

Q = Main interviewer (Cath)

Q2 = Second interviewer (Beth)

A = Mum (Halima)

C = Child 1 (Ahmad, boy, 14 years)

D = Child 2 (Samir, boy, 12 years)

E = Child 3 (Hanif, boy, 8 going on 9)

F = Child 4 (Kamal, boy 2)

Q I'd like to start this last visit by just going over some of the questions again, there was a couple that I was quite interested in. I just wondered what you thought a value of play was for Hanif particularly and his life.

A From his perspective or from mine?

Q From both, really.

A From his perspective is to generally enjoy himself and engage by means of communication with his friends. So, when he's seen his friends he'll say, I've done this and I've done that. His social interaction revolves around play, and they compare what they've done, what they haven't done and what stages they are at whatever particular game they're so at. So, it's quite important in that regard, he [unclear], whether it's technology or hands on, he's the type that will throw himself in, which is quite good.

From my perspective, specifically for him it's good for his mental development in terms of he's enjoying it, he's getting time off from school and running around and it's time for him to learn through play.

Q When you said about it being a social thing, do you find that he and his friends are usually playing the same game?

A Yes. So, he's mostly influenced by what his friends are playing, so if his friends are playing a certain game he'd want to play it, he'd want to test it out and I think that's how conversations are sparked. I got this and I'm better than you or you got this and it's almost like comparing. Also telling each other what other features or new features there is. If he was going to go his cousins house, they would go and play with the tech, if they're allowed to play the PlayStation they'll play, if they're not allowed to play with the PlayStation the next thing would be to watch TV.

If they're not allowed to watch TV or play PlayStation then it'll be creative play, whether it's playing hide and seek, whether it's playing table football, just generally making games up to entertain themselves.

Q I think you said before that he's quite a creative person. I think you talked about things like making things and maybe getting that information from his imagination or from YouTube and things like that. What do you think is the value of creativity for him?

A For him, it gives him a sense of achievement, that he's created something, he would be proud of it, he'd come and talk and describe what he's done and the stages that

he went through. He would actually say where he went wrong and how overcame that particular error or whatever it is. Or sometimes even if hasn't created something, but he likes it, he says, I did it, and I'll ask him more questions and the he'll just laugh and say, I was just lying, it's not me, I'd like to make something like this.

Q Can you think of a particular example of something that he's made?

A [Unclear].

Q Thinking about creativity, can you give any examples of when he has used YouTube in his play or anything like that? Or any kind of apps or anything like that, which you use?

A Most of the trends that have gone through, whether it's Bottle Flips, do you know what a Bottle Flip is?

Q Yes, did you do that?

A Yes, he still does is sometimes. Bottle Flip, The Floor is Lava, he does words that aren't generally British, but I can't think of it now.

Q Right, like [overtalking].

A Like the slang of America, he'll use that. Most of the things that they like to watch is pranking. So, he'll be like, no, it's a prank and try to imitate that, but it doesn't always go well.

Q Can you give any examples of where he's done any kinds of pranking? Because I think one time you were telling me about when [unclear] a false alarm prank, he was playing on the bunk beds, I think you told me about that one time.

A I can't quite remember. He'll try and say something [unclear] to see what my reaction would be, I'm only joking, it's a prank kind of thing. An imitation, but not really a prank. That's about it. If I think of something it will probably come to me later and I'll tell you.

Q Still on the theme of creativity, what kind of devices or toys do you think in your view promote creativity and what might limit it?

A I think toys like Lego, Playdough, things that they can probably do outside where they're collecting items and create something. It's involving hands, imagination, problem-solving. So, for example, if one particular item, like a sticker whatever that they were using breaks or snaps, it's like, it's okay, we've got this, we'll compensate it. That's all good, I see the benefit of that, because it's exploring interests, it's exploring different textures, it's hands on, it's engaging.

There's lots of communication especially if he's playing with his friends, there has to be communication in order for them to figure out whatever they're making or whatever they're doing. But with technology, even though it enables them to be creative, but everything's is there for you to select. So, you could be making something but everything's in front of you, all you're doing it selecting it and assembling it and you've probably seen somebody do it before.

And there's loads of things where you've got people playing FIFA or playing

whatever game it is and they'll give you the shortcuts on how to progress to the highest level.

