

## Are we shutting kids out: A Review of Government Community Engagement Advisory Material

by Dr. Wendy Sarkissian  
and Elyssa Ludher  
With thanks to Andrea Cook and Kelvin Walsh

## Contents of this Presentation

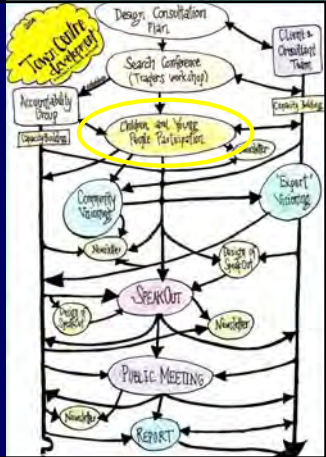
- Where we're coming from
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- Our preliminary research
- Thumbs down
- Thumbs up
- The pièce de résistance
- Good reads
- Some approaches

## Where we're coming from. . .

- Always try to include children in our processes
- Try to include young people (often seem to fail)
- Been refining processes for these groups for some time
- Wonder why we seem to be shutting children and young people out of the consultation processes — and consultation discourse



## Children at the centre of things...




A typical Sarkissian Associates Planners consultation process

## Poster for a recent event for young people in Sydney



## The Participation Circle



## UN Convention on the Rights of the Child

Ratified by Australia, 16 January 1991

### Article 12

*States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.*



Wendy Sarkissian  
Kelvin Walsh  
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Anna Lindstedt  
Susanne Roberts  
Samantha La Rocca

# KidScape

- DESIGN FOR SUSTAINABILITY
- DESIGN FOR COMMUNITY
- DESIGN FOR SAFE LIVING
- DESIGN FOR CHILDREN AND PLAY

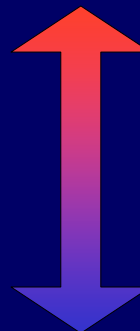
Urban and Regional Land

GUIDELINES FOR DESIGNING SUSTAINABLE RESIDENTIAL ENVIRONMENTS FOR CHILDREN

### A Ladder of Children's Participation (Hart, 1997)



### Results: ladder of participation



- ✓ No consideration
- ✓ Adults rule
- ✓ Adults rule kindly
- ✓ Manipulation
- ✓ Decoration
- ✓ Tokenism
- Invitation
- Consultation
- Joint decisions
- Children's lead, adults help
- Children in charge

Freeman, C. et al (1999). *Planning with children for better communities: the challenge to professionals*. Bristol: Policy Press.

### Our Hypothesis

Government consultation manuals in Australia are ignoring children and young people as groups to be consulted in participatory processes related to planning an design (and probably other things too) . . .

### Our Preliminary Research

Searched for government community participation documents (mostly on the Internet)

- o Manuals
- o Guides
- o Frameworks
- o Checklists
- o Protocols
- o Policies
- o Advisory materials
- o "How-to" material
- o Volumes and appendices of techniques



Children: defined as 0 to 12 years

## Our Preliminary Findings

### Reviewed 108 publications/documents:

- Mention of United Nations Convention on the Rights of a Child: 14
- Mention of children's participation techniques: 30
- Little mention of young people
- Little mention of children in any way in a participation context
- Little consideration of intergenerational equity issues

## Summary of the documents reviewed

Country	Number searched	Mentions the Convention on the Rights of the Child	Techniques for children
Queensland	9	0	2
Other Australian State and local govt.	39	2	7
Australia federal govt.	1	0	0
New Zealand	7	5	1 (the rest involved youth)
Canada	10	0	4
United Kingdom & Europe	16	1	3
United States	9	0	1
Non-Government Publications	17	6	12
<b>Total</b>	<b>108</b>	<b>14</b>	<b>30</b>

## Scottish Parliament Information Centre for the Education, Culture and Sport Committee

### Found that children:

- are able to express thoughtful, clearly held opinions on relevant matters
- are generally willing to give their views
- become disillusioned if consultation is ill-considered or tokenistic



Source: Taylor, P. (2001). *Involving Communities A Handbook of Policy and Practice*. Scottish Community Development Centre.

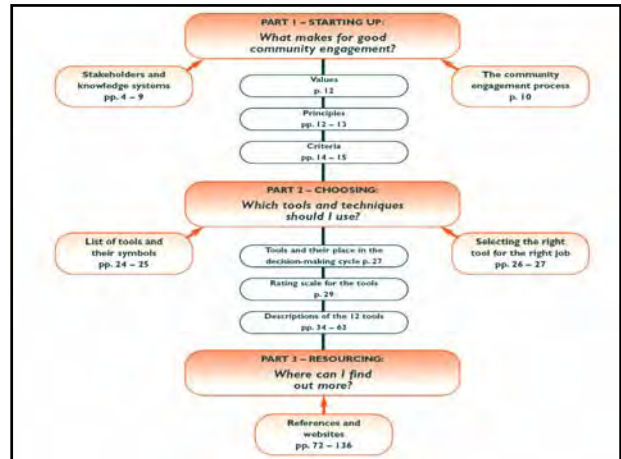
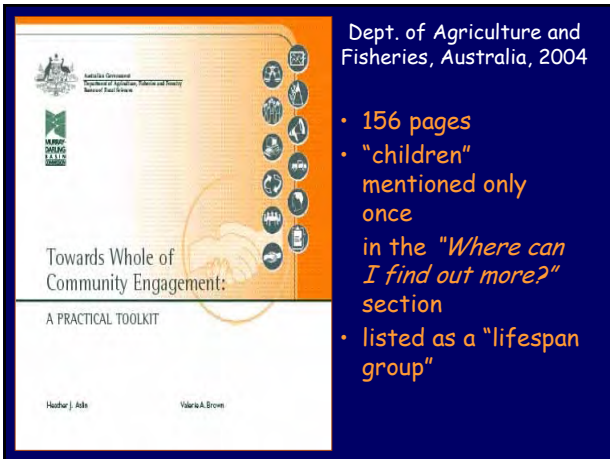
## Most common complaint among children about consultation

They had no idea what happened after they were consulted.

