

Q Julia Bishop (researcher)  
Q2 Beth Nutbrown (researcher)  
A Marina (mum)  
C Anna (7)  
D John (5)

Q ....thank you, that's lovely.

C Mummy, I can't find the bat.

A Oh we'll have to have a look in a minute.

C I've seen the sword.

A Yeah.

Q So where did the walkie talkie come from?

A From my mum and dad's.

D You can talk on this one.

Q OK, shall I talk on that one?

D Hello.

Q Hello, who is that I'm talking to?

D Hello.

Q Oh hello, hello, can you hear me?

D Hello.

Q Oh I can hear you now. Hello, is that John?

D Yes.

Q How are you doing John, where are you?

D I'm in the bathroom.

Q Oh OK, right. And what are you doing there?

D I'm going to the toilet.

Q OK, well I'm going to hand you over now to Anna, so bye bye. That's lovely.  
So I just wondered if you can tell me a bit about the children's play and what the balance is  
between indoor and outdoor play would you say at this time of year in the autumn now?

A In this time of the....like in winter time/autumn time it's not very nice so we don't really get to go out as much, so we're in the house a lot more. We go to the woods now and again to go and collect conkers, but mainly it's indoor play.

Q Right. And will that always be then...what kind of play takes place in the household?

A In the house, we play on the Play...the Sega Megadrive, they play on their iPads, we watch films, we do drawing like they are doing now, and then at their nannan's they do painting. They like playing boardgames, snakes and ladders.

Q How much of the day would you say is spent playing at the weekends? How many hours a day might you be altogether as a family playing.

A As a family, probably about 3 hours, 4 hours.

Q And do you like make a whole length of time....

C I've got summat to tell you.

Q Oh OK, yes?

C Alexa, Happy Birthday.

Alexa Thank you, I am so excited for my birthday on the 6<sup>th</sup> of November. My friend DJ Marshmallow popped out of the cloud to help me celebrate. If you want to hear how it went just say 'Alexa, party with marshmallow'.

C Alexa, party with marshmallow.

Alexa I'm really excited to be getting funky here with my friend the artist and producer Marshmallow. What shall we do to celebrate his visit? That's perfect. Who doesn't love to roll and tell?

Q Anna, could you switch off Alexa now?

C Alexa, Alexa. Alexa.

Alexa Oh my giddy aunt, ???

Q She says 'oh my giddy aunt', that's what I say!

C Alexa, switch off.

Q She's a bit like Mary Poppins, isn't she. How did you discover it was Alexa's birthday Anna? Anna, how did you discover that it was Alexa's birthday coming up?

C Because it told us on Amazon.

Q On Amazon, how do you mean?

C Mummy, tell Beth what I mean....Julia. How do you know it's her birthday, how did you know?

A We got an app come through didn't we on an email saying all these new things that she can do. So it was saying that it's her birthday on the 6<sup>th</sup> of November, she's having a marshmallow party – I didn't know nothing about that. And then there's other things that you can say as well. She'll do a rap about cake, that's a new thing.

C Can I have that on. Alexa, rap about cake.

Alexa Sorry, I don't know that.

A Oh she's not doing it.

Q Perhaps she does it on her birthday or something like that.

C Alexa, rap about cake.

Alexa Cupcakes, fairy cakes, chocolate cakes, ginger cakes, jaffa cakes, lemon drizzle, carrot cake and Battenberg. Apple pies, mince pies....(continues rapping)

Q That's priceless. Oh my gosh. Is that the first time you've listened to that one?

C Can we watch a video now?

A I think it's the second time. But yeah we got this email and it says all these new things that you can say. So I was telling her what we can say, and yeah we've tried them all out.

Q That's fantastic.

A But about indoor play.

Q Yeah, I was just going to ask you whether you sort of dip in and out of their play to be with them. Or do you tend to sort of make an hour or two where that's all you do, focus together?

A I do try to play with them. When they're playing on their iPads they just want to be on their own, but when we play board games or if we draw, we all join in together really. I can't draw very well, but we do, so yeah.

Q So are you sort of likely then to initiate the game, are you likely to sort of say 'let's do this' or 'let's do that', or do they choose?

A Sometimes they choose but it's usually me because I like playing that game. And with GoNoodle it's usually me and then they take over with everything else.

Q Yeah. How likely are you to choose one that involves a bit of technology, or popular culture?

C      Guess what, we just put on a video once didn't we, were it dancing, and I didn't even laugh at you last a bit.

A      Yes I think I sent you some videos on that.

Q      You did yeah that's right. We perhaps haven't looked through, we did more the photos last week didn't we. I'll perhaps have a little What's App conversation with you about some of those.

C      What's this?

A      It's mummy's chocolate.

Q      So are you quite likely to choose technology type stuff or...

A      I'll choose....yeah.

Q      I know you love singing and dancing, is it mainly around that?

A      It's like GoNoodle, but yeah. But then we also do Spelling Shed and I help her with that. And John's just started on that now. And we do homework together and reading together.

Q      And how often does the homework use technology, is that a regular thing?

A      Every other day for Anna, she has to do it 3 to 4 times a week.

Q      Oh OK.

A      Because she's got Spelling Shed and then she's also got her maths as well, Maths Shed. She's getting good with her spelling but she needs help with her maths. But we've found out a new thing, she asks Alexa.

C      Look at this.

Q      Ah. Is that what you went Trick or Treating with?

C      No.

A      It's what mummy got you weren't it for Trick or Treat.

Q      Oh mummy! Oh that's lovely.

A      Candyman brought it didn't he?

Q      Oh. I love all the pumpkin shaped things and stuff, it looks terrific.

A      But yeah, I've learnt, when she's been sat down and I've been in the kitchen she'll ask Alexa 'what's 2 times 2'.

Q Oh right. So how do you view that, do you think that's a good thing or a bad thing, or...

A I think it's a bad thing because she's not learning. She should do it by herself. So when she's asking her the answers, they're telling her and she's writing it down. But then her teacher's asking her 'how did you get them', 'Alexa'.

Q Oh right.

A The teacher thought it was funny, but you have to learn don't you? So we do sit down, and we've got books to help us now haven't we as well.

Q Those are scary fangs you've got there.

A You like LEGO.

Q So how do you think, let's start with Anna, how do you think her play has developed over time since she was younger?

A She likes to play a lot more. When she was little she didn't really want to play, she just wanted cuddles all the time and just watching TV. But now she likes doing stickers, she likes drawing, she likes playing games. She loves her iPad. She loves dressing up. And yeah they love playing hide and seek and they like hiding in the cupboards so I can't find them.

Q So when do you think she began to develop more of those play interests?

A When John got a bit older. Because she was the only one, and we used to play with her but she just wanted cuddles. But then when John started to play it was a lot better.

Q How long ago was that would you say, a year, or a few months, or....

A It was when John was probably about 2 or 3. She used to try and put him in the pram and things like that. But this year she just loves her games. And I've noticed this year since she's gone up she's wanting to do a lot more on her iPad because all her friends are doing it as well.

Q Oh that's interesting.

A And she's got Brownies on Wednesday, so she does something every day now.

Q Oh that's great. And do you think she talks to her friends about the iPads at school and stuff like that?

A Yes. They do iPads at school and she goes and does that. She does Drama. She goes to the Book Club. She's started Choir, she's started Brownies.

C No I don't want to do Choir any more.

A Don't you want to do Choir any more?

C No.

A Oh right, but you're starting Brownies aren't you on Wednesday as well.

Q That's great, oh super. So yes she's developing in all directions.

A She just wants to do everything.

Q Do you think she talks with her friends in the playground about YouTubers and things like that?

A Yeah, about Jo-jo.

Q And do you ever get the sense that they play games that sort of relate to stuff that they might have seen on the screen, either on films or on the iPad or television?

