1: Yeah, sounds are really interesting

2: Mmm, yeah

1: I think the amount of different sounds, especially the music, so close to the end of term you’ve got so much going on.

2: Yeah

1: Okay, (erm) so it’s funny because it’s been almost a year now since I first came to visit, it was before Christmas I think, maybe

2: Yeah, yeah it was

1: November? December?

2: (heh) that’s mad

1: There was definitely a tree here, so it must have been December

2: Yeah, yeah

1: (erm) So how have you found taking part in the project?

3: Good. It’s good cos it’s all separate and it’s not done all on the same day

1: Yeah, so you get to spread it out a bit

3: Yeah

1: (erm) and was it what you were expecting it to be like

3: I was expecting it to be a lot worse

1: Worse? (laughs) In what way?

3: (ermmm) I don’t know (pause) (erm) like, loads of questions I couldn’t answer

1: Yeah, it can be scary being asked lots of question

3: Yeah (laughs)

1: you’re not sure you’re going to know the answers to

3: Yeah (laughs)

1: And then, as I was saying, we’ve been doing this for almost a year now – how do you think your year has changed?

3: (laughs) A lot!

1: It’s been quite a busy year, so you’ve started secondary school

3: Yeah

1: How’s that been?

3: Good, I like it

1: Yeah? You said that you had a cousin going there already?

3: Yeah she’s there

1: Yeah, and are you and your brothers in the same class?

3: No we’re all in different classes, but that’s better

1: Yeah, because you spent, I don’t know, the last

2: Seven years

1: Seven years together

2: (laughs)

3: (laughs) They’re annoying

2: Annoying, but you still go and find each other at lunch break times (laughs)

1: So you’ve got the choice now of whether to see them or not?

3: (laughs) yeah

1: (laughs)

2: Yeah

1: Okay, so (er) so we had the day in the life the last time I saw you, and you’ve had a chance to read through the fieldnotes, if we talk about them first of all. (erm) so how did it feel reading them for the first time?

3: (erm)

2: I read them through properly, I don’t know if you read them through. Too much writing.

1: Yeah, it’s quite long

3: (laughs)

1: I think it’s about ten pages or so

2: Yeah. No, I found it really interesting, and amazed at how much she did in a day

1: Mmm

2: And how she interacted with everybody, just being observed. It was quite interesting, yeah. (pause) we found the name changes quite funny

3: (laughs)

1: Yeah? Is Megan okay as a name?

3: Yeah

2: She would have been Megan funnily enough

1: Really?

2: If she hadn’t been (real name)

1: (laughs) well I guess we try to choose names that sort of sound, I guess it’s kind of got a

2: Welsh feel

1: Welsh feel, yeah, yeah

2: But we have a friend called Megan, and she said ‘for goodness sake, if you have a girl, don’t call her Megan, because she’ll get called Smeggy Meggy’ (laughs) so, (real name) it was (laughs)

1: (laughs) (erm) And was there anything in the fieldnotes that surprised either of you?

3: No

1: Anything you forgot about the day?

2: No, it brought the day back funnily enough.

1: Yeah

2: The day that they were chopping that tree down and everything.

1: Yeah, that’s what I was thinking of as well

2: And busy with the school play, and you had masses going on, because it was coming to the end of their year 6 time, so there was – come here silly dog.

1: So it was the kind of wind down as well

2: Yes it was a wind down and a wind everything up time

1: Yeah (laughs)

2: Everything sorted (.) were you doing SATs then, or had you finished them?

3: No we hadn’t started

2: Hadn’t started SATs, yeah

1: And (er) do you think it was a good representation of your day, a good match

3: Yeah, it was one of those strange days, because we don’t normally have little sessions in between, and there’s not normally a guy cutting a tree down (laughs)

1: No (laughs) so there were quite unusual bits to it. I guess there was the drugs session as well (erm)

2: Yeah

1: And you had all the stuff in the hall to look through, kind of Victorian objects

3: Mm

1: So in that respect would you say it wasn’t necessarily a typical day?

3: Not really

1: No, I guess having someone observe you as well

3: (laughs)

1: And how did it feel having someone around observing you for the whole day?

3: Didn’t feel bad

1: No?

3: I barely saw you (laughs)

1: (laughs) I guess I was at the back of the classroom

3: Yeah

1: You’d be facing the front. And (er) (.) was there anything you thought might be missing from the notes, I mean, is there anything you imagined might be there but which didn’t

2: No, no, I was amazed how thorough it was actually, how detailed it was

1: Yeah, it’s kind of a funny process, because you take these little notes during the dates and then you have to

2: Order

1: Order it back again into a kind of narrative

2: Yeah

1: So it’s a story essentially.

