

- Q Julia Bishop (researcher)
Q2 Alex Hetherington (researcher)
A Serena (mum)
B Kawsu (dad)
C Mallison (6)
D Essa (4)

Q Well thank you ever so much because I think you were looking for photos and different things, weren't you, and I know you haven't got that much storage on there.

A When was it now, it was the 29th September. So they chose to do LEGO. So we set him up with the instruction book on his own at the table, I just put them in a little pot, gave him the instruction book, and I left him. And he made it all by himself. And then they did this.... (*plays film F1p_20191015_v001*)

Q And they have American accents.

A And then they were literally walking round the house talking like that.

Q That's brilliant, because you were speaking about that last visit, weren't you?

A Yeah, so I managed to catch it, yeah.

Q Thank you so much, that's absolutely brilliant.

A Yeah, so they'll do the LEGO and then they'll go off and....

Q Yeah. I think that's really interesting actually, because often I think we think about LEGO as a making thing, but it's all the stuff that goes on inside their heads I think as well.

A Yeah. But the fact that the voice changes as well.

Q Exactly yeah, they're proper actors aren't they, yeah, that's great.

A But I was going to send it via WhatsApp, I just haven't had the chance, so I can do it now.

Q Oh thank you yeah, that would be absolutely fantastic. We have a few questions, supplementaries that I meant to ask you about things that you filmed. So you recorded it, did you overhear the voices first and then think 'oh that was what we were speaking about' and....yeah, get in there?

A Yes. They didn't know I was behind them, they didn't know I was doing it.

D Oh I just need some help. I don't know how to do my scooter but I did this.

A His brother usually helps him with it.

Q2 You did that bit.

D I'm usually close to my brother for help.

A Yeah, we do usually help him doing it.

Q So what was the context, was it like a weekend or something like that?

A I'm sure it was a weekend, it was the 29th September, it was a Sunday. So Mallison had been on a match in the morning time and then we'd come back here, and I think we'd got family coming round and they were just....I said to them while we're waiting, just find something to do, and then they wanted to do LEGO. So Mallison sat at the table and made the LEGO, and Essa, as soon as he'd made it, Essa wanted to play with him. And then they just separated the pieces and they both took on a role and then they started talking like in that accent.

Q Is that like a normal occurrence?

A Yeah. I'd say yeah, they do it quite a lot, yeah.

Q And so they're kind of doing it together collaboratively as well?

A Yeah, sometimes they don't always get on, it depends on what they're doing. But if it actually comes down to role playing and acting it out, then they get on, we're fine with that, they always seem to find something that they agree on.

Q And what do you think it comes from, the American accents and the squeaky voices and stuff, is there any special thing or do you think it's generically lots of, I don't know, films?

A I honestly don't know. I'd assume it's probably something like YouTube, but I don't know. They have got a family in America but they don't have strong American accents, so I don't think they get it from them. And I think that Mallison has in the past watched the films of other children playing, role playing, on YouTube and I don't know whether he's got it from that. But I can remember them talking with a bit of an accent way before they even actually played on YouTube that I can remember myself.

Q Really? Yeah, so they've obviously got....

C Yeah and the M one on YouTube what mum wouldn't let me watch.

A Which one? There's a lot that mummy doesn't like you to watch.

C Yeah, like when....like going on Power Rangers.

D Like M-O-M-O came out.

A I don't even know what that is.

Q Oh the meme thing yes. What does mummy let you watch, that's the one we're interested in, something about the Momo thing is it?

A Oh no ???

C She lets me watch Grizzly and the Lemmings.

A I do. So what he's on about there is, about 6 months or a year ago – I can't remember exactly – there was something that came on the internet with a chicken on the head or whatever.

C Yeah but people would ???

A Yeah. So at that point....

C It told this girl to do summat bad as well.

A He's never, ever seen him. The information he's got is from school. One of the school mums told me about it and she said to warn me because they were talking about it at school and he'd got a bit upset because they'd said stuff at school. What did they say at school, what did you get upset about?

C Of what?

A That what you're talking about.

C Momo?

A Yeah.

C I don't remember.

A I can't remember what exactly had happened but I remember him being upset about it, and all the kids knowing about it but he didn't. And I banned him from YouTube at that point just until they sorted it out and got it off there. And that's what he's saying, that's what he's saying 'mummy won't let me go on it'.

Q Yeah. So had he found the Momo?

A No, no. Because he doesn't use the internet a lot, he doesn't use YouTube a lot. Intermittently yes he does but it's not like a regular daily thing. So I'd heard about it but I'd not thought he may see it. And then a school mum mentioned it, that the kids at school had been talking about, and Mallison had got a little bit upset. But I can't remember why he was upset – whether because they were the comments that they were saying because he'd not seen it, I don't know.

Q Do you think it was, I was going to say, was it that he was left out because he hadn't seen it, rather than anything about the content of it?

A Mallison, do you remember, were you a bit upset because you'd not seen it and everybody else was talking about it?

C I don't know.

A I can't remember exactly. But I just remember him being a bit upset about it, and he's just saying it's something on the internet that shouldn't be there that's upsetting children and until it gets sorted you're not allowed on it. And he said....he weren't right happy about it but he's accepted it.

C Because I wanted to watch it even though it's like bad. Just watch it. Any time she doesn't want you to watch it, just put it on and watch it.

D Oooh.

C Kids at school were talking about it, and then they had....if you were told they could watch it and I couldn't watch it.

A So that's what had upset you?

C Yeah.

C Yeah, and it asked questions. I know YouTube, Mum, we can't accept for some subscribing at all actually, so we tried to, we can't. So actually you should have let me go on YouTube.

Q But you do go on YouTube don't you, Mallison?

C Yeah.

A That's now, but that was then and it weren't very often.

Q Yeah, that was back then yeah.

A It must have been a year ago at least. It must have been beginning of Year 1.

Q Because you know your mum's just shown me a great film, you'd done some LEGO and then you were doing like the American voices and the high-pitched sounds. Are you thinking about anything in your head when you do that, are you thinking about stuff you've seen on YouTube, or any films you've watched or anything, or stuff you do at school?

C Not really.

Q No? OK, I just wondered.

