



Photovoice

Greater Los Angeles

Training & Resource Center

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Agenda

- **Ice breaker**
- **Introduction**
- **Project Steps**
- **Advocacy & PSE Change**
- **BREAK**
- **HEAC – Baldwin Park**
- **Toolkit**
- **Next Steps – break into groups**
- **Post-evaluation**



Icebreaker

- What mood does this photo convey?
- What story does it tell?
- What issue does it show?
- What change would you recommend?



Anonymous (Photographer). (2015). *Hoop to Nowhere* [Photograph], Feb 2015, from: www.mcdonoughphotovoice.com/gallery.htm





“I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel.”

— Maya Angelou





What is Photovoice?

- **“Photovoice is a process by which people can identify, represent, and enhance their community through a specific photographic technique.”**
 - Wang & Burris, 1997
- **Engages people to use their voices about how their experiences may relate to larger social forces or more general ideas.**



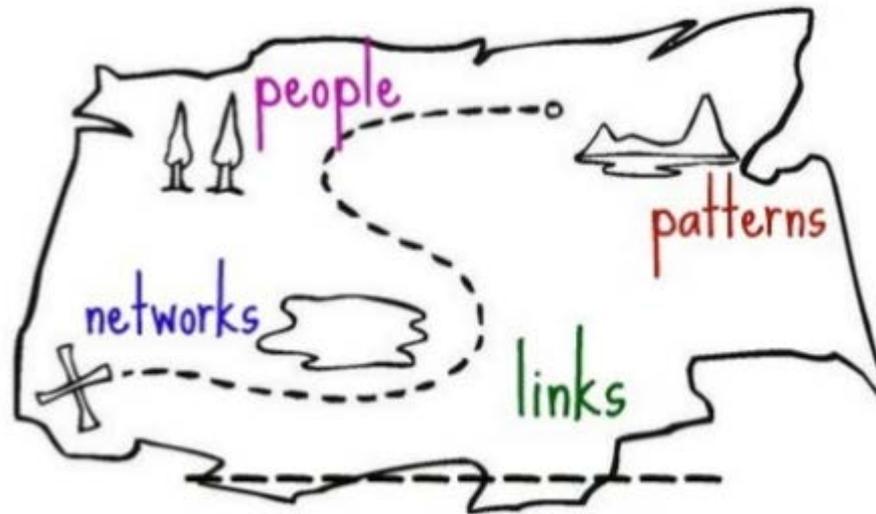
Goals

- **To enable people to record and reflect their community's strengths and concerns.**
- **To promote critical dialogue and knowledge about important issues through group discussions of photographs.**
- **To engage with and influence key decision and policy makers.**



Programmatic Uses

- Needs Assessment
- Mapping – assets and barriers
- Program evaluation
- Advocacy – policy change



Research Method Pros & Cons

+ PROS

- Allows community members to make meaning about what matters to them.
- Good way to collect information about the environment and people in it.
- Allows researchers to explore and utilize their creativity.

-- CONS

- Cannot ask any specific questions to people, so you may not fully understand what you see.
- May miss the whole story because people are not using their own words.
- People may feel uncomfortable being photographed.



What should you look for?

- Interactions between people and what they're doing
- Physical environment
- Collect numbers
- Descriptions



CDPH (Photographer). (2013). *No Title* [Photograph], Feb 2015, from: www.healthystoreshealthycommunity.com/visuals/





Guiding Questions

- What do you **SEE** here?
- What is really **HAPPENING** here?
- How does this **RELATE** to your life?
- **WHY** does this situation, concern or strength exist?
- How could this image **EDUCATE** the community, policy makers, etc.?
- What can we **DO** about it?



