

- Q Alex Hetherington (researcher)
A Woman with two sons (aged 5 and 7 years)
- Q There's about 20 questions that we're going to go through, but they vary in length quite a bit depending on how much you have to say about each topic.
A Right, okay.
- Q You're free to answer as much or as little as you like about any of the particular questions. And if you don't want to answer any of them that's okay too, you don't have to explain yourself.
A Right, okay. Yes, that's fine.
- Q How many children do you have?
A I have two.
- Q And what are their ages?
A I have a five-year-old and a seven-year-old.
- Q For the questions I'm going to ask, we'd like to ask you to keep one of your children in mind when you're answering the questions. This is just because it makes the data a little bit easier for us to process. So, if that's something you can do that would be appreciated. Is that okay?
A Yes. Is there any particular age range? I think the five-year-old is more into his LEGO. I think definitely he likes to be a bit more creative with it.
- Q The age range of the study is three to 11. So, either would be okay, it's entirely up to you. I think the questions are a little bit more to do with technology. So, if that's important for your decision I'll just let you know now. Does that make sense, is that okay?
A Yes, I think the seven-year-old will be better then, yes.
- Q There's a few things that I want to explain about the questions before we head straight into them just so you have a little bit more understanding of the study and some of the things that you'll be asked.
A Right.
- Q The first thing is this idea of technologies. So, technologies and the idea of the digital comes up a lot in the questions. This is referring to digital devices, like mobile phones, tablets, cameras, any games consoles and computers, things like that, but also different kinds of media, so things like apps, websites, digital games. Does that make sense, is that okay?
A Yes.
- Q We are also interested in any making that they're involved with. So, creativity, you already mentioned the LEGO, things like that. Whether or not they do any creative coding, things like that at school, like Scratch, have you heard of that?

A I believe there was something in with Barclays I've been in once or twice, I think that might've been last year. In the ICT suite they do touch up on it, but not as much yet, I think it's the older children who do it more.

Q No worries, that's fine, I just wanted to let you know that's something we might ask about.

A Right, okay.

Q We're also interested in if they do any many or tinkering with new technologies, things like 3D printing or virtual reality, augmented reality, that kind of thing. It's okay if that doesn't sound very familiar, it's not something that everyone has in their life at the minute. So, just let me know if that is something.

A Okay, yes.

Q We're also interested in different kinds of play, and this can mean adult led, child led and play amongst siblings and peers. So, I think play might be a little bit more of a broad definition than what parents are used to, if that makes sense?

A Yes, is there anything in particular that you're going to hone in on there?

Q I'm sure that will come through the questions, so don't worry about it now, I just wanted to let you know what we mean by play, it can be a little bit more broad.

A Right.

Q We're also looking for play when it comes to digital devices and media, and also any kind of play that shows the influences of digital devices and media, even when they're not physically there and present. And that might be a little bit of a convoluted way to explain it, but I'm sure you'll understand when it comes to the questions.

A Okay.

Q A lot of the questions they do stress this kind of idea of technology in play. So, for some of them you might not have too much to say and don't worry about that at all, that's not a reflection on you, that's just how the questions are focused and the focus of the study. So, don't worry if you have anything to say to some of them, that's perfectly all right.

A Okay.

Q Do you have any questions before we begin?

A No.

Q The first group of questions are about relating to your child's play and technology. How does technology feature in your child's play?

A Personally, we do try to restrict it a little bit. He does like to go onto YouTube, he does like to have some of the apps, he likes to take [unclear] and he does like the Nintendo one. So, he does like to use the tablet, of course, as well. But we do try to restrict it in the sense that we don't want it to be too much, but we do like it because he likes to talk about it with his friends.

And he does like to take part in some of the activities that they might take part in, especially with his cousins as well. They'll play racing games, they play Fortnite a little bit, so, yes, he does like to have a big interaction with it and of course, that's the day and age that we are. But we try to keep it to a certain amount of time, really no more than two hours of the day.

Q There's quite a lot there to unpack, so do you mind if I go back and just ask you about a few of those specific things that you've mentioned there?

A Of course, yes.

Q First thing, are there any particular devices that your child uses?