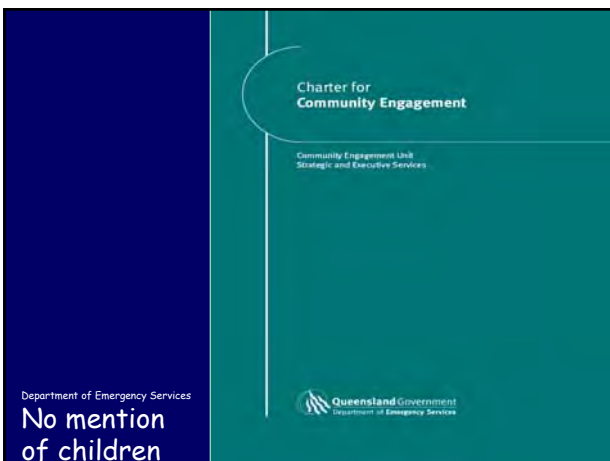


**Thumbs Down**  
for these examples of Australian government consultation manuals

Australian Government



ENGAGEMENT TOOLS	
1	General public involvement and participation tools see p.34
2	Negotiation and conflict resolution tools see p.38
3	Information, education and extension tools see p.40
4	Rapid and Participatory Rural Appraisal tools see p.44
5	Stakeholder analysis and social profiling tools see p.46
6	Survey and interview tools see p.48
7	Planning and visioning tools see p.50
8	Team building and leadership tools see p.52
9	Participatory Action Research tools see p.56
10	Deliberative democracy tools see p.58
11	Lobbying and campaigning tools see p.60
12	Participatory Monitoring and Evaluation tools see p.62



**Token Planning**

- \* There would be lots of skateparks, libraries, sports centres, playground equipment and parks
- \* Facilities would be well maintained and safe
- \* Facilities would cater for a range of age groups
- \* Housing would be made available to the poor

*Trains are important for children because they're fun and children don't get bored. Sometimes they get muddy around the tops so they should have coats under the tops. The grass needs to be mowed before it gets too long to stop children tripping." - Robbie, 10*

**Transport**

- \* There would be more public transport, especially at night and to small towns
- \* Public transport would be better linked after to exercise
- \* There would be more information provided about public transport

*Make more natural gas buses" - Callum, 9*

**March 2002**

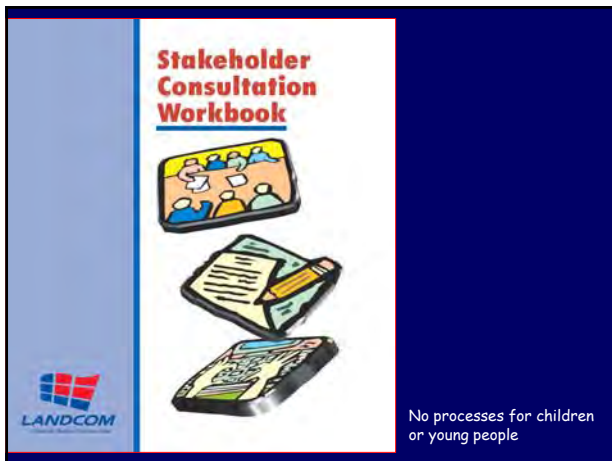
*Blueprint for a child and youth friendly Commonwealth*

*It's nice to have a playground that has a lot of things to do and that's safe and fun. It's also nice to have a nice teacher to look after you." - Sarah, 6*

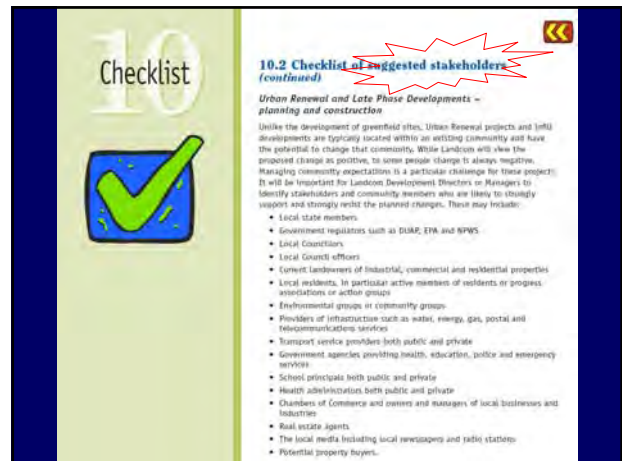
Commission for Children and Young People

Tokenism or decoration...?





No processes for children or young people



10.2 Checklist of suggested stakeholders (continued)

Urban Renewal and Late Phase Developments - planning and construction

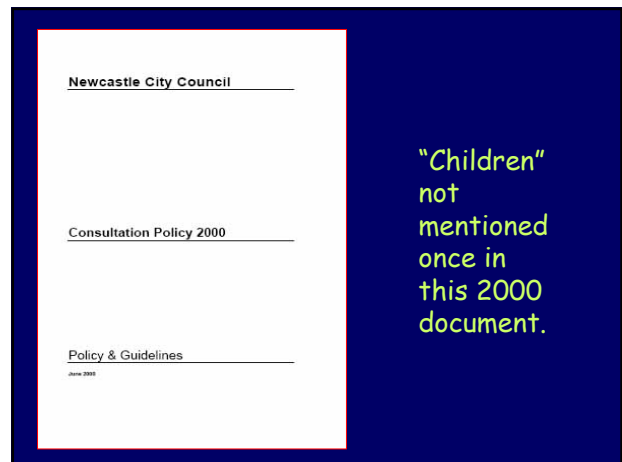
Unlike the development of greenfield sites, Urban Renewal projects and (late) developments are typically located within an existing community and have the potential to change that community. While LANDCOM will view the proposed change as positive, to some people change is always negative. Managing community expectations is a particular challenge for these projects. It will be important for LANDCOM Development Directors or Managers to identify stakeholders and community members who are likely to strongly support and strongly resist the planned changes. These may include:

- Local state members
- Government regulators such as DARP, EPA and SPWS
- Local Councilors
- Local Council officers
- Current landowners of industrial, commercial and residential properties
- Local residents, in particular active members of residents or progress associations or action groups
- Environmental groups or community groups
- Providers of infrastructure such as water, energy, gas, postal and telecommunications services
- Transport service providers both public and private
- Government agencies providing health, education, police and emergency services
- Schools principals both public and private
- Health administrators, both public and private
- Chambers of Commerce and owners and managers of local businesses and industries
- Real estate agents
- The local media including local newspapers and radio stations
- Potential property buyers



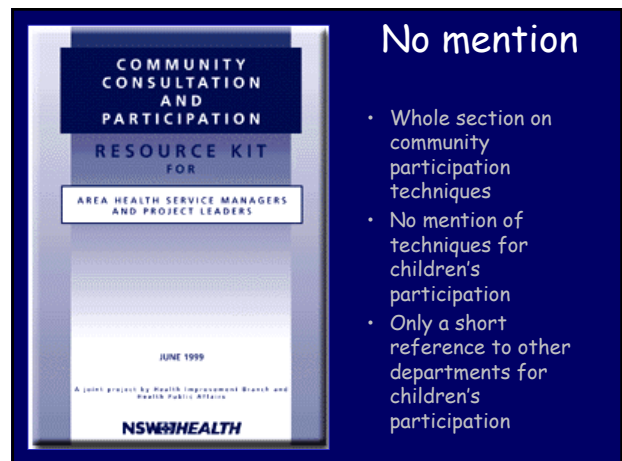
2001

One mention of children



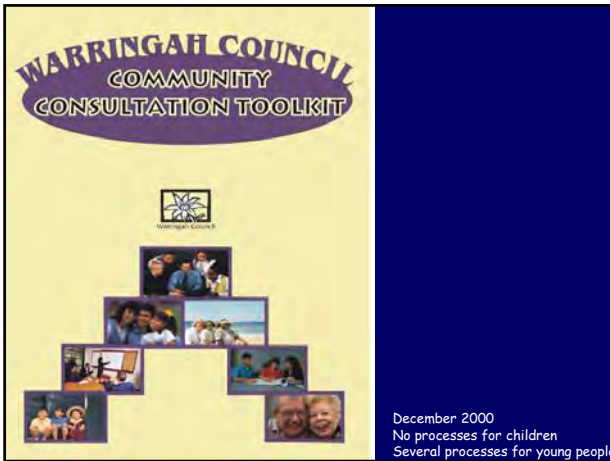
"Children" not mentioned once in this 2000 document.

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No mention

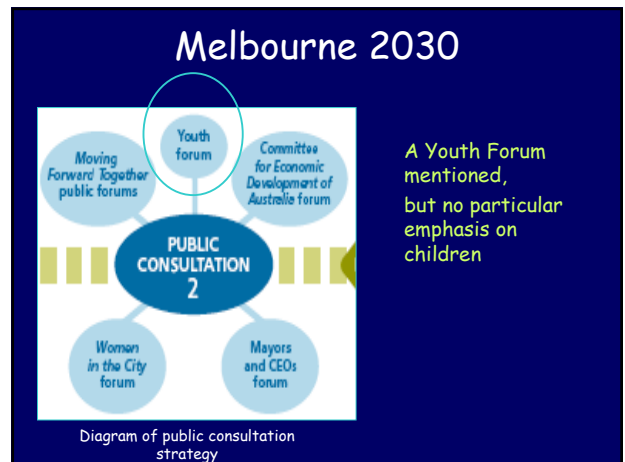
- Whole section on community participation techniques
- No mention of techniques for children's participation
- Only a short reference to other departments for children's participation



Victoria

Victorian Local Government Association (VLGA) online update of this publication:  
 one page dedicated to the importance of including young people (not in publication)

No specific mention of children even on website.  
[www.vlga.org.au](http://www.vlga.org.au)