Q So, this is like on YouTube videos and thing like that?

A On YouTube videos, yes. To me that's not really creativity, that's just a shortcut.

Q Does he ever use technology when he's outdoors in outdoor spaces? Have you ever seen or have you got examples of him using technology [overtalking]?

A Technology drones, remote control cars [overtalking].

Q Can you tell me about the drones at all?

A The remote-control cars, it's hands on, he's navigating the car to wherever it goes, if there's a small brick or a small something he would have to go and adjust it and do what he needs to the tyres or to move the thing that's in the way. Select the right surface so the car doesn't break, so there's a lot of thinking and a lot of planning. I'm not going to play near the water it might go into the water or a car will come and that's it, it's gone.

I'm not going to play in this particular muddy space because it's going to get dirty. Or there's lots of uphill's or the surface isn't that great, so it's not going to allow the car to go as fast. So, there is lots of thinking in that respect and I like that. Robots, he was playing with robots where he's controlling the robot to go left or right.

So, he'll initially test the thing out, test all the options available and once he knows what it is he'll happily control it with ease, but you can see his eyes light up when he's doing that. So, he's fully engaged, he likes it, it's just somebody being consumed completely.

Q Has he ever played with internet enabled toys, those you can connect online, things like, Furby's or some robotics which connect online, anything like that?

A No, we haven't done that. We've had remote control cars that would Hoover up the wall and the ceiling, so it's almost like a Hoover, it sucks onto the wall and then it sucks up as you control it to go up and down.

Q I've not seen those.

A Yes, they're quite good. We had that a couple of years ago and then we went to London, you go to Harrods, you just go window shopping and window shopping only, and something that you buy for £30 not 300. It's like, Mum can we have that, I went, no, you have that, no way. Because they're quite fragile these toys, they break quite easily and the best way to play with it is probably at Meadowhall, which we did take them once and we sneakily got them to do it on Argos's window.

And it's easier to suck up rather than the walls, which goes all the way up, they liked it, they played there for a while. That's about it, nothing that has the internet to connect to, apart from that thing there, that [unclear] three piece.

Q Yes, you've got a new Google, is that a Google Home is it called?

A Google Pro, I don't know what it is.

Q Can I just ask why you decided to get that? Because you didn't have one on my last visit.

A We didn't have one, because when you asked me it was like, what are those? And then I was naughty, I was a naughty parent, they begged me not to go to school on Black Friday. And on account of trying really, really hard at school and getting good results and everything was going quite well and there was a part of me that was yes, he likes to go for the environmental [unclear], he likes the environment.

Mainly because the television was meant to be for them, so I wanted them to have a say in what they were buying, because originally we were going to buy an LG. And I was like, this is the budget that we've got, I don't want something too cheap or something too expensive, we want something that would preferably last the same amount as this TV has. So, it was important for them to have an equal say because they're the ones that are going to be using it not my husband and myself.

Q So, that's a smart TV is it?

A A smart TV, yes. He just goes for packaging, where as with them, they will ask sensible questions about the colour or whatever other gadgets that they think is important.

Q How much do you think they know about the specs of technology?

A I think they're better than me. And when they were talking to the sales person, I allowed them just to be in charge of all the questions that they wanted to ask. So, originally we wanted an LG, but with the negotiations between my eldest and the sales person we upgraded by £50 more and got a Samsung. Which according to my son and the guy is much better in terms of [unclear] the light and whatever, which it has. I forgot what you question was.

Q About the Google.

A Why did we buy it, I told you I side track and then I don't know what I'm saying. And then my son rang me, because at that point, I needed to go and teach and I just left him with his uncle, because his uncle has a big van, it was one of those nine-seater, so it was ideal. He was buying a TV and we were buying TV, that he would get it for us. He rang and said, Mum, there's this Google thing and it's 30 and it's gone down to 10, can we please, please, please get it and I was feeling generous that day, so it was, you should buy it.

Q Why do you think they wanted it?

A It's cool, it's just an extra gadget. Again, talking to their friends about it, the features that it's got. I think with technology, it is good and you can use it and it has its purpose, especially to children, there's a lot of social interaction, in terms of I've got this and you've got this and this is a feature. This happened and this happened, because two days afterwards he was talking to his cousin about it.

