

# Snapshots & Stories

## My Voice, My Community

A Guide to Championing Elementary School  
Children as Community Advocates



## Acknowledgements

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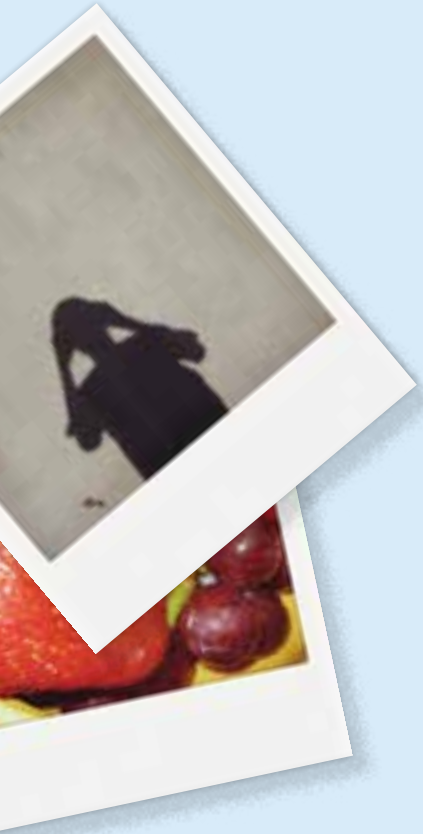
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# Introduction

## ABOUT THE CHILDREN'S POWER PLAY! CAMPAIGN

The *Network for a Healthy California—Children's Power Play! Campaign (Power Play!)* inspires and empowers California's low-income 9- to 11-year-old children to eat 3 to 5 cups of fruits and vegetables and get at least 60 minutes of physical activity every day. This statewide social marketing initiative is led by the California Department of Public Health's *Network for a Healthy California* to improve children's short-term health and reduce their long-term risk of serious health problems like obesity, type 2 diabetes, heart disease, hypertension, and certain types of cancer.

*Power Play!*'s components include educational lessons in school classrooms and community youth organizations; promotional activities in schools, youth organizations, and the community; and media and public relations activities in the community. The *Network for a Healthy California* offers free training, support, and materials to eligible local organizations and helps bring together agencies and resources. Find more information by visiting [www.networkforahealthycalifornia.net](http://www.networkforahealthycalifornia.net). Organizations based outside of California and those that do not serve children from low-income families can download *Power Play!* materials free by visiting [www.networkforahealthycalifornia.net/powerplay](http://www.networkforahealthycalifornia.net/powerplay). Materials are also available to order at-cost plus tax, shipping, and handling from the *Network for a Healthy California*'s online catalog at [www.championsforchangematerials.net](http://www.championsforchangematerials.net).

## OVERVIEW OF SNAPSHOTS & STORIES: MY VOICE, MY COMMUNITY

This guide helps community youth organizations expand their nutrition education activities with elementary school children through a photovoice project. This guide will help you empower children to make healthy choices and advocate for healthy changes in their communities. The lessons use photography to tell a story about food and play (physical activity) environments in the community from a child's perspective. Through Snapshots and Stories, your participants will use their voice to identify opportunities and barriers to healthy food and play (physical activity), and then share that collective voice to positively impact their communities.



## 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*

## Getting Started

You do not need to be a photography, nutrition, or physical activity expert to use this guide. Here are some tips to get the most out of your Photovoice project:

- Ideally, the participants should be familiar with the nutrition and physical activity concepts and messages from the *Children's Power Play! Campaign*. These concepts help children identify healthy and unhealthy aspects of their community.
- Photovoice works best with groups of 6-12 children who are 9- to 11-years old.
- Groups that meet at least weekly show improved results.
- Budget 6-8 weeks to complete this guide, with additional time set aside for a community exhibit at the end.
- Ideally, a minimum of two staff would facilitate lessons and supervise children on walking field trips.
- Set aside time to debrief after each lesson. Most activities and lessons provide debrief questions. These opportunities will help you continually assess how children are feeling about the process, as well as encourage trust and open dialogue in your group.



- All photography should be supervised by staff. If cameras go home with the children, establish a “check-out” system and inform parents of the check-out procedure.
- Hold a kick-off meeting to inform parents of this new child-led project. This is also an excellent opportunity to get permission forms completed from parents and children at the same time.
- This project requires a community exhibit, which may require additional resources. Seeking donations, such as photo paper, framing, mounting, and healthy refreshments from your local business community.
- For additional resources, consult the appendix to help support your efforts in positively developing children as community leaders and advocates.
- Help empower children to make healthy choices and advocate for healthy changes in their communities by leading by example. Establish healthy snack and beverage rules at your site and be sure to hold both adults and kids accountable to the same rules.



## Using this Guide

### INTRODUCTION

Welcome to the *Children's Power Play! Campaign's* Photovoice Project! As facilitator of the lessons in this guide, you have the opportunity to encourage children to find ways to make healthy changes in their communities. Tell the kids that this project will be about looking for healthy and unhealthy things in the community and figuring out how they can make positive changes. The kids will use cameras to document their communities and write about the photos they take.

Before you get started with the first activity in this guide, be sure to have the permission forms in the appendix completed. One form is for the kids and another is to be sent home for their parents to sign. Please keep copies of the forms to provide to your *Children's Power Play! Campaign* representative.

Make copies of the Empowerment Evaluation also located in the appendix and have kids complete it sometime during your first group meeting. This will assess how they feel about the power they have to make changes. Keep copies and repeat the evaluation at the end of the project.

