

Picture This!



Troop Leader Manual

Sponsored by:
The Institute for Health Promotion Research,
The University of Texas Health Science Center at San
Antonio
Girls Scouts of Southwest Texas

About the *Picture This! Troop Leader Manual*

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Dennis SF Jr, et al. (2009). Participatory photo mapping (PPM): Exploring an integrated method for health and place research with young people. *Health & Place*. 15(2):466-73.

Hamilton Community Foundation. (2007). Manual and Resource Kit. Available: <http://www.naccho.org/topics/infrastructure/mapp/framework/clearinghouse/upload/Photovoice-Manual.pdf>. Accessed: September 1, 2010.

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Introducing *Picture This!* Photovoice Project

Introduction and Overview

The purpose of the *Picture This!* Photovoice Project is to involve girls from Westside San Antonio in the development of a program to improve their health by increasing their physical activity levels. The project is sponsored by the UT Health Science Center at San Antonio and Girl Scouts of Southwest Texas. It includes 7 sessions facilitated by troop leaders and a research debriefing. The research debriefing is a special meeting with a person from the UT Health Science Center at San Antonio who will ask the girls questions about their project experiences and ideas. Because this is a research project trying to gain new knowledge of girls' physical activity in Westside San Antonio, troop leaders will have additional administrative tasks to track implementation of project activities.

Photovoice blends a grassroots approach to photography and social action. It provides cameras not to health specialists, policy makers or professionals, but to people who do not usually have a say in decisions affecting their lives: youth. *Picture This!* involves putting cameras in the hands of girls ages 11-14 to find out about physical activity opportunities and constraints for girls in Westside neighborhoods. Girls will take photos to answer these questions:

- (1) *What helps girls your age be active?*
- (2) *What keeps girls your age from being active?*

Photovoice has 3 goals:

1. To help people to record and reflect on their community's strengths and problems.
2. To identify important issues through group discussion and photographs.
3. To gain the attention of politicians and other policy people.

Girls benefit from Photovoice, as they are able to speak about the issues that are bothering them, connect with others in their community, and advocate for change. At the same time, they learn basic marketable skills including photographic technique, working with digital images, and the process of creating an art show or product.

All girls involved in Girl Scouts may participate in the *Picture This!* Photovoice Project. Only those girls whose parent or guardian signed a consent form and who signed an assent form may participate in the **research debriefing** held in late March or early April. A copy of the the combined consent and assent form signed by parents/guardians and girls is included in the Appendix. This form is also available in Spanish.

The 3 Phases of Photovoice

The project will consist of three phases:

Phase 1- *Picture This!* Photovoice Project Training.

This involves establishing group norms (e.g., attendance, confidentiality), exploring the “big issue,” learning how to use the camera, and discussing safety and ethical issues. While it may be tempting for the group to start taking pictures right away, it is important that the meetings start with a discussion of the topics listed above. This will help the girls to think about what matters to them, what changes they would like to see made, and how to show this through photography.

Phase 2- Photo Sharing.

This involves the girls photo walking tours and taking photographs of what they believe are strengths and weaknesses of their neighborhoods regarding physical activity, and sharing with their troop their photos and the messages or meanings within the photos.

Phase 3- Advocacy Training.

This involves making plans for social action and accomplishing these actions through the display of the photos, along with continued discussion of the girl’s photos with the community members.

Background and Significance of Photovoice

“Photovoice, a participatory action research process, provided an opportunity to engage youth in a research process that facilitated a collective consciousness of their situation (George, Daniel, & Green, 1999; Minkler & Wallerstein, 2003; Penuel & Freeman, 1997; Stringer, 1999) by utilizing the subject under scrutiny (the youth) as the researcher himself. By encouraging active participation in the research process, community members are better poised to determine relevant and effective solutions to the problems that affect their quality of life than are outside investigators (George et al., 1999; Minkler & Wallerstein, 2003; Stringer, 1999).

The premise of Photovoice is “empowering communities through documentary photography.” Photovoice is a specific method that puts cameras in the hands of people whose voice is often hushed by the power elite. These people often do not have an audience for their voice because they have little power themselves, or little access to those who have power over their lives. The camera therefore becomes their tool, their voice. Photovoice is as a grassroots approach to social action. That is, it is a process that can reach, inform and organize community members for social change (Wang & Burris, 1997).

In *Picture This!* girls will serve as the eyes, ears and voice of the research. *Picture This!* is an interactive activity that will help girls look at, think about and act on an issue that is important in their lives. Youth participants will follow a “look, think, act” model (Stringer, 1999). Youth researchers examine the first component of the “look, think, act” model by looking at the programs and activities in which they participate and the neighborhood where they live and play and documenting what they see through photography. In the second component, “think,” youth researchers reflect on the photos and notes that they gathered and construct a description of what affects a girl’s ability to be physically active in her neighborhood. Youth reflection is guided through a systematic debriefing procedure that addresses antecedents as well as predisposing, enabling and reinforcing factors (Green & Kreuter, 1991). The third component, “act,” will be achieved when youth present their findings to influential stakeholders and







community leaders. For more information about conducting Photovoice, visit:
<http://www.photovoice.com>.

***Picture This!* Photovoice Project Role Descriptions**





Troop Leaders

The role of the troop leader is essential to help girls think critically and to encourage positive group dynamics. At the same time, as a troop leader, it is important to be mindful of the contributions you make to the group.

Suggestions for facilitating a *Picture This!* Photovoice group successfully:

-  It is very important that the troop leader establishes and maintains a common goal for the group. It is very easy to get off track especially when the group is discussing issues that they are emotional or passionate about.
-  *Picture This!* meetings are not therapy sessions; it is important to establish boundaries within the group. It is natural to want to offer your advice and options and thus get off track. For some girls, the photographs may reflect issues that they are very passionate about and may raise unresolved issues from their past.
-  Photographs can be very powerful in generating a range of emotions. It is important to be supportive of group members and enable them to find and share their voice. It is also important to balance individual needs with the needs of the other group members.
-  At times, the girls may need support or direction to link with other community supports to work through issues that emerge in the group that need more intensive work to resolve.
-  When sharing photos and thoughts, it is a good idea to limit each girl's turn to **ten or fifteen minutes** depending on the number of girls in a troop, so there is enough time for everyone to share.
-  Stress to the girls that their photos do not have to be perfect. Remind the group that they will be writing a commentary to help bring out the message in the photo.





