the development of the InSight method: a participatory approach for primary school children to reveal their place experiences

Thesis submission for the award of: Doctor of Philosophy

volume 2

Ian Malcolm Simkins
department of landscape, university of sheffield, UK

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9. Evaluation of data and the emergence of themes by employing Grounded theory principles - a coding pathway for the study

The first two participative sessions produced a great deal of information that related to the children's experiences of the places that they encountered in the routine of their lives together with their aspirations for their neighbourhood environment. This data emerged as a result of applying the methodological tools of the task based oral semi-structured interviews and the visual cognitive mapping/drawing workshops with accompanying conversations. In addition to the task based material, there was also a variety of written and visual material in the form of notes, memos and diagrams that were made either during or following these sessions, which was consistent with the use of some of the principles of grounded theory (Strauss and Corbin, 1998).

In addition to the means of recording data, the principles of grounded theory were also used as a model for evaluating the derived data, by a process of evaluation in order to facilitate the categorisation of a coding framework to be developed. This method of coding the data used a sequential evaluation to formulate initial categories and themes which were then subject to further evaluation to construct a revised coded model. This evolving categorisation and coding of themes in grounded study terms is referred to as open and axial coding, as previously described in chapter 4.

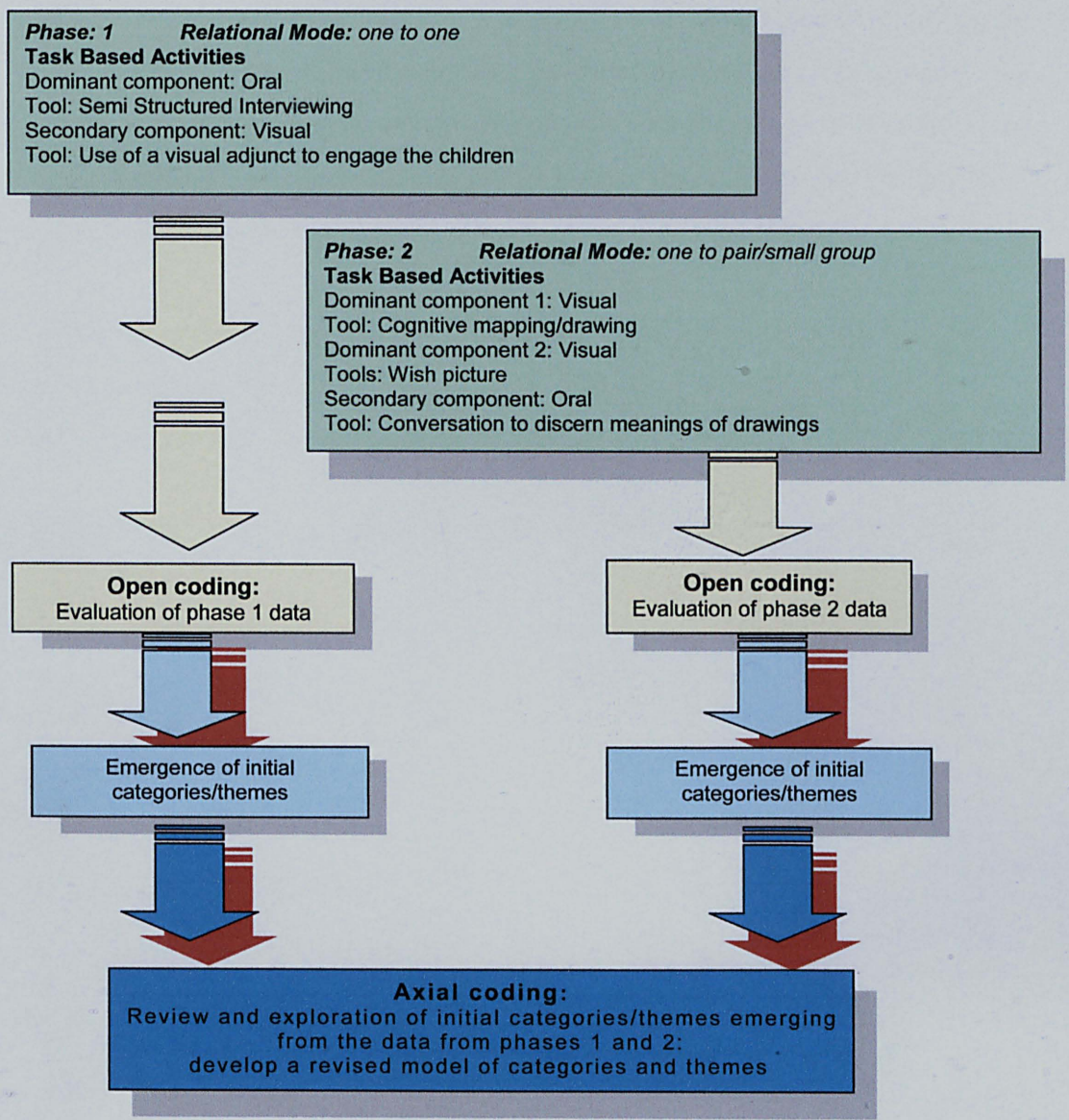
These principles within the context of this study were used to develop initial themes that emerged from phase one, and then to refine this model by evaluating phase two of the participative workshops in a similar way. This formed two similar but differing initial categories and themes from each phase. These initial categories and themes were then reviewed and a revised model was constructed, the diagram that follows shows a schematic for the pathways of the coding process to that point.

As previously stated the principle of open coding is the formulation of initial categories relating to the phenomena being studied which is determined from the initial data, where each category is composed of sub categories which differentiate themselves. In order to determine the categories of place experience emerging from

the initial data collected the interviews and drawings were reviewed, and a discussion of the review follows.

9.1. Coding pathways

The schematic below shows the coding pathways for evaluation of the data gathered from the first and second participative phases. The open coding of phases one and two led to the emergence of similar initial themes and categories of the children's place experiences and axial coding of these emergent themes was used to review the initial categorisation and to develop a revised model.



9.2. Evaluating the children's semi-structured interview conversations

Each semi-structured interview recording was reviewed by listening to the digital recordings made together with reference to any field notes and memos made at the sessions. A template was constructed from the semi structured interview proforma using the themes that guided the conversation to act as 'fields' for summarising the children's responses.

Using this template, a partial transcription was made of each semi structured interview, this recorded the key elements as bullet points which were then tabulated and categorised into the interview themes. In addition the date of the interview was recorded together with the participant's reference number which identified the school and year group. Additional information was shown in terms of the child's gender and name (although those names shown in the examples remain fictitious). In addition the reference number of the silhouette chosen to represent the child on their journey to school was also included together with their 'paired' reference number.

The following are examples taken from the summary of the data derived from the partial transcription of the recordings of the SSI session 1. The first of which is Abbey's conversation, a year 3 girl from school A:

1/11/2005 A 3 1 Pair: A/3/1 F Abbey

Session 1

Silhouette: 11

Notice:

On way

- Cars taking children to school
- Kids walking to school
- First thing notice – playground

On way back

- Adults picking children up

Play time activities and location:

- Tig with friends, in yard
- Play with cats cradle

At home – activities and locations

- Play on back yard
- Park/playground; swings favourite, witches hat, and tyres
- Play on bike on footpaths at grandmas, favourite thing to do

Noel was Abbey's partner in the cognitive mapping/drawing paired session of phase 2. This is the partial transcription of Noel's one-to-one semi structured interview which tabulated as follows using the same proforma:

31/10/2005 A 3 2 Pair: A/3/1 M Noel

Session 1

Silhouette: 10

Notice:
On way:

- Outside house - No cars, all gone to work, Bin men
- No cars at Granddads house either, granddads in garage, and others gone to work
- Like to see the beach
- Hear the waves
- Cars on other route, noisy, don't like
- Other people in cars going on way to school
- Sea rough when raining
- Different view in car – going faster, when walking see it better
- Run around with sister
- Stop at steps, go down to run around
- I walk on the top to another bank and go down, playing tig
- Walk down on the bottom level for a better view of sea
- Boats
- Feel nearly at school when there is a breeze, because its behind you coming, and when you turn to go down school street it blows across.
- Arrived when walked in school gates.

On way back:

- Loads of people in playground, children playing on playground
- Big field, houses round it – like it, good for sports day
- Lots of cars
- Lollipop lady
- Street name of nana's road
- Houses remind me of nana's, and the wall
- Like going down to beach when tide out
- Feel like getting home when see granddads house – end house
- Turning the corner – getting close to home
- More cars there than the morning
- Notice our house – painted blue, others are white

Play time:

- Play tennis in yard
- Tig, on big playground

At home:

- Don't like:
  - Back of our street, boys swearing

Don't play out at home because of naughty boys, took ball once and burst it.

9.2.1. Provisional place experience themes coded from the semi structured interview phase of data collection

During the case studies a similar way of evaluating the data had been conducted by means of tabulating into categories what the children were communicating. This data was seen as a result of being categorised, to be either; related and therefore 'themed' or be different and therefore be a category of a different theme. Figure 52 shows an extract from the tabulation of elements with a commonality in the context of them referring to places or objects, this is derived from the summaries of the SSI phase and organised alphabetically.

Figure 52: extract of the tabulation of elements developing a code to constitute a theme.

back yard	**field**	**shops**
bikes	**fence**	**signs**
building demolished	**footpath**	**swings**
beach	**garage**	**steps**
boats	**gates**	**street**
bridge	**houses**	**street names**
bungalows	**historic buildings**	**street corner**
buses	**institutional buildings**	**tyres**
cars	**park**	**town**
cars absence	**path**	**traffic lights**
cars negative	**playground**	**traffic roundabout**
cemetery	**pub**	**vans trucks**
church	**public art**	**wall**
climbing frame	**ramp**	**wall incomplete**
dog bin	**road**	**windows**
door	**rubbish**	**waves**
drive	**sea**	**windows broken**
		witches hat

By undertaking this preliminary evaluation which used the discussion themes to guide the partial transcription of the interview it was possible to categorise what the children had said, within the context of being relevant to the study into key elements which could be tabulated and grouped into themes. This initial categorisation developed three themes from coding the data by categorising the elements from the partial transcripts and notes from the first phase. The grouping together of elements from the conversations which had a relationship with each other due to a common theme of experience were as follows:

- **Experiences that were related to places or objects**
- **Experiences of a generic emotional or psychological significance**
- **Experiences of a temporal dimension**

The themes were not mutually exclusive and it was evident that the children's place experience could relate to a combination of any or all of them in various ways at the same time and in the same location, so whilst they were classified into different themes, spatially they could occur in one place, and at the same or different times. The themes could also contain elements which had a positive or negative affect on the children's experience. The following are descriptions of the three themes using elements of the children's interviews which categorised the themes development.

Place or object specific experiences

This theme related to ways in which the children associated their experiences with specific locational preference. For example Noel really liked the steps on the way to school because he used to play tig there and run around, some boys who spoke about a park as a significant location liked it because of the bench, where Matt said "you can sit on and eat yer chips", and then there was a specific tree that they climbed. These place or object specific experiences were recurring themes but were not limited to natural environments. It could be shops where one regularly stopped to get sweets, or in Abbey's case it was the street at the back of her grandmas house where she could ride her bike or in another case it was even a particular lamp post that had significance, as a place to meet or became 'den' in a game of tig. Experiences could also be negatively associated with anxiety, apprehension or fear. For example Noel didn't play outside at home because "the naughty boys swore, and burst his ball once" or in Bob's case he would not walk past the local graveyard. Avoidance could also be manifest such as Roy who would avoid going to Asda (the local supermarket) wherever possible because the walk was too long and his dad didn't let him buy anything. Dislike was another negative experience within this theme. Lucy expressed her dislike of the place where she got off the bus when travelling to school from her grandmas. She remembered this locality not only in terms of what she did there but also she expressed her dislike, because "there's a grey fence behind me, I cross the road here and the fence is always dirty and there's rubbish underneath it".

Experiences of a generic significance

Many comments appeared to allude to pleasurable, comforting feelings that were often related to a sense of enclosure; Gail for example explained how her favourite place at school was the part of the playground that the classrooms overlooked, there was one spot in particular where the building elevation recessed to form a 'crinkle' (Thwaites and Simkins, 2007 p.117 and p.121) where she liked to go for a secret chat. She crouched there with her friends and went there when it was cold as it was "closed in" by the adjacent buildings. This is reminiscent of the case study example where children orientated to corners during non participant observations which offered a place for them to be themselves and a haven of rest (Bachelard, 1994). Sarah explained her favourite bit of the playground was the boat. This was constructed in three parts and she preferred the front part which had vertical plywood boards to form the front of the ship, and she would "huddle down there in between with our coats covering us" when it was cold, or on other occasions it was where she would go to wait for her friends to come out at playtime, because she had a good view, but she alluded to the fact that she could still feel like being in the boat, or the sense of enclosure. In other words this place afforded her 'prospect and refuge' (Appleton, 1975).

Figure 53: the boat on the playground a favourite place to play and 'huddle down'

In figure 53 the recess between the classrooms can be seen in the middle background as Gail's 'crinkle', and the front of the boat in the foreground is Sarah's favourite place for huddling down with her friends, which was also Lauren's as recorded in the visual memo (figure 47).

Temporal dimensions, place as story or as flux

There was also evidence of mental projection of meaning onto a place by story making (Blizard and Schuster, 2004). Emma, for example, described her journey home past a green trough from where she said horses drank. When further discussion about the place ensued it was revealed that she did not actually see the trough from the

path she walked on and had never seen a horse drinking from it, but when she passed nearby she imagined that this happened there. For her the boundary between the real and the imagined had melded in this example suggesting that, for some children at least, sense of place transcends the physicality of what is actually there.

9.3. Evaluating the children's cognitive maps/drawings

In order to evaluate the paired/group mapping sessions each conversation that took place at the time the children undertook the drawing was summarised by partial transcription of the audio recordings. In addition the drawings themselves were converted to a digital format in order that they could be examined on screen in the light of the children's conversations whilst playing back the audio. This also meant that the drawings were easily accessible for future reference. During the sessions the children were asked to explain why they had drawn something by asking them to talk about the drawing. This was seen as a preferable approach to asking what they had drawn which could imply that they were not very good at visual communication (Punch, 2002) as some children had said to me. It was however difficult not to make incorrect assumptions in every case when talking to the children about the drawings, especially when both drawings needed to be completed within the 20 – 30 minutes time, but this was another methodological issue that required consideration for future applications.

The children explained the significance of the drawn elements as well as what those elements were, and again these topics emerged from the summaries and were then tabulated and formed the coding of themes that categorised them into groups using the same coding principles for the semi structured interviews phase. This produced a second set of themes. The tabulation that follows is again from Abbey and Noel who were cited earlier, but this is from their paired cognitive mapping/drawing task and is a tabulation of what they drew as well as where possible an explanation of why they had drawn it. The information was also recorded as to where they would prefer to be in the picture of their existing neighbourhood, drawing task 1.

The table shows tabulation of data from Abbey and Noel's first cognitive mapping activity relating to their existing experiences. The legend at the top of the table shows their participant details, the letters indicate how they got to school and how they got home on the return journey, where: W = walk, C = car. Figure 54 shows Abbey drawing the picture of her neighbourhood which is also shown.

1/02/2006	School	Year	Ref	Pair ref	Gender	Kinetic there	Kinetic back	
	A	3	1	A/G3/1	F	W	W	Abbey
	A	3	2	A/G3/1	M	W	C	Noel

Session 2 Dwg 1

A 3 1 A/G3/1 Abbey

- My flat
  - Share flower patches with two neighbours
  - Meter box
- Garden
  - Flowers
  - stone wall
  - path that goes down to the road
  - neighbours door
- windy (talking about Noel's picture)
- Alleyway
  - people dump rubbish
  - there's a gate into my back garden
  - a path
- Moms bedroom, the window and the blind
- Neighbours garden, got a window looking onto the garden

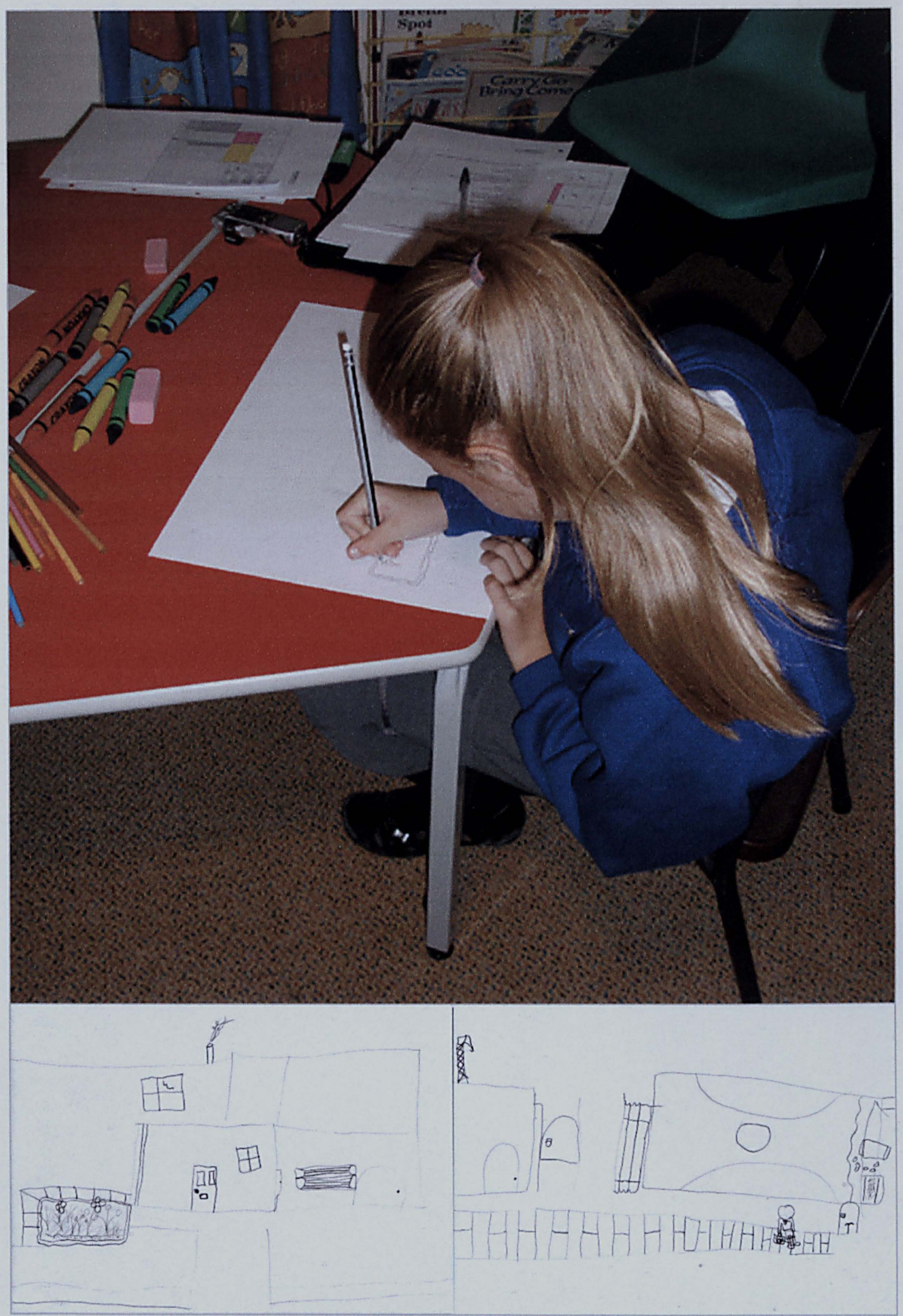
School

- Gate, the handles to open the gate
- School Fence, the fence is up.
- alleyway to school, wall
- sister
- another fence
- piece of grass
- school yard
- me
- painted circle on the floor
  - two half circles
  - footprints
  - the beach, little puddles painted
- boat
  - separate pieces
  - flowers
- steel work chimney
- Dock crane
- Car park here and another one there.
- Big garden there

Me:

- on the path, look like I was going to school, school bag
- Happy

Figure 54: Abbey and her picture of her neighbourhood



The same process was undertaken to evaluate Noel's conversation and drawing into a tabulated format as shown below. Noel and his drawing is shown in figure 55.

Session 2 Dwg 1

Pref

A 3 2 A/G3/1 Noel

- My house
  - Triangle, window, attic
- Other houses joined onto street
  - Has two doors, one doesn't open
- Sweetie shop, but closed down and someone lives there now
- Street, can see the sea from it
- House sticks out, can see that house, because the rest are lined up.
  - Big
  - Dog lives there
- Sea
- Patch of grass, leads onto the moor
- Steps down from the moor
  - Railings at the top of the steps
- Sister, dad, me

School

- The boat
  - There's three boats, that's the 1, 2, 3
  - Blue thing at the front
- Hopscotch
- Me

Playing tig

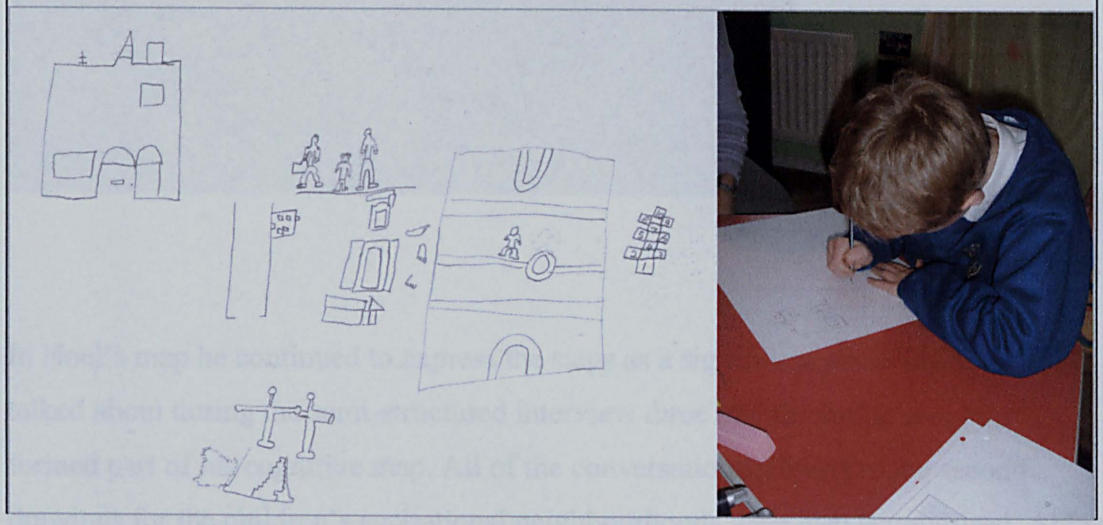


Figure 55: Noel and his neighbourhood map: his family are prominent as are some steps and railings.

In Abbey's picture it is interesting that she drew an expressionless face on herself on the way to school, whereas Noel drew himself with his sister and 'dad' with expressions on their faces, although they are indiscernible.

Figure 56: Abbey on the way to school – 'expressionless'

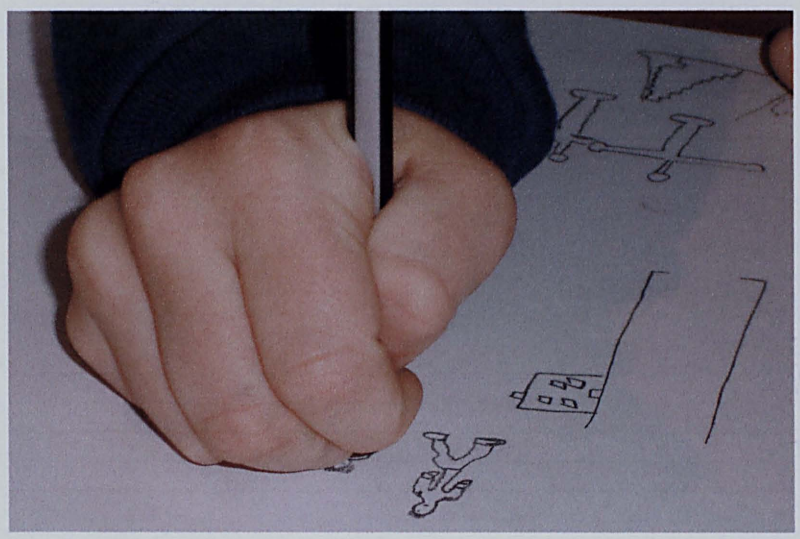


Figure 57: Noel with his sister and dad – with an expression on his face.

In Noel's map he continued to express the steps as a significant place which he had talked about during the semi-structured interview three months earlier and now formed part of his cognitive map. All of the conversations relating to the second drawings for the children's aspirational neighbourhoods were also summarised, Abbey and Noel's are as follows:

Session 2 Dwg 2
Pref
A 3 1 A/G3/1 Abbey

- Swings and climbing frame in school playground
- Me doing:
    - Making things outside at break time
        - Arty stuff, mobiles and display them.
        - Do it in the corner where the school gate is, biggest place with nothing there. A little corner that's quite big, no kids play there and there's no flowers there. Like it because, it's big and no one plays there. Not allowed to run on there.
        - Put a couple of things we made out there on strings.

Session 2 Dwg 2
Pref
A 3 2 A/G3/1 Noel

- By school:
    - Cars come flying past, wish they would slow down
    - Sign – slow down
- By where I live:
    - sign don' t drop litter, and a bin round there
    - Stop naughty boys swearing,
    - Stop putting rubbish on the ground and cigarettes and everything.
- Me doing:
    - Play football, get to play football but in year 5 – drew football pitch
        - You could use the boat as a goal, and the fence as a goal, want to play thirteen's, or something, or 5 aside.
        - Can't hit the ball hard because of the little kids.

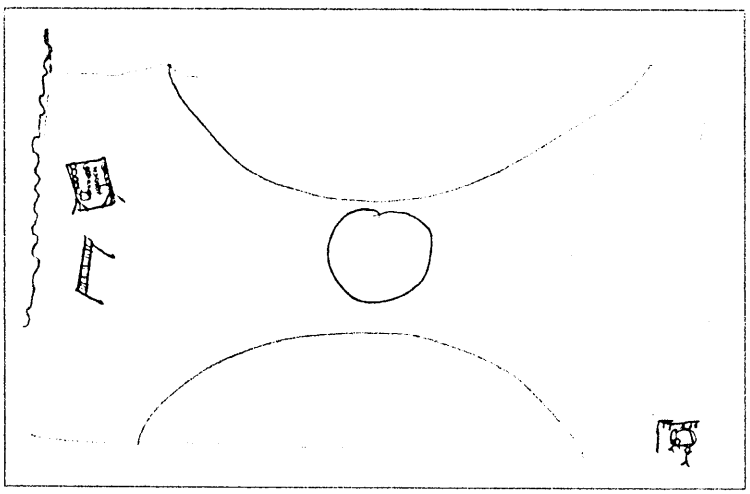
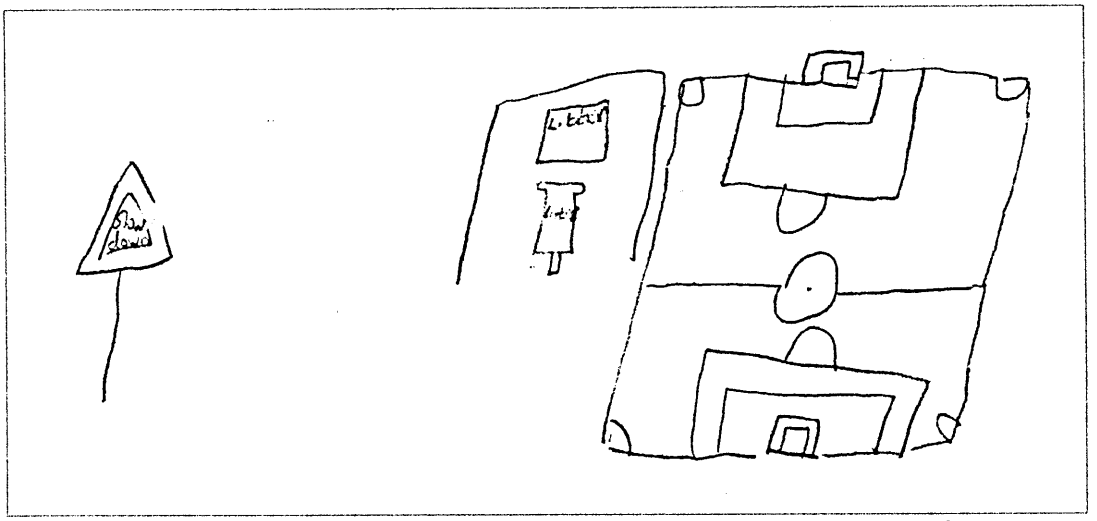


Figure 58: Abbey's wish picture

Swings and a climbing frame, football on the playground and Abbey making things outside.

Figure 59: Noel's wish picture



A sign to slow cars down, another to say don't drop litter and stop swearing. "Me, playing football" (didn't draw himself – not allowed to play till year 5)

9.3.1. Place experience themes coded from the cognitive maps

Evaluation of the cognitive mapping/drawing phase revealed that there was a recurrence of the three initial themes as well an additional emergent theme that was present in both phases but more implicit in the first and therefore had not emerged during the coding. This theme was in respect of the children's place experience relating to their social significance, this could be related to associations that happened at a particular place with other children, friends, teachers or relatives. This could also be with regard to people they associated with a particular location, such as the school lollipop lady who always stood at the same place near the school. There could also be negative aspects such as places the children did not like because teenagers hung around there, and figure 60 shows an extract from this theme.

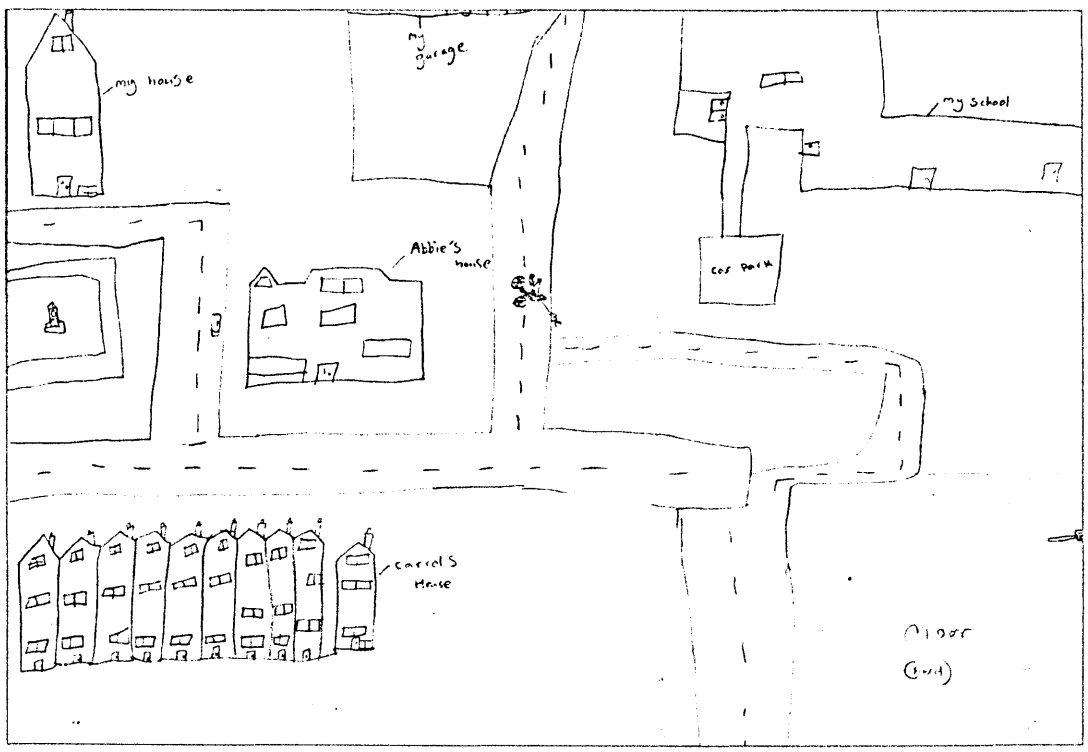
Figure 60: extract from the coding for the Social Networks theme emerging from the cognitive maps.

children	**parents**
classroom	**relatives**
drug addicts	**relative's workplace**
friends	**siblings**
house friend	**teachers**
house relative	**teachers negative**
lollipop lady	**teenagers**
neighbours	**teenagers negative**

The extent to which these themes recurred led to the development of a refinement to the initial model derived from the children's experiences and this suggested that place perception may be generated or sustained in some way by four themes as mechanisms whereby sense of place becomes embedded through routine life-patterns. Indeed that sense of place may be rooted in a complex synthesis of the themes where some or all are present in either positive or negative modes and with some being more intense than others at any given time, location or purpose of activity.

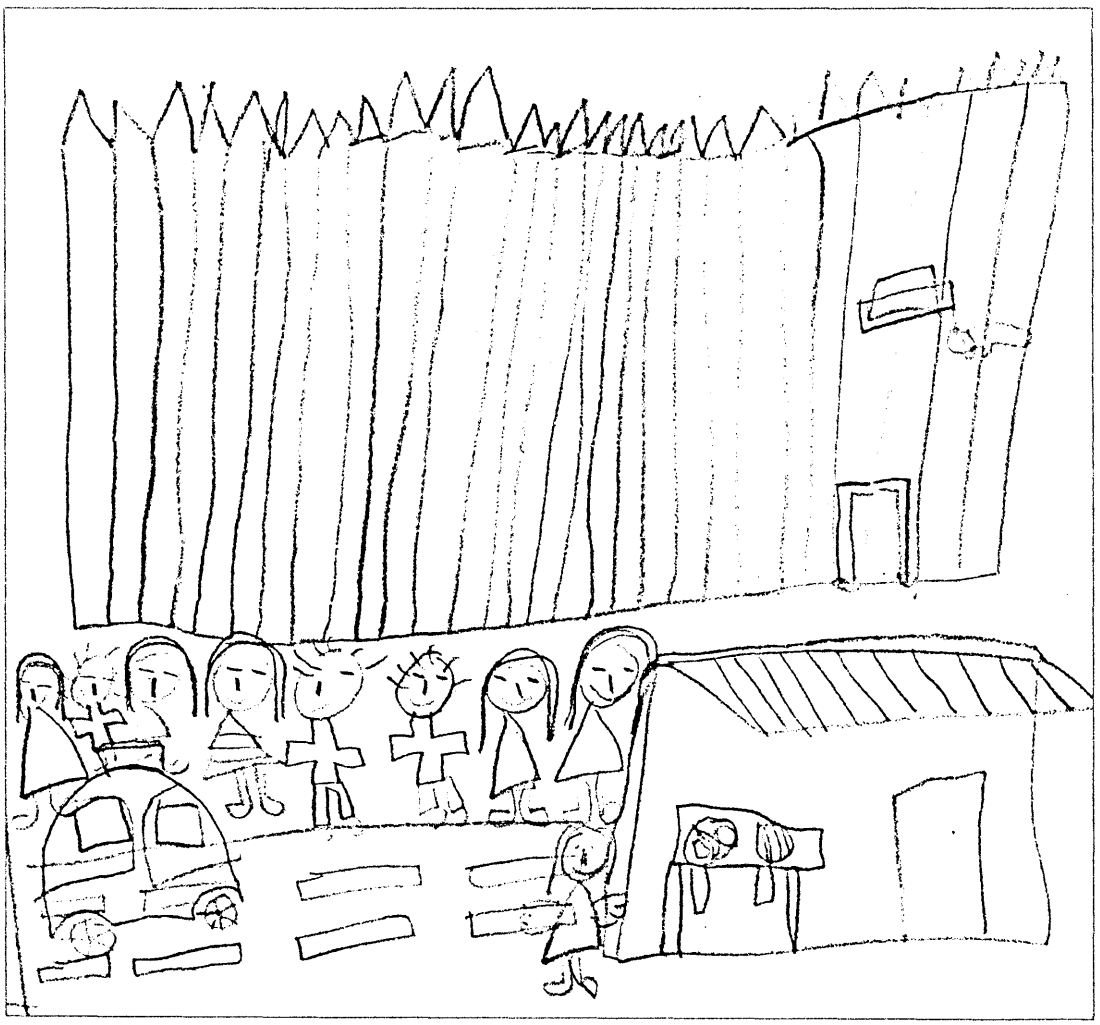
The social networks theme was manifest in much of the workshop activities, but was of subliminal or implied significance in the semi structured interview phase where the three initial themes were dominant. Its significance only became explicit from combining the evaluation of the two phases where the presence of friends, family, acquaintances or mere passers by, became more obvious from the children's drawings and where the inclusion of social networks associated with place experience became more prominent. Lucy's drawing (figure 61), for example shows how her neighbourhood was defined in part by the association of place with her friends Carrol and Abbie's home being a significant part of her drawings composition.

