My Voice, My Community:
Engaging Children in Photovoice Projects

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RACHEL KRAMER, PROJECT MANAGER
ELLE MARI, SENIOR MANAGER, TRAINING & TA
INLAND DESERT TRAINING & RESOURCE CENTER
What does this photo mean to you?
Today’s Objectives

1. Identify best practices for engaging children in photovoice projects focused on healthy eating and active living.

2. Review basic photography skills and techniques.

3. Learn how to conduct a photo walk and analyze the ways the photographs reflect the community.

4. Explore how to help empower children to advocate for healthier communities and schools.
What is Photovoice?

- Use of photography to tell a story
- Opportunity to use your voice to identify opportunities and barriers to healthy food and play
- Creates a collective voice to positively impact local communities
Target Audience

Snapshots & Stories Photovoice Guide

- Curriculum designed specifically for 4 & 5th graders
- Recommend using other resources with older youth
Why Does Engaging Children Matter?

Here’s what youth organizations around California have said about participating in Power Play!’s Photovoice Project:

“Kids began to express their feelings about how they saw their community. Deeper conversations about their local youth centers, schools, and homes became a serious topic to talk about. Kids talked about their family members having diabetes or being obese by simply eating fatty foods and not exercising enough. Kids would finish each other’s sentences or train of thought while sharing their experiences of unhealthy environments. It was like they shared a bond outside the youth center and expressing common ideas brought them closer as a group.”

Watsonville Parks and Recreation, Watsonville, CA

“A student said, “The project was actually FUN. It was interesting taking the pictures and writing about what we thought. The questions were interesting that they asked.”

Sonoma County Family Y, Santa Rosa, CA

“The children also found things they would like to change, such as having a playground in their facility where it would be safe to play and options to healthier vendors instead of having the ice cream truck come daily.”

Oxnard Project Access, Oxnard, CA

“I believe this project opened the kids’ eyes to look at things in their community in a different way.”

Sonoma County Family Y, Santa Rosa, CA

“The kids became confident leaders. They were proud, dressed-up, and really stepped into their role as leaders with confidence.”

A World Fit for Kids, Los Angeles, CA

“Students grabbed the lessons and taught their own parents..”

Anaheim Family Y, Anaheim, CA
Connection to Priority PSE Strategies

#2 School wellness policies, inclusive of a focus on water access
#3 School, retail, worksite procurement systems with a farm to fork emphasis
#4 School joint use policies for recreation, gardens, cooking facilities, etc.
#5 Healthy retail strategies
#6 CX3 neighborhood assessments, focus on healthy restaurants and mobile vending
#7 Policies for structured physical activity
#8 Opportunities for land, water, and others supports for school/community edible gardens
#10 Active transportation & safe routes
#11 Access to farmers’ markets
#12 Healthy food and beverage standards
#13 Healthy food & beverage purchase options at community events
Saved school garden from becoming a parking lot
Snapshots & Stories

My Voice, My Community

A Guide to Championing Elementary School Children as Community Advocates
What’s in the Guide?

Getting Started

Introductions

Mapping the Environment

Technical Skills

Putting it into Action

Building Change

Pages 4 - 7

Lessons 1 & 2

Lesson 3

Lessons 4 - 7

Lessons 8 - 9

Lessons 10 - 11
What’s in the Guide?

Pages 4 -7
Introductions
Lessons 1 & 2
Lesson 3
Lessons 4 -7
Lessons 8 - 9
Lessons 10 - 11
Mapping the Environment
Technical Skills
Putting it into Action
Building Change
Getting Started

• You do NOT need to be a photography, nutrition, or physical activity expert

• Become familiar with the nutrition and physical activity concepts and messages from the Children’s Power Play! Campaign

• A minimum of 2 staff should facilitate lessons and supervise children

• Photovoice works best with groups of 6 – 12 children between the ages of 9 and 11

• Allow 6 -8 weeks to complete this guide with your students

• Recommend meeting at least weekly with the group of students
Structure

- Check In
- Icebreaker
- Day’s Goals
- Activities
- Timing
- Check Out
- Handouts
Checking In & Checking Out

• Checking in
  • Ask everyone how they are feeling
  • Provide space to talk about how the day
  • Encourages positive group cohesion and builds trust

• Checking out
  • Touch base with the group at the end of the day’s activities
  • Gives student’s time to reflect on what they learned and discussed
  • Builds excitement for the next meeting
Icebreakers

• Lessons 1 & 2 include icebreakers you can use for the day

• Recommend mixing it up and adding if your own fun icebreakers

• Benefits:
  • Offers space for the kids to feel comfortable with each other and adult allies
  • Can be used to reenergize the group if kids are feeling sluggish or having trouble focusing
Equipment needed

- Digital cameras (approximately 1 for every 3 children)
- Minimum of one computer on site
- Minimum of one printer on site
What’s in the Guide?

- **Getting Started**
  - Pages 4 - 7

- **INTRODUCTIONS**
  - Lessons 1 - 2

- **Mapping the Environment**
  - Lesson 3

- **Technical Skills**
  - Lessons 4 - 7

- **Putting it into Action**
  - Lessons 8 - 9

- **Building Change**
  - Lessons 10 - 11
Introductions – Lesson #1

Getting to Know Each Other, Getting to Know What Healthy Means to Me

- Set group agreements to help create a safe space for sharing
- Post guidelines at all following classes to remind students of what they agreed upon together
- Discuss the idea of being “healthy” and what that means
- Explore opportunities and barriers to healthy food and physical activity
- Complete empowerment evaluation as a baseline
Introduction – Lesson #2

Photovoice: Telling a Story with Photos

• Introduction to Photovoice

• Begin thinking about how to express yourself through pictures

• Explore the concepts “photo” and “voice” and how they combine to create Photovoice

• Discuss how photos speak to us and how kids have the power to make changes in their community

• Continue getting to know each and having fun!
What’s in the Guide?