A Mallison, you know when you build your LEGO? And you're playing with it with Essa, are you acting out like they do on YouTube? Do you know when you play with your LEGO and you're talking in a funny voice?

C Yeah.

A Are you acting out like they do on YouTube, like pretending to play?

C No.

A Alright. ???

Q That's fine, don't worry. So we're getting the voices now. What does that episode mean to you? What significance has it had, that episode?

A Oh this?

Q Yeah that you've filmed, would you say?

A Well I suppose....I'm kind of pleased when I'm watching them because it's the fact that they're getting on and that they're enjoying each other's company really, more than what they're actually doing. I find it a bit strange that they're talking in an accent but I don't want to stop it because....Essa occasionally talks....has a bit of a baby voice that he puts on, and I stop that because he's never talked like a baby even when he were 2 so I don't know why he does that. But yeah when they're role playing and stuff I just leave them to it, because they're good at it and they just seem to enjoy it, and they get on. And they lead each other, like Mallison will be saying 'Come on, because they've fallen here' and he'll say 'Yeah, yeah, they've fallen down, haven't they' and he joins in like kind of thing.

Q Yeah. So you feel it's actually quite a positive and imaginative kind of game?

A Yeah, yeah, it's their own little world yeah, but they're like they're leading each other in it if you know what I mean? So he'll say something and Essa will go 'yeah, yeah that's what happened' and he'll go....

Q So they're kind of collaborating and producing it more or less on the hoof.

A Yeah, yeah.

Q Do they ever perform stuff like that for you and Kawsu, or is it mainly in their own....just with each other?

A No. I don't think they perform, no. We've never asked them to and they've never offered to so....

Q No, I just wondered if they'd offered like 'Can we show you this?' or....

A Oh they'll show us what they've made and they'll explain stuff to us, but they won't perform.

Q They don't involve you in the narrative is what I guess I meant more.

A No, no.

Q They wouldn't, no.

A I don't think so anyway. But they pretend they're mums and dads and stuff like that, but I'm not a mum in their little....

Q No, and they don't tend to say it, yeah.

C Mum, I've done the settee.

A Wow that's amazing, well done, clever boy.

Q Oh I love the colours.

C And I've done all the people.

A OK, put them to one side then the bits that you've done and then you can add some more stuff to it, can't you?

Q From what you're saying, that type of play occurs quite often?

A Yeah, I'd say when we're in the house. Because we don't spend a hell of a lot of time in the house, that's the issue.

Q Yes you've mentioned that, yeah.

A But when we do spend time in the house they will find something like that and they'll play nicely. When we go to my mum's then, my nephew's there as well, so there's three boys all of very similar age and I'd say it becomes a bit....they do play in a similar way but it can often become a bit more ninja kind of talk, they won't tend to talk about being mums and dads or things like that, it will be more like.....

C And sometimes I cry at school dinner time because I want my ??? and like adult stuff in there, really swearing.

A What kind of stuff do you talk with [boy cousin name] about play wise?

Q Mum said she's heard the word 'ninjas' a lot.

A So you like to play football with [boy cousin name], nerf guns, pretending that.... what's that, Zombie Virus, I don't know where that's come from, that's something to do with [boy cousin name].

C It's ??? again.

A So they'll talk about the Zombie Virus which I think is something to do with YouTube, but it's something that [boy cousin name] watches.

Q Is the Zombie Virus, is that something like a real game that you would play when you touch somebody and say you've got a virus or something like that, a zombie virus?

C No.

Q It's not that. They used to call it like the lurgy when they did that.

C It's where you find like you get zombie masks and then everybody wears the same costume, but except for other people, but the people who get shot by nerf gun have to be used to it. So they shoot the person who's a zombie with a nerf gun and then...but you have to get round all of them and then they get in the ship ??? So that's what we did. But we really want to get the zombie masks.

A How do you get the zombie mask?

C You have to buy them and zombie masks and zombie clothes, so you do that.

A But what's a zombie virus?

D It's where people ???

Cand they get turned into a zombie. And then you get back up and you're a zombie.

Q Oh my goodness. And now we're seeing you being a zombie. So how do you be a zombie, can you just show us again?

C So you go like that. But if you get shot....

Q Your arms out in front of you. And then you....

Cyou go like that.

Q Oh right. So do you play this in the yard or something like that?

C No.

Q But you play it with [boy cousin name]?

C Yeah.

A You play it at nannan's don't you?

C Yeah.

A So they generally play with the nerf guns with [boy cousin name], and the football, the zombies, or ninjas or something along that line.

Q Right. And what do you think they enjoy most about that kind of play, or what did you think they were enjoying in that film – let's be specific.

A This film?

Q Yeah. If anything. They were enjoying it I think though.

A Yeah, they just like LEGO, they like to pretend, they're doing different things with the LEGO. Yeah, I don't think there's anything in particular. The context is completely

different each time they play, so it's not like they say the same things or they do the same things, they just....whatever they're feeling at that moment is what comes out of their mouth.

Q Yeah. So when they're playing with technology, like the Switch or the iPad, how far do they take an independent approach, would you say?

A So if they was well behaved enough and they said 'can I go on the Nintendo?' - especially Mallison - I wouldn't tell him what to go on. If I gave him permission to turn it on he would choose what he went on on that. So it's totally him. If it's Essa then I would encourage Essa not to use the Minecraft because he doesn't understand it too much. And if he's playing on The Incredibles he'd play on that with his brother probably over his shoulder. And if he played on the...what's it called....Essa, no....the Mario Karts, he can play that on his own. And if he wants to play on Just Dance I'd set it up for him. He'd ask me but I'd set it up for him because it's better on the TV.

Q Alright, what is that again?

A Just Dance, it's like a dancing thing.

Q And they've got The Incredibles as well.

D I want to play Minecraft.

A But you don't take it on and off there, I do it, OK.

Q Because they've heard these things, they've come into the conversation.

A Well I don't mind Mallison doing it, but Essa he's a bit heavy-handed.

D I want to play Minecraft.

A Let's just show Julia what we've got so she knows.

D We've got Minecraft right there, and we're all here. I want to go on The Incredibles. I need a game card. Game card, so you get....wait [overtalking] wait, let me see if the game card ???

