**Final interview with Jasmine**

I arrive at Jasmine’s house at midday as arranged. Jasmine answers the door and comments that I don’t have a coat. It’s raining hard outside and I have wet shoes that I take off and leave in the hallway. The house feels busy and there are lots of people in the living room. I recognize a primary school age boy that I met last time who is going upstairs when I arrive. There is another boy his age, a toddler, a girl in her teens and another in her twenties in the living room, along with Jasmine’s foster carer. Rhea is also in there, lying on the sofa screaming. The foster carer tells me to come in and Jasmine says to the room that she needs to feed Rhea.

The foster carer tells us to go into the kitchen where it will be quieter. She seems to know that I am coming and that I am doing some sort of interview. Jasmine, Rhea and I go and sit down in the kitchen at the breakfast bar and Jasmine gets a bowl of baby food for Rhea.

As J feeds R. I ask Jasmine how her summer has been. She tells me that she has been bored sometimes and not others. She doesn’t want to go back to school this year for the first time – it’s different now that she is a mum and gets to spend the summer with Rhea.

We chat for a bit and I explain what we are going to do today. Jasmine takes Rhea into the living room and her carer tells her to leave her in there. Jasmine comes back and I start recording. We have decided to first watch the prezi. As we are watching, others come in and out of the kitchen to make tea or cereal.

Jasmine clearly enjoys watching the prezi. She laughs frequently at the sounds and the pictures. She comments on several of the slides. When she reads slide 4 ‘Waiting for school to start’ she states: ‘Usually we wont get away with leaving the clip on. Its like turn it off now, turn it off now. It depends who is taking the register’.

On slide 5 – Business and Communication skills lesson – she is surprised to hear the sound of typing (‘Is that what the typing sounds like in my class (laughs)) When she reads what I have written about how quiet the class was she says ‘That’s so funny. Usually if no-one is there we will play music.’

When we watch slide 6 and she hears her friend L. laughing she says ‘Ah I’m gonna miss her. She’s left now.’ And when the sound of her English teacher’s voice comes on slide 7 she explains to me that C. (the teacher) used to be her English teacher but she isn’t usually anymore as the other English teacher is back from maternity leave. When she hears her own voice on this clip she is surprised by the sound of her voice ‘Ah is that me speaking. It didn’t sound like me…Urgh my voice sounds horrible.’

Slide 9 – when she hears the ‘Why were you looking at my girlfriend’ you tube clip she laughs all over again exclaiming ‘Oh my gosh this was so funny!’ and when she reads on the next slide that she was ‘fed up’ in science class she laughs knowingly. I ask if it was true that she was fed up and she says ‘Yeah pretty much every lesson.

On slide 11 – in the gym – she exclaims ‘I miss the gym so much. Oh my gosh I miss it so much’ and on the last slide she laughs at the sound of her playing with Rhea’s feet.

After the prezi has finished I ask Jasmine about the prezi. She clearly likes it but doesn’t have much to say. She doesn’t think anything is missing and is happy for it to be made public. The main thing she feels when watching it is embarrassed at the sound of her own voice.

The foster family come into the kitchen and we chat for a bit. When they leave I ask Jasmine to read the notes from the day. She gets her glasses and reads through two thirds of them before saying that her eyes feel tired and she wants to stop.

Whilst reading she comments on the trip to IKEA that they were planning on the day that I visited. She tells me that they went on the visit and it was so much fun. They worked for about 15minutes and then got to go to IKEA and get some food. She also comments on how her teacher was telling one of the other students to stop yawning because she has hyper mobility and dislocates her jaw sometimes. Jasmine says that she thinks she puts it on sometimes and it annoys her.

Jasmine also comments that it didn’t used to be that quiet. I ask if the classes are always so small and if the boys are always so late and she tells me ‘that’s every day’.

It’s interesting hearing her comments, suggestive of what strikes her in particular whilst she is reading and filling in extra details that I couldn’t observe on the day or that are impossible to know from a one off visit.

Whilst Jasmine is reading her foster mum brings in Rhea as she needs to go out. Jasmine carries on reading whilst holding Rhea. I play with Rhea’s hands and feet, trying to entertain her so Jasmine can concentrate. When Jasmine says she wants to stop it feels a bit like she has had enough and would rather play with Rhea. I ask her about the notes but she doesn’t say much other than that they are much more detailed than the Prezi. She says it was fine having me there on the day but doesn’t say much else about it. Either I’m asking the wrong questions or the whole project really doesn’t faze her in any way – nothing seems to surprise her or make her feel uncomfortable.