Figure 61: Lucy's drawing of her neighbourhood dominated by her social network associations



Anita's drawing of her neighbourhood (figure 62) was even more focused on this theme; in her cognitive map of her school journey she announced the arrival at school by drawing the fence around school and "peoples heads, the mums when they are waiting with their children".

Figure 62: Anita's drawing - her arrival at school being 'announced by' "peoples heads, the mums when they are waiting with their children".



9.4. Post evaluation of phases one and two, revised place experience model composed of four recurring themes:

As a result of the open coding a model of four recurring themes was developed of:

- places or objects
- generic emotional or psychological significance
- temporal dimensions
- social significance.

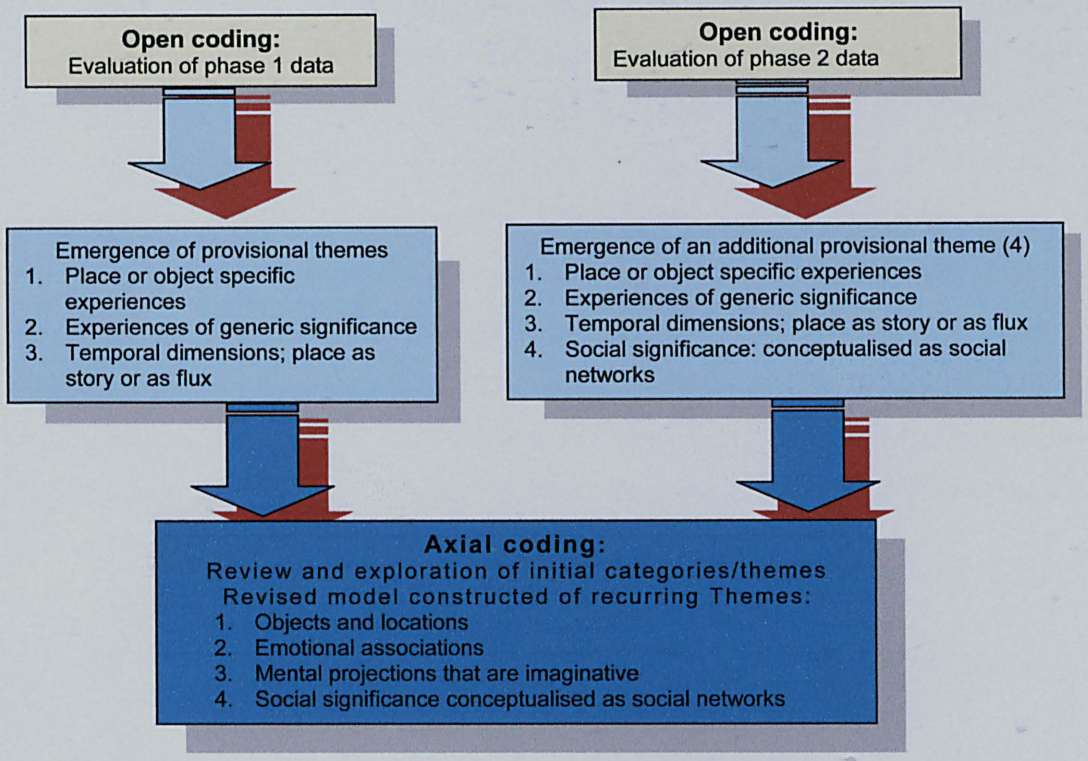
These themes were derived from the re-evaluation of the provisional themes from the first two participatory sessions where the fourth theme of social significance was omitted form the initial model derived from phase one, but was prominent in the evaluation of phase two.

A further review was then undertaken of these provisional four themes using principles of axial coding which explored the initial categorisation of the themes some of which appeared too generic for the context of a working model for practical application. This review sought to refine the theme categorisation and groupings into a more robust and logical one that would reflect a more specific relational categorisation. This resulted in a revised theme model of the following theme classifications:

- **Theme one: Objects and locations.**
- **Theme two: Emotional associations.**
- **Theme three: Mental projections that are imaginative.**
- **Theme four: Social significance conceptualised as Social networks.**

Figure 63 is a schematic which shows the development of the revised model and the coding pathways that were used.

Figure 63: Coding pathways: the application of open and axial coding models to develop themes of children's place experiences

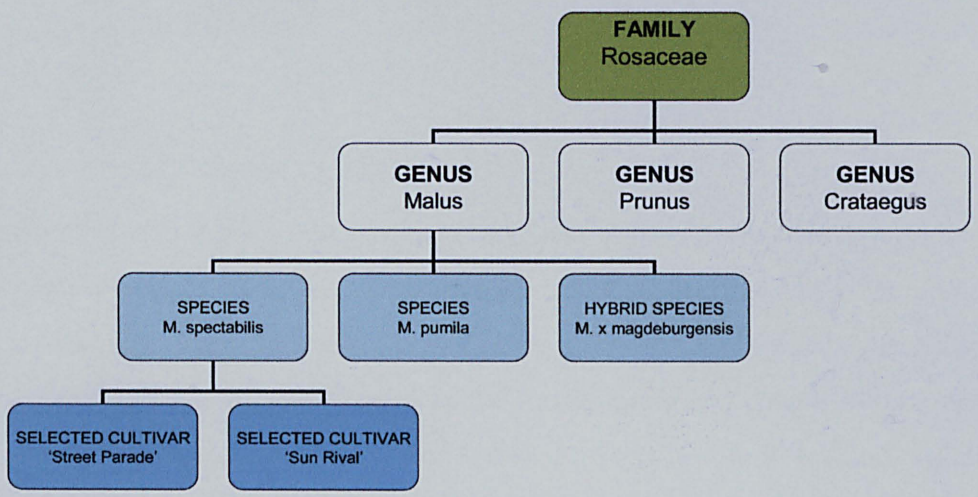


9.5. Axial coding principles: the interrelationships of a theme's elements and its hierarchical development

Whilst the revised model that themed the children's place experience was seen as a valuable means of classifying the elements of place experiences that emerged from the first two participative phases, it was also perceived that the themes were comprised of a large number of relational but sometimes disparate elements. A way of ordering these in some logical way was sought as a means to further develop this revised model. There was also different emphasis within a theme, for example feelings of a place could be positive or negative, so as well as the themes being collections of elements that were relational, the collections of those elements could also be seen as different or even opposed in terms of potential grouping. From the revised model the themes composition was unresolved in the sense that the themes were a collection of elements some of which had strong relationships within the same theme whereas others did not and there also were potentially differing types of groups of elements within a theme.

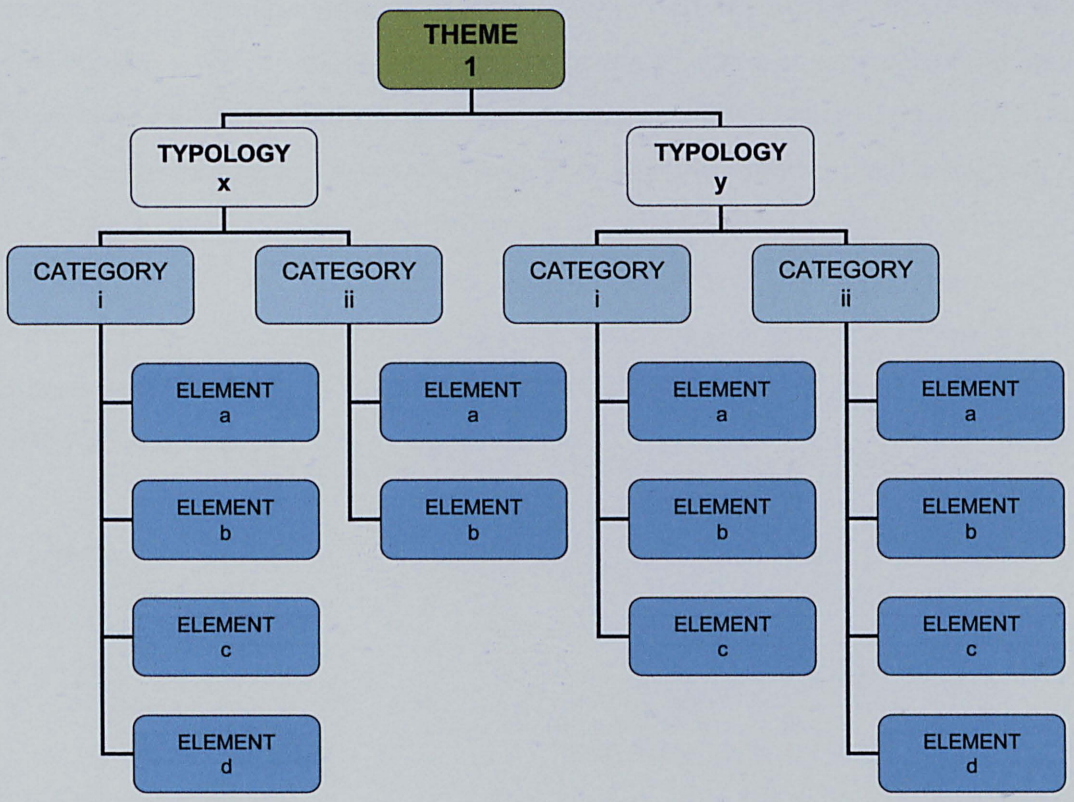
Axial coding uses logic diagrams to construct the coding paradigm and this was seen as a way for the theme composition issues to be explored by examining the coding paradigm. It was clear that the inter-relationships within a theme could be expressed by a grouping together of elements into categories and furthermore there were types of categories. The categories could be identified as groups of elements that were constituents of a type that were part of the same theme, and a logic diagram could show these hierarchies and relationships. This is analogous with the nomenclature classification system that demonstrates relationships between plant specimens as shown in figure 64. A family of plants comprises of a number of genera, and the genera comprise of a number of species. Whilst the species of the same genus are closely related the species of different genus are less closely related but all belong to the same family. It was this intermediate level, i.e. analogous with the genus that was missing from the revised coding.

Figure 64: nomenclature – a logic diagram precedent of interrelationships



Using this type of model, a logic diagram was constructed to illustrate the constituent components of a theme that is; its coding and hierarchical composition as well as the relationships within it. Figure 65 shows the logic diagram for a theme.

Figure 65: theme interrelationships – a logic diagram



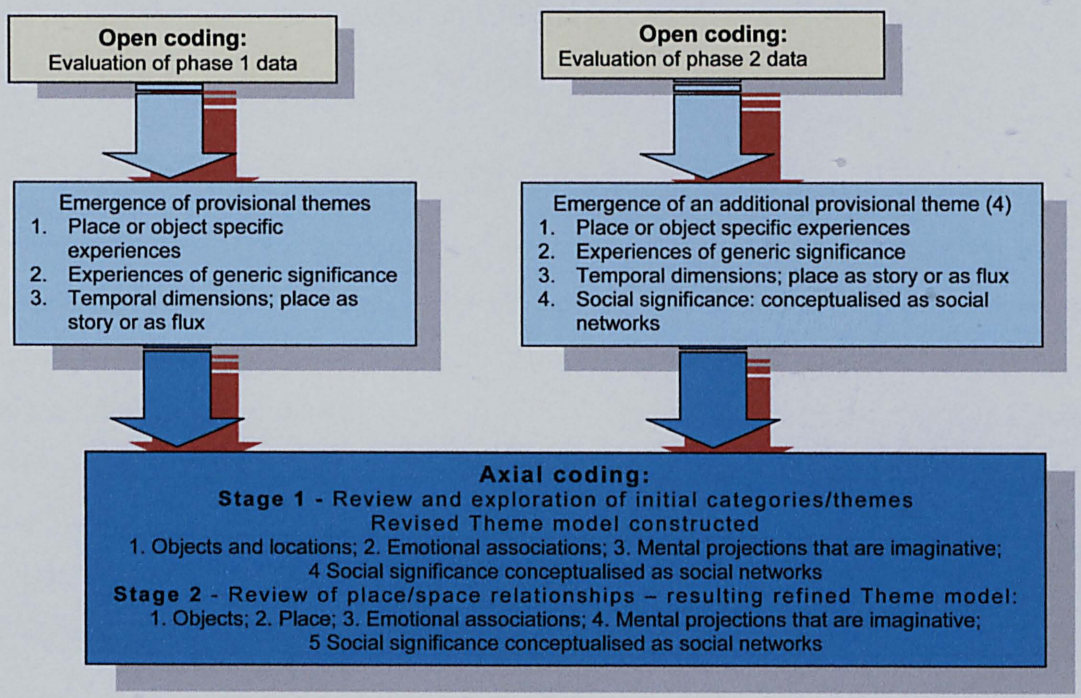
9.6. A revised theme model

In addition to seeking a logic diagram that could represent thematic composition in an ordered development of the revised models, a further examination of the four themes was also undertaken. This was in response to not only the children's participative outcomes, but also in reflecting upon the literature research and phenomenological philosophical foundations of the study. As a consequence the first theme which related to objects and locations was revised in the light of the literature review which had explored the perception of place (Gifford, 2007; Heft, 2007; Clark and Uzzell, 2006; Ward Thompson, 1995; Kaplan, 1992; Gibson, 1986), and also the differentiation between place and space (Canter, 1977; Relph, 1976; Tuan, 1974).

In the light of these conceptions it was clear that within the participative workshops a similar situation was manifest in the way children talked about their experiences. It was recognisable that there was a difference between how they associated what could be termed as places or objects within spaces for the purpose of the study. This was

manifest and defined by the children's expression of their associated experience for them. For example a monument could be an object if it was significant or noticeable because of its appearance or scale. However within the place theory propositions, it could become a place if it had a form of human attachment in either its physical sense, for example a place to climb, or sit or meet friends or even in a mental sense where it was meaningful because it was where something happened relevant to them or their family, for example. There was therefore a differentiation between place and object, and the model as a result of further reflection and refinement, developed into one of five themes, with the first being seen as two separate ones of place and object. The further revised theme model together with the coding pathways is shown in the schematic figure 66.

Figure 66: revised theme model



9.7. The development of a Leitmotif Code

The significance of the development of the themes and their constituent components that had been coded in terms of their hierarchy and relationships was a crucial part of the study's development. This was facilitated by the application of the principles of grounded theory and the study's reflective approach paradigm. The themes were seen not merely as a product of applying the evolving participative methodology in phases one and two, but they were also recognised as potentially important contributor to inform the design of the last participatory phase. This was in the context of the final grounded theory principle of a selective coding model which would develop hypotheses to test in the final phase in the context of using a developed coding model. In addition to the influence of the literature already cited, a further significant ratification of the developed model was given by literature reviewed for the purpose of developing an image based final participative phase. This was facilitated in a further refinement of the axial coding model by the compilation of a Leitmotif Code which had been referred to in the work of Aitken and Wingate (1993) who undertook a study relating to children's self directed photography.

9.7.1. The Leitmotif Code: themes, typologies and elements

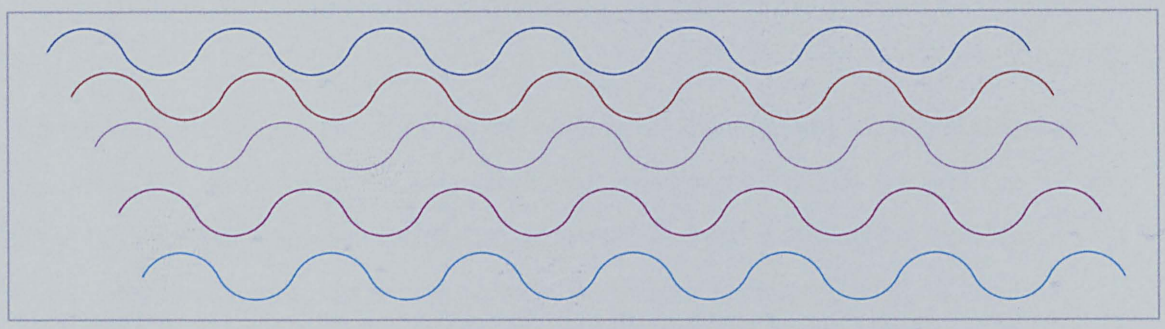
A Leitmotif Code has origins in music composition where a theme is said to be dominant or recurring. The use of an adaptation of this concept led to a modification of the five generic themes, this took the form of using a variation of terminology for differentiating and defining them. This was in response to Aitken and Wingate's work which was seen as relevant to this study, and where a code was defined that included the built environment; natural environment; dynamic/action; and social relations (Aitken and Wingate, 1993). Using this model helped to develop a final model from this study that comprised of the following five themes;

1. **object**
2. **place**
3. **feelings and emotions**
4. **imagination and recollection**
5. **interactions.**

The composition of the themes and their hierarchical interrelationships were defined in this study's Leitmotif Coding as follows:

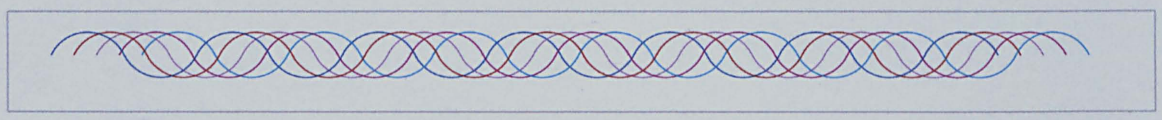
themes comprised of a set of
typologies, within which there were a varying number of
categories some of which had discernable
elements.

Figure 67: a conceptual diagram of the five generic themes: each line representing one of the five themes



The **themes** were represented as 'wave like' structures that ebbed and flowed analogous with a graphic equaliser representation of musical sound waves through a musical composition. Figure 68 represents this ebb and flow in terms of its 'helix like' complexity of dominance and recession as how a child would experience a journey in their neighbourhood, with the **themes** receding or dominating their experiences of the journey, some may be absent or all may be present at a given moment in time on that journey.

Figure 68: the wave like structure of the Leitmotif Code – a representation of the experiential ebb and flow of a journey

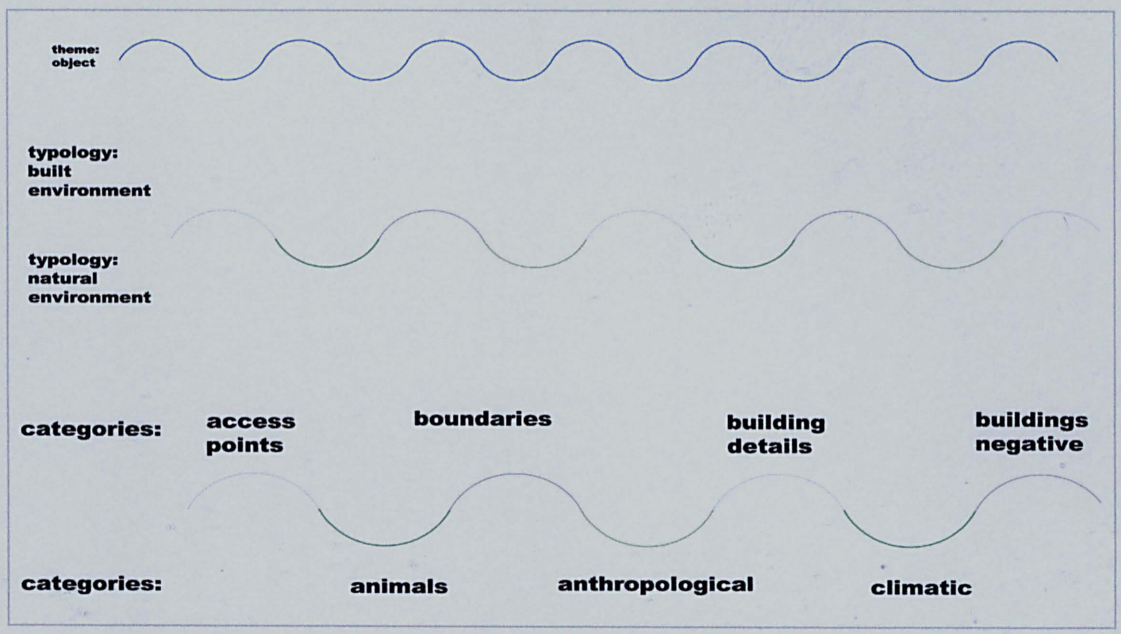


Each **theme** is represented by a different coloured 'wave' and upon closer inspection of one of the waves, its composition is evolved from different ***typologies***, represented graphically by changes in the waves colour at intervals. In other words what at first appeared to be one constant colour, on closer inspection at more detailed resolution it is seen as actually being composed of a combination of colours as shown in figure 69.

Figure 69: closer scrutiny of the five themes reveals their constituent parts as being multi-facetted – typological components

Figure 70 shows a representation for the generic **theme** one**: object**, it is shown as a blue line. The theme has two ***typologies*** represented graphically by the grey arc for the ***built environment typology*** and the green arc the ***natural environment typology***. Upon even closer examination the typologies are seen to be composed of different *categories* of elements, for example the first four *categories* of the ***built environment typology*** shown are: *access points, boundaries, building details and building negative*. The first three *categories* of the ***natural environment topology*** for the **object theme** comprises of: *animals, anthropological and climatic elements*.

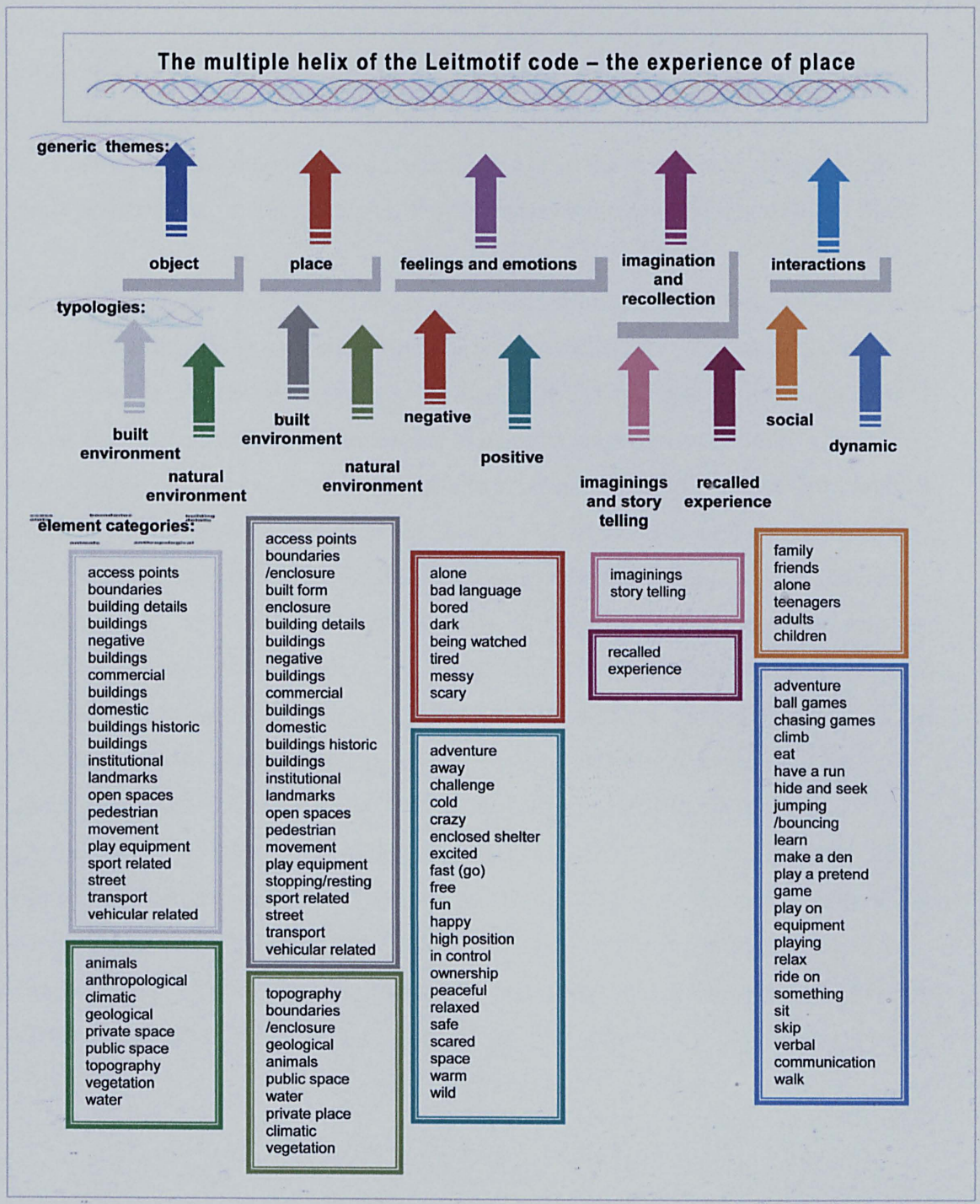
Figure 70: the typologies and some categories of the elements of theme one; object



Within each category there are a number of individual elements that emerged from the analysis of the first two participative phases conducted with the children. For example elements within the *access points category* are as follows: gates, fire exit and steps.

Figure 71 is a schematic showing the composition of the Leitmotif Code to the *categorisation* level. The following is a discussion of the children's experiences of their neighbourhood that were evaluated using the coding principles described to develop the **themes**.

Figure 71: the composition of the Leitmotif Code



Themes one and two: Object and Place specific experiences

The children variously described experiences of particular places or objects and the differentiation for the purpose of the study, between the two themes has been described earlier. For each theme, two typologies were identified consistent with those cited in Aitken and Wingate (1993). One of these is categorised as the built environment and has a complex composition of a range of elements some of which included domestic, institutional and commercial buildings. Others, for example, related to vehicles, landmarks (such as statues), street lighting or even cctv cameras. Retaining and boundary features were consistently prominent in the children's spatial experiences and in some instances the minutia of detail of buildings appeared significant such as rainwater goods, windows, and in the streetscape changes in the paving patterns or paving types was also for some children a defining detail of place.

A second typology related to elements of the natural environment with sub-categories derived from recurring elements which included: wildlife, the weather, trees and plants, leaves, flowers, grass and domestic animals, for example. Coding could be either positive or negative and examples of negative experiences included places perceived to be misused was manifest in the presence of graffiti or in vacant buildings because of their neglected appearance. Zoe, for example, expressed her dislike of a building near her home: "There's this big thing near where I live... it's got smashed windows, it's a big building next to the sheds. It's been there over a hundred year, and there's a glove in one of the windows. I don't like it because it's scary, there's holes in the roof and pigeons go in it. It's got a thing outside with mud in it and weeds..." Zoe drew this place in her neighbourhood cognitive map exercise from phase 2. When asked to complete her aspirational wish picture, Zoe re-drew the building as a swimming baths with a bright Mondrian-esque façade. She included flowers in the planter she had previously described as the "thing outside with mud". She included the sun, a rainbow, and in this picture herself with a happy face as opposed to the sad expression she had drawn on her face in the first image, which had also included rain, lightening and the infamous pigeons and glove. Zoe's drawings are shown in figure 72.

Zoe's feelings of dislike and aspiration are further intensified by her use of the dark clouds and lightening matching the dismal façade, in contrast to the happy face on the sun, and the inclusion of a rainbow and the bright mosaic of the new swimming baths, which was also a desirable addition to her neighbourhood. It could therefore be presumed that the maintenance and care lacking in the first picture, manifest at a variety of scales from the appearance of the whole building down to small details of the glove, pigeon, muddy planter and dog faeces may have a significant impact on what stands out, and therefore characterises, her routine place experience.

Figure 72: Zoe's drawing of an existing place in her neighbourhood and her aspiration for it.

Below is an extract from the tabulation of the built environment typology of the first generic theme Object. The categories of elements within each typology are shown as well as the individual elements within each category. Each typology is given a code, for example the object theme typology built environment is coded ob (o=object, b=built environment). The categories are also coded with numerals, for example the access points category is ob1, and individual elements of the categories are coded with a letter, for example gates is letter (a), its full code would be: ob1a.

Generic theme one: Object		
Typology: Built environment (ob)		
Code	**Categories**	**elements**
ob1	**access points**	a) gates
		b) fire exit
		c) steps
ob2	**boundaries**	a) fence
		b) wall
		c) railings
ob3	**building details**	a) windows
		b) door
		c) chimney
		d) house number

Figure 73 shows the full tabulation of the built environment typology of the object theme and figure 74 is the tabulation of its second typology which is natural environment. The second theme, place is tabulated in figure 75 shows its built environment typology and figure 76 which shows its second typology of the natural environment.

Figure 73: Leitmotif Coding for the generic theme Object – built environment typology, categories and elements.

Generic theme one: Object		
Typology: Built environment (ob)		
Code	**Categories**	**elements**
ob1	**access points**	a) gates
		b) fire exit
		c) steps
ob2	**boundaries**	a) fence
		b) wall
		c) railings
ob3	**building details**	a) windows
		b) door
		c) chimney
		d) house number
		e) meter box
		f) locks
		g) garden ornaments
		h) archway
		i) alarm box
ob4	**buildings negative**	a) windows broken
		b) wall broken
ob5	**buildings commercial**	a) shops
		b) garage
		c) pub
		d) industrial features
		e) post office
		f) shop lights
		g) petrol station
		h) hotel
		i) cinema
ob6	**buildings domestic**	a) houses
		b) flats
		c) garage
		d) bungalows
ob7	**buildings historic**	a) old negative
		b) demolished building
ob8	**buildings institutional**	a) church
		b) swimming pool
		c) school other
		d) hospital
		e) doctors
ob9	**landmarks**	a) monuments
		b) statue
		c) public art
		d) post box
		e) graves
		f) the boat
		g) steps
ob10	**open spaces**	a) car parks
		b) playground
		c) cemetery

Generic theme one: Object		
Typology: Built environment (ob)(continued)		
Code	**Categories**	**elements**
ob11	**pedestrian movement**	a) path
		b) alleys
		c) ramp
		d) pavement
ob12	**play equipment**	a) swings
		b) slides
		c) climbing frame
		d) roundabout play
		e) step stone
		f) see saw
		g) painted markings
		h) monkey bars
		i) climbing wall
		m) diving board
ob13	**sport related**	a) goal
ob14	**street**	a) street signs
		b) advertising board
		c) post pole
		d) planter
		e) lamppost
		f) grit bin
		g) graffiti
		h) drain covers
		i) dog bin
		j) crossing
		k) corners
		l) no cars
		m) cars parked
		n) benches
		o) rubbish
ob15	**transport**	a) cars
		b) buses
		c) boats
		d) bikes
		e) caravan
		f) vans and trucks
ob16	**vehicular related**	a) road
		b) traffic roundabout
		c) ramp
		d) drive
		e) bus stops
		f) signs
		g) traffic control
		h) tunnel
		j) train track
		j) traffic lights
		k) road markings
		l) road junction
		m) road bend
		n) bridge
		o) bumpy roads

Figure 74: Leitmotif Coding for the generic theme Object – natural environment typology, categories and elements.

Generic theme one: Object		
Typology: Natural environment (on)		
Code	**Categories**	**elements**
on1	**animals**	a) birds
		b) dog
		c) butterfly
		d) bees
		e) horse
		f) cat
on2	**anthropological**	a) people
		b) dog walker
on3	**climatic**	a) sun
		b) wind
		c) warm
		d) rainbow
		e) rain
		f) lightning
		g) clouds
		h) sub rise
		i) shadow
on4	**geological**	a) mud
		b) rocks
on5	**private space**	a) garden
		b) neighbours
on6	**public space**	a) field
		b) park
		c) beach
		d) green
		e) bowling green
		f) field amenity
		g) grass
on7	**topography**	a) hill
on8	**vegetation**	a) trees
		b) grass
		c) flowers
		d) hedge
		e) plants
		f) fruit and vegetables
		g) bushes
		h) weeds
		j) leaves soggy
		k) grass negative
		l) flowers dead
		m) weeds negative
on9	**water**	a) sea
		b) waves
		c) pools

Figure 75: Leitmotif Coding for the generic theme place – built environment typology, categories and elements.

Generic theme two: Place		
Typology: Built environment (pb)		
Code	**Categories**	**elements**
pb1	**access points**	a) doorstep
		b) door
		c) entrance
		d) gates
		e) steps
pb2	**boundaries/enclosure**	a) fence
		b) pier
		c) raised planters
		d) railings
		e) wall
pb3	**built form enclosure**	a) boat
		b) crinkle in walls
		c) hiding place
		d) houses in a square
		e) school courtyard
		f) tree house
pb4	**building details**	a) alley/passageway between houses
		b) bedrooms
		c) rooms
		d) porch
		e) window
pb5	**buildings negative**	a) run down
		b) messy
		c) too many
		d) too few
		e) lack of – empty space
pb6	**buildings commercial**	a) activity centres
		b) chemist
		c) garage car repair
		d) hotel
		e) pub
		f) pub name
		g) post office
		h) rear of shops – negative
		i) shops
pb7	**buildings domestic**	a) bungalows
		b) greenhouse
		c) neighbours
		d) shed/hut
		e) stables
		f) my house
pb8	**buildings historic**	a) historic feature

Generic theme two: Place		
Typology: Built environment (pb) (continued)		
Code	**Categories**	**elements**
pb9	**buildings institutional**	a) visually impaired peoples home
		b) church
		c) club sport/social
		d) doctors
		e) library
		f) old peoples home
		g) school
pb10	**landmarks**	a) bridge
		b) graffiti
		c) public art
		d) tower
		e) town/village
pb11	**open spaces**	a) cemetery
		b) playground
pb12	**pedestrian movement**	a) paths
		b) bumps
pb13	**play equipment**	a) climbing frame
		b) painted markings
		c) paddling pool
		d) roller coaster
		e) trampoline
		f) trail
pb14	**stopping/resting**	a) benches
		b) table/chairs
		c) the boat
pb15	**sport related**	a) swimming pool
pb16	**street**	a) advertising boards
		b) alley
		c) bumps
		d) cars parked
		e) bus stop
		f) corners
		g) crossing
		h) drain covers
		i) junctions
		j) kerb
		k) lamppost
		l) path
		m) post hole
		n) traffic calming
		o) security camera negative
		p) street names
pb17	**transport**	a) train
		b) van/truck
pb18	**vehicular related**	a) bridge
		b) car
		c) hill
		d) slope/bank
		e) traffic lights
		f) traffic roundabout
		g) tunnel

Figure 76: Leitmotif Coding for the generic theme place – natural environment typology, categories and elements.

Generic theme two: Place		
Typology: Natural environment (pn)		
Code	**Categories**	**elements**
pn1	**topography**	a) bumps
		b) hill/slope
pn2	**boundaries/enclosure**	a) hedge
		b) tree lined avenue, arched
pn3	**geological**	a) mud
		b) rocks
pn4	**animals**	a) vermin
		b) wild animals
pn5	**public place**	a) beach
		b) field – amenity
		c) field – playing
		d) field – sports
		e) garden
		f) grass
		g) village green
		h) jungle
		i) park
		j) woods
pn6	**water**	a) lake
		b) river
		c) sea sound
		d) sea
		e) water
pn7	**private place**	a) den
		b) garden
pn8	**climatic**	a) shadow
pn9	**vegetation**	a) bushes
		b) flowers
		c) grass
		d) plants
		e) trees

Theme Three: Feelings and Emotions

The importance of the feelings and emotions theme emerged from the coding of the first two participative workshops data as an influential factor on the children's place perceptions which had positive or negative typologies, although its emergence as a theme initially was less significant by being represented as one of generic significance. The positive feelings and emotions typology was evident in a number of comments and in many cases alluded to pleasurable or comforting experiences such as having adventures, challenges, being excited or a feeling of wellbeing from watching; "long grass swaying" on a windy day, for example. Andy spoke of driving through a long arch of trees that on a sunny day was fun "like an electric light going on and off", Lesley had a favourite place to go which was the colourful flower beds and she spoke

of "the feeling of hope you get from them, even when there are no flowers on them, because you know they will come again". Another girl's favourite place was described as: "the prairie, it's got loads of trees that are really huddly, which cover you." (Simkins and Thwaites 2006, p.27). Hannah, a year six girl, drew an interesting wish picture. Within which she drew herself on a boat being watched by people on a bus passing by (see figure 77). She was steering the boat and when asked why this was what she wanted to do, she said that it would be a place where she was in control, and where she could be free, the only place that she had this feeling now was when she was asleep in her bedroom.