A It's in already, just one second.

D OK.

C ???

D No it isn't in Incredibles.

A What are you wanting to go on?

D Incredibles.

C So we've got these ??? then we've this, so we can put all the game ??? There you go. So I have my Minecraft games on these. Minecraft.

A Right, so you're doing ???

C I can put that in there now, like that. Now I need to get on my....er....

Q2 That's nice and safe.

C Yeah and then behind here you get ???

D Gather round ???

Q Alright OK, we're behind you so I can see you. Is that alright, so I can see better. [See film made at this point - F1r_20191012_v003]

Q2 Which controls are you looking for, Mallison?

C They had like ???

A Yeah actually these ??? I don't ???

C ??? Nintendo Switch.

A Controls for what?

C It's so funny this.

Q Is it.

D For the Nintendo.

A You don't need a controller, do you just want to finish your LEGO.

C Careful of that, mum.

A ???

Q Do you want the cushion?

D Give me a shout, do that.

Q ??? I can see ??? So what happens here, is this like the beginning?

D Yeah. I'm doing this one.

Q Oh my goodness what's happening here?

D He's just ???

- Q Oh OK, not scary.
- D So on that one....
- Q How did you come to get into The Incredibles then on here as a game?
- D I don't know but my mum bought that.
- C Ordered it for me.
- Q OK, but had you asked for it?
- C She ordered it but it made our Christmas ???
- A No I didn't. Because we go this for....we got The Incredibles....
- D Mallison, can you come and help me for a minute.
- A for a Christmas present. I'm trying to remember what games they got initially.
- C Yes?
- D I want to supply summat. Wait, I press A, don't I? And it's re-loading the game.
- C Press A again.
- A But The Incredibles was ??? I can't remember whether it was Christmas or birthday.
- D Watch this, watch this Julia.
- Q Just one second.
- A Because it's a LEGO, The Incredibles LEGO, and I thought he'd like it to play with. But it's only recently, probably in the last year, that he's really started to play on it.
- D I'm using that.
- C Wait, I'm going to go forward???
- Q You've got a really good idea what you're doing there haven't you? So show me how it works. What's happened to ???
- D So you press that button to go backwards and forwards and that one's how you move it.
- Q That turns it around. And how is it trying to get used to that?
- D You know how to ??? couldn't do it and you can still do it.

A I think initially he found it frustrating when he couldn't do it and he used to get very mad, but his brother were a little bit further ahead on it and he figured it out. So he spent a lot more time on The Incredibles than Essa has so he's got that game, but he's used his brother to support him and he's managed to figure it out.

Q Yes it's interesting isn't it. So it's really been an independent thing but between them.

A Yes.

Q So independent from adults but not from each other as it were.

A Yeah. I think initially I set it up, but then I wouldn't say I've played on it much.

D Well she has played on....she's only interested in about the....

C Mario.

A I like the Mario Karts, yeah.

D Mario Karts, that's the only thing she likes.

A What are we doing now? Is it loading still?

D Yeah.

A So what are you doing while it's loading?

D Just moving it around. Move the ??? city. You might see the train on the rails, I'm moving up the train on the rails, that's ??? Now I'm a ??? Shut up. Can you just shut up. I mean just shut up last ??? please. I'm going to find that man who got burnt so I'm going to find him, and he's down this road somewhere. And he's just going to be saying '???' I don't know how I got over here but I'm going to find him. Get off my head! That's a farm but I'm not going in there.

C This can really help us. I'm getting ??? this doesn't really need it.

A Alex wants to know if you can build this or not.

Q2 Actually the mini one here ??? is missing.

A What's missing?

D On the road....

Q You nearly got run over. Is this you?

D Yeah, I'm going. He-he....

Q What's happening now? I've never seen this before.

- D It's going to get traffic.
- Q Right. Are you trying to get across the road? Are you trying to get somewhere?
- D Oh, I can see a robber. Mallison, I've found a robber, please take on without me.
- C I'll take the hell out of it. Where is it? In that farm?
- D Mallison, let Julia see it.
- C Where is it?
- D It was over there and it come that way.
- Q What is it you've found?
- D That way.
- C This way?
- D Yeah, into the farm somewhere, it must have hided. I've never been in that farm. Mallison, Mallison, I want to go in there. Give it me, give it me, give it me.
- C What, you want to go in there?
- D We've lost the robber I think.
- A Right, I've figured out your LEGO for you.
- D He's there! I've found the robber, Mum, but I'm just going to leave it to it. I'm going to kill these people I think.
- A Why? What's that done?
- D They've made the....they made the...the farm animals made the....the farm animals make the robber escape.
- Q Oh, do they?
- D Yeah.
- Q So they're like friends. They're on the side of the robbers. So they're baddies.
- D I need to kill it. Give me....come here, big pig.
- A I don't think the pig's done anything wrong, Essa. I think you're getting killing the pig from Minecraft, aren't you? I think you are.
- D Yeah I am.

Q Oh right.

A They kill the animals on Minecraft too you see.

D So I'm going to go on Frozone which is over there. Up, up, up, up, up.....that way, that way, that way, that way, that way, that way....and up, and it's up. Now I've froze up. Let's freeze these pigs and ???

A So you can change characters.

Q You know a lot about it, Serena, it's really interesting. Have you watched him play a lot?

A Not really..

Q Not really?

A Not really, but I think when he first started it I probably....he found it really frustrating at first because he couldn't do it, so I was like figuring out what X meant and what Y meant. I couldn't tell you now, but I think if I had a play around I'd probably be able to figure it out.

Q Yeah. How long would you say that initial stage lasted? Just weeks, days, months you know.

A Weeks. Yeah I wouldn't say it were a long time.

Q Do you think it engendered sort of more cooperation between them because Mallison was able to give pointers and help out?

D Wait, I need to go over there.

A I think initially with me helping him, and then afterwards he got it, it was him helping him.

Q Yes I get it, yes.

A I don't think I'd be able to either on this because he's figured it out for his brother.

Q Yeah, the handing down of knowledge through the family then.