2: All credit to you, it’s brilliant

1: (laughs)

2: (laughs) doesn’t say you went to loo or anything (laughs)

1: Yeah, that’s kind of a funny one. Because we did it with (er) others who were in a school for kids with disabilities and so it’s like a really big part of their day where they have to

2: Go and manage on their own

1: Yeah so, it’s interesting which bits you don’t pay attention to in the same way

2: Yeah

1: (erm) okay, so then there’s the multimedia document as well, which is what we created to try and (er) make something to kind of represent your day and show to other people (erm) So if we go through it now, again, and just (er) maybe if there’s things that you spot in it that you think are interesting or (er)

2: You made a few comments didn’t you, but I can’t remember what you said

1: Well also, if there’s anything that you want to change, so we want to give you the chance to edit it if you want, so if there’s anything you don’t want other people to see or things like that

3: Mhm

1: Was there anything when you looked through it the first time where you thought, ‘oh no’?

(pause)

2: (er) there was one thing you said, the words for the hymns, it wasn’t Thomas or

3: No, it was because I let Thomas do the words on the computer that day

1: Ah, so you would normally have done, would you? Okay.

2: Oh, that’s what you said, I’d forgotten what you said

3: I forgot about that

1: Okay, (laughs) does it seem like it’s quite (er) a distant memory now that you’re at a different school or, does it feel strange looking at it again?

3: No, I like that school, I won’t forget it, but (.) yeah, it doesn’t feel like I’d go back there every day.

1: Yeah

2: They all went back, they had an (er) inset day, so they all went back to [primary school] for the morning and joined in with their harvest festival and bits and pieces

1: Was that strange going back or did you enjoy it?

3: I enjoyed it, I liked it

2: They were pleased to see you

3: Hehe

1: Okay, so, (.) the sound. Okay, so it’s got a bit to explain about the study. They’ll all been on one website together at the end, so we’ll send you a link to that when it’s finished and (er) It’ll be you alongside all the other kids who have been involved in the study (erm)

[Noise plays of school playground/classroom]

1: The funny thing with the jackets was, that I picked up on later, that you had similar coloured, consciously or not, I don’t know

3: (laughs)

2: Was that the first day back after half term? You hadn’t seen anyone for awhile so it was all catching up with your friends, wasn’t it

1: Yeah (erm)

2: Yeah it says on there, half term [to the dog] come on, come on

1: And it’s kind of funny, the organisation of the school dinners as well I thought, that they actually get a choice at the beginning of the day

2: They make the meals down at [different school name], so they find out in the morning what everybody wants, they let them know at [different school name] and they get brought up for lunch. Which is where they work it out. Come on Snowy, don’t be annoying. Come here.

[Sound of children counting in German]

1: Are you still doing German at school?

3: Yeah, I’m still doing German

2: Jordan is still doing German, but Thomas is doing Spanish

3: Spanish

1: Did you get to choose? Okay, so you feel you’ve got kind of a head start over the other kids?

2: Mm

1: (erm) and I think your teacher had quite an entertaining way of teaching, he seemed to put a lot of effort into trying to think up activities for you that were kind of mixing together like Victorian stuff with German and Maths at the same time

2 and 3 both laugh

2: Yeah, he seemed to link it all together somehow. He’s good at languages though, isn’t he, Mr G. He speaks several languages.

3: Yeah he taught us French, German and Spanish.

2: Yeah

1: Okay, and then (erm)

[sound of children reading out Treasure Island play]

1: That is you reading out that bit, isn’t it? Afterwards I was trying to listen through this long recording of different children

2: Trying to pick her out (laughs)

1: Yeah

[Sound recording continues]

3: That’s Thomas

[Sound recording continues]

1: There was actually a funnier piece of the recording, that is mentioned there, where one of your brothers is playing one of the (er) bad pirates I think, and Mr G tries to get him to say things in more of an angry, vicious way

2: Oh yeah, that’s right, I remember (..) oh yeah, blow the brains out, Mr G encourages him to say it in a more menacing tone like Arnold Schwarzenegger.

[All laugh]

2: I can imagine he liked that

1: Yeah (.) how was it being mixed in with lots of kids of different age groups, because obviously it was all of the juniors, isn’t it, for

3: Yeah, it’s nicer, because the friend that I was with is actually in the year below me

1: Okay

3: (Erm) and there’s like not many girls in my year, and the year below me, I prefer them. To the people in my year.

