RESEARCHER: So what do you think? Shall we leave it on the floor or pick it up?

HARRY: The floor is better

RESEARCHER: I think it’s probably easier isn’t it ‘cos then it doesn’t matter if we leave the stuff that we’re using on the floor as we go along. So – your next task, your first task, no second task, is to decide how you want to go round this outline so at the moment we’ve just got a thin black outline and you’ve got to choose what you’d like to use, so we’ve got the felt tips, we’ve got paints, we’ve got all sorts of pipe cleaners and bits of paper and things like that. You need to choose how you’re going to go around the outline of your body that you think says something about yourself. So it could be about your favourite colour, it could be about a colour that you think represents how you feel right now. It could be a mixture of different colours maybe to say that you feel lots of different things at different times.

HARRY: Yeah probably a mixture.

RESEARCHER: Yep. So what resources are you going to use? Shall we undo the paints so you can see what colours are available? Or we could turn it over – that’s fine.

PARENT: Shall I go and get a tin can so we can use tin cans as weights so you don’t need to use that…

RESEARCHER: It could be a straight line so you could draw round it exactly as it is or it could be a wiggly wavy line, or it could be a bit of both. All of the things that you choose are completely your decision. However you prefer to do it. All right?

HARRY: I maybe (Unclear) felt tip pens and …. I’ve forgotten the name for those.

RESEARCHER: These – pipe cleaners

HARRY: Yep

RESEARCHER: There’s also stuff in here. There’s kind of bits of string and foamy shapes and goggly eyes and slightly bizarre things. So. Have a think. You’ve got some glue there as well. So you just help yourself. All of this stuff is yours and I’m leaving it all here. I don’t want it back! So whatever you think.

PARENT: Oh your hair! I like that.

RESEARCHER: Perfect. I found that the last time I tried to do this, the reason the glue wouldn’t come out is because it’s got a lid. I might make a sticky mess on your table. I do apologise. There we go. So orange pipe cleaners for the hair I think is a very good place to start.

PARENT: I like the fact they’re being twizzled to make them curly as well. This is the boy who used to insist he had brown hair (unclear)

RESEARCHER: Why do you think that is? Why do you think you suddenly embraced your red hair? I think It’s a good decision.

HARRY: Um. I’m not really sure.

RESEARCHER: No? Do you think that’s been quite recent or …

HARRY: It’s been – um – 2016?

PARENT: Yes. A wee while now but I think the curls is the new bit. I’m ok with cutting the sides of hair. I don’t like cutting the tops of hair because I learned to cut hair on my dad.

RESEARCHER: Does he not have very much hair on the top?

PARENT: He lost it all on top when he was 21.

RESEARCHER: Goodness.

PARENT: So then we rediscovered the curls and they … I was told in no uncertain terms that they were to stay.

RESEARCHER: Perfect. Do you want to see if you can glue it down a little bit? I should have put some Sellotape in the box shouldn’t I? That would have been helpful.

PARENT: We’ve got masking tape – we’ve got tape.

HARRY: We’ve got Sellotape

PARENT: Would you prefer tape?

RESEARCHER: What do you think HARRY? Do you think tape would be easier than glue?

PARENT: Yep. Clear it up.

RESEARCHER: Yep. I think there are some things the glue works for, possibly curly hair not so much.

PARENT: Do feel free HARRY. I tried this masking tape the other day and discovered that this roll was the one roll of masking tape that I have ever come across that doesn’t … that sticks.

RESEARCHER: That works. I like the teamwork. Beautifully done. So, what’s next?

HARRY: Um

PARENT: Remember Chloe said it could be anything. It could be a colour that shows how you feel about something or a favourite colour. It doesn’t have to be real.

HARRY: Probably blue.

RESEARCHER: So where are you going to put the blue?

HARRY: Um. Ears – or eyes.

RESEARCHER: Yep. So you’re making it look like you a bit aren’t you?

HARRY: Yeah

RESEARCHER: That’s fine. There’s very, very determined shaping of the pipe cleaners going on. I like that.

PARENT: Oh I see!

HARRY: They’re probably a bit big.

PARENT: Are they more BFG size?

RESEARCHER: So is blue a favourite colour?

HARRY: Yeah

RESEARCHER: Is that for clothes? Is that for decorating your bedroom? Is that …

HARRY: Nearly everything.

RESEARCHER: Nearly everything? Excellent. I must admit I feel the same way. It’s a shame you went to \* really, if you went to Henry Beaufort you could be quite blue most of the time! Might put you off though if you had to wear that shade of blue all the time. It’s rather bright.

HARRY: Henry Beaufort, somehow we’re in the catchment when we really can, we really can see westgate.

RESEARCHER: You are in an interesting position because you are so close to all three aren’t you?

PARENT: Officially we are 300 meters from Westgate

RESEARCHER: Right

PARENT: Because they do it as the crow flies. We are genuinely 300 meters and yet we are out of catchment. And we are in Beaufort catchment despite the fact that as you walk it’s furthest from us.

RESEARCHER: That’s very strange isn’t it.

PARENT: And \* they measure to the front door which means that even though it’s as the crow flies they take in the whole of the \* site as part of the journey of the distance.

RESEARCHER: And presumably you go in the back door don’t you?

PARENT: And they go in the back door.

RESEARCHER: Up Sarum road

PARENT: Yep.