A Yeah, yeah. And if they asked their dad, daddy wouldn't have a clue, would he, Essa?

Q Oh right.

D Dad has never played on it. But I'll show you his character.

A He has got a character, hasn't he?

D He's got a character there.

Q Oh you've got a character for him? Oh right. And what is this character?

D I don't know. What is his name?

C But that one's his.

Q Who made his character? Was it you, Mallison?

C No.

A I think we did it because we thought it looked funny, didn't we?

C Yeah, we liked it.

A He's never played on it though.

D Oh, I'm in.

A ??? go back, that's it.

Q Oh that's great. Thank you for showing me that. And you've got Mario Kart, Minecraft....

A So show.....

Q So in some ways it sounds as though the technologies do foster interaction between the boys, rather than cutting them off from each other, would you say?

A Yeah, though which I think isn't the usual way, is it?

Q I was going to say that it goes against what you often hear about technologies.

A No, I don't think they do. I think they often play together. I think when Mallison's on it I think his brother will occasionally come and look over his shoulder, but Mallison is on it more on his own. But I do pick times, so Mallison's got it when it's better for us all as a family. So for example when Essa goes to his swimming lesson I allow Mallison on the Nintendo then because he's been patient waiting so he gets the time. But he only gets that time if he does all his other ??? So it's a bit of an incentive really.

D Mallison, I'll be getting the cars. It needs to pop up a bit. I've been on this track. So if you pop up an X...

D Big bad one, big bad one, I go, go backwards.

Q Do you think the Switch is particularly good for fostering interaction between them, or are there some....you know the iPad? Do some technologies do it better than others, would you say?

A I think I don't think when I got the Nintendo that it would have that impact. I use it more as an incentive for things that I think they deserve extra treat, and so the extra treat that

they get. But I didn't think when I got it that they would play on it together as much, you know. But actually it is quite good because it's got....on Mario Karts, if you pop it on the TV you can split the screen of the TV and they can have a separate ??? each and they can actually play each other on the karts.

Q And is it on the TV screen there?

A Yeah. And when they play on the Dance they can take it in turns if they're dancing on it. So they do often play with it on the TV together, or take it in turns.

Q Right. Perhaps I could get a film of that, that would be a really useful thing to see please, thank you.

A Yeah. Do you want to have a go on Mario Karts together?

Q You don't have to do it now because Mallison is engaged with this now, I don't want to keep changing too much. But any time it comes up.

A Oh right then well we'll do it when you do your LEGO....oh right, you mean to film it? Yeah, alright yeah, yeah.

C I'm in first place on Mario.

A Wow that was clever.

D There's a fire, there's a fire, I need to....I think I can put this fire out and then ??? I'm going to put it out.

C Look. Look mum.

A I know, it's brilliant, well done.

Q Oh thank you, can I take it on a film. Tell me a bit about that.

C It's....Alex.....

Q2 Which bits are for me?

C It's actually Alex on Minecraft, it's called Alex.....

D I put the fire out, I put one of the fire's out.

Q2 A different Alex

Q So this is an Alex on Minecraft, and you've built him here out of LEGO.

C Yeah.

A Following the instructions.

C I've not quite built him though.

Q2 Which bits have you built?

C I've built his legs and his body. These are going to be for his arms I think. Probably will.

D I think I've put all the fires out now.

Q Oh, do you like the moving parts?

A What's that bit?

D One more fire to go.

A What's it going to be before that?

C This? They're for the arm I think.

A No what's this bit here?

C I don't know.

A Oh, well ??? it out then ???

Q2 Shall we find out?

C Yeah.

D Yeah.

D These can have a war can't they?

Q2 Yes I guess they can.

Q So when your children are playing with technology do you ever play with them? And we've sort of touched on this a bit, but let's just elaborate.

A Yeah. I think when they play Mario Karts I often do get involved because I do quite like that.

Q So how would you be involved, would you race against them or....

A So often when Essa's playing Mario Karts he sometimes gets frustrated if he's heading the wrong way, or if he's number 12 or....you know because they get placed, they get put in places, so sometimes I'll help him, and he likes that don't you? But he's been getting better at it so he's actually been managing to do it without me sometimes, so that's good. But yeah he gets really frustrated and he'll just say 'help me, help me on this' so then I have to help him.

C Yeah and then I help him sometimes.

A I do get involved with the Times Table Rock Stars and Spelling Shed, not really like doing it for him but just sitting at the side of him and supporting him I suppose a little bit. Because sometimes he'll say 'I don't know this one' and I'll say 'You do, think about it'. And so I do get involved with that. I don't really get involved with the YouTube. I listen from a distance and tell him to turn something off that I don't particularly like the idea of.

C Yeah but Ride??? isn't real, it's fine.

A You tell me everything's fine!

C Yeah, it is mum.

Q And they're on YouTube Kids aren't they, is that right?

A Yes.

C It's actually for kids, it's not for adults, it's for kids. And mum thinks it's ???

A I think if I didn't work so much I'd probably have more time to dedicate, but usually when they're having some time on something like that I might be....I might jump in the shower, or I might do something that I can get something done quickly, you know, I don't know. So I suppose I don't have....when they're doing stuff like that and they don't need me I suppose I just let them just do it, whereas when they're doing like....when Essa's doing his LEGO and he wants me to support him or whatever, then I'm more inclined to go and sit and do that with him.

Q Yeah, and that's in terms of helping to follow the instructions and that sort of thing?

A Yeah, yeah. Or his brother helps him a lot as well doesn't he? So yeah.

Q Oh that's nice, I'm sure that will carry on and develop. That's great. So roughly how often would you say that you become involved with them playing with their technology?

A Every week's different.

Q It's hard to quantify?

A Yeah. I suppose I encourage Mallison to use the educational side of the iPad about 3 times a week I'd say, at least. And I'm probably around, even if I'm not directly sat next to him I'm around in the room listening. Sometimes he'll just go off and do it and bring it back and say 'I've done it', and sometimes he'll be frustrated with it and so I might hang around and help him. So I don't think I can really put a figure on it. I'd say some weeks they'll play with this and then they can go a week or two without even touching it, so....

