



YOUTH PHOTOVOICE

IMPLEMENTATION TOOLKIT



INTRODUCTION

What is Youth Photovoice?

Photovoice is a process by which youth capture and record their life experiences and community through photography and stories. These projects can be adapted to cover any issue that is of concern for a community. Photovoice includes group discussion about the photographs and what they mean. Youth present their photographs and stories to the community in order to raise awareness and influence policy makers from the youth perspective.

Who is involved?

Photovoice generally has been used for marginalized groups of various ages that want their perspective seen and heard by those in power. Community youth who are interested in expressing their concerns about their environment through photography may become involved in a youth photovoice project.



I have many goals in life. Drinking could get in the way. When you drink you make decisions that could stop you from reaching your dreams.
– Rebecca, Sophomore



The bottle in the water shows the significance of alcohol in people's everyday life. The running stream represents the constant struggle of peer pressure to drink. Alcohol is at the center of many young people's life and the pressure it entails.

– Patrick, Senior

What does Photovoice include?

Group training:

- Trust building, defining photo subject matter, and photovoice ethics.
- Training on photography techniques.

Photography and discussion:

- Taking photos.
- Selecting and discussing photos.
- Identifying common themes.
- Preparing for public exhibit.
- Training on facilitation.

Community exhibit & dialogue with leaders:

- Inviting policy makers and influential community members.
- Including students in dialogue facilitation.
- Using findings from photovoice to influence policy change or other community change.

PHOTOVOICE IMPLEMENTATION GUIDE

This toolkit provides a step-by-step guide for implementing a successful photovoice project. Alongside the steps are examples from the Dexter and Pinckney youth photovoice projects which took place at Dexter High School and Pinckney High School in the fall of 2008 and winter of 2009. The photovoice projects were connected to the Dexter and Pinckney Coalitions to Reduce Underage Drinking. Washtenaw County Public Health (WCPH) staff and interns oversaw the projects as part of the Strategic Prevention Framework, an on-going initiative of the Washtenaw Community Health Organization. This toolkit includes several materials used in the Dexter/Pinckney photovoice projects. Sample materials are included after the toolkit. For editable (Microsoft Word) versions visit www.ewashtenaw.org/stopunderagedrinking.

1. Make contact with people in the community who can assist with the project and are involved in the issue that you want to address.

⇒ Find out as much as possible about what is currently happening in your community and who is involved in the issue you are addressing. For example, if you are working with youth, find people or organizations already involved with youth. These people will help the project be relevant and credible to the population you want to work with. They will also be able to assist in recruiting project participants.

2. Recruit a leadership team for your project and choose a facilitator (can be more than one).

⇒ Although your project could happen without a leadership team, it will build investment, interest and empowerment if some of the participants are also making the decisions about the project. Recruit the majority of the team from project participants.

⇒ The leadership team can be responsible for many of the next steps, including finding and reserving space, recruiting participants and planning the exhibit.

⇒ The facilitator(s) will be responsible for leading the orientation and guiding group discussions about the photographs.

3. Define the goals/objectives of the project and subject matter for the photographs.

⇒ Questions to consider: Why are you interested in doing a photovoice project? What do you hope to achieve with the project?

⇒ Decide how to build the findings from the project into community change efforts. It is important to build this into the plan from the beginning.

⇒ Develop an evaluation plan to identify specific goals and objectives, ways to measure them and how they will be reported at the end of the project.

Dexter/Pinckney High School Example:

1. WCPH worked closely with volunteers from the coalitions and with each high school to recruit youth and plan the project. Photography, leadership, and art class teachers as well as office staff helped with the project.
2. A few motivated students at each high school took charge in being leaders for the project; recruiting youth, doing ice breakers, and helping to plan the exhibit.
3. The goal of the project was to inform policy makers about underage drinking from the youth perspective and to bring awareness to the issue. Youth were asked to take photos of anything that they felt showed the following:
 - What in your community promotes or prevents underage drinking?
 - How does underage drinking affect you or your community?
4. Pinckney had a total of 6 participants complete the project, and Dexter had 8 participants. See Sample #1: Recruitment Flyer.