Skills Needed

- **Photography / Camera**
- **Attention to detail**
- **Clear safety guidelines**
- **Application of photography ethics**
- **Data analysis – finding themes in data**





Steps

Introduction

Guidelines

Capture

Select

Contextualize

**Codify &
Document**

**Identify
Audience**

Presentation





Guidelines

- **Develop Action Plan**
- **Establish Agreements/Ground Rules**
- **Ethics**
- **Legal Issues – Informed Consent**



Develop Action Plan

- **Vision:**
 - Food & physical activity access
 - Transportation/Walkability/bikability
 - Safety
 - Marketing/advertisements
 - Cleanliness – trash, pollution, graffiti
- **S.M.A.R.T. Goals (3-month, 6-month, 1 year)**
- **Support: Who are our allies?**
- **Timeline:**

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Task 1						
Task 2						
Task 3						
Task 4						
Task 5						





Ethics

- **Autonomy** – right to participate or decline to participate.
- **Do No Harm** – use photos that do no harm to persons in photos?
- **Do Good** – intention or purpose for taking photo?
- **Fidelity** – use photo in context that fairly represents real situation in photo?
- **Justice** – photograph persons with same respect would show neighbors or strangers in my home community?



Legal Issues – Informed Consent

- **Permission to take someone's picture.**
- **Written consent – photo/media release form.**
- **Process:**
 - Obtain before photo is taken
 - Explain project goals, review form, obtain signature
 - Submit consent forms to project coordinator with description of photograph.
 - Parents must sign for minors.





When is informed consent needed?

Consent Not Needed	Obtain Verbal Consent	Obtain Written Consent
<ul style="list-style-type: none">• Non-recognizable individuals in public.• Public figures in public (celebrities, politicians, etc.)• Photos taken of public places, objects, or environments without people in them.	All individuals in all settings when possible.	<ul style="list-style-type: none">• Individuals whose faces can be recognized.• Individuals in any setting where personal, private information is exposed in the photo or documented in the caption.





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Why are you taking this photo?

- To tell a story about what supports or prevents you from being healthy in your community.
- To inspire others to join the movement to make a change.
- To convey a mood.
 - Positive: good feelings
 - Negative: sad, scared, worried feelings



Light

- Pay careful attention to the light conditions.
 - Capture people in covered shade so light is across subjects.
 - Place sun at your back to avoid backlit subjects with shadowy faces.
 - Know the flash's range.



Clarity

- **Hold camera steady and release shutter carefully.**
 - Use both hands with elbows against body and feet spread apart.
 - Camera shake or vibration makes unsharp pictures.



Subject

- Have a strong center of interest in photo.
 - Get as close as you can with camera.
 - Include only what is needed in frame.
 - Extra things in frame will distract from center of interest.



Framing

- **Fill the frame.**
 - Watch for clutter that might appear to grow out of subject's head (i.e. telephone pole).