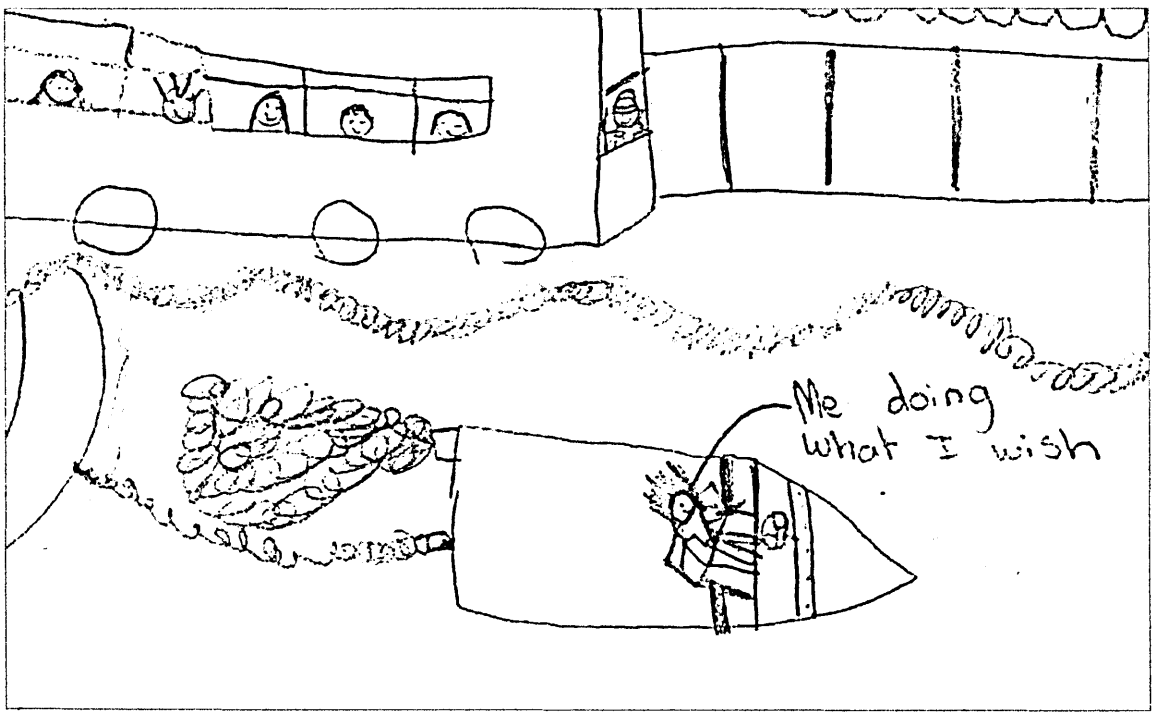


Figure 77: Hannah doing what she wished – being in control

Negative feelings included being bored in places, scared (which was also a positive feeling to some) and of being watched. This was particularly evident in one example where Jack described his journey home from school passing a CCTV camera on the corner of a building and how he always looked the other way as he disliked the feeling of being watched and felt it intrusive. Figure 78 shows the positive and negative typologies of the feelings and emotions theme.

Figure 78: Leitmotif Coding for the generic theme Feelings and Emotions with typologies and sub-categories.

Generic theme: Feelings and Emotions	
Typology: Negative (fen)	
Code	Categories
fen1	alone
fen2	bad language
fen3	bored
fen4	dark
fen5	being watched
fen6	tired
fen7	messy
fen8	scary

Generic theme: Feelings and Emotions	
Typology: Positive (fep)	
Code	Categories
fep1	adventure
fep2	away
fep3	challenge
fep4	cold
fep5	crazy
fep6	enclosed shelter
fep7	excited
fep8	fast (go)
fep9	free
fep10	fun
fep11	happy
fep12	high position
fep13	in control
fep14	ownership
fep15	peaceful
fep16	relaxed
fep17	safe
fep18	scared
fep19	space
fep20	warm
fep21	wild

Theme Four: Imagination and recollection

This theme related in part to the anthropological and ethnographic relevance's of the cited literature as well as some of the psychological aspects. Some children for example had imaginings about places or objects which could be related to what Clifford Blizzard described as place as story or flux (Blizzard, 2004). Emily a year 3 girl demonstrated that her walks to and from school were in part a sequence of imaginings relating to places she encountered. An example of this was when she reached the corner of her road where there grew a poisonous plant which had many

sinister associations to her and another was when approaching an alleyway on her way back from school. There was a house on the corner of the alleyway with toy dinosaurs in the window, so Emily used to play explorers in prehistoric times in the alley and have to wait there for 3 million years until the dinosaurs had gone.

Another typology of this theme was similar in terms of its expression through 'a story' about a place, but these stories emanated from for example elements of social history associated with them. In this instance the temporality aspect of place as offering 'story telling' facilitated by what Ingold (2000) sees as a manifestation of life-process that forms the landscapes where people have lived. Mary (a year 3 girl) passed a large old building on the way to school which she called the broken hospital. When asked to explain why she called it the broken hospital she said it was because her grandma had told her that it used to be a place where people were cared for before it became derelict. This is also an example of what Maria Nordström discussed relating to how can we hear the voices of the children themselves as their voices are influenced by their parents [grandparents]? (Nordström 2005).

The third typology of the theme related to recalled experience, which draws from the work of Kaplan *et al* (1998) who stated that places may be familiar and therefore comfortable even if they haven't been experienced previously because they are reminiscent of other places and stimulate a recalled experience. This can be related to places reminiscent of other places, people or actions, such as the view of water which Paul saw on the way to school and always reminded him of going to the beach and looking for crabs in the rocks.

Figure 79: Leitmotif Coding for the generic theme Imagination and recollection and its typologies.

Generic theme: Imagination and recollection	
Typologies (fet)	
code	**typology**
fet1	**imaginings**
fet2	**recalled experience**
fet3	**story telling**

Theme Five: Interactions

This aspect of the code had two typologies: social aspects and dynamic actions. The social aspect was manifest in many children's experiences and some children related almost all place experience to interactions with other people; from the people they noticed when they came out of their house to those passing on buses or in streets, to their friends waiting in school playgrounds with parents. Emma's place experiences, for example, were heavily focused on social networks and she explained the cognitive map of her journey to school in terms of a sequence of locations populated by people she knew or recognised.

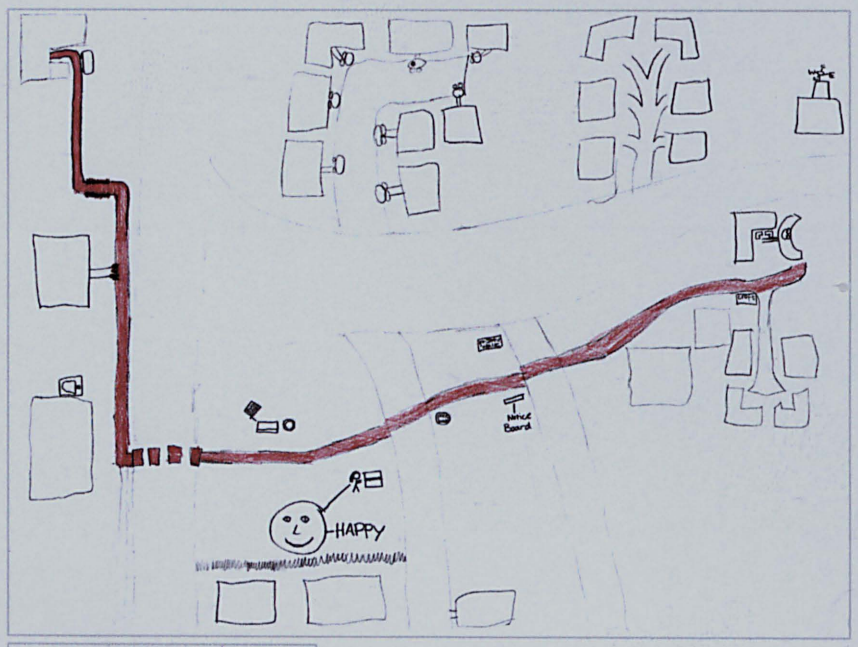
> "There's a bus stop where all the teenagers wait for the bus to go to the high school..... This is a crossing, it's not a real crossing, but it's where everyone crosses, so for me it's a crossing. This is a rock, it's a square rock, and everyone climbs on it, and this road is important to me because it's where I meet friends walking from the next village. My best bit, is this green bit, this is me on the green, when I have friends coming to my house or walking back from school, we play on the green, on the rock or just tig or something. It's very open and you can sit on the rock, stand on it or climb it, because I like climbing. This is me – happy!"

For Emma her experiences were almost exclusively contextualised in a framework of social network. She discussed her favourite place in the school grounds to be a particular bench, configured in the shape of a 'C', and preferred this one to the other benches arranged in a straight line as they were less comfortable to talk with friends for any length of time. It is apparent that the spatial configuration of this seemingly incidental place is important because of its capability to support such social interaction. This has much resonance in literature relating to people-place relationships and choice of seating places (Thwaites and Simkins, 2007; Marcus and Francis, 1998; Whyte, 1988).

Paula had a slightly different perspective on social networks that also related to emotional aspects of the code. She described her dislike of a particular alleyway as its width did not allow for her to walk side by side with her friend. She felt that as they could only walk one in front of each other, she or her friend felt uncomfortable as they would not know who was behind them, and if they met someone there was no room to pass. This experience demonstrates the need for designers to take much more account of the experiential aspects of space and scale use when determining the proportions of features like footpaths etc, instead of simply the measurement of human scale (Thwaites and Simkins, 2007; Hall, 1990; Whyte, 1988). Emma's story also included

examples of the dynamic actions component of the code in her explanation of the significance of the rock for climbing and the green for playing tig. For many children simple activities undertaken with friends were associated with incidental features of their outdoor environment that provided enjoyment. These were preferred rather than complex structures specifically designated for play, which for some were boring after they had been used for a while. Changes in levels, surface materials, steps and low walls all promoted dynamic actions through their affordances (Gifford, 2007; Gibson, 1986), whilst open spaces of various sizes and trees were seen as places to play various games from tig, football, climbing or balancing or even building dens.

Figure 80: Emma's cognitive map of her existing neighbourhood experience with her route to school identified in red, and an image of herself near the rock.



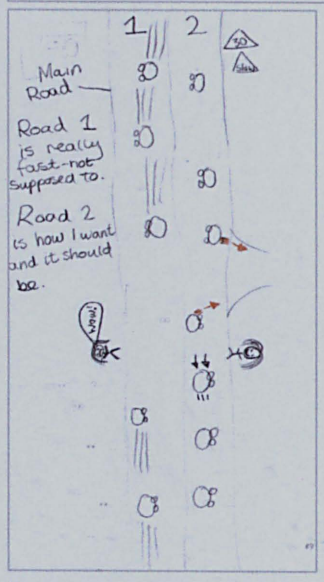


Figure 81: Emma's aspiration for her neighbourhood expressed in her wish picture was a series of traffic calming measures

Emma's wish picture showed how she would have liked to make the journey to school less hazardous. However her real thoughts were revealed in the conversation we had whilst she drew the wish picture, but she was reticent about graphically expressing these as she did not know how to:

"I don't know how to say how I would want it to be, but on the way there it seems quite empty up to the bit where I meet my friends at this road. ..... because there is no one else walking, there's only my dad who's like walking behind with my sister. ..... and there's like nothing really interesting to look at, I don't really know, there's just grass, the high schooler's waiting for the bus and me walking by my self. I sometimes like it when I want to think about things, but when I want to talk about something, I have to wait till I get to school, and then everyone else is going to talk as well. ... I don't think it would be different if there were things, its just basically people, not things, ... its quite empty. In a way I like being on my own, but then I start talking to myself."

Figure 82: Leitmotif Coding for the generic theme Interactions- social aspects typology

Generic theme: Interactions		
Typology: Social aspects (s)		
Code	**Categories**	**elements**
s1	**family**	a) siblings
		b) parents
		c) relatives
s2	**friends**	
s3	**alone**	
s4	**teenagers**	
s5	**adults**	
s6	**children**	

Figure 83: Leitmotif Coding for the generic theme Interactions- dynamic action typology

Generic theme: Interactions		
Typology: Dynamic action (da)		
Code	**Categories**	**elements**
da1	**adventure**	a) zip wire
		b) swinging
		c) explore
		d) finding things
da2	**ball games**	a) football
		b) rugby
		c) tennis
		d) basketball
		e) cricket
		f) dodge ball
		g) la crosse
da3	**chasing games**	a) tig
da4	**climb**	a) climb trees
		b) climbing frame
		c) climb walls
		d) climb rocks
da5	**eat**	
da6	**have a run**	a) down a hill
		b) in a circle
da7	**hide and seek**	
da8	**jumping/ bouncing**	a) trampoline
		b) hopscotch
		c) jump
da9	**learn**	a) make something
		b) reading
da10	**make a den**	
da11	**play a pretend game**	
da12	**play on equipment**	a) swings
		b) slide
da13	**playing**	a) toys
da14	**relax**	a) rest
		b) lie down
		c) looking
da15	**ride on something**	a) bike
		b) scooter
		c) roller blading
		c) go cart
		d) skate boarding
		e) roller skates
da16	**sit**	
da17	**skip**	
da18	**verbal communication**	a) talk
		b) tell secrets
		c) shout
da19	**walk**	a) walk dog
		b) walk pram baby

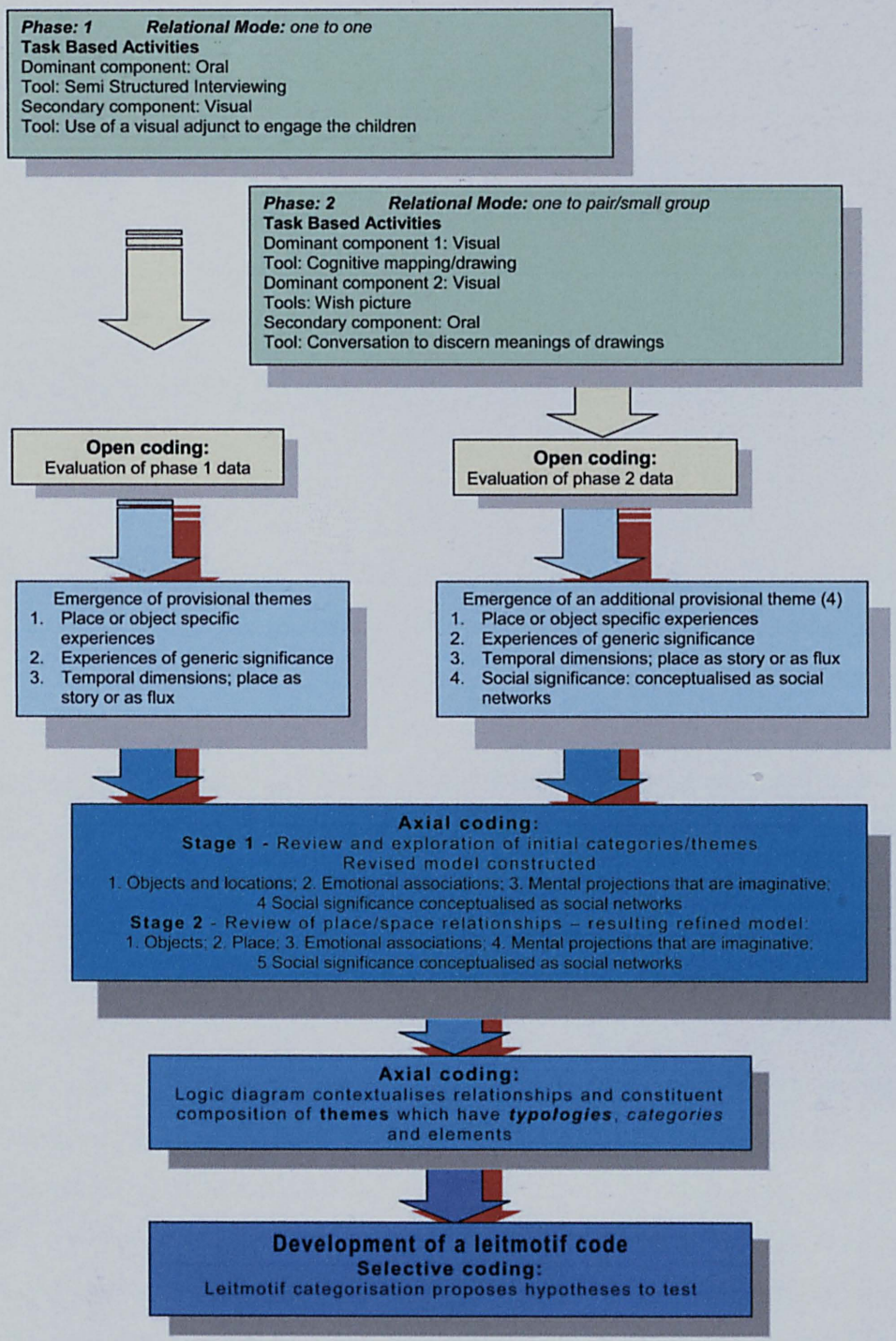
9.7.2. Leitmotif development summary

The Leitmotif Code was developed through a reflective process that used the principles of grounded theory coding to organise and subsequently refine and develop a mode for the classification of the children's experiences of their neighbourhood. The first participative phase was evaluated by tabulating the data from the SSI into three themes by using the open coding principles of grounded theory. The same method was used to evaluate the second participative phase of cognitive mapping/drawing. From this evaluation four themes emerged, three consistent with the provisional themes from phase one, but an additional one of social significance that was far more explicit in the phase two data.

A further evaluation of the four provisional themes using the principles of axial coding was conducted in two stages, the first led in particular to the re-examination of the generic theme into a more substantive model of emotional associations. The second stage led to a review of the first theme of objects and locations, with reference to place theory literature. This led to the differentiation of objects and places, leading to a five themed model.

Following the principles of axial coding a logic diagram was used to explore hierarchical relationships within themes, this led to the development of the structure of a theme to be composed of typologies within which there were categories which in most cases were composed of elements. A further development was the conceptualisation of a Leitmotif code, which presented a structure formed from the evaluation of the children's place experiences. This also formed a hypothesis regarding the code categorising these experiences that could be taken forward in the context of testing these themes in the resulting phase, rather than this session being a repetition of the first two phases. What was also sought was the development of another tool to facilitate this rather than using the semi-structured interview a second time as proposed in the original sequential methodological model. Figure 84 is a schematic representation of the Leitmotif's development through the various coding pathways.

Figure 84: Schematic summary of the development of the Leitmotif Code



10. Participatory Workshops Concluding Phase - the development and application of adaptive photo-elicitation

Phase: 3 Relational Mode: *one to one*
Task Based Activities
Dominant component: Oral
Tool: Semi Structured Interviewing
Secondary component: Not applicable
Tool: Not applicable

10.1. Introduction

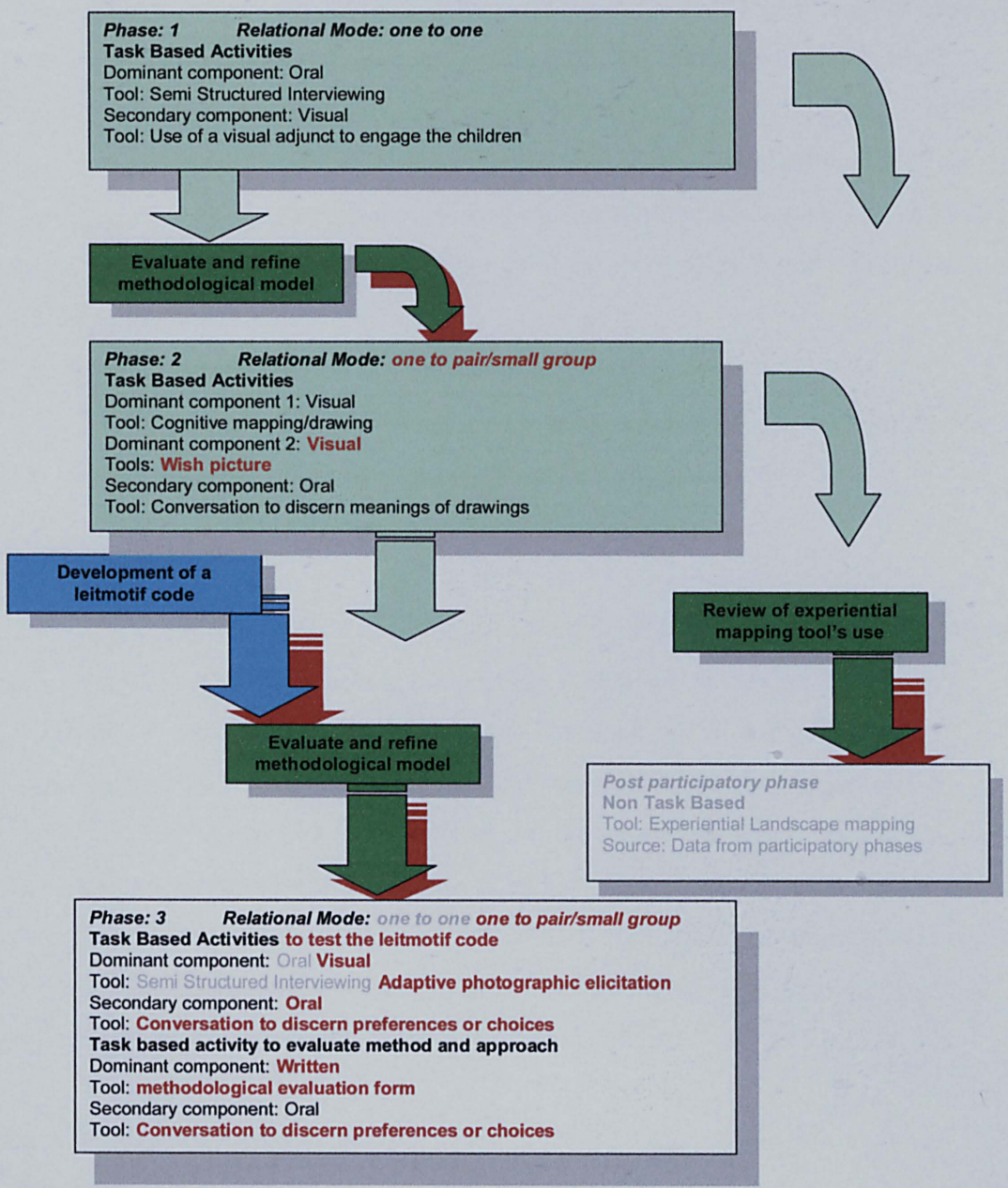
Within the refined sequential model of methodological tools the final participative phase had remained as a semi structured interview based session. This had however been seen as little more than a repetition of the first phase which had by way of reflecting upon its appropriateness led to the refinement of the phase 2 relational mode of engaging the children in pairs or small groups. A further consideration in changing from the proposed final constituent tool of Semi Structured Interviews was the desire to use a visual method of some form as a result of the literature, conferences and workshop seminars that had been attended. The aim of this phase then evolved to develop a further method of engaging with the children to express their place experience utilising photographic elicitation which had not been previously used in the case studies, but had nonetheless been identified as a potentially important and relevant methodology through literature searches and conference discussions. The use of images had been considered and discussed earlier, and whilst their value as a method was seen as a potential contributor to the study, there were doubts relating to how the images would be perceived by the children as representations of place. Their use had not therefore been dismissed, but a way that was deemed appropriate for their application in the research was sought.

The reflective and grounded nature of the study's framework provided a platform for this final phase to become more significant than repetition or trialling a previously unused method by providing an opportunity to test within the context of the study the themes that had developed to construct the Leitmotif Code. The purpose of this phase was refined in consideration of the Leitmotif Code's emergence, and the aim of the phase was seen as the following:

To develop a method of engaging with the children to express their place experience utilising photographic elicitation that would be responsive to the emergence of the Leitmotif Code themes, typologies and categories of elements providing a grounding for the phase.

An adaptive photo-elicitation method was designed for use in this phase, and the methodological model was changed accordingly. This final change is incorporated into the schematic overleaf that shows the final revised sequential model of methodological tools. In addition this last participative phase would also be used to access the children's own thoughts on taking part in the study and their perceptions of the approach and methodologies. A revised sequential model was now developed from coding the first two stages and their evaluation.

10.2. Revised sequential model of methodological tools resulting from coding and evaluation



10.3. The development of a new methodological constituent: Adaptive photo-elicitation

It was apparent from the literature that showing the children some pictures of places to see how they responded would not necessarily fulfil the revised aim (Heft, 2007; Flick, 2006; Sanoff, 2000b; Scott and Canter,1997; Gibson, 1986). A more reflective and structured approach was therefore required in order that the significance of the foregoing phases leading to the evolution of the Leitmotif Code was recognised and tested. To address the revised aim of this part of the study three issues emerged as important considerations:

- The criteria for the selection of the images.
- How the images would be presented to the children in order to avoid the sole perspective of the spectator mode of aesthetic appreciation?
- In what manner of activity would the children be engaged?

Other studies had successfully used images in terms of preference forming (Jorgensen *et al*, 2002; Sanoff, 2000b), asking participants which image they preferred when seeking data for analysis of visual preference appraisal, for example. Whilst preference seeking would be a method used, it would not be solely based on the aesthetic of what the picture looked like, but more focused on engaging with children as active participants experiencing the image. In order to address this issue as well as those relating to learning methods and preferences an adaptive method was conceived to engage the children in a more active role. This would also initiate a 'constructed' preference derived from the children's task based activity.

The session then evolved to respond to the Leitmotif Code development, by examining potential inter-theme relationships derived from the children's participation in the first two sessions. This session would test the conceptual relationship between themes by firstly focusing on the Interactions theme and its relationship with object and place, and then secondly the Feelings and Emotions and Imagination, and recollection themes with object and place and finally to test for preference across the code. Images were selected to represent themes from the code, and this would also be subject to testing as they were my assumptions of representation.

10.3.1. Image selection criteria

One of the considerations of image selection was that the images should not be recognisable or identifiable as places from the children's own local neighbourhood, in that any preference that the children would express for an image should not be stimulated by actual recognition even if it stimulated a perceived recognition or was reminiscent of a place (Kaplan *et al*, 1998). This concept of places feeling comfortable, even when we have never been there before, but because they remind us of places we know is recognisable even away from academia and is well illustrated by Italo Calvino:

> "Leaving there and proceeding for three days toward the east, you reach Diomira, a city with sixty silver domes, bronze statues of all gods, streets paved with lead, a crystal theatre, a golden cock that crows each morning on a tower. All these beauties will already be familiar to the visitor, who has seen them also in other cities. But the special quality of this city for the man who arrives there on a September evening, when the days are growing shorter and the multicoloured lamps are lighted all at once at the doors of the food stalls and from a terrace a woman's voice cries ooh!, is that he feels envy toward those who now believe that they have once before lived an evening identical to this and who think they were happy, that time." (Calvino, 1997, p.7).

This aspect of landscape experience in the context of familiarity is illustrated in terms of the comfort that it can bring. In research with children familiarity is also seen as a sense of security which in itself increases levels of familiarity (Acredolo, 1982). In response to the work with the children, I would also suggest that these recollections could also bring negative aspects, and engender aspects of reticence or fear in certain circumstances.

A further related aspect is regarding stories and imaginings that places or images of places can provoke. I entered an email exchange with Clifford Blizard whose research related to storytelling as a means of children relating to landscape (Blizard and Schuster, 2004). The email exchange discussed the familiarity aspect of encountered landscapes within his work with children, which he termed 'recalled experience'. Where places encountered by the children, which in Clifford's research were forests, reminded the children of places they had been to, and featured within the stories that they told (Blizard, 2004).

Within these discussions lies a further aspect of the memory response that can be initiated by our experience of landscape in terms of its 'temporality' which contextualises human life as a process that involves the passage of time and that "... this life-process is also the process of formation of the landscapes in which people have lived." (Ingold, 2000, p.189).

Ingold (2000) further proposes that the landscape is a record of human activity reflecting the lives and works of past generations who have left something of themselves. The temporal landscape again has influence within the typology of 'recalled experience', the artefacts, meanings and associations that we have or are given by others all influence our cognitive perception of place. Within this context the experience is influenced not necessarily by our own past experiences of place, but is also influenced by the past, and in this context to perceive the landscape is:

> "to carry out an act of remembrance, and remembering is not so much a matter of calling up an internal image, stored in the mind, as of engaging perceptually with an environment that is itself pregnant with the past." (ibid).

A further consideration within images is the sense of what it would be like to be there in terms of the effect upon our experience of the scale of its surroundings such as a narrow alleyway, which was raised by some children as places to avoid unless you could walk side by side with a friend. Also the aspect of scale in terms of our own lived space, or in other words the invisible space around us that we feel is ours and should not be entered. For example if you needed to pass someone on a narrow path that was bounded by a wall or high vegetation, how would it feel and would you choose another route? The work of the anthropologist Edward Hall (Hall, 1990) had influenced some perspectives of human behaviour that are observable and applicable to the study. In particular they related to the relationship between degrees of privacy and types of behaviour that would be facilitated by the presence of degrees of privacy or deterred by its absence. Within the context of public places this could be related to the physical organisation of space in the creation of small scale spaces adjacent to a main public arena that afford intimacy and privacy, or the presence of a focal point, such as a monument which one would orientate to in order to meet.

An aspect of the degree of privacy in terms of intimacy and place has resonance with refuge (Appleton, 1992, 1975), and was eloquently expressed by Bachelard in his description of 'corners' as a haven for 'immobility', where the corner is described as a "... half-box, part walls, part door." a dialectic of "inside and outside..." (Bachelard, 1994, p.137). He describes the significance of this place as:

> "Consciousness of being at peace in one's corner produces a sense of immobility, and this, in turn, radiates immobility. An imaginary room rises up around our bodies which think they are well hidden when we take refuge in a corner..." (ibid).

He then describes the walls, shadows and furnishings of the room, but concludes that; "... all of these images are over-imagined. So we have to designate the space of our immobility by making it the space of our being." (ibid). This perhaps demonstrates the significance of the need for intimacy in a public place, and how we can occupy such places not only physically but mentally, given the affordance of our own space – through a corner, or other means.

Hall (1990, pp.114-129) developed a concept of 'proxemic distance' where there were four classifications of space given a dimension as if we as humans encounter experiences within a particular radii, the closest of which is within a 'bubble' of *intimate space* of between 0 and 450mm, within which we are only comfortable for the closest of friends to be sharing it. Our *personal space* is at a distance where we loose a sense of bodyheat and all but the "most powerful odours". The eyesight focuses, vocal contact commences and where the person chooses to stand within the range of 450mm to 1200mm is demonstrable of the closeness of the relationship. The next space is the *social and consultative* one which occupies between 1200 and 3000mm and is the Impersonal transaction zone, within which people are comfortable at conducting routine social interactions with strangers, where it is acceptable to engage or ignore another's presence as well as disengage easily from a conversation. Lastly Hall (1990) proposes a *public distance* of more than 3000mm as an area beyond which individuals will perceive interactions as impersonal and anonymous.

The relevance of Hall's work and others was influential in understanding the environment in terms of how we relate to experiences at differing scales, and led to the proposition of "experiemics" (Thwaites and Simkins, 2007, p.116) as a means of

appreciating the characteristics of place experience as an holistic manifestation that works at different levels of human scales rather than through a Cartesian model.

The relevance of this anthropological perspective is evident within literature cited earlier (Cooper Marcus and Francis, 1998; Whyte, 1988;) and relates to many aspects of the environment which we encounter together with their potential for affordance, for example the design of seating, its dimensions and configuration will either invite someone to sit in a place that is already occupied by a stranger, or deter it, it could promote intimacy by its scale, or social interaction by its geometry.

Another overriding consideration in the selection of images was that of an adult's perspective. There are many limitations regarding the use of photographs, as discussed in the methodology section, but not withstanding these there was also the issue of an imposed adultist perspective, not only in my interpretation of the image selected to represent part of the code but also through the 'skewed perspective' from a physical differentiation. Views of the environment are necessarily contaminated by many external and internal physical and mental issues that are highly personal. As has been shown throughout the study, an adults perspective is not only different through many aspects such as life experience or cognitive aspects but also in height giving rise to an increased eye level and consequent different optical perspective than a child. It was therefore decided that the images used should be recorded with a camera held at an appropriate level to represent a child's perspective. Pheasant (1991) states that the eye level for a 5 to 7 year old boy in the 50^{th} percentile to be 1055 mm, whilst a girl's is 1045, and an 8 to 11 year old boy is 1215 and girl is 1245. My own eye height is 1650, so a crouching position was assumed giving an eye height of approximately 1200mm and all images that were not selected from pre-existing ones were subsequently digitally recorded in this way.

Given the aims of the phase, the images were contrived to have a dominant relationship with a part of the code in terms of the category of a themes typology, such as a representation of a street (pb16). But the image may also have manifestations of other typologies as secondary characteristics such as natural elements like grass (pn9), or even from other themes such as social aspects represented by the inclusion of people in the image.

Whilst the object and place themes provided a framework for image choice there remained the issues of how the images would be presented to the children and their active engagement with them. To address this the session was constructed to employ a variation of techniques with the children participating in not only choice but also in a form of a physical activity that had been seen as beneficial as a result of the evaluation of the first phase and comparison with the second in addition to the literature review of seeking multiple routes of engagement with an emphasis on task based activities (Ross, 2005a; Punch, 2002; Mooney, 2000; Matthews, *et al*, 1998). The session would again take place in pairs or small groups, and the adaptive photo-elicitation component of the session was divided into four activities.

10.4. Activity one: Interactions – social aspects

10.4.1. Introduction

This first activity was designed to test the typology of social aspects which formed part of the interactions theme. A range of images had been selected with a potential for affordance of a variety of the social aspects that had become apparent through the previous sessions. In order to facilitate this, children were asked to select from a number of images, one that would be their personal best place to go for a particular scenario. The scenarios related to the Leitmotif Code, and in order for the session to be activity based, the children would also be asked to define their choice by sticking a silhouette onto that image. A range of materials in terms of the apparatus to accomplish this was taken to the schools and this included: Two image sets; A range of silhouettes; Adhesive glue in the format of a glue stick; Pencils; Rubbers; A session proforma (for my use); A digital tape recorder.

10.4.2. Image set 1

In preparation for the session, eight images were printed out, two per page on A4 sheets of thin card. The resulting images were approximately 8 x 10 cm in portrait composition or 14 x 10.5 cm in landscape composition. The images had been selected to represent categories from the object or place codes, and some categories were represented more than once. The aim was to test relationships with the Social interactions typology of the code and the object and place themes. In order to facilitate this the children were asked questions relating to the Social interactions typology, and

to chose an image from this first image set (1A) that would best represent their response. Figure 85 shows the first page from this image set. The page is composed of the first two images, and space for the child's name for later identification and evaluation.

Figure 85: initial page from image set 1A

Image set 1A comprised of the following representations:

Image 101 (top left)

Generic theme: place

Typology: natural environment

Category: public space

Element: j) woods

Co-dominant category: vegetation

Element: e) trees

Secondary category: topography

Secondary element: b) hill/slope

Secondary Typology: built environment

Category: pedestrian movement

Element: a) paths

Coding: pn5, pn9, pn1, pb12, ob11

Image 102 (bottom right)

Generic theme: place

Typology: built environment

Category: play equipment

Element: a) climbing frame

Secondary theme: object

Secondary typology: natural

Secondary category: anthropological

Secondary element: b) people

Coding: pb13, on2

The remaining images in image set 1A that were used in the first activity are shown below, their characteristics relating to the Leitmotif Code have been tabulated to show their representative personality for selection.

Image 103

generic theme	typology	code	category	elements
place	built environment	pb16	street	d) cars parked l) path
secondary				
place	built environment	pb18	vehicular related	d) slope/bank
		pb2	boundaries/enclosure	a) fence
	natural environment	pn9	vegetation	c) grass
		pn2	boundaries/enclosure	a) hedge
object	built environment	ob6	buildings domestic	a) houses

Image 104

generic theme	typology	code	category	elements
place	natural environment	pn5	public place	b) field amenity f) grass i) park j) woods
secondary				
place	natural environment	pn9	vegetation	c) grass e) trees
		pn7	private place	a) den

Image 105

generic theme	typology	code	category	elements
place	built environment	pb6	buildings commercial	i) shops
secondary				
object	natural environment	on2	anthropological	a) people
	built environment	ob10	open spaces	a) car parks

Image 106

generic theme	typology	code	category	elements
place	built environment	pb14	stopping/resting	a) benches
secondary				
place	natural environment	pn9	vegetation	a) bushes
		pn7	private place	b) garden
	built environment	pb7	buildings domestic	
		pb4	building details	e) window
		pb3	built form enclosure	b) crinkle in walls
		pb12	pedestrian movement	a) paths

Image 107

generic theme	typology	code	category	elements
place	natural environment	pn6	water	a) lake
secondary				
place	natural environment	pn5	public place	j) woods
		pn9	vegetation	e) trees
		pn4	animals	b) wild animals

Image 108

generic theme	typology	code	category	elements
object	built environment	ob10	open spaces	b) playground
secondary				
object	built environment	ob13	sport related	a) goal
place	natural environment	pn5	public place	c) field - playing
place	natural environment	pn9	vegetation	c) grass

10.4.3. The first task based activity: [where] would you most like to go with

Having given the children image set 1A along with pencils, a rubber and a glue stick, they were then given a selection of silhouettes approximately 2 x 2.5 cm cut out from a silhouette set, referenced 1a. These silhouettes had been selected from those used in the first phase of the study in the neighbourhood map semi-structured interview session, where they were used to represent children walking to school.

