

Q = Cath

A = Adriana B (of the Spanish Family Club)

Q OK, so this is an interview with Adriana B from Spanish Family Club, is that correct?

A Si, si, that's correct.

Q And, so, you are, what's your kind of, your role at the club?

A Well I, we started the club in 2011 and I was one of the Founders of the club, so with [female name] together, we decided, because we had young children, we decided that we wanted to create somewhere where the children could use the language and also realise that there is other children with the same heritage as them so they wouldn't reject their heritage because otherwise that's what something you find. So in 2011 we started the club, just to start it as a playgroup, just like any Saturday playgroup. They had a biscuit and a little juice and we read books, told stories and we sang traditional songs.

Q Oh lovely.

A Because all the children were really young. So as the children grew, then we started having different, a bit more of writing setting, teaching them to write, teaching them to read as they started primary school.

Q Yes.

A So these children have grown now, some of them, to secondary school. So we had to create more and more groups as the children were growing and new children were coming, so into the group. So now the setting is we've got still the baby group, that is where you know, it's where the, you know it's what attracts people in the first place and then we hopefully keep them to have the infant, junior and secondary school group. So effectively there is four groups within one group.

Q Yeah. OK and how is it funded?

A It's self-funded. When we started it was self-funded, then we did have a bit of a grant from Languages Sheffield, which has disappeared. So, since Sheffield City Council had a group called Languages Sheffield and they had some money to promote common languages, so there was the Greek School, the Russian School, the Chinese School, the Somalia School, Arabic, Turkish, Kurdish so to any community group that wanted to keep their heritage and language, mainly language ??? they had a little bit of funding. Basically, it was to make those groups much more professional. So they would fund us to have insurance, you know, to insure the group. They would fund our CRB checks, so every teacher, ever leader was DBS, now, it used to be CRB, DBS checked. They would give us training as to because not every group has qualified teachers, so we used to have, meet on Mondays a couple of hours to share resources, share teaching material, everything else. So we got some funding from them and also we got some funding from Aviva.

Q Oh right, yeah.

A Because Aviva funds community projects.

Q Oh ???

A So for two years in a go they gave us money to pay for the rent because the rent of the premises is really, really expensive.

Q Oh right, that's the community hall.

A The community hall, the rent is really, really expensive to rent the whole hall and it is going up because you know everything is more expensive for them and so it is passing on to the customers, to us. So Aviva has funded us for two years, however, that money is disappearing because they have changed the way they fund things and they are going through a new procedure and we feel they will only fund charities and we haven't got a charity status.

Q Oh right, OK.

A And we are not big enough I think, you know, to have a charity, you know to have Trustees and all the work it involves.

Q Yeah. How many families do you think attend?

A Attendance, on the least we have a lot of them that will come for Christmas parties, they will come on social occasions but not every Saturday. I think every Saturday we have about 25 children that go to the lessons every single Saturday.

Q Mm hm.

Time: 5:00

A Then we have another, probably 15, 20 children that we only see them when there is some sort of event. So if there is the Day of the Dead, we celebrate the Mexican style, then they come. Christmas, we usually have a party, they come, end of year. So they are linked to the community, they know, they receive the emails, they know what's going on, but the children, because usually they do other activities. Saturday morning is a very popular, dancing, football, whatever it is, so we are competing as well with all these other activities that children do, to attract children into the group, so yes, that's...But I would say 25 definitely come every week and then in the database of emails, people that want us to email them information is probably more, 50 at least or more than that.

Q Otherwise we won't get to drink it and that would be a shame because it is lovely. That's very nice. So how often would you say that Leo and Alfie come to the group?

A They come nearly every Saturday unless they are away. They sometimes, I don't think any more, but previous years because they were in a school, or they were only in foundation, you know, they didn't have, so during the school year might go to Turkey in this case, for 2 or 3 weeks, for 4 weeks, so we wouldn't see them. But otherwise they come pretty much every Saturday.

Q OK. And what types of things do they do? What types of things does Leo do when he normally attends?

A Leo usually plays with, because the group is two hours, but only one hour of lessons, so there is, so between 10 and 10:30 setting up, taking the toys out whatever, so between 10 and 10:30 they play. So he plays with other children, there is, you know, I don't know, tricycles and cars and dolls and whatever, you know they play with toys. Then Leo goes into a lesson for one hour and then when they come out they have another half an hour to socialise and play again. That's the setting. So he plays with his brother and his other friends. They run around, they just play with toys like children do basically.

