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(<http://www.lsbu.ac.uk/inventingadulthoods>)***

Inventing Adulthoods: Young People's Strategies for Transition

Schedule for Individual Interview 2

1. LOOKING BACK - mapping the changes since last interview

Education

- * What stage at now in educational process? Get detail on what exams taking and what expect
- * Changing relationships with teachers and view of education
- * Staying on/ leaving - what advice available, received, any regrets?
- * Local options for education - who does what
- * Short term plans

Work

- * What work experience since last time we saw them, details of current post, hours and income
- * How did they get the work - networks
- * What is it like, workmates, interesting?, has it met expectations
- * how it fits with education and leisure
- * What spend wages on - Income - how much money do they get in a week from where
- * unemployment - contact with social services/ training schemes

Leisure

- * How spending their time and money - what do they get from it
- * Travel and geographic mobility
- * mixing with new people
- * Communication - how do they keep in touch with friends (mobiles, face to face, internet)
- * they meet new people
- * drugs and alcohol, how do they fit in, any new experiences to report?

Relationships

- * Shifts in friendships since last saw them, prompt school/ non school / workplace/ leisure
- * Romance and love - any action.
- * Have relationships become sexual. How, why. can they sleep together at home??
- * tensions between friendship and romance

Home life and family

- * Living relationships - where is home, has this changed, who lives there
- * Relationship with parents/carers
- * Support from offered, accepted, given parents/ carers - emotional, financial, material, reciprocal obligations (ref Finch and Mason 1993)

Other

- * health - their own, relatives
- * births/deaths, marriages etc.
- * trouble - court appearances, contact with police etc., detentions at school

project of self

- * Has their outlook/ values changed, are they the person they want to be, will they change and how, personal agency and the limits of agency

- * Do they see themselves as different to their peers - in what ways, how did they become so.
- * Critical moments: Any important moments/ people/ experiences in this process of change

3. **LOOKING FORWARD - Lifelines (see cover sheet (b))**

Prompts:

Home/housing: prompt on willingness to move, who living with, financial aspects (renting, buying etc.), size of home

Education: expectations re being a life long learner, personal development as well as qualifications.

Work: Full time, part time, money/ earning capacity, unemployment?, career breaks, changes etc.

Relationships: Lover, children, family and friendships - how do they change and how fit together. Responsibilities for ageing parents? Changing friendship networks.

Travel: Travelling/ adventures, holidays, moving for work, urban/rural, living abroad.

Values: what will be important to you at this time, can read down life line to put remind them of expectations re home, ed, work, relationships etc. Possible values: money, others (children, parents etc), fun, time, safety, education, health, working at relationships, freedom etc.

4. **Chances**

How do you see yourself doing in the future (prompt on better/ worse)

- (a) compared to your friends
- (b) compared to other people in general

Do you think things will be easier or harder for you than your parents/ grandparents

6. **Identity, adulthood**

Do you want to be an adult? - What does it mean to you?

Do others treat you as adult - parents, teachers, workmates, lovers, friends

[Prompt on discrepancies between different dimensions of adult status: voting, driving, alcohol, benefits, wage earning, sex etc)

When do you feel adult/ when do you expect to - what are the milestones

7. **The research process -**

How was the interview re time, content, venue, interest

- 8. What do you **hope** will happen by the time we meet again
- What do you **worry/ fear** will happen by time we meet again

