

The Limitless Experience Podcast

The convo about about technology and our kids with Elizabeth Tweeddale

Transcript

Elizabeth: [\(00:02\)](#)

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Welcome to the limitless life experience podcast with me, your host, Suzy Ashworth. I'm a mum of three, seven figure serial entrepreneur, Hay House author, international keynote speaker, quantum transformation and embodiment coach and believer in miracles. My superpower is helping female entrepreneurs, like you, create six figure breakthroughs in your business fast so that you can expand into limitless living and create an incredibly positive difference in the world. In this space, you will hear me talk all about wealth, yourself, spirit and impact. This is the limitless life experience podcast.

Suzy: [\(01:07\)](#)

Hello Hello. Hello. You gorgeous human beings. It is Suzy Ashworth here, quantum transformation and embodiment coach. And you are listening to the limitless life experience podcast, and I am excited to bring you this episode. I have got a really, really interesting guest on today. Her name is Elizabeth Tweeddale and apparently is one of the coolest tech founders in the UK. Elizabeth is like screwing up her nose in 2021. She is the founder of Cypher, which is an organization that teaches kids how to code and her mission is to empower children to move more freely and confidently through this changing world. And honestly, when I was reading through your bio, I was just like, wow, this woman is a super hyper achiever. And I am really curious to know, where did this all start? Like, can you take us back to the beginning? What went on in your childhood to give you the foundation for where you are right now?

Elizabeth: [\(02:30\)](#)

Yes, of course. So, first of all, just thank you so much for having me on your podcast. I love listening and you're also a super high achiever with your three little babies as well. But for my life experience, well, I guess I would have to say that I'm a born entrepreneur. My first business was actually a bracelet, friendship bracelet making business, and you know, that was those cool bracelets that's made out of string. And I saw all my friends wanting to learn how to do it. Well, I was the only one that actually properly knew how to do all the complicated ones because I had a book teaching me. So I thought, oh, you know, if I bring all my string to school, I could teach my friends and then they could pay me for the bracelets that they make.

Elizabeth: [\(03:15\)](#)

So they would essentially make their own bracelets. I would just teach them how to do it. And then they would, they would pay me for them. So, you know, I then spent the last, you know, 30 years past that time trying to create a business model just as successful as that, where people are paying you for their own labor, but you know, babies and that sort of transformed into another business, making clothes, skirts, dresses. And I started running out of fabric. My grandmother, who was one of my biggest supporters would say, you know, buy you all the fabric you need, but that just didn't feel right to me. So I thought, you know, I'll go get a job in the fabric store with all the little old ladies. So I was, you know, the 16 year old working in the fabric store so that I could buy more fabric to make more dresses for my friends.

Elizabeth: ([04:01](#))

So I was making prom dresses in high school. And I also loved wearing makeup as girls don't love wearing makeup, you know, in ninth grade high school. So I became a Mary Kay consultant, which was another really exciting business to be a part of. I think in the UK, you know, there's, there's similar kinds of businesses, but most people have heard of like Tupperware where essentially you buy your product and then you sell it on. So you have these makeup parties. So I would teach my friends how to put on their makeup and then they would buy their makeup from me. So, and then I got all of the make up I ever want it. So that was great. But really my childhood was highly focused on education, which was a huge piece in my family. I first attended a university course with my grandmother as well, rose, when I was about 10 years old and there was always this kind of base understanding that education was the most important thing for your future.

Elizabeth: ([05:01](#))

And so she took me along with her to take university classes and, you know, she was about 70 at this time. So I was 10 and we were hanging out with all the college kids, which was exciting. So I thought, you know, university is a must have it's the base, the foundation. So what do you want to do with your life Elizabeth? Well, I had sort of three options on the table at that point. The first one was maybe I would become a plastic surgeon. That sounds a bit weird. I know, I do know, but my grandfather was a neurosurgeon to a brain surgeon. I just saw the real difference in the lives of people that he made. And my mom was also in medicine. So medicine felt like, you know, an easy transition and I was really inspired by children with cleft palates.

Elizabeth: ([05:45](#))

And so I thought, you know, I could actually fix that. You know, that that's what I could do and I could fix that. So there was that that would take a lot of education. The second was a fashion designer being an obvious one from that skirt and dress making business. But I also kind of always approached my businesses and life still by thinking about what's the failure. So in high school, I was also working at like a prom dress shop to kind of feel, you know, work out how these dresses were made. And because I actually knew how to, so I was a seamstress, whereas all the rest of my friends got texted and you just sell the dresses, which is much more fun, but I

thought, you know, if I'm a failed fashion designer, I will be a seamstress for the rest of my life.

Elizabeth: [\(06:24\)](#)

And that was not so good. So I thought, okay, well, let's just leave that on the, on the back burner. And then my third was to become an architect. So my uncle is an architect in Malibu or is very amazing posh place. And I was fortunate enough to spend a lot of summers there working with him. And I saw all of those pieces of the qualities that I loved in what I thought would be a job for the future in architecture school. And I also thought, you know, if you're a failed architect, you could pretty easily become a fashion designer because it's a lot of the same skillset, right? So your failure could that actually be my number two. So I think the main thing for me when considering those like three career choices was accepting what failure might look like, for whichever, whichever actions or whichever aspirations I was going to go towards.