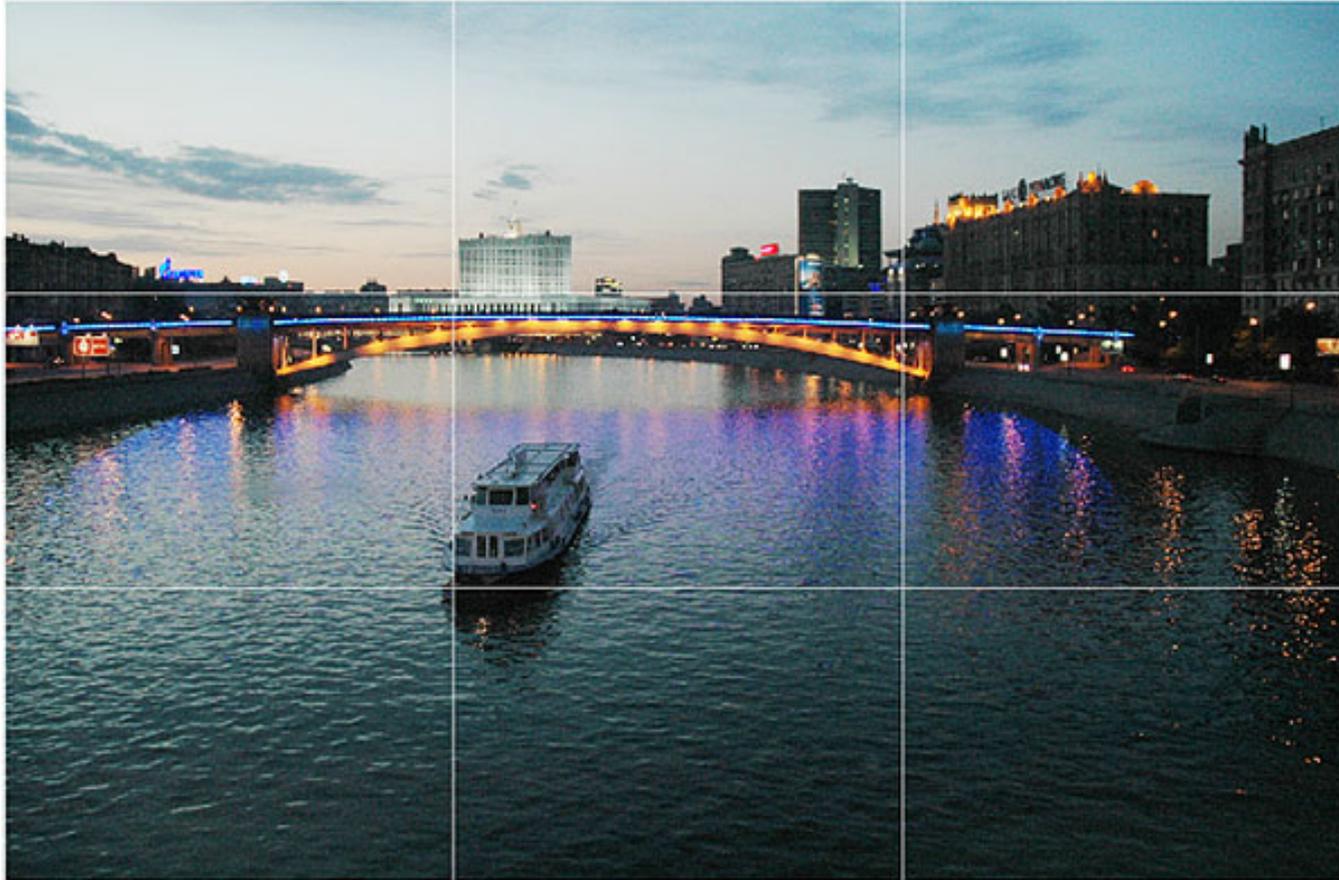


Composition

- **Placement of elements in a photograph within the restriction of the frame of photograph.**
- **Pay attention to how people, objects and environment are arranged in the frame and what is the background.**



