



My Voice, My Community:

Engaging Children in Photovoice Projects

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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

"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

"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*

"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

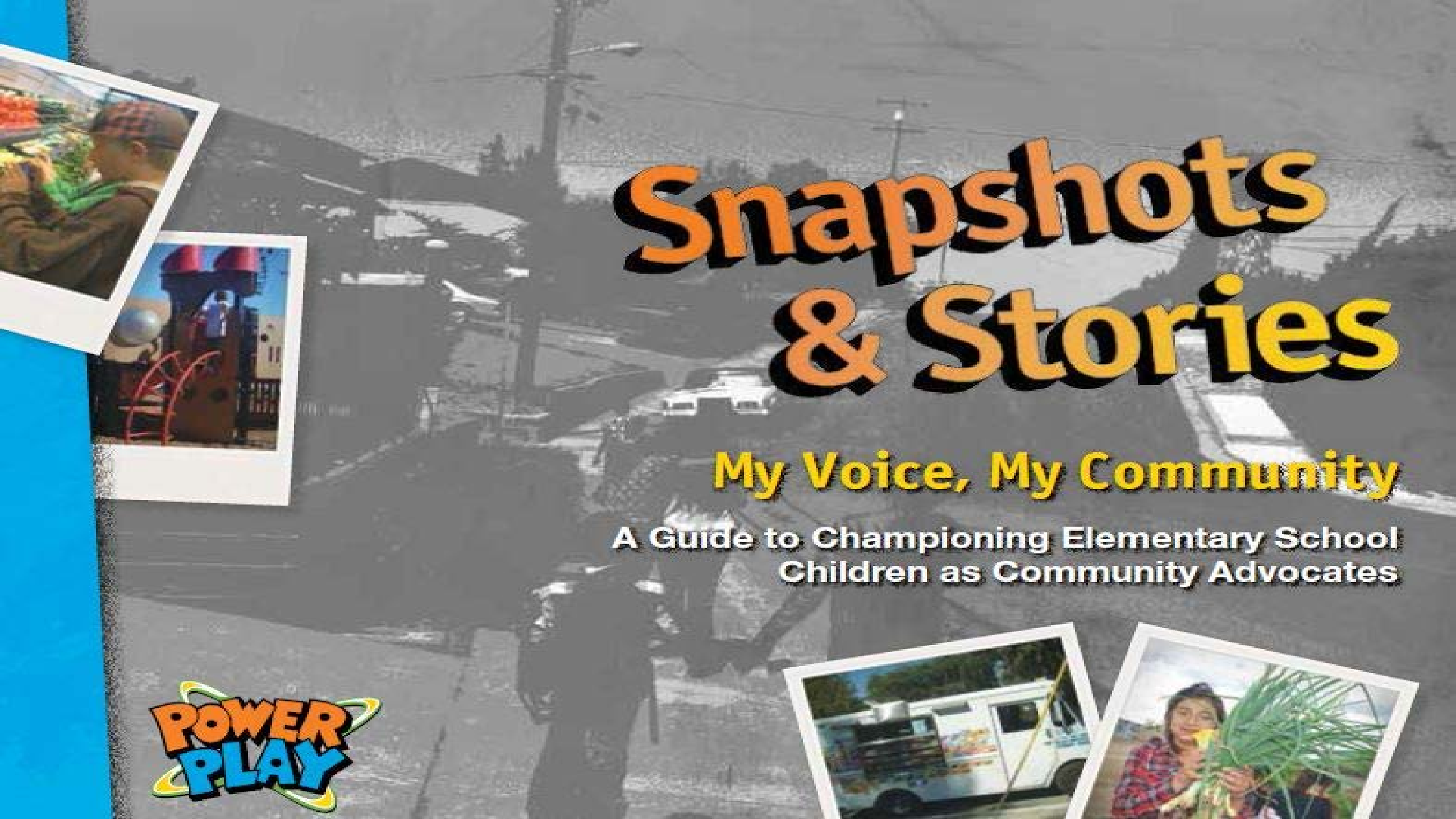


Saved school garden from becoming a parking lot

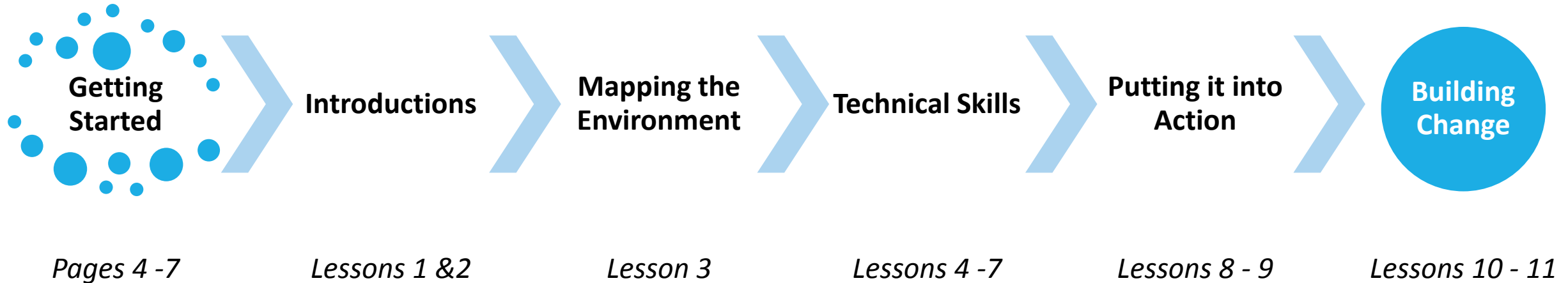
Snapshots & Stories

My Voice, My Community

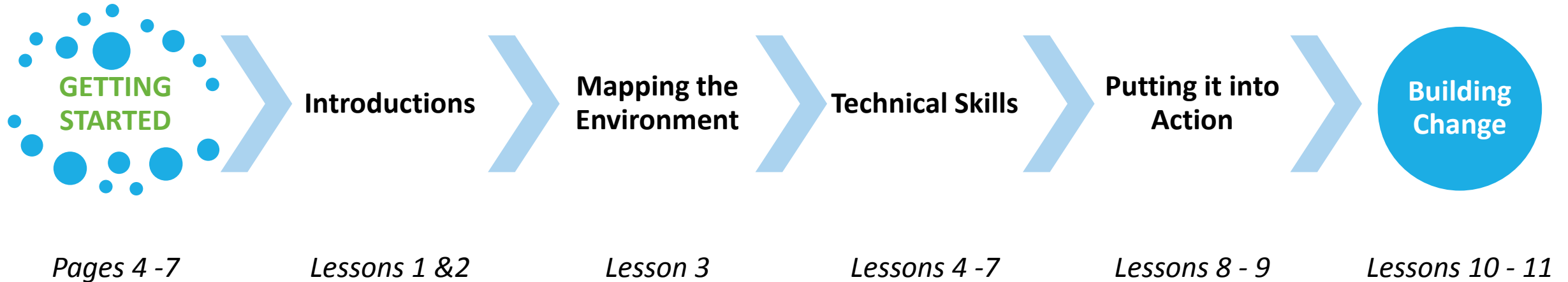
**A Guide to Championing Elementary School
Children as Community Advocates**



What's in the Guide?




What's in the Guide?



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



Lesson One

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

Facilitator Agenda


AGENDA ITEMS	TIME
Welcome and Overview	20 minutes
<ul style="list-style-type: none">• Welcome• Checking In and Out: How Are You Feeling Today?• Permission Forms (appendix)• Name Toss Icebreaker• Empowerment Evaluation (appendix)	
Setting Group Agreements	15 minutes
What Does Healthy Look Like to Me?	20 minutes
Check Out	5 minutes

Facilitator Tip

Review the nutrition concepts in the “How Much Do I Need?” activity from the Children’s Power Play Campaign.