Q Is that Hanif talking to his cousin?

A And they were talking to his friends and it did spark a lot of conversation in terms of which preference did you get? Did you get the male talk or the woman talking? And I asked her this question and she was quite good and stuff like that.

Q Which voice have they gone for?

A They went for the woman, the man was really creepy.

Q Was he?

A Yes, it was too creepy, it was too deep. We all agreed, he set it up, he got my phone and did everything.

Q Is that Ahmad?

A Ahmad, is like you need to look through the manual and I think he'd already seen reviews about, but he knew exactly what to do. Got in charge of my phone, did everything and then gave us the option of male or female, and we all agreed that the female was less intimidating than the man.

Q Earlier on you were saying they were playing with it, what have kinds of things have the boys been doing?

A I think they sometimes forget that it's artificial intelligence and it's a robot that they're talking to, it's like, Hey, Google, just shut up now.

Q What does Google say to that?

A Google, you don't know anything, I know I'm learning, I've got my team helping me to get better. The gadget knows how to respond to things that people might say, that whoever created it knew would be said to it, kind of. They've asked it play music, he's asked it to put multiple alarms and I have said that if it wakes me up in the middle of the night I'll throw it outside.

Which were later cancelled, because Google, play an alarm for 4:30 and at 15:00, and at 18:00 and that day it was in my room and being woken up several times by a machine made me give him the ultimatum. You either cancel whatever you need to do, at that time I wasn't confident with using it, or it goes straight out of the window as soon as it talks to me. And that would be something that they'd get from YouTube pranks.

Setting up loud alarm clocks, where friends have put alarm clocks next to a person who's sleeping, setting off almost a firework display outside his door, it's like a bomb or an invasion and scaring whoever's sleeping. So, if that was going to happen to me that this is a boundary that I would not accept, we're not going to go there.

Q So, is that why it's not in the living room?

A No, we actually brought it down just in case he needed to demonstrate anything for you. It's mostly in his room.

Q In whose room?

A Ahmad's room. And I think one the reasons is he'll ask it questions for homework, he'll ask it to play music, but whatever he asks, I've got the [unclear] on.

Q That's interesting.

A For example, if he were to ask about a particular person, WikiLinks would come

up and say whatever he's looking [unclear].

Q What kind of jokes have they asked you from it?

A Google tell me a joke and he'd say what's the hottest place in a room?

Q I don't know.

A The corner.

Q Why?

A Because it's 90 degrees.

Q That's actually not that bad.

A It's not that bad, I was like, yes, that's funny.

Q That's actually quite good, I quite like that joke.

A And it's something that he went and told his cousin, because his cousins got that thing, he'll say, yes, I already know that one, I've already asked it a joke. So, it does spark conversation.

Q So, they share jokes.

A What kind of skills or knowledge Hanif specifically has developed through play with technology? What kind of things does he do most with tech?

Q Mostly navigation. The game one of the things that they got me into was freeing up a car in traffic, it's a strategic game where you're putting cars in different places to allow the flow of traffic to go, so strategic games.

A Is that a phone game?

Q That is a phone game, yes.

A That I play secretly and they're like, Mum, you're addicted now. And I'm like, yes, it's your fault. He plays FIFA.

Q He seems really knowledgeable about FIFA.

A He is, one of the things that I like about the football is that it's something that they play in real life and it tells them the timings, like the 24-hour clocks. So, he's starting to get it, his brothers got it earlier, they got in probably Year 2 or 3, they were already aware of the 24-hour clock, of 16 hours, 18 hours, they'd get it straight away, he's getting his [unclear] now.

So, that's something that although they do it at school, it's taught in a formal way where you've got a paper, it's converted and never using it again and it's lost. Where with football and FIFA, they've got the 15 hours or whatever the game is and it's there for 90 minutes, how long is 90 minutes? There's lots of talk and he'd sit down, if someone's playing, I still don't know the offside rule, he would say, that's offside.

And then you open a [unclear] and he's quite knowledgeable, if you look at the TV, each player's got a number and the one with the highest number is 86. Like the best

player coming on, his defence, his strike rate or whatever his ability is, they go over it, I don't know. And then they create their own football game, and they go, Mum look at my squad and I'm like, yes, that's really good, you've got, and I might recognise one or two and just pretend I know what I'm saying.