Composition Rule of Thirds



Composition Rule of Thirds



Different Angles

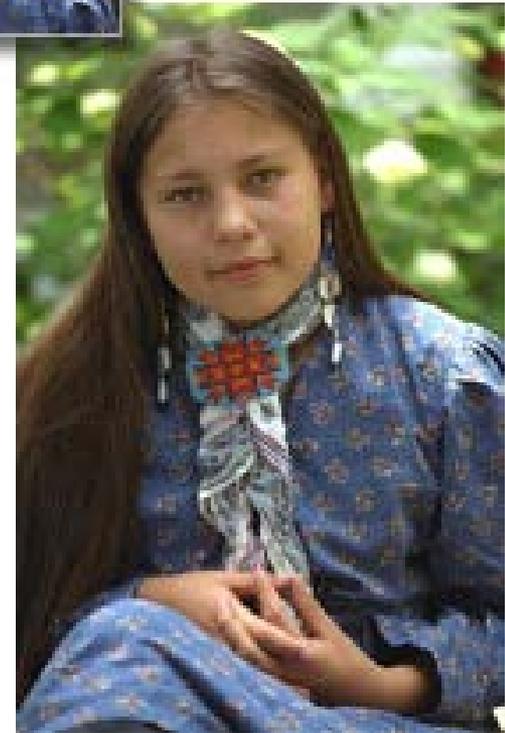


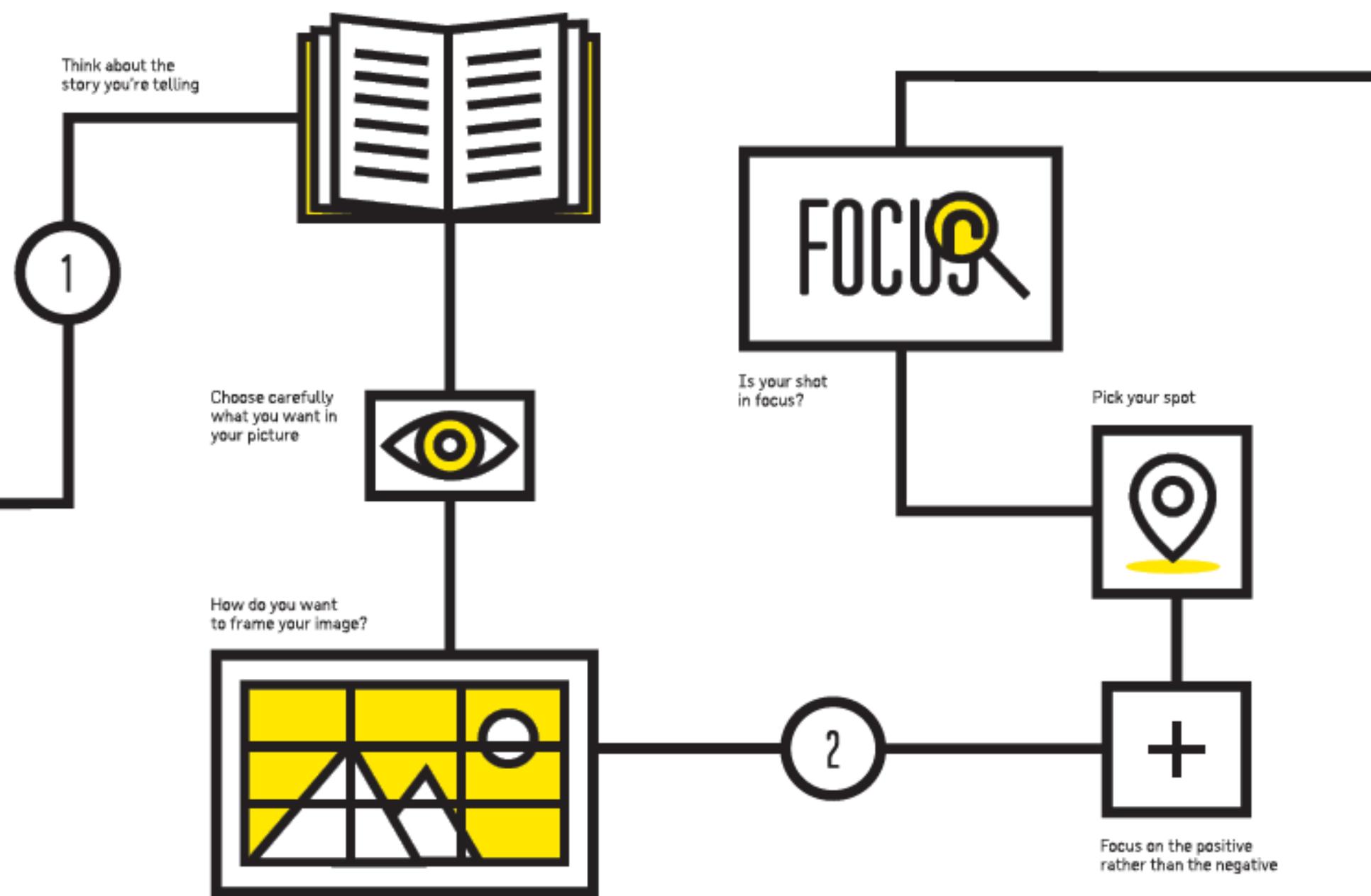
Horizontal or Vertical?