1: Yeah (.) and is she the same girl that you do, the baton with [3: no] is she at the same school

3: She’s at the same school, but yeah, she’s in my year.

1: Okay

2: Yeah, Ginny’s the one you do baton with

1: And are you still doing that now, the baton? Yeah?

2: You’ve got a competition coming up

1: Ah, exciting

[sound recording of busy voices]

[inaudible over the recording, 2 talking to 3, and 1 talking to 3]

3: You never know what’s going to happen in a day

1: Mmm

[sound recording of children singing]

3: It’s amazing the whole school can fit into one room, it’s quite a small hall as well.

2: [inaudible] layer by layer

[sound recording continues]

2: He’s very animated isn’t he. His son is at school with my eldest.

1: Oh yeah?

2: The year below him. So we’ve known him for ages.

1: Mmm. [inaudible] responsibility

2: And they all want those jobs, they can’t wait to be year six to get those jobs.

1: Is it quite strange going from being one of the eldest to one of the youngest?

3: Mhm. It’s quite funny though, they’re all really small. I feel quite tall.

2: What, the other year sevens? Yeah, I suppose you are quite tall. You’re taller than your brothers.

3: Mm.

1: Do the different years wear different colours?

3: No

1: Or is it all just the same, so you don’t stand out

[sound recording of busy children’s voices]

2: They must hate wet play (laughs)

1: You seemed to be helping with keeping some of the younger kids occupied, because I’m sure the ones you were playing with were all over the place until you sat down with them

3: (laughs) yeah

2: Was that with Lizzy? Yeah (.) her buddy.

1: So she’s in year five?

3: No, we all, each year six has a buddy in reception

1: Oh yeah, yeah. I remember she came up to you at the beginning of the day, didn’t she? Yeah

2: Oh yeah, because she hadn’t seen you for a whole week

1: (laughs)

[Sound recording of female adult discussing effects of drugs]

1: What did you think of the drugs session, was it interesting or

3: Yeah, it was strange

1: Yeah

[Sound recording continues]

1: I guess that’s a part of you being older now, you get these kinds of sessions

2: Grown up stuff

1: Warning you about adult issues and (.)

2: Yeah (.) which I get scared with

[Sound recording of male teacher addressing class]

1: Did you enjoy the Victorian topic?

3: Mm

1: Do you quite enjoy history? What are you doing now for history in secondary school?

3: Iron Age

1: Iron Age?

2: It’s a bit different to Victorians and World War Two spies.

1: There seems to be a lot of mentoring involved in the school, that you then got paired up with year threes. Which is quite nice, having the older kids and the younger kids kind of paired up.

2: They all mix really well, and they all look out for each other. And whenever they’re out from school, everyone comments on how polite they are and how well behaved. I think because they all go together.

[Sound recording of young girls talking with teacher in background]

1: These are quite flash computer rooms

2: [inaudible over the sound recording] make the most of the space. What this here, is it supposed somebody helping someone else, but end up doing their own thing?

1: [inaudible]

[Father arrives in the room]

4: [inaudible over sound recording]

1: We’ve just been going through some of the things I sent from the day.

4: Oh yeah? Okay.

2: A day that he spent at school with Megan.

4: Oh right, yeah. What you showed me on the laptop, the iPad stuff.

1: And we’re onto the school play

[Sound recording of children singing]

1: Did you both get to see the play?

2 and 4: Yeah

1: So you’ve probably already heard these songs (laughs)

2: [inaudible] didn’t have much time to put it together [inaudible] and the year sixes get the lead part [inaudible]

4: [inaudible] get to sit at the front, second row

2: [inaudible]

1: Do they record the school plays?

2: They always have done [inaudible]

1: Did you enjoy doing this play?

3: (erm) Yeah

1: [inaudible – asking about drama]

3: [inaudible – one hour a week]

2: You’ve got probably stage and theatre equipment there. They’re so good in that secondary school, got so much equipment. They can do anything.

1: That’s also when I realised you were wearing loom bands, and I had no idea what they were at that point

3: [laughs]

2: [laughs]

4: [laughs] ah right

1: After that, every other observation that I did they were there, it’s like they suddenly came out of nowhere

2: Yeah, that’s the thing, they’re everywhere. I reckon when they do archaeology in however many million years time there’ll be a loom band era, because they get dropped everywhere.

1: Oh yeah

2: There’ll be a whole layer of elastic bands

1: Are they in your new school? Or not so much?

3: Not so much. People are wearing them, but they don’t make them there.

