

CHILDREN'S RIGHTS IN HUNGARY PROJECT

DATA GENERATION TOOLKIT

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The Multi-Modal Toolkit

Before you start...

Safeguarding

Please familiarise yourself with your Kindergarten safeguarding policies and if during the process of engaging with the Toolkit activities children raise any safeguarding issues, please follow your individual procedures for reporting these.

What are Children's Rights?

The central aspects of children's rights are:

- **Survival:** Children have the right to life, good food, water, and to grow up healthy
- **Development:** Children have the right to play, to relax and have an education
- **Participation:** Children have the right to say how they feel, be listened to and to be taken seriously
- **Protection:** Children have the right to be treated well and not be hurt by anyone

A Guide for Pedagogues

Informed by the key principles of the Mosaic Approach (Clark and Moss, 2011), this Toolkit is the result of suggestions from pedagogues who participated in the five online workshops. It ensures that the suggested 'methods' for data generation are

- culturally appropriate,
- reflect local characteristics,
- fit into everyday pedagogic practice
- familiar to the children taking part.

This Toolkit aims to provide a guide/framework for pedagogues in seeking children's perspectives on their rights through activities and how they realise their rights in the context of their everyday lives. The following questions serve as a guide for pedagogues as they start to use the Toolkit for data generation:



- **How can you be sure that you are not missing important messages from children?**
- **How well are you hearing, seeing, feeling children's voices?**
- **How might you 'slow down' to listen to children in your care?**
- **Drawing on your own strengths and knowing children well, how can you best utilise the Toolkit for listening to children?**

It is important to remember not to make assumptions but to step back and see children's worlds through their eyes.

The 'mosaics' of the Toolkit

You may use ANY of these tools as activities to help you hear children's voices. Please remember that there are no right or wrong approaches or answers as long as you follow the child's lead. Your work will NOT be evaluated. The researchers will only analyse the data you collect.

The toolkit activities are a way to engage with children and explore their thinking and feelings about rights. They are a stimulus for talk and action to build narratives around children's rights. In all the activities you will need to be responsive and sensitive to how the children respond to the activities. Remember, the Toolkit activities should be in partnership with children to generate knowledge rather than extract knowledge.

DRAMA & ROLE PLAY	
<p>Puppetry</p> 	<p>Using puppets, small figurines or soft toys through which children are more willing to share their thoughts and feelings (making an inanimate object animate and using their voice as a vehicle to convey meaning).</p>
<p>Role-play</p> 	<p>Children may express views through acting out a role. For example, they could be <i>reporters</i> interviewing one another or they could be the interviewee being interviewed by an adult role-playing with them. A TV box can serve children to share their news. Observing children in their roles in the doll's or home corner can also offer insights into their views on 'rights' related issues.</p>

Small world play



Figurines and props could set the scene for sharing thoughts and feelings. For example: children could build their own 'castle of plenty/happiness/fairness/ sharing...' where, through the voices of their toys, they can talk about rights related topics.

CIRCLE TIME/TALKING CIRCLES

Silent contemplation (followed by talk)



When given something to think about (a rights-related issue or topic, something that may have happened at nursery) children could be provided with some quiet time to think, to gather their thoughts before they are invited to share their ideas and thoughts about the topic.

Sharing news



Traditional small or whole group 'talk' opportunity for children to speak their minds. This could be planned, spontaneous, indoors, outdoors, on a walk, in a den ...etc.

Picture cards to prompt discussion



Packs of cards that depict 'action' or more abstract concepts. With some prompts, children could use these cards to discuss rights-related topics. The cards could also be used to make up a story.

'Tell Me How You feel'

For this, picture cards, home-made Kinder egg box faces...etc may serve as prompts that



help children convey how they are feeling (sometimes children have not got the words to express it). Through follow up conversation in small groups or on a one-to-one basis this may enable children to tell their story or to explain why they are feeling that way.

DANCE AND MOVEMENT

Folk dance



For some children, dance and traditional folk songs and music are culturally sensitive ways of making them feel comfortable in the setting. Engaging in folk dance, listening to folk music, or singing folk songs may be highly relevant daily experiences. These may be facilitative of times when children open up and talk freely about their feelings and what they think about rights-based topics.

Traditional/Ring games



Some ring games and traditional song-based group games offer themselves to discuss topics relating to children's rights, for example the right to participate. When choosing partners, leaders, when dividing larger groups into smaller groups or selecting children for solo performances, children's experiences and views may vary, which would be worth exploring. A facilitative discussion after these games might offer an insight into what children think.

