

Q Julia Bishop (Researcher)
A Rick N (Under 7s football coach)

Q Thank you, Rick, but we will need the signed and sealed bit of paper [consent form] eventually if that's all right?

A [Unclear].

Q Thank you. If there's any problem, let me know. If you could just, um, are you on WhatsApp? Could you WhatsApp it to me or something like that? On my mobile number?

A Yes.

Q Thank you. So, we have been working with ten case study families in Sheffield, of which, Mallison and Essa's family are one. Which is why we've come to you, and this is in relationship to Mallison. And his part in what you do. So just to begin off with, would it be okay if you could just tell us a bit about the organisation, or the club if you like, this activity that you run, and what your own role is in that activity?

A [North Sheffield] under sevens football team. I'm manager of them. Mallison plays on the team. They're all playing football with just the people, the players, the lads on the team, just having fun while they're playing football.

Q That's brilliant. So what's the name of the club again?

A [North Sheffield] Junior Football Club.

Q How often does it run? How often do you have the children in?

A We train once a week on a Wednesday night, then we play football on the Sundays.

Q So is that part of, like, an under seven's league or something like that? Is that how it works?

A Yeah, yeah, what they play on a Sunday. Non-competitive league, yeah.

Q And is it boys and girls or is it just boys, or...?

A In some teams it is boys and girls, in ours it's just boys [unclear] but it is a mixture throughout the week.

Q Right. And how is it funded?

A Ours is funded through, you have to get sponsorships for your teams and stuff like that. Just fundraising.

Q Is that local businesses or from, like...?

A Yeah, we, we managed to get a local business to sponsor us. Nice of them.

Q Yeah, absolutely. And does Mallison come every Wednesday and play in the matches on Sundays as well, usually?

A Yeah. He's there all the time.

Q Yeah, he's keen, I know. So can you just talk me through a little bit of what you do on a Wednesday evening with...?

A Yeah, uh, we'll do some football drills. We'll either do some passing drills or shooting drills. Sometimes we'll even just let them run out about and have a game, just to get them warmed up. Do the drills with them, and then last, normally last 15 minutes we'll let them have a little match between themselves. We'll split, however many there is, we'll split them into two groups, let them have a little football match.

Q Do you actually play yourselves, with the kids? Or are you more sort of coaching them from the side as it were?

A No. Yeah, standing on side, yes, having a look at them.

Q And when you're doing the training part, do you sort of demonstrate? Are you sort of actively and practically involved in it?

A Yeah, we'll explain it to them, show them how it should be done and then let them do it after.

Q So roughly how many children attend each week, on the Wednesday?

A 16.

Q And are the same, pretty much the same number involved on the Sunday as well?

A Yeah.

Q So I'm going to move now to some questions relating to technology and media that come into your activity. It can be any technologies, I mean, Fitbits, you know, VTech watches, you know, anything like that. Do they feature in your activity in any way at all, and if so, how?

A No.

Q No. Nothing at all.

A No.

Q What about, are the parents allowed to take photographs? Do you take photographs? Do you use your phones at all, anything like that for that sort of thing?

A We can, but we're safeguarding, we can't take pictures when we're playing matches. But they can take pictures in training, or just to the players on our team that we've got a private Instagram page of what all parents are on, which they can get word of them.

Q So do you take the photos or do the parents, or is it a mixture?

A It's a mixture.

Q Mm. But everyone's got the right sort of upload stuff?

A Yeah. As long as it's just the children on our team it... We've got all parents to sign forms saying that we're okay and stuff.

Q Yeah, so you got the permission and it's a closed group.

A Yeah.

Q So I was just wondering, do you use it in any other way? Are they able to sort of like each other, or messages, comment? I mean, do they leave messages, or, and do you communicate with the parents through the Instagram, or is that just literally for the photos and stuff?

A Uh, they can comment on the photos, so yeah, [unclear] they can comment on them and like the pictures.

Q Yeah. And do, are you following that? Do you, is it sort of, that sort of thing, does it happen?

A Yeah.

Q Do you use it as a communication tool with the parents as well, or is that done other ways?

A No, we've got another app for that, it's called Heja.

Q Oh yeah? I'm not familiar with that.

A It's like a special app for, like football and, like rugby and things like that, like your sport groups. You can write on that, you can put in schedules of when the next matches are. There's training sessions. And they can put if they're coming, if they're not coming, or stuff like that. It's handy to let you know sometimes.

Q Yeah, it must be. That must save a lot of work actually 'cause it's gathering all the information into one place for you.

