

INVOLVING THE CHILD IN THE DESIGN PROCESS

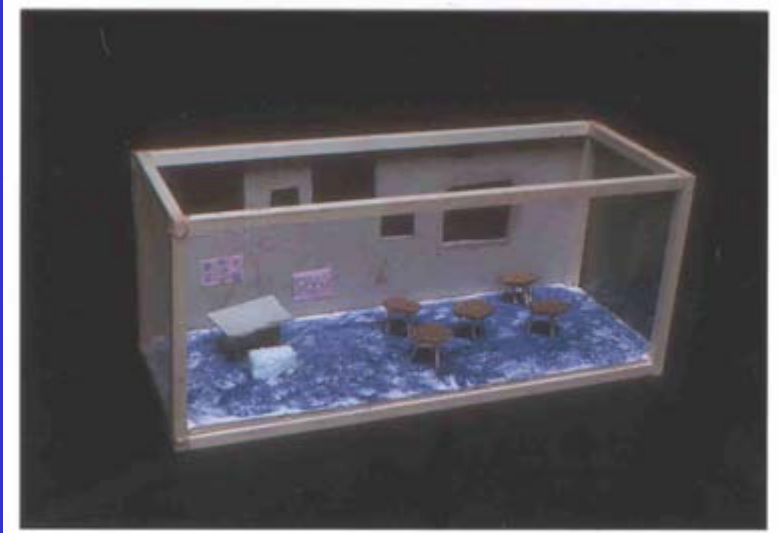
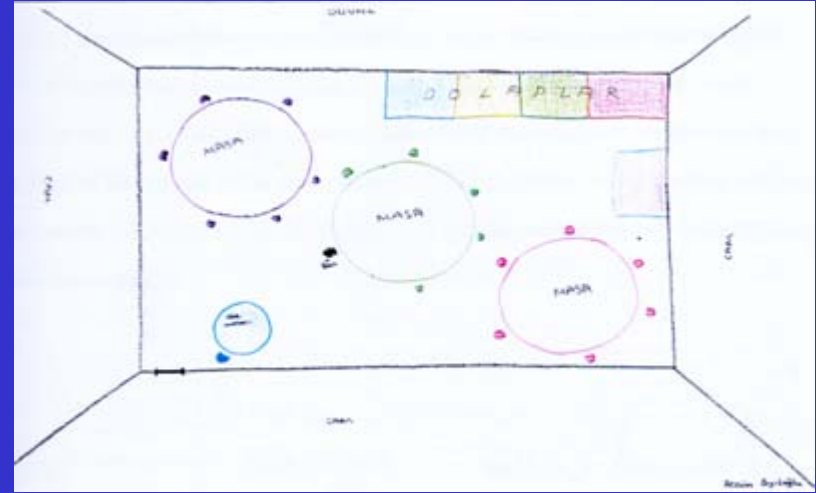


- The issue of participation reaches a climax in environments designed for children, as they are almost never permitted to have an impact on the surroundings in which they quite often spend a great deal of time.
- However, when children are given this chance, often they can state issues that may not have even occurred to the adults who are designing for them.
- The aim of the workshops integrated into projects is to see what the children can teach us about their needs and participate in the design of their own settings.

Hasirci, D.; Demirkan, H. Creativity in Learning Environments: The Case of Two Sixth Grade Art-Rooms. The Journal of Creative Behavior. 1st Quarter, 2003. vol. 37, no.1. pp.17-42.