Elizabeth: [\(07:15\)](#)

And therefore, whichever scenario I chose, because I had already visualize what my, my worst case scenario was, then I couldn't really fail. So interestingly, all of those things were careers, right? That you actually have to go to university for. Because at that point I didn't realize that entrepreneurship could actually be a career in and of itself. So I decided on the architecture route, I went to university and I thought, I don't want to do seven years of architecture school because that's a long time of doing the same thing over and over again. So I thought, okay, what are the kind of two things you need to do an undergraduate to become an architect? Well, maths and art. So I started out with my master's in math and art with, you know, quite a few minors, like graphic design, you know, also seemed helpful art history and computer science.

Elizabeth: [\(08:04\)](#)

Well, interestingly, I took one of those computer science classes very early on in my career, which was a foundation class for math as well. And I loved it. It was like it called to me, I mean, on the side, I was also a gamer. So it, the, I took that computer science class and I thought, actually, this is what I really love, but most of my classmates were all boys. And so I changed my major to computer science. I became the president of the computer science club at, and I built that as my foundation for my education. And interestingly at that same time, I was also president of my sorority, which I'm sure, you know, all you guys have seen on TV things. And it's not exactly like that in the real world, but yes, it's a bunch of women getting together and I have very amazingly intelligent women in the sorority, but none of them were in my computer science class.

Elizabeth: [\(08:59\)](#)

And I didn't really think much of it. These, you know, really motivated, highly intelligent women and none of them thought computer science was a thing this, you know, would come back around later on. So I did go on to get my master's in

architecture and I have practiced at some very prestigious London architecture practices as well, but it was during that time that I came to realize, firstly, that that underlying skillset in computer science was crucially important in my architectural career and thought, you know, this is actually important for all people to have as a base foundation. And the ways of thinking that I learned doing that degree actually fed into me being better in a career like architecture. So that's when I started thinking what actually happened to all of those amazingly brilliant women that I went to university with. And it wouldn't have even known the slightest as to why they should have taken, you know, computing in university. And from that, I realized that, you know, there was actually something to be done here and that there was a better way to teach this and that it was something that I had to jump out and tackle. And so I, I started teaching children how to code and that's sort of a bit about my mostly focused on my initial life career, but catching you up to speed quickly as to what I'm doing now.

Suzy: ([10:19](#))

I am really curious about the failure piece because I think that one of the things that I notice with the people that I work with is that there is a deep fear of failure. And it's interesting to me that you said, you know, I looked at all of the worst case scenarios and then I chose which worst case scenario I would be most okay with. And you said that that was really helpful because it meant that you couldn't fail. And at the same time having written six books, worked in very prestigious architecture practices, being president of the computer science club, president of the sorority achievement and winning feel like they are hugely important to you. So I'm curious, like, have you ever failed at anything that you have attempted? And if so, how does that feel for you?

Elizabeth: ([11:23](#))

I think that's a great question. Every day is a failure. I mean, it's like your Peloton podcast, if you just get through half of it, you're already halfway there. I fail every single day, but the motto that I live by is something that my grandmother gave me was, do your best and let them say, so I think for me, oftentimes people measure their success or failure by what other people think of them or how they're perceived by others, particularly in this world of social media and just so much pressure that we see because of technology. So if we can find a way to put that aside and accept our failures, that it's going to be fine. I mean, I think my biggest failures every day come down to, you know, the malnutrition of my children has an example or, you know, not quite getting, you know, 20 more subscribers, you know, to our YouTube channel or, you know, only having 1800 kids in a cypher class learning how to code when we were aiming for 2000, what is, what are those goals that you're setting for and how can you actually celebrate reaching half success or, not being too disappointed by the failures that are inevitable every day.

Elizabeth: ([12:44](#))

So I think it's things like going out and, you know, putting myself out there to say, okay, well, I'm going to put myself forward for being president of the computer

science club. I definitely had an unfair advantage being the only female and coming in after, you know, my cheerleading practice. And so, you know, with a bunch of awkward guys that I played video games with, they're like, okay, Elizabeth, yes, you can do it. You can do it well, if I hadn't tried it, I was like, well, you know, maybe I'll be vice president. That'd still be good. So, you know, what's the worst that can happen right? I moved to London pregnant, with a year of my masters to complete. And I think my family thought I was crazy, but I thought what's the worst that can happen. I move back home. And so if you always have your worst case scenario as your base, then you can try anything.

Elizabeth: ([13:33](#))

And I think, you know, I've been teaching my kids lately. Don't get your hopes up, which seems like a really pessimistic thing. But actually it comes from a place of optimism saying if you don't get your hopes up, you can be proud and be happy with whatever you achieve. Now, my daughter just came home with a little trophy from the award ceremony and I was over the moon and it was an award for kindness and consideration. And she thought, well, no, I didn't get the academic achievement, but like, if there is any award, kindness and consideration will get you further in life than anything. So don't get your hopes up. Don't, you know, necessarily think that if I don't get this job or if I don't meet these goals in my career, I will be a failure, but actually put those unrealistic goals out there, shoot for the moon. It's that same saying, shoot for the moon. And if you miss, you're still among the stars. You still, you know, or you might even miss the moon and fly all the way to Saturn for all we know. So it's about putting one, one foot in front of the other and just trying your best every day and accepting failure.