A Yes, the Nintendo one.

Q Is that a Nintendo Switch, is that what it's called?

A No, it's a Playstation. It's a handheld game console.

Q Is it coloured at all?

A Sorry, is it?

Q How many colours on it, what does it look like? Just a quick description.

A It's black, it's like a H shape, because it comfortably fits in the palm of the two hands.

Q I understand, thank you. You mentioned a tablet; do you know what kind of tablet that is?

A The Apple tablet.

Q How often would you say that your child spends on each of these devices?

A On a school day I would probably allow him about half an hour on probably each.

Q Is there any particular space in the house or outside the house where this takes place?

A It's always in the living room or in the kitchen if he's on the tablet, of course, I keep a close eye on him. Or in the living room if he's playing the Nintendo.

Q Are they usually alone during this time or is someone with them?

A There's always someone with them.

Q Is this just supervision or is there some engagement in what they're doing?

A A bit of both. If his cousins are with him then of course they're playing and they'll [unclear]. But if it's me or Dad, Dad will play with him. Me, I'll talk to him about it because I'm not too much into the games, so I'll talk to him about it and ask him what's going on. It's never online, so it's only with people in the room he'll play with.

Q How do you think your child is feeling during this time on these devices?

A He's happy when he's on them, he's getting to do something that he enjoys, something that he likes and he likes to do it with his cousins, and he likes to talk about it with his friends. So, when he's doing it sometimes it's like, be quiet, Mum, go away, Mum, let me carry on playing or I'm on this level. He's very much engaged and very much into it and sometimes we can have the argument of, okay, half an hour's up, 40 minutes up, we need to come off now.

So, he does very much enjoy it and I give him a maximum of 30 to 40 minutes usually because he likes to get to a certain level. And then of course it gives him something to talk about with his cousins and his friends, a kind of social aspect.

I do know my nephews used to play online, but of course, they got too caught up in what everybody else was saying and of course, the levels that they were getting on. So, I've taken that aspect of being online off, we won't allow that, I think that brings on too much anxiety.

Q That's a really interesting answer, I might revisit it later with some of the other questions. A little bit of a different direction. Does your child play when watching television?

A No, it's either or.

Q You mentioned YouTube as one of the apps that they quite like. Is there any particular content on YouTube that they enjoy?

A They like watching some channel, I think there's some of the Fortnite stuff, but they like watching some of the other children playing on them. Again, he's not allowed to go online to take part in them. There's some car racing ones, sorry, I don't particularly know which ones that they are. And there are quite a few of the characters as well that they like to watch, again, that's restricted.

But they do like to look around on the content on what they can find is interesting. And at the moment it has been Fortnite which is what they'll see is people playing the level and seeing what they get to and some of the tips that they get and some of the experiences that they've had.

Q Are there any other apps that they quite like that you've noticed?

A There are some creative ones that they do. A few of the [unclear] ones that he likes to go onto. We don't so much allow them to have and to download apps onto the tablet, if they download they have to ask. So, it's more really on YouTube that they'll look at them and they'll find things, or he'll ask to go onto a web, at the moment they're talking about [unclear]. And we'll go online and we'll have a look at some of them, again, he's just viewing them.

Q You've mentioned Fortnite quite a bit, what device is Fortnite played on?

A It's played on his cousin's, because he's quite young I don't really allow him to play it, because it's got to be online, of course, [unclear]. So, he'll watch his cousin, but again, his cousin will then play a little bit of it and they'll play a little bit on, I think it must be their Nintendo as well. But he does watch quite a bit of it on YouTube to see how people are playing, I feel that's a bit more safer because there's not so much of the comments there. I'll view which one he's going to

watch so I know what level they're on.

So, that he doesn't go too much off level and then he's talking too much out of content with friends or with cousins and then probably getting too much engaged to want to take part. He'll watch then on video, some of the levels and some of the dancing that they do and some of the build up that they do to that and some of the language that they use, he'll probably want to know what they are saying. So, it's things like that, that's what his interests are online at the moment. Of course, because I've got a good idea of what they're talking about.

Q Have you noticed this interest in Fortnite affect his play outside of that YouTube environment, with his friends in other ways?