4. Recruit participants.

⇒ For optimal group dynamics and discussion, the group should have 8-12 participants. Larger groups will have difficulty discussing the meaning behind their photos, which may limit critical thinking development. Younger participants may need more time with critical thinking and processing of ideas.

⇒ Use word-of-mouth, classroom announcements, flyers/posters, social networking, etc., to publicize the project and recruit participants.

⇒ See #2 for comments on creating a leadership team.

5. Develop schedule/timeline.

⇒ There is no set number of meetings required for a successful photovoice project. However, you should schedule enough time for a minimum of two rounds of taking photos and discussion. Reserve extra time in case sessions need to be cancelled due to outside forces.

6. Reserve space

⇒ Meetings can take place anywhere, but make sure there is enough room for participants to sit comfortably in a circle.

⇒ Consider transportation issues if working with youth.

7. Group meeting(s) - Orientation to Photovoice and Photovoice Ethics.

⇒ If needed, you can split these topics into 2 or 3 sessions.

⇒ An overarching message for the first meeting is that participants are experts in their lives and communities. Diverse perspectives are expected and encouraged; there's no "right" or "wrong" way to express the issue. Photos aren't evaluated for artistic/photographic merit, but for their ability to convey the photographer's meaning.

⇒ Topics for first meeting(s):

- Goal(s) of project
- Subject matter of photographs
- Establish group agreements (See Sample # 2)
- Introduction to photovoice — it may be helpful to show examples of other photovoice projects (See Sample #3)
- Photovoice ethics (See Sample #4-5)
- Consent forms (See Samples #6-8)
- Agenda (See Sample #9)
- Schedule for project (See Sample #10)
- Introduction to photography basics (composition, framing, lighting, etc.)

⇒ Some photovoice projects have included a session where a professional photographer provides training on photography to participants. This can be a local professional who might also be considered for the leadership team.

8. Take pictures!

⇒ Allow at least a week for participants to get out and take pictures.

⇒ Make sure to have arrangements for development or downloading pictures so they can be ready for the next meeting.

9. Contextualize pictures.

⇒ At the next meeting, allow participants time to look at their own photos and pick a small number (3-5) that they will share with the group and discuss.

⇒ Use a structured method to discuss the photos such as SHOWeD (Wallerstein, 1987):

S — What do you **See** here?

H — What's really **Happening** here?

O — How does this relate to **Our** lives?

W — **Why** does this problem or strength exist?

D — What can we **Do** about this?

Repeat with the 2nd round of photos!

Dexter/Pinckney High School Example:

5. Dexter and Pinckney each had eight scheduled meetings.
6. Both groups were able to meet at the local high schools, in a teacher's classroom, or in the art classroom.
7. See Samples #2-10 from the Dexter and Pinckney projects.
8. Local businesses were used as partners for the project. This allowed for quick delivery, pick-up and offered great expertise for the projects.
9. Using the SHOWeD method allowed for higher quality of photographs themselves, and also helped participants develop deeper and more critical thinking. You may find that after the first round, participants are confused about how to represent what they are thinking visually. But, after seeing what others have done and discussing what they think, they begin to develop more ideas. Younger youth may need more time and assistance during this process.
10. A community exhibit was held for each project where the small group discussions were led by the youth. See Sample #11: Exhibit Agenda & Discussion Questions.
11. Dexter presented the photos to the school board, chamber of commerce and the Rotary Club. Both groups arranged for photos to be displayed at local businesses and school events.
12. Students were allowed to use their own cameras but disposable cameras were provided if needed.



A photovoice participant at Dexter High School stands in front of her photos at the Dexter community exhibit.

