want anything to go missing and we can't shut things down. So she knows she has to ask permission first, so probably it....

Q Yeah they haven't got their own laptop so it has to be....

A No they haven't, no.

Q I mean one of the questions here was about what each one of you might do with them in terms of the play with different devices and technologies, so just let me find the actual question. So are you more likely to play with some kinds of technologies more than others Craig; and the same question for you, you know do they kind of get a slightly different input from each of you would you say?

A Yeah.

B Yeah.

Q Tell me what.

A Like I'm the one that got them to play with the Just Dance, he would never have done that. Yeah I was the one that wanted them to start getting introduced to that and did it through the dance game. And then hopefully at Christmas we're going to get a game that's more suitable for them so they can learn the joystick and things like that.

Q Oh OK, is that a state secret that we can't talk about at this moment?

A No, no it's fine. I'm still like that, but mainly because like they're a lot of money and I don't want to spend a lot of money for them to not....yeah. So I'm seeing how it goes with this dance one that I've bought and then taking it from there.

B It's a Disney Classics one, it's The Lion King, Aladdin.

A Yes it's like old school retro.

B The old games I used to play on the Atari and the Omega back in the day when it was keyboard based and the little joystick. So then we're adapting it to the Playstation. So it's very 90s focused. So fingers crossed.

Q Oh I see. That's fantastic. So you and the Playstation Susan, tell me about your sort of....do you have any kind of gaming sort of background or have you dabbled with that sort of thing?

A I don't really, I don't usually play games or anything like that. Like he's got games on his phone and he's always gaming on his phone. The girls watch on as well. The girls have watched him on the Playstation as well mainly just to take the mick out of him dying all the time and then telling him how to do it properly.

B ??? yeah.

A But then I enjoy dancing and doing things like that. So like I put on YouTube and Prime on the TV and have done like yoga with them and things like that, and that's what got me to think about the Just Dance and see whether they'd enjoy doing that. They did enjoy doing it except for using your phone is quite heavy, so we're going to upgrade and get the Playstation sticks. Just so then I know that they won't worry about dropping my phone, and I think they'll enjoy the game more having something light in their hand and something that they can reach round. Because this is quite heavy and hard.

Q Yes, plus you must be perhaps looking over your shoulder all the time thinking 'are they going to drop it' sort of thing – at least that's what I would be thinking.

A They are really good with my phone so I'm not too bad, but when you're dancing I think that's a different....

Q Exactly, yes. So when you do all that together has that been fun, has it really....is it a girly thing that you do?

A Yeah we have really enjoyed it, it is really fun and it gets competitive as well.

Q Oh yeah?

A Because there's the singing and there's dancing to it as well to get your points, and they like to stop at the end and watch what points they get and who is in the leaderboard and things like that. So it's a nice little competition between us.

Q Yes. So is that something you might do on a regular basis with them?

A Yeah I'm starting to, yeah. We've done it twice up to now, we had it on just the other day. Because it had a demo of the new one that's just come out Just Dance 2020 and so we were checking that out. And I was like 'oh maybe I'll get the new one with the new songs on there' and then upgrade it to the Just Dance Unlimited. And it's on the internet and you get unlimited songs, lots more songs than what the CDs have. So that's what we're looking at doing as part of their Christmas present.

Q That's amazing.

A Yeah, because it's something that we really enjoy. And once I've got the....it's like a little stick with a thing on the end and it just monitors your movements to make sure you're matching what they're doing on the TV.

Q Oh yes, like the remote on the Wii?

A Yeah, yeah it's similar to that. You see this acts as that. I can show you actually, it's just here, Just Dance. And it then connects to our router, and that's connected to the router, so it basically joins them together via the router. And then you use this as you would a remote. And then as you're holding it it just monitors your movements. So it knows you're doing the dance routine on time and you'll see points....

Q Yes, and it's marking you on the basis of that.

A Yeah. And also the audio goes through on it as well, so when you're singing and matching the words you get even more points.

Q Oh heavens right, so it's karaoke-ish as well.

A Yeah exactly, yeah, which is brilliant for Chloe because she loved that. But yeah it's something that's for Christmas because obviously they're quite expensive. We're going to upgrade it so that we can play it a lot more often.

Q Have you changed the TVs since we started to come to see you, because I think at that time you were saying....

A We are going to go and get our new TV tomorrow. Yes.

Q Right, I know it was mentioned very early on.

A We've been waiting. Yes. We got us vouchers up there and we've got it reserved at Argos, so tonight we're going to go up and get it.

Q Fantastic. So will that be more....will you be able to do more, or is it just....

A The idea is, we wanted the Smart TV because this one's ancient now and it doesn't like to work all the time. I explained to the girls....

