

Fatima "Gruff" Madrigal

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Title

Being home educated in the city of London: A Participatory Research with Children

Abstract

Participatory studies with electively home-educated (EHE) children are under-researched in the UK. Recent literature determined that the EHE experiences of children can be influenced by the support they receive regarding their learning, socialisation, sense of self, and consent (Schalkwyk and Bouwer, 2011; Jones, 2013; De Carvalho and Skipper, 2019; Puga, 2019; Neuman, 2020; Fensham-Smith, 2021; Neuman and Guterman, 2022). This study investigated four EHE children's views and experiences in London, UK, informed by Van Manen's (1990) hermeneutic phenomenology. It explored findings from a creative, participatory approach using artefacts and semi-structured interviews that discovered the participants' spatial, social, temporal and embodied experiences, which enabled them to illustrate their choices in varying activities and spaces, interaction with others, and changing and ongoing educational perspectives and practices which influenced their experiences of EHE in an urban environment. The three key themes found in this study were: 'Exploring different options,' 'Forming chosen social bonds,' and 'Adapting to interests.' The findings supported existing literature. It concluded that gaps in research focusing on the EHE experiences of children in the UK still require further investigation.

Introduction

Elective home education, or EHE, is commonly known as homeschooling. It is a parental choice and responsibility for educating children under 18 years outside of a mainstream school setting (Neuman, 2020). Reasons behind EHE can include experiences of bullying, mental health decline, or unmet needs of children in school, whilst some suggest that choosing EHE could encourage autonomous learning and educational engagement and enthusiasm (Jones, 2013; De Carvalho and Skipper, 2019; Fensham-Smith, 2021). However, EHE is uncommon in many Western cultures, mainly where the state handles mass education or in countries where it is illegal

(Neuman, 2020). Yet, home education is increasing globally (Mitchell, 2022). Notably, there are many more reasons why and how families home-educate, especially during the post-COVID-19 lockdowns (Pattison, 2024). Hence, different educational methods and philosophies could be explored when children are educated outside the school system.

Literature review

Studies showed significant findings about the strengths and limitations of home-educated children's views and experiences from different countries (Van Schalkwyk and Bouwer, 2011; De Carvalho and Skipper, 2019; Puga, 2019; Neuman, 2020; Fensham-Smith, 2021; Neuman and Guterman, 2022). Factors affecting children's perspectives and experiences include exposure to the internet and television, although parental support and understanding remain crucial in their learning, socialisation, sense of self, and consent (Neuman, 2020). Many EHE children have a better sense of self when allowed the freedom to follow their interests, like studying amphibians after seeing a snake's photograph (Jones, 2013), and exposure to social situations which helps them to distinguish varying social etiquettes when interacting with others (Neuman, 2020) and encouraging children to express their individuality, enabling confidence (De Carvalho and Skipper, 2019; Fensham-Smith, 2021). However, the lack of parental support for their children's identities and preferences could affect children's perspectives and experiences, especially when attending social settings like EHE meetups (Schalkwyk and Bouwer, 2011; De Carvalho and Skipper, 2019; Neuman, 2020). Indeed, the importance of asking children for consent (Van Schalkwyk and Bouwer, 2011), giving choices regarding what to learn (Neuman and Guterman, 2022), and when or whom they choose to socialise with (De Carvalho and Skipper, 2019) can influence their perceptions and lived experiences particularly when allowed to learn at any time (Fensham-Smith, 2021), such as children openly asking about issues that would not usually be discussed overtly in school, like social injustices and racism (Puga, 2019). However, investigating children's perceptions and experiences of EHE in urban Britain is under-researched. Although, similar critical points in current literature regarding

home-educated children's views and experiences across the globe include common themes surrounding learning, socialisation, sense of self, and consent.

Specific research methods investigating home-educated children's experiences revealed varying strengths and limitations. For example, Van Schalkwyk and Bouwer's (2011) and Puga's (2019) studies employed multiple longitudinal case studies, allowing participants to get to know the researchers and enabling them to share in-depth information (Henderson and Thomson, 2014). Although Puga (2019) used participant observations, Van Schalkwyk and Bouwer (2011) used non-participant observations, thus facilitating Puga (2019) to collaborate with the children in the study. Comparably, De Carvalho and Skipper (2019) conducted case studies, while Fensham-Smith (2021) utilised mixed methods. Yet, both studies performed semi-structured interviews, which helped children and young people to elaborate their narratives. However, De Carvalho and Skipper (2019) also asked participants to complete interaction diaries used as interview prompts, which aided with in-depth conversations. Even so, Jones (2013) employed a more collaborative approach using photographs with verbal or written explanations about why they took specific photos of their EHE experience. In short, participatory research designs can influence children's involvement with studies and affect the accuracy of reports. This shows that the more children are involved in participatory studies, the more accurately their viewpoints and experiences can be reported. Therefore, utilising different research methods can have varying strengths and limitations.

Researching with EHE children on their experiences requires further examination. There is recent literature about parental viewpoints on EHE (Mitchell, 2022; Neuman, 2022). As well as creative methods in gathering qualitative data, like using photographs and poetry to discern firsthand experiences of young people (Blower and Rainford, 2023). However, no current literature focuses on the experiences of EHE children in middle childhood (Jones, 2013). Yet, this could be due to many factors, such as different and unrelated ethical, reliability, and validity issues when researching with children and

young people, like informed consent from gatekeepers and participants (Bucknall, 2014). Hence, championing children’s knowledge and experiences is essential when advocating for their voices. Consequently, there is a need for more information on UK children’s EHE experiences, as current studies come from different countries. Thus, investigating the EHE experiences of children could further explain what it is like to be home-educated.

This study used a creative, participatory approach to investigate the perspectives of EHE children in London, UK. It focused on their viewpoints and experiences and explored the question, “What are children’s experiences of being Electively home educated in London?”

Methodology

Design

A qualitative design was utilised using participant observation, semi-structured one-to-one interviews, and creative toolkits (colouring, drawing, and games). Two sessions were conducted in 10 months, which included data collection and consultation. Van Manen’s (1990) interpretative phenomenological approach was used to analyse the children’s experiences.

Participants

Inclusion criteria included EHE children aged between 7 and 11 in London, UK. The participants were recruited via UK home-educating Facebook and WhatsApp groups. Parents of potential contributors were asked to contact the researcher directly. Face-to-face interviews were scheduled at neutral public settings like libraries after consent was given over email. Five participants were purposely chosen, but only four consented to participate in the whole research process. The contributors were seven years old at the time of the first session.

Materials

To conduct the semi-structured interviews, a notebook, pen, printed copies of the Participant Information Leaflet and Informed Consent Forms (See Appendix A), a pre-interview questionnaire (See Appendix B), an Interview schedule (See Appendix C), creative tool kits for the different sessions (See Appendix D), and an audio recorder was used. The audio was manually transcribed, and the artefacts were photographed (See Appendix E to W).

Procedure

Two sessions were arranged for data collection. The first session conducted semi-structured interviews using a sorting game based on a questionnaire with help from the children's parents via the project website or emailed to the researcher before the first meeting. Unique answers were given by the children, which were turned into a sorting game, encouraging the participants to choose between locations or activities while being interviewed. The first session lasted between 15 to 60 minutes. At the start of the interviews, the children were welcomed and thanked. Informed consent was reconfirmed, and assent and dissent were checked. It was explained that the session could be stopped anytime. Participants were informed that they did not have to answer any questions if they did not want to without providing reasons why, and it was clarified that they own the artefacts made; however, with consent, they would be photographed, and the interviews audio-recorded and transcribed for data analysis. Debriefs were offered after interviews. The questions in the first meeting collected descriptions of the children's likes and dislikes about being home-educated in London. Specifically, the drawings produced and questions asked were used to describe experiences of their everyday lives as electively home-educated children. The Interview Schedule was adjusted depending on their interests. They were asked to explain and draw the activities and places they enjoyed and did not enjoy. Additionally, the participants were encouraged to draw and share information not found in the pre-interview questionnaire. The pilot study allowed the researcher to clarify the first session's flow with the other participants. The children explained the artefacts they created. The researcher listened

to the recorded audio many times, which was transcribed verbatim. Observational notes were taken from the start of the research process, and reflexivity was employed continuously. The second session conducted semi-structured interviews while designing a game of their choice (Uno card or Snakes and Ladders board game) to consult them regarding the first session’s findings (See Appendix P to W). The research questions for the second meeting collected descriptions of their EHE experiences in London since the first session. The interview schedules were similar but adjusted depending on the participants' answers. Van Manen’s (1990) phenomenological approach was adopted by following the six steps of familiarising with the transcribed data, developing codes through identification, consolidation, and theme development using lifeworld elements, looking across the data, and synthesising for data analysis.

Ethical considerations

The study was conducted when informed consent was obtained via email and in person, verbally and non-verbally, before starting each session (Alderson, 2014). Although recalling dislikes and changes about their EHE experiences could cause unease, none of the children were upset or asked to stop the interview. Awareness of non-verbal cues was made possible by continuous checking of consent, assent, and dissent (Clark, 2014).

Reflexivity

The project’s topic was based on the researcher’s interest as a parent currently electively home-educating in London; hence, transparency and reflexivity were consciously practised on how the researcher’s background could shape the research process and findings. Due to the participatory and creative design, confidentiality, anonymity, and ownership were considered throughout regarding permission to use data and artefacts for the study (Hearn and Thomson, 2014; BERA, 2018). The project’s research process was constantly adapted depending on the stage of the study, which changed power dynamics from adult to child-led, enabling the project's direction to become an open dialogue.

Findings

The study identified three themes: ‘Exploring different options,’ ‘Forming chosen social bonds’, and ‘Adapting to interests.’

i. Exploring different options

The first theme is ‘Exploring different options’. The children revealed that EHE allowed them to explore places and activities within their homes and around London.

“I go outside riding (bike); well, Dad taught us. And I think I was, like, about six, five, or six. Yeah, me and Mummy went out. It was just the two of us, and we went to West Park.”

(Ari - Lines 82 - 84)

“We made a dragon, and dad made it five weeks ago, (sibling) painted it. I drew the eye. I coloured in the eye, and yeah! And mum got a video!”

(Ell - Lines 80 - 82)

“I enjoy practising my violin, I think, so about two years or so, two years now.”

(Lori- Lines 65 - 66)

“Well, my favourite thing is that I don't get told what to do, because normally, just, I like writing a lot...I made a tea party this morning and, I wrote down all the rules then, they needed all the guests..it started just five toys and then six, seven and eight toys.”.

(Ann - Lines, 144- 147)



Fig. 1 Ell on a sofa (Appendix O)

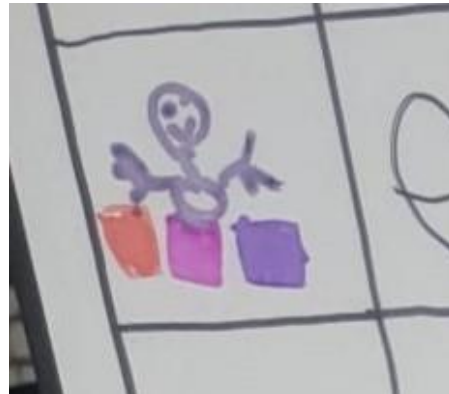


Fig. 2 Lori at soft play (Appendix M)

The extracts and artefacts featured temporal, spatial, embodied, and social elements. The children experienced lived temporal dimensions like Ari cycling with her parents, Lori practising violin, Ann holding a tea party, and Ell making a dragon with her family. This suggested that the children's varying subjective time experiences allowed them to explore different options creatively whilst bound by social rules and real-world restrictions. The children described their spatial interactions by navigating objects and places, like Ari's going to West Park, Ell's representation of relaxing on the sofa, or Lori's drawing of playing in a soft play. This suggests that using objects and being in different spaces were choices they could make. An emphasis on embodied experiences, such as Lori playing the violin, Ann pretending that toys are guests, and Ell colouring the dragon's eye, suggested exploring interests that encouraged autonomy. Also, the social dimensions from the extracts implied that the participants shared experiences with their families, such as Ari cycling or Ell creating a dragon. Hence, it reveals the flexibility in exploring varying options for learning despite not having a set structure on where and what they should be learning. Therefore, exploring different opportunities gave the children a sense of independence and creativity, contributing to their EHE experiences in London.

ii. Forming chosen social bonds

The second theme is 'Forming chosen social bonds'. Being home-educated can enable interactions with different people.

“My favourite thing ever to do is probably be, hmm being with my family, The whole family because I rarely ever get Dad. He's always at work. That's why Autumn is basically my favourite time of year because he gets time off for his, for our birthdays!”.

(Ann - Lines 83 - 87)

“Well, me and my brother, we always play together, like, play with little toy cars. Lego..dolls house, which is really, with my sister. I like playing dolls.”

(Lori - Lines 168 - 170)

“I'm meeting with my best friend Sidney, not today, but over the next day...Oh well, it started in, well..the second week, the third week, he was here. We became best friends. He really likes Pokémon and Star Wars, but he started, but we started out playing Star Wars and Pokémon together, and that's how he became best friends.”

(Ann – Lines 49 – 55)

“Last time we met, Dylan loved my sword. Well, it's fake. I got it. When I was five or six..Mum barred me from using it on (sibling).”

(Ell- Lines 116 - 120)



Fig. 3 Ann's family portrait (Appendix N)



Fig. 4 Lori's cat – 'Harry' (Appendix M)

The children’s narratives regarding choosing to connect with family and friends featured temporal, spatial, embodied, and social contexts. The temporal dimensions were emphasised with planned social occasions and ongoing moments, such as Ann expressing the desire for her whole family to be together or Ell’s organised playdates with friends, indicating that different interactions allowed them to choose whom to maintain connections with. In contrast, Lori has a more unstructured experience by recalling open-ended times with her cat and siblings, suggesting that the children’s lived experiences of time with family and friends, whether planned or unplanned, contributed to their EHE experiences. Furthermore, spatiality was conveyed, like Lori playing with toys at home, Ann liking Star Wars and Pokemon, and Ell making up games with a friend, denoting that despite differences in locations and activities, it is suggested that EHE can allow children to explore a variety of social experiences outside of a conventional school setting. Moreover, the children’s embodied experiences, like Lori playing Lego with her brother all the time or Ann meeting up with her best friend, suggested ongoing opportunities for social contact. Indeed, the intersubjectivity involved in these experiences discerned the importance of differentiating various types of relationships, like Lori’s cat, Ell’s mum not allowing her to use the toy sword on her sibling, or Ann’s experience of being best friends with a child due to shared interests. Consequently, this revealed that home-educated children’s social interactions with different people can enable them to identify and form various relationships. As a result, this can allow EHE children to learn about other people’s behaviours and distinguish varying social norms when interacting with others. Hence, consent’s role in the diverse social interactions in London can influence the participants’ EHE experiences.

iii. Adapting to interests

The final theme is ‘adapting to interests’. The extracts show how the participants’ viewpoints and experiences of themselves and their interests could change and remain the same.

“I’m still going to ballet. I’m in grade two now. So, It was almost a distinction but every exam gets harder. I practise Monday and Saturday. So when I have exams coming up. I practise extra. Okay, not extra in class, just at home”.

(Lori – Lines 84 - 89)

“I want to be writer. Yeah, I always wanted to. I always wanted to illustrate my books, then I found these kids magazine, and it was like a fashion sketch pad. These pictures where you can draw the fashion on them. I quite like that. So..I think, so I quite like do the fashion design thing.”

(Ari- Lines 98 - 103)

“Well, we go for spaghetti and pasta. Oh yes, and we go play in the big playgrounds there.. and we also spend time with dad there, and we have a special monkey climbing tree that we went to since we were three or Oh! maybe four.”

(Ell- Lines 118 - 121)

“I’ve always wanted to be an artist, and I still am.”

(Ann- Lines 33 -34)



Fig. 5 Ari reading (Appendix L)



Fig. 6 Ari tracing (Appendix L)

The participants’ accounts regarding their sense of self, and ongoing and changing educational perspectives and practices featured elements of spatial, temporal, social,

and embodied contexts. For instance, understanding who they are was emphasised with spatial elements to describe experiences, like Ell going to a particular place to eat pasta with her dad or Lori’s extra ballet at home before exams, suggesting that their continuous and changing interests allowed for a better sense of who they are. The drawings of Ari reading, tracing, and finding a magazine that inspired her to design fashion indicated that the differing object and spatial elements aided in the continuation and readjustment of the activities she engaged in during her educational journey. Furthermore, the extracts highlighted embodied experiences, such as Ell’s special monkey tree with Dad, and Ari’s interaction with the fashion sketchpad, suggesting their bodily experiences contributed to what it is like to be EHE. Temporality was mentioned based on certainty and changes, such as Ari wanting to be a writer or Ann being an artist. It implied that the children’s experiences helped influence their learning choices; for instance, Ari wanted to illustrate the books she would write while fashion designing, demonstrating shifts in perspectives. The different social interactions are ongoing, like Ell spending time with family or Lori attending ballet classes, revealing that it was a choice they wanted to make. Subsequently, they experience continuity and change regarding who they are and how and what they learn. Therefore, suggesting that an understanding of who they are can influence their educational viewpoints and experiences of being EHE in an urban environment.