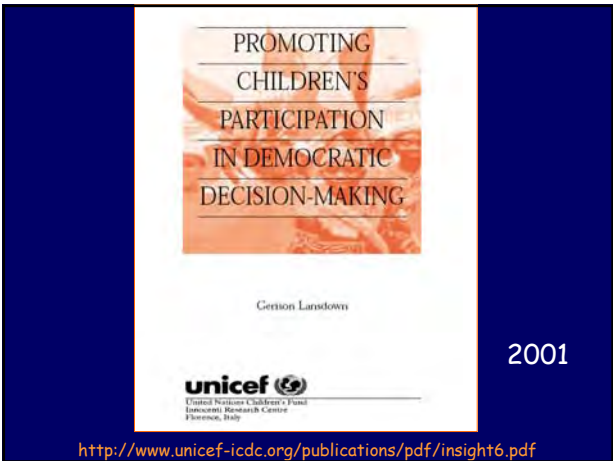
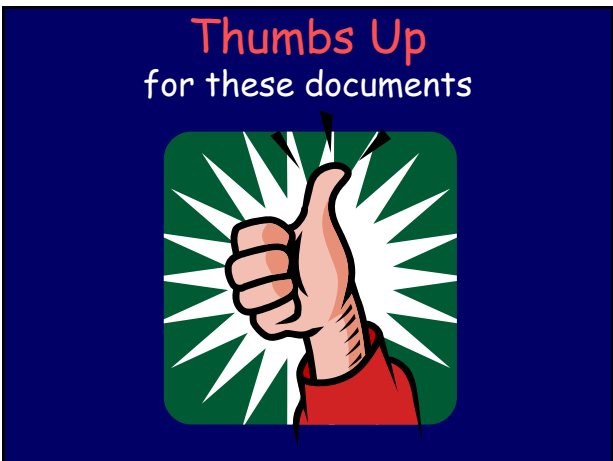
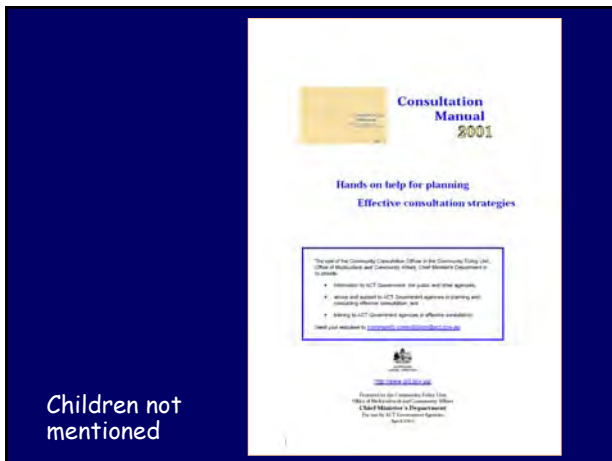


2000

- Mentions children as an important consultation group
- Suggests no child engagement strategies
- Mentions children's participation only to get parents' participation

<p><b>Who Will be Consulted</b></p> <p>Consultation mechanisms will be chosen that will take into account the primary groups impacted, will ensure an equitable spread in the range of groups being consulted.</p>	<ul style="list-style-type: none"> <li>• All groups/persons who are impacted will be consulted. Stakeholders will vary according to the issue, but could include: residents, employees, businesses, those who visit or work in the municipality, other service providers/agencies, community groups, other levels of government, peak bodies etc. It could also include particular groups within the Community e.g. older people, families, children, youth, different ethnic groups, traders, people with disabilities etc.</li> <li>• Stakeholders will include primary groups, those who are directly impacted and secondary groups, those who are indirectly impacted.</li> </ul>
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ACT



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- Why children want to be involved in issues that affect them**
- It offers them new skills
  - It builds their self-esteem
  - It challenges the sense of impotence often associated with childhood
  - It empowers them to tackle abuses and neglect of their rights
  - They have a great deal they want to say
  - They think that adults often get it wrong
  - They feel their contribution could lead to better decisions
  - They feel it is right to listen to them when it is their life at issue
  - They want to contribute to making the world a better place
  - It can be fun
  - It offers a chance to meet with children from different environments, of different ages and experience



### Characteristics of effective and genuine participation

#### THE PROJECT

- Issue is of real relevance to children themselves
- Capacity to make a difference - where possible produce long-term or institutional change
- Linked to children's direct day-to-day experience
- Adequate time and resources made available
- Realistic expectations of children
- Clear goals and targets agreed with children
- Addresses the promotion or protection of children's rights

#### VALUES

- Honesty from adults about the project and the process
- Inclusive – equal opportunity for participation by all groups of interested children
- Equal respect for children of all ages, abilities, ethnicity, social background
- Information is shared with the children to enable them to make real choices
- Children's views are taken seriously
- Voluntary nature of children's involvement
- Decision-making is shared

#### METHODOLOGY

- Clarity of purpose
- Child-friendly meeting places, language and structures
- Involvement of children from the earliest possible stages
- Training provided to help children acquire necessary skills
- Methods of involvement developed in collaboration with children
- Adult support provided where needed
- Strategies developed for sustainability



New Zealand has some great youth participation models



### Youth Participation Case Studies

A collection of six case studies highlighting the benefits of youth participation to organisations across sectors.

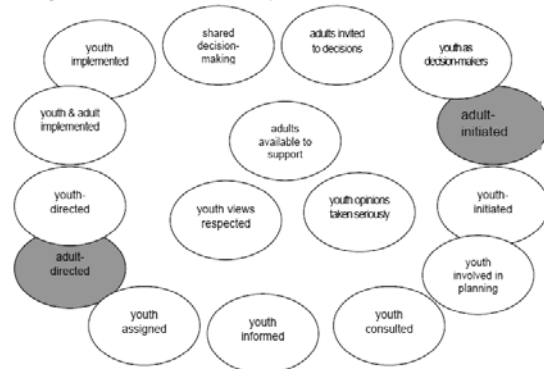
By Cathy McGhie and Kirsten Smith  
August 2002



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Website: [www.youthaffairs.govt.nz](http://www.youthaffairs.govt.nz)

Diagram One: Elements of Youth Participation

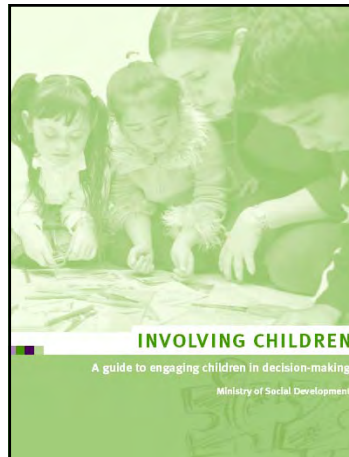


Shaded elements must be teamed with non-shaded elements for meaningful youth participation.

