

Q = Main interviewer (Cath)

Q2 = Second interviewer (Beth)

A = Mum (Rosie)

B = Dad (Thomas)

C = Child 1 (Leo, 5 year old boy)

D = Child 2 (Alfie, 3 year old boy)

Trilingual family (English, Spanish, Turkish)

Q OK. Leo is going to tell me all about Pirate Plank.

C If you go there you lose. But if a syllable like that comes to you you can get two steps back so you are winning. So which people stays on the plank will win.

Q Ah right, so they're pirates and they're walking the plank?

C Yeah because they're trying to steal the captain's treasure.

Q They're trying to steal the captain's treasure? And what happens if they walk the plank?

C They'll be eaten by the baby sharks and that shark.

Q Are they sharks? I didn't realise they were sharks. Goodness me. And is that a dice? Do you have roll something? Or how do you decide....

C Yeah it's a dice, it's a dice.

Q OK. And who do you play this game with?

C I can't play any more because there's some missing pieces.

Q There's some missing pieces? Oh no.

C Yeah. That's missing, that cannon's missing.

Q Is it, the cannon's missing.

C And that stick is missing.

Q That stick's missing. Are you having a little ??? on this, oh Alfie sorry, you've fallen on my bag.

C And all the people is missing apart from the captain and the red man. But there's nothing missing off this. There's only one lava missing.

Q There's only one lava missing?

C Yeah.

Q And how do you win in that game with the lava dragon, the Lego lava dragon?

C You go there, and as you go there you....and the dice comes lava to you, and when you win you get on top of the dragon.

Q You get on the dragon?

C It looks like that yellow man win.

Q Does it, it looks like he's won because he's flying on the dragon isn't he on the box.

C Yeah. And when you can block anybody you want.

Q Are you good at this game?

C In the second part.

Q Do you enjoy playing it?

C No, what I'm like do you know that when I don't win games I just cry.

Q Do you, oh dear. Does that happen a lot, or are you lucky do you win a lot?

C I'm not lucky.

Q You're not lucky.

C But I'm lucky, I'm lucky because I'm so brave.

Q You're brave?

C ??? things.

Q How are you brave? You don't know. Are you brave all the time in your life, or is it just when you're playing games?

C I'm brave, I'm brave when I'm close to the road.

Q You've brave when you're close to the road.

C Yeah.

Q Well roads can be scary can't they?

C I'm most scared of roads.

Q Yeah. So you've set up your game and you've got it all laid out at the moment. Are you going to play the game or are you just going to....

C This what is not part of ??? game but this is not a part of the pirate game any more, this or this are part of the pirate game.

Q That's part of the pirate game.

C And that, I did that ship looking at the board because the ship got them some pieces.

Q Has it?

C And it was some of those shiny pieces.

Q Are they like pieces of....are they like coins or pieces of gold or something?

C They are....I....in Lego games which are on iPads they normally use them as points.

Q Ah, so do you play Lego games on an iPad?

C No, I play Roblox.

Q You play Roblox do you?

C And I always want to play Fortnite.

Q You always want to play Fortnite. Have you seen anybody playing....

C Because it's not scary for me.

Q Is it not, because you're brave?

C It's a ???

Q So what do you play when you play Roblox, what do you play that on?

C When you swim it's so funny.

Q When you swim?

C Just go up and down, up, down, up down, and it makes me so laugh.

Q It makes you laugh?

C And it makes me just go there and just climb that seat.

Q It makes you climb on the seat? Do you want to show me how you climb on the seat? I'll move my things.

C It's not like climbing but I call it climbing. Get that box. I start from here....

Q Right OK.

C And then I'll just....like that.

Q Are you going to jump? Right. And you jump right up to the top.

C Just one feet and then bounce.

Time 5:00

Q And then bounce. And what do you imagine that you're doing when you do that?

C Nothing.

Q Nothing?

C I don't even imagine I've....I imagine that I'm in the game.

Q You imagine you're in the game.

C I'm a character in the game.

Q Which game?

C And pretend that's lava.

Q And you pretend the floor is lava? Do you?

C Yeah. And here is into here, lava's in til here.

Q So the lava goes right up to the top of the sofa does it, to this seat?

C That's why I need to....because sometimes lava goes up, but it never goes up like that, it just goes up here. That's why I have to jump up here where the lava is going up.

Q Oh right. So the lava gets higher and higher.

C Because this is the top of the volcano.

Q Is the floor alright at the moment?

C Yeah. And downstairs is down from the volcano. And that bridge there is what the volcano is built.

Q The bridge outside?

C And that cars are....I pretend that cars are.... they are volcano, the villager's cars.

Q Are they, villager's cars?

C They do important jobs.

Q Are they villagers like in Minecraft?

C No.

Q No, different villagers.

C Yeah, they collect all the special jewels.

Q Do they, and that's the people in the cars is it?

C No, in the volcano.

Q Ah, the volcano.

C I've got all the volcano set.

Q You've got all the volcano set?

C Yeah, I've got them all in one box.

Q They're all in one box.

C Two volcano cars and they're the same set ??? from alone and one was from older ???

Q Ah right OK, so is it all mixed?

C Yeah mixed.

Q Yeah.

C ??? one make. I already called that Tam Gram. [Tangrams]

Q Tam Gram, what's that?

C Trying to do as many things, shapes. Look there's the shapes you can do. And you have to think so well because there's no lines where the shape finish, you have to think so well.

Q Ah, you have to think.

C And you know only what I can do, the man which is fallen down in the water.

Q The man who has fallen down in the water?

