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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			
1a. Things - general			
B	Bodies (e.g. human, animal)	PL	Platform
BP	Body parts (e.g. toes, fingers, legs, hands)	PZ	Puzzle
NDS	Non-digital spaces (e.g. a room, garden, school, land, sea, mountain)	RAC	Racing
DS	Digital spaces (e.g. a YouTube comment board)	RP	Role-playing
NDMT	Non-digital material things (e.g. objects that are important, chairs, carpets where play occurs)	SALP	Saloon and party
SND	Sounds and silence	SB	Sandbox
SML	Smells	SM	Simulation
		SPR	Sports
		STR	Strategy
		SRV	Survival
		DGPEO	Digital game or play experience - other
		1d. Affordances and design features of the digital play experiences (UNICEF, 2022; DfE, 2019)	
1b. Things - technologies (from CTAP study)		APSDM	Affords problem solving or decision making
ST	Standard television	AOEQ	Affords open-ended questioning
SMT	Smart television	AEXP	Affords iterative play or experimentation
T	Tablet	ALG	Affords linear goal pursuit
S	Smartphone	ANLG	Affords non-linear goal pursuit
MP	Mobile phone	AMA	Affords multiple approaches to a challenge
GC	Games console	AAOP	Affords play at own pace
HH	Handheld	ARP	Affords role play
D	Desktop computer	APA	Affords personalisation (aesthetic)
L	Laptop computer	APAS	Affords personalisation (age and stage)
PMP	Portable media player	APAV	Affords personalisation (representative avatar)
SP	Speaker (e.g. Bluetooth)	APGS	Affords personalisation (personal goal setting)
SS	Smart speaker/ voice assistant	AIGS	Affords scaffolding through appropriate in-game guidance/ feedback
SMTY	Smart toy	AMF	Affords meaningful freedom over actions/ choices
ET	Electronic toy	ASM	Affords sharing of mastery with others
VAR	Virtual/ augmented reality device	ASHPK	Affords social interaction with human others, personally known (e.g. family, friends)
WT	Wearable technology	ASIMHNP	Affords social interaction with human others, not personally known (e.g. strangers)
R	Radio	ASIMH	Affords social interaction with more-than human others (e.g. animals)
TO	Technologies - other	ASIANC	Affords social interaction with ancestors
1c. Things - digital games or specific digital play experiences (Adapted from Teixeira et al., 2020)			
AC	Action	ASIIH	Affords social interaction with imagined human others
AD	Adventure	ASIMH	Affords social interaction with imagined more-than-human others
ARC	Arcade	ADCM	Affords digital creation or making
BTCD	Board, table, cards and dice	ATCM	Affords tangible creation or making
E	Exercise	ACT	Affords critical thinking
EE	Explicitly educational	AETHT	Affords ethical (/caring) thinking
FS	Fighting and shooter	ACLB	Affords collaborative thinking
MM	Multimodal text engagement/ creation (music, rhythm, drawing, written text)	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
		2. Views and generalisations	
		2a. Child views and generalisations relating to digital play and well-being (Marsh et al., 2020)	
		CVDPWP	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)
		CGMU	Child generalisation: reason for use
		2b. Adult views and generalisations relating to digital play and well-being	
		AVDPPW	Adult view: digital play positive for well-being
		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
		2c. Peer views on digital play and well-being	
		PVDPPW	Peer view: digital play positive for well-being
		PVDPNW	Peer view: digital play negative for well-being
		PVDPNEUW	Child view: neutral view of digital play and well-being
		PVGP	Peer view: generally positive (other reason)
		PVGN	Peer 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

DPODDL 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

P RTP Playing: rough and tumble play

PSDP Playing: socio-dramatic play

PSOP Playing: social play

PRELP Playing: relational play (caring of/ for others central)

PCRP Playing: creative play

PCOP Playing: communication play

PDP 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

ARCLSJI 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

ICCAAA 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
ASR 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 Perceived positive with non-caregiving adults
PNNCA 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 (Murreis, 2022; Murreis & 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