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| No.  Digital Appendix: Analysis Sheet 2 (Sasha) | Title | Line | Beliefs/ assumptions | Narrator agenda | Researcher reflections |
| 1 | **The unexpected student experience** | 15-42 | Shared cultural assumption, sixteen is very young to be running a household |  | ‘I really hated it, I really hated’ (19) I wondered how much of Sasha’s emotional distress was related to the subject and how much was related to her  ‘I was sixteen then’ (26) I felt that Sasha was using the shared cultural assumption that sixteen was too young to be in that position and thus indicating that she found it too much and that she was in need of support  I felt that Sasha had a lot of responsibilities and wondered how she priorities her life and what values that reflected  I wondered what made Sasha decide to work part time and whether this was related to financial needs or whether it related to an identity as an earner  Having taught A-level subjects in the past I’m not surprised to hear that A-levels were not as Sasha expected. A lot of students find the step between GCSE quite surprising  Likewise I was not surprised to hear that Sasha didn’t do very well in her first exams. A lot of students who underestimate the A-level workload struggle in their first exams.  I was disappointed that Sasha was thinking of giving up on her A-level studies as I felt that with support to help manage her responsibilities and direct work on learning strategies she would likely find herself achieving the Grades that she expected.  I felt that the decision to go to college was a reaction to the threat that the ‘failure’ presented to her identity as an able student  Although reactive it did however suggest that Sasha was able to look ahead to the next possible solution  I wondered what having to re-sit the year the year meant to Sasha. Whether it was a stigma of having failed or whether is was displacement from her friends and the feeling of being left behind that made her so opposed to this option |
| 2 | **Unsupported by school staff** | 43-67 |  |  | I really felt sorry for Sasha in this tale, feeing that her relationship with the teaching staff was poor and unsupportive on top of her own feelings around her studies (Story1) I wasn’t surprised that this year was constructed as ‘hell’ for Sasha  I felt that the use of the term ‘expressed’ (L52 &L60) sounded more effortful than simply telling and I was upset that the appeal for help was rejected.  The good and reasonable student  She paused significantly before going on to say that she use to ‘clash with the teachers a lot.’ (line44). This pause may indicate a need to consider how she represents herself. An audience could potentially view a student who ‘clashes’ with staff as being a fault and thus the pause could indicate consideration to her own identity. The reduction of the assertion from all staff to a specific staff member (line 64) may reflect a need to represent herself favourably or indeed as an attempt not to misrepresent herself. The relationship with her teachers is developed further (lines 82-58) when Sasha suggests the cause is due to having missed work which then links this back to the original ‘too much’ narrative in story one and thus presents a reasonable understanding of why a good student may come into conflict with her teachers. The actions of asking for help (52, 60) in line with cultural expectations and positioning of herself as the victim of negligent and unkind teaching staff help to maintain her identity as a ‘good and reasonable student’ in the face of challenges made by certain actors to the contrary.  The term ‘dismissed’ (L62) really evoked the idea that Sasha was nothing to him  I felt that the expectation around schools is that students with difficulties approach the teaching staff for support and I felt that it must have been hard for her to realise that she was doing what was expected of her and yet still not getting what she needed.  Once again the decision to go to college seemed to be a more reactive decision to escape the negative school environment than because she was actively choosing to go to college.  I wondered what Sasha’s aspirations were and how the change from school to college might affect this  I wondered how she felt about the challenge to integrity made by the Head of sixth form.  I wondered what contributed to the negative relationship that Sasha perceived and whether the Head of sixth form might view it differently  I felt the power differential between Sasha and the head positioned Sasha as the victim here.  I began to feel that perhaps a change of school may be of beneficial. |
| 3 | **Belief that they couldn’t support a pregnancy** | 68-81 |  |  | I felt that Sasha felt that the school would be less likely to support her now she was pregnant which implied a negative meaning construction around the attitude of school towards pregnancy  I felt that her decision to continue with the pregnancy appeared definitive and it made me feel that it was likely like that at the time. I wondered if knowing that this was what she was going to do was easier than having to make the decision. Particularly given the negative position she described herself as being in. |
| 4 | **Plea for help rejected** | 82-106 | Staff don’t care  Staff are incompetent |  | I wondered if Sasha’s frustrations impacted on her communication with her teachers and thus on their relationship  I felt that Sasha’s perception of the Head of year was very negative. This powerful character was not only accusatory but also lacking in kind of empathy.  I felt that the story was a catalogue of the failure of her school towards her, failure to listen to her cry for help, failure to validate her story, failure to offer her support, failure at empathy. Failure to recognise that her change in grades may reflect underlying needs  If the staff did perceive Sasha’s change in academic performance to be down to a lack of effort I wonder what strategies they put in place to help motivate Sasha. I’m assuming from the negative relationship that Sasha perceived that they weren’t very successful.  I felt this story also consolidated the idea that Sasha had a identity around being an able student. I wondering if viewing her academic failure as due to too many other responsibilities helped her to protect this identity |
| 5 | **Mum’s response to daughter’s pregnancy** | 107-109 | Getting pregnant is wrong (at Sasha’s age anyway) |  | I felt that within the context of the cultural expectation I was not surprised that Sasha’s Mum was ‘disappointed’ and thus her character isn’t particularly harmed by this reaction. In fact as she then goes on to support Sasha I felt that the character was overall received positively.  In contrast the fact that her Mum is disappointed positions Sasha as having done something wrong.  I contrasted this with how my family would respond if I told them I was pregnant. I considered that despite being in full time education it would unlikely be one of disappointment.  I wondered how Sasha felt about this and whether she felt that she had done wrong. |
| 6 | **Decisions in light of the perceived school response** | 110-123 | Education important  Getting pregnant is bad (immoral)  Sasha is damaged  Sasha will contaminate |  | I felt that Sasha’s Mum was acting in what she thought was her daughter’s bests interests in fighting to secure her education and supporting her in making the decision to go to college.  The assumption the education is in the best interest of people at Sasha’s stage in life is very dominated in modern society and thus it appears unsurprising and even responsible that her Mum should bring this up  It may also reflect a recognition that her daughter need to maintain this ‘student identity’ as a direction and a positive in her life.  Once again Sasha’s narration suggested an underlying assumption that her action (getting pregnant) was morally wrong or at least that that is how the school would view, it. She also indicated that her action (being pregnant) would be considered harmful to other. I wondered if this was a view that Sasha herself or whether this was she perception of the voice of others  I felt that the story was also a vehicle for other positive identities. Her role as Head girl depicted her as responsible she also comes across as assertive and able to get on with the task at hand e.g. apply to college (123)  I felt it was ‘really really’ sad that Sasha felt that her school would not only be poor at supporting her but that they would actually not want her there, or feel that she was inappropriate |
| 7 | **College unaware she was pregnant** | 124-134 | Colleges want able students |  | I felt that Sasha was hiding her pregnancy because she was afraid of how people might respond given her previous experiences and her constructions around the attitudes of others, although in (S6L114) she gives cause for optimism that a college might be different to a school in being happier to accommodate her.  Sasha put a lot of emphasis on the fact that ‘nobody knew’ (S7L131 &133) It didn’t come across as though she was emphasising her success in hiding it. It may have simply have been an expression of her surprise given her perception that it was obvious (S7L132) however I wondered whether at the same time as being afraid of them finding out there was a part of her that wanted them to know and prove her negative suspicions wrong. |
| 8 | **Course too easy?** | 135-148 |  |  | I was happy that Sasha was getting validation of her ability from her teacher, particularly after the bruising it took before.  Like the Chemistry teacher character I wondered whether doing the BTEC was in her best interests and whether this would help her realise her aspirations or whether it was just filling time. I wondered if her aspirations had changed now due to the pregnancy  I felt that the story reflected a Sasha who had an appreciation of what she was able to manage from a situational rather than an ability perspective  I wondered if Sasha would have felt able to access a course she found more challenging if the college had known about her pregnancy and where supportive. |
| 9 | **College staff member’s less than inclusive stance** | 149-187 |  |  | I felt that this story had a lot of impact. Not only did it have a lot of direct speech, indicating that the things that were said had a significant impact on Sasha, but it also had some of the motive emotive language ‘watch the blood drain out of her face and just the, the look of horror and shock on this woman’s face.’ (S9L157).  I wondered how the member of staff felt being told that Sasha was pregnant, I wondered what the thoughts that she didn’t express were.  I came across reference to students being forced out under the pretence of risk assessments in my literature review. Having taught science at A-level and having seen pregnant colleagues manage to continue to teach chemistry with very little difficulty I find the ‘risk assessment’ concern to be invalid however I wonder whether, because of the ‘risk assessment’ culture and fear of being held responsible if anything went wrong, it held validity for the member of staff in question and whether this made her fearful.  I felt that the pregnancy was perceived as inconvenient, something that didn’t fit in with the course structure and deadlines and could create more work for staff.  I wonder why Sasha felt that the blood drained out of the woman’s face. I wonder whether she perceived it to be related to feel overwhelmed, that the college was ill equipped to accommodate it or whether she felt it related to her attitude towards pregnancy in students of Sasha’s age.  I was very concerned that Sasha perceived that the member of staff had told her that they would have discriminated against her (S9-L183) had they known she was pregnant.  I felt that Donna was a very important advocate in this situation. Due to the power imbalance between Sasha (the pupil) and the member of staff, I wonder whether Pauline’s recommendation to leave the course would have been the more likely outcome. |
| 10 | **Jenny the helpful professional** | 188-189 |  |  | Useful resource |