Discussion

This study discovered that EHE in London allowed the participants to explore many spaces and activities outside a traditional school setting, create and sustain different connections, and adapt to changes and continuity in educational interests and practices. Firstly, recent literature discerned similarities with the children’s perspectives and experiences regarding what EHE is like in London, indicating that due to different options of what and where the children could engage with their interests, learning could not be simply categorised as intentional or unintentional, such as Ari riding a bike, or Ann creating rules during role-play at home (Jones, 2013; Fensham-Smith, 2021). Having the space and resources to explore preferences allowed the children to choose

the time to engage with their chosen activities and visit favourite locations that could encourage engagement in learning (Jones, 2019; De Carvalho and Skipper, 2019; Fensham-Smith, 2021). However, unlike the children in this study, some home-educated children could struggle with autonomous learning due to the power dynamics between children and their parents restricting exposure to the outside thus, hindering developmentally appropriate learning, such as resources for children with additional needs (Schalkwyk and Bouwer, 2011; Fensham-Smith, 2021; Pattison, 2024). Although future studies could explore the experiences of EHE children in rural Britain. Nevertheless, it has been suggested that learning through EHE can be less structured and more natural, just like the participants enjoying learning any topic at any location and time (Fensham-Smith, 2021; Rheyra, 2022; Pattison, 2024).

The project corresponded with existing literature regarding consent and socialisation; for instance, the participants were able to explore varying social interactions with family and friends, such as Lori and her siblings and Ann with her best friend, hence allowing them to form physical and emotional bonds that could offer support and encouragement, just like many EHE parents' acceptance of their children's individual socialising preferences that enabled them to feel comfortable in different social situations. (Jones, 2013; De Carvalho and Skipper, 2019; Puga, 2019; Fensham-Smith, 2021). Yet, the participants' ability to visit specific places and partake in favourite activities could still be limited by challenges, such as parents being unavailable due to work commitments (Schalkwyk and Bouwer, 2011; Neuman, 2020). However, further participatory research on EHE experiences of children recreating conventional schooling at home could provide new viewpoints. Even so, studies suggest that parents who consider their children's views and feelings regarding their home education were reported to have positive experiences, just as it does with the participants when given the choice to spend time with family and friends (Van Schalkwyk and Bouwer, 2011, Jones, 2013, De Carvalho and Skipper, 2019; Fensham-Smith, 2021). Lastly, recent studies indicated that findings regarding adaptation to educational practices and interests, such as Lori wanting to do well in violin and ballet and Ari's interest in fashion design, corresponded with research

about varying parental involvement and educational philosophies that impact home-educated children's learning spaces such as home-schooled children that regard academic subjects as equally important as their schooled counterparts (Jones, 2013, Neuman, 2020; Fensham-Smith, 2021). However, future studies could explore the world schooling experiences of British children. Although, recent data show an increase in families choosing EHE after the COVID-19 pandemic due to the ability to personalise their educational beliefs and practices (Paulauskaite et al., 2022; Pattison, 2024).

The study's implications indicated that the participants' EHE experiences in London enabled them to discover various activities and spaces, social interactions, and continuation and change. The study's strength included its design, which used a creative, participatory approach using semi-structured interviews, allowing representation of experiences and ongoing dialogue regarding different contexts of children's lived experiences, such as the physical dimensions of being home-educated, like riding a bike or drawing their pet cat (Van Manen, 1990; Hearn and Thomson, 2014). Conversely, this study's limitations included maintaining confidentiality and anonymity while in shared spaces and dependence on the researcher's subjective analysis as an insider researcher. However, great care has been taken to protect confidentiality and anonymity so participants and extracts are unidentifiable. To resolve biases, reflexivity and transparency were considered throughout the research process. A project diary allowed iterative evaluation when examining the children's accounts, and objective guidance was received from the researcher's experienced mentor (Flewitt, 2014). Future studies could build on the points identified in the project. A participatory study with EHE children as lead researchers could offer deeper insights into EHE. Moreover, a mixed-method participatory design could examine this topic by employing surveys and creative methods for a wider UK audience.

In conclusion, this study discovered that the choice of different options, diverse social interactions, and adaptation to interests were the participants' experiences of EHE in London. It suggested that the ability to choose activities and visit favourite spaces

allowed the children to express creativity and independence. The lifeworld elements of engaging with chosen activities and spaces enabled autonomy, although different restrictions can still limit interest-led learning. Moreover, the interactions experienced by the children through play with family and friends allowed them to develop physical and emotional bonds. The varying lifeworld dimensions enabled them to experience planned and unplanned social opportunities, helping the children create and maintain different relationships. Lastly, the children’s changing and ongoing sense of self influences their educational choices. Through exploration and changes in educational perspectives, their life-world experiences allowed them to reconsider their interests, showing that understanding what they want to do and who they are can influence their educational practices. Yet, further studies could examine children’s EHE experiences in different UK urban settings. Hence, this study suggests that the children’s experiences of autonomy, social interactions, and interest-led education in London contributed to their EHE experiences.

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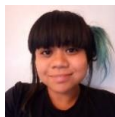
Appendices

Appendix A: Participant Information Leaflets and Informed Consent Forms



Participant information sheet (7-11 years old)

Who? What? Why?



Fatima "Gruff" Madrigal is a home-educating parent and practitioner-researcher. They would like to learn about the different ideas children have about being home-educated in the city of London. Gruff's study is just one of three chosen projects by the Children Research Centre (CRC) for 2023.

What will happen if I take part?

😊 If you choose to take part, we will ask you to fill in a survey so you can answer what your favourite and least favourite London spaces/places and Home ed activities are. There will be 3 short sessions held in **November 2023**, **March 2024**, and **June 2024**. The exact date and time can be chosen by you!

😊 If OK with you, the 1st and 2nd sessions shall be audio-recorded so it's easy for Gruff to write down all of the things that have been said. The sessions should take as short or as long as you wish (Around 15 minutes).

😊 During the 1st session (November 2023), You will be invited to play a velcro sorting game (About the various London spaces and Home-ed activities based on the survey you answered) then, You will be asked questions about what you like and do not like about home education in London. You can answer by talking, using drawings and pictures, or both! The information that you created during this session shall be used to create a board game for the 2nd session.

What happens to the information that the project finds out?

Your real name and the information you share will be kept confidential. Any data will be deleted after the study. Any of the art that you make can be kept and is owned by you.

The information from the sessions will be used to help share the knowledge regarding home education through children's perspectives which allows home-educated children to have a voice in research.



me?

😊 You have been chosen because you are aged between 7- 11 years old and are currently being home-educated in London. The information you share could help us understand the different views about being home-educated in London.

Who else can I speak to to ask more about the project?

😊 You can contact CRC for more information.



crc@open.ac.uk



<http://surl.li/lgczw>

😊 In the 2nd session (March 2024), Gruff shall show you what was found out during the first session (using pictures and words). They shall also check with you if it is still OK for them to share the results with other people or if you want to change anything. We will work together to make a board game about **‘Being Home Educated in the City of London’** using the information you shared where you get to decide how the game starts or end.

😊 For the 3rd session (June 2024), you will be asked to help create a collage for the poster of the study which shall be shared with others and displayed on the project website. Gruff will also ask if you’d like to play the **‘Being Home Educated in the City of London’** board game afterwards.

Can I change my mind?

Yes! You can always stop, start, or not take part in the study at any point if you change your mind. The study is being conducted **WITH** you so your part in the sessions matters but, it is OK if you change your mind. Any information or item that you made can be deleted or taken off. This can be done until 31st December 2023.



Thank you for your time! 😊



Being Home-educated in the city of London: A Participatory Research with Children (7-11 years old).

Information for parents/guardians of Electively Home Educated children

Hello! Your child/the child you look after is being invited to take part in this research

About the project

The study is part of an award given by the Children's Research Centre (CRC) at The Open University in England. The project is interested in empowering children and giving them a voice in research. It seeks to find out home-educated children's perspectives and lived experiences about being home-educated in the city of London. Investigating the experiences and challenges of being home-educated in an urban city can help further understand and enrich knowledge regarding what home education is like in a big city.

Who is being invited to participate?

- Children between the ages of 7 to 11 who are being electively home-educated in the city of London.

What will it involve?

- This participatory study with the children shall involve semi-structured Interviews using visual toolkits such as creating a game using pictures, words, drawings and making collages. Your child will be asked to complete a survey to gather information for the first interview session. They can complete the survey online or

on a printed sheet.

Where will the research take place?

- The study shall be conducted at a convenient place, date and time which can be arranged. There shall be three sessions held in **November 2023, March 2024, and June 2024**. The first session can be organised as soon as you and the child/ren have given consent to participate in the project.

What will take place during the sessions?

- During the 1st session (November 2023), your child will play a sorting game (About the various London spaces and Home ed activities based on the survey you answered with your child). I shall ask the child a few questions about what they like and do not like about home education in London. They can choose to talk, use drawings and pictures or both. The information created during this session shall be used to create a board game for the 2nd session.

In the 2nd session (March 2024), I shall briefly share what was found out from the first session (using pictures and words). I shall check with them if it is still OK to share the results with other people or if they want to change anything. Then, I shall invite them to help create a board game about **‘Being Home Educated in the City of London’** using the information they shared (using laminated pictures) where they can decide how the game starts or ends.

For the 3rd session (June 2024), I shall ask them if they want to help create a collage for the poster of the study which shall be shared with others and displayed on the project website. I will also ask them if they’d like to play the completed **‘Being Home Educated in the city of London’s** board game afterwards.

Will the things my child say be kept private?

- Real names will not be used to ensure privacy although, complete anonymity may not be possible due to the small number of participants in the project; however, I shall ensure that your child's (or your family's) identity won't be easily identifiable in the report and

presentation.

What will I do with the information?

• With your child’s (and your) permission, I will audio-record our conversation so that I have a record of what was said. The interview data will be stored securely, in strict accordance with the Data Protection Act. I will be the only person who is able to access this information. Anonymised extracts from the interview will be used for the report and presentation and in other academic journals, findings and reports. Interview material will not be used for any other purpose and will remain confidential.

What happens if my child/or I change my mind about taking part?

• Your child’s participation and your permission for them to take part in the research is entirely voluntary. If you and/or your family change your mind, you can withdraw at any time without giving a reason. You can also email, write or call me at any time to let me know if you and/or family no longer wish to be involved in the research study. The deadline for withdrawal from the project is **31st December 2023**.

Who am I?

• I’m Fatima “Gruff” Madrigal. This study is one of just three chosen projects by the Children Research Centre (CRC) for 2023. I am a home-educating parent and an experienced child-led educator with 20 years of experience in early years education and child-centred learning. I am a trained Montessori practitioner (Montessori Centre International, 2009), graduated with a Bachelor of Arts degree in Speech Communication and Theatre Arts from the University of the Philippines (2001), and I am also a BSc (Hons) Psychology student at The Open University.

Contact Information:

• If you have questions or need any further information, please contact me via email or

telephone. You can also contact CRC.

This research is in part of the Practitioner Researcher Award given by the Children’s Research Centre at the Open University. The researcher (Fatima “Gruff” Madrigal) currently holds an enhanced CRB clearance*



Being Home-educated in the city of London: A Participatory Research with Children (7-11 years old).

Consent Form

1. I confirm that I have read and understood the information sheet for this study. I have been given time to consider my participation and have had the opportunity to ask any questions that I may have, and that these questions have been answered satisfactorily.

2. I consent to the interview being audiotaped using a digital recording device. I understand that I will be offered a summary of the research findings.

3. I understand that anonymised extracts transcribed from our discussion in the interview will be used in future academic papers, presentations and/or publications.

4. I understand that my participation in the research is entirely voluntary and that I can withdraw before the 31st of December 2023.

5. I agree to take part in this study.

* Please sign electronically or by hand and return this form in person or email

Name of Participant (please print): _____

Today's Date: _____



Being Home-educated in the city of London: A Participatory Research with Children (7-11 years old).

Assent Form for Children (7 – 11 years)

To be completed by the child and their parent/guardian

Please circle all you agree with: (Child)

Has somebody explained this study to you? **Yes / No**

Do you understand what the study is about? **Yes / No**

Have you asked all the questions you want? **Yes / No**

Have you had your questions answered in a way you understand? **Yes / No**

Do you understand it's OK to stop taking part at any time? **Yes / No**

Are you happy to take part? **Yes / No**

If **any** answers are 'no' or you **don't** want to take part, **don't** sign your name!

If you **do** want to take part, please write your name and today's date

Your Name: _____

Today's Date: _____

Your parent or guardian must write their name here too if they are happy for you to do the study.

Parent/Guardian Full Name: _____

Parent/Guardian Signature: _____

Today's Date: _____

The researcher who explained this study to you needs to sign too:

Researcher Full Name: ___ Fatima "Gruff" Madrigal _____

Researcher Signature: _____

Today's Date: _____

Appendix B: Pre-Interview Questionnaire



Name	
How old are you?	

What do you like about London?

What do you dislike about London?

What are your favourite activities?

What activities do you not like doing?

Appendix C: Interview Schedule**First Session - Interview Schedule****Being Home Educated in the City of London: A Participatory Research with Children**

Welcome/ Housekeeping	Thank you for agreeing to this interview. Before we start, I would like to inform you why we are conducting this research. <check consent and start recording>
Warm-up questions/ Build rapport	1. Introduce the 'This or That' game
Exploration	2. Which one would you like to choose right now? 3. What is your favourite activity to do? 4. What do you not like doing? 5. Can you tell me about your interests? What do you like? What do you love? 6. What would you like to do less of?
Final Reflections	- Is there anything else you would like to add?

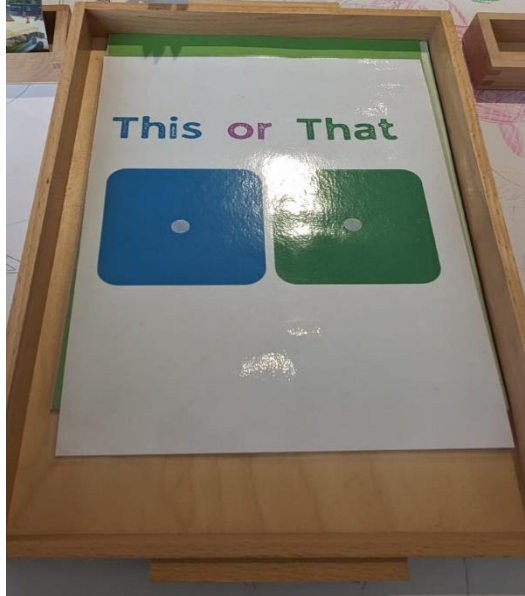
Second Session - Interview Schedule**Being Home Educated in the City of London: A Participatory Research with Children**

Welcome/ Housekeeping	<p>Thank you for agreeing to the second session. Before we start, I want to discuss consent and ownership with you.</p> <p>These are the findings of our last meeting (show a Summary with Pictures). Can I read it to you?</p> <p>This session is focused on asking you about the findings by collaborating to create a board game. If you like, and if there's time, we can also play it.</p> <p>Will it be ok if I ask a few questions while we create the board game?</p> <p><check consent and start recording></p>
Warm-up questions/ Build rapport	<p>7. Could you tell me what your favourite London places and activities are right now?</p>
Consult about Findings	<p>8. Could you tell me if what we found out is correct? Can you tell me about the activities you said you liked when we last met? What do you think about ACTIVITIES?</p> <p>Prompts: How was it? What has changed?</p> <p>9. Could you tell me about times when you did your ACTIVITIES?</p> <p>Prompts: When was the last time you did it? How was it?</p>

Final Reflections	- Is there anything else you would like to add about what it is like to learn outside of school?
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Appendix D: Creative toolkits

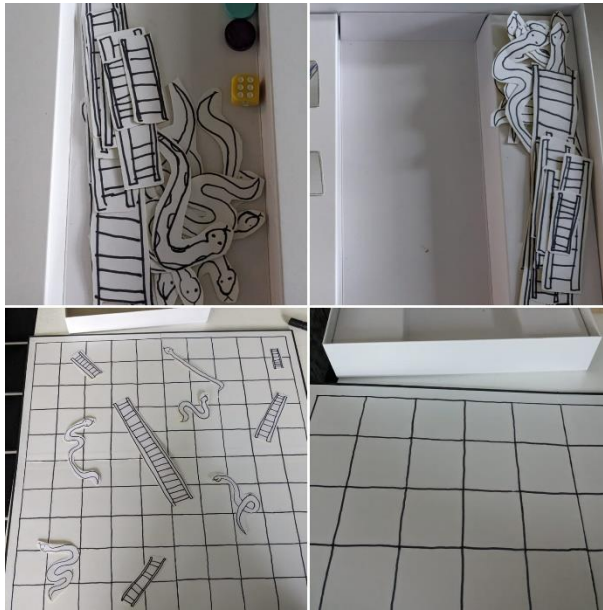
First session: Velcro sorting game



Second session: Uno card template



Second session: Snakes and ladders template



Appendix E: Interview Transcript (Ari) – First Session

1 Interviewer: Going to record, So that it's just, so, if you say
2 something and I say something I can hear it and I can like, revise it.
3 Okay. So um, so this or that. So you choose the first. So you put the
4 first, the choose the first two sets of pictures. Ari: Yes Interviewer:
5 Yeah, You want to put one in the other, so, okay. So what we're gonna do
6 is Ari: Muffled Interviewer: which one would you like? Do you like
7 swimming or biking? Ari: I like both riding and swimming. Interviewer:
8 Which one would you choose if you have to choose one? Ari: The bike is
9 like my bike. Interviewer: Is it like your bike? Ari: Yes Interviewer: OH
10 excellent. So do if do you choose to bike So you can put swimming here.
11 It's just means. Okay, next one. Choose your next picture. Which one would
12 you like to do right now? Would you like to do drawing or cycling or go on
13 the bike? Which one would you like? Cycling. Oh, very nice. Okay, next
14 picture. Which one would you like? So this is a picture because I don't
15 know what your home looks like. So I put so which one would you choose
16 today? Home or going cycling? What would you like to do? Cycling. Ari:
17 Cycling is... Interviewer: Yeah, is it your favorite activity? Okay, next
18 one. Would you like to do um Yeah. Okay, you know what, you know, you know
19 the score Cycling or go to natural history museum. Okay. Ari: Yes, the
20 Natural History museum is my favorite museum Interviewer: is it? What
21 other museums do you like?
22 Ari: So, I don't know. Interviewer: Write own songs or cycling, make own
23 songs or cycling? Ari: I make my own songs all the time. Interviewer:
24 Yeah. Which one do you and if you were to choose, what's better would be
25 like to do better, make your own, make your own song to cycling off?
26 Okay, that goes here. So next picture Ari: I do like cycling it's just
27 that I like everything else more. Interviewer: All right, okay. So, do you
28 want to do the next picture? Oooh (laughs) that's okay.
29 So, do you want to do? Oh, you make songs, okay? See the next one. Same
30 thing. So if you were to choose, would you like to make your own songs or
31 go to West park? It's a tough choice. But don't worry, there's no room or
32 right. It's just what you prefer right now. Okay, and then yeah, that's
33 all right. And then last one, Do you like singing? Or do you would you
34 like to go to West park? Ari: hmmm Interviewer:

35 Okay, so that means West park It's the first your first choice. Okay, so
36 let's go back again. Reset, you want to do it again? Okay, so let's put
37 the next pictures out, you, you're in charge. Do you want to put down the
38 next two pictures? So choose this, or that? Would you like swimming? Or
39 drawing. Okay. Bye-bye swimming. Next picture. Your home or drawing? What
40 would you choose? Ari: The thing is, they are both the same.