Points to remember:

-  There will be teaching regarding use of the camera, ethics of taking pictures, safety issues to consider and process of writing captions about the photographs. As the meetings progress, however, girls should be encouraged to take more of an active role in the discussion and to support each other. The primary role of the troop leader within each meeting is to facilitate discussion among the girls and enable them to express their voice.
-  At times, it may be important to reinforce group norms regarding attendance, participation, and creating a supportive environment for discussion.
-  The girls should focus on the key issue outlined in their workbook. They may, however, need some assistance to prompt them to think about and discuss the issue and questions.
-  At the end of the *Picture This!* Photovoice meetings, girls need to spend some time journaling and discussing where the group will go from here. What key issues have they identified and how can they be addressed?

Parent Volunteers

Parent volunteers will support the troop leader in the *Picture This!* Photovoice project. They will need to have a good understanding of the Photovoice philosophy and process. They should also have good communication skills in order to encourage girls to share their ideas, be good listeners, be non-judgmental, and be invested in the process of enabling girls to find and share their voice with others.

Responsibilities:

-  To assist the troop leader as needed.
-  Practical duties may include: making sure the meeting space is set up, and ensuring that refreshments are prepared and available for the meetings.
-  In the meetings, parent volunteers may help to encourage quieter girls participate or assist girls in writing down their ideas. They may also help to ensure that the meetings proceed in a timely manner.
-  During sessions, parent volunteers may provide individual support to girls as needed. For example, some girls may benefit from support initially in order to take pictures until they build confidence in the process. In addition, some girls may need reminders about the date/time of the group session.

Ethics of Photovoice and Responsible Camera Usage

During the first few sessions and at any other time during *Picture This!* meetings, discuss with girls possible ethical issues that may arise.

Invasion of privacy

- 🌈 Taking someone's photo without his or her permission is a violation of privacy. Even if the person did not appear to object, not asking permission may cause that person to retaliate and could put the girls in danger.
- 🌈 If the photographer believes a loss of naturalness might occur if permission is asked, they must "learn the art of patience;" remind girls that many professional photographers spend most of their time behind a camera just waiting. Wait until the person has forgotten you are there, until they slip back into what they were doing.
- 🌈 Asking for someone's permission to photograph him/her is a way to build their trust. It will also give the girls an opportunity to discuss what they're doing and explain the *Picture This!* Photovoice project with members of the community.
- 🌈 As a general rule, the girls are not required to receive a signature when taking a photo of a group of people where individual faces are not recognizable or if the girls are taking a photo of something and a person just happen to walk into the shot.
- 🌈 Some people may not want their photograph taken, and will have individual reasons for this.
- 🌈 People often feel protective of their communities.

Representing communities and their members

- 🌈 Taking a photo of someone doing something risky or incriminating would go against the values and goals of Photovoice.
- 🌈 Girls will also be asked to write a story or caption to display along with each photo.

- It is important that girls ask themselves if the person would agree with the photo taken and with the text written to accompany the photo.
- Using a camera gives the girls a lot of power to create a message that is visually loaded with meaning; within the image are the girls' values and message, and those the viewers will take away with them. Therefore, it is important to represent the image and the persons within the image in an accurate way.









Remember that the persons are vulnerable to the image, even if they give permission to be photographed. That is, the subject of the photo has no say in how the photo is interpreted.

Group discussion of ethical issues allows girls to gain some insight into how they should approach people and subject matter, and how photographs should be presented once developed. Ultimately, the purpose of discussing ethical issues is to reduce the risks to the girls in the project and the members of their communities.

Safety Guidelines

Troop leaders should discuss safety issues with girls before they enter the community equipped with a camera. This will encourage participants to follow safety guidelines that will protect both themselves and members of the community that they may encounter. A section on safety is inside the girl's workbooks and should be discussed before the girls go out on their walks and begin taking photos. Please stress to the girls that they should always use their judgment and should never put themselves in risky situations.

The **Safety Guidelines (Workbook pp. 10-13)** cover the following:

-  Always ask before taking a photo of someone or someone's personal property (e.g., someone's house).
-  Be respectful.
-  Use a buddy system, especially when going to places where you are not familiar.
-  Don't do anything you wouldn't usually do.
-  Don't go anywhere you wouldn't usually go.
-  Be aware of your surroundings.
-  **ASK FIRST** before taking a photo (**Form G – Consent to Be Photographed**)
-  When confronted by someone aggressively (i.e. address the possibility of being mugged or robbed), stay calm, do not resist and give up the camera.

"The camera is not a shield..." (Wang and Redwood-Jones, 2001, p. 567)

Evaluation and Reporting

Process evaluation will occur throughout the project, involving both materials development and project implementation. Since the troop leaders are the facilitators of the project, they will have additional administrative tasks to track implementation of project activities.

Process Evaluation

Process evaluation will focus on project implementation and operation. The information collected will allow the research team to assess whether the project is being implemented as intended and identify problem areas and barriers. This ongoing evaluation will provide an in-depth assessment of program activities and a feedback loop to make necessary adjustments to improve the project. Below is the list of forms for the *Picture This!* Photovoice project, these forms will be used for evaluation purposes.

List of Forms

- Form A: Meeting Sign in List
- Form B: Team Name and Assignment Log
- Form C: Camera and GPS Assignment Log
- Form D: Walking Tour Plan and Map
- Form E: Photo Selection Form
- Form F: Participant Agreement Form
- Form G: Consent to be Photographed Form
- Form H: Photo Recording Form

Preparing for the Meetings

This section covers the details you need to focus on to plan and conduct the *Picture This!* project. It will give you an understanding of the program and help you make the most of your time and your skills. Take some time to review this information now and refer to it often as you prepare for each session.

Facilitating the Facilitation

The pages of *Picture This!* Troop Leader's Manual are filled with visual aids to help make your facilitating job easier.

The following icons make it easy to find what you are looking for:



indicates 10-15 minutes of journaling time for girls



indicates the suggested length of time for an activity



indicates content overview provided for the session or activity



indicates learning objectives of a session or activity



indicates any facilitator's preparation that may be needed

indicates



any materials or supplies needed



appears next to italicized text that you can paraphrase or read to girls as written



indicates when it's time to finish up a session

Doing Your Homework

You will find planning and preparing before each session will save valuable time and will help increase your confidence about facilitating each session. Every session plan tells you exactly what you need to do to carry it out. Here is the general checklist to help you prepare.

@ Review the text for the session.

Become familiar with the content and timing of activities and breaks. The more you know ahead of time, the more comfortable you will feel when you going the session. Remember, the length of time listed is a suggestion only. Feel free to adjust the time to suit your troop's needs...and don't forget set-up and clean-up.