B I think it's probably ???

A Yeah! I explained to the girls, with this new TV you will be able to learn how to turn it on and everything will be connected to everything so you can be independent in the morning and instead of watching the Kindle you can come downstairs and put on Disney Junior if you want. So we're trying to get them....because some friends mentioned that their kids come downstairs, put the TV on, and I'm like oh my kids can't do that because it's a minefield to get it to work properly.

Q Oh right, so it's not very useable in that way.

A Yeah. I was explaining to the girls, like after today you can come downstairs – with our permission – and put the TV on, and I'll be able to show you what shows to put on and how to use the remote, so then they become a lot more....

B Yeah ??? come down at half past 4 in the morning watching TV like, because we ???

A So yeah the new TV, the idea is for them to be more independent and to use it for themselves, yeah.

Q Will it be touch screen, will they be bringing do you think some of the skills they've got from elsewhere to it?

A I don't think it's touch screen. No, no it's just a remote control. I don't think it is touch screen, I'll have to check, I don't think it is though. That would be an absolute nightmare.

Q So going back to the dancing, is that something that you would....it's just the three of you doing?

A Yeah, yeah.

Q Not their friends or anybody coming round and just....

A Not as of yet.

B It's something they could do couldn't they?

A Yeah it's definitely something I wouldn't mind doing if they wanted to have friends over. We've not had....they've gone to a friend's house ??? their friends come here at the minute, mainly because they always ask on the wrong days and I'm working, do you know with me working evenings and things like that, and then the after school clubs make things a bit tricky. So we haven't done it yet but it will be something. At Christmas time when the family comes over that will be definitely one of the things we'll be playing with family and friends and things like that, yes.

Q Yes. So Craig you've not been involved in this dance?

B Not so much no, I'm not a natural dancer.

A I was showing it you though wasn't I at the weekend?

B Yeah, yeah, I mean I used to be....especially when we had the Wii didn't we, but the kids were too young at that point.

A My sister's pinched that.

B Yeah, I mean that was at the old house so that's at least 3 or 4 years ago isn't it? But I think Alison was old enough to understand that that's what we were doing wasn't she, but Chloe was obviously a baby, just about a babe in arms at that point. But yeah I just enjoy playing like this, it's never really thrilled me at the moment, I'm completely out of touch with modern music anyway, I wouldn't have anything that they listen to on there. It's not something you can dance to particularly.

Q ??? to by the hits that you like and recall, yeah.

B Yeah.

Q So in terms of your own sort of preferences for say gaming and stuff, how do you think that sort of impacts on the girls and....

B Well it's interesting, I was thinking about it, because I don't particularly share my gaming with them so much because some of them are age rated, I don't ever really want to involve them in anything.....

Q Oh OK yeah, so does that mean you just play them when they go to bed or something.

B Yeah, play with them when they're in bed, yeah, yeah, when I'm allowed access to TV and that kind of thing! But yeah I mean they've seen me on it before, they're aware of these games before, and it cropped up in my mind that there was always negative press around games being influential to kids and their content and so on, and they've never really seen anything particularly inappropriate for them. But they've always understood that it's just a game as well, rather than like a ???

A 'Oh no, daddy's died, again'.

B Yeah, 'shoot him daddy, shoot him', you know that kind of thing. And I think because they play those kind of games in the playground almost anyway with the child superhero

most days, so it's not something that I actively promote to them. But there are games as well, like the Lego Jurassic Park that I've got. Again they've not played it so much recently but when they did try and play it is was the co-ordination the dual axel control that they couldn't really grasp. But they've always been interested in it, they've always enjoyed it, watching it anyway. And they always try to play it and then they've soon lost interest because they couldn't do it.

Q Were these something they asked for, are these toys that you had seen that you thought they would....

A Yeah. Last year for Christmas Alison asked her auntie for a robot dog.

Q Oh OK.

A But they're very difficult to actually do, and that's why they lost interest and they've just been in a box.

Q Really, yeah?

A Because they are quite difficult to get the voice right and to get the commands right.

Q They're voice activated are they?

A Yeah, yeah, they're all voice, it's weird. But this one did quite a few fun tricks but it just got frustrating for her when he wouldn't do as he was told sort of thing.

Q Did they get one each, was that the idea?

A They're both Alison's. Alison asked for them both.

Q Oh OK, yeah.

A They're like....when we talk about presents and things like that we say 'this is Alison's, this is Chloe's' but within like a week it's both of theirs.

Q Well yeah, twice the use so that's good.

A Exactly.

Q It's interesting because I've seen those with other people before but my observation then was that they were quite difficult for younger ones to master and to get to work, you know.

