

Community Engagement with Children

Wendy Sarkissian

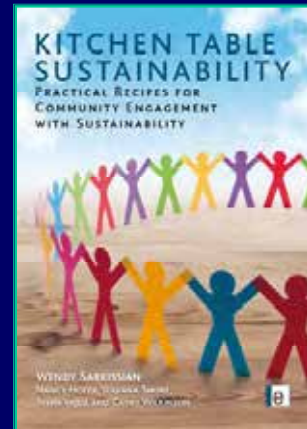


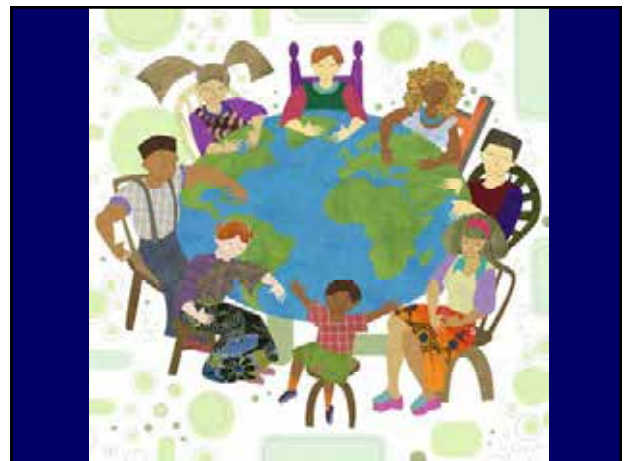
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Foreword by Peter Newman

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Why the Kitchen Table?

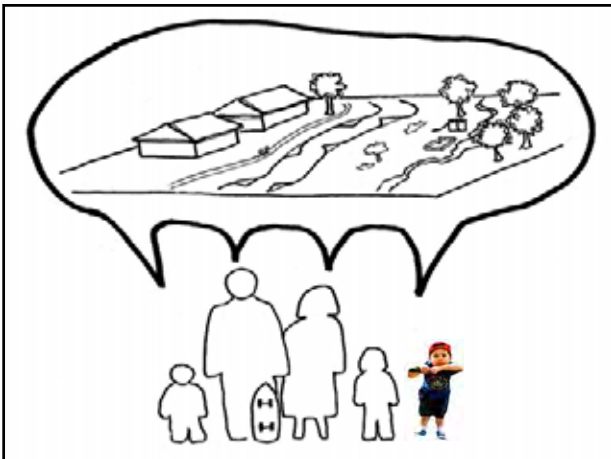




*E*ducation
*A*ction
*T*rust
*I*nclusion
*N*ourishment
*G*overnance

*Community
 Engagement
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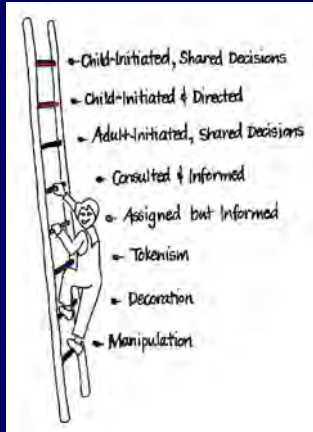


Empowering Children

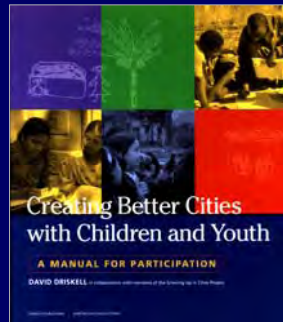
Children need to:

- understand the project and volunteer to participate
- understand where they are in the process
- understand extent of their decision-making power
- have equal opportunity to participate, if they wish, in all phases of a project (Roger Hart, 1997)

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

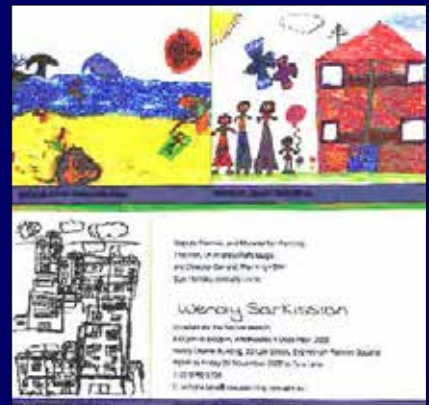


Andrea Cook



David Driskell

Decoration



Children at the centre of things...