Q So, you can assemble your own side and that involves knowing numbers and?

A Yes.

Q Does he ever use laptops or anything like that?

A He does, we've got an iMac upstairs, but the only thing that he would use it for is for homework, not homework, YouTube.

Q We were talking about what skills and knowledge you think Hanif's developed through play?

A Through play?

Q Yes, with technology.

A Strategic, social, creative, communication. In terms of sometimes with FIFA, there are better players where if he's playing really better against somebody the other person can forfeit. Or sometimes he'd forfeit and I don't know, in a way it's probably giving him coping strategies.

Q Do you think there's an emotional aspect to it then when you say, coping strategies?

A I think there is, because when you're playing and other people are watching you, especially your brothers, for example, they would comment on his strategies. His brothers would go, you're so rubbish and you should've done this or you should've done that. No, no, no it's because Mummy moved in the way, she's the one that disturbed me or no, I shouldn't have done this.

So, even though you're playing or you're enjoying it, if someone's watching you, the person behind you that's not under the pressure will always have something to say. It can either sometimes be positive or it can sometimes be negative and then again, that's something that I think is good because it's teaching him a bit of resilience, that you play and sometimes you win and sometimes you lose.

Q Do you ever play FIFA with [overtalking]?

A I did a long time ago and they want me to play, but [overtalking].

Q What kind of technology or medium might you share with Hanif?

A The car game, because I quite like it. FIFA, I know if I play FIFA because I'm not good, I'm going to be wiped out literally. And if I play with one I would have to play with all of them, they would all want to challenge me to play, and although I enjoy playing football in real life, I don't think I'm going to be playing football as a game. And I think I'm also stopping myself from wanting to like it.

Q Why is that do you think?

A I don't know, I see if for an adult to be playing it's a time waster.



Q Are there any kind of devices you have that he might ask to play on?

A My phone.

Q What does he do on your phone?

A He'll play FIFA.

Q Is this when you're out of the house?

A For example, if I'm driving and if my phone's already open he'll take it without asking. If we're out and everybody's got their gadgets and he feels that he's excluded he'll come and beg me to use my phone. Sometimes I'd give it to him, sometimes I won't, depending on the situation.

Q Does he have his own phone?

A He does. He owns a phone, but where it is or whether it's still alive that's a mystery.

Q How long has it been disappeared for?

A He's never had it, he's probably had it for half an hour. No, he's too young to have a phone. It's not a phone, a phone is something that you would use to call and do the things that you would do with a phone. A phone to him is just another handheld gadget [overtalking], he'd be using it during the night, he'd be using it when, I don't know.

The reason I don't give it to him is because, it's the control aspect, not that I want to control and manipulate everything that he does, but I don't think he's got the knowledge or the ability to use it wisely and balance everything proportionately. Because if I don't have a ban or anything, for example, if there's no restrictions, he'd happily wake up five o'clock or six o'clock to play or watch TV. And he'd be asleep at 10:00, but he'd wake up, to me that's not healthy.

Q Has that happened in the past?

A Yes, it's happened recently as well, where I've said, if you wake up for FIFA that's when I will start hiding things and start putting on a really, really big restriction on you. So, because he's got it at the back of his head that he can do this, his sleep is interrupted. In that respect he's not healthy, you need to balance sleep and eating and playing and everything else proportionately to have a good wellbeing. Am I making sense?

Q Yes, you are. What kind of tech play or technology or general games would he get bored of more quickly do you think? Is there anything that he would get tired of more quickly maybe?

A I think Minecraft. I've tried it, but personally it didn't give me any satisfaction trying to build things, I don't know how people can like it from that perspective. Okay, it's good, you're creating, I get all that, but it's so time consuming. He's probably like me, I like the rush, the satisfaction of something I'm playing, I'm seeing everything. Not the slow process of making something, especially watching the screen.

Like, Lego, understandable, you're connecting, it's good, you're not straining your



eyes, but to be sat in front of a computer or a screen for hours and hours and hours trying to make something, I don't see that as beneficial.

Q What would you say you can tell that he enjoys the most?

A He's consumed by television, he'll happily watch TV and I don't know what I'm going to do when we have the smart TV, because that opens a lot of choices and opportunities. I think when he's playing he's happy and if he plays for a long time that's when I think after that happiness or that vibe that he's in is taken away, he's almost bored instantly, grumpy.