41 Interviewer:They are, aren't they? It's like a trick question. Yeah. But
42 which one, which one do you like more? It's like us. It's like Because you
43 do your drawing at home, don't you? Ari: Yeah Interviewer: But sometimes
44 you're at home and you don't do drawings.

45 So maybe you just play or stay at home or You choose. That's quite a
46 tricky question, okay. Then at seven minutes, i'm going to ask you if you
47 want to stop or Keep going. Hmm, natural history. Museum or drawing
48 Hmmm... okay. Cycling. Which one it's back again? Ari: *laughs* Interviewer:
49 Goodbye. And then when it looks like your bike as well, get this Which one
50 would you like? Which one would you choose Ari? So tricky. Oh natural
51 history museum this time. Ok, Natural history or make your own stories. If
52 you have to choose one from them too, which one would you choose? Ari: I
53 wouldd choose... I would pick the... Interviewer: still want the cycling one.
54 Yeah. Ari: Yes. So these are the ones I've chosen. Interviewer:Okay. So do
55 you want to choose the next? Do you want to line them up? Now, if you
56 know, if you know what they are? So let's gonna since we know already, so
57 So which one are you? So if you want to line them up, which one do you
58 like the best? So you West Park is the best choice that you chose. What
59 would be second because you know what you like Ari: Yeah, I think 't the
60 best isn't the best. Interviewer:Oh, is it not the best? Okay. Ari: It is
61 not my favourite one Interviewer:So choose your it's not your favorite
62 one. So choose your favorite one. So tricky. Ari: I do...

63 I read should all the time. Interviewer: You read all the time. So it's
64 reading your favorite where was reading? So, let's see. Do we find it?
65 Ari: So...this is it, swimming Interviewer:Is that one, okay? Ari: I do
66 Swimming Interviewer:So reading goes first, Okay. Go first Ari:
67 firr...Interviewer: and what's second? Ari: swimming. Interviewer:Okay,
68 You're home. And then drawing hey we do seven? Because you're seven years
69 old. Ari: Yeah. Interviewer:Okay. Two, three. Four five. Yeah? Ari: Six,

70 Seven Interviewer: Six and seven. Would you like to write one in this
71 one? See that? See that circle? So do you want, do you want to choose
72 anything? Put one. Okay. Ari: I make my own stories all the time.
73 Interviewer: And the last one. Seven, so I'm gonna take these ones away.
74 Because these are not. Okay, so you choose so you chose reading. Okay, one
75 two. Let's should we let them dry here. Okay. Ari: So let's watch story.
76 Interviewer: Yeah, Ari: that looks right, that looks right. Interviewer:
77 So you have Singing. Where did I go? One, two, three, four, five, six.
78 One. Okay. One, two, three, four, five, six, seven, excellent. There you
79 go. So those are your choices now, would you like to continue, or should
80 we stop continue? So, this next part, i'm just going to ask you four a
81 questions and I will be finished. Is that okay? Okay. So my first
82 question. As you have a choice either, you choose to pictures either.
83 Either you show me the pictures that you chose. Or you draw it in your
84 notebook or you can use a paper, any of the paper that you want to draw,
85 how you want it to look like in the board game, because we're going to
86 make a board game. So, the next time I see you, Whatever you say in this
87 interview will be in the board game and then, so if you draw it I'm gonna
88 go and print it out. Ari: Okay Interviewer: And then it will be turned
89 into a board game. So, my first question is, What is your current
90 interest? That means what do you like a lot? What do you like a lot? Ari:
91 Oh Interviewer: So for example, you said, if for me what i like a lot is, i
92 like writing, so I, so, I like writing essays, I like writing stories. How
93 about you Ari? What do you like a lot? What do you into right now? For
94 example, you said you love reading it. Ari: Yeah, Interviewer: yeah.
95 Would you like to draw yourself reading? Ari: Yeah, Interviewer: you can
96 choose anymore Ari: I want to draw it in a square Interviewer: See. Oh,
97 you can draw. You can do you want to choose? Um, can choose different
98 pencils. Ari: I prefer to draw it in a Interviewer: square ? Yeah. You
99 want to just draw in a square You can. Or you can draw it here if you
100 like I'm going to take this away. It's not disturbing anything. Yeah,
101 that's right. Just like just like easy and like so is that your favorite?
102 Your favorite is reading So my second, i my second question is What
103 activities do you want to do more? For example, would you like to do more?
104 Making stories making songs. Which one do you would you like to do more?

105 If you, if you could do it. For example. Every week. Or twice a week. Or
106 every other week. Which one of the choice. What would you choose? What
107 would you like to do more? Would you like to do more swimming? Ari: Well i
108 don't really know about the two more, or plus Interviewer: Okay, okay.
109 Ari: Eventhough i like swimming, Interviewer: but you like swimming? Ari: I
110 like swimming Interviewer: like where would you like to go swimming? In a
111 big pool. In a seated, in a Slide Ari: I know where I like to, speak of
112 size and I know two places going but, where I am going because it has to
113 be really far, because, uh I don't really like .. its uh because these are
114 really big water, the blue water sildes Interviewer: Oh wow, there are
115 water slides. Yeah, they're quite fast, aren't they? Ari: Yes.
116 Interviewer: Yeah. Do you want to draw a water slide? Your choice. There
117 you go. Ari: I'm going to draw tonight. Interviewer: Ah! That's awesome.
118 Yay. And then my third question is, what activities do you want to do
119 less? So what do you for example? Which one do you want to do less? See,
120 the other one. Those are the two places. Almost there. Ari: I'm not sure
121 Interviewer: You're not sure? That's OK then let's go to the next question
122 but this is the last one and we're done. What does home education mean to
123 you that means what this home education mean. What does it mean to you?
124 When when, when you say that you're, you're home educated. Ari: so i'm
125 glad and home educated and that They don't go to school. Interviewer:
126 Yeah. That's awesome. Do you want to do one last drawing of anything that
127 you like? Of whatever you think. Anything that you like, which one would
128 you? Ari: there's something else I want to draw. Interviewer: Yeah. Yes,
129 please. Oh, that's what i'm trying to see what else. That's not there.
130 You're the expert in this, you're the expert. That's what i like to know
131 what you think. I am just okay Ari: At first, I am doing.. well, I don't
132 know what to do A: tracing A: I try to do some tracing Interviewer: that's
133 cool. Ari: I really like to trace some books Interviewer: You really need
134 sometraging paper don't you, thereally thin ones. Ari: No, i just need to
135 put the book page on the window. And to trace it Interviewer: I have you
136 would you like to try this? Ari: But I will also have a light for doing
137 flipbooks and i flip books and i use that to trace too sometimes.
138 Interviewer: Oh, that's awesome. They're like animation, aren't they like

139 if you make them go faster. Where is it? Ari: Yes. But a lot it's a lot
140 for trying to flipbooks but you just use that for doing tracing.

Appendix F: Interview Transcript (Ari) – Second Session

1 Interviewer: So this is the board. So, they have sticky backs. And this is
2 for. These are the counters. Ari: That's a picture of me tracing? Yeah, I
3 can see me. Interviewer: is here. It's here. So look So uh, do they have
4 yellow backs? So one, two, there should be one in here. Don't worry, it'll
5 be here. It's fancy look. There you go. This, that's the one we're
6 tracing. Two letters. So, the snakes, okay? Okay. So look it's up to you.
7 How many snakes? And how many ladders you want to do? So between I
8 continue to everything? Are you? Are you okay that I ask you questions
9 while we decorate? Ari: Yeah. Interviewer: Okay so look so this is the
10 board game. there's a hundred squares Ari: That's a lot of squares.
11 Interviewer: It's up to you. Yes. Um, because Ari: Is that Snakes and
12 ladders? Interviewer: this is yes, you've got this where that is, and it's
13 at this game and then she she's gonna make it because we arranged it a
14 long time ago. Okay, so you you can watch and you can listen, but Ari is
15 in charge, so add. Yeah. So with those pictures you do colour written,
16 right? Uh, she will colour it in if she wants to do one. Oh, sorry hands
17 that I'm sorry. Uh, Yes, we're just gonna Yes. So do you want to decorate?
18 It's okay. This is for, um, Thank you. Yeah. And then, when we, Okay, so
19 let's see. Would you like to colour it in first or do you want to stick?
20 Colouring. Okay, so we're gonna close this. And then look, why do you need
21 to stick it? Because this is her uh, board game so you can do this at the
22 back. Yeah. It's okay. It's okay sorry, she's she she's is it too loud?
23 Too many people. Okay, sorry I because yeah. Is that okay? Because it's
24 too many people and she would like to concentrate, so sorry. So, you have
25 a choice of using the feltic pens or you can use Sharpie sharp Sharpie.
26 There you go. Feel free. There you go. It's free to use. Let's see if it's
27 recorded. Uh, oh, okay, I got a new one. Another child: You got a new one.
28 Okay. Okay, so So you can, you can decorate it. Look at it. We're gonna
29 decorate things. Um, because in the Philippines, like, in other culture,
30 it's okay to have that juice. So tattoos paint the picture. So, you know,
31 in your culture, you're talking about what your name. So in my culture,
32 which is how stories are painted. So people are free to do to do. That's a
33 picture. Yeah. But so it depends. So some people practise it, some people
34 don't and that's okay. Yeah. Okay. So, what colour would you like? It's up
35 to you, okay, are you okay to colour it on top of here? So that we don't
36 do it there. Sorry, yeah. I'm gonna stay here so they're just one people
37 here. Yes. Okay, so let's see. So next bit, we have a look. Okay. Are your
38 favourite places in London the same Like do you still do still do this
39 activities? Ari: yeah. Yeah. Which one before you said riding a buy going
40 to Natural History Museum and sing and making songs. And then reading swim
41 swimming. Ari: One two three for five six six activities Interview: do
42 you still like doing them? Ari: Yes. So to the tracing has stopped a bit.

43 Um I was like making pictures. So this is by tracing the things I like out
44 of books. Oh yeah. Ari: I picked out a video so there's nothing about flip
45 books anymore. But I still trace things like books Oh that sounds
46 excellent. Ooh sorry. There it goes. Okay, get confused at something like
47 that. Interviewer: Is there anything else that you'd like to add that
48 room you've done? Recently, since we last spoke to each other. Are there
49 any other activities? You think about it and you can tell me, are you ok If
50 I colour in some of the others or do you want to colour them all by
51 yourself and that's all yours. Ari: I like playing with my doll and
52 making her a thing, Interviewer: okay? You like playing with your doll.
53 What's your doll's name Ari: Lottie because the Brand's Oh Lottie Ari:
54 I've got three dolls, actually there's three dolls. There was j Barbies
55 but I don't really play with them anymore. Okay. Ari: So there are three
56 Lottie dolls that I own, an um the names are Lottie. She's my favourite
57 and Primrose and Aria. Oh yeah. Ari: And Dad got two Lottie dolls
58 recently, and they're Georgina and Sarah . Okay. That's cool. I like that.
59 So, are you like playing with your dolls? Ari: Yeah. Interviewer: You're
60 doing that and you're gonna go in. Let's see, I'm asking all the
61 questions. Let's see. When was the last time you went to the Natural
62 History Museum? A while ago? Yeah, it can get quite busy. Do you still
63 like making up songs? Ari: Yeah, yeah I also like to makeup stories. Oh,
64 making up stories. Okay, how do you write your stories? Ari: m, what do
65 you mean? Interviewer: I mean, how, when you make your stories, do you
66 tell it to other people? Ari: Yeah, well I think the map in my head
67 sometimes I record them in my notebook and says, like, a bit of a mix.
68 Interviewer: It's a mix. Ari: But most likely I'm with but, but mostly I
69 do it in my head And I don't tell it to other people. Another child:
70 Where's the colours? Would you like okay here you go. Interviewer: You can
71 you can borrow some of the Sharpies. Is that okay? Yeah. Yeah. Okay. So
72 the only rules are just be quiet and then just I'm just doing it. Oh, look
73 at that. What colours did you choose? Yeah, rainbow snake. It's really
74 cool. Okay, the next one. How many, how many snakes would you like for the
75 for the board games? Four. Five, six six. Okay. Those are your chosen
76 ones? Yeah, yes. Okay this is And you, you can use it to the in the Rocks.
77 So, Ladder. Seven letters. Okay, yeah, nice. That sounds great. Would you
78 like, can I give this to Hamada? Yeah. Would you like a snake? Okay, there
79 you go. Okay, yep. So uh there is, let's see. So do you still like to
80 cycle? Yeah, yeah. Another child: I know how to cycle with no stabilisers.
81 Interviewer: Do you cycle in your in your house? Or do you go out to
82 cycle? Ari: I go outside, Well dad taught us And I think I like about
83 six. Okay. Five or six. Yeah me and Mummy went out because I was just the
84 two of us and we went to West Park. Interviewer: Oh wow. Sounds excellent.
85 Ari: Me and Dad like to do that on the keyboard, Int: on your keyboard?
86 Ari: but the keyboard, he's gonna make it different interests instruments.
87 Int:.. Thank you. Ari: That means it sounds like different instruments.

88 Int: I'm making another activities. Uh, yes forever. Yes, I am. Because
89 before before I met you, I met up with Adria and we made the game. Yes,
90 that's the one that Adkins And your name is. Maybe next time we can make
91 some Another child: I can make a dance monkey. Oh, it's great. That'd be
92 great. Ari: Yeah.. I bought, I said, well, I went, I saw the T-Rex game
93 and did actually stream music stuff and eventually today. But it was a bit
94 expensive. So we look for another. So we found a second and watch it with
95 my pocket money. Oh wow, that's a good idea, buy it. Oh, it's okay Another
96 child: she talks fast Int: Some people just like, some people talk fast.
97 So people talk slow. Another child: when I grow up on the ba, um, artist
98 an artist, Ari: I want to be writer you want to be a writer. So you have a
99 writer. Ari: Yeah, I always wanted,,to..to I always wanted to illustrate
100 my books.. Then I found these kids magazine gift and it was like a
101 fashion sketch pad. These pictures where you can draw the fashion on them.
102 I quite like that. So so so I think so I'm quite like do the fashion
103 design thing. Int: Okay, that's cool. Because with me because I'm a grown-
104 up already, I like Making sure children are. Okay. So my my I used to work
105 as a Montessori teacher. But then and then I started home educating, just
106 like you. So, my child is Finn. And yeah, so I want to continue making
107 sure children are okay. You can you can draw on top of the green so that
108 it doesn't go on the sofa. Yeah, clean it. Okay because that's okay. I
109 don't do this bit. Okay, that's okay. That's your choice. Yeah, yeah, you
110 can do it that way. You can do it different way. But I love the colours
111 that you're all choosing. Interviewer: What are your favourite colours?
112 Ari: Pink, yellow, blue, and lilac. I like pink pink. Yellow, blue and
113 lilac. What's Lila lilac is pale. Purple pale purple. What about Violet
114 indigo. I think, I like violet. It's like a Pinkie purple. I add, and I've
115 got violet pencil, which they call brown colour, but I'm not quite sure
116 about it girls. Yeah, very dark purple. All the colours if the rainbow is
117 red and orange and yellow and green and blue and indigo and violet, yes,
118 It's true. When did you stop making flip books? Well, I can't remember.
119 That's okay. Ari: I can't remember starting this game. Actually, now Oh,
120 that's all right. You're eight now. Are you Oh my goodness. You had the
121 birthday. Oh yeah, people climb sticks. That's okay. These shots, please.
122 So, when you make up stories and songs, Yeah. How do you can you tell me
123 more about When you make up stories and so on. Well, I don't know. That's
124 okay, but I love my songs. Why are my nose hats? songs. I'm good at that.
125 Yes. Okay, so you made the blue one and the green one. You're gonna get a
126 green one. Okay? What would you like? What, what colour would you like? I
127 guess? I think those are the fine that that's one of the fine ones. I'm
128 gonna do one in primary in the primary. Tell us. All right, okay. Is it
129 flat? Okay. That's okay. They still has some small. We have a lot. Is this
130 from her house? Oh, no. This is all from me, but, but it's because,
131 because of the research. So, the research is with children. So, so Atkya
132 is one of the Children, who said yes. It's about what it's like to be home

133 educated in London educated. Sorry. I like, do you Ari: I like being home
134 educated Why do you like being home educated? Yep. Ari: So well I'm not
135 actually sure how to decide but I just like it. Yes, and mummy said that
136 if I've wanted to, I could go to school, but she thinks that that five is
137 too early. Yeah. It's nice to have a choice. Yes. Ari: I don't really
138 want to go to school. This this really burning out. Okay. Okay. Um, Uh,
139 maybe choose a different colour. Okay, okay. So yeah. Is that chalk? Oh,
140 no, it's not. These are counters. Oh, so, therefore, therefore the snakes
141 and ladders game. So that when because yeah, how many members in your
142 family, How many people in your class? Four four? So I got you fo Ari:
143 Yep. Daddy, Dan and me and Mummy.