A Yeah.

Q How long have you been using that?

A Since start of the season, since August.

Q And did you say it was called Heja?

A Heja, yeah.

Q Do you run that yourself, or is it one of your colleagues on the, in the group who, one of the other leaders?

A That, there's me and the other coach, we're both on it. And then all the parents of all the children that play.

Q So that's mainly the adults sort of working with that, and also on the Instagram page, it's not the children themselves, or...?

A No.

Q So the aims of using technology in your group is really as a communication tool and to take photographs, would you say?

A Yeah.

Q And are there any other uses that you would make of your, you know, apps or websites or any devices that you can think of?

A No.

Q If you had access to any technology whatsoever, or media content, apps and websites and stuff, would, is there anything that you would like to use that you're not currently able to, if money wasn't any object?

A No. Not that I can think of, no.

Q And do you feel that there's any barriers, you know, using the technology that you do with the parents?

A No.

Q They've all got phones and they're all switched on to...

A Yeah, they're all on it. Yeah.

Q And are there any other uses of technology or media in your organisation? Do you have to...? Are you affiliated to some national body where you have to keep records or anything like that, or for the safeguarding side of things?

A Just after... We imagine that the [unclear] somebody, we have to upload it onto it, if the website [unclear] who's scored, and keep track of that.

Q So do you film the matches or anything like that, or is somebody making a note

of that type of thing, or you just do it from memory later on in the day kind of thing?

A No, you'll keep track of score yourself, or, well, the rest we write down anyway, and get it off at the end of the match.

Q How about is there any training or anything like that that you've done that also came in an online kind of format?

A It'd be like videos, that I've seen on YouTube, that I've watched and I thought, hey, I'll try that with the lads. And I've tried that with them.

Q Okay, so that's interesting. So you just like doing that off your own bat kind of thing?

A Yeah, sometimes if I'm stuck for an idea for what to do with them I'll quickly put in a training session, for under sevens, on YouTube, and it comes up with quite a few.

Q Oh, that's really interesting. So what sort of content would that be? Would it be like games or techniques or skills or...?

A Yeah, there's loads. There's quite a variety of them. Comes up like that.

Q Can you give me an example of one that you've used and if it was good? You know, it went over well?

A I've used a shooting video which worked pretty well. You know, seemed to enjoy that.

Q Do you know what sort of, is it like coaches like yourself who are uploading these types of films? Have you got any sense of that?

A Yeah. It's other coaches that are uploading them.

Q Have you ever made anything or thought of making anything like that yourself?

A No.

Q Okay, so just coming down to Mallison now. I just wondered, do his family sort of, like, post pictures on Instagram and that sort of thing, of him in the matches? Or in the trainings. Sorry, you said the trainings, not the matches, didn't you?

A Yeah, his mum's took quite a few pictures of him, yeah.

Q I just wondered what sort of things kind of get put up there? What the pictures are of. Is it them in action in some way? Is it to do with celebrating birthdays and sort of stuff a bit around the child's identity, or how does it work?

A There'll be some, like, in-match photos of them, that other kids played at. Some of them after match, like if they've won the man of the match. So there'll be a picture of them with smiles on their face, they've got man of the match. There're quite a few. A picture of

when we played a couple of weeks, when it was absolutely raining badly, and there's a picture of lads after, still smiling. Or absolutely drenched and whatever.

Q I mean, my observation when I was just watching the other day was just, you know, how supportive the parents are, and I just wondered if that Instagram page was, you know, quite a bit of an extension of that kind of support really?

A Yeah.

Q Do you think they share it with their kids, that they sort of show them what the photos are, or show them other people's photos? Have you got any sense of that?

A Yeah, I'm sure they do. I think they do. Yeah.

Q Because obviously they're sharing in it as adults, but I just wondered if the children get any of the impact of that. You know, 'cause obviously parents must put stuff up, they're a bit proud or... As well as want to support the kids, so...

So in a way the example that you've given about using those YouTube films, they're sort of channelled through you and your sort of then physical demonstration of those, they are very much helping to develop perhaps the physical skills of the team, would you say, would that be a fair assessment?

A It's helping to improve them, yeah.

Q How about sort of social skills between them? Maybe team work or something like that? Do, do you get things like that from this kind of thing?

A Yeah. When we first started there were a few that were kind of shy. Quiet little lads. And now you can't, can't get them to be quiet. It is nice to see.