Depending on how much screen time he's got, there's always confrontation afterwards. This is why I restrict usually on a school day, they come home and if I'm trying to get their food ready, they would have one game each, and each game is about six minutes.

Q This is FIFA?

A This is FIFA. So, they have 12 minutes maximum each and then it will go off, anything that's above it becomes into arguments. Like, you played more, you didn't play more, you can't do this, you can't do that. And it's just too much of a headache for myself and for them.

Q I've noticed when one of them is playing quite often the others will watch.

A They'll watch, yes, and do lots of commentary and tell them what to do and not do. So, even though he's playing for ten minutes or six minutes, in total he's probably played 24 because he's so engaged in what his brother's doing at the same time.

Q What kind of control do you have over your children's play now do you feel? Are you still in a position do you think to initiate play and games and what do you suggest that they do? Or you do as a family?

A I'm the time restricter, all right, you're allowed to play and you're playing for this amount of time. Not all the time they would play together, even though they've got more than one handset, they would rather play on their own than play with each other. I just do the restrictions. When we do play, if it's cards or if it's Uno, it's something I'm actively involved and I'd sometimes play the referee guy and see that everything's played out fairly.

And even with this, if someone's taking more time they'll call me, he's hogging the game, he's not allowing us to play, it's not fair he's already played. And if it's too much fighting it goes off and then they start to be friends all of a sudden and they're all best friends and they've resolved their problem straight away.

Q Who's making the rules at the moment?

A Me.

Q Do they take any part in making the rules? Does Hanif take any part in making the rules about technology or about its use or restriction?

A Restriction is me. Use is them in terms of what they want to play, because they've got a few old FIFA CDs that they can play with, they've got [overtalking].

- Q Have you got some older tech as well?
- A Yes, the PlayStation 3 when we got the upgrade I just gave it to somebody with all its CDs. We did send one to his cousins abroad and my friend, she had an upgrade to PlayStation 4, she gave me PlayStation 3 and says, do you know anybody? And I gave it to a friend.
- Q About his technology experiences outside of the home, has he ever used anything like virtual reality or anything like that that you're aware of?
- A Yes, he's probably played something with his cousin, what it was I'm not sure.
- Q Can we ask him?
- A Yes. Hanif?
- E Yes.
- A What was [unclear] virtual reality game?
- E What?
- A [Unclear] virtual reality game, what was it?
- E You have to buy them.
- A Yes, what was it? What is it, what is it called?
- E Virtual reality things.
- Q Do you want to tell us in a minute when you're finished your game?
- E Yes.
- Q Okay, that sounds like a really good idea, so we'll do that.
- E You almost made him score now.
- A Any time someone scores or almost scores it's my fault.
- Q That will be my fault in this case, I'll take the blame for that one.
- A It's [unclear] and then we'd have discussions why you found the negative and blah, blah, blah, but we'll play again. Like, you should've done that, you should've done this, it's a lot of pressure to win a game.
- Q [Unclear].
- A He'll play with them FIFA, he'll play with them Street Fighter, he will play with the games on his phone and introduce them to games. He's more of a gamer than I am, because he uses his phone more, he's a phone addict, I try to be more conscious of my phone usage. I don't think he feels that much guilt in comparison to me, I think I feel a way more guilty.
- Q So, when they're Skyping or talking online to their Dad, do they ever talk about the games that they're playing?
- A Yes, on FaceTime they switch the camera facing the other side, they'll show him their ultimate team and that's really important to them, it's like, we've got this and

we've got that.

Q Right, so they'll turn the FaceTime towards the FIFA game.

A To FIFA to hell [tell?] him, this is our ultimate team, isn't it great? We've got so and so and so and so and so and so. The father, I think I've won him over to have the same mentality as me, that too much gaming isn't good for you. Before he was like, no, no let them play, let them enjoy themselves, blah, blah, blah.

Q Did he grow up playing games?

A No, I don't think he had any games growing up, but he used to save his money and go to a playing arcade and then put the money in the machines to play games. And he'd play once a week, twice a week growing up, and then I think he did have games in his teenage years, he probably did have some sort of system, but growing up at their age it was restricted to once a week. Where he was brought up, everything's tested, like you can't move to Year 3 or Year 4 unless you pass and you qualify to be in there, so everything was exams.