### New Zealand: Hard to Reach Youth Waitakere City Council 1993

#### Youth Consultation - Video Interviews at Hip Hop Nation and Battle of the Bands

- Over the period of three nights Te Roopu Rangatahi and Youth Council attended 2 Hip Hop Nation events (organised by Council) and the Battle of the Bands finals (organised by Tear Fünd).
- They took along video cameras and interviewed approximately 90 youths on their views on what Waitakere City needed for youth and what was good and bad about Waitakere City. Three clear issues emerged: the need for youth events and a place for youth to hang out and safety concerns.
- The last issue was a result of specific questions from the interviewers on the perceived safety they saw Waitakere. The need for more youth events was strongly supported in the interviews.
- Many comments noted that it was a key way to get the youth of the streets and keep them out of trouble.
- Following on from this was a need for a centre or place for youth to be able to hang out and do what they like to do.



New Zealand  
[www.msd.govt.nz](http://www.msd.govt.nz)  
[agendaforchildren@msd.govt.nz](mailto:agendaforchildren@msd.govt.nz)

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**Working with specific groups of children**

Children in New Zealand have unique experiences of life based on their gender, age, ethnicity, religion, ability, social and individual living circumstances. You may find it appropriate to work with specific groups of children to ensure their ideas and interests are heard and to avoid ignoring their differences.

Tackle diversity sensitively. Although many considerations for working with children are important for all groups, a number of key issues are specific to particular groups.

Below are some of those specific groups, the issues relevant to them and ways to support their participation. Note some children will be represented in more than one of these groups. It's important to work with both adults and children from specific groups to get their ideas on how to involve children.

**Maori children**


Maori children are a tangata whenua. The Treaty of Waitangi recognises their right to partnership with the Crown. For government departments in particular, involving Maori children in decision-making is an expression of that partnership.

You also need to consider a number of broader cultural issues—for example:

- children are considered part of their wider whānau and should not be viewed in isolation
- there are differences between Maori children who live in urban settings and those who live in rural settings
- not all Maori children have ongoing associations with hui

You can support the participation of Maori children by:

- using facilitators who have the trust and confidence of the group of Maori children, their whānau and their community
- using facilitators skilled in tikanga and te reo when appropriate
- working with the Maori community, including Māi organisations, social service and educational organisations and cultural groups to ensure appropriate participation processes
- providing for whānau and support people to be present, if appropriate.



**Pacific children**

The number of Pacific children in New Zealand is growing rapidly. You need to remember that:

- Pacific communities see their children as an integral part of the family and community
- there is considerable diversity between different Pacific cultures as well as within them
- there are differences between Pacific-born and New Zealand-born Pacific children.

You can support the participation of Pacific children by:

- working with established networks, such as community organisations and church groups, to get their ideas about involving groups of Pacific children
- arranging single-sex groups (this will often be more appropriate than mixed-sex groups)
- recognising that some Pacific children may prefer to work in their own language.

United Kingdom

**re:sourcebook**

- re: vitalise
- re: generate
- re: vision
- re: form
- re: build
- re: create
- re: discover

South West of England Regional Development Agency



Chapter One

**Want to involve young people? - 'text' the message**

Children are a diverse group and should be consulted about ideas for their work in a way that respects their individuality and their own views. This means involving them in a way that is appropriate to their age and maturity. This may mean involving them in a way that is not a formal consultation or survey. It may mean involving them in a way that is not a formal consultation or survey. It may mean involving them in a way that is not a formal consultation or survey.

Australia

# Western Australia

Citizenship: Building a Shared Future

A Voice for All:  
Strengthening Democracy

Western Australian Citizenship Strategy  
2004-2009

Making Western Australia an Even Better Place to Live

New strategy to seek greater community involvement

Mentions children as an important community group

# Western Australia



*"The issues that confront society often impact most severely on young people. Providing creative opportunities for young people to participate and contribute is essential. This is particularly important given that the more traditional modes of participation often fail to include young people."*

<http://www.citizenscape.wa.gov.au>

### 2.4 Identifying the Stakeholders

The following questions may aid in identifying stakeholders.

- > Who is responsible for the issue?
- > Who might be affected by the issue (negatively or positively)?
- > Who are the representatives of those likely to be affected?
- > Who can make a contribution?
- > Who is likely to mobilise for or against the issue?
- > Who are the "voiceless" for whom special efforts may have to be made?
- > Whose absence from participation would detract from the final results?

After identifying the stakeholders, it is beneficial to relate each stakeholder to the issue by identifying:

- > Stakeholder expectations
- > The benefits to the stakeholder
- > What resources (and risks) the stakeholder will bring to the issue
- > The relationship between various stakeholders.

#### Considering Community Groups

Identification of community groups and the initiation of communication may be aided by liaising with other departments, consultative and advisory councils, peak bodies and relevant representative organisations. Consideration must be given to groups who may feel excluded from poorly conceived consultative processes, for example ethnic, Indigenous and remote communities, people with disabilities, seniors, women, youth and others. While on occasion these groups feel that they are "over-consulted", they also often feel that they are never listened to. Care must be taken to include them in appropriate ways.

The issues that confront society often impact most severely on young people. Providing creative opportunities for young people to participate and contribute is essential. This is particularly important given that the more traditional modes of participation often fail to include young people.

Some individuals may be restricted in their participation without special assistance. Their participation may be aided through the provision of travel assistance, payment for child-care facilities or through the provision of interpreters or audio-visual aids.

Similarly, in a state as large and sparsely populated as Western Australia, special consideration must be given to remote and regional communities to avoid these citizens feeling isolated and marginalised. Innovative methods may need to be developed to ensure the participation of remotely located citizens.