A She's got her own little music club, little singing club.

Q At playtime kind of thing?

A Yeah. She likes to play tig, because I've watched her playing tig. They like playing on all the equipment outside.

Q So there's a mixture of stuff.

A And she's sent lots of invites out saying she's having a sleep-over....but she's not.

Q Oh right, but she's not yet. Right. You feel she's a bit young for that is it?

A Yeah. She thinks for her birthday in January she's have a pony party – no.

Q You're shaking your head – yeah OK! But what do you think the value of....oh sorry, actually we should ask the question about John as well, how you feel his play has developed over time.

A So he likes to be by himself, he likes to do things on his own. If you try and help him he gets frustrated sometimes. And his has got to be like nearly the same colours and things like that. But when we play snakes and ladders, or Buckaroo or something like that, even a pirate popping game, he loves that. He loves when it pops up, and we have to play that all the time. So I'm getting him a new one for Christmas because we've used it that much it's not popping now properly.

Q And what do you think....can you think of a reason he likes those sorts of games particularly?

A He likes putting the swords in. And then he likes it when it pops up.

Q Yes, so there's a sort of construction side to it and an effect.

A Yeah. But I do his words with him as well. He's probably going to get it now. But yeah we do his words and every time he gets it right I let him put a sword in. And then if I get it right I put a sword in. If Anna gets it right she puts a sword in.

Q Oh that's sweet, what a good idea, so you've sort of adapted it.

A To help with his speech therapy. So that is helping him. Because they started us off on that, Popping Pirate, because they use it, and Buckaroo. Oh and he wants Tumbling Monkeys because they use that as well at speech therapy. So every time he gets a word right he can put a monkey on the tree, and he loves that as well so I'm getting him that for Christmas.

Q And here it is, a most amazing sword. So what do you think the value of play is in the lives of your family and your children?

A I think it's good to play with them. You need to play with them so they can learn, otherwise it's going to be boring.

Q Yeah. Sorry, are we allowed to have Alexa off again?

A Alexa, can you turn off please.

Q Sorry, she wants to be in our interview.

A Alexa. She won't listen to me.

C Alexa. Stop.

Alexa OK, goodbye. (continues to speak)

A Alexa, bye.

Alexa Bye for now.

Q Sorry Marina, that's so funny [that Alexa responds to Anna and not Marina].

A I think it's her [Anna's] voice.

Q Yes, yes, she's got that command in it. She's going to be a teacher obviously! Sorry, you were saying, you were talking about the value of play and that it could be boring for them otherwise.

A Yes, if they didn't do it it would be boring.

Q Do you think they learn anything in play? Or do you think it's sort of educational in that way?

A They're learning how to make things, and the colours as well.

Q And what sort of creative things do they like doing?

A They like making things, like with toilet rolls we make binoculars. They sometimes try and make towers where we put sellotape round. The next thing that we're going to make with toilet rolls is Santa and Snowman, and Snowman is just cotton wool. I used to make them when I were little. And it's not expensive.

Q No that's right, it's stuff you've already got in your home isn't it?

A Yeah. So we do that every year.

Q Oh that's lovely. So it sounds like you engage them in that sort of play yourself, is that you're leading on that?

A Yeah. And when it comes up to Christmas we do a lot of creative things. They make like stockings and candy canes, and make our own chocolates for the tree. You know when you have your advent calendars, rip it apart, take the advent calendar bit out, and then just melt some chocolate and then put them in foil. And then just put a little hook on it and then put it on the tree.

Q That's absolutely brilliant.

A But I used to do that when I was little.

Q I was going to say, where are these ideas coming from, is it your own childhood with your mum and dad?

A Yeah. And they love doing that. It's just a bit of foil, a bit of chocolate, and they love it. So we've all got us own advent calendars that we fill in, and then we do us own foil and....yeah.

Q And you've done that with them before, it's a bit of a tradition with you to do that each time?

A Yeah we do it every year.

Q Do they ask for it now, do they want to....

A Yeah.

Q And each year I expect they can do a bit more of the process as well. How do you handle that part, that they might be able to be more able each year to do it?

A Well what I usually do, I show them first what I'm doing, and then while I'm starting to do it they copy me. So I try to show them first but then we all do it together.

Q So I'm interested in how that works out with the technology, because we were talking last week about the fact that they are more in a position of showing you some of the things, is that right?

A Yeah. Anna finds things on her computer and she'll ask to make things. Yeah. She's better than me on technology. She knows how to switch things off, how to switch it on. She



even knows....she presses a button and it goes on to the TV, and I still don't know how you do that. But now John can do it as well.

Q If she finds something like a thing to make on YouTube will you then come in at a later stage and help her if she wants to copy what the person's doing? Or is she more independent do you think?

A She's more independent, she wants to do her own thing. But she keeps asking me to put her videos on YouTube – I haven't got a clue how you do that.

Q Right. And is that the main reason that you would not do that, or I mean do you have reservations about doing that for the privacy or anything like that?

A I don't know it's....I sometimes put videos on Facebook so that my family can see it and some of my friends can see it. But I don't know about YouTube and things. She wants to be a bit like Ryan and his parents. Well they both do. But yeah, I don't mind showing family and friends but I don't know about other people, because you don't know them do you, so...

Q No. So it's not just the technical uploading of....

A She's wanting to be a bit like Ryan and JoJo and all these other people on....

C And Rhianna....no not Rhianna, I mean Tianna.

Q Tianna, is she a YouTuber as well?

A Yeah that's a new one, yeah.

Q Do any of your friends do that Anna?

C No.

Q But that's what you'd like to do is put some of your films that you made up? OK. So is it the technical holding you back, and also a bit of worry about who might see it, is that what you're saying?

A Yeah because you don't know who's out there do you as well. So it's like on Facebook only you, I've got private settings on that so only my family and my friends on my Facebook can see it. So yeah. But YouTube, it's for everybody isn't it, there ain't no private settings on that. And I'm always watching to see what they're playing and things. If they're quiet then I know they're watching summat that they shouldn't be. But I have got a setting on it where it should be just children's, but I have noticed sometimes some other ones come up, so you have to be careful.

Q What sort of things?

A Once it was, I think it was a mask that come it, and it was on children's YouTube. So yeah you have to watch out. But they mainly like CBeebies and Nickelodeon and things like that. So I'm always like looking to see what they're doing.

Q Yes, so you keep a 'watching brief' I think the expression is, yeah.

A Yeah. But we watch a lot of it down here, so while I'm making tea or...I'll watch it with them as well.

Q On the big screen in other words.

A Yeah. I prefer them to watch it down here on the big screen so I know what they're doing.

Q Yes, and you can hear it as well presumably.

A Yeah, than them being stuck upstairs in their bedroom and not knowing what they're doing.

Q Will they be playing individually on their iPads upstairs if they go up, or do they tend to sit together and watch stuff?

A Sometimes they watch stuff together if they've got Ryan on or if they've got CBeebies on. But if Anna's watching Jo-jo or this other one, he'll be upstairs watching Power Rangers or Fireman Sam.

Q Yes. And you're sort of content for that independence.

A Yeah. If I know that they're watching that. But I'm always keeping an eye on them. But John will sit even on the stairs and watch it and things, so...and when it's bedtime I let him watch Fireman Sam, and Anna will watch a DVD.

Q OK, is that immediately before bed?

A Yeah. Yeah they're allowed it on for an hour. So I always put the TV on for them. Even though they say you shouldn't have your TV on because it wakes them up, with them it makes them go to sleep, it's weird yeah.

Q Oh that's interesting, yes. And then are they OK when, you know is the rule that they can have a certain length of time or a certain programme.

A They're usually asleep by that hour.

Q Really? I see. So it's like a lullaby, they actually drop off?