2: You’ve still got a whole bag of them to do somewhere haven’t you

4: It’s come and gone quickly then

2: It’s more primary school, isn’t it. You’re too grown up for that now, aren’t you (laughs)

[Sound recording of children talking and a prayer being read out]

1: Is your new school a church school as well?

3: I don’t think it is

2: No (..) do you do anything in assemblies? Hymns, or prayers or, no

1: (erm) and then (.) your Minecraft (laughs)

[Sound recording of Megan describing playing Minecraft]

2: (laughs)

1: How do you feel, listening to your voice?

[Sound recording continues]

1: You can hear how quickly you’re playing on it as well, how fast you tap those keys. Are you still playing on it?

3: Yes

1: As much as before (3: No) or less? Not as much. Is that because you’ve got more homework or not as interested?

3: (er) We’re got our iPads now, at school, which we play on

2: The whole of year seven had to have the same iPads

1: Oh okay

2: So (erm) they’re all using the same apps and everything, so they all had to have three for the price of two, and they all come with these covers and everything. But all their homework and everything is done on that.

1: Wow

2: So they get detention if they’re not charged, or if they’re not brought in. So they’re permanently attached to these now.

1: Yeah. Is it quite fun to use or (.) yeah? (laughs)

2: Look, she’s not let go of it the whole time we’ve been sat here

4: They go everywhere with you, don’t they

3: They ask you to keep it safe (.) we had to bring it in the library, for our library lesson, when we’re meant to be reading. You weren’t allowed to touch them, but they had to be there.

2: Yeah, this is the first year they’ve done it where they all have the same thing. They used to bring in their own iPads or tablets, but they weren’t all compatible.

1: Mmm

2: So this is the first year they’ve done it.

1: So just the one brand

2: Yeah

1: And do you have any rules for what you can put on it?

3: No

1: How do they stop you from playing games on it?

3: They don’t

1: (laughs)

2: What, at school? (to the dog) Snowy come here, Snowy

1: So do you mind having your voice on it?

3: No

1: No? Just embarrassing now hearing it with everyone.

2: It’s like hearing your voice on an answer phone.

4: (to dog) Come (clicks fingers)

1: And then the next one’s Minecraft, I don’t think you’re speaking in this one.

2: Played Minecraft for the next half an hour

[Sound recording plays of Megan playing Minecraft]

1: Minecraft’s a bit like loom bands as well, you see it everywhere for a certain period of time

4: Yeah

2: Yeah, mind you that’s been going long time because Patrick used to play on it

4: Mm

2: She’s gone off One Direction now as well.

1: Oh yeah, has that changed as well? It’s quite funny how quickly things change even in a year

2 and 4: Yeah

1: Yeah, so the next bits are your favourite things (.) so first there’s

2: (to the dog) come here, what’s wrong?

1: Because obviously you had a photograph of yourself, so rather than use that we’ve used (er) a photo of your competition

2: Yeah

3: They’re for (er) my, I used to do dance

1: Oh. So they’re completely different then

2: Yeah, but doesn’t matter. In fact, you don’t really get to keep the competition prizes. They get trophies that stay with the troupe. What have you got, medals?

3: Yeah medals, but the trophies stay

2: Yeah

1: So when’s your next competition then?

2 and 3: November

2: It happens over a weekend

1: So you don’t feel as nervous now when you do them?

3: (quietly) not especially

2: (referring to the dog) He knows it’s tea time, it’s in the scullery.

4: I’ll feed him, come on, come on.

1: Your soft toys.

3: (referring to the pseudonym) I like he’s called Patrick. (laughs)

2: Have you told him he’s Patrick? (laughs) (..) I’ve got pictures of them, all three of them in the same cot, going sideways. Each with the little toy by their heads

1: Aw

2: And the letters by their heads.

1: I think you said during that interview that you’d almost got rid of them, but that your mum had convinced you

2: I couldn’t let them go

1: And you’d changed your mind

2: In some of the photographs it was hard to tell which one was which, it was only with the teddy with the initial that I could say (laughs)

1: And then, your Android tablet, which is your third tablet in the space of 12 months, isn’t it? Because this one broke soon after

2 and 3: Yeah

1: Around the time of the day in a life, and then you got a replacement

2: Yep

3: And then that one broke, so we got this one

2: Yep

3: And then I gave that to dad

2: And now you’ve got those.

3: (laughs)

1: Do you prefer the iPad?

3: (quietly) Yes. It works (laughs).

1: (laughs) And do you still place the Simpsons game as well, or is that, not so much?

