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'I just go headbutt a tree or something': Children's contextualised digital play drivers and subjective well-being in the UK, South Africa, Australia and Cyprus

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1. Things, technologies and digital games and play experiences	PL Platform PZ Puzzle RAC Racing RP Role-playing SALP Saloon and party SB Sandbox SM Simulation SPR Sports STR Strategy SRV Survival DGPEO Digital game or play experience - other	ASIIH Affords social interaction with imagined human others ASIIHM Affords social interaction with imagined more-than-human others ADCM Affords digital creation or making ATCM Affords tangible creation or making ACT Affords critical thinking AETHT Affords ethical (/caring) thinking ACLB Affords collaborative thinking AO Affordance: other DFNC Design feature: no clutter/ pop ups etc. DFGLR Design feature: goal-linked rewards DFIEM Design feature: fosters intrinsic and extrinsic motivation DFAA Design feature: age-appropriate content DFASS Design feature: assumptions about gender, class, race, ethnicity, age, ability etc. DFSG Design feature: safeguarding features DFLD Design feature: low demand game (e.g. doesn't require lots of data) DFO Design feature: other	AVDPNW Adult view: digital play negative for well-being AVDPNEUW Adult view: neutral view of digital play and well-being AVGP Adult view: generally positive (other reason) AVGN Adult view: generally negative (other reason) AGMCU Adult generalisation: reason for supporting/ allowing child's use AGIOV Adult generalisation: influenced by others views on digital play AGIMPD Adult generalisation: influenced by media/ popular discourses
1a. Things - general	B Bodies (e.g. human, animal) BP Body parts (e.g. toes, fingers, legs, hands) NDS Non-digital spaces (e.g. a room, garden, school, land, sea, mountain) DS Digital spaces (e.g. a YouTube comment board) NDMT Non-digital material things (e.g. objects that are important, chairs, carpets where play occurs) SND Sounds and silence SML Smells		
1b. Things - technologies (from CTAP study)	ST Standard television SMT Smart television T Tablet S Smartphone MP Mobile phone GC Games console HH Handheld D Desktop computer L Laptop computer PMP Portable media player SP Speaker (e.g. Bluetooth) SS Smart speaker/ voice assistant SMTY Smart toy ET Electronic toy VAR Virtual/ augmented reality device WT Wearable technology R Radio TO Technologies - other	APSDM Affords problem solving or decision making AOEQ Affords open-ended questioning AEXP Affords iterative play or experimentation ALG Affords linear goal pursuit ANLG Affords non-linear goal pursuit AMA Affords multiple approaches to a challenge AAOP Affords play at own pace ARP Affords role play APA Affords personalisation (aesthetic) APAS Affords personalisation (age and stage) APAV Affords personalisation (representative avatar) APGS Affords personalisation (personal goal setting) AIGS Affords scaffolding through appropriate in-game guidance/ feedback AMF Affords meaningful freedom over actions/ choices ASM Affords sharing of mastery with others ASIHPK Affords social interaction with human others, personally known (e.g. family, friends) ASIMHNPK Affords social interaction with human others, not personally known (e.g. strangers) ASIMH Affords social interaction with more-than human others (e.g. animals) ASIANC Affords social interaction with ancestors	2. Views and generalisations 2a. Child views and generalisations relating to digital play and well-being (Marsh et al., 2020) CVDPPW Child view: digital play positive for well-being CVDPNW Child view: digital play negative for well-being CVDPNEUW Child view: neutral view of digital play and well-being CVGP Child view: generally positive (other reason) CVGN Child view: generally negative (other reason) CGRUS Child generalisation: reason for use 3. Practices, thinking and dispositions 3a. Child digital and play practices (original coding frame, drawing on Scott, 2018; Marsh et al., 2020; Marsh et al., 2018) (rfc) (reported by the focus child) (rcg) (reported by the caregiver) (o) (observed) DPINT Digital practice: initiating DPCWG Digital practice: copying, watching, glancing DPEE Digital practice: exploring, enquiring DPPK Digital practice: performing knowledge
1c. Things - digital games or specific digital play experiences (Adapted from Teixeira et al., 2020)	AC Action AD Adventure ARC Arcade BTCD Board, table, cards and dice E Exercise EE Explicitly educational FS Fighting and shooter MM Multimodal text engagement/ creation (music, rhythm, drawing, written text)		