Goals

- Learn more about the project
- Set group agreements
- Complete empowerment evaluation
- Get to know each other and have fun



- 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

Note

Some lessons may provide a specific check in question or activity for you that will be expanded on in the lesson.

Icebreakers

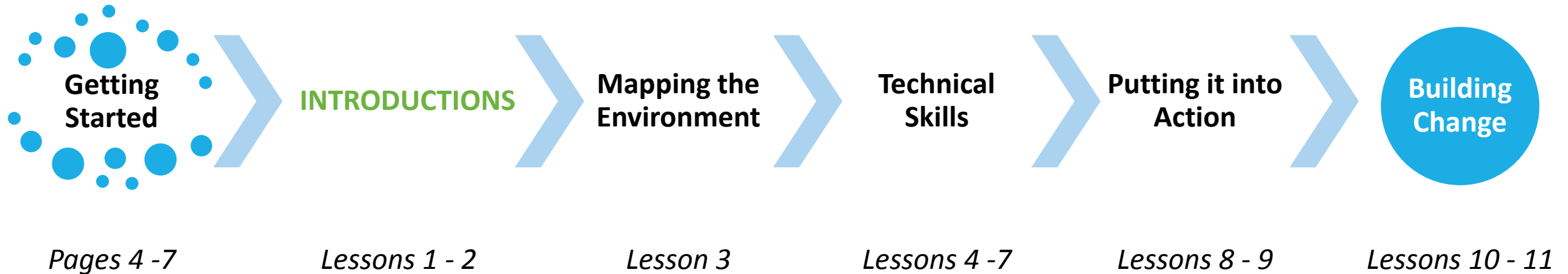
- Lessons 1 & 2 include icebreakers you can use for the day
- Recommend mixing it up and adding if your own fun icebreakers
- **Benefits:**
 - Offers space for the kids to feel comfortable with each other and adult allies
 - Can be used to reenergize the group if kids are feeling sluggish or having trouble 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?



Introductions – Lesson #1

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

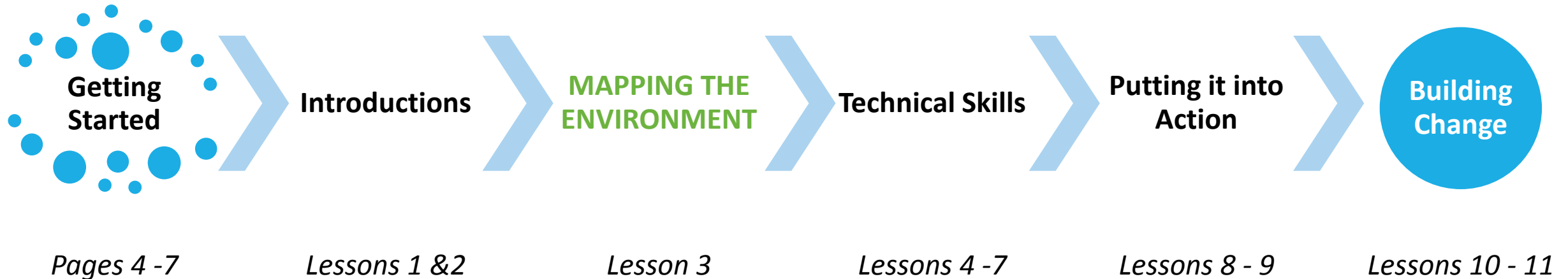
- Set group agreements to help create a safe space for sharing
- Post guidelines at all following classes to remind students of what they agreed upon together
- Discuss the idea of being “healthy” and what that means
- Explore opportunities and barriers to healthy food and physical activity
- Complete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

Introductions – 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?