A Yeah, that's why they're in the box, and then hopefully next year when they're a bit bigger and they've got more patience they can go back to them and try again.

Q Yeah. So some things that perhaps there isn't so much of is sort of things to do with like augmented reality or virtual reality – I know you've tried a little bit of that and....

A He wants that.



Q Oh OK so this is....tell me more. This is an aspiration on your part Craig?

B Yes. I really would enjoy, having used them before at a friends house....

Q Have you done VR?

B Yeah VR, yeah.

Q With the glasses and everything?

B Very much like the ??? type, and I think it's something that they'd enjoy.

A Didn't they do it at that Science Museum?

B Er...yeah.

Q Yes I think you mentioned that they tried it, yes.

B Yeah it's something I really want, but seeing the sheer cost of them I don't think it's something that I'm going to get any time soon. I know they loved being on that blend of different realities, walking around and seeing things on them.

Q So is that something you want for you, or something that you think would be fun for them?

B Oh I think that they'd love that, yeah I do yeah. I mean I'm always wanting things like that anyway, I'm a bit....I'm geeky in that sense anyway. But I think they'd be fully immersed in that as well.

Q I mean I get the sense when you think about gadgets that you are thinking about it from a kind of family point of view, OK, so what would everyone get from this and that sort of thing.

B Yeah absolutely yeah. I mean the family time is so small on a weekly basis it's good to do different things.

A Yeah even more so nowadays.

B Yeah.

A Now Chloe's in school....

B So I always think about things we can all do together, yeah.

Q Of course, you must notice a difference, that you just don't have as much time with them.

A It's a big difference, yeah.

Q Does that lead you ever to limit the time on technology, or does it make you think more in terms of getting the most out of if you were going to be....you participate in technology and play?

A Yeah, Chloe is very drawn to the Google Home Hub and it's been frustrating me recently because she'll go, be lying there and I'm like 'hello, I'm here, get off that, come here and talk to me' do you know what I mean, and have some human interaction instead of going to that. I'm getting quite angry with it actually, just think 'leave it alone'. She comes in and straightaway 'Google, I love you' and I'm like 'oh'. It was cute and now it's annoying.

Q Right. How did she start to do the 'Google I love you' think, did that have a....

A It's because she got a response from Google and it just made her laugh, made us laugh, and then got her to carry on and keep doing it.

Q So I mean when you get the technology would you set rules, or do rules emerge out of use and trends that start to form would you say?

A I think before they get given technology the rules are already in place. Like when they get given the Kindle at the weekend it's always said like 'when we say it goes off, it goes off. If you prolong that and have tantrums about it you don't get it the next day.' Because sometimes they'll have a screaming fit, even after spending an hour on it, 'I've only watched 3 videos', I was like 'no you haven't, no you haven't'.

B Well one of them is inclined not to share particularly as well, so one of the rules is that ???

A Yeah, Alison dominates it.

B Yeah absolutely yeah.

A So yeah they get rules before they're even given it just to set like the boundaries.

B I think rules have emerged since like some of the stuff that they've watched and ???

A Yeah, anything that looks inappropriate they're noted, bring it to us we can....you know move away.

B Probably ??? for them and we....

A But hospital dramas about children are ??? because I don't know how the manage to find....it was just real life stories about children in hospital, and we just thought 'no, that's not fun to watch, no'. So we had to then delete stuff to get them back on to the right safe grounds.

Q Yes. So is it yourselves setting the rules or do they get any kind of say in it, is it a shared thing at this stage?

A We set the rules. They don't usually....apart from keeping it an extra five minutes they don't really negotiate, they're just like 'OK'. Because they want to be good to have it, they don't want to tick us off before getting it and risk not having it, do you know what I mean?

Q OK. So it's kind of part of a....slightly part of a rewards scheme kind of thing would you say?

A Yeah. Technology in this house, I'd like....you see I don't understand how....do you know when they're doing the Rock Stars Challenge and things like that, you know the Time Tables.

B Times Tables Rock Stars, yeah.

A Like there's a lot of children that are using it all the time. But we still think like we don't want them to use it too much, do you know what I mean? Being on the Kindle for them is a treat and I want to keep it like that at the minute while they're young because I want them to get used to playing with their toys and things like that that cost a fortune, so not just be involved in one little box. Because Alison's always complaining that she doesn't get very far on Times Tables Rock Stars and I kind of think 'but it's not very fair for you to play on that and then Chloe not get to play'. And then two hours later you've both been on technology for most of Saturday. It's not what I really want.

Q Yes. So it is the fact that it's not so much the Times Tables, which you wouldn't mind perhaps if they were doing it on a piece of paper....