@ Gather materials.

Picture This! uses limited materials – such as pens, pencils, and paper – that are readily available. Other supplies and equipment – such as DVD player, cameras, and GPS need to be checked out by troop leaders for designated activities.

@ Create a comfortable environment.










Evaluate your meeting space. Is it too hot or cold? Is it the right size and shape? Is the lighting appropriate for the activity? Is noise a problem? Ensure the atmosphere is right. Set up the room to maximize interaction and enjoyment of the session. Be creative! Consider a circle or semi-circle of chairs, or let girls sit on the floor. Mix up seating arrangements from session to session and within the session to keep girls engaged.

@ Consider your participants.

Some girls have no difficulty sharing their thoughts and being active in front of peers. Other girls may be less outgoing. Consider the nature of your troop and individual girls, and adapt activities to help suit them.

A Suggested Gathering List






A few suggested materials are used in every lesson. You may want to gather enough of these items to last throughout the series of meetings.

-  Large paper.
-  Easel (if desired).
-  Colored markers and pens.
-  Masking tape.
-  Pens and pencils.
-  Watch or timer.
-  _____.
-  _____.
-  _____.

Making the Most of Your Facilitation

Why Small Teams?

Because of the small numbers involved, this kind of work provides girls with more opportunities to practice skills, share thoughts, work cooperatively, and actively observe others. As a result participants can more easily:

-  Establish common ground and provide the foundation for finding solutions together
-  Cultivate support that can enhance self-esteem
-  Acquire new skills
-  Improve performance through immediate feedback
-  Learn and become motivated

The *Picture This!* Troop Leader's Manual will help you facilitate critical thinking and encourage discussion. The activities are designed to encourage girls to explore questions about physical activity, answers, and possible connections. The goal is for them to work together to share information using their photos to trigger discussion and answer questions from their own perspectives. Here are a few skills that you can develop to help make that happen.

Modeling Open and Nonjudgmental Behavior

In Meeting 1, girls sign an agreement that governs their participation in the project. Throughout *Picture This!*, encourage the girls to follow the agreement. But don't forget *your* behavior with, and reactions to, the girls. Your actions can go a long way toward setting the right example.

Working in Small Teams









To encourage participation, troops will work in small teams of 2-3 girls for the *Picture This!* activities, and then come back together as whole troop to share and discuss their photos. You may want to decide how you will divide the girls into teams or let the girls select their own teams.

Handling Sensitive Issues

Picture This! is not about weight loss or forcing anyone to do physical activity. However, it is designed to promote critical

thinking and discussion about the role of physical activity in girls' lives using Photovoice. As a result, personal, sensitive, or uncomfortable topics may arise. You should try to anticipate and prepare for these situations. Before beginning the program, discuss with the leadership at your organization how you might address these situations. During the program, be sure to create an accepting environment where everyone feels comfortable participating and safe in expressing their thoughts.





Ideas to Consider When Sensitive Issues Arise:

-  If you know the answer to a question, share it briefly. If not, acknowledge the importance of the issue, and explain you will try to find the answer after the meeting.
-  Gently encourage a girl to participate in a discussion or activity without insisting that she do so. Do make sure girls are not teased or pressured by other members of the group.
-  Try to redirect the discussion back to the topic if the issue raised leads in a new direction.
-  Inform participants that you are available to talk about it after the session, if needed.
-  Ask the girls to find out more on their own and report back to the troop at a later session.
-  Congratulate the group for its good ideas
-  Model respect for ALL sensitive issues and special needs. Make sure the participants respect each other.
-  Honor – and support – cultural differences.

Leading with Open-Ended Questions

The main activities involve girls sharing their photos and discussing them with you and their troop. These discussions are designed to help the girls reflect on their photos which express their experiences, opinions, and ideas; think about their responses to the questions presented; and share knowledge with their peers and their community. You can start and keep the discussion going by using open-ended questions. Open-ended questions are those that get people talking. They usually start with “what, when, where, and how.” In contrast, closed-ended questions can be answered by responding “yes” or “no,” and usually do not require additional discussion.

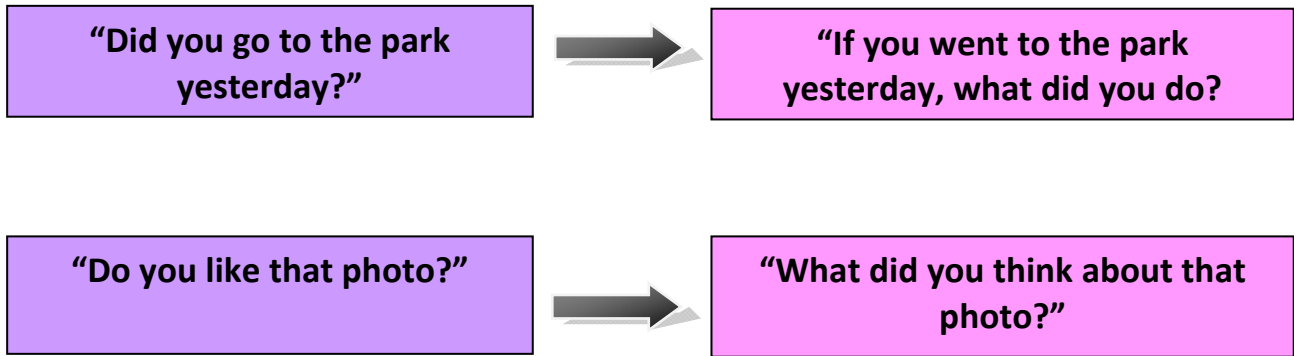
Here are some examples of open-ended questions:

-  “What do mean by...?”
-  “What types of exercise do you like?”
-  “When is it easy for you to physically active?”
-  “Can you tell me more about...?”

Here are some ways to turn closed-ended questions into open-ended ones:

Closed Ended

Open Ended










@ Making the Sessions Fun and Relevant

Avoid using the word "class" during the meetings. Mentioning the "classroom" or asking the "class" to pay attention may make the activity feel too much like school.

If you notice that the girls are restless or bored, take a minute or two to do a physical activity. Even a short activity will get their hearts pumping and their adrenaline going. Short spurts of activity will bring their focus back to the lesson and give them a nice break. For instance, ask them to stand and do jumping jack for 60 seconds without stopping. Or, turn on some music so they can dance. If you have extra time and the weather permits, have them go outside and just run.