Q That's really interesting, so it's quite a pattern of very intensive behaviour, and then leave it for a bit, and then really become engaged with it again would you say?

A Yeah. Like if he's been really, really good he'll say 'can I have the Nintendo' and I'll say yes and he'll play on it about....

Q Do they get bored with it do you think after a very intensive period?

A No because I don't think they have it enough to get bored.

Q No, OK, so it's not that they're bored.

A Yeah, it's quite restricted I would say, so I don't think they have it enough to get bored. If they start to fight with it, like as in they start to kick off while they've got it, then I'll just take it off them and say 'right then OK, if you can't get on then we don't have it' and then it goes away. So they know that if they're going to get snappy with it then it's just going to go.

Q2 Great stuff.

C Mum, I knew it, it was the arm.

A Wow that's brilliant, well done.

Q2 Two legs, one arm.

Q So if you're using your own devices, do the boys ever ask if they can play on them?

A I don't often give them my phone. There are some games on there and very, very occasionally if anybody it's Essa that will ask to play on it. But that's probably only if we're waiting and I'm trying to keep him calm – which is not very often I wouldn't say because I honestly....I don't think it's....I say to him 'that's my only toy, that's my only thing that I have for me', and it's got a lot of photos on it that are precious to me and I don't want them doing some damage to it by accident. Because it would be an accident. Mallison, if we're out and about in the car, he will take my phone and sometimes do his times tables or his spellings, just because it's convenient because we're in the car and we're trying to get somewhere and he can just do his bit in there. And then you know so that say if we're on our way to nannan's then once he's done it in the car when we get to nannan's they can go and play, because he'd much rather be playing. So yeah occasionally but not, I'd say once a week.

Q And what does Essa ask to do on your phone, what does he like to play with?

A Well it's nannan's phone that you play on more, isn't it Essa?

D Yeah.

Q Oh right, yeah you showed me the....

A Why do you play on nannan's phone?

C Because it has Wood. It's like this game what you have, where you can get....

A Because it has what?

- C Because it has a game what Essa likes.
- Q Wood? Are you saying Wood Mallison?
- D Woody. Woody.
- Q Is it the one that you showed me last time?
- A No I think it's a different one, I think it's that block one isn't it?
- D Yeah.
- C Yeah the block one.
- A What's it called again?
- D Woody.
- A Which one is it?
- D That one. Woody.
- Q Woody Block Puzzle, ah!
- A So they play that on nannan's phone. Because nannan plays on it a lot so they'll say 'Can I do it too, can I help you?' And then you play this one don't you? Word Crossy.
- D Can I go on your phone now?
- Q And that was the one you showed me last week, last time.
- A Yeah I think you've got Word Crossy on your iPad, haven't you.
- D No, no, no, I want to go on your phone.
- A You can do it on the iPad, it's on the iPad.
- D I want to show you Peppa Pig.
- A He sometimes goes on Peppa Pig but it's not very often, Peppa Pig is normally on my phone it's not on anywhere else. That was something that I had one from when he was little.
- D (grunts)
- Q Are you being Peppa Pig? I don't remember Peppa Pig being quite as.....that's upside down. Are you a fan of Peppa Pig, or did you used to be?
- D I used to be.

[Plays Peppa Pig video – see F1r_20191012_v004]

D George!

A So what's the apps they want and stuff I try and put on the iPad so that they're not using my phone as much. But also my battery's not very good on my phone, it's got too many ??? on there so that's part of the ???

Q Yeah. Do you ever play stuff together on your phone?

A No I'd say that if they go on the Word Crossy, which is not very often, on my phone because they've got it on the iPad now, they'll do that independently until they can't do it. ??? and then they'll ask me to help them.

C Mum, our school value is independence.

A It's what?

Q That's very good.

A And how can you show independence?

C By doing stuff yourself.

A By doing what for yourself?

C Doing stuff yourself, like getting on with your work yourself.

A Yeah, so you need to show your teacher that you can be independent don't you by doing your work without being silly and talking in class.

D How is that?

Q Essa, can I just ask you, are you enjoying that? Tell me what it is you like about it.

D I don't know but something's happening.

Q Is it making you smile in some way? What's making you laugh?

D Just the sounds, and the tunes. Black. And then when we go.....done. And then....

Q That's really bringing a smile to your face, those noises.

D He-he....I'm going to go....back. I'm going to do summat else on it.

Q So do you ever actually initiate the play using technology, or is it always them asking you would you say?

A I'd say it's more them asking. Occasionally I will suggest it if I need them to calm down a little bit. But that's not very.....

D Let me show the people.

Q It's making you smile too isn't it?

A Yeah the reason I don't play much technology with them is because they don't really play on it that much. So it's not like it's a daily thing after school or anything like that, I wouldn't say it's a daily thing at the weekend. It's just very, very random, it's just around probably good behaviour or if we've got big gaps at home, which we don't very often have. Because we're often very very busy doing whatever we're doing, there's not a lot of opportunities for them to say 'oh can I do this, or that'. Sometimes they'll play the iPad. If they get up really really early in a morning I'll allow them to have it for a little bit, but that's mainly to keep the other one quiet, one quiet so the other one can sleep. Essa likes to sleep, so if he gets woke up too early he's not very pleasant, are you Essa? He likes to wake up in his own time.

A So Mallison's often the first one up so he'll sometimes ask for it in a morning. And I do let him but I don't let him daily, if it gets into a daily pattern I just stop it.

D I don't know how to do this faster.

Q Would that be on the school day as well as the weekend?

A On a school day, most of the time. On a school day Mallison has trouble with fitting all his ??? If he woke up early I wouldn't give him the iPad unless he'd got dressed, done his hair, got dressed, done his hair, had his breakfast, brushed his teeth and he were ready – and he doesn't often do that.

Q2 Is there something else you'd like to do, or something else you'd like to show me?

Q We've also got those play scrap books haven't we as well, and we were going to do something about that today.

Q2 ??? drawing, I have a scrap book for you, you might remember it from the first visit that we did.

A Essa would like that.

D ??? 2 years ago.

Q Yeah, we could leave them with them and you know then they....we wondered if you'd like to have this.

Q2 You can keep it if you want and try it. Is that something you'd like to do?