| 11 | **Baby news Impact on relationships** | 190-211 | Pregnancy- deviant  Pregnancy causes pain to others |  | Once again I felt great empathy for the character Sasha who appeared to be experiencing so many losses. The negotiation mediated by Donna had managed to maintain her ‘student’ identity and Sasha was planning on continuing with her studies however practically she had lost access to the ‘resource’ college including the social elements this provide. ‘I was just sort of at home’ (S11-L190) suggested to me a lack of direction. Sasha struck me as quite a motivated, social individual and I wondered how the loss of a more social environment impacted on her.  The focus of the loss however in this story was around relationship and I was immediately upset when I heard that she perceived that several relatives stopped speaking to her when they found out she was pregnant. Even her father who ‘disowned’ (S11-L196) her and her Aunt who she felt was close to her. I felt the loss of relationship also indicated a loss of support and a loss of routine for Sasha as characters who had played a significant part in her life such as her Aunt who prior to this she met up with ‘a few times a week’ (S11-L208).  Sasha use of amplifiers and repetition indicated that she recognised ad appreciated the help of her baby’s father at the time. I wondered if Sasha’s perception of this was amplified by the contrast of the loss and withdrawal of support that she experienced from other characters.  Once again there was a suggestion that pregnancy was associated with shame. Sasha described how her Mum found it difficult  ‘how was she going to go out into the world knowing, other people knowing her daughter had gotten pregnant (S11-L211).  I felt that being ‘disowned’ and causing obvious distress to people close to her must have been very upsetting and I wondered how it impacted on her identity. How did she maintain an identity of a good/ moral person with people behaving as though she had done wrong. Once again I wondered if Sasha shared the construction that her behaviour was something to be ashamed of or whether she was simply illustrating how others around her seemed to hold that meaning construction |
| 12 | **Managing contraction pains** | 212-217&226-248 |  |  | Generally I felt that Sasha was quite a dynamic story teller, very charismatic but I felt that the story building up to labour was particularly dramatic and fairly entertaining. I felt that Sasha particularly enjoyed this story (and in fact the birthing story that follows). Despite the topic being primarily about managing pain and clearly a negative experience at the time ‘I think I was, was I crying? I was just sort of trying to stop the pain’ (S12-L244-245). Over time it appears to have transformed into a positive, a story that she got to tell about the birth of her daughter.  I felt that Sasha’s Mum came across once again as working in her daughter’s best interest. According to Sasha’s narration she is the decisive one here. Although she says it’s because ‘you’re driving me mad’ (S12-L247 direct speech). I imagined that underlying this was ‘motherly’ concern  Sasha mentioned wanting a water birth, which indicated that the birth was something she had really thought about and my interpretation of this was that it sounded like the idealistic child birth. It sounded like something that I’d really want to be able to do myself but at the same time know that when it came to it I would want drugs. |
| 13 | **Popular to good core friends** | 218-225 | Lost friends because of pregnancy  Some positive reactions towards pregnancy |  | Sasha seemed to accredit pregnancy as a direct consequence of the loss of friends. I wonder why she felt that was  She expressed a previous identity as ‘popular’ (S13-L220) which suggests that this is an identity she felt she had lost through this experience. She also identified herself in the past tense as ‘really outgoing’ (S13-L221)  Sasha indicated that the friends that remained where supportive and genuinely ‘really excited’ about the fact that she was having a baby which was in stark contrast to the reaction of others around her.  On the other hand the use of the qualifier ‘quite’ when Sasha narrates ‘My friends were quite good’ (S13-L218) made me wonder whether the qualify signified that they weren’t as supportive as another character, or that they weren’t as supportive as she might of liked. Perhaps not quite being able to fill the gap some of her relatives had left behind. |
| 14 | **hospital says not ready to go to them** | 249-252 |  |  | Sasha reports phoning the hospital and being met with resistance to come it. The emphasis on the narration of the hospital staffs response (L250 direct speech and repetition) could suggest that felt that she wasn’t what she wanted to hear at the time. |
| 15 | **The nice hospital room** | 253-265 |  |  | Similar thoughts to story 12 about the entertainment value. No specific negative interactions with characters although I wondered whether the use of ‘stuck me’ (S15-L261) I relation to being put into a side room was a reflection of being interacted with abruptly  Once again we see an indication that Sasha had imagined an ideal child birth situation ‘they’d built a new maternity wing, a birthing centre… I sort of wanted to hold off until it was open to use all the new facilities’ (S15-L259-260)  We also find out that she had a tour of the centre which suggests again that Sasha may have develop particular expectations of the child birth experience in advance |
| 16 | **My cousin, myself and an attempt to induce labour** | 266-281 | Pregnancy is big news  Labour is a special event and better shared |  | Sasha indicates that being pregnant can be a positive as well as a negative in terms of relationships with others. An individual who has been out of her life for 10 years is unlikely to be ‘disappointed’ by the pregnancy however the magnitude and significance of the event is a talking point one that’s strong enough to break 10 years of silence. ‘I’d not seen my cousin in about ten years…So I sent her a message on facebook… Oh by the way I’m pregnant’ (S16-L266-269).  I also felt that in some ways it also reflected the strength of Sasha’s character. Despite the rejection she’d had from family members around her she was still prepared to take the risk of reaching out to someone else.  I was very glad that Sasha had this positive story about relationship that she could associate with the pregnancy. Like the other labour related stories it is entertaining. I felt that Sasha was aware of the entertainment value and that she enjoyed telling it.  Again she produces dates (S16-L267 &275) and details perhaps to convince herself of the credibility of the story as much as to convince me. She may also be trying to be a ‘good’ research participant, providing me with the facts and the figures.  Sasha narrates that her Cousin ‘She came to see me about a few weeks later and she stayed the whole weekend’ (S16-L272). The visit appears to me to be related to the excitement of the pregnancy (S16-L270-271) however I also felt that there was something more personal in it as well. Something along the lines of she’s come down and stayed for the ‘whole’ weekend to see me.  I liked that the two young woman shared the excitement of having a baby, recognising it as something special and wanting to share the event with each other (S16-L275) |
| 17 | **the labour experience: recruiting the family** | 282-290 | Part of a family  They love me and when it comes to it they’ll be there for me. |  | I could almost feel tears come into my eyes at this part of the story when she lets people know she’s going to the hospital. First her cousin ‘she came all the way, straight from work, to be with me.’ (S17-L283) and then her Aunt who hadn’t been talking to her ‘just dropped the kids off and she came straight away’ (S17-L288). Validation that she is special and that people do care about her. |
| 18 | **the labour experience: Including Dad** | 291-302 | The pregnancy has brought people together |  | I felt that Sasha really wanted to make the experience a family experience and to reach out to whoever she could. She sends her Dad a picture of herself on gas and air. I felt that was significant but I wasn’t sure in what way. Perhaps it was to reflect the drama of the labour experience or perhaps the gas and air was to reflect her vulnerability and to reach out to him in that way and that was certainly the way that Sasha reports that her responded ‘*‘ooh you look really, you look really tired are you OK? You look really, really bad’ (S18-L297 direct speech)*  I wondered why Sasha felt that her Dad hadn’t spoken to her Mum (S18-L300) since her found out Sasha was pregnant and whether Sasha felt that he afforded her Mum some blame for pregnancy.  I feel that Sasha looks the ‘breakthrough’ (S18-L302) of her parents speaking again to the labour experience from the structure of the narration and the fact that it seems to be positioned as the direct resolution of reaching out to her Dad from her hospital bed. (S18-L294) |
| 19 | **The labour experience: the partner’s role** | 303-321 |  |  | I thought it was interesting that Sasha had obviously thought about where she wanted to give birth and how but from the discussion she narrates as having occurred between herself and her boyfriend at the time it appears as though there was no pre-existing plan as to who should be at the birth. Possibly avoided because of her Mum’s ultimatum *‘if he’s going to be there at the birth, I’m not going to be there.’* (S19-L314). When the reality of the situation arrives Sasha appears to select her female family members (Mum cousin and Aunt) ‘my Mum’s here, my cousin is on her way and my Auntie’s coming. You can come, when you’ve finished work or whatever’ (S19-L327-318)  I wondered whether there was anything in the fact that the boyfriend simply asks if he should come (S19-L310). In contrast to her female relative who simply tell her that they’re coming (S18) |
| 20 | **Deviating from the birthing plan** | 322-338 |  |  | Topic wise I think like some other parts of the larger labour narrative it mentioned support ‘my cousin was there’ (S20-L325).  The other theme that stood out to me was the deviation from the pre-planned birthing experience.  This part of the narrative really stood out to me as being very descriptive in a visual and sensory way. This contrasts from some the parts of the narrative where the focus is often more directed towards social interaction or reflection on the experience. Here the amplifiers and repetition emphasise sensory experience (S20-L331 &L335) and Sasha refers to the waters breaking as being ‘it was like this slimy gunk’ (S20-L326). Combing two words with similar meaning to really emphasis this element in the plot. This helped establish it within the comedy genre – another entertaining story of the labour experience |
| 21 | **three birthing partners** | 339-347 |  |  | Yet another time what I perceived as the start of the next part of the story was the arrival of another relative, in this case her Aunt (S20-L339).  Sasha narrates ‘And they said *‘she can only have two birthing partners’* But she said because you’ve only got one midwife I’ll let you have your three family members.’ (S21-L344-345). I was a little confused about who this was addressed to. In line 344 the direct speech indicates it’d been addressed to someone other than Sasha ‘she’, whereas in Line 345 the midwife sees to address her ‘you, you’ve, your’. It’s certainly possible that the complicating factor was initially expressed to a relative to protect Sasha but the good news was later addressed to her directly. It’s also wasn’t clear to me whether the direct speech was delivered by the same person as ‘they’ (L344) become ‘she’ (L345). Or perhaps I’m just reading too much into that.  The character (she) who is possibly the midwife was perceived as accommodating and facilitating the positive birth experience. |
| fama22 | **The birth: too late for the epidural** | 348-367 | Natural birth is better (e.g. no epidural)  Family were involved in the birth |  | The following narration really seemed to define Sasha’s construction of the birthing experience as a shared experience, surrounded by her family. ‘My cousins feeding me ice, my Aunties talking to me, my Mum’s stood on her phone at the end of the bed.’ (S22-L352)  Sasha perceived that she reached the point where she was very decisive about taking the epidural even though this meant deviating further from her birthing ideal ‘I said, right, I want this epidural, I’m, I’ve had enough’ (S22-L358).  The significance of the moment when Sasha realises that the baby is coming is apparent by the amount of direct speech which transports you into that moment with her. The delivery including the shriek (S22-L362) heighten the drama of the situation |
