Child participation and schoolgrounds

With Pic2school

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What we do...

Mapping perspectives of young people

• (action) research
• participation
What we do...

Mapping perspectives of young people

- (action) research
- participation

Mapping perspectives of policy makers

- CF policies
- Workshops
- Advice & consulting
What we do...

Mapping perspectives of young people
- (action) research
- participation

Linking
Bridging
Translating...

Mapping perspectives of policy makers
- CF policies
- Workshops
- Advice & consulting
Child participation
Why child participation?

1. **Children have their own individuality**
   They therefore have their own needs

2. **Children rights:**
   Children should be involved in matters that concern them.

3. **Children are important users of**
   Public space
   School playgrounds

4. **Children have their own perspective:**
   Children have (specific) experience and knowledge.
   They are the expert of their own world

5. **What is good for children is (usually) also good for adults.**
Our website: www.k-s.be
Design and participation process
1. A (flexible) plan for (re)designing

1. ‘Spots map’
   - Walking lines
   - Zones
     Zoning as a principle: creating ‘rooms’

Zoning on the basis of age
Zoning based on play/game forms:
- Active vs relaxing
Zoning as a mixture of age and play forms
1. A (flexible) plan for (re)designing

2. Landscape relief, green, water
   Separating vs. connecting
1. A (flexible) plan for (re)designing

3. Play equipment

As in ‘the finishing touch’
= short-term

Zoning (relief, groen, water) = long term
Basic design: can last several generations
1. A (flexible) plan for (re)designing

4. Loose materials
2. Create a team
2. Create a team

KERNTEAM
- 'Participation coördinator'
- 'Designer'
- 'Netwerker'
- 'Technician'
- 'Banker'

Children

Parents

Technical team

Secretary’s office

Teachers

Cleaners

Management
3. Organizing a participation trajectory

Two arrow model

- **Phase 1**: Program
  - Program (needs, wishes, ...)
- **Phase 2**: Design
  - Initial sketches
- **Phase 3**: Realisation
  - Final plan
- **Phase 4**: Maintenance and management

Participation:
- Initial sketch
- Final plan

Project phases:
3. Een inspraaktraject uitzetten

OFTEN...

Phase 3
realisation

(Festive) action with children
Very late in the process
- Isolated event
- No impact on decision process
OFTEN...

Phase 1:
Start

‘Children create ‘crazy’ ideas'
- Isolated event
- No impact on decision process
- Often play equipment or wild dreams
Participation trajectory corresponds with the design process
Projectphases

- Participation

phase 1: Program
  - Program (needs, wishes, ...)

phase 2: Design
  - Initial sketches

phase 3: Realisation
  - Final plan

phase 4: Maintenance and management

Participation coördinator
- ‘Networker’
- ‘Banker’

‘Designer’

‘Technician’
3. Organizing a participation trajectory

Two arrow model

- **Phase 1: Program**
  - Program (needs, wishes, ...)

- **Phase 2: Design**
  - Initial sketches

- **Phase 3: Realisation**
  - Final plan

- **Phase 4: Maintenance and management**
Participation session 2
Testing of initial sketches and plans

Projectphases

phase 1: Program
 phase 2: Design
 phase 3: Realisation
 phase 4: Maintenance and management

Participation

Program (needs, wishes, ...)
Initial sketches
Final plan
Create the outline of designs on the site
Guided tour

Ontwerpster stelt op het terrein een ‘praatplan’ voor aan kinderen (11)
## Projectfases

<table>
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<th>Fase 1: Programma</th>
<th>Fase 2: Ontwerp</th>
<th>Fase 3: Uitvoering</th>
<th>Fase 4: Onderhoud en beheer</th>
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<tr>
<td>Programma (noden, wensen,…)</td>
<td>Eerste schetsen</td>
<td>Definitief plan</td>
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## Inspraak-traject

Participation for 3 and 4
Participation for 3 and 4

- Allowing children to create/change their own playgrounds + responding to this
- Maintaining a green playground
- Storage or lending systems (with participation)
- Giving pupils a say in the rules and regulations on playing time
Pic2School

A method for visualising children’s design ideas

Play(functions) instead of things: diversity of forms of play
OUTSIDE THE SCHOOL

- Safe crossing
- Cycle lane
- Wide sidewalk
- Small gate
- Traffic light
- Zebra crossing
- Small poles/posts
Before you start:

Create a map of the school. For Belgium: Geopunt.be
Before you start:

Create a map of the school. For Belgium: Geopunt.be
Before you start:

Create a map of the school: edit

Edit with:
- Paint, Canva, Indesign
- Powerpoint
- The old way
Before you start:

- Selecting the icons
  - In Powerpoint
  - Decide the value of the icons
  - How many coins the children will get

- Contacting and briefing supervisors

- Prepare and collect material
Let’s start!

1. Go outside!
Let’s start!

2. Create small groups

3. Present the project

4. Present the icons
Let’s start!

5. Selecting icons
6. Cut out the icons
7. Move the icons
8. Stick the icons
9. Additional instructions
10. Present the designs

What will happen to it?
After the participation session

• 10 important points for the designer

• Put it on one map
Excercise