Ways to Involve Girls:

Ask them to:

-  Hand out materials
-  Take notes
-  Time activities
-  Lead activities
-  Encourage others in their team and troop
-  Report to their team and troop
-  *Your ideas here!*

Encouraging Active Participation and Leadership





Picture This! provides opportunities to help girls build confidence, encourage leadership, and give them the feeling that this program is theirs. Take full advantage of every chance to ask for girl volunteers and get them involved in facilitating lessons. A few girls will likely assume these roles naturally; some will be able to do so with coaching and guidance and other will prefer to remain in the background. Your efforts to make the environment as nurturing as possible will encourage those who are not natural leaders to become more comfortable in this role.

Making Transitions



A big part of your role is to help the girls see relationships among all activities and lessons. A skilled facilitator is prepared to summarize each activity and transition to the next one. The summary gives the girls a quick recap of the main points of the activity, while the transitions relate

those points to previous and upcoming activities.

To Summarize an Activity

-  State the main point of the activity
-  Ask the group for its ideas
-  Acknowledge the group's hard work
-  Congratulate the group for its good ideas

To Transition

-  Tell how this point or activity is related to the next
-  Use only one or two sentences

Here is an example of a transition:

You've learned all about *Picture This!*.

You're ready and you're set.

Now, GO...

And make your *Picture This!* workshop terrific!

Some Things to Think About

Resource Checklist

Conducting *Picture This!* requires various several types of resources. Before you begin the program, keep in mind the items that will be needed for sessions and activities which will be provided by Girl Scouts.

MATERIALS AND SUPPLIES
Creative supplies – Some activities call for supplies such as markers, scissors, pens/pencils, tape, stickers, glitter, glue and other decorative supplies.
Paper supplies – Large and small format paper, poster board, white and colored paper, construction paper and used throughout the workshop.
Color printouts – Throughout the course of the workshop, printouts of girls' pictures or other visual displays (e.g., computer screen, projector) will be required for various activities. Alternatively you can use a laptop to display or share photos with the troop.
Watch/Timer – A watch, stopwatch or timer may be used to keep track of the time required for each activity.
DVD player – Some activities require the use of DVD player and/or TV.
Camera and GPS Units – Some activities require cameras and GPS units be checked out and distributed to girls.

Activity Schedule

MEETING NO.	MONTH	TOPIC AND ACTIVITY	TIME
1	Saturday, 1/30	Sessions 1-3: Introduction to Physical Activity, Photovoice and Camera Basics	90 minutes
2	Early February	Session 4: Walking Tour	45-60 minutes
3	Late February	Session 5: Photo Sharing	90 minutes
4	Early March	Session 4: Walking Tour	45-60 minutes
5	Monday-Wednesday, 3/15-17	Sessions 5-6: Photo Sharing and Creating Photo Essay	180 minutes
6	* Late March, Early April	Research Debriefing	90 minutes
7	April	Session 7: Taking Action	90 minutes
8	April/May	Photo Exhibit at Community Retreat	TBA

* A **research debriefing** is a special meeting with a person from the UT Health Science Center at San Antonio who will ask you questions about your photos and ideas. Girls **may only** participate in the debriefing if:

1. a parent or guardian signed a consent form, and
2. a girl signed an assent form.

Photovoice Session 1

Introduction



Session Overview







The first session is designed to help girls get to know one another and feel comfortable with the group. Once everyone has arrived, ask the girls to introduce themselves to the rest of the group. Group norms should be established within the first session, and these can be decided on as a group. This way, everyone will know what's expected of her and what is expected from the group.

The purpose of this session is to get girls thinking about what helps and what keeps girls from being physically active. They should be given the opportunity to reflect on their neighborhood; what they like and do not like about it as it relates to physical activity and what they would like to see changed. Their photos will document these experiences and will make suggestions for future changes.



Session Objectives

By the end of the lesson girls will:

-  Understand the importance of physical activity in their lives
-  Get to know others in the group
-  Understand their rights and responsibilities as a *Picture This!* participant
-  Understand the 3 phases of Photovoice
-  Discuss the “big issue” and come up with ideas for photos
-  Define the six step of *Picture This!*



Time Requirement

45 minutes



Materials Needed

Name tags

Pens/ paper

Flip Chart/markers


Optional:

Laptop and Projector

Handouts/Workbook

 Form F: Participant Agreement

 Workbook

 Journal Pages



Procedures

Introductions

Welcome girls. Encourage girls to use nametags. Have everyone introduce themselves.

Icebreaker





Use an icebreaker exercise to help girls get to know one another. For example, ask everyone to describe a photograph that has been influential to her. This could be a personal (family) snapshot, a photo they have taken themselves, or a famous image from a magazine, newspaper, etc. Group members can describe the picture, and then say how this image has influenced them. The troop leader could start with an example to illustrate. Another idea is to ask the group to speak about why the *PictureThis!* Project appeals to them.

Group Norms

Ask girls what they need to make this group experience work well for everyone. What ground rules are needed? Record these on the flipchart, and save to post at all subsequent meetings.

Suggestions:

 Confidentiality – what is said here, stays here.





-  Punctuality – please be on time.
-  Attendance – establish a way of notifying troop leaders if they are not able to attend a session.
-  Respect – one person talking at a time, use respectful language, respectful of differences in opinion.
-  Disputes can be worked out. Talk directly to others, not about them when they aren't present.

Go over the Participant Agreement (**Workbook p. 6**) with everyone. Handout a copy of the form (**Form F: Participant Agreement**). Ask them to sign it and return it to you.

What is Photovoice?

Ask people what their understanding is of Photovoice. What will people be doing and why? Explain Photovoice concept and schedule (**Workbook pp. 3-5 and 7**). You also have the option of showing the following YouTube video to explain Photovoice: <http://www.photovoice.ca/index.php?page=event>. Remember you will need Internet access, a laptop, and/or a projector to do this!

“Physical Activity: What Matters to Me?” Discussion Exercise

-  Ask girls to divide into small groups of 2 or 3.
-  Ask girls to first think about WHERE they live, and HOW they live, and then to list 3 things they are proud of and 3 things that need to change to be more physically active. Girls may use the **Journal section** of workbook for this.
-  Encourage girls to think broadly. Girls could consider physical activity for themselves personally, then expand their thinking to include their own living space, other people around them, other settings, and other places...
-  When girls are finished, ask girls to share their lists with others in their small group.

- 🌈 Ask: “What did you notice about the ideas girls shared related to physical activity?”