10. Present photos to the community.

- ⇒ Photos may be presented in a variety of formats, including an exhibit or a community meeting.
- ⇒ Photos may also be shared electronically, but be aware of privacy policies.

- ⇒ Invite key community stakeholders and the public to events where photos can be discussed.
- ⇒ Photovoice participants can act as event hosts, facilitators for discussions at community events, and take other key roles in presenting photos to the community.

11. Take action.

- ⇒ This step will depend upon what the project goals are and what the participants identified as areas to be addressed.
- ⇒ Participants can use the photos as a springboard for policy or program change.

12. Additional questions to consider:

- ⇒ What type of camera should you use (digital, disposable)?
- ⇒ Guidelines related to the subject matter of the photos, such as what is age-appropriate or safe.
- ⇒ Time of year for photography— e.g. outdoor photos in winter time?

Sources and Suggested Reading

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Wilson, N., Minkler, M., Dasho, S., Wallerstein, N., Martin, A.C. (2006). Getting to social action: The youth empowerment strategies (YES!) project. *Health Promotion Practice*, 7(3), 1-9.

American Museum of National History: <http://www.amnh.org/education/resources/rfl/web/chinavoices/voices.text.html>

www.photovoice.com

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Carissa Williams, MSW, MPH candidate; Sarah Freedman, MSW candidate; Amanda Naugle, Washtenaw County Public Health; Jenna Bacolor, MPH, MSW, Washtenaw County Public Health

Youth Photovoice

What is Youth Photovoice?

Photovoice is a process by which youth capture and record their life experiences and community through photography and stories. This project will be specifically related to underage drinking and related traffic crashes. Photovoice also includes group discussion about the photographs and what they mean. Finally, the photographs and stories are presented to the community in order to spark interest and raise awareness from the youth perspective.

Who will be involved?

We are looking for approximately 15 high school youth to participate. The process will be facilitated by Carissa Williams (MPH/MSW Candidate, University of Michigan, and Intern with Washtenaw County Public Health) as part of ongoing efforts in Pinckney to address underage drinking.

Photovoice example:



"It may not look like they serve great food here, but they do. You can come here and see the same old faces. It is a community spot in downtown Pittsburg where people get together and respect each other." – Michael Morris

What will I do?

Attend group sessions, 1-2 hours each

September to November sessions on:

- Trust building, defining photo subject matter, and Photovoice ethics.
- Training on photography techniques.
- **Take pictures in community.**
- Selecting and discussing photos.
- Prepare for exhibit, identifying common themes, and training on facilitation.

December:

Facilitate community exhibit & dialogue.

Where can I learn more?

Visit www.photovoice.com or www.ewashtenaw.org/stopunderagedrinking for more links.

To participate or for more information on Youth Photovoice contact Carissa Williams at (734) 544-6742 or williamscl@ewashtenaw.org.

Group Agreements

Purpose: To establish an agreed-upon code of behavior for the group so that each participant feels safe and able to rely on others in the group.

We can revisit these as often as possible and change as needed.

Examples of Commonly Used Ground Rules:

- **Respect** – Give undivided attention to the person who is speaking.
- **Confidentiality** – What we share in this group will remain in this group.
- **Openness** – We will be as open and honest as possible without disclosing others' personal or private issues. It is okay to discuss situations, but we won't use names or other identifications.
- **Right to pass** – It is ok to pass or not answer.
- **Nonjudgmental approach** – We can disagree with another person's point of view without putting that person down.
- **Taking care to claim our opinions** – We will speak our opinions using the first person and avoid using "you."
- **Sensitivity to diversity** – We will remember that people in the group may differ and be careful about making insensitive or careless remarks.
- **Have a good time** – Creating a safe space is about coming together as a community, being mutually supportive, and enjoying each other's qualities.
- **Practice timely attendance.**
- **Step Up and Step Back** – Participate to the fullest of your ability. If you are talking a lot, step back and let others participate. If you aren't talking much, push yourself to step up.
- **Decide how to manage who talks and when** – Raise of hands? Consensus?