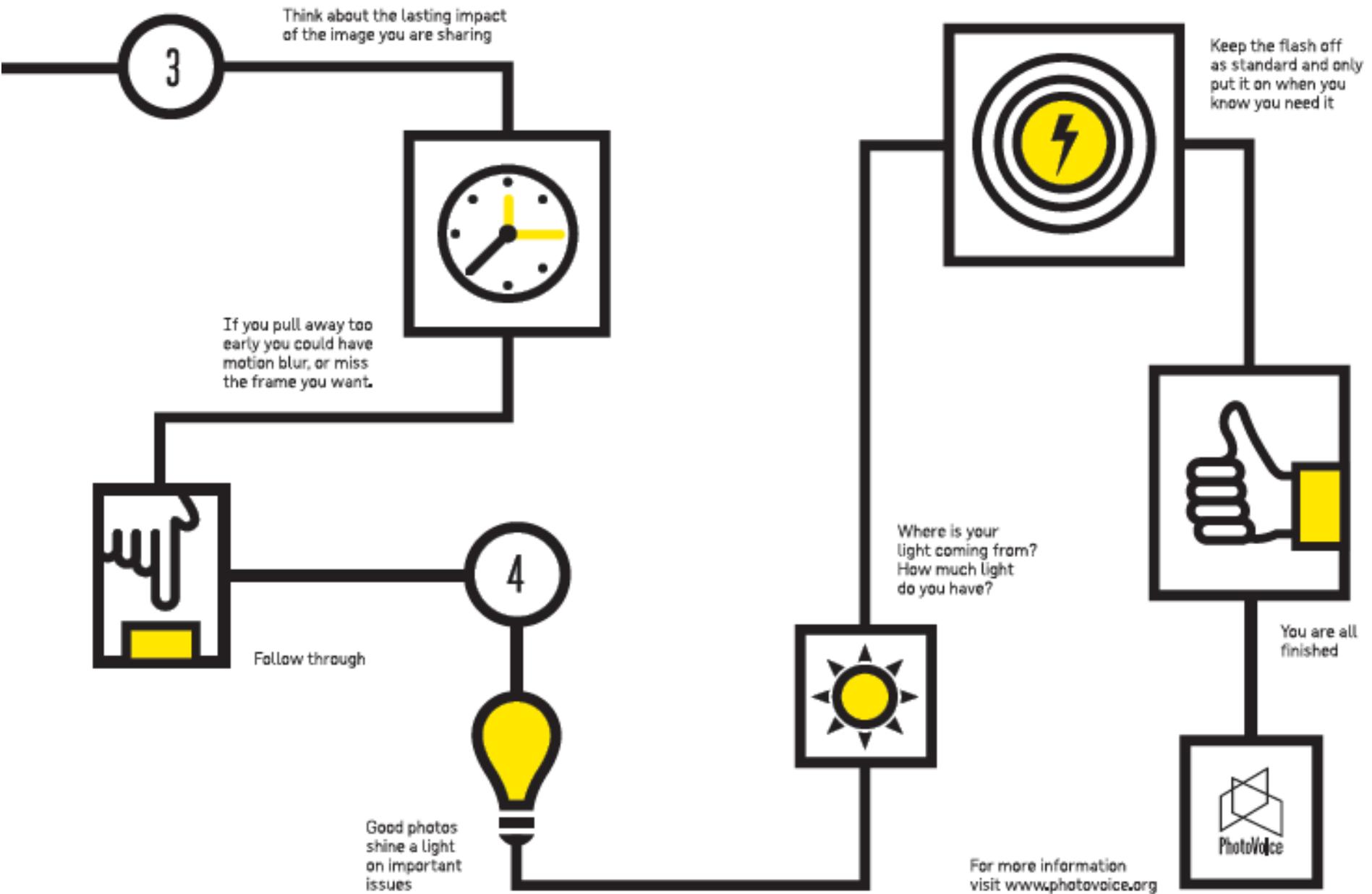
- Portraits are vertical



- Landscapes are horizontal







Group Activity

Now let's practice the photography skills that we have learned...

Directions:

- **Form small groups of 2-3 people**
- **Select card with focus area and location to shoot**
- **Each group will be assigned (1) digital camera to take turns taking photos**
- **Group will have 20 minutes to take photos and return to room**
- **As a group, we will review photos and discuss experience**





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Select

- **Impact Rating: 1 – 7**
- **Free Write: Issue, Impact & Solution**
- **Group Discussion: critical reflection & dialogue**
- **What photos most accurately reflects the community's concerns and assets?**





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Contextualize

- Telling stories about what the photographs mean.
- SHOWeD Method:
 - What do you see here?
 - What is really happening here?
 - How does this relate to our lives?
 - Why des this situation or concern exist?
 - What can we do about it?