D Yeah.

Q Just what we'd like, yeah, draw, write, colour, stick. We really....

D Pen, pens please.

A Which one's which, do they have any....it doesn't really matter does it, does it matter?

Q Do you want....yeah we tried to get different colours but we couldn't, so if they would like to customise those so they're very individualised on the outside, they're absolutely theirs to do whatever they would like with, you know stickers or anything.

D I've drawn bunk beds mum.

A Oh wow, is that what they are?

D Yeah.

A That's amazing.

Q What is that Essa, I missed it?

D Bunk beds.

Q Bunk beds?

A He's drawn bunk beds, because that's why the house is a bit upside down at the minute because we're changing everything round so that we're going to get bunk beds in their room. So I pulled everything....

C Because I've got a bigger room than anybody.

A So I've pulled everything out of Mallison's room and everything that has been put on the bed for a long time, and I've put everything back in that's his. But I've just not found anywhere to put my stuff that was in the....you know that under the bed. So all my ??? stuff and all my books, I'm like trying to find.... So it's a bit upside down. It's just finding the time to actually do it, there's just something always more important than that.

Downstairs is the only bit that looks like normal. Daddy's a bit stressed out with the mess upstairs. I know your room looks OK but the landing doesn't, and my room certainly doesn't.

Q Well what we're going to do instead of going upstairs, we could draw a big picture of what it's going to be like.

Q2 Is that something you want to do?

A Yeah that's a good idea. Give me some ideas then couldn't you?

D Yeah.

C I'm going to be ??? right here.

Q You'll be ??? when you're in there. And then you can put in there what you'd like to be where and where your toys are, or your LEGO or whatever.

A Yeah. If it's easier you can sit at the table, it's whatever....in the kitchen.

D No, nearly done.

Q So again we've touched on some of these things but let me just ask you.

D Julia ??? chicken.

Q Oh brilliant, I like those. You'll have to make something to show me how they fit in to make the chicken.

D Yeah, when I'm done I'll show you.

Q Thank you, I'd really like to see that. So is Kawsu more likely to play with some kinds of technologies than others, or are you more likely to?

A I don't think Kawsu plays with any technology. I think that they're more likely to watch TV with their dad. Documentaries on wildlife and stuff like that. And like ocean and stuff, you know like they'll watch stuff like that with their dad, and safaris, and he'll teach them about things like that, you know.

Q And is that done through television programmes mainly?

A Yeah.

Q He wouldn't go on YouTube and find things for them or anything like that?

A No, I don't think he uses YouTube at all.

Q That's interesting, no, really interesting. Can you just remind me what Kawsu does for his job please?

A He works at a car dealership, he works at Audi.

Q Oh that's right yeah, that's what it was. Sorry I couldn't remember and I hadn't made a note of it, thank you, at Audi that's great. Is he like a salesman there?

A Yeah.

Q So they watch TV together and so you're the one.....

A And football. Yeah I don't think Kawsu, he's not been brought up around technology, like he didn't grow up with it so he doesn't....it doesn't mean much to him. So the first thing he'll take away from them if they've been bad is something like the Nintendo or something, there's a bit of a, you know 'if you don't be good you don't get that'. But if he was asked to put Essa on to it he wouldn't have a clue.

Q Why do you think....well I was wondering how the boys reacted to that, is it just something that accept, that you're the sort of person who becomes perhaps a little bit more engaged.

A Yeah definitely, I don't even think they've really thought about it that much, I don't think it's been an issue, I think it's just something that....Like I don't think it's a thing they've ever really like....it's not an issue, it's just not a thing that they think about. I think if they just want some help with something they'll just come to me, just ask me.

Q Sure. And so when they're watching the documentaries with Kawsu on the TV are they just like snuggled up together?

A Yeah.

Q And do they discuss things like that, does he like.....

A Yeah, he'll explain what's happening and they'll say like, you know, I don't know they just.....they are really, really interested in it. Particularly Essa, Essa is really interested in animals and wildlife and stuff like that.

Q Yes exactly, and the horses of course.

A He'll want to know why are they doing that, and why are they doing that, and what's happening now Daddy, or something, and so he'll explain it.

Q And Kawsu is knowledgeable?

A Yeah, yeah.

Q Is that from his background or....

A Yeah he just is. He's very good at history, he's very good at....just about the world I suppose, about why things are like they are and....so yeah, he's very good at talking to them about stuff like that I think.

Q That's lovely. Because I mean that also has a spin off in their play because of course they so knowledgeable about animals, especially Essa, and I remember him showing me the animals, not just the horses but obviously that, but then there was the rhino and the hippo and this sort of thing he's interested in.

A Yes he's always been interested in animals, always yeah.

Q Do you see it also in his play, does it come through, that interest?

A Oh yeah, yeah massively, yeah. And he's a real character, he's a busy kid, he's always like kind of loud and active. But you know he can be really calm around horses and it really does bring a different side out of him, so it's really nice.

Q That's fascinating yeah. So you think he likes to be with horses in some way?

A Oh massively, yeah. He loves horses.

Q So it's calming for him in a way?

A Yeah, yeah. He gets really, really excited if you drive near a horse and they're in the distance, and then if you get close to a horse he's not loud or anything, he just strokes them and just...he's really nice, he's really good.

Q Yeah. Because last week, or last time, he was playing on the....it was like a game wasn't it where he was looking after the horses and you had to stroke the horse on the screen, I remember.

A Yeah, he is really good with them.

Q So we've done this about helping your child with apps and things like that. And do you just come in and help them when they show frustration?

A Yeah I'd say so yeah.

Q So it's a response, a reaction to what they're doing, not something you feel that you need to get them started first ???

A I think when they first have something new then yes I probably will be there to set it up or start them off. But once they know what they're doing I will just leave them to it, and then I'm there just if they're having a problem with it or whatever you know. I'm not saying they completely go off in their own room and they do it, they may be in the kitchen with me, or they'll be on my knee or around me, but I don't feel like I need to contribute, they just know what they're doing. I don't think I'd put things on that are too complex for them. Even the apps that they have on here, I don't know if it shows you actually.....no it doesn't. So like age 3 and age 7.