🌈 Themes

- 🌈 What is a “theme?”
 - A common or shared idea
 - A broad subject or area
- 🌈 How could we identify themes? How do we know when we have one?
 - Two or more girls share an idea
 - A topic keeps coming up again and again
- 🌈 It’s natural for our brains to look for patterns. *Picture This!* Photovoice can tap into this:
 - Helps girls to be creative: “This week, try to take some pictures on the theme.”
 - Could be how a show or display is organized.
 - Could be persuasive: “75% of girls said through their images that they thought _____ was very important.”
- 🌈 Ask girls to decide on one “theme” for the small group. How could girls share their own ideas on this theme using pictures?
- 🌈 What would you like to say about this theme? What experience can you draw from?
- 🌈 What image would “tell your story”? Share in the groups.





🌈 Empowering the Experience

Review the six steps of *Picture This!* (**Workbook pp. 8-9**). Explain how *Picture This!* is going to take the direction that the girls want, that girls should feel they have complete control over:

- 🌈 What the photos will show
- 🌈 What the captions or words say

-  What themes will be used
-  Where the pictures are shown
-  Who sees them

Summary of Key Points

-  State the main point of the activity
-  Ask the group for its ideas
-  Acknowledge the groups hard work
-  Congratulate the group for its good ideas

Photovoice Session 2

Responsible use of the Camera



Session Overview

This session will begin with a discussion about the responsibilities of being a photographer in *Picture This!* Troop leaders will also discuss safety guidelines for taking photos in order to ensure the safety of both girls and community members during photo taking tours. Girls will also learn how to write down their ideas behind the photos they take during the photo taking tours.



Session Objectives

By the end of the lesson girls will:

- Discuss the responsibilities of being a photographer to their subjects
- Practice using the **Form G – Consent to be Photographed**
- Practice introducing themselves to prospective subjects (**Workbook p. 13**)
- Understand and discuss **Safety Guidelines (Workbook pp. 10-12)**
- Discuss the use of **Form H – Photo Recording (Workbook p. 15)**



Time Requirement

45 minutes




Materials Needed

- | | |
|------------------------------------|--|
| • Name tags | Handouts/Workbook |
| • Pens/ paper | • Safety Guidelines
(Workbook pp. 10-12) |
| • Flip Chart/markers | • Form G: Consent to be
Photographed |
| • Norms list from previous session | • Talking to People Table |

(Workbook p. 13)

 Form H: Photo Recording

 Keeping a Record
(Workbook p. 15)



Procedures

Introductions

Welcome girls. Encourage girls to use nametags. Have everyone re-introduce herself.

Review Group Norms




Scenarios

Troop leaders should present the following scenarios. Girls may act out the scene while a narrator reads:

a) “Frank is in his home, eating supper. He happens to look out his window, and sees someone on the sidewalk near his house. The person keeps looking up and down the street nervously. He seems to be looking at Frank’s house. Finally this person pulls out a camera, takes a quick photo of the house and hurries away.”

b) “Judy has to work an early morning shift. She didn’t sleep well, and hasn’t had her coffee yet. She is tired and cranky, having just dragged herself out of bed. She is standing at the bus shelter waiting for her bus. Someone across the street is watching her. This person all of a sudden pulls out a camera and takes her photo.”

After each scenario is acted out, ask the group:

-  What seems to be happening here?
-  What is going wrong?
-  What could be done differently?

@ The Camera and Control

Pose the question, “How is carrying a camera like having power or control?” Brainstorm at the flip chart by letting girls tell you their ideas and then writing them down.

Some ideas:

- 🌈 Others might not want their photo taken, don't have a choice
- 🌈 Others are “forced” to participate in your photo-taking
- 🌈 It's an “intrusion” to have a camera pointed your way
- 🌈 It can make people angry, nervous, upset...
- 🌈 Consider the word “take” in “taking a photo”
- 🌈 Some cultures believe you are taking someone's soul when you take their image

Ask girls, “Are there certain activities you would not want to be photographed doing?”

@ ASK FIRST!

Brainstorm a list of the pros and cons of always asking permission before taking a picture. Here is a list of suggestions:

- 🌈 **Pros** = Gain Trust; Good public relations; Keep people from getting angry; Respectful; gives person a chance to say no
- 🌈 **Cons** = May miss the perfect shot; Can't be spontaneous; Takes too much time; They might say no

@ Practicing the Introduction










Refer to the Talking to People Table (**Workbook p. 13**). Have girls split into pairs, and practice going over the suggested script together. When the girls have had time to practice, reconvene and ask for a few volunteers to role-play for the group. Troop Leaders could also role play being a resistant person and continue the discussion by giving examples of girls should respond in this type of scenario.

@ Obtaining consent from community members.

Refer girls to the **Photo Consent** section of their workbook. Here they will find copies of **Form G: Consent to be Photographed**. Explain to the girls the purpose of this form. Troop leaders also have a copy of this form in their manuals in case girls need extra copies.

@ Safety

Review the following with girls and go over the Safety Guidelines (**Workbook pp. 10-12**):

-  Buddy system
-  Don't do anything you wouldn't usually do
-  Don't go anywhere you wouldn't usually go
-  Be aware of your surroundings
-  Ask first!
-  What if you are robbed or mugged?
-  Stay calm
-  Do not resist
-  If they are after your camera, give it up!

@ Discussion

Have girls discuss some of their ideas about what they might photograph. Refer girls to the Keeping a Record (**Workbook p. 15**). Review the page and **Form H: Photo Recording**. Explain to the girls the purpose of this form. For example, this form helps you remember what you were thinking or feeling when you took the picture. Remember to refer the girls to the **Photo Recording** section of their workbook. Here they will find copies of **Form H: Photo Recording**. Troop leaders also have a copy of this form in their manuals in case girls need extra copies.

- State the main point of the activity
- Ask the group for its ideas
- Acknowledge the groups hard work
- Congratulate the group for its good ideas

Photovoice Session 3

Using the Camera and Photography Skills



Session Overview

This session will begin with a discussion of 8 basic principles of photography as well as the safe care and handling of the camera. These principles will allow the girls to use the camera with a specific meaning and allow the girls to create a final photo that illustrated what they had in their mind.

Girls will use digital cameras. These cameras are relatively easy to use since they are point and shoot. Cameras will be hand out to the group and everyone will practice taking a picture. Girls will have to take turns and share equipment. Troop leaders will also discuss camera basics such as the use of the flash.



Session Objectives

By the end of the lesson girls will:

- Learn how to handle the camera
- Practice using the camera
- Discuss creative process of taking photographs
- Learn technical skills of photography



Time Requirement


45 minutes




Materials Needed


- | | |
|----------------------|--|
| • Name tags | Handouts/Workbook |
| • Pens/ paper | • Photography Tips
(Workbook p. 14) |
| • Flip Chart/markers | |

 Cameras

 Form B: Team Name and Assignment Log

 Form I: 8 Basic Photography Principles

 Flashcards A-F (**Appendix**)

 Journal pages



Procedures

@ Introductions

Welcome girls. Encourage girls to use nametags. Have everyone re-introduce herself.