Introduction to Photovoice

1. Background:*

- 2006 assessment found highest rates of motor vehicle crashes associated with DUI in 16-20 year olds in Dexter & Pinckney.
- Dexter & Pinckney identified as priority areas to reduce underage drinking.
- Current grant funding community coalitions & programs (including photovoice) administered through Washtenaw County Public Health.

2. What is the goal of photovoice?

- To empower you to become actively involved with community change efforts around underage drinking in Dexter and Pinckney.
- To bring awareness and inform policy makers about underage drinking from the youth perspective.

3. What does that mean?

- Photovoice is a way for you to explore and communicate what you think and feel about underage drinking.
- You'll then be able to tell people in your community what you've come up with and if you think there are any ways to change things.

4. Why is that important?

- When we talk about underage drinking, who are we talking about?
- Who knows the most about this issue?
- Who should be involved in efforts to address this?
- (Hint - you are the experts.)

5. What will we be doing?

- You will each be given a disposable camera to take pictures.
- Once the pictures are developed, you will discuss them with each other and pick a few to write narratives about.

6. Photovoice Example in Tibet, China



Tibetan Life

"I just want to tell people through the picture that the Tibetan way of life is still very hard, and even in wintertime we have to go out to get milk."

Nan Jie: 19-year-old Tibetan man, Nagela Village, Shangri-La

Source: American Museum of National History at

<http://www.amnh.org/education/resources/rfl/web/chinavoices/voices.text.html>

7. For more examples go to www.photovoice.com

* Data from Underage and Under the Influence: The Alcohol Climate in Livingston and Washtenaw Counties (2008) found at www.ewashtenaw.org/government/departments/public_health/phcontent/Underage_and_UndertheInfluence_Chartbook_2008.pdf

Photovoice Ethics

Autonomy (See Consent Table)

- In what way can I show respect for a person's right to decline or consent to photography?
- How do I handle informed consent?
- What is an acceptable way to approach someone when taking their picture?
- Should someone take pictures of others without their knowledge?
- What would you not want to be photographed doing?

Do No Harm

- Am I creating and using photos in a way that will do no harm to persons appearing in photos?
- This includes me.

Do Good

- What is my intention or purpose for taking this photo?
- How can I use a photo to promote a good cause while ensuring that I do no harm to individuals in photos?

Fidelity

- Am I using photos in a context that fairly represents the real situation, subject identity, or physical location of the image?

Justice

- Am I photographing people and subjects with the same respect that I would want others to show me, my community or my family?

Photovoice Consent Table

<p><u>Consent Not Needed</u></p>	<p><u>Obtain Written Consent</u></p>	<p><u>Obtain Verbal Consent</u></p>
<p>Non recognizable individuals in public (faces and all other identifying features are obscured).</p>	<p>Individuals whose faces or other features can be recognized (in a public or private setting).</p>	<p>All individuals in all settings when possible.</p>
<p>Photos taken of public places, objects, or environments without people in them.</p>	<p>Parents, guardians, or teachers of children that appear in your photograph.</p>	
<p>Public figures in public (celebrities, politicians at campaign events).</p>	<p>Individuals in any setting where personal, private information is exposed in the photo or caption/narrative.</p>	

Dexter and Pinckney Youth Photovoice Youth Participant Assent Form

Participant's Name: _____

Introduction

The Dexter and Pinckney Youth Photovoice projects, conducted by Washtenaw County Public Health, are part of ongoing efforts in both communities to address underage drinking and related traffic crashes. The goal of these projects is to empower youth to become actively involved with community change efforts around these issues in Dexter and Pinckney.

What is my role?

In this project, you and other participants will take pictures and write narratives about what you think promotes or prevents underage drinking in your community and how you think underage drinking affects you or your community.