Suzy: ([14:36](#))

It is for me, this dance with our kids is just so I, I feel that if I was going to talk about failures, that would be the area that I'm like, am I failing and failing? I kind of failed. I of please eat more than beige. So I totally, I totally get that. And I notice it with Caesar who is at that stage where he's very much into, he has access to technology. He is on YouTube. He is, you know, he's starting to experiment with listening to people over here, listening to people over there. And he's got the confidence and naivety of youth where you feel like, you know, all of the things you've watched 30 seconds of a five minute YouTube video. And suddenly you're an expert and he's at that stage where I know that he is listening to me because of the type of information that he consumes.

Suzy: ([15:38](#))

And at the same time, he's not listening to me. He's really not interested in anything that I have to say at all. And he's at that stage where he has big ambitions, his ambition, right now he wants to be an actor and he's trying to do a front flip and he's trying to do back flips. And I really remember my parents being very unattached to success. And I think that that was super helpful for me, because again, it was just like, well, we might as well try. You can try. And if you do it great, and if you don't do it, it's okay. But it was, it was just interesting to hear the way that

you phrased the don't get your hopes up and yet still shoot for the stars. How much do you feel? How much do you feel listened to? I think that's the question that I was like, how much of that is sinking in right now?

Elizabeth: ([16:34](#))

That's a great question. I think for me, my children have, feels like, have been with me for my whole life. Because I had my son when I was 24, he's 12 now. So at least a third of my life has been with children. And so how much do I feel listened to sometimes not a lot, but I do know that they take my example as what they should live by. So living in an entrepreneurial family, I think is challenging. You know, people always say, if there's an entrepreneur in the family, make sure the other one has a stable job. My husband and I do not have that model. We both are entrepreneurs. So I think the kids really take that to heart. And that's why I can see their aspirations and their ambitions and them pushing themselves to want to be their own best person.

Elizabeth: ([17:19](#))

And so for me, if I can just lead by example, that's almost more important than being heard or being listened, them listening to me. It's really interesting to see the entrepreneurial mindset of my 12 year old and his severe motivation by making money. I think he had his first business when he was six. He was selling his sister's old fairy wings, trying to make money for the school charity, which was great. And now does YouTube videos at its peoples, you know, reels and videos and posts on our tiktok because he knows how hashtags work. So, you know, something has sunk in which this is great. And then, you know, with my daughter, she tries so hard at everything that she does, and she does it with this grace and optimism that is just infectious. You know, she brings people up when she's around them, but she, I see in her that she never quite feels like that's good enough because you don't actually see the outputs of that, or, you know, a numerical value of more subscribers or a numerical value of, I got paid five pounds today.

Elizabeth: ([18:28](#))

What did you do? But what I, I think is really interesting and what the point that you brought up is how do we actually use technology and understand how it is affecting our children and that, you know, as parents, it's more important to be supportive and to join them on their journey. And the things that, you know, you're saying with your, with your son becoming an actor, and you're leading by example, showing him, you just get out there and you do it day in and day out, and eventually, you know, something sticks or it doesn't end, you kind of go on a side path and it becomes something else. Absolutely amazing, and probably more amazing than you have ever thought. So I guess the answer to your question, do I feel listened to not really, but maybe I'm not speaking enough to my children. I'm just trying to show them the best me I can be so that they have that confidence to be the best to them that they can be.

Suzy: ([19:16](#))

I think for me, that that is winning. They often say, it's not what you say, it's what you do. And so it gets to be, I'm curious about the relationship with money, because I was going to say listening to you talk about your first businesses and the friendship bracelet business, especially. That's interesting to me, my daughter who is eight, would never think about charging other people to learn from them. She just wouldn't, Caesar absolutely words like he would think about it. I'm not sure about the execution, but he would definitely think about it. So I'm curious about your relationship with money and what the kids observe, and then, how you feel about your son's relationship with the desire to earn more money. So for you first, what's your relationship with money like?

Elizabeth: ([20:09](#))

Yeah I think for me, and going back to that friendship bracelet making business, my father is also very entrepreneurial, so he had a cycling business and, I think the motivation to make money has to come from somewhere, right. It's not for me and for the people I've experienced, it's, it's, it's not to build a nest egg, right. That's not my motivation, but actually a means to an end. So that friendship bracelet making business was because I wanted to save up enough money to buy a dryer for my dad, because we had always every Wednesday, we would go to the laundry mat and, you would do the laundry and it's great for me cause I got to play Pac-Man and video games, but I thought, you know, if he had his own washer and dryer at home, we could spend every Wednesday at home instead of going to the laundry mat.

Elizabeth: ([20:54](#))

So I had that motivation to make money for something. And then that kind of evolved into, you know, those other businesses of what I liked and it means to an end, so making money to facilitate what I wanted to do in my life. And even now my husband's and my husband and my motivation for making money is to educate our children. We haven't built, you know, a nest egg. We just go day by day and put money into the things that we think are the most important for their futures and make our lives happy and exciting. But for my son, I think his motivation comes from seeing my husband and his work ethic. My husband's background is actually in business and a master's in architecture, but he was also a professional athlete. So his work ethic is something I have never seen, never experienced in my life.

