MONASH University

Animating research findings: a example of research translation to benefit marginalised young people

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What do we know about children whose parents are imprisoned?



- Typically live with their parent prior to prison
- Move to informal care arrangements with extended family
- Limited support systems: problems are hidden
- Disruption and instability
- Emotional and behaviour difficulties
- ‘Silencing’

What do young people tell us they have to cope with?



- Inadequate information
- Displacement from home: differing expectations and relationships
- Poor visiting arrangements: getting there and being there
- Being the ‘meat in the sandwich’ between carers and mother
- Feelings of embarrassment and shame
- “Normal” problems
- No preparation for parent returning home



How do young people cope?

- **Internalising**
  - *"Mostly I kept everything in – [feeling] sad and stuff" (Harry – 10 years)*
  - *"I … cry"*



… [about it], there wasn't really that many people to talk to … Most people can't give a toss " (Dan – 10 years)

- **Some peer support**
- **Limited use of support services**
- **School support (if schools were made aware)**

Building futures where kids can shine.

Our Purpose:

- SHINE for Kids works with and for young Australians affected by family member involvement in the criminal justice system. We support them and help create hope, we inspire them to reach their potential, we nurture their growth and we empower them to succeed.

SHINE programs

- Individual and family support
  - Counselling and support
  - Mentoring
  - Educational, social and financial assistance
- Group support
  - Peer support – school and community
- Fostering family connectedness
  - Child and Family Visitors Centres
  - Prison Invisits program
  - Video visiting
  - StoryTime – recordable books
- Culturally specific programs

