I: Okay, right, so looking back on the year how have you found taking part in the Face2Face project?

A: Fine really I mean I haven’t really er, I have only thought about it when I have been doing it really.

I: Hmm.

A: And it was, nothing was confusing or anything.

I: So has it been how you expected it to be when you agreed to take part?

A: Er yeah.

I: And what were your expectations then?

A: Erm I mean I didn’t know that you would be doing the shadowing…

I:Hmm.

A: Before. I mean obviously you told me erm so that was, I wasn’t expecting that but I didn’t mind er…

I: Hmm.

A: Yeah but I was just expecting it to be some interviews.

I:Hmm. Would you, what would you say to other young people about taking part in a project like this?

A: Erm I would say it is pretty easy (laughs).

I: (laughs). Would you recommend it?

A: Yes because it is a good experience and you can put it on your CV and stuff (laugh), put it online.

I: Huh, yeah and do you think it has changed how you see yourself and your life in any way?

A: Maybe just like the school day and like things I did or other people did just like seeing them written down and stuff.

I: Hmm. Can you think of any examples?

A: Er well I thought of how I sat on the very end and I hadn’t thought about how I had done that but erm I did (laughs).

I: Hmm.

A: Yeah.

I: Hmm. And did it make you think about why you did that? What do you, how do you interpret why you do that?

A: So I can text and stuff (laughs).

I: (Laughs).

A: But I don’t think I am going to do this so I can text, but I just did it.

I: Hmm.

A: I hadn’t thought about it though.

I: (Laughs). And generally what kind of a year would you say it has been for you?

A: Er in general or?

I: Yeah in general.

A: It has been er, the difference in work between years nine and ten are quite a lot. Yeah it has been pretty good.

I: Hmm. I mean it seemed to me that you had changed quite a lot between the pilot interview, well even when I came back and did the favourite things interview you were talking quite differently, say about how you use your iPad and things like that, so it seemed to me like there had been quite a lot of change. Do you feel like there has been?

A: Not really (laughs, interviewer laughs). I don’t know.

I: Okay, okay yeah. So erm do you, well obviously the last time we met was when I was doing the day in the life shadowing, and there is the fieldnotes, and there is the multi media presentation as well. But lets just talk about the fieldnotes first of all.

A: Okay.

I: I mean I don’t know I have brought a hard copy just in case you haven’t got it to hand.

A: I have got it somewhere.

I: Erm but you know so you have had a chance to read though them?

A: Yeah.

I: And how did it feel reading them?

A: (Laugh) weird.

I: And why was it weird?

A: Erm () I don’t know like it was just er all written down I guess and the things that you are saying are a bit cringey. Not you, me.

I: Hmm.

A: A bit cringey.

I: Like what?

A: I don’t know, like things that I have said to my friends and stuff.

I: Can you think of any examples of that?

A: Er I don’t know, probably just little things, because like, yeah it is just weird like thinking about things you have said because you don’t really think about just say it (laughs) when you are talking to your friends.

I: Um yeah.

A: So yeah.

I: So is it mainly kind of embarrassing cringey? Were there any bits that were surprising or interesting?

A: Erm you mean, I don’t think so really (laughs). Nothing surprising. It was pretty much how I thought it would be.

I: Did you feel like it represented you and your day?

A: Yeah.

I: Hm. Did it feel like quite a typical day or at least a typical school day?

A: Definitely yeah.

I: Really?

A: Yeah.

I: I was wondering about that because there is such an emphasis on exams there seemed to be a real refrain from the teachers, I was thinking is this something about the time of year when I am doing it when exams really seam in the air. But then when I was looking back at your favourite things I noticed that you said something back then about teachers talking about exams.

A: Yeah.

I: So was there more of a focus on the exams because of the time of year?

A: No.

I: That is just what it is like (laughs).

A: Since like since I started in Year 10 it is just like a nightmare.

I: Hm.

A: You know we start parts of our GCSEs then-

I: Hmm.

A: So they are just like really worried that they are going to get good results.

I: And does it feel like there were bits of your typical day, a typical school day that were missing? That I had missed or…

A: Erm I don’t think so, no.

I: And how do you think other people would respond to reading these notes?

A: Like my friends and stuff?

I: Well it could be your friends…

A: Or just like people taking part in this?

I: Yeah. It could be people in your school as well.

A: Erm I think the teachers could be kind of embarrassed (laughs). Just like not, like in the same way like sometimes you see things written down and you think ah did I say that (laughs).

I: Hm.

A: But yeah I think-

I: What do you think teachers would be embarrassed about?

A: I just think like it is just embarrassing seeing things that you have said written down. And yeah there is quite a lot of things that the teachers have said, some of them I guess would like be pleased with their teaching style.

I: Hmm. Do you think they would be pleased with their teaching style?

A: Some of them.

I: Whom?

A: Er oh I don’t know. I can’t think of who I had that day. Erm…

I: Well there was the English teacher.

A: Yeah.

I: And then the Spanish teacher and then-

A: I don’t think the English teacher would be embarrassed.

I: Hmm.

A: I think he would just think that it was funny.

I: Because of who he is or-

A: Yeah it is just kind of his teaching style erm yeah I just think it depends on the teacher really.

I: Hmm. Do you think it is a fair portrayal of the teachers?

A: Yeah definitely I think it is.

I: Yes it is interesting I have to say I think it is a bit of a dilemma for us but anyway. But does it feel like it captures your experience? Because I suppose the weird thing about shadowing you for a day is that it felt like there was an awful lot of emphasis on teachers and what they were doing, rather than necessarily what you were feeling and thinking.

A: I think, no I do think it had about me in it.

I: Hmm.

A: Because you wrote quite a lot about things I was doing and things I was saying and stuff.

I: Yes I suppose I thought it was also the product of the kind of school day it is-

A: Yeah.

I: It just seems too involved, done two, sit there and do this, write this-

A: Yeah.

I: It is very erm, hm, quite strange. Erm were there any particular moments that were more awkward than others?

A: I don’t think there were really erm… There is a bit where me and my friend are talking to each other on the way to school. That was a bit (mumbling, unclear, laughing).

I: (Laughs). What because, yeah they are just little snatches.

A: Yeah.

I: I know, yeah hmm, hmm. If that was to go public would you like those bits taken out or-

A: I don’t mind it is just like, it is not as embarrassing that I would mind someone seeing it, it is just, oh did I say that (laugh).

I: (Laugh) of course they are only tiny snippets-

A: Oh it is fine.

I: That just floated towards me, hmm. As a portrayal of you know like a young person’s experience you know if you think of yourself not being a subject of it but as someone reading it, what do you think they would make of the experience of that day?

A: I think they would think, these people seem quite bored.