You go to school, you come back, you do your homework, you sleep, you go back to school and repeat and then there's exams, do the exams, it was like that. There wasn't a lot of scope to play, but his brother who is ten years younger than him, has always had a console. So, they did eventually have some, I think gaming wasn't widespread in each and everyone's household, if you know what I mean?

Q Yes. Can I ask where he grew up?

A He grew up in Kuwait.

Q When he comes home, what [overtalking].

A I'm the villain when he comes home.

Q About the technology?

A Yes, it's like, no, they've got homework and he's like, no, let's watch a movie, no, let's do this, no, let's do that. And it's like, listen to Baba, Baba knows best. So, yes, I'm the villain in that respect.

Q So, they like playing with their Dad and playing games with their Dad?

A Yes, even the neighbours know when he's here. He's like a big kid, he plays quite a lot with them.

Q Do you discuss rules with him over FaceTime?

A No, he's quite extreme, so he'll play with them when he's here and everything, but your studying comes first, you listen to your Mum, respect and you don't respect take it off them. If you want, break it, do what you need to do, to that extreme. Let them play, but it shouldn't consume them.

Q Just quickly again on the subject of rules, when there are rules regarding tech in the home, do they apply to all the boys, probably apart from Kamal, but do they apply to the boys equally? Or do they all have their own?

A I have in the past banned one particular person, but a one personal ban doesn't

always go well. If I were to go upstairs and have a bath, he'd convince them to let him play, so there isn't always a ban, ban. So, when they have their tantrums, it would be all of them, it would be two against one or one of them is disputing how much one particular person has.

And if they can't do it in a manner where they're talking and they're barking at each other I would intervene and say if I tried to intervene and resolve the problem and it's resolved, fantastic. But if it gets too heated up, all I say is, that's it, we're going to have a ban, we need to calm down, we need to detox. And then it's no, no, no, it's okay and then they'll try and resolve it so it doesn't get to that stage.

Q So, it can actually work as an incentive to [overtalking].

A To get along. Or if they start to get aggressive they would remind each other that we're going to get a ban, you need to calm down.

Q Can you think of any times when you have stopped Hanif playing with technology?

A I try and limit it.

Q The ban.

A The ban is [overtalking].

E When I've done something bad.

A When you've done something bad or when you've all had a ban and I just disconnected the PlayStation and gave it to a friend and he was banned for a good month.

Q For a month?

A For a month, yes. When I say, for a month, it seems like all drastic and bad, but they were actually playing it at their cousin's house two to three times a week, so it wasn't a complete ban, ban, but they just couldn't play in the house. Because it was something that I couldn't police outside.

Q Do you think that their use of technology affects their life positively or negatively in the way of family life? Does it every interfere with family life? Does it help family life?

A It helps. Like, if there's a big gathering and the kids are running around, you kind of numb them with the PlayStation. So, there isn't kids running and destroying everything.

Q What kind of gatherings would that happen at?

A If we're invited for dinner at my brother's house or if we're visiting my mum, because it's a big family, my sister would bring her iPad, two or three iPads, I give them my phone. They'd happily watch a movie together if there's only one iPad or they'd be playing against each other on the iPads. So, you've got the adults talking, you've got the kids engaged in a calm fashion, I kind of like it and I don't like it because it doesn't teach them a lot of social skills. What was the question? I'm diverting and I don't remember.

E What's your name again, I forgot it?

- A I don't know. That's something from YouTube.
- Q Is it? Is that from YouTube?
- A No, my brother just taught it me.
- Q You've learnt it from your brother, but he learned it from YouTube.
- A Or he's learnt it from somebody from YouTube.
- Q Do you have any worries or concerns about Hanif using technology or new technology at home? And what do you do about new tech at home?
- A My main concern is over consumption, just striking a balance where he can prioritise his time and not be consumed. My concern is the negative approach that goes with media, which is over consumption, which would lead to mental health problems in terms of anxiety and depression. Especially when it comes to social media when he grows a bit older, comparing lives and just seeing glimpse of people's lives being perfect and things and why isn't that for me?
- Again, that's probably when he grows, over sharing and putting things out there that might come to haunt him. I'd want him to be tech aware of its pros and cons and to be almost tech savvy to understand and be able to use it and get its benefits, but also to know that side to it as well.
- Q Do they still have a YouTube channel? There was a YouTube channel at one point, do you still have a YouTube channel?
- C No, we deleted all the videos.
- A Did you really?
- C Yes.
- A You didn't tell me, why?
- C Because it's embarrassing.
- A Is it embarrassing? Did you get bullied?
- C Yes.
- A Really?
- C Yes.
- A By who?
- C You.
- A By me? That's just sarcasm.
- C I was joking.
- A Did you actually delete it? I don't think you've deleted it.
- C No, I just deleted it all.
- A Did you?