Elizabeth: ([21:45](#))

He works all the time and he does it for the family and that's been the foundation of Jayden's childhood and Jayden's youth. And so it was that very young age and also at school, you know, talking about charity and those that have less than you. So he was really motivated by helping daddy to provide for the family and helping those that, you know, couldn't receive an education. Our school charities is a tool in Ethiopia that gives money to help educate children. So he was super motivated by that and, you know, has his brother there in Ethiopia that he sends money to every month and that really motivates him taking care of people or taking care of the family. Which I guess it's like you say, if you can pass on anything leading by example, that's what Bruce has passed onto him, a work ethic for a purpose of

taking care of others, which just manifests itself in making money. So inevitably Jayden will be successful. I have no doubt, but that is the thing that motivates him to make money. Whereas Ocean similar to your daughter has no concept of why she would need money. So it's just not a motivator, which I find very fascinating.

Suzy: ([22:57](#))

Interesting. Isn't it? I had a experience with my daughter who ended up spending, cause I saw in your book 400 pounds on roadblocks, is it roadblocks, roadblocks?

Elizabeth: ([23:13](#))

The money to buy Robux to pay for things on roadblocks.

Suzy: ([23:20](#))

Yes that's it. Very interesting for me because it brought up so many feelings because I couldn't help but think if I'd have done that when I was her age, that amount of money would have been just so detrimental to have spent that amount of money. It would have been so detrimental to my family, you know, that would be basically Christmas gone. And she had no concept of it. She had no idea what she had done. And that is for me, part of that is a good thing that she's not stressed about and worried about that. But also you just can't do that, like a click of a button, a click. I mean, it wasn't a click of the button. It was a click happened about 40 times. Yeah. It was very, very, and what was interesting is that she had gone onto YouTube to find out how to change my password in order to make the purchase.

Elizabeth: ([24:24](#))

Clever girl, we just have to it, we just have to focus that in a slightly different way. And she'll be off to silicone valley if you're not careful. I think that is a very interesting point you make and you know, Christmas gone and that whole thing is that that was a real shocker to me as well when for Christmas, you know, my kids say, I want robots and you're like, well, but that's that doesn't make any sense. So this new evolution between the virtual and the real and how those two things are coming together is fascinating to me. And that's where with cipher educating children around how technology works, how it's integrated into our lives is fundamentally important for the next generation to survive. And also on the other side for parents, understanding the difference of the technology we grew up with and the technology that the kids are growing up with, right?

Elizabeth: ([25:18](#))

Because when I was gaming, I was playing video games in my room, totally by myself. Maybe my brother would join me to play super Mario brothers. That's not how gaming is today. You know, they go on and they are actually with their friends. So remember when we were in high school and you know, one of the jobs that I had was so that I could buy more clothes because you got a discount at the clothes shop that I worked at and your outfits really mattered. You know, you had a new outfit. I think I wore a different outfit because I had mix and match on my clothes different days. So you could have a different outfit every day, right? You spent your

spending money on clothes or makeup or those kinds of things. Well, that's actually what's happening in the virtual world. And I find it so interesting because COVID has now accelerated that tenfold or a hundredfold because it's now second nature for them to be hanging out with their IRL friends.

Elizabeth: ([26:05](#))

They're "in real life" friends, but in the virtual world. So that hat that your daughter bought in the virtual world is as important as that hat that you got when you were eight years old and got to wear to school or to the summer fair. When you got to wear your home clothes instead of your uniform. But now as parents, we need to be able to join that world with our kids and be able to feel comfortable to have those conversations with them to say, this is the hat you're buying in this world, which means you won't have the hat in the real world. Is that fine? Is it more important for you to have it in there or is it more important in the real world? And let's talk about it with them so that they can understand that it's money in both sides and that's where the world's going, you know, with cryptocurrency and all of that citing.

Suzy: ([26:46](#))

So like, cause I know you specialize in working with children from six to 12, I swear to God, what you have just said to me has blown my mind in all of the best ways I'm like, can you please educate us as parents because I've not been able to get my head around it. Like, so I look at the way that I grew up and I'm like, we had four channels. When we got the fifth channel, it was a big deal. We would spend hours and hours with like either a VHS video tapes watching old recordings or hours in front of the TV, or hours and hours, it could be a whole day playing things like tennis or own mummy or whatever it was on the Z-ex spectrum. So I had is that expectation. It was a big deal. We upgraded, we got the 28 K whatever it was, it was a big deal. And I would spend my whole day and my parents were not really that worried about it.

Elizabeth: ([27:48](#))

Yeah, sure. I'm the most advanced skateboarder because I played Tony Hawk all day everyday, but could not say a word in real life to save my life. I hear you.

Suzy: ([28:01](#))

I think part of the reason why there was no fear is because like you said, we were playing on our own or the person had to be in the room. We were playing a two-player game. The person had to be in the room with us. So we were confined and where the fear I think comes up is that we know that there is a lot of abuse that goes on in online. We know that there are people pretending to be people that they're not, but more than that, it is not understanding. You just said about the hat in the virtual world being as important as the hat in the real world has blown my mind because I didn't, I had no idea of that. I didn't know that. Yeah.

Elizabeth: ([28:45](#))

Yeah. And I think you bring up a good point about, you know, an example of how our parents parented. Right. That was a totally new thing for them. What was their fear? I remember their fear being your eyes are going to go cross-eyed because you're looking at the screen for too long. Remember? Yeah. They all said that clearly none of us have gone cross-eyed so we're doing okay. But, so I think we also, as parents don't have an example or an exemplary from our parents because they didn't have to deal with the complexities that we're dealing with. I think you touched on a couple of amazing points is that the new childhood is this relationship with children that they're forming online. So remember back in our day when your, your mom would say, okay, it's time for dinner, turn off the video game, come to the table.