Physical Games/Obstacle Courses

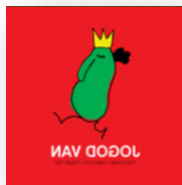
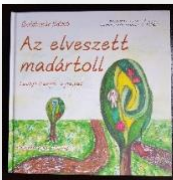
These may happen spontaneously or as a planned experience for children. Either way, children may encounter issues that they deal with and view differently. For example, issues of fairness, valuing individual strengths and recognising weaknesses. Competition,



winning and losing may evoke discussions about empathy, support, teamwork or the notion of congratulations and commiserations.

STORY TELLING, STORY MAKING

Sharing stories with children



There may be stories that are written with a specific focus on children's right and responsibilities, such as *The Lost Bird Feather* by Boldizsar Ildiko, or 'You have Rights' that you might like to share with children. This could be in small groups or larger groups. Follow up discussions may follow straight after story sharing or you might return to it after you have given children a chance to think about it. Discussion could be in small groups, larger groups or even with individual children at the snack table, for example. It is your choice as you know your children best.

Telling children stories



You don't need to stick to a published book, you can make up your own stories about issues and topics relating to children's rights. You might notice something that is happening as children go about their daily play in your group, which prompts you to create a story line in order to seek children's views on that particular issue. You may use props, which could serve as a reminder for children or help children convey their own ideas and feelings about it.

Children creating their own stories

Your children may like to make up stories themselves. This may be a spontaneous or planned activity. Children like to be in the



story themselves so retelling and experience may be attractive to them. It could be that individual children tell you their stories or they may tell it to their peers. Children together could make up stories about incidents or events that relate to children's rights. You may choose to start the story and allow them to finish it so that you can gain an insight into how children think about rights-based issues.

PROJECTS

Group projects around a topic



Some settings follow a project approach and they might feel that a project around children's rights and responsibilities could be planned, which would help to understand children's views, feelings and experiences of their rights.

You do not need to follow a project approach to plan a project for children to explore how children see their rights.

Projects that children initiate



Something may happen at nursery that ignites children's curiosity and they want to explore it further. With your help, this child-initiated project may include the exploration of children's rights to protection, to participation and appropriate provision. The key here is to follow the children and if they do not respond to your suggestions, they must be allowed and enabled to follow their own agenda.

DAILY ROUTINE ACTIVITIES

Cloakroom/Bathroom talk

Sometimes, children like to share what they think when they are engaged in daily routine activities, such as getting changed, putting away personal items in their locker, washing hands or having their hair combed or plaited.



You may use these times to seek children’s views on issues that are important to them. Please remember to make a record of these, too.

Talking over lunch/snack



In some of the settings, lunch times are used for relaxed conversations. You may use these to gain an insight into how children feel about rights-related issues. You may revisit an incident that happened during the morning and seek children’s views on it.

PHOTOS AND DRAWINGS

Children taking photos



Taking photos of places, people, resources...etc in the setting may be a way for some children to convey meaning about their likes, dislikes and the significance people and objects hold for them. Once children have taken photos, find time to look at them and show an interest and genuine curiosity in what they have to say about them. Let them tell you their stories of what is in the picture.

Photo elicitation



You may like to use some of the photos children have taken to have a discussion about issues that relate to their rights. Alternatively, you can use photos that you have taken, that depict something in the nursery that relates to children’s rights. This could be done in small or larger groups, more formally or completely informally, as long as you follow the children’s lead.

Children's drawings



Often, children draw pictures of what matters to them and what occupies their thoughts. Once the drawings are completed, show an interest in what the children have to say about them. You might find, that talking with children as they are drawing may distract them.

ARTS and CRAFTS

Group Art



Creating collectively a piece of artwork might prove a good opportunity to talk to children about rights-based issues. The discussion could be around the actual sharing of space and resources or access and participation. Alternatively, the subject matter of the artwork could also be rights-related and, in this case, discussion could take place as the children are creating a piece of art.

Floor paintings



Similarly, to group art, group painting or drawing may also be utilised to talk to children about rights-related topics.

Weaving/Embroidery/Bead threading

Calm, repetitive movement could be conducive to talking freely about issues that are important to children. Quiet companionship through joining children with weaving, embroidery or threading beads may facilitate conversations about children's rights and responsibilities.



Painting nails



The therapeutic act of having one's nails painted could similarly facilitate talking about sensitive issues, topics that matter to children. This might also be a time where previously read/told stories are revisited and discussed.