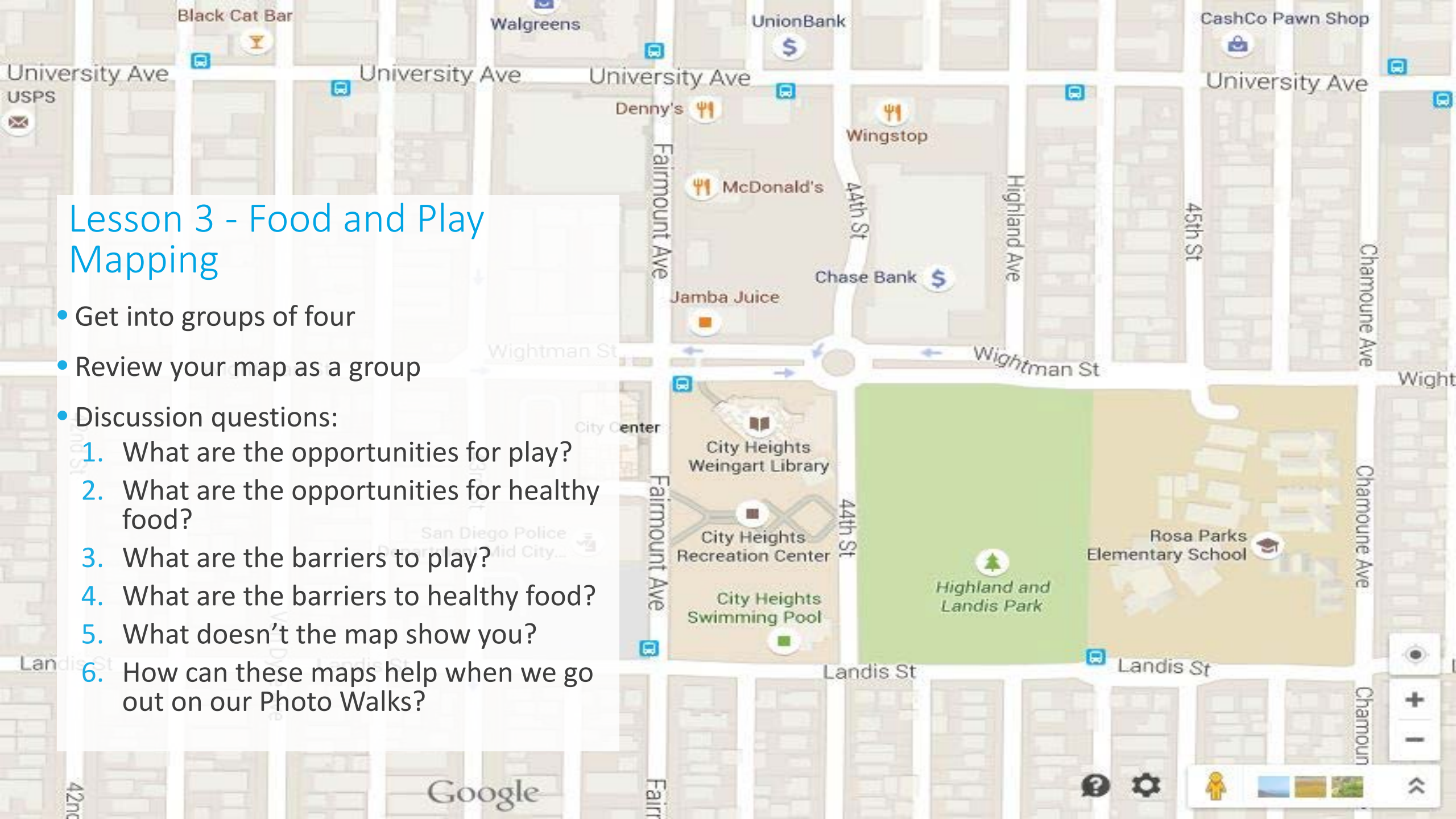
Activity: Food & Play Mapping

LESSON 3, ACTIVITY 1

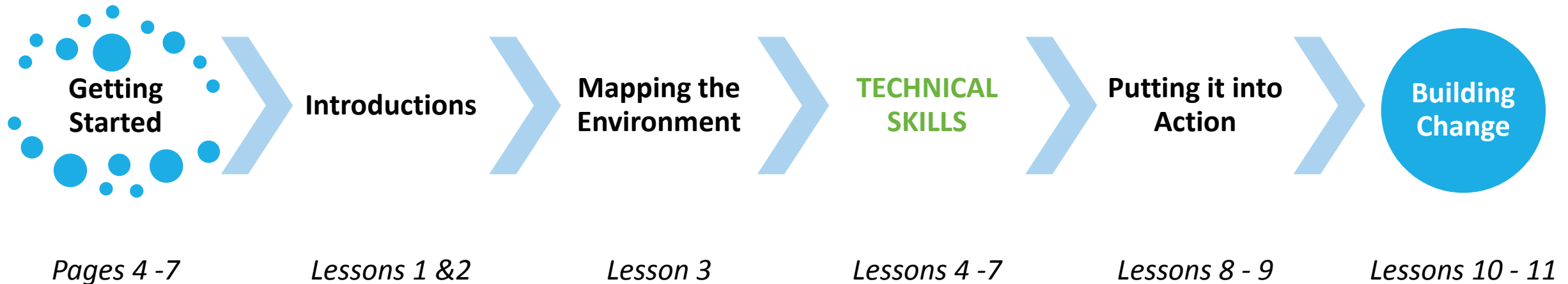


Lesson 3 - Food and Play Mapping