8 Principles of Digital Photography

Experiment

Encourage the girls avoid taking shots of exactly the same things. The girls should try taking photos in a number of different ways. For example they can:

- Take a photo from different perspectives – up high or down low. Show girls **Flashcard A and B** to illustrate and pass it around so all girls have a chance to view it.
- Get in close to a subject or step back for a wider angle shot when taking a photo.
- Move around a subject and shoot from different angles. Ask girls if they've ever heard photographers say "Work it Baby!" during a photo shoot. This actually means that as a photographer, girls should keep on the move around their subject, finding new angles, shooting from different distances, placing them in different parts of their frame and taking shots both incorporating their environment (wide angle) and close up and more intimate shots. Instead of just expecting their

subject to bring variety to the shots they take it is the photographer that needs to be working hard to bring life to the photo.

Check your Backgrounds

Remind girls to check out the background of a photo for clutter or distraction in order to enhance the image. Teach the girls to scan the background (and the foreground) of an image quickly and to change their framing if there's too many distractions. Otherwise the girls' shots might end up with all kinds of objects growing out of the heads of the people they photograph. Show girls **Flashcard D**.

Hold the Camera Straight

Photos that are not straight can be quite effective (they can be playful or give a more 'candid' feel to them) tell the girls to check the framing of their shot before hitting the shutter. Show girls Flashcard C to Illustrate and pass it around so all girls have a chance to view it.

How to Hold a Camera

It is easy to assume that everyone knows how to hold a digital camera – however while many people do it intuitively some will not – particularly girls who are unfamiliar with them. The girls' photos may suffer from "camera shake" where images seem blurry. This is because the camera was not held still enough while the shutter was pressed. There is no real right or wrong way to do it but here is a general technique:

- **Use your right hand to grip the right-hand end of the camera.** Your forefinger should sit lightly above the shutter release, your other three fingers curling around the front of the camera. Your right thumb grips onto the back of the camera. Use a strong grip with your right hand but don't grip it so tightly that you end up shaking the camera.
- **Position your left hand.** This will depend upon your camera but it should support the weight of the camera and will either sit underneath the camera or under/around a lens.

- **Add extra stability.** This is done by leaning against a solid object like a wall or a tree or by sitting or kneeling down. If you have to stand and don't have anything to lean on for extra support put your feet shoulder width apart to give yourself a steady stance. The stiller you can keep your body the stiller the camera will be.

Get in Close

Sometimes photos may have the subject somewhere off in the distance. Explain to the girls that getting in close would help them capture the detail of a subject, if this is their intent. Show the girls how to use the zoom on their digital camera – but don't forget to teach them how using their legs to move closer can achieve the same results! Show girls **Flashcard E** to illustrate and pass it around so all girls have a chance to view it.

Find a Point of Interest

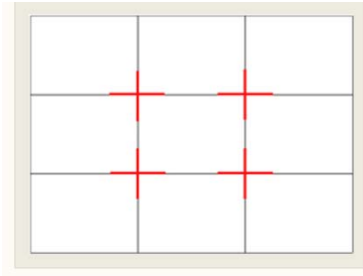
Interesting photographs have interesting things in them – they need a visual point of interest (a focal point). A focal point can be virtually anything ranging from a person, to a building, to a mountain, to a flower, etc. Teach the girls to identify what this point of interest is before hitting the shutter. Once the girls have identified the point of interest they can then think about how to highlight it (by positioning themselves, using their zoom etc).

Rule of Thirds

A simple principle of photography is the Rule of Thirds. It can help the girls particularly when they are photographing other people. Even if the girls do not completely understand to position their subject right on the intersecting third points – to teach them how to place their subject off centre can be enough. Show girls **Flashcard F** to illustrate and pass it around so all girls have a chance to view it.

The basic principle behind the rule of thirds is to imagine breaking an image down into thirds (both horizontally and vertically) so that you

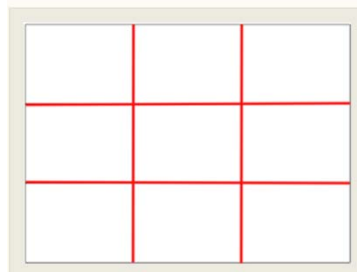
have 9 parts. As follows:



As you're taking an image you would have done this in your mind through your viewfinder or in the LCD display that you use to frame your shot.

With this grid in mind the 'rule of thirds' now identifies four important parts of the image that you should consider placing points of interest in as you frame your image.

Not only this – but it also gives you four 'lines' that are also useful positions for elements in your photo.



The theory is that if you place points of interest in the intersections

or along the lines that your photo becomes more balanced and will enable a viewer of the image to interact with it more naturally. Studies have shown that when viewing images that people's eyes usually go to one of the intersection points most naturally rather than the center of the shot – using the rule of thirds works with this natural way of viewing an image rather than working against it.

Focal Lock

Most cameras auto focus on subjects, but there are times when girls end up with shots that are out of focus because the camera does not know what the main subject is. This is especially true if the girls are placing subjects off centre with the rule of thirds.

Teach the girls how to press the shutter halfway down to focus and then to frame the shot while still holding it down and they will have a skill that they will use forever!

Here is what girls should do:

- Pose their subject.
- When framing their subject put the central point of their frame on the point that they want to focus upon (e.g., the face of a person is generally the best point).
- With the subject's face in the center of their image half press down on the shutter button (not fully). This will tell the camera to focus on that point.
- Without letting go of the shutter (it should still be half depressed) move their camera to frame their shot as they want it (e.g., the person's face doesn't need to be centered now).
- Once they have the framing right, press the shutter the rest of the way and the shot will be taken with the right focusing even though the center of your image might not be the person's

face.





Cameras

Digital cameras should be handed out at this time to the girls. Spend a little time and go over how to use the camera, and emphasize the use of the flash. Give clear instructions as to how cameras will be distributed. Remind the girls that the next session will be their Photo Walking Tour and to dress ready to go out for a walk. If possible, in preparation for Session 4, have girls form small groups (2-3) and come up with a team name. Let them know that they will be working as team to complete *Picture This!* Use **Form B: Team Name and Assignment Log** to keep a record of the teams.

@ Ethics and consent


Remember all the rules we discussed last week about ethics and consent.