Q And do you get any sense that they're looking at films? Because in fact we've seen at Mallison and Essa's house just how, you know, they were showing me some films they'd found on YouTube. Some, and one of them was of, I think there are several sort of YouTubers who might sort of show skills and that type of thing. A little bit of a different type of video, I think, than you're talking about, that you use. And I just wondered if that came through to you when you were in the sessions with the kids?

A There's no [unclear] sessions, but I know some of them do have, my own lad, I know my own little boy does. Sometimes, so...

Q How old is he?

A He's the same age, he's six.

Q So does he, like, search them up himself, and, you know, take an interest?

A Yeah.

Q And you sort of sense that the others might be doing a bit of that as well.

Certainly I know that Mallison does, and Essa.

A Yeah. Like you'll hear them sometimes all talking about it, so...

Q That's interesting. Are there any particular names? Do you know of any sort of ones that are particularly popular with them?

A I don't know. I've heard them talking about it, but I've never, like, caught any names, anything they're talking about.

Q And do you sort of engage with that, or it's just that you've kind of overheard them chatting about, but you're not, they're not chatting to you, it's just amongst themselves sort of thing?

A Yeah, it's just among themselves, yeah.

Q And do you ever find they're demonstrating stuff that they've learnt, maybe from something like that? Or is that hard to tell?

A Oh, it's a bit hard to tell.

Q I was thinking of sort of tricks and, you know, that type of thing.

A Yeah.

Q Do you ever find any of them use Fitbits or anything like that? Have you...? You know, are they interested in anything? There are those watches [Vtech], aren't they? You can wear, and it tells you...

A Yeah. None of them's got them, or used them, but my little lad has asked for one. So, I don't know, some of them must be using them. But they can't bring them to football or anything like that.

Q Would you discourage something like that when you're actually playing?

A If they're playing in an actual match I would, because I don't want them to end up breaking it, that's all. But they can wear it to training.

Q Would you ever sort of say to them, 'If you want to learn a bit more about this, have a look on YouTube', or anything? Like do you ever sort of encourage them to kind of sort of expand their knowledge and look at other players through, I don't know, consulting films like that on YouTube or anything?

A I have told them to look up certain players on YouTube, yeah. There's one, he's obsessed with free kicks, so I told him to watch the player that's very good at free kicks. He comes to training the other day, oh, I watched him. [Unclear].

Q So this is like, you know, sort of famous football players, celebrity almost, ones, who've put up films online, is it?

A Yeah. Then we did have an actual, we got free kicking training [unclear] says, I'm going to do it like the Roberto Carlos I told him to watch. Said I'm going to do it like Roberto Carlos.

Q So it did rub off on him a little bit?

A Yeah.

Q I presume that they do watch football on telly, and it's perhaps something they share with parents. You know, watching the big teams play and stuff. And I just wondered if any of that came into their behaviour when they play in matches, or indeed in their training. You know, they're sort of mentioning names of players, or they're doing, I don't know...

A Yeah, yeah, they are all the time. They're mentioning names of players, yeah.

Q And how about in their actual play, as well as mentioning names, I presume they've got quite a lot of knowledge of their particular teams and stuff, but I wondered if they sort of would, you know, jump about or celebrate in some way if they scored, or something like that?

A Yeah. They do. When they've scored they'll celebrate, sometimes. They'll do a tackle, and they're rolling about the floor and you think they're... You go to check on them and they're like, oh, I'm all right, I'm just trying to get a free kick.

Q They've absorbed all of it then that they're seeing. So are there any other of their everyday experiences, do you think, that they're drawing on, or their knowledge of technologies and media which they sort of bring to the club or, you know, the training each week?

A No.

Q Will they discuss games? Do they tend to support the local teams or are they kind of, you know, fans of, wherever? The bigger, some of the bigger teams?

A Yeah, they're all split between Sheffield Wednesday and Sheffield United.

Q And do they tend to sort of go to matches, watch them on telly? Are they bringing in that sort of thing in any way that you can think of?

A Yeah, quite a few of them go to matches, and I know they watch it on TV when it's on. I hear them talking about it.

Q And is it, yeah, they're just sort of bringing it in and chatting about it and...?

A Yeah.

Q And I just wondered about the emotional sort of impact of this type of thing. Football's a pretty emotional sport. And I just wondered if you see any of that emotion when the kids are talking about it?

A Yeah. [Unclear] even in his own matches, you know, sometimes I... Sometimes when they've lost and they all come up with their heads down, like cheer up, lads, it's all... They'll end up coming back and they end up smiling again after five minutes, but they come off disappointed, is like, quite right, all right. But it's the other way round, when they come off and they win they're all happy and they're all dancing, celebrating.