C Yes he's at the front of the book.

Q Is he, of all the shapes that you can make.

C Yeah that one.

Q Oh yeah. So he's fallen down in the water.

C I can't make that one running.

Q2 Are you giving it a go?

C Yes.

Q2 Is it difficult?

C Yeah, I don't know how to make his legs.

Q2 Oh I see, he does look quite tricky doesn't he?

C Yeah, this is quite tricky. Look, we've got Tam Gram.

Q2 Tam Gram, yeah.

Q Did you want to give out the Lego things?

C What else have I got? There's the bus going to town.

Q Leo, were you talking about Lego games on an iPad, where they use these....

C I don't have any Lego games on my iPad.

Q Because you said that....you know these little yellow bits are used as like points....

C No not those. I said that....

Q Oh those, yes those bits, so they're used at points?

C Yeah and that's for the pirates ??? And the pirates use them as a ??? you see those right there....

Q Oh yeah, I see. So where have you seen them used for points?

Time 10:00

C They are always....there's always a game on back of set.

Q Oh I see, so on the back of the box is the game.

C Yeah. And if it was a fire game, if it was a fire set there would be...I mean a firefighter set there would be a firefighter game.

Q Oh OK I see.

C The old game's got these.

Q OK I see, and they're for the points?

C Yep.

Q I see.

C Oh where's the fire station, that's a bigger box, that's the bigger fire set.

Q Oh the fire set's the biggest one, yeah?

C Yeah. The big fire set, this big fire station, and I get...there's one station what is not mixed, the space station.

Q The space station, ah yeah.

D This really big.

Q It is really big.

D Yeah.

Q That is a big box, yeah.

C And I made it at Turkey, because it comes ???

Q2 Oh I see. Is it your favourite that do you think?

Q You're very strong Alfie.

D Yeah.

C My favourite set will be one of....

Q You lifted that so easily.

C I do got all of that Lego games, it was more Lego games, look. There's more Lego games.

Q Oh wow, so there's Robo Champ?

C Where's that alien? Yeah that's it.

Q UFO Attack and Aliens, that sounds fun. What else is there, there's Robo Champ.

C Robo Champ looks a bit funny.

Q Monster ???

C That's Robo Champ.

Q Oh I see, with little robots. What else?

C That's a bit funny I think, Shaver.

Q Oh, a sheep.

C That there is funny.

Q That's funny isn't it, Shaver Sheep.

C And I got that, and I got that.

Q Yeah, ???

C Mago Monster.

Q Yeah, Mago Monster, that sounds fun.

C Oh what we done with....I think that looks like Halloween.

Q It does look like Halloween doesn't it?

C One there, just a monster. That's funny.

Q What makes it funny?

C Because there's no other word, it should be Monster Halloween.

Q Oh is it because the other one is like two games?

C Or Halloween Monsters.

Q Or Halloween Monsters. Is it because all of these have two names, so they should have two names too?

C No. A horse, that doesn't have two names.

Q No that's true, yeah that's just got one. How do you feel when you're playing these Lego games?

C That all for attack, that has one name, that has two, that has one, that has one, that has one. Ro-bo Champ. That Robo Champ.

Q2 Which would you like to play most out of all of those? Which would you like to play do you think?

C I think I would like Robo Champ.

Q2 Robo Champ. Why do you think you would like Robo Champ?

C Because you can do robots however you want.

Q2 Aha, have you ever had a robot ??? like it before?

C No.

Q2 Is it something you'd like to try or....

C Yeah.

Q2 Yeah? That would be cool.

Q That's a very big box of Lego, yeah. Shall we get started? OK.

B I think he's threatened to open it by himself.

Q He's opening it by himself. Are you managing Alfie?

Q2 That's so clever isn't it?

C Yeah.

Q2 Very clever.

C ???

Q2cardboard. So can you see it, would you like to introduce some of ???

C No once I was at Turkey all ??? now ???

Time 15:00

Q So what can you see in the box Alfie? Ooh, pieces are floating about like that. He's unpacking really fast! Does Alfie enjoy playing with Lego?

B Yeah, yes he does enjoy it. They like to do whatever they prefer to. I think actually Leo is the one who is able to stay longer, I mean to keep the concentration for longer periods. So if Alfie has to do things by some points, he prefer just to throw away the pieces.

Q OK, so he likes sort of throwing the pieces and....

B Mess around.

Q Mess around with the pieces.

B Yeah, that's why he prefers to look...??? (in foreign language) He is basically saying that mama is keeping the boxes there on top, we have some shelf there.

Q OK.

B So he wants to tie it some more and put it in the place that usually the mum will do it.

Q Oh right OK. So Alfie is being tidy – maybe? What are you wanting to open Alfie?

B You can do whatever you want to do and then tell us what you are going to do.

Q You can make whatever you like, yeah, and then tell us what it does. You want to get into that bag do you? Let's have a look. Are you going to do it yourself? Good. Has Alfie had like Duplo and building blocks like that?

B Yeah.

Q Yeah. Does he sometimes....

B Two boxes like that.

Q Oh right a big box of Duplo. Does he sometimes watch what Leo does and copy him, or where do you think he learns what to build from?

B I think he's usually quite keen in playing with the brother. So when Leo is doing something he is trying to insert it somehow. But I think it's pretty much depending on what Leo is doing, we might have a conflict or not. Sometimes they do play together, but if Leo is quiet he will concentrate about what he's doing he prefers not to let Alfie to play around.

Q Does Leo concentrate quite hard on his playing?

