**Summary Analysis: Children's Screen Time, App Usage, and Outdoor Activities**

**Participants**

* **Jessi** (36, Accountant/Chef, Newstead) – 5-year-old daughter
* **Fer** (28, Master's student at QUT, Kendro) – 5-year-old twins
* **Caro** (37, Producer/Economic Specialist, Paddington) – 5-year-old daughter

**1. Technology Use and Screen Time**

* **Devices Allowed**:
  + All three mothers allow use of tablets (iPads), smartphones, and/or TV.
  + Jessi and Caro permit interactive apps on iPads/phones, while Fer limits screen use to TV and occasional phone access, with **no app use**.
* **Screen Time Limits**:
  + Jessi: **30 mins–1 hour per day**
  + Fer: **Approx. 10 hours per week**
  + Caro: **1.5 hours per week**
* **Supervision Strategies**:
  + All participants actively supervise screen time.
    - Jessi checks every 10 minutes and blocks certain content.
    - Fer sets strict time limits and monitors all content.
    - Caro co-views and restricts usage mainly to travel (e.g., plane rides).

**2. Outdoor Activities**

* **Frequency and Duration**:
  + All children engage in outdoor activities multiple times a week:
    - Jessi: 3–4 times/week
    - Fer: 4–5 times/week (~10–12 hours total)
    - Caro: 2–3 times/week (~4 hours/day when possible)
* **Preferred Activities**:
  + All children show a strong preference for **physical outdoor activities** over digital entertainment:
    - Soccer, swimming, and general sport (Jessi)
    - Nature and physical play (Fer)
    - Swings and park activities (Caro)

**3. App Usage and Preferences**

* **Apps Allowed**:
  + Jessi: Brain development and educational apps
  + Caro: Disney Plus, Bimi Boo games
  + Fer: No apps currently allowed
* **Desired Improvements in Kids’ Apps**:
  + **Content Filtering and Approval**:
    - Fer emphasized the need for **educational validation** of content by professionals.
  + **Interactive and Educational Design**:
    - Jessi wants **more learning-based, interactive apps**.
  + **Offline Access and Language Features**:
    - Caro would like apps to offer **offline functionality** and **bilingual options**.

**4. Perceived Inconveniences and Risks**

* **Inconveniences Noted**:
  + **Ads and access to inappropriate content** (Jessi)
  + **Paywalls and online-only access** (Caro)
  + **Lack of content verification** (Fer)
* **Commonly Identified Risks**:
  + **Excessive screen time** reducing real-life exploration (Jessi)
  + **Unfiltered or non-beneficial content** (Fer)
  + **Overstimulation and attention retention** (Caro)
  + All emphasize that **supervision mitigates risks**.

**Key Themes Identified**

| **Theme** | **Summary** |
| --- | --- |
| **Active Supervision** | All mothers supervise screen use closely, often through co-viewing or regular checks. |
| **Preference for Outdoors** | All children prefer outdoor play over digital entertainment, and it is prioritized by parents. |
| **Educational App Preference** | When apps are allowed, parents prefer educational and developmentally appropriate content. |
| **Desire for Better App Design** | Parents want fewer ads, offline functionality, more interactive learning, and content validation. |
| **Awareness of Risks** | Risks are understood to be real but manageable with active parental involvement. |

**Conclusion**

Across all three interviews, a **balanced approach to technology** is evident, with **clear boundaries, strong parental involvement**, and a preference for **real-world, outdoor experiences**. The interviews highlight a shared parental desire for **safe, educational, and interactive digital content**, and concerns over **inappropriate access, addictive design, and lack of educational merit** in many existing apps.

Certainly! Here's a cohesive **narrative-style text** based on the answers from the three interviews. This version integrates the responses in a flowing format appropriate for qualitative research reports, articles, or thematic analysis.

**Parental Perspectives on Children's Screen Time and Outdoor Activities**

The interviews conducted with three mothers—Jessi, Fer, and Caro—shed light on how parents are currently navigating their young children's engagement with technology and outdoor play. All three women, with children aged five, shared thoughtful insights into device usage, screen time management, and the importance of real-world experiences for child development.

**Technology Use and Supervision**

All three mothers allow some form of technology in their households, but with varying degrees of access and supervision. Jessi and Caro permit their children to use iPads and phones, mainly for educational purposes or entertainment during travel. Jessi noted that her daughter typically uses a device for about 30 minutes to an hour daily, while Caro reported very limited screen time—about 1.5 hours per week—primarily during flights. Fer’s twins are permitted to watch TV or occasionally use their parents’ phones, but they do not engage with any apps. She estimates their weekly screen time is around 10 hours.

Supervision was highlighted as a key component in all three households. Jessi monitors her daughter’s activity every ten minutes and uses restrictions to block inappropriate content. Fer takes an even stricter approach, setting time limits and carefully observing what type of shows or YouTube content her children watch. Caro often sits next to her daughter during screen use, especially on planes, ensuring that usage remains purposeful and limited.

**Outdoor Activities and Play Preferences**

All three mothers emphasized the importance of outdoor activities. Jessi’s daughter enjoys sports and swimming, which are part of their routine three to four times a week. Fer’s twins are outside even more frequently—around four to five days per week—enjoying nature and physical activities more than screen time. Caro mentioned that her daughter is outdoors two to three times per week depending on the weather, and especially enjoys playing on the swings at the park. These responses reflect a shared understanding among the parents of the value of unstructured play and physical activity for a child’s well-being and development.

**App Usage and Content Preferences**

When it comes to digital content, there was a strong preference for **educational and interactive applications**. Jessi allows her daughter to use apps that support brain development and learning. Caro mentioned Disney Plus and Bimi Boo games as favored apps in her household. Fer, on the other hand, chooses not to expose her children to apps at all, expressing concern over the quality and educational value of digital content currently available.

All three mothers expressed a desire for **improvements in kids’ apps**. Jessi suggested the need for more interactive educational apps and fewer ads. Caro highlighted issues such as having to pay for upgrades and the lack of offline accessibility. Fer offered the most in-depth critique, emphasizing the need for **certified educational standards** for digital content—questioning whether the material is actually beneficial or simply entertaining “trash content.”

**Concerns and Perceived Risks**

There was unanimous agreement on the risks posed by technology when not properly managed. Jessi warned that screens can distract children from real-life experiences and limit their exploration of the world. Fer was particularly concerned about **content oversight and online interactions**, stressing the importance of understanding who children are engaging with and how much time they spend on screens. Caro pointed out that many apps are designed to **intensely capture children’s attention**, but she believes the risks are minimal with proper supervision and boundaries.

**Conclusion**

These interviews reflect a thoughtful and informed approach to parenting in the digital age. While technology plays a role in children’s lives, it is balanced with a strong emphasis on outdoor activities, parental oversight, and educational content. The mothers interviewed advocate for better-designed, safer, and more developmentally appropriate digital tools, underscoring the need for **interactive, bilingual, ad-free, and offline-compatible** apps. Their insights point to a growing awareness of both the opportunities and challenges posed by digital media in early childhood development.