Elizabeth: ([29:29](#))

Yes. You might be mid-level you could hopefully pause if it was, you know, a good enough game for that. Or he'd be like mid flip turns, flip kicks, but you could pause go to the table and have your dinner. Well, now it's not that simple. If you say to, you know, your son, turn off your car, turn off your game, come to the dinner table. They're actually leaving their friends, mid battle, mid something that they're playing together. And it's really quite rude in their own mind. And so the pushback is a completely different thing than we would have ever thought to push back on our parents about. And so it's therefore hard, difficult to understand, but I think there was another thing that you touched on before we go onto like the fear piece is that the connections of in real world and the virtual world and my son had a birthday party.

Elizabeth: ([30:19](#))

I think this must have been his 10th birthday party. And all his friends brought all of their devices and they were all playing, fortnight in the same room, but all on their own devices. And I'm like so weird, whatever. I mean, let's just take it as some sort of weird social experiment I'll just monitor. But then there was a marshmallow concert in fortnight at the same time in like at live. So they were all in the real world, in their games, not talking to each other, they all have their headphones on, but they're in the real world playing a game in the virtual world at a concert. And then all of a sudden in the concert, the gravity goes off. So the virtual players start to like float and all of the boys got up and started jumping, but they're in the real world having this experience together in the virtual world. And that's what like really excites me for the future is that we can have these even stronger relationships with our real life friends that we actually see physically. And they're just enhanced by this experience that we can have online together and in these games that was not possible for us.

Suzy: ([31:20](#))

It's so interesting because I honestly, I think that if I was presented with that situation up until our conversation now, so I'm so grateful to you and my son is going to be so grateful to you. I think if I was, I think if I was presented with that, I would be like, come on, everybody, you're here in person. What are you doing?

Come on, get off the computer. You know, I would be like, play, like be in contact. And I just, my mind is like having a little brain fart because my daughter, she has got so well, she's banned from the iPad at the moment because of things we experienced. But she, when we were living in Mexico, her art was off the charts. Like her drawing was so amazing. We had like walls of characters that she was creating and it was just, it was so lovely.

Suzy: ([32:24](#))

She was doing gymnastics. It was beautiful. Then Caesar introduced her to robot. I can't even get my head around the names of these games. And she just stopped and it was really, yeah. And this is, I was really attached to it. And I think that this is the parenting thing as well, because in the same way, as I used to spend like 6, 7, 8 hours a day on the computer, I'm like locked in my room. Now I could easily, if I'm like wanting to get stuff done around the house, I could easily allow the iPad to babysit Coco while she's on there and then feel really bad about it. And like you said, like in your, if you put in limit of an hour on it, then you take them off after an hour, then there's a whole drama and it's, it kind of feels easier to just not have it. And in my mind, I'm like, cause she's been way more creative cause she has, she started drawing again. She's drawing these beautiful cats. It makes me feel good. But I have just purchased this iPad pro, look at my notes. I'm so excited. I've spent hours looking at tutorials on good notes. Of course I can see pro-create and I can see, oh, you can create really beautiful drawings there. And I'm like, oh, I'm wondering how Coco would be if I bought her a pencil.

Elizabeth: ([33:49](#))

I think that, that comes back to what I encourage parents to do is join your children in their screen time experiences. And not all screen time is created equal as you've just pointed out, if you can harness and point them in the right directions of potential things that they could be creating or making or doing on technology or YouTube videos of how to draw Kauai cats. Great. Because then they are like watching. They're like, oh, I'm going to get a piece of paper and I'm going to draw that really adorable cat, and then they can do it. So I think as parents, we could almost see ourselves as curators of technology. And the only way to do that is to sit down and know that your children will know more than you, which is terrifying as a parents, right? Because my parents always knew more than I did growing up.

Elizabeth: ([34:33](#))

Like that was just the base foundation that our entire relationship was built on. Now how do we parent knowing that our children will know more than us when it comes to technology or how things fit together. Inevitably even for me, technically I'm an expert. They still know more than I do. So it's the base foundation that parents should just take as what it is. And I also think it's the point that you made about what they can do off the screen. And I think that's where we have a huge opportunity with the next generation and something that we really tried to incorporate in all of our cypher camps in our cypher learning is understanding the value of what you can create with technology on technology, but also appreciating

the time when technology is not there. So for example, at our camps, when it's lunchtime, all iPhone screens, everything goes away and we have a chat calls from the parents saying, did you tell my children that I wasn't allowed my phone at the dinner table?

Elizabeth: ([35:30](#))

Like, no, no, that's just what we happen to do at cypher so that we can appreciate the time that we're on our screens. And we can therefore differentiate the times that we're off the screens. And I've been doing a bit of research about that coming down phase between screen and the real life. And it became very apparent to me with, like you said, with your daughter, the meltdowns, same thing with my daughter, the screaming, the kicking, yelling of a full grown ten-year-old is like shocking. I mean, put it next to my two year old and it sort of is like, you know, a mirror, but you'd expect that from a two year old, but there's something very interesting in the coming down from screens and from technology that we need to appreciate as parents. And it's like that interstitial time between the screen and the real life.