B He does, yeah. And sometimes I have to say 'Leo, please understand that your brother is more ??? rather than saying no, explain to him how to do it'. Because the most common complain of Leo about Alfie is like he doesn't know how to do that detail or that part. So he's not playing properly basically.

Q Ah right.

B And that annoys him and then the reaction is not letting Alfie to play together with him or with the pieces of Lego that he is playing with.

Q Oh right, because he feels Alfie is doing it wrong and he should just know how to do it.

B Yeah. But to be fair that's probably half of the time. So you have the other half that they do play together, for a while.

Q Who tends to lead the play, who tends to sort of decide what they're playing?

B The leader usually is Leo, and the quitter usually is Alfie.

Q So what kind of things will Alfie get bored of or fed up of quickly?

B Let's say that Alfie is more physical.

Q Alfie is more physical.

B Yeah. So he's not keeping the concentration that long. It might be that comparing them right now is a bit unfair because of the age difference obviously, but I can compare when Leo was the same age like Alfie is right now, I can remember Leo also he likes to keep the concentration longer.

Time 20:00

Q Right. So they've always had sort of different playing styles?

B Totally, yes totally. Alfie is much, much more physical, keep to the action. Leo is not. There is some point but not ??? We asked today, said to Leo why he's not in the choir? and he said because they used to go a lot of places working and he doesn't like to go.

Q Oh right.

B That's a good reason. Doesn't like to sing.

Q I can see that Leo is sort of carefully sorting the bricks and Alfie is going to tip them all out. I think he was enjoying the sensation of tipping them.

B He does. He does.

Q Yeah he's enjoying tipping them out I think.

B So Leo is more like half a plan half the purpose is not necessarily the one coming from the book. So he might be his own....I don't know how to say it....

Q Creation, or thing.

B Yeah creation or thing. And he'll build a whole story around that. So it's not only car or a boat, it's a specific car or boat with specific purpose to do some things.

Q OK. So when he creates something he sort of fills in a story?

B Yeah, yeah he does that. Alfie just prefers to play with the mat.

Q Are there certain things that you think help them be more creative than other toys?

B He's actually quite creative. I mean not only with Lego, with almost everything, like when he's painting or whatever. Leo usually act to the specific activity he's doing with stories around. And he likes to link things like that. I think he has been also recognised at school because of that.

Q Has he?

B Yeah, yeah. We went a couple of times, this one for sure, yeah he paints something and like it's a full story around. So like he's receiving a special, whatever, prize for art.

Q Wow, yeah, so he gets recognised for being creative and....

B Because of the thought around, yeah. And Lego is also one of the place he likes. I mean he is probably coming and say 'I invented this new machine'.

Q Right, oh wow.

B How is that for? Whatever, I can't remember. And then after we put the face, like oh that's fantastic, I say 'do you know it's not true, it's just a toy'.

Q So he gets really involved does he in the story that he tells?

B Yeah. He can be really sensitive if we take out the toy or we lose a piece of the toy, the ??? for example.

Q That's really difficult with Lego as well.

B He's quite attached, he's quite attached to what he's doing.

Q So when he's built something like a machine that he wants to keep, how do you sort of....

B Only one day.

Q Only one day, is that a rule?

B The day after he is doing a different thing.

Q Oh OK. Is that like a rule or is that something that he just loses interest or....

B Oh yeah, he loses. I mean probably two day, three day, don't know it's not....but for sure eventually he will quit about what he did. I can't remember that he keep anything longer than a week.

Q Oh OK. Can you remember what he kept for a week at all?

B I think the last one wasn't with Lego. I don't know, with some art craft.

Q Oh OK.

B I can't remember. It's very different to realise anyway from outside.

Q So what do his sort of machines do that he invents?

B A lot of space ships.

Q A lot of space ships, yeah.

B And sometimes they can also be a space ship and a boat at the same time, or a car. So it's like a multi purpose vehicles that they can use different ways. He is also making cities.

Q So Alfie is sort of not so interested now, he's tipped it all out.

Time 25:00

B No he is not, Alfie is not that much keen on the building part, it's more like for example with a new toy that he shows you under.

Q Oh the Tam Gram? [Tangrams]

B Alfie is happier like when we play with him, altogether as a family for example, we did yesterday.

Q Ah OK.

B It's like a board game.

Q So he likes the social aspect of play.

B Yeah. The building, I think that the thing that he's more happier – if I'm going to say like that, I don't know – is finding pieces. So when you say that he's around he's not willing to sit by himself, Alfie I am not able to find that one, then he goes and he starts to search around.

Q Ah right OK, so he feels like he's sort of being helpful as well.

B Probably, probably that's what motivates him more.

Q And is it a bit like a game itself, sort of like a challenge?

B It's more like a challenge probably because he's like 'it's here'.

Q How is he when he finds something, is he...

B We can try him now. I don't know.

Q Yeah? Let's see.

B Alfie (in foreign language)

D ???

Q So what have you asked Alfie to do? You've asked him to look for that part?

B I'm asking him to help to find.....you find it Alfie!

Q Oh wow.

B Oh (foreign language) It is for me.

Q Ah, so he thought he was finding it for Leo?

B Yeah. Alfie, can you find this one now?

C I think they are making an aeroplane. Why am I sitting on the Lego ???

Q Alfie, what would you make if you could make anything?

Q When Leo's like telling his stories are they kind of....can you spot any influences of what might feed into them from other things that he's done, or books he's read, or TV things that he might have seen or anything like that. Or do you feel they sort of come out of his head?

B Sorry? (foreign language) Super. ...was going to look for this one, but this one is two, two, he will say.