| 23 | **The birth: a family affair** | 368-383 |  |  | Another line that summaries the birth as a shared experience with everybody playing there part. ‘She’s videoing it and taking pictures, my cousin is holding my hand and feeding me ice, my Mum’s holding my other hand and I’m pushing.’ (S23-L374)  Once again Sasha is very entertaining in her delivery and I found the story amusing and I felt that Sasha had this wonderful tale, this lovely construction of the birth as a family experience with the added advantage that ‘I don’t remember what that felt like’ (S22-L357).  In fact the entire narrative around the labour experience is such a lovely, humorous and family orientated tale. I could almost imagine it in cartoon version with a U rating. Especially with the image of the baby just flying out (S23-L379) |
| 24 | **Hello Leila** | 384-397 | Leila is part of the family |  | There was discrepancy in what the baby was like when she was handed to Sasha, ‘covered in white stuff’ (S24-L385) or ‘really, really clean’ (S24-L386). I wasn’t sure whether the correction represented a greater reflection on the ‘reality’ of the experience or whether it was a reconstruction to a more ideal memory.  In the narrative Sasha locates her daughter within the family as soon as she sees her recognising the babies Dad and even Sasha’s own Dad in her (L388). These where the two characters, previously recognised in the narrative as being important to Sasha, who weren’t there at the birth and now as soon as her daughter is born she sees them there within her daughter. I felt that it potentially served two purposes, associating the ‘Dads’ with the birth story and also in establishing Leila as part of the family. It is very clear through the whole narrative that family is very important to Sasha.  There was also a real sense of achievement from the birth ‘*‘you’ve done it, you’ve done it.’* (S24-L391) and pride with the new Mum being able to boast ‘the biggest baby in our family for I think fifty years’ (S24-L393). As well as a beautiful (S24-L389) and healthy (S24-L396) baby girl. With amplifiers emphasising these traits. |
| 25 | **Celebrating a successful birth** | 398-408 |  |  | Again it conveys the achievement and pride side of the birth especially through the Aunt character who tells her ‘*You’re really really strong, I couldn’t do that, I couldn’t do it, I’m just really proud of you, I can’t believe it’* (S25-L400)  Sasha expressed a regret that she’d asked her Aunt to delete the video of the birth experience ‘I must have been high off the gas and air... now I’m like I want to see the video. I want to see what happened’ (S25-L404). This suggests a preference for remembering the ‘reality’ of the situation wishing that an objective cue to the actual experience remained. Equally it also suggests that Sasha acknowledges that some of the reality of the birth is lost. Presumably however she interprets her story to be a reflection of the actual experience and her tendency to try and provide concrete information such as dates throughout the wider narrative suggest to me that she is trying to provide (or at least trying to convince me) that aspects of reality are preserved within the narrative. |
| 26 | **On second thoughts, no placenta milkshake** | 409-410 |  |  | Funny little story. I feel that ‘celebrities’ (S26-L409) are often associated with youth culture so I feel that an identity as a young person comes through here.  The wanting to have done the right thing, in this case ‘healthy’ thing and add to the wholesome pregnancy experience is also apparent here. The humour in this comes from the realities that prevent Sasha from realising her ideal |
| 27 | **Celebrating with partner** | 411-418 | The birth as a positive  Leila makes people happy |  | Sasha’s boyfriend is positioned as supportive, coming to see her directly from work (S27-L414) and staying with her until late (S27-L418)  There is an intimate relationship moment where the both share and emotional experience. ‘he was just like, *‘I’m the happiest I’ve ever been’* And urm we all had a bit of a cry.’ (S27-L416). In addition to the emotional content its importance is emphasised by the direct speech. |
| 28 | **vulnerable Leila: a mother’s fears** | 419-428 |  |  | Structurally this section of the narrative is introduced with what I eventually interpreted as the significant complicating action, the fact that ‘Leila’s temperature was, lower, lower than it should be.’ (S28-L419) immediately added drama to the section even though I had the advantage of already knowing that there must eventually be a positive resolution  The medical complication also helped to position Leila as vulnerable which was reinforced by the description of Leila as dependent on the medical equipment ‘heating mats in her cot’ (S28-L423)  Compromised start to motherhood Sasha isn’t able to take full responsibility for her child due to medical issues. The medical staff therefore retain their authority and Sasha is positioned in the narrative as powerless ‘they made us’ (420) and ‘they wouldn’t’ (422). Sasha is unable to take her child home and be a Mum, instead her start to Motherhood is at least partially dictated to her  There is no challenge made regarding the decision of the hospital, but the authority of the hospital is reflected in the narrative. Sasha narrated that ‘they made us stay’ (S28-L420) and that ‘they wouldn’t discharge me’ (S28-L422)  The emphasis here is placed around the emotions of fear ‘I remember being really scared’ (S28-L424) and of concern, positioning Sasha as a protective Mum. ‘I was just afraid that I was going to roll off... or I was going to drop her. That’s what I kept thinking’. (S28-L425-426). Despite being ‘really, really groggy’ (S28-L427) her overriding thought is for the safety of her daughter. |
| 29 | **One experience of poor care** | 429-436 | Nice midwives  Negligent nurse |  | Sasha had built up a good relationship with the midwives. I wondered whether the accommodation of the birthing partners played a significant role in her construction of the midwives as ‘really nice’ (S29-L429).  Sasha did express a complaint in regard to ‘one’ member of the hospital staff. I felt that ‘one’ suggests that this was a minority perception however as Sasha redefined the member of staff ‘she wasn’t a midwife she was a nurse’ (S29-L430) and then offered no positive contrast of a nurse to compare it to it is difficult to speculate what her opinion of the wider nursing population was. Certainly there was no indication of any negative interactions with any additional members of staff.  The nurse in question did not meet Sasha’s expectation of care. ‘She was really negligent I think’ (S29-L431). When Sasha was perceived she might be a risk she felt there was an absence of concern ‘she just walked past me, just ignored it’ (S29-L433).  Sasha also felt that her need for pain relief was not met. ‘Took her ages and when she came she gave me paracetamol and that paracetamol did not suffice, not, doesn’t count.’ (S29-L432).  I felt that if I was in Sasha’s position I would have been really upset with the nurse too if she had just walked past and not given any reassurance or promise of return. I wondered however if there were any alternative constructions to ‘negligent’ not that it makes any difference to the experience of care that Sasha received. |
| 30 | **Home via Tesco’s: Leila into the community** | 437-450 |  |  | Sasha identified with a culture and one that she felt was likely to be different from that of the audience. I assume this because she explains that taking the newborn out in public is ‘taboo in my culture’ (S30-L442).  She refers to the behaviour not being acceptable ‘unacceptable’ (S30-L444) in reference to the attitude of the wider group (just as she did earlier when the wider group referred to the school). Sasha illustrates this through direct speech around her interaction with a distant relative. I assumed that the ‘relative’ part was, offered as credentials for membership to her culture. In reaction to Sasha bringing a newborn to Tesco ‘he couldn’t believe it and he’s like, ‘*what are you doing in Tesco then?’* (S30-450). In contrast to the school section this is delivered with more humour and there’s no real indication of any truly negative consequence of this. I assume then that this was merely a minor taboo. In contrast to school in this situation she is also partially shielded by the presence of her Mum (potentially viewed as more powerful) endorsing this activity. |
| 31 | **Naming Leila: what would Grandma say** | 451-488 |  |  | A name and a place (Belonging)  The name choosing process actually revealed several aspects of Sasha’s identity and potential for conflict.  Sasha as spiritual  Whilst narrating the name choosing process Sasha acknowledged that she’d originally ‘wanted something really profound....something more like ‘purity’’(468-471).  Her initial reaction was that her daughter ‘looked like an angel.’ (454)  Sasha as a young person  Her suggestion that a name choice was influenced by a celebrity, often associated with ‘youth culture’ wasn’t well received by her family (474-475). Family influence trumps this.  Sasha as a member of the family  Although the naming process was influenced by other aspects of her identity such as her spirituality (468-471, 454) and youth culture (474-475). Ultimately it was her identity as a family member that proved the strongest influence. Not only curving other choices to meet with family approval (475) but ultimately choosing a name that would be more acceptable to the cultural palate of Sasha’s ‘Grandma in the middle of Africa’ (479). This suggests to me that being a member of her family is to Sasha one of the strongest aspects of her identity. |
| 32 | **Too soon to leave Lelia, can’t return to college** | 489-505 |  |  | A place in the family  Other members of the family descend on them for Christmas (492-495) ‘And everyone saw Leila and it was just, it was really lovely.’(496)  Mother and child bond  Mother child bonding (489 -490) – describes attachment to child  Student or Mother  A lot of direct speech focuses this section of the story as particularly important. When it comes to the time to return to college Sasha is still bonding with her child (489-490) and she doesn’t feel able to leave her child at this time. ‘I won’t leave her she’s too small.’(500). Whether she would have been able to make the decision to stay away from college had her family been against this is unclear but from its presentation in the narrative the legitimisation of the decision not to go back by her Aunt (500) and subsequent support from her Mum (503) enable her protests (499-500) to become a final decision (502-503). The tension here primarily appears to be between being a Mother of a young baby or a college student. Nonetheless it also suggests to me the importance of family support as I feel it’s significant that Sasha didn’t just legitimise her decision through the mother and child discourse but also referred to her Mother and Aunt’s acceptance.  Loss of student identity  The dissolve of the student identity causes a loss of direction for Sasha  ‘I’d just felt really lost, didn’t know what I was doing, where I was going.’ (505).  Up until now in the narrative Sasha has been adamant about retaining her student identity, which is clearly really important to her. The readjustment in priority is significant however the knowledge that this comes at the cost of college is difficult. |
| 33 | **The college didn’t care** | 506-515 | Colleges should care about the wellbeing of their students |  | This section simultaneously broke my heart and rang true at the same time. The college begrudgingly accepted the plan for Sasha to continue under pressure and I could almost see them pouncing on the fact that she had broken her terms of the agreement and therefore they were dissolved of their commitment. It is in my experience more unusual for this to be applied to students who are doing academically well. Were they are generally more proactive in ensuring that they return.  I wondered how the staff making the decisions at that time would respond if they had heard Sasha telling this part of the narrative.  Rejected  Although Sasha made the decision not to return to college her narration of the college’s rejection of her suggests that she is hurt by their formal response and lack of attempt to enquire about her welfare (506-510). This is a challenge to her identity as a deserving person and member of the college community. Sasha list what she feels they should have done which indicates that she feels that she is worth this. To me it once again suggests that Sasha’s underlying belief is that the college should have been her champion, her hero and fought for her and to Sasha, like her previous educational institute it fell far short in this respect. If the educational institutes won’t fight for her who will?  From the positioning in the narrative and the use of the phrase ‘well that’s fine. Urm I can just’ (511-512) it appears that the college’s response is what spurs Sasha on to look for a new Educational or career move (512). It isn’t entirely clear whether this is due to the formal loss of student status or the reactive need to ‘prove’ herself, perhaps a combination of both. |