A Yeah. So within that hour I can...they've got a timer on and usually within half an hour they're fast asleep. But then John can wake up in the middle of the night probably 4 or 5 times a night.

Q And he does that anyway?

A He does it anyway, yeah.

Q You said once he woke up and came downstairs I think.

A Yeah he still does that now.

Q So that's a regular thing?

A Yeah, he'll come downstairs and he'll just try and put on his game, or he'll have the TV on. And he knows how to use YouTube and stuff like that.

Q How do you feel about that?

A It worries me. Because I've been asleep and I've thought 'oh there's a burglar in the house' and I've come down and it's been him, with his coat and his pillow, and I'm like 'no, back up to bed'. Because sometimes I do have him in bed with me so I know that he's safe. He can't get out but....he could get out but....

C Look.

A Wow, what's that?

C So that's like a b?? and that's some stairs, but it goes all the way along there. Say if you've got like a wheelchair, a wheelchair can go up and then....look.....look a tree is there, and that's the sofa, but there's no television because I don't know how to do a television.

A That's brilliant, I like that.

C Look what I've done.

Q2 Brilliant, well done for doing that.

Q Anna, what would you do with it if you could make a television, would you have a television in there do you think?

C No, it's olden days.

Q Oh it's the olden days, so no TV, fair enough.

A My mum and dad keep saying to her 'in the olden days we didn't have TVs and things'. ??? not in until 6 o'clock so she's right early.

Q So what are your thoughts on creativity and the value of creativity – that's a big wide open question. Do you have any sort of....perhaps thinking about the children particularly.

A They're more creative, creativity than me.

Q Do you think 'oh that was creative', do you kind of think about that sort of thing when you're looking at things they've made and done and so on? I mean it sounds like you're very creative because you do that creative stuff with them around Christmas and so on.

Do you think when they play with the technology and use their iPads for example, or the way they respond to TV or things they see on the screen, do you think that's creative in any way? Or the drawing app that...

A I like the drawing.

Q Do you think it makes her more creative?

A They can do drawing on their iPads and stuff but I prefer it if they draw on a piece of paper and then you can save it. Because when she draws on the iPad she then wipes it all off.

Q Oh right, so it just disappears, you can't save it.

A Yeah. I think iPads are good for when they're doing their spelling or they're playing games, but I think the creative bit is when they're drawing on paper or making things or things like that. So like making buildings or drawing pictures or doing sticky things is creative.

Q Yeah. And how about their music and dancing side of things, do you think they are creative ever with say things they might have seen on the screen and then they copy them in their own time, would you call that creative too, would you see it as creative – or maybe not, I'm just wondering.

A No I don't think so.

Q No, copying, it's copying.

A Yeah they're just copying really. If they're doing their own dance, if we put music on they'll do their own....like he'll do a robot, he'll ??? like this and make their own dance up.

Q Oh yes, sort of the ???

A Yeah. But when we do it with Go Noodle it's just exercise isn't it, and it's just copying.

Q Yeah, sorry I said copying but maybe I put that word in your mouth, I didn't intend to.

A No, they're just following what they're doing on there and stuff. But if they have the radio....well when we have Alexa on they do their own dances.

Q Oh yes. So we've seen lots of examples of this but maybe we can just bring them all together. How does technology feature in your children's play?

A They're on it every day, all day! No not all day but most of the time.

Q And which technologies?

A It's CBeebies, YouTube – a lot of YouTube, and.....and GoNoodle. But GoNoodle's mainly me, I put that on.

Q Yes. And the sort of Playstation and things like that, will that get used?

A Yeah he plays that mainly with his dad when his dad comes.

Q So is there different play with different parents would you say?

A Yeah because I like to play Sonic, and I sometimes play that on my own when the kids are in bed. And then when his dad's here they seem to play....they like sword ones and things like that. I don't think that's educational, me.

C Look it's really busy.

Q Oh what's this?

C So that's his mummy and that's the baby, they're meeting up together.

Q Oh yes I can see.

C And they're meeting up together. And then they're meeting up together, that's a mummy and little girl.

Q It's lovely.

C Mummy, that's like you the mermaid, and that's like me.

A John, we need to switch the TV off. John we can't hear, can we turn the TV off please?

Q So do you feel that CBeebies and those sorts of things, do you think that they promote creativity at all in your children?

A Yeah it's creativity because they're learning numbers. Because his Octopus...or it's called something like that, and it helps with their numbers, the colours. And Mr Tumble, he's really creative, he makes things.

Q So you would sort of encourage those sorts of apps or games to play.

A Yeah, and especially her Spelling Shed, Anna, her Spelling Shed and her maths, that really helps her. But there's lots of different apps that you can do.

Q And the sort of YouTube things, do you think that they're creative in any way. Or again do you feel that's more in the copying department?

A Some of it, some of it's silly.

Q Yeah, what kind of thing would you class as silly? Could you give me an example of that?

A There's like some....you know when people are thinking they're Power Rangers and they do silly things, I don't think that's educational. They think it's funny, but I don't think it is. But then, I don't know, YouTube's just people....is it called blogging or doing things.

Q Yeah, or vlogging, one of those yeah.

C Thunder.

Q Oh wow I love it, that's superb. I can really see that thunder happening.

A I don't think they're really learning on YouTube, it's just watching things. It does give them some ideas, like Anna when she watches Jo-jo and things, she'll like try and put same lipstick on or.... But I don't think it's educational, not like some of the apps where you can do your maths and things like that. But they need that as well don't they? But I prefer educational bits.

Q Yes, you feel safer with that I sense maybe, that you're doing the right thing if you give them those ones maybe?

A Yeah. Because it's what school has also recommended as well so you know it's going to be safe, whereas YouTube you don't know what they're watching. But I do keep an eye on them.

Q Yes. Oh that's great. Thank you. Do they ever play when they're watching TV, you know like do they do things as well as watching TV at the same time? So do they play with stuff when they're watching TV at the same time, or do they move around and do things?

A They move around. They could be watching TV and then they'll move on to their iPad, or Anna will be drawing and also watching TV at the same time.

Q Oh yeah. Is there any relationship what they move on to, or are they just multi-tasking on different things would you say?

A They multi-task. I can have about 7 different things out and they're wanting to play with everything at once. And I'm like 'let's tidy this up and then...', 'no I'm playing with that'. And then it will be like.....so yeah they just multi-task a lot.

Q Do they get bored do you think or are they just.....it's just excited, almost the opposite there, so excited to try lots of different things out.

A I think they just like lots of different things out. They get excited when you're getting it all out, and then they get bored. And then they don't want to tidy it up. So yeah they'll get everything out and then a few minutes later they don't want to play with that any more, and then you end up playing by yourself! Especially when we're playing snakes and ladders, we'll get halfway through and John will be like 'don't want to play any more' and he'll like go off. And then he'll come back when it's his turn and....yeah. But he will sit down actually when we play the pirate game because he likes that one. But I think it's because I like snakes and ladders. When I choose things they don't want to play it.

Q Do they have physical toys that relate to their sort of online or digital interests, like sort of Minecraft blocks or Power Rangers, or anything that sort of relates to films?

A Anna's got her dressing up stuff, so Cinderella and all the different ones. And John's got his Power Rangers, his swords. But yeah they both love dressing up. She's got his Fireman Sam figures, and Anna's into her dolls.

Q And do they play with those things at the same time as they might be accessing them on the digital forms, like....

A They will get dressed up. Like when we watch Fireman Sam John likes to get dressed up as Fireman Sam. And he thinks he's in the picture then. So he thinks he's Fireman Sam and he'll get the hose. And then when we're watching like Cinderella and stuff Anna will get dressed up.

Q Oh that's lovely. Will that be every time, or just sometimes when they watch it?

A All the time, yeah.

Q Will she also identify with the film as well and be imitating what the characters are doing?