Q Yeah and what does Alfie do when he's there?

A Alfie doesn't go to any formal teaching as far as I know, so he's just out playing and then there is story time and there is songs and that's what he would sit, you know when all the children go to their lessons the little ones would have half an hour, not quite an hour to sit down and listen to a story and sing some songs. That's what they do and then they go to play again,

Q Yeah.

A Yeah, so playing.

Q So does kind of technology or kind of media by which we're looking at sort of digital devices or apps or games or films, things like that, do they feature in the activities at all?

A Not generally. The only technology that you can have in the group will be individual mobile phones, but parents don't tend to take their mobile phone out at all. So you might check a quick message if you receive one, answer a call, but it's not a place where you would you know have your mobile phone out. It's not that we have said anything about it; it's not that we have not allowed technology, but it doesn't naturally happen, you know. There is no policy on technology. Maybe that's something we should think about, but that's good, that's good these things because we never come across the idea of banning, like schools or whatever, you know, technology. It's just people are too busy talking, you know, it's...parents are too busy talking so they don't need to go on their phone to pretend that they are doing something. So yeah, there is, yeah so technology, yes we might take the odd pictures as I said in events. So if there is an event, then yes we do take pictures. If a child achieves a 9 at GCSE, we had one last year, so we will take a picture with the consent, obviously, of the parents and the child. And say 'Congratulations' to so and so for achieving a 9 at her GCSE. So we do use social media just as far as I know Facebook and there is a Facebook group page and we do have a website

Q OK.

Time: 10:36

A And in the website parents can find material, stories, songs, things like that. So there is a website [website name] and we couldn't have [club real name] because [Spanish letter and word of club real name] and that cannot be in any email, in any website address because

it's just a Spanish letter so no one would be able to find us. So we couldn't have [club real name] in Sheffield' so we had [website name]. Yes, to make it easier really to remember.

Q So the Facebook group, is it closed or...?

A No, no, no, no. It's open, yes it is open to anyone who wants to know what goes on, yeah. I couldn't tell you how many people, I don't go very often to be honest. I'm not the one who puts things on Facebook myself. It's ???

Q Are there any kind of, do you use any devices or anything when they're doing the singing? Is there any sort of recorded music you use or...?

A Oh yes, there is. There is CD player. There is a CD player so when music is played, usually when the children come in and they are playing, until the story starts, so we do have CDs with traditional music, or Spanish music. Yes there is music playing in the background. Also you might see, there might be a computer at the desk, entrance desk because they are working on something you know if Beth or Jacqueline, some of the other members are working on, so the children will see a computer there, but it's not accessible to them, really.

Q When you talk about the website, and you're saying there are sort of other links to, you were saying, I think, that there were links to things.

A Yeah.

Q Are there kind of like any kind of links to websites that children might use or adults might use to do with Spanish learning or...

A Yes, yes. There is a few there is websites where you could buy bilingual books or Spanish books. There are some websites that we could recommend that, apart from Amazon, there is other that they sell specifically Spanish books or bilingual books. There are generally resources that we have come across. We also, we have had speakers come in from different universities. We had a really interesting guy come in from Edinburgh University. I've forgotten his name and he was, he is still I believe, doing research on the impact, you know whether being multilingual delays dementia and Alzheimer's and he was a neurologist at Edinburgh.

Q That's fascinating.

A So he's doing a lot of research with a lot of bilingual communities in Spain he's using the ??? country where I come from and he's using Catalonia because children are raised bilingual and they are using Wales, a small part of Wales as well. So they are using, all around really the world, in India, China, everywhere. They have centres and they are using that to gather data and from what I understood he is Edinburgh ???, so they collate data from all around the world and ??? the big project.

Q That's fascinating. That sounds amazing.

A So...yeah, there is, so he came to speak about the importance of keeping you know bilingual children, the benefits, long-term benefits, short-term and long-term benefits and all the myths that are out there saying that bilingual children cannot usually speak English

because bilingual children otherwise will be delaying their education, you know. So all, he was talking, he was doing a speech, mainly to parents, of how important it was to keep their children bilingual and all of that. So we have got that different universities have come to do all sorts, speeches on different issues.

