Hosted by: TEAM Lab
Presented by: Darrah Goo Kuratani, M.S.

Photovoice I: An Introduction

Good Morning and thank you for joining us today!

Welcome & Introductions

Photovoice – TEAM Lab Webinar

Instructions slide

TEAM Lab Director, Lourdes Baezconde-Garbanati, Ph.D., M.P.H.

TEAM Lab Director

Presented By:

Darrah L Goo Kuratani, MS

What are we talking about today?

Purpose - To give you a roadmap and tools to jumpstart your Photovoice data collection

All examples and tools are posted on TEAM Lab website teamlab.usc.edu OR scan this QR with your smart phone:

What is Photovoice?

- An innovative participatory research method for collecting data
- Enables community people to ID, represent and enhance their community through photographs

Definition: Photovoice is a process by which people can identify, represent, and enhance their community through a specific photographic technique.

It entrusts cameras to the hands of people to enable them to act as recorders, and potential catalysts for social action and change, in their own communities.

It uses the immediacy of the visual image and accompanying stories to furnish evidence and to promote an effective, participatory means of sharing expertise to create healthful public policy.

Developed by Caroline C. Wang and Mary Ann Burris (1994)

Background

Developed by: Caroline Wang in 1992

Remote area – Yunnan,China

"What experts think is important may not match what people at the grassroots think is important." - Caroline Wang (1996)

(WANG & BURRIS, 1994)

Some Key Concepts of Photovoice

• Images Teach

• Pictures can influence Policy

• Community is the EXPERT !!!

Highlandtown Middle School is a bad school. The ceiling is falling apart and it is not good.

-Joshua, age 12

Uses of Photovoice

1.Rebuilding communities
2.Promoting health
3.Living with disabilities
4.Preventing /treating HIV AIDS
5.Improving quality of life
6.Assessing the effects of war

(Hergenrather et al., 2009)

Photovoice Specific Aims

1 Collecting Data — **2** Group Discussions — **3** Create Change

Specific Aims

1 Collecting Data

Enable people to record and reflect their community's strengths and concerns;

2 Group Discussion

to promote critical dialogue and knowledge about personal and community issues through large and small group discussions of photographs; and

3 Create Change

to reach policy makers.

Environmental Approaches to Tobacco Control in AAPI Communities (2004-07)

TRDRP Funded CARA Grants - #13-AT-3000 and 13-AT-3001

Purpose: To identify and understand the environmental characteristics associated with tobacco initiation and use in four ethnic communities in California and Washington:

Ethnic Communities:

Cambodians, Chamorros, South East Asians & multiethnic AAPI's

Publication: *Tanjasiri, Lew, Kuratani et al. Using Photovoice to Assess and Promote Environmental Approaches to Tobacco Control in AAPI Communities. 2010. (DOI # 10.1177/1524839910369987)*

How do I even begin to collect data?

1. Planning Stage
   – Clearly define the purpose and objectives
   – Initiate Policy component
   – Develop Photovoice training curriculum
   – Design recruitment strategies and materials
   – Coordinate logistics (Who, when, where)

What do you want to accomplish?

- Purpose -
- Objectives –
- What is realistic with the time and resources you have available?

Policy

- This component cannot be an after-thought

- Lack of social action plan

- If no policy then make the purpose of the data collection clear to participants

- Wang & Burris, 1994
- Tanjasiri, Lew, Kuratani et al., 2010

Curriculum Objectives

Selected CARA Curriculum objectives
- To learn how community mapping is a tool for creating positive community change
- To understand how photovoice can record positive and negative influences on tobacco use in the community
- To learn how to use the tools for Photovoice
- To have fun!