Q Oh OK, so is he counting the numbers?

B Yeah. I mean up to three!

Q Up to three. So he was asking you just then what to look for next?

B Yeah.

Q So he's enjoying this, this is....

B I think it's within the ??? the most ??? for him, the ones that he think ??? just looking for pieces. So it's not only ???

Q OK.

B Can't remember the name, we have more than one, finding some token like that. Like it's a lot of collateral and actually the purpose of the book is to find something that is inside, whatever is happening. It's one of his favourite books as well. So he really likes to find things.

Q That's really interesting because that's just like something that really grabs him is finding things.

B For example I brought these because of the limitation of the language, but whatever I ask him....Alfie, Alfie....what is this colour here? OK now he change, but usually he is not answering, he is not saying the name of the colour but he is looking for a different thing with the same colour ??? This one.

Q Oh OK, right, yes.

Time 30:00

D Papa.

B Esa, (foreign language) ??? Quantas, how many do you have to find of this one?

D One.

B One, OK. That's great.

Q What were you saying to Alfie then?

B He came basically saying that 'I found this one' and then I say 'OK great, fantastic, how many of that one do you need to find', he said 'just one', that was the whole conversation. So yeah I think he keeps more concentration on finding things rather than building ???.

Q Yeah.

B Team play.

Q Yeah. So Leo, does he have a clear idea when he's building something of exactly what he's going to build?

B Must have because he say 'no that's not going there, that's going in this place because that's the purpose of that'.

Q Right.

B So it doesn't matter if we are following the book, instructions, or he is doing something by himself. He's like 'thank you for helping but now I'm the one who knows where to put it'.

Q Oh OK. When he has friends does he play in a similar way, or does he....

B With friends, usually not Lego.

Q Not Lego.

B So it is difficult to answer that. So they go more physical, like running, hide and seek and things like that. Later on, just like sword and fighting.

Q Oh playing with weapons and things like that?

B Yeah. But Lego is not an activity that we do a lot here when we have friends. So he's more into ball games, potentially Friday we have the first ??? after we have this Lego board game, if I can tell you like that, so we are actually looking forward he will be willing to play with a friend on Friday with this one.

Q Oh right, that's one of the Lego games that he was showing us when we got here?

B Yeah. But the only one that we have that he play with very few times he is ???

D (foreign language)

Q Is that what he was saying, that you had to have it?

B No, no that's ???

Q Oh right, he was waving his finger wasn't he, like 'must do this'.

B You have to.

Q You have to?

B ??? (foreign language)

C May I have the bus.

Q What do you need Leo?

C I will get the pictures up there what I can draw with ???

Q What have you got in your hand? Ah....two eyes. So you could make something like a creature or something with eyes, I didn't know it had eyes in that box, that's interesting. Sorry, shall I move. I've talked to Rosie a bit about how she has a sort of work background with technology and apps and things like that, do you use sort of computers and things like that in your own work?

B Well yes. I am....I'm the son of my generation and my country.

Q Right OK.

B I started to interact with technology quite like if I compare myself with other people of the same age in Europe for example. As such, I am a strong advocate that technology shouldn't play a big role in our life. So I do use a computer because there is no way out to avoid that, but for example I don't use tablets, and for me the phone is pretty much a phone.

Q Right, so you don't use your phone for sort of Googling or scrolling or....no, you just use it as a phone.

B I use....I mean not only, a bit more of WhatsApp and Instagram and weather forecast.

Q Weather forecast, yeah.

B And finish.

Q That's it.

B Not on the phone, I use it in the laptop. So I use for myself. I put limitation that I can understand how easy it can be your life if you use all these apps and things like that, but I'm just against about how dependable then you are. For example sometimes you are going some

places and I prefer to ask for addresses to people who are on the road rather than...I know I can take my phone and I can find a place, I have no issue with that.

Time 35:20

Q Aha, but you would rather ask for human directions.

B But I just prefer to ask people and interact with people. For example sometimes I am in the office and ask local people about places, where to go, how to do, and they go into Google. I say 'I can do that, I know how to do it, I just want to talk, I just want to hear your point of view, whatever'. Of course I can Google and I can find solutions I mean. With Leo, because of me, I am also trying to limit their access to these kind of things. So we are limiting to a degree, like to no more than one hour of what to do, what is it for, what is the purpose for you to....I prefer not to be. Sometimes he is taking for example.

Q So is that your phone?

B My phone or her phone, but it's mostly her phone more than mine. I do happy to open the phone, I mean for example I never open for anything. So if you open it up the only thing that you will find right now will be little things, or kids activities, because I never open any of these for myself and so you will never find it in the first.

Q So all the history will be Leo's?

B Oh all the history is there. Saying that, it's not even one day per week my phone, it's a bit more her phone or her tablet. Sometimes for example, I don't know, they can watch something on TV but they prefer the phone and then I am insisting like not play ??? going to watch something that is ??? properly on TV. It's because of my particular way of life, I don't want them to be attached that much, or attached to this kind of thing.

Q So if I can ask you a little bit more about your sort of family background and growing up then, you say you didn't have much in the way of technology, is that correct?

B Yeah. I mean for....internet is now starting in Cuba, now. So that's going over what. So I grew up in a family, we are not poor for Cuban standards I have to say as well, not to mislead in the research, we are quite a ??? family for Cuban standards. I can proudly say for example that we had one of the first computers in Cuba.

Q Really?