HARRY: About 500 people walk across the golf course.

PARENT: In terms of routes to school

HARRY: On sunny days

PARENT: It is by far the safest because it’s off road with the exception of crossing Sarum road

HARRY: Where there have been a few car crashes

PARENT: Yes but all caused by school pupils. Anyway, you focus on your …

RESEARCHER: Right. Are these going to be sellotaped on again do you think?

HARRY: Yeah.

RESEARCHER: Well we didn’t have that problem where we live because I think there was absolutely no doubt about which catchment S was in

PARENT: I think it … well you never know probably the same kind of distance as we are from Westgate.

RESEARCHER: Probably – I think we are a bit closer than that. I think we are about 100 yards.

RESEARCHER: I measured it actually because I had a boy in my tutor group who lived at the other side of the site and we had a competition to see who lived closest to school. He won as closest to actually getting on school grounds but I won as closest to our tutor room.

09.22.9

RESEARCHER: Right this is looking fabulous. I think we need to get some more colour on it. So. What do you think about the rest of your body? Do you want to do some more blue?

HARRY: Yeah

PARENT: It doesn’t have to be blue.

RESEARCHER: It doesn’t have to be blue. So you could use the blue paint. There’s a couple of different shades of blue felt tips.

PARENT: Probably the blue felt tips would be easier.

RESEARCHER: Yep.

HARRY: Um

RESEARCHER: So all you need is – you could follow the black line around just with a blue line next to it or you could do it with a wiggly line so it shows more blue.

HARRY: I’ll do it on the inside.

RESEARCHER: Yep. That’s a good idea. Is A left handed?

PARENT: No

RESEARCHER: Why did I think that? Are you left handed?

PARENT: No I am very, very, very right handed. HARRY broke his right arm

HARRY: Twice.

RESEARCHER: Twice! So you were left handed for a bit?

HARRY: Yes

RESEARCHER: How did that go?

HARRY: It was fine

RESEARCHER: It was alright?

HARRY: I can actually write quite nearly the same with my left as with my right.

RESEARCHER: Can you? That is really handy!

HARRY: Was that a pun? Handy.

RESEARCHER: It wasn’t. Wasn’t meant to be anyway.

PARENT: Well spotted.

RESEARCHER: I just… I just throw them out all over the show.

PARENT: He does live with A who is quite good at the old puns. He is getting quite good at spotting them.

(conversation about checking son has key)

PARENT: So, it’s blue the whole way round?

RESEARCHER: Excellent. We like a bit of blue.

HARRY: I might change to red.

RESEARCHER: Why red?

HARRY: It’s my other favourite colour.

RESEARCHER: Perfect. Do you ever think of colours as being like emotions? Do colours link with feelings for you or do you not think of them like that?

HARRY: Not really. I see people refer to colours as emotions.

RESEARCHER: Hmmm. I did this task with a girl who really links colours to things in her life. So she links colours to people and she links colours to feelings as well. And blue is her calm, happy colour so she did lots of blue on her body map.

PARENT: It’s a nice thing though. It’s a nice thing to think you’re a calm happy person.

RESEARCHER: Yes absolutely. She said that green was her nasty horrible feelings colour so there was a bit of green as well.

HARRY: Your favourite colour!

PARENT: That’s entirely wrong. She’s got that wrong completely. Green is not a nasty colour.

RESEARCHER: People think about colours in different ways don’t they?

PARENT: They do – but she’s got that wrong.

HARRY: That means nearly everything in nature is bad.

RESEARCHER: I know. That’s a bit of a shame isn’t it. She’s probably destined to live her life in a big city somewhere. Fabulous. Okey dokes. Are you ready for the next bit?

HARRY: Yeah

RESEARCHER: So, the next bit you’re going to think about your hands. And I want you to decorate your hands. Again - I want you to think about how you can represent the kind of person you are, the kind of things you like to do, the kind of things you don’t like to do. You could have one good things hand, one bad things hand. But think of things that you think would speak to people about what kind of person you are. It could be activities that you like.

HARRY: Um

PARENT: Its’ not for me to say.

RESEARCHER: What kinds of things do you like to do at the weekends?

HARRY: Um. Tech. As a subject as well as a hobby. Because there’s something in the garden that (unclear) make.

RESEARCHER: Is there.

PARENT: It’s on the fridge at the moment still.

RESEARCHER: What’s that. What’s in the garden that you made?

PARENT: It’s on the fridge. On the freezer still.

RESEARCHER: I’m intrigued.

PARENT: (15.35.00 - unclear)

RESEARCHER: Oh wow!

HARRY: So this is my latest one.

RESEARCHER: That’s fantastic.

HARRY: This one I made this year. This one has already been on that tree but then it got cut.

RESEARCHER: Oh. I can see that would be a problem

PARENT: As in the tree got cut and we haven’t hung it back out again. We made it out of the old planters that we had so it’s all reclaimed wood.

RESEARCHER: That’s fabulous. And did you make that at home or at school?

HARRY: At home.

RESEARCHER: It’s incredible. I’m so impressed.

PARENT: Do you want to put that back in the garage HARRY so it doesn’t scratch the floor?

RESEARCHER: Right, so I reckon we could have some kind of representation of both of those things on your hands.

PARENT: Or something about doing tech.