A Yeah a piece of paper.

Q But it is the fact that it's mediated through the technology.

A Exactly, yeah. And you can't say yes to one and no to the other. And I don't want the afternoon on a Saturday being taken up of them being on the Kindle. They use the Kindle, it's our.....So yeah technology at the weekend, it's mainly for us to be a bit lazy, stay in bed for an hour.

Q So would you say your technology is more of a kind of weekend treat than a weekday everyday thing?

B Absolutely yeah.

A Well to be honest on an everyday, like we're struggling to do their homework at the minute because we just don't have enough time. It is such a little amount of time. They go to bed by 7, 7.30 ??? on the day, and they've got Panto rehearsal, Rainbows, After school club. Some nights I'm at work so it's in, we are passing ships and off out. Bath night. We keep struggling to fit bath night in. We've had to change the routine so then we're not missing days, do you know what I mean? So at the minute, they're not even doing homework at the minute properly because we just don't have the time. Plus she's 6, she's 4, I'm like 'school, this is too much'.

B It's not homework per se, it's homework....so it's things they bring home to....

A Yeah, I don't mind if like....this weekend Chloe picked up a pack and started doing it off her own accord, that's fine. But Alison was threatening about not doing some spellings, and I was like 'well actually Alison you've done this, you've done this, you've done this, it

doesn't matter, you know how to spell words, you're not behind, don't worry about it, I'll speak to your teacher because I don't want you fretting about homework'. It's not the right age to be fretting about homework. So we've had a bit of a homework ban. I'm rebelling against the school at the minute! But like the teacher said....

It's not like they're just sat in front of the TV for 3 hours when they come in, we're doing stuff, we're interacting, it's more beneficial for her to go to Rainbows than do 20 minutes doing spelling that she gets stressed out about.

B I think it was something I was always worried about is the fact that we are just dependent and rely on TV and technology to interact with the kids so that we can carry on doing what we need to do. But I think the use of it is advantageous to what they need from it really. It's never seen as 'put them in front of the TV and keep them entertained' it's just always with a purpose, you know whatever we give them. So it either has a use for helping them with the learning side of things, or it does keep them entertained whenever we have things to do and that kind of thing. So it's something that I was always bothered about was just relying on this as something just to replace us when we've got stuff to do. And I know when I was a kid too much TV makes your eyes go square and that kind of thing, it was always something that was frowned upon was using it too much. But then when you think about it these days, this generation, it's a need, it's something that they're going to have to do.

It sometimes feels like an excuse, you know just an easy way out. But then the fact that they're learning and taking stuff from it, it's not just a matter of watching toy adverts and watching CBeebies, it all has its uses. I know with even stuff like the videos that they've been watching on YouTube, when I talk about the stuff that I'm wanting to do with the father and daughter things....

Q Yes I was going to ask you about that.

B But then there's other things as well, and there's other friendships and families on there, it teaches them about relationships. And it has its purpose with everything that they watch, and we do keep an eye on what they are viewing. That was something that always bothered me was the fact that it was seen as an excuse, but it actually has a purpose and we don't feel bad about letting them use technology. It was always a bother of mine.

Q Yeah. And who would sort of initiate play with technology, would it tend to be coming from them, or would it be yourselves?

B I think those two definitely, it's something that they would always want to do first rather than us saying 'do you want to do this'. Because I think I'm....because I'm a creative person I always look at 'can we make something' rather than watch somebody make something. So that's something that I look at promoting, or doing craft work with the kids and that kind of thing. ??? Because I haven't enough going on!

Q Can I just ask which device they do the Times Tables Rock Star?

A His phone.

Q Oh OK, right.

B Should we have it on the Kindle somewhere?

A Oh it is on the Kindle and it's on his phone.

B I did it for when Chloe's in swimming lessons on a Saturday.

A Yeah that's how we've been fitting it in, the little bits. You know when Chloe's doing the swimming for 30 minutes and if I'm in the gym, he'll be sat watching Chloe and he'll let her use the phone and they'll do it.

B Because we used to go for a walk around the park and that kind of thing, but when the weather's not been as good it's not as useful. So I like her to have something to do which is going to be good for her. And she enjoys doing that as well so she's going to ask ???