2003

- "a unique opportunity to contribute to the creation of a planning vision that will guide Perth's future growth over the next two or so decades."
- random survey of 1700
- on-line discussion groups
- school drawing competition
- listening sessions with young people, Indigenous Australian and people from culturally diverse backgrounds
- Involved children via an essay and paintings on *Perth 2030: The Kind of City I Want to Live In.*

# The pièce de résistance...

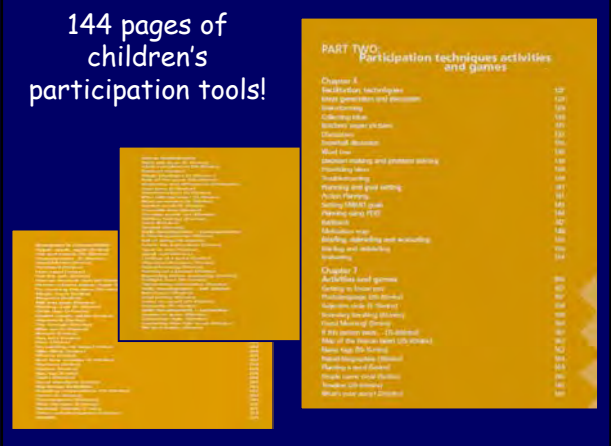
NSW Commission for Children and Young People



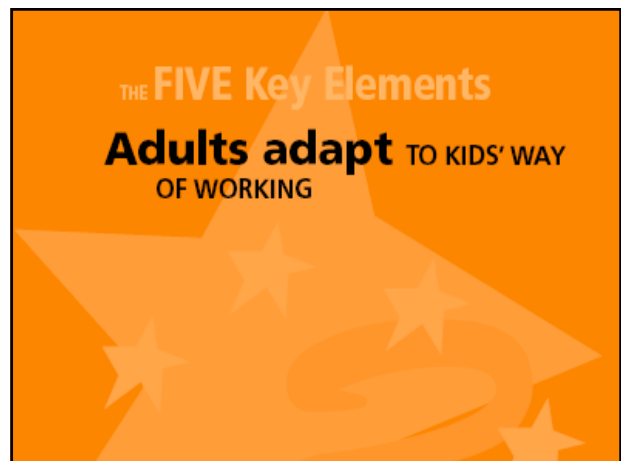
[www.kids.nsw.gov.au](http://www.kids.nsw.gov.au)  
 email: [kids@kids.nsw.gov.au](mailto:kids@kids.nsw.gov.au)

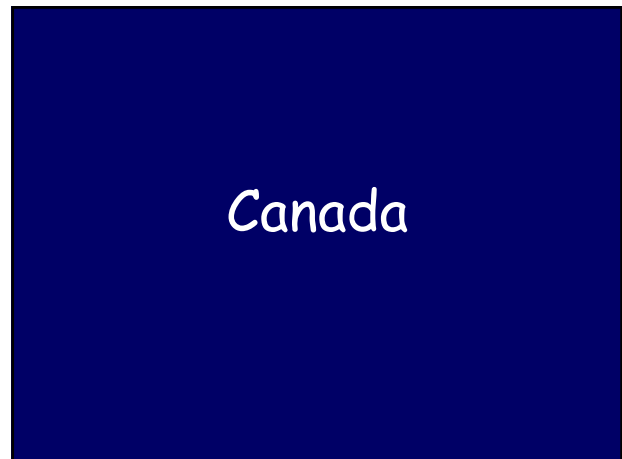
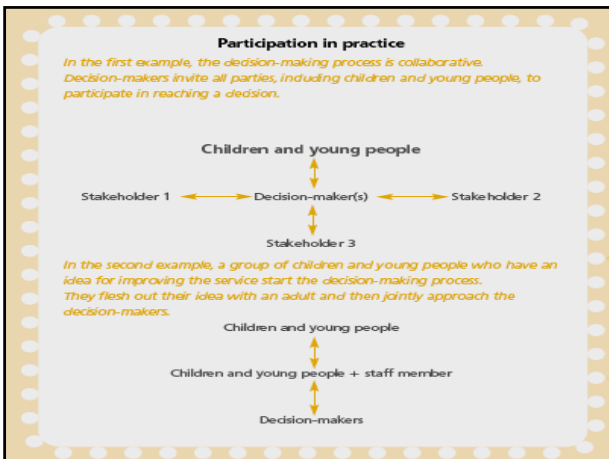


144 pages of children's participation tools!



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- ## Vancouver CityPlan (1992-2000)
- Developed with input from over 20,000 people, over 3 years (1992 to 1995)
  - In 1992 City of Vancouver population: 471,000
  - City aimed to accommodate another 160,000 over next 30 years
  - CityPlan gave citizenry greater involvement in local governance and influence on controversial planning projects
  - Involved at least 700 children and young people

## Vancouver CityPlan

- One of many documents on participation of youth and children
- Includes many techniques on children
- "Kids in City Hall", "Build Your City"

## Winnipeg, Manitoba, Canada

- Manitoba Professional Planning Institute and Beaumont Elementary School
- grade 6 class
- made a plan to redevelop a downtown waterfront site
- final plans displayed at the City Re-emerging Exhibition, 2002

[www.mppi.mb.ca/events/kidscanplan/info.pdf](http://www.mppi.mb.ca/events/kidscanplan/info.pdf)

## Contents of the Workbook

PRE-TOUR WORKBOOK

**Introduction**

- What is City Planning?
- Definitions, Word Search and Crosswords

**Part 1: Mapping Your Community**

- Worksheet #1 Mapping Your Community
- Getting to Know Your Community
- Scale Analysis

**Part 2: Community Land Uses & Zoning**

- Land Use Exercise

POST-TOUR WORKBOOK: Developing Your Neighbourhood Plan

- Game #1 - Brainstorming
- Game#2 - Designing Your Plan

POST-TOUR WORKBOOK: Applying Your Knowledge

**Part 3: Reflecting on Your Neighbourhood Walk of downtown**

**Part 4: Communicating Your Ideas**

**Part 5: Appendices**

- Aerial Photographs
- Maps
- Model Materials


**WORD DEFINITION EXERCISE**

**How to Play:**

Draw a line from the dot on the right side of the word to the dot on the left side of the definition that best fits the meaning of the word.