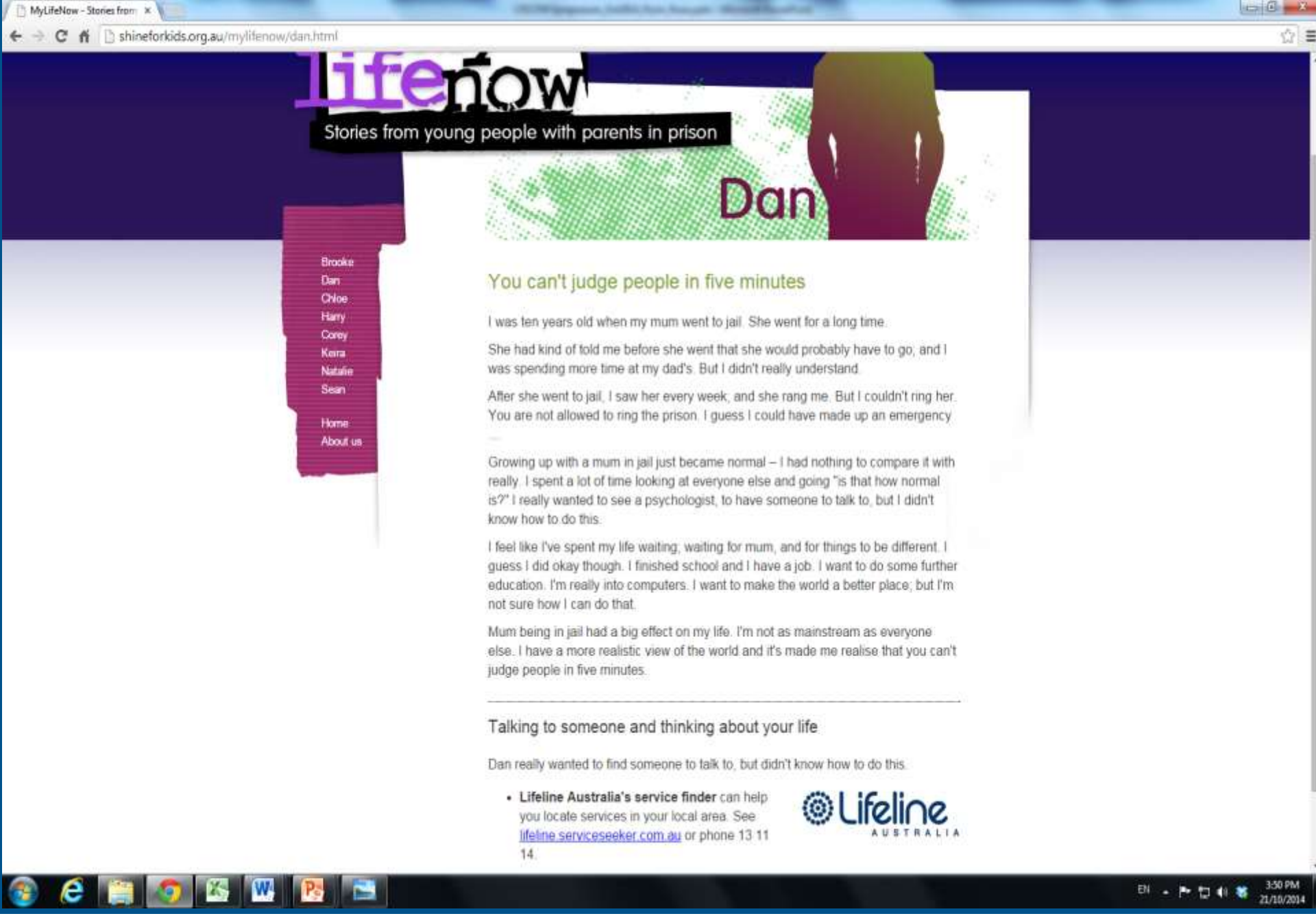






Narratives of young people whose mothers have been in prison www.mylifenow.com.au




MyLifeNow - Stories from
shineforkids.org.au/mylifenow/dan.html
lifenow
Stories from young people with parents in prison
Dan
Brooke
Dan
Chloe
Harry
Corey
Keira
Natalie
Sean
Home
About us
You can't judge people in five minutes
I was ten years old when my mum went to jail. She went for a long time.
She had kind of told me before she went that she would probably have to go, and I was spending more time at my dad's. But I didn't really understand.
After she went to jail, I saw her every week, and she rang me. But I couldn't ring her. You are not allowed to ring the prison. I guess I could have made up an emergency.
Growing up with a mum in jail just became normal – I had nothing to compare it with really. I spent a lot of time looking at everyone else and going "is that how normal is?" I really wanted to see a psychologist, to have someone to talk to, but I didn't know how to do this.
I feel like I've spent my life waiting, waiting for mum, and for things to be different. I guess I did okay though. I finished school and I have a job. I want to do some further education. I'm really into computers. I want to make the world a better place; but I'm not sure how I can do that.
Mum being in jail had a big effect on my life. I'm not as mainstream as everyone else. I have a more realistic view of the world and it's made me realise that you can't judge people in five minutes.
Talking to someone and thinking about your life
Dan really wanted to find someone to talk to, but didn't know how to do this.
Lifeline Australia's service finder can help you locate services in your local area. See lifeline.serviceseeker.com.au or phone 13 11 14.
Lifeline
AUSTRALIA
3:50 PM
21/10/2014

Thinking creatively to share research

Davies & Powell (2012) Communicating social research findings more effectively: what can we learn from other fields? *Evidence and Policy*, 8 (2), pp 213-233.

- Narratives and stories
- Language choice and metaphor
- Advertising and marketing
- Co-producing knowledge
- Immersion and experiential learning
- Creativity and the arts

Animated Documentary

- Documentary as the “creative treatment of actuality” – John Grierson
- *Expositional* or journalism style of documentary often dominates, broadcasters such as ABC and SBS prefer traditional documentary with presenter or voice over that speaks “for” the subject.
- Animated documentary such as *Creature Comforts* by Nick Park (Aardman studios) use documentary audio
- *Never Like the First Time* animated documentary on losing virginity by Swedish director Jonas Odell
- Protects identity of the subject
- Visually engaging
- More expressive and open to interpretation and therefore lacking didacticism of the expositional style

Collaboration: Monash Art Design & Architecture (MADA)- Dept of Social Work – SHINE for Kids

- Collaboration with MADA – animation
- Existing relationship between Dept Social Work and SHINE – shared research interests
- Relationship between MADA and Department of Social Work established through *Envisioning tomorrow: social work in PNG*
- *My Life Now* needed to engage young audience and protect identity
- Animated documentary style appropriate for My Life Now content and audience (similar to *Never Like the First Time*)
- Audio already existed

Challenges

- 2nd year design students have little experience with social justice issues and vulnerable subjects
- All imagery needed to be self-generated
- Audio was essentially a narrated transcript by actors and lacked authenticity
- Part of unit curriculum and therefore limited timeline for students