B Yeah. But at the same time, I mean no internet, nothing like that, but at the same time my father teach me like 'that is a working tool'. So I was in the age of I want to bring my friends to play, because we can't do it in the house, they don't have, but we have. But my father was really strong with that, he said 'that's just a working tool, that's not a playground, if you want to play go out, play football, do physical things'.

Q So you were one of the first families to have a computer in Cuba?

B In my close....

Q In your community?

B Yeah. Saying Cuba is probably too big, but not too risky. But in my community yes. I mean I'm talking about...I don't remember ??? they were putting numbers back then. And all my friends said 'let's go, let's play dad, let's play'. He said 'sorry it's a working tool'.

Q What was he going to do with it?

B He's a civil engineer.

Q Civil engineer.

B Yeah, he was doing his job there basically.

Q What kind of games were your friends wanting to play on it?

B So far I don't know. They just wanted to play whatever we had inside, but we never had anything.

Q Oh right, so people knew that there was like...you know you could get games, but there was no specific game that people wanted to play.

B Yes. I mean 'let's use it, let's use it for playing on'. But no I wasn't allowed. I wasn't allowed at home. So we were going like to other friends house, like they had a Nintendo or things like that, and you were happy. So I had a computer but not a Nintendo or the Xbox or whatever, so I was going to my friend's houses to play with that. And they say 'OK now let's go, it's a computer ??? No. So I tend to be more flexible with him but I do agree the core with my father, we should be that much attached. And so it's finding ??? So now the computer is not a media like it used to be back then probably, so it was very costly for us. It was, I mean ??? you really need to look after, you couldn't afford to break it because you ??? and then doing things like that.

Time 40:15

Q Right, keep it sort of locked up or sort of out of the way, or was it...

B I don't know, we couldn't afford to buy a second one for example. So he couldn't risk like 'yes take it, play'. He couldn't be like 'yes take it as a game and probably break it'. But he never used that as an excuse, I mean the excuse for me was always...

Q Oh sorry Alfie.

D No.

Q No?

D Yes.

Q Is it my turn? Are we playing on the paper?

- D Yeah. No, no, no.
- Q We are playing on paper, we are playing on...
- A It's the instructions, he's giving you the instructions now.
- Q Thank you.
- D You be a....that.
- Q I'll be that.
- D Yeah. That card is BA. This card is ???
- Q What does he say?
- A This card is not....he is not seeing what is this asking me.
- Q Ah.
- A He knows this card here.
- Q Ah right, but you're not sure about that card, OK.
- A Because he says let me explain her. These are the instructions.
- Q Ah. You're very keen to play aren't you?
- D Yeah. Then you don't ask say to you don't ask.
- Q Ah. Why do you like this game Alfie?
- D I don't ???? I do this, this, chef, chef, chef.
- Q Chef, chef, chef.
- D Yum, yum.
- Q Yum, yum. Is that what you like?
- D I like everything.
- A So you are reading, wow.
- D ??? Chef, chef and chef. Then that's got ??? I look for the ??? (foreign language)
- A He is talking about one advertisement he says that they are saying, maybe he is seeing on TV, I don't know. He says that it is written also here, that one, play, play. Play-dough?
- D This by you.

Q Mmm.

D This is the chef, chef.

Q Chef.

D You BA this good, good time. Then no time. ??? This chef I BA, BA, BA, this is more BA. ???

Q What is he saying?

A He said that it's good, it's good he play. Because he is saying in Spanish bien.

D No, no bien ist....??? Yeah OK. In Spanish.

A Spanish, this is Spanish. So he is not able to read. Is it English that side?

D That side is English.

A And that side is....Spanish, Turkish, French, German....

D Blah, blah.

A Blah, blah!

Time 45:00

D ???

Q Mmm.

D You're not scared.

Q I'm not scared.

D OK.

Q OK. Sorry.

B No, my mistake.

D ???

A He says 'no, no, there is a lot of reading here'.

Q Oh right, there's a lot to go is there?

A Yeah, yeah.

D ??? really tiny.

A Yeah it is written very small.

Q It is. Oh yeah that was very small, very tiny eyes, yeah. So if I could just talk to you a bit about what you were saying about sort of because of....do you feel then that like your own childhood was quite sort of without as much technology, what do you see were the sort of positives that come out of that? Because what you were saying about for Leo and for Alfie, trying to sort of limit technology, so what do you think are the advantages of limiting technology?

B If you are in a public place probably it will depend more on the suggestions, sort of interacting with those. If they are at home or not in a social or public place it's finding out solutions and not rely on the easy way, like just touching a button to fill their time.

Q Oh that's interesting.

B So they need to look for how to fill their time. So take it or play, be in your own story, so be creative basically. Find solutions for your time. Don't go to TV and to YouTube ???

Q Yeah. So it's kind of like there's a connection between technology and kind of like difficulty with social skills ??? do you think?

B I think so, I do think so. I hope so. I can't be sure about that, I just hope so. So I think that they should be comfortable dealing with themselves, I think they should be comfortable with enjoying different activities. In my belief is they are totally free to access good technology, they pretty much forget about the rest of the things, they became more automatic whatever. So I think that potentially kind of makes a lazy brain and lazy wheels.

Q Right.

B So I'm happy for them to look for solutions to their needs.

Q OK.

B We ??? them for example sometimes, not always, like they can join that for cooking and they're happy to do it, and they put their hands on the things. But probably they have the option ??? to, they want.

Q Right. So it's about a sort of range of variety.

B So I'm not stopping them to do it, I'm just limiting them to technology because also I want them to find fun in different activities and to learn how to enjoy them.

Q OK. Do you think there's anything kind of like....thinking about technology then, do you think there's anything which kind of like can be creative or anything like that with technology. Or do you think it limits creativity?