I: Hmm.

A: Like in lesson, like quite a lot of that comes out of it- I think. Erm like the person in Maths trying to distract the teacher and stuff.

I: Hmm.

A: Me on my phone and listening to music.

I: Hmm.

A: So I think they would just think, yeah, that everyone was quite bored and yeah that maybe it wasn’t the best teaching ever.

I: Do you think they would erm I don't know feel sorry for you or erm or…

A: Not sorry for me just like, I don’t know, they wouldn’t feel sorry for me. Because everyone goes to school.

I: (Laughs). Yeah okay, okay. What about the Prezzi thing? Did you look at it on your phone? Do you want to sort of just look at it again?

A: I deleted the app.

I: (laughs).

A: Because I downloaded the app but I can download it again.

I: Let me see whether, have you got Wifi here that I can log into?

A: Yeah.

I: What is the-

A: (Gives Wifi Password).

(Interviewer logs into Wifi).

I: Do you remember, what was your first impression of it when you looked at it?

A: Er I don’t know. I have never used Prezzi before so (laugh)-

I: Which is fine but which makes it all the more relevant to have your impressions of it.

A:Erm (.) yeah (.) I don’t know, I just thought (.) it was pretty accurate really (laughs).

I: Right.

A: I just thought everything was how it is (laugh).

I: Did you find it readable?

A: Oh yeah definitely yeah.

I: Kind of interesting?

A: Yeah.

I: There have been some bits and pieces that I haven’t been quite able to work out. You see some people say that Prezzi makes them feel a bit sea sick. I don’t know if that was one of your responses but people have said this.

A: Yeah well it is kind of different because it is smaller on here.

I: Hmm.

(Plays Prezzi).

I: Do you think these would be identifiable?

A: Erm maybe the steps, yeah.

I: I couldn’t work out whether that has got something on it?

A: Yeah it is graffiti though (laugh).

I: Oh right. That is quite handy actually from our point of view.

A: Yeah.

(Plays Prezzi).

I: I have only just realized that she says Adios. I hadn’t picked that up.

A: She has left now.

I: Hm?

A: She has gone now, gone to a different school.

I: Oh. Did you know that, at that time?

A: I don’t think I did then, no. She only said a week before.

I: Ah that is interesting. This hasn’t quite worked. I thought it was a good idea but I am not sure it is very legible.

A: No there are some bits you can’t read.

I: No but I thought it would make the image more interesting. I will have to ask my colleagues if they can help me improve it. It is very erm, there is another one –Ayliah which I will show you in a minute just as a comparison.

(Plays Prezzi).

I: I don’t know if this was the actual track you were listening to.

A: ??No ??unclear??.

I: (Laughs) I think it is really good there is something about teenage soundtrack about vengeance in the experience of the day. You see I haven’t added any audio to it. I am thinking I might cheat and get a soundtrack off Quiz Up – you know

A: Yeah.

I: Anyway I will just show you this. This one she has agreed that it is okay to show. But it is a bit less text I am wondering if that might be better.

(Plays Ayliah Prezzi).

I: You see with that one you can kind of click on that. Well there is a bit more but less text on this one. Although actually I am looking at this and it seems like the same amount of text in some ways.

A: Yeah.

I: Sorry am I going too fast?

A: Hmm.

I: How do you think those two compared?

A: Erm well I mean obviously they are different because hers isn’t in a school.

I: Hmm.

A: Erm I think there is the same amount of text it is probably a bit more like videos and stuff in there-

I: Hmm, hmm.

A: But that is because she was at home. Erm, yeah.

I: Are there any bits of that that made you think, oh it would be good if there was more of that in mine or anything?

A: Not really because there’s you know, it is hard for them to be similar because-

I: Yeah. So looking at your one a second time how did you feel about it?

A: Erm yeah I don’t, I think its (.) pretty accurate and erm I don’t…

I: Would you have picked out different moments?

A: Er no I think I would have (.) done similar, the interesting bits. Well interesting bits (laughs)…as interesting as…

I: (Laughs). Well yes I mean I do say something at the start about how it is structured around the lessons.

A: Yeah.

I: Which is very conventional but on the other hand that seemed to be, that’s the structure of the school day.

A: Yeah.

I: Its subject after subject. Well I mean did you like the way I guess you were portrayed in it?

A: Yeah I just, yeah I guess, yeah (laughs). I didn’t find it embarrassing or anything so.

I: Does it feel like a good representation of your day?

A: Yeah I think it does erm (.) There wasn’t really anything that was missed.

I: I was actually going to ask if there were any parts that were missing. I mean you know it could be things, for instance, after I had left at the end of the day do you think you would have liked to show more bits say at the end of your day?

A: Erm I guess I could of like, I did a few more things. I didn’t go out I guess, I had tea and then I went and sorted out more flapjacks.

I: Hmm.

A: Erm I could of but it wouldn’t have been interesting particularly.

I: Hmm. And I just want to check, because obviously what we want to do is show this, well I to put this online eventually…

A: Yeah.

I: And I have avoided as far as possible any identifying features…

A: Yep.

I: I hope. But clearly it doesn’t show sort of, well hopefully, where you live erm, or any names and so on-

A: Yes.

I: You know and I guess it could be seen by other researchers, university students, parents, possibly journalists. You know, so how do you feel about that going online as it is now?

A: I think I am okay with it, I mean…

I: Hmm.

A: There has been nothing that I have been worried about in it. Er yeah I think that is okay.

I: Are there any bits in it that you really like?

A: Erm I don’t think that there are any bits that I like particularly. Like I thought the ??Choux Choux?? time was quite funny. I found that very funny, me and my friends ordering cakes on the computer.

I: (Laughs).

A: Yeah.

I: It felt like a fair representation?

A: Yeah, yeah.

I: Are there any bits that you feel uncomfortable or awkward enough about to want to change?

A: I don’t think so. I mean I just wouldn’t want to have said something about a teacher that was like really bad or something. I don’t think I have.

I: Hmm.

A: I wouldn’t want to offend someone.

I: No. I mean I have to say in terms of the fieldnotes we do have some ethical dilemmas about how the teachers at your school would respond if they read them.

A: Yeah.

I: And so although I think, for me I think the Prezzi is neutral enough in terms of the teachers, but I am actually not sure whether I am going to go public with the field notes (laughs) until after you have left that school.

A: Yeah that is probably a good idea. Because I have only got seven months left so.

I:Well yes, I know, I know and I, I think the ethical dilemma for us will be do we feed some of this back to the school.

A: Yeah.

I: Because personally you know my experience of the day was pretty horrible actually.

A: Yeah.

