

Examples of child-focused studies combining methods

Table to show a range of research projects using multiple creative data collection and analysis methods taken from a paper by Crivello, G., Camfield, L. and Woodhead, M. (2009, p.58)

Table 1 Examples of child-focused studies combining methods

Author	Sample group	Topic	Methods
Clark and Moss (2001)	3–4-year olds and children for whom English is an additional language in England	Young children’s perspectives on their daily lives and care services	Observation, child conferencing, cameras, tours and mapping
Darbyshire et al. (2005)	4–12-year olds in Australia	Children’s perceptions and experiences of place, space, and physical activity in relation to childhood obesity	Focus group interviews with mapping and photo-elicitation
Frankel (2007)	9–11-year olds in east England	Children’s understandings of morality within their everyday lives	Scripted radio clips with questionnaire exercises, interviews and diaries
Harpham et al. (2005)	7–11-year olds in rural Vietnam	Perceptions of the causes and consequences of child poverty in rural Vietnam	Children’s drawing, daily timetables, mobility maps, Venn diagrams and group discussions
Hill et al. (1996)	5–12-year olds in Scotland	Children’s understandings of the influences on their wellbeing	Focus-group discussions with a number of visual prompts, picture stories, role play, self-completion questionnaires, drawings and individual interviews.
Morrow (2001)	12–15-year olds in southeast England	Explore their daily lives and the relevance of certain places for their social relationships	Children’s photographs, mapping, drawing, essays and group sessions
Punch (2002b)	8–14-year olds in rural Bolivia	How children negotiate relationships of interdependence as they grow up	Drawing, photographs, PRA techniques, diaries, worksheets and observations
Tekola (2007)	10–14-year olds in Addis Ababa, Ethiopia	How poor children evaluate the impact of living in poverty on their wellbeing	Diaries, drawings, timelines, semi-structured interviews
Veale (2005)	7–17-year olds in post-genocide rural Rwanda	Impact of violence on social relations as it impacted on children	Social mapping, drawing, story games and drama
Woodhead (1999, 2001)	8–16-year olds in Bangladesh, Ethiopia, Philippines, and Central American States	Working children’s perspectives on the hazards and benefits of their work, as well as school and family relationships	Based on the ‘Children’s Perspectives Protocol’ comprising a series of group based activities including drawing, ranking, scenario creation, and role play

Crivello, G., Camfield, L. and Woodhead, M. (2009) 'How can children tell us about their wellbeing? Exploring the potential of participatory research approaches within young lives', *Social Indicators Research*, 90(1), pp. 51–72. doi: 10.1007/s11205-008-9312-x

Sources for further reading from the table:

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Frankel, S. (2007). Researching children's morality: Developing research methods that allow children's involvement in discourses relevant to their everyday lives. *Childhoods Today*, 1(1), 1–25.

Harpham, T., Huong, N. T., Long, T. T., & Tuan, T. (2005). Participatory child poverty assessment in rural Vietnam. *Children and Society*, 19, 27–41.

Hill, M., Laybourn, A., & Borland, M. (1996). Engaging with primary aged children about their emotions and wellbeing: Methodological considerations. *Children and Society*, 10, 129–144.

Morrow, V. (2001). Using qualitative methods to elicit young people's perspectives on their environments: Some ideas for community health initiatives. *Health Education Research*, 16(3), 255–268.

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