RESEARCHER: The good thing about this task is that it doesn’t actually matter, so we don’t have to have anybody else coming in and looking at this and being able to say what it all means. So as long as you say to me, this is me showing that I like tech, then you can show it however you like.

HARRY: So because this is flexible and I could turn it into something.

RESEARCHER: Good plan. I don’t know if these shapes would be helpful. They aren’t the most exciting range of colours but. There are some bizarre pom poms and things in there as well. Or the other thing that you might want to use is some of this paper that you can cut out and use in some way. Orange. You seem to have a lot of orange in your set. And yellow. I tried to divide it all out so people had an equal range of colours but obviously didn’t do that very well.

PARENT: It looks like you are just stood there fiddling but then you come up with something and it is - it’s like the ears that came up exactly ear size and with all the squiggles in them. I’m intrigued to see ….

18.28

RESEARCHER: So what is A up to this evening?

PARENT: He’s fiddling with bikes

RESEARCHER: Excellent – oh yes at the …. Thingy

PARENT: Bespoke.

HARRY: Is it a Peugeot?

PARENT: It is, it’s a rather a classic Peugeot racing bike. I think from about the 60’s so it’s a nice bike. He’s been working on it since he went back in September and I think it’s going to be a good few weeks yet because he only does an hour a week.

RESEARCHER: Yes, I can imagine it takes a while.

PARENT: It takes it time for it all to. Yep. What are you trying to do HARRY?

RESEARCHER: It’s kind of corrugated that paper it’s a bit odd.

PARENT: Have you decided?

HARRY: Yep

PARENT: You can choose (Unclear) do you need the scissors?

HARRY: No. (19.21 - unclear)

(Conversation about work experience)

HARRY: I probably will just put that there and have some.

RESEARCHER: Yeah – I love it.

PARENT: It looks like a wooden box now doesn’t it? A toolbox

RESEARCHER: It looks like a birdhouse!

PARENT: Oh, it does!

RESEARCHER: A bird feeder rather than a birdhouse.

HARRY: Um

PARENT: Do you need more tape?

HARRY: No

PARENT: We are building a birdhouse. A birdhouse with a hanger on it.

RESEARCHER: Excellent. Right.

HARRY: And then if I try and make this. This will work with a little red … or maybe I could just draw um.

RESEARCHER: You can put words on there as well. It doesn’t have to be just drawings. So if you wanted to write some words on that would be fine.

HARRY: Yeah I’ll probably…..

PARENT: HARRY has a whole tool kit, given to him in stages by his godfather and the saw that he owns has got an orange handle.

RESEARCHER: Do you know, I think my saw has got an orange handle as well.

HARRY: Daddy’s also does.

RESEARCHER: I wonder if it is a particular decision about saws or whether it is just a coincidence. Or maybe we have all got them from the same manufacturer.

HARRY: It might be the manufacturer because the school ones have got some have wooden handles and my Dad also has a black handle.

RESEARCHER: Ah.

HARRY: (23.56 – unclear)

RESEARCHER: So are you going to take some – an engineering course at school or a technology course next year do you think?

HARRY: Yeah, I will pick it for GCSE

RESEARCHER: What choices do you have for doing those kinds of things?

PARENT: We don’t know yet. We don’t know until next term.

RESEARCHER: Oh! How frustrating!

HARRY: The only thing that I know is we have to take history or geography. You can send a letter in if you want to do both. Which I’m not going to do.

RESEARCHER: Which one do you think you’ll do?

HARRY: Geography.

RESEARCHER: Sounds good

PARENT: It’s less writing!

RESEARCHER: Better trips – actually I don’t know. Sometimes history does a battlefields trip that’s quite a good one. Geography gets to go out….

PARENT: A got to go and stand in a stream in the new forest. He also got to go to Iceland. HARRY was going to go to Sicily, but they’ve cancelled it. They moved it until next year and then they’ve cancelled it.

RESEARCHER: That’s tricky.

PARENT: Yeah.

RESEARCHER: I know at Henry Beaufort that they did an engineering course that was very popular but they also did various other tech related ones but I don’t know what. So do you reckon that’s enough or are you going to do some more. Could do something on the other hand?

PARENT: What else do you like.

HARRY: Um. I really don’t use my left hand much.

25.57

RESEARCHER: Ok. Shall we move to the next bit then?

HARRY: Ok.

RESEARCHER: Ok. So now you’ve got a decision to make. You’re going to need to decide where on the map you’re going to put the next bit. It can be inside the body, it can be outside the body, it can be a mixture of the two. You’re going to find a way to represent your home. You can do it however you like. You can do it with words, you can do it with drawings, you can use all of the different resources. You’re going to think about where on your map, so think about where, maybe if you’re thinking about home, where abouts on your body do you think that might make you feel?

HARRY: Probably the chest area.

RESEARCHER: Yep. Sounds good to me. So how are you going to represent it?

HARRY: (Unclear)

RESEARCHER: Absolutely. So are you going to use some felt tips again, do some drawing? Do you want to have a go with the paints?

HARRY: I’ll do some drawing.

RESEARCHER: So I’m interested that you’ve chosen the chest. Why do you think that was a good place to put it?

HARRY: It’s a spacious area in the body and I’ve lived here nearly all my life so it might be near my heart.

RESEARCHER: That’s good. (Pause). What else are you going to put in it? What are the important things about home that need to go on there?

HARRY: Um

RESEARCHER: What makes it home rather than somebody else’s house?