Appendix G: Interview Transcript (Lori) – First Session

1 Interviewer: Oh really, you've got I really gotta transcriber to. So
2 basically, this is gonna record whatever we're saying. It. And that's
3 it. You can go like this. He can go like that and You, Lori: because
4 mum um can just record people talking and then you can put it in the
5 bin if you want to. Interviewer: Yeah, that's true. Like you can just
6 record this and then but, this is important because you're what you
7 say is important, So we'll play the this and that game Is that, okay?
8 So this is the this and that game. We'll even put this here. So I
9 asked your mum, can we open this? Yeah. I asked your mum to tell me
10 what you like so, this is yours. This is your notebook. So, This is
11 yours to keep and if you have any drawings that you want to show me
12 next time about anything ooh (wind blowing) about anything you like
13 you can, you can draw it there, but that's yours to keep the next. So
14 next, I could take a picture? So, basically, what we're gonna do is
15 we're gonna make a board game of your experience as a home e.. uh uh,
16 home educated child. And these are the things that you said to me,
17 That you said in your survey, like the form that you answered. Lori:
18 Yeah Interviewer: you said do you like traffic? Lori: No.
19 (interviewer makes noise) Interviewer: Do you like parks? Lori: Yes.
20 Interviewer: Do you like the adventure playground? Lori: Yes
21 Interviewer: Do you like playgrounds? Lori: Yes. Do you like noise?
22 Lori: No, not really. Interviewer: Do you like girl, the girls
23 brigade? Lori: Yes. Interviewer: Okay. Do you like ballet? Lori: Yes.
24 Oh Do you like playing with others. Lori: Yes. Interviewer: And do you
25 like crowd spaces? Lori: No Interviewer: Do you like buildings? Lori
26 Buildings, I like new buildings to explore. Interviewer: Okay. Yep.
27 you Like new building to explore. Okay, so this is just a simple game.
28 So, this is called this or that game. So, I'm gonna ask you, what
29 would you prefer? Do you want park? Do you want, if you, right now
30 where would you like to go. Would you like to explore buildings, or do
31 you want to go to a park? Lori: To a park Interviewer: So look. So
32 do you want to pull out the buildings? Say bye bye buildings. Okay,
33 and then we put it here. Just gonna put that there. okay. Do you want
34 Lori: there are some people watchcing Interviewer: oh Hi. I'm just
35 doing, I'm just talking to um Lori about my, about an interview. Yeah,
36 if you if you'd like to do the interview, you ask your mum? Yes,
37 (laughs) that's okay. Don't worry. They won't know your answers. It's
38 just, okay. So you, If right now. What would you choose? Parks or play
39 with others. Like this second Lori: Usually I play with others in the
40 park. Interviewer: Yeah. Know, that's a good one. I know this is so
41 tricky, This one, but if you had to choose one, what If there are no
42 others in the park? What if you're not in a park? Playing with others,
43 Ok say Bye. Okay, so the next one, So, what would you do play with
44 others? Ooh uh Oh (photos fall off) play with others. (phots fell off)
45 Or would you like? Playing with others, or Ballet? Lori: I like ballet

46 more because I can play there sometimes with my friends. Interviewer:
47 Oh, that's cool. Okay at least, you know that, so ballet or the girls
48 brigade. Tricky tricky. (silence) Ballet or girls brigade? Which one
49 would you choose? (chooses Girls brigade) Girls Brigade? Ok great.
50 Okay, yeah, it feel free to put it there. Okay. Girls Brigade, or go
51 to a playground? So right now, what would you rather go to right now?
52 Go to a playground. Or go to the girls brigade, even though it's not
53 the time to go to the girls brigade (Lori chooses Playgrounds) Ah,
54 playgrounds. Okay. This is the last one. Okay, playgrounds. I know
55 it's the same thing, but play, what would you like to do now?
56 (Interviewer laughs) Lori chooses photo of the Adventure playground)
57 so it's Adventure playground okay. Wow. Okay, so after all of that,
58 You have chosen adventure playground, Okay. So, adventure playground
59 Okay, Adventure playground, Okay, so what would you choose buildings?
60 So, I'm going to go put this out now. (takes out photos) And I'd like
61 you, which one would you choose next? So adventure playground's first
62 so which one is, goes first? What is your favourite thing out of all
63 of them? Okay. Lori: Girls brigade Interviewer: so that's one. Yes.
64 What's your second favourite thing? Lori chooses Ballet. Interviewer:
65 Ballet. What's your third favourite thing? Lori: Buildings.
66 Interviewer: What's your fourth favourite thing? Okay, play with
67 others. And what's your fifth favourite thing? Lori chooses
68 Playgrounds Interviewer: Playgrounds and adventure plahyground goes
69 last. Yes, Okay, that's cool. That's brilliant. And then do you know
70 what we are going to? Since you have that, you're gonna put the number
71 in that. Do you want to write the number? Lori: Which number?
72 Interviewer: Like put one, two, three, four, five, six, seven., Would
73 you like to put the number? Lori: yeah Interviewer: You want to do
74 that? Okay, so this one so graspbergade is number one. Yes, you go.
75 You choose to them and then you can put the number in the circle. It.
76 It's just because i don't have waterproofs. I'm gonna go sit next to
77 you, okay? Here, you Time. You put in the world. Okay. One beautiful.
78 Thank you. And you want to put two. Is that okay? Nice And you want to
79 put three? Do you like writing? Lori: I can't write yet. Interviewer:
80 Oh, but you are right now look you're right thinking the numbers. This
81 is writing Lori: well, sometimes, I write my own songs but then
82 they're not really my own songs, but they aren't really written
83 properly. Interviewer: Wow, you write your own songs Lori: Because one
84 way my mum. Interviewer: Yeah. Lori: And underneath the words, she
85 wrote the right one Interviewer: that is brilliant. Lori And there's
86 one goes. Yeah. I saw a cow and ran after it. So then I stopped
87 because the couch on over the moon and just run away with a spoon
88 Interviewer: Yes. Lori: And what what's that thing? Interviewer: I
89 think I know that one Interviewer: and then six. Okay. Here. and the
90 dish ran away with the spoon, like that's the thing, Lori: but there's
91 one more between it. Interviewer: Yes. So now we've done your
92 favourite, These are your favourite things. So next we're going to go

93 with the the not fun. the not favourite things. All right, i'm gonna
94 put this here now. Because this is your name, Lori. We will put that
95 there that there. Lori: hmm Interviewer: Okay. And then These are the
96 ones that you said. You said you don't like traffic. You don't like
97 crowded spaces and you don't like noise. Which one? Don't you like not
98 dislike the most? Lori: I think it's going to be traffic jam.
99 Interviewer: What was, there's noise and Lori because there's noise
100 Interviewer: it's all in it and it's like, crowded as well. Oh,
101 excellent. And then, what goes next. It noise and a crowded spaces. I
102 your right to put one. There you go. Thank you very much. What starts?
103 I can't remember. What's second one. Lori: It's noise. Interviewer:
104 Second one. Okay, I'm gonna pick up here. And the last one, third
105 spaces. Okay cool. So now we've done that to the next time. Would you
106 like to draw anything? Do you want to draw anything that could be made
107 in anything that you have not told me like the one that I've showed
108 you? So you want to draw instead? If you want to draw something, Are
109 you happy talking? What would you prefer Lori: I want to draw.
110 Interviewer: Yes. Okay so you want to do it on the paper or you would
111 do it in your notebook, okay? Lori: Doing it in my notebook
112 Interviewer: and I can take a picture afterwards and in that that you
113 can draw and whatever, what else we've missed out because this are the
114 things that you love about Love about London and home education. Okay,
115 you can draw it. Okay, and it's now nine minutes and 12 seconds. So
116 let me know if you want to break or if you want to stop, okay?
117 (Silence, Lori draws in her notebooks) Interviewer: Are you happy with
118 the pictures that? That I've chosen or if you want to change the
119 picture for a parks, you can change it. Lori: Here, horse riding.
120 Interviewer: Oh my goodness. That is awesome. Anything else that you'd
121 like to show me like your favourite thing Can it? There you go,
122 Anythings that you like, What do you what do you love? What do you
123 love? That you can't say with words. (silence, Lori drawing)
124 Interviewer: What activities do you want to do more? Lori: I want to
125 do horse riding more Interviewer: how many times a week. Lori I'd like
126 to do it about once a week Once a week because it's like only enough
127 time for that because I was like at the rest of the week for you,
128 okay? Maybe Saturday afternoons? Interviewer: Okay. Lori: I play with
129 my little cat, Harry Interviewer: Oh okay. Harry. Oh, Harry Potter
130 like for Harry Potter. Lori: My cat Harry, His name is Harry.
131 Interviewer: Yes Harry. So do you want to write his name? Do you know
132 how to write his name? Lori Yes. Interviewer: Okay. Right now, I'm
133 gonna sit here so that your parent can see me. Okay, Lori he is named
134 Harry, like Harry Potter Interviewer: And then is there. Okay. Yeah,
135 keep going. That's lovely. And then what activities do you want to do
136 less? Here, do you wanna do less of? Lori: I can't really say, because
137 if I do less of one activity, that I wouldn't do any of it. Because I
138 like only do it once in a week. Interviewer: Yes. But what like, for
139 example, what do you not want to do? But what do you not like doing?

140 For example, with me, I don't like folding clothes. And I don't like,
141 If I don't like hmm, you decide what do you not like?Lori: vomiting.
142 Interviewer: (chuckled) oh Do you want to draw a picture of vomiting?
143 Oh no. It's up to you. No. Okay. Okay, no vomiting. And then. Okay. So
144 my last question is so Im going to ask you What's what, what is your
145 current favourite? What do you love? Right now. Lori: Girls brigade
146 and ballet Interviewer: girls brigade and ballet, okay? Up. And then
147 What does learning at home mean to you? That. That means. Um,Lori: But
148 we do. Interviewer:Yeah. What you, what do you do, what what does it
149 mean to? It? Doesn't mean what what you do, what Lori: So, in the
150 morning and about 8 o'clock, we have breakfast, okay? Then the back
151 from 10 o'clock, we have like, 49 minutes of of um like learning about
152 star or pumpkin or stuff like that. Interviewer: So it's different
153 topic. Lori: Then we have that half an hour later lunch, Interviewer:
154 okay. Lori: And then The rest of the afternoon is playing. Then in the
155 evening, we do a bit of Maths Interviewer: Yeah. Oh that's cool.
156 That's it. Anything else you want to draw? And you drawings you'd like
157 It's up to you like because the information you you give to me I'm
158 gonna make into a board game. Lori: So I like dogs, Interviewer: You
159 like dogs, Okay? Would you like to have a dog one day? Lori: Yes.
160 Interviewer: Okay. Would you like a big one? A medium one or tiny
161 one.Lori: I would like to have a black labrador? Interviewer: A black
162 labrador. Oh I would love to have a golden retriever, Lori: Actually,
163 I like to have a collie but it's a bit too much work Interviewer:.
164 Oh, but yeah, Lori: and Black labradors are also a more friendly to
165 children. Interviewer: Okay. Right. Lori: And I'd like to call my
166 black labrador Shadow Interviewer: Oh, that's very nice. And,Say that
167 What are your favourite things to play with? Like, what do you like
168 to? How do you play? What do you like playing with? Lori Well me and
169 my brother, he always play together, like you were like little toy
170 cars. Lego dolls house, which is really, really my sister.I like
171 playing dolls, Interviewer: okay? Okay. Would you like to say
172 anything else? And do you want to say anything else for the, for the
173 research? Because look, we've gone, 15 minutes and 20 seconds. So do
174 you want to say anything else? I have not that you have not said like
175 anything else that you love about home education in London.Do you like
176 living in London. Lori: Yes. Interviewer: Yes. You don't like the
177 things that you mentioned, Lori: But, I would also like a bit more to
178 live in Cornwall In Cornwall. Interviewer: With a beach. Lori: On the
179 farm on a farm. Interviewer: Oh my goodness up. Perfect, Lori: because
180 I could have dog. Interviewer: Yes, Lori: I could have a horse.
181 Interviewer: Yes. And then you can have the seaside nearby. Oh, that's
182 cool. Thank you. Okay, Would you like to do one last drawing? So
183 that's it, That was the first session. But if you want, if you feel
184 like to do your own drawing, After you finish drawing, could I take a
185 picture of it?You can keep, do you want to keep the notebook? Lori:
186 Yeah, I am drawing something that I don't like, Interviewer: oh,

187 you'd okay. That's great. Sounds excellent. I'm going to sit here and
188 just continue. Okay. And I want to yes, keep the You like to keep the
189 notebook, okay, you like to get, can I kindly take a picture when you
190 finish, okay? Lori: I can make some more pictures over the time until
191 next time until the next session. Interviewer: And then that notebook
192 is the things that you like and don't like and you can keep continuing
193 . (Background noise) Interviewer: About that. Thank you very much.
194 I'll take all you don't like to be alone in Lori: the dark
195 Interviewer: You know what, I don't like being alone in the dark
196 either. So I'm gonna take a picture by Lori: I don't like being by
197 self, Interviewer: Oh yeah, I know that could be quite scary. So I'll
198 take a picture, okay? This is. That right. Sorry. One. Yeah, Lori: I
199 really like squishy stuff. Interviewer: Oh, squishy stuff Lori: I like
200 stuffed animals, sticky stuff Interviewer: Oh, like slime. Yes. Oh
201 yes. I'll put it. Yeah. Thank you, Lori. This is for you to keep and
202 then keep drawing. Thank you. And that's it. I'm gonna do you want to
203 turn off the recorder? Hold on one second. It. Where is it? Recorder.
204 Okay, would you like to stop?

Appendix H: Interview Transcript (Lori) – Second Session

1 Interviewer: we'll start to this our peely stickers. So that's Harry. So
2 if you, if you go on the side You can choose when you want to. Stick it in
3 whatever part. Yeah. And then so those are the snakes and the ladders. So
4 basically you're in charge of how you want to decorate them. So if I go
5 like this and then what would you like? Would you like Sharpie You can
6 grab any of the snakes, do you want to decorate the snakes? So choose a
7 snake or a ladder and you can decorate it how you wish? Lori: Oh, not
8 really. Interviewer: Okay, so you can decorate the snake so if whatever
9 colour you like so this is Sharpie or you can have like a regular one. So
10 just you decorate, really? And then we chat while you're decorating. so
11 while you're doing that, I'm just gonna ask you a few questions. So what
12 are your current Favourite spaces in London. Like where do you like to go?
13 Is it still playgrounds and Parks? Lori: Yeah yeah. What's your favourite
14 Park? Lori: Breach Park. Our local one. Interviewer: Oh, local park. Okay,
15 I'm just gonna put local park So that I remember you saying, can I have a
16 look at the book that you made. She's so cute. What is this? Lori: It's
17 that's a round but, I don't like roundabouts. Interviewer: Okay. Can I
18 take a picture? Are you? are you? Okay, it's up to you. You can say no. Is
19 what I can do is I can print this out into that and I can send it to
20 you. As well. So you can put it in there in the board game. If you don't
21 want to decorate it, it's up to you. So I'm going to take a picture. Oh
22 wow, like a big sleeping bag. Oh wow. Is it for when you go to bed? Lori:
23 No. Just for stretching. Interviewer: Oh, that's good. So, you know, up to
24 wear That's very cool. What colour is your bike? Lori: My bicycle's
25 purple purple. It's third-hand. Interviewer: Oh wow! It's okay. At least
26 it's good to recycle third hand but it's still. And what's this? Lori:
27 That's bowling. Interviewer: Very nice. Thank you. So yeah. Oh, wow.
28 That's awesome. Would you like another snake? What colour would you, you
29 decide or how it goes and where it goes? This one looks a bit like almost
30 pulls. There's, like a strange thing. What colour would you like? Have you
31 explored new buildings recently? Do you still make up your own sauce?
32 Lori: It's more poems at the moment. Interviewer: Oh wow. That's cool. So
33 you so you like poems more? Lori: Yeah. And I'm constructing the poetry
34 book, and then Mum will publish them. Interviewer: That is awesome. Can I
35 write that down here? Okay. I would like to buy one please when it comes
36 out. Lori: You could get one for free Interviewer: for free. Oh yes,
37 please. That'd be amazing. That's cool. Are you also gonna what else are
38 you going to do? Like, you're gonna have a book? Do you have an idea what
39 it would look like? Lori: Yeah. So it would be the, um, So there would be
40 like um season or the winter, spring, summer And Autumn, and each starts
41 with a poem called the name of the season. Interviewer: Oh wow. That's
42 awesome. How is Harry? Is he better? Lori: He's relapsed. Interviewer: So,
43 last time, I knew that you went to the vet Interviewer: Are you okay?
44 Lori: Yeah. Interviewer: Um, is there anything you want to tell me? What
45 you, what do you like learning about? At the moment. It's okay, no worries.
46 I know it's difficult to like colour and then talk as well. Right down as
47 well. There you go. So yeah. Lori: I like learning about animals.