- 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?



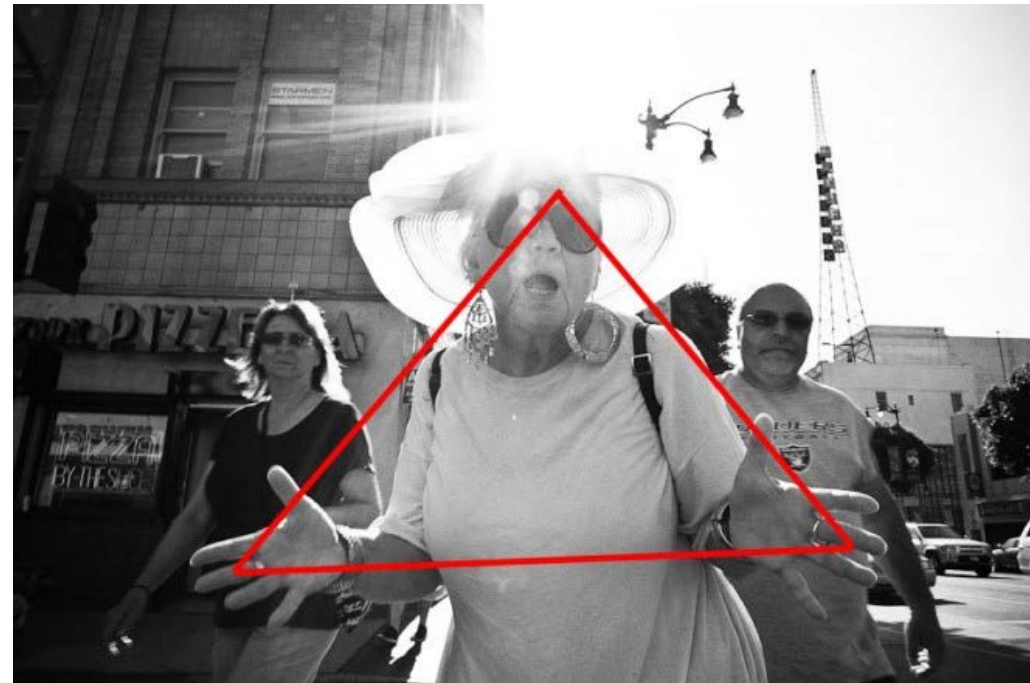
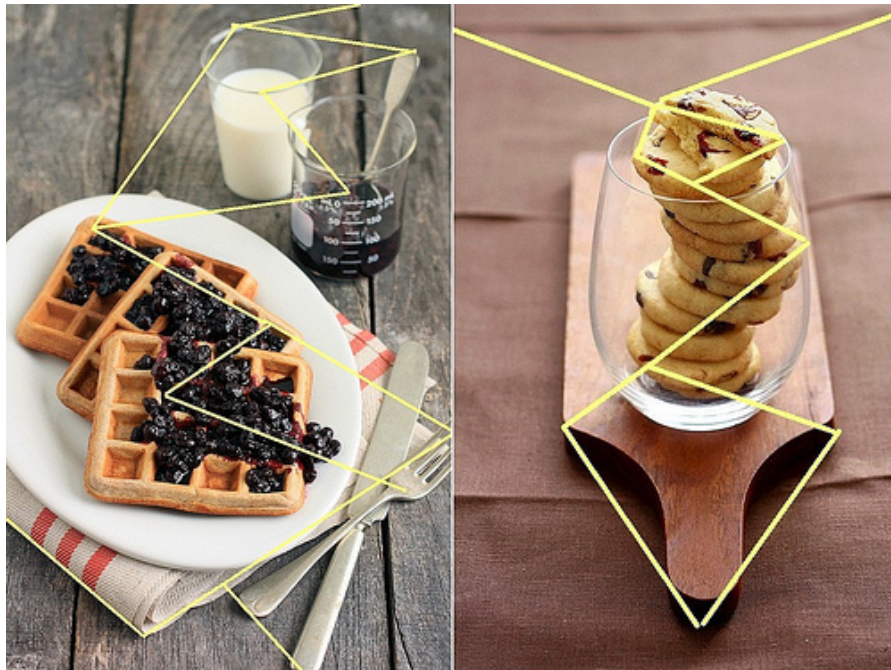
Ethics