### CHECKING IN AND CHECKING OUT

Each facilitator's agenda will provide time dedicated to checking in and checking out with the kids in the project. Checking in means that you will ask everyone how they are feeling today. Kids may have very quick responses, but it will be important to give everyone the space to talk about how their day went. This can help to encourage positive group cohesion and build trust.

### Note

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



## EQUIPMENT NEEDED:

- Digital Cameras (approximately 1 for every 3 children)
- Minimum of one computer on-site
- Minimum of one printer on-site

## ICEBREAKERS

Many of the first few lessons in this guide include icebreakers. These icebreakers will help kids in the group get to know each other if they are not already acquainted. Revisit these icebreakers as needed throughout the project or mix it up with your own fun icebreakers. This will give kids time and space to feel comfortable with each other and adult facilitators. Icebreakers can also be used to reenergize the group if kids are feeling sluggish or having trouble focusing.



# 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**

- 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**

### Goals

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

### Facilitator Tip

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



# Name Toss Icebreaker

## INSTRUCTIONS

1. Arrange the group in a circle.
2. One person starts off by saying the name of someone else in the circle, and tossing the ball to them.
3. That person then in turn says the name of a different person, and tosses the ball to someone else who has not yet received the ball. That continues until everyone in the circle has received the ball once.
4. The objective is to pass the ball around the circle without dropping it. If the ball is dropped, the group restarts until completed without dropping.
5. You can add a “thank-you, (name)” from the receiving person if you like.

## Objective

- Learn each other’s names

## Time

5-10 minutes

## Materials

- Ball or soft object to throw



# Setting Group Agreements

## Objectives

- Create a safe space
- Set up guidelines we can all follow as a group

## Time

15 minutes

## Materials

- Easel Pad Paper
- Markers

## INTRODUCTION

On easel pad paper, write down these agreements (can be prepared ahead of time):

- 1. One Mic:** One person talks at a time.
- 2. Step Up, Step Back:** If you're a person who likes to talk a lot, let others speak. If you don't talk very much, try to speak up more.
- 3. Confidentiality:** What's said in the room stays in the room.
- 4. Be Open-Minded:** Let people share their ideas.
- 5. Respect:** Treat others as you want to be treated. Challenge and disagree with an idea, not with the person.





## INSTRUCTIONS

1. Explain each of the agreements. Tell the kids that group agreements are made to create a safe space where everyone is respected and welcomed. Group agreements are like ground rules for our meetings that we all agree to follow.
2. Ask the kids if there are more agreements they'd like to add to the list. All kids should now initial the agreement to show that they agree to follow it.
3. Post these group agreements during your meetings. Revisit the list and ask kids to read aloud if the group is having a hard time following group agreements.

## Facilitator Tip

The use of a special object, such as a pretend microphone or conch shell, may be helpful to support the One Mic agreement.



# What Does Healthy Look Like to Me?



## Objectives

- Brainstorm what healthy means to us
- Develop a working understanding of what opportunities and barriers to healthy food and play in our community might look like

## Time

20 minutes

## Materials

- Easel Pad Paper
- Markers

## INTRODUCTION

In this activity, kids will brainstorm what healthy means to them. Encourage kids to think about health as it pertains to food and play.

## INSTRUCTIONS

1. Ask the kids to answer the question: What does healthy look like/mean to me?
2. Discuss and define opportunities and barriers:
  - **What is an opportunity?**  
A chance for something good to happen.
  - **What is a barrier?**  
Something that blocks something good from happening.

3. Ask: What are some of the opportunities for healthy food and play in our community? (Examples: grocery stores with fruits and vegetables, soccer fields, playground equipment, etc.)
4. Ask: Are some of the barriers to healthy food and play in our community? (Examples: fast food restaurants, gated and locked parks, closed swimming pools in the summertime, etc.)

## Facilitator Tip

Page 13 shows how to set up your easel pad papers to take notes.