- C Yes.
- A Ahmad is this part of you being sarcastic or are you telling the truth?
- C I'm telling the truth.
- A So, if I was to look up you you're not there anymore?
- C It will have my channel, but there're no videos.
- Q What sorts of things did you put on your channel?
- C Nothing.
- E I made a song.
- Q You made a song?
- E Yes.
- A I hope it's not [unclear] one.
- E Because the school hate us.
- A I know you didn't do it. No, you didn't, I know exactly who made it.
- E Who then?
- A [Unclear]. Next question.
- Q Just one last question in this section and then I've just got a couple more questions and then I think we've probably covered all the questions that we need to. Just about following on from concerns, would you like any advice or guidance on issues relating to data privacy or safety? Or where do you get that knowledge from if you decide that you do want to find advice?
- A School's quite good, his primary school is quite good, there's on the blog links to things that parents can do and can't do.
- Q Is this on the school website?
- A School website. And they assemblies, for me or for him?
- Q For you and for him, I suppose.
- A School website, I think the school does workshops or is planning to do workshops, it's something that I suggested for the school to do. I try and read and ask and I'm not completely tech knowledgeable, but I have the basics and if I wanted to learn something, I could easily learn it. I'd just call somebody and ask for guidance and get set easily. My sister bought a gadget that is £70 [overtalking].
- Q What does it do?
- A It enables and restricts the usage of the internet, so you can block devices and stuff like that. So, even if the kids were to use it after their bedtime or something. And my kids were keen for me not to know about it so I don't do it.
- Q Did they think that you might?

- A I might copy and get the same gadget that limits their internet usage.
- Q Have you got anything like that at the moment?
- A No, I know about another trick, and we're not thinking about it because I can do it without it, without the gadget. Yes, I can manage it without an aid, but I don't think my sister, I think I have slightly more knowledge on tech than she has and that's probably why she needs it.
- Q So, she might need it because she wouldn't be aware of what was out there?
- A She is aware, but with my kids, even though I'm a bit strict they know what restrictions are, maybe her kids don't.
- Q And they talk to you a lot about technology, this is something that I've noticed on the visits. They do share a lot about technology.
- A I try and ask lots of questions, I try and read an article, but the article may not give me all the knowledge and I will throw it out there and see what else I can find. And also see what else they're thinking and then if they need guidance or I need guidance, we help each other. In terms of technology, even learning something silly for me to do, it's not responsible for me to take them out of school. I think it's important if they're going to be the main consumers [overtalking].
- C Mum, can I have my phone, please.
- A Yes, I'll give it you [unclear].
- C I want to [unclear].
- A Where are you taking it? If you're taking it to Kamal you're be in serious trouble.
- C Yes, big time, I'm not allowed.
- A You're not allowed?
- C Yes.
- A Okay, I'll tell you exactly where it is. Actually, I probably won't because then I won't be able to hide it there again. I'll tell you, I'll find a different hiding place. Mummy's cupboard, where my book box is, it's hidden there. I've hidden gadgets in different places, I do set restrictions and I say you can't, but I know the temptation's there, they'll find it and use it.
- So, I hide it and then we'll play hide and seeks before, where I've left it in my scent cupboard, and I gave it to my son and he smelt it, you could smell it, it smelt quite nice. He didn't smell it because he wanted to smell his phone, but the smell was so powerful that the happily gave it to me again to hide only for him to take, because he knows. He goes, Mum, I'm a detective, the smell gave it away. And I'm like, yes, okay, that's fine, I'm not doing that again.
- Q That last few questions I'd like to ask you is about Lego. I think when we talked in the past about playing with Lego and Hanif's playing with Lego. If I remember rightly you said he didn't have that many Lego?
- A We did, we had them, he probably played with them when he was five and then he



stopped playing, so I just like to get rid of the things. We've got this for him.