Time: 15:00

Q I just wondered as well, when you have like festivals and things like that, do you use any kind of technology there? When you were talking about saying you had the Day of the Dead celebration recently. What kind of...

A Yes. There was music and mainly live bands because for the Day of the Dead, it's a joint with [dance group name], [dance group name] is a dance group and also there's, who else was involved? I know the person that leads it and works at [name of institution], so [name of institution] also always celebrate the Day of the Dead because of this woman.

Q Oh do they?

A Yes. Elisabeth. So she has been organising the Day of the Dead in Sheffield and once it was in the winter garden. Once she took the [name of institution] in front of Mecca Bingo, do you know by there?

Q Oh yes I do, yeah.

A So we used that one. The art one, is it the art complex, I think?

Q I think so, yeah. I couldn't swear to it.

A So that one and this year it's been in the group in [name of community centre location], so yes, because she is Mexican and she is so passionate about keeping herself with supportive friends like this.

Q So the heritage and culture.

A So then bands come from Leeds sometimes, there is a few Spanish bands that are in Leeds, so yeah, the bands. There is a lot of music, but I am thinking technology, we do not put any videos, no, no we don't. I can't think of any.

Q OK. So with your social media, what kind of, what's your sort of aims with using that?

A It is basically maintaining parents informed, so we are not really trying to get outside people, you know, just within the community. So it's basically for, if the group is cancelled because there is snow, we put it on Facebook, rather than emailing everyone or rather them calling or anything like that. They know that if anything happens it will go on Facebook so they can check, yes and they know they should, you know ??? no one will be there. So yeah the aim is just for the families to be informed and the website as well, the aim is just for the families who come regularly, or who might come occasionally, so to inform them of what's going on and what we are doing. Not the outside, so that's, because there is only 4 volunteers, it's really difficult, you know, you would need more support.

A It's like, the ratio.

Q Yes, to have, to be able to expand it to Sheffield and that's, you know, so for the moment we are leaving it just a little group. Us.

Q Do you think there are any kind of technologies or any kind of media, any apps, any websites, any sort of equipment that you would like to use if you had the funding, or if you had the support for it?

A Yes. I probably, iPads or you know the children could use iPads to work on them or that would be an option but most of the children have iPads and access at home. So the group, in my opinion, is two hours where you are having a teenager, it's two hours where you are learning, having fun with people of the same heritage without technology. There is enough technology around, so those two hours being able to talk to each other, play cards, the older children will play cards, they bring cards and they play cards.

Q So just a regular deck of cards type...

A Well Spanish cards.

Q Oh right, OK.

A But they are, or the little ones might play 'Uno' which has become quite popular in England as well. So they play and it's quite nice to see teenagers not on their phone for two hours playing cards or, well not for two hours, twenty minutes or whatever, before their lesson. 'Oh you want to play cards?' and it's a bit of a detox as well, come here a bit of detox for everyone.

Time: 20:00

Q Do you feel that there's anything preventing you from integrating technology or is this because, more of a choice that...

A 50:50. There isn't an interactive whiteboard in the, you know there is a whiteboard but it isn't interactive whiteboard.

Q Is that something you would like do you think?

A Maybe. As, yeah, if it was there I would probably use it, but I don't think not having it is stopping me from doing my job or teaching the children as well as with the technology. So it's an addition but it's not something that is stopping the children achieving or is stopping me delivering the lesson I want to deliver because the technology is not available. You do what you can with what you are given; do you know what I mean? Could it enhance it? Maybe it could enhance the experience but...

Q Because they were working with, when I observed Leo they were working with pencil and paper.

A Yeah.

Q And that's a standard lesson?

A Yes. Yes we always work with pencil and paper and books, physical books, not iPads or anything like that and I think it's for the children, it's refreshing and they, because in a school they have so much technology that, having something different, I think it might feel a bit less like a classroom, you know what I mean? Like you know sitting down looking at the whiteboard, at an interactive whiteboard, you know? It's a bit more, I don't know, different. So it might feel a bit more relaxed. I don't know, maybe not, but yeah, I think...

Q Do you use technology for other things, like admin and things like that? You do.

A Yes. All our accounts are done using Excel and you know, on a computer, we email all the information, we have Health and Safety procedures and Child Protection documents. Yeah, so everything is done on a computer and is sent to parents, you know? We had to rewrite our Constitution, so we do have a Constitution because we are applying to different organisations for funding because Aviva has stopped the way they fund us, so we are looking to different organisations and they require certain documents and so yes we use technology and computers especially for all our admin, yeah.