Q That you say about them dancing, it makes me think about Fortnite and whether any of them, 'cause there were several players, I think, on the big teams who would sort of celebrate for a while with a Fortnite dance. There was some sort of trend to do that the other year. Has any of that come through?

A Yeah, they, they do tend to do it. They're obsessed.

Q Oh, even now?

A Yeah, [unclear] they'll start dancing and they'll come all out. Did you see my Fortnite dance? Oh, is that what it were?

Q Oh right [laugh]. Did you know about Fortnite?

A No. They've got quite a few I think. I don't know names of any of them.

Q So now I just want to talk to you about your own perceptions of technology and media and media content in a general sort of a way. And also I'm interested in what's shaping your opinion. You know, why you're thinking as you do. So I just wondered if you think any technologies or media are particularly positive, or indeed particularly negative for children attending your club.

A I think some positive ones have been, is like the YouTube again. Like they can see drills and try them. But I can't think of negative ways.

Q No. So it tends to be positive?

A Yeah. If they can see something and try and learn it.

Q I wondered, do you feel that you're providing something that is very physical, very active obviously, and whether you feel it is in any way a sort of antidote to being on technology and, I don't know, playing Minecraft or something?

A Yeah, definitely physically. Every time, we've always got them running about, moving and stuff like that. Whether it's training or, training or a match, they're always moving. They're always keeping fit.

Q And do you think that sort of technologies and media are important for children in general? How important do you think they are for kids these days?

A Can be a bit for learning stuff, I think.

Q You mean like in school or out of school, but you know, channelling their own knowledge that they want to pursue?

A Yeah.

Q Have you got any concerns about children's experiences about technologies or media at all?

A No.

Q How important is technology for yourself? Do devices and technologies play a role in your own life?

A I'd be lost without my phone. Whether it's like, as I said earlier, if you're communicating with parents, and your training sessions and stuff, through the app, or phone calls in general, always using it.

Q Do you do games on there as well? Have you got sort of little apps and stuff that are, you know, playful?

A No, I don't have that time.

Q And how about taking photographs and that sort of thing, do you use it a lot for film and photographs?

A Yeah.

Q And what you've mentioned is mainly part of your working life, and does it impact on your family life as well? You know, are you using it in that context?

A Yeah, I'm always taking on my phone or videos on my phone.

Q Have you got any concerns about the safety aspects of internet-enabled toys, you know, toys that might link wirelessly to the internet? If you have any experience of those, or you've read about them, does that sort of thing concern you, or...?

A Depending like, you always hear things about people who can get onto them and stuff like that. That's always in the back of your mind.

Q Do you have any personal experience of that or is that just something, I don't know, you've heard on, you know, TV, or news, or something like that?

A Just, just stuff I've heard. I've never come across it myself.

Q No. That's fine, thank you. And what about, um, similar sort of issue about data privacy in relation to children. Do you have any concerns about that when they're using digital devices and being on the internet?

A Yeah. Always worrying about what they can come up with on the internet. We never, like, my son's got his tablet, and it's always, like, he'll be upset sometimes and it's, I don't know what he's on, I put, like, the parental things, so he can't run stuff like 18 and stuff, but it's always, like, can he get onto it? I don't know.

Q And do you think that children's uses of technology and media, do you think it interferes in any way with their everyday lives, or benefits their everyday lives?

A I think you tend to see kids more, like, on the tablets, or the Xbox and stuff, and things like that, than being outside and playing nowadays.

Q It also occurs to me, I haven't really touched on video games and, you know, sort of PlayStation and stuff like that, as you say, consoles. Again, do you find that there's a lot of interest in that sort of thing amongst the kids that come to your training sessions and your club?

A Yeah, I think they've all got an Xbox or a PlayStation.

Q And there's the FIFA games and things like that, aren't there?

A Yeah.

Q Have you heard them mentioned at all? Will that come up in conversation with them, between them?

A Yeah. Sometimes, my little lad's got an Xbox, he goes on FIFA. And he's been playing online with someone else from his football team.

Q Yeah. How do, how are you feeling about that? How does that make you feel as a parent?

A I like it, but it's like, 'cause he's made new friends from this football, from playing football, and still communicate with them when he's not with them. I don't like him spending too much time on it.

Q Yeah, that's really interesting. And finally I just want to ask you a few questions about play with technology on the one hand, and health and wellbeing on the other. As I mentioned before we are exploring if there are any links between technologies and media and children's emotions. And I just wondered if you've got any thoughts about this?