| 34 | **Baby blues** | 516-522 | Staying in the house all the time was unhealthy for her  Her Mum was right |  | Sasha previous described herself as outgoing (???) wanting to stay in the house all the time therefore suggests a significant change.  I wondered if it the rejection from the college or the loss of routine contributed the Sasha’s loss of motivation.  Sash narrates that she wouldn’t leave the house for weeks (516-518) her disclosure that ‘I just saw nothing wrong with it.’ (517) suggests a change in meaning construction around this between then and now, with her now classifying this as unhealthy behaviour. |
| 35 | **The interview: Omitting the motherhood** | 523-532 |  |  | I felt that there was evidence here that Sasha perceived that the college were disappointed with her because she was a Mum. Which is why she didn’t tell the apprenticeship interview panel that she was a ‘teen Mum’ (527). In relation to the college reaction to this Sasha narrates ‘you could just see the disappointment and they just, you know, they didn’t treat me the same way as they did before that.’ (529-530). This supports the idea that Sasha interprets their discrimination to be related to prejudice against young Mums.  The finding of the apprenticeship position (523), comes immediately after the narrative of becoming house bound (516-158) which may indicate that Sasha considers the apprenticeship to have saved her from what she perceives to be an unhealthy state  The hidden Mum  Twice shy. Sasha feels that she needs to conceal her status as a young Mum (527, 531), justifying this with the evidence of her past experience with college.(528-530).  I also felt this section gave an indication of Sasha’s confidence in her ability. She gives a positive appraisal of her interview performance. Though obviously it is impossible to know whether her feeling around this changed based on the outcome of this interview |
| 36 | **A child minder for Leila** | 533-542 |  |  | The beginning of the apprenticeship causes a tension between the motherhood and student/working identity it also causes an intra motherhood identity conflict between Mother as a carer and Mother as a provider.  Sasha positions Leila as vulnerable ‘She was still like a small baby, I was just weaning her then’ (541) which may indicate the difficulty Sasha felt in being separated from Leila for the first time at this age.  I sympathised with Sasha in leaving her child and I imagined that I probably wouldn’t want to leave me child at that age. One of my friends has a child who is the same age as Leila is now and she’s still not ready to leave him just yet. |
| 37 | **Attempting to stop breast feeding: the child minder’s request** | 543-551 |  |  | There are two related stories within the section, the first is about having to leave the child and second about the pressure to bottle feed.  The reservation at leaving her child is suggested in Sasha’s use of ‘sort of’ (537) and ‘alright’ (538) (previous section) which gives the impression that it wasn’t ideal but adequate given the circumstances. Additionally the expression of guilt at being away from her daughter and the need to maintain the bond through breastfeeding (550) also provided the sense of reluctance and perceived threat to the mother daughter bond  The decision of whether or not to breast feed seems to me to be a significant motherhood decision but here it is apparent that although the circumstance is dictating a need to stop this is not something that Sasha is wanting to do (550). She  I wondered whether Leila’s unhappiness (546)was due to the separation from her mother.  Concerns around Leila’s well being impact on Sasha’s own well being ‘that was really stressing me out at that point’ (548) positioning her as a caring mother.  Her attempt to try to stop breastfeeding (548-549) additionally positions her as responsible. Although the struggle to bottle feed emphasised by repetition within the section (548 & 549) means that this is not entirely successful. |
| 38 | **Unhappy Leila: inadequate child care** | 552-556 | Receiving poor child care |  | Development of constructions around leila’s unhappiness. The blame is given to poor care |
| 39 | **New child care: extending the family** | 557-580 |  |  | Readiness of child to separate from Mother (age of child ‘she was the youngest baby they’d ever had’ (576)  Readiness of Mother to separate from child  This section contrasts the dissatisfaction of the previous child minder (554-556) with the approval of new (561). Examining the passage we see that to explain her positive bond with the new child minder (562) Sasha reflects on similarities, such as racial identity (562) and choice of child’s name (559) the latter of which is interpreted to form a spiritual construct ‘that was like fate’ (558). The child minder is given the identity of extended family member, with Leila calling her/ them Aunty (578, 569) and Sasha referring to it as a ‘home from home’ (563, 579). This construct may reflect the difficulty of leaving her child with a stranger and this may have formed to help Sasha cope with leaving her child. It is however unlikely that this construction would have formed without underlying realities. There may for example have been a fundamental difference in the two environments (554-556, 561), in the approaches of the child minders, the second of which was described as ‘really supportive’ (580) and/ or it may reflect the reality that neither Leila or Sasha were emotionally or biologically ready for separation initially and were more prepared and able to accept a child minder the second time around. |
| 40 | **The apprenticeship: opening doors** | 581-584 | That work experience/ qualifications in one field can help lead to other types of work. |  | ‘And I thought oh, I don’t really want to be a business administrator but it can open doors, it can open a lot of doors.’ (582) General conflict throughout the story between aspiration and practicality. The idea that one thing can open doors into another suggests that Sasha believes in transferable skills or the importance of demonstrating work ethic.  I wondered whether the enjoyment came from the satisfaction of having started something new and achieving in it (583). |
| 41 | **Boy trouble: Not father material** | 585-590 | Parenting is the joint responsibility of parents  The child’s father should contribute financially |  | Who cares for a child and how are clearly cultural and individual constructs. There are however also hard realities underlying child care. A child for example has needs that must be met, if these needs are not met the child will die. There are other biological realities such as the ability to lactate, the release of oxcytocin and the response of a human body to a child’s cry. There are immediate practical realities such as the availability of cultural technologies such as powdered milk refrigerators and child care providers. These undoubtedly influence social and individual constructions around child care.  Sasha tells that tension began to arise in her relationship with her boyfriend. ‘I just couldn’t see eye to eye with him on seeing his daughter or supporting me finically.’(586). Due to her reference to ‘co-parenting’ (588) it is likely that Sasha considers this to be part of her constructs of parenthood and that she sees these as joint responsibilities. Leila’s father therefore falls short of her expectations.  The structural set up of the passage suggests that the tensions in the relationship are directly caused by the lack of support either with child care or financially.  It is unclear whether Leila’s father is not wanting to contribute financially or whether the tension is caused by a difference in consideration of the amount of money he should contribute. |
| 42 | **Tensions with Mum: The rent** | 591-601 | It is not necessarily expected that working young people living at home should contribute to the rent (paying board) and if they do it should be proportional to their income. |  | Wanting to pay a higher proportion of her income as board than she was prepared to (594-598), ‘Things with my Mum went sour‘ (601) and led to Sasha thinking about moving out (591, 593).  Financial tensions are not unexpected with a low income. Sasha recognises that the apprenticeship is low ‘only on an apprentice wage’ (596).  I understand that Sasha has ‘always paid board’ (594) which I interpret to mean that whilst working for the retail shop and having her own earnings.  I wondered if there was something significant about ‘paying board’. This could suggest different constructions to the idea of contributing to rent or household costs. The later would imply that this was her home and as an earner she should contribute to costs. The former could imply that the home is her Mum’s and that she having to pay her to live there. The different constructions could impact differentially on security and belonging.  I wonder if Sasha had specific plans for the money she earned and how this was influenced by being a Mum. Security? Education?  I sympathised with Sasha that between proposed board and child care costs that must have left very little for herself and Leila to spend and certainly not left contributions for savings for larger things such as a house of their own |
| 43 | **Tensions with Mum: Domestic violence** | 602-614 | Children should not be exposed to violence |  | Sasha’s Mum hits Sasha and Sasha leaves home (602-614).  Although it is unclear whether Sasha would have left home following the attack (602-604) in the absence of Lelia, the fact that Sasha’s Mum ‘got really violent in front of Leila.’ (603) is the first thing that Sasha mentions about the altercation suggests that this was particularly significant to Sasha and that her need to protect her daughter may have inspired the instantaneous decision to leave (607-608).  Tensions impacted on the relationship itself which ‘went sour’ (601) |
| 44 | **Extending the olive branch: failed attempt at reconciliation** | 615-627 |  |  | Once again Sasha demonstrates the significance she places on family events. Leila’s first birthday offers the opportunity to ‘extend the olive branch to my Mum’ (622). It isn’t entirely clear whether Sasha’s unhappiness regarding her Mum’s failure to attend is primarily because she passed on the opportunity for reconciliation or whether it was missing her granddaughter’s first birthday. ‘come to her own daught\*, granddaughter’s first birthday.’ (626)  Although other family members had failed to motivate Sasha to reach out to her Mum (617), Leila was the one who managed to inspire this (622). |
| 45 | **Repercussions and explanations: Social services become involved** | 628-642 |  |  | In this story Sasha presents herself as the protector of little brother (632-633) standing up to her Mum when she hit him. Sasha tells us that her Mother considers her to have betrayed her (639) however Sasha defends against this whilst maintaining her positioning of acting in the best interests of her brother. (640-642). On the one hand Sasha appears to follow the rationale of her supervisor that her Mum could potentially become violent towards her brother ‘If she can beat me so violently, what’s to stop her from doing it to him’ (630). On the other hand Sasha appears to recognise that the repercussions for her brother could potentially be equally bad if not worse if other professionals become involved. ‘I didn’t report her to the police because I didn’t want anything to happen to my brother.’ (641). It isn’t clear what Sasha felt might happen to her brother, perhaps end up in care? Generally however it demonstrates the unhappy position of wanting to protect her brother but not being sure of what would serve his best interests.  The altercation may also shed some light on the relationship between Sasha and her Mum. I would assume that in many Mother daughter relationships (with an teenage daughter) the power balance would generally be in favour of the mother. When Sasha’s Mum says *‘oh, why are you questioning me?’* (634-direct speech). This may suggest that Sasha’s Mum is not use to Sasha questioning her authority. |