Successes

- Great variety of interpretations
- Mix of subjects: some students chose to combine stories
- Photography, video, music and sound effects added
- Shine for Kids now have 12 videos with more to come from 2nd semester students

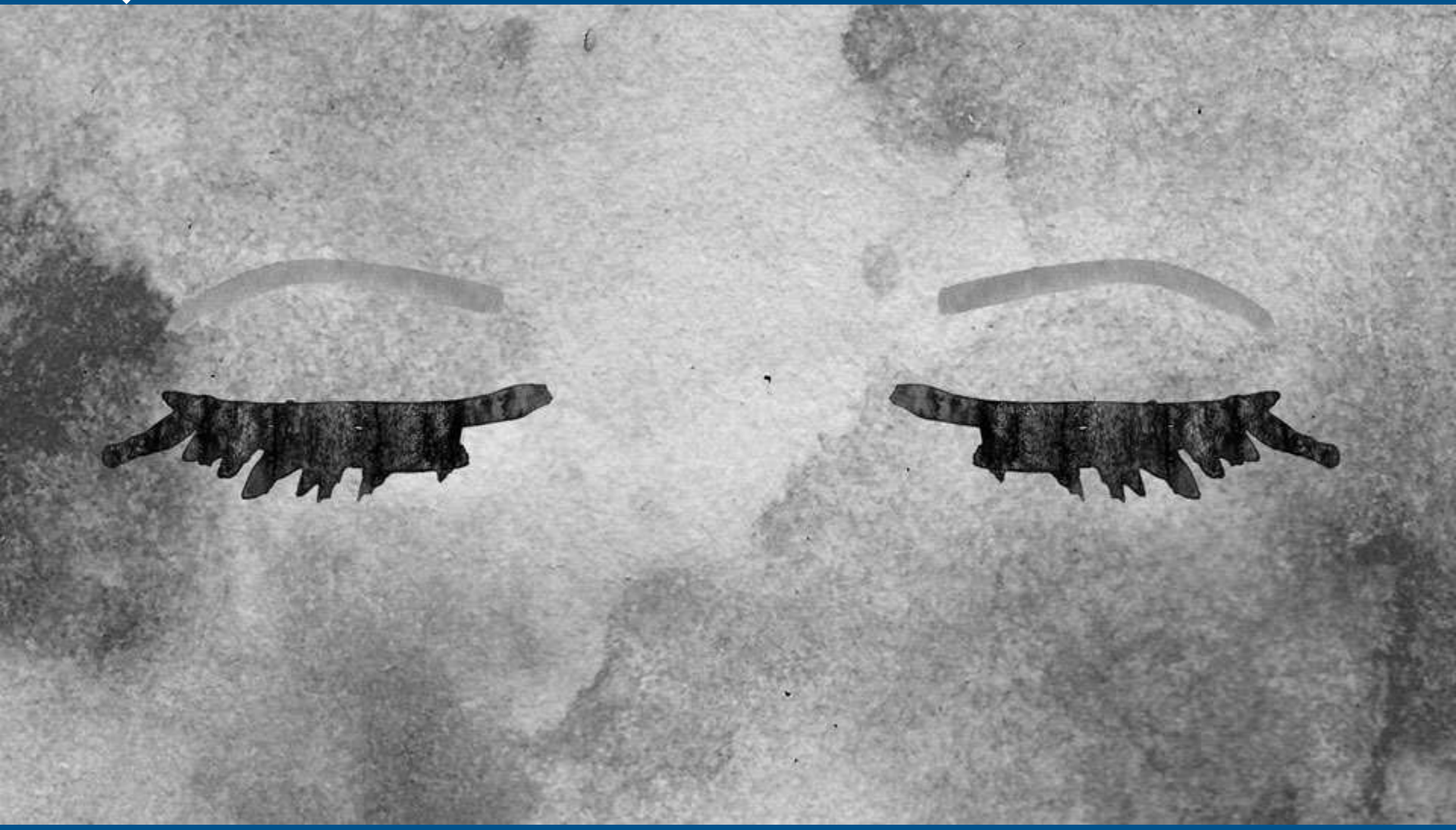








BUT
I
DIDN'T
REALLY
UNDERSTAND.