48 Interviewer: What is your favourite animal? Lori: My favourite animal's a
49 cat. Interviewer: Yes. What kind of cat is Harry? Oh you can choose other
50 bits Lori: it's a domestic short hair. Interviewer: Oh wow, okay. And he's
51 black. Yes, I can't remember. Interviewer: Um, that was probably
52 Newcastle. Interviewer: Yes, okay, Lori: he was black and white Harry's,
53 Ginger. Interviewer: Would you like um are you happy to? with the small
54 photos. You can also decorate that later if you want. It's up to you. So
55 yeah. (colours in)Lori: I am learning about Greek mythology Interviewer:
56 Greek mythology! do you listen to podcasts? Lori: Yeah, about Greek myths.
57 Interviewer: Okay. Are you, are you? Yes. Lori: Did you know that Hercules
58 was actually called Heracles, oh, really Lori: Which means famous because
59 of Hera. Interviewer: Oh, wow. Famous because of Hera, So you're learning
60 about Greek mythology. Lori: Yeah, at the moment. How do you, how do you
61 learn about mythology? Do you listen to a podcast? Lori: I listen to um,
62 Greeking out, it's a podcast about Greek myths. Interviewer: Yes. Lori:
63 Did you know that Roman Gladiators are actually called? Gladiotas
64 Interviewer: ah really? I didn't know that. It's a good fun fact. What
65 else would you like tell about, what you enjoy learning? Lori: I enjoy
66 practising my violin Interviewer: Okay, How long have you been playing
67 violin Lori: I think, so about two years or so, two years now Interviewer:
68 What's your favourite sort of price to play that you were learning? Lori:
69 Um, the piece is called Autumn. I don't remember the composer's name.
70 Interviewer: That's Okay (Lori hums the tune) Lori: and I just got my
71 second violin's, it's half size Interviewer: half, size. Is the half-size
72 better? Or do you prefer the old one? Lori: well, I was used to paying the
73 old one more because Of course, every violin sounds different.
74 Interviewer: Yes. Lori: But um, they wouldn't get Centaur ones and Centaur
75 two, one isn't as good as Centaur two. Interviewer: Okay? Lori: So my
76 first round was a Centaur two and the violin half-sized is also Centaur
77 two Interviewer: okay? Do you still go to Girls Brigade? Lori: Yeah.
78 Interviewer: Okay, that's cool. Girls Brigade. Lori: In fact, I am going
79 to Girls Brigade today Interviewer: Oh, really So you go on Fridays to
80 Girls Brigade? Lori: yeah, 6 p.m. Interviewer: Okay late. Oh later. Okay,
81 so it's after school hours, Lori: although it doesn't really matter for
82 me. AnywayYInterviewer: yes. Yeah, That's cool. How many? How many
83 children are there in girls Brigade? Lori: Usually, I don't know. Okay.
84 And I'm still going to ballet. I'm in grade two now. Interviewer: Oh, wow.
85 Can I write that down. Lori: So ballet grade, two, 71 you can't get much
86 high and just getting a Distinction almost to a distinction but every exam
87 gets harder. Interviewer: Yeah. Do you practise every day? Lori: Not every
88 single day? Yeah. Practise Monday and Saturday. So whenever have exams
89 coming up. I practise extra. Okay, not extra in class is just at home,
90 Interviewer: okay? And then, And let's see. So do you still don't like
91 vomiting? And being alone in the dark. No, you said, let's see. When was
92 the last time you went bowling? Lori:. Um, I, I actually only went bowling
93 once in my life once, okay, but it was so fun. Lori: Yeah, with my best
94 friend Interviewer: How did you meet your bestfriend? Lori: forest school
95 Interviewer: Forest school? Do you still go to Forest school? Lori: Yeah. I

96 actually now go more often basically every single Monday Interviewer: Okay.
97 so you have Monday forest school? Lori: For home Educators Interviewer:
98 For Home educators. Lori: Yes. Yes, but Edgar isn't ho,e educated so he
99 doesn't go to that, but I met some other friends. Interviewer: Okay, how
100 long have Lori: like, Taryn? Interviewer: Oh, Taryn. Yes, yeah. Cool. And,
101 Do you have any plans? I mean, how about are you? Okay, if we talk about
102 things you don't like about, The activities. You don't like okay. So what
103 activities do you not like as much? From before you said, what was it? I
104 didn't think that you said anything that you didn't like from before, but
105 do you have anything that you don't like to do? It's been updated. Lori: It
106 isn't really my favourite to, to do crafts on limited amount of time.
107 Yes. Oh. So you like crafts. But not an unlimited amount of time.
108 Interviewer: Yes. Do you like doing crafts for a long time? Okay. Lori:
109 Yeah, if I have an unlimited, okay. Interviewer: What is your favourite
110 thing doing? And then you can. Or could you tell me more about your art
111 than arts and crafts? What could you tell me about what you do? So if you
112 do any crafts, Lori: it's mostly painting, okay? Because I do some picture
113 books, I'm doing some water kind of pictures for my poem book.
114 Interviewer: Yes. Painting. Water-colour When you make your own poem?.
115 What's that, what how do you write your poetry? Lori: So I just get an
116 idea and then I write it on a piece of paper, okay? But the spelling's
117 never correct. Interviewer: Oh that's okay. At least you can check these
118 Lori: then I tell my mum, and she writes it down from the unit booklet
119 that I have. Interviewer: Oh, that's cool. Lori: And then we, and then I
120 decided that I want a poem book Interviewer: Okay. Um, when was the last
121 time that you went horse riding Lori: since when I was six? Maybe. Oh,
122 six. So the last time was when you were six, what colour horse would you
123 like? Lori: Brown, a brown horse. Interviewer: Okay, Lori: my dad said
124 and my mum and my dad said, whenever my room is finished, I'm allowed to
125 have a pet hamster. Interviewer: Oh wow, a hamster. Oh my gosh, do you
126 know what to call it? Lori: Yes, yes Sam Gangee Interviewer: From the
127 Lord of the Rings? That is so cute. I love that. Okay. Lori: My sister
128 also wants to have a hamster, so does my brother. Interviewer: Okay. Will
129 you put them in one of those exercise balls? So that they can run around
130 or it's just one space. Lori: um, My brother wants our cat to be allowed
131 into his room. Oh. So I'm gonna keep his hamster in my room, but, but he's
132 gonna feed it. Interviewer: Oh, wow, he has a hamster already. Lori: No,
133 he doesn't. But he wants to. Interviewer: Okay, oh, that's excellent
134 deep. Okay. I finished that one. Okay, so so basically I'm gonna show it
135 to you so. So, um, With this because it has a sticky back, you don't have
136 to do it now. So it's up to you if you want to do it now. And you know,
137 when you play snakes and ladder they choose which one so you have a choice
138 of would you like to write the numbers? They're one to 100 or, or do you
139 want me to or, and you don't have to do it today. It's up to you so you
140 design it. Lori: I am probably first gonna finish colouring. Interviewer:
141 Colouring okay. Just okay. Okay, here you go. So if you want to put it on
142 top so it doesn't go there. Sorry. There you go. And then so we have one
143 snake. And then oh, I love this very nice. Lori: Looks kind of like one of

144 the snakes that got stretched. Interviewer: Yes, it does. When was the
145 last time you played snakes and Ladder Lori: I can't remember. Okay, then
146 it'll be a good so Lori: but I wasn't 8 the last time. Interviewer: Yes.
147 So you're eight now? Lori: Yeah. Interviewer: When, when did you turn
148 eight, recently,? Lori: Early April. Interviewer: Belated Happy
149 birthday. That is awesome. So you have the dice, and then you have four
150 counters, but you can use whatever counters you have because I know
151 there's five in your family. Lori: Oh yeah those are the players?
152 Interviewer: Yes the players. Yeah. So um but I only have four of them.
153 Lori: Yeah but my dad would probably not play anyway okay. And the cat
154 can't play snakes and ladders (laughter) Interviewer: Ah, that would be
155 silly, that would be first cat to play snakes and Ladders. Excellent. Um,
156 how many would you like to decorate all of the snakes in all of the
157 ladders? Yeah. All right. Okay, so we will start and we will finish and
158 stop whenever you want to stop. But if you like to tell me more about What
159 your, what your favourite things to do, are what you don't like to do with
160 regards to learning. And what are you curious about? What's your favourite
161 Activities or toys, you decide. Lori: This one looks like if these are the
162 heels of a sock Interviewer: yes it does. Doesn't it? Good observation.
163 You can see, yeah. And then, let's have a look. What's your favourite
164 colour? Lori: Red Interviewer: red. Oh yes. What's your second,
165 favourite colour Lori: green Interviewer: green. And what's your third
166 favourite? Colour? Lori: Blue Interviewer: blue. Nice. When was it, oh
167 yes. I remember when was the last time you rode your bike? Lori: I think,
168 the last one was on the way to forest school? Interviewer: Okay, So you
169 ride to forest school. Lori: Yeah. Interviewer: What colour is your body
170 sock? Lori: Blue dark, blue. Interviewer: Dark blue. And then, Why don't
171 you like Merry-Go-Rounds? Lori: I get quite easily. Dizzy, Interviewer:
172 dizzy. Okay. Do you like going um, on Fairgrounds Lori: You mean fun fare?
173 Interviewer: Yes, funfates Lori: Well, I only went once in my life, okay?
174 It's quite hard to say. Interviewer: Did you like it? Yeah. Okay. What did
175 you like about it? Was it in London? Or it was Lori: on the ones that
176 flats which is quite close to us. Interviewer: Okay. Did you like that?
177 Lori: Yeah, I did. I did. Yeah, I went on some box cars. Oh, okay. Some
178 planes that go random Circle but they went quite slowly. Interviewer:
179 Okay. Lori: And then, um, oh yeah and we went on These kind of cars that
180 go around in the track, okay? But it wasn't very quick. Interviewer:
181 Okay, have you been in the bump car? Lor: Yeah, okay. Boxcar Interviewer:
182 a box. Oh, it's a box. I'll write that down. And then, so, What are your
183 favourite uh, London spaces? Um, like London places. Lori: Potentially, my
184 garden. Interviewer: Oh, that's lovely. Can you tell me more about your
185 garden? Lori: So there's a Rose Tree inside, okay? It's white. And we
186 have a trampoline, okay? And then we have a kind of, um, shed where
187 sometimes we kids go inside when it's really dark inside. Then there's a
188 kind of little house. Okay, we keep our bicycles inside but I think so it
189 would be more ideal of it empty because my dad actually built it for us
190 kids. Instead we can play inside. Interviewer: Yes. Lori: And we can
191 climb onto the roof. Interviewer: Oh wow. Like a Wendy house. Oh, that's

192 awesome. What else do you like about your garden? Lori: Um, probably
193 having some raspberry plants that's growing inside, which are gonna be
194 blossoming late summer. Interviewer: Oh my goodness, sounds amazing.
195 Lori: I might just want a pink because I think my sister would be quite
196 upset if there was no pink. I like dark red more than light red.

Appendix I: Interview Transcript (Ann) – First Session

1 Interviewer: Okay, there you go. There you so. Okay, so both of you. You both
2 have a notebook. The notebook is for you to keep. If you remember something
3 from today like oh No. I forgot to tell <Interviewer> something. I want to
4 draw something about, about what we're going to talk about. So this is for you
5 to keep and you can use it today as well. And I have, umm but we're gonna
6 start. My name is <Interviewer> and I'm doing the research and then umm are
7 you okay if we continue? Ann: Yeah. Interviewer: Yes. Okay. And then you can
8 tell me to stop whenever you want. If you want to go for, go go go and look at
9 the book or do something else, but these are the pictures that you chose. Do
10 you want to take it out?, So, you said you liked Gymnastics. Ann: Yeah.
11 Interviewer: What else? Ann: Tate Modern Interviewer: Yeah. He Ann: Inventing
12 with Dad. Interviewer: Yes, Ann: I've even put that in my invention book
13 Interviewer:. Oh, is it? Oh, wow. premonition. Ann: Ipad games. Interviewer:
14 Yes, you said you like iPad games. Ann: No, swimming pool. Interviewer: No
15 swimming pool in your garden. (mum said garden)No, and Ann: but we did get one
16 in Fons. Interviewer: Wow, yeah, it's only with warming up here. Yes. Yeah,
17 you Ann: I don't like going out on Pyjama days too (brief silence) Ann: Small
18 garden. Interviewer: Yes. Yes. Yeah. It's okay. Ann: No, Interviewer:
19 seaside? Yes, Ann: cooking, no seaside we don't have a seaside Interviewer:
20 no sea side in London, unfortunately, It would be great. That would Ann:
21 writing books, meeting friends, ballet. Yes. The chicken shed theatre. The
22 tube. Drawing, Library. Yes. Interviewer: So these are the things that you
23 said that you like about home education and you don't like about home
24 education in London. So what we're going to do is, do you what? So we're going
25 to do a game. It's a velcro game. It's called this or that. So, this is just
26 to see which one you like Okay, it's up to you. Let's go with the things that
27 you like. So if you had to choose today, what would you choose after all of the
28 things that you, You love about London and activities that you love. What
29 would you choose? Ann: Choose? Interviewer: Yes, right now. Ann: hmmm
30 Interviewer: Which one would you choose right now. Ann: This Interviewer:
31 Okay. So you choose the library where we are. Those perfect. Okay. And then
32 would you like to choose another one? Ann: Yes. Interviewer: Okay. Which what
33 other activity do you like? If you. Decision Drawing. Ann: I've always wanted
34 to be an artist and I still am Interviewer: oh wow. You are an artist, Yes.
35 Yeah. You want to tell me more about about what you love doing? Wow. You see,
36 So if you have to choose right now, would you like To go to be in the library
37 or to go do some drawing. Ann: well Interviewer: Okay? So take out Library
38 and we'll put it here., and then choose a different activity. From all of
39 this. Which one would you like to do? Oh gymnastics. So How is your arm, is
40 your arm? Okay. Ann: Yeah, but better. Interviewer: Yes, Excellent. Okay. So
41 what would you choose right now Drawing or go gymnastics? That's probably.
42 Okay, take out gymnastics, let's put it here. This maybe been this pile so
43 we're not confused. There you go. Okay, next one, choose one from the things
44 and the places that you like, if that's ok? Oh, if you can choose, which one

45 would you choose right now? Okay, so take out drawing. Okay. Next one. Ann:
46 hmm Interviewer:: Which one would you choose? Ooh if you can choose right this
47 second, which one would you choose? Okay, next one. Would you like to go to
48 Tate Modern, or write books? and then take one, which one would you choose
49 next? Which one would you like to do, meet with friends? Yes. Okay. Ann: I'm
50 meeting with my best friend Sidney, not today but over the next day.
51 Interviewer: Oh wow, that's excellent. How long have you known Sidney? Ann: Oh
52 well, it started in, well..the second week, the third week he was here. We
53 became best friend. Interviewer: Oh wow, that's awesome. Ann: He really
54 likes, Pokémon and Star Wars but he started, but we started out playing Star
55 Wars and the Pokémon together, and that's how he became best friend.
56 Interviewer: Oh, nice. Okay. Which one would you choose? Thanks for Telling me
57 about Sidney. The second one, will you choose good to ballet or meet with your
58 friends? Then we have two more left. Which one would you choose next? Choose
59 this or that.. This or that. Okay. And then last one.ipad game or chicken
60 shed. okay. Amazing. Okay. So you you have chosen chicken shed is your
61 favourite, out of all the things that you've done. So the next one, we're
62 gonna look at the not so fun one. Which on,e do you not like The most? Yeah,
63 not having .. no swimming pool. And then the next one. Section. It says you
64 don't like the tube. Going on the tube. Ann: It's a bit loud. Int:Is it is a
65 bit loud Okay, so which one is Really Ann: the least. Hmm. This one.
66 Interviewer: Okay, this is okay. And the next one. There's not many things,
67 you don't like, Oh, you don't like that London doesn't have a seaside. So
68 which one do you think No seaside or tube which do you not like? the tube.
69 It's the the noise of it, So there's three left. Which one do you think? It.
70 Okay. Oh, which one? Small garden or the tube Ann: meaning, the worst?
71 Interviewer: the worst thing. Here. This is about the worst. All yeah. Okay,
72 next one. Worst before forgot. This is you like, cooking, don't you? Ann:
73 Yeah. Interviewer: Okay, so should have been here. Okay. Okay. So which one
74 is the worst? Coming going out. When it's pyjama day or small garden, Ann:
75 The one I leave. Is that the least one? Interviewer: Yes, the least. The one
76 that you don't like, so you dont like going out. So this goes there. So now
77 that you've done all of this. So i'm with done with the, with this game. So
78 answers you're telling me, we're gonna turn it to a board game, so if you do
79 some drawings, it will be in the board game. Yeah, so, the next time that we
80 see each other and the next session umm I will have it and we can play it
81 together and then you can tell me if it's correct or not. so can you tell me
82 more about what you like doing? What's your favourite Ann: Well Interviewer:
83 favourite cartoon or favourite? Ann: Well my favourite thing ever to do is
84 probably be, hmm being with my family, The whole family because I had ever get
85 Dad Interviewer: Oh yeah I understand that Ann: he's always at work.
86 Interviewer: Yes. Ann: That's why Autumn is basically my favourite time of
87 year because he gets time off for his, for our birthdays. Interviewer: Oh wow.
88 Ann: That's the same day , we share the same birthdays. Interviewer: Oh my can
89 I tell you something? My eldest also share a birthday with his dad. So, so
90 usually, when we have birthdays, it's everyone's birthday. So if it even if
91 it's my birthday it's other people. It's never yes. So Christmas is well, it's