Figure 1.1

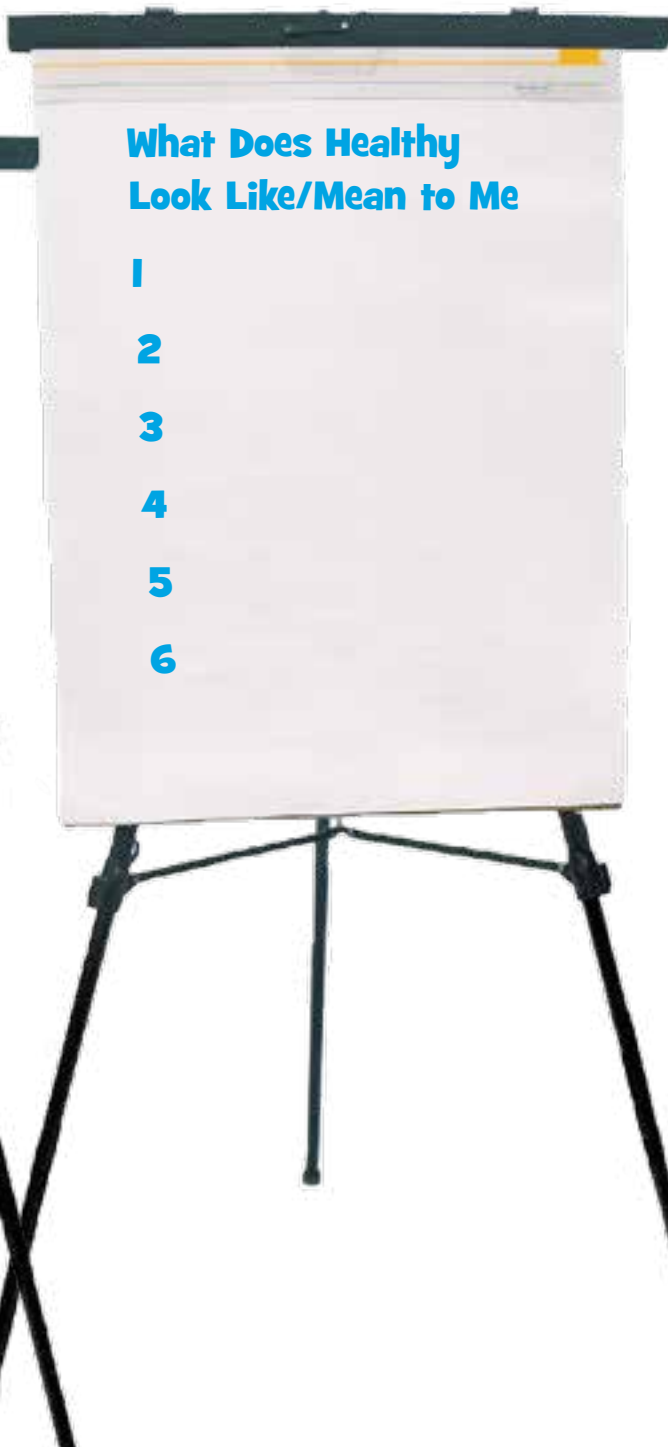


Figure 1.2



Figure 1.3



# Lesson Two

## Photovoice: Telling a Story with Photos

### Facilitator Agenda

AGENDA ITEMS	TIME
What Are You Doing? Icebreaker . . . . .	5-10 minutes
Check In . . . . .	5 minutes
Instruct the kids to write down one object they see in the room on a small piece of paper. This object can be anything: a red pen, an eraser, a blue chair, etc. Now place all the papers in a box, hat, or container. This will create the list for the Scavenger Hunt activity for later in the meeting.	
My Life in Pictures . . . . .	15 minutes
Photovoice Brainstorm . . . . .	20 minutes
Scavenger Hunt . . . . .	20 minutes
Check Out . . . . .	5 minutes

### Goals

- Develop an understanding of Photovoice
- Start thinking about how to tell a story with photos
- Continue getting to know each other and having fun



# What Are You Doing? Icebreaker

## INSTRUCTIONS

1. Have kids stand in a circle. Explain that this game is all about being silly. It's okay if something doesn't make sense right away because they will be practicing improvisational skills. Improvisation means to do something in the moment and not spend too much time planning ahead.
2. Start the game by miming an activity to demonstrate. It can be anything. For example, you might act out brushing your teeth or eating an apple.
3. Now tell the kids that the person on your right in the circle will say, "Hey, (your name), what are you doing?" You will respond by saying something that you are **not** doing. You might say, "I'm climbing a tree."
4. The person who asked you what you

were doing now will pretend or mime that they are climbing a tree until the person next to them asks, "Hey, (name), what are you doing?" The first person will respond with another activity like, "I'm kicking a soccer ball." The second person will begin to pretend they are kicking a soccer ball, and so on.

5. Play continues around the entire circle. Tell the kids that it's okay to mess up, make mistakes, and encourage them to have fun. Remind them to say each person's name aloud.



## Objectives

- Continue getting to know each other
- Have fun through active, imaginative, creative play
- Practice improvisational skills

## Time

5-10 minutes

## Materials

- No materials needed

# My Life in Pictures

## Objectives

- Build a healthy team environment
- Begin looking at how to tell a story with pictures

## Time

15 minutes

## Materials

- Easel Pad Paper
- Markers

## INTRODUCTION

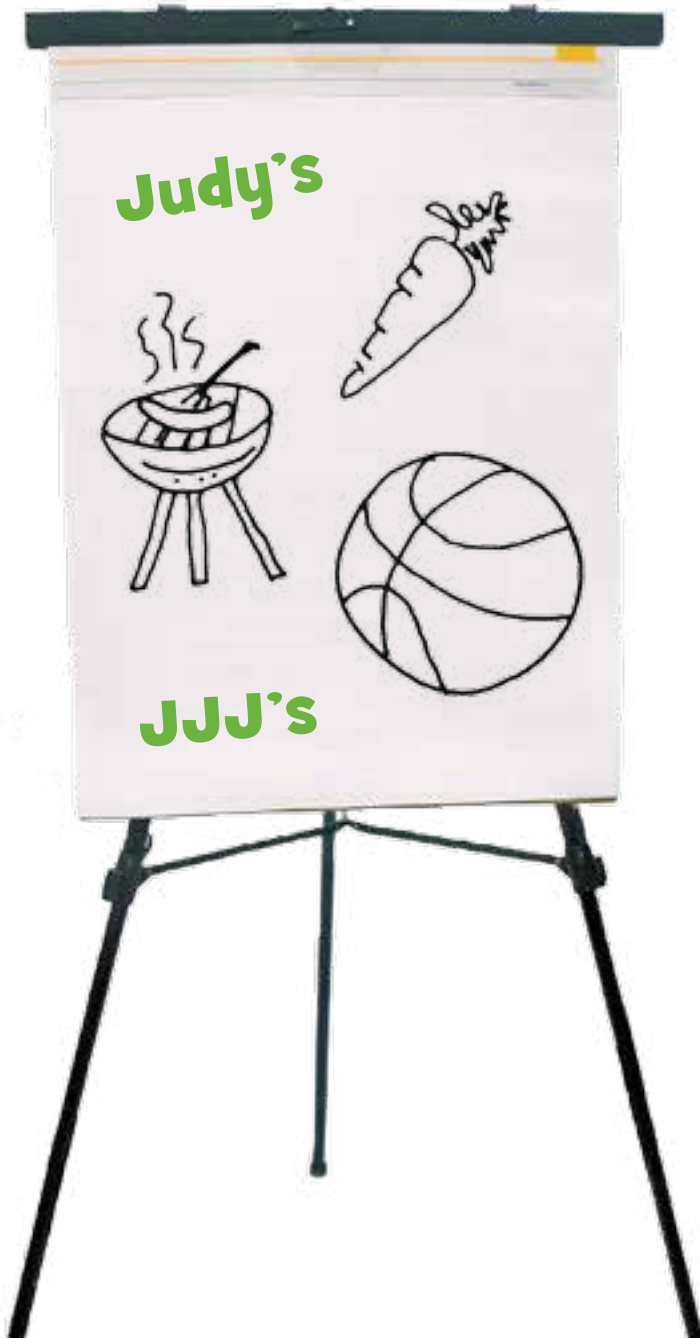
In this activity kids will work together to draw pictures of pieces of their lives.

