

# Getting to know the child – fun activity

## Summary

This activity is a way of spending time with the child to help them feel comfortable with the researcher.<sup>120</sup> The researcher can also learn more about the child, their life and their preferred communication. This may help the researcher suggest the best tool to try (photo, doll etc.) when they next meet to ask the child the research questions.

## Activity suggestions

Child makes or does something that identifies something about them such as craft or a picture book that they can keep. Researchers can refer to the item to start conversations with the child when they visit in future.

Different activities may include:

- pottery, making a mask or sculpture that identifies them (e.g. painting a mask)
- painting or drawing a picture
- story book about themselves – ‘My name is ... I am X years old, I live with ... I like ... , I don’t like ... ’, may include photo of themselves
- walking tour: the child leads the researcher on a tour of their house/area/village, and talks about what they do each day, what they like. You might get the child to collect objects (shells, etc.) which they can keep and that you can talk about later. Or you might ask the child if they want you to take a photo of these places or the things that they have collected.
- read, sing, make music together
- play the child’s favourite game
- play with a favourite toy or a toy provided by the researcher
- use or play with an everyday item such as fishing line.

## Preparation and activity

1. Allow 1–2 hours
2. Make sure you take materials such as:
  - paints
  - crayons, textas, pencils
  - paper, cardboard
  - mask
  - camera
  - toys
  - everyday items (e.g. fishing line).
3. Explain your ideas to the child about what you might do together. Think about adapting the options and activities to suit the child’s strengths and communication style.
4. Take audio recorder, camera, notepaper to make your own notes and observations.