92 like yes. Ann: Coming up to mum's birthday. Interviewer: Oh my Ann: it's on
93 Christmas eve! Interviewer: very festive, Yes, that's lovely. Um, do you want
94 to share anything else about what you love, Do You know the difference between
95 home education and going to school? Ann: uh Kind of Interviewer: kind of, what
96 do you, in your own words? What do you think is the difference? Ann: What in
97 my bit? I think home education would be better because well, well, basically
98 there are two days that I can choose would be a pyjama day. And.. I don't
99 like getting up early. Interviewer:Yeah. Ann: But I'm mostly although once. I
100 didn't get any sleep one night. Interviewer: Oh. That's a bad night. I always
101 that also happened to the times when it's noisy Ann: although the most of the
102 time I just wake up at one in the morning Interviewer: okay? And then, at
103 least you get, that's why pyjama days are important. But you think so, I think
104 so too. Okay. So the next one, are you said your favourite place in London is,
105 is it Tate Modern? Ann: Tate Modern because it's full of art. Interviewer:
106 It's full of art Do you want to talk to me about your art? Ann:Yeah. Okay, I
107 just did a self portrait of mum this morning. Interviewer: Oh, very nice. You
108 okay. Would you like to do some drawing? Yeah. So you have a choice of pens or
109 pencil and then you can draw it in your little books. Any of the paper? And
110 then, can I ask your permission if a student as you draw? It can take a
111 picture of yeah, after your Ann: mum always does that. Interviewer: Oh okay.
112 Yeah, because it's good memory and sometimes we Paper mixed most. Hmm. Okay.
113 That's just Kind of, So draw, whatever you wish anything that's connected to
114 what you think, learning Not in school is like, Learning outside of school
115 because that's what home education is Let me check the time (Background
116 noise, Ann draws) Interviewer:Oh, Puppy Do you have a puppy? Ann: No, Although
117 we do have cat walking for breakfast. Interviewer: Okay. Ann: Fluffy is, we
118 did Well, it's obviously named her fluffy Interviewer:Is it because she's
119 fluffy? Ann: Oh, very we've also got fish which is slightly less fluffy and
120 has a little white bit down on its nose. Hermione's used to come in our house
121 and then fluffy came in, Interviewer: Okay? you said you like cooking? Ann:
122 Yeah. Int: What other what other what things do you like, cooking? I mean,
123 what food do you like to cook? Ann: Well, my real speciality is soups
124 Interviewer: oh soup! What's your favourite soup? Ann:I just make the recipes
125 up. Interviewer@ Oh, okay, but what is your favourite Ann: carrots?
126 Interviewer: sounds yummy Ann: especially cooked carrots. Everybody else like
127 raw carrot Interviewer: you don't like raw carrot? Ann: (sister) has five
128 wobbly teeth. Int: Okay Ann: she's got two left. I have two, Interviewer:
129 okay, yeah, and yeah, Ann: This one has been wobbly since I've been six
130 Interviewer: Oh, okay. Ann: So for a while half a year, actually. Interviewer:
131 Okay. Ann: And half another year. Interviewer: Okay. So do you want to do to
132 the next question? So we have a third question and then last one. So third
133 question is, what do you like to do less? Like, what do you not like to do? If
134 you have to choice, if you have have to choose. Wait, is that you do at the
135 moment when you're home educating That you don't want to do as much Ann:
136 Going out going as much as we are Interviewer: Ok so a bit more down time
137 Ann: I Haven't had a pyjama day for a whole week. Interviewer: Oh, well,
138 Christmas soon. Hopefully next week you get pyjama day. Ann: Yeah. Int: Do you

139 get sat, about weekends to get? Ann: But well, we are normally happy on
140 weekends because we get dad. Interviewer: Yeah, I can imagine that. Ann: dad
141 won't be getting the attention now because he went to Granny's five days. Yes,
142 you know we go for six or seven? Interviewer: Yes. Ann: But this week you did
143 five. Interviewer: Okay, so my last one is Oh, what is your favourite thing
144 about umm learning outside of school. Ann: Well, my favourite thing. Is that
145 I don't get told what to do because normally just I like writing a lot.
146 Interviewer: Yes. Ann: I made a tea party to this morning and I wrote all
147 down the rules then they needed all the guests. Okay, there It's started just
148 be five toys and then don't even six seven and eight toys and the whole
149 family. Interviewer: Okay, that's not amazing. So for the last one, you would
150 like to draw anything anything that to you. If you can draw any picture of
151 what it's like learning, with at home. Learning outside of school? Not going
152 to traditional school? Ann: as in. What do you mean? Interviewer: As in,
153 what I mean, is if you could draw a picture for example, for Halloween,
154 sometimes people draw Ann: but its not even supposed to be Halloween anymore
155 Interviewer: I know it's not supposed to be Halloween, but some people put
156 like pumpkins to explain Halloween. So, if you see a pumpkin Ann: Well,
157 yesterday, your boy with a Christmas hat on . Oh, okay. On walking down the
158 street and a girl with mufflers Interviewer: Oh, it's Christmas soon. Ann:
159 it's only ten days til Christmas Day. Int: Yeah, it is. And it's your mom's
160 birthday. Oh my goodness. I'm excited. Ann: Yeah, people have got present yet,
161 yes, mum for her birthday. Okay. Wait, no, for everything really. Okay, well
162 <sister> made her I'm not guess that. Yeah, and I haven't gotten anything, and
163 <sister> got me something for Harry Potter because I love Harry Potter. We've
164 watched all of them except the theatre show for Harry Potter. Interviewer: oh
165 the cursed child! Ann: We're still reading the Cursed child with and got me to
166 my seventh birthday Interviewer: oh wow Ann: We've listened to all the
167 audiobooks of Harry Potter and watched all of them and wev watched seven and
168 you know what I mean Int: Okay, would you like to do your last drawing
169 anything? (Ann draws) Interviewer: Beautiful. Ann: It's my family.
170 Interviewer: Could I take a picture? Ann: mm hhm Interviewer: Okay, I'm gonna
171 take a picture. Okay. One. And then can I take a picture of the other photo?
172 And this is for you to keep your puppy. Ann: puppy! Interviewer: Here. Thank
173 you. Oh, great. So you keep the notebook. Me and then it is imitate. So thank
174 you very much and again if you change your mind about whatever it is, just
175 tell your mum and then I will cancel everything, delete everything.

Appendix J: Interview Transcript (Ann and Ell) – Second Session

1 Interviewer: The main thing is just I'm Consulting. So I'm Consulting you that
2 means as well as doing your week because if if you they're all yours so you do
3 what you wish with them. So, this is Ell's, have you seen Ann: No Ell's? This is
4 Ell's findings And this is Ann's finding. So what we're going to do is we're going
5 to swap so that, since you're both, you both know each other, there's no
6 confidentiality issues and so this is yeah. Parent: Ann regarding the different
7 places and activities in London. She enjoys inventing with her dad, playing iPad
8 games. Going to Tate Modern and playing with friends. Does that sound like Ann?
9 Ell: Yeah a lot more on the iPad. She does really love her iPad, right.

10 Interviewer: That's cool. Parent: However, yeah, however, Ann did not like riding
11 the tube. Not having a swimming pool in her house (giggles) and not having a
12 seaside in London. Ann's mentioned that spending time with her family is her
13 favourite homework activity, followed by writing and creating art. She drew a
14 picture of her family and a puppy. Ell: Puppy! Parent: And what does Ell say,
15 did we read it? Can we read Ell's, too? Ann:Yes, Parent: Bring the interview Ell.
16 She liked going to Hampstead Heatg Go to Kenwood. House to Forest school and
17 gymnastics. That's really Interesting Ell: I don't go to Forest school Parent: No.
18 So since you first did this, you've changed some of your life, haven't you? In:
19 Yes Parent: she mentioned. Disliking spooky stuff. Ell: I still don't like spooky
20 stuff Parent: and roller coasters, still don't like that E: I've only been a
21 roller coaster once in my entire life Ann: I've been three times Interviewer:
22 okay. Ann: Um, two times I loved it. Third time. It was terrifying because I was
23 at the front. Interviewer: Okay. Parent: Pyjama days emerge as a favourite
24 activity, is that still a favourite Parent:. This was you. Ell: huh! Parent: I'm
25 not sure. That is your favourite thing anymore. Is it? Ell: No, Ann:: HUH! Parent:
26 Your likes have changed quite a lot. Haven't they, followed by playing the
27 recorder? Ell: Yes. Parent: Still like that? (Noise) Ell: I prefer the piano now,
28 I do it once a month. Parent: So I think this is actually really interesting, Ell
29 because it shows how um people's.. what they like to do, Ann: ahhh! Parent:
30 changes, and I've always thought that's Ann: bananas! Parent: really good things.
31 Ann: Hey, this is from Crayola Interviewer: it is Ell: We've got this on our
32 iPads. Parent: That's one of your favourite iPad games. Ell: I think I deleted it
33 though Interviewer: Did you? Okay Ell: I got bored Interviewer: That's alright, if
34 it's not interesting anymore. Ell: I mean, I still Parent: I don't know if this

35 would be useful for Interviewer, but we were talking the other day about home
36 education and why you liked it? Interviewer: Yeah. Ell: Were we Parent: Yes,
37 because we were, do you know um, it was after we saw the children at Peter
38 Rabbit's Farm on their school trip. And we were talking about what the difference
39 between being there on a school trip, being there is, um, Ell: Was that yesterday?
40 Parent: That was on Tuesday, and we were saying how even when you do some of the
41 same things. Interviewer: Yeah, Parent: as the school children, you do it in quite
42 a different way because you were choosing what you wanted to go on, and how long
43 you wanted to play there. Whereas they were having to um do what their teachers
44 were telling them you Ell: We went on a fountain Parent: You got to go on the
45 fountain in your pants. Ell: Did we not bring swimming costumes? Parent: I didn't
46 bring swimming costumes or towels but the school children weren't allowed to go in
47 their pants weren't they? Ann: No, they didn't go in the fountain. Parent: They
48 didn't go to fountains. No, they looked very envious, didn't they of you two?
49 Dancing around But, um, one of the things we were saying Ell, is that when we
50 were one of the things you liked about home educating was, Ann: They smell
51 horrible -sniffs pen- Parent: You know, maybe don't sniff the Sharpies. Ann: I
52 can't help but smell things Parent: umm but it means that you can change your
53 mind. Interviewer: Yes Parent: and do whatever you feel like Ell: That noise is so
54 annoying Parent: and actually when we were looking at what you like doing Ell?
55 Interviewer: Yeah. Parent: It seems like you've had a big change I: Yes Parent:
56 in the last year from things that you used to like Interviewer: From December?
57 Ell: Its been a year! Parent: Yeah, not Interviewer: It was before Christmas,
58 because we were looking at the display and it was still Halloween. Yeah, and you
59 were like it's Christmas soon Parent: Yeah. Yeah. And so, you've had to
60 Interviewer: your birthday Parent: change. Yeah, that's right. Interviewer: Yes,
61 yes. Parent: So that's really interesting Ann: That pen does not have a pen top.
62 Interviewer: This one, oh, probably fell, I fell down, Ell: This ones don't really
63 stay on. I: Oh, no, the Sharpie ones should be staying on, the the fine ones.
64 there's three of them. One is the Crayola one. One is Sharpie and the other one is
65 the fine point one, which is still Sharpie Parent: Yeah. These if you look at
66 these ones again yeah it's really it's really detailed ones like yours at home,
67 Ell: Yeah Parent: if you wanted to do something really detailed, that's these
68 ones. Interviewer: So, while you are, while you are well you are a decorating. I'm
69 gonna ask you a few questions is that okay because um, there's two of you and then

70 it's the same questions but different ones. So um, I'm gonna ask, let's see, Ann
71 first, Ann do you? So what do you think about? Can you tell me more about
72 Hampstead Heath? Is this you Ann? Oh sorry, I'm sorry wrong one. Parent: You do
73 also like Ell: I like Hampstead Heath! I: You like Hampstead Heath, sorry Ell
74 Okay. So yours hasn't changed and how about you? Um, Ann, Do you still like
75 inventing with your dad? Ann: Yeah. I: Yes. How's your invention notebook? Ell:
76 Did you make one? Interviewer: Ann? Ann: Yes but um, good. Except for one thing. I
77 can't find it. Interviewer: oh Ok Parent: What have you been inventing with your
78 dad recently? Interviewer: Yes. Could you tell me more about that? Parent: Do you
79 want to to tell about the dragon? Ann: Oh yeah. Oh yeah. Ell: That was a year
80 ago. Parent: It feels like quite a long time ago. Ell: We made a dragon And dad
81 made it five weeks, Ann painted it. I drew the eye. I coloured in the eye and
82 yeah! And mum got a video. Can you show it? Parent: Let me see if I could find
83 it. I don't know if I got it on my phone or it's on your dad's phone. Ell: Take
84 your time. Parent: Thank you. (giggle) I'll do my best. Ell: I think dad sent it
85 to you arentP: I'll do my best it was very memorable and Ann. Didn't you also
86 make Um a lamp with dad? Ell: You definitely Ann: yeah Interviewer: that's cool
87 and um, Ell, What's your favourite activity at the moment? Is it still going to
88 Hampstead Heath? Kenwood house? going to Kenwood house, gymnastics? Ell: I don't
89 go see that anymore Interviewer: No gymnastics, okay, Ell: and I don't go to
90 forest school Parent: you wanted Ell: I haven't been to Kenwood house for ages
91 Interviewer: Alright Parent: Kenwood house is where we meet Rina and Lucy. So
92 we've been going there every Friday, haven't we? Interviewer: Okay. Um, it's a
93 Friday. Parent: Yeah, sort of Friday afternoon activity. So, Ell, what is your
94 favourite thing to do at the moment? Interviewer: Yeah. Parent: If you could
95 choose to do anything. What would it be? Ell: Go swimming but, we haven't gone
96 swimming for at least a month. Parent: No, we've just booked to go swimming
97 tomorrow. All right. Yeah. Um, but we could go. We've just booked to go tomorrow,
98 haven't we? And also you Ell: We've just been like going outside and playing with
99 dad, Parent: She does, you've been doing a you've really enjoyed going out every
100 day and you've been riding your bike, haven't you? So you've been riding your bike
101 to all the different playgrounds and up to the Heath. Interviewer: Oh wow. Parent:
102 And we went to feed the ducks , didn't we? We do lots of different bike trips. I
103 love your card, you've drawn. Interviewer: What are you drawing? Um, Ann on your
104 card. Ann: my family! Parent: your family Interviewer: How about you Ell Parent: a