Q One of the things that I was quite interested that I saw when I visited the other Saturday was your library of multilingual books and one of the volunteers was looking at an app called 'Handy Library' something like that which they were considering using for people to borrow books and to log online where they were borrowing the books. Have you any thoughts on that?

A Like in the group there is different people, obviously and I would imagine it was [name] who was, she is really tech savvy, whereas I am not so tech savvy. I'm more old fashioned, so she probably thinks it's a good idea to use these apps, to track, because anyone can come to the group, parents can borrow a book and take it and not come in six months and ??? were written but you know maybe it would be much easier to track where the books go, you know, if we had an app. At the moment we work on trust basically, that people will, you know, because most of the books, either we have bought them with money that has been given from different projects we've done, or parents have donated them, so their children have grown out of those books and they have given them to the group. So it's a bit of trust, you know. We operate on trust that they will bring it back. So tracking it, could it be useful as I said? Yeah, it is, you know, technology is useful, but you know, you can live without it. Something we are forgetting.

Q So I have a few questions about Leo and Alfie. You said that there's really not that much technology at the club, so do they ever access technology or media at the club? I think you mentioned the music.

Time: 25:00

A Yeah, the only thing it would be is the CD player and as you say we are still old fashioned with CDs and CD players, rather than having iPods or anything like speakers or whatever it is, so we still have our own Spotify, all these different platforms. So we have the physical CDs, so we haven't moved on to, I don't know, any of those, which would be easy because there is enough parents in the group with phones to be able to put music through

your phone, but no, we still keep it, so that's the only one I can think of that might have appeared in pictures, so someone might have taken a photo of them with a mobile phone. Yeah. Recorded songs, maybe, sometimes we record the children singing and then it might have been posted on social media or on the website, there's a few, I don't know if Leo and Alfie appear specifically, but we do have videos of children.

Q Yeah. I saw the CD as well that you'd made.

A Yes, that was a project a few years back, quite a few years back, probably about five years back, a project we did and it was also with the council and it was to keep, to show that Sheffield was really...that there were a lot of different communities in Sheffield with their own traditions and you know, so, yeah, a few small groups did a traditional song and recorded it and then the CDs ???

Q So do you ever kind of like get a sense from either Leo or Alfie or what kind of like technology or media or the interest they might have at the club and that might come out in their play, I mean if there's not access to computers, but maybe things like the films they might be watching or things they might be doing with maybe Lego and things like that at home?

A Yeah. I think they play quite a bit with cars from what I've seen. You know, they are sort of running around, I have not seen them, observed them to see how they interact to be honest. I cannot help you much in what they see at home.

Q Do you get a sense of their everyday experiences perhaps, what they might be interested in or...

A Cars is the only thing I can think of, that they play with cars, running erratic, that sort of thing. Yeah, not, I couldn't tell you specifically, sorry.

Q Oh no, it's fine. Do you ever sort of interact with them like directly play with them or...

A Very occasionally at the beginning of the group I will. I think you know Alfie is the cutest thing, you know, so I always sort of, you know sort of 'Oh hi, how are you?' and yeah he will respond and yes he is really cute and yeah, so...a bit yes, just saying 'Hello' but not much really, no.

Q Yeah. Do you think there's, this is going to be a hypothetical question really, do you think there are any kind of like...going on what you've seen of them, can you think or anything sort of tech or media related that might appeal to their personalities? Something that they might particularly enjoy playing with and by technology, media you know we're talking about digital devices, but also things like internet enabled things like robots and stuff like that, so anything you think might...

A Yeah, could be, you know they could be interested in making cars from scratch and using robotics to make, you know, that sort of thing or...but I don't really, cannot think what they could be interested in.



Q It's OK and finally, just sort of, do you get a sense of what they do at the club might help to develop their skills and their knowledge, I mean, I gather you are a sort of a learning club aren't you?

A Yes.

Q So what kind of value do you think it has for Alfie and Leo in terms of maybe their social skills or...?

A Yeah definitely because you have to communicate with other children and you have to negotiate how to play with other children and also because everyone comes from a, everyone who comes has a Spanish speaking parent. They might be from different parts of the Spanish speaking world. They might have different levels of Spanish, the children, so they might interact in Spanish, they might interact in English, so yes they definitely develop their negotiation skills, communication skills, sharing you know all the other skills that a child needs, you know, to play, to be able to play with others. So yeah.

