

Appendix 15: An example of the Individual Assets that were revealed following stage 2 of the data analysis and asset mapping process: SAM (Pseudonym)

| ASSETS | | | | | |
|---|---|--|--|--|--|
| Temporal (time related factors) | Relevance to Sam | Internal (factors internal to the child) | Relevance to Sam | External (factors external to the child) | Relevance to Sam |
| <ul style="list-style-type: none"> • Time as a continuum, for example: <ul style="list-style-type: none"> ▪ Minutes; hours ▪ Days of the week ▪ Seasons | <p><i>Goes on the trampoline in the back garden most days (when the weather is OK and it isn't raining) (593-599).</i></p> <p><i>Rides bike everyday (234).</i></p> <p><i>Does library club at school (616).</i></p> <p><i>Watches television 'some of the time' (783-793).</i></p> | <ul style="list-style-type: none"> • Physical attributes, for example: <ul style="list-style-type: none"> ▪ Gender ▪ Age ▪ Ethnicity | <p><i>Male;</i></p> <p><i>10 years 4 months</i></p> <p><i>White British</i></p> | <ul style="list-style-type: none"> • Environmental resources, for example: <ul style="list-style-type: none"> ▪ Home and garden ▪ Recreation and leisure facilities ▪ School | <p><i>Has back garden; plays on trampoline there (590).</i></p> <p><i>School is a source of recreation and physical activity – playground has a good range of climbing equipment (Sam took several photos of these) (97-105). After school library club (616)</i></p> <p><i>Local park near to Nan's house.</i></p> <p><i>Local field where Sam rides his bike with his friends.</i></p> <p><i>Sam still enjoys the park.</i></p> <p><i>Shares bedroom with brother; has bunk bed and sleeps on the top.</i></p> <p><i>[Home appears to be centrally placed to activities undertaken – all local].</i></p> |
| <ul style="list-style-type: none"> • Time as a personal continuum, for example: <ul style="list-style-type: none"> ▪ Being able to 'fit' everything in | <p><i>Sam does not belong to any clubs outside of school, therefore he does not have such a full week as some</i></p> | <ul style="list-style-type: none"> • Cognitive attributes, for example: <ul style="list-style-type: none"> ▪ Perception ▪ Learning | <p><i>Sam displays knowledge about the broken link on the chain of his bicycle – he knows how it needs to be repaired, what it</i></p> | <ul style="list-style-type: none"> • Purchasable resources, for example: <ul style="list-style-type: none"> ▪ Play equipment; holidays; toys; | <p><i>Personal possessions: Has consoles (607-609) – 'I do have them, it's just like they're not the best things I do' (609) –</i></p> |

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| | <p><i>children. There is still the sense of 'fitting in' – both Mum and Dad are studying; family only have one car, so they all need to take and collect Dad from college (335-342).</i></p> | | <p><i>will cost and where to take it to (although he could do it himself) (250-259; 218-229).</i></p> <p><i>Sam has a very positive perception of school (48-51); his teacher (43-63) and his Head Teacher (83-85).</i></p> <p><i>Sam is able to analyse the suitability of the playground equipment – e.g. The usefulness of the gazebo (97-124; 143-147), the potential problems of swings and slides (302-327) – 'the thing is with slides, if you have slides it's hard to do isn't it because you have to line up and wait for ages?'; 'plus little kids can get hurt'</i></p> <p><i>School fosters a sense of responsibility – Sam describes how children can collect the shed key from a teacher to get more play equipment, e.g. Balls (127-141); he talks about the young leaders. Sam appears to enjoy this sense of responsibility.</i></p> <p><i>Awareness of others in his discussions (105), ability to</i></p> | <p>clubs and societies</p> | <p><i>no photographs of these and no discussion.</i></p> <p><i>Bike (takes bike to field and cycles around).</i></p> <p><i>Trampoline (590).</i></p> <p><i>Top bunk of bed – personal space (431).</i></p> <p><i>[Home appears to be centrally placed to activities undertaken – all local].</i></p> |

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| | | | <p><i>explain things precisely, e.g. position of the school gazebo; problems of swings (325). Allowed younger sister to take a photograph for him (473-476); Mum being tired – ‘she was a bit bush, bush, really’ (518).</i></p> <p><i>Sam displays an out going personality and an ability to make friends – when he moved to his current house, he shouted out of the car window so that people would notice the family (499-502).</i></p> <p><i>Sam wants to join the scouts, sea cadets and or army cadets, but needs to be 13 yrs old (627-629) – he thinks that this will help him if he wants to join the army or RAF – he is already thinking of his future career and is being encouraged by his parents (653-660). Also thinks that he may like to join the ambulance service and has spent a day at Luton Airport acting as a patient in a simulated accident (really enjoyed the opportunity – no expectation of reward or payment for his time) (545-</i></p> | | |