WORD	•	•	DEFINITION
CARTOGRAPHY	•	•	TO EXCHANGE THOUGHTS, FEELINGS OR IDEAS THROUGH SPEECH, WRITING, OR GESTURES
CITY	•	•	WHERE PEOPLE BUY THINGS OR SERVICES. CONNECTED WITH THE TRADE OF GOODS AND SERVICES, MERCHANTS, STORES.
COMMERCIAL	•	•	A LARGE TOWN OR POPULOUS PLACE. AN INCORPORATED URBAN CENTRE WITH ITS OWN GOVERNMENT AND ADMINISTRATION.

### Part 1: Mapping Your Community



**BE A CITY PLANNER**

You are getting ready to make a map. Before you begin, think about the some things that city planners think about when they help to plan the city. Where should different industrial land uses go? Should houses be next door to a factory where things are made? How will people get from their home to work, to stores, or to school? How can I find out what people want in their neighborhood?






What we  
want to see  
in our city

## Initiatives in some other countries

### Italy (Horelli 2001)

- Youth and children's councils

### Barra Mansa, Brazil (Guerra 2002)

- 18 girls and 18 boys elected as Child Councilors
- Have a budget equivalent to \$US 125,000 to spend on addressing children's priorities
- Its child councilors are also involved in other aspects of government

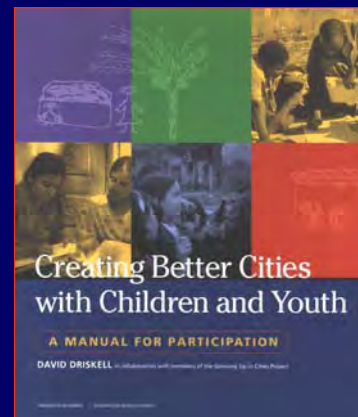
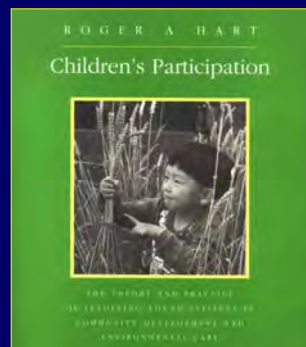
### Norway (Horelli 2001)

- Has Municipal ombudsmen for children
- Building Act requires registration of children's track maps before zoning can take place

## Good Reads



## Solely about Children



## Why involve kids?

Adapted from Driskell, David (2002).  
*Creating Better Cities With Children and Youth: A Manual For Participation*

Some people say...

*Adults are here to take care of children and young people*

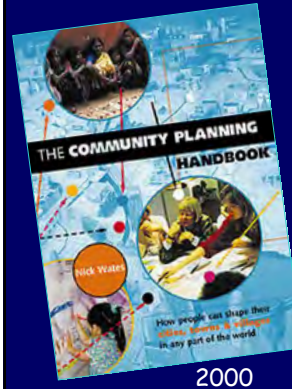
*We should not expect children and young people to shoulder our responsibilities.*

Their participation should complement adults' participation. It is not a replacement.

Adults are not giving up their responsibilities.

Adults are taking their responsibilities more seriously when they seek to discover what is truly in the best interests of young people in their communities.

## Excellent Manual



- Nick Yates
- UK activist and participation specialist
- [www.communityplanning.net](http://www.communityplanning.net)

## Some Approaches



## Some Principles

- **Authentic representation:** a range of kids - not just the "good kids"
- **Working at "kid level":** directly with children - from their perspectives, not adults' perspectives
- **Developing skills and assets:** "two-way learning" - learning from kids, passing on skills and developing assets
- **Celebrating kids' 'savviness':** acknowledging, celebrating and validating their experience

## Authentic representation



## Developing skills and assets





## Participatory Processes with Children

### Key lessons

- Be prepared to listen to children's priorities
- Be clear about what you are trying to achieve
- Be clear about the boundaries of the proposed activity
- Do the necessary research
- Be willing to consult with children on methods of involving them
- Remember that children are not a homogenous group
- Be prepared to make the necessary time available
- Make available the necessary resources
- Remember the importance of working with adults as well as children
- Be prepared to be challenged
- Don't underestimate children
- Develop indicators or goals for effective participation in collaboration with children
- Be prepared to make mistakes and get it wrong

<http://www.unicef-icdc.org/publications/pdf/insight6.pdf>



### Four Success Factors

1. Match process to age group
2. Be clear about objectives and brief facilitators to achieve objectives
3. Resource the process thoroughly
4. Analyse and integrate results into broader process and findings (report)

### Three Techniques for Children's Participation

- Face painting
- Week with a camera
- Edible model

# Face Painting



Wildness in the neighbourhood



## Face Painting and Questioning



*Q. What sorts of things did you think kids would do around here if there was a nice bit of bike path?*

Ride.

*Q. Is that all they'd do?*

Na, walk.



*Q. Walk? Oh, that's cool. Are you interested in the environment?*

No, not really.

*Q. Not really? Oh. If there was one single thing that you'd like to change about living around here, what would that be?*

Ah, the toilets.

*Q. The toilets, why is that?*

They're not in very good condition.

*Q. Oh, so you want the toilets to be in better condition? OK.*

## A Week with a Camera



(re)Visioning Footscray  
**"Targeted Consultation" Ideas**  
**"WEEK WITH A CAMERA" EXERCISE**

**WHY TO USE THIS EXERCISE:**  
 This exercise helps us understand the "natural beauty" (people hold in their heads) about their neighbourhood. We get to see what is important to people through their own pictures of the places they like and don't like.  
 It allows people to take pictures of the places they like and to tell us what they want for that environment. Significant landmarks, where people like to hang out, interesting events, gathering places and "secret places" can all be identified.