A Yeah. But if she hasn't got the dresses, like the Cinderella, she'll try and put like a bridesmaid dress on, or just a nice dress on and think she's Cinderella, or Sleeping Beauty. And she has got Little Mermaid and she's got a wig as well.

Q And how does she take part in the films then, will she dance or will she say the lines, or how will she....

A She'll copy and she'll sing, and she gets the hairbrush.

Q Oh right. I've seen the hairbrush yeah.

A And she's also got Little Mermaid and it sings in all different languages, so that she has in the bath.

C ???

Q What's that that she's saying?

A She's got a Little Mermaid and ??? her hair and you press it... And you press it and it sings. And you can have it in all different languages.

C Listen. Hello, hello.

A Oh they love this, they love playing with this.

Q With the walkie talkie?

A Yeah, one will stand upstairs and one will stand downstairs. But I don't think they work very well. You'll have to get John to go to the top of the stairs.

Q Have they ever used any augmented reality type things do you know?

A No.

Q And do they ever use sort of technology in outdoor spaces at all?

A They've took their iPads out with them. And she likes using my phone to take videos when we're out, and Facetime. They use Facetime every day.

Q Oh do they?

A Yeah because they Facetime their dad every day.

C [on walkie talkie] Hello...

Q Hello...

C Hello.

Q Who is calling please?

C Anna.

Q Anna? Oh Anna. Oh hello Anna, it's Julia here.

C I can't really hear it.

A It's because I think you were holding the button.

Q There's a real technique to these walkie talkies isn't there?

A I don't think it works properly.

C It didn't work.

A You'll have to take it to nannan and grandad's and see if they can get it....but yeah they love these, because there was a ??? they used to work, and as they were in bed they used to talk to each other. They've had these about.....John's 5...had them 3 years, that's probably why they won't work now.

D We've got two, we've got two. We've had them about 3 years, that's why they probably don't work properly.

A But I think they're right good because they can talk to each other.

Q Yeah. And what prompted you to get the walkie talkies then?

A They used to have a baby monitor, do you know when you used to be able to hear them. And our Anna, when he were little when he used to be in his cot she used to think it was brilliant and she used to sing to him.

Q Oh bless her, oh through the baby monitor.

C Say hello.



A Hello.

Q Hello.

A And then they just wanted some walkie talkies, so yeah. My dad once made them two cups and string and thought that were really funny. But yeah I didn't realise, yeah they've had them about 3 years now.

Q Gosh, yeah they've done good service.

A Yeah.

Q Who decides which digital toys and games they get, and what guides those choices?

C Say hello.

Q Oh I can hear you, you're doing the interviewing now aren't you, you could interview Beth, see if she does any technology play.

A It's since...it was my mum who introduced them to the iPad. Because whenever we stop at my mum's they've wanted to go on her iPad because she's got lots of games on there. So I decided last year they could both have one. And then I knew that Anna this year needed a computer or something to do her Spelling Shed and things like that, so I decided I can't just buy one and not buy the other. So yeah we got the second hand so it were alright. But we have to use it about four times. And I think it is good because they do the Spelling Shed, they look at things, otherwise they'd be on my phone or my iPad.

Q Right, so that's sort of transformed their play in a way perhaps has it, and what they get up to, because they've now got access to the iPads?

A Yeah.

Q Is it the same for both of them or would you say it's different in each case the way they get on to the iPad and the amount they use it and things.

A They use it differently. Anna, she likes to download lots of things. John sticks to the same thing. So he's not bothered about going on different apps, I don't think he really understands it. But my mum and dad have put him games on and that's what he sticks to. And he knows how to do them ones.

Q Do you know what choices, how they made the choices for him of those games?

A It's just with his age gap. So they've put like his age in and then different apps have come up. And then my mum's looked at them first and thought 'no that's a bit too old for him, we'll do these'. But if he does find an app he would ask, but he never asks, not like our Anna.

Q No, he doesn't seek out.

A Our Anna wants to change them all the time. We'll have hairdressing on one week, and then she'll want to go to Beauty and Make-up. And on their iPads there isn't much gigabytes so you're having to delete it all the time. But he just sticks to his same ones, his CBeebies and that's it. Because he likes them ones.

Q And what's John like when it comes to YouTube?

A YouTube, he loves everything on YouTube, especially Power Rangers and his Fireman Sam. But he knows how to use it. I think he's been shown once how to do it and then that was it. Yeah. He knows what channels certain things are on.

Q Does he subscribe to anything do you know, or do they do anything like that?

A No they can't subscribe. Our Anna once ordered a book on Alexa.

Q Oh I think you mentioned about that, yes.

A And that come through to my mum and dad. But now it's been disabled or something so they can't order anything. But yeah.

Q Does John like music and things as well, will he sing and dance?

A Yeah he'll sing and dance.

Q And will that be the same sort of choice as Anna, or does he have his own preferences?

A He has different ones. But he likes all these, and I don't think these are educational. If I watched these at his age it's scary, but they're all to do with Power Rangers so....

Q Do you make up any rules, you know does this mean you have to set boundaries at all?

A Some things I take off him because I don't think he should be watching them. But then sometimes when I do take them off him he'll hit me. He gets frustrated and stuff like that. But I know some things he can't watch. But he'll get up and he'll think...he tries to get into the TV.

Q Really?

A Yeah. He gets right giddy. Even when he's playing his games he'll shake his arms and he gets really giddy. And I think he thinks that he's that person or something. Even when he's playing his games....

Q On the Playstation.

A He'll jump up and down, yeah. He jumps up and down, he gets really, really giddy.

Q So what did you mean when you said he tries to get in the TV?

A He like gets right close and then he tries to copy them, and he shakes his hands and he just gets really, really giddy.

Q Oh bless him, yeah, he's identifying with them a lot.

A Yeah. I can tell he's tired though now.

Q Well it's just first day back after half term aren't they, I think it hits them quite hard.

A He's not usually playing at this time.

Q No.

A But this is child's YouTube anyway. But I don't think it is really childish, it's not educational, it's just....

Q Do they....I think we've talked a bit about this but have they got LEGO things, talking about LEGO things?

A We've got blocks but not proper LEGO.

Q Oh right – you have now!

A Yeah, brilliant. John loves building, and then he likes to knock it over and start again.

Q A bit like sandcastles on a beach.

A Yeah. And he always sticks to his colours, and then he'll start another colour.

Q Ah. So you mean he'll build up using all of those colours as far as he wants to?

A Yeah. And if I've put a different colour on – say we're having red and then I put a blue on – he gets right frustrated and he'll throw it back at me and go 'no, no it's got to be red'.

Q Right. And how long will he do the reds, just as long as he feels they should be, or until they all run out?

A Until they've all gone. And then he'll knock it down and then start again. And he might start with the same colour or a different colour. So Anna, she'll do any colour like a rainbow, but John he likes to stick to his colour.

Q Likes his to match, yeah.

A Yeah.

Q So what about other aspects of the LEGO brand, say things like films or bags or LEGO YouTube things, do they engage with anything like that?

A We've watched the LEGO Movies and they love them. But yeah he's got his Power Rangers bag, he's got Power Rangers bedding, he's got Power Rangers pyjamas, slippers, everything is Power Rangers.

Q Everything is Power Rangers, right.

A It used to be all Fireman Sam but I don't know if it...he still watches it, but everything is like Power Rangers or fighting and stuff like that. I don't really like it but.... And Anna's all into....well she used to be into Barbie, she's not into Barbie any more so I give all them toys away. And she's just into like Jo-jo and lots of other things. She's all pinky and princess, but she's not into her Barbies any more. I bought her all the Barbie stuff and she just doesn't play with it, so I give it to somebody else. But then as soon as I give it away she wanted it back. But she won't let me get rid of her babies or anything – and I wouldn't do that, so yeah.