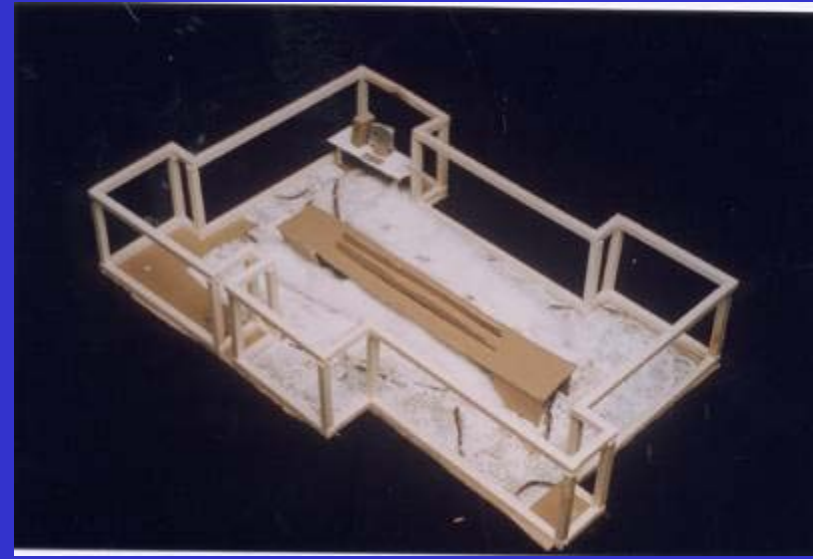
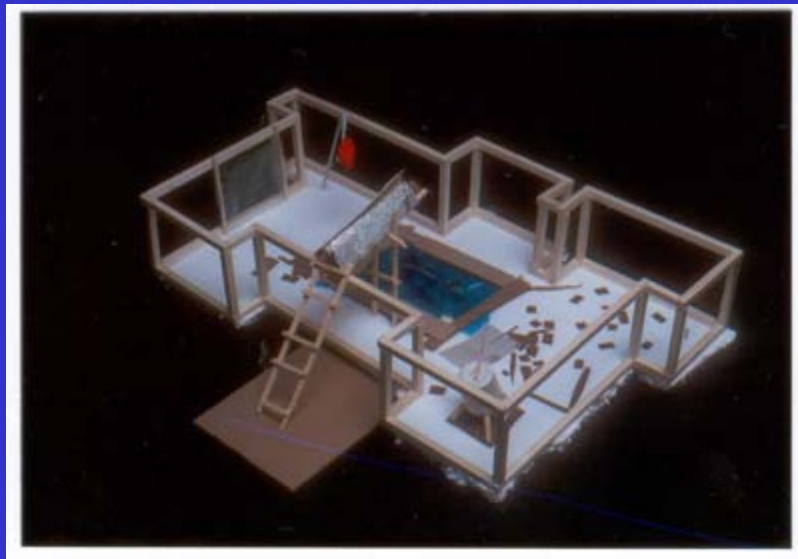
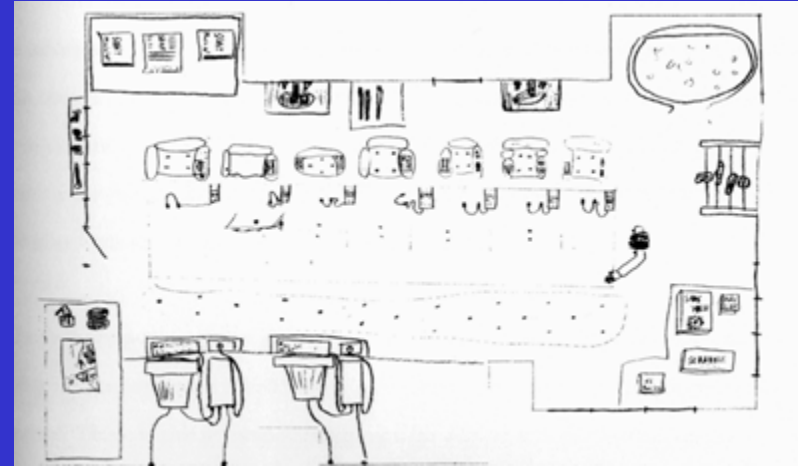
Art-room designs by the students

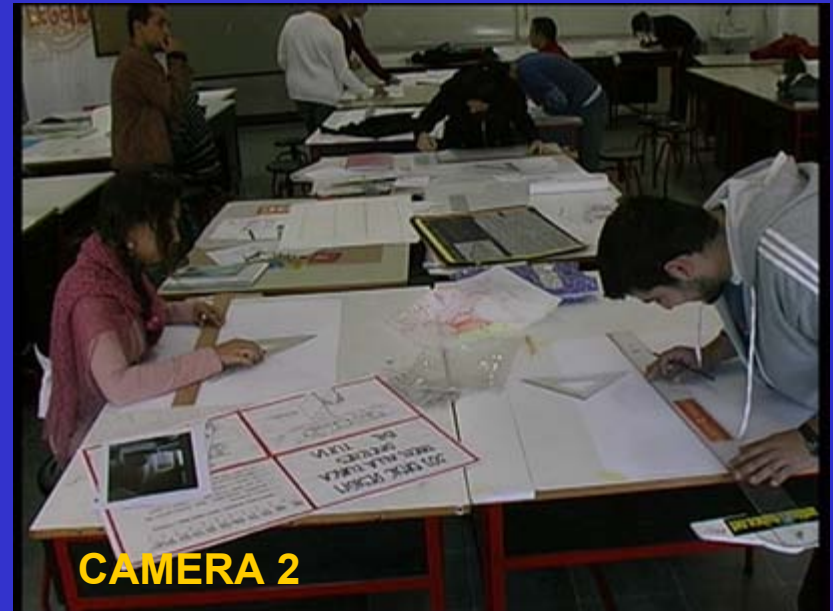


Feedback – exhibition of findings, models, and drawings



Art-room designs by the students





A Participatory Process: Defining Urban Public Space for Children in a Squatter Settlement



- A discourse on everyday environments of children:
 - the need for a children's politics by children;
 - alienation of children in everyday lives and environments
- A cultural and political environment to represent children in the 21st century.
- A methodology that includes the children into the design process.

Problems

- Less use of streets, parks and playgrounds by children
- Computers, internet, TV, and electronic games
- More time in private, closed, commercialized, commodified spaces that children state in their drawings and compositions.

- Children wish for playgrounds with a lot of greenery, but they play on the streets, vacant lots, and neighbors' gardens.