3: Not so much

1: I guess you can just download a new game, move onto something new quite quickly

2: Yeah

1: And then the last one, which you said is no longer one of your favourite things (laughs), but One Direction. Have all the posters come down then?

3: Mhm

2: What would it be instead? Or nothing at the moment?

3: (quietly) nothing I think, I don’t know.

1: So you haven’t got any new posters up in their place?

3: Nope

2: Mind you, you can listen to a lot of music on there, can’t you? It’s just, whatever they can listen to.

1: Mmm

2: All over my room, hee hee.

1: I bet your brother’s pleased, as he wasn’t as keen when you were playing it (laughs) Okay, so how does it feel looking through all of that? Is it –

3: (erm) don’t mind

2: Do you feel like anything’s missing or wrong?

3: No

4: Does it make you feel like it’s a different person, because you’ve changed?

3: Yeah

1: So already it feels like it’s (er) something from the past, ages ago

2: Aw, and that was just before your birthday as well

3: Mhm

1: And are you pleased with the way that it shows your day or –

3: Yeah, I’m happy with it (laughs)

1: So you wouldn’t change any of it?

3: No

1: Okay (er) so as I was saying, this is (er) the idea is to put this online as part of a collection of kids’ days

4: Mmm

1: So, is there anyone you prefer wouldn’t see it?

3: No

1: So you wouldn’t mind if anyone came across it online, like friends from school? Have you shown it to anyone from school?

3: No

1, 2 and 4: (laughs)

1: (erm) Okay

2: Mind you, even your friends from school would be hard pushed to know that was you, if they just came across it

3: (quietly) yeah (inaudible) Snowy

2: Bit like you, even got a dog like you (laughs)

4: Yeah

1: Do you think any of your friends would recognise you from it?

4: Jenny?

3: Probably not, they might know, it says I’m a triplet, they might know that

1: Oh yeah

3: (inaudible) might see my one

4: Yeah Jenny would recognise it if she saw it. Would Jenny go online and see it? Probably not

3: No

2: Only if you told her

4: Yeah

1: Okay (erm) as well as this going online, there’s the archive. So all the different kinds of materials that we’re collecting, including the fieldnotes, will be put into the Mass Observation Archive 4

4: Mmm

1: And at the moment we’re talking about how long, so it won’t be available immediately, we’ll keep it a year before it became available

2: Yeah

1: And even then it will be a matter of people requesting, and they’ll only be shown certain parts of it

2 and 4: Yeah

1: Instead of everything. So I’m just making sure that you get a sense of how long it will be there for, but also that potentially if you didn’t want it there anymore that the archive would take it out, if at a certain time in the future you felt ‘oh no I don’t want to me in there anymore

2 and 3: (laughs)

1: If it became too embarrassing

2: I can’t see a reason why. Go and dig it out when you’ve got grandchildren (laughs)

1: Yeah that could be the interesting thing

2: Yeah

4: Mmm

2: The longer it’s there the more interesting it gets

1: Yeah, yeah. Okay (er) and then the last bit is just, we’re planning to have, I think I mentioned it last time, we’re planning to have a day at the archive itself where all the kids who’ve been involved in the study can come along and see where their stuff is being kept

4: Ohhh

2: Yeah

4: Yeah

1: And we’ll just have a day where you can talk about what it was like to take part in the study with other kids who were involved, and stuff like that

2: Would you like to meet the other young people who did it?

3: Yeah

2: Snowy, come on, you stink

4: Snowy, come

2: Where would that be then?

1: That’s at The Keep which is the Mass Observation Archive building, which is just next to the University of Sussex

2: Oh right

1: I don’t know if you know where the University of Sussex is?

4: What, in Brighton?

1: It’s just outside, it’s near Falmer

2: Oh yeah

4: Yeah, yeah

1: Between Lewes and-

4: Yeah, yeah, yeah. Opposite the Amex Stadium?

1: Yeah, the archive is just a little walk from there.

4: Oh right, okay.

1: So, could be an interesting day

2: Yeah

1: We’ll send out some details. I think we’ve got a date, which is the 6th December. So we’ll send something round, like a save the date kind of thing. And then if you want to come

3: Yeah!

2: Handy for us as it’s quite close. You must have some who are coming further than that?

1: Yeah a lot of them come from Sussex, but some are from London and further afield.

2: Yeah that’ll be interesting. Can mum come?

1: Yeah, yeah (laughs) and is there anything that you think I’ve forgotten? Anything you’d like me to know or add in

3: No

1: No?

3: Don’t so

1: Cool, okay, I’ll stop the recording.

6.47 remaining