I: Quite annihilating and it was an insight into, you know what policy is doing to young people. You know to me there are a lot of very nice teachers, who are very nice people, but the cumulative effect of going into every lesson and being addressed as an exam machine was something quite unpleasant. And I don’t know whether the school would be able to hear that, and yeah so from our point of view erm we will make the Prezzi public but we will maybe hold off on the full fieldnote and think about whether there is a way of maybe going back to the school directly and talking to them, saying look would you like us to come and talk about this. But after you left.

A: Yeah.

I: (Laughs). So just to show you because I guess it is not only, you know we are trying to anticipate this and schools really have an image problem.

A: Yeah.

I: They are very concerned about it. I think even with all the anonymising I think possibly for the staff in that school it might feel very awkward.

A: Yeah.

I: Erm yeah. I mean I don’t know if there is any bits of the Prezzi that you think might need editing to make them any less recognizable or anything?

A: Erm I can’t think that there is. Like that is the only thing I’d, but I can’t think of anything that I have said in it, about the teachers.

I: Hm. Hm.

A: So no all that is fine. Because I wouldn’t like want them to get into trouble.

I: Well yes, yes and we wouldn’t want you to either.

A: (Laughs).

I: Or I wouldn’t want the teachers to get into trouble either.

A: Yeah, yeah.

I: You know so for instances the last science class-

A: Yeah well it is normally like that (laughs).

I: (Laughs) is it?

A: Yeah.

I: Was it not a Friday afternoon kind of thing?

A: No we, the thing is about that teacher is she is really nice and everyone likes her as a person…

I: Hmm.

A: But as a teacher she just isn’t, she doesn’t do too well, she just can’t keep control of the class.

I: Hmm yeah.

A: Yeah.

I: And I guess well actually everyone is too… everyone is pretty nice…

A: Yeah.

I: Things don’t get out of hand.

A: No.

I: You know in a way that they could I guess. Okay well look because of my eye operation I am a bit behind on doing the favourite things erm but they will appear at the end of that. But if you want to flick through I was thinking the bits I have highlighted I will probably used alongside some photographs. Erm you know your rabbit and One Direction. So it will be some of the images from your bedroom of One Direction posters, and something of your iPad, you know a sort of, or possibly another kind of pages from your iPad, you know like some of the YouTubers you follow so it might be you know a picture of them so it won’t reveal whose iPad it is or whose account it is.

A: Okay.

I: So do you want to read it and see if you are okay with some of those highlighted bits?

A: Yeah that is fine.

I: Well if you flick through there are lots of other bits.

A: Oh right.

I: Just erm I always tend to be quite wordy in the sense that I always want to capture more and more because I find it quite hard to choose the bits. It might seem quite long when it goes up on Prezzi.

(Participant reading/ audio paused).

I: Yeah no that is it. How does it feel looking at your words once again?

A: Er there is one paragraph where I say like eight hundred times (laughs).

I: (Laugh).

A: Erm and there are some things I can’t quite, like I am not saying, I probably did say them, but some things I don’t remember saying.

I: Do they feel like it is not quite you saying it?

A: Yeah and some of them go more than I thought it was too.

I: Hmm ,hmm.

A: Because the flapjack was three and a half and it was four, a few months ago.

I: Hmm, hmm.

A: Like it was more long ago than I thought it was which is weird.

I: Ah. You thought it was more recent?

A: Yeah.

I: Hm. I mean when we do it on that we don’t necessarily, I mean I will probably edit it so it will sound smoother-

A: (Laugh) yeah.

I: (Laugh) so like will be taken out. So it will basically be the narrative you know the rabbit-

A: Yeah.

I: One Direction and the iPad. You know how do you think you will feel about that?

A: That’s okay, yeah.

I: Well look I will send it to you when it is actually finished.

A: Okay.

I: Just to check and then you can tell us whether there are any parts that you would like to change or you know okay. Are there any people you wouldn’t like to see it?

A: I don’t think so.

I: You know friends? There is a bit where you talk about how One Direction will hate you if they hear what you have said. There is a bit where I say where are One Direction now and you say, oh I don’t know, One Direction will hate me if I get this wrong.

A: No (laugh).

I: You know if I get this wrong. So do you feel like that is an audience who might look at this and might judge you?

A: Oh no I mean I don’t mind it.

I: Hm, hm.

A: That is okay.

I: And for friends, would you feel okay with them looking at it?

A: I think so yeah.

I: Hm. And family?

A: Yeah I mean they haven’t said anything rude I don’t think. That is all I am worried about (laugh). I just don’t want to upset anyone.

I: Right about being rude about other people. You don’t want to upset anyone but you don’t mind so much for yourself?

A: Yeah.

I: Okay, that is good. Did you talk to anyone in your family about the transcript and the favourite things interview when you were sent them. Did you show it to your mum or…

A: My mum looked through this-

I: Hm.

A: But not this.

I: Hm. And what did she say about the day in the life?

A: Erm she said that she thought the way it was kind of focused on exams was how she’d thought would have thought it would have been just from how I talk about it and stuff.

I: Hmm.

A: And she thought, she agreed with how much the exams were like focused on and stuff. That is mainly what she talked about.

I: Hm, hm right so it didn’t surprise her?

A: No.

I: Yeah, yeah. Okay. Right, tell me a bit about the recording of the day in your life. When did you do that and how did it go.

A: I started one on holiday (laugh) and then I forgot I was doing it so I had to do another one.

I: That’s fine.

A: Erm the other day and yeah I felt it wasn’t, I just kind of because I had watched you doing it at school like-

I: Hm.

A: I sort of I just had an idea of what things to take a picture of and what things to record and how much to do and stuff and you know I just kind of went for it…

I: And how did you do it? What sort of things did you do, did you stop every hour or something?

A: I just (.)kind of did it randomly. I just (.) took pictures or recording if I thought it was something interesting-

I: Hm hm.

A: Or something that was like a particular point in the day or something.

I: Hm, hm. And did you like-

A: Like breakfast-

I:Hm, hm.

A: Or taking the dog out or something.

I: Hm. And did you record yourself, sort of either take pictures of yourself or record yourself talking?

A: Erm I think I did record me and my friend -because we were taking the dog out for a walk, and I think I recorded us walking along, but you can’t kind of tell what we were saying it was just us kind of like mumbling. You can’t tell.

I: Hm, hm.

A: But I think that was probably it there weren’t any pictures or anything else in.

I: Oh all right okay was that kind of a deliberate decision?

A: No I just probably, just I probably didn’t want to take a picture of myself. I think there is a picture of my feet.

I: Right okay yeah.

A: But not of me.

I: Oh right so that thing of us wanting to kind of try to keep you as anonymous as far possible kind of chimes with how you know you don’t particularly want to be-

A: Yeah.