105 unicorn, a unicorn? Ell: and a puppy Interviewer: Oh Ann: I thought it was a
106 squirrel Parent: I thought it was a rabbit Ell: it's a puppy Parent: Sometimes we
107 have to ask the artist what it is.dont we? So do you think that you're going out
108 every day Em and doing your little cycling trips to the playground? Ell: uhuh but
109 I would like Ann to come on sometimes. Parent: Oh, and also you have been really
110 enjoying playing with your friends. Haven't you, meeting up with Dylan and Lisa
111 and creating? What were the games you were playing with them yesterday? Ell: Uh,
112 Dinosaur Academy Witch Academy, lots of Academy. Interviewer: Okay? Is it made up
113 games? That you Ell: Yes Dylan made it up! Interviewer: amazing. Parent: Um,
114 And you too as well, didn't you? (to Ann) It was, everyone was sort of a team
115 effort, wasn't it? But lots of very long extended. Ell: Last time we went.
116 Interviewer: Yes. Ell: Um Interviewer: that sounds amazing. Ell: Last time we went
117 Dylan loved my sword. Parent: Yeah, you, you took your sword yesterday Ann: that
118 was yesterday Parent: Yeah. Interviewer: Can you tell us about your sword? Ell:
119 Well, it's fake. I got it. When I was five or six. Wow, mum barred me from using
120 it with Ann. (laughter) Parent: That's all true. Interviewer: How did you find it?
121 Did you see it like how did you discover it? It was it a toy shop? Ell: Okay.
122 Parent: very good pocket, money. Interviewer: Yeah. And then um, let's see. So
123 Ann. Um, So Ann, how about? Um, the when's the last time you went to Tate Modern?
124 Yeah. Oh, when do we go to the table?The art gallery that the art gallery. Oh, you
125 know Ell: I don't really like Art galleries Parent: Okay, not so much. Yes. Yeah,
126 no. It's more on Ann thing about a month ago. Ann would you to go again? Aren't
127 we? You were planning. Another mum mum Ann trip? Ell:Oh good. I want to make your
128 five being baby dragons. Parent: Oh yeah. Because often when Ann and I go and do
129 our trips you and Daddy often stay home and set fire to things, don't you? Yeah,
130 it happens. Yes Ell: I did experiment. I did make a candle. Parent: Okay, you did
131 make a candle! Okay. That was one of the things you did with Dad last. Let me see
132 if I can find out what are your fire videos? You had to wear a special glove Ell:
133 But I took it off Parent: Yeah, you did. Yeah. And on the last trip that you and
134 me get together. We went down to um Greenwich on the boat. Didn't we? Okay. And
135 then we went to and we went to the field. All: We saw the seal. Well only one seal
136 now Parent: and do you remember you took me into the National Maritime
137 Museum?Because you wanted to go and you heard about the tour? You remember the
138 talk that you heard them announcing up in the Arctic area? Ell: The what? Parent:
139 And you said that sounds really good. Should we go into that? Because I, I tend to

140 avoid well, not anymore because what was it like Ell? Ell; And there was a
141 penguin! Interviewer: A penguin?! Ann: A real one? Ell: Of course it wasn't, it
142 was a penguin almost my size Parent: It was a stuffed one wasn't it? Ann: A giant
143 stuff one? Parent: Yeah, and we were looking at, um, what other Arctic things were
144 there? Ell: Polar bears, beavers Parent: Yeah, it was like a type of beaver,
145 wasn't it? We love a beaver. Ell: Beaver! Parent: Um, so that was and then we went
146 to, and then we got the the train back and it was your first time driving. The
147 train, wasn't it? Interviewer: Um, is it the under DLR? Oh, wow. Parent: So that
148 was a big hit, wasn't it? I am very much enjoying your pumpkin drawing
149 Interviewer: Is that the spooky one or a happy one? Ell: I think it's a happy one.
150 I like being a puppy, I like being a witch or oh a pumpkin. Okay. And sometimes me
151 and Ann be a ghost so you just we just go under a seat and then crash around the
152 house. Parent: And how are you finding all our, um, one-on-one trips girls because
153 we've been trying to do a few more, haven't we Ann? Ann: I like family time
154 Parent: You like going as a whole family even more. Ell: But Ann doesn't like
155 going out? Parent: What is that true? Ann. Ell: Well she doesn't go out every
156 day. Parent: I think that's the difference, isn't it? I think she likes going out
157 but just not quite as much or not as often as you. You like going out every day
158 and Ann likes, what do you think Ann? Is it like Ell: Once a week Parent: one day
159 out and then one day at home Is that still your favourite? Interviewer: That's
160 similar to ours. Yeah because you can decompress Parent: You can, you like to
161 regroup don't you and Um, have a bit of what is it? You like about home? I like is
162 it? This is just the quiet. All the space. Ann: Cuddles! Interviewer: Oh cuddles!
163 Yeah. Ell: We are both centaurs Ann: Centaurs! Ell: We sometimes slip off our skin!
164 We get a ned cover, one of us go at the back and kneel at the front and Ann is the
165 bottom and I am the head Parent: There is a lot of dressing up at home and also a
166 lot of bedsheets and lot of extended games at bedtime, Is exactly what happens.
167 Ell: Bedtime is the best time to play! In the middle of the day, it's the best
168 time to have a nap! Parent: that is exactly what happens doesn't it? Interviewer:
169 that's an awesome carrot and pumpkin. Parent: Look at these, they're coming out.
170 Ell: Like a pumpkin at Halloween Parent: Um, someone gave you pumpkin face? Paints
171 once. Ell: I gave it back, I've never ever been a pumpkin. Good at that. Parent:
172 She did a brilliant. You're a ghost. Were you I think? Ell: Yeah, next time let's
173 be You know that funny goblin you know Parent: Gollum? (makes noise) Ann: name of
174 a book Parent: oh I don't know that Ann: Something like that Ell: Bildock? Ell:

175 No Bill, Dolgum Parent: Which book is Cassie in? Ell: Head witch! Ann: Hedwig!
176 Woodwig Sea witch Ell: Yep Parent: There's a whole series is there? Ell: Yeah it's
177 about a girl who lost her mother and the only thing left behind is a key. It can
178 open any lock and I think he can make it. Interviewer: Oh, great. Parent:
179 Sometimes. It's hard to tell with you too, whether you're in this world or in one
180 of your story worlds. Because suddenly there's all these people that you mention
181 and I'm like you've never met Ell There's also Tabitha, Cassie Um, Logan. Yeah,
182 Ell: it's broken in there. Or am I getting that? Ann: Oh, no Brogan's. The
183 gardener. Let me see three. Parent: I'm enjoying the double colour. Ell Mr
184 Briggs, Ivy Interviewer: Do you both Like to read the same book? Ann: oopsie! Ell:
185 Ann is a big fan of Harry Potter. So am I but she's watching it every second of
186 the day so I started and I started getting books Parent: Oh dear ell: yesterday.
187 So I started getting her books. Interviewer: Yes. Ell: She's got seven and one.
188 Yeah. Looking for either five or two. Parent: You've been buying other books,
189 haven't you? Ell For um, her birthday is Christmas. Parent: Um, good. But, um, You
190 like, I feel like lots of your books, have a very strong female character.
191 Interviewer: Oh, lovely. Parent: And there's a lot of magic. Ell: And so, magic is
192 the best and females. Are the best. Parent: Yeah, there you go. It's a common
193 theme Interviewer: That sounds amazing. Ell: We also like You know, the person who
194 like with goblins, And the spooky grandmother? Parent: Oh um Ell: Flow Parent: the
195 grandmother who turns out to be the bad one? Ell: No, that's Piper. Parent: Oh no,
196 not that one. Which one are you thinking of um, you know, Ell: Flow with this with
197 the dad and the talking mountains with her dad missing in her older sister.
198 Parent: Yeah. Is it one you're reading with Dad the one you read with me? Ell:
199 Yeah. We read it like two years ago. Parent: oh you read it with dad? Okay so I'm
200 not gonna much help, Anne can you help Ell out? The the characters with Flow Ann:.
201 Flow and the dragon. No, that's not realised. Ell: No, that's not real. I don't
202 know. Well, yes, there was something else or someone else. That was another one.
203 Yeah. Interviewer: Do you have a pet (Excited noise) Ann and Ell: Flop! Parent:
204 This is new isn't it? um, story about your pet? Okay, how long have you been
205 asking for a pet? Ell: 12 years Ann: All our life and that isn't 12 years
206 (laughter) Ell: 260! Parent: Is is your pet a dog? Ann and Ell: No Parent: IS your
207 pet a cat? Ell and Ann: No Ann : Our house is to small Ell: is it a hippo?
208 (Laughter) Anne: Hippo' are not so cute and fluffy. Parent: What sort of pets did
209 you end up getting? Ann: A guinea pig. Ell: A hamster! Interviewer: Oh, a

210 hamster. Ann: He's adorable and he has a very wiggly nose and bum Interviewer:
211 What's his name? Ell: Yeah, and he is the most cutest and disgustingest Parent:
212 what makes well He does poo and everywhere doesn't it Ann: on me! Parent: and what
213 does Flop like doing the most? Ell: climbing Ell and Ann: and hurling himself off
214 the sofa! Parent: We have to put lots of cushions on the floor. Don't we, in case
215 he tries to like Ell: crazy. Parent: What do you have to do to look after Flop?
216 Ann: Cuddle him? Parent: He does get lots of cuddles Interviewer: Flow? Flo?
217 Parent: Flop Ell: I like to call him Serious Ann: Not serious, he is the most
218 unserious hamster ever Ell:. Yeah. Today we put Flop, we took him to mum by
219 putting him under a blanket. Ann: And pretending he's a ghost but but it's kind of
220 rude because he kept coming out. Ell: Yes. And once he always fell, um, flippy die
221 at one point Interviewer: How, when did you get Flop? Ell: a couple of months ago?
222 Maybe a year? I don't know Parent: Yeah, time is a funny thing. Ann: He hasn't
223 lived, He hasn't lived through a winter with us yet. Interviewer: Did you get him
224 as a baby? Ann: 10 months old! Ell: He's huge! He's about this, this big. Parent:
225 How big is the hamster? Parent: I am seeing if I can find it, if you go. Um, so I
226 was searching fire pictures but I didn't find any. But if you want to search for
227 hamster, pictures that has been a big change, hasn't it? Interviewer: Are you Okay
228 If I take a picture of the process just just this bit. Oh sorry, there you go. Can
229 I take a picture of your hamster? Ann: Hamster! Yes, please. Yes, I can take a
230 picture. Parent: A hamster card. We should do a picture of a hamster, on one of
231 them. He gives it. Ell: So many bits of food in his mouth. Interviewer: Oh my
232 goodness. Ann: It's si funny one sticks out of his mouth. Parent: I know he does
233 that with his carrots doesn't he? Ell: It's so cute and so hilarious! Interviewer:
234 What does your hamster eat? Ell: carrots. He doesn't like sweet corn. He spits it
235 all out. Parent: And he does like a green bean Ell: He loves carrots. Ann : That
236 looks like a monkey! Parent: What's a strange thing we wouldn't have expected that
237 I have to cook Ann and Ell: Spaghetti Ann: and chickens Ell: chickens. Parent:
238 Yeah, I have to check with the person at The Pet Shop, didn't I? Um, about what
239 whether he could eat meat and she was like, yeah, they love a bit of meat so,
240 Interviewer: oh, nice. Ell: They like a bit of meat! Interviewer: Where did you
241 get the hamster? Parent: Where was it? Um, Um, Pet shop Ell: From Cornwall Parent:
242 It wasn't Cornwall Parent: What do you have to do every week? So you have to feed
243 him every day and change his water every day. And then what do you have to do
244 every week? It's a good point and we do have to all do it, don't we? Ell: But now

245 um, me and Mummy. Yeah, because what were all the jobs is looking after the hamster
246 because we just can't live in one place. We did it in a little bathroom but
247 somehow we got into the radiator. Yeah, and he was just scared of Daddy. Couldn't
248 get down here. Parent: So looking after the hamsters one job taking out all the
249 old bedding is another job. (looks at Flop's picture) And then there's also then
250 Hoovering up the sitting room, isn't there? Ell: That's your job Parent: Yeah I
251 always Ann: I am always covered in art Parent: you do you are covered in your art
252 supplies. Ell: I mean I prefer colouring. I don't like drawing I'm getting bored
253 of drawing those things, Parent: You often have a very specific picture in your
254 head of what you want something to look at. And then you get very frustrated don't
255 you when it doesn't work exactly as you want. But you've been working. I reckon
256 you've been working on your colouring book. Probably every day at the moment. It
257 feels good. Ell: Yeah, I love it.

Appendix K: Interview Transcript (Ell) – First Session

1 Interviewer: Okay, so that's yours. Ell look, it starts like that. Yes,
2 this bit Next, to play the game. It's called this or that. And then you
3 said, Let's see, You like gymnastics. Okay, Science class. Ell: Yes
4 Interviewer: When they have been art and then you said you like, Kenwood
5 house .ll: Yes Interviewer: And you're like performing? Ell: Yeah
6 Interviewer: Then you said your favourite museum is the science museum.
7 Would you like to do next one? And then you said you like, Ell: I Like
8 going to the heath. Interviewer: Yes. Oh, you don't like Oh, do you want
9 to to put it here. Just this is the things you don't like, the things that
10 you like, Going to climbing tree climbing trees Ell: what is this?
11 Interviewer: Yes, it's a roller coaster. That's the one in Hyde Park. So
12 they're roller coasters and you said you don't like riding them just a bit
13 too. Ell: Yeah. Interviewer: And understand that. . Ell: playground
14 Interviewer: Yes, it's playground. it said you like all of the playgrounds
15 even the small ones. It looks like . Ell: playing recorder. It's like oh
16 my space to be doing here, it's a Theatre school, Interviewer: Theatre
17 school. And chicken shed Ell: oh, I stopped chicken shed. Interviewer:
18 Okay. That's all right. Then then we can flip it over. If it says oh, it's
19 Halloween. You said you don't like spooky stuff. You don't like anything
20 spooky. Ell: Yes. Interviewer: you can put that there. You like swimming?
21 Ell: the things that I do like but I've stopped doing it. Interviewer:
22 Okay, so maybe we can put it in the middle. Yeah, Okay, and then what's
23 next? Then, you like watch people walking by your window? See, I don't
24 know what your window looks like so I just put people walking and in the
25 last one is forest school. Do you like into the woods for school? Ell:
26 Yeah. Interviewer: is that correct all of those correct? Ell:Yes
27 Interviewer: So these are the not like as much, This is you like but not
28 doing it the moment and this is the current that you are doing. So same
29 with what <child's name> you choose which one is your most favourite out
30 of all of this right now that you would like to do this second?
31 (silence)And then what is your second favourite? Ell: What's does that
32 say ? Interviewer: It says that this or that. So Of them that this or
33 that. Everything. So, our classes. You I know that. Which one would you
34 like to choose? next. Friends and others. Okay, okay, so between

35 gymnastics and swimming, which one? Do you like more? If you had to choose
36 this second and they say Ell, would you like to go swimming, or would you
37 like to do gymnastics right now? Hmm. Very tricky. (Mum speaks at the
38 background: Ell Will take all these questions extremely seriously)
39 Interviewer: Oh, that's okay. Oh, that's all right. That's very good.
40 Excited is quite a tricky question. Completely. You just like them so
41 simply Where do you go gymnastics at <Gym>? . Ell: Well, I used to go to
42 an old one. Interviewer: Okay you are at a new one, okay, what do you
43 like more the old one or the new one? . Ell: I like both. Interviewer:
44 Oh good, a bit different. So this is a bit different so it's like you like
45 both. But which one would you choose now? Would you like to go swimming? .
46 Ell: We haven't gone simming for awhile but we go gymnastics every week
47 Interviewer: Okay. All right, then maybe which it's up to you. Would you
48 like to do swimming? You do like, which one? So take out what you don't
49 want to do right now. At this second (chuckles) In this pretend
50 situation. (silence) So good. There's no time limit. It's up to, you can
51 take as long as you wish. So swimming. Okay? So between me here for a bit.
52 Okay, so now would you like to choose the next one? I'm gonna do it like
53 this so that you can choose, there you go. okay. Next one. Playgrounds.
54 Okay. So which one would you like to put away? Wow. Okay, put it next to
55 swimming. Let's go. Okay, so and then which one would you choose next? So
56 it's choose this or that. More science museum. Okay. So science museum or
57 go to maybe that pirate ship playground where the ever that is Okay, i
58 think that is in Stratford. Which one would you like to go play in the
59 sand or do? Would you like to go and explore science museum? Indoors
60 because they are both different, aren't they? Would you like to choose
61 one. Hmm, if it's just cold, I would choose. That science museum. But It's
62 not raining. I may choose playgrounds. What would you choose? Continue.
63 Okay. Okay, so next one. So, yeah, but choice right now. Would you like to
64 perform or climb trees? Play your recorder, Kenwood, house. Sit on your
65 watch, people walk. So now which one would you choose? This or that Saying
66 this are that. Okay. It's like picture. Which one. Okay. So next one,
67 which getting, which one would you choose? It's climb trees. Or sit down
68 and watch people walk. Oh, I trees. Excellent, which i put it here. There
69 you go. Okay. Next one. So we have this left. Which one would you like to