Begin to Develop Curriculum

- Introductions
- Ice Breaker
- Community Mapping
- Social Justice Issues
- Introduce Photovoice
- Photo consent
- Principles of Photography
- Scavenger Hunt

CARA Curriculum Template

- Purpose -

- Time alotted -

- Materials -

- Instructions -

**Coordinate Logistics - Agenda**

Time

Transportation for participants

-
-
  group?
- Consent / Assent forms
- Goals
- Supplies
- Ice breaker
- Community mapping
- Social justice issues surrounding tobacco
- Introduction to Photovoice
- Principles of photography
- Scavenger hunt (list and logistics)
- Group Discussion

Consent/Assent Forms

- Include cascade of forms
- Also photo image release (use TEAM lab's— one website)

Darrah's Office

Darrah's Office
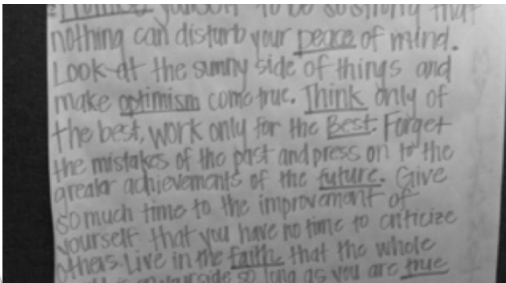
Community Mapping Exercise

- Audio Exercise
- Visual display
- What would your map look like?

Community Mapping Curriculum 1*

Purpose –
1) To understand how you can map your own community
2) To review examples of mapping
3) To understand how community mapping can be used to create positive changes

Time – about 1 hour

Materials
- Easel
- Masking tape
- Markers
- Table space to draw on
- Laptop to show GoogleEarth
- Screen
- LCD projector
- Internet connection

Community Mapping Curriculum 2

Instructions for Exercise
- this is what I did verbally with you earlier

- Take a few minutes to introduce and describe a neighborhood around your home or work. Ask the group the following:
  - How was it trying to visualize the area that was described?
  - What would have been helpful?

- Bring out the prepared drawing. Review the drawing. Ask the group how seeing the information was different from hearing it.

- Share that the participants will now have a chance to draw their own community map and share with the rest of the group.

Community Mapping Curriculum 3

- *Group activity: (CONDENSE!!!!!!!)))*
  - Divide up the participants into groups of 3-4 people each. Make that each group has one community that they are all familiar with (i.e. home, school, hang out neighborhood). If necessary, ask the youth coordinator or leader to split them up accordingly.
- Hand out colorful markers and easel paper to each group and make sure they have sufficient table space to draw on.
- Explain to participants that they should draw what's in their community, including streets, stores, schools, parks, homes and places where they hang out.
- Have each group present their map back to the larger group.
- Facilitate discussion: After each group presents, comment on specific themes. Examples:
  - Gentrification: If there are new homes or transit systems being built somewhere, what used to be there? Where did they go?
  - Economy: What kinds of stores do the youth go to buy snacks? (Liquor stores? Markets?) Are the businesses flourishing or abandoned?
  - Recreation: Are there parks or recreation centers that youth feel safe or comfortable attending after school? Why or why not?
  - Transportation: How do the youth get around? Is public transportation reliable/affordable? Are their communities safe to walk around at before/after school or at night?
  - Regroup participants back to their seats. Explain that this exercise demonstrated "community mapping" – a map of what is in your community, through their own eyes.
  - Introduce to the group that they can create positive community change through the following examples:
- 1) To show a lot of information on a small amount of space
- Mapquest
- Google Earth (show on laptop). Demonstrate the program with a few addresses they suggest.
- 2) A way to be taken more seriously
- Show Figueroa Corridor map: The development of an entertainment, hotel, and retail complex next to the Staples Center in downtown Los Angeles. Organizers created a poster-sized map of the neighborhood surrounding the area, showing unfair ownership patterns and development "hot spots" that left out the community. Community groups successfully negotiated a landmark community benefits package from the developer which included investments in affordable housing and parks, a local hiring requirement, and even parking provisions for residents, a first for a low-income neighborhood.
- 3) Shows that you are smart, know how to create data and have important information about your community
- Los Angeles County Tobacco Retailer maps. Show and describe maps.
- Answer any questions.