HARRY: I’ve lived here all my life.

RESEARCHER: Do you want to put you in there then? I mean you are around it already but you could put you in there as well.

HARRY: I don’t know (unclear)

RESEARCHER: Are there any other colours you could add to it? Are there other things that you can think of in terms of where you like to be at home? Where is your favourite place to hang out when you’re at home? I like spending time in my kitchen. That’s my favourite place to be.

HARRY: I usually go around wherever. I probably will put green around it because we’ve got a big garden.

RESEARCHER: Do you like being outside? Are you quite an outdoorsy person do you think?

HARRY: I don’t really spend much time in our garden.

RESEARCHER: We haven’t got phones or games anywhere have we yet? Is that something you think that you do quite a lot?

HARRY: Yeah

RESEARCHER: Yeah. Do you think that would go in home or would that go on one of your hands?

HARRY: Probably go on one of my hands.

RESEARCHER: Ok. Do you want to add that to your hand? What kind of games do you like playing?

HARRY: We’ve got a new game on the xbox. F1 2020.

RESEARCHER: Is that a driving game?

HARRY: Yes.

RESEARCHER: I know absolutely nothing about games I’m afraid. I don’t play games but F1 I recognise.

PARENT: It’s funny because Peter plays a lot of games on his Phone and occasionally play games on the xbox but actually if you ask him what he likes doing it would be playing real games like board games or card games and it’s almost that the electronic games fill the time when you’re not doing other things.

HARRY: When I’m bored usually.

RESEARCHER: And do you play games against other people or do you just play against yourself or against the computer?

HARRY: Um. I don’t usually play against other people much.

RESEARCHER: Are you quite competitive do you think? Do you like to win?

HARRY: Yes.

PARENT: But you can lose as well can’t you?

HARRY: Yeah.

PARENT: Some people can’t you know? They can’t cope with losing. But I think you’re quite good with that. You’re quite fair. So you’ve got an xbox controller are you gonna do a Phone?

33.41

RESEARCHER: Right. So, the next thing to think about is school. You’re going to add school to the map somewhere. And again, you can think about whereabouts on the map you’re going to put it.

HARRY: All I think about now is getting soaked all day. Not because of the weather but because our school’s split up our lunchtimes into areas and our area is the astro. We are one of the biggest year groups in the school. 360 pupils. They said we would have (unclear) field and they’re regretting it as on the first day, all on the astro and the astro has foam underneath it which is all water. Today, when it was drizzling at lunchtime for some reason they ignored it was wet break. Water beginning to get up there (indicates socks and trousers).

RESEARCHER: Oh that’s horrible. So I think that might influence whereabouts it’s going to go on the map does it?

HARRY: Yep.

RESEARCHER: I think that’s absolutely fine. Again, your going to think about how you’re going to represent it. I mean you could draw a picture of the entire school but it might take a little while because it’s quite big. Or you could just do a classroom. You could do some of the people that are there.

HARRY: I probably would choose to draw the astro. We have to brush our feet on and off the astro with special brushes.

RESEARCHER: Is it green your astro? Is it going to be green?

HARRY: Yep. Mr (unclear) said: which is one of our English teachers who is on our lunchtime duties. Um, he said ‘you can brush your feet but watch out for Mr \*!’

RESEARCHER: So have you got a group of people that you stand and chat with at lunchtimes when you’re out on the astro?

HARRY: Yes.

RESEARCHER: How many people are in your gang?

HARRY: It’s bouncing between hundreds and five.

RESEARCHER: Have you got a best friend?

HARRY: Yep

RESEARCHER: One best friend or a couple?

HARRY: A couple

RESEARCHER: Are they in classes with you?

HARRY: They’re in my tutor group.

37.02

RESEARCHER: Which lessons do you have with your tutor group?

HARRY: PSHE and that’s pretty much it.

RESEARCHER: And then you’re in – are they different letters? How do they divide it?

HARRY: Some classes are random like drama. They make it random and drama, music and art we’re all in the same class and I think that’s it. They split it randomly. And tech they also do like that.

RESEARCHER: But that’s a different group of people than the others?

HARRY: Yep.

RESEARCHER: So lots of random groupings then. It’s quite nice probably, not being with the same people all the time?

HARRY: But english, maths, science, geography, history, they set from 1 to 6 but sometimes they have set 7 which are seriously bad.

RESEARCHER: Oh dear. You probably don’t want to be in set 7 do you? Right. So, one of the things that your mum and I were talking about when I saw her the other day was about transitions and what it can feel like sometimes when you’re moving from one thing to the other. Do you know what I’m talking about?

HARRY: Yeah.

RESEARCHER: So what kind of things do you think, in terms of transitions, that you find tricky? What are the tough transitions that you don’t like very much?

HARRY: In year 7 heading up the maths stairs because when you’re small and you’re crowded by year 11s and sometimes you get lifted up.

RESEARCHER: Oh dear. That doesn’t sound much fun!

HARRY: And squashed!

RESEARCHER: That certainly doesn’t sound fun. What about now? Are there any now?

HARRY: Um.

RESEARCHER: What do you think about if sometimes, if your normal timetable, the normal things that you do in school every day are changed because there is a special day in school that is different. Do you every have days where you do special activities as a year group or anything like that?

HARRY: No. Apart from sports day when the whole school is doing it.