A Yes. I have noticed that when he's talking to them and when I'm talking to some of the mothers and they talk about it, some of his friends his age do play actively online. And they'll talk about they've got to this level or they've done this and do you know about that? So, I do see he becomes a bit reserved and then he'll give me the, Mum, I want to play, I can play it. And then of course I have to try to tell him that it's not something that we can do at the moment.

I do see that the peer pressure it adds to his way of wanting to take part and his anxiety of wanting to meet the expectations of his peers, which I don't like. So, I allow him to watch some of it on YouTube and that's as much, of course I would never [unclear], it's been my view across, is that he's too young to be doing it just yet.

What his peers are talking about, yes, we'll allow him to view it and see what's going on, but not take part. And I think he understands and I think we've got past the argumentative phase of, yes, we can see what it's all about, but we're too young to play it that's why we don't have it.

Q Does he have any physical toys that relate to his online and digital interests? Not his online interests, but his interests in technology.

A Yes, he has a few. He's quite into his Big Machines, so he has his JCB figures [unclear] and he was quite into it and keen to have that. He's got some Minion toys that he likes to put together and break apart, that he puts together. Him and his brother have got a car racing set, which they're very much into and they put the track together and the cars onto those. I think that's about it.

He likes to put together technical things, as in, definitely I've noticed the LEGO ninja ones, the little smaller pieces, he likes to put them together. And he likes to put together, I think it was another police car, you can put the pieces together and interact them into different types of cars. He's got a Batmobile, he's got a Spiderman set where you put the pieces together, but then can be taken apart to make other things as well.

Q Do they have any toys that are part digital, like a LeapPad tablet, an educational tablet, things like that?

A Yes, we have one for maths and English, it's not online, it's already pre-programmed. It's up to a certain level at school and he's got certain programmes

on there, which they can click on and they'll be prompted on spelling a word or drawing a word or doing maths on there. So, they each have one of them according to their age level. I think the younger one goes up to ten years old and I think my seven-year old's one goes up to I think, a teenager, I think it's Year 11. But those are offline, they're pre-programmed.

Q Are there any toys that your child has that are internet enabled?

A No. And that's purely because of the security thing. With the, I think it's Alphabet, the two tablets that they've got, they like to have [unclear], they're pre-programmed. And those ones he can leave them to play with and not have to worry about any pop ups or anything that they might start surfing on, but internet ones, no. Their tablets are always supervised and that's the only thing that they have, but not any toys, no programme toys.

Q Does your child ever play with anything that involves augmented reality or virtual reality equipment?

A Yes, we have a virtual reality headset.

Q What kind?

A But it's broken, the wire got yanked out. I think they'll probably get another one for Christmas, but we had it only the older one would've used it, and that was for car racing and some dancing that they used to do with it, but it's broken. I don't have it here actually to look at what it was. But the little one wants to take part and the older one [unclear] it got damaged and it didn't work. We did have it for quite a while and it's quite good to get them a bit active, I felt, but we had to restrict the use.

Because the [unclear] and digital were quite close to the eyes, I was a bit uncomfortable with the seven-year-old using it. But we did have that, they very much enjoyed it and they do miss it. I think it was good to do a bit of sporting activities on there as well and just give them that little bit of an insight into what it's like. It was never on a week day, it was only on a weekend that they could use it because it was so engaging and we couldn't really get them off it. It was brilliant at times and unfortunately that got messed up, they broke it.

It was very expensive, so we're looking at getting that one repaired, but we're probably not going to tell them, because I think he's a bit young to be taken too much into it. I know he does discuss it with his friends, I know that one of the friends wanted to come around and try it when we did have it. Because he was telling everybody that he has this and the amazing things that you could do.

I think it's a good thing to have, but I think probably definitely when they get older, not just yet, I think probably about ten, 11-year-old, that will be quite good for them then. Because I think it's too much I think for them to take in at the moment.

Q Thank you very much, that's very interesting, not many participants do have virtual reality headsets, so it's a really interesting perspective, thank you.