| 46 | **A Christmas reconciliation** | 643-654 |  |  | The importance of the relationship between Mother and daughter is signified in this story. According to Sasha neither herself (651-652) or her Mother (644) were able to contemplate a Christmas apart. ‘She’s never, ever had, since I was born, we’ve never had a Christmas apart, we’ve never.’ (645). Thus once again the family event presents the opportunity for reconciliation. I feel that Christmas is for some perceived as a time for tradition and sentimentality. I know that the first Christmas after my Mum died was very difficult and seemed ‘alien’ (651) to me, just like the prospect of a Christmas without her Mum felt to Sasha.  The story has a happy ending in that mother and daughter are reunited but I feel that Sasha emphasises the effort that it took in order to regain the relationship. ‘sort of things changed and slowly, slowly, slowly we sort of, built up that relationship.’ (654) |
| 47 | **Social services: The positive narrative** | 655-671 | Sasha’s Mum was dependent on Sasha  Sasha’s Mum should be grateful for Sasha’s contibutions |  | Talking to the social worker who was working with her Mum and brother seems to have helped Sasha to consolidate her identity as a primary carer for her brother (668) and helped her to come to terms with the emotional guilt of leaving her Mother and brother (669-670).  A lot of people talk about the co-construction of narrative however although this may be technically true. I also feels that there are situations where one party has a lot more power in the construction of the narrative. In counselling the constructs although facilitated by the other should principally arise from the narrator not the counsellor. In situations in my work where I’m actively reframing the way people think around the child, thus I am the one actively constructing that narrative. In the narrative that Sasha gives us here it sounds as though the social worker provides the constructions and because it doesn’t contrast too much with existing constructions and fits with the data of the perceived reality, Sasha is able to accept this ‘that was the case’ (671). I feel that the idea of joint construction can be misleading. It gives the idea of two people building a house together whereas in some cases it can be closer to the analogy of one person doing the building and the other person simply being invited to approve the completed house. |
| 48 | **The healing process** | 672-684 | Sasha has managed to get over the emotional distress of the negative events with her Mum |  | Sasha felt that the NLP counselling had been effective in helping her get ‘over the whole, sort of incident’ (674) with her Mum. Helping her detach the emotional pain from the events (682).  During decisions around the recruitment of participants I had worried about the balance between practical and ethical consideration. One of the considerations was whether participant who were experiencing or had, had negative experiences would be emotionally ready to talk about their experiences. When Sasha said this was the first time she’s spoken about the incident with her Mum since the counselling (683) I wondered whether she would have elected to take part on this research project if I had contacted her at an earlier point in time. Nicole, although in a much more positive position that she was in during some of the experience she narrated, still clearly had a lot of emotional pain attached to the memory of thee experiences. In Nicole’s case however I wondered whether it was this strong emotional response that motivated her to want to take part in the study. I remembered having discussions about not wanting to recruit participants who would be distressed talking about their experiences thinking that I was being ethical in doing so. Now I have to consider whether in seeking to protect individuals I was in fact denying them the opportunity to express tell their stories and their views to a potentially wider audience. Ultimately I think as a researcher the lesson learned is how can I possibly know what is better for the individual than the individual themselves. I feel that all individuals in the potential sample population should be given the information so that they can choose whether or not to participate and that ultimately it would be unethical of the researcher to assume that they know better than the participants themselves. On the other hand I would still have made the decision to stop the tape when I did in the interview with Nicole and given her a little bit of time and space to reflect whether she wanted to continue or not. |
| 49 | **Moving and stability for Leila** | 685-692 | Sasha is concerned with Leila’s wellbeing  Preserving routine and normality will help Leila feel more secure |  | Sasha positions herself as a good parent in this story, with the emphasis (though repetition ) on concerns that Leila has been through a lot of disruption and needs to have a sense of normality preserved (691/692)  I wondered for both Sasha and Leila what the impact of having to move twice in a relatively short period of time was. I wondered if there were many young mums who found themselves in this position. I felt that there were a lot of things that must have been impacting negatively on Sasha’s sense of security. Accommodation, finance and relationship difficulties. |
| 50 | **Travel and the working Mum: Exhaustion** | 693-711 |  |  | I remember in 2005 when I was temporarily without a car and I was spending four hours per day extra on travelling and waiting for connections. As soon as I got my car I could leave my house at 7.30 instead of 5.30. My original journey did not factor in any additional stops, such as having to get to childminders. I recall one of my friends not having a car for a period of time when her son was approximately 12 months old and just how difficult she found it to get to places on public transport. I felt that as well as being an issue of practicality it is also an issue of dependency. Sasha clearly values having a car now and recognises what a major difference it makes on the quality of life. I imagine that many younger Mums, because of the age restrictions on learning to drive and the relatively new insurances costs hitting those who are old enough, will face this significant disadvantage. |
| 51 | **Support, housing and regaining normality** | 712-724 |  |  | Sasha recognises the difference appropriate accommodation in terms of quality and location can make on an individual’s life especially when people are relying on public transport.  It is clear that Sasha appreciated the support that she received from Sophie and her organisation. Later on she acknowledges that the environmental factors were the hardest things for her to negotiate. I remember when I required to teach PSCHE that although there was stuff on savings accounts and expected long term income from various aspirational careers. There was never anything on how to ‘live’ never mind save on an apprenticeship wage, or on the benefits and charities you would clearly be dependent on given that level of income. |
| 52 | **Moving out and the positive impact on Mum** | 725-739 |  |  | Sasha interprets not returning home as a ‘strength’ on her part. The fact that this is perceived to go against the expectations of her Mum and other family members is clearly significant to Sasha (‘never expected’ x4 repetition 731-735). This helps to emphasis the idea of change and a new found strength.  Sasha describes her new house in terms of Leila’s needs, supporting the Good Mum identity |
| 53 | **Financial hardship, support and gaining financial independence** | 740-749 |  |  | Sasha acknowledges her financial dependency and how she needed the support from Sophie in order to get to the position she is in today – financially independent.  I wondered how Sasha felt at the time realising that despite working full time, financial independence was not a realistic prospect. When I was Sasha’s age I went into full time education and enjoyed the financial support of my family for several years after this. I did however have a couple of friends who went into full time employment and whom didn’t have the luxury of financial support from their families. I seem to remember that they were both comparatively better off in terms of income at that time than Sasha reports of her apprenticeship wage today (as compared to my knowledge of rental costs in the area and living expenses). The whole financial story really annoys me, from my experience I have found that individuals new to the profession or required to do additional study are often expected to do the same as other employees and end up working harder for less pay and in some situations for significantly less pay. The financial injustice for young people is a particular concern of mine and Sasha’s story just fuels my own passion for social justice in this area. It makes me incredibly cross. I wonder whether I am significantly more angry about this than Sasha. I feel that some young people are being put in the situation where they are being made to feel grateful for the opportunity to work their socks off for hardly any or sometimes zero pay, when in fact their contribution is actually significant and often they are not getting that much training from their ‘employers’. |
| 54 | **Qualifications, competencies and frustrations** | 750-757 |  |  | I wonder if the level two qualification was the appropriate level for Sasha to have started at. I am unfamiliar with this qualification however having taught GCSEs, A-levels and vocational level 2 and 3 qualifications I would query whether Sasha wouldn’t have been able to access the level 3 course. I wonder what her employer uses to help them decided whether the individual would need to start on level 2 or whether they require all individuals to start on level 2 regardless of experience, knowledge or ability. I generally have concerns around individuals being required to do qualification simply so they have the qualification and because it’s convenient to the employer/ educational provision rather than because it is most appropriate for their own learning and development.  I wondered if Sasha felt that it was important to start on the level 2? I wonder whether her interpretation of this would be affected by her need to justify that she wasn’t simply treading water. |
| 55 | **Education and career decisions** | 758-777 |  |  | Sasha faces conflict between more practical considerations and her interests. Sasha has clearly been considering her options however has not yet arrived at a firm decision.  It once again makes me wonder whether a level two qualification in business admin was in Sasha’s best interest. From her story it seems unlikely that she received advice from her school or college. I wonder whether Sasha would have benefitted from some better career advice. |
| 56 | **Regrets and resolve: Spending more time with Lelia** | 778-806 |  |  | Again I find myself sympathising with Sasha’s position being pulled between three different identities/ roles. The Mum, the worker, the student (778). Sasha feels that work has and continues to detract from her ‘Mum’ role. Threatening her ‘good Mum’ identity as well as her own genuine joy at being able to spend time with Leila.  Sasha also acknowledges how practical (financial) considerations are a barrier to realising her desire to be a more involved mother.  Sasha appears to indicate a regret in going back to work/education so early and not spending a proper maternity period with Leila. In other parts of the narrative we see more clearly how protecting the ‘student’ identity contributes to this. |
| 57 | **Pregnancy scare and relationship with partner** | 807-815 |  |  | Earlier in the narrative Sasha has indicated feeling torn between commitments and not having enough time. The prospect of having another child to take care of causes Sasha to feel overwhelmed (809). The positioning of, and emphasis on, the lack of support from her partner (811-814), suggest that she sees this as something that impacts on her ability to cope. It also suggests differences in expectations and related tensions with regard to her partner.  I felt that impact of this event helps to illustrate the level of stress that Sasha feels under and suggests that the combined demands of work, study and parenting are too high. |