DPOPDL	Digital practice: enacting operational digital literacy
DPCUDL	Digital practice: enacting cultural digital literacy
DPCRDL	Digital practice: enacting critical digital literacy
DPC	Digital practice: connecting
DPD	Digital practice: disconnecting
DPER	Digital practice: emoting, relating
DPAFF	Digital practice: affecting
DPCSE	Digital practice: creating, synthesising, extending
DPMT	Digital practice: multi-tasking
DPQUES	Digital practice: questioning
PSYP	Playing: symbolic play
PRTP	Playing: rough and tumble play
PSDP	Playing: socio-dramatic play
PSOP	Playing: social play
PREL	Playing: relational play (caring of/ for others central)
PCRP	Playing: creative play
PCOP	Playing: communication play
PPD	Playing: dramatic play
PLP	Playing: locomotor play
PDEEP	Playing: deep play
PEP	Playing: exploratory play
PFP	Playing: fantasy play
PIP	Playing: imaginative play
PMASP	Playing: mastery play
POP	Playing: object play
PROP	Playing: role play
PREP	Playing: recapitulative play
PTP	Playing: transgressive play

3b. Child creative thinking (A-E framework, Murcia et al., 2020)

(rfc)	(reported by the focus child)
(rcg)	(reported by the caregiver)
(o)	(observed)
CCPA	Child creative process: enacting Agency (e.g. being agile, self-determination)
CCPB	Child creative process: Being curious (e.g. questioning, discovering)

CCPC	Child creative process: Connecting (e.g. ideas, patterns or with others)
CCPD	Child creative process: Daring (e.g. persisting, challenging assumptions)
CCPE	Child creative process: Experimenting (e.g. playing with possibilities, materials)
CCPLA	Child creativity: place (elements of an enabling environment for creativity)
CCPROD	Child creativity: product (outcomes that are original and fit for purpose)

3c. Adult practices, mediation and roles (original coding frame, drawing on Scott, 2021 & Jensen et al., 2019)
(rfc) (reported by the focus child)
(rcg) (reported by the caregiver)
(o) (observed)

ARFANOR	Adult Role, Free activity, no adult role
ARFAOL	Adult Role, Free activity, observing/ listening
ARCLJSI	Adult Role, Child-led shared activity, joining in
ARCISSA	Adult Role, Collaborating in shared, sustained activity
ARAMCLAF	Adult Role, Active Mediation of child-led activity, facilitating
ARAMCLAS	Adult Role, Active Mediation, of child-led activity, scaffolding
ARAMCLAE	Adult Role, Active Mediation of child-led activity, extending
ARAMCLAR	Adult Role, Active Mediation, of child-led activity, relating
ARAMOALA	Adult Role, Active Mediation, organising of adult-led activity
ARAMSALA	Adult Role, Active Mediation, scaffolding within adult-led activity
ARAMEALA	Adult Role, Active Mediation, extending within adult-led activity
ARAMRALA	Adult Role, Active Mediation, relating within adult-led activity
ARAMIA	Adult Role, Active Mediation, Initiating activity

ARAMPR	Adult Role, Active Mediation, Practice restriction
ARAMTR	Adult Role, Active Mediation, Time restriction
ARAMDCPR	Adult Role, Active Mediation, Device, content or purchase restriction
ARAMSIR	Adult Role, Active Mediation, Social interaction restriction
ARRMRP	Adult Role, Restrictive Mediation, Restricting practice
ARRMRT	Adult Role, Restrictive Mediation, Restricting time
ARRMRDCP	Adult Role, Restrictive Mediation, Restricting device, content or purchase
ARRMRL	Adult Role, Restrictive Mediation, Restricting location
ARRMRSI	Adult Role, Restrictive Mediation, Restricting social interaction
ARDMTDS	Adult Role, Distant Mediation, Through deference or supervision

3d. Inter-child digital practices (adapted from Broadhead, 2004)
(rac) (reported by a child)
(rcg) (reported by the caregiver)
(o) (observed)

ICWAA	Inter-child watching, associative action
ICIAA	Inter-child imitation, associative action
ICCAA	Inter-child comments on activity, associative action
ICPPAA	Inter-child play in parallel, associative action
ICRPASA	Inter-child responding (verbal or other modes) to peer's activity, social action
ICIASA	Inter-child instructing/advising, social action
ICAQSA	Inter-child asking a question, social action
ICRQSA	Inter-child responding to a question, social action
ICEDHSA	Inter-child engagement in dialogue (i.e. more than single comment-response interaction), highly social action
ICSLECHSA	Inter-child shared laughter and/or reciprocal eye contact, highly social action