A Socio-spatial Project

- Proposed by a team of architects, interior architects, urban designers, a model that provides an example for gaining responsibility in making everyday environments.
- 5 Stages of working with the children in the design phases of the space.



Workshop 1 - Questionnaires and Drawings

- » My Dreams and Wishes List
- » Things I Love and Hate in my Neighborhood
- » Picture Drawings
- » Importance List
- » Activity Matrix




Ramonon
Kulshan

Mahallelerde her gıda her yıl atıldığı için her gün gıda için ayrı ayrı derinleşen ve çok iyi öğrenildiği için insanlar çok iyi birer bilimci her bir şeyi kendi başına öğrenirler. Mahallelerde her gıda her yıl atıldığı için her gün gıda için ayrı ayrı derinleşen ve çok iyi öğrenildiği için insanlar çok iyi birer bilimci her bir şeyi kendi başına öğrenirler.

Mahallelerde en çok işlenen şeyler her şeydir. Mahallelerde her gıda her yıl atıldığı için her gün gıda için ayrı ayrı derinleşen ve çok iyi öğrenildiği için insanlar çok iyi birer bilimci her bir şeyi kendi başına öğrenirler.

MAHALLELER
KÜLTÜRÜ
YERLERİ




6.01.2006
Görsel


MAHALLELER

Bir mahalle çok insanın yaşadığı yerdir. Her mahallede birer yer vardır. Her mahallede birer yer vardır. Her mahallede birer yer vardır.

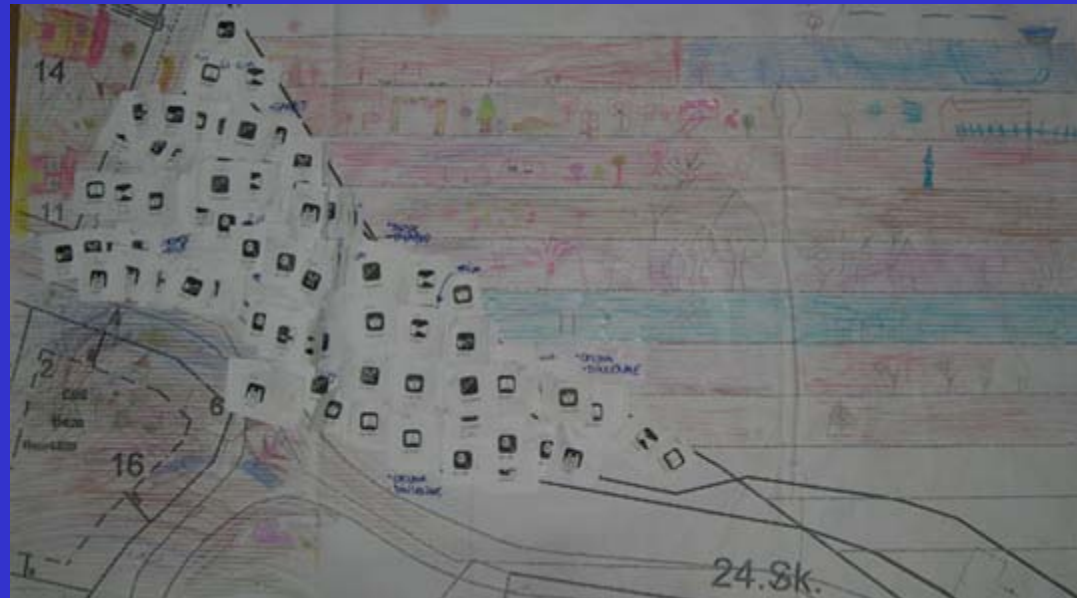
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- Workshop 2 - A Day on the Field of CAC



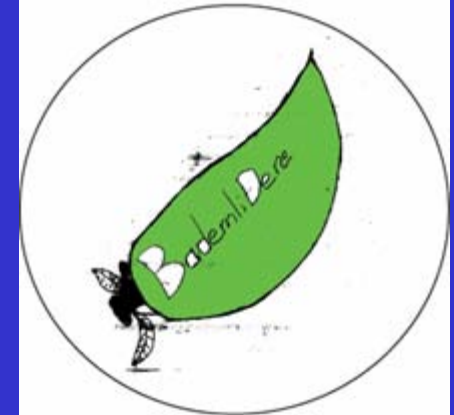
- Workshop 3 - Field Trip to the Junkyard



- Workshop 4 - Children's Design Proposals on the Site Model



- Workshop 5 - Competition for CAC Logo Design



- *“I feel like an adult because I am happy that you gave me this chance and asked about my opinions”*
- *“Hopefully, you will realize our wishes”*
- *“You, the architects, have pushed our dreams a step further and given us hope”*

Workshop and Competition for a logo for a Children's Museum in Izmir, Turkey (to be followed up by the design of the facilities within the space)



- **Participatory design processes with children are difficult but very rewarding.**
- **Methodology and timing are significant for these processes.**
- **Inclusion of children in projects as such will give them a sense of belonging, inclusion, and self-confidence that they will carry well into the future.**

For further information on
participatory process methodology with children, please contact

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Thank you!!!