As in previous sessions a pro-forma was used in order to maintain consistency across all of the pairs and groups (see appendix 14). The children were asked to write their name on the image set and then do the following activity:

"Stick a picture of you using a silhouette on the picture you would most like to go to with..."

Scenario's followed to complete the sentence for the children to respond to relating to the social aspects typology of the Interactions theme.

Scenario 1 "your family"

The first scenario was to consider which image would be a place the children would most like to go to if they were with their family. This referred to the Leitmotif Coding S1 and in order that this place could be later identified for evaluation, the children were asked to use silhouette 1s1 to represent this. They were also asked to stick the silhouette in the part of the image they would most like to be.


1 s1

Scenario 2: "a friend"

This was repeated for the scenario, Code S2: with a friend, using either silhouette 1s2f or 1s2m.


1 s2f


1 s2m

Scenario 3: "to be alone"

Code S3: to be alone, using either silhouette 1s3f if they were a girl or 1s3m if they were a boy.


1s3f


1s3m

The friend and alone images gave the children a choice as there was an implied gender difference. The silhouettes were easily recognisable for subsequent evaluation purposes differentiating the family, a group of friends or the 'individual'.

10.5. Activity two: Interactions theme- dynamic action typology and Temporal theme

Once the children had completed the social aspects exercise a second image set (1B) comprising of a further 24 images was given to the children. This was composed using the framework as image set 1A, with the images selected using the same Leitmotif relational criteria. They are tabulated with reference to the Leitmotif Code as follows:

Image 109				
				
generic theme	**typology**	**code**	**category**	**elements**
place	natural environment	pn5	public place	b) field – amenity c) field – playing d) field – sports f) grass i) park
secondary				
place	natural environment	pn9	vegetation	c) grass
		pn1	topography	b) hill/slope
	built environment	pb10	landmarks	e) town/village

Image 110

generic theme	typology	code	category	elements
place	natural environment	pn5	public place	i) park
secondary				
place	natural environment	pn9	vegetation	c) grass e) trees
		pn1	topography	b) hill/slope
object	built environment	ob16	vehicular related	a) road

Image 111

generic theme	typology	code	category	elements
place	built environment	pb1	Access points	e) steps
secondary				
object	built environment	ob11	Pedestrian movement	a) path
place	natural environment	pn5	public place	i) park
		pn9	vegetation	a) bushes c) grass e) trees
		pn1	topography	b) hill/slope

Image 112

generic theme	typology	code	category	elements
place	built environment	pb16	street	d) cars parked
secondary				
place	built environment	pb7	buildings domestic	
		pb3	built form enclosure	b) crinkle in walls
object	built environment	ob11	pedestrian movement	d) pavement
		ob2	boundaries	b) wall c) railings
		ob3	building details	a) windows b) door c) chimney

Image 113

generic theme	typology	code	category	elements
place	built environment	pb16	street	d) cars parked
secondary				
place	built environment	pb7	buildings domestic	
		pb3	built form enclosure	b) crinkle in walls
	natural environment	pn9	vegetation	c) grass
		pn2	boundaries/enclosure	b) tree lined avenue, arched
object	built environment	ob11	pedestrian movement	d) pavement
		ob2	boundaries	b) wall
		ob3	building details	a) windows b) door c) chimney

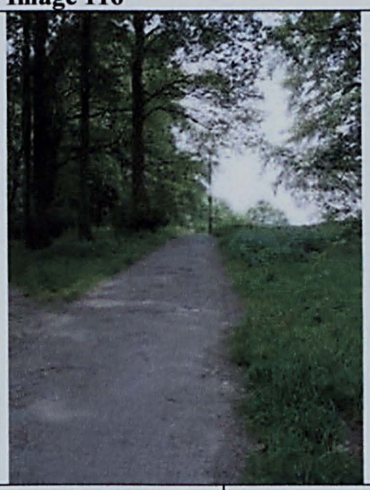
Image 114

generic theme	typology	code	category	elements
place	built environment	pb16	street	b) alley e) lamppost
secondary				
place	built environment	pb7	buildings domestic	
object	built environment	ob11	pedestrian movement	d) pavement
		ob2	boundaries	a) fence b) wall
		ob3	building details	a) windows b) door c) chimney

Image 115

generic theme	typology	code	category	elements
place	natural environment	pn5	public place	i) park j) woods
secondary				
place	natural environment	pn9	vegetation	c) grass e) trees
		pn7	private place	a) den
		pn8	climatic	a) shadow
object	built environment	ob11	pedestrian movement	a) path

Image 116



generic theme	typology	code	category	elements
object	built environment	ob11	pedestrian movement	a) path
secondary				
place	natural environment	pn1	topography	b) hill/slope
		pn5	public place	i) park j) woods
		pn9	vegetation	c) grass e) trees
		pn2	boundaries/enclosure	b) tree lined avenue, arched
		pn8	climatic	a) shadow

Image 117

generic theme	typology	code	category	elements
place	built environment	pb16	street	d) cars parked
secondary				
object	built environment	ob11	pedestrian movement	d) pavement
		ob2	boundaries	b) wall
place	natural environment	pn2	boundaries/enclosure	b) tree lined avenue, arched
		pn9	vegetation	e) trees

Image 118

generic theme	typology	code	category	elements
place	built environment	pb16	street	i) junctions
secondary				
place	built environment	pb18	vehicular related	d) slope/bank
		pb7	buildings domestic	
place	natural environment	pn2	boundaries/enclosure	a) hedge
		pn9	vegetation	e) trees

Image 119

generic theme	typology	code	category	elements
place	built environment	pb6	buildings commercial	i) shops
secondary				
place	built environment	pb16	street	d) cars parked
		pb5	buildings negative	a) run down b) messy
object	built environment	ob3	building details	a) windows b) door
		ob11	pedestrian movement	d) pavement

Image 120				
				
generic theme	**typology**	**code**	**category**	**elements**
place	built environment	pb16	street	i) kerb k) lamppost l) path n) traffic calming
secondary				
place	natural environment	pn2	boundaries/enclosure	a) hedge
		pn9	vegetation	e) trees
place	built environment	pb7	buildings domestic	

The children were asked to retain the first image set 1A, and were now given image set 1B as well as a set of silhouettes to represent them. Each silhouette was cut out individually from the silhouette sheet 1b (see figure 86), in preparation for the session.

Figure 86: silhouettes to represent 'me'

10.5.1. The second task based activity: [where] would you most like to go to do ...

The next part of this session was to relate the dynamic action theme to an object or place themed image, in other words it was to associate the proposition of a personal project to a preferred place (Little, 2007). In order to do this the children were asked to use the silhouettes of themselves to stick onto an image in response to a set of predetermined scenario's from the code. They could chose from either image set and they could be in one image more than once. The children were asked to write a number underneath the silhouette in order that it could be identified for later evaluation as the response to that particular dynamic action code. The session was conducted as follows:

"Stick a picture of you on the picture of the place you think you would most like to go to, to do ..... , and stick it in the place in the picture you think is where you would most like to be doing it."

Da1) an adventure – mark with a No. 1
Da2) ball game - mark with a No. 2
Da3) chasing game - mark with a No. 3
Da4) climb - mark with a No. 4
Da5) eat something - mark with a No. 5
Da6) have a run - mark with a No. 6
Da7) hide and seek - mark with a No. 7
Da8) jumping/bouncing - mark with a No. 8
Da9) learn – make something – read - mark with a No. 9
Da10) make a den - mark with a No. 10
Da11) play a pretend game - mark with a No. 11
Da12) play on equipment - mark with a No. 12
*Y3 - Da13) play with a toy - mark with a No. 13
Da14) relax - mark with a No. 14
Da15) ride on something – bike, scooter etc. - mark with a No. 15
Da16) sit - mark with a No. 16
** Y3 - Da17) skip - mark with a No. 17
Da18) verbal communication – talk, tell secrets, shout (use your voice) - mark with a No. 18
Da19) go for a walk - mark with a No. 19
*Y6 alternative
fet3): Somewhere that would give you ideas to make up a story - mark with a No. 20
** Y6 alternative
Something else you like doing that we haven't said - mark with a No. 21

10.5.2. Child centric perspective and opportunities for personalisation

The approach adopted throughout the study was to try and understand the children's perspectives on both their place experiences but also in their perception of being part of the study by assuming an empathic approach to working with them. It was perceived to be potentially patronising to ask a 10 or 11 year old where they went to play with a toy as this dynamic action was dominant if not exclusive to the year three group's contribution to the Leitmotif Coding. Even if the year 6 group did still play with toys they would probably be potentially embarrassed to admit this especially as they were working in pairs or small groups. To obviate this, an alternative theme was posed to that of code Da13. This alternative was not however classified as a dynamic action, but had been a theme that was felt would be an interesting alternative to explore through the adaptive photo-elicitation session. For example in an earlier session Peter had explained how on his way to school he walked along a road that had old houses in it and trees hanging over, that on a nice day had shadows, and how he felt it was good when he went down the hill but "when its getting darker, you've got your self conscious about its getting darker, and it makes you feel creepy and it just gives you loads of ideas when your asked to write stories in class, and mine are based on this, because they're kind of scary or theatrical, and this gets me going if you like." The code fet1 – imaginings from the Imagination and Recollection theme was used to prompt the year six children to select an image that they felt that would give them ideas to use their imagination and to make up a story.

A further variation planned for the year six children was to omit the skipping code (Da17) as again this was felt to be potentially inappropriate, and in its place an open question was posed, to ask the year 6 children to consider anything else they liked doing that had not been mentioned, and for them to explain what it was and choose an image where they would like to do it. After further consideration it was decided that the distinction between the skipping code and that of Da8 jumping and bouncing could cause potential confusion or duplication as the first Year 3 children of this session had used skipping to respond to Da8. So the skipping was omitted for all groups and replaced with the fet1 imaginings code, so all children would have an opportunity to respond to fet1, which was prompt number 20.

The children were asked to complete these tasks relatively quickly within a five minute period at the end of which or whilst they were sticking they were asked to explain the reasons for their choices. Again this was digitally recorded for later evaluation. Figure 87 shows Kenny sticking himself in image 102. He has chosen this for the second time. He chose it for the social interaction preference of a place to go with his family (S1) and now he chooses it as the choice for dynamic action Da1 to have an adventure. He later chose it for Da4 climbing and Da12 playing on equipment as well. As is evident here some images were chosen more than once as a preferred place for a range of scenario's and this will be discussed within the findings chapter.

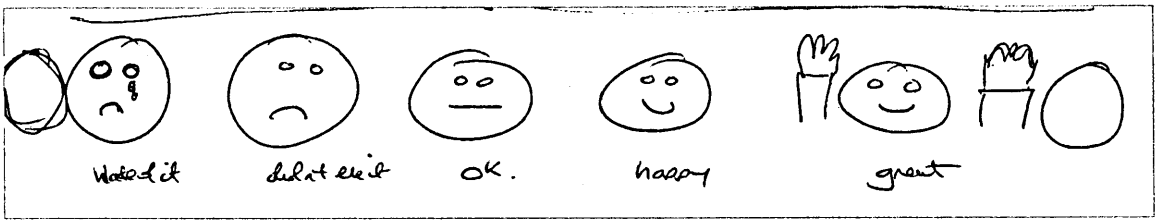
Figure 87: Kenny sticking himself in image 102 'to have an adventure'

10.6. Activity three: Feelings and emotions theme

In order to try and stimulate the children in this study to contemplate an image as a place rather than a picture and to try and limit the effects of the 'spectator mode' the children were asked to respond to images on the basis of: '**How would you feel if you were in the picture**?' The image choices for this third activity were selected from the Object and Place themes to test responses to the Feelings and emotions theme, where images selected may represent a particular category of feeling or emotion and the children's response may confirm or refute that perception, for example children had expressed how they felt anxious or even scared about particular places, one girl as previously cited, had told how she disliked a particular alleyway as it was narrow and when she was with her friend they did not know who could be following.

A further issue was the way the children would express their feelings about a particular image. During the second phase of cognitive mapping/drawing I had made a visual memo (figure 88) to remind me how the children had been expressing how they felt about places. Some children as well as doing this verbally had drawn their feelings as an expression on the faces that they had drawn of themselves in the cognitive maps.

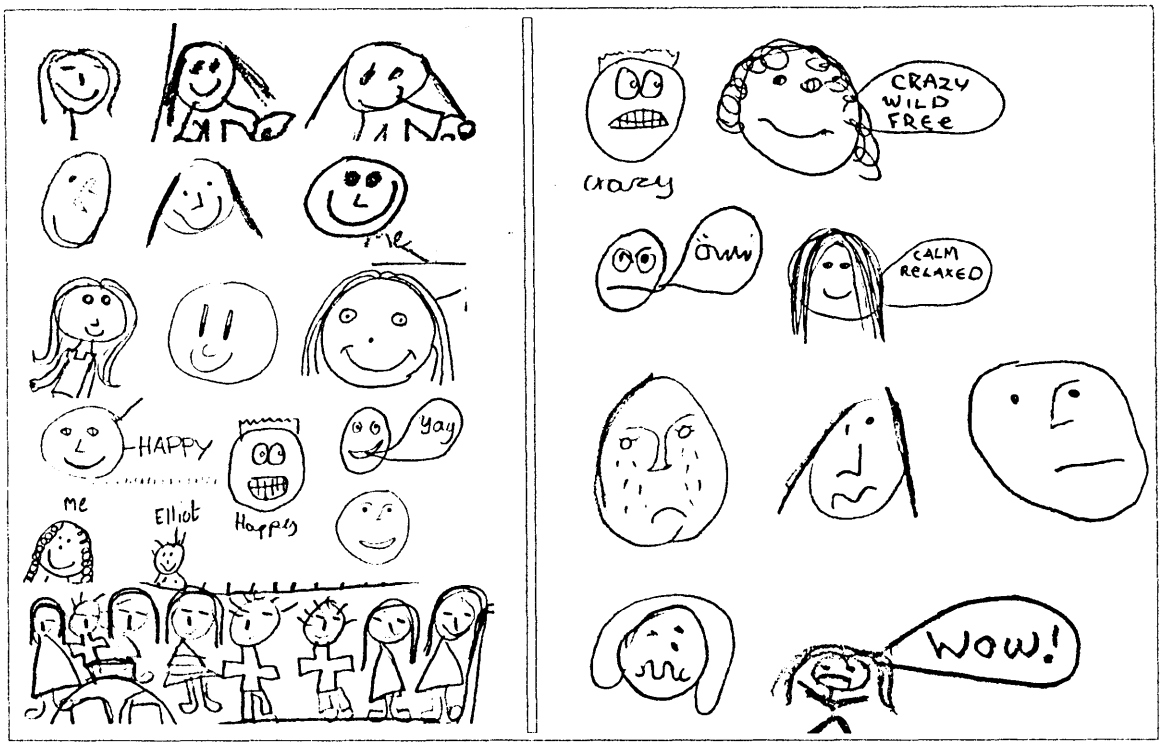
Figure 88: a visual self-memo during the cognitive mapping phase, relating to the development of expressive faces



These expressions had been diverse and in the context of this study had been termed 'Expressive faces', this phenomena had also been present in other studies (Cele, 2006; Wilson, 2006; Sayol, 2001; Greig and Taylor, 1999). Cele (2006) stated that some children in her study had used "... 'smilies' to attach different values to features on their drawings" (p.180), and Wilson (2006) had a similar experience in her research. Greig and Taylor (1999) report the counter side to "smilies" or what could be interpreted as expression of happy experiences. In their studies Greig and Taylor discuss the children's drawings in the context of investigating abuse, and the drawings are said to "... reveal the child's inner mind." (1999, p.79). They explain how some children include sad or "... expressionless figures." (ibid) as a means of expressing how they have felt in particular situations. The phenomenon of children drawing expressions on faces is also manifest in the medical and psychology disciplines where it has been termed 'emotional faces' (Sayol, 2001).

Figure 89 shows some of the children's faces they had drawn in their cognitive maps, these were 'happy' faces in the left column, whilst in the right column there are a range of expressive faces that the children explained represented emotions that were: (from left to right) 'crazy, excited, mad, relaxed, sad, sad, unhappy, scared and scared.

Figure 89: expressions on faces children drew in the cognitive mapping session

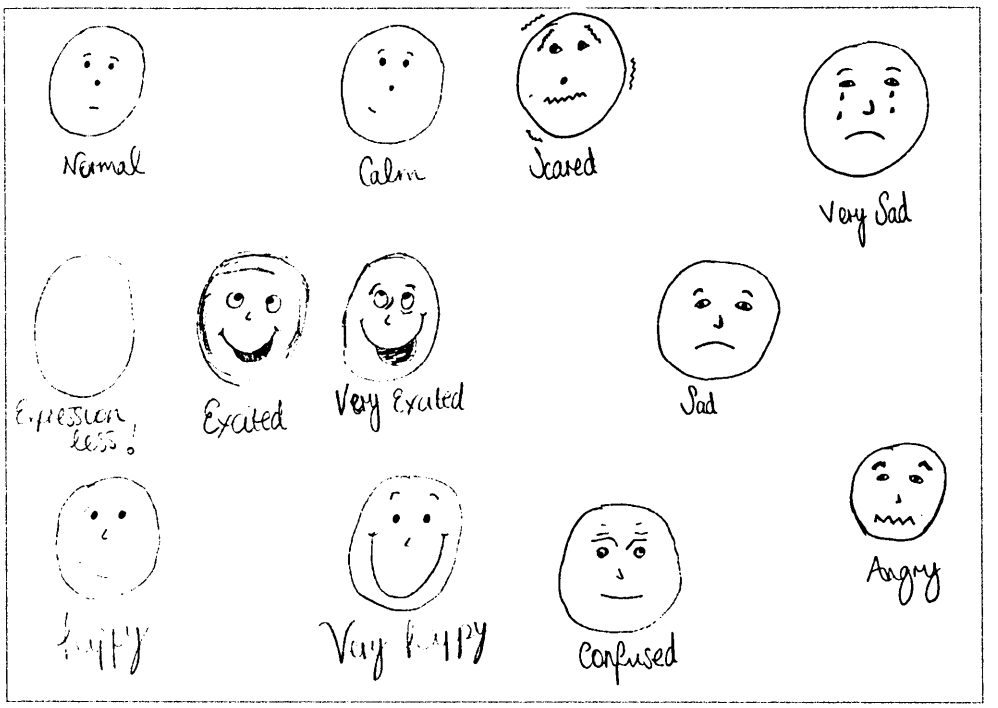


These expressive faces could be used to inform how the children could express their feelings about the images in this phase of the study. A similar way of using facial expressions was described in Greig and Taylor (1999) where children were asked to choose from a set of faces and stick one on a puppet to represent how the puppet would feel given a range of scenarios such as having an injection. In Greig and Taylor's study the faces were deliberately gendered towards the participant child, but within this study it was a concern that using the children's own expressive face images could lead to them either being recognised by the individuals who had previously drawn them and therefore selected because of this. Also some images were gender orientated by the addition of hair which could also influence their selection. As a consequence of these considerations a set of images was sought that would not be personally identifiable as a drawing made by a participant child and that were 'gender' free in order that this would not influence their selection either.

10.6.1. Categorisation of emotional extent

A further consideration was what feeling or emotion the faces should represent. A potential categorisation for them was developed from the Feelings and emotions theme and a framework constructed using an "attitude scale" known as a Likert scale (May, 2001, p.104). This is a means of "placing people's answers on an attitude continuum." (ibid). This perspective developed an informed set of a continuum from happy to sad with a median of normal. A child that was not part of the study who was 13 years old was asked to draw a series of faces without hair that would represent a set of given emotions; the resulting expressive face construction is shown as figure 90.

Figure 90: a Likert informed set of expressive faces



The faces were to represent the following feelings:
Scared, very sad, sad, angry, confused, normal, calm, happy, very happy, excited and very excited. These categories had been taken from the children's work to date, with the addition of normal, which would be the 'median' in the Likert scale model and anything to the left would be perceived as negative relating to the 'fen' coding typology of the Feelings and Emotions theme, and to the right as positive, relating to the 'fep' typology of that theme. Also included was an expression-less face with the intention that the children themselves could draw in an expression, but this was discarded from the scale. It was always held important that while there should be

structure to the sessions that there should also be an inbuilt allowance for dynamic association and adaptiveness, and although the Likert scale was desirable for evaluative purposes the children should also be given the option of their own expression. To this end the children would be asked that if there was not a face that represented how they felt then they would be invited to draw their own and write what it represented. This also reflected the diverseness of the 'fen' and 'fep' codes that would have been too complex to represent in their entirety.

10.6.2. The expressive faces task

Having completed the previous activities and discussed their choices, the children handed in the images sets 1A and 1B. The children were then given a set of 20 new Place and Object themed images, one per sheet. On each sheet was a reference number and space for the children's name together with the set of expressive faces and an expression 'name' related to each, the children were asked to:

"look at the image and think how you would feel if you were in the picture and then tick a face that would show how you would feel, or draw one at the side if you can not see one that would match how you would feel."

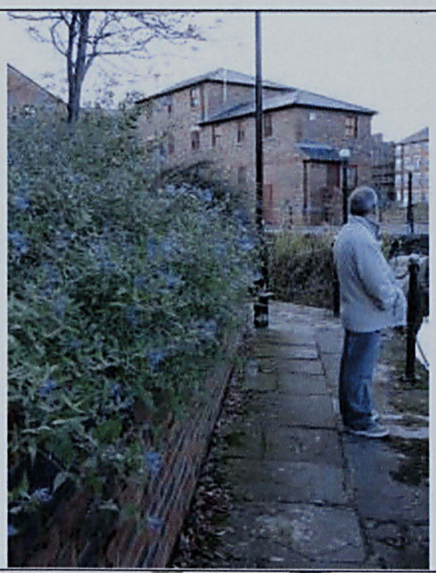
Again the children were given approximately 5 minutes to do the task, and were then asked to explain their decisions. Whilst being Place and Object responsive, the first three images related to aspects of the Interactions theme in the social aspects category that had not been dealt with in the first activity of the session. This related to recurring comments from the children about feelings of places frequented by other people. The first image was of a teenager (S4) walking along a path as shown in figure 91, the children were asked to imagine they were walking along the path as well and tick a face that would represent how they would feel. In order to test the Leitmotif coding for the image a predictive feelings and emotions typology was developed from the previous sessions for each image. The categorised response for the first image was potentially 'fen' – negative (fen1 – alone, fen8 scary), and from the Likert expressive faces scale there was a predicted response of; scared.

Figure 91: how would you feel if you were there?

Each subsequent scenario represented by an image was categorised by a predictive response and tabulated. Figure 92 shows Frankie contemplating his expressive face for image 213 place code pb13 – play equipment, and Johnny drawing his own face for image 216 object code ob11 – an alley.

Figure 92: Frankie contemplates ticking a face, and Johnny draws his own

The following are two examples of images used in the task together with the tabulation of its Leitmotif Coding, the primary predictive feelings and emotions typology is indicated in bold followed by potential secondary typologies, and the predictive Likert expressive faces scale is indicated in bold type capital case. All of the images together with the results from this exercise will be discussed in the findings chapter.

	image ref: 202 interactions code: s5 – adults predictive feelings and emotions typology: **fen8 - scary** **SCARED**
	image ref: 203 interactions code: s6 – children predictive feelings and emotions typology: **fep11 - happy** **HAPPY**

10.7. Activity four: Making a neighbourhood

The final task in the adaptive photo-elicitation model was derived from some of the children's comments and drawings regarding their tendency to construct things, in acts of improvisation as found by Nicola Ross in her study (Ross, 2005b; 2004) where some of the children engaged in building dens using whatever they found to improvise and create places or objects, but it was the process of creation that was important (Ross, 2004). This was consistent with the previous participatory sessions of this study where some of the children expressed how they enjoyed making things. This could be real objects, or virtual ones in the context of computer games. It could also be of any scale in that some enjoyed making art or models such as Abbey's wish picture which included a space for; "making stuff outside", and then there was Dan whose cognitive map exercise revealed how important dens were to him:

> "I like playing in my den in the bush, I hollowed it out with a wall of leaves. Climbing in the tree is fun, the den is at the bottom, I used it as a fortress once, 'cause I didn't want the neighbours grandchildren in. I'm safe in my den, it's enclosed, like being in enclosed small space, its fun. In summer we camp out into the summerhouse and a fox scratched the door and scared me."

He continued:

> "Being in the den feels safer because the whole wall is enclosing you, I feel happy when I'm in there. Sometimes I get snails and take them into the den and smash them for fun when I'm angry rather than hitting someone else. On a bad day I go in my room and bang my drums really hard to annoy my mom because she's the one who annoys me the most. I hide in the den a lot of the time in the summer from people annoying me. No one can get to you and get in your face. I was going to build a wooden igloo thing, and use the wood left over from the extension."

This perspective of retreat is consistent with the literature relating to the affordances offered by natural places for such experiences (Louv, 2006; Cele, 2004; Kylin, 2003; Kahn and Kellert, 2002; Moore and Wong, 1997; Moore, 1990), as well as those that see value in favourite places that are significant in children's self-regulation and affordance, and in Dan's case being outside of parental control (Korpela *et al*, 2002).

Dan went on to reveal his favourite den:

> "I have another den which is my favourite, behind grandmas house there is a lane, we took the bark off the tree, and found a racing car, and a sitting area, but some drug addicts brought needles and stuff. Granddad goes there to get logs for his fire, my favourite place of all is the den because it's our space, our territory, and we can do what we want there. It's much bigger than the one at home we can put what we want in it. We get satisfaction that we done something, we built a

toilet and a trench. People can play in it, if they respect it we don't mind, and they can join in building it."

Dan drew his favourite den (figure 93).

Figure 93: Dan's favourite Den

10.7.1. The empowerment dilemma of a participative process with no physical outcome

A fundamental issue for the study was its ethical stand point, and it had always been made explicit that no specific 'improvement' or interventions would take place in the children's school's or neighbourhoods as a result of participating in the project. It could be argued therefore that as there was no physical act of change that the children would be involved in then they were not involved in a participatory project but in a consultation project (Cele, 2006). But as the project itself was creating an act of change in the way the project was refined and developed it was still held that the ethos and construct of the study was participatory, however the point was valid, and given the aforementioned construction tendencies of some of the children, an opportunity was sought for them to 'produce' or build something physical other than the production of a developed method.

In Hart's 1979 study to reveal children's experience of their town, one of the tasks he offered as a method to learn about children's evaluation of places was to ask them to

'rebuild' their town "in a sandbox" (Hart, 1979, p.183). He was only able to conduct this with one child whom he asked to pretend that they had an opportunity to rebuild their neighbourhood how they would want it. The child was asked to keep the existing people but build the town how they "... would like to see it." (ibid). The child retained much of the basic organisation of the town but moved for example where he lived to another location to which he also added amenities such as shops as well as a lake. Hart recognised the limitation of asking only one child to participate in this task. But he also saw the potential value of asking children "... to build a place the way one would like it to be..." (ibid, p.184) for future research.

An adaptation of this concept in this study was to give the children an opportunity to build a neighbourhood by developing upon the previous wish picture activity of phase 2. Using a set of images the children could 'make a neighbourhood' in the form of a poster to represent what they would like the place that they live in to be like. A series of images was collated to be given to the children from which the children could choose to make their ideal neighbourhood. In the wish picture activity the children had a totally open brief in respect of the improvements or changes that they wished for in their neighbourhood, this time the elements were more specific and again driven by responding to the Leitmotif Code themes.

The choice of images formed categories developed from the first two phases that collectively had contributed to their existing neighbourhoods in either a positive or negative mode, and could contribute by inclusion or omission to make a neighbourhood of their own design. A number of different image representations of the following collectively grouped categories was assembled:

- **Houses (pb7/pb4/ob6/ob4)**
- **Streets (pb16/pb7/ob14/ob3)**
- **Shops (pb6/ob5)**
- **Places to play (pb13/pb11/pb15/pn5/ob10/ob12/ob13)**
- **Boundaries (pb2/pn2/ob2)**
- **Access points (pb1/ob1)**
- **Alleyways (pb16/ob11)**
- **Pathways (pb12/ob11)**
- **Places to rest (pb14/ob14)**
- **Places to go (pb11/pn5/on6/ob10/ob5)**
- **Animals (pn4/on1)**
- **Vegetation (pn9/on8)**
- **Water (on9/pn6)**

The images were selected on the criteria of a representation of the coding, some images had been used in the earlier activities in this phase. In total there were 60 different images sorted out into sets similar to a pack of playing cards, as shown in figure 94. In addition there were two other images included in the set that had been previously used in the semi-structured interview session of phase one, one of which represented the children's home (pb7f) and the other their school (pb9g).

Figure 94: preparing image sets for the neighbourhood building exercise

The children were given an A3 sheet of plain paper and an image set each. They were then asked to make a poster to represent how they would like the place they live in to be like. The children were then shown the pictures of home and school and were asked to put school and home in the poster and to think about the places that they would want/need in their neighbourhood and build one by sticking chosen images onto the A3 sheet. They were asked to consider that the places that they may like to include could be:

- **Houses**
- **Streets**
- **Shops**
- **Places to play**
- **Fences/walls**
- **Alleyways**
- **Pathways**
- **Places to rest**
- **Places to go**

To start the activity the children were advised to look through the whole image set and sort those they felt that they would really want in their neighbourhood into one pile

and put those they wouldn't want to one side in another pile. Once they were happy with their selection then they should stick the pictures on the paper, keeping within the edges of the A3 sheet, but overlapping the images if they wanted to. They should also consider the arrangement of the images in relation to school and home, and also where they placed school and home on the paper. The children were told that they could use as many or as few images as they wanted to, and that when they had finished their poster they should also think about which would be their favourite place in the neighbourhood that they had made, and stick a silhouette that represented them in that favourite place. They were also asked to explain their poster, this part of the session would last approximately 15 minutes.

Figure 95: Lizzie making her poster and Andy sorting through which images he wants to use or discard

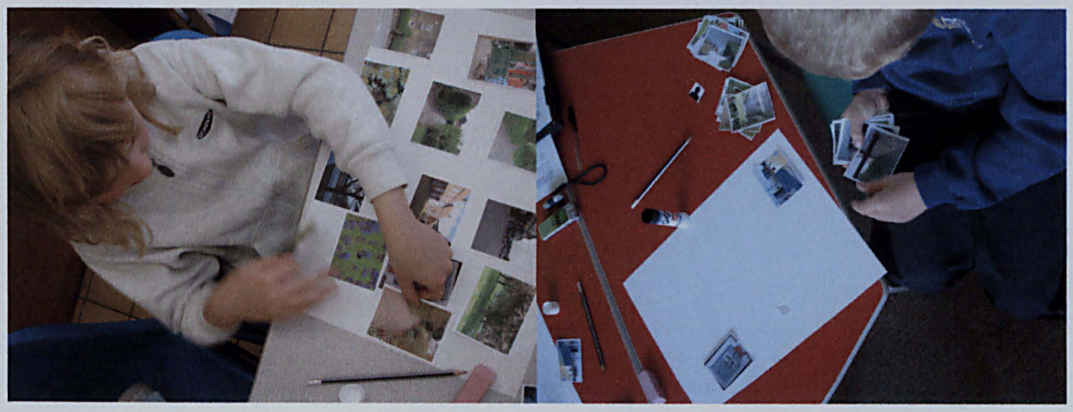


Figure 96 shows three contrasting constructed 'neighbourhoods'; one has many images included, no visible school and a favourite place of home, the second has few images included by comparison with home at the centre and school adjacent and the silhouette of 'me' still to be placed, the third has a similar quantity of images to the second although disparately composed, and again awaiting 'me'. Issues raised from the image selection and poster composition will be discussed in the findings and conclusions chapters.

Figure 96: three contrasting constructed 'neighbourhoods'

The following is an example of the images used in this section of the study, some are reprised from the first activity in the session referenced with the prefix 1, some are from the second part of the session referenced with the prefix 2 and additional images not used before are referenced with the prefix 3. Images were categorised with the perceived dominant Leitmotif category in bold, all of the images used are illustrated and discussed within the findings chapter.

	101 **Collective Categories:** **Places to play, Places to go** **Image Coding**: **pn5, pn9**, pn1, pb12, ob11
	102 **Collective Categories:** **Places to play, Places to go** **Image Coding**: **pb13**, on2
	103 **Collective Categories:** **Houses, Streets,** Places to play, Boundaries, Access points, Vegetation **Image Coding: pb16,** pb18, pb2, pn9, pn2, ob6
	104 **Collective Categories: Places to play, Places to go, Vegetation** **Image Coding: pn5,** pn9, pn7

SECTION 4

InSight method

the children's voices and its future development and application

Findings

Conclusions

Epilogue

11. Findings from the adaptive photo-elicitation phase

11.1. Introduction

As stated consistently throughout this thesis, the research aim was to develop a participatory method that would find and understand the children's voices. It has also been stated that as a consequence of the method's application and development through the participative phases of the research, issues of the children's place experiences would be revealed. Whilst this was a secondary aim of the research, it was none the less significant in two aspects. Firstly the first two participative phases revealed place experience issues that led to the construction of the Leitmotif code, which became the subject for testing for the last participatory phase. There is therefore an implication that place experience issues would be revealed in the final phase that would for example, confirm or counter the Leitmotif hypothesis categorisation. Secondly, in order to assess the efficacy of the adaptive photo-elicitation constituent as a method, not only does its application require evaluation, but also what did it reveal about the children's place experience.

In order to answer these questions there will follow a discussion and summary of the findings from the adaptive photo-elicitation activities. This will then be discussed in the conclusions chapter in terms of what it and the other methods used revealed about the place experiences of the children. To evaluate the children's responses to each activity there is a great deal of data which was tabulated, the results are discussed as well as the ranking method used to reveal any emergent themes.

Whilst this was a qualitative study, the method of expressing trends and differences within the study group was developed by using a ranking system to highlight image selection preferences. The ranking system was not intended to be a quantitative statistical representation of the data and therefore no statistical analysis of variance was undertaken within the study's qualitative paradigm. The ranking system served two purposes, firstly to explicitly highlight trends in the outcomes of the adaptive photo-elicitation activities relating to the children's place experiences. Additionally it was also used to examine trends and differences in responses across variables within the study group's composition. The second function of the ranking system was as a tool of evaluation which added efficacy to the INSIGHT METHOD.

11.2. Variables within the study group

A number of variables within the participant group of children are outlined as to how this may have influenced differences and commonalities in the results of the trends that emerged.

Within all studies there are a number of variables and one of the aims of this study was to identify the children as individuals. There are then two extremes; the study group and the individual children that took part to make up the study group. Within the methods and approach used, it has been endeavoured to recognise and empower the individual. It is however interesting to identify sub-groupings within the participant group as a whole. There are obvious sets of groupings, for example there is a differentiation of children geographically; because there were three different schools hosting the study. Therefore by implication there would be potential differences in terms of demographic and cultural and possibly ethnic variables. The other variable that was most explicit within the hierarchy of variables was the year difference between Y3 and Y6, and this was discussed in earlier sections regarding the development of methodologies and relational modes to take account of the way the study was conducted.

Another variable recognised as influential related to gender (Greene and Hogan, 2005). Of the 68 children that participated in the study, 36 (52.94%) were female and 32 (47.06%) were male, but in order to contextualise this within the other variables cited above the following tables (figures 97 and 98) show the variation across the schools and year groups.