| 58 | **Trauma and coping strategies** | 816-827 |  |  | I wondered whether the reason Sasha returns to work immediately after the miscarriage (819) is because she doesn’t know how to stop and is just so use to having to manage all her competing commitments that she feels that if she stops everything will come crashing down. On reflection she realises that she should have take time off for her emotional health (821). Sasha also indicates that her emotional health is still vulnerable (823-824). |
| 59 | **Revelation and Freedom: the partner’s double life** | 828-857 |  |  | I felt that this story was an emotional rollercoaster. On one hand it eludes to tensions in the relationship and real uncertainty (837). On the other it showcases her ideal family aspiration that despite the tensions she hoped would be realised (851). When the revelation that her partner has been seeing someone else shatters this aspiration Sasha experiences the emotional loss (843-844) and it causes a re-evaluation of her aspirations.  I felt that there Sasha is still confused over exactly what her current aspirations are. In this part of the narrative ‘teacher’ belongs to the old aspirations camp. The practical position at other point in the narrative teacher is suggested as a possible current aspiration (e.g. art teacher). Later on in the narrative Sasha acknowledges that exactly what she wants to do and what the future might bring is unclear, though full of possibility |
| 60 | **Unsupported: the life of a single Mum** | 858-871 |  |  | I remember being aware an American study several years ago that suggested that beyond a certain level more money couldn’t buy you happiness but income that fell below a certain level could by you unhappiness. I’m reminded of this as Sasha talks about the financial as well as practical difficulties she faces in being a single Mum.  Here Sasha strongly identifies as being a single Mum. As with other parts of the narrative we get an indication that Sasha doesn’t really identify as a young Mum but more generally with the struggles of ‘Mums’ going through similar difficulties managing work study and home as she does. Single Mums in particular as the lack of support is something that Sasha attributes to being a single Mum and as becomes apparent later in the narrative Sasha holds the construction that support should come from the child’s father and that he along with the mother carries the responsibility towards the chid (practical & financial). |
| 61 | **Betrayal, freedom and a sign from God** | 872-879 | Religious constructs – sign from God – for a ‘positive’ reason |  | Sasha uses religious constructions (878) to make sense of her split with her partner. Her interpretations suggest that she feels that the split will ultimately be a positive, in her best interest.  I thought that the ‘freedom’ (879) Sasha refers to likely relates to the release from her original obligation to the stable family and the opening up of new interest based potentials. |
| 62 | **Career decisions: Aspirations and responsibilities** | 880-899 |  |  | I felt that there were two stories here one of possibilities and one of financial issues. Although on one hand Sasha is saying that interest and time with her daughter are more important that amount of money made, she acknowledges that she still needs to provide for her daughter and it that the constant referral to money throughout the story suggested her awareness that finance is an underlying barrier. |
| 63 | **Career decisions: the impact of family and making them proud** | 900-926 |  |  | On reflection Sasha feels that her parents influenced her educational decision, however there is evidence that the aspiration for the stable profession (908) is internalised and becomes part of what she feels she wants to be (909-910). At the same time her interest around arts was maintained though reframed as additional ‘fun’ (918) rather than primary aspirational goal.  Sasha once again eludes to her family identity and in this case making her family proud (921). The positioning of pregnancy variable in the story and the reiteration of the need to make the family proud (922) suggests that the pregnancy increased the need to make them proud. This likely relates to the suggested negative impact the pregnancy had on the family, with their emotions of loss and embarrassment as suggested earlier in the narrative. |
| 64 | **Career decisions: the good Mum** | 927-936 |  |  | Sasha also suggests that the need to establish the good mum identity and provide for her daughter was another factor influencing her educational/work decisions (927-931).  Mixed constructions around the current apprenticeship throughout the narrative. Here she enjoys it but doesn’t enjoy the office lifestyle (also mentioned earlier) but other parts of the narrative suggest boredom and only liking certain parts. Certainly Sasha is clear that it’s not what she wants but her constructions around this are not always consistent. |
| 65 | **Acceptance in the office but still scarred by earlier experience** | 937-959 |  |  | Emphasis on her office colleagues being really positive - amplifiers (945).  Evidence of acceptances into the wider identity of parents/Mum. Accepted as one of them.  Still scarred by earlier experience, perceived victim of prejudice – judged as ‘one of them’.  Expectation that school should be supportive. Let down by school didn’t expect to find support elsewhere. Perception that school is where young people should find support and acceptance. Challenge to this perception, realisation that other environments/ other people might be more supportive than school but difficult construct to break. Children told by schools that they are there to support/ help them, expectation becomes engrained. |
| 66 | **Discrimination at the retail interview** | 960-974 |  |  | Sasha recalls that the interviewers ‘first question’ being around the parent-worker conflict, suggesting an interpretation that this was her primary concern. Sasha reveals the change in construction from the time of the interview to later when she’s had chance to reflect on it and interpret it as discrimination |
| 67 | **A story of discrimination at work** | 975-1004 |  |  | Sasha once again indicates the perception that she was the victim of discrimination. Her sickness and her time off to look after her daughter through her sickness are used to justify not renewing her contract. Sasha attributed this to her identity as a ‘parent’ rather than as a ‘young Mum’ as she’d suggested in terms of the returning to work interview. When I tried to clarify this she confirmed that it was ‘parents’ rather than ‘young Mums’ specifically who were being discriminated against.  This actually feeds into yet another particular dislike of mine. The employment practices of retail stores. Having heard several stories from friends regarding their experiences, I personally perceive them to use and abuse their staff for their own interest with little concern for their employee’s quality of life. I recently took a picture of a job advert which basically said for the chance to work for us for a very limited (and not guaranteed) number of hours per week you need to be able to jump whenever we call you (Monday to Sunday) - thus effectively excluding them from any other work, educational, home or social commitments for the duration of their employment with that specific store. I know very little about employment law but even if that isn’t illegal it’s certainly morally questionable. Consequently I’m inclined to side against retail employers. Although I acknowledge that they are trying to make money I also feel that employers have a duty to support their employees through more difficult times in their life, such as through illness or when they have a young child. I wonder whether many parents of young children find it difficult to gain employment or stay employed in an environment of short term contracts, ruthless employers and a highly disposable work force. |
| 68 | **The need for an advocate: Mediating rights with college** | 1016-1030 |  |  | Sasha indicates a barrier to being able to talk to her college tutor herself. Her perception of a negative response appears to be the barrier. Sasha’s earlier story relating to that meeting does appear to suggest that Sasha’s perception was valid. Obviously it could certainly be argued that Sasha’s apparent expectations coloured her interpretation of the meeting with her tutor however I’m inclined to feel that the level of negativity interpreted by Sasha would be unlikely in the absence of any underlying negativity and resistance.  Sasha felt that without Donna’s support she would have been pushed off the course. |
| 69 | **Leaving School: Sparing Shame and escaping judgement** | 1031-1046 |  |  | I wonder what attitude Sasha herself held towards young Mums before she became a young Mum herself.  Sasha is aware of prejudice against young Mums, negative judgments (1043).  Sasha felt that she would be embarrassed by other people holding these negative attitudes towards/of her. She also felt that the embarrassment she felt would be shared by family and ‘school’ (1040-1043).  Sasha felt that who she was would be overshadowed by the negative group perception of young Mums. |
| 70 | **An encounter with an old teacher: Doing well** | 1047-1057 |  |  | I wasn’t entirely sure what Sasha was trying to say in this particular story or if indeed Sash knew what she was trying to say.  The old teacher she encounters received her positively and acknowledged her success. Sasha says he perceived it that way because he saw the job, car, healthy daughter. I wasn’t sure whether she was trying to say that the perception was positive because he was confronted with evidence that she didn’t conform to the negative stereotype and had no choice but to acknowledge the success.  I wondered whether because of Sasha’s negative experience with her school that she found it difficult to accept a positive reception from someone she associated with the school. Hence trying to justify why he might have been positive towards her. |
| 71 | **Students prejudice, student betrayal** | 1058-1107 |  |  | I felt really hurt for Sasha, I lived in the same area throughout my schooling. I spent five years in secondary school with the same form group in which we had the majority of our lessons. Some of whom I remembered from infant school (I assume some attended my nursery, though my memory fails me here). I certainly considered them to be my family and I was fiercely loyal towards them and would have expected the same from them. Consequently I related to Sasha’s sense of betrayal from those students who cyber bullied her. I feel that I too would have had the expectation that they would have expressed support not negativity. It made me wonder how my school peers would have responded had I become pregnant in school. I recall one girl in my year group becoming pregnant when I was a school and not remembering any student negativity towards her. Then again I was a naive and sheltered individual and it’s perfectly possible that any negativity would have passed me by. I wonder what that girl’s perception of the reaction of her peers would have been. I wonder whether the negative stereotype of young Mums is promoted by the media more these days than in the 90s. I wonder whether the attitude of my friends towards young Mums would have differed significantly from the attitude of Sasha’s peers.  Once again Sasha talks about a broader identity as a Mum rather than as a teen Mum (1100-1103). |
| 72 | **Pregnant girls just disappear** | 1108-1127 |  |  | Sasha paints quite a scary picture of pregnant girls just disappearing. Either the school is pressuring them to leave as Sasha suspects or the girls are jumping ship first like Sasha does (which suggests that they perceive negative attitude). Alternatively these girls may be using pregnancy as an excuse to leave school which would beg the question as to why the school has failed in encouraging girls to stay on. Any of the possibilities are quite worrying. Sasha’s constructions in themselves are quite worrying. From Sasha’s experience it seems that the school it certainly not succeeding in actively condemning prejudice and making sure that students know that they are supported. |