Q Oh that's really interesting, thank you ever so much, I'm zooming through these. We've talked about that. We've talked about rules. So I may have asked you this before and I hope I'm not repeating myself. It's a very open-ended question so take it as you wish. I think I've mentioned that we're interested in exploring the link between play and the technology on one hand, and children's emotions and well-being on the other. And we're sort of talking around that a little bit in what we're saying now, and the rules and the way you achieve these sort of...how you negotiate balance and what you perceive to be good and bad – well not good and bad I wouldn't put it like that – but you know sort of more worthwhile shall we say, things. And I just wondered if you had any other thoughts on the topic that you'd like to share, you know just completely what occurs to you really thinking about that. You characterised it quite a lot I think Craig in terms of 'well it's doing them good as well, it's got a purpose, they're going to need it' and they clearly enjoy it and they're having fun with it and you're having fun with the Just Dance and so on. And obviously you do share stuff as a family together as well.

B Erm....

Q I'm not advocating over here sorry, I was just trying to recap but I'm not really sure I'm going with that ??? exactly. Yes just whether you feel....I mean it's supposing, I don't know, it sounds as though you feel like it can enhance your family togetherness, enhance well-being and so on but it's perhaps not essential, would that be....

A It has had a detrimental effect, when they were watching on YouTube something called Diva. And I don't know what it did but it freaked Chloe out and she suddenly became scared of going upstairs by herself in the dark.

Q Oh. So was that at the time she sort of then....or was it a sort of knock-on effect that evening as it were or some time....

A Yeah. It weren't straightaway because I've not been able to look at these videos, because usually when something happens, when they say something about a video and I don't like it I look on the Kindle to find the video to see like what's going on. So it was like a day later when I noticed she was suddenly scared of going upstairs. And it was something to do with....

Q Was this in the dark of the evening, or just generally in the house?

A It's a lady called Diva that I believed was an LOL doll doing naughty things like breaking into houses or something. Something like that. Chloe, do you remember when you were watching that video about Diva?

D Yeah.

B And it made you feel funny about going upstairs?

D Yeah.

B What was she doing in the videos, can you remember?

D Stealing things.

B Stealing things, was she?

D LOLs.

Q Oh she was stealing LOLs was she? Yeah OK.

D And I was scared.

Q Yeah.

C That's why we can't have LOLs in this house.

B Oh is it really? Why, because Diva comes and pinches them? Because that's just pretend anyway isn't it, we don't even think about things like that.

Q Yeah it's interesting, yeah. So that links back to what you were saying about sort of undesirable content isn't it?

A Yeah.

Q And that's again quite difficult to navigate isn't it, what is appropriate and what is going to scare them.

A And it's that video. If I'd seen that video I would have thought 'oh it's fine, it's just messing about and stealing things' you know, whereas she's taken it on another darker approach of being scared of it.

Q Yeah, hard to tell isn't it without seeing the tone of it perhaps, yeah. So I'm going to ask you if you have thought any more about your YouTube channel, if that's going to go ahead or....

A It was meant to be yesterday but someone was deciding to be poorly.

Q Meant to be yesterday? You meant to....

A Yeah, we were meant to be putting it together yesterday.

Q Oh really, what filming do you mean?

A Yeah.

Q Oh. So how far have you got with it, what have you been doing exactly?

B ??? the ideas ??? I'm not sure how far we went with it before when we were discussing it, but I was talking about....I had another idea recently, I've forgotten what it was, I mentioned it to you.

A Creating a story.

B That was it, that was it, making up a story. And if you remember the pass and play thing that I was talking about before where when I was a kid you used to draw the head of a monster, then you'd fold it over and someone did the torso.

Q Oh yes.

B It's the same kind of principle.

Q Like picture consequences, yeah.

B Yeah. So we kind of draw something, a shape, and then the next person makes it into something, almost creating a story. She made up....and I think it was something they were doing, creative writing at school, I think it was....

Q Alison?

B Yeah, and they had a supply teacher and I think they were doing something to do with creative writing and making stories up. And she came home with that idea. And that's when I thought could we do something with that, draw a circle and make it into a rock, or make it into a face, is that something that we could do where we could take turns, this is a rock or whatever and then pass it on, this is why they're here, this is what they're doing. ??? some other shape. And that was something that I thought we could do as a story telling side.

Q Yeah OK, so you'd develop the story as you drew a new feature and then you would tell a bit more of the story as part of that.

B Absolutely yeah. So do it and then, you know ??? and we come up with something up to a point and then start again and do something fresh, or work on the same drawing. But I think that's got legs that, I think that could be quite good. Otherwise we were talking about teaching each other how to draw something. So I would teach her how to draw something and she would do it along the same side as me, or she could teach me how to draw something. So she's drawing a character, an LOL doll or something, and I'm learning how to do it. I think that could have some legs with it as well.

Q Yes. So have you thought any more about sort of the practicalities of making those films or anything, or are you just at the ideas stage?