	What do you See here?
	What's really Happening here?
	How does this relate to Our lives?
 	Why does this situation exist ?
	What can we Do about it?





What's in a story?

- **Scene (where)**
- **Actors (people)**
- **Action (what's going on)**
- **Plot (what's happening)**
- **Ending (what was the final result)**
- **Emotion (what did you feel)**





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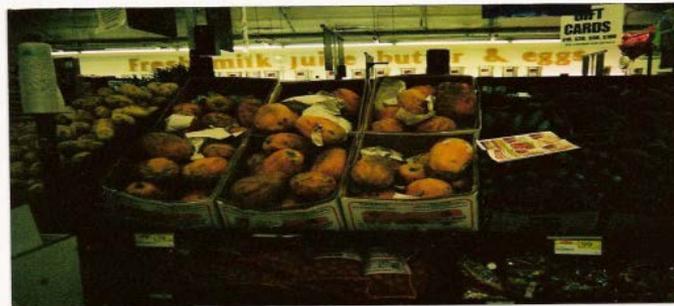
**Identify
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Codify & Document

- Identify issues, themes and/or theories that emerge.
- Write captions for each photograph and/or group of photographs.



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Identify Audience

- **Discuss policy change issues.**
- **Identify key action items.**
- **Target decision makers and stakeholders for audience.**



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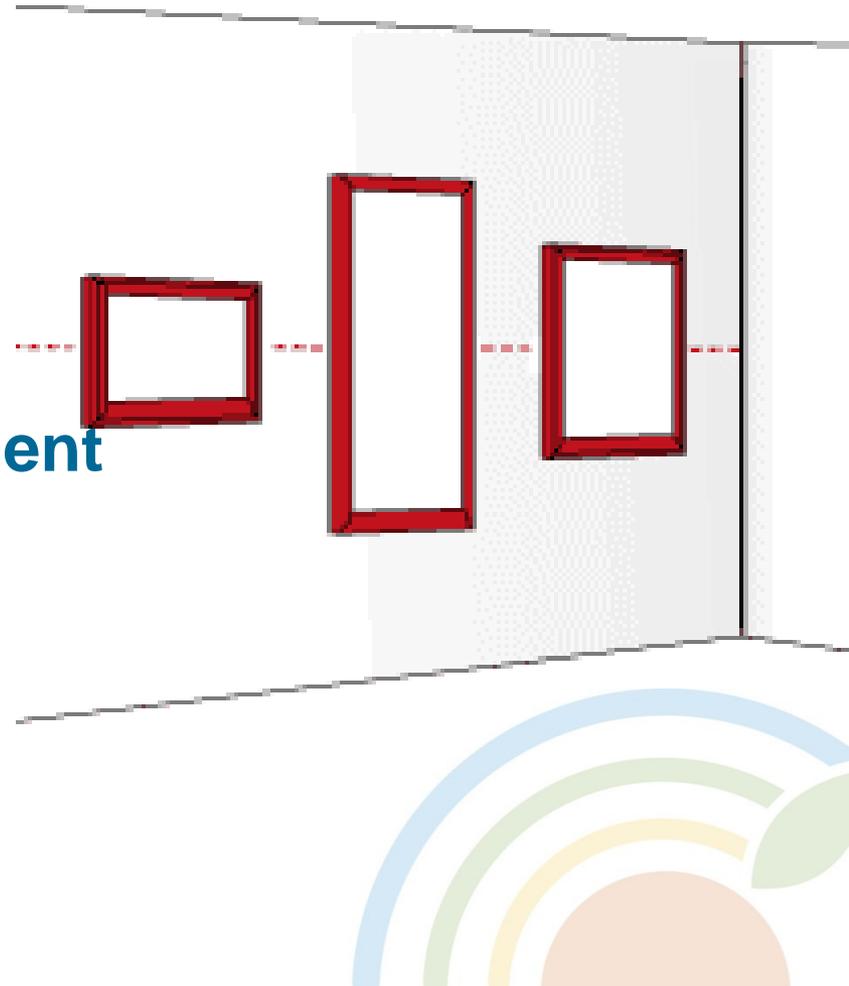
**Identify
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Presentation