- 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



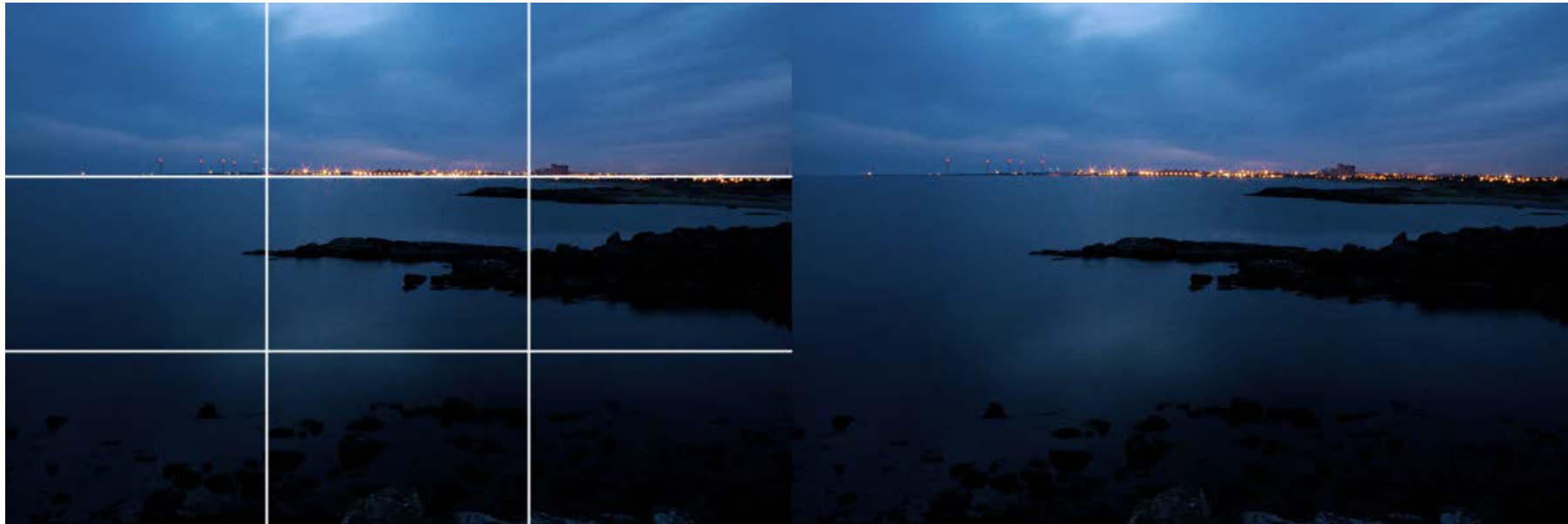
Framing

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

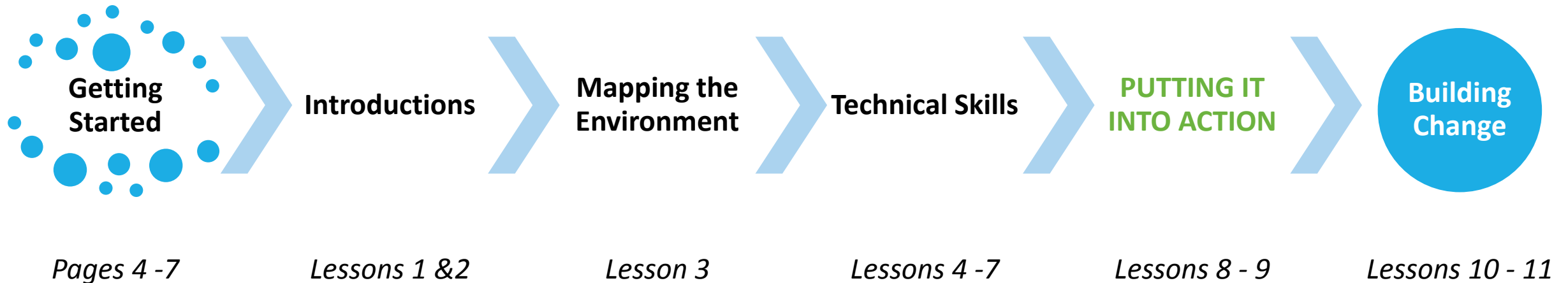




Active Practice!

1. Up Top Point of View