I: Want to be… Because I think some young people have kind of done video diaries or something where they are talking to the camera more directly but you didn’t want to do that anyway.

A: No I wouldn’t have wanted to, I would have felt really awkward yeah.

I: Hm, hm. And did you write notes as well about how you were feeling or what you were thinking?

A: Er no (laugh).

I: Right, yeah. So it was just a selection of kind of images and audio. Hm, hm.

A: Yes basically. I mean I wasn’t sure like, I can do another one if…

I: No, no, no it is fine!

A: Because it is you know it doesn’t take that long to do. I wasn’t sure completely what to do, I just kind of did it and I hope that is okay.

I: Hm yeah, yeah. No, no that’s great, that’s great.

A: Okay.

I: Erm yeah you will have to email it to me if the files are not to great or send it to me in several emails. So when did you do it?

A: Erm I think it was quite recently. I think it was the Sunday or the Monday.

I: Okay.

A: I don’t know what day it is now, it is just when it is not school time-

I: (Laugh) I know yeah.

A: It is Tuesday isn’t it?

I: Yes it is Tuesday.

 A: Yeah it must have been.

I: Right so it is Sunday or Monday.

A: Something like that anyway.

I: Right.

A: A few years ago anyway.

I: (Laughs). And were you fostering a dog was that-

A: I kind of a dog sit.

I:Hm.

A: Most of the time I. One just left about an hour ago.

I: Oh all right, okay. So is this a friend’s dog?

A: No it is just, because I kind of advertise and stuff.

I:Hmm.

A: Mostly people know me from people saying to people, you can take her here and-

I: Right, right. So how long have you, have you been looking after that dog for a week or so?

A: I had been looking after that one for a week, yeah.

I: Hm.

A: And then she went and then I had a day without one and then one came for a couple of days and she has just gone.

I: Right.

A: So the majority of the time I have a dog.

I: Hmm.

A: I only go a couple of days without one.

I:Oh really, right and it is also a source of income as well.

A: Yeah.

I: Oh that is a good thing to do because you talked about wanting a dog, so now it is like you have got one without really having one.

A: Yeah.

I: Okay well that is great, that is great. I mean you send us the stuff and then we will have to talk about putting it on the website-

A: Okay.

I: And making it public, and editing it as well, and how and whether you want to edit it ,if at all.

A: Okay.

I: Did you, how did you enjoy the process?

A: Erm I thought like, it makes me, it just kind of makes you think more about what you are doing cos-

I:Hm.

A: Because you, not in a bad way you just, you just think about it more and because you have to stop and take pictures and record stuff. And cos you are thinking about taking a picture it just makes you think about it more.

I: So how did it make you think about what you were doing differently?

A: I wouldn’t say it made me think about it differently it just made me think about it so erm you are not just kind of doing it erm-

I: Hmm.

A: Like I normally would.

I: Hmm, hmm. And erm who were you thinking of as the audience? Thinking oh you know this would be interesting. Who were you imagining looking at it?

A: Erm I don’t know actually I think (..) I don’t know. Not anyone in particular I guess.

I: Hmm.

A: I guess I just thought this is an interesting part of my day.

I: Hmm. Hmm.

A: In general. I don’t think I was thinking of any particular audience.

I: Right okay, well look the other thing is that next year we will be working on another project. This one is called Curating Childhoods

A: Okay.

I: and it is going to involve creating an archive of documents for children and teenagers every day lives.

A: Okay.

I: At the, do you know the Mass Observation Archive?

A: No (laugh).

I: It’s something that has been running since, you know for years-

A: Okay

I: And where people have been writing accounts of their every day lives. So in the past people have been writing something often in response to prompted questions.

A: Okay.

I: So it is an amazing document of everyday life in Britain. But Liam, the researcher, and Rachel have money to do more work that is specifically around childhoods, that is more about young people and it is more about using multi media documents.

A: Okay.

I: And we would like to start the archive with the documents from the research with you that would be one of the first things. So that would be fieldnotes, transcripts, sounds, recordings etc. So I am wondering, first of all how you would feel about being involved in that. You don’t have to answer straight away.

A: Okay.

I: And if you would like to take part in a workshop that would take place at the Mass Observation Archive, which is local it is Falmer. Which might involve you meeting some of the other young people in the project and so for this I just need to get your mum and talk to her about this stuff.

(Pause).

I: So yeah as family have you observed changes in Abi or the impact of her participating?

M: Does she beat you up more?

I: (Laughs).

B: Well she tells me she is going to cut me.

A: (Laughs).

I: (Laughs). And you blame the project for that do you?

M: (Laughs) He doesn’t! He just wants to get his sister into trouble.

I: (Laughing).

M: I was joking, you beat her up and me. So Kyle, Sara asked you a question love.

I: Well…

M: Have you been aware of Abi doing this really?

B: Well I thought it was quite cool how Sara followed her. I thought that was really cool.

I: You thought it was quite cool. Why?

B: I don’t really know.

A: (Laughs).

M: Why though?

B: I don’t really know.

A: I think it was because it was at school.

M: Do you think it is a bit like being a celebrity or something? Is that what you think?

B: Yeah.

I: Was that how it felt to you Abi?

A: (Laughs).

I: (Laughs). How did you feel when, you know the bit when I met you after school and I was following you. How did that feel?

B: A bit weird.

I: Hm. Did you feel like you behaved differently at all because I was there?

B: No.

I: No okay that is good.

A: He just went on Minecraft (laugh).

I: Do you feel that Abi had changed or that it has had an impact on you as a family at all?

M: I don’t think it has had any impact on us as a family. I think it has probably, I don’t know really she would have to say for herself-

A: I already did (laughs).

M: But I think, I think, I think it has been interesting-

I: Hmm.

M: For her to do.

A: Yeah.

M: And also you have used it haven’t you for your CV.

I: Hmm.

M: They had to do, have you told Sara this?

A: Yeah.

M: They had to do a CV at school and it is something to put and I think it starts those skills about how you make something seem a lot bigger than it is (laughs).

I: (Laughs). Were your school interested in the fact that you had put this on your CV or in the fact that you were participating in the research?

A: they haven’t seen them.

I: Oh right okay. Has anyone looked at your CV?

M: Good question.

A: They didn’t tell us to, they just kind of gave us a template and told us to do it.

M: They didn’t explain what a personal statement was or anything really. It is very hard to- I suppose I kind of think that, I mean I suppose I am kind of cautious because I am trying to think about what is mine and what is Abi’s you know (laughs).

I: Hmm.

M: For me I think that this belongs to me rather than to Abi, I think it has been interesting for her to see your notes.

I: Hmm.

A: To see that is not just me thinking of it that way.

M: Yeah exactly, yeah. It does belong to you then I think.