Summary of Key Points

-  State the main point of the activity
-  Ask the group for its ideas
-  Acknowledge the groups hard work
-  Congratulate the group for its good ideas



Journaling

-  Ask the girls to turn to the **Journal section** of the workbook. Have them write down and answer the following question: **Describe some photos you could take in your neighborhood to illustrate one of the themes we talked about today.** Tell them to keep writing for the full 10 -15 minutes, writing any thoughts or ideas that come to their minds.

Photovoice Session 4

Photo Walking Tours



Session Overview

During this session girls will walk around their neighborhoods and taking photos to answer questions about the “Big Issue” (**Refer to Workbook to p. 3**). Troop leaders will have each team of girls select the photos they will share in the next session.



Session Objectives

1. Conduct walking tours of the surrounding neighborhood of school or other community center
2. Observe and photograph “people, place and things” that answer questions about the “Big Issue”
3. Document observations, thoughts, and ideas using **Form H: Photo Recording**







Time Requirement

90 minutes



Materials Needed

- | | |
|------------------------|---------------------------------------|
| Name tags | Handouts/Workbook |
| Pens/ paper | Form B: Team Name and Assignment Log |
| Flip Chart/markers | Form C: Camera and GPS Assignment Log |
| Cameras | Form D: Walking Tour and Map |
| Extra batteries | |
| GPS units (key chains) | |

-  Form E Photo Selection Form.
-  Form G: Consent to be Photographed
-  Form H: Photo Recording
-  Form I: 8 Basic Photography Principles







Procedures

1. Remember to have filled out **Form D: Walking Tour and Map** BEFORE the walking tour in order to have preplanned route on where you will be taking the girls during their walk.
2. Review the list of themes girls discussed at the previous session.
3. Review briefly with girls the Safety Guidelines and the need to attain Photo Consent forms from subjects.
4. Let them know that they will be working as team to complete Picture This! Have the girls break into groups of 2-3 and have them come up with a team name (e.g., SPURS, Silver Stars, etc). Write this information on **Form B: Team Name and Assignment Log**. If girls have trouble thinking of a name, they provide you with one at a later time and assign them a generic letter (e.g., Team A).
5. Have the girls decide who will (1) take photos, (2) record information on **Form H: Photo Recording**, and (3) collect **Form G: Consent to be Photographed** forms. Explain to the girls that the recorder take notes during the walk, including noting the time photos are taken and taking notes from the team members about what is important. Remind the girls that they should take turns so each person on the team gets a chance to do all activities.
6. Give clear instructions as to how cameras will be distributed and go over how to fill out **Form E Photo Selection Form**. You will use this form to print out or make a PowerPoint album of the photos to discuss at the next session. It is very important each team has time to fill out this form and turns into their troop leader at the end of the session.
7. Spend a little time and go over how to use the camera and using tips from **Form I: 8 Basic Photography Principles** when taking their photos.
8. Make certain you record the camera and GPS receiver number on **Form C: Camera and GPS Assignment Log** BEFORE any equipment is handed out.

Remind the girls to KEEP THEM TOGETHER (no sharing between groups).

9. **IMPORTANT:** To sync time between GPS unit and camera, turn on the Qstarz GPS unit and wait for orange light to begin to blink (signaling it has acquired satellites). Take a photograph as soon as light begins to blink.
10. Walk and take photos...
11. Tips: Don't lead! Let the girls lead. Don't suggest interpretations! Let girls explain the meaning of photographs etc.

Summary of Key Points

-  State the main point of the activity
-  Ask the group for its ideas
-  Acknowledge the groups hard work
-  Congratulate the group for its good ideas

Photovoice Session 5

Photo Sharing



Session Overview

During this session small teams will be sharing two or three photos from their walking tour (Session 4) with the entire troop. The number of photos each small team can talk about will be determined by the number of girls present at the meeting and the amount of time given to each team to talk about their photos. Troop leaders should keep a full set of photos until the end of the project, when all photos will be handed back to the participants. This way, when the final photos are chosen for the poster presentation at the retreat, you will have the originals on hand.



Session Objectives

1. Share the information from **Form H: Photo Recording** and photos with the troop
2. Discuss the photos selected from each team and come to consensus on a caption or narrative for the photo
3. Discuss ideas for other photos to take on next walking tour





Time Requirement

90 minutes




Materials Needed

 Name tags

 Pens/ paper



 Flip Chart/markers

Handouts/Workbook

 SHOWED handout
(**Workbook p. 16-17**)

 Form B: Team Name and

Assignment Log

-  Form G: Consent to be Photographed
-  Form H: Photo Recording



Procedures

1. Create a PowerPoint album or print out the photos each team selected. To create a PowerPoint photo album:
 - From Power Point – go to Insert
 - From Insert – go to Picture
 - From Picture – go to New Photo Album and click
 - Select ‘file/disk’
 - Select images
 - Click on Insert
 - Click on Create
2. Set-up PowerPoint on laptop or have color printout ready in order to show the troop the photos selected by each team. Have a parent volunteer or another staff member take notes on a notepad or by typing in the notes section of PowerPoint.
3. Have the girls sit together with their teams, refer to **Form B: Team Name and Assignment Log**. Have a general talk with girls about the walking tour experience. Did anyone encounter any problems? How does it feel to have a camera in their hands? Do they like taking photos?
4. Gather **Form G: Consent to be Photographed** forms from the teams.
5. Have the teams take out **Form H: Photo Recording** in order to help them share with the group their thoughts and ideas for taking the photo. The troop leader should keep the photos and have the girls keep the filled out **Form H: Photo Recording** in their workbooks. Remind the girls they will be using these forms to write the captions for their photo essay or photo album at the Spring Break camp.
6. Review SHOWED handout (**Workbook p. 16-17**) with the girls. SHOWED is a useful tool you will use to guide the girls in discussing their photos. This

form will help the girls remember what their thoughts were when they took the photo. Have each team talk about their own photos and tell the story. Remember to ask the other girls in the group open ended questions (**Refer to pp. 19-20 of the troop leader manual**) to get the girls to share their thoughts and opinions about each other's photos.

7. Write (either troop leader, parent volunteer or staff person) the girls' comments on a notepad or by typing in the notes section of PowerPoint. Your goal as troop leader is to help the girls come to a consensus on a caption for the photo. For example, the small team may create their own caption or narrative to go with the image. Alternately, you may begin develop a caption or narrative by using comments from the whole group. This can be done by having everyone share their thought or comments about the photo and developing a caption or narrative everyone in the group agrees on.
8. Have the girls critically evaluate the photos by asking them the following questions:
 - 🌀 Is this the best photo to illustrate your ideas?
 - 🌀 What other types of photos could you take on the next walking tour to better illustrate this idea?
9. Write their ideas down on a dry erase board or notepad. Remember to record and save these ideas! You will need them to remind the girls of these ideas at the next walking tour.