B I think it's both. So there is certainly a lot of apps like they are designed to help kids to be creative in many aspects, maths or problem solving like that with things like that.

Q Oh OK, so like educational type things.

B Yeah. I mean they are. But from what I'm seeing, they used to quit that quite quickly. So they're not very good at engaging them.

Q Ah, so that is the kind of technology that you would say they get bored of quickly is it?

Time 49:46

B Yeah I think....it's what I'm seeing with most of the kids, that they are ??? So they don't....when I see them they don't spend most of the time in an app or activity that demands their ??? actually, they are mainly passive consumers. So that's why I'm saying you do about things like that, so just sitting watching videos I'm not sure. I mean I can accept and I do agree with the idea that even these kind of things can help them with their activities, like giving ideas or different scenarios that they never or things like that. However, to have extra access or limited access to that is at the same time limiting their creativity, if any, to only this kind of scenarios I think.

Q OK.

B And again, you can help me like in giving me some inspiring ideas after watching a video, but you are not demanding me to be pro-active actually. So it's a very passive role. So whenever they are playing, painting or even fighting, they have to create a story around and they have to be active. I'm not talking about only physically, the sitting or having to ??? But I mean he needs to create that, he needs to think in something when he is building his car. I mean Leo particularly, he's doing it, and then when he finish he can say 'oh that's a car that will go from point A to point B' or 'that's a car that that character will go on'. So it's demanding some action from him, otherwise it's not ???

Q OK. And when he's built something like a car, how does he seem when he's finished it?

B I don't know because I'm not a big fan of Lego. And not because of the Lego because I think it's probably good, it's because of the mess around. So I avoid being close to him. I prefer to be close to him more in the ball games, like more sharing and communicating 'it's my turn' or 'that's good' or whatever is going to happen now. Not that I'm totally against or in favour of anything in particular one way or the other, it's I'm trying to find my inclusion point, or our inclusion point, you know like facing them ??? Yes. I mean also for me, for what I remember myself or my friends' kids for example, coming from Cuba we ??? so it's very easy for us to push our kids to just go out and play. Sometimes you....I heard that at home 'I don't want you to come back until you're totally dirty' and things like that, so here it's not such an essential area for us so I'm like also learning like how to fill our time in the home, inside, with more activities. I don't want them to be passive all the time. So it's also like a compromise from me, I'm not....I mean we're afraid that if we send him out with friends ??? they get sick very quickly, probably it's our lack of knowledge about how to survive here. I mean I'm not saying there's anything wrong but at the same time we are spending a lot of time inside, we are not that much enjoying outside and physical activities.

So at least this is a limitation from my point of view, so I don't want totally to passivity. So it's like point them to something different.

Q Thinking about Leo and Alfie as well, have they kind of like....can you think of any sort of skills or knowledge that they've got through play with technology at all?

B Er....skills or knowledge? Probably they know how to do a couple of things in the phone that I don't know. Pretty much that, I mean I don't know. They know how to navigate already and they know how to open the app if they want to open it, and they know how to go to the videos that they want to go.

Q Oh OK, and is that on your phone?

B Mainly her phone or the tablet. But they know, not the code, we are not telling them the code yet because that's one other way to limit the access. So they need to ask us how to open it ??? But after that they plenty know how to. I mean we're really confident that ??? they are not going to buy anything and they are not going to do things like that. They'll straightaway for what they want, and they do it quite well.

Q Have they sort of taught themselves then to use the phone and things like that, or did you show them at first or....

Time 55:00

B I don't remember teaching them, like proper teaching. Probably they saw us a couple of times, like we were touching the icon or something, and then at some point they say 'I know, it's here', so that's the way they learn.

Q And have you noticed anything maybe they've learnt at school that they've brought into the home to do with tech or play or anything like that?

B With technology?

Q Yeah.

B I can't remember anything.

Q No.

B No I can't remember any. I mean....I don't know. I mean one of the first interactions I put them to do was actually in the laptop. It was I'm talking about 3 years ago probably for Leo that he was more interested and trying to do something there, so I then introduce him to games and things like that. I put both of them to writing Word.

Q Ah yeah.

B You know what I mean, just pressing, and then to change the size, and they were so happy with changing the size of the letters. And then we went to Paint, and then what I was trying to encourage them was like to find use of the mouse, like do you want to paint here another, and here. And then they start to make collages of colours at the beginning,

something like ??? And then he wanted to paint and to have some paints with the mouse, like with the paints. So he was drawing his own ??? and things and see and worked it out, and put in colours. He was quite happy with that, he was happy with that. So our first introduction....I mean when we introduced them to the laptop, or more like doing activities, that's a working tool, that's not a playground.

Q OK.

B So ??? let's say.

Q So were they interested with what you were doing on the laptop and sort of wanted to know?

B Yeah, yeah, and to do like the writing text, it's really boring. But they did like to paint. They used Paint and they were very excited and 'look what I'm able to do here' and putting colours and changing, you know. I still keep some of them.

Q And I think you were saying you've got WhatsApp on your phone. I think we've seen something that Leo has....

C (foreign language)

Q That's amazing.

B What's that?

C Ice cream.

B Ice cream? For whom?

C For my face.

B For your face. OK. That my heart I think.

Q If it ran down your face it would eventually taste really nice.

B Well....that is why.

Q Not Lego ice cream, maybe not, a bit spiky.

Q2 What's the best bit about the ice cream do you think?

C ???

B (foreign language)

Q Oh right, he was saying the colours were difficult?