Elizabeth: ([36:19](#))

And how do we actually start to create mechanisms for coming down? If you think of this screen, like a drug, but not necessarily an illicit drug. We use drugs and medicine all the time to heal very important things. So it's a drug that is inevitable. It can fix things, it can help things, but it can also be addictive and therefore harmful. So it has the full spectrum of all the kinds of drugs that we know and deal with. And my mom's speciality is getting people off their opioids. So I have a lot of that kind of, you know, behind me and in my ear. And it's a similar thing for kids coming, coming off the screen. Not only is it a physical thing from the eyes, you know, and the refresh rate of a screen versus the real world, but the psychological, you know, coming out of this virtual environment.

Elizabeth: ([37:05](#))

I remember when I was doing my master's in architecture and we were creating these renderings of, you know, our buildings and things and videos I would spend, I mean, 22 hours, you know, working in this 3D virtual world. And I would come out into reality every so often. And I would look at the trees in the real world and I'd say, oh, it looks so fake. My trees are definitely more real than those things. And so it was, that was sort of an a-ha moment. You become so immersed. And so, you know, in the world that you're participating in and that your real life friends are in and that you're sucked in. So how do we actually come down from that? So, you know, there's a couple of things to try for, you know, that we sometimes do in cypher, a couple of minutes of jumping jacks, right?

Elizabeth: ([37:53](#))

Just, just bring your whole body out of it. So that it's like a bit of a shock factor for your body or closing your eyes and trying to keep your eyes closed for 30 seconds. Even if you try it now, when you come off the screen, it's actually hard to keep your eyes closed for 30 seconds because you're so used to being in the screen or just

listening to a song and maybe like doing a bit of a dance, but let's just focus on those to be, even be 30 seconds to two minutes of that time, when your kids come off the screen and try a few different things. I haven't worked it out yet, but let's try a few different things and see what works because something needs to be done with that interstitial time of screen time versus the real world. I don't know if you wear glasses or contacts, but I wear contacts and I'm like blind as a bat without them.

Elizabeth: [\(38:37\)](#)

So it's this really, it reminds me a lot of the, you know, the transition between screen and real world, because if I wear my glasses and those that, you know, have bad enough eyesight that when they wear their glasses, they know what I mean. You're looking through this like portal of a world and the outside world is still blurry to you. So you get, you know, it's like your inner ear isn't quite right. I still get quite dizzy if I have my glasses on. And so if your eyes are that in tune to your whole body and you can, I can still physically feel the connection between my eyes and how I see when I have my glasses and I don't have my glasses or I wear my contacts. Then there's definitely a correlation between how we react with screen and screen time. So,

Suzy: [\(39:18\)](#)

And it's when I hear you say that, I think it's reassuring because I think that a lot of us just feel like, what are we doing wrong? Like, why is this happening? Is it because they've been on there for too long? Is it because we're really bad parents? Is it because this thing is evil? All of the, all of the failure questions, like, why am I failing at this? So I think that hearing that, that instan... in, how do you say instan...?

Elizabeth: [\(39:52\)](#)

Yes, interstitial. It comes back to my architecture training.

Suzy: [\(39:56\)](#)

That word, the in-between thing, is a real thing, I think is reassuring. I am curious. I think the other thing is, is that when you watch films, like what was that film that had a big thing on Netflix? It was called the social something social.

Elizabeth: [\(40:19\)](#)

Yes. I know it terrifies you.

Suzy: [\(40:21\)](#)

It does terrify you because especially when they talk about the leaders of Apple, of Facebook, not allowing their children actually to engage with technology. And I'm curious, I'm curious about how you feel. Obviously you built a business where you, or where you're encouraging children. Yeah. But how do you feel when you hear that argument?

Elizabeth: [\(40:49\)](#)

I mean, I think it comes back right to the beginning where, you know, I mentioned that I've built my whole career with my children by my side. So their involvement in my day to day life feeds into that. And that's where I think we have an opportunity as parents to become involved and be able to influence how they react with technology. It reminds me of a story that my mom told me, she had this good friend in grade school whose dad was a dentist and every Halloween, she was just devastated because you'd go around for trick-or-treat get all of her candy. And her dad would never let her eat any of it. Right. Because he was a dentist. So she goes off to university. Freshman year, comes home with six cavities, right? Because she's never been allowed sweets. And that's my fear. What's going to happen with those kinds of CEOs, unless you're hands on explaining to your kids at a very young age, how technology works and how it influences your life and how you can deal with those addictive tendencies.

Elizabeth: ([41:48](#))

Then you're setting them up for failure. And they're going to go to university. They will be out of the house at some point. And they're going to have to tackle all of those things all on their own. I mean, my son's first experience of cyber bullying was when he was seven and he was playing clash of clans, which of course has a lot of random adults on it. Right? So he was joining clash of clans with one of his other seven year old friends and my nanny who was also a gamer who we had before, before lockdown. And she moved. But it was the doing it together that created an opportunity for some of that chat. And it was basically saying you're a new, because you didn't build your library in the right place. That was our cyber bullying right now you can imagine what the cyber bullying is when you're 16 or 18, but the little upset seven year old could now have a conversation with me, with our nanny and understand that when people say things online, it's not always what they mean.