A: Yeah.

M: Yeah. I think that was really helpful and I think she thought that as well to see because she doesn’t.

I: Hmm.

M: You know I am aware that your tape recorder is on (laugh) but she has her own criticisms I think.

I: Hmm.

M: Of the education and what the school offers and it was interesting for her to read your view of it and quite confirming probably.

A: Yep.

M: In some ways as well.

I: Hmm.

M: And also for me actually because it is difficult to know where to pitch it because it is very different from when I was at school. The kind of excessive emphasis on exams and achievement at this age I find very difficult.

I: Hmm.

M: It is difficult to know how much to say, well you have to do it and how much just to say, for heavens sake (laughs) why are they… I think that is helpful and I suspect that has probably in a quiet way increased your confidence, with that bit of it.

A: What like knowing that the-

M: Yeah.

A: school and the teaching is not perfect and it not just me...

M: Absolutely I think that is really important. That bit that it is not just you. Because what you get told is that it is you isn’t it?

A: Revise more,

M: You need to do this. You are not whatever it is. You see that filtered through someone else’s lens and also not just mine because I am your mum (laughs).

A: (Laughs) because you are bias.

M: I think that for any of us is very important to know it is not just us it is not just our failing.

I: Hmm.

M: Particularly when the school is (mock whisper) ‘outstanding’.

A: (Laughs).

I: Yeah.

M: It is very difficult at any age but especially at fifteen to think, well hang on you know this isn’t the way that I see it and to have someone else kind of see it in that way or bolster your confidence I think has been a very confirming thing for you. And I think you quite enjoyed didn’t you the who ha about Sara coming in?

I: (Laughs).

M: You know in a kind of mild way, I think I enjoyed it more.

A: (Laughs).

M: (Laughs).

I: What you mean the stuff with the consent form and things like that?

M: Yeah, yeah. Just how heavy handed and badly handled it was really.

I: Was it, that was something I was quite interested about because you know I sent this letter that then got printed and given out and I am not quite sure-

A: No I think hang on the one-

I: It was supposed to go to all the students.

A: I think they emailed it and no-one opens the, you know it goes to their parents.

I: Oh right okay.

A: So that means that no-one saw it.

I: Because you haven’t got it but maybe they gave it out to everyone but not you.

M: Oh okay.

I: And gave you a big like, oh actually you don’t need this.

M: Right.

I: But actually the story is that it went to the parents and the parents would have read it.

A: They emailed it.

M: Oh okay, I might not have opened it (laughs). Okay, right that is probably what they would do isn’t it?

A: Hm yeah. They wouldn’t give hand outs.

M: No.

I: But then I suppose what is interesting is have parents actually shared that with their children.

A: No.

I: Which might have been appropriate. One of the other students challenged me for taking a photo of him.

M: Right.

I: Quite justifiably. Er from behind and I said well didn’t you get the letter about it? Because I thought it had been public, and he said, no.

M: Right.

I: That explains why.

M: Yeah it may explain why, yeah.

I: Well to some extent and it also it shows some very interesting things about who is in on this and who isn’t.

M: Hmm.

I: Anyway, okay, right.

M: So I think that was helpful and I also think, I mean I think towards the beginning you quite enjoyed, because I remember you saying something to me about, it was just interesting to have –

A: What was interesting?

M: To have someone be interested in what you were interested in. Because you were very interested in blogging and those kind of things, and just to sit and talk about things you were interested in, to someone who was interested in listening to that.

A: Yeah.

M: I guess it was a nice thing to do isn’t it.

I: Hm.

A: Yeah.

M: And it made you feel like you knew some stuff I think at that stage. I suspect that would less so now because it feels like you are quite a bit older.

A: Yeah.

I: So you feel like she has changed quite a lot? Because I was asking Abi and you said you haven’t changed that much.

M: I think she probably has. Not changed so much but matured. Yeah. Yeah I think that's-

I: In what kind of ways?

A: Just maybe in the things I like and things like that.

M: You are surer of yourself actually, probably, in some ways. I think you are. I know you would hate (laughs). I think you are actually.

A: Hmm, hmm.

M: No I think you are. I am not saying you are sure of yourself (laughs) but erm I think in the way that you are thinking about what you might do and the plans that you have.

A: No I think that is not right I think that is just because the school go on about what we are going to do in the future-

M: Okay.

A: So I have just been forced to think about it (laugh).

I: (Laugh) right.

M: Okay.

B: Not forced.

A: Well.

B: It is not like they are opening your mouth.

M: I think you are sure of yourself I do Abi. So I am going to stick with that.

A: Okay. You know that is not a thing is it-

I: That is kind of a changed process in general-

M: Yeah.

 I: Or do you think it was anything to do with the project in particular or? Hard to say I guess.

M: I think it may have, it may have something to do with it. I think the sort of being at the core of something quite this is interesting. I mean it hasn’t been a huge thing for you in your life.

A: No. As a ??report??, I have been doing things to it.

M: Yeah. But I suppose it is quite, you know it is quite interesting to have someone who is interested in what you are interested in. It is quite interesting to be followed round at school you know (laughs). I mean it is bound to have some kind of affect-

I: Hmm.

M:In some sort of way I think. I mean I know for me, and again this doesn’t belong to Amy it belongs to me, I got a kind of odd pleasure from the idea that she was one of the last people that the school would expect to be followed about because she makes it her business to go under the net at school.

I: Hmm.

M: So I think that amused me in some sort of healthy way (laughs).

I: (Laughs).

M: Erm yeah but I am sure-

B: Hmm.

M: But I am sure it had an impact.

I: So Kyle do you think you would have done this project if you had been able to?

B: Yeah.

I: Really why? You say that very, you know, immediately you say yes you would have done.

B: I mean I-

A: He likes talking-

B: Yeah.

A: A lot about the kind of thing that erm you were looking at.

I: Yeah.

A: Probably, because he is always talking to us about it isn’t he? So he would have probably enjoyed talking to someone about it (laugh).

I: Hmm.

M: Is that right?

B: Yeah.

M: What would you have like about it? Being the centre of attention (laughs).

A: (Laughs).

B: Yeah.

M: (Laughs).

A: (Laughs).

M: Would you? Would you of liked to be followed round school? Yeah? Really even though it would have drawn attention to you? Why?

B: Because I could show off a bit.

A: (Laughs).

M: (Laughs).

B: Everyone would have been looking at me.

A: (Laughs).

 I: (Laughs).

M: Is that a good thing?

B: Yeah.

M: Okay. But people might think it is weird.

B: I don’t care.

M: You are always saying that. You say, is it weird if? Yeah I think Kyle would have loved to do it actually.

I: Hmm.