Time: 30:38

Q And how do you think maybe the, what you offer might develop their creative skills, because I noticed you had a big craft area.

A Yeah we have a craft area. We do craft, there is always paper and pens and glue, so I don't know if they took out the glues, but glue and paper and stickers, so yes there is always a crafting activity, especially for the younger ones, because the older ones are taken into a classroom, but the younger ones they have only half an hour sessions, so they can do a little bit of craft. They do piñatas, so this week probably because the following week is the Christmas party, every party we have a piñata and the children make it.

Q Oh fantastic.

A So this week there will be a table with newspapers and glue and a balloon and then we tend to make two or three, usually only one works because they are little children. Bur yeah, so yeah, everyone is sticking newspaper onto the balloon and making it and then they paint it so this week it will probably be done. It needs to dry and then the following week will be painted and then the party, they will just break it and get the sweets.

Q Do you show them any images when they are starting to do an activity like that of what a piñata looks like for those who may not be familiar?

A No, we just assume really. There is a lot of assumption that they just follow instructions, just stick it there, just stick it there and they, you know, messy play. All children like messy play so you leave children with newspaper and scissors and glue and just to stick it on the balloon yeah and you just have fun.

Q How do you feel that that might develop maybe, do you have any understanding of maybe their physical or cognitive...

A Yes, the sticking, you know, fine motor skills, they will develop their fine motor skills. They have to stick it and be careful and you have to make sure that you stick the

corners and so obviously it will develop their fine motor skills and yeah sharing of the others, you know you don't do it on your own, you do it as a group, so you know, sharing, communicating.

Q Can you think of anything they really enjoy that you see them sort of expressing emotion, either Leo or Alfie, having emotions that they will display?

A I...yes...they, I think Leo is quite, he likes running around and they play. Oh Alfie was playing jumping out of the stage and was directing everyone, so he might, you know, being on a stage, he might have an artistic flair. You because he was on the stage, directing everyone and you know getting everyone to watch him, how he could jump this big stage. So I think you see different, for me Alfie has a bit more confidence than Leo. He's much more confident, much more outgoing, so yeah, maybe drama. I don't think this year we will be doing, but we have in the past done little Christmas, like the play, because there is something called 'Posada' and that's a Mexican tradition as well. In Mexico, I believe it's the night before Christmas, you go around asking, knocking on people's doors and you sing a song and if they sing the song back that you can go in. So it's sort of what Joseph and Mary allegedly did of going around, you know, finding a house, someone who will take you in.

Q Oh right, yes, yes.

A So in Mexican tradition there is something similar. So people will go out and knock on neighbour's houses and they sing this song and the neighbours will open the door and they will have some food and drink and whatever. So we have done a bit of acting in that sense, so we might, it depends how many, because the group had a lot of Mexican people a few years back, so one Christmas we celebrated it Mexican style. Another year we had a lot of Catalan people in the group, so we did the Tio, it's a log dressed as a man and you hit, it's a bit like the Piñata, but it's a tradition from Catalonia and you hit this log and the log gives you sweets or chocolate.

Time: 35:50

Q Oh so it's a bit like a Yule log?

A Yeah, like a Yule log but real wood log and they dress it up in Catalonia and they hide sweets underneath so then when you hit it the children sing a song, give me sweets, basically and then you hit this log and then they have the sweets and that's what they get on the 24<sup>th</sup> at night. So that's what you do on the 24<sup>th</sup> of December in Catalonia. So there is, it depends who is in the group, you know, so if there is a lot of Mexican families, they might suggest 'Can we do...' so we might do some acting, you know what I mean?

Q Yes.

A 'Can we do a Posada and act?', so someone will be Maria, someone will be Jesus and like this and we did a couple of years that because there were a lot of Mexicans in the group. There are not as many now and a few years later there were a few Catalonian families so we took the, 'OK, how do you celebrate?' 'We celebrate it doing this', so let's show the children and act it what people do in Catalonia, you know. Yeah so we try to act, so they might, so something that probably Alfie would be really good at, you know, acting and things like that, yeah.