Q The big Duplo.

A We've got the big ones, we've had them, they played, they got rid of it and stopped playing, so I just got rid of it.

Q What did he do when he played with Lego, Hanif?

A He was young, he was about five. So, it was mainly just constructing towers or small wheels, not as sophisticated as I've seen in people's windows, where they've created like, a big duck out of Lego. Nothing at that stage and I don't think they've got the time to do that, but somebody has and proudly showed it off on their windowsill and he's got a big duck and a big London Eye thing that they've constructed and it looks amazing.

Q Where was that?

A It's down at [place name], on our way to school.

Q So somebody makes Lego constructions and puts it in the window of their house?

A It's been there for a long time, they're very proud of that and it probably took them hours and hours to do. If they haven't bought it and they've made it, I'm very impressed. What was your question?

Q Does he own any Lego products?

A No. He has, I bought him a car, he made me buy a car and it was a Lego car, we go to places and we always have to buy a car. And you can buy one of these cars, small boxes of Lego and it's a small car that you can construct. Because he'd already ripped into the box I had to buy it, it was something that you couldn't put back at the end of the shopping. He played with it for a bit [overtalking].

Q Ahmad played with it?

A No, Hanif, but he's not the type that would look after his stuff and play, things go missing with him. Things go missing with him, he'll place them and he would have not idea where he's left them. And I don't think playing Lego's a top priority for him.

Q If he's got these?

A If he's got these. If we didn't have these and the Lego was there, he would play hours and hours, but because that's an option he's not going to do it.

Q But he's seen the Lego movies? Has he seen some of the Lego movies?

A Yes, we've seen it, I've watched it with them.

Q Is that at home or is that at the cinema?

A The first Lego movie that we watched was when we were in [unclear] in Kuwait. They've actually watched it several times, they quite liked it and it's being part of team, there's a song, I don't know, I can't remember. Thank God I can't remember, because I don't want it stuck in my head. Yes, and I think there's cartoon Lego, I

think there is.

Sometimes he watches them, but the only time that they jump on TV is on a Saturday morning, Saturday and Sunday. But with a smart phone, smart thing TV, they're probably going to try and jump a bit more on it. So, there's going to be lots of other ways of coping mechanisms for me to control it.

Q So, Lego is useful play?

A To me, yes.

Q Because of what you were saying earlier about construction?

A Construction. Coming out of it and still being okay up there and not violent or wanting to lash out or in a zombie state, that's what I find a lot of kids are.

Q On the theme of Lego, can you think of any kind of toys or products that you think, or something like Lego, which is a physical construction toy could develop that might appeal to young people in this very digital environment?

A I think there has to be a measure, because [unclear] would play, but it's not something that he would want to play every day with. So, with this, we put it away and he'd probably play it once a week and he'll probably play it for half an hour and get bored and not want to do it. And with Hanif, he used to when did have toys, he used to say to me I'll play if you tidy up other than that I don't want to play. And he had boxes of these that he'd take out, he used to play in his room and would only play if I was to tidy up myself, that's how lazy he is.

This is what I was talking about, and if they don't resolve it I'll intervene if not and it goes of and then they'll sort it. So, toys like this, he would play, but he would not run home to play with them. There's not that excitement and if his friends come, this is my Lego, he would not do that.

Q So, what kind of mood would he be in when he would be playing with his Lego?

A If there was a complete technology ban. Literally, this is the last resort or he'd get bored quite quick. I think there has to be an element of technology and building at the same time, combining the two. Challenges where a map would tell them to construct a certain model and get it scanned to an iPad or a mobile thing and then to earn points.

Q That sounds a cool idea, yes.

A Combining technology and play would actually engage people to play with toys. So, you've got the physical construction, they hand and eye co-ordination, the imagination, but also getting the buzz out of maybe doing. One activity that sets digitally and one activity that you need to do physically in order to progress to the challenges that the game might have.

Q That sounds really cool.

A From now I'm going to be a game developer.

Q Okay, thank you, I'm going to stop it there, thank you.