2. Eye Level Point of View
3. Bug's Eye Point of View

What's in the Guide?





Activity: Photo Walk

LESSON 8, ACTIVITY 1





WEINGART
CITY HEIGHTS LIBRARY

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!

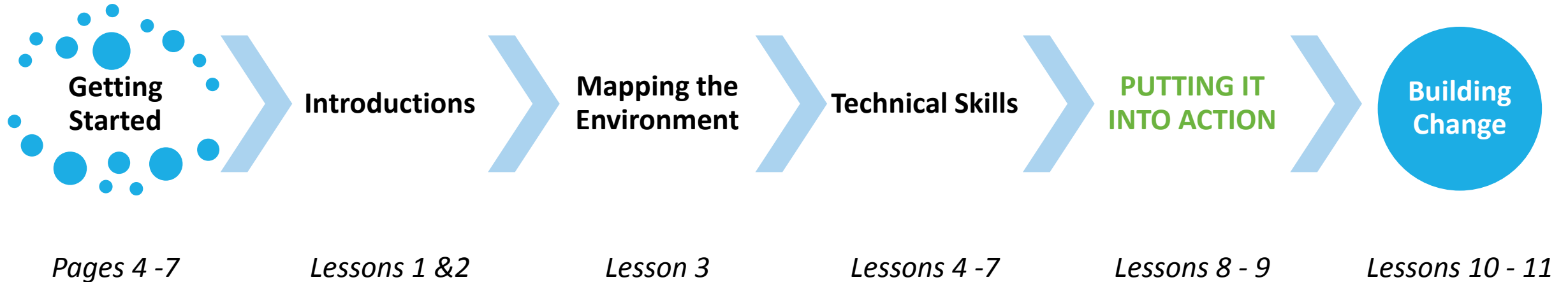


Lunch Break!