So they're not aimed at ages that are well above them. I've heard that the Fortnite is an 18, supposedly, and all the children – well there's a lot of children at school that are playing it in Mallison's year, so they're 6. I don't really know how that works but apparently it's not that violent, and he keeps asking for it, but he's not having it.

Q That's Mallison, yeah?

A Yeah.

Q Interesting. So it sounds like you do a bit of research about some of these things.

A Well I just asked questions when I went to the shop. And it were quite easy on the....the Mario Karts came with this, so that was a decision made already, yeah. And then they've got a friend that goes to school and she'd already got one and I just asked her what she'd get up, what kind of game she'd got. And she'd got things to do with football, she'd got Fortnite, she'd got a few things. But then she mentioned, and I'd looked into it, and I found a LEGO one. So I thought well LEGO is brilliant because we love LEGO and so that's definite. And Essa's into dancing and stuff like that, so that was a definite. And then the Mario Party one was just a new game out, so I just said 'oh let's try it'. So that's how I got what we got.

Q That's really interesting. I didn't know Essa was into dancing I don't think.

A Essa's into anything. He's one of them kids where he just throws himself at anything. He's not shy or anything. He loves horse riding, football, swimming, dancing, he'll pretend he's a singer, literally honestly he'll just throw himself at anything.

Q Try out anything. It sounds like he's got no fear and not any self-consciousness in a way, he just wants to do it and he does it.

A Yeah. Mallison's more self-aware, things upset him. But I think he likes to fit in, you know be doing what everybody else is doing and stuff like that. But Essa's got that....he's only 4 still so....

Q Yes of course they're different ages as well, so yeah, that's great. Are there any times, or tell me about times that you stop your children playing with technology and why that normally is.

A If they're like bickering between them on 'it's my turn, it's my turn' that kind of talk, that will stop me. If I feel like they've had it too long that would stop me. If their tea is ready that will stop me. And if they've gone on something like YouTube and I don't like the sound of what they're on, you know like if it's like whining children in the background on the app – you know because they can watch people play – I really don't like that kind of thing, but they seem to enjoy it for some reason.

Q Yeah that's interesting, you've mentioned it before, yeah.

A So I'd probably be more inclined to say 'no turn that off, I don't want that on'.

Q Right. And will they by and large sort of comply with your....

A Yeah. They sometimes complain. It depends what they've been asked for. So if it's for their tea there's not really negotiation, they have to turn it off because it's their tea. Sometimes Mallison is the one that will say 'I haven't finished, let me just finish this' but that just suits his personality because he's like that with a lot of things and he always have been. Even down to if he was colouring something in and you said to him 'right that's it now, we need to stop doing that', he'd still complain about that just as much as he would the iPad. So it's not necessarily that it's a gadget, it's just the fact that he likes to finish what he's doing.

So if it's because they're arguing, sometimes they'll rectify it themselves by....so sometimes they'll argue because one of them feels like it's their turn, and so then I'll say 'right if you can't get on then we'll turn it off' and then Mallison may say, or Essa may say, 'OK you have a go then' or 'can I just finish this. So it just depends on what their attitude's like at the time.

Q What's happening at the time, yeah that makes sense, yeah that's good. And so your rules for the use of digital technologies in the house, when you're here obviously, have you got a kind of set of rules and is there kind of a set routine of stuff when they're in....I think you've mentioned when they're allowed to have it and when they're not.

A What do you mean? Like where they're sitting or....?

Q Well are there rules about when they can and can't use....

A So if they came in from school then they would be expected to read their books from school first and do a bit of something, whatever they've got. So if they've got words that they need to practice or whatever else. But you know on a Friday we do swimming after school so it's very, very limited the time they're at home, so they have to come in, read, and then very quickly we'll go to swimming lessons. On a Wednesday Mallison has football training, so they'll come in and read, they'll have their tea, but there's not a massive amount of time then, he has to go to football, so that's a bit restricted. And then I do tend to work a lot of Tuesdays and Wednesday nights so often we're at my mum's Tuesday and Wednesday nights for tea, and I leave to go to work from my mum's house, so they don't have their gadgets there. They do sometimes take the iPad down but it's not very often, it's mainly at a weekend. So there's only really one or two times a week that they're probably in the house where they've got an opportunity to actually ask for it I suppose because the rest of the time we're busy, on the go and doing something actually.

Q On the go by the sounds of it, yeah definitely.

A But sometimes on a Saturday, you know we might have a bit of time if I'm not at work we might have a bit of time at home, so....so I think it's about opportunities really and whether....it's not like a routine where we're....you know I don't work 9 til 3 and then they don't come home every day and then there is an opportunity where they can ask for it, there's a lot of times where we're off out doing stuff. At weekends sometimes, particularly in a morning I'd say they ask for the iPad, and the Nintendo is probably more in an afternoon when I feel like they've done.... So if Mallison was to do some homework let's say, after he's done that he probably might feel like he needs rewarding and he may ask for it, and I probably would say yes because he's done his work.

But then on a Sunday we do football training, sorry football matches, so that's often we're up out early in a morning on Sunday.

Q Yeah. I mean one of the earlier questions is just about the balance of play in your household, the balance between say indoor and outdoor play?

A If it's a nice day, not raining, they often ask to go and play football outside.

Q In the garden do you mean?

A Yeah. So that's kind of a daily thing I'd say, especially at the weekend, they will go out at least once or twice a day. But that's more them prompting to than me suggesting. They get maybe a bit hyper and I'm thinking they may need a change of scene and I'll often say 'come on, go outside and play some football', so they'll go and do that on their own. We do go to the local park as well and they go down there and play football as well. So they're out and about a lot. I would say they play outdoors quite a lot. And at nannan's house they go out, she's just got a football net and a football down there, so they play at nannan's house as well.

Q Oh brilliant, yeah. And will they go out in bad weather then as well, or does it just tend to be when the weather's good?

A I'd say if it's raining I'd probably encourage them not to go, I will say 'it's raining, so no'. If it's cold that doesn't really stop them. Yeah it's just if it's raining I think. Or if it's dark, I wouldn't let them go out in the dark.

Q No of course, no. So back to the rules. Who makes the rules?