M: If they did another one would you do it? A similar thing.

B: Yeah.

I: Hm.

M: And also the whole digital-

I: Hmm.

M: It is Kyle’s , it is your life isn’t it? It is what you have dedicated your life to.

I: (Laugh).

M: Computers and technology (laughs).

I: Did you see the Prezzi presentation?

M: I didn’t actually, no. I will have to have a look at that. Have you got it?

A: Yeah.

I: I wonder if I should show it to you?

M: Oh okay.

I: Just because this is moving into the new bit now of thinking about whether you have got any ethical concerns-

M: Okay.

I: About anything being made public.

M: Okay.

A: We said about the teachers because-

M: Okay, I saw erm I guess it would have been a similar thing at the NCRM that Liam did.

I: Hmm. Yes.

A: Have you seen erm my notes?

M: Yeah.

I: I suppose the thing about this is that it will be the most public facing thing. There is a bit with, there are a couple of pictures of you from behind.

M: And you need Abi to do her day in the life don’t you?

I: Well to send me the stuff.

M: Yeah.

(Plays Prezzi)

I: Basically it is the same, just a very truncated version of the lessons.

M: Boots Abi (laughs). She can’t (unclear) in her tights (laughs).

 I: Is that true? I thought that was very cool.

M: I buy her tights and then she cuts them up (laughs).

I: It is also I noticed in the photo it had [School Name] School in it, so I kind of doctored the photo.

M: Oh okay.

I: So any little bits like that you think are recognizable.

M: Okay, okay.

I: It is important to erm… now how do I move this on more?

M: I don’t know Prezzi at all.

I: I know I have had some problems with it.

M: It always makes me feel slightly sick actually Prezzi.

I: You see that’s erm what lots of people say.

M: Hmm.

A: I did it on my phone, I watched it on my phone though and it is different because it is much smaller.

M: Oh okay. Kyle’s starting there the day after tomorrow.

I: At the [School Name]?

A: That is really interesting for him to watch it.

I: It is things like this. I had to make sure it didn’t have [School Name] School on it.

M: Yeah.

I: And if there, so it is worth looking at this.

M: Yeah.

I: You know just in case there is something that is very recognizable to someone outside.

M: Yeah, sure.

I: That I have not noticed for some reason.

M: I mean to some extent it is like you can’t take out, you know I mean if someone knows the canteen at [School Name] they will-

A: Yeah.

M: So you can only do your best with it, absolutely.

I: I know it is just in case there is anything that is so obvious.

M: Sure.

I: You know it would kind of suggest that I have been careless.

M: (Unclear).

A: Silent for half an hour. It is a test.

M: (Mock voice) It’s a test.

I: I don’t have audio for all of these, sorry this is me experimenting with the format. It hasn’t quite worked although you know...

M: People like it don’t they but I stick with what I know. It is just time isn’t it more than anything. Okay.

I: But again but I suppose actually I haven’t actually checked this to see-

M: No you are right, no.

I: If there is anything for [School Name] School. But again people who know the school will know will-

M: Yeah they are going to know.

I: Know these people probably. And that is something that we maybe need to…

M: You just need to (unclear) out there Sara.

I: Oh yeah, thank you.

M: It is just depressing.

I: Well do you have issues about sharing any of this or there is the fieldnotes?

M: Not at all.

A: It is just like, because I just said that erm maybe there are a few things that I said about some teachers…

M: Yeah I guess anything that you felt compromised by I would leave, but erm in general but I don’t think the comments are unfair. I think they are a reflection, there is a lot of emphasis on exams and I think you read that as you will. Some people will think that is a good thing you know.

I: Well I think for me as I was saying to Abi I am slightly concerned about releasing this, that the school could listen to it. The Prezzi I think is okay because it is relatively neutral. The fieldnotes I think I might hold off on.

M: Yeah I agree.

I: Until after Abi has left.

A: Yeah.

M: Yeah.

A: So it is only seven months.

I: (Laughs).

M: Are you okay about your boots. I was just thinking about what you said about your teacher, given that you change in and out of your boots?

A: Yeah maybe you should take that out (laughs).

M: It is quite, the problem is actually, the problem with that is that it is quite-

A: Good.

M: It is a tricky one because it is kind of integral to the thing as well.

A: Yeah.

M: I think if you took it out it would be...

B: Yeah but the teacher will get really angry.

M: I suppose if the teachers got angry you would just have to not wear them.

A: No but I have been doing that all that time.

M: No I don’ t think they can do much about that really.

I: What is this about the Dr Martins?

B: They might-

M: I have only just thought about that.

B: They might put her on detention.

A: (To brother) Shhh.

M: The issue about the Dr Martins, we are just having to think about this on our feet.

A: Yeah.

M: The issues about the Dr Martins is that it is to do with different narratives really. The narrative in this house is that, it’s yours. Isn’t it funny that she wears Dr Martins.

I: Hmm.

M: And I fully support that erm for all sorts of reasons but they are erm, she is not supposed to wear them. So she has got away with it. And I think you have only had…

A: I have had three logs.

M: Three logs, well you know. My view on it is that they are actually a very healthy shoe (laugh). If she was wearing stilettos I would say no.

I: Hmm.

M: But they haven’t been spotted. But the issue is, it is tricky because it is a very-

A: No but (unclear) been changing.

M: So would it be the bit about you changing them?

A: Maybe.

M: My… I would be sad to see it go I suppose but that is not necessarily-

A: Yeah I know and so would I but I don’t want to-

M: It is kind of a statement about you but also you don’t want to get into trouble about it.

A: No.

M: No and it could also seem like you were kind of flouting it in their face I suppose.

A: Hmm.

M: Do we need to think about it?

A: Maybe yeah.

I: That’s really interesting.

M: It is tricky and I actually, and what is interesting is I hadn’t actually thought about that-

A: No I hadn’t either.

M: Until I saw it on there and thought, hang on you know that is like equivalent of illegal (laughs loudly, Abi laughs) you know in school terms. And of course we are so kind of comfortable with that-

A: Hmm.

M: That I had not thought about it in the school’s terms. Do you see what I mean. It is just when you were saying about showing it to school I thought that is actually putting two fingers up to the school in a way-

A: Hmm.

M: And going well look at that. So that is interesting.

I: Oh right so despite my attempts to make at least this bit of it quite neutral potentially it is still not.

M: Yes, I am sorry Sara I think I have literally only just thought about that.

A: Yeah.

B: Good you did.

M: Well we might need to think about it okay.

I: Well yeah I will talk to my-

M: Well I guess it is interesting in research terms if I was you it would be interesting because it is about those clashing narratives as well isn’t it. And I hadn’t actually thought about it from that point of view until I suddenly saw it there. Is that you going down the steps?