As part of this project, you will:

- Take part in group sessions where you will be trained on taking photos and the ethics of Photovoice.
- Take pictures in the community.
- Write narratives about your photos, discuss them with others, and identify common themes.
- Facilitate and participate in a community exhibit and dialogue about your photos and narratives.

You will be loaned a disposable camera for taking pictures during the project. The project staff and/or youth leadership team will develop the film. You will be given a copy of your developed pictures.

By signing this assent form, you are agreeing to let Washtenaw County Public Health and the Dexter and Pinckney Coalitions to Reduce Underage Drinking use the photograph(s) you take and the narrative(s) you write for public exhibits, presentations, publications and/or other purposes.

At any time, you may ask us not to use any specific photograph(s) or narrative(s). You may also withdraw from the project at anytime and there will be no negative consequences.

Print Your Name Here

Date of Birth

Sign Your Name Here

Today's Date

Please contact Carissa Williams with any additional questions at (734) 544-6742 or williamsCL@ewashtenaw.org.

Youth Photovoice Parent/Guardian Consent Form for Youth Participants

Introduction

The Dexter and Pinckney Youth Photovoice projects, conducted by Washtenaw County Public Health, are part of ongoing efforts in both communities to address underage drinking and related traffic crashes. The goal of these projects is to empower youth to become actively involved with community change efforts around these issues in Dexter and Pinckney.

What is Photovoice?

Photovoice provides a way for youth in each community to explore and communicate their perceptions and experiences related to underage drinking. Youth will take pictures of a specific topic related to underage drinking (for example, contributing and protective factors or community attitudes/norms). The pictures will be discussed among the youth, who will explain why they took the pictures, what they mean, and common themes that emerge. The pictures will then be shown and discussed in a community exhibit and dialogue facilitated by the youth participants in order to spark interest and raise awareness from the youth perspective.

What is my child's role?

Your child will take photographs of their lives that have meaning for them. They will also be involved in group discussions to talk about their photographs and their personal meanings. Finally, they will facilitate and participate in a community exhibit and dialogue. Youth who have leadership positions will assist in planning and implementing the project and final exhibit.

How long will the project last?

The project will run from now until December. There will be a total of 6 group sessions (approximately 2 hours each) plus the final exhibit and dialogue. Youth will be taking pictures on their own between Session 2 and 3.

By signing this consent form, I agree to have my child participate in the Youth Photovoice project. I also understand and agree that unless otherwise notified in writing, Washtenaw County Public Health assumes that permission is granted to use my child's photograph(s) and accompanying narrative(s) for public exhibits, presentations, publications and/or other purposes.

Print Child's Name: _____ Date of Birth: _____

Print Parent/Guardian Name: _____ Date: _____

Parent/Guardian's Signature: _____

Please contact Carissa Williams with any additional questions at (734) 544-6742 or williamsCL@ewashtenaw.org.

Photovoice Consent Form for People Who May Appear in Photographs

Introduction

The Dexter and Pinckney Photovoice projects, conducted by Washtenaw County Public Health, are part of ongoing efforts in both communities to address underage drinking and related traffic crashes. The goal of these projects is to empower youth to become actively involved with community change efforts around these issues in Dexter and Pinckney.

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What is involved?

Your participation will take less than ten (10) minutes. During this time, the photographer may take pictures that contain images of you. Your name or any other identifying information will not be known or listed with the photographs. It is good to remember that there is always the chance someone may recognize you in the photographs. **Your willingness to be photographed is voluntary and you may decline.**

What happens to the photographs?

Photographs become the property of Washtenaw County Public Health and the Dexter and Pinckney Coalitions to Reduce Underage Drinking and may be used in public exhibits, presentations, publications and/or other purposes.

By signing this consent form, I agree to voluntarily have my photograph or my child's photograph taken. I also understand and agree that unless otherwise notified in writing, Washtenaw County Public Health assumes that permission is granted to use the photograph(s) for public exhibits, presentations, publications and/or other purposes.

