

COLLAGE LIFE STORY ELICITATION TECHNIQUE (CLET): CREATING SPACE FOR CHILDREN'S VOICES

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CLET STEPS

1. COLLAGE MAKING

Encourage individual's agency

Create your own life story collage, use 8-10 images, while trying to answer the question:

"How does this picture/image/drawing represent something important and memorable about [theme] in my life?"

(Use local magazines to stimulate associations)

2. STORY TELLING

Actively constructing micro-narratives stimulated by the images on the collage

1. Tell a (short) story about the image in the collage.
 2. Why did you choose this image to represent [theme]?
 3. How does this picture make you feel about [theme]?
- (Prompt for deeper meanings)

3. POSITIONING THE SELF & ELICITING SILENT VOICES

Challenging ownerships of the narrative and autobiographical remembering

1. Where would you put a picture of yourself in this collage & how would it make you feel?
 2. What image would you like to add if you could find the right one? Why?
- (Prompt further for meanings)

4. JUXTAPOSITION

Reflect dynamic of the story by comparing similarities and differences among images

Select 2 images with similar meanings, and 1 image with an opposing meaning. What are the differences and similarities between these images?
 (Repeat if time permits)

5. REFLECTION & CLOSURE

Allow reflection and debriefing

1. How did you feel when making this collage and telling your stories?
2. What do you feel now that we are almost done?
3. Can you think of anything else you would like to add that you did not tell before?

THEORY

Creative energy in art-based activity can explore underlying emotional, cognitive & developmental conditions.

Narrative identity; identity is constructed by integrating life experiences into an internalized, evolving story of the self that provides a sense of unity, meaning, and purpose in life.

Positioning theory; people use all types of discourse to ascribe their rights, take ownership of relationships to self, other & context, and perform agentively within social & historical constraints.

Cognitive theory; life is constructed through repertoires for social evaluation, that are built up giving rise to richer personal narratives.

Reflexivity for exploring changes as a result of intervention & insights gained. Debriefing allows for addressing challenges emerging from the whole CLET process.

SAMPLE COLLAGE & STORIES



Context

Collage: My Family

Image 1: My father had to waste money to repair the car and we could not go to restaurant for "Yumcha" with my grandmother and aunt for a whole week as well.

Stories

Collage Theme: **High Mobility Lifestyle**

Positioning of Self: Spectator. All the stories for her was the past, she looked forward for the new page, the next collage...

Silent Voice: Picture of Pyramids, her home for the first 5 years of her life.



Collage theme: **High Mobility Lifestyle**

Positioning of Self: at the food: "I love Chinese noodles"

Juxtaposition: Fireworks vs. Astronaut: my life is full of excitement and adventure

ANALYSIS

A place called home (Female, 8 years old, TCK)

Many Lotus flower (2)	My mother like massages (7)	X I am from Canada (1)
Lots of Picnics (5)	We watched TV (4)	Camping in grandma's backyard (6)
I like Lasagna (8)	My first triathlon (10)	My father made pancake on Sunday (9)
		My first bike, my dad taught me to bike (3)

Image	Denotation	Metaphor	Participant's memory
3.	Lunch box, Barbeque pork & rice	Caretaking Nurturing Obesity?	His mother seldom cooks since she does not have time. Thus, he always eats takeaway. He thinks that the barbeque pork represents his sister, who is fat and fierce. He also thinks there is

Story Grid

Collage Theme: **High Mobility Lifestyle**

Positioning of Self: Spectator. All the stories for her was the past, she looked forward for the new page, the next collage...



Collage Theme: **My Family**
 Children aged 9 -11 from South Africa.

Female age 11:
 "I like my sister because she likes helping people when they are in trouble she helps them. I don't like her when she does something bad, when she steals, I don't like it, but I can forgive her ... yah ... when she steals, and lies to people, stuff like that."

SOCIAL DEVELOPMENTAL ANALYSIS

- Cutting & pasting images: Motor & coordination skills, storying self.
- Number of human & non human images gives hint to quantity and quality of social interaction & relationship patterns.

- Short information, such as "I like it", or "I don't know" may indicate language skill and proficiency.
- The story telling ideally should be conducted in the mother tongue of the child.

COGNITIVE ANALYSIS

- Age-appropriate cognitive processing.
- Structure & coherence of memories related to theme.
- Repetitive or avoidant/denial of possible problematic.

- Does the story have a plot, is sequential, or jumps from one topic to another with no coherence?
- Also explore "how" of stories
- Besides the "why" (reasoning), pay attention to "when" and "what" of stories.

PSYCHOLOGICAL ANALYSIS

- Further psychological intervention may be needed if: using irregular images (e.g., vulgar scene, violence, no human image at all), or less than 3 images.

- Brief responses or story may indicate avoidance or denial as a way to protect the self.
- Rapport building & prompting is the key to deep and rich stories.