| 73 | **Sex education, motherhood education** | 1128-1161 | Schools responsibility to provide good sex and pregnancy/ child birth information |  | Sasha felt that there was a negative attitude towards the use of contraceptive pills, which failed girls. I wondered if this is something that Sasha had found to be a barrier herself. Sasha also talks about school focusing too much on condoms at the expense of other forms of contraceptive. I wondered whether Sasha found condoms harder to use or whether she feels that the pill/ other forms of contraceptive give girls more control of their own reproductive function, whereas condoms require both parties to use them correctly.  Sasha also felt that people looked down on teenagers having sex. As she suggests this isn’t really conducive to good sex education.  Sasha suggests that some pupils retained misconceptions about sex and that some students (maybe all) didn’t know about labour or breastfeeding. I wonder whether what Sasha highlights is wider spread. I don’t remember being taught anything around breastfeeding when I was at school and I recall an emphasis on condoms, which at the time I felt was part of the aftermath of the 1980s aids scare. As a teacher I actually don’t recall very much emphasis on contraceptives other than condoms, which were reinforced as protectors of sexually transmitted diseases. I also know that although labour was briefly touched on in the science curriculum in terms of uterus contractions – helping to push the baby out. I also realise that was just one lesson and there was absolutely nothing on breastfeeding. Although I assume that some schools do this better than others my own experience does make me question whether vital parts of the life story do not get due emphasis in school.  I felt that Sasha’s constructions around the likelihood of getting pregnant must have changed (1155).  Sasha felt that teachers were unapproachable around sex/life education. I wondered what if anything would reduce this barrier. |
| 74 | **From the heavens: the decision to have Leila** | 1162-1180 |  |  | Religious constructs again as coping mechanisms. Although it doesn’t clarify the future any further it provides a certainty that there is a plan for her.  There is also a perception that Leila is divine, a gift from God and thus the implication being that not having the child would be rejecting God. |
| 75 | **Spirituality and perspective** | 1181-1195 | Religious constructions – helped Sasha cope  The future will be positive and make up for the past |  | Sasha felt that she was more religious not that she had ever been (1185) and attributed this to the hardships she had been to (1186), suggesting that Religion has provided coping mechanisms that she’s been able to turn to through her experience.  Sasha also has positive optimistic spin on the future believing that the good experiences that she has yet to experience will more than make up for any hardship she has already endured (1191). |
| 76 | **Finding myself again** | 1196-1217 |  |  | Sasha emphasises the consuming identity of being a Mum, repeating ‘just a Mum’ three times. Which she felt eclipsed some of her previous identities such as being outgoing.  I wondered what Sasha meant be quiet? Subdued? Silenced?  Group identity with Mums, through colleagues  Identity also as single Mum  Sasha suggests that some of her colleagues served as role models who had been through the experience ahead of her (1209).  Once again evidence of an optimistic if unclear future (1214). |
| 77 | **A stronger voice: influenced but in control** | 1218-1239 |  |  | Sasha felt that pregnancy brought about an uncertainty of the future (1225). I wondered if this was because it seemingly conflicted with her pre-existing aspirations and projected path, bringing this crashing down around her and leaving uncertainty and the fear that some of her hopes were lost.  Sasha describes more equal relationships along with the reduction of power imbalances in her relationship with her Mum and partner. Sasha felt that they both struggled to cope with this change  Sasha also felt that now she is able to influence others positively. This was something she embraced about her new ‘self’. |
| 78 | **Aspirations and optimism** | 1240-1251 |  |  | Sasha reports greater optimism and aspiration for her future. She constructs a life with her ex partner as something that restricts her possibilities.  ‘I’ve opened myself up to other things that I wasn’t open to before, because I was just a Mum and now I’m Sasha.’ (1251) |
| 79 | **Realising ‘I’ was lost** | 1252-1262 |  |  | Sasha suggests that it wasn’t until her colleagues started asking her questions that exposed her lost identities (e.g. around interests and friendships) that she realised she had lost her herself. |
| 80 | **positive thinking strategy** | 1263-1271 | Now self validation, not reliant on others as before |  | Coping strategies included avoiding negativity and ‘thinking positively’. Inspiration from a book. Perception that it has made a difference. However need to avoid negativity perhaps reinforces emotional vulnerability.  1271 – Sasha suggest that previously she has always relied on validation from others for her self-worth (now changed). This maybe contributes to the need to go to college/ apprenticeship and get the validation from others that she is a good student & good daughter. |
| 81 | **Kept going until breaking point** | 1172-1298 |  |  | Sasha talks about ‘coping’ by just keeping going but acknowledges this as an ineffective strategy.  Although Sasha recognises the need to stop and look after herself she seems to have a conflict between her need to be responsible to others and her need to take care of herself. Wanting to honour her office commitments. Taking care of others and meeting responsibility for others seems to continue to be a relatively stable part of her identity. Also supports later in the narrative when she talks about putting other people’s needs first. |
| 82 | **Signs of depressions: A mothers intervention** | 1299-1307 | Intervention saved emotional health |  | I wondered what would have happened if Sasha didn’t have the support of a mother who knew her daughter well and was able to intervene regularly to enforce a routine. I felt that the loss of routine in no longer having to attend school/ college when she’s on maternity leave is significant and wondered whether this might be a particularly difficult area for some young Mums, especially ones who don’t have the ‘Mum’ character to intervene. |
| 83 | **Close to Mum, very open with Mum** | 1308-1343 |  |  | What I find really interesting about the Mum character is that despite her difficulties coping and the incident of domestic violence she is still arguably the most valuable resource to Sasha.  I felt that there was suggestion of a more equal relationship with her Mum (1334) both being honest and open with each other. This contrast with the character ‘Aunt’ who is still trying to protect Sasha (1338) |
| 84 | **Disappointment and loss** | 1344-1357 | Loss of validation of self worth – disappointment  Aunts response due to grief for the lost future  Leila brings joy and new future hopes |  | The word disappointed is repeated 4 times in this story with amplifiers accompanying it on two occasions. I felt that this felling of ‘causing’ disappointment still impacts on Sasha. If we take Sasha’s understanding that she relied on others for her self-worth then this ‘disappointment’ would understandably have made a significant difference to Sasha’s self-esteem beliefs at the time.  Sasha understands her Aunts reaction to have been linked to a sense of loss and grief. She had an idea of an expected positive future which she perceived the pregnancy had destroyed this.  Leila is positioned as the bringer of joy and new possibilities for new future aspirations |
| 85 | **Gains and losses** | 1357-1383 | Teenagers have fun and go to university |  | For Sasha I felt the loss of the original expected path of university and associated social life is what causes the regret. There doesn’t seem to be anything in her reasoning which suggests that she wasn’t able to cope with motherhood, but the regret is not being able to follow her projected path. There is however a feeling now that this route is still open to her and that being a Mum doesn’t prevent this.  Sasha seems to have an expectation around what a ‘teenagers’ is and what life should be like at this age. This was the lifestyle she expected and bought into thus Sasha feels like she has missed out.  Motherhood and having Leila are the most important things and there’s no regrets around having Leila but Sasha would have liked the timing to have allowed more easily for both.  Sasha also acknowledges the positive relationship changes within her family and that this would likely not have manifested had she not become a mother.  The first post pregnancy alternative future that Sasha indicates in the narrative is the stable family home with her partner and Leila. This is another future that she’s had to grieve for and again is associated with regret that she had held on to the future despite the fact that she now feels her partner knew that this was not something that would be a reality. |
| 86 | **Dad look at me: communication through pictures** | 1384-1413 |  |  | The use of pictures seems to be a compensatory way of bringing each other into each other life’s despite the physical distance. The labour was recognised as a significant time and regardless of who initiated it, it appears that they both wanted a way to share the experience with each other |
| 87 | **Exhaustion: A single Mum’s life** | 1414-1428 | Underlying the tiredness is too much commitment/ responsibility.  Cannot be maintained at this level, is already impacting on wellbeing but will do so significantly if it continues |  | The tiredness is attributed to the single Mum status and as a previous story indicates she does afford her ex-partner blame around this issue. This was not a situation she expected to be in. As earlier parts of the narrative suggest from the onset of the pregnancy her ex partner had been supportive and this perhaps had given her reason to expect that she would continue to receive his support and that her stable family was an expectation rather than an aspirational possibility.  I wonder whether when Sasha narrates ‘I feel like I’ve reached the end of the road I have to turn left or right.’ (1428) that she’s saying that it’s too much and she has to make a decision what to keep and what commitments need to be left behind. Perhaps for example leaving the work element for full time study. |
| 88 | **Support from the partner** | 1429-1460 | Childcare – burden  Father’s responsibility to support practically and financially |  | Very clearly here we are getting the construction that the father is responsible. That he has the obligation to support both practically and financially.  Sasha feels that other people shouldn’t have to contribute, it’s not the Grandma’s responsibility for example or anybody else’s, he’s the only one who should be providing support. This seems consistent with the dominant Western culture which primarily places the responsibility of the child care on the parents and tends to have independent small family units rather than larger family or community units. I wondered if Sasha’s Grandma in the middle of Africa would have a similar perspective.  I felt that Sasha’s instruction that her ex-partner couldn’t pick Leila up before 4pm was a little unfair however I suspected that the financial aspect of having to pay for the child minder until four was probably a bit of a sore point as Sash perceives that Leila’s father is not contributing enough financially towards his daughter.  I wondered what Sasha and her ex-partner’s expectation towards practical and financial support where and to what extent they deviate from each other. |
| 89 | **Time to recover from emotional exhaustion** | 1461-1473 | Needing to take time to support emotional health |  | Recognises she needs a break but feels like she can’t take one. Barriers to taking a break – perceived responsibility to work, child care/ motherhood duties. |
| 90 | **A Holistic approach to support** | 1474-1496 |  |  | Sash distinguishes between specialist support in a single area and all around support.  Sasha felt that having different individuals coming in and out wasn’t ideal and suggested the need for a more holistic approach. |
| 91 | **Multiagency meeting and a key worker** | 1497-1531 | Help around housing, benefits and bills - beneficial |  | Sasha recognises the need for specialist input however equally feels that the level of support she has received throughout her journey has been inconsistent. Sasha suggests that different professionals have left with different pieces of the jigsaw and that had there been a multiagency approach a more effective support plan could have been achieved.  I thought that Sasha’s idea of the multiagency team had potential |