Figure 97: gender differences within the participant group - schools

School	**Female**	**Male**
A	12 (33.33%)	12 (37.50%)
B	18 (50%)	14 (43.75%)
C	6 (16.67%)	6 (18.75%)
Total n = 68	**36 (52.94%)**	**32 (47.06%)**

Figure 98: gender differences within the participant group – schools and year groups

School	Year	Female	Male
A	*3*	7 (29.17%)	7 (50%)
B	*3*	14 (58.33%)	4 (28.57%)
C	*3*	3 (12.50%)	3 (21.43%)
Total Y3 n = 38		**24 (63.16%)**	**14 (36.84%)**
A	*6*	5 (41.67%)	5 (27.78%)
B	*6*	4 (33.33%)	10 (55.56%)
C	*6*	3 (25.00%)	3 (16.67%)
Total Y6 n = 30		**12 (40%)**	**18 (60%)**

A further factor that may have influenced the children's place experiences related to that of siblings. Children had discussed their journeys to school often in the context of dropping off brothers or sisters on the way, or walking in with parents and siblings, and this was also manifest in the mapping tasks. In order to ascertain the sibling status the children were asked during the final participative phase if they had brothers and sisters, and this was a prompt on the session proforma (see appendix 14). Whilst this was seen as potentially interesting, the main focus was to ensure completion of the photo-elicitation tasks and as a consequence some children were not asked. Of the 61 children that were asked, 51 (84%) had siblings, 10 (16%) did not.

The variable that was perceived as having potentially most influence on the children's experience of the school run was their mode of transport as seen in other studies (McMillan, 2006, 2005, 2003). This was discussed as one of the themes in the first participative session, and of the 68 children involved, 34 (50%) walked to school, whilst 25 (36.76%) came by car. Other modes of transport and variations were also recorded, which were influenced by domestic arrangements such as being driven by car to a child minders and then walking to school, or vice versa, or where grandparents were involved similarly in loco-parentis. Within the mode of transport it was interesting, but perhaps not surprising that there was a difference across the schools. Whilst it is appreciated that the number of children participating in the study varied a great deal from each school, it is none the less interesting that in school B (inner city) 71.88% of the children participating walked to school, whereas in school A (sub-urban) this reduced to 37.50% and in school C (rural) there was an even greater diminishment of walking to school within the participant children to 16.67%. This variation is shown in figure 99.

Figure 99: school run - mode of transport differences within the participant group and schools

Journey to school transport mode n=68						
School:	Sub-urban A n=24		Inner city B n=32		Rural C n=12	
Bus	2	8.33%	0	0.00%	0	0.00%
Car	12	50.00%	3	9.38%	10	83.33%
Car then walk	1	4.17%	5	15.63%	0	0.00%
Walk	9	37.50%	23	71.88%	2	16.67%
Walk and then car	0	0.00%	1	3.13%	0	0.00%

Appendix 15 shows the collation of variables regarding the children's mode of transport to school in respect of year groups, gender, schools, and combinations of the variables.

The return journey home from school (figures 100 and 101) showed other variations with the number of children walking home decreasing and the number of children going home by car increasing. Again there are a number of domestic reasons that transpired from the sessions that account for some of these circumstances, such as a parent or guardian fetching the children after their work had finished, whereas in the morning a child minder or relative may have walked the children to school or conversely they may have been dropped off in the morning by a parent and then walk to a friends or relatives and be collected from their by car. Another reason for some children changing means of transport on the home run was that of after school activities which would mean a journey to a location further away such as swimming. Another variation to the homeward journey was given by Roger, a year 3 child at school A. On the morning school run he came in the car with his mum, on the return journey he joined the school's walking bus which gave him a different perspective, he said during his interview that he waved to his friends, in particular Nathaniel who walked to school, but on the return journey Nathaniel was in a car and waved to Roger. Much of Roger's time on the walking bus was spent talking to his other friends, whilst in a morning he looked out of the car window at the water as it reminded him of going to the beach to look for crabs. Appendix 16 shows the collation of variables for the home run.

Figure 100: home run - mode of transport differences within the participant group

Journey home transport mode n=68		
Bus	1	1.47%
Car	30	44.12%
Car then walk	6	8.82%
Walk	29	42.65%
Walk and then car	1	1.47%
Walking bus	1	1.47%

Figure 101: home run - mode of transport differences within the participant group and schools

Journey home transport mode n=68						
School:	A n=24		B n=32		C n=12	
Bus	1	4.17%	0	0.00%	0	0.00%
Car	15	62.50%	6	18.75%	9	75.00%
Car then walk	1	4.17%	5	15.63%	0	0.00%
Walk	6	25.00%	20	62.50%	3	25.00%
Walk and then car	0	0.00%	1	3.13%	0	0.00%
Walking bus	1	4.17%	0	0.00%	0	0.00%

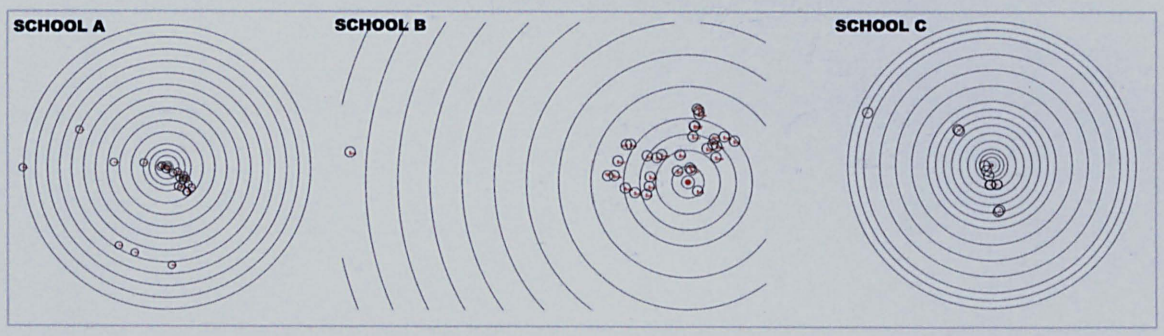
The home run again demonstrated the car dependency of the children involved in the study in the sub-urban and rural settings (schools A and C) and whilst this study did not aspire to be representative of all primary school children, it is an obvious contributor to the experience of the school run. Another influencing factor on modes of transport is the distance from the school that the children live. Figure 102 shows a summary of the home to school distances, where the children's homes were plotted in relation to the school as shown in figure 103. The school is indicated at the centre of the diagram with the children's homes plotted relationally from a scale plan of the neighbourhood, concentric circles are shown at 100m, 250m, 500m, 750m, 1km and then 500m intervals, the diagram shows both the clustering and disparate nature of this phenomena. Apart from one pupil at school B, all of the children lived within 2 kilometres of the school, whereas school A had a concentration of children within 2 kilometres but a further 25.01% of the children travelled more than 2 kilometres. School C had 41.66% of the children in the study group travelling more than 2 kilometres, and also Gaynor a year 6 girl who travelled the furthest within the study group at 8.5 kilometres. Gaynor's family moved while she was in year 5, prior to that she had actually lived within 100 metres of the school, with her back garden backing

onto the school grounds, and as she was nearing the end of primary school her parents did not want to take her out of this school when they relocated.

Figure 102: summary of the home to school distances

Home to school distance								
			School: children n =	A 24		B 32		C 12	
Distance from school				Number		Number		Number	
100m	to	250m		2	8.33%	0	0.00%	0	0.00%
250m	to	500m		1	4.17%	4	12.50%	0	0.00%
500m	to	750m		3	12.50%	1	3.13%	2	16.67%
750m	to	1km		1	4.17%	10	31.25%	1	8.33%
1km	to	1.5km		6	25.00%	8	25.00%	0	0.00%
1.5km	to	2km		5	20.83%	8	25.00%	4	33.33%
2km	to	2.5km		0	0.00%	0	0.00%	0	0.00%
2.5km	to	3km		1	4.17%	0	0.00%	0	0.00%
3km	to	3.5km		0	0.00%	0	0.00%	3	25.00%
3.5km	to	4km		0	0.00%	0	0.00%	1	8.33%
4km	to	4.5km		3	12.50%	0	0.00%	0	0.00%
4.5km	to	5km		1	4.17%	0	0.00%	0	0.00%
5km	to	5.5km		0	0.00%	1	3.13%	0	0.00%
5.5km	to	6km		0	0.00%	0	0.00%	0	0.00%
over		6km		1	4.17%	0	0.00%	1	8.33%

Figure 103: clustering diagram of the home school location relationships



11.3. Data tabulation

In order to evaluate the children's choices of images and expressions of preferences in response to the Leitmotif Coding led questions, the session results were tabulated. The tabulation was used within the context of the qualitative standpoint of the research and was implemented for the potential emergence of patterns of commonality or difference in the children's responses. Within the table the number of times an image was selected in response to a coded prompt was recorded and this was also expressed as a percentage of the number of responses to that prompt. The data was also presented in a more explicit hierarchical format by ranking. For example in the social aspects activity, if 8 different images were selected in response to the prompt: 'which place would you prefer to go to with your family' then the images were ranked from 1 to 8. Where 1 represented the most popular selection, i.e. the image selected the most number of times by the children for that scenario, and the next was 2 etc. Figure 104 shows an example of the tabulated results for the place preferences expressed in response to 'a place to go to with your family' question from the social aspects activity (LC: S1).

Figure 104: Social aspects typology s1- a place you would most like to go to with your family?

S 1 - with family			variables:									
			year			*gender*			*schools*			
image	pref n=68	rank n=8	Y3 n=38	rank n=8	Y6 n=30	rank n=7	F n=36	rank=7	M n=32	rank n=7	A n=24	rank n=6	B n=32	rank n=7	C n=12	rank n=6
101	20 29.41%	1	12 31.58%	1	8 26.67%	2	12 33.33%	1	8 25.00%	1	8 33.33%	1	10 31.25%	1	2 16.67%	2
102	9 13.24%	3	8 21.05%	2	1 3.33%	6	7 19.44%	3	2 6.25%	6	4 16.67%	3	3 9.38%	4	2 16.67%	2
103	2 2.94%	8	2 5.26%	6	0 0.00%		2 5.56%	5	0 0.00%		0 0.00%		2 6.25%	6	0 0.00%	
104	3 4.41%	7	1 2.63%	8	2 6.67%	4	1 2.78%	6	2 6.25%	6	0 0.00%		1 3.13%	7	2 16.67%	2
105	6 8.82%	4	5 13.16%	3	1 3.33%	6	3 8.33%	4	3 9.38%	5	2 8.33%	5	3 9.38%	5	1 8.33%	6
106	6 8.82%	4	2 5.26%	6	4 13.33%	3	1 2.78%	6	5 15.63%	3	1 4.17%	6	5 15.63%	3	0 0.00%	
107	17 25.00%	2	5 13.16%	3	12 40.00%	1	10 27.78%	2	7 21.88%	2	6 25.00%	2	8 25.00%	2	3 25.00%	1
108	5 7.35%	6	3 7.89%	5	2 6.67%	4	0 0.00%		5 15.63%	3	3 12.50%	4	0 0.00%		2 16.67%	2

The first column is a list of image reference numbers. At the top of the next column in the table the number of children responding to the coding prompt in expressing an image preference is displayed as; pref n=x. In all cases except one prompt the number is 68, as one child did not respond to one of the prompts. Within this column opposite

the image reference numbers there is a number which is the total number of times a particular image was selected in response to the prompt, this is then expressed as a percentage of the total number of responses. For example, image 101 was chosen in response to the S1 prompt a total of 20 times, this is then expressed as a percentage of the total number of participant responses (68), as 29.41%. The number of different images chosen in response to a prompt is shown as rank n=x at the top of the adjacent column. In the example there were 8 different images selected by the 68 children in response to the S1 prompt, and therefore the images were ranked out of 8, where rank n=8. The images are arranged in descending order of ranking in the table, equating to the most selected first. If two different images were selected an equal number of times in response to the particular prompt, for example images 105 and 106 were each selected 6 times and ranked fourth equal, then the next ranking number was six, with rank five omitted.

The next columns relate to some of the variables discussed previously such as; year group (Y3, Y6), gender (F, M) and schools (A, B, C). The sibling status was potentially influential, but as this was not known for all of the children it was perceived as inappropriate to consider. The mode of transport to school was seen as potentially influential on the school journey but not as relevant in this phase. Although there are studies that relate car dependency as a limiting factor to neighbourhood experience (Mackett *et al*, 2007a, 2007b, 2007c; Karsten and Vliet, 2006a), this was not a specific relationship or research question for this session to seek to answer as this phase was specifically led by the Leitmotif coding. The same ranking methodology as described for the overall image ranking was used within the variable columns. Where the number of respondents in a particular variable is stated, for example the number of children taking part in the study from year 3 n=38. Adjacent to this the number of different images that were selected by that group in response is shown as rank n=x, in the example n=8 for Y3. In each case the first ranked image (or jointly ranked images) is highlighted in magenta and the second ranked choices are highlighted in cyan to make the patterns more visually prominent. No quantitatively based statistical analysis is undertaken as this was not within the study's scope or stance and any judgements regarding emergent patterns of place experience are made within the context of the participant group of children.

11.4. Findings from the Interactions activities

11.4.1. Interactions: social aspects

The first part of the adaptive photo-elicitation phase was designed in response to the Social Aspects typology of the Interactions theme and gave the children an opportunity to select an image to represent their place preferences that they would most like to go to if they were with their family (s1), with a friend (s2) and if they were alone (s3).

A place to go with your family (s1)

The most frequently chosen place to go to for this scenario was image 101 (below) an image with predominantly natural elements with a co-dominant Leitmotif Coding (LC) of pn5 and pn9. Image 101 was consistently ranked as number one across the variable fields except in two instances; at school C image 107 was ranked number one but its selection only differed by one child's choice and image 101 was ranked equal second with three other images. The second variable, where image 101 was not ranked first was for the year 6 children where the results ranked it second whilst the highest ranked image was number 107 (second choice in most other variables).

Image 101 had elements consistent with some of Berlyne's collative properties (Gifford, 2007). There was a path alluding to lead somewhere, and a secondary path which was constructed of more natural materials and less formal being narrower in width. This second path lead through woodland which had mature climax vegetation in the form of trees and a permeable understorey of grass. Lesley, a year 6 girl liked it because "you could explore". Abigail from year 3 at school A chose it because she thought it would be a nice place to spend some time with her family and go for a walk. She thought that this place would be "nice and quiet". Ross a year 3 boy in a different group from the same school had a similar idea; he felt that it would be a good place to go to with the family because it "would be really quiet so you could talk to each other when you're walking". The place would therefore appear to offer quiet and therefore

possess some restorative benefit as well as giving an opportunity for social interaction by being able to talk (Thwaites and Simkins, 2007).

Image 107 was another form of natural environment but this time the trees framed a view to a lake. Because of the natural elements the image resonates with potential restoration (Hartig, 2004; Kaplan, *et al*, 1998; Kaplan, 1995; Talbot and Kaplan, 1986; Kaplan and Kaplan, 1982; Hartig, 1993), and Emily, a year 6 girl said she chose to go there because of the view of the water. George, a year 6 boy alluded to choosing the image for a different reason; this was because it was like a place he went to with his parents, an example of recalled experience by familiarity (Kaplan *et al* 1998). Not all children's views of the image were positive, there were children who did not like the place because they were frightened of the prospect of being so close to the water.

A place to go with your friends (s2)

The first ranked image for the place the children would prefer to go to with a friend was image 102 (LC: pb13). This place was ranked first across the Y3, girls and school A variables and also second for the Y6 and boys. The other image ranked as number one in the variables for Y6, boys, school's B and C was image 108. Other second ranked variables included image 101 for the year 6 children, image 105 which represented shops and was jointly second ranked for the girls and school B, and image 107 for Y3 and school C as well as being joint second ranked for the girls.

Image 102, showed two children in an adventure playground. Chris, a year 3 boy said he chose it because if he and his friends were bored he could play on the equipment, other children liked the thought of "climbing on things". Lesley from year 6 also chose this image to go to with a friend because "it's a park and you can climb and things".

The other image ranked as number one in the variables and second overall was image 108. This image was of a goal post, grass and tarmac playground. The goal post was identified by the children who chose the picture as a place to play "footie".

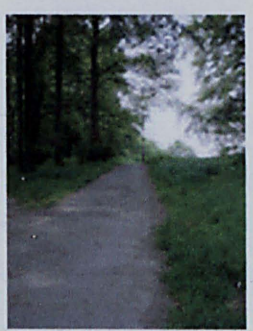
A place to go if you were alone (s3)

Image 104 was chosen as the place preferred to go to if the children were alone. Second ranked images: Y6 – 104, F – 102 and 106, M – 102, 104 and 105, A – 101, B – 106 and 107. The variables showed a number of differences between the groupings; Y3 had a shared first ranking of image 104 and image 102, the adventure playground, which was also ranked number two three times. The school variable also revealed image 102 as first ranked at A and C. Y6, boys and school C data however ranked the lake image (107) as the preferred place to be alone, other second ranked images were 101, 105 and 106.

In image 104 (opposite) there was a view of distant houses but it was dominated by a grass field, trees and some shrubs. The image also represented topographical variance, with the houses being set on a ridge in the distance. Wilf, a Y3 boy said that he liked "pretending that fields with big long grass are jungles. I like making dens with good carpets, and I could make a den out of the long grass, and I like the trees." Sam from Y6, said it was "open space, where he could play golf".

11.4.2. Interactions: dynamic action

Data collected for the Dynamic Action typology of the Interactions Theme was collated in the same way as the social aspects data, being tabulated to rank image choices and show patterns of commonality or variance across the group variables. The children were given more choices for place preference as the second image set was given to them to be used in addition to the first, their choices could now be made from a total of twenty images including the eight they were offered for the Social aspects typology exercise.



A place to go for an adventure (Da1)

Appendix 17 shows an example table, for the Da1 code relating to an adventure. In this instance image 116 (opposite) was ranked as number one, it was similar to image 101, but the focus was more on the path which eluded to taking you somewhere this would again seem consistent with aspects of Berlyne's collative

properties theory with the image engendering a desire to explore (Gifford, 2007) or have an adventure. The image had very directional qualities in both a movement and visual sense, and a lamp post which appeared to be at the top of the path acted as a landmark (Thwaites and Simkins, 2007; Lynch, 1960) or visual focal point. The second ranked image was 101, which was also ranked number one in the variables Y6, boys, and school B as well as ranked number two in school A. Image 116 was ranked number one in the variables Y3, girls and school A and also ranked second in Y6 and the boys. Image 109 was ranked first in school C, and this image was of distant houses viewed across playing fields with shrubs in the foreground. Images 110 and 111 were also ranked second in other variables, and again they were dominated by both compositions of vegetation and directional qualities of paths leading somewhere, as well as visual landmarks.

A place to go to play a ball game (Da2)

The scenario for a place to go to play a ball game presented consistent data across the variables, not surprisingly image 108 which was of the goal post, grass and tarmac playground was ranked number one across all variables. Image 109 (opposite) was the consistently second ranked image, which provided the setting of a playing field to accommodate a ball game.

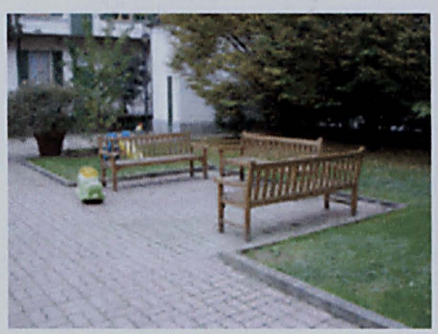
A place to go to play a chasing game (Da3)

Image 110 (opposite) was ranked number one for a place to play a chasing game and was also ranked number one in the variable categories of Y3 and Y6, girls and school B. Whereas the boys, and schools A and C ranked image 109 (above) as number one. These two images were also ranked second in some instances along with 104 (in one instance only) and 111 and 115, again all being predominantly natural environments.

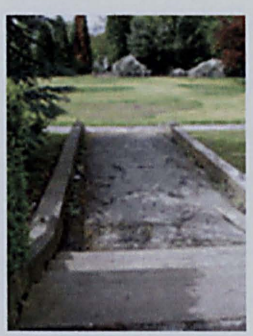
A place to climb (Da4)

A place to climb produced even more consistent trends, with image 102 of the adventure playground being ranked number one as well as across all variables. The second ranked image was dominated by image 115 (opposite) which had also proved popular in the chasing game scenario. The image was dominated by flowering cherry trees set in grassland with a path at one side. The trees were crown lifted providing visual permeability. The other second ranked image was 101, where the trees again featured prominently with their affordance for climbing.

A place to go to eat something (Da5)



Further consistency was evident in the response to going somewhere to eat something (Da5), with image 106 (opposite) being ranked number one in every scenario. This had also featured as a second rank place to go to if you were alone by the girls and school B.



Second ranked choices for a place to go to eat were dominated by image 111 (opposite), which on first sight is not an obvious choice, however it offered affordances (Gibson, 1986). It had low level surfaces in the form of two small walls at the side of the path which would be sedible/sitable (Porta and Renne, 2005; Whyte, 1988). Other less often ranked second images were 105 the shops, 110 the chasing game preferred location and the lure of the shelter afforded by the cherry trees in image 115 was the second ranked image for the boys and school A.

A place to have a run (Da6)

The resulting trends for a place to have a run were a little more variable; image 109 proved the most consistently ranked number one, but Y3 data produced three first ranked images including 109, with 110 and 108, apart from this clustering only school

C deviated with image 101 being first ranked. The same cluster proved the concentration for second ranked images apart from image 101 for Y6 and image 115 for Y6 and the girls.

A place for hide and seek (Da7)

Da7, a place for hide and seek was consistently ranked with image 101 being first in all choices apart from school B where it was second. Joint first for Y3, the boys and school B was image 115, which also dominated all other second ranks apart from image 111 which was second ranked form the Y6 data. Again all images were dominated by public open space natural environment settings.

A place to have a jump or bounce (Da8)

In contrast to the place to hide variance, the built environment of the adventure playground (image 102) was selected as a place to jump or bounce (Da8) in each case except school B where it was ranked second. The affordances (Gibson, 1986) of image 111 with its low walls again dominated the second ranked places as well as being joint number one for the Year 3's, other second ranked images were 115, 116 and 104.

A place to read or make something (Da9)

For a place to read or make something the image of the courtyard and benches arranged in a social configuration (Thwaites and Simkins, 2007) proved to be the highest ranked image in all cases except for the boys, where it was ranked second and first was image 107 of the Lake. This was also ranked second overall and for Y6 and school B. Other images ranked second were 104, the view across fields to distant houses with tree framing canopy, 109 a similar view but with shrubs in the foreground and no trees, 110 for school C and image 111 with sedibility (Porta and Renne, 2005) affordance (Gibson, 1986) for school A and joint second ranking for Y6 and the boys.

A place to make a den (Da10)

Making a den prompted numerous comments about the serendipitous rhyme of the question; "number ten, a place to make a den", and became another relational developer, with giggles from some of the children. The results for the data ranked image 104 as the place to go, which was also selected as the place to be alone. Wilf

had talked about its appeal for dens previously, and it was interesting to see this trend correlation given the sense of ownership offered by a den outside of parental control and knowledge (Louv, 2006; Ross, 2005b; Cele, 2004; Kylin, 2003; Kahn and Kellert, 2002; Korpela *et al* 2002; Moore and Wong, 1997; Moore, 1990). For the Y6 children image 101 was ranked first and this was also the case for the boys, and schools A and C, where image 109 and 115 were jointly ranked first. These selections also featured as second ranked images along with image 116 and the first urban environment selection 118, (opposite) was ranked jointly second by Year 3. This image was of a corner with quite dense vegetation in the foreground, and a low hedge on the opposite side of an entrance to domestic dwellings. It would offer places of retreat whilst maintaining the proximity of what may have been perceived as home.

A place for a pretend game (Da11)

The number one ranked image for a place to play a pretend game was 106, the socially configured benches, with image 111 ranked second. This is another interesting correlation for the reading and eating scenario's all of which imply a more passive dynamic action rather than an active one, and which seems to be afforded by these two images. There was some correlation in the variables for example Y3, girls and school B also ranked 106 first. However Y6 ranked 102 first which appears a far more active place being an adventure playground setting. The boys ranked the football pitch (108) joint first with 110, which was also jointly first ranked at school C. The other two images ranked first at school C were image 101 and 111 which was also ranked joint first at school A and second ranked for most other variable categories. The other image ranked first, jointly for the boys and jointly for school A was image 115 of the cherry trees. It is apparent that the variables provided quite a disparate ranked first selection most of which were jointly ranked on two and sometimes three occasions.

A place to play on equipment (Da12)

Perhaps the most predictable selection of an image was the response to a place to go to play on equipment (Da12) which provided a consistently ranked first image across all variables as image 102, the adventure playground. The spread of second ranked images was clustered around images 106, 108, 109, 110 and 111 with 101, 116 and

118 also ranking second. Image 108 was ranked more times in second place, and again the goal posts offer equipment in respect of playing a game. Images 101, 109, and 110 offer no equipment, but space and affordances in the form of trees, whereas image 111 has the affordances offered by the low free standing retaining walls and path.

A place to play with a toy (Da13)

The courtyard (106) has a child's toy in the image, but the benches can offer places to climb as well as sit and not only featured as a second ranked image for Da12, but was also the first choice in every variable in response to a place to play with a toy (Da13), which was asked of the Y3 children. The boy's data ranked four images joint first choice, the other three being 102 and 110, and perhaps more interestingly the first explicit street scene selection of 103 (opposite). This showed rows of houses, quite a wide pedestrian area comprising of a grass verge in front of the houses, a footpath and then another grass verge before the road, which had only two vehicles parked. This image was also ranked jointly second from the data at school C. Other second ranked images were 109, 110 and 111, whilst the majority were the cherry trees in 115.

A place to relax (Da14)

Another scenario that produced a consistent choice in terms of the number one ranked image was for a place to relax, where image 106 (the benches), was the number one. The second ranked choices were dominated by natural elements and were images 104, 109 and 110. Interestingly image 107, of the lake was overall ranked fifth, and its highest variable ranking was three and lowest eight. Water is often associated with relaxation and restoration (Kaplan *et al*, 1998) although those cited in the Kaplan's examples were running water and viewed from above, from a bridge for example. Perhaps the fears of being too close to an edge, which some of the children mentioned in conversation prevailed.

A place to ride on something (Da15)

Far more variance was shown in response to a place to ride on something (Da15), the overall first ranked image was 110 which offered an even surface in a park setting.

There was also the opportunity to explore the grass bank, as some children expressed that they would do on their bike. Image 108 was ranked second, but variables ranked 101, 103, 107, 108 and 114 as joint or singularly first ranked choices. The second rankings were similarly distributed and included more urban types of environment with image 105 (opposite) depicting shops and a car park ranked joint second in two instances (boys and school B). Images that so far had not been ranked in the first two positions previously, now came into either a second ranked or joint second ranking, these were 112 for the Y6 group and 114 for the boys (also rankled joint first at school C).

Both of these images were urban in context, image 112 (opposite) being a street scene with more vehicular and housing dominance than the first street scene to be chosen (103) that was the boy's choice for a place to ride. Image 114 (below) was more in keeping with the affordances and socialisation prospects offered by a back alley (Martin, 1996). It also had high visibility and a clear route defined linearly to ride up and down on as well as good prospect for oncoming vehicles which would probably not be proceeding at high speeds due to the limiting width of the alleyway.

A place to go and sit (Da16)

The benches in image 106 were perhaps predictably ranked first and in each variable as a place to go and sit. The variance of second ranked images was interesting; in respect of the girls, Y3 and school B were image 101, which either offers grass in the form of a slight bank or the potential for sitting by exploring along the path. Image 104 of the grass bank and trees was also a joint second ranked image for the girls and school A. School A also ranked the shops (105) as a joint second ranked place. Another joint second ranking for school A was the sedibility of image 111 which was

also second ranked by the Y6 children. Most second ranked variables including the overall second ranking was for image 115, the cherry trees, with grass underneath.

A place to go to chat (Da18)

Image 106 (the social benches) was ranked first for a place for verbal communication and was ranked first in each variable apart from school C where it was ranked second. Joint first ranking for Y3 was image 101, and the first ranking for school C was image 108, the football setting. Second ranked images were 101, 103 (the street scene with a wide pedestrian area and grass verges in front of houses), 109, 110 with its grassy bank trees footpath and road and jointly ranked second at school B was image 117 (opposite). This street scene had a footpath bounded by parked cars; it was a tree lined avenue which offered a sense of enclosure with a boundary wall which was at a sittable height (Whyte, 1988). Even in a narrow space the tree would give some opportunity for prospect and refuge (Appleton, 1992, 1975).

Deviation from the themed scenarios: a place to stimulate imagination (fet1)

A deviation from the dynamic action themed scenario was in response to the omission of the skipping code (Da17) question. This was replaced with the children being asked to select a place that would stimulate their imagination (fet1), a typology from the imagination and recollection theme. Image 101 was first ranked and also across each scenario except the boys where it was ranked 2, and school C where it was ranked jointly second. Image 107 (the lake) was ranked first from the boy's data and also second overall as well as for Y3 and schools A and C. Perhaps the Kaplan's theory of separation from distraction (Kaplan *et al*, 1998) which included images of still water promoted the Lake's prominence in this scenario, in a more passive experience. The first ranked image from school C's data was image 111 (the affordance of the low walls in the park with a view of a grassed area bounded by vegetation). This image was also ranked joint second in the girl's variable with image 115 (cherry trees). Image 115 was also second ranked for Y6, and schools B and C. Other second ranked images were 103, 104, 109, 112, 114, 116 and 118.

A place to go to for a walk (Da19)

The final dynamic action themed scenario was a place to go for a walk and in every case image 101 was ranked first. This was the preferred place to go with the family and the children had previously said that it offered quietness for conversation, it also offered a meandering path through woodland with visibility through an under storey that was not densely populated.

Personalisation: a place to go to do something of your own choice

The year 6 children were given the opportunity to express their own ideas, to select a place to go to for an activity of their own choice as an alternative to the jumping/bouncing scenario asked of year 3. The overall first ranked image was 115 (opposite), which was ranked first amongst the boys, schools A, B and C variables as well as second for the girls, whose first ranked image was 101. Image 101 was also joint first at schools B and C and ranked 2 overall as well as for school A. Other jointly first ranked images from the variables were 105 (the shops) school C, 108 (the football goal post) for the boys and schools B and C, 112 (the street scene with cars) school B, 114 (back alley) school C which also had image 116 (the path in the woods) as another jointly first ranked image. The second ranked image apart from 101 and 115 was image 110 jointly ranked at school A. There was a wide variety of activities from riding a bike, which was ordinarily done in front of Gail's own house and hence her street scene selection. Betty chose the path in image 116 as a place to hang around with friends. Jack also chose this as a place to walk around and Chris's choice of the football pitch was to play La Crosse.

Laurel and Alf chose image 101 (opposite), Laurel said that it was a place that she would take her dog for a walk. Alf also chose it to go for a walk, but also had a more community orientated reason, he went on walks with an adult friend in their local area with his friends dog and they had competitions to see who could collect the most litter, and they then brought it back bagged up for re-cycling or disposal.

Summary of the findings from the Interactions activities

In order to compare the rankings of the images a table was compiled of the overall rankings without any variables. Appendix 18 shows this table with the overall first and second rankings highlighted as in the other tables in magenta and cyan. In addition to showing the selective ranking the table also highlights where an image had not been ranked for a particular scenario. i.e. was not selected at all. In this circumstance the image was given a ranking of 16 (the lowest selective ranking was 15) and was highlighted in orange. The sum of the rankings was calculated for each image and the table was then sorted with the image having the lowest total first (and therefore most highly ranked). The others images then followed in descending order of selection.

Image 110 (opposite) was the most highly ranked (lowest total). This image was dominated by a grass bank and topography, slopes and hills have been seen in research to be valued for play (Moore, 1990, 1987). There was also a visual focal point of a tree with others in the distance. The trees mitigated a tarmacadam road which had no vehicles present or footpath. The Leitmotif Coding for the image was that of a natural environment and a public place (pn5), with secondary elements of vegetation (pn9), topography (pn1) and vehicular related (ob16) from the built environment typlology. The image was selected as a place preferred to play a chasing game and ride on something, it was also ranked second for a place to have a run, play with a toy, relax, a place to talk and go for a walk, its lowest ranking was seven.

The next highest ranked image was 115 (opposite) which again was categorised from the Leitmotif Code as a public place within the natural environment typology of the place theme (pn5). Its cherry trees were dominant and had been a place ranked first choice for Y6 personalisation of the session as a place for an activity of the children's choice. It had also been ranked second as a place to climb, play hide and seek, play with a toy (jointly) and a place to sit.

Next in the ranking order was image 101 (opposite) which had also proved popular in the social aspects exercises, in particular it was highest ranked as a place to go to with your family. In the dynamic actions exercises it was ranked first as a place to play hide and seek, go for a walk and from the imaginings theme, as a place most liked to go to for giving ideas for making up a story.

The lowest ranked image was 119 (opposite), a corner shop. Whilst having distinctive coloured brickwork it did not appear particularly inviting and was located on a fairly bland street dominated by a tarmacadam road and footpath. This image was only selected as a place for a particular activity on five out of twenty occasions and was not ranked above 9.

Image 120 (opposite) was the penultimate lowest ranked image. This again was a fairly uninteresting linear street scene mitigated by a hedge although this was fairly high from a child's perspective. There was also an overhanging tree and a lamppost framing a view of distant housing the detailed facades of which were not clear. The image was dominated like the previous lowest ranked image by tarmacadam in the form of the road and foot path.

The third lowest ranked image was number 118 (opposite). This image depicted a street corner with vegetation and domestic properties. It had been ranked second within one grouping of variables; the year 3 children had chosen it as a place they would like to make a den along with two other images ranked second for that scenario. However without consideration of the variables, its overall highest ranking was third and throughout the exercise it had only been ranked six out of twenty occasions.

11.5. Findings from the Feelings and emotions based activity

In the second exercise of the session the main focus was on aspects of categorisation of the Feelings and Emotions theme which were explored in relation to places, in addition three categories of the Social aspects typology of the Interactions theme were also explored. This activity was conducted by asking the children to express how they would feel if they were in an image by ticking an expressive face from a Likert scale or drawing one of their own if they did not feel there was an appropriate representation already indicated. Some children asked if they could tick a second face, which was recorded as a second choice, and some ticked a face and drew their own. In order to evaluate any trends the Likert scale was graded from 1 to 11, where 1 was scared, 2 very sad, 3 sad, 4 angry, 5 confused, 6 normal, 7 calm, 8 happy, 9 very happy, 10 excited, and 11 very excited. The scale was composed with Normal (value 6) as the median experience, anything above was seen as a more positive experience than normal and anything below was seen as a less positive experience than normal. When the children drew a face of their own this was given the value 0 and was evaluated separate to the scale established for the session.

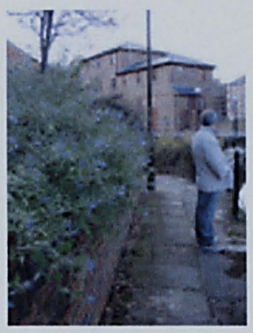
The data was tabulated in the same format as for the previous exercises, with the total number of selections for a particular expression in the Likert scale shown and expressed as a percentage of the total number. The expressions for a particular image were then ranked, with the first ranking and second ranking coloured as previously to assist in visualising patterns. The second choice was also recorded but was in the form of the number of times it was selected as a second choice. It was coloured in magenta if it was selected the most and cyan if it was second most selected. The children's own faces were recorded in terms of what the children said they were conveying and these were separately tabulated at the bottom of the main data. Additionally the group variables were collated in the same way as the main table.

A teenager (s4)

Appendix 19 shows an example of the tabulation of data from the response to image 201 (opposite) which was presented to discern how the children would feel if they were in the place with a teenager (s4). Normal was ranked as the first choice, and was also the first across the variables, with calm being second

as well as being second ranked across the variables with a joint second of happy at school A. The children who expressed two options (second options) varied from the highest ranked of drawing a face of their own, to joint second ranking of calm and happy. There were five own faces drawn in total that were; cautious, confused, nervous, shy and tired. The first two rankings established the trend of response to be a normal to positive experience if the children had been in the image. However, Lilly a year 3 girl explained her choice would be being calm if she was there but the teenager was not. She qualified her choice by saying if the teenager was there then her emotional choice would be scared, and consequently chose this as her second option.