A Yes, I think some of the children at school did know what it was about, but

because I think my husband wanted it and he used it for his games and my oldest son saw it and he was like, okay, have a look. And of course, the little one we could not because he's far too young to be doing it, but it is very addictive for him and when he came off it he was definitely the virtual world [unclear] is amazing.

I do realise that is probably not suitable for his age, but it's an insight into something and his peers might talk about. I thought it would be good to have just a little bit of an insight.

Q This play with the virtual reality headset, is it something that usually occurred with Dad?

A Yes. Again, it will be offline and they enjoy their dancing, taking part in dance moves and they were playing some games, because he's currently learning martial arts, so he could take part in virtual reality martial arts. And there was a racing game and I think there were some sports ones that he very much enjoyed playing.

Q Does the other one get involved with virtual reality?

A No. We would have that discussion that I would take the younger one out and we'll do something different and then the older one can take part in some of the activities. I don't think the headset would fit the younger one, so I don't think he was particularly interested. He did witness the older one jumping around and looking a bit silly with the headset on and he didn't quite understand. He did want to take part, but I said, no, because it's too much for his head to take in. Only Dad and the seven-year-old would take part.

Q Am I right in thinking that this play usually occurred in the same space with it being a wired headset?

A Yes, in the living room.

Q Does your child ever play with any kind of artificial intelligence assistants? Things like Alexa or Siri or Google Home.

A No.

Q No one in the family has one?

A We do have one that might have had one, but we don't because again, it's something that they're very keen on and children are very hands on and wanting to know what it's about, we're scared that it's going to get damaged. And they have dropped Grandad's a few times, so, no, we haven't had one just yet.

Q Is that something you're thinking about getting in the future when they're a little bit older?

A It is, definitely. They were shaking it and they were like, where is this coming from? Where are you, who are you? I think the little one put it in his bag at one point and my Dad had to speak to it that's how we [unclear]. It is very intriguing for them to want to know what it is, but I don't think it's right at the moment just yet. I think Alexa would give up with the amount of questions they asked, to be

honest.

Q Does your child's play in outdoor spaces feature any technology at all?

A No. Outdoors would be solely physical with the bike or the scooter, no digital. I do encourage this type of activity a lot, we do do quite a bit, but sometimes if they're getting a bit restless and they've only been outside for half an hour, I will put some music on the tablet, just to keep them outside for a bit longer. But nothing outdoors, no.

Q Do you ever think there is an influence of technology in those outdoor play spaces? Do they ever pretend to be playing Fortnite or anything like that?

A Yes, they'll do the dance and they'll do the racing cars, they'll pretend their bikes are cars or the scooters and going quite fast in the garden and I try to slow them down. And they do pretend that the walkie talkies which they have are telephones in the garden, they do that a lot. Yes, I do think it does have an influence when they're outdoors, yes.

Q Next question, going back a little bit to LEGO, you mentioned that they have a little bit of LEGO, the ninja stuff. I wondered if you could just give me a quick run through of all the different LEGO products that you have, is that okay?

A Yes, we've got the big set. We do actually have quite a bit, let's have a look, I must admit, I don't know what it is, this one looks like a little robot monster. He likes to put the little pieces together. I know there's the ninja ones because he's quite into his martial arts, so he likes to make the ninja pieces and these pieces have been put together and they've got different names. It's a Ninja Creator, one of them and it's a LEGO City.

And he likes these the older one because he has to come into the dining room to make these because the small parts. The seven-year-old like to make those little pieces put together, he's got about six at the moment. Two of them are like Transformer machines by the looks of it and there's another one which looks like a robot and he's currently working on the LEGO Creator one and the LEGO City one at the moment.

Q Are there any kinds of LEGO products that you have in the family, such as things like accessories, bags, any of the LEGO films, things like that?

A We've got bedding, the sheet and a pillow, he's got a sketch book, because he went through his stage of making these little things. He's got a folder with some post it notes on it and a pencil and there's a cup and a little box that you can put snacks in, which he takes to school with him.

Q Have you ever been to Legoland?

A Yes, we have. Sorry, he's got a watch and he's got like a bracelet one with the little bits that you can put together as well. Yes, last year we went to LEGO Land.