Elizabeth: ([42:43](#))

It can be very hurtful. It's much easier to say hurtful things when you're not face-to-face with someone. So taking that as a learning experience at the age of seven, so much easier than trying to let them just deal with it on their own when they're 18, right, or you know, 22 or even 16 or 14 in their rooms, when they get hold of technology and, and join social media and have to regulate their profiles in the same way that famous people who have an entourage of social media experts, helping them out are doing and, and comparing themselves to that. So that's why I'm a huge proponent of sit down, do it with your kids. If you don't understand what Fortnite is, sit down and try to play it, or just sit there as painful as it is. I don't know about you, but when I was a new mom going to the sand pile was painful for me, I mean, maybe it was because I was like 24.

Elizabeth: ([43:31](#))

I just wasn't ready now. I love it, but it was painful. And I was like, okay, how long do I have to stay here before he's adequately sanded out, that same pain translates to technology. It's painful if you're not interested in it, but it's so important for your kids to have you there. And then you actually know what they're talking about,

right? So that's why I'm a huge proponent of giving it to them early. And it comes back to the failure thing that we were talking about before as well. You know, my two year old is the perfect example and we can talk again and, you know, 16 years and see what happens, but lockdown happened to her. And so that girl is addicted to YouTube kids and she's two and a half. And I thought, oh gosh, this is a disaster. So interestingly, she turned two, you have this little candle and make, go to a pub and she starts singing herself happy birthday.

Elizabeth: ([44:18](#))

I'm like, we've been in lockdown for a year. None of us are saying happy birthday. How do you possibly know how to sing happy birthday or count to 20 for that matter? So just goes to show, there's the positive sides. And then, you know, there's those scary sides that the only way, you know, technology, social media, all of these things are not going away. Cryptocurrency, you know, these experiences that your daughter's having with how to regulate her finances, but in a virtual world can be very empowering. You know, for my daughter's birthday, I got her the subscription. So she gets a hundred robots every 16th of the month. So she then looks very much forward to it. Well, that's sort of like an allowance, right. But also she remembers that as her birthday present. So it's those same kind of things that we would have had as our yeah ways to learn about finances or..

Suzy: ([45:08](#))

God I'm going to have to sign up. I am really curious about where you find joy outside of your work.

Elizabeth: ([45:22](#))

That's a great question. I find joy in the little failures getting a bit better. Most of that comes from things that my children do, or, you know, strides that my teammates make. You know, I think 90% of my staff are female. And so I have a lot of mums that, you know, tell me about their little successes and, and a lot of young women and, and some that are just starting out their, their mothering careers and seeing them advance in their careers, brings me a lot of joy. And seeing my children grow up and be alongside me, are the joyful moments really.

Suzy: ([45:59](#))

I'm curious about your experience as a woman in tech, because I feel like you are one of the few, I don't know that that is correct. Yeah. How has that experience been?

Elizabeth: ([46:13](#))

Well, I think it's been very influential. I co-founded a business with my husband, which is an artificial intelligence company, and I wrote the initial algorithms for that. And my husband to this day says that we wouldn't have patented algorithms if it weren't for a female way of thinking. And that's why, you know, with cypher, I'm a huge proponent of men and women, girls, and boys working together, but also celebrating our differences, brain of an eight year old boy is inherently different than

the brain of an eight year old girl. And that's not to say that there aren't girls that play those football games that are super competitive as eight year olds or the boys that, you know, want to do storytelling as eight year olds too. But there is difference in gender. And that's why I'm so keen to create a new educational system that encourages girls and boys to work together in technology.

Elizabeth: [\(47:04\)](#)

So at cypher, 52% of our students are girls and it's because we use creative themes to engage them. So we have classes like conservation and coding. So instead of, you know, going to a drones programming class, which we know exactly the kinds of boys that are going to choose that, or a few random girls, you go, and you learn about how to save the oceans by using drones to pick up plastics, same general principles, we're learning the same content, but we're applying it to the real world and things that are, that kids are interested in, and that will make a fundamental change in women, in technology, in the future. And I also am a huge proponent of broadening the understanding of technology. And it's like, you know, you Suzy before we started having the wrong microphone plugged in and having to crawl under the desk and working out how to, you know, swap that over.

Elizabeth: [\(47:55\)](#)

Well, that's a little bit of technology and we all as workers in the modern day are inherently surrounded by technology. So I actually get gauged to say that, you know, particularly in things like marketing, there's a huge, vast amount of women in technology because they're doing data analytics, they're changing things on the websites. They're, you know, interacting with technology at a very deep level. They might not be creating the web pages. Some of them are, they might not be the fundamental coders that we think of, like, you know, the black room with the green screen, but those are women in technology. And so I think we need to broaden our understanding of how women can work in technology and the power that we bring, because we think differently than men do as well.

Suzy: [\(48:42\)](#)

You are a very positive person, very positive energy. And your response to that question for me is interesting. It makes me think about the narratives that hold us back and the narratives that propel us forward. And it probably comes back to the shoots for the shoot for the moon, and you're gonna hit the stars. How, because if you look for the barriers, you're going to find a barrier and I feel, and what's the, I mean, maybe it's an observation, but my observation is is that you are somebody that does not really see barriers. Is that accurate or not?