ICSIDPHSA Inter-child suggestions that have an impact on the development of play, highly social action

ICSDCA Inter-child sustained dialogue relating to play, cooperative action

ICEENICA Inter-child exchanging explanations//new ideas relating to play, cooperative action

ICVPHCA Inter-child verbal or physical help, cooperative action

ICISPCA Inter-child identifying and attempting to solve problems together, cooperative action

3e. Family practices (original, *Authors*)

(rfc) (reported by the focus child)

(rcg) (reported by the caregiver)

(o) (observed)

FPEHT Practices associated with everyday household tasks (shopping, cooking, cleaning etc.)

FPHI Practices associated with family member hobbies and interests

FPCHR Practices associated with family celebrations, holidays and religious events

FPSCC Practices associated with family social and caring circles

FPCW Practices associated with childwork (e.g. school, domestic or commercial)

FPAW Practices associated with adult work (e.g. study, domestic or commercial)

FPMTH Practices associated with more-than-humans (e.g. animals)

CDAP Child-digital-animal practices

FPO Other

4. Children's well-being and digital play

4a. Children's well-being: self (UNICEF, 2022)

(rfc) (reported by the focus child)
 (rcg) (reported by the caregiver)
 (o) (observed)

POA	Perceptions of autonomy
POR	Perceptions of relationality
POD	Perceptions of dependence
POC	Perceptions of competence
SOP	Sense of purpose
SIM	Self-image
SEA	Self and emotional awareness
AOO	Awareness of others (e.g. humans, more-than-humans)
HAO	Hope and optimism
ASH	Affective state: happy
ASS	Affective state: sad
ASF	Affective state: fearful
ASA	Affective state: anxious
ASFR	Affective state: frustrated
ASAR	Affective state: angry
ASSR	Affective state: relaxed
ASE	Affective state: excited
ASB	Affective state: bored
ASENG	Affective state: engaged
ASD	Affective state: disengaged
ASC	Affective state: confused
ASO	Affective state: other

4b. Well-being: relationships (UNICEF, 2022)

(rfc)	(reported by the focus child)
(rcg)	(reported by the caregiver)
PPCA	Perceived positive with caregiving adults
PNCA	Perceived negative with caregiving adults
PPNCA adults	Perceived positive with non-caregiving adults
PNNCA adults	Perceived negative with non-caregiving adults

PPP	Perceived positive with peers
PNP	Perceived negative with peers
PPMTH	Perceived positive with more-than-humans (e.g. animals)
PNMTH	Perceived negative with more-than-humans (e.g. animals)
PPANC	Perceived positive with ancestors
PNANC	Perceived negative with ancestors

4c. Well-being: digital and non-digital environments, including the in games and online communities, in homes, communities, suburbs, architecture, human and material elements (from Unicef/ joint report)

(rfc)	(reported by the focus child)
(rcg)	(reported by the caregiver)
PES	Perceived emotional safety
PED	Perceived emotional danger
PPS	Perceived physical safety
PPD	Perceived physical danger
SOB	Sense of belonging
SSD	Sense of social disconnection

5. Noticing and meta-cognitive awareness (Murris, 2022; Murris & Peers, 2022; Dixon et al, 2024)

ID	Identity (e.g. race, ethnicity, gender, sexuality, disability, class, age, religion etc.)
AABR	Adult awareness of being researched
ATRR	Adult taking up role of researcher
ACRI	Adult making changes to research instruments
CABR	Child awareness of being researched
CTRR	Child taking up role of researcher
CCRI	Child making changes to research instruments
DMCA	Digital meta-cognitive awareness (how digital brings relations and practices into existence)
NWA	Noticing welcoming atmosphere

NTA	Noticing tense atmosphere
NMG	Noticing 'minor gestures' (what bodies do & together in relation)
NFE	Noticing flows of energy (without inside/outside boundaries)
NTP	Noticing 'thing-power' (the nonhumanity that flows around and through humans)
NW	Noticing 'with' ('being-with', 'making-with', 'thinking-with' other bodies)
NWT	Noticing weather and time of day, week (e.g. children hungry, cooking)
NCPIO	Noticing child's play fluidity inside-outside spaces
NADD	Noticing age of digital device and ownership
NAPD	Noticing active power differentials (e.g. punishing, allowing)
NPPD	Noticing passive power differentials (situated capacity to control actions of others)
NO	Noticing other