Q Just the one time that you've been?

A Yes.

Q And you enjoyed that experience, that was good?

A Yes, it was fascinating. With the statues that they've got there I was wanting to pick the pieces, but of course, they're very well stuck down and put together, but yes, it's very intriguing. Unfortunately it rained quite heavy, it was October time, but the experience was very good, I was very impressed with the rides and the things that you could do there. Because of course, my young son would've been four then and for him to take part was good as well, he was probably at that age to take part as well, yes.

Q Just generally, how different LEGO sets would you say that there are in your family, in your household?

A Including the little ones as well, the ninja ones as well?

Q Yes.

A Eight.

Q That's the end of the first section of questions, so you we're going to move onto another section now and this one's more about your views on children's play and technology.

A Right.

Q Who decides which devices, digital toys, games and apps that your child uses?

A I think it's me and Dad, I think it's equally.

Q What guides those choices?

A Definitely, what their peers talk about, so we'll take onboard what the seven-year-old is saying, but we won't fully engage into it because if we do that then he'll know that he'll probably get it or he can butter you up to try to get it. So, we'll see what his cousins and his peers are doing and the way I find out about that is by talking to some of the other mums, and I definitely speak to my cousins as well, because they've got children a little bit older.

I like to go online as well and see, like on Twitter, see what some of them are talking about. We're on a group with my sister and nieces and nephews where I can just go in and see what teenagers are talking about. And a lot of what's on the television, it's like Fortnite at the moment and it was Toy Story as well. So, I think social media definitely plays a bit part in what we'll probably be buying or letting them view or take part in.

Q In your view, are there any types of devices, digital toys, games or apps that promote play?

A I think all of them do, are you asking for in particular?

Q Yes, just in the different ways, why do you think that is? How do they manage to promote play?

A I think the virtual reality set was great, because there you could hone in on some activities and if he's not managed to get to a martial arts class, he could've

probably looked at that and taken part in it there. So, that gets him up and about doing something. I think the tablet is good, they're very much into their music and they like to play the music on there because we'll only allow them to watch things and not take part in things.

And the mobile phone where they can play some music, which I think gets them up and about and playing. The Nintendo, that gets them playing as well, because then you can see where they can go with their racing and what they can do and then you can talk about it and they'll probably do that with their toy cars.

And I think the seven-year-old, he definitely more makes his LEGO as well, and he likes to make his martial arts figures, quite the active ones. So, I think quite a lot of the technology that we do try to promote is definitely trying to get them into active play.

Q On the reverse, do you think there's any kinds of devices or digital toys and games and apps that limit play? And why do you think that this is?

A Definitely again, the Nintendo, because that can have the opposite effect as well, because I have to limit his time, as I said, we've really got a [unclear] and times. If I had to give him any more he'd probably carry on going up to the level, the level, the level and that's more harder, more staring at the screen and I know he's taking part in it that takes away from the play aspect. Whereas the easier levels are just to get around it and have a few experiences. So, I definitely think the Nintendo one can do that, I definitely think that all the ones that let him go online can get him sedative and sit down and do it and not want to take part.

He could start reading comments, he could start seeing what other people are doing as to how they get to their level if he went online. So, I think that's definitely [unclear], because we restrict that, but I do see other children, especially nieces and nephews, you could be at their house for an hour and they've not moved because they're so much engaged in what people think and adding comments and looking at everybody else's and [unclear] that content. I think that can definitely restrict active play.

Q Do you think digital devices, toys, games and apps can promote or limit creativity along the similar lines of the last question?

A I think a bit of both, I think it could be just as equal. I think it definitely depends on how they're exposed to it to begin with, because I limit it, they're thinking, okay, Mum's not going to give us this. So, at one point they stop asking, but they do that their Alpha [unclear] tablet, which they can be creative on because they can do their drawings and you can put the USB in and save it and then switch it off. And they can be creative as in spell certain words or try to do some kind of addition or look up other words that they attempt to spell.

I think that can be very creative for them in that sense, especially when they go their paint and the little one likes to definitely do his paints and try to figure out how to do stamps and how to do banners. Definitely have it on their desktop window, which they use at school, the seven-year-old is very creative in using that and he likes to see how everything works and how the windows pop up. And

how the internet can come up and what they can do.