An adult (s5)



The second image (202, opposite) was selected to represent an adult (s5) whom, because of the narrow path width the children would encounter within their own personal space (Hall, 1990). This would be due to the narrow width of the path if they were to walk in the direction of the adult. However the predictive negative feeling of scared was not the dominant outcome of the children's, feelings. It was only ranked 7th ,with the highest ranked feeling being normal as well as being first ranked in the variables of Y6, boys, Schools B and C. The other variable first ranked expression as well as being the overall second ranked emotion was calm. This was an even more positive experience than normal, and in the variables, where normal was ranked one calm was ranked two and vice versa. There were eight own faces; adventurous, peaceful, unusual and weird, but four children expressed bored. As with all of the images there was the potential effect of the spectator mode (Heft, 2007) consideration of the children viewing the image rather than perceiving to be experiencing the place. The significant difference of the perceived emotional response and how the children actually responded could also be affected by the balance of the vegetation in the picture. The shrub was not particularly high, and there was prospect given by the distant view of the dwellings which had active facades (Porta and Renne, 2005). These elements of the place composition may have mitigated or even obviated the perspective of the adult dominance which was my adultist perspective and expectation. This seemed to be in keeping with Paul's opinion, as he explained his choice of calm for the image "because when you walk along the path you know where you are going, because of the houses". The buildings

then, gave a sense of direction and you would not get lost by deviating from the path, and even more significantly the adult in the image was not mentioned. Wilf did observe the adult in the image, but marked his emotional response as normal because the "chap is just looking at the sea, I think it's the river actually" and didn't feel concerned by his presence.

Children (and adults) (s6)

Image 203 (opposite) represented children (s6) but the overall sense is of a scene of perhaps tranquillity or fun, with an expectation of happy being predicted. Happy was the overall first ranked choice, as well as for all variables excepting Y3 and school A where very happy was ranked first. The second ranking was either very happy or happy relational to the first ranking except for Y6 where the second ranking was normal. There were two own faces; Seth a year 6 boy drew a face to represent bored because he was "not really into the family thing". Lilly drew a face to represent annoyed because she did not like the pigeons in the picture because they would make a noise and "come up to you" and she did not like that.

A run down building – scary?

The remaining images were focused more on place or objects rather than social aspects. However social aspects may have been implied in an image if people were present. Additionally, the children's social relationship may influence potential experiences of a place, for example their experience may be different if they were

alone or if they with friends. The expression Seth drew for image 204 (opposite) was intrigued, and he explained it looked like the sort of place "me and my mates would explore to collect stuff for the den", whereas if he was alone he said he may be scared. This image was a run down building, and the predictive emotional response was fen8, scary from the code and therefore scared on the Likert scale. The children's first ranked expression was in fact normal, this was also across all variables apart from school C where the data ranked calm number one. However at school A data ranked scared as number one. Most second ranked variables

were calm, apart from Y6 which jointly ranked confused and scared second, and the girls jointly ranked sad and scared second.

A narrow alley – scary?

A narrow alley was represented by image 205 (opposite), with additional elements of graffiti and a high wall. The predictive feelings were of being alone (fen1) and scary (fen8), and the predicted Likert scale emotion was scared. Scared was ranked first in all cases except school C, where joint first was normal and sad. Angry was the overall second ranked expression, and also second ranked for the Y6, boys and school A variables. It was also joint second ranked with sad for Y3 variable. Sad was second ranked for the girls. The second ranked variable at school B was own face. There were six own face expressions which were; bored, anxious, cross, curious, very bored and worried.

Dereliction and fire remnants – scary?

A similar negative response was predicted for image 206 (opposite), a place with remnants of a fire and rubbish and dereliction. This was coded as messy (fen 7) and scary (fen 8) with scared on the Likert scale as the predictive emotional response. The children's overall first ranked expression was sad, with confused being second ranked. This interestingly showed the children's sense of care rather than their own apprehension of being in the place, although the year 3 children ranked scared first along with sad and confused, and the girls ranked scared second. Confused was also ranked first by the Y3 children and boys as well as school B. One own face was drawn by a year 3 girl to represent cold, but this was not explained, due to time constraints.

A boring street – normal?

Image 207 (opposite) was of a fairly mundane street scene dominated by a tarmacadam road, with predictive feelings of alone (fen1) and bored (fen3). The expected Likert scale expression of normal was ranked first in every case. The

second ranking expression was calm, which was consistent across the most of the variables. The girls second ranking was calm jointly with scared which was also ranked second for Y3 and school C. There were no own faces drawn.

A shady alleyway – scary?

Another alley was represented by image 208 (opposite), this time there were shadows, but more natural elements in the form of hedges that framed a focal point of a tree with bright foliage. The hedges were quite high and the path narrow, these elements together with the shadows developed a predictive coding of dark (fen4) and scary (fen8) with the expected Likert expression of scared. The children proved this assumption to be incorrect with a joint first ranking of calm and happy. The variable first rankings were normal for Y3, girls and school C, calm for Y6, girls (joint), school B and C (joint). The boys and school A ranked happy first. The second rankings were also either: happy, calm or normal. Three own faces were drawn which were: adventurous, alone and relaxed. Elizabeth explained that the place would make her very happy "because the sun's there, and if you were walking there on your own its daylight and the sun in the tree gives you a warm feeling".

Being watched in a park – scary?

Image 209 (opposite) was selected to represent the coded feeling of being watched (fen5) which could be scary (fen8) and represented in the Likert scale by scared. The overall first ranked expression was normal, with the second rank being calm. These emotions were also either first or second ranked across the variables apart from Y6 who jointly first ranked happy and calm. Happy was also ranked joint first with calm at school C, they were also joint second ranked in the data from the girls. Three own faces were drawn, one was adventurous and two were bored. The watcher's face was in profile and therefore not orientated towards the children entering the image. He appeared to have no significant negative influence upon the children's selected expression. The place however offered space to explore, Georgina explained that it would make her happy because "you can walk round".

A busy street –normal?

A busy street was shown in image 210 (opposite) with a predicted coding of being bored (fen3) and a Likert expression of normal. Normal was the first ranked emotion as well as in every case across the variables. The second ranked was calm, which was also the case for the majority of variables. The second ranked variable emotions that were not calm were; confused in the case of the boys who also jointly second ranked sad and scared. School C second ranked was very sad. Three expressive faces were drawn: two were bored and Lucy drew a face to represent herself being a bit worried, because "it was busy".

A cemetery in a natural setting managed for wildlife – excited?

Image 211 (opposite) was a cemetery, providing a natural environment with predictive coding of adventure (fep1), excited (fep7) and scary (fep8) it could offer places for dens which may imply ownership (fep14). The Likert scale prediction was excited. The results from the children's choices ranked calm as overall first, with happy second. The first ranked variables were consistent with calm apart from the girls who ranked the expression as happy as did school A. School C was evenly divided with four first rankings being, normal, calm, excited and very excited. The second ranked variables were either calm or happy, or in the case of Y3 the joint second ranking was happy and very happy. Two own faces were drawn being; bored and alone.

Going down a steep hill – excited?

A steep hill with a distant view was in image 212 (opposite) with a predictive coded dominance of away (fep2), excited (fep7) and free (fep9). A Likert expected emotional response was of excited. The overall first ranking was normal and second ranking of calm. All variable first rankings were also normal except the girls who ranked calm first and normal joint second with happy. Schools B and C jointly first ranked the image as normal with calm, and in

the case of school C they also jointly first ranked happy and excited. The second variable rankings were generally clustered around calm and happy. In the case of school A the second ranking was scared which was also the joint second rankings for Y3 and the girls. Five own faces were drawn which were; tired, amazed, puffed out, happy and sad (together) and okay.

Adventure playground – excited?

Image 213 (opposite) was a different view of the previously used adventure playground. In this image more equipment was shown than before and not just children climbing on it but with adults and children watching. The predictive coding was: challenge (fep3), excited (fep7), happy (fep11), and the positive aspect of scared (fep18). A Likert expectation was for the excited emotion. The joint overall ranking from the children's choices was shared between happy and very happy. The first and second ranked variables were all in either of these two emotions. No own faces were drawn.

A tunnel made from plants – excited?

A Wisteria tunnel shown in image 214 (opposite) was perceived as offering enclosed shelter (fep6) and excitement (fep7). The predicted Likert response was for excitement. The overall first ranking was happy, with excited being second. Happy was also ranked first for the variables of Y6, boys and school B, whilst school C jointly first ranked calm and very happy. Y3, the girls and school A first ranked excited. The second ranked variables were mainly distributed amongst; normal, calm and excited. The girls however had 5 second ranked emotions; normal, calm, happy, very happy and very excited. Three own faces were drawn which included bored and amazed. Wilf thought it reminded him of somewhere he had watched on television and it would cause him to think.

Street mime artists – excited?

Image 215 (opposite) was two mime artists being observed by the passing public in a street. The predictive coding was crazy (fep5) and excited (fep7) with excited being the anticipated Likert scale response. The first ranked overall response was happy, with confused second ranked. The variable first rankings ranged from happy and normal for Y3, confused for Y6, happy for the girls and confused for the boys. School A first ranked emotion was very excited, school B was happy and C normal. The second rankings were similarly distributed in the categories of confused, normal, happy and excited. Seven own faces were drawn; two expressed being bored, another two were weird, a further two expressed funny and one was jolly.

A narrow passage – scary?

A pedestrian alleyway/passage was represented in image 216 (opposite), with high hedges either side of a narrow pathway, the end of which could not be seen because of the curve of the path and the height of the hedges. The coding prediction was scary (fen8) in a negative sense because of the dominance of enclosure and visual impermeable aspects of the scene. The Likert scale prediction was expected to be scared. The overall first ranking from the children's choices was normal and the variables were consistently either normal or calm in the first and second ranked order. There were two exceptions, school A joint first ranking was normal and confused and Y3 where calm was jointly second ranked with scared. An interesting dichotomy could arise from first glance of the own faces drawn, as both crowded and alone were drawn. Discussions with the children revealed that crowded for Bess in Y6, referred to the dominance of enclosure which for Allan (Y3) also promoted a feeling of being alone. Debbie a Y3 girl drew her own face which was magical.

A less enclosed passage with a prospect – normal?

A wider pedestrian alleyway/passage was shown in image 217 (opposite), and although this too had hedges they were on one side of the

path with grass on the other, and then at right angles to break up and define the space. There was also more visual permeability than the previous passageway, as well as a prospect of the end of the path. The predictive code was safe (fep17) with a Likert scale expected of normal. Normal was the first ranked emotion overall and in all variables apart from school B where it was ranked second with calm being ranked first. All secondary rankings were calm except school B where normal was ranked second and Y3 where calm and normal were jointly first ranked. Only one own face was drawn which was bored.

A lake with wildlife – calm?

Image 218 (opposite) showed a Lake with ripples on its surface and ducks swimming. The coding was predicted as peaceful (fep15) and relaxed (fep16) with a Likert scale of calm. Happy was the overall first ranked expression as well as being ranked first in all variables except Y3 and school B. Y3 jointly first ranked calm and normal and school B first ranked calm. School C jointly first ranked happy and very happy. The second overall ranking was calm, and the second ranked variables were distributed between normal, calm, happy and very happy. Only one own face was drawn and that was to represent a bit scared. Wes from Y6 drew this to express his concern about being so close to the waters edge, which was a theme, discussed in the previous section.

Girls sitting in a park – calm?

A group of girls in a park were presented in image 219 (opposite). The image predicted coding was; happy (fep11), safe (fep17) and space (fep19), the Likert prediction was calm. The overall first ranked expression was happy. Happy was also ranked first in all variables apart from schools B and C who ranked calm first, and school C jointly first ranked happy with normal. The overall second ranking was jointly split between calm and normal. Calm and normal were also the second rankings of the variables apart from school B which was happy.

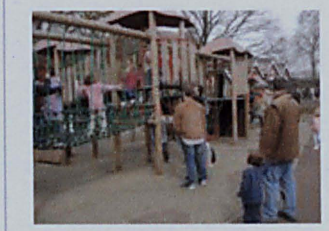
Elinor a Y6 girl explained that she ticked happy because it was a "good place to go, because of the people who were already enjoying it" when asked if it would be different without the girls in the picture, she said that: "it would still be a good place because you could see that people had been there and been enjoying the place". This would correspond to a place representing past interactions of people (Ingold, 2000). Only one own face was drawn which was very very happy.

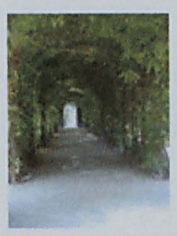
A neglected space of littered tarmac bounded by grass slopes – scary?

The last image presented in this exercise was image 220 (opposite). This image was of a neglected tarmacadamed space bounded by a grass slope with gabion retaining wall and steps. There was litter scattered around and the tarmac surface was breaking up. A roof line of houses could be seen in the distance above the top of the slope. The dominant predictive coding was scary in a negative sense (fen8) and wild (fep21) in a positive sense, with a Likert prediction of scared. All first rankings were normal except school C which was calm. The second rankings were calm except school C who jointly second ranked happy and sad. There were five own faces; brainy, alone and two were bored. One was in the form of a question – "should I climb it or not?"

11.5.1. Summary of findings from the Feelings and Emotions activity

In order to evaluate the image preferences the number of times an expressive face was selected for each image was totalled and tabulated (appendix 20). This data was then developed into a second table to rank the images in accordance with their degree of positive experience. This was derived from the number of times an expression was chosen for an image multiplied by the Likert scale numeral for that expression. For example, 'very excited' equated to 11 on the Likert scale, so the total number of times 'very excited' was selected for a particular image was multiplied by 11 to give an emotional value. The total emotional value across the expressions was calculated for each image resulting in the tabled data being ranked. The image having the highest total was ranked first, which equated to the most positive experience. The image with the lowest total equating to the poorest experience. The children's own faces were not given a value as they were not numerically categorised as part of the Likert scale, they were therefore excluded from the calculations. Appendix 21 shows the tabulated results.





Of the twenty images used in this activity image 213 (the adventure playground, shown opposite) scored highest using this method of emotional ranking, with a total of 570. This was followed by the duck feeding scene of adults and children (image 203) with a total of 520. The girls in the park (image 219) totalled 516 and was third ranked most positive experience. The Wisteria tunnel (image 214) followed next with a total of 510.

The subsequent image order was: 211, graveyard managed for wildlife; 218, lake; 208, alleyway with the bright tree focal point; 209 park with the seated watching man.

The images opposite are those with totals giving them a position in the middle range out of the 20 images, and were: image 217, the passageway with visible permiabilty which had a total of 449. The next image was 215, the street artists which had a total of 446. Following these was the image with the teenager (201) which had a total score of 427. The last image in the mid range ranking was 216, which was the narrow passage bounded by high hedges. This had a score of 398.

After the mid range set the next four images were: 212, which was the steep downhill sloping road; 207, the expanse of tarmacadam road with white lining; 220, the tarmacadam space with gabion retaining walls and steps and then image 202, the adult standing on a path looking over the river.

Opposite are the images with the least Likert total scores. The lowest one being image 205 which had a total score of 193. This image was of the alleyway with graffiti on the walls. The penultimate lowest image was image 206 the burnt out area of rubbish, with a score of 260. The derelict building in image 204 scored 340 and was the next lowest scoring image. This was followed by image 210 the street scene of traffic which scored 365.

A means of interpreting the children's own faces potential within the Likert representation is shown in appendix 22. This was constructed by placing the expression the children drew in either the normal component of the scale or above or below it. The face could also be shared between normal, +, or –, and may have an emphasis in one or other positions in the scale. No defined numeric value was placed on the children's own faces apart from the assumptive 6^{+} or 6^{-} where 6 was the value of the median normal. No attempt was made to moderate the scoring of the images by adding the own face supposition value to the totals for the images. The table was collated as a means of valuing and understanding by a visual method the children's personalisation of their emotional response through the Likert scale.

11.6. Findings from the building a neighbourhood activity

A number of images used in the preceding adaptive photo-elicitation tasks were also used in the final exercise of building a neighbourhood. Each neighbourhood poster that the children produced was later electronically scanned in order to form a digital copy. This was then used in the evaluative process which identified each individual image that was present on each poster. This data was then recorded in the form of a table.

Following tabulation the data was then collated to identify the number of times a particular image had been used. This was then expressed as a percentage, where the maximum potential use was 68 (equivalent to every child selecting that image to stick in their poster). The number of images the children could choose from to include in their posters was 60. This did not include home and school which all the children were asked to include. The number of times an image was included was totalled and tabulated. The images were then ranked from 1 to 60 in order of the number of times the images were used; this developed a ranking number for each image. Another aspect of the activity that was evaluated was where in the neighbourhood the children would prefer to be. This was expressed by the children sticking a silhouette to represent them, onto a preferred image within their poster. A record was made of where the children chose to stick the silhouette and the results were included in the tabulation of data. The preferred locations where then ranked in order of the number of times an image was selected.

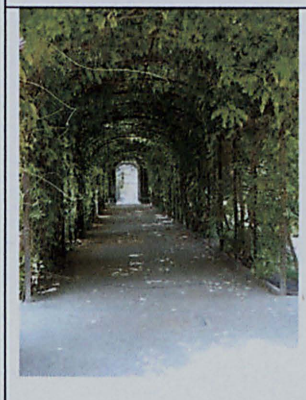
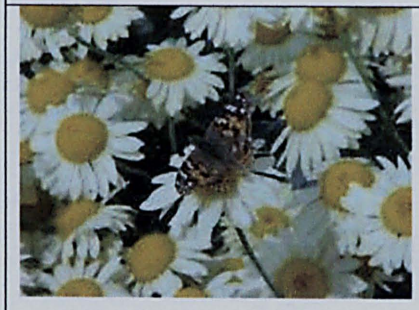
The following are examples of the findings and represent:

- The four highest ranked images
- Four images with mid ranking status
- Four images with the lowest ranking.

All of the image ranking data for this activity can be found in appendix 23. The information was tabulated to show the frequency the image was used, its resultant ranking and status as a preferred location. In addition the image collective categorisations and Leitmotif Coding is shown. If the image was included in the previous two activities, then the resultant ranking for those tasks is also stated. This was to give an appreciation of the significance or otherwise that the image had

through the children's response to it. The complete tables in appendix 23 are organised in descending order of ranking, with the most frequently used image first, ranked 1 and through to 60, it does not include home or school.

Highest four ranked neighbourhood images

	102 **Collective Categories:** **Places to play, Places to go** **Image Coding: pb13**, on2 **Rank *n=60*: 1** Frequency used: 51 Percentage use *n=68*: 75.00% Frequency preferred location: 6 Preferred location rank *n=15*: 3 Preferred social aspects: s2 – with a friend Dynamic action ranking *n=19*: 11 Expressive face ranking *n=20*: n/a
	214 **Collective Categories: Boundaries, Places to play, Places to go, Vegetation,** Alleyways, Pathways **Image Coding: pn2,** pn5, pn8, pn9, pb12 **Rank *n=60*: 2** Frequency used: 41 Percentage use *n=68*: 60.29% Frequency preferred location: 7 Preferred location rank *n=15*: 2 Preferred social aspects: n/a Dynamic action ranking *n=9*: n/a Expressive face ranking *n=20*: 4
	115 **Collective Categories: Places to play, Places to go, Vegetation** **Image Coding: pn5,** pn9, pn7, pn8, ob11 **Rank *n=60*: 3** Frequency used: 39 Percentage use *n=68*: 57.35% Frequency preferred location: 4 Preferred location rank *n=15*: 5 Preferred social aspects: n/a Dynamic action ranking *n=9*: 2 Expressive face ranking *n=20*: n/a
	308 **Collective Categories: Animals, Vegetation** **Image Coding: pn4, pn9** **Rank *n=60*: 4** Frequency used: 37 Percentage use *n=68*: 54.41% Frequency preferred location: 1 Preferred location rank *n=15*: 15 Preferred social aspects: n/a Dynamic action ranking *n=19*: n/a Expressive face ranking *n=20*: n/a

Four middle ranked neighbourhood images

	333 **Collective Categories: Alleyways,** Boundaries, Pathways, Places to play **Image Coding: ob11**, pb2, pb12 **Rank *n=60*: 28** Frequency used: 15 Percentage use *n=68*: 22.06% Frequency preferred location: 0 Preferred location rank *n=15*: 0 Preferred social aspects: n/a Dynamic action ranking *n=19*: n/a Expressive face ranking *n=20*: n/a
	327 **Collective Categories: Houses, Streets,** Access Points, Boundaries, Vegetation **Image Coding: ob6,** pb16, pb1, pn2, pn9 **Rank *n=60*: 29** Frequency used: 14 Percentage use *n=68*:20.59% Frequency preferred location: 0 Preferred location rank *n=15*: 0 Preferred social aspects: n/a Dynamic action ranking *n=19*: n/a Expressive face ranking *n=20*: n/a
	332 **Collective Categories: Streets,** Houses, Access Points, Boundaries, Vegetation **Image Coding: pb16**, ob6, pb1, pn2, pn9 **Rank *n=60*: 29** Frequency used: 14 Percentage use *n=68*: 20.59% Frequency preferred location: 0 Preferred location rank *n=15*: 0 Preferred social aspects: n/a Dynamic action ranking *n=19*: n/a Expressive face ranking *n=20*: n/a
	103 **Collective Categories:** **Houses, Streets,** Places to play, Boundaries, Access points, Vegetation **Image Coding: pb16,** pb18, pb2, pn9, pn2, ob6 **Rank *n=60*: 31** Frequency used: 13 Percentage use *n=68*: 19.12% Frequency preferred location: 0 Preferred location rank *n=15*: 0 Preferred social aspects: n/a Dynamic action ranking *n=19*: n/a Expressive face ranking *n=20*: n/a

The Four lowest ranked neighbourhood images

	324 **Collective Categories: Streets,** Boundaries, Vegetation **Image Coding: pb16,** pn2, pn9 **Rank *n=60*: 53** Frequency used: 4 Percentage use *n=68*: 5.88% Frequency preferred location: 0 Preferred location rank *n=15*: 0 Preferred social aspects: n/a Dynamic action ranking *n=19*: n/a Expressive face ranking *n=20*: n/a
	316 **Collective Categories: Houses, Streets,** Places to Play, Boundaries, Access Points, Alleyways, Vegetation **Image Coding: ob6, pb5,** pb16, pb2, pb1, pn9 **Rank *n=60*: 58** Frequency used: 2 Percentage use *n=68*: 2.94% Frequency preferred location: 0 Preferred location rank *n=15*: 0 Preferred social aspects: n/a Dynamic action ranking *n=19*: n/a Expressive face ranking *n=20*: n/a
	301 **Collective Categories: Houses, Streets** **Image Coding: ob6,** pb16 **Rank *n=60*: 58** Frequency used: 2 Percentage use *n=68*: 2.94% Frequency preferred location: 0 Preferred location rank *n=15*: 0 Preferred social aspects: n/a Dynamic action ranking *n=19*: n/a Expressive face ranking *n=20*: n/a
	119 **Collective Categories: Shops, Streets** **Image Coding: pb6,** pb16, pb5, ob3, ob11 **Rank *n=60*: 60** Frequency used: 0 Percentage use *n=68*: 0% Frequency preferred location: 0 Preferred location rank *n=15*: 0 Preferred social aspects: n/a Dynamic action ranking *n=19*: n/a Expressive face ranking *n=20*: n/a

11.6.1. Summary of findings from the adaptive photo-elicitation activities

The main trends from the tabulated results of the neighbourhood building activity are summarised here, a discussion is held in the conclusions chapter regarding what trends were revealed in relation to the children's place experiences in the development of the INSIGHT METHOD. From the evaluation of the images chosen to be included in the children's neighbourhoods the adventure playground (102) was the most commonly used, it's related image was also the place the children chose to go with a friend in the social aspects task. This is an interesting finding, as Moore (1987) stated in his research that most of the children he worked with in favour of:
"... conventional playgrounds" said they used them "... as a place to meet new kids or to rendezvous or socialize with friends." (p.52). The second ranked image in terms of being next most used in the neighbourhood building was the Wisteria tunnel (214) which had also been ranked positively in the expressive faces task coming forth out of a ranking of 20, the other commonalities regarding significant images in terms of high rankings in this and the previous tasks were the Cherry trees (115), Lake (218), Path with low walls (111), Benches (106) and the Goal post (108).

In order for parity in the data's evaluation with those of the previous activities, this data was also tabulated to show the overall ranking as stated above but also with the previously described variables, appendix 24 shows this table. Image 102 of the adventure playground evolved from the data as being ranked first across all variables apart from school C, where the Cherry trees were ranked first. The Wisteria tunnel which was overall ranked second was also second in Year 6, the boys and joint second at schools A and C. The second ranking for Year 3 and the girls (jointly ranked second) was the Cherry trees, whilst the girls also ranked an image not used before; the image of the Painted Lady butterfly on the flowering Anthemis punctata joint second (308). School B also ranked a new image second; the Bumble Bee on the Lavandula angustifolia (329). School A jointly ranked second the Lake and the Benches, whilst school C's joint second rank with the Wisteria tunnel was another new image (325) of a pedestrian path meandering through clear stemmed mature trees with a grass understorey. This image was reminiscent of images 101 and 116, except that the footpath appeared less formal and narrower to the tarmacadam paths in the other images, although more in congruent with the smaller path between the trees in image 101.

The concluding adaptive photo-elicitation task relating to building a neighbourhood was for the children to choose a location where they would prefer to be in their poster. The number one ranked place that the children chose to be was home, and this was also ranked first in all of the variables except for Y6 who ranked it second and school C where the Wisteria tunnel was ranked first in both cases. The Wisteria tunnel was ranked overall second and also for the girls, whilst the adventure playground was the second ranking for Y3 and school B. School C ranked a new image second, which was of a male mallard on a lawn (303). Image 335 (school) was ranked joint first at school A, whilst joint first image for the boys was the goal post image (108), all of these rankings are tabulated in appendix 25.

11.6.2. Summary of the children's place experiences revealed by the adaptive photo-elicitation activities

It would appear that environments that offered play opportunities, exploration and were not dominated by vehicles were ones that the children sought to carry out various personal projects. These environments had predominantly natural elements, which the children expressed a preference for in a variety of reasons, from play to being quiet, in keeping with the research into the restorative benefits of such places for children (Moore, 2007; Wells and Evans, 2003; Wells, 2000). Apart from the image of the adventure playground, there were no other images offered for structured play except the football pitch. There is therefore an omission from the image selection that they were offered, it could have included places such as 'KFC' (Woolley, 2008). However, it appeared that the use of and occupation of unofficial play spaces such as the grass banks (Moore, 1990, 1987) and trees was a high priority (Ross, 2005a; 2005b; 2004). The places were not dominated by or controlled by adults, and thereby were out of parental control, where the children could be themselves and benefit from self-regulation (Korpela *et al*, 2002). The places were not meticulously manicured settings, but there was clear permeability and therefore accessibility combined with a lure of excitement for the unexpected. These were places that have been offered in the literature review as elements of child friendly environments (Björklid, 2006; Francis and Lorenzo, 2006; Kyttä, 2004, 2003, 2002; Moore, 1990). It would appear that given the choice of a place to conduct a social or dynamic action related personal project, then the children would, given the opportunity prefer such places.

11.7. An evaluation of the Insight Method from the children's perspective

An important stance of the research was one of empowerment, an aspect of which was to recognise and include the children as co-designers of the INSIGHT METHOD which was the product of their participation. In order to facilitate this and to include them in the whole research process as an element of empowerment (Hill, 2005) a way was sought to give the children an opportunity to express their own thoughts about taking part in the research. Personal views had been formulated by undertaking reflection at each stage of the research which tried to be children centric, but these were an adultist perception. It was considered that giving the opportunity to facilitate the children's perspective of their experience of taking part in the study was part of the ethos of the study and one of the ways for them to be heard. This was fundamental to the aim of developing a method that would reveal the children's place experiences by meaningfully engaging with the children on an inter-personal level with them as active and valued co-authors and participants. Another aspect was the participation dilemma which has been previously discussed and trying to go beyond the perspective that by just being involved the children would feel that they had participated (Waller, 2006) but a way to explicitly value their opinions would be more valued. Other studies have seen this as a valuable way to understand how participants view particular methods, which is not common practice (Hill, 2006) although studies have been conducted to discern children's opinions on consultative methods (Stafford *et al*, 2003).

The INSIGHT METHOD had evolved in response to the three participatory workshop phases developing from the initial framework proposed from the case studies and literature, and it was also important that the conclusions relating to the participative constituents of the method should not be solely the result of personal reflection upon the techniques and trends that had emerged but would also include the children's own views by giving them the opportunity to evaluate them, as Horelli (1998) had done in her research.

To fulfil this aim an evaluation form was designed to seek the children's opinion of what they thought of taking part. Following the conclusion of the poster task, the children were asked to complete the evaluation. This was not an anonymous task as

the children were asked to put their names on the form in order that identifying differences between the variable groupings of school, year and gender would be possible. The children were told that they did not have to complete the form if they did not want to. Whilst some discussion was held during the completion of the forms as a response to a child's query relating to a question, no discussion was sought to clarify the children's responses to questions either during or following completion of the forms. This was done for two reasons; firstly the final participative session had involved a number of activities and time was therefore limited. Secondly and more importantly it was done to respect the children's individual privacy in front of their peers (Hill, 2005); it would be difficult to discuss the children's completed questionnaires with them, where there may be responses to questions that they did not want to share with their peers particularly as one question related to relational aspects regarding preference to working alone or in a pair. Whilst this was felt to be an empathic approach there were subsequent issues of clarity regarding some responses that remain; some children for example wrote a comment that is difficult to interpret, and so these comments have been quoted verbatim in the resulting tabulation of the data. Appendix 26 shows a completed example of the evaluation form (the child's name has been deliberately blurred).

The tabulation of the data was conducted in the same way as for the activities of the adaptive photo-elicitation phase. Where an overall response was collated and then the same variables used previously were applied to look for patterns. As the children were free to choose which questions they answered, the numbers of responses for the questions were not consistent, and so the total number of responses for a question was used to calculate a percentage for each option that would answer that question, rather than the arbitrary n=68, which was the potential number of responses. The data tabulation is shown in appendix 27; the following are the responses to the questions in the evaluation:

Did the children enjoy taking part?

The first question asked the children to state by circling a yes or no option, if they liked taking part; all of the 68 children apart from one answered "yes". Wilf, a year 6 boy answered "sort of".

Did the children like working alone or in pairs/groups best?

The next question asked if the children liked working alone or in pairs the best, personal reflections on the first session had led to the change in relational mode from working on a one-to-one basis with the children to working with them in pairs or small groups for the subsequent participative phases. This was because of observations during the sessions and subsequent field notes alluding to some children being less communicative or even uncomfortable in a one to one situation. However, it was the children's views that were now sought as to whether they actually preferred the paired/small group mode. All children responded to this question and 53 (77.94%) of the children said they preferred working as a pair/small group while 15 (22.06%) said they preferred working alone. Whilst all of the variables had a higher percentage for working in pairs to working alone, there were differences in emphasis. Almost 74% of Y3 preferred working in pairs and 83% of Y6 did, however the gender differences were greater, with 86.11% of the girls preferring pairs compared to 68.75% of the boys. School B showed the largest preference to paired work, with 87.50% of the children saying they preferred it, as opposed to 70.83% at school A and 66.67% at school C.

Which activity was best and which was the worst?

The children's views were also sought in order to find out which task based activity they liked doing best and also the ones that they liked the least. This was done by asking them to tick a box next to the session that they liked the best and put a cross by the one they liked least. Whilst completing the evaluation the children said that they liked more than one, so they were asked to indicate their favourite by putting a star by it.

The semi structured interview (SSI)

The results for the semi structured interview session were interesting. It had been assumed from the personal reflections on the session that this would be disliked by most of the children. Given the relational mode and formality of the situation in comparison to the other phases and also being less activity based. This was also the stance within the literature review (Elsey, 2004; Hart, 1979). However 20 children (48.78%) stated that they liked this session, while 19 (46.34%) said they did not. One said it was their favourite and another answered that it was "boring sitting there" while in the other tasks "you were doing something". Eleven of the girls who answered the question disliked the session, whilst 10 (45.45%) liked it and 1 said it was their favourite. Of the boys, 10 (52.63%) liked it, whilst 8 did not and 1 made the comment that it was boring. What was of interest was the year group differences, it was an expectation that the Y3 children would dislike the SSI session the most, but from those that answered the question, 14 (60.87%) liked it, 8 did not, but it was the favourite for 1 Y3 child. Eleven (61.11%) of the Y6 children disliked the SSI session, 6 liked it and 1 was bored by it, who was the boy mentioned previously. More of the children who answered the question from School's A and C liked the session whereas 50% of the children at school B who answered it disliked it.

Cognitive mapping/drawing

The next option for expressing preference related to the cognitive mapping activity to draw what it was like where the children lived. Of the 37 children who responded 23 (62.16%) said they liked doing this and 5 (13.51%) said it was their favourite whilst 1 found it strange. There was similarity amongst the variables apart from between year groups; 17 (85%) of the year 3 children who responded to the question liked doing this, with 12 (10%) saying it was their favourite and 1 disliking it. In comparison 7 (41.18%) Y6 children disliked it, 3 said it was their favourite, 6 (35.29%) liked it and one thought it strange. This difference may be connected with feelings of low status (Greene and Hogan, 2005) in terms of the older children's perceptions of their inability to draw, especially in front of their peers. To the younger children drawing may be seen as an every day means of communication, to the older ones the aesthetic judgement of the product and therefore their own perceived ability in front of their peers may be of more concern.

Wish picture

A similar overall positive response was given by the 34 children who answered the wish picture question, 9 (26.47%) said it was their favourite, and 21 (61.76%) said they liked doing it. The Y6 children were evenly divided between it being their favourite activity of all (40%) or liking it (40%).

Interactions: sticking a silhouette

The interactions exercise of sticking a silhouette in a preferred picture in response to a scenario was also responded to as a positive experience. In all 37 children responded and 11 (29.73%) said it was their favourite, 23 (62.16%) liked doing it but 3 (8.11%) did not. None of the children who responded from Y3 or school B disliked doing it. Those that did not like doing it were: 3 (18.75%) Y6 children; 1 girl (5.56%); 2 boys (10.53%); 1 child from school A (7.69%) and 2 from school C (22.22%).

Feelings and emotions: expressive faces

The expressive faces task proved another positive experience for most of the 34 children that answered. With 6 (17.65%) stating it was their favourite and 20 (58.82%) liking it, whilst 8 (23.53%) disliked it. The children responding from School C disliked it the most with 3 of the 7 children (42.86%) stating it was the one they disliked, and the Y6 children also had a greater percentage of children who disliked the task than other groups with 4 (33.33%) stating this.

Neighbourhood building: poster activity

The neighbourhood building activity proved popular with the 49 children who chose to respond to the question, with 30 (61.22%) saying it was their favourite and another 17 (34.69%) saying they liked it. Only 2 children of those that responded (4.08%) indicated that they disliked it, this was one Y3 girl from school A and a Y6 boy from school B.

Did the children's view of the neighbourhood change by taking part?

It was also of interest and relevant to the research to find out whether taking part in the study had changed how the children viewed their neighbourhood. Past experiences of participatory exercises had led this to be something that had become apparent by working with some adults, such as in the VDS project (Thwaites and Simkins, 2007),

and also in Lisa Horelli's study (Horelli, 1998) where the children: "... claimed to have learnt to see the area from another perspective" (p233). The children who participated in this research were asked to respond "yes" or "no" to the question: "Do you think you notice anything differently by doing this?" and if they thought it had, they were asked to explain what it was that they thought was different now. Of the 65 children that responded 29 (44.62%) said "yes", 34 (52.31%) said "no", 1 said "yes and no" and another said "sort of". Comments relating to "yes" included:

Gale: *"I notice that my environment is more important than I thought."*

Harriett: *"Seeing and remembering more about what is in the [neighbourhood]".*

Sam: *"It make you think"*

Sarah: *"Because graffiti is bad so you should not do it, it is good to love the environment"*

Lilly: *"Look at places more"*

Did the children discuss taking part?

Another question sought to find out if the children had discussed the project or phases of the project or its activities with anyone else. This was a way to possibly discern if they felt involved enough in the study that it prompted them to chat about it to their family or friends, so the children were asked: "Have you talked about doing this with others?" all of the 68 children replied and 35 (51.47%) said "yes" they had and 31 (45.59%) said "no", one child said "a little", and one said "a bit".

Would the children take part again?

Prior to thanking them for taking part, I wanted to find out if any expectations that they had relating to taking part in the research had been subsequently fulfilled or had they been disappointed. Also I wanted to find out if now that they knew what was involved, if they were asked would they do it again. All 68 children answered the question and 67 said "yes", with one Y6 boy saying that they "might".