RESEARCHER: Yeah. What about if there’s an INSET day so instead of the normal school that you would usually do – they’re normally on a Monday or Friday aren’t they, INSET days.

HARRY: And Wednesday.

RESEARCHER: And Wednesday. What do you think if you have an INSET day that comes in the middle of the week when you are supposed to have lessons? Is that annoying or do you not mind?

HARRY: I enjoy it a bit.

RESEARCHER: You enjoy it! Because you get to spend an extra day at home?

HARRY: Yeah.

RESEARCHER: That’s absolutely fine.

PARENT: That’s not what you told me.

RESEARCHER: Well we can maybe come back to that. Because as we’re talking about some of the other things to do with school you might think about some of those things that you don’t like so much. What about, um. What about the fact that next year you’re going to be doing quite different lessons because you will have dropped some of the ones that you are doing this year? Which apparently some of them you are going to be very happy about dropping, and leaving behind, like drama, and, what else is there apart from drama that you don’t like very much at the moment or is it just that?

HARRY: Um. Could just be drama. The main one.

PARENT: What about RS?

HARRY: Oh yeah. And RS.

RESEARCHER: And what about the things that you are really looking forward to doing next year?

HARRY: Tech because you get 2 lessons a week where you get one.

RESEARCHER: Fabulous.

HARRY: PE just stays the same if you don’t take it.

RESEARCHER: Do you like PE?

HARRY: Yes but GCSE you do less sport and more writing.

RESEARCHER: Do you think you will take PE for GCSE?

HARRY: No. Um. Geography probably.

RESEARCHER: So shall we find a space to put GCSEs on here somewhere? Where do you think they might go on the map?

41.23

HARRY: Probably on my head because I’m starting to think about them.

RESEARCHER: That sounds good. So how are you going to show those GCSEs? It could be a list. You could put some of the ones that are going to be really good in one colour and the ones that are going to be bad in another colour. You could just take out all your anger on drama and RE and just scribble all over them if you like. How are you going to show what that GCSE experience is going to be like?

HARRY: I probably will put brown as bad and green as good.

RESEARCHER: Oh. Food tech is going on the bad list!

HARRY: Miss (unclear)

RESEARCHER: Is that a nasty teacher that you don’t like?

HARRY: Yes. I had her for two years.

PARENT: She’s not a nasty teacher she just doesn’t get that some kids don’t think in the same way, don’t work in the same way.

HARRY: No one finished the task that she asked us to do in the theory.

RESEARCHER: Oh dear. That doesn’t sound good.

HARRY: That’s pretty much it at the moment.

RESEARCHER: That looks good to me. So if we use your astroturf on your right arm as now at school, and that (points to list of words on head) is now at school, the next thing that you are going to think about – and this is a bit abstract and weird, ok, ready?

HARRY: Yeah.

RESEARCHER: You need to find a way to connect now to next year that shows me what you feel about how next year is going to be like.

HARRY: Next year could be (weird?) in a way because you don’t have the subjects which you hate.

RESEARCHER: So there’ll be some positive things then that can go on the map

HARRY: Yeah

RESEARCHER: Is everything going to be positive?

HARRY: No. Because they’re completely changing the sets around.

PARENT: Is that a bad thing?

HARRY: About. Um. It can be if you completely mess up your exams which are the first week straight after half term and then Speak Out in English because those are the two things they are basing how to change sets on.

RESEARCHER: How does that make you feel?

HARRY: A bit nervous but not massively because the last two years I got merits and distinctions which are good in Speak Out. Distinction is first and pass is the worst. Um, most people get pass. If you get a pass I think you stay where you are, um, in sets.

RESEARCHER: So, we’ve got some excitement going in this link, we’ve got some confidence going in the link because you think you’re going to do quite well, we’ve got some confusion. How are we going to show that on our piece of paper? I will rephrase that question – how are YOU going to show that on your piece of paper? What do you think? Could it be colours to represent those different emotions? Could you write the words? Could you use different kinds of lines that you think represent those different feelings?

HARRY: Probably red and blue and orange because that’s the easiest.

RESEARCHER: So what is the red going to represent?

HARRY: Um, bad.

RESEARCHER: Is that going to be confusion?

HARRY: Orange is going to be confusion and blue is going to be good.

RESEARCHER: OK. So it’s going to link your astro to your next year.

HARRY: So I probably will write it in the neck. So positive is um …

RESEARCHER: I’m liking all these little emoji faces.

PARENT: It makes it easier to remember.

RESEARCHER: I’m also liking that it is very colourful.

RESEARCHER: They’re very noisy felt tips aren’t they?

PARENT: It’s on a hard floor as well.

RESEARCHER: You couldn’t do stealth writing with these could you?

(49.47)

RESEARCHER: Fabulous. What does the blue one say? I can’t read it upside down.

HARRY: Bad subjects gone.

RESEARCHER: Absolutely. That’s a good thing. Right. Is there something else that’s going to go on there or .

HARRY: No.

RESEARCHER: No. You’re done with that bit. Ok. So let’s think about the not being with friends and the not being sure. The kind of uncertainty and the slightly worried feelings. What do you think are the things that help you when you’re feeling those kind of uncertain feelings? Are there particular people, are there particular activities, who do you think are your main supporters or what do you think are your main supports?

HARRY: In the bad subjects I usually just do them really quickly and don’t really learn anything because I’m not going to take them at GCSE.