## INSTRUCTIONS

1. Divide kids into pairs.
2. Tell the kids to ask their partners the following questions and draw the answers.
  - What is your favorite fruit/vegetable?
  - What is your favorite physical activity?
  - What is one thing you're excited about this week?
  - What's something cool or interesting about you?
3. Show example in figure 2.1: "I am Judy and my favorite veggies are carrots. I like to play basketball. I am excited about a family BBQ this weekend. Something cool about me is that my sisters' names all start with "J" too!"
4. Have the kids switch roles. Ask the kids to share out loud and introduce each other by telling the stories from the pictures they drew.



Figure 2.1



### DEBRIEF

Explain to the kids that through this activity they were able to learn about each other and also start to think about how to tell a story with pictures. Throughout this project, they will be taking photos to tell the story of their community.



# Photovoice Brainstorm

## Objective

- Develop an understanding of Photovoice

## Time

20 minutes

## Materials

- Handouts of Photo Questions (one per group of four)
- Handouts of Voice Questions (one per group of four)
- Easel Pad Paper
- Markers, Crayons, or Colored Pencils

## INTRODUCTION

Tell the kids that in this activity they are going to break the word Photovoice down so they have a better understanding and a common group definition.

## INSTRUCTIONS

1. Break up kids into groups of four. Each person has an important role to play in this activity. Explain each role.
2. Using easel pad paper, summarize the answers the reporters report back.

### Ask:

- **Reporter:** This person will be the speaker for the group and report back the ideas from the group.
- **Scribe:** This person will write down all of the ideas the group comes up with.
- **Materials:** This person gets all the necessary materials for the activity.
- **Mediator:** This person keeps the group on task and helps to resolve conflict in the group.
- If this is Photo, and this is Voice, then what is Photovoice?
- How do photos speak to us?



### Discussion Questions:

1. Sometimes we think of power or powerful as being strong on the inside, not just with our muscles. Can you share one time when you felt powerful or when you had power?
2. What did that feel like?
3. Why would it be important for you as kids to take the lead in this project?
4. Can kids make changes in their community or school? Why or why not?

### DEBRIEF

Explain to the kids that what they say, think, and feel is important. Through this project they have the power to have their voices heard and make healthy changes in the community.



# Photo

## Questions Handout

WHAT IS A PHOTO?

---

---

---

WHAT KIND OF PHOTOS HAVE YOU SEEN OR TAKEN?

---

---

---

WHAT DO PHOTOS DO?

---

---

---

# Voice

## Questions Handout

WHAT IS A VOICE?

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---

---

WHAT WAYS DO WE USE A VOICE?

---

---

---

WHAT CAN A VOICE DO?

---

---

---

# Scavenger Hunt

## Objectives

- Work together as a team
- Become aware of surroundings
- Be creative and have fun

## Time

20 minutes

## Materials

- Cameras
- Feelings Face handout

## INTRODUCTION

Set up a scavenger hunt using the list created at check-in.

## INSTRUCTIONS

1. List out items from the scavenger hunt exercise.
2. Ask the kids to take photos of five items from the scavenger hunt list.
3. The first person to take photos of at least five items from their checklist wins! (This activity can also be conducted in teams to share cameras.)

## DEBRIEF

Ask the kids to choose a favorite photo from their scavenger hunt photos. Pass out copies of the Feelings Face handout. Ask the kids to circle the face that best described how the photo they chose made them feel. Ask them to explain why they have that feeling. Tell them they can draw their own feeling face to share different feelings not shown on the handout.



# How Does the Photo You Chose Make You Feel?

// Circle a Face or Draw Your Own Feeling Face.



Happy



Sad



Curious



Draw Your Own



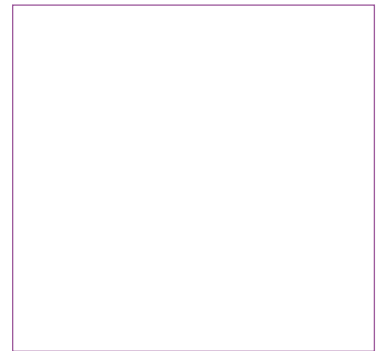
Bored



Silly



Angry



Draw Your Own

# Lesson Three

## Food and Play Mapping

### Facilitator Agenda

AGENDA ITEMS	TIME
Check In .....	5 minutes
Food and Play Mapping .....	40 minutes
Check Out .....	5 minutes

### Facilitator Tip

Map your school or organization's site using an Internet tool such as Google Maps ahead of time to familiarize kids to working with maps. You can use the map print-out to help them point out street names, nearby stores, parks, and other important places in the neighborhood.