COOKING/BAKING

Making fruit or green salad



Cooking and baking may not be possible in every setting due to local policies and restrictions.

Baking biscuits or Roasting pumpkins



If it is something that you regularly do with the children in your care, you may take the opportunity to talk to children about their rights to healthy nutritious food and what their own experiences are. You may be able to find out what they think and feel about some people having plenty and some very little. They may be able to express views on having or not having choice and what the consequences of this might be.

What are you looking for in your observations of the Toolkit activities?

We would like you to use the Children's Empowerment in Play (CEiP) Empowerment Framework (Canning, 2020) to frame your observations and reflections in relation to what children say and do about their rights.

The diagram below positions children's participation, voice and ownership as interdependent and with the potential to all or some to be present in any of the Toolkit activities. The diagram is based on looking for indicators of empowerment in children's play, but this fits well with the philosophy of considering children's rights. The sub themes of Motivation, Coordination, Imagination, Problem Solving and Empathy categorise recurring instances and actions in children's play which support the development of participation, voice and ownership.



Figure 1: Empowerment Framework

The next diagram illustrates the transformation of the empowerment framework to a practical resource for observing the toolkit activities. To avoid the framework becoming a subjective ‘tick list’ of what children appear to be doing in their play a series of questions prompt you to really consider what is happening; to put yourself in the children’s position and provide a detailed narrative of their play.

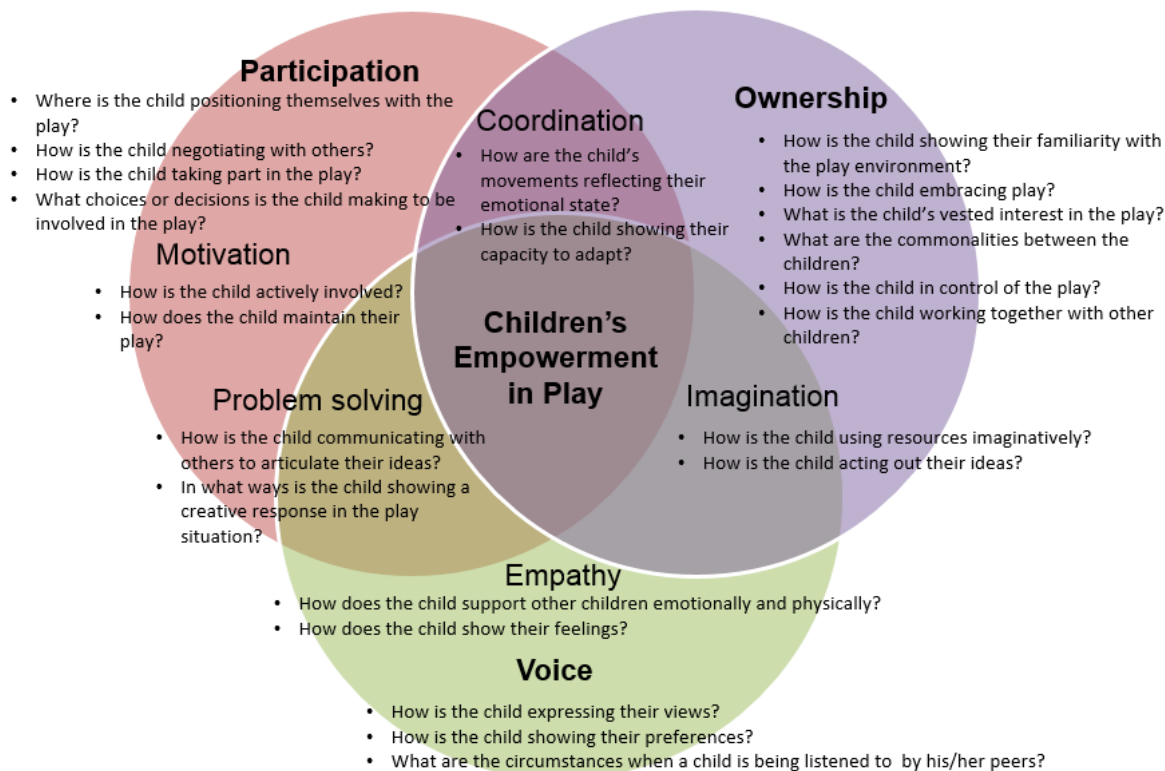


Figure 2: Empowerment framework with prompt questions to guide educator observations

The visual representation of the prompt questions illustrates the cross over between sub themes of Motivation, Coordination, Problem Solving, Imagination and Empathy into the areas of the super themes Participation, Voice and Ownership. In practical terms a list of these questions is more manageable (see below), although the intersect between the sub and super themes is important as it is a visual reminder of the layered nature of empowering experiences and how children may demonstrate their feelings about their rights.