B Was more difficult than the ice cream.

Q Ah. I like the ice cream. Oh Alfie has got the ice cream now. So you introduced use of the laptop. I think we've seen as well that Leo uses WhatsApp sometimes to send pictures to his friends through that one as well.

B Yeah that's from her phone.

Q Did they do....I think we've said they do Skyping as well, they use Skype. Did you introduce them to that?

B Yes, yes, yes. They are on Skype. They don't know how to do it so we are just calling them when we already have my mum or cousins or her mum or whatever. But Leo, for several months now he's not really interested in Skype actually.

Q He's not interested in it?

B No. He was more when he was smaller, like 'oh what is that, I'm seeing someone on the other side and I'm interacting with'. But now he's reducing a lot, he's reducing.

Q How does Alfie feel about Skype?

B He's more happy, he's more happy to interact. A few times, sometimes, Alfie is asking actually 'OK let's call my cousin'.

Q Oh really? So Alfie asks to call people?

B Yeah.

Q Is that so that he can go on Skype?

B Yes.

Q OK. More than like the family relationship or anything like that?

B I don't know, I'm ??? but yeah. The cousin that he's basically asking to call, they are more or less the same age.

Q Oh OK.

B So he is actually happy to interact with....

Q Oh and where does his cousin live?

Time 1:00:00

B Mexico.

Q Mexico. So he sometimes wants to call his cousin?

B Yeah.

Q What's the time difference between....

B Like 7 hours. So it's only weekends because it's difficult. Now because he is at school, nursery, and then when we go to sleep it is too late.

Q Yeah. So when he's on Skype with his cousin what do they do? How does he sort of act?

B It's difficult to describe. They start laughing at each other, and then they just grab a toy and they show each other, and they try to explain what is that and...yeah. It's not every weekend though. But yeah they try to interact.

Q Have they met?

B Yes.

Q So they've met before and....

B Yeah they came here last summer.

Q So he likes sort of....does he get quite excited then, or what would you say his mood is like when he's going on Skype?

B He's excited and he likes to talk.

Q He likes to talk?

B Yeah, generally it's things ???

Q Are there any kind of tech toys or technology or digital toys that you play with them with?

B Like what?

Q I think they've shown us games they like to play, like Clash Royale and things like that. Have you ever sort of played on the tablet with them or anything like that?

B No, I never.

Q No, never?

B I think I did once. They learn a bit. Their Turkish cousins they came here, they are like 8 and 10 years old now, so they were playing and they were interested on that. And then we learned our neighbours upstairs they are also playing, I don't know, Clash Royale or something, ??? brilliant idea. And then he ask a couple of times. And then when we go to the neighbours or the neighbours come here for example he's asking them like to do it, and he's trying to. But apart from that I can't remember that he's asking to do it by himself here. I don't know to their mum because she's more open than me. But if she asks me then I ???

Q So what about, I think you mentioned you've got Instagram, do they know what Instagram is, have you ever shown them Instagram?

B I don't think that they know the concept of. They both have their own account.

Q For Instagram?

B Yeah.

Q Do they?

B Yeah they do have it. We open it. It's closed, it's not open to everyone, it's only for friends and family.

Q Yeah.

B ???

Q No I wouldn't try.

B So it's more for us than for them, it's how we keep updating our families and friends. Because since we live in different countries and ??? and things like that so we are taking photos of the things and we are posting them. And then they're the only one who is able to see. So I think they don't know what Instagram is. So when they are actually watching the photos or seeing their photos on Instagram, probably for them it's like it's just one more photo on the phone.

Q OK.

B So that we never explained the concept about the Instagram to them.

Q So they might not know that family can see it?

B Probably not.

Q No. So what kind of things do they take pictures of? How do they...do they take the pictures on your phone or Rosie's phone?

B How do they take the pictures?

Q Yeah. Say if Leo is wanting to put something on, or you're wanting to put something on Leo's Insta, how would you go about it, or how would he do it?

B He has no interaction, he just takes the photo and mummy put it. We never ask him.

Q Is it of him or is it of things that he's done, or....

B No. What they know how to do with the phone, and they are also quite happy to do, is like they ask for the phone to take photos, and then they take a lot of nonsense photos and we

spend a couple of minutes deleting. But yes, I mean they are happy taking photos also. And last time in the ??? actually we were taking photos and that and Leo asked to have a selfie.

Q Asked to have a selfie?

B Yeah, it was 'really?' 'How can we have a selfie here'.

Q Where do you think Leo's got the word selfie from?

B I don't know, can be from their mum.

Q Oh right.

B But she usually....she's talking Turkish so I don't know why from her or from any conversation, I never teach him. I don't know if his mum did that actually. I was surprised at the conversation, he was 'let's take a selfie', it's like...

Time 1:05:00

Q What did he do for his selfie, can you remember?

B Yeah, he go ???

Q Oh, sort of posing. Was he pleased with it?

B He's usually not bothered, he's usually making ??? because the idea was from him and he was like, no, selfie ??? I did one. Took a selfie, it's not a photo it's a selfie. ???

Q Ah OK, so it's more special maybe or....

B I mean it was only one time, I mean I cannot say ???

Q Oh that's really interesting.

B Mmm, but I was like surprised, I was surprised.

Q That's really interesting.

B Yeah he asked for that. I think that photos, we can take photos and we can see ourselves in the phone. He asks me about this though.

Q So you were saying that you have sort of like you're probably not someone who would sort of initiate tech play with the children. What kind of games do you, or play, would you initiate?

B Board games.

Q Board games.