11.7.1. Evaluation data summary

Most disliked activity

With the data tabulated it was possible to observe trends and patterns of preference and dislike. It was clear from the children's responses that the paired/small group relational mode was more popular than the one-to-one. The personal impression that the SSI would be least liked was also confirmed. In addition to the SSI receiving the highest overall percentage of comments of dislike it was also ranked the most disliked of all activities by having the greatest percentage of dislike across all variables apart from school C. For school C the percentage dislike was 40% based on 10 replies, and for the expressive faces session the percentage dislike was 42.86% based on 7 replies.

Activity rankings: from most liked to most disliked

The task with the highest percentage of being the favourite was the neighbourhood building activity. This was ranked highest liked along all variables apart from school A, where from the 15 respondents it was liked by 33.33%, whereas the wish picture was liked by 37.50% of the 16 respondents.

The following is a hierarchy of activities rated from the children's responses, with the most liked first, descending to the least liked and most disliked:

- Neighbourhood building activity – poster
- Cognitive mapping
- Interactions silhouettes
- Wish picture
- Ticking emotional faces
- Semi Structured Interview (SSI)

Most disliked: the SSI

The SSI was most disliked; this could be for a number of reasons or combination of theme all:

- It was the least task based
- The relational mode was one-to-one
- It was more formal than the other methods by using a scale map
- It was the first used, and there was therefore less or no relationship between the children and myself.

Most liked: building a neighbourhood – poster activity

The neighbourhood building poster activity was the most liked or most favourite, again there could be a number of reasons for this:

- It was activity based
- There was a perception of control or empowerment by the children choosing what they wanted in their neighbourhood.
    - If this was the case, then the wish picture status should be questioned, as this sought to achieve the same.
        - The wish picture had the potential dilemma for the children of creating something on a blank piece of paper, which would be entirely their own, and the reticence expressed by some children about drawing may have played a part. Whereas in the poster activity they were undertaking a similar task but leaving themselves less open to embarrassment, as all the children had the same pictures to chose from. Although the product of their individual posters would be different the perceived quality would not be necessarily judged or dependant on the skills of an individual, unless the composition was self or peer judged.
- It was the last activity, this could imply the children had developed a level of familiarity or comfort over the period of the research.
- This activity had just been completed prior to the evaluation and was therefore most fresh in their minds.
- The children seemed more relaxed, some talked to themselves during the image selection process they undertook, which was not evident in the drawing tasks for example.

Noticing a difference in the neighbourhood and talking about being involved

The question regarding did the children notice anything different was quite closely split between "yes" and "no", with "no" being slightly higher except in Y6 where "yes" and "no" were even at 48.28% and school B where "yes" was higher at 62.07%. The percentage expression for the children discussing the project with others was generally more who responded "yes" than "no" across the variables, excepting Y3 where 57.89% said "no", and school B where it was divided evenly at 46.88% and moderated by two additional comments of "a little" and "a bit".

12. Conclusions

12.1. The Insight Method

12.1.1. The development of the Insight method

The approach of the INSIGHT METHOD'S development was to have at its centre particular stances, being empathic in the ways of engaging with the children, person centric and as discussed in the preceding section one of empowerment. Ethical considerations were also central as well as issues of being able to communicate effectively with children, see them as individuals (Skivenes and Strandbu, 2006) and also understand them. How we learn is partly perception and to understand this in an elementary form facilitates meaningful interaction and effective communication with children (Mooney, 2000; Greig and Taylor, 1999; Matthews, *et al*, 1998). The child centric perspective developed a set of methodological constituents of the INSIGHT METHOD which recognised that employing an appreciation that children express themselves in a variety of ways, through a variety of media was essential in being sensitive to them as individuals, and children. (Ross, 2005a; Matthews *et al*, 1998; Hart, 1997), and this developed a multi-route approach of facilitation. The participative phases were seen as a reciprocal process of learning, borne out of mutual respect and openness. (Foster, 2000; Johnson, 2000; Sanoff, 2000a; 2000b; Wates, 2000; Sheat and Beer, 1994; Johnson, 1979)

The value of the longitudinal nature of this study was the ability to use the principles of grounded theory in order to test evolving themes and modify and adapt participatory constituents. This was as a result of reflection, reaction and response, having ethnographic characteristics which assisted in the development of the INSIGHT METHOD. However as with other studies it is clear that such a longitudinal approach is not always practical or available in undertaking participation in the context of practice based work (Sinclair, 2004), and the developed model has constituents that can be adapted for particular contextual application.

A further value of the longitudinal study was its facilitation as a means of triangulation through its multi-route approach, which mitigates criticism of qualitative research (Silverman 2001). One emanation of triangulation and of the application of

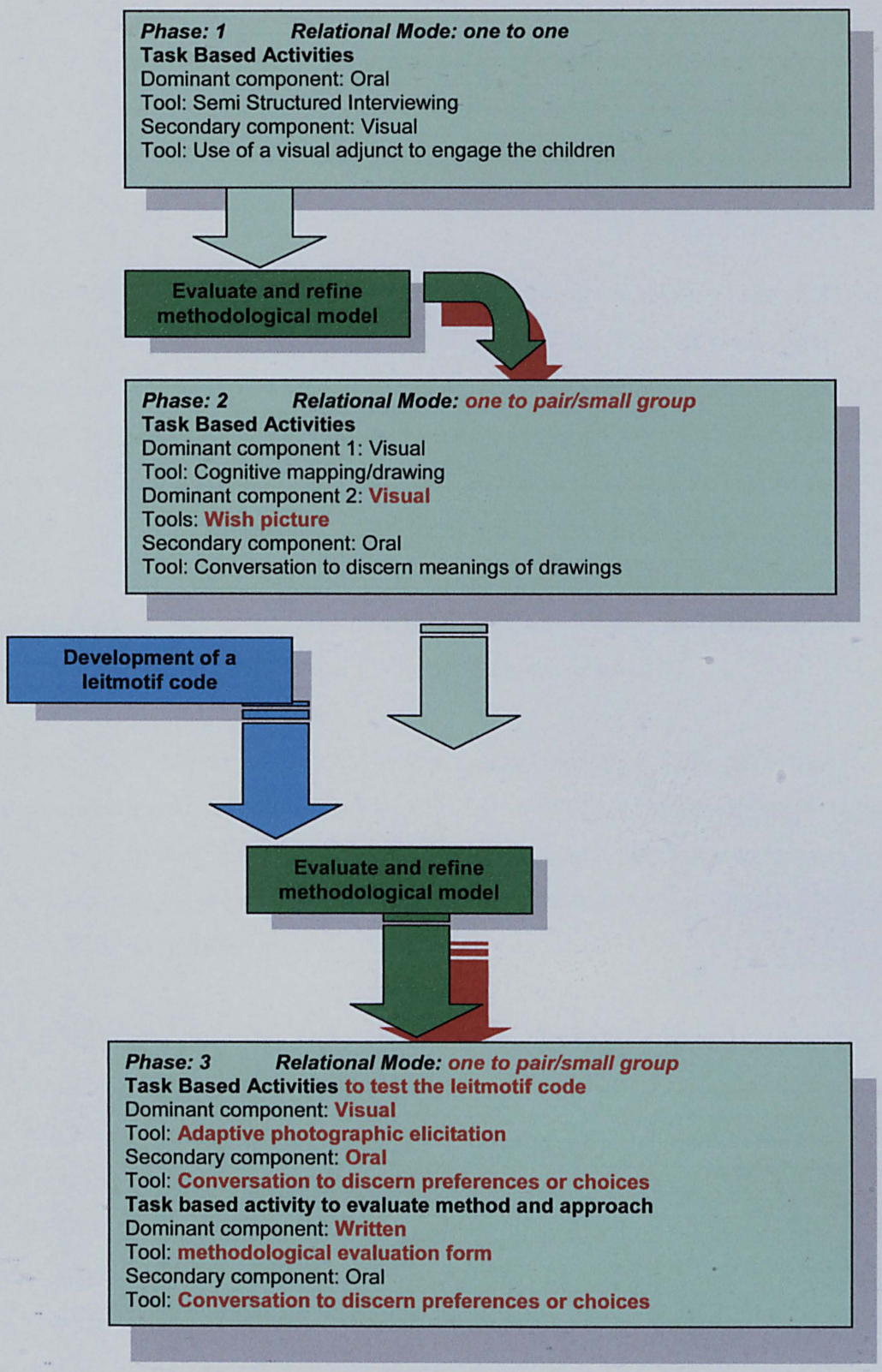
grounded theory principles was the development of the Leitmotif Code and the subsequent collective categorisation which informed the image selection and evaluation of the adaptive photo-elicitation design. It was interesting that the relevance of Aitken and Wingate's 1993 study was influential in conceptualising this coding paradigm, and as such was a fundamental aspect of making the final participative phase relevant and significant to the development of the method. There was within the literature analogous thematic manifestation of children's place experience categorised through themes. Moore and Young (1978) described classes of place elements which they formulate into tables of "Aggregated Mention Rates" (p.112), these included, people, vegetation, fences and traffic and other elements that had relationships with elements of this study's coding. In Ward (1990) an earlier study than Moore and Young's is cited undertaken by Spencer and Lloyd (1974) in which they engaged in a number of ways to access children's views on Small Heath, Birmingham UK. Spencer and Lloyd (1974) used cognitive mapping techniques which they then categorised common elements found in an aggregation of the maps, which were then classified into the following categories: Housing, shops, entertainments, public services, open spaces, industrial and roads and roadside objects. Within each category there were elements, for example the housing category contained individual's houses, friend's houses, numbered houses, garages, blocks of houses/flats (Spencer and Lloyd, 1974, p.40). A similar hierarchical perspective was used in this study's Leitmotif code development, and there are obvious similarities with the categorisations if not the exact elements within each defined category.

The INSIGHT METHOD has within its constituents various participative tools; much work was undertaken in their development through reflection upon practice based case studies and literature research leading to their application and subsequent responsive refinement into a developed model. The multi-route approach commenced with a first participatory phase of semi structured interview which was specifically designed to respond to criticisms relating to the application of what has been viewed as a traditional method with limitations (Elsey, 2004; Hart, 1979). Using a synthesis of experiences from practice, the Planning for Real workshops and the VDS study, emanated a development into a more task based informally structured talk rather than a question and answer session. The session produced data that was meaningful and insightful, but the children through their own evaluation disliked this tool the most.

There is much relevant and valuable literature proposing that children should be allowed to express themselves through other methods other than orally (Ross, 2005a; Matthews, 2001; Matthews *et al*, 1998;), and to this end the participative phases that followed responded to the need to explore different ways of communication through the examination of learning theories and styles (Mooney, 2000; Hart, 1997; Honey and Mumford, 1992; Kolb, 1984). The response to this was the implementation of the cognitive mapping session to converge the wish poem (Sanoff, 2000b) and word picture (Alexander *et al*, 1995) into a second task of creating a wish picture. Through this method the children visually communicated their aspirations for their neighbourhood. The children's evaluations overall were positive about this session, however some verbal feedback during the final session alluded to some children, in particular at least three of the girls stating that they were not comfortable doing it because they couldn't draw. Given that it was undertaken in a relational mode of pairs (in response to the first session) this lack of self confidence may be an overly self critical stance emanating in Alex saying that she was "stressed" during the mapping/drawing session. The other girls who expressed a dislike for it were also in Y6 and perhaps it was an age and gender related issue. Hill (2005) states that "... older children tend to have heightened sensitivities about self image, social evaluation and privacy" (p.63), and this should therefore be a consideration for future applications of the model which must consider respect of the participants (Hill, 2005).

Within sections two and three of the thesis, the sequential application and development of the INSIGHT METHOD has been shown. Appendix 28 and the figure 105 show schematically its development; firstly in appendix 28 a representation of the sequential development demonstrates the changing and adaptive nature through the participatory phases. Figure 105 shows the developed methodological constituents of the INSIGHT METHOD and the sequence of evaluation leading to its determinant outcome.

Figure 105: the developed methodological constituents of the Insight Method



During the introduction to this research, a schematic was shown to summarise the developed INSIGHT METHOD that was developed as a product of the research. The schematic showed the fundamental components of the method, which are: its **approach**; a number of **methodological constituents** and **analytical tools** based in a qualitative paradigm. Throughout the subsequent chapters discussions have been held regarding the development of a provisional model that was tested, refined and developed through consideration of case studies, literature and then application in the participative phases of this study.

A significant aspect to its development was the final participative phase which was initially outlined as a repetition of the application of the first methodological constituent of semi structured interviewing. The research that was undertaken in the form of literature review and conference and seminar discussion created access to the potential of a visual methodology that had not been previously used in the case studies. This method was refined and specifically developed as a result of further literature research into its applicability and potential limitations for the study. An adaptive model was designed to be applied and tested in the final phase which was seen as a child friendly tool of activity based engagement.

The coding principles of grounded theory facilitated models of themes to be constructed that evolved from evaluation of the children's first participatory phases. In response to further relevant literature a developed Leitmotif Code was applied to form hypothesise of the children's prospective place experiences tested during the adaptive photo-elicitation stage.

A toolkit has been developed and applied within the study, its design has evolved as a result of using principles of grounded theory, and in adopting a child centric approach, which has endeavoured to facilitate empowerment of the children by seeing and valuing them as co-authors of the study. The development of the methodological constituents has been discussed in the previous sections of this chapter, the development of the study's approach has been an ongoing discussion throughout the preceding chapters. This is now developed into a model of approach for the INSIGHT METHOD and is shown in the following schematic:

APPROACH:

Stance

- Principles of a longitudinal approach employing reflective practice; adaptation and being responsive
- Empathic
- Child/person centric
- Empowerment
- Ethical perspective of children's informed consent inclusion
- Multi-route facilitation

Methodological perspective of grounded theory principles, qualitative paradigm and multi-route methodological components of participative tools

- Research
- Plan
- Instigate
- Reflect
- React
- Implement response

The model has been developed as a consequence of the study and is seen as a significant outcome. In figure 106 this model is again shown, but as a complete product of the research. In the schematic the methodological perspective is stated together with the detail of how this can be applied as a working model for practice and further research. The methodological perspective details are as follows:

- **RESEARCH**
    - Aim of the project: this should be clear, in order that there is no misrepresentation to the participants as well as ensuring the appropriate methodological constituents are employed to meet the project aim and objectives.
    - Select constituents from the method appropriate for:
        - The users/participants – ensure that the methodological tools are appropriate for the meaningful engagement of the participants.

- The site – site specific research/projects facilitate the use of a range of methods with an emphasis on a location.
- Ways of listening and understanding – an empathic stance that uses an appropriate range of methods to understand what is being communicated.
- Empowering individuals – value participants as experts and involve them explicitly both in the research/project ensuring their opinions are incorporated/implemented and that this is evident in the outcomes and communicated back to them.
- Amount of time and resources available – human and financial resources as well as the time available to complete the project will influence methodological constituents and sequence.

- **PLAN**
  - The methodological constituents to be used
  - Organise appropriate venues
  - Identify means of access to the participants, ensuring inclusive and none-discriminatory participation.
  - Contact gate keepers and develop relationships
  - Organise an appropriate initial programme of participation
  - A sequential application of methodological constituents
  - The ethical approach within which the research/project should be embedded.

- **INSTIGATE**
  - Carry out the preliminary participative phase using methods appropriate to the project

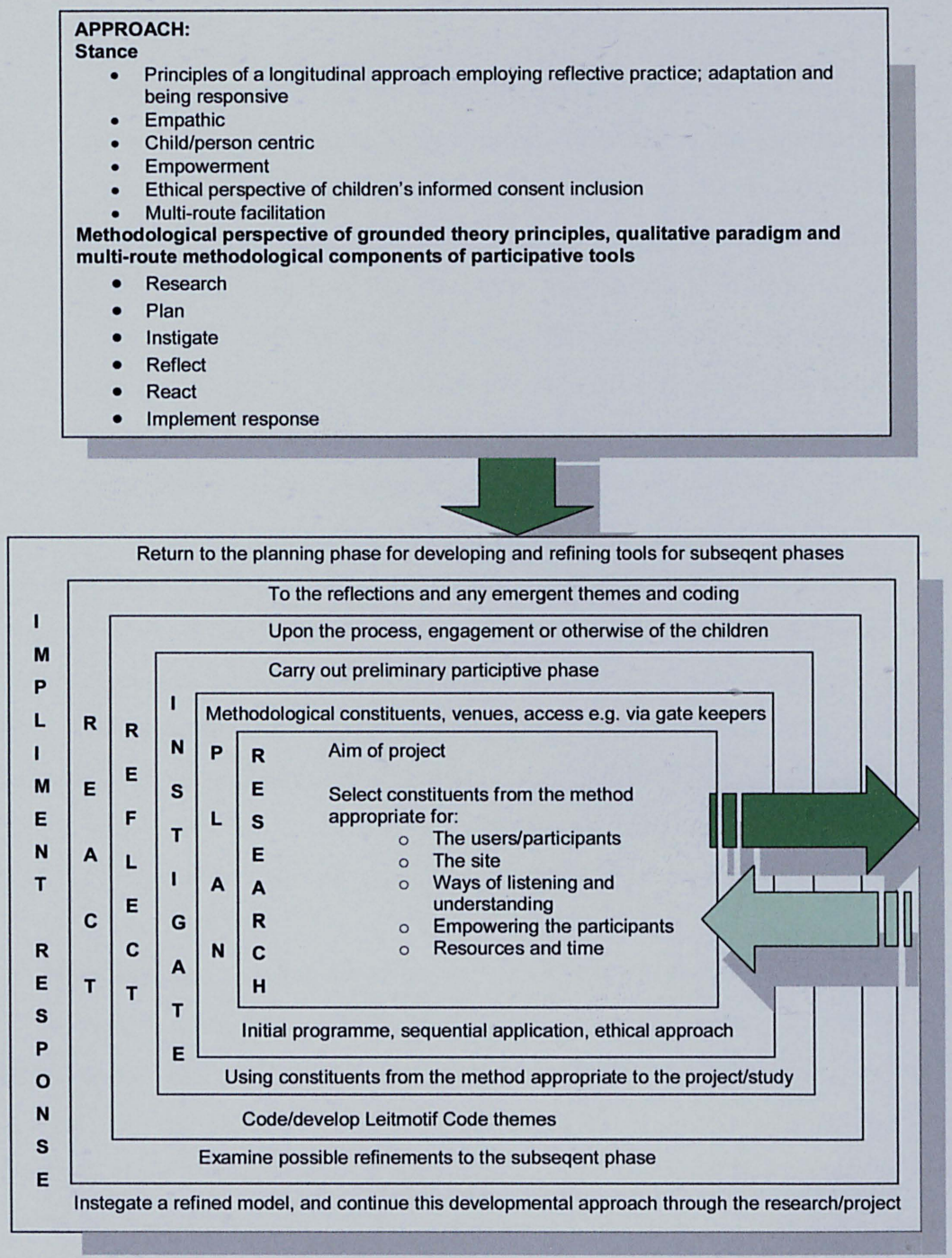
- **REFLECT**
  - Upon the process of the initial participatory phase
  - The engagement or otherwise of the children
  - Develop coding of initial evolving themes using the Leitmotif model

- **REACT**
    - To the reflections
    - Test any emergent themes in subsequent phases
    - Examine possible refinements to the initial methodological constituents planned for subsequent phases as well as the sequential order

- **IMPLEMENT RESPONSE**
    - Instigate the refined model that has reacted to the reflection
    - Continue the developmental approach throughout the research/project
    - **Return to the planning phase for developing and refining tools for subsequent phases.**

This reflexive and responsive approach is seen as a continuum of research; planning; instigation; reflection; reaction; implementation returning to research, the process is reciprocally informed by each stage.

Figure 106: the developed Insight Method – approach, stance, methodological perspective and application detail as a working model for practice and research



12.2. The efficacy of the Insight Method

12.2.1. *Children-Place trends emerging from the application and development of the Insight method*

Within the participative phased development of the INSIGHT METHOD there was much evidence of the children's relationships with their existing environments. This was both from a positive aspect in terms of expressing places that they felt were special and the consequential contributor to their psychological fulfilment (Canter, 1977). This could be flower beds that gave them hope of things to come, or places of enclosure that offered them prospect and refuge (Bachelard, 1994; Appleton, 1992, 1975). It was also present in the inventiveness of the children's ability to adapt seemingly mundane or meaningless artefacts that often profligate from engineering solutions into valued and prized affordances (Heft, 2007; Gifford, 2007; Clark and Uzzell, 2006; Armitage, 2001; Ward Thompson, 1995; Kaplan, 1992; Gibson, 1986). This manifested itself often from early practice cases studies of children valuing manhole covers, to the unexpected choice of places in response to the scenarios to conduct aspects of the Leitmotif Coded dynamic actions in the final participative phase of the research. This phase of scenario setting was the stimuli for the children's choice of place to conduct personal projects (Little, 2007; 1983) and one that the children successfully navigated in terms of the adaptive photo-elicitation session, from which they appeared in most cases not to assume the spectator mode (Heft, 2007).

Trends arising from the adaptive photo-elicitation final activity of building a neighbourhood, could be identified from ranking the images in terms of the total number of times they had been selected. What made this more explicit was to visually code the collective categories to look at emergent patterns; appendix 29 shows the tabulation of the images in terms of their ranked order including their Leitmotif Coding and Collective categorisation. From this tabulation the following schematic (figure 107) is a visual representation of the resulting categories hierarchically represented. It can be seen that of the top 28 ranked images that the children selected to include in their poster the dominant collective categories were of; Places to Play, Places to Go, and Vegetation. There is also a concentration of Animals and from the 9th ranked image Pathways become interspersed. From The 29th ranked image down to the last ranked (60) the elements of vegetation and places to play are still present,

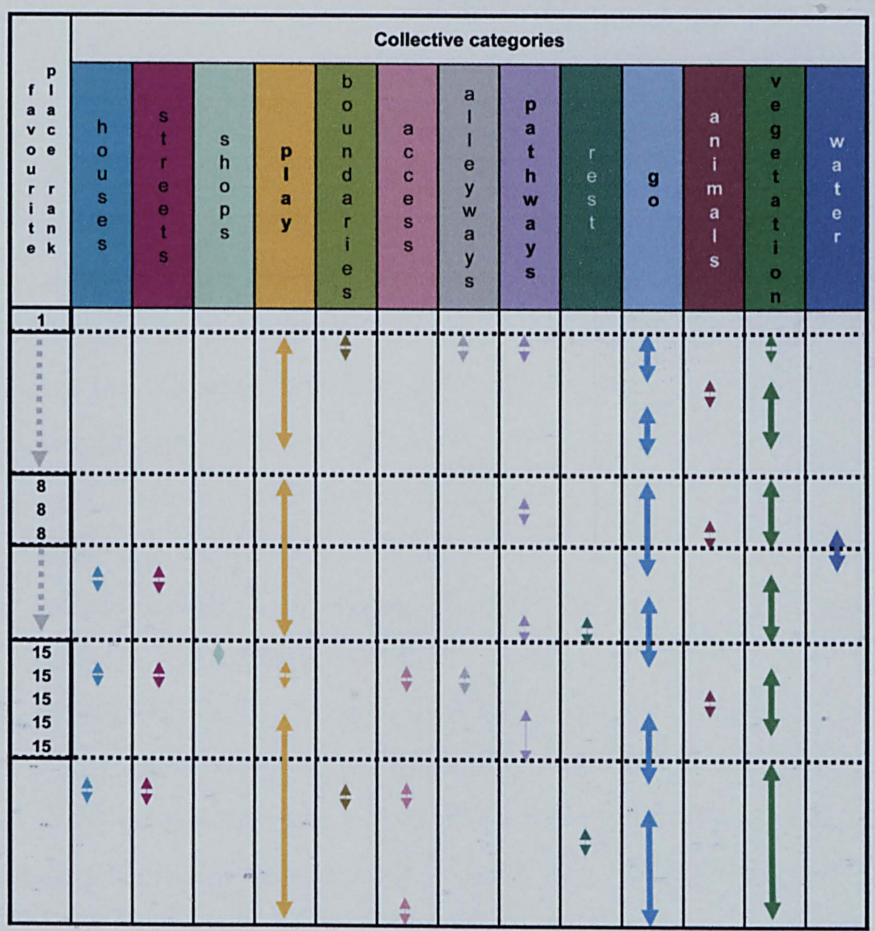
but more dominant are Streets and Houses. Given the children were asked to consider the inclusion of any element, the most highly ranked are for natural environments which are known to have beneficial effects in terms of restoration (Moore, 2007; Hartig, 2004; Wells and Evans, 2003; Wells, 2000; Kaplan, *et al*, 1998; Kaplan, 1995; Hartig, 1993; Talbot and Kaplan, 1986; Kaplan and Kaplan, 1982;). In addition there is research into the alleviation of everyday stresses relating to living and working in urban environments that can also contribute to a positive change in behaviour traits (Kuo and Sullivan, 2001).

Figure 107: ranked neighbourhood image choices relational to collective categories

A similar pattern emerged in the children's responses to places they would go to for particular dynamic actions manifest in their choice of image in which to stick their silhouette. This was even more evident in their posters in terms of where they chose as

their favourite place to be and apart from home, the choice was again dominated by the collective categories of play, places to go, vegetation, animals and water within the image choices that were ranked in the tabulated data between 2 (1 being home) and 15 (see figure 108). This is congruent with the concept and value of natural environments being "special places" offering dens (Sobel, 2002) that afford opportunities of learning, experience and cognitive development (Louv, 2006; Cele, 2004; Kylin, 2003; Kahn and Kellert, 2002; Moore and Wong, 1997; Moore, 1990). Issues from the literature have been previously discussed relating to favourite places which are not necessarily natural environments and this was again manifest in the images which had natural elements but were not necessarily natural environments. The literature suggests that these places are sought and favoured because they would be outside of parental control and social demands, and these places of self-regulation and affordance are viewed as an important factor in the children's health and wellbeing in both physical and psychological functioning (Korpela *et al*, 2002).

Figure 108: ranked favourite place to be in the neighbourhood posters relational to collective categories



The adaptive photo-elicitation tasks showed trends conducive with the perspective of environments being significant to the children that could be said to fit the Child friendly model of: accessibility; sociability; natural; diversity of resources and access to play and exploration (Francis and Lorenzo, 2006; Kyttä, 2004; 2003; 2002). What it did show explicitly was the significance of children's play from the child's perspective. Research has shown the important role play has in terms of children's physical, emotional, social, cognitive and learning development, and that unsupervised play in the context of outdoor experiences is significant (Beunderman *et al*, 2007; Worpole and Knox, 2007; Karsten and Van Vliet 2006b; Worpole, 2003; DTLR, 2002; Jefferson *et al*, 2001; Rivkin, 2000, 1995).

Prima-facie it would seem that the experiences of natural environments are sought and valued by the children through their posters and choice of favourite places to be within them. There is an obvious question emanating from the favourite place scenario, and that is; why then was home ranked number one in the children's choices, given that they designed the neighbourhood poster? Given the awareness in not only research but socio-political arenas of the beneficial issues relating to children and outdoor environments and the detrimental effects of a sedentary lifestyle (NICE 2008a, 2008b; UDG, 2008; Butland *et al*, 2007; CABE, 2006), it is curious why home then was ranked first. Previous discussions have been held within earlier chapters regarding risk and its perception manifest in 'stranger danger' fears as well as the sanitisation of play areas being reasons why children stay indoors (Gill, 2007a; 2007b; 2007c; Thomson, 2007; Womack, 2007a; Gill, 2006a; 2006b; CABE, 2005; Gill, 2005a; 2005b; 2004) and these are real concerns. Apart from obesity and other health issues such as diabetes and mental health the lack of experience of the outdoors also has a long term implication into adulthood of the understanding of environmental issues which is another concern (Wells and Lekies, 2006; Rivkin, 2000, 1995). With all of these issues prevalent it was interesting to see the reasons for the choice of home as a favourite place, when the children had actually designed the environment they wanted themselves. Was then the choice of home to reflect a desire to be at a computer or in front of the television? The answers offered in the context of this study group were a little simpler, and ranged from "I like it in my house" to "We've just moved in" and then Amanda's explanation was a little more enlightening: "I want to pretend that this

is all my garden and the path leads from my house" to the Cherry trees and skate park, and also the Wisteria tunnel concealed by the butterfly, then there was the bumble bee and duck, and also adjacent to the back garden the adventure playground and football pitch.

Figure 109: Amanda's neighbourhood where all of her needs are met on a stroll from her house down the garden path.

The early participative phases of the study often had children expressing the limitations on their mobility around their local area, and the confining nature of either adult control that would not allow free range, or that there were undesirable places which could manifest itself in dereliction, rubbish or the people that inhabited them such as teenagers who "used bad language". Other issues to do with limited accessibility or children's movement around the locality due to car dependence was also present (Mackett *et al*, 2007a; 2007b; 2007c; Karsten and Vliet, 2006a). The school run is recognised as an opportunity for children to engage with their local environment, and the prevalence of an increase of supervision manifested in car dependency (McMillan, 2006, 2005; O'Brien 2004; McMillan, 2003) is seen as a demise in the opportunity of experience afforded by the school run. Again the SSI session in particular highlighted this where; Andy described his journey from home to school not in terms of the places he noticed either visually or audibly, but from the effect the movement of the car had on his game boy hand held control. When the car

stopped at junctions it and he moved, and he knew he was near to school because they went up a hill that made the game boy move closer to him, this resonates with my own bus journey to school navigating the ring road. Gail spent most of her journey drawing shapes on her mom's rear window in the condensation. There were manifestations of what could be described as the spectator mode (Heft, 2007), in particular with Roger's story who was cited earlier as being driven to school in the morning by his mum. He spent his time gazing out of the window until he saw his friend to wave at, but on the return journey he was on the walking bus and his friend Nathaniel was in a car, the roles reversed Roger waved back at Nathaniel but spent the rest of the journey home socialising with the other children.

Three comparative research studies were seen as particularly relevant to this research, these were Sofia Cele's development of methods of understanding children's place experience (Cele, 2006); Marketta Kyttä's work on children in outdoor contexts (Kyttä, 2003) and Nicola Ross's work on children's social and environmental geographies (Ross, 2005a; 2005b; 2004). All of these studies have resonance and relevance with the development of the INSIGHT METHOD, and much of their work has been discussed in previous chapters. Marketta Kyttä's research into actualised affordances and place preference has been manifest within the trends in this study. Not only was this present through the selection of images in the adaptive photo-elicitation phase, which in itself was interesting given the discussion in chapter 5 of Heft's view that images offer a spectator mode which is significantly at variance with the experience of landscape from the dynamic perspective of what it can afford (Heft, 2007). But affordance was also manifest in the semi structured interviews where children described routes to school in terms of personal projects to balance on walls, play games on historic monuments and a plethora of other inventive ways of personalisation. Environments that appear to offer the most affordance being the ones sought out or having particular attachment for the children. Sofia Cele's research is extremely analogous with this study and has been cited throughout previous chapters, the methodologies employed are in many ways similar to and in some cases the same as in this research. Sofia Cele used interviews, and drawings, and the study also gave insights into the potential of other methods that did not form part of this study as well as the prospects of participation in planning contexts. Nicola Ross's work which revealed the value placed on unofficial play spaces by children as important and

overlooked or disregarded by adults (Ross, 2005a; 2005b; 2004) was also manifest in the consideration of the significance of the incidental spaces of routine encounter present in this study (Beunderman *et al* 2007; Worpole and Knox, 2007; Thomas and Thompson, 2004; Churchman, 2003; Worpole, 2003; DTLR, 2002).

In the development of the INSIGHT METHOD aspects of the children's place experience was revealed that addresses the secondary aim of the study and these have been discussed within this section. In this respect the network of the small often overlooked place was a recurring theme of significance from the children's interviews and cognitive maps and drawings. Interestingly but perhaps not surprisingly in the adaptive photo-elicitation tasks this was not so evident in terms of preference expressed for what could be interpreted as the scruffy, although the incidental scale was certainly manifest. Perhaps for the scruffy to be meaningful there needs to be a sense of attachment by way of personal association, perhaps through past activity over time, and these aspects could not be conceived at a moments notice on viewing an image when the attachment would by necessity be a construct of temporality (Little, 2007; Ingold, 2000; Little, 1983). The exception to this outcome was in the expressive faces activity where image (220) was previously described in chapter 11 as a: "neglected tarmacadamed space bounded by a grass slope with gabion retaining wall and steps. There was litter scattered around and the tarmac surface was breaking up. A roof line of houses could be seen in the distance above the top of the slope." The predictive response given to it was "scary", whereas all first ranked responses were "normal" apart from one school which was "calm", so perhaps this scene by implication was the accepted norm?

The importance of overlooked spaces leads to another aspect of place perception from a child's perspective as being different to an adult's, Ward (1990) relates this to scale, and how a child is closer to the ground so they notice more of the floorscape detail. Colin Ward relates Lukashok and Lynch's study of asking adults what they could recall of the city from their childhood and the floor was prevalent in their memories (Lukashok and Lynch, 1956). It would appear that children experience the fine grain detail of environments that we as adults do so subliminally or miss completely partly due to our own personal projects. Age differences are associated with a change in environmental experiences and attitudes and are correlated with mental development

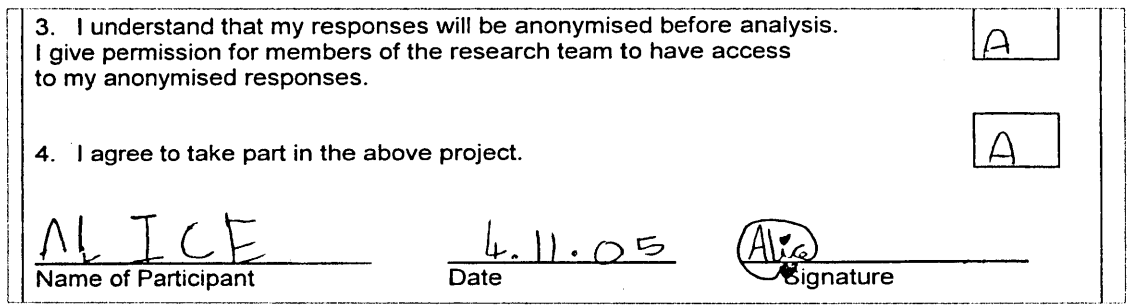
and social and emotional development (Nordström, 2008). This would appear to go some way to confirming that we do not lose the extent of environmental experience but we become pre-occupied with life patterns. Within the limitations of this research and the VDS study what appeared to be manifest was that in retirement people appeared to be aware again of the detail of the environments they inhabit in a similar way that children appreciate them. Whereas the adults involved in the VDS study were more likely to appreciate places when change occurred, such as new fence, or windows being replaced or a house for sale etc. This leads to the question of; are child friendly environments necessarily different from environments that are perceived as person centric, perhaps one of the most interesting contemporary studies related to this is Robin Moore and Nilda Cosco's work on universally designed parks (Moore and Cosco, 2007). This research has been discussed in previous chapters, where the message of the research is that; what should be sought is sustainable community. A focus on child friendly environments may cause a misinterpretation for more play spaces dominated by safety surfaces, instead of what has previously been cited for example, the Francis and Lorenzo (2006) model of: Accessibility; mixed use and mixed users; sociability; small feasible and flexible; natural, environmentally healthy, growing and in movement; urban and place identity; and one with places and opportunities for participation. Perhaps one could see a relationship with this model and the design of the children's own neighbourhoods through their choice of images to include in it.

12.2.2. A stance of empowerment and ownership

Recent studies have recognised the value of involving children in research design and explored when and how this can be achieved as well examining the involvement of children in the analysis of their own experiences (Veale, 2005). Part of the stance of the INSIGHT METHOD was one that sought to empower the children and valued them as co-authors of the research, recognising the value of their individual views and abilities and respecting this (Alderson, 2000). Seeking ways of children's empowerment took many forms throughout the participative phases, and commenced at the first point of personal contact by the way the initial informal meeting was conducted. This was also inherent in the ethical approach by including a children's consent form to be signed if the children wanted to do so in addition to the mandatory parental/guardian version. Of the 68 children who were involved in the study 46 (67.55%) returned their own form signed by them together with the signed

parental/guardian version, which all children had to return in order for their inclusion to comply with the University's ethical approval. The variables proved of interest yet again, with only 57.89% of the Y3 children returning their own form, whereas 80.00% of the Y6 children completed and returned theirs. Seventy five percent of the girls returned the forms whilst 59.38% of the boys did, and variations were across the schools with school B seeing the highest return of 81.25%, whilst A was 58.33% and C 50%. Figure 110 shows an extract from Alice's completed form (Y3 girl), it would appear she took great care in signing it with a personalised expression of her given name.