Summary of Key Points

- 🌀 State the main point of the activity
- 🌀 Ask the group for its ideas
- 🌀 Acknowledge the groups hard work
- 🌀 Congratulate the group for its good ideas

Photovoice Session 6

Creating the Photo Essay



Session Overview

During this session, the troop will divide up into their small teams and will use digital photo service to create their photo essays (albums). The girls will have access to their photos from the photo walking tour(s) and Photo Recording Form (Form H) that accompanies the photo(s). The teams will be given time to choose the photos they wish to use and write the captions to accompany the photos.



Session Objectives

1. Develop commentary for selected photos for exhibit.
2. Discuss how students can share photos with community.





Time Requirement

90 minutes



Materials Needed

 Name tags


 Pens/ paper

 Flip Chart/markers


 Laptops

Handouts/Workbook

 Creating Photo Essay
(**Workbook p. 20-21**)

 Form B: Team Name and
Assignment Log

 Form H: Photo Recording

 Powerpoint/Photos and Notes
from previous photo discussions



Procedures

1. Captions for photos

Tell the girls to look at all the photos they have selected for discussions (session 5) and select which photos they'd like to write captions for. These photos should be those the girls feel have the best message for answering the "Big Question". Depending on the needs of the group, the girls may wish to type up or write their own caption or commentaries for the photos. Troop leaders may assist with the girls with this stage of the project. Girls may choose to use a photo that was not shared during the photo discussions (session 5); this is OK as the project is whatever the girls want it to be.

2. How to display photos.

The other important task is to decide how the girls want to share their photographs (e.g., traditional photo exhibit, poster board photo display, or Google earth maps) with the community. This will be created in Session 7 but it's important to begin discussions now with girls.

For the purposes of *Picture This!*, we will be presenting their photos and messages at the **Community Retreat on Saturday, May 15**. Have the girls think about the audience they want to reach with their message. For the retreat, parents and community advisory members will be present, but they can extend their message to other decision makers (e.g., city council members or state senators). Have the girls think about whether they would like the retreat to resemble a photo gallery display? What ways can they think of to present their photos to the community? Gallery displays can be a very powerful medium. For girls, it can be a way of reinforcing the importance of their work, a place to talk about their message, and to interact with decision makers. It is also a way to draw the public in to raise their awareness of issues identified by the girls. Politicians or other decision makers can be invited to speak at the event as a way of creating a dialogue about the issues. Media coverage can also raise the profile of the event.

What other forums could they use to get their message across? With the





advent of the internet, perhaps an online gallery display, an e-zine or blog might be a forum for exchanging ideas.

Is there a particular decision maker that needs to hear the girls' messages? One option is mailing photographs with letters by mail or in person to the target audience. Another is creating a calendar, series of postcards or posters for public display to profile the issues to a wider public audience.

The possibilities are only limited by your imagination (and perhaps by resources of time and money!). It is important, however, to have a thoughtful discussion with girls about the end products and how they can be best used to effect change.

3. Once all the photo essays are complete, the troop leader and girls can begin to prepare for what the end result of their photo taking should be. It should be something that captures the interest of decision-makers and the community at large. It is meant to be inspiring, to compel people to learn more about an issue, or to act in some way.

Summary of Key Points

-  State the main point of the activity
-  Ask the group for its ideas
-  Acknowledge the groups hard work
-  Congratulate the group for its good ideas

Photovoice Session 7

Taking Action

Description

Picture This! Photovoice participants are encouraged throughout the process to decide what the end result of their picture taking should be. This should be something that captures the interest of decision-makers and the community at large. It is meant to be inspiring, to compel people to learn more about an issue, or to act in some way.

Objectives

1. Plan the exhibit.
2. Mount the selected photographs.

Time Requirement

4 hours

Materials

Name tags
Pens/ paper
Flip Chart/markers

Procedures

1. Mount photos

Provide technical assistance to teach students how to mount and frame the selected photographs for the exhibit.

2. Discuss all ideas for showing photographs.

- An art show. Local libraries, community development organizations, government buildings, art galleries, union halls, schools, recreation centers might all be possible venues for a show. Have an event on the opening night to bring people together with the photographers. Invite the photographers to say a few words

about Photovoice and the process.

- Web presence. Ensure that all photos are on your website to reach a broad audience.
- Take the photographs to a City Council meeting.
- Connect with local research and community groups. If they have a publication coming out related to a *Picture This!* Photovoice issue, maybe they can use some photographs in the design.

3. Plan logistics of gallery showing

- Develop a master plan and set the event date.
- Select subcommittees such as refreshments, setup and cleanup, volunteer speakers, and invitations.
- Formulate a publicity plan. Decide when/how media should be contacted.
- Prepare copy for program and printed materials.
- Hold a "tie down" meeting the day before the event
- Distribute a schedule of events to each committee member.
- Discuss assignments.

4. Engaging the media

Engaging the media is a powerful way to get the Photovoice message into the public domain. Media can be engaged at any point in the process. For the final product (show or otherwise) for which you want a lot of media attention, you'll want to do a media advisory and press release. A media advisory is essentially a 'heads up' that an event is taking place and should be sent 3-4 days in advance. It should not contain a lot of information, just the bare necessities. A press release is sent the day before and sometimes the morning of the event. It should have more information and should read as if it could be published or read as is. In order to get the contact information for your local media outlets, check their websites.

Since the intent of Photovoice is to link people who face marginalization with people who have decision-making power, politicians are important to engage. Politicians may be invited to the show or end result of a *Picture This!* Photovoice

Project or may attend a session to hear concerns and ideas from participants. Write a letter inviting a local politician to a *Picture This!* Photovoice event and follow up by phone.

5. Fill out photography release forms.

When discussing the use of photos for exhibition with the participants, ask them to fill out a photographer release form if they would like their photos displayed.

6. Evaluation

Finally, once the group meets for the last time, please have participants fill out the Post-Group Questionnaire. This will help give ideas on where to make changes and what to keep for future programs.

Feedback Sheet for students to give suggestions.

Closure

Thank the students for their participation and hard work. Remind students of exhibit date and their duties and be in touch with them before final exhibit showing.

Homework

Tell the students to spread the word about the exhibit and to work on the assignments they were given.