Q Do you think LEGO should be developing certain new toys in the digital age, do you think there should be new inventions that they haven't manufactured yet?

A I think Lego's really good because you can do LEGO Pirate Ships, we've seen those, there's Harry Potter. I'm sure they do princesses as well. They do lots of different things. I'd love to go to LEGOLand because I know he'd love that, but it's just so expensive. And it's a long way to go as well.

Q It is, it's at Windsor I think isn't it?

A But yeah they do everything don't they, Lego. Lego's been going on for years.

Q It has, it really has yeah.

A But yeah you can make cars, everything. And I think that is educational because you're doing your colours and you're building things and you can make things. And then you can keep it if you want, or if not just rebuild it again. But they use it in a lot of schools, Lego. Because we have Golden Time and they do Lego.

Q Oh really? So would John and Anna have done LEGO at school?

A Yeah, and they still do it now. So yeah, they're even building houses and things like that. But John's best one is making a wall and then knocking it down.

Q That's what he likes to do.

A Yeah.

Q So we're interested in exploring the link between technology and children's emotions and their wellbeing. And I just wondered if you had any thoughts on that topic just generally, or observations. You mentioned about John for example being giddy when he was looking at technology.

A He gets really, really giddy, and then if I take it off him he gets really upset and angry.

Q Yes. So how do you manage that?

A I have to say to him 'you can't have it on all the time, you need to do something else'.

Q Does he take that?

A He doesn't at first, he'll like lock himself in his....he didn't actually lock himself in his bedroom but he'll just sit in his bedroom and he'll sulk for a bit, and then he'll come down and he'll say 'I'm sorry mummy' and then he'll understand that he can't be playing on it all the time, that we've got to have tea and you've got to do other things as well, it's not all about the iPad or the TV, there's other things that they can do. So you have to do things as a family as well. But if it was up to him he'd just watch YouTube and iPad all day.

Q Yes. And do you feel that it makes them happy, or are there other emotions? Obviously those emotions when you're blocking it and saying they can't have it. What about more positive emotions that you've witnessed?

A He gets really, really giddy when he's watching....when he watches Power Rangers. Because there's all the new ones on as well now, so he thinks when he's watched one he can watch them all, but it goes on for ever and ever. And so I have to say to him 'we'll watch these today and then let Anna have a turn' and yeah.

Q What about Anna, would you say she's different in her emotional responses to it?

A She wants to do her own thing all the time, but she knows now that we have to take it in turns. But all hers is princessy and all his is Power Rangers. And mine's all GoNoodle.

Q Yeah that's right, so yours is more about movement. Would you say that playing say with the drawing apps, you know does that make her happy would you say, does she get a sense of achievement or pride in what she does?

A Yeah she likes drawing because she loves drawing princess castles and....

Q Oh right, yes, on the iPad or just on paper?

A On the iPad or on paper. Yeah she gets giddy and I have to take a picture of it. Or we have to Facetime her dad to show him. But sometimes when she does it on the computer sometimes she can't save it because we've not got enough memory.

Q Oh that's so frustrating.

A So she has to delete it, yeah.

Q How does she react to that, is she accepting or....

A Sometimes she gets upset about it, but I say 'oh we can take a photo' and I say 'if you don't want to delete it we'll have to delete your other apps'. So when I say to delete her other apps she'll go 'no, no, it's alright mum'.

Q Oh right, she'd rather have the other apps, yeah interesting.

A Yeah, she still wants her hairdressing app and...but yeah. This is what Anna wants to do, she wants to do videos and put it on YouTube, and all family and....But it's all American, everything's American.

Q Yes. Do you think that drives her, or do you think it's just you notice that it's American? Do you think she'd like to do an English one or a Sheffield type one?

A Yeah. I just think she'd like to just have her own video and getting dressed up. Because every two minutes they've got a different outfit on, and singing. But she likes this 'hi guys, it's Anna' and 'hi guys, it's nannan' and what she's done today and things like that. I like that though because then we can look back. But at the moment we're having to delete a lot of them and it's like....oh. But my dad's putting them on his computer.

Q Oh that will be good so you can store them long term, yeah.

A So we can look back, yeah.

Q That's great.

A But these ones, these ones are OK because they're learning you colours. But sometimes they're just....sometimes they're annoying when they've got them on all the time.

Q Do you think that some types of media and technology are better than others in terms of making them happy? Do you think some make them happy, some make them more frustrated or other emotions would you say? Or are they all a mixture of stuff?

A They're all a mixture really. They always make my kids happy, everything that they watch. So they like music, they like watching YouTube, they like videos. But yeah it makes them happy. But when I take them off them it makes them sad.

Q Yeah right. You talked a bit about getting bored, it also talks about whether you think that certain types of technology will lead them to be more sociable in their play, or the opposite maybe, or somewhere in the middle?

A In the middle, yeah.

Q Is there anything that you think in terms of skills or education that they've developed in their play from playing with technology?

A With technology they've learnt more words, they've learnt a lot more about different colours. So like they know about indigo and all the different... because you can get a chart up and they'll go through the colours – I don't even know what app that's on but they've got that app. And about the rainbow. And our Anna's into all stars as well now, she wants to know all about stars.

Q Really? The night sky you mean, yeah.

A Yeah. And there's a really good app on there, National Geographic I think it is, and that's from school.

Q Oh yes, oh fantastic.

A So yeah we've got that app on as well. And John's learning about exploring. So we've been learning about aeroplanes and hot air balloons haven't we?

Q Oh wow. And is that via an app, or via YouTube videos again with him, or is that more....

A Just on Google. And we've just got Google Earth as well and we can look at us houses.

Q So is that on the TV here that you've got?

A I do that on my iPad, because we can't get it on their iPad because they haven't got enough storage. But on my iPad they can put an address in, and Anna loves this, and we've put like Florida in as well and she's looked at like where Mickey Mouse lives. And John will put Abbeycliff School or...and we've looked at a right lot of different things, I can't believe how close you can look at things, and our house. And it looks right different because there were only a few houses here then. And there's still no park there.

Q Oh that's fascinating yeah. So that's been quite useful hasn't it?

A Some of it's educational and some of it's not. But yeah she comes home with different things every day – well they both do, saying 'oh mummy we need to have a look at this'. So yeah it's all stars and stuff, and Around the World in 180 days, that's what John's doing. So they're looking at that. So we've looked at aeroplanes, like I said, and hot air balloons, and cars and motorbikes, and then something about canoeing today, I don't know what that is so we're going to have a look at that.

Q So this Around the World, is that a theme that they're doing in the class, is that what the theme is?

A Yeah, how to get around the world, how can you do it. So like walking and....all like different transports really and what you can do.

Q Oh lovely. And does the school encourage you to use these apps and...

A Everything's on apps now, yeah. And you log in with the school details, they've all got their own passwords and stuff, and it's all logged into their class. But I feel sorry for some people because some people haven't got an iPad or...so they have to borrow, they can borrow one from school, but you're only allowed it for one day. Or you have to go to the library, but you're only allowed up at the library for half an hour. So when I was at school everything was like text books and everything was wrote down, but now everything's on iPad.

Q It's interesting, yeah.

A Everything. Like his homework, he's got to have a look on a certain thing on the website and it will give him his answers. And I never had anything like that.

Q No. But it sounds like you've quite successfully, I think you've mentioned that you like Alexa because it helps with their homework. And I guess the iPad is doing the same thing, you've sort of adapted.

A Yeah. That time when we had the different continents – I don't even know if I've said it right – and what was the largest river and....yeah. I'd looked it up on Google and they give you loads of different answers. I asked Alexa and she knew it straightaway, so yeah. And then some maths that I can't do, we have cheated and asked Alexa!

Q So you are learning alongside them then?

A Yeah.