So, I think in that aspect it can be creative, but I think it definitely has to be monitored and supervised and they need that guidance at a young age. But I've also seen it on the reverse side, for example, Fortnite, where they're thinking, okay, I want to take part in what people are doing and then I want to see what level they've got to and they get very much drawn into that.

And I think that can be very detrimental to them because then they're trying to compete, they're being sucked into this online community that we don't want them to go into. Where they're honing in, I've got to get to this level, I've got to meet these expectations, I've got to be popular. I think that can definitely get them sucked into that and get them withdrawn from its fun things and it's only supposed to be a fun thing.

I definitely think that that's the flipside of it and I have seen children go down that avenue, but with the guidance that hopefully we can give them now and how them how technology can be beneficial and useful and learning with them now hopefully will stand them in good stead later on when they do want to get more into these communities. As to how much they should be going into and how much they should take note of.

Q Moving onto the next question. You've kind of touched upon this already, so sorry if I'm asking you to repeat yourself a little bit, but when playing with technology, how far is your child actively engaged? So, interested, focused, concentrating on what they're doing?

A When they're on their tablets, the Alpha ones, where they're spelling the words and the numbers they are very much engaged. Because they know that once they get to a certain level, once they get ten out of ten right, they want to go on the next level and they want to get more right or they want to learn why they've got it wrong.

So, as long as I can make it interesting for them they are quite engaged, definitely on that. They're fully engaged and excited about using YouTube or the Nintendo, they're very much engaged, they're very much happy in that, that's why I have to restrict the time.

Q Do you think that their play with technology is meaningful to them and their interests outside of that play? So, just generally more in their lives.

A Yes. I think it definitely a big part, that's the focus as soon as they come through the door, it's like, can we go and YouTube, can we play this game, can we see what's happening in that community? If they're watching what's happening, what's the latest on YouTube, they know that I [unclear] because I know that section. I do see that reflection when they're not on that, when they're in the garden or when they're inside and we haven't got any technology on, I definitely do see that and what to repeat that.

Q How often do you see your child trying to try and new things and make improvements to what they're doing while they're playing.

A I guess we have to try to encourage it. With his LEGO pieces and with his Bat Mobile and those ones, they'll take it apart and they'll be like, what else can we make? So, they are very inquisitive to see how different things work and we bought these sets purely because of that, to take things apart and make other things and put things together.

I do think they do have definitely interest to do new things, to make new things and to learn new things. I see that quite often and especially engaging with the [unclear], I encourage that a lot as well. Something different, something that they can learn and something that they can take forward with them or learn from. Something new and something interesting for them to learn further as well.

Q This next section is about questions relating to children's emotions and wellbeing while they're playing with technology. Do you have any thoughts that you'd like to share just hearing about the topic?

A Sorry, I'm not quite clear on?

Q Do you think that there is a link between children's emotional wellbeing and their play with technology?

A Yes, I definitely do. In the age we are now it's very much technology focused, it's not so much emphasised at school, but they do use technology as well, but it's amongst their peers as well. It's amongst them and what the other children are doing and what they're learning and they want to take part in it as well, because their friends are doing it. It's not so much to make friends, but to have an interest in what they're talking with as well. It's everywhere we go, we went to a restaurant, they had tablets there on the [unclear] that the children can play with.

It's in the car, the satnav in the car, the digital screen, so it's everywhere and I think they're very much engaged in it and if they don't get some time with it we do have the arguments, we do have disruptive behaviour. So, I think it's built into them now that this is what they do, that this is what they want and it's what they want to take part in.

Q When playing with technology, how do you think your child is feeling most of the time?

A Excited, engaged, because there's never ending content.

Q Would you say they're generally happy and cheerful?

A Yes.

Q Do you ever think that your child feels frustrated perhaps when playing with technology?

A Yes, because he can't go online, because he can't take part because of his age and certain content, that he can't view certain things or can't take part in certain communities. We'll get the never ending, but why Mum, but why Dad? And they'll play us up against each other, but Mum said I could, but Dad said I could. But we have agreed rules that they don't. It's very much in the case of that, certain websites, like the wrestling ones, they will only go to the cartoon kids'

ones and he'll be like why I can't I view certain content.

