

A *Gallery Walk*\* provides a useful method for children to report their findings and results without having to rely on formal written reports. It enables them to present findings and results in a meaningful way that helps ensure that the focus on children is central to the process. It also provides a useful opportunity for discussing the results.

## OBJECTIVE

- To communicate children's findings, results and ideas to a mixed group of adults and children

## time span

30 min preparation time  
30 min to 1 hour 'gallery walking'

## product

A series of previously completed tools or results are displayed in a 'gallery' of drawings with verbal explanations.

## who facilitates

One or two development facilitators (DFs) can co-lead with child or youth facilitator.

## who participates

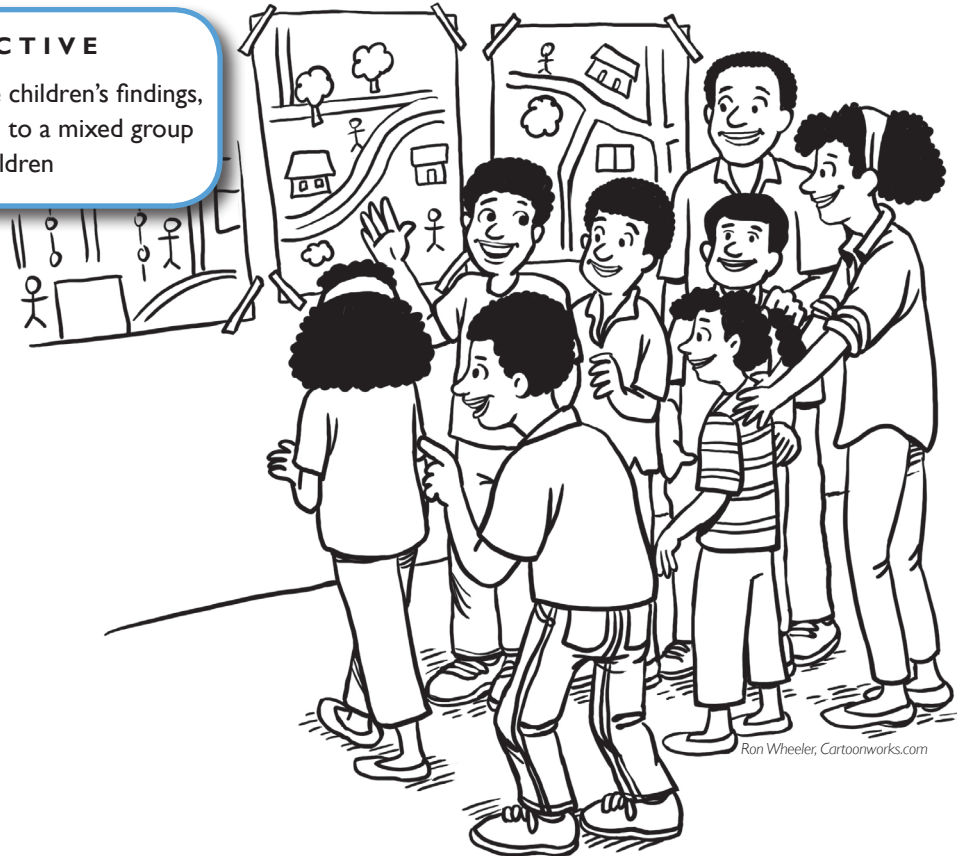
This activity is suitable for children 10 years old and above.

Form groups of up to eight children in each group (with boys and girls in separate groups if possible).

This can include child and youth members of the starter group.

## materials

- written and pictorial results from whichever tools are being presented
- paper
- crayons, markers, coloured chalk or pastels
- tape, string or tacks for mounting and displaying pictures around the room or space



## Introduction

This tool is particularly useful in mixed groups of children and adults, where children's voices are in danger of being marginalised. Children have the chance to display and present their results without having to provide a written report.

## Recommended process

- 1 Children choose which aspect of their results or findings they wish to communicate (these should be based on the findings already produced).
- 2 If the findings are already written up on large sheets of paper, check that they are clear and if necessary write them out more clearly.

- 3 If there are aspects of the results that the children want to express, provide materials to enable them to draw them on large sheets of paper.
- 4 If there are photos available, stick them on large sheets of paper with explanations and dates.
- 5 Mount the results in a 'gallery' around the room or space.
- 6 Have children act as guides, showing adults their results and explaining what they mean.
- 7 A facilitator can accompany the children and help prompt them if necessary, but the children should be largely left to explain their results in their own words.
- 8 If the development facilitator has taken notes of the results, these can also be included in the gallery walk.

#### **Other uses for this tool:**

- This tool is useful for reporting findings and ideas in large community contexts, particularly when there are a large number of people to communicate with or when there are mixed ages, education and literacy levels in the group.
- This tool is useful when there are multiple sub-groups within the Starter Group, for example if men, women and children work in separate groups, and there is a need to share and discuss results and to come to a unified conclusion.
- This tool is also useful for validating findings. After the 'gallery walk', a facilitator can ask questions of the audience about the drawings. This can encourage discussion and validate findings. In addition, the discussion can provide insights and a deeper understanding about the situation surrounding the findings.