A Not that I can think of.

Q Do you find that your son gets bored with playing on technologies, or anything like that? Is there anything particularly he'll do for a while and then stop?

A Yeah. He does quite a lot.

Q You mean he plays a lot, or he'll stop on his own sort of thing?

A He'll play and then he'll come off on his own. Unless he's on FIFA, then it's a nightmare to get him off it.

Q So you find the FIFA thing is hard. That's more likely to keep him engaged, is it?

A Yeah.

Q Do you play with him at all? Do you play alongside him or anything like that when he's doing that? Do you coach him in any way or have you shown him how to use it and then left him to it? How does that work?

A Yeah, I've played with him before, I think, yeah. I've never, like, coached him on it or anything like that.

Q Did you play on it yourself? Have you done that yourself? Is that something you do or did in the past?

A When I was younger, yeah.

Q So how do you feel about your boy using it? Are you sort of comfortable with him playing on that, or do you find that the length of time is a bit of an issue for you?

A Just length of time, you know, like sometimes I tell him, like... If he's on anything other than FIFA he'll come off it, if it's FIFA I have to tell him to come off about three times before he does. When he's had enough time on it.

Q Yeah. Do you have a feeling about what is enough time? Is it like a set amount of time or is it something to do with, you know, how it feels in the moment, okay, he's been on that a while, I'll change, change, ring the changes.

A Yeah. Sometimes, he, well, it's just like he's been on there a while, so tell him to come down and sit with me and his mum and his brothers. When he's on FIFA he's hard to come off but if he's on a different game he'll come off himself and he's all right.

Q Do you know why that is? I mean, can you sort of observe? Do you know why he's more fixated on that and he's engaged with that, you know?

A Obsessed with football.

Q So it's the football element.

A Yeah.

Q Does he have any other games or apps or anything that he likes to play that relate to football?

A Other games... He has got other games, I can't remember what they are 'cause he never goes on them. [Unclear] They just get put [unclear] covered in dust.

Q And are they digital games sort of thing? And they're digital devices that have got football stuff on, or is it just other...?

A Yeah.

Q So it's definitely the FIFA he plays on his tablet that he likes the most?

A Yeah.

Q Have you noticed with the lads, you know, actually at the club, do you ever hear them sort of express emotions? Are they kind of shouting out, are they ever kind of whooping or, you know, or booing, or talking to the screen? Do you get any kind of sense of emotional expressions going on when they're either talking about football, or when they're witnessing it or playing those sorts of games?

A Yeah, they show expressions when they play in it, yeah.

Q Is it more when they're playing than when they're talking about it, would you say, and discussing it?

A Yeah.

Q And I think you mentioned, is it the FIFA where you lad has sort of made other friends and everything, actually it's quite a sociable thing that he's got onto there, through the FIFA?

A Yeah. From the lads at football, yeah.

Q So he's made new friends amongst the group. The pre-existing group. So he kind of knew them before but he didn't know them very well, but they all play... Do they all play in this sort of group, or is it just certain ones in the...?

A Yeah, they all play. In the football team, yeah.

Q So just to make sure I've understood this correctly, so you're saying all the lads that come, do... Do they all play in FIFA and will they all sort of connect with each other via the FIFA sort of game?

A Yeah. They all talk to each other about it, yeah.

Q Can they talk to each other while they're playing or is it messaging on the actual game or how does it work?

A Most of them's got a headset, and they can talk to each other.

Q And how many of them might be on at once, from the experience you've got of, you know, seeing your son play?

A I think most I've seen is four. And they're all talking to each other. It sounds crazy.

Q Do they, like, pre-arrange that, or do they just sort of think, oh yeah, I'll play a bit of... On my FIFA. And then see who's on there kind of thing? Or do they say 'I'll meet you'?

A Yes, when...they can see who's online, so...

Q So they check that out first, and then if someone's online they want to be with

they'll start playing, yeah?

A Yeah.

Q Okay, so do you ever see any sort of continuation of those sorts of conversations actually just in the training and that sort of thing? Do you think that helps to make them, you know, a bit more of a team, or anything, just having those friendships online, as well as offline? Would you say that helps at all? Does it have an impact?

A Yeah, I think it helps them, yeah.

Q Do you have any further thoughts on anything I should have asked you and I haven't asked you on this topic, around this general topic?

A Not that I can think of, no.

Q Can I just say a huge thank you to you.