Q And so they are with you when you do that?

A Yeah.

Q Oh that's great. I think we've talked about you playing with them if they're using technology, is that a frequent thing or would you say they tend to be a bit independent when they're using their iPads, for example?

A They're independent because they show me sometimes how to use it. So like some things that they go on they've learnt it at school and I'm like 'I don't even know how you've done that'.

Q Do you like to keep up with them, is that something that you try and do?

A Yeah. Because the teacher's giving them all different things I like to know what they're doing. And we're always updating, like when it says to update we're always updating it. And they're always getting new apps.

Q Yeah, so you like to keep pace with them and keep an interest and engage with it yourself and...

A Yeah. And if they get bored we'll delete that and get something else. But yeah they're always telling me new things, and I look at it first or my mum and dad will look at it, and then I'll update it for them.

Q Right. And do they like to share with you what they're doing?

A Yeah. But everything's always updating, there's always something new. Every month there's always something new. And we're always updating the TV as well, because there's new channels as well now.

Q It's a lot to keep on top of actually isn't it?

A I know, yeah. But when they haven't got their iPads they feel like they're lost without it. I lost my phone once and I was like how do you do without a phone? So yeah.



Q So I think we might have touched on this as well, but are there any times when you stop your child playing with technology, or your children, and why would that be?

A Yeah I've stopped them when they've tried to go on adult YouTube, we've put a parental on it so they can't get on that. And then if something is really, really silly I'll say 'no we're not watching that' and I'll turn it off.

Q And when you say 'silly', you just mean perhaps something that's a bit trivial or something like that is it, or mindless?

A Something a bit too old for them, or when they're you know saying silly things. Or sometimes when they're doing that pretend play and....I don't know.

Q Yeah, that you felt it was going a bit far maybe, or it's a bit grown up and perhaps showing them things, yeah.

A It's a bit too grown up for them and it shouldn't really be on....I don't think it should be on children's. I don't know, they should have a teenager one as well I think.

Q Right, so you feel it's just an age bracket or two too high.

A Yeah, they should have a children's one and then I think they should have a teenager one. But even the teenager ones are on the children's.

Q [Anna gives a drawing to Julia] Anna, thank you very much.

C That's John's, that's mine.

Q Oh, 'Julia and Beth from Anna', thank you so much. We're going away with so many presents.

C This is what we've been doing upstairs with my iPad.

Q Oh yeah?

*Plays video*

A Wow.

Q What's that on there, that's great? We've had rap, we've had rock and roll, this is amazing. What did you think of that Anna?

C Good.

Q Did you enjoy it?

C Yeah.

Q Do you think you'd do it again?

C No.

Q No, just once was enough!

C Yeah.

A I mean she'll do one thing and then she doesn't want to do it again she wants to do something else.

Q Yes. Would you prefer that she went back and did the same thing a few times?

A I think on some of them. Do you know when she's doing her spelling and stuff, she wants to delete it straightaway, and I think 'no you need to learn again'. So she's wanting to do new stuff all the time.

C Mum.

A Yeah?

C Is it ???

A You can have some, mummy doesn't like it. It's for mummy but I don't like it.

Q We're on the last page of questions now and then we'll look at the photos. Is there anything else we should be doing Beth?

Q2 Some mind maps?

Q Oh right OK if you want to, I'm not sure whether John's a bit tired or not. Maybe that going back to school thing, but if Anna wants to have a go, you could have a go couldn't you?

A He's been up since half past 6. He was scared he was going to be late for school, and he was missing his friend.

Q Oh no wonder he's tired.

A So he woke me up at half past 6. He went 'mummy, mummy, we've missed school'. So I jumped up thinking 'oh no my alarm's not gone off' and it were half past 6. 'I'm missing my friend mummy'.

Q No wonder he's flat out, look at him on the settee.

A And he's been playing football all day.

Q Has he, oh right.

A Sheffield United have been today. So he's been playing football.

Q Does he like football, is it a passion of his?

A He loves football. Yeah he plays football on a Friday with United.

Q Is it a club or something they....

A Yeah, football club.

Q Do they come to the school?

A They come to the school. They play Monday afternoons and then he'll play Friday after school. So then he's got his gardening tomorrow.

Q Yes....oh look he's dropping off. Does he watch United's games on TV or anything like that now, because they're in the Premiership aren't they so they're televised.

A Yeah he goes to the matches.

Q And he goes to the matches? Oh that's right, you had a photo or something where it was his birthday I think, on an app or something?

A Yeah he were in the programme. He comes to the football match with me. And then his dad supports Wednesday.

Q Oh gosh. So are you a football fan too?

A Yeah I like football.

Q OK. Because you and Anna were asking Alexa about Sheffield football teams and which was the best one the other day, and she [Alexa] seems to know that you like Sheffield United, is there any reason for that?

A Yeah. So I don't know how she knows that.

Q Do you get results or anything off her?

A Yeah. But they've done it at school as well, because one of the teachers had brought Alexa in and she says it at school as well, United.

Q Oh really, oh right.

A So it's weird.

Q Perhaps it's to do with the location, where you are.

A I know I was wondering that, I wondered if anybody did it in...

Q This side of the city.

A Yeah, if anybody did it in Hillsborough...

Q Yeah that's right, we should check it out.

A Anna got a ??? Alexa for Christmas ???

Q Has she?

A Says she wants one in her bedroom.

Q Her own one, oh right.

C What?

A An Alexa, don't you?

C Yeah, and then I can do whatever I want.

A And you've asked for a mobile phone.

C Yeah.

Q What do you think about that, are these ???

A But she's too young. But her friend's got a mobile phone.

C Do I have to be 12 years old to get a phone?

A I said 21 didn't I?

C Or 16.

A 21.

C Do you have to be 16 to get a phone?

A Yeah.

Q So do you all go to the matches, does Anna like football too?

A Yeah, yeah we was there on Saturday. And my sister. And then my sister's boyfriend, he goes. It's like a big family thing, we all go.

Q So do you watch Match of the Day, I know it's on late, do you watch it on Catch Up or anything like that?

A Yes. We watch it on Catch Up. And then we all watch England matches. So our John gets giddy with that. He'll put his England shorts on and....

Q I was going to say, has he got some kit?

A Yeah, what my dad got him.

Q Has he got a United strip?

A Yeah he's got his United one. He wears that every Friday.

Q Oh lovely.

C John's off to sleep.

A It's OK. And you've got a United shirt haven't you?

Q Oh you have as well? Do they play football together actually outside or anything?

C I know one (sings United song)

Q Hey! Where did you learn that Anna, actually at the ground, at Bramall Lane?

A Yeah.

Q Or have you taught them this?

A It's just from the United ground, she tries to copy them don't you. And who do we shout, who is the Manager?

C Billy, Billy Sharp.

A Who is the manager? He's one of a....

C Chris Wilder is one of our own.

Q Yay! So does Anna also have a football kit and things like that?

A Yeah. And I have.

Q Oh great. Do they play football together or anything like that?

A Yeah we play it on the field.

Q Oh you play on the field, and do you play as well?

A Yeah we all. Last time we all played on the field I fell over the ball, they were all laughing.

C (laughs)

Q Anna remembers it vividly by the sounds of it.

A Yeah we'll all just play on the front in the summer, we all just go out and....

Q As a family, the three of you you mean, yeah.

A Yeah, and all the street comes out and they'll play on the front, and we'll play on the park.

Q Just across the road there you mean?

A Yeah. We were doing that the other day when it were nice.

Q So it's not organised, people just come out and see you playing?

A No we just all go out on the front.

Q Oh lovely, oh that's great.

A And then one of the ladies down the road, she's got a 12-foot pool and she'll sometimes put it on the front.

Q What a paddling pool?

A A bit paddling pool, and we've all been in that.