Figure 110: an extract from Alice's consent form



It has been stated previously of the dilemma of a participative process with no physical outcome and ways to address this have been sought. One of which was the development of the neighbourhood building task within the adaptive photo-elicitation session in response to the children's earlier work and conversations. This proved the most popular task of the participative phases, and produced an extremely informative product in terms of the children's posters. However what was failed to be seen until some time later during a review of the sessions was the sense of ownership and value that the children had for what they had made.

The following is a commentary on a transcription of a conversation I had with Tim a boy in year 3, we had the discussion during the poster making activity of the adaptive photo-elicitation session. At the time, it was interesting but not deemed as particularly significant given the amount of tasks to be completed that day and the main focus was not the poster as a product, but the place experiences being conveyed by its composition and in the conversations.

"It's like making a photo album, are we going to put them up somewhere?"
I replied, "No I am going to take them away with me"
Tim replied, before he had even started to stick any images on his poster: "They look so good, what do you do with them after we've done the work?"
To which I replied; "Scan them in".
Tim continued with his investigation: " and then?"
I put my researcher's hat on and explained how I would analyse them for trends between his and any other children's work. Emily who was working with Tim then asked what she should do with the pictures she didn't want, and the conversation about the poster's journey into storage ended, or so I thought...

Tim then said; "I could do something like this at home if I used my camera enough."
To which I replied with encouragement, given my research into children's self directed photography that would not manifest itself in any practical application within this study and Tim's obvious enthusiasm.
He continued by saying that "I might even make a photo album, of what things I like to be in the neighbourhood." Tim went on to explain about the positive aspects of his existing neighbourhood, his very nice neighbours, friends who live close and how this was important as he was an only child, which led me to the opportunity to ask Emily about her sibling status.

Tim proved not to be distracted from his sense of ownership of the poster, even with me trying to conclude the session as the bell sounded the children's break and official end to the task.
Tim asked "Do we ever get to see these again".
I answered truthfully, no, because they were to be taken away for evaluation.
Tim replied "Oh well!" and when I asked for the final task of seeking their evaluation to be quickly done he asked "Is it finished" to which I replied "Yes",
Tim's retort was; "NO!...., I've had so much fun doing these things [I] want to do more things about where I live."
At the time of the session closing, the next pair were waiting and I was distracted not to pay more attention to Tim's comments at the time.

When the above was reviewed it was quite revealing, as in a sense the product of Tim's efforts had been removed, so the empowerment was truncated. It was an aspect to reflect upon as to how many other children may have felt the same and how this should have been addressed as part of the study's design, as well as how to take this consideration forward into future applications. Returning the poster so long after the event was deemed not feasible given the time lapse and logistics of the disparate nature of the schools. Whilst Tim would still be at the school, to the children in the higher year group who by now would be in secondary schools, the relevance would probably be lost. Singling him out for the return of his poster did not give parity to all who took part.

12.2.3. Making the unclear – clearer

Let us bring back the children, and let them tell us about their experiences of participation, that have been made real by the employment of the INSIGHT

METHOD. The following is an extract from the Cognitive mapping drawing phase of the research; Toby a year 6 boy, starts to talk about his own experiences of participation in the context of a park in his neighbourhood that the local authority had plans to improve, as part of the improvement programme consultation was organised in the form of a public meeting in a local hall, where residents were invited to come and listen to proposals and discuss them.

Toby chooses to draw this local park known as the Borough Gardens in his wish picture and Toby explains why:

'I'll draw the 'Borough Gardens' that are being done now. My mom showed us the plans and they're rubbish.'
'why, are they rubbish?'
'because there's no place to play, because its all like, its no like, big spaces to play.'
'so how would you design it if you had the choice?'
'erm'
'do you want to draw it for me?'
'yeah'
'not what they think, or what its like now, but what you think, what you would like.'
'right'

'What does your mom think about the plans for the Borough Gardens?'
'I do-know, erm, she's sick of going to the meetings, because the archaeologists keep saying ooh we found the greatest plant, and she just keeps bringing home the plans to show us.'
'Does she think they're rubbish?'
'erm I don't think so, because its more like benches and sitting down.'
'So its not her view its your view that you think its rubbish.'
'Yeah'

'Do you think there should be somewhere for children, because if you play in the Tea Gardens, that's not far away is it?'
'No it's just round the corner.'
'So, do you think there should be somewhere for children in the Borough Gardens as well?'
'Well, in the erm, tea gardens there's no place to play football 'cause its on different levels. If your playing football the ball will just roll over, you'll have to run down the steps to get it, but round this, there's no like, it doesn't go down.'
'But if they couldn't put somewhere to play football in, because of the size of it or because of where it was, what other things could they do for children?'
'Erm, like, put like, a corner of grass or something.'
'and what could you do there?'
'Like you could play tig, manhunt and that, it's quite good, it's better than what it's gonna be.'
'and how do you think, if it's like for elderly people and adults, would they be happy with that?'
'Yeah, because they could have like, there's two bits in it and there's a path going through the middle, and there could be a side for kids and a side for adults.'

' You know when you play tig and manhunt in the tea gardens'
'Yeah'
'Are other people sitting around there then?'
'Erm, yeah, like on the benches and that'
'And do they mind you playing tig and manhunt?'
'Naah'

Toby then finishes his wish picture:

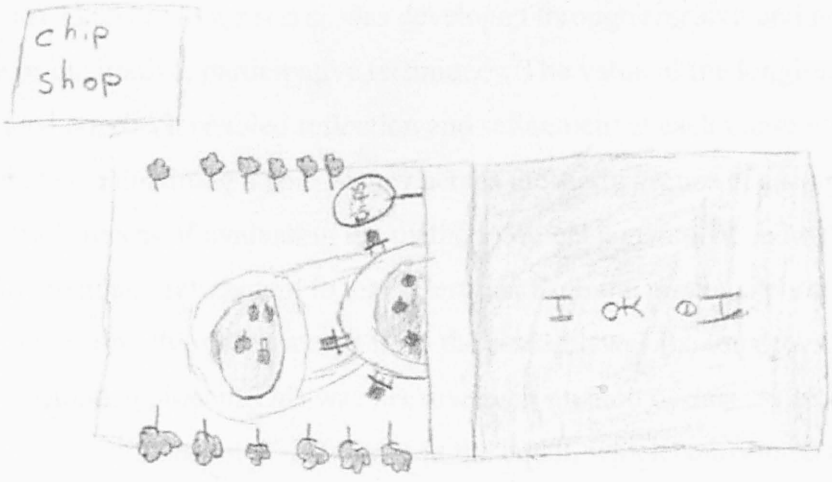
'Tell me about your drawing'
'Well like, there could be like, rugby there and like football, and round here could be like benches and flowers for other people.'
'So you've got two places, one for the children..
'Yeah'
'and one for, adults and.'
'Yeah'
'Or people that, I mean it could be that, but adults might want to play on there, so it's just people that want to do something different..'
'Yeah'
'So they've got choice'
'mm'
'And what's in the middle'
'That's like the path that goes through it'
'Okay'
'And like they can sit down there and have their fish and chips and that from Verrils.'

Toby then comments on the plans for the gardens:
'Erm, well there's supposed to be like four big bushes there, and that's gonna be like, all tarmaccy stuff and like.'

I then asked:
'You said that you're mom keeps going to the meetings.'
'Yeah'
'Have you ever been to the meetings?'
'Erm, I went ta one, in the, erm before Christmas, and like they weren't just talking about the Borough Gardens, they were talking about the Tea Gradens as well, like, they should put a big bronze statue of Andy Cap and that in it.'
'And how did you feel about that?'
'That was, funny to be honest, cause...'
'Did they ask you what you thought, or were they telling you what they were going to do?'
'They were asking me what I thought about it, a bit like'
'And what did you say?'
'I said like, I thought, like, I thought like where they could put it, and lots of ideas, that's what I usually do when I go to meetings. And like they were thinking oh, is there a place that you wouldn't want to change? And I was thinking no not really, cause, its all like, its not very, like all the tarmacs broke up and all the seats are broken and it just doesn't really look very nice. Cause, erm the adults that were drinking were pulling all the plants out of the planters an all that, and it wasn't looking very nice, and every time the council keep coming in and like, have to keep coming in and having a look to see if anything's happened.'

'And did you tell them what you thought about the Borough Gardens scheme?'
'Erm, I haven't went to that one yet.'
'Do many children go?'
'No'
'Do they ever come to school to talk to you?'
'Erm no, not really, no.'

Toby's wish picture for the Borough Gardens; places for children and adults.



No effort was made to engage with the children directly, the expectation was to engage with the resident adults at a public meeting. Claire Freeman's views on participation in Local Government that descend into task related manifestations of consultation (Freeman *et al*, 2003) seem consistent with this experience. Robin Moore's proceedings from the 2007 Open Space conference brings to the forefront a discussion on current practice where the cost consciousness is paramount to discern mass samples of views using "self-report instruments administered via telephone, the internet, and other remote methods" (Moore, 2007, p.42). Robin Moore continues to question how many studies actively seek the views of people under the age of 18 and that there are few examples of projects that use primary data collection in the forms of direct observation and in depth interviews via personal contact in order to understand the effects the local environment has upon the children, which they encounter on a daily basis. Toby's experience is not then isolated, but is manifest in current practices, with the probability of even more inappropriate engagement in the future if the virtual

cost effectiveness diminishes the economic value of personal contact even further. There is a real issue of fundamental importance in that it is paramount to

"... avoid merely paying lip-service to the idea of listening to children or exploiting what we learn from children about their lives in ways that meet adult agendas only." (Greene and Hogan, 2005, p.18).

Greene and Hogan (2005) also propose that for far to long adults perceive to understand much better than children what is good for them, much the same issues that others such as Colin Ward stated three decades ago (Ward, 1990).

The INSIGHT METHOD was developed through research and application of a range of qualitative, participative techniques. The value of the longitudinal study and grounded approach enabled reflection and refinement at each phase of data collection whilst also maintaining a consistency across the study groups at each phase. The reflective process of evaluating the methodological constituents allowed for development and refinement to test assertions from the previous phases. One of the most interesting things to emerge from the research was the importance of using a multi method approach. This was because each method of data gathering seemed to add a further dimension of difference in the detail, which contributed to the development of a nuanced, fuller and more complete picture. In contrast to conventional multi method research that would typically employ a range of methodologies as a means of testing the repeated validity of previous experimental results, here, it was not consistency that was sought but difference. Each method used revealed a subtly different layer of information that contributed to the resolution of a wider whole: a fuller image of place perception. In this way, revealing the spatial characteristics of place perception is rather like gradually increasing the visual resolution of a pixelated image. Using only a single method to obtain information about children's experience of places they use will produce data related only to that specific method of inquiry: the resulting image would necessarily be partial, or lack clarity similar to the proposition of seeking an overall picture rather than an isolated fragment as proposed in the Mosaic Approach (Clark and Moss, 2001). The multi-method approach advocated here also attempted to engage with the children as individuals with preferences and individual needs rather than treating them as a collective whole. The Leitmotif coding of the themes, typologies, categories and individual elements demonstrated a complexity and fine grain of place perception that is often experienced by adults subliminally, but would appear more significant to

children's daily encounters with their local environment. If we are to appreciate this realness of place from the perspective of children, we not only need to give them a voice by using appropriate methods, but we also need to be able to listen to the voices appropriately and understand them.

Places significant in the routine lives of young children do not always correspond with conventional professional, or even adult, priorities and, furthermore, they show there is a risk of loss rather than gain if such different perceptions fail to emerge, be recognised and influence design and planning decisions. This is not to say that all such places should necessarily always be preserved, but what is paramount is that beneficial opportunities for the children arise from proposed improvements because they are child friendly and not adult centric. We can only learn the real significance of place attachment if we adopt methods that engage with children and are capable of revealing the subtlety involved in children's assignment of meaning to place through informal – and sometimes highly clandestine – social activity that is frequently overlooked by conventional methods. In other words we have to be able to see the child's experiential landscape (Thwaites and Simkins, 2007) and understand its significance to the life and well-being of that child.

Let us return to Toby to offer clarity to our pixelated images of place as outsiders; one of his favourite places mentioned during the wish picture task was the Tea gardens. It will now be demonstrated how our views of places as professional outsiders offer a vision of a place that is analogous with looking through frosted glass or as a pixelated image, and by using the constituents of the INSIGHT METHOD our views of such places and therefore our understanding of them will become clearer, as if we have changed the resolution of the image in figure 111 from the original stance as an outsider on the left and moved through meaningful participation to a view of clarity on the far right.

Figure 111: the clarity of place being revealed through application of the Insight Method

To hear Toby tell his story please refer to appendix 31 on the CD and double click to start a self running presentation.

A summary of Toby's story:

During the Semi Structured Interview I asked Toby whether he had a place that he thought was special he replied:

"Erm, there's a really big tree. I like it up there 'cause there's a really good view."

Toby explained that he was the only one who could climb it. When asked if it was his favourite place, he said "Yeah, that tree." When asked what it was about the tree that made it special he repeated that:

"It's just big and got a good view, and I'm the only one who can climb it."

The next time I saw Toby was some months later for the cognitive mapping/drawing phase. Whilst talking about what to draw for his wish picture he explained one of his dreams:

"What I always imagine ... when I'm asleep I usually dream that the [Tea] gardens belong to me."

Toby continued to explain that in the dream the gardens had a cage over them and that you needed a code to a key pad to get in and he was the only one with the code. He would let his friends in, but they would have to come to him. I asked if he owned the gardens, would he keep them where they were, he said that he would because he liked them there. I asked if it would be different if he had the gardens at his house, and whilst he said yes, he wanted them to stay where they were. This was because he wouldn't get the good view he had from up his tree.

12.3. Reflection on issues arising from the development of the Insight Method

12.3.1. Access to participants and relationships with gatekeepers

As a practitioner engaged in a design project, access to a participant group was relatively easy given that if the project was a school grounds improvement, then the particular school community would prove accessible. Within a research project, access to a participant group without a locationally orientated physical improvement project was less easy and relied upon access via gate keepers in terms of school Headteachers being approached and kindly providing both access to children and their parents/guardians to seek initial interest and a venue for the participatory phases of the project. This then had an impact upon the study, not only is a relationship to be built with the children taking part in the study, but there are also relationships to be developed with the gatekeepers (Punch, 2002). Hood *et a*l (1996) describe how this can be complex, where there is a sequence of gatekeepers from the school secretary being gatekeeper to the Headteacher who in turn is gatekeeper to the class teacher. This adds a further level of complication in communicating with those directly involved with the children on a day to day basis, being the class teachers. At two schools I had already worked with staff and past pupils, at the third I had not, and therefore there was no existing relationship, which was difficult to progress due to the timetabling of the project in terms of the time allocated to speak with staff was minimal, and the hierarchical gatekeeping analogous with that described by Hood *et al* (1996). The other issues regarding differences between the schools other than socio-demographic and locational, related to the environments offered by them within which the research was conducted. As previously stated at one school the Headteacher gave up her office, at another I was accommodated in a former caretakers residence converted to pre-school nursery rooms, and at the third school a table in a passageway between open plan classrooms was offered. This is not a criticism of the amount of space, aesthetic qualities or comfort offered, but the difference in venue had an effect upon the organisation and conduction of the participative phases, as well as the arrangement of the spaces, which one would expect would have been child centric, but in the later instant was not. The importance of the detail in terms of equipment that is appropriate and child accessible (Punch, 2002; Mooney, 2000) has also been seen as significant in terms of being child centric in other studies where discussions of the

effects of room arrangement (Barker and Weller, 2003; Matthews, 2001) as well as seating heights for none dominance of adult presence (Matthews, *et al*, 1998) has been reflected in the approach. The open plan school also proved challenging to put aside the many distractions which were both auditory from the adjacent classes of children and their teachers as well as the physical aspect of people passing by. The ethos of the method was one of empathic listening (Lago and Shipton, 1994; Rowland, 1993) in putting aside distractions; this was extremely difficult within this setting. I would imagine an ethnographer's stance would be one of scepticism to this statement given their submergence within a particular culture, but there are aspects of this submergence that are relevant here.

The two schools I had previously been associated with were also smaller in terms of the site they occupied and total pupil numbers. Again this had an effect upon the study's organisation and the way it was conducted. Additionally these two schools kindly provided an adult to be present in the sessions. The third school were aware of this issue but were not able to offer any one to help, however the open plan nature of the school mitigated any ethical issues. The two smaller schools provided ease of access to the children in terms of coming from lessons to the participatory venue and then being escorted back by the assistant who would then bring the next child (or pair in later phases) this allowed time for note making and preparation. At the open plan school many children occupied temporary classrooms spread at opposite ends of the school grounds. Whilst teachers were given timetables of who would be seen and when, there were times spent waiting for the next children to turn up which was unproductive. To address this I would fetch the next children, which shortened the allocated time for the session through logistical disparity. This may seem inconsequential, however the effects were that there was potentially less time to spend exploring issues emanating from the participation because of the schools tight timetabling and formative agreement with the Headteacher regarding the amount of time available to spend with the children outside of their lesson time. The other consequences were that all preparation time for the next sessions was done at break and lunch times, which was used at the other schools to build relations with staff as well as with the children outside of the participation context by eating lunch with them as well as observing play ground activities. Whilst this may seem inconsequential, it is part of the relationship building model considered important to access not only

physically a group of children, but also what the individuals think because of the trust that has developed (Punch, 2002).

12.3.2. The ethical dilemma and consequences of engaging helpers

Access to the children, relationships with staff and briefing helpers were significant to the research and will also be of importance in future applications of the INSIGHT METHOD, in hindsight a way of mitigating the relationship development issue would be, as was done in the past, to hold meetings or presentations with the school's community (if this is where access to children will be facilitated) in order for staff, parents/guardians governors etc., to be aware of the project and have a platform for questions as well as developing some relationship. This was done with the children by way of an introduction to me and an invitation to whether they would like to be involved by way of recognising and valuing them. Perhaps this empowerment was in effect an exclusion of adults, certainly at the school with no prior relationship, and that the same effort and mindset should have been eminent to build up a relationship of rapport and trust with the adults there as was developed with the children as a fundamental part of the approach (Punch, 2002).

Having an assistant present, at the times of the participation was part of the ethical consideration for the research, however, at one school this became an issue when the person who usually assisted was absent and another person stood in her place. The afternoon session on a particular day went well, and during the semi structured interview Gail (a Y6 girl) had explained in detail her experiences of the school journey, it was done in a meaningful way and was not contentious as some other children's social complexities regarding parent/guardian partner relationships had been. However at the end of the day, I was in a classroom talking to a teacher about general issues regarding the study, Gail's mom came into the room and was introduced to me by the class teacher. Gail followed and then the lady assisting me came in, and said to Gail's mom that; "we had heard all about how Gail sat in the back of the car and drew patterns on the steamed up windows on her journey to school." Whilst this information was not a revelation of an unknown activity, it was one that I felt, compromised the trust that had been promised to the children. This had been done by stating that anything that was discussed would not be attributable to them as an individual unless there was an implication of harm etc. I held a discussion with the Headteacher, and whilst the original assistants had been briefed, this lady had stood in

at the last minute, upon my next visit I re-iterated the confidentiality to the people who assisted as well as apologising to Gail for a diminishment in the rapport and trust I had been trying to develop. It also may have implied a disregard for respect as well as compromising confidentiality which is fundamental ethically as well as in relationship building (Hill, 2005; Matthews, 2001).

12.4. The future application and development of the Insight method

Having met now on a number of occasions Robin Moore and entered into various discussions I would like to prelude the close of this thesis by reprising the following that Robin Moore has suggested; that ways of meaningfully engaging with children to create child friendly sustainable environments are required, and that great differences between adult and children's perception of the environment require to be recognised (Moore, 1989, 1987). The development of the Insight Method gives potential to contribute in addressing these aspirations, along with those of Helen Woolley who called for ways for academia to communicate findings of their research in an accessible format that is also easily understood (Woolley, 2006). The INSIGHT METHOD provides a practice based means of doing this which can be applied, adapted and refined depending upon the context of the project or study. In recognition of its potential value and contribution to practice, policy and academia there is now funding from the Leverhulme Trust for the research to continue in further research. This will be undertaken by Alice Mathers, a fellow PhD researcher and me.
Alice Mathers' research has been developing image based methods to give voice to people with Learning Disabilities in order that their experiences can be communicated to inform planning and design processes. Our research will continue in both contexts through two full time funded Leverhulme research fellowships at the University of Sheffield, UK. There is much commonality in our work that seeks to give voice to those ordinarily ignored or excluded. Hart (1997) stated that a goal of participation should be to involve all people and that adult led projects should be particularly mindful to include the elderly, the young and those that may ordinarily be excluded through disability.

I have raised issues as to potential developments that could further refine and develop the method; in addition explorations will be informed by the children's feedback to this study. A preliminary plan outlined the examination of trialling a range of other techniques as well as developing those already discussed, for example the use of virtual landscapes, the development of touch screen applications, and ways of giving the children the product of their contribution or copy of it. In addition an examination of other evaluative techniques will be undertaken, already preliminary work has outlined the potential for examining locational preferences within children's drawings or the neighbourhood poster implying a cognitive significance upon the relational arrangement of elements and their positioning. Figure 112, shows an example of Angela's poster, there is some conjecture as to the placement of images/drawn objects relating to its significance to the individual, for example why is home at the centre of the composition and is there significance in the paths appearing to lead from it to school and areas of natural environments? The streets as destinations appear mainly on the periphery and the graveyard and run down building are grouped middle right.

Figure 112: Angela's poster, with home at the centre

Appendix 30 shows the same poster overlaid with a grid as a means of locational evaluation and underneath the poster is the data collated relating to image 334 – home. Of the 67 children who used the image, 32 placed it in the top left hand section of the poster grid (tl4) with the second most commonly used location being the top right hand section (tr1), with only two placing it at the centre (c). The grid is numbered relational to the centre (crossing of the x and y axis) the poster is divided into zones, the four sections immediately around the centre being 1. The next horizontal sections either side given the identification of two, the sections on the vertical axis above and below centre are given the number 3, and the four most outer corners are numbered 4, home is therefore in an overall preferred grid position of 4. Further work on this will be developed, preliminary research and discussions shows some potential (Appleyard, 2005; Ward Thompson, 1995).

I return to a conversation with Robin Moore who was explaining the circumstances of a project he was involved in relating to why children did not use a certain park, but used others in a locality, Observations had taken place at this park by team members to ascertain that children did not use it. I asked Robin Moore if the team had sought children's views by going along to local schools for example. Robin Moore replied no, as a member of the team of consultants engaged in the project others were reticent about going to talk to children to find out their views. This has been an ongoing dichotomy for what seems an eternity, Ward (1990) stated that this had been ongoing since the 1970's, in the 21st century perhaps this method can make a difference if we can collectively convince those in authoritative positions of the need to actually meaningfully engage with children. This returns my thoughts to the issues of my concerns stated in the preface, where my disillusionment was mitigated by the introduction to John Ormsbee Simonds thoughts, some years later these thoughts were raised again within my formative practice based experiences, the dissatisfaction for which began the search for meaningful practice based participatory practices. Claire Freeman's publication of 2003 sums up similar feelings in the context of a local authority employee whose perspective she stated as being coloured like the rest of society to categorise young people as "incompetent, self-centred and easily distracted by leisure opportunities, in need of protection as well as potentially threatening." (Freeman *et al*, 2003, p.66). With this in mind Freeman continued to reflect upon the process in terms of achieving projects which she states are subject to many demands including

> "getting the job done effectively and with minimum disruption within predetermined institutional systems and policy contexts... Sometimes the primary aim is to be *seen* to do the appropriate consultation so that one can get on with the *real* job of providing the services.." (ibid)

Freeman (2006) affirms the significance of meaningful engagement with children and the lost opportunities of not doing so, she stated that:

> "The physical environment provides planners and policy makers with opportunities to engage with children and young people in shaping the environment. To date, however, despite the presence of considerable enthusiasm among planners to embrace more child centred practice, children remain a low planning priority." (p.83).

In landscape architecture, planning and urban design disciplines we are in practice familiar with working with other disciplines, these tend to be architects, structural

engineers, highway engineers surveyors etc. We are less familiar with working with the social disciplines and less clear in terms of how to engage with people meaningfully in the context of projects or indeed why we should. There is a tendency to form a mechanistic view when trying to relate to people and their environments. We should be more aware of the value of engaging with other disciplines such as human geographers, sociologists, environmental psychologists and exploring other topic areas in terms of the effect that our work has on people. Methodologies do exist, and much research has been undertaken into the application of a range of methodological tools in numerous and global studies. All of this information is available, it may be we are unaware of it because it is set in different disciplines, we may ignore it because we fail to see the relevance or the research may to some extent be inaccessible. There is also not always a budget for a long term participatory engagement with participants, and if not, then why not? Why isn't participation built into projects from the beginning, or even means sought for the participation to implement a project as the normal status quo, rather than an extraordinary event? These are questions for policy, but perhaps we as practitioners can influence this by the use of meaningful participation that drives empowerment.

If we do engage in participation then the method should not be seen as an answer to a task because a method has been used. The method's need to be used within the context of an approach in order that the message from the children's voices is understood and not misinterpreted or mechanistically recorded as proof of a completed task. This will only provide lists to fulfil adult outcomes and will miss the significance and meanings behind the detail of the message.

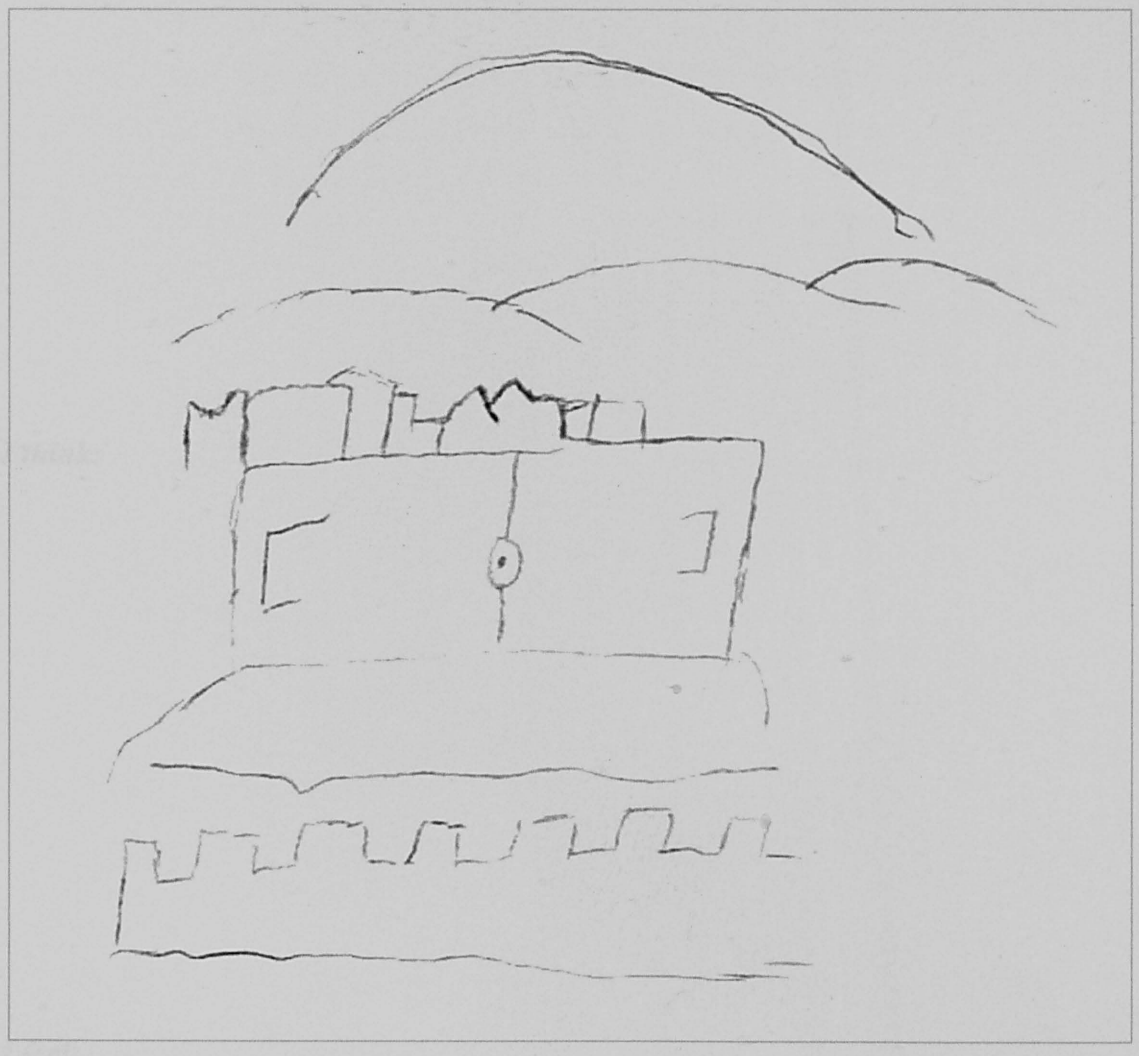
Since the 1960's The Opies (1969) and Ward (1990) and then in the 1970's through to the 1990's Moore (Moore, 1990, 1989, 1987, Moore and Young, 1978) and others have explored such issues, in the 21st century Chawla (2002) and more recently Cele (2006) and Ross (2004, 2005a, 2005b, 2006, 2007) have sensitively explored and responded to similar if not the same issues as have a plethora of other researchers, so what is new? The INSIGHT METHOD provides not only a practical working model, being a toolkit of participation for practitioners that includes evaluative methods. But it also has at its foundation a clear message that one's approach is as important as the tools that we use. Mass data collection by virtual means may serve a

purpose as will a multitude of other methods but this proliferates the loss of the children's message and will manifest a continuum of adultist environments. Child friendly or child conscious environments are not meant to be exclusive; indeed recognition of the concept and its physical manifestation will benefit communities whatever the demographic (Moore and Cosco, 2007). How the every day environment is shaped will affect children into adult life, Sebba (1991) states that "... there is a connection between the quality of the child's experience and the way it is engraved in memory as he or she matures" (p.395). As practitioners we need to appreciate these long term implications and be inclusive, responsive and self reflective, not losing sight of children as individuals (Skivenes and Strandbu, 2006) and experts that can and given the opportunity **will** contribute.

Epilogue

To end I would like to raise two points, the first is to return to Robin Moore who in the context of examining health issues related to children's sedentary lifestyles and their lack of engagement with the outdoors said; "Landscape architects are uniquely positioned to respond to these issues through action research and practice" (Moore, 2004, p.4). Through the research and application of the INSIGHT METHOD and its future development, I hope that as a Landscape Architect I will make a contribution to this call. I would like you to consider the voices of two more children who were co-designers of the method, the first is Patrick who upon answering if taking part had changed his view he replied: "You get to learn more on your point of view". Finally the last word goes to Paul a year 6 boy involved in the research. This will in part go to answer Kraftl *et al* (2007) whose statement I previously quoted stating that there is a need within the built environment profession to consider new ways of bringing young people into participation, and I would add that these ways need to give the children a voice and be meaningful and real: Paul will respond, to **hear him** please go to the presentation referenced as appendix 32, which is summarised as follows from the cognitive mapping task:

Consider this image



what do you see?

what do you think?

what do you feel?

Using as a precedent the idea Mary Rivkin (1995) proposed of the reader jotting down their own childhood memories of place before reading on, I would ask you to please take a moment before reading on, to jot your thoughts down on the following page to answer the three questions I propose above relating to Paul's drawing.

I see:

I think:

I feel:

Thank you, now please turn the page.....

Paul's cognitive map of his existing neighbourhood included this picture which on first sight could be thought to be typical of a ten year old boy who was a member of the school cricket and football teams. In the centre of the picture was a football pitch, and in the distance there appeared to be hills and buildings, in the foreground was a castellated object, but what does Paul see, in his drawing, what does he think and feel about this place, why did Paul draw it and why is this place important to him?

When Paul drew his neighbourhood map we chatted about what it was he was drawing and why he chose to draw it, he explained:

"This is the sun and you get the feeling of so much open space, and this is the field here."

I asked why Paul got that feeling at that particular place, which he had explained was one he passed everyday on the way to school. Paul said that there were "*no walls and it feels there are no barriers you can just look there, and keep looking and you won't be able to stop looking. This is the wall, and the barrier, and it represents someone looking over and looking at all this scenery which is pretty cool.*"

He continued: "*You can look beyond what you're going to do in ten years time and can see what's happening on the other side of the city which is pretty amazing. It says like, I'm here and in about ten years time I'm going to be leaving here and walking on in life and carrying on. It makes you feel you've got to look up and gives you something to remember, it's a big thing.*"

When asked if that was an important place for him, he replied:
"*Yes it is, because when you look at it, you've got to be real because not everything is going to go well, you've got this football pitch that represents the challenges and these buildings here they've just got that sense... because there's going to be some mysterious things going on in your life, because not everything is going to be all fantastic then the hills and the sun represent you've got to keep a smile on your face and you'll get through it.*"

I asked if anyone else in the family felt like that, to try and ascertain if there was any parental or peer influence that related to Paul's experience of this particular place, he replied: "*I never speak to them about it, because I don't talk a lot with my family, because I'm the quiet person if you like, my dad and my brother really talk quite a lot and that's our family*" *I clarified by asking if all of those feelings were then his own, and Paul replied "I don't think I share them with a lot of other people, because just looking over to a school, probably doesn't mean a lot to anyone else.*"

This theme of the importance of understanding the meanings of such incidental places has implications for designers of the built environment which are potentially highly

significant. It confirms the stance of this study within which the research questions were grounded, that places and objects which, to a professional eye, may appear unimportant and possibly even neglected or broken can be elevated in the perceptions of local children for whom they take on an altogether different, and completely hidden, dimension of significance – even for the 'quiet ones', when through the application of the INSIGHT METHOD they are given the means and opportunities for their voices to be heard.

I hope the approach I have communicated to you has reflected the approach of the study, employing a mode of personal contact and that by doing so I have been able to facilitate the children's revealing of their place experiences and that you have also been party to this, as well as perhaps re-connecting to your own childhood experiences of the external environment.

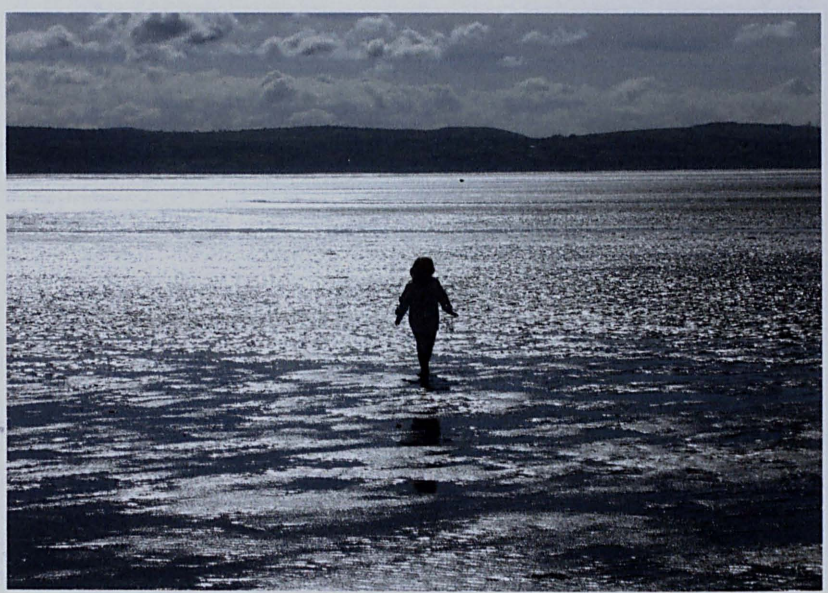
> "Researchers are expected to be willing to engage with the people they study and to be willing to let this engagement tell them something about themselves as well as their respondents." (Davis, 1998, p.331).

I shall take the opportunity to reprise the following:

> *"I trust I am making it clear that to be real is not always easy, nor is it achieved all at once, but it is basic to the person who wants to become that revolutionary individual – a facilitator of learning."* Rogers in Rogers and Freiberg (1994, p.156).

The children were indeed facilitators of my learning, and …

> "… as *a consequence, I realise that I am only interested in being a learner, preferably learning things that matter, that have some significant influence on my behaviour."* (Rogers, 1967, p.276).



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Appendices (see CD-ROM)

All appendices are in digital format on a CD which is located on the inside cover of the thesis.

Appendices 1 to 30

available to be viewed in both

Microsoft word and Adobe pdf formats by clicking

the relevant file icons, either apx1_30.doc or apx1_30.pdf

Appendices 31 and 32

Microsoft power point slide show

which can be started by double clicking the relevant file icon (apx31_32)