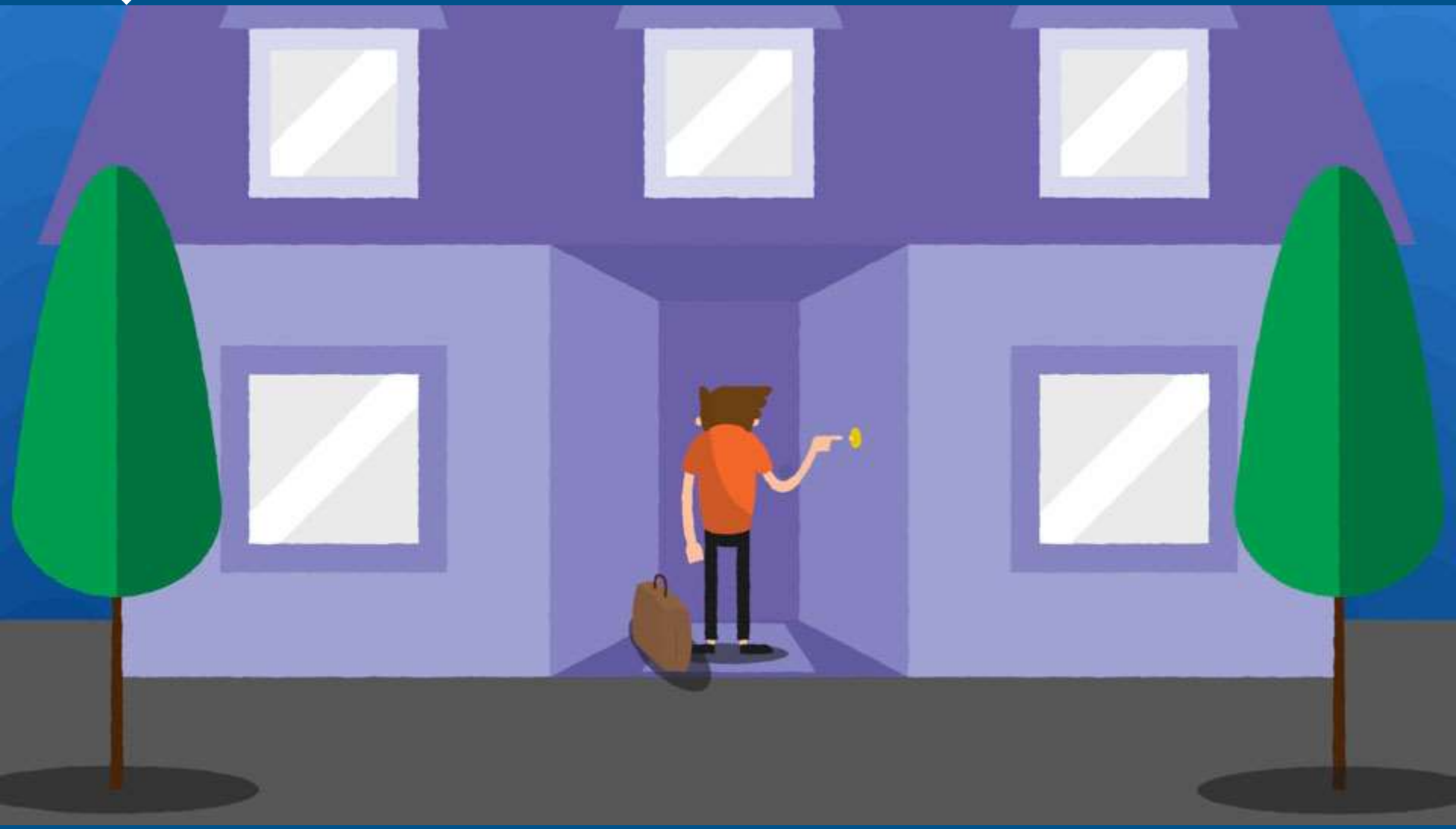



Friend 2
Friend 1
Nan

Click for animation on youtube.com



Click for animation on youtube.com



Next steps

- Videos will be launched and online soon
- Get feedback from young people
- Potential for future research to incorporate creative outcomes instead of an afterthought
- This may encourage greater participation in social research
- Delivers a research outcome that more easily engages the subject and therefore ‘adds value’ to the process

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