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| | | | <p>570).</p> <p><i>Mentions that he enjoys cricket and golf – on further questioning, golf refers to a mini golf set in the back garden (689-702).</i></p> <p><i>Enjoys reading, e.g. Harry Potter books – helps him to get to sleep.</i></p> <p><i>? Sense of adventure / excitement – father had accidents with fireworks in the back garden, this is explained with great excitement, watching thunderstorms is described similarly (704-741).</i></p> | | |
| | | <ul style="list-style-type: none"> • Personal attributes, for example: <ul style="list-style-type: none"> ▪ Resourcefulness ▪ Self-esteem / self-confidence ▪ Personality | <p><i>Enjoys riding his bike – would do this nearly everyday (234).</i></p> <p><i>Rides bike with friends 'out the front' in local field (236-243)</i></p> <p><i>Enjoys reading, e.g. Harry Potter books (454-472).</i></p> <p><i>Enjoys playing on playground equipment at school (264-286; 288-301).</i></p> <p><i>Happy to play on own on tyres at school – thinks he would</i></p> | <ul style="list-style-type: none"> • Relationships, for example: <ul style="list-style-type: none"> ▪ Friends, family, pets | <p><i>Brother to play with [seems to enjoy his brother's company – he talks about undertaking activities with him].</i></p> <p><i>Friends to play with.</i></p> <p><i>Friends are in close proximity to home.</i></p> <p><i>Friends: Play with each other at the weekends.</i></p> <p><i>[Sam has school friends and friends who he has met because they live locally].</i></p> |

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| | | | <p><i>have just as much fun 284-286).</i></p> <p><i>Enjoys playing with friends (has several photos of them (154-155; 164-180; 185-195; 201-203). Talks about one friend always being 'out the front on Saturdays' (202-203).</i></p> <p><i>Likes animals (353-361). Becomes animated describing how the fish were poisoned by a 5p piece and how the cats' kittens all died following her broken pelvis (364-367; 388-403)</i></p> <p><i>'Loves sleeping and just laying in it' (his bed) (431-454).</i></p> <p><i>Would like to start taekwondo – used to do karate (616-625), but gave it up 2 years ago (not clear why - ?financial reasons).</i></p> <p><i>Enjoys cooking (529-537).</i></p> <p><i>Likes some construction – plane and helicopter kits & electrical circuit makers (661-668) - ?sense of achievement as Sam comments that it is 'hard' (668).</i></p> | | <p><i>Nan and Granddad live locally, sees Nan sometimes on a Saturday – school friend lives near to his Nan so they sometimes go to the park together (164-180; 185-195; 201-203; 206-207).</i></p> <p><i>Nan and Granddad sometimes take Sam to a museum (183-184). Talks with Granddad (180).</i></p> <p><i>Several photos taken of school teachers (43-44; 83-85), friends (154-155; 475; 574-577), family (332; 480; 586) and one cat (349). Only child to take photographs at school.</i></p> <p><i>Sam enjoys school and has a good relationship with his class teacher – she is fun and helps a lot (43-63; 68).</i></p> <p><i>Younger sister – appears to 'look after her'; photo of sister (332).</i></p> <p><i>Family have two cats; Sam likes playing with the cats (357-361), but would also like a dog (the family used to have one, but they got rid of it as it was very energetic and</i></p> |

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| | | | <p><i>Used to collect Match Attax (675-678).</i></p> <p><i>Mentions that he enjoys cricket and golf – on further questioning, golf refers to a mini golf set in the back garden (689-702).</i></p> <p><i>Sam talks with pride about his friends coming from Scotland, London & South Africa (156-162).</i></p> <p><i>Pride: Sam displays pride at being a member of the school council – Sam displays a serious and responsible attitude towards this role (86-88).</i></p> <p><i>Enjoys Halloween – walks around streets with brother (747-761).</i></p> | | <p><i>jumped onto his younger sister) (374;408-416).</i></p> <p><i>Walks friend's dog 'lots of times' (419-429; 475-480).</i></p> <p><i>Rides bike with friends in nearby field (236-243).</i></p> <p><i>Happy to play on own on tyres at school – thinks he would have just as much fun 284-286).</i></p> <p><i>Goes round to friend's house (487-488); had barbeque for friend's birthday (525-528).</i></p> <p><i>Has friends who live on the same street as well as school friends.</i></p> <p><i>Enjoys Halloween – walks around streets with brother (747-761).</i></p> |

Other Things:

Interesting that Sam is the only child to take any photographs at school – this doesn't seem to have been a problem as the teachers themselves are featured. School seems to be a strong focus in Sam's life and he clearly enjoys it (not sure if other children thought they couldn't take photos at school). Interestingly, Sam comments that he explained to the Head Teacher why he wanted to take photographs and showed her my information leaflet (77-81) – I think this demonstrates the commitment and understanding that Sam had to the research – this is replicated by other children in other ways.

Sam doesn't seem to have the same boundaries as other children – he didn't mention any rules.

Sam has such a positive approach to life – doesn't talk negatively about things, is this the case with all the children?

All the children seem to have at least one friend; they all have family – both play key, but different roles in their lives.

Interview undertaken in the kitchen whilst Mum was cooking the evening meal – Mum only added to the interview once, to explain why Sam did not belong to beavers or cubs (there's a long waiting list – it's 'not for a want of trying') (638-641; 657). Did Mum feel she had to explain Sam's lack of attendance at clubs? Did she think that I was being judgmental?

Sam does not have his own bedroom, but his personal space (top bunk of bed) is still important to him.

Sam mentioned that he didn't take a photo of the obstacle course at school, but he enjoys this (681-687).