70 choose? So climb trees or go to Forrest School. Ooh forest school, Oh,
71 okay. It's okay. Kenwood house So right now, which one would you choose
72 this? That So, Have. Other things. Climb trees or Kenwood house. Do you
73 like climbing. What kind of trees do you, like climbing? . Ell:
74 Particularly all them. Especially ones we can sit in. sit in and pretend
75 to be monkey. Interviewer: Oh, that's an awesome tree. When you go to
76 Kenwood House, what do you like looking? Things. At Kenwood House when you
77 go visit it. He like looking at the building? . Ell: Well, we go into
78 that building. I'm going to have a different buildings. One is getting
79 ready for Christmas. Okay first time we went this season we bought a
80 lollipop that bought my first ever Sugar mouse, Interviewer: Oh my
81 goodness. What is a sugar mouse? . Ell: it's basically sugar. Oh, I
82 wanted to try them. Interviewer: Okay. Was it? Was it worth? That was a
83 good. Okay. What did it taste? Like, what flavour . Ell: Sugary
84 Interviewer: Sugary r. Okay, . Ell: it is the bit like strawberry so i'm
85 just like Okay. The pink lasted, my sister idea for pink. And Im going to
86 , save my white one for Christmas day. Interviewer:: Oh, that's very
87 good. I hope you enjoy your Christmas day, so if you had to choose, would
88 you like to Find tree where you can pretend to be a monkey or would you
89 like to go to Kenwood House to see if they still have mouse? Another mouse
90 there. Okay. Hey you'll put this here. Right next one. Which one would you
91 choose next? We have. Five left. One, two, three, four, five. So we have
92 Hampstead heath, Play your recorder for school performing or science
93 class. Even though it's not on right now. Right. Like, Performing. What do
94 you do when you perform? For when you do acting Singing. . Ell: Yes, I do
95 singing and I played the recorder. Okay. Ann is can sing and she's in
96 beginner recorder. Okay, but since she broke her arm . She hasn't been at
97 one for ages. Interviewer: Oh okay. And when you do like playing the
98 recorder, . Ell: mmhmm Interviewer: But what do you like to play? Can you
99 play a song? . Ell: I can play cat cat. Swing. Okay, the EBGB you can see
100 this. It's about one some other ones. Interviewer: Okay. So if you had the
101 choice, would you like to perform? Right now, or go to Kenwood House.
102 Which one would you choose? For me. Okay, i'll put this here. So now we
103 have four left. Which one would you choose?. So would you like to? I think
104 this one is similar to that. So we'll put this here because it's the

105 recorder. Would you like to go to hamsted Heath? Science class. Okay.
106 Which one would you choose? Ah, science class. What do you do in science
107 class? The science, . Ell: we science. Interviewer: What kind of science
108 do you like doing the messy ones? The one that has things that you can
109 hear touch, or when you do experiments, Or you tell me, . Ell: we do
110 Experiments Interviewer: what is your favourite one. So far that you've
111 done in that class. . Ell: the one where we make different colours.
112 Interviewer: What's your favourite colour? . Ell: red. Interviewer: And
113 what's your next favourite colour? Things. Activities. . Ell: Yellow,
114 orange, Interviewer; yellow and and orange. What happens when you mix, do
115 you know what happens when you mix red and yellow? Make sure. And your
116 favourite is red yellow and orange.Wow. Okay, so, now, would you like to
117 choose science class and then one more Here. Two left time Hampstead
118 heath? . Ell: Well, we go for spaghetti and pasta. Oh yes, and we go to
119 playing the big playgrounds there.. And we also spend time with dad there
120 and we have a special monkey climbing tree and went to since we were three
121 or Oh, maybe four little, okay. Interviewer: So, if you had to choice,
122 would you like to get to Hamstead? He In or would you like to do? The
123 colour mixing. Yeah, there you go. Something else. And then the last word,
124 oh, Hampstead Heathh or forest school? Do you do enforce school? . Ell: we
125 make stuff. We have a hammock We have a swing. Interviewer: Yes. It. Which
126 one do you like to? What activity do you like doing? When you go to
127 horoscope? We go to a boot while . Ell: we go for walk around. we try to
128 small things like mushroom Oh, my first ever. I'm white stalk, red. And
129 white spot Interviewer: Oh my goodness was it . Ell: The white stork and
130 then top with a red one and no white spots. Oh my goodness was a big one
131 or is it yeah. Interviewer: Yeah, . Ell: I found how a teeny really baby
132 boys. Exactly say, oh, little one day, it was yellow. Interviewer: Oh,
133 okay, interesting. Now if you could take one off, which one would you
134 choose? That you would like to do. Here. So at hampstead heath, did he
135 Okay, so Hampstead Heath. Okay, so that's it. So now how we've done this
136 or that, Would you like to do some drawing? So we're gonna do the drawing
137 now. And would you like to draw your favourite activity from all of the
138 things that you have? You have said that you like about learning because
139 you're learning not in school, what do you like about learning?

140 Everywhere? Okay. Can I pencils or ok choose your colours. Okay.

141 Interviewer: So what do you like learning about? Ell starts drawing

142 Interviewer: So This is your favourite thing about home. Education is your

143 Family. So who's this one? . Ell:Dad? Mom. Ann and me Interviewer: Can I

144 take a picture and then I'm gonna do One more and then, we're almost done.

145 Okay? So that the last thing is would you like to do your favourite,

146 whatever? Is that you like about learning at home. What's your favourite

147 activity? So any . Ell: We can do what ever we want Interviewer: oh you

148 can do whatever you want. Oh, That's what you. Okay, so you can do

149 whatever you want. How would you draw that? Was quite tricky thing. See

150 you. I for example, per hamster thee, they took a picture of what picture

151 would represent that you can do whatever you want. You could learn

152 whatever you want.Right tricky while you even I am thinking about it,

153 It's Do you like pyjama day? . Ell: Yeah. Interviewer: Do you like This

154 year. It's okay. don't want to draw it. I will because we because we have

155 it in it's recording so I can write that down and we are 17 minutes 44

156 seconds.So And your favourite thing about home education is that you can

157 do anything you want and learn Anything you want? . Ell: Yes. Interviewer:

158 Would you like to draw the picture? And this, you can keep this notebook

159 with you so even if you when later when you remember oh I remember this.

160 You can use your notebook in the sofa Ell: OkayInterviewer: this is

161 Beautiful, can you tell me about it (points to the drawing) Ell:it's me on

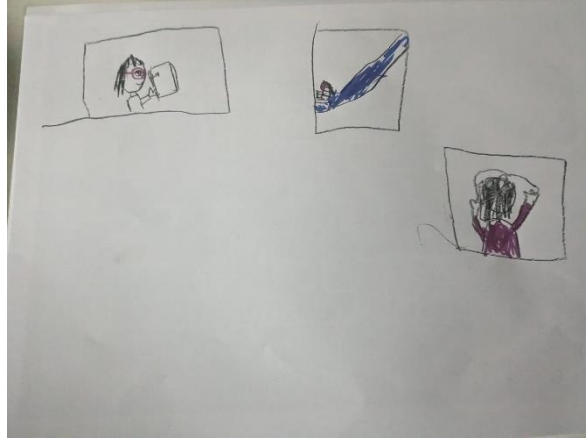
162 the sofa Interviewer: Okay, Ell as I said to <another child's name> if you

163 change your mind and you don't want to partake in the research anymore,

164 just let your mum know and we will delete everything.

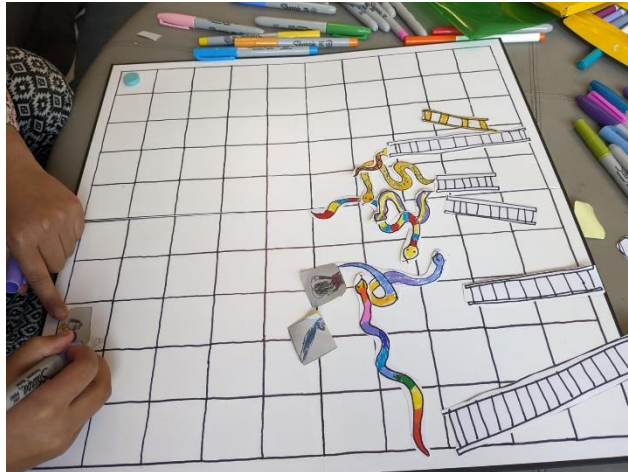
Appendix L: Ari's drawings

First session: This or That Velcro sorting game



Ari reading, Ari on a water slide, Ari tracing

Second session: Ari - Snakes and ladders



In progress: Snakes and ladders

Appendix M: Lori's drawings

First session: This or That Velcro sorting game



Dislike: the dark

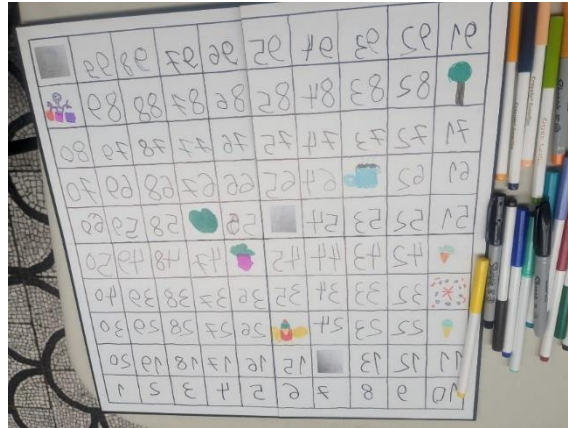


Fig. 4 Lori's cat – 'Harry' (Appendix M)



Likes: Horse riding

Second session: Lori- Snakes and ladders



Snakes and ladders board game

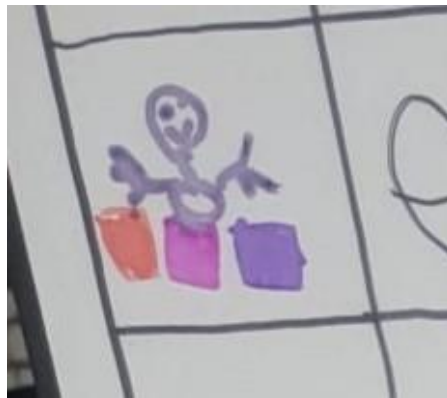


Fig. 2 Lori at soft play (Appendix M)

Appendix N: Ann's drawings

First session: This or That Velcro sorting game



Fig. 3 Ann's family portrait (Appendix N)



A puppy

Second session: Ann- UNO card



In progress: Uno card

Appendix O: Ell's drawings

First session: This or That Velcro sorting game



Fig. 1 Ell on a sofa (Appendix O)



Ell's family

Second session: Uno card making



In progress: Uno card

Appendix P: Ari’s First Session Summary (Parents copy)**Being Home Educated in the City of London:
A Participatory Study with Children****Summary**

A semi-structured interview using creative toolkits was conducted in a neutral, public setting agreed upon and chosen by the researcher, the participant’s parents, and the participant. The first interview was held in November 2023. It was audio-recorded with consent for transcription. The participant granted permission to use the drawings in this study. A pseudonym was used to maintain confidentiality.

The participant is a seven-year-old child named Ari. During the first session, the interviewer and the participant played a visual Velcro game called “This or That”. This game involved making choices between different options based on a short survey about the participants’ interests regarding being home-educated in London. All participants were asked the same questions using an Interview Schedule.

Based on the participatory interview, Ari confirmed her likes and dislikes regarding different places and activities in London. Ari was presented with options, such as swimming or biking, drawing or cycling, home or cycling, etc. She preferred activities like biking, cycling, visiting the Natural History Museum, and making songs. Reading emerged as Ari's favourite activity, followed by swimming.

During the interview, Ari shared that she likes tracing and creating flipbooks, indicating a creative inclination. When asked about preferences for activities she wants to do more or less of, Ari was uncertain, suggesting openness to various experiences. Ari

expressed contentment with being home-educated and not attending school. Ari drew a picture of her reading, going on a water slide and tracing on a window.

Appendix Q: Ari’s First Session Summary (With Pictures)**Being Home Educated in the City of
London:
A Participatory Study with Children****Ari’s Summary**

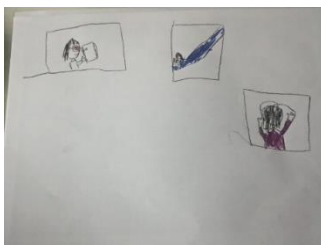
Ari confirmed her likes and dislikes regarding different places and activities in London. Ari preferred activities like cycling, visiting the Natural History Museum, and making songs.



Reading emerged as a favourite activity, followed by swimming.



Ari also mentioned liking tracing and creating flipbooks. Ari drew a picture of her reading, going on a water slide, and tracing on a window.



Appendix R: Lori’s First Session Summary (Parents)**Being Home Educated in the City of London:
A Participatory Study with Children****Summary**

A semi-structured interview using creative toolkits was conducted in a neutral, public setting agreed upon and chosen by the researcher, the participant’s parents, and the participant. The first interview was held in November 2023. It was audio-recorded with consent for transcription. The participant granted permission to use the drawings. Pseudonyms are used to maintain confidentiality.

The participant is a seven-year-old child named Lori. During the first session, the interviewer and the participant played a visual Velcro game called “This or That game.”. This game involved making choices between different options based on a short survey about the participants’ interests regarding being home-educated in London. All participants were asked the same questions using an Interview Schedule (See Appendix A).

Based on the participatory interview, Lori confirmed her likes and dislikes regarding different places and activities in London. She chose between parks, crowded trains, playgrounds, noise, playing with other children, traffic, adventure playground, and the Girls Brigade. She explored which one she would choose during the conversation (See Appendix B for the Interview transcript and Appendix C for the This and that game photos).

During the interview, Lori discussed her learning environment at home, including her everyday routine, such as learning about different daily topics, such as stars or pumpkins, in the morning and playing in the afternoon, along with her interest in writing

songs. The participatory interview determined that Lori enjoyed playing with her cat, Harry and that she loved ‘Harry Potter’, She also expressed wanting to live on a farm in Cornwall one day and have a black Labrador dog, which she shall name Shadow. Lori also shared that she disliked being alone in the dark.

Lori also drew pictures of her cat, Harry, riding a horse and being alone in the dark (See Appendix D for the drawings).

Appendix S: Lori’s Summary (With pictures)



Being Home Educated in the City of London: A Participatory Study with Children

Lori’s Summary

Lori confirmed her likes and dislikes regarding different places and activities in London. During the interview, Lori preferred going to **playgrounds and parks, exploring new buildings, and playing with other children**. She mentioned disliking **vomiting and being alone in the dark**.



Ballet emerged as a favourite activity, followed by the Girls’ Brigade.



Lori also revealed liking Harry potter, playing with her cat ‘Harry’, horse riding, making her own songs, squishy stuff and stuffed animals. She drew a picture of her cat Harry,

horse riding and being alone in the dark.



Appendix T: Ann’s First session Summary (Parents)**Being Home Educated in the City of London:
A Participatory Study with Children****Summary**

A semi-structured interview using creative toolkits was conducted in a neutral, public setting agreed upon and chosen by the researcher, the participant’s parents, and the participant. The first interview was held in December 2023. It was audio-recorded with consent for transcription. The participant granted permission to use the drawings. Pseudonyms are used to maintain confidentiality.

The participant is a seven-year-old child named Ann. During the first session, the interviewer and the participant played a visual Velcro game called “This or That game”. This game involved making choices between different options based on a short survey about the participants’ interests regarding being home-educated in London. All participants were asked the same questions using an Interview Schedule.

Ann shared her interests and favourite activities, including gymnastics, visiting Tate Modern, inventing with her dad, playing iPad games, swimming, cooking, and meeting friends, as well as things Ann doesn’t like, such as not having a swimming pool, using the tube, and not having a seaside in London.

Ann discussed her love for writing and creativity during the interview, mentioning a recent tea party she organised and wrote rules for. Ann mentioned that her best friend, Sidney, enjoys cooking and making soups is her speciality. She mentioned enjoying creating self-portraits and family pictures, reflecting on her experiences and preferences related to learning outside of school. Ann mentioned that spending time with her family is her favourite Home-ed activity. She also drew a photo of a puppy.

Appendix U: Ann's First Session Summary (With pictures)**Being Home Educated in the City of London:
A Participatory Study with Children****Ann's Summary**

Ann confirmed her likes and dislikes regarding the different places and activities in London. She enjoys **inventing with her dad, playing iPad games, going to Tate Modern and playing with friends.**



However, Ann **did not like riding the tube, not having a swimming pool in her house and not having a seaside in London.**



Ann mentioned that spending time with her family is her favourite Home-ed activity followed by writing and creating art. She drew her family and a puppy.



Appendix V: EII’s First Session Summary (Parents)



Being Home Educated in the City of London: A Participatory Study with Children

Summary

A semi-structured interview using creative toolkits was conducted in a neutral, public setting agreed upon and chosen by the researcher, the participant’s parents, and the participant. The first interview was held in December 2023. It was audio-recorded with consent for transcription. The participant granted permission to use her drawings in this study. A pseudonym was used to maintain confidentiality.

The participant is a seven-year-old child named EII. During the first session, the interviewer and the participant played a visual Velcro game called “This or That game”. This game involved making choices between different options based on a short survey about the participants’ interests regarding being home-educated in London. All participants were asked the same questions using an Interview Schedule

Based on the participatory interview, EII confirmed her likes and dislikes regarding different places and activities in London. EII mentioned liking gymnastics, science classes, visiting Kenwood House, and performing. She also enjoys going to Hampstead Heath and participating in forest school activities. She dislikes spooky stuff and riding roller coasters.

During the interview, EII discussed that she liked trees where they can sit and pretend to be monkeys, what she liked about Forest School and how much she likes eating spaghetti at the café in Hampstead Heath. She also shared that she likes to play the

recorder and drew a representation of being able to do whatever she wants in her learning. Ell drew her family as her favourite aspect of home education.

Appendix W: Ell’s First Session Summary (With Pictures)



Being Home Educated in the City of London: A Participatory Study with Children

Ell’s Summary

During the interview, Ell confirmed that she liked going to **Hampstead Heath, Kenwood House, Forest School** and **gymnastics**.



She mentioned disliking **spooky stuff** and **roller coasters**.



Pyjama days emerged as a favourite activity, followed by playing the recorder.



Ell revealed that she liked trees where they can sit and pretend to be monkeys, and how much she likes eating spaghetti at the café in Hampstead Heath. She drew a picture of her family and sitting on the sofa during pyjama day.