Authentic representation



Developing skills and assets



Principles of listening to children

- Something to take home
- Must be fun



How to Do It



A Week with a Camera

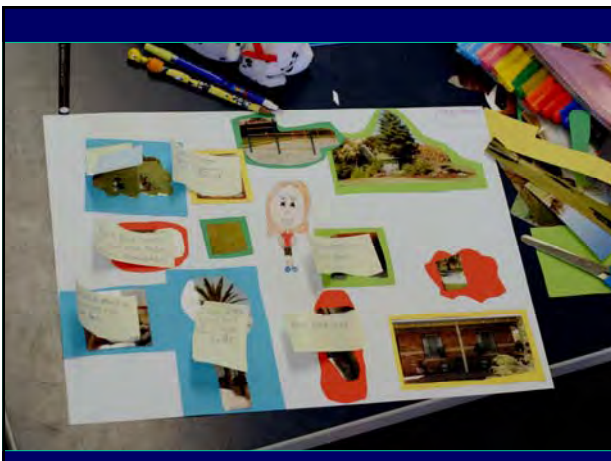


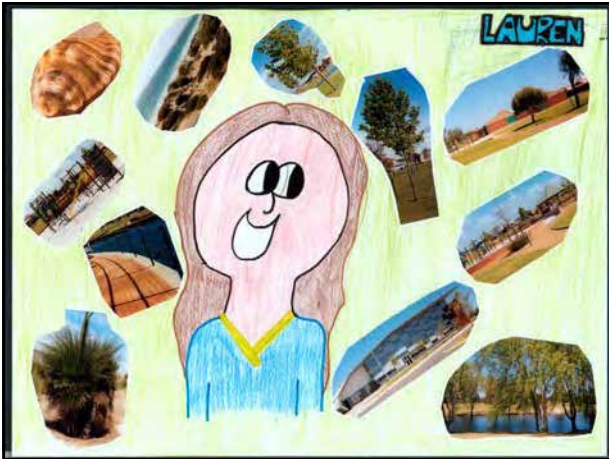
Log sheet and mud map

Photo No.	This shows ...	It's important to me because...	I want to KEEP this ✓	I want to CHANGE this ✓	Priority (from 1-5) 5= highest 1= lowest
1					
2					
3					

What it Looks Like on the Day







Displays in the children's marquee

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

Face Painting and Questioning



Face painting and recording answers to questions



Wildness in the neighbourhood



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.

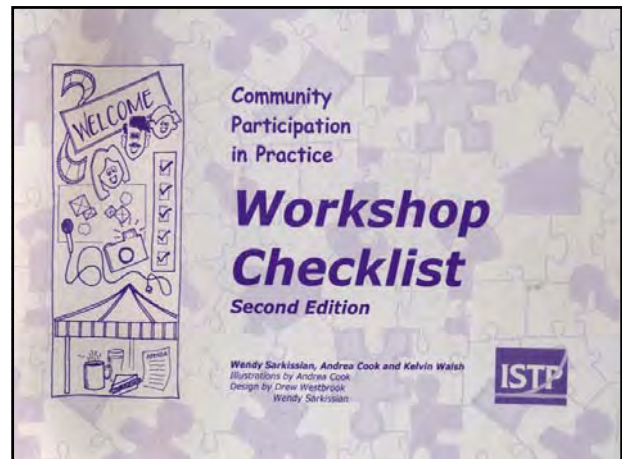
Q. The toilets, why is that?

They're not in very good condition.

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



The Food Model



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 | etc., etc. . . . |
| Salada biscuits | |
| Vita-Wheat biscuits | |

Food Model

Aims

- ❑ provide opportunity to express visions for future communities
- ❑ use innovative facilitated approach
- ❑ not privilege written word or spoken language
- ❑ ideal for children, young people and adults!

Training of Facilitators



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



Design and Document

print
BOLDLY
&
label
models





Design and Document

Photograph
or videotape
models



Sandbox Exercise



Many thanks to Andrea Cook



Certificates of Appreciation

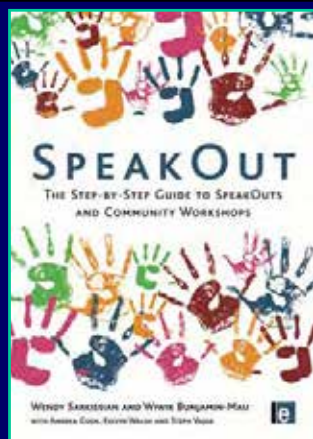
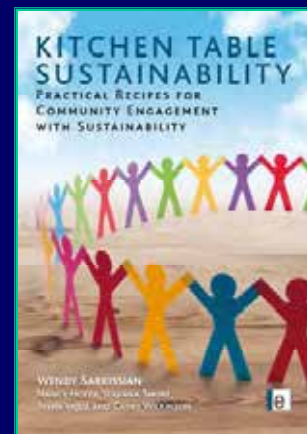


The Challenges of Kitchen Table Sustainability



Kids and Citizenship

- Children are not citizens-in-the-making who will somehow become citizens when they gain their majority
- They are citizens now
- Because they cannot vote, we have two important responsibilities:
 1. Consult them
 2. Plan and design for them using approaches that reflect what we know about their needs



www.sarkissian.com.au
www.kitchentablesustainability.com
www.speakoutplanning.com