| 92 | **Young Mums need support** | 1532-1547 | Help beneficial around relationships |  | I wasn’t sure initially what Sasha meant by environmental factors. I presumed she meant things like housing, benefits and bills which she’d previously said that Sophie had helped her with but it also appears that she meant factors such as relationships around her. This suggests that Sasha was indicating a need for help around relationships as well as the aspects Sophie helped her with. |
| 93 | **No real emotional support, emotionally reserved** | 1548-1564 | Other people’s needs first |  | (1561) – not the first use of ‘normality’ in the narrative, earlier also around the living situation. Need for stability to have a home base  I wondered whether Sasha’s composure when things are going on in her life led to her school not believing that she was a carer.  I felt that Sasha’s acknowledgement that she tends to ignore her own emotions and priorities others tied in with what she had said around her coping strategies earlier.  I felt like Sasha was suggesting that she needed the professionals around her to be able to pick up on difficulties that she wasn’t necessarily forthcoming about. I wondered what type of questions professionals had/ hadn’t asked her which would have facilitated a better understanding of her need. I wondered whether issues like relationships which appear fundamental to Sasha’s story fall between the specialist cracks. |
| 94 | **Baby groups and Mentors** | 1565-1594 | Most in common with single Mums |  | I noticed that Sasha appeared to favour the single Mum identity again. I wondered if this was primarily for practical reasons - These are the people who will recognise the difficulties I have more than anyone else. I also wondered whether the identity was kind of a ‘wronged’ identity – I have been made single.  The young Mum identity is also acknowledged but it’s very much a Mum’s who are young (Teens/ twenties) rather than a ‘teen’ Mum identity.  Sasha appeared to recognise the value of having friends who had similar experience and that baby groups might help facilitate this. Sasha recognises the ability to get one to one support, around the clocks (not just in professional working hours) from this resource. The reciprocal nature of the experience is also mentioned.  Sasha indicates a lack of knowledge around pregnancy/ child birth etc (1579). She also suggested the possibility of having been deceived around this area (1575). I felt that actually I agreed with Sasha that a lot of these things aren’t well communicated. I also agree that it wasn’t until friends I knew became pregnant that I learnt more about these areas including the issue around laxatives. |
| 95 | **The social life of a young Mum** | 1595-1607 | Lack of situational understanding (friends) |  | Sasha indicates barriers to a social life including the practicalities of getting ready to go out with her daughter (1601) and child care barriers to going out without her (1607).  Sasha felt that friends didn’t understand this, I wondered whether there might have been an issue of not knowing how to our not being prepared to accommodate these issues amongst her friends  The emphasis through repetition of not being able to go out suggests the frustration and loss Sasha likely experienced around this. When Sasha says that her friends are out all the time ‘getting drunk or whatever’ (1605), I wasn’t sure whether she was suggesting this was a desirable or bad thing, however with the positioning of the ‘frustration’ directly after it, I eventually interpreted it as being more around desire than negative judgement (perhaps a hint of jealousy?). I think that getting drunk socially is often not perceived as a bad thing in British culture. I did wonder whether, given the amount of money we are always being told alcoholism costs the NHS, younger parenthood might solve this problem. |
| 96 | **Return of the social life** | 108-1622 |  |  | Sasha suggests that as Leila has got older the barrier to the social life has reduced. Sasha indicates that her Mum is supportive of her social life and I presume from the narrative is the one who often provides the child care. |
| 97 | **Old friends: Nothing in common** | 1623-1632 | Loss of shared experience = loss of ability to relate |  | I felt that there was the understanding here that friendship is largely dependent on shared experiences. Sasha perceives that she no longer has anything to communicate with her old (childless) friends. |
| 98 | **Advice: stop breastfeeding and join a gym** | 1634-1647 | The need for routine and socialising to stay healthy |  | I felt that Sasha was acknowledging the importance of aspects promoting routine (1644) and socialising (1646), which was something we learn earlier in the narrative that Sasha struggled with.  Sasha acknowledges that she found breastfeeding difficult, however we also know from earlier in the narrative that Sasha struggled to get Leila to take the bottle and that part of her wanting to continue breastfeeding as she felt it would help to maintain the bond with her child |
| 99 | **Advice: Education, work and Leila** | 1648-1662 | Need to prove to herself that she was capable |  | Sasha suggests that going to college was about proving to herself that she could. Sasha started sixth form with an able student identity (top grades) and this is something that takes a significant hit in her AS year (failing). Although Sasha is able to rationalise reasons for her difficulties with her AS studies I felt that the college motive was to be able to reinforce this identity. As I understand from earlier in the narrative Sasha was successful at this and was able to consolidate the able student identity. The rushing into the apprenticeship was however something Sasha expresses regret for. Wishing instead that she had, had a longer maternity period. As other parts of the narrative suggest some of the motivations behind the apprenticeship have changed (stable family home with partner, need to make family proud) and Sasha has begun to question the merit of her current work/ study. This potentially helps to magnify her regret. |
| 100 | **Enjoying Leila** | 1662-1697 | Unconditional mother-daughter bond |  | I felt listening to this part of the narrative that Sasha clearly experienced a lot of joy through having Leila. I already felt from earlier in the narrative that Sasha was very family orientated and valued the family bond. In this section it becomes even more clear how important the mother daughter bond is to her and the existence of an unconditional bond, no matter what happens. This was something that Sasha felt she had both ways, as a daughter and as a mother.  Sasha’s joy at having Leila, seemed to include elements of feeling, loved and valued as a Mum, being entertain by her daughter, being proud of her daughters achievements and seeing aspects of herself reflected in her child. |
| 101 | **Physical confidence: the achievement of having carried a life** | 1698-1720 | Love thy self first |  | Sasha reported that it was the changes to her body after pregnancy that she found the hardest.  Used a few strategies to help her deal with it but ultimately realised that it didn’t matter and gained confidence through embracing herself. |
| 102 | **Dispelling stereotypes and accepting it’s OK to be a teen Mum** | 1721-1742 | Negative stereotypes- not valid/ not helpful  Stereotype contributes to the stereotype |  | Rejection of the stereotype, presenting evidence that is contrary to the stereotype.  I wonder who are the people who Sasha feels are asking her ‘*oh are you one of them Mums’* (1730). I wondered whether this was something that Sasha felt she’s heard a lot of whether because of the impact of it, this is something that has stayed with her.  Sasha felt that young Mums who do conform to some of the negative stereotypes may do so for a reason (barriers) (1737). The positioning of the need to tackle prejudice directly beneath this may suggest that Sasha feels that one of the barriers young Mums face it prejudice.  I felt that Sasha compared the prejudice against young Mums to racism because racism is actually something that she recognises as having a high profile and being publically condoned by authority. Thus my interpretation is that Sasha is recognising that it isn’t publically condoned but is realising that it has equal validity and should have the same kind of anti prejudice campaign. |
| 103 | **Reducing teen pregnancies: Focus on raising aspirations** | 1743-1756 | Raising aspirations will reduce pregnancy in teenagers |  | I found it really interesting that Sasha felt that increasing aspirations would reduce pregnancies in teenagers. This clearly hadn’t been the case for Sasha who despite high aspiration still ended up as part of the government statistics she refers to here. I felt that Sasha recognises the fact that the aspirations she held were the primary conflict with motherhood as the barriers to realising them increased and for a time Sasha even thought that such aspirations were lost to her. With evidence suggesting that most teenage pregnancies are accidental I wonder how much impact this would have on the occurrence of accidental pregnancy and whether girls with higher aspirations are motivated more towards the use/ careful use of contraceptive because they have more to lose. The other difference as suggested by the literature would be the abortion rates. With girls with more to loose being more likely to have abortions. This was not an option that Sasha felt was available to herself.  I liked Sasha’s interpretation of pregnancy amongst young people as being a phenomena being created by the very society that is condoning it. My previous research looked at motivations, aspirations and economic attitudes of 16-19 year olds, and I maintain an interest around aspirations in young people. I find myself very much in agreement that aspirations have to be realistic to the environment and that the believability of aspiration to some degree relates to what the young people physically observe in their communities. Equally I feel that unattainable aspirations are detrimental in the long term and potentially breed dissatisfaction and contempt towards those they perceive mislead them.  Thus I tend to question whether a non family related aspiration is necessarily in the best interest of some young people anyway.  On the other hand I feel that those young Mums who do have strong career based aspirations (and for those who develop career or financial aspiration through having their own children) I do feel that significant focus should be placed in supporting these individuals to achieve their aspirations. |
| 104 | **Financial support and a clear route to continuing in education** | 1757-1774 | Financial barrier to aspirations |  | Once again Sasha identifies financial issues. In this case as potentially the most significant barrier that she feels young Mums face in being able to realise their aspirations.  I once again find myself feeling angry about the financial side and that quite frankly if I was being asked to work full time and be away from my child for such little income then I might very well feel justified in staying at home and being supported by benefits. If that was what society thought of my worth then I possibly wouldn’t have much issue about not contributing to such a society. As Sasha has suggested before though finance may be a significant barrier but isn’t the only barrier young Mums face.  I felt that When Sasha says what she does in (1771) about still being able to achieve your aspirations, this is actually reflective of what she needed to here from the beginning of her pregnancy and potentially could have contributed to a more satisfactory maternity period and more informed, less hasty educational decisions. |
| 105 | **When to return to work or education?** | 1775-1789 |  |  | I wondered if working in order to prevent herself going mad (1782 &1786) related to the need for routine and social aspects which could have been achieved through different means. In order to support a healthy maternity period and a more informed next career step. |
| 106 | **Supporting and investing in young Mums** | 1790-1805 | Young Mums need support with careers  Some young Mums been to feel that they are valued and other people believe in them |  | I found the last part of the narrative really interesting with Sasha homing in on what she felt would benefit young mums, such as getting support with childcare and career decisions/ placements. Being reassured that they can reach their aspirations if they previously had high aspirations and being made to feel that they are valued and invested in if they didn’t. |