Super themes

<p>Participation</p> <ul style="list-style-type: none"> • Where is the child positioning themselves within the play? • How are they negotiating with others? • How are they taking part? • What choices and decisions are they making to be involved in the play? 	<p>Ownership</p> <ul style="list-style-type: none"> • How is the child showing their familiarity with the play environment? • How are they embracing play? • What are their vested interests in the play? • What are the commonalities between the children? • How are they in control? • How are they working together with other children? 	<p>Voice</p> <ul style="list-style-type: none"> • How is the child expressing their voice? • How are they showing their preferences? • What are the circumstances when they are being listened to by his/her peers?
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Sub themes

<p><i>Motivation</i></p> <ul style="list-style-type: none"> • How are they actively involved? • How do they maintain their play? 	<p><i>Problem Solving</i></p> <ul style="list-style-type: none"> • How do they communicate with others to articulate their ideas? • In what ways do they show a creative response in their play? 	<p><i>Coordination</i></p> <ul style="list-style-type: none"> • How are their movements reflecting their emotional state? • How are they showing capacity to adapt? 	<p><i>Imagination</i></p> <ul style="list-style-type: none"> • How are they using resources imaginatively? • How are they acting out their ideas? 	<p><i>Empathy</i></p> <ul style="list-style-type: none"> • How do they support other children emotionally and physically? • How do they show their feelings?
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Behavioural indicators

Risk taking Challenge Persistence Initiative Interest	Determination Instruction Knowledge Negotiation Supporting role	Verbal communication Sharing Non-verbal communication	Flexible environment Flexible resources Involving an adult	Following Listening
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		Attracting attention Interest Negotiating Supporting role		
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Table 2: Empowerment framework prompt questions in a grid

In table format it is also possible to add the behavioural indicators of empowerment which supports you in making decisions about how to think and describe what is happening in the Toolkit activities. The framework enables indicators of children’s rights to be contextualised and provide a rich description of experiences.

How do you record the observations?

There are 3 options to record the Toolkit activities:

- Video record
- Audio record
- Written observation

Video

1. Video short clips of the Toolkit activities.
2. You do not have to video the whole activity, just the parts where children are discussing their views, opinions or rights.
3. If you are not videoing and a child says something interesting, try and write it down and submit it with your video.
4. If you video for a long time you will experience difficulties in sending the clip to us. As a guide 2 minutes is about the maximum that can be sent via email.
5. If you want to video for longer simply stop and immediately restart the video recording.
6. Label videos with the title of the activity, date and your Kindergarten name

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7. Use the Empowerment framework to reflect on the video and your own observations
 8. Send the video files and written reflections electronically to [insert email here]

Remember, some activities may bring up sensitive topics for children and for this reason would not be appropriate for video recording. You will need to make a professional decision about which activities to video record to safeguard the children. It is hoped that this might only apply to a small number of activities as most suggestions in the Toolkit are based on everyday interactions with the children and involve topics that they are familiar with.

Audio

1. You will need to send a short narrative with an audio recording outlining what is happening in the activity to give the audio recording a context.
2. You do not have to audio record the whole activity, just the parts where children are discussing their views, opinions or rights.
3. But if you are not recording and a child says something interesting, try and write it down and submit it with your context narrative.
4. If you are audio recording for a long time you will experience difficulties in sending the file to us. As a guide 2 minutes is about the maximum that can be sent via email.
5. If you want to audio record for longer simply stop and immediately restart the recording.
6. Send supporting information such as photographs of the activity, before, during and after to give a sense of what the children did
7. Use the Empowerment framework to reflect on the video and your own observations
8. Label audio files with the title of the activity, date and your Kindergarten name
9. Send the audio files, any supporting documentation and written reflections electronically to [insert email here]

Written observation

1. Write a description of what is happening in the Toolkit activity.
2. You will find it easier to focus on one or two children to carry out written observations.
3. Use the Empowerment framework to reflect on what is happening in the activity and how children are responding.
4. Take a picture of handwritten observations or type up your observation
5. Label your observation with the title of the activity, date and your Kindergarten name
6. Send supporting information such as photographs of the activity, before, during and after to give a sense of what the children did
7. Send all of your observations, supporting evidence and reflections electronically to [insert email here]