A: Yeah.

M: (Laughs).

B: (Unclear). Can you see why he can’t come home now.

A: Because you jumped in front (unclear).

I: How do you feel about that bit Kyle?

B: (Unclear, everyone laughs).

M: Well you are walking on your own now that is a moment in time. Things change very quickly. That is your loom band.

I: I included them because I think they are probably going to crop up in lots of other narratives as well especially of the other primary school kids that are about age eight.

B: I like the ones I made.

 M: They are very much Kyle’s aren’t they those?

I: Hmm.

B: They are the ones I made.

I: Hmm.

M: One Direction fan club is that right?

A: (Laughs).

I: (Laughs). And that is the last one. And again there is a bit of you playing Minecraft and erm here are the Dr Martins again actually.

M: Well they are interesting aren’t they? I mean they are very. Dr Martins are interesting anyway because they are quite iconic objects aren’t they?

I: Yes, yes.

M: I mean I used to wear them they have gone through... But I think, I think like you say in terms of the kind of narrative they are very, very important (laugh) actually. I think the issue for me the issue would be, similar to the issue about the field note does it look like we are taking the piss out of the school.

A: (Unclear)

M: And as I say I apologise to you now because I have only just thought about it noe.

I: would be I don’t want it to look like either I or Sara’s research team are going, ha ha (laughs) you know she changes her boots which would then get you into trouble.

A: Yeah.

M: And I should have thought about it before.

A: Yeah so should I. I was just laughing at it.

M: Yeah so was I.

I: So the thing about the boots is that you are not allowed to change them?

M: You are not allowed to wear them.

(Break in recording).

I: Oh I just thought it was that your feet were hot at a certain point.

A: (Laughs loudly).

I: But now I realize that yes your Maths teacher reading that who has picked you… And again they aren’t the only audience for this.

M: No, no.

I: So say it is a bit like if you went off to have a cigarette in a lunch break-

M: Hmm.

I: Would I put that in? You know.

A: Yeah but actually it is illegal so (laughs).

M: It is not illegal to wear Dr Martins no but it is about, it is about, like I say it looks like you are taking the-

A: Yeah.

M: Mick.

A: And also if Miss found out I was doing that she would be so annoyed.

B: What would she do? Would she put you on detention?

A: If you go in my… Why are you obsessed with detention?

M: I would be if I was just starting primary school.

A: Secondary school (laughs).

B: I am not starting primary school.

M: No, shame (laughs). Sad as that is. If, let me just think about this a minute, if you kept the boots in but you kept them in without any reference to you changing them-

A: Yeah.

M: Would that be okay? So that no-body drew attention to them?

I: I mean they would be in the photographs anyway.

A: Yeah.

I: But (.) erm (.) but yeah I could take out the bit about changing your shoes. Because as I say… yes.

M: Hm.

I: Although I love that. That is a whole bit of the narrative that I missed although I recorded certain feature of it, but I didn’t understand what was underlying it.

M: Well it may be as will the fieldnotes-

I: Hmm.

M: I don’t know, I would assume that you will be using this for a while-

I: Hmm.

M: That you hang onto that until she has left school. Erm I think your worry is just getting into trouble in your GCSE year isn’t it?

I: Yeah.

M: I would have said it is okay to leave the boots in because you are wearing them (laughs)-

A: Yeah.

M: And they are there. It's the bit about actually making that explicit.

A: Yeah it is just because they don’t know that I have been doing that. Cos like they could have said to me that-

M: Oh yeah absolutely.

A: Like the changing is a bit more behind their backs.

M: Yeah the changing to me is a bit more like holding a finger up, it is going like (laughs) there you go. So I think, yeah.

A: Yeah.

M: My feeling is if Sara took it out.

A: We could put it back in.

I: Yeah.

M: Yeah and if Sara just holds on to that bit of the narrative.

I: So then it actually makes me think I might change the day in the life fieldnotes a bit more to explain that bit of the narrative, but again later on.

A: Yeah.

M: Hmm. Because you are happy, it is not that you are unhappy with the thing in itself-

A: Yeah, no.

I: Yeah.

M: No that makes complete sense. Yeah and I mean we have just been out because we have been out buying school stuff, and we have literally just been out to get some cheap shoes-

I: Hmm.

M: Which were so cheap in the end, they were six quid weren’t they? So she can take them into school and change (laughs).

I: (Laughs) yes.

M: We were looking round the shoe shop trying to get something suitably cheap because we knew she was not going to wear them for very long.

I: Yes.

M: I mean I don’t mind them because I don’t think Dr Martins are silly.

I: Hmm.

M: You know they are perfectly sensible, actually they look fine you know-

I: Yeah.

M: And-

A: They are designed for working aren’t they?

I: Yes.

M: And also I think the school kind of invite it really.

I: Yes.

M: You know so I think it is a bit of rebellion which I think is a healthy thing.

I: Absolutely. I can’t believe they waste their own time policing-

M: They really do. And I mean like I say I can see that to a certain extent, I can see that they wouldn’t want some things but they are essentially black, flat, lace up footwear so you know-

I: Yeah.

M: And it is such a small rebellion.

I: Is it just Dr Martins?

A: It is just the boots. You are allowed to wear the Dr Martin shoes.

I: But you are just not allowed to wear boots?

A: Yeah. And kind of you are not allowed to wear canvas shoes.

B: What, why canvas?

M: Although what it invites inevitably are-

I: Yes.

M: Ways of flouting that. She had some that were black, flat lace ups but they were glittery (laughs). Erm because it doesn’t say you can’t have glittery shoes. And we were talking yesterday about taking a dog into school (laughing, Abi laughing) and saying, where does it actually say that you are not allowed to bring a dog into school?

B: I would do that. I wouldn’t mind getting expelled.

M: (Laughing) Because erm similarly the boys, well I would mind you getting expelled-

A: It is like someone, a boy wore a skirt to school, yeah.

M: What at [School Name]?

A: Not because he wanted to, to see what they…

I: Yeah. At [School Name]? Because there was a case of a boy who made quite a big splash-

M: Yeah that is what I was thinking.

I: By wearing a skirt.

M: Yes. But they are not allowed to wear shorts either because we have just been checking all the stuff. So in the summer when it is boiling hot they have to wear silly trousers and a blazer and a tie! It is just beyond belief really, I can’t…

I: Hm.

M: And the rationale for that is that it is meant to prepare you for the working world.

I: I know.

M: (Laughing) I mean how many people go out in full length trousers, a nylon jacket and a tie in the summer.

A: In like baking heat.

M: Yes exactly.

B: Why don’t they just let you have normal clothes?

M: Because it is picking their own argument really because it is about the appearance of the school.