Thanks for your time and help!

Print Your (or Child's) Name: _____ Date: _____

Print Parent/Guardian Name: _____

Your or
(Parent/Guardian's) Signature: _____

Please contact Carissa Williams with any additional questions at (734) 544-6742 or williamscl@washtenaw.org.

Agenda

Photovoice in Dexter

Session #1

Wednesday, October 15, 2008, 2:45-4:45pm

Agenda

1. Introductions & Ice Breaker (15 min)
2. Group Agreements (15 min)
3. Why are we here? What will we be doing? (30 min)
4. Break (10 min)
5. Group Activity (15 min)
6. Review Schedule (10 min)
Session #2 – Wednesday, October 22nd, 2:45-4:45pm
Training on photography techniques and Photovoice ethics.

Take pictures in the community.

Session #3 – Wednesday, November 5th, 2:45-4:45pm
Select and discuss photos.

Take pictures in the community (TBD).

Session #4 – Wednesday, November 19th, 2:45-4:45pm
Select and discuss photos. Identify common themes.

TBD – Session #5 – Wednesday, December 3rd, 2:45-4:45pm
Prepare for exhibit. Training on facilitation for final exhibit & dialogue.

Final Exhibit & Community Dialogue – TBD (first part of December)

7. Consent/assent forms (10 min) – Bring parent consent forms back by 10/22.
8. Any questions / comments / concerns? (15 min)

Photovoice Timeline

Activities	Pre-program	September				October				November				December			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Find & reserve space	1 month																
Develop curriculum	1 month																
Develop consent forms & manual	1 month																
Purchase supplies	1 month																
Conduct information sessions w/ DPCRUD	By end of August																
Project:																	
Recruit participants		2 weeks															
Information session w/ parents																	
Session 1: Trust building, defining & understanding subject matter, and Photovoice ethics																	
Session 2: Photography techniques Distribute cameras																	
Youth take pictures																	
Develop film																	
Session 3: Selecting photos Contextualizing – what do the photos mean?																	
Session 4: Prepare for exhibit, identifying themes, issues, etc.																	
Enlarge photos for exhibit																	
DPCRUD exhibit & dialogue																	
Community exhibit & dialogue																	

Note: This is a draft timeline and only shows one round of photos. Additional time will be needed to complete the second round of photos and discussions.

Exposed: A closer look at underage drinking

Agenda & Responsibilities

Time	Activity	Who
4:30pm	Set-up*	Sharon, Mark, Amanda, Jenna, Therese, Jane, Shirley, some youth
5-6pm	Set-up later arrival	Jackie, Carissa, Sarah, more youth
5:30pm	Food delivered	Busch's meet at front door
5:30pm	Pick-up coffee	Sharon
6:00pm	Greeters to Front door	Anyone that is available from set-up
6:30-6:45pm	Opening Remarks	Amanda & Emily
6:45-7:15pm	View Photos/Reception	Everyone
7:15pm	Intro to small group discussion	Amanda
7:20-7:50pm	Small group discussions (<i>during the reception I will assign leaders and note takers depending on # of attendees</i>)	Sharon, Mark, Amanda, Jenna, Therese, Jane, Shirley, Jackie, Carissa, Sarah, youth (5-6).
7:50-8:15pm	Report back to full group	Leaders/Note Takers
8:15pm	Closing & Thanks!	Amanda & Carissa
8:30pm	Clean-up	Sharon, Mark, Amanda, Jenna, Therese, Jane, Shirley, Jackie, Carissa, Sarah, some youth

*Please bring pliers and a step stool if you have them.

Discussion Questions

1. What was your initial reaction to the photos and narratives?
 - a. What surprised you?
 - b. What was reaffirmed or matched your thinking?
2. How do you see underage drinking in Dexter that might be different from what is shown here tonight?
 - a. What pictures would you take to show this?
3. What did you learn about underage drinking in Dexter?
4. Are there any final thoughts?