### Goals

- Think about the places in the community where people get food and play (physical activity)
- Make a map of the community's food and play spaces



# Food and Play Mapping



## INTRODUCTION

Tell the kids that this activity will help them think about where they get their food and play (physical activity) in their community. They will also make a map that they'll use later on during Photo Walks.

## INSTRUCTIONS

1. Divide kids into pairs or teams of three.
2. Tell them to draw their school or community youth organization site.
3. Draw the area around the school or community youth organization site. Use symbols or pictures to show where kids and other community members get their play (physical activity) in the community (basketball courts, community centers, playgrounds, etc.). (See figure 3.1)
4. Draw the spaces where people get their food (grocery stores, corner stores, fast food restaurants, community gardens, etc.). (See figure 3.1)

5. Ask: What transportation do they use to get there? (sidewalk to walk, bus stops, bike lanes to ride a bike, cars).
6. Share out your maps.

## DEBRIEF

Ask:

1. What did you notice about each other's maps?
2. What was similar or different?
3. Are there enough spaces for kids to play?
4. How can these maps help when we go out on our Photo Walks?

## Objective

- Explore places in the community where people get food and play (physical activity)

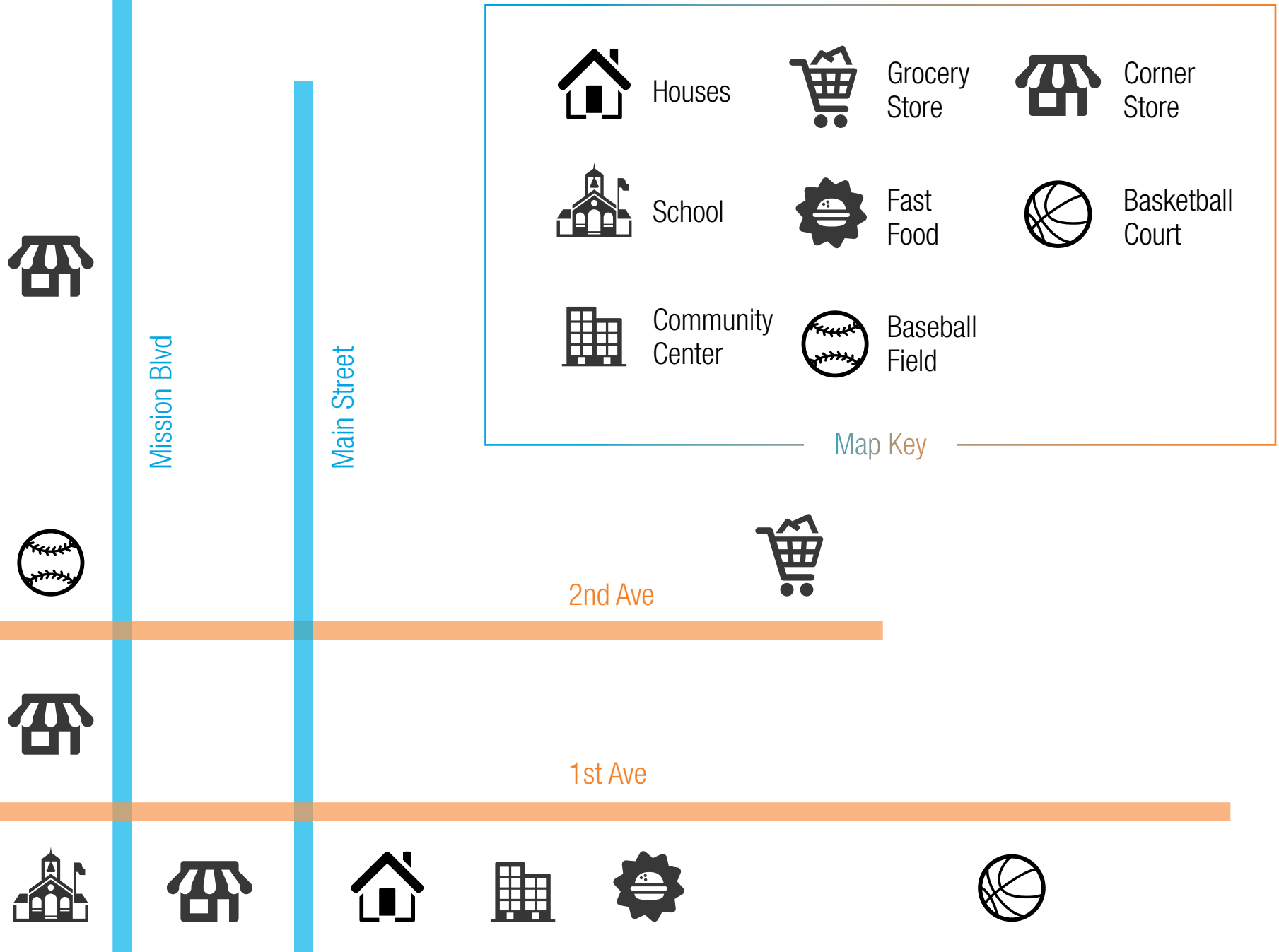
## Time

40 minutes

## Materials

- Easel Pad Paper
- Markers

Figure 3.1





# Lesson Four



## Ethics and Safety: Photos That Help and Photos That Hurt

### Facilitator Agenda

#### AGENDA ITEMS

#### TIME

**Check In:** ..... **10 minutes**

Break into pairs. One person is the photographer and the other becomes the subject. The photographer will take a photo of the subject making a face that says how he or she is feeling. Switch roles. Share out the experience of being the photographer and the subject.