B I mean really the ease of doing it, because I've got a friend who is working...is it filmographer, I don't know, videographer, he's a videographer, he makes these videos etc as a business for adverts for universities and that kind of thing. So I was speaking to him about how it would need to be done. And it's quite straightforward really, you can do it with your Smart phone, you just need to set a ??? some way of holding it in place where you can face ??? so you can see what you're drawing ??? It's quite simple really. Just outlining the timing of the ??? etc on it. But I think it's quite straightforward. And in terms of posts and things they use should be quite simple as well and I think we can do it.

Q Have you ever done anything like that before, have you posted ???

B Not really no, I've not really done anything like that before but I've always had an interest in that kind of thing. And years ago I did some of that kind of thing actually at the Breeze Festival in Leeds. It was an activity thing ??? at the end of it, and that was actually when I was at school thinking about it. But we did a lot of video editing and that side of things, but it was all based on back then you know, nothing quite as advanced as it is nowadays. But it's something that I've always been interested in and, you know being creative it's just a whole new level of that.

Q Thinking about the...going back to the emotion question, I was wondering how technology makes you guys feel, is it important to you, do you think you feel....you know is it good for your well-being?

B What, in terms of us you mean, or for....

Q Yeah, yourselves using it, yeah.

B I think it's something you kind of take for granted anyway these days, the use of technology. I know that when your phone's not working or your battery dies you feel a little bit like you've lost an arm don't you?

Q I'm going to move those questions, but I also have my photos that I was going to....or our photos that I was going to run by you for the photo books. So I'll leave you guys to get started Beth if that's alright and then I'll....I've just got them on my laptop here actually. What technology and play is in your family, what does it mean to you, what does creativity mean and that sort of thing. And I'll just come behind you so I can see which ones you're looking at so I can remember later.

A What are we doing sorry?

Q So picking photos for your photo book.

A Right OK.

Q Yeah, to sort of symbolise something about the project and what technology and play is for you. I think, Beth, are these some of the drawings that were done on the first week, I don't remember now.

Q2 It was the very first week.



Q That we came, yeah.

B I like that I'm ??? on that one. The unicorn and the strawberries, I can see what they are. And I think that's Evil Pea sprout perhaps.

D A watermelon.

B Oh is it a watermelon is it?

Q Oh it was the watermelon that you'd copied, and it was something to do with....you were a bit surprised I think Susan because she's copied the watermelon and you didn't think she'd noticed it. It was something to do with some design or something that you were doing?

B Oh maybe, yeah. Oh yeah it might be yeah.

A It's from your....the cross stitch.

A ??? Lords a Leaping.

B That was it, Lords a Leaping, yeah it was.

A They do so many pictures that....I take a lot of pictures of their pictures, but you can't keep them all, I keep a select few. But all of my favourites get picked over that I've still got copies on my computer.

Q That's lovely, yeah. You don't have to comment on all of them, but the ones that you love, or the ones that you'd like please just say.

A You can't go wrong with a cuddly toy, or....it doesn't matter what technology you've got you can't replace something that feels, and the imagination that they put into something that doesn't have technology.

Well if you think for their age group, they're 6 and 4, that's been around the same amount of time as that, but that's with them every night, that's still in the box.

Q That's the robot dog you were pointing to. They're just for the benefit of the recording. Interesting.

B I do like that one.

Q That's a lovely picture I think, yeah.

B What book is that?

A I don't know what book that is.

B That's the series of.....

A Oh yeah them little things, yeah the ones on the right.

B Classic Stories isn't it?

A They love reading.

B Yeah she does. And reading with her friend there as well! I like that. That's a nice one.

A Yeah they're good at that, they're good at ??? They still ask....they request us to take pictures when they think the occasion calls for it. Recently....I'll have a look through my photos and I'll show you an example of when they stop me to get you to take a picture of the moment, because they wanted to remember it.

B Chloe was talking about her camera the other day and I've forgotten why, I don't know where we were but she was talking about using her camera the other day.

Q Oh really, yeah, because we had a session where she showed us all sorts of stuff that the camera did you know.

B Chloe, can you remember why you were talking about your camera the other day with daddy? What were you talking about?

D I was at ???

B No you weren't. I don't remember..

A Using technology to learn the dance routine for the panto. So I've recorded the lady, we're copying it in a minute.

Q Oh that's brilliant yeah, because I was talking to Kenton about that just the other day actually because I interviewed him and he was telling me a bit about that sort of thing, so we were talking about that.

B Yeah.

A ??? take a picture of the school for the Rainy? Man cupboard.

Q Oh right, yes.

B A picture within a picture within a picture there.