Q Oh my heavens that's great. It's quite a community isn't it?

A Yeah. And then I'll do some sandwiches or ice pops and we'll all just sit on the front. So it's nice. And we all play together.

Q That's lovely, that's very different yeah from them being on their own with the iPad sort of play isn't it?

A Yeah. It's not everybody, it's just....there's some up the road that's got a few children and then some down the road that have got a few children. So yeah.

Q Well thank you Marina. Shall we just get through these last few and then we've got some photographs to show you and we'd like you to pick some that you'd like in a photobook. So do you have like a set of rules for the technology?

A Yes. I usually let them come home from school and go on their iPad usually for about an hour. And then when it's teatime we turn them off, we have us tea. And then it's TV time, and then sometimes it's a bath or homework or... And then we'll go upstairs, I'll read them both a book, brush their teeth. And then they can have their iPad on for like probably about half an hour and then I'll go up and I'll put the TV on for an hour and then they're usually fast asleep.

Q Do they ever resist the rules?

A They do at weekends 'we're not at school, we'll have it on a bit longer'. But my mum will just let them on it all the time when they're at their house. So yeah at weekends we don't stick to rules, it's just during the week. But it's all going to change because I'm going to the gym now as well, so we'll not get home til about 9 o'clock tonight, so ??? but I've got nobody else to have them.

Q How do you manage it if they do sort of challenge the rules, have you got any particular....

A So I take them off them and I give them time out. So if you don't stick to it they're just going to walk all over you I think.

Q So you take their technology away in other words?

A I do, I take it away from them, and then usually they'll be 'oh I'm sorry mummy and they'll come down and they give me a cuddle' and say 'sorry for being naughty'. I say you're not being naughty it's just we've got to stick to us rules. Yeah.

Q So you find that's generally quite effective?

A We've had quite a lot of rules since [the children's dad] left us. So I used to have a chart, but I think they're getting a bit too old for it now, so it was like 'put your shoes away, put us coats on, let's get washed' and every time I used to let them put a star on it. And we go into a routine. And then when it were bedtime I used to have to sit on the stairs and then make my way downstairs. But now it's got a lot better now, we're into a routine.

Q That's good isn't it.

A But this week it's just going to be totally different.

Q And have you used the technology type play as a reward, or indeed a punishment, apart from what you've just said?

A When they have time out....if they've been really, really naughty I won't let them have their iPad and I won't let them have the TV. I'll send them to bed and they'll sit in their bedroom. I used to put them on the bottom of the step but then they used to run in and out, and I think it's better if they're in their bedroom and then they know that they can't have it.

Q Right, so they're in the room but there's no tech up there.

A No I'll unplug....it's a bit nasty really, I'll unplug the TV and...

Q Oh OK because I was going to say there's TV in the room isn't there?

A Yeah, I'll unplug it and she knows she's not allowed near, she'll get electrocuted if she goes near. So yeah I won't let them have it. Or if it's really, really late I won't let them have the technology, I just tell them to go to bed.

Q OK, so this is questions about your perception of technology and any concerns that you have, and again we've touched on a lot of these. How important do you think technologies are for children, not just the devices but the apps and stuff that come with them, or indeed TV, iPads, Playstation, thinking of all those how important are they?

A They are really important because when they haven't got them sometimes they get bored really easy. There's only so much you can really do, boardgames and things like that,

and drawing. They like their technology. We never used to have technology. Well we did have technology but not as it is...

Q We had telly and things didn't we?

A Yeah but not as it is now.

Q And you've mentioned earlier how much you value the educational benefits of technology. So again would you see that as being technology as giving extra additional sort of benefits to them from an educational angle?

A Yeah helping them with their spelling definitely and with their maths, all the education, the colours, everything yeah.

Q Do you think technologies help them to play, or play in a better or worse way?

A Technology has took over really I think. But...

Q Do they still play without technologies though sometimes?

A They do yeah.

Q You talked about football and stuff like that you know.

A Yeah they love football, and like drawing and things like that. But yeah when I've took the iPads off them, or technology, they get bored really easy.

Q So do you think it's a sort of essential part of family life to have some sort of technologies available to them?

A Yeah. Yeah they need technology. Because I'm on Facebook a lot.

Q I was going to say, new technology is sort of important for you as well.

A Yeah, because I get in touch with family and....I just be nosey. But yeah, like when you lose it for like a few days or something, you know the difference. She starts to get mardy our Anna if I take it off her.

Q And yet you said when they do have it it's almost like too much and then sort of perhaps the pendulum swings too far in the opposite direction.

A And then a few weeks ago we had...well no it was only last week, we had a power cut.

Q Oh that's interesting, so what happened then?

A Oh! It were boring.

Q And you were all bored? Including you perhaps?



A Yeah. We couldn't even do anything because it was dark as well, everything just went. We'd got no lights, we had to have candles. And our Anna just kept saying 'is this what it was like in the olden days?' and I said 'now you understand don't you'. But yeah.

Q And do you have any concerns about all these technologies in the home sort of more generally, do you think there's anything we haven't touched on perhaps so far?

A No I think we've covered everything. It's like you have to be careful what they're watching and make sure you've got that parental guidance thing on it.

Q Yes I was going to ask you, do you think that – just in a general way – do you feel like you'd like some guidance on issues relating to data privacy or safety in relationship to your children being online and things?

A We look at all that when it comes up, I always read like Terms and Conditions and stuff, I just won't go straight into it, I have to have a look first.

Q Right. Is this on apps and things do you mean?

A On apps, on everything really. When it says look at some....because you don't know if you're paying for it do you?

Q Yeah that's true, so reading the fine print of a lot of things.

A Yeah. And it's right tiny as well. But yeah I have to have a look first and sometimes I will Google it to make sure it is safe.

C Look what I did. A light switch.

Q Oh lovely, that's marvellous, talking of electricity and power cuts, a light switch is very appropriate.

A There were a lady down the road she's got a newborn baby. And we had a power cut, her baby was upstairs and she come screaming up the road and she went 'has anybody got a torch, a light'. She couldn't get to her baby because it was that dark, everything was just pitch black.

Q Gosh how awful, that must have been quite scary.

A And iPads, they used iPads, torches.

Q Yeah exactly, and phones and things.

A And I took the kids' round and she was like 'thank you'. And I just thought. She'd not even got a phone or anything.

Q Makes you realise how much we rely on it all doesn't it?

A But yeah she managed to get the baby and bring it down. And then we gave her some candles. But they're not even safe, candles, are they?

Q No that's right.

A I need to buy a torch really, because I've never had a power cut – touch wood that was the first power cut.

Q They're not that common are they, no, and yet it can make a big difference. Marina I think I've done all my questioning of you, thank you so much for your patience. I just wanted to mention on the survey that you did and there was something I just wanted to clarify with you because I think maybe it's got reversed. So it was this question, and unfortunately the headings got to be on one page and then the things on the next page.

A Right, yeah.

Q So the first question was, play is essential for children's learning and development. And you had to rate them from Strongly Disagree to Strongly Agree. And because it was on there it says that....I just wanted to check, it may be right, but do you Strongly Disagree that play is essential for children's learning and development?

A No I agree.

Q You Strongly Agree?

A Yeah. I've done it wrong haven't I?

Q So all these ones are actually Strongly Disagrees but they're meant to be Strongly Agrees. Do you want to just check on that?

A Yeah because I thought that was....

Q It was that one, Disagree, and that one was Agree.

A Yeah.

Q I thought it was probably that but obviously I didn't want to put the words in your mouth in case you felt that.

A No. Because I thought that were Agree and that were Disagree.

Q That's fine. This is the sort of neither one way or the other one, and this one you meant Disagree, I know who my child is playing with online all of the time. Or you agree?

A No I'm always checking to see who she's online with.

Q Oh OK so you Agree with that one as well.