B Domino, to teach them the numbers, how to match the numbers. For me it's also important but for Leo he's not coping very well when he loses, which is a lot of the time obviously. When we've helped him do it in a way that he's not realising we are helping.

Q OK, could you tell me a bit more about that? How do you do that?

B He is very upset when he loses a game, he cries and he leaves the room. And then we try to make him to understand that first it's impossible to win all the time, but second of all, particularly when we are alone only the four of us at the table, that trying to say 'you should be happy if your mum or me or your brother wins, we are a family and we love each other, so when you win we are happy and we are happy for you and we cheer you, when we win we expect the same from you'. But we understand that's not a one talk. It might take longer. But that's also one of the reasons for me to have like group activities, so he needs to deal with this kind of feelings of how to cope with the feelings. Again he needs to be pro-active somehow.

Q How does Alfie feel when he sort of....does he grasp what happens with games?

B He's happy all the time.

Q He's happy all the time.

B And he's happy to cheat and help you. 'That's yours, take it, take it, you use it'. So probably he's not understanding yet the concept of the game.

Q Of winning and....yeah.

B And right now, I don't know I might be exaggerating, but like finding things, also he find the pieces you need for your board and for you to win. If he find it he's very good to give it to you.

Q Oh really? Oh that's really generous.

B Yeah he is. Leo also be...Leo less, but he's also happy when he's finding something. 'Look, that's yours, it's here'. So he's not giving it you in your hand but he's telling you 'it's here'. But then he loses and ??? help you, and he's ???

Q So when you have sort of rules about technology use what kind of rules do you have? I think you mentioned there was an hour a day on the....

B Yeah. We started like 2 hours a day before, but eventually we dropped it to 1 hour. I was very difficult to cope with the 2 hour for them. 'We want more, we want more'. But after a lot of cries basically they learn that. And then for example when they have the hour on TV or on the iPhone it's not necessarily the priority. If we are serving the food they go in the closet. So it's not together. Now they are learning for example after a while, like if they had already the hour of TV that doesn't mean that they have one more hour of phone. So it's one hour of technology.

Q One hour of technology.

B And they need to decide. And then since we put that rule I am encouraging also them to take decisions and to deal with the consequence. For example if they ask 'I want your phone ???' I'm not saying no. So I probably prefer TV but I'm not saying no because it was his decision and then ??? So eventually Leo's learnt, after a while. He's not able to make sure of the time but after a while I say 'I think that's the time' so I take it and he is giving back.

Time 1:10:21

Q Oh OK. So they sort of are understanding the rules. Did they have any say in how long they could have, or was it something that you decided?

B Special days we negotiate, so on special days, special activities we can negotiate longer. But this negotiation is based on the rules.

Q OK. Are there certain days or times of the year when they're allowed more? I'm just curious?

B It's probably bad to say but they are probably allowed more when we need it, when we need them to be quiet for a longer time. For example he's not going nursery and she's doing some job here and sometimes during the day he's spending 2 hours. And then we are not counting that in the afternoon when Leo is coming, because then it's like 'OK it's TV time, he spend already 2 hours there'. ???

Q Would he tell Leo?

B He's very happy.

Q So he gets like secret extra time sometimes.

B Yeah, I mean....or friends. Or when we are watching a movie, because of advertisement it can take so long but then we don't want to stop the ??? So we are watching a movie and then we are going to finish.

Q So do you do that sometimes, or often, watch a film together. Is that like a family watching a film?

B It became more a thing in the weekends, like a kids movie.

Q Yeah.

B Yeah it became more of a thing. Every second weekend we can say.

Q Every second weekend?

B Every second weekend we can say. I may be working, we put the movie on and I'm working.

Q I'm just going to ask you a couple more questions and then I'm going to stop because I'm aware I've been talking for quite a while. I just wondered, are there any kind of new technologies that you're aware of that you think would sort of perhaps be important for

family life? Or how important do you think technology is for Leo and Alfie, and knowledge of it?

B What, the new one?

Q Yeah, kind of....

B I'm not aware.

Q No.

B I think we have all we need.

Q OK right I will stop there, thank you ever so much.

B ???

Q Can I ask you about this, you've got friends with VR?

B Yes.

Q I need to turn this back on again, you've dug yourself into a hole there. So they brought VR round did they?

B They....no one day, and it was very ha-ha-ha. But I don't think it's improving our life by any meaning. I was actually telling him 'why did you bring that?'

Q What do you think about VR then?

B It's not a need.

Q It's not a need?

B It's not a need. It's nice technology, yes it's important, wow yes, but it's not a need.

Q So it was like an experience?

B Well I don't know.

Q Did you try it?

B Yes.

Q What was it like? Was it like a helmet or a visa, what was it....

B It was a helmet. Yeah it was a helmet, I was standing, I was looking around. And I think, I mean as a scientist I think that the research behind it is fantastic and what they are able to do as a technology is great. But I don't need it.

Q No. So you don't see it as like a leisure thing or...

B No, not at all.

Q How do you see it as? What do you see it as? What kind of purposes do you think it has, or uses?

B I don't know, it can be good I don't know for rescue teams or things like that, for training purpose, police and doctors, I don't know. But just to have fun at home, no. Again I prefer real interaction with real people. That's all.

Q Is there any kind of technology you would like to get for the home, anything you think 'I would quite like to have that' or they might enjoy it.

B Tele-transportation.

Q Sorry?

B Tele-transportation. But I don't think it is yet ???

Q That's a great thing to think about for the future though isn't it?

B It's all ??? we're working on that. But nothing even close.

Q OK thank you.