Overview
This poster presents the findings of two research projects focused on social-class, education and identity, that used an innovative method of plasticine model-making. Participants were asked to create plasticine models that represented their identity in relation to their home and educational contexts. They were later interviewed about their models and given the opportunity to talk about themselves.

A Bourdieusian analytical approach was employed in both projects. Through viewing the contexts as fields that structure dispositions, we consider the development and transformation of identities in relation to multiple fields, promoting a dynamic conceptualisation of habitus.

This particular method prompted a reflective engagement with the topic and the results highlight the sophisticated and nuanced ways in which working-class young people negotiate their identity in relation to different- and at times-conflicting fields.

Using Self-Representational Model-Making to Engage Working-Class Young People in Reflections on Identity and Education
Ms Jessica Abrahams (University of Bristol) and Dr. Nicola Ingram (University of Bath)