A Yeah, because you don't know do you.

Q No exactly, no you've said that you're always checking.

A Yeah, that I'm always checking. Because you could click on something. Like our Anna, some of her friends are on Facebook and I'm like 'you're not even old enough'.

Q No that's right. Well may I finally get some input from you, we'd like to make you a photo book and we've put about 60 photos which you can buzz through quite quickly. And we wondered if you could choose the photos that you would like that sort of tell us something about the way that you feel that technology and play sort of mean something to you and your family about the way technology and play happens with you. And I've just got them and I can just flick through them. And what we'd really like.....we wondered if you could sort of comment on the ones that you picked and tell us a bit about why that means something to you, is it something you do a lot, or whether or not they mean something. So we also just included a couple of ourselves because we thought you might...so I just found these really nice pictures of Beth. And so if you'd like to ??? today. So would you ???

A That's ???

Q Oh there's three like that, so one of those, yeah lovely.

A Oh this was when she was watching X Factor isn't it?

Q That's right yeah. So do you want to just sort of call out ones particularly and I'll just sort of make a quick note here. So there's several of the X Factor ones.

A That's the robot that he got for his birthday, so I like that one.

Q Any of the X Factor ones? Are you less bothered about that? It's fine there's quite....you need to choose about 10 out of 60 so you can be picky.

A Right OK.

Q Do you want to see them all and then go back?

A Yeah.

Q I think that would make sense wouldn't it. She's in the wardrobe here.

C ??? made a video upstairs.

Q Oh did you. We're looking at photos and I wondered if you'd like to pick some with us. I'm just going to flick through them first.

A Oh...I like that one.

Q Do you, there's several of these, yeah.

C Ready?

Q OK, let me have a listen.

C What just happened?

Q Do you want to press on the Play.

C We'll have it loud.

*Plays video*

Q Oh that's lovely. Oh. You've got a pop star in the making here I think. Do you want to come and have a look at these and see which ones you'd like us to print off for you?

C OK.

Q We're just going to look through them first and then we're going to choose 10. So we'll just flick through them, there's ever so many.

*Pause in speaking, video playing*

Q Do you know what this next bit is, look. Do you remember this from last week? This is a whole sequence of these, we could put them altogether if you want to. Do you remember the whale trick?

C Yeah.

Q That's it. So those are all of them. Maybe there's not 10 you even like out of all those I don't know, I know they're a bit of a mixed bag. We definitely thought you'd like that one, one of those in there.

A The first one yeah.

Q The first one of Beth, OK, Beth 1.

A Do you want that one, X Factor, that one?

C Yeah.

A We like watching X Factor don't we?

C Yeah.

Q The first one, that one there?

A And John with his robot.

Q OK, so that's P016 robot.

A I like that one.

Q So John on the stairs. You can have as many as you like. She's in the cupboard there.

C Get some music.

A I like that one.

Q You like this one, the cuddly onesie.

C Yeah I like this one.

A It's a onesie day.

Q Yes I noticed you referred to that in one of the interviews, I was thinking. That one with the hamster?

A Yeah.

Q There's several of those, so there's 4 I think of those, or you can have all four.

A What about the second one, yeah?

Q So that's the first one. The second one, that one?

A Yeah.

Q Lovely. So tell me a bit of what you like about the hamster, the second one.

A Because she's Googling to find out about hamsters. She does that a lot. Looking for pictures on hamsters.

Q Yeah, so that's three. Sorry I should have asked you about the other ones, I'll come back to those.

A That's the rollercoaster.

Q Roller coaster one yeah, shall we have that?

A Yeah, they do that all the time.

Q Shall we make that one of the ones as well, they do that all the time. So it's roller coaster.

A They sit at the front and I sit at the back. Leave the hamster.

*Video playing loudly*

Q Some of John and ??? dancing, or ???

A I like that.

Q Oh OK the two of them together. So what do you like about that one particularly?

A So they're both playing together on the Sega Megadrive, so they're taking it in terms. They were both playing Sonic that day, I remember that. Yeah. That's when...you can play two players on that one, but on that other game that we're coming to next, only one player.

Q Is that the Golden Axe one?

A Yeah, so ??? And this is all about Ryan what she'd said ???

Q Do you want this one at all or....???

A He's got the camcorder.

Q Yes that's right, let's write that down.

A He looked at it didn't he? He wanted to know everything about it.

Q Yeah, well to say he'd never encountered that before. ??? 44, 53. So these have all got ???

A I like that one.

Q 56.

A John with his camcorder. You doing your ???

Q Sorry just tell me which ones, I'm not quite sure.

A That's the ???

Q The Fortnite, yeah.

A The one with the ??? quad.

Q ??? quad. Tell me about that, what you like about that one particularly.

A He looks ??? he loves his ???

Q Yes, so it says a bit about his passion ??? at the moment, yeah.

A That looks like ??? She were showing me stuff there weren't she?

Q That one?

A She's dancing there. Showing you her moves.

C Mum you like this song, I know you like to sing it. Mum this is your ??? song. I might take you off at same time.

A That's when you were telling him everything about on the computer and ??? and camcorder.

Q Yeah. I felt he was ??? so he was really engaging with it and he was listening and he was coming closer and closer and, yeah that was a great discussion, he was very focused. I hope we're recording all this!

A That's his Power Ranger ???

Q Oh is it, oh 766 is his Power Ranger. Oh that's really interesting.

A Oh that's really good.

Q What is that?

A They're dancing.

C My hair is messy.

Q ??? dancing yeah, I thought it showed you're in action mode there.

A Ah, look at that ???

Q We can put all these together if you'd like us to. This was this trick that she was doing last time, you probably remember it, yeah.

A Yeah.

Q Shall we go for that one as well, the whale trick?

A Yeah, that's fine that.

Q I'll just get on to the start, I forgot to ask you. So Beth I get The Greatest Showman, oh well we're talking about Greatest Showman, this is Britain's Got Talent isn't it on there.

A Yeah. They love watching that, they watch it every Saturday, every Sunday.

Q Yeah. So does that have positive associations for you of sort of family play again would you say?

A Yeah that's our family time, yeah. Sometimes we're singers, sometimes we're dancers.

Q And you like the robot one particularly. Is there any particular reason for choosing that one, or does it symbolise anything for you in ???

A It was his birthday and he showed us how to use it because we didn't even know how to use it. He picked it up and he started moving everything.

Q Really? Oh my gosh.

A Yeah, it was right....yeah. Yeah. And then that one before with my mum, that's their time together. She has time with John and Anna. And he listens to my mum as well a lot ??? So she put some new apps on and things. But yeah that's what they do every weekend ???

Q Is that John on the stairs?

A Yeah, that's when he likes his own time, he wants to be on his own. And he sits on the step and he'll just sit there. He doesn't want anybody to be around him. But I will go and check on him and things like that. And he usually takes his chocolates ??? When he wants peace and quiet and he just wants to be on his own, he'll just go off on to the stairs or into his bedroom, and that's his little like, his little zone.

That's Anna when she hides in the cupboard when she doesn't want anyone to see what she's up to. ??? have it, she likes hiding in the cupboard. When we play hide and seek I pretend that they're not there but I know where they are, and they're always in a cupboard.

Q And then this is one of the ones I think, and then we've pretty much caught up haven't we? Just tell me what you like about that one.

A It's a onesie day and she's just chilling on the carpet, and just looking at ??? That reminds me of Sundays that, because that's the sort of thing we do on Sundays.

Q On Sundays, yeah. Marina thank you so much, I think we've got through it. I'll just ask you one final question. Do you think we've had an impact on you in this project?

A I've loved it. I'm going to miss having that talk.

Q Well likewise, it's been an absolute honour to be included with so much of your family, thank you.

A And I've told [executive headteacher] as well and everybody at school.