Presentation

- **Speaker to tell story**
 - Issues
 - Themes
 - Changes/Solutions
- **Venue for Gallery**
 - Photograph arrangement
 - Lighting
 - Music
- **Media Outreach**
 - Press & Post Release





Advocacy Tool

- **Advocacy is the means by which a system or institution can be re-evaluated in order to produce a change that is lasting and beneficial to public health.**
- **Community issues are the product of the environment and the psychological, economical, and social conditions and policies of that community.**



Policy, Systems & Environmental Change Tool

- Photos show the link between food and physical activity access with built environment.
- Targeting PSE will achieve long term, intermediate and short term cultural changes (i.e. practices, policies and procedures).



15 MINUTE BREAK



Involve Youth

- Youth can be catalysts for change.
- Youth invigorate discussions for change.
- Youth demand changes and build momentum.
- Youth are creative, media savvy and thrive with technology and creative arts such as photography.



Involve Youth

- Adolescence is a time of biological, cognitive, emotional and social changes.
- Youth thrive in group settings and they need to be heard.
- Change the way youth are traditionally portrayed as powerless consumers.



Youth-Adult Partnerships

- **No youth participation:** Unchallenged authority of adults.
- **Tokenism:** Adults set agenda and make decisions. One or two teens maybe included, but often without a promise that their suggestions will be taken.
- **Consultation:** Adults seek advice from teens, but on terms set by adults.
- **Representation:** A select number of teens are put forward as representing there peers, usually via a committee system and vary degrees accountable.
- **Mentoring:** Adults provide encouragement and impart skills/values to help a young person achieve success.
- **Partnership:** Teens and adults set agenda together, decide on issues and activities, and have joint accountability and shares responsibility.





Agreements/Ground Rules

- **Stay Safe**
 - Don't take any risks
 - Don't go anywhere you wouldn't usually go, or do anything you wouldn't usually do
 - Take a friend
 - Be aware of what's around you
- **Be Respectful**
 - Always ask first, even if this means missing the perfect shot
 - You must have permission before taking pictures of people Large Crowds, Landscape, or Scenery
- **For Pictures with People**
 - Have your subjects (and parents of youth subjects) sign a consent form before taking any pictures
 - Do not take pictures of people who are “in private,” such as through a window into their home.
 - Ask yourself, “Would I mind if someone took a picture of me in this situation?”
 - Remember to offer the person a copy of the picture



HEAC – Baldwin Park

- **What prevents youth from being physically active?**
 - Lack of open space
 - Lack of park access
 - Unwalkable streets
- **What prevents youth from eating healthy?**
 - Lack of healthy food restaurants
 - Lack of fresh fruits in markets





HEAC – Baldwin Park

- **Walkability**: Guide feedback to city's Park Master Plan and adoption of Complete Streets Policy.
 - **Fresh Produce Access**: Guide development of Healthy Corner Store Taskforce and Healthy Corner Store Policy.
 - **School Food, Snacks and Beverages**: Approach school board to update wellness policy, increase the time for lunch and return of salad bar to allow students to eat a well balanced lunch with sufficient time.
- 

HEAC – Baldwin Park

- **Safe Routes to School:** Guide development of updated Safe Routes to School Plan in the city.
- **Healthy Vending:** Support adoption of Nutrition Standards policy for city facilities to increase snacks and beverages lower in fat, sugar and salt content.



Utilize the Toolkit

- **Project Steps**
- **Introduction: What is PhotoVoice?**
- **Guidelines: Sample Media Release Form**
- **Capture: Consent Script**
- **Capture: Guiding Questions**
- **Select: Free Write**
- **Contextualize: SHOWeD Method**
- **Prepare Presentation: Planning**
- **Prepare Presentation: Write a Press Release**
- **Case Study: HEAC – Baldwin Park**
- **Youth-Adult Partnership**



Next Steps

- Break into groups of 2-3
- Create guidelines & project goals
- Capture photos – 10 days
- Next training – 14 days





Thank You!

- **Questions? Comments?**
- **Post-evaluations**
- **Adjourn**