A This is...I've got a few pictures of them like this and I love, and I hate it at the same time. I love how ??? and they're in their room at a moment, but then I also don't like how much intensity it ??? on to the videos. I kind of want to say 'no, read a book, read a book, be more traditional'.

Q I mean if it was....

A Because other ???

Q Is it like because you think she's watching the sort of unboxing type videos and things like that?

A Yeah.

B Nonsense sort of things, yeah.

Q You see those as less useful.

B Yeah.

Q But if she's looking at one of those sort of dad and daughter drawing things would that be more....

B Yeah. I mean I do think that they definitely learn things from them I suppose, maybe the language and how things are done. But I don't know where you draw the line.

Q There must be something for them. So I just wondered if you have any thoughts on that you know?

B But then I think, when I can't sleep I lay in bed and I'll just watch Facebook videos and I'll just be scrolling through videos myself. And I think it's kind of the same thing really because there's no real purpose to them.

Q Oh yeah I think that was when you did museums, doing the rockets. Because that was sort of, when I was reading through that it sort of sounded like it was sort of embryonic what you were thinking about doing for your YouTube thing, that you made the rocket and then she took it apart I gather?

B Yeah.

Q And then Alison did what she'd seen you doing.

B Yeah exactly yeah, yeah. We took a picture of it.

Q Yes, that's what you took a picture of, exactly.

B Yeah, she'd copied it from the picture, yeah.

Q Yes, yes.

B Because they couldn't create the idea straightaway as to what they wanted it to look like.

A They couldn't envisage it.

B Yeah. So I think they needed that support. And maybe that's where YouTube comes from, the fact that they are learning from it, they're picking up things and it's teaching them how to do certain things. So yeah I think that's....yeah.

A This is ???

B     Yep.

A     ??? a bit of technology that she [Alison] doesn't use enough.

Q     What's that sorry?

A     It's the reading game.

B     Yeah, yeah.

Q     Oh yeah.

A     She doesn't....I thought they'd use it more but they don't, they quickly lose interest even though it's got engaging balloons on there and stuff. It's still missing a beat because it's not keeping their interest in it for long enough.

B     She's not got that change in visual I suppose, with the other videos it's different....

Q     Sorry, is it like a VTech type thing?

B     Yes it is, yeah.

Q     Yeah it is VTech, sorry I was....

A     Yeah it's the little thing down there.

B     I don't know whether they see it as a bit basic compared to....they've kind of been spoilt by technology maybe I suppose?

A     And that's what I'm worried about, like they'll lose focus of the simplicity of things. And when we spoke about being at the theatre and the teenagers moaning about not using more technology to create the ghostly things, whereas we were loving it because of the simplicity and creating the spooky atmosphere. And so I do think this next generation have been spoilt from technology, expecting things to be, you know like that.

Q     Yes.

A     That's alright. Again, always Alison holding the Kindle – always.

Q     Yes.

B     Yeah.

A     It's in front of her. Chloe's always having to....you know.

B     That's mid air.

Q     On the trampoline.

A And like as soon as they go outside technology is long forgotten. You know as soon as you open that door and they go outside they don't even ask about the Kindle or anything like that, they're not fussed, they're busy and they do just get on with it.

B What are you looking at Alison? Are you watching that at the same time?

A I love this, the Leapfrog learning.

B Speak and spell type thing isn't it.

A They both played and like got their money's worth out of it.

B They still play with it now.

Q Really?

A Yeah.

Q Interesting. What do you think is the draw there?

A It's just doing the letter formation and get them saying 'well done, you've done it' you know. They will play with that for ages and I think it's really helped with their letter formation too.

B ??? on things.

A It's one that I really...I enjoy....I saw the benefit of. Because like the Leapfrog, I thought 'oh that's been such a waste of money really, that they've not really used it a lot' and it cost a lot of money and the books cost a lot of money. Whereas that, my sister bought it and she paid like £20 for that. But I can say that £20 went really far because they've both used it, they've both enjoyed it, and it will still go to another kid to enjoy. So plenty of time, yeah.

Q So there needs to be kind of value for money thing about it, yeah.

A Yeah. Same with this camera.

Q Oh yes.

A She loves that, loves her selfies. Like that one.

Q Oh where she's at the bottom of the stairs, look, taking a selfie.

A Let's look at that one.

B ??? locker, got them obscured.

A You can actually see the ???

Q What's that?

B You can see their nostrils and mouth, look.

Q Oh! With the camera.

A Different technology.

B Right, Chloe, Alison.

C So like make sure you don't go in these, I've just set them up.

A It's for both of you Alison.

C What?

B Listen to me.....listen to me.....

C Can I borrow these, do some writing on the paper.

Q2 OK, yeah you can do.

C Because I'm bored. I'm going to make something.....