- Getting Started: Pages 4 - 7
- Introductions: Lessons 1 & 2
- MAPPING THE ENVIRONMENT: Lesson 3
- Technical Skills: Lessons 4 - 7
- Putting it into Action: Lessons 8 - 9
- Building Change: Lessons 10 - 11
Activity: Food & Play Mapping

LESSON 3, ACTIVITY 1
Lesson 3 - Food and Play Mapping

- Get into groups of four
- Review your map as a group
- Discussion questions:
  1. What are the opportunities for play?
  2. What are the opportunities for healthy food?
  3. What are the barriers to play?
  4. What are the barriers to healthy food?
  5. What doesn’t the map show you?
  6. How can these maps help when we go out on our Photo Walks?
What’s in the Guide?

- **Getting Started**
  - Pages 4 - 7

- **Introductions**
  - Lessons 1 & 2

- **Mapping the Environment**
  - Lesson 3

- **TECHNICAL SKILLS**
  - Lessons 4 - 7

- **Putting it into Action**
  - Lessons 8 - 9

- **Building Change**
  - Lessons 10 - 11
Ethics

- Photos that help and photos that hurt
- Review when are good times to take a photo
  - Stores
  - Parks
  - Community events, etc.
- And when not to take a photo...
  - Private property
  - Invading personal space
  - Safety risk, etc.
- Review the best ways to stay safe while doing a Photo Walk
- Practice asking for permission to take someone’s photo and discuss talking points
Composition

Composition refers to the lines and shapes in photos
Framing

Framing refers to what is included within the borders of the photo.
Rule of Thirds

Rule of thirds imagines breaking an image into thirds (both up and down and across)
Activity: Different Eye View

LESSON 6, ACTIVITY 1
Active Practice!

1. Up Top Point of View
2. Eye Level Point of View
3. Bug’s Eye Point of View
What’s in the Guide?

Pages 4 - 7
Lessons 1 & 2
Lesson 3
Lessons 4 - 7
Lessons 8 - 9
Lessons 10 - 11
Activity: Photo Walk

LESSON 8, ACTIVITY 1
Time to explore City Heights!
Photo Walk Instructions

1. Get back into your groups of four that you did the Play & Food Mapping activity with.
2. Use your map as your “out and back” walking route for today’s activity.
3. Each person should take a Photo Walk Guide handout to complete as you explore the community.
4. Take 10 or more photos using the Photo Walk guide to help generate ideas.
5. Questions to consider on the walk:
   • What would you like to show about the community that people may not know?
   • What does the food environment look like in the community?
   • What does the play environment look like in the community?
6. Stay together with your group!
Lunch Break!

PLEASE BE BACK IN THE TRAINING ROOM BY 1:25 PM
What’s in the Guide?

- **Getting Started**: Pages 4 - 7
- **Introductions**: Lessons 1 & 2
- **Mapping the Environment**: Lesson 3
- **Technical Skills**: Lessons 4 - 7
- **PUTTING IT INTO ACTION**: Lessons 8 - 9
- **Building Change**: Lessons 10 - 11
Activity: Reviewing Photos

LESSON 9, ACTIVITY 1
Discussion Questions

• What was the Photo Walk experience like?

• Was it hard? Was it easy?

• What did you learn about the community?

• What would you like to do differently next time you go on a Photo Walk?
Photo Sharing Instructions

1. Create an Instagram account if you don’t have one already.
2. Make sure your posts are public (edit profile > turn off posts are private).
3. Choose a creative team name with your group.
4. Select your favorite photo you took during your Photo Walk.
5. Write a brief caption describing the photo.
6. Add your team name as a hash tag to the photo caption.
7. Also add today’s hashtags: #ucsdccch AND #TRCPhotovoice
8. Post your photo to Instagram!
Discussion Questions

• Why did you take this photo?
• What did you want to show people?
• Why is it your favorite photo?
• What do you like about it?
What’s in the Guide?

- **Getting Started**
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- **Introductions**
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- **Technical Skills**
  - Lessons 4 - 7

- **Putting it into Action**
  - Lessons 8 - 9

- **BUILDING CHANGE**
  - Lessons 10 - 11
Activity: Storytellin’

LESSON 10, ACTIVITY 1
Discussion Questions

• What things do all of the photos have in common?

• What story do these photos together tell us about the community?

• What are some good things or opportunities in the community?

• What are some problems or things you want to change in the community?

• Are there any solutions to the problems you identified?

• Who can you talk to about helping find solutions?
Planning an Exhibit

WHAT DO YOU NEED? WHO SHOULD BE THERE?
Exhibit Prep

Remember, the kids are steering the event but your job is to help prepare them...

Students practice public speaking

Be able to describe:
- Photovoice process
- The group’s project focus
- What the group learned: both opportunities and barriers to health
- Explain what the group would like to change and why
- Outcomes of changes already made or in motion

Community exhibit checklist (lesson 11)
Empowering Youth

...AND ADVOCATING FOR CHANGE
Unhealthy vendors removed from children’s apartment complex & afterschool program site
How might you utilize your role as an adult ally to make your students’ voices heard?
Q&A
You have Questions
We have Answers
Thank you!

CONTACT RACHEL RLKRAMER@UCSD.EDU OR ELLE EMARI@UCSD.EDU