And it's getting him to understand that no, you can't because of your age and because of things that you don't understand that bit because I'll see that they get too much into it.

Q Do you ever think your child gets bored of playing with technology?

A Yes. Just going back to the last one, especially when I don't allow them to take part in communities and levels and you get to a certain level and want to go further, I do have to curb it. Though with playing the Nintendo one, he'll get to a certain level and then probably the next day I won't allow it because I think it means that he'll want to keep going further on the levels, so I have to curb that.

So, he'll probably get frustrated because then I've got, I'm always on this level. But then we have to change it to something else and we have to change, of course, sometimes the viewing habits online on the tablets to something else. That saying, familiarity breeds contempt, so trying not to make it too familiar for him.

Q I think the next couple of questions in this section you've kind of already covered in some of your other answers. So, we're just going to move onto the next section of questions, which is about your role in technology mediated play. When your child's play involves technology, do you ever play with them during this?

A Yes, I do, it's equal. Dad will normally play with the racing games and some of the martial arts games, Dad always took part in virtual reality, of course, trying to separate the two children, so Dad was always there. But then if it's in the dining room or in the kitchen where they're using the tablet or the smart television for the YouTube, I'm always there or I've got in control of the controls.

And I do actually take part in it because say if we are in the garden or if we are in the park, we'll make a few noises, like the Minion noises when we're running around or police car noises. It's trying to bring that technology out, some aspects of it, to make it interesting while we're playing outside. They're basically trying to keep their interest in better things, so I'll be engaged with them to take part in these aspects, I think that's very important, to keep interest with the child as well.

Q Do you think that some digital devices, games, toys or apps are better for playing with your child? Do you think they enable you more?

A The learning ones, for me. Definitely with the Apple tablet, sometimes they need some help or sometimes they could be sitting on them and working away and I can be like, that's really good, how did you do that and give them encouragement. So, I think those ones are the ones I like and I think they're quite good or sometimes learning new words. Or learning different things on YouTube when we're watching certain things I'll have that encouragement and just making him know that I'm interested and see how it makes him feel better and how he likes it.

Q Do you children ever use your devices? Things like your phone or personal laptop, things like that?

A Only the mobile phone. We have two, actually we have three, we have an old one that is a little bit damaged that only has some downloaded, like Peppa Pig, some

dancing videos. But when we're out they do possibly want to go onto my phone or Dad's, but then we put it on silent mode for five or ten minutes, so they'll start going on or sending messages, which they do.

Q During this time would you say that you ever play together with them or is it more you give them the device for them to just do what they want?

A Give it to them and do what they want, it's normally in a restaurant while we're waiting.

Q Are there any apps in particular on your device that you have for them?

A There is YouTube, due to space there's only that. There is some instrumental ones where they like to play, it's called the Garage Band. There are some more on Dad's phone, where they like to play the dancing one and they like to play find the item. I don't have that much space on my phone, but they do on Dad's phone, there are a few apps.

On those ones Dad will sit and play with them, because you have to be online or you have to have data in order to make them work, but with my one I'll just let them look at the photos and the videos that I've got already downloaded. And then on the old phone it's just some videos that we downloaded from iPlayer.

Q Do you ever use technology to initiate play with your child?

A About 60% of the time we try not to, because we'd like to think that if we ask them to do something or engage in something they'll do it, like reading a book. But some of the times you do have to start off with technology with a tablet, in order to get them onside or get them into a comfortable, okay, you've had your time, let's do something creative, reading or writing. I would say 60% of the time, no.

Q Do you think certain technologies offer more positive or negative experiences for your child?

A Technologies which are pre-programmed like their Alpha tablets, they're very positive because you can buy them pre-programmed for learning and being creative. So, that they're not solely honed in, I have to sit here and do my alphabet or numbers, there are different programmes in this, they are very good. And they're just like tablets, but, of course, they're offline, they're very good in learning and being creative, so they're very positive.

