**Notes from recursive interview (21st September 2014) with Nathan (13)**

The recursive interview with Nathan takes place on a Sunday afternoon. He lives a short bus ride away from where I live and so it doesn’t take too long to reach him. As I arrive at the house Nathan’s brother, Samuel, is working on his car in the driveway. Nathan answers the door and brings me through to the living room. I chat for a short while with Nathan and his mum, and ask how the building work is going on the house. Nathan’s mum says that it has reached a standstill at the moment due to lack of funds, so it may be a little while before further work is done. The building work is very much a family project (Nathan’s brother and uncle are both builders and doing the work in their spare time), so it’s a bit ‘stop and start’.

We discuss what today’s interview will be about, and Nathan’s mum says that she lost the email that I sent with the fieldnotes and multimedia document, so they haven’t had a chance to look through them. Realising that it’s not going to be possible to go through the fieldnotes today, I suggest that i’ll re-send them both the fieldnotes and multimedia document (noting down Nathan’s email too) and suggest that Nathan gets in touch with any changes he’d like made to the fieldnotes. Nathan and I then sit at a table at one end of the living room/dining room, whilst Nathan’s mum sits at the other working on her laptop.

Five minutes into the interview I realise that the sound recorder has stopped. I feel a mixture of frustration that some of the initial conversation has been lost, but also relief that I noticed it has stopped so early on. The recorder has the first minute of the discussion, but about four minutes are missing. Apparently ‘the memory card is full’ but when I check the folders to delete files I find only one other extra recording. The following is a description of the missing part of the recording:

I ask Nathan if taking part in the project has been how he expected it to be. He says pretty much and that can’t think of any ways that it was different to what he expected.

I describe that we first met around March and ask him if he feels that his life has changed much since then. He says not really. I mention that he is now in year 9 and ask if this has been a significant change. He tells me his subjects are all still the same and so not much has changed. He mentions that there are new year 7s which is ‘weird’ and that they seem ‘smaller’ this year. He also remembers that he’ll be picking his GCSE subjects this year but currently has no idea what he’ll pick. He can’t think of any changes outside of school that have taken place (though later in the interview we talk about him joining new clubs, no longer going to his cousin’s house after school, having different favourite music artists etc.)

We then move on to discuss the Prezi and the fieldnotes. We talk about how i’ll send the fieldnotes over again and that once he’s read through them he’ll have the chance to suggest changes before they’re archived. I tell him a bit about what we mean by archiving, and he remembers some of this from the last time we met. He seems surprised at the length of the fieldnotes, which I bring up on the laptop screen. We start to go through the Prezi. I play the first slide with ‘heavy rain’ and we talk about how wet it was that day. I explain the short descriptions of ‘sounds’ and the ‘methodology moments’. We play the ‘football club’ slide and I remark on how a lot of the boys turned up once the match had started and he tells me that’s normal. On the next slide ‘Nathan scores’ I realised that the recording has stopped.

Nathan gives relatively short answers to my questions to begin with but becomes more talkative towards the end. He seems genuinely impressed with the Prezi. It’s not until we reach the ‘favourite things’ section that he suggests any changes that he’d like to make. First, there’s a quote of him from the favourite things interview which includes lots of ‘likes’ and I agree to take those out for him. He then spots a missing comma in a list of the apps that he uses! As well as a missing ‘M’ on the end of Instagram. Finally, there’s a list of music artists that he said he listened to. I ask if he listens to the same ones now and he says that it has changed a bit. We move onto the next slide and he hesitantly asks if we can swap some of the music artists. He asks for the Arctic Monkeys, Pitbull, Kesha and Hayley Williams to be replaced with Kendrick Lamar, Drake, School Boy Q. It seems that his taste has shifted from more conventional pop music to younger hip hop and rap artists. It seems quite important to him that this shift in taste is recognised. Reflecting on these changes I realise although they are quite ‘small’, they are still significant in terms of how he wishes to be represented - not having too many ‘likes’ in his speech, and having artists that he wishes to reflect his musical taste.

Afterwards we invite his mum over to have a look through the Prezi and discuss the consent form. She finds it interesting and doesn’t have any objections to it being made public. She finds it amusing that Nathan wanted to change his list of music artists. Nathan has gone to get his skateboard and she calls out to him ‘what about Michael Buble? You really like him’ (in a slightly teasing tone!) Nathan calls out ‘not any more’, and she asks ‘well can I have your CDs of him then?’ and Nathan says ‘fine’. Nathan’s mother also mentions that the ‘grandmother’ whose house we visited is not Nathan’s grandmother, but is actually his great aunt. She says that her mother didn’t move over to the UK with other members of the family, and so Nathan has grown up with his his great aunt as a surrogate grandmother. Both Nathan and his mother sign the consent form again and I mention how we are planning a visit to the Mass Observation Archive for December, which they both seem enthusiastic about.