Community Mapping Curriculum 3

- *Group activity: (CONDENSE!!!!!!!)))*
  - Divide up the participants into groups of 3-4 people each. Make that each group has one community that they are all familiar with (i.e. home, school, hang out neighborhood). If necessary, ask the youth coordinator or leader to split them up accordingly.
- Hand out colorful markers and easel paper to each group and make sure they have sufficient table space to draw on.
- Explain to participants that they should draw what's in their community, including streets, stores, schools, parks, homes and places where they hang out.
- Have each group present their map back to the larger group.
- Facilitate discussion: After each group presents, comment on specific themes. Examples:
  - Gentrification: If there are new homes or transit systems being built somewhere, what used to be there? Where did they go?
  - Economy: What kinds of stores do the youth go to buy snacks? (Liquor stores? Markets?) Are the businesses flourishing or abandoned?
  - Recreation: Are there parks or recreation centers that youth feel safe or comfortable attending after school? Why or why not?
  - Transportation: How do the youth get around? Is public transportation reliable/affordable? Are their communities safe to walk around at before/after school or at night?
-
  - Regroup participants back to their seats. Explain that this exercise demonstrated "community mapping" – a map of what is in your community, through their own eyes.
  - Introduce to the group that they can create positive community change through the following examples:
- 1) To show a lot of information on a small amount of space
- Mapquest
- Google Earth (show on laptop). Demonstrate the program with a few addresses they suggest.
- 2) A way to be taken more seriously
- Show Figueroa Corridor map: The development of an entertainment, hotel, and retail complex next to the Staples Center in downtown Los Angeles. Organizers created a poster-sized map of the neighborhood surrounding the area, showing unfair ownership patterns and development "hot spots" that left out the community. Community groups successfully negotiated a landmark community benefits package from the developer which included investments in affordable housing and parks, a local hiring requirement, and even parking provisions for residents, a first for a low-income neighborhood.
- 3) Shows that you are smart, know how to create data and have important information about your community
- Los Angeles County Tobacco Retailer maps. Show and describe maps.
- Answer any questions.

Social Justice Issues surrounding Tobacco

Talking points
- What do you see as some issues going on in your community?

- What about these issues may make someone want to smoke?

- What are some good thing in your community that people outside don't get to see?

- What about those good things do you think prevent or distract people from smoking?

Introduce Photovoice

"I took this picture because I am concerned about this situation. There is a six year old boy in a bar with a 17 year old sister who was drinking. He was right next to a cigarette vending machine and could have access to cigarettes as well as myself or any of the other teens around my neighborhood."

- Hailey, age 12

11

Principles of Photography

SCAVENGER HUNT!!!

- Send your group out on a scavenger hunt with specific features on the camera you want them to use.
- Here are some examples:

Now what do we do with all these picture?

Contextualizing the Pictures

- SHOWeD
- What do you see here?
- What is really happening?
- How does this relate to our lives?
- Why does this situation or concern exist?
- What can we do about it?

- Caveat*** this may need to be modified for your community

Taking Pictures

Implementing Photovoice

- CARA - Planned when, exactly where, and for how long youth would be out collecting data or taking pictures
- there were only 4 cameras so some coordination was necessary so that all agencies would have ample time to collect data
- Video voice? Age of YouTube

Photovoice Guidelines

- Take pictures of good and bad tobacco influences in your lives
- Take pictures in safe areas
- Don't forget Photo/Image Release form signatures
- DO NOT take any pictures that can put you at risk or harm

Contextualizing the Pictures

- SHOWeD
- What do you see here?
- What is really happening?
- How does this relate to our lives?
- Why does this situation or concern exist?
- What can we do about it?

Develop an exhibit with Photos

- This should have been part of the planning process.

- Exhibit your communities photos

Reference List

For Reference List and internet resources on Photovoice, go to TEAM Lab website
teamlab.usc.edu
OR scan this QR with your smart phone:

THANK YOU FROM TEAM LAB!