A I think it's both of us.

Q Kawsu and you?

A Yeah I think.....yeah I think we both....I'm trying to think whether it's more him or more me. Kawsu does quite long hours so he goes through stints of he might work 6 days a week one week, and then one week he might have three days off. So I suppose when he's around more he's probably contributing more to the rules and stuff, but if he's at work I suppose it's more me.

Q You're the one who is on the spot.

A Yeah. Or nannan. Because it's a bit like a conveyor belt I often say, because whoever is the adult in charge just takes over and whatever.

Q Yeah, from the previous one.

A Bedtime routine, bath time routine, you know football practice, swimming, whatever it is they just overlap.

Q Yeah. And is it your mum, nannan?

A Yeah.

Q So do you make....is it consistency between you, do you make efforts to make sure she's aware of rules around what they are allowed to do?

A Oh yeah. If I'm having trouble with one of them for a particular reason then I tell my mum so that she can watch out for the same thing, so that we're all on the same page. So if I'm not happy about something she'll be watching out for it so she can address it if nobody's there.

Q And that's not just around technology, that's more in a general way, everything.

A Yeah. She knows the rules even with technology, because she knows....she wouldn't....if she was here in the morning to help with the school run if I was on nights, she wouldn't give them the iPad until they'd done everything that they had to do, which would include getting dressed, doing their hair, having their breakfast and brushing their teeth. So if they've done all them things and then they ask for something, then they may....they wouldn't have the Nintendo but they may have the iPad. But they don't do that very often.

Q So why would they not have the Switch but they could have the iPad, what's the....

A Just because I don't think this is a morning thing that they should be on. I don't know it's just....I think that's more of a....I want that more of an incentive for doing stuff.

Q OK yeah I see, so one is a bit more about whiling away a bit of time, and is it about entertainment almost on the iPad would you say?

A Yes.

Q And this one's more about a reward 'you can play that game and have that as a reward'?

A Because of that, yeah.

Q OK that's really an interesting distinction, I hadn't thought of that before. I just need to ask you in fact about clubs, as we were talking about the football team, because I know both the boys are very active. But as part of the study we'd really like to go out and see other places where they are out of school activities. Do any of them use technologies? Perhaps they don't. Or they play with technologies there? Or is it....

A No I don't think they do, no. No because Mallison's mainly football training and games, and then they do swimming. So I'd say when Essa goes swimming Mallison gets to use his Nintendo while he's swimming, if his behaviour's been good.

Q But it's not as part of the actual club itself, it's because he's watching isn't it?

A No I can't think they do at anything. I think out of all probably the families in Sheffield I'm probably not an average family because I'm probably one that actually restricts it quite a lot. I do believe that they should be down on the floor playing with their toys and playing with the LEGO or playing outside football, because that's what I did when I was a kid. So I do encourage that a lot.

Q You want to....yeah, yeah I understand.

A I don't think they should come home and be on Nintendos for hours and hours. There's a family that says....she says 'oh they go to bed at 7 but they're allowed their iPad til 8' but mine don't get that. No. ??? toys, they read books.

Q Can I just finish off about the rules. So you were talking about it's whoever is there makes the rules. I wondered if the children ever had a say in the rules?

A What do you mean?

Q Well do you ever sort of....do they ever get the chance to sort of make suggestions as to what the rules should be?

A I think if they put up a complaint, you know if you said 'right, that's it now', they wouldn't be shy to say 'but I haven't had my time or my turn'. So I think that then I would....depending on why I'm asking them to stop I would try and listen to them. Because I think often Mallison does hog it a little bit and he will say he's helping Essa sometimes but actually having more of a longer turn on it. So in them cases if Essa said to me 'but I've not really had any time on it' then I probably would say 'right then Mallison you're done now, let Essa finish his turn'. So I'd say they do bend the rules in that way, but in a fair way.

Q You don't have like a house meeting and sit down and say 'OK we need to make some rules around X, Y and Z, would you....' or something like that?

A No, if I just think that like....so we've had a bit of trouble with Mallison getting his coat on this week, he doesn't like the feel of his coat when he puts his arms in, he doesn't like how it feels. it's just his thing, he's got an issue with things feeling tight or restricted, and his coat is one of them at the minute. So it ended up it was affecting too many mornings, so we went up to school and I ended up speaking to the teacher about it. And after school I went to speak to the teacher again and she just said 'oh no, he's worn his coat, he's put his arms in, he's done really good at school today, he's got 10 out of 10 on his spelling test'. So as a reward he came home and he got time on the Nintendo – but after he'd done his reading and everything. So he sees that as a really good thing you know. I think the only other thing that probably....he does like LEGO time and all that sort of stuff, but he'd see sweets as an incentive, but I think sweets is not necessarily a great thing for them, so I feel like this is kind of you know a different way of treating them without actually giving them something that's going to ruin their teeth.

I can't think of anything else rules wise. I can't think of anything that they've....not off the top of my head anyway that they would....I think they know that, you know, that we're in charge. They don't always listen but they know we're in charge.

Q Yeah. So you're sort of in charge of when they can use it. Are you in charge of what they can play on it when they get it? I think you said earlier you wouldn't do that with the Switch.

A With the Switch, no I wouldn't. I'd encourage Essa to try something, not go on Minecraft, but I wouldn't direct what they went on on it. Because I think if they're having their time on it that's their time what they choose. If Mallison said to me 'can I have the iPad' and I felt like he'd not done enough work, I'd say to him 'you can have it if you do your times tables or your spellings', and sometimes that will be....he will take it for that, for that reason only. But he'll do them and then he might say 'now can I go on something else'.

So it's always a 'I'll do it if I can have something else'.

Q Right. And then will you go with that, will you let him?

A Yeah. With the iPad in a morning I don't really direct them, I let them go on whatever they want. But if I'm not happy with something that I can hear or that I'm watching then I will say 'please can you turn that off and put something else on'. But because I feel like it's already....I've not got that many apps on it and it has got YouTube, it's got Kids YouTube, I feel like it's already restricted. They can't just randomly type in anything they want on the YouTube and get what they want.

Q Yeah there's some kind of limits there.

A Yeah.