**WHEN TO USE THIS EXERCISE:**  
 This exercise is best used when you need photos of people's view of their local and natural environment and an idea of what they like and don't like in their neighbourhood. It can be used alone or with other techniques.  
 This can be a great technique to start with as the images can be used as other exercises like so:

**WHO CAN TAKE PART IN THIS EXERCISE?**  
 In the beginning, anyone capable of understanding of photographs - although the disposable cameras are easy to use - it is best used with older children, young people and adults.

**HOW TO DO THIS EXERCISE:**  
 The idea here is that people are given a 24 exposure disposable camera (with a flash if possible). They are also given instructions and a log sheet (see the example on the next page). They then spend a few days to a week taking photos of places they like and don't like and (where they don't) return to change.  
 The following gives an idea of making the exercise an activity.

- The exercise is best used first time to work on that people can take photos of different times.
- Use flash or other good light or some (cheap) cameras are difficult to process.
- Remember to label all camera before handing them out. It is best to label the bottom processing and to label all maps and log sheets with the names, addresses, postcode numbers, size, angle and gender of the person taking the camera.
- Provide examples for the camera. Remember to tell them to have the sun behind them. But there needs to be adequate light and that makes photographs generally don't turn out.
- Participants need to give a copy of their photo also (direction).

**WHAT YOU NEED:**

- 24 exposure disposable camera with flash
- instruction sheet
- log sheets
- pre-printed or hand-drawn map of the area

## Resources

- Disposable cameras with labels
- Log sheets
- Pre-printed A3 sheets for drawing maps
- A3 paper, crayons, pencils, glue and scissors
- Magazines (choose carefully!)
- "Post-it" notes, markers and note paper
- Polaroid camera and film
- Digital camera
- Arrangements to laminate the A3 collages
- Permissions for working with children and photographing children



## Photographic Analysis Instructions for Children

- **SELECT PLACES:** Select places that are important to you that you wish to **KEEP** or **CHANGE** within your community.
- **DRAW A MAP:** Draw a map showing where the places are (roughly). (Please use the attached map.)
- **TAKE A PHOTOGRAPH OF YOURSELF.** (Your parents could help you with this.)
- **TAKE PHOTOGRAPHS:** Take a photograph (or more than one) of each of these places (up to 24 photographs in total).
- Indicate on your mud map where each photograph was taken (this need not be to scale but just is an indication of where the place is located.)
- **NOTE DETAILS:** Write the number and any relevant details of each photograph on the attached LOG SHEET. Make sure you explain why it is important to you.
- **KEEP OR CHANGE?** Fill out the column 4 about whether you wish to keep or change the things shown in the photograph.
- **HOW IMPORTANT?** Mark the column 5 at the far right to indicate the importance of this place.
- **RETURN CAMERA:** Return the camera and the attached sheets before **Tuesday** to **YOUR TEACHER**.
- **ANY PROBLEMS?** If you have any problems with this, your camera breaks, etc., please ring David Lowerson on 0438 121 594.

## Mud Map and Log Sheet

Map

LOG SHEET		Student Name: _____			
Photo No.	This shows ....	It's important to me because...	Location: Map grid	Location: Compass rose	Priority: Rank 1 to 5
1					
2					

↑  
N



A classroom with one facilitator for every four children



One set of photos is cut up for the collage



Magazines for those without photos

## Appropriate Magazines



## Careful facilitation and recording



Post-it notes are later removed

Annotations by the facilitator on Post-it notes



### Kasey's Collage

To save the time of drawing a self-portrait, use a Polaroid camera for those who forget to photograph themselves

Children's projects displayed, Rockingham, WA, 2003

*It was great that you actually gave kids a chance to have a say.... They felt like they'd been consulted and that was good.*

*We've been involved with local community groups and sports groups - but nothing like that... no one has ever come in and actually asked the kids for their opinion...*

*I was surprised how much the kids came up with which was the same as what was being put forward by the community.*

*I was a bit unsure what the finished product would be like.... But when I saw the pictures and what the kids had actually said about them, that made it meaningful... I thought it was interwoven really well.*

Brian Borlini, Principal,  
Port Kennedy Primary School



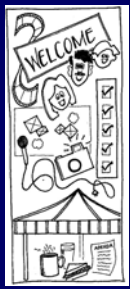
## Stages

- ❑ Training and purchasing materials
- ❑ Preparation and set-up (in secret!)
- ❑ Getting started
- ❑ Visualisation exercise
- ❑ Design and documentation
- ❑ Explaining the models
- ❑ Celebrating the hard work
- ❑ Photographing (including Polaroid)
- ❑ Professional report

## Training of Facilitators



## Suggested materials for food modelling



broccoli	ice-cream cones
carrots	tube of condensed milk
parsley	peanut butter
bread rolls	jelly babies
spaghetti (cooked)	chocolate drops
Spiralli shells (pasta)	chocolate frogs
bow-ties	musk sticks
jelly crystals	fruit jellies
bright cake tops	fruit jelly rings
100s & 1000s	bananas
round biscuits	strawberry creams
square biscuits	<b>etc., etc. . . .</b>
Salada biscuits	
Vita-Wheat biscuits	

## Preparation

- ❑ Carefully hide the food
- ❑ Element of surprise is important



## Getting Started

- ❑ Discuss ideal environment - creative visualisation
- ❑ Give each table a tray of previously prepared food



# Surprise!!!!



## Design

- Ask participants to construct their "ideal" environment
- Facilitators question, discuss the model and record responses



Giving permission is important at the start





*Down at the Beach at Bridgewater Gagebrook, Tasmania, 1998*



*Celebration of hard work*





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