Q Yeah. OK, thank you so much. Just moving onto some questions about your own perceptions of technology. Do you think that there's any kind of technologies or media that are particularly positive or negative for the children at the club maybe or more in general?

A I think it's 50:50. I do think there are apps out there and you know YouTube you can learn anything through YouTube, but not always good things, so...so everything is I think it depends how you use it, how much you rely on it, so it can enhance, like when I teach I always say 'All these apps, that exist, Duo Lingo, Memrise, they can support your learning but you cannot learn just through technology' because, especially languages, it's a two-way interaction, so you don't have that two-way interaction, there is no way, you know in front of a computer, you cannot talk back to a computer, unless you are web-camming, OK.

Q OK, so it's all about connection.

A Yes. Face to face is much better connection and you learn more and there is the clues, you know the gestures and all the body language that you miss if you are not talking to someone face to face. So yeah I think technology to me is not good, it's not bad, it can, it depends how you use it and with the group as well I think.

Q OK, so do you think it's kind of like important for children in general to have access to technology or different types of media? How important do you think that might be for children?

A Nowadays I guess it has become more and more important because as they grow up they will use it in their day to day jobs. So it's important that they are, technologically articulate and can use computers and all the other apps and things like that so that's important for their future. However, I don't think you can just learn through technology because there are other skills that you lose then. You might know how to type really well, but then you cannot actually write, you know, physically with a pen. What if you don't have a computer and you have to take notes quick, you know what I mean? It's the same like, nowadays, no-one uses and A to Z, apart from me. Everyone uses Google Maps, which is fine you know to use Google Maps. What if you don't have a phone? You know what I mean?

Q Yes. When tech disappears, what do you do?

Time: 40:00

A What do you do? You know? That's the, that's the thing you know. A lot of technology is good, but you have to have a Plan B, you know, so if technology fails I can still function, you know. I mean learning is the same, I think. You can enhance your learning through technology but only relying on technology can be a little bit dangerous and you forget you lose a lot of skills if you do that.

Q Do you have any concerns about sort of children's experiences with technology, maybe in relation to things like data privacy or toys which can connect up to the internet, like, so we've talked a lot about Furbies, or robotics or things like that. What sort of concerns do you have?

A Well, data protection is a big issue and it's been on the news a lot and I worry that we accept so many things that we are constantly controlled, so everyone knows, you know so if someone wanted to through my mobile, through everything, knows my movements all day long. So yes, data protection, if you go to apps, there is a lot of places in which you know, all the social media, there are paedophiles contacting children and things like that. So yes there is a worry in their safety, you know, we have opened up this big box.

Q Pandora's box.

A Yes, Pandora's box and we are sort of trying to learn how to, what's safe, you know it's a learning process and society's learning how far you can take things. You know we are just learning how to control and yes data protection is an issue and as the group ever, so if someone leaves then we delete their information so when you leave the group, it's shredded, all the information about yourself and things like that. So we do take it seriously that you know, we've got family's details, children's details and things like that so we have to take seriously the data we handle as well as a group. So yeah, everything gets shredded once the child no longer comes or the parents say 'Please unsubscribe us from your mailing list', it gets unsubscribed. It gets deleted.

Q And so do you think that going back to the impact of it on children, the kind of the world that we're living in now and there is this access to all these devices, do you think that has a positive or a negative effect on children's lives?

A For me, it's, could it be negative? I think it's 50:50, but I would think in the future we are now I think we are at the point that we are 50:50 and the way it is going is going to be negative, because I think there is, children younger and younger age they spend more and more time on technology and they forget, you know how to interact in a play scenario in a park. They are not going out enough, you know, you hear of these things of children sitting for hours in front of computers and we are losing that ability to...empathy you know for the children, because we don't see the children face to face, everything is through a device.

Q So you think it's like a social and emotional impact?

A Yes. I think technology has a huge social and emotional impact on children because it's more and more they rely on devices rather than face to face and yes and the way that children play, you know. They don't play outside as much. They don't play physical games as much, they run less, they do less exercise. That has a health impact. So yes I think technology if we are not careful it will be negative for our children, in my opinion. I might be wrong but it's...

Q That's really interesting about what you are saying about the effects on emotion and do you think it has any impact on the sort of general wellbeing?