B: (Singing to himself) bep bep bep.

I: Well yes and what I feel is not many people will look at the Prezzi, or at least not initially. I would imagine your head (teacher) being quite about well what did this researcher gather-

M: Hmm.

I: Therefore seeking it out. You know it may be more than, he may be worried about other parts of the school.

B: You know your-

M: He is very concerned I would say-

A: About the image.

M: About the image.

(All talk over each other).

A: How do we know what is actually going on…

B: How does the school know-

I: I said to Amy that-

M: (To son) Shh, shh.

I: Whether we go back to the school after Abi has left and say look, look do you want some feedback?

M: Yeah.

I: You know talking more to the teachers more than the head but my sense was that (laughs) they might be a bit devastated by it.

M: Hmm.

I: I mean I don’t know, I don’t know cos actually a couple of days after I did the shadowing you I went to a conference where some schools were talking about their new assessment policy and secondary schools did stuff and I said, I have just been shadowing a student-

M: Right.

I: And I feel that all this emphasis on exams is just annihilating for young people! And the next secondary school that stood up said you know, we are proud to emphasize results and we do it for good reasons.

A: Okay.

I: And I suppose actually some schools would just see this and think, this is good.

M: Its like before when I said, you can read those fieldnotes in different ways I think.

 I: Hmm.

M: I mean I think it is shocking and I hate it.

I: Hmm.

M: And I erm I am glad to some extent as we said before that Abi is able to start to make sense of that-

B: Da da.

 M: And I do think your fieldnotes contributed to that actually.

B: (Mumbling to himself).

M: But also I said to her, you know there are people that we know that she may think greater or lesser of and I said, they have got more O levels than I have, does that mean that they are cleverer than I am?

I: Hmm.

M: Or whatever and of course as you get older it matters less and less.

I: Hmm.

M: You know when it is driven home to you in the way they drive it home now I think it just becomes everything that you are.

A: Hmm.

I: Hmm.

M: If you are not passing them at fifth/four, I mean it is also the early preparation for it.

A: Hmm.

M: I mean it must have frightened you in terms of your little one as well (laughs) absolutely.

I: Yeah, no, terrifying.

M: Did you tell Sara that you got your science?

A: No.

I: (Laugh) did you?

A: Yeah.

M: We had been on holiday and we came back and she said that, they will be there – my results. And she wasn’t expecting to have passed them at all because she didn’t do well in the-

A: Mock tests.

M: In the mocks.

I: Hmm.

M: So we agreed that I would open them and that I would do a sign for erm-

A: Anything above ungraded.

I: (Laughing).

M: Anything above ungraded and a sign for graded. And I opened them and she had passed!

 I: Hmm.

M: And I was thinking, well I don’t know because-

I: (Laughing).

M: And then she was going, what did they say, what did they say!

I: (Laughing).

M: And I was thinking, well I don’t want to say anything because if I tell her and then I have read it wrong. But it was just fantastic actually wasn’t it?

I: So this was the thing that you were preparing for in the lesson?

A: That was an ??Isa?? which is like rather than sitting an exam you do like an experiment.

I: Hmm.

B: That is fun though isn’t it?

A: You are assessed on that.

I: Okay and then you did an exam though that was separate from that?

A: We did three exams (mumbling unclear).

B: (Singing to himself near the recorder).

A: Yeah those were the ones I didn’t really think I was going to pass, but yeah.

I: You did! So is that a whole GCSE under your belt?

A: Yes.

M: (Laughing) yey!

I: Yey.

M: Er yeah I just think it is tragic that they don’t think who these young people are really. You know all their emotional intelligence, and their wisdom, and all the things that I think Abi has. Which you know don’t count for anything there, it is just sort of letter on a page.

I: Hmm, hmm.

M: I think it is sad you know in [Local town] because that school is in the place that it is in and it does have a bit more opportunity to be more than it is really.

I: Yeah.

 M: You know it has not got difficult children that they need to spend loads and loads of time with.

I: No.

M: You know they could do so much more with it. But I think it is a bit lazy actually.

I: Hmm.

M: Maybe that is the reason, because they don’t have to, you know.

I: Yeah. I think very possibly actually. I think that was my sense that some of the lessons could have just deteriorated into chaos.

M: Yeah.

I: If they had been with any tricker kids.

M: Its because it is a middle class school and parents want their kids to achieve so they send them to tutors and-

I: Hmm.

M: Do all that extra curricular stuff and that is how they get by, instead of, my friend’s kid goes to that school in Hackney that was failing school and is now that school that is held up.

I: Yeah.

B: Hackney?

M: Yes.

B: Where does he go?

I: [School name 2].

M: [School name 2] that is the very one. Which I also have my doubts about but you know it is interesting (laughs).

I: Yes.

M: Yeah, yes so anyway yes about the shoes…

I: Okay well yes it is a really interesting example of, like I say, think about the consent form again.

M: Yeah.

I: And the thing is that it just shows that we have to keep talking about this.

M: Yeah.

I: Thinking about it before it goes public and always thinking, whatever it is you might want to change, however small.

M: Hmm.

I: You can come back to us and say actually I am not happy with that.

M: Okay.

I: This won’t be put out publically yet anyway so there will be other opportunities.

M: Okay, okay. So do you want us to return this to you?

I: Well yeah do you want to sign it now or have another think about it and send it-

M: Shall we have a think about it? Yeah?

A: Yeah.

M: Just because I am thinking its interesting, I guess it has made me think that there are all these different stories going on that you know, and I have only just seen that one.

A: Hmm, hmm.

M: It is that I was only seeing it through our shared understanding of your kind of you views.

A: Yeah.

I: (Laughs) yes.

M: So it might just be helpful to think around that, give it a kind of day or two.

A: Yeah.

M: Yes. Okay, good, it is a good way of doing it.

I: Well do you want to have a chance to think about that thing of being involved in Curating Childhoods?

A: Erm yeah I will probably do it. I don’t see why not.

I: Would you be interested in coming to a workshop and meeting some of the other young people in the project?

A: Erm I probably would think about it, so maybe I could email you about it.

I: Okay. Okay and so thinking about, I mean in principle you think it is okay to think about using the photographs and the sound recordings and everything as the basis of the Mass Observation Archive material for the new project.

A: Er yeah.

M: Yeah completely.

I: Okay.

M: It is interesting isn’t it because it is so different? I mean if you compared that to when I was at school then a lot of it would have been incredibly different as well. So it is interesting and I am sure if you do decide to do a project with the transition from Primary to Secondary that Kyle would be delighted (laughs) because he is very jealous.

I: Well yes I am sure that is possible.

M: (Laughs) he is very, very jealous isn’t he?

I Well you know we do need more participants.