I ask if she thinks the detailed notes would make her identifiable but she says only to 2 or 3 of her friends – ‘Especially the beginning but where I put my food in the fridge and ate cake and this bit (pointing to the page) the science lesson.’ She goes on to tell me that she been offered additional science for GCSE and that she knows she is capable but that she finds it so boring.

Jasmine gets Rhea and herself a biscuit and as they eat she talks about the foster family and how all the kids ate all eth Maryland cookies. She seems much more keen to chat to me then do the ‘work’ of the interview.

The Q and A is slow. Jasmine doesn’t say much and Rhea is increasingly tired and disgruntled. J. plays with Rhea and tells me she is fine with the notes being made public and that the day I observed was a normal day. When I ask if it is normal that she felt unwell she tells me that until recently she felt ill every day – until recently and she took out her implant. She’s not sure what is missing from this account of her and her life. When I mention her phone and whether a researcher would know more about her if they could observe her phone-life she changes the subject and tell me about a new game she has got on her phone – the Family Guy game. She shows me how she manipulates different characters around the town, getting slices or pizza and nerds. Rhea is quiet whilst she does this, transfixed by the screen.

Next I show Jasmine the favourite things slides on the Prezi and she seems less interested. Whilst listening she calls out ‘I sound like ten’ and again comments that her ‘voice is so horrible’. She doesn’t say much about the Prezi, telling me that ‘all I can hear is my voice’. I ask Jasmine if anything has changed since this interview and she says that her favourite thing from the past hasn’t changed but that she doesn’t wear earrings anymore. Liquid eyeliner however is still important – she points to some smudged eyeliner from last night on her face (that I can’t see).

In the favourite things interview Jasmine told me that her favourite thing from the present was definitely *not* her mobile phone as it caused to many ‘dramas’ constantly being on BBM and always being in contact with everyone. I ask if this has changed (Noticing how much Jasmine uses her phone) and Jasmine says that now it probably is her mobile phone. She says it’s really important to her for getting in contact with people and there is no sense this time that this is a source of difficulty or stress. What has changed – she says – is that she doesn’t hang out with the same people any more.

Jasmine says that she is fine with the favorite things Prezi being made public. After a chat with her carer who has lost her car keys and still hasn’t made it out for milk I ask if she enjoyed taking part in the project. Jasmine is energized and gives an affirmative yes. When I ask why she says ‘I basically don’t do anything’.

Rhea starts rubbing the biscuit on her face and J. shouts to the younger girls to bring her the wipes from the living room. The toddler runs in and talks to us. J. comments that she wants to go out and get chicken soup from the Caribbean shop. She tells me that she didn’t eat all day at carnival yesterday.

I feel like it’s a struggle to keep the focus on the ‘interview’ now, but I plough on. Jasmine says she enjoyed the ‘shadowing part’ of the project best, she would recommend it to her friends and that it wasn’t weird or uncomfortable in any way. When I ask how her life has changed since taking part in the project,

‘I don’t know. Everything is always different.’ From what I know of Jasmine’s life I agree.

I tell her about the Curating Childhoods project. Rhea is looking excitedly at the clock and gurgling but seems to still be listening. She appears ambivalent but says that she wouldn’t mind coming to a workshop at Sussex and having the ‘data’ from this project in the archive. When I ask if she would record her own day in the life in 2015 she looks excited and quickly says yes.

I check that J. received the last two vouchers that I sent and promise to send one more. I confirm that she will read through the DiL document and let me know if there is anything she isn’t happy with.

And finally I ask – because it hasn’t come up and I’ve been thinking about it - whether social services would have any concerns about any of these documents being made public. I remember Jasmine tell me that had concerns about her use of Instagram and Facebook bu J. says definitely not and says that they are not really worried anymore anyway.

It’s time for me to leave. I’m sorry to say good bye – spending time with Jasmine and Rhea feels like a treat. It didn’t feel like an ‘interview’ this time and it wasn’t easy to stay focused on the task at hand. It felt more like a chance to see Jasmine and Rhea at home, seeming increasingly confident, comfortable and relaxed and to chat to Jasmine about the the project, the Prezi and her day to day life at the moment.