Time: 44:45

A Yes, definitely. I think we are losing social skills because of technology and children are losing emotions and having a negative impact health wise. They do less and less activities. I think now I think mainly with teenagers instead of finishing school and you could go to the park and kick a ball or whatever, or run around or whatever it is, everyone now goes to their houses and they are still communicating but they are communicating

through apps or through computer games. So that, to me, instead of playing in a park with a ball or whatever and being silly, you are indoors, sitting down on the phone, so I think that has physically a negative impact, health wise a negative impact and also socially. You cannot communicate the same way through a device as face to face and there is no physical contact. I think also we are losing that. No-one hugs each other anymore. No one you know, being from a Spanish community, you know no one kisses each other anymore, no one shakes any more.

Q Oh that's interesting.

A You know, why is that? Why are children no longer, if someone is upset, give each other a hug? You know, because they always, if you don't communicate face to face and you are always divided by this these things physical, emotional and physical touch is lost I think. But yeah, I think it's something to look into. Another research project, the impact of technology on children's emotional wellbeing.

Q Can you think of any ??? play with tech or use of media then that might lead to children feeling expressing enjoyment or, in your own experience, not just at the club but with your own family.

A With technology?

Q Yeah. What's likely to...

A Yeah music, there is a lot of you know the Wii Dance, things like that.

Q Oh right, the Wii.

A Wii Dance. There's TikTok or whatever it is that they copy their movements and so there is other things, other technology that you can use for enjoyment and they do and they may just make a house where they may be doing little pictures of TikTok or whatever it is, dancing to the Wii and things like that and they are having fun. It's physical, it's not just sitting down but that's, I think, a small proportion of time out of the whole time they use of technology, I think it's a small proportion than when they are actually active. Physically active.

Q So how do you think that compares to sort of what we think of as traditional toys and games and the kind of levels of enjoyment they might experience, or is it a different...

A Probably to them it is a different type of enjoyment. I am a very social person so I need to be with people. You know, the idea of having a conversation through a device, I'd rather call and say 'Shall we meet for a coffee?' and we can have it you know face to face rather than because I see, my daughter is a teenager, so she finishes school, she comes home and they talk to each other through a phone for hours and I'm thinking 'Why don't you go to their house or come here and just talk to each other?' or go to the park or go, you know just be together rather than through a device. So...

Q OK, because I was going to ask which kinds of technology might lead to more sort of social play. Do you have a kind of, what's your definition of social in that sense?

A All these computer games they are social you know like Wii's and X Boxes they are social, you are communicating with other people but it's in the virtual world. It's not in the real world, you know, it's not face to face, so what other question was it?

Q Kind of thinking about what types of technology might lead to more social play with young people.

A Yeah the Wii's, X Boxes, yeah you play with other people on those. In apps as well you can connect to friends and you can, every app nowadays they have this, I think humans we are social, but so but the only thing is we are ??? in the face to face to a device, we are still being social, we are still playing with each other through devices, but, or talking to each other but instead of face to face it is through a machine and in two different locations so...so X Box, all these, even you can learn languages with friends as well. All these apps like Duo Lingo you can join, many people do it, but you could, you know have a friend as well on it and language, friends or computer games friends and challenges, things like that.

Time: 50:19

Q Yeah. OK. That's great and just the final couple of questions then. Do you think that technology play is kind of linked to any other emotion apart from enjoyment? Do you think it can generate other kinds of feelings?

A Yes, of course. Depression, you know, it depends, you know. Anger, you know.

Q What would generate anger do you think?

A Playing X Box against a friend and losing, or not passing the level. My daughter doesn't play on X Boxes and things like that but they might, you know, you see people that throw the remote and blame the, you know, the television and you're thinking ??? and because they haven't passed, so yes, all I think you can feel all emotions through technology. So it's just, I guess technology is the same and as real life, it's just through a machine rather than face to face. You can have sadness if you watch something or if someone tells you something, upsetting, you can have sadness, you can have anger, you can have all the emotions like you would in real life really.

Q Finally do you have any other kind of thoughts on the topic, generally? Do you have any particular views that you want to share?

A No just that technology is a great thing but we cannot just rely on technology and if we only learn to play or learn anything through technology we are losing an awful lot of skills and like anything it is a double edged sword, you know, it's good for some things but it can become dangerous, so it's just keeping the balance as to, you know, where, it's very difficult to find where the line is when it's becoming, you know, taking over your life, so you know, yeah.

Q OK. Thank you ever so much. I'm going to stop it here.