**Ethics and Safety** ..... **40 minutes**

**Check Out** ..... **5 minutes**

### Goals

- Learn about the ethics of photography
- Understand when to take a photo and when not to take a photo
- Understand the best ways to stay safe while doing this project
- Continue getting to know each other and having fun

### Facilitator Tip

Get creative with skits! Encourage kids to have fun and exaggerate the situations. Actively role-playing the worst and best-case scenarios will help prepare for Photo Walks later.

# Ethics of Photography: Photos That Help and Photos That Hurt

## INTRODUCTION

Explain that this activity helps kids to identify their roles as photographers in their community. Teach them these three principles: be respectful of the community, make sure they're safe, and get permission from people they want to photograph. Tell kids that being a responsible photographer means that you know when to take photos and when not to take them. This is called ethics.

## INSTRUCTIONS

### Photos that Hurt

**10 min:** Pass out copies of When Not to Take a Photo handout. Explain each rule briefly and ask the kids if they have other rules they want to add to the list.

**10 min:** Divide into groups of threes or fours to come up with a skit of when it's not okay to take a photo that breaks two of the rules from the list.

**10 min:** Present skits and go over examples of any rules that were not covered. Ask the

kids to identify examples they saw in the skits from the When Not to Take a Photo handout.

### Photos that Help

**10 min:** How can you redo the skits to show a good opportunity to take a photo?

### DEBRIEF:

Tell the kids that safety is the most important thing to remember when they go out to take photos. Remind them to always practice the Safety Guidelines (pg. 32). Ask if there are any guidelines that are missing. Anything else they want to add?

## Objectives

- Create guidelines for when to take a photo and when not to take a photo
- Recognize the power and responsibility that photographers have

## Time

40 minutes

## Materials

- Pencils or Pens
- Safety Guidelines
- When NOT to Take a Photo Handout
- Ideas for Photos Handout

# When **NOT** to Take a Photo

- 1. Private property:** Going into someone's store or yard to take a photo without asking for permission first.
- 2. Invading personal space:** Getting really close to someone to take a photo.
- 3. Embarrassing situation:** Taking a photo of a kid who just fell down playing basketball.
- 4. Distorting the truth:** Taking a photo of a kid eating a hamburger without showing that he is also eating a salad.
- 5. Safety risk:** Running into the middle of a busy street to take a photo of the traffic.

- 6.** \_\_\_\_\_  
\_\_\_\_\_
- 7.** \_\_\_\_\_  
\_\_\_\_\_
- 8.** \_\_\_\_\_  
\_\_\_\_\_
- 9.** \_\_\_\_\_  
\_\_\_\_\_
- 10.** \_\_\_\_\_  
\_\_\_\_\_

# Ideas for Photos

- 1. Stores:** Where do people buy their food in our community?
- 2. Physical activity:** What are some of the sports/games people like to play? Where do they go to play?
- 3. Transportation:** How do people get to places to buy food? Are there safe sidewalks and cross walks? Bike lanes to ride a bike? Bus stops?
- 4. Community events:** What are people doing in the community when they get together? What kind of food is there? Is there a chance to get physical activity?
- 5. What you like:** What foods do you like? How do you like to get your physical activity?

- 6. People:** Is someone preparing food or buying food? Is someone eating food? Is someone getting physical activity or playing?  
**Remember to ask for permission first to take the photo.**

7. \_\_\_\_\_  
\_\_\_\_\_
8. \_\_\_\_\_  
\_\_\_\_\_
9. \_\_\_\_\_  
\_\_\_\_\_
10. \_\_\_\_\_  
\_\_\_\_\_

# Safety Guidelines



To stay safe on our Photo Walks, it's important that we follow some guidelines. Please feel free to add more to this list!



1. Take care of yourself and each other.
2. Follow traffic rules at all times.
3. Cross the street as a group.
4. Hold your camera safely: in your camera bag, with both hands, or with the wristband.
5. Keep your camera close by you and don't tell lots of people that you have a camera with you.
6. Pay attention to your surroundings.
7. Stay with your group. Ask permission to take photos out of the group's distance.
8. Let one of the group leaders know if you need to use the restroom.
9. Trust your instincts and intuition.
10. Ask politely and use the permission form to take a photo of a community member.



# Lesson Five

## Camera and Photography Basics

### Facilitator Agenda

AGENDA ITEMS	TIME
Check In .....	5 minutes
Camera Features .....	10 minutes
Composition and Frames .....	20 minutes
Profile Portraits .....	20 minutes
Check Out .....	5 minutes

### Facilitator Tip

Ask a local photographer to assist with Lessons 5 & 6 to teach camera skills.