I would definitely have to say that the internet enabled ones, the tablet, phone and the smart television, they can be a bit detrimental sometimes because it can really get them engaged into it. They're very positive if they're monitored and when they're told what to do, but not all children like to be told what to do. But then when they're left to their own devices or they want to do what their peers are doing and go into playing games and go into finding other content and that can be a bit negative.

Q Do you have any other concerns about your child's experience with technologies? You have mentioned a few, so I'm sorry, that's kind of asking you to repeat yourselves, but I was wondering if there's anything else?

A I think the cost of it, especially with the virtual reality set, because they know it's broken, but they keep asking when we'll get another one, if Santa's going to bring one. So, I think the cost of it can, we haven't really touched upon that, it can be expensive to keep up with it. Especially with the Alexa, they want to go to Grandad's all the time just play with that. So, I think that apart from everything else that I mentioned, that they get too engaged and the cost of it can sometimes be a burden.

Q Do you have any concerns about data privacy in relation to your child?

A No, because they're not online. He knows how to search for anything online, he's very fluent in that, but because he's not putting anything online and because he's not online talking to other people or engaged in the other communities. That's only because we're there and restricting that.

I don't have any concerns just yet, but that's because we're trying to teach him now, we don't know who's on the other end, it could be your friend a seven-year-old, but we don't know. So, we can only stay here. I don't have any concerns at the moment, but I do fear that.

Q Do you have a set age in mind when you'll be comfortable with your child being online in that space?

A No. I'm hoping at probably 13 or 14. I definitely think I will still have to supervise it as they get older. But I'm hoping as they get older I'll still be able to hone in and say, okay, you're talking to your friend, but you can't say thing and you can't say that, your address, your details, your age.

Really as a parent, no, but I do know possibly at the age of secondary school so at 12,13, I'd have to probably start giving them some leeway at that point. But I think definitely before then, I don't think I'd let them, of course, they won't have a mobile phone, so hopefully I'm still thinking I'll be able to supervise everything else.

Q Do you think that your children's use of technology has influenced his family life positively?

A Yes and no. I think it's good with the virtual reality aspect that we were doing other things. Of course, I take him to martial arts, but then he could tell Dad, using the VR set what he does and that's good. And then, of course, they can make different tracks when he's watched something on one of the sets, how to change, how to do a different spin, like do the double wheel on the car set, on the car on the tracks. It's good because it gets us talking about certain issues and certain things that are going on at the moment.

Like with Toy Story there were some videos online promoting road safety. So in that respect it can be good because we can engage and talk about things and use something from a cartoon character to make them realise some things. But then there are times that they just want to watch their wrestling or they just want to watch Fortnite and sometimes you have to stand back and just let them have that bit of time. I think it's an equal balance, but I think it's definitely on the parents to try and engage in that and try to restrict that time.

Q I think we might be ready to move onto our last question, there are quite a lot more questions in this section, but you've touched upon them throughout really, really well, so I think this is the last question I'm going to ask. What advice or guidance would you offer new parents on issues relating to technology and safety in relation to your child?

A I think I have had this discussion recently. I definitely say, try [unclear] and try to give them a notepad and a book perhaps do some colouring and messing about. Don't let them get too much engaged into technology too early, because if they're out shopping and you've got three children and you've got to give them a tablet, they're going to want that every time we've noticed. So, I think it's definitely keeping them engaged in their surroundings and probably getting toys that change a little bit or a different toy every so often.

But I think definitely don't get them engaged in it too early because I think it's damaging, if anything, for the eyes and for speech development. I have spoken to people because their child is permanently engaged online, they're quite mute and it's been difficult having to get them to speech therapy. So, I definitely would say don't do it so early, but just do that little bit of time each day and setting that time and sticking to that time.

And possibly planning ahead, it's difficult, but planning ahead, if we're going to watch Toy Story or if we're going to watch LEGO, if we're going to watch Peppa Pig, is taking something away from that. Saying, Peppa learnt the A, B, C today, let's try doing that on the paper. Definitely engaging with them and definitely not leaving them alone with the device, so they're stuck with it for an hour, but working with the child to take away something from that and learning with it.

Q Thank you.