PLEASE BE BACK IN THE TRAINING ROOM BY 1:25 PM



What's in the Guide?





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!

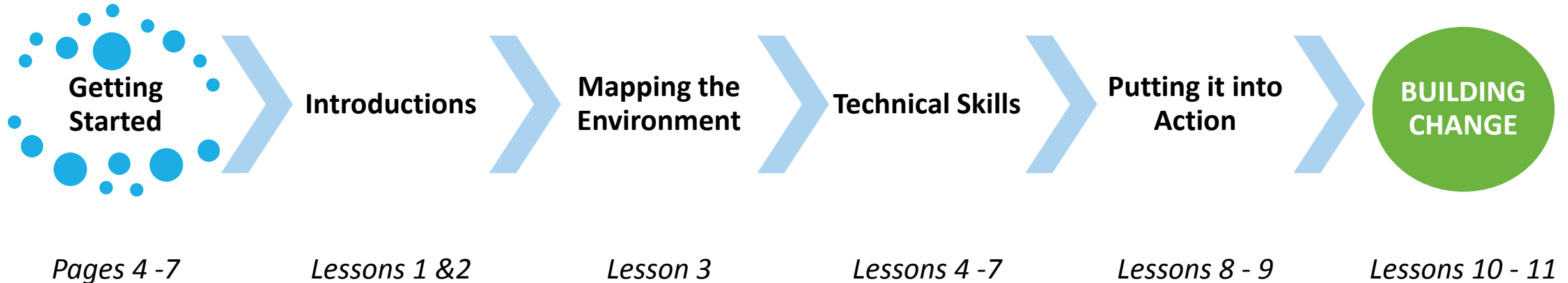


Discussion Questions

- 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?





Activity: Storytelling

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



We're fighting childhood obesity
in our communities.

How might you utilize your role as an adult ally
to make your students' voices heard?

Q&A

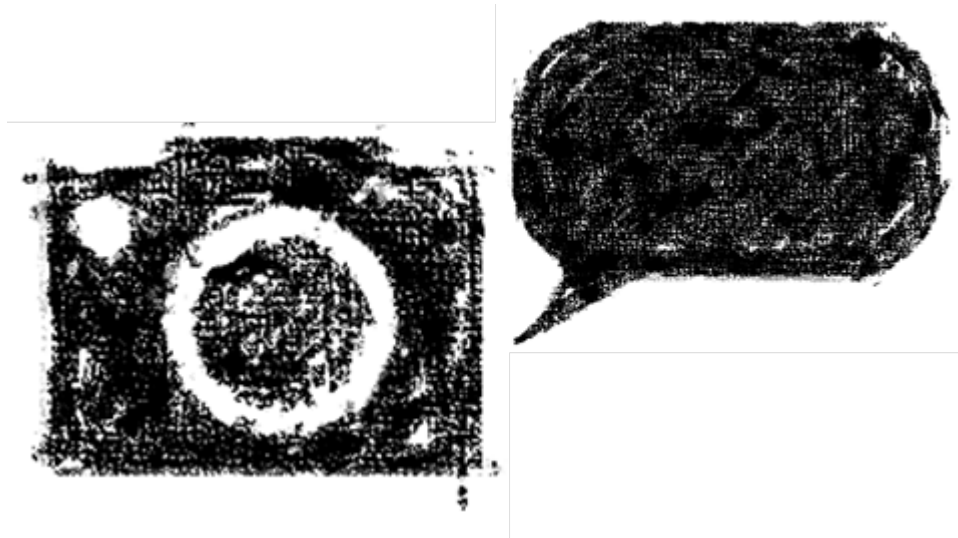
You have

Questions

We have

Answers

Thank you!



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