### Goals

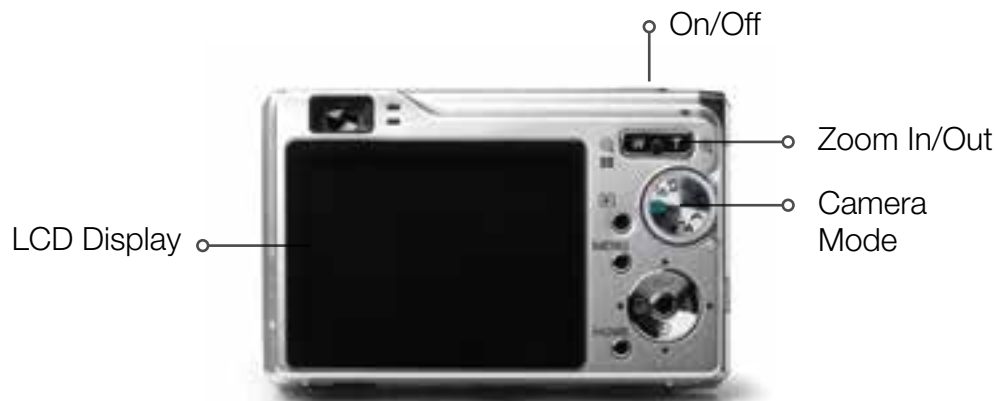
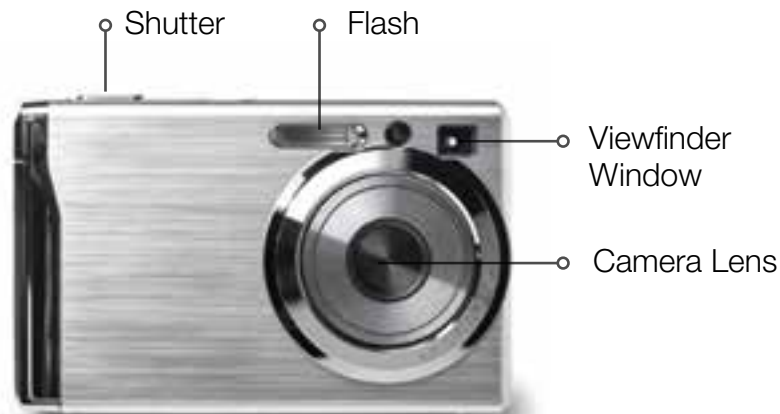
- Learn different features of the camera
- Learn about frames and composition
- Take profile photos



# Camera Features



Figure 5.1



- **Shutter Button:** Press to take a photo.
- **Camera Lens:** Helps camera focus images.
- **Flash:** Provides extra light when needed.
- **On/Off Button:** Turns camera on or off.
- **Viewfinder:** Window that shows how an image is being taken.
- **Zoom In/Out:** Allows photographers to make something look closer or further away.
- **Camera Mode:** Changes between photo taking, photo review, and taking video.
- **Flash On/Off:** Allows you to turn flash on or off. The flash can improve pictures taken in darker areas.
- **LCD Display:** Allows you to review images.

# Composition and Frames

## Objective

- Learn about the elements of framing and composition with drawing

## Time

20 minutes

## Materials

- Cameras
- Sample Photos
- Markers/Pencils
- Tracing Paper

## INTRODUCTION

In this activity kids will learn about composition and framing.

**Composition** refers to the lines and shapes in photos. In Figure 5.2, the orange lines show the different shapes and lines found in the photo.

**Framing** refers to what is included within the borders of the photo. In Figure 5.2, the man's body is not in the frame.

**The rule of thirds** is used in photography as a guideline for looking at and taking photos. Imagine breaking an image into thirds (both up and down and across). The purple lines in Figure 5.2 show what this looks like. You should place your main subject at any of the four points where the lines cross each other. There are always exceptions, like portraits.



Figure 5.2



Figure 5.3



## INSTRUCTIONS

1. Break the group into pairs.
2. Give each pair a photo (pg. 38-39) and a piece of tracing paper.
3. Instruct kids to draw a box about the same size of the photo onto the tracing paper. In the box, create two sets of intersecting lines, as illustrated in Figure 5.2.
4. Put the tracing paper over the photo. What is inside the boxes is called the frame. Study the photo, paying special attention to the lines and shapes in the frame for a minute or two.

5. Inside the box or frame drawn, draw the shapes you can see formed in the photo.
6. Now draw what you imagine is outside the frame of the photograph.

## DEBRIEF

Ask:

1. What did you like about the activity?
2. What did you not like about it?
3. How can you use this when you go out to photograph the community?

## Facilitator Tip

Encourage kids to become comfortable behind and in front of the camera. Silly faces may break the ice. Can they take a photo of their adult leader with a silly face?





# Profile Portraits

## Objectives

- Feel comfortable taking photos of people
- Feel comfortable being photographed
- Have a profile photo to use for the end of project exhibit

## Time

20 minutes

## Materials

- Cameras

## INTRODUCTION

In this activity you'll help the kids feel comfortable behind and in front of the camera by having them practice profile portraits.

## INSTRUCTIONS

1. Break groups into pairs. One person will be the photographer, the other the subject. The photographer will take three photos of the subject. Photos can be taken inside or outside.
2. **Photo 1:** The subject poses himself or herself.
3. **Photo 2:** The photographer poses the subject.
4. **Photo 3:** Subject makes a silly face or action and the photographer captures.
5. Once photos are taken, switch! The photographer will now become the subject.

## DEBRIEF

Ask these questions:

1. What did you like about the activity?
2. What did you not like about it?

## Facilitator Tip

Encourage kids to become comfortable behind and in front of the camera. Silly faces may break the ice. Can they take a photo of their adult leader with a silly face?





# Lesson Six

## Photography Skills: Points of View and Panning

### Facilitator Agenda

<b>AGENDA ITEMS</b>	<b>TIME</b>
Check In .....	5 minutes
Different Eye View .....	25 minutes
Lights, Camera, Action! .....	25 minutes
Check Out .....	5 minutes

### Goals

- Practice taking photos from different points of view
- Learn how to pan



# Different Eye View



## INTRODUCTION

In this activity kids will learn about point of view. Point of view is important in taking photos. We all have different ways of seeing and experiencing things. The same is true with photography. There are different angles or ways of taking a photo of the same thing.