RESEARCHER: So that’s about being reliant on yourself isn’t it?

HARRY: Yeah.

RESEARCHER: So that’s about thinking ok, I will do what I need to do so I don’t get in trouble but I’m going to take it on myself and just get through it.

HARRY: Yes. Do the best that I can.

RESEARCHER: So your number one supporter is yourself.

HARRY: Yes.

RESEARCHER: That’s a good thing. What else?

HARRY: With the good subjects I have a lot of energy and try to do the best possible and in the subjects which I’m unsure about I probably put some effort in but not …

RESEARCHER: So what about if at school, you’re having a bad day. Do you ever have a really bad day where you’re totally fed up and you feel like you’re not coping very well? Who would be the person, or what would be the things you would do to help you with that?

HARRY: I would probably try to get through school and just go on the screen for the rest of the day.

52.52

RESEARCHER: So screen would be a good support.

HARRY: Yeah

RESEARCHER: So we’ve got you being a support for yourself by making your own decisions about how you’re going to get through things, going on a screen to take your mind off it. Anything else?

PARENT: Its quite tiring when you’ve had a bad day isn’t it? You come home quite tired and not prepared to talk very much.

RESEARCHER: OK. Again that’s another strategy that you’ve got in yourself that you’re recognising that you’re feeling those feelings and you’re dealing with it yourself which means that you’re a fairly strong person. So we need to represent that somehow. How can we do that? How can we represent the fact that you’re very self-reliant and that you’re good at being aware of how you feel and dealing with it?

HARRY: Um…

RESEARCHER: It’s quite difficult.

HARRY: Yeah

RESEARCHER: If we think about where in your body… If you think about those feelings, if you think about when you’re feeling stressed but you’re thinking to yourself I know what to do about this…

HARRY: Probably arms or legs because that’s the most space.

PARENT: You can overlap things as well.

RESEARCHER: You can overlap things – absolutely. You could even use some of that paper to make some flaps if you wanted to so you could lift them up and see what’s underneath if you wanted to put more on your face or more on your hands you could do. Or more on your chest.

HARRY: Um.

RESEARCHER: It’s getting a bit tough now isn’t it?

HARRY: Yeah it’s quite hard

RESEARCHER: Do you want to have a bit more of your hot chocolate? Do you want to have a bit of a sugar injection while you think about it? I mean this could be – again – it could be writing some words down, it could be doing some more facial expressions. It could be chucking some paint at the paper.

HARRY: (Unclear – 54.54)

RESEARCHER: What do you think?

HARRY: It’s quite hard to explain in a way.

RESEARCHER: It is hard to explain, yeah. What I’m hoping with this research is making you think about it in relation to the rest of your body and the other things that are going on. My hope is that it will make it slightly easier to explain than it might have been with just words on their own. (Pause - Chuckle) What’s going to happen? We could leave that one for a minute and come back to it.

HARRY: Yeah probably.

RESEARCHER: Think about the other people around you who support you. So instead of thinking about how you support yourself at this point, who are the main people that support you at school and at home?

HARRY: My tutor and Mummy.

RESEARCHER: Where are they going to go on your map?

HARRY: Um. Probably my Mum in our home.

RESEARCHER: Right that sounds good. Right, no pressure with this drawing now!

HARRY: (Chuckle)

PARENT: That’s alright. I won’t take it personally.

HARRY: I probably will do green for you.

PARENT: Yeah that seems perfect.

RESEARCHER: Whatever it turns out like she’ll be happy because it’s green.

PARENT: Exactly.

(56.41)

RESEARCHER: Beautifully done.

HARRY: I probably will do my tutor brown because (unclear) tech (unclear) brown.

RESEARCHER: Where’s she going to go on your map?

HARRY: He.

RESEARCHER: He – sorry!

PARENT: He’s the head of tech. Purely by chance his favourite subject happens to be taught by his tutor.

RESEARCHER: Very handy. What’s his name?

PARENT: Mr T

(Discussion about name)

RESEARCHER: So he’s gone just outside your house which is probably a good thing but is there any reason why he’s there? Quite close to home? Does that say something about…? Or is it just that there was a space?

HARRY: It’s just that there was a space there and he’s outside of home support.

RESEARCHER: Anybody else? You could do some slightly smaller people if you think that there are some people who need to go on there that don’t deserve quite such a big picture. Or you could leave it like that?

HARRY: I probably will just leave it like that. (Unclear)

RESEARCHER: Right. Do you reckon we could go back then to that difficult one?

HARRY: Yeah

RESEARCHER: Which is about you helping yourself and making your own choices when you are in a sticky situation

HARRY: (Unclear) and support there.

RESEARCHER: And we need to remember to put that screens help as well. Playing on your games. We could maybe include it near there couldn’t you.

HARRY: Um

RESEARCHER: Where’s it going to go? Is it going to go in the house?

HARRY: It’s probably more a support thing.

RESEARCHER: Yeah because that’s you isn’t it, in your house. Right. Let me have a look at my list. Yep. Good point. I think that’s important.

HARRY: Just to show that’s me.

RESEARCHER: Yep. Definitely. Right. Is there anything else? Anything else you can think of in terms of transitions? So we’ve thought about how you’ve got those three main feelings about going from being in year 9 to doing GCSEs. Are there any other transitions that you think we need to add to the map? Getting up in the morning. How does that go? Is that a tricky one?

HARRY: I’ve got more time than A to leave. He usually leaves.

RESEARCHER: How does that work?

HARRY: I usually leave at ten past 8. He usually leaves at five to 8.

RESEARCHER: So you don’t walk together?

HARRY: No

RESEARCHER: Oh that’s sad! What a shame!

PARENT: HARRY leaves 15 minutes later but actually gets there first.

HARRY: Sometimes but sometimes a few minutes behind after him. I get there at half past.

RESEARCHER: Is that because A is too busy chatting?

PARENT: I think it’s because some of his friends (unclear)

RESEARCHER: So what are mornings like? How do you feel when you get up in the morning and you know you’ve got to get ready to leave the house to go to school? Can that be tricky sometimes?

HARRY: Not usually because I know what I need to do, and I usually just do it and I do it on time.

RESEARCHER: So do you have a list …?

PARENT: You have a routine.

RESEARCHER: Yes, so you have a list of things that helps you so you know what order things happen in?

PARENT: It’s a routine that you start the night before don’t you? You do a lot of preparation the night before.

HARRY: Yes. Getting my bag ready, making my lunch.

RESEARCHER: Do you think we could put that on there somewhere? I think that’s quite important. Having those routines is important isn’t it to make sure that you know what is happening next and that you’ve got everything done before you can go to school.

PARENT: It’s surprises that you find more difficult isn’t it? If it’s a normal transition that you’ve got a routine to cope with its not scary is it?

HARRY: No.

RESEARCHER: So could we put a normal transition – so could we put a normal morning where everything goes as expected and then maybe think of a morning where it doesn’t. Let’s start with the normal morning first. How could you show that on your map?

HARRY: Some mornings like just straight after an inset day I pack my bag but I pack it for the wrong day.

RESEARCHER: Oh that’s never good!

HARRY: One of my friends walked to school with nothing because all the teachers had his books and stuff but he realised he had all the opposite lessons.

RESEARCHER: And were the teachers sympathetic or not?

HARRY: But at least he had lots of paper.

RESEARCHER: That’s good. That is a good thing.

HARRY: So he just tried to put his hand like that (Disguising the paper)

RESEARCHER: So they couldn’t tell what it was he was writing on? Sneaky. I like it! So where’s that routine going to go?

HARRY: Um.

RESEARCHER: (Chuckle) perfect!

PARENT: You’ve got yourself a list!

RESEARCHER: Super. So it looks to me like you right leg is your organised everything is going normally leg. So what would – if we made your left leg the things not going quite so well leg…

PARENT: What happens when things go wrong? Be honest – what happens when things go wrong?

RESEARCHER: I think this is where you could get creative with the coloured pens.

HARRY: Yeah. Um.

RESEARCHER: How do you think you could represent a bad day or a bad morning?

HARRY: Probably …

RESEARCHER: It’s getting colourful. I’m getting excited!

PARENT: How does it feel? Do you remember when you were talking with (support worker) on Monday and you said you could feel it building when things were going not quite right. I see where you’re going. So that’s the plan…

RESEARCHER: That’s the plan going all very wrong. So you’ve got some green feelings and some red feelings. Is there a difference between the green feelings and the red feelings?

HARRY: The red is I’m late, I’ve got everything wrong. The green is I’m trying my best but it’s not all the time working and the yellow is it doesn’t matter really, um, how there, if there’s anything which I don’t need to do. Like sometimes I forget to make my lunch, but I can just go and buy lunch if I don’t make it on time.

PARENT: But…

HARRY: But I don’t usually do that.

PARENT: Yeah but if you, if things go wrong like that do you usually say oh it doesn’t matter there’s a way round it or, even though there’s a way round it

HARRY: I have a tantrum

PARENT: You get very upset don’t you? So those feelings don’t feel good do they?

HARRY: Mmmm.

PARENT: Is there a way of showing those feelings on it?

HARRY: Um. I think that is what the red is.

RESEARCHER: The red is those feelings? So, let’s think. If we link those feelings. Who is going to help you if you’ve got those feelings? Or what is going to help you?

HARRY: My mum.

RESEARCHER: So, can we do a link between those red, nasty feelings and mum? Can you join those two up somehow to show us how those feelings maybe change? So how mum can help with that when it’s going wrong. So, it could just be a coloured line between the two. It could be that the colours change as they go along it could be that the line is a bit of a mess to begin with but gets smoother as it goes along

(01.06.52)

RESEARCHER: So, tell me about those three colours.

HARRY: The red is bad, going wrong. The yellow is getting better then green is good.

RESEARCHER: Mums are good like that aren’t they?

HARRY: Sometimes

RESEARCHER: Sometimes! But you’ve also got your self-support that you’ve already got on your you as well which is a good thing. Fabulous. Do you know what I think that we’re probably nearly done. Unless there’s anything else that you think you would like to add to your picture.

HARRY: Mmm.

RESEARCHER: Is there anything else that you think is important about you that you haven’t expressed on what you’ve got down there.

HARRY: I’m just glad that my most favourite. (unclear)

(01.08.54)

PARENT: Don’t look at me it’s not my picture it’s yours!

RESEARCHER: It is your map. It’s a fabulous map I like it a lot. I think it’s pretty good. So in terms of the process. Did you enjoy doing it? You are allowed to say no I’ve hated the last hour and half more than anything else in my life. I won’t take it badly.

HARRY: Um. I found it ok. Some sections I enjoyed, some sections not so much.

RESEARCHER: Yeah. Do you think the ones you didn’t enjoy so much were the ones where it started to get a bit trickier.

HARRY: Yeah.

RESEARCHER: Yeah.

PARENT: Do you think they might have been the most useful ones as well though? Sometimes you don’t enjoy it but you find it quite useful.

HARRY: Um. Maybe some of the bad stuff would be useful but not all

RESEARCHER: Do you think if I’s just sat and talked to you and just asked you about all of these things. Do you think that would have been a better way of finding out how you feel or a worse way or just the same?

HARRY: I think drawing was a better way.

RESEARCHER: Is that because it’s more enjoyable or because it makes you think about it in a different way?

HARRY: It’s a bit more active. So. And it can make you. It could make you get your brain working and you don’t fall asleep because it’s so boring.

RESEARCHER: Absolutely!

PARENT: It’s quite nice to move after school isn’t it.

RESEARCHER: Yeah. Are there any bits about the process – not thinking about the difficult questions – but bits about the process that you think could be better or you thought were really good?

HARRY: Um.

RESEARCHER: Shall I be a bit more specific?

HARRY: I don’t think there’s much needed to change.

RESEARCHER: Were you happy doing it all at once?

HARRY: Yeah

RESEARCHER: Rather than doing it in little chunks with me coming back lots of times and doing a chunk at a time. You were happy to do it all in one session

HARRY: Do it all in one.

RESEARCHER: Can I show you something on the computer?

HARRY: Yeah

RESEARCHER: So one of the other ways that we could potentially do this … This is a programme called Autodraw. Have you ever seen it before?

HARRY: No.

RESEARCHER: Basically, what it does is, it enables you to draw things, but if you click on the magic pencil there, it guessed what you are trying to draw. So I have drawn the outline of a rather chubby person clearly.

PARENT: Like a gingerbread man.

(01.14.14)

RESEARCHER: If I were to then decide that I wanted to draw a house in the middle of my chubby person I could draw very badly a house like that but because I’ve done it on autodraw it will say did you mean to draw and it will give me lots of different alternatives of things I might have meant to draw so it doesn’t matter that my drawing skills are absolutely appalling. I could say actually yes I meant to draw a tipi. That’s exactly what I meant to do – or a triangular house. So you can fill in pictures using that, or you can do normal drawing so let me do more hair. There we go. Lovely curls. So you can fill in your map and you can type words wherever you want to put them. In different places. So that would mean instead of doing your big person map on the floor like we’ve just done. You and I could talk to each other from a distance on a computer and you could fill in your map on the screen while we talked.

HARRY: That could help with some people who hate drawing and doing art and crafts stuff and want to do the drawing map section but don’t really want to ..

RESEARCHER: So would you prefer to do it in real life or on the computer do you think? I know it’s tricky because you haven’t actually gone through this process but it would be doing the same tasks but…

HARRY: It could be on the computer …. On the computer you have less space. In real life you have your whole body size to write and it – I think I might have found the body a bit easier than….

RESEARCHER: So having all of that space – did that feel a bit daunting because you had that huge paper?

HARRY: No

PARENT: You’re saying you preferred that.

HARRY: Yeah. I preferred that

RESEARCHER: Having that space.

HARRY: Because that house is quite big.

RESEARCHER: You can zoom in so I suppose if you wanted to do something …

HARRY: Miniscule

RESEARCHER: Miniscule you could zoom in to 300% which is quite close so you could kind of do it that way.

PARENT: I think one of the things you said earlier HARRY, you can tell me if I’ve got it wrong – but you quite liked the fact you were doing something physical. That you were moving about.

HARRY: Yeah on the computer it could be hard just scrolling around with the mouse.

PARENT: But it would still help have the discussion. Wouldn’t it.

HARRY: Yes.

RESEARCHER: So there are benefits. You think it would still be a good thing to do it like this but you preferred doing it the way we did it?

HARRY: Yes

RESEARCHER: What about instead of me coming and asking all the questions you did it with your mum instead. So, if I gave her a list of all the things on my piece of paper that I was asking you to do. Do you think its better to have somebody – obviously you know me a little bit but not since you were very small so I’m essentially a stranger pretty much. Do you think it’s better having somebody else or do you think you would be able to answer …

HARRY: Um. Maybe in the Covid situation with mummy because she can help you but maybe not, maybe it doesn’t matter really.

PARENT: I disagree actually. I think because its not me you haven’t given the answers you think I expect you to give so I think you have thought of more things and thought in a different way because you were more open. I think with me you might give me the answers that you expect that I want. You might try to second guess me and you can’t do that with somebody else as much.

RESEARCHER: Do you think your concentration would have been – because you have really concentrated on this task for an hour and ¾ after doing a long day at school – which I very much appreciate. Do you think you would have been able to concentrate so long if it had been just you and your mum?

HARRY: Um. Probably the same amount of time.

PARENT: He’s quite good at that. I think that’s an indication that it’s interesting because it’s new and because it’s different, but I think it would – because its somebody different he’s less inclined to give up as well. I think you’ve had more comprehensive answers.

RESEARCHER: Well it’s been massively useful for me so I’m hoping it was kind of useful for you too.