D I'm going to trace ???

Q2 OK.

D I'm going to trace it.

Q That photo of her on the sofa, does it make you feel the same way?

A Yeah, it's that intense gaze again.

Q Yeah, interesting.

A But then I guess, like she's just finished school, just chilling. And like I've mentioned before about I'm funny about her watching a video on YouTube but I'm not funny about her sitting on the sofa watching the TV. And it's essentially the same thing, it's just changing channels.

I wonder if I should test it to see if the same intensity happens if I put YouTube on there. You know just to see like is it....

Q Is it to the size of the screen then?

A Is it about holding it and it being you and your video, or will they still be as into it if it was on the television.

Q Oh right. So what's this one, it's on the Google Hub isn't it?

A So the first lady here is called Granny, and there's a girl called Ruby and a little child too, and they do the Three Marker Challenge.

C The little child is called Bonny.

A Bonny.

C We've been watching them all.

A Yeah.

Q Have you?

C 31.

D And the big one ??? and the massive one is greedy, silly, granny.

C Greedy Granny. It's called Greedy Granny instead, because she's greedy. She has lots of pets in the house.

Q And what is it exactly on the film, what happens?

A They do like the Three Marker Challenge don't they?

C Sometimes.

A Yeah they do lots of role play.

C That one's the Halloween one.

A They had like these trainers and they had to cover their eyes, pick out three markers and create a lovely design on them. She's got a very squeaky voice and....they're very cute though. I don't like them too much. Halloween.

Q Yes. That's the Titanic research I think there. Was that you helping out?

A Yeah, she enjoyed doing that.

Q I didn't edit that one. These are the ones you sent to me.

A Oh yeah these are what I sent. Yeah, oh these LOL dolls, goodness me. I guess like you mentioned earlier about we wrap up gifts don't we. LOL dolls are like the gift that keep giving aren't they, because it's unwrap and unwrap.

Q You can unwrap again, yeah.

A And it's not just that you unwrap a doll, the doll's there. Whereas this is you unwrap it, get some stickers, you unwrap it again you get this, unwrap it then you've got to go in this compartment. So it probably prolongs the excitement and that's what's probably more addictive for them than....

Q Does that worry you, that sort of addictive nature of it, do you think about that?

A Underlying, definitely, like I don't want them to get addicted to using the Kindle like at the beginning. But then like now I'm like 'oh, it's just another extension of another media, so why is Disney Junior OK but the YouTube channel not OK?' So we're still trying to work that one out, like what is....

Q Sounds like you feel, yeah a bit challenged by some of this, it's new.

A For parents now I think it's a bit confusing because you don't know.. I don't know how to parent this because it's so new. Because you can't ask your mum, your mum would say 'oh you lot were outside doing mud pies' and things like that. But you know it's hard to know what's right, it's something new.

Q It is yeah. I mean is there anything on the back of that that you sort of feel it would be useful to have? Is it that we need to be in contact with each other in some way? Is it that you'd like to see this more as a kind of debate? Or is there some sort of book that we should be all looking at, or you know a guru? What do we need to help us in this situation?

A Yeah it would be nice to see something, you know to show that technology isn't bad, don't be scared to let your children play with it. Because all the time technology is 'oh you're on the internet, this, this and this, bad pages', but it's like well actually there's a lot of good out there too. It's the same with talking to strangers 'don't talk to strangers, they'll take you away' do you know what I mean, but actually I talk to strangers and I become friends with people. I'll go out and I'll talk to 3, 4 people on my way out and unload my daily baggage and feel good about it and make people feel good about themselves because they've had a chat with somebody, you know.

Q Do you feel....do you think it's been helpful to have some sort of questions, you know to have this conversation, has that impacted you in any way?

A Yeah it's made me more aware. I was struggling a lot more than what I am now, like deciding on 'is this OK for them to be playing with at this age'. Because you constantly get like my mum and his mum going 'oh they shouldn't be doing that at this age, they should be reading books and going out'. It's like this is a different generation that we're bringing up now, so talking to you guys and just listening to ourselves and going on from that and thinking 'actually that's not right. We're taking old school presumptions and enforcing it on a generation that don't do things like that now, it's not that generation where your kids can just play outside for hours on end and be fine. They have to be inside now. It's just not the same. So it's made me become more aware and question myself and give myself the ability to answer myself with authority and say 'actually, technology is OK' you know 'actually this is a good thing that they've done because I've seen them produce this artwork out of it', do you know what I mean?

So before I would be like 'ooh, what do I do', whereas now I'm like 'actually, we've seen this, brilliant, they're fine, they're good', do you know what I mean? Does that make sense?