Elizabeth: [\(49:24\)](#)

I think, yes. That's probably a fairly, a fairly good point. In one of my, my daughters play her line in the play was an optimist. It was about optimism and pessimism. An optimist is somebody that sees a challenge as an opportunity and can problem solve around it. And that's why I'm so excited about computer science and computational thinking because that's inherently what we're teaching,

computational thinking is a way to see a problem and break it down into small pieces to solve that problem. The other brilliant thing about it is that it's not like math. There's no one way to solve the problem. So if you imagine drawing five little stick people in a row by hand, one person might draw all five heads and then all five bodies and the legs and the arms, the next person might draw a body, one body to body, three body, four body, five, they've come up with the exact same solution or they've gotten to us solution. They might not look exactly the same, but they've solved it in two completely different ways. And that's what we're teaching with cypher is how to think through different ways of problems, problem solving, using technology.

Suzy: ([50:33](#))

The reason I love this is right at the beginning before we started, you were talking about the difference between the UK education system and the US education system. And I have an awareness of particularly because I've been in entrepreneurship now for the last eight years, that it is your ability to think creatively, to think innovatively, to be able to problem solve. That is what is going to propel you forward as an entrepreneur, as one, as having a bucket load of resilience and what you were saying about those fundamental differences between the UK system and the US system is that because everything is so focused on maths literacy and ultimately passing tests, children are taught to pass tests, versus thinking creatively. And for me where this is so interesting, is that again, one of the fears is that the type of jobs that are even available now are so different to what were available in, you know, when we were growing up and unless you do want to become a doctor or a lawyer or a solicitor, most of the jobs that are going to be available in the next generation are going to be done by robots.

Suzy: ([51:52](#))

And so in order to thrive, my belief is, is that every child should be taught how to be an entrepreneur because those problem solving, as well as the interaction piece is what has being able to interact and build relationships in real life, I think are going to be fundamental when it comes to succeeding in the new world.

Elizabeth: ([52:20](#))

Yeah, yeah. That's absolutely the truth. And that forms the base foundation of everything that we do at cypher collaboration. This is not a private tuition company. You know, that's out there, children are working together and feeding off of each other to create better outcomes and adaptability and understanding how to problem solve with technology will get us to that next step. And I think, you know, the point you made about entrepreneurship and is it something that we're inherently born with? For me, it definitely is. Yes, but when I was in architecture school and I, you know, seeing that there were creative people that came to architecture school that were really rubbish at math, but then there were also very logical people that did not have a creative bone in their body. And somehow these people were both taught to become architects. So the one side was taught how to be creative.

Elizabeth: [\(53:09\)](#)

The other side was taught how to be logical. You can apply that same understanding and fundamentals to entrepreneurship. And that's why it goes hand in hand with theater science and computing, because computational thinking is an entrepreneurial mindset. Our camps in October are, the theme is entrepreneurship and coding. And so kids use technology to create their own website, create their own brand, create their own logo, understand how, you know, tweets work or if are pulling feeds of information to enhance their business, that they come up with. They come up with these social entrepreneurship businesses, which are just amazing, amazing. We've held it once before. And so you can teach the skill set that's underlying the, you know, entrepreneurship and the way that we need to think as entrepreneurs and use that as a base. And then of course, you're going to have those that are naturally entrepreneurial, but you can build up the other ones to understand entrepreneurship, to understand that, that resilience, to get on the Peloton and say, just make it to 10 minutes. And then you're halfway there. Those are the kinds of things that if you start laying that those as a base foundation at a very young age, we will become a more successful society because we will have more entrepreneurial thinkers that yes, might still be career architects or career lawyers, but they'll have a different mindset that will use technology to harness their knowledge in whatever career choice they've chosen to be able to adapt and thrive. Yeah.

Suzy: [\(54:39\)](#)

And I think that the layer on top, or maybe it should be the layer that underpins everything that you've just said is the consciousness piece, you know, and I think, again, this comes back to the being unattached to the idea of failure. And ultimately the reason that that is so important in conscious leaders is that if you attach your worth only to success, you can never get off the treadmill because it will never, ever be. You will never ever feel completely enough. And I think that whilst that is a whole other big conversation that I love to have. I think that those three elements.

Elizabeth: [\(55:29\)](#)

Yeah, absolutely. I think the building on failure to create successes is a fundamental piece. And that's why I'm such a huge proponent of gaming because that's what it teaches you. There is no way somebody joins a game. I mean, think of super Mario brothers one, no one first starts out and gets all the coins and doesn't fall down a hole or eaten by one of those little sand trap people, you fail and you fail again and you fail again. And then when you get to the end, you're like, wow, I passed level one. So there's, God knows how many levels after this people probably don't even know, but it's teaching children to be okay with failure as well. So you could do a whole nother podcast on that. Yeah.

Suzy: [\(56:09\)](#)

All right. Well, this has been such a joy, please. Can you let our listeners know where they can find out more about the cypher camps and all of the work you do?

Elizabeth: ([56:19](#))

Absolutely. It's cyphercoders.com and just get in touch with us at high@cybercoders.com. If you have any questions, we'd be happy to help. We're all about helping parents to navigate this world with your children. Thank you so much for having me, Suzy.

Suzy: ([56:36](#))

You are so welcome. If you have loved this episode, and I know, especially if you have children, you will have loved this episode. Please hit me up on Instagram. @Suzy_Ashworth so we can share and spread the love far and wide. And in the meantime, please remember that faith plus action equals miracles.

Faith + Action = Miracles