**Discussion Question:** Why is point of view important in photography?

**Response:** With photographs you can help people see things in ways they may not have seen before. The view with the naked eye is very limited sometimes.

Instruct kids to close one eye and look at an object. Now try the other eye. Now squint so your eyes are just barely open. What happened? Looking at things differently gives us a new perspective. The camera acts as our eyes and can show us even more cool ways to look at something depending on how we take a photo.

## INSTRUCTIONS

Using the sample photos on the following pages. Ask:

1. Where do you think the photographer was when he or she took the photo?
2. What would you see if the photographer had taken the photo from a different point of view?

Now break the group into pairs. Practice the following:

1. **Up Top Point of View:** Stand on a chair for a higher angle. One person holds the chair for extra stability while the other looks through the viewfinder and takes a photo. Switch positions.

## Objective

- Learn and practice taking photos showing different points of view

## Time

25 minutes

## Materials

- Cameras
- Sample Photos



**2. Eye Level Point of View:** Take a profile portrait of each other standing at eye level. Switch positions.

**3. Bug's Eye Point of View:** Squat or lie down on your stomach to take a photo. Switch positions.

## DEBRIEF

Ask the kids to share out loud some of the different eye view photos with the group.

Ask:

1. What did you like about this activity?
2. What did you not like?
3. What's your favorite view to take a photo?





**Up Top Point of View**



**Bug's Eye Point of View**



**Eye Level Point of View**

# Lights, Camera, Action!

## Objective

- Learn and practice panning and how it works to take photos of motion

## Time

25 minutes

## Materials

- Camera
- Sample photos

## INTRODUCTION

In this activity kids will learn how to pan. Panning is a technique that photographers use to take photos of motion. When photographers pan, they follow the subject with their camera as the subject passes the photographer.



Panning is usually used to take photos of subjects in motion so you see the subject clearly, while everything around the subject may look blurry. See photo examples on the following pages.



### Step 1

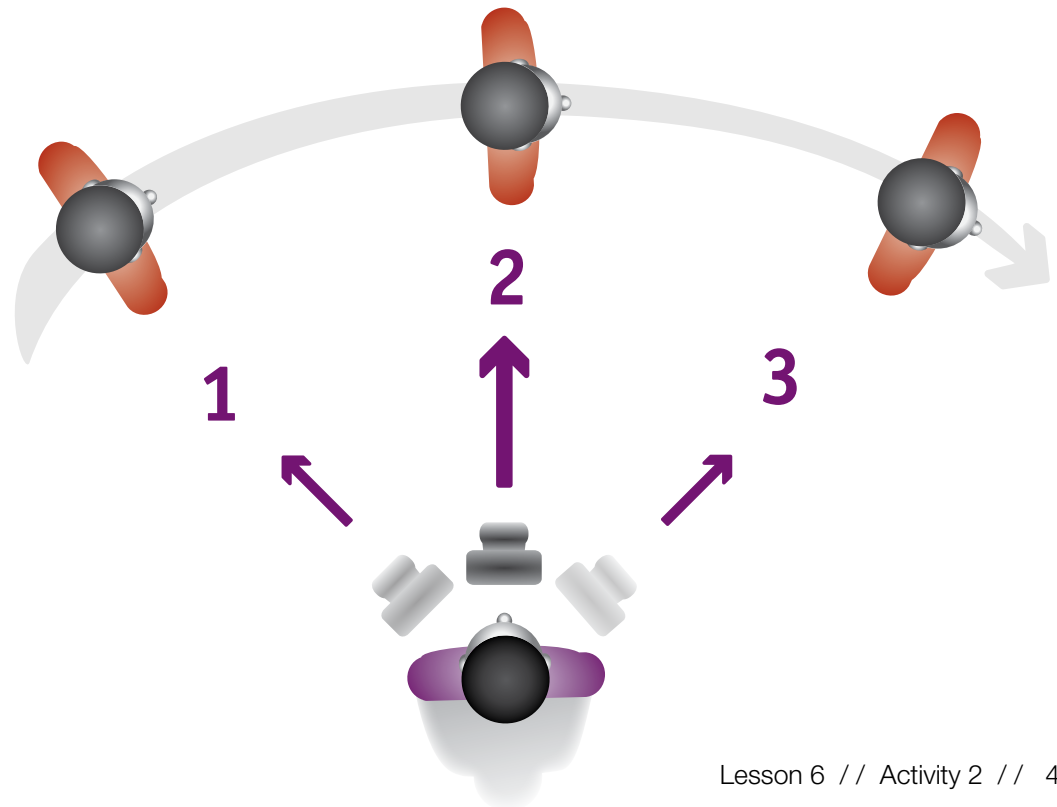
Subject comes into view. Follow the subject through your viewfinder...

### Step 2

As the subject passes by you in focus, **CLICK!** Take your photo.

### Step 3

Continue to follow the subject through your viewfinder as it moves away from you.





## INSTRUCTIONS

Break group into pairs and go outside. One person is the photographer and the other is the subject.

1. The subject walks by the photographer, and the photographer tracks the subject with the camera.
2. When the subject is in front of the photographer, the photographer snaps the shot!
3. The photographer and subject switch positions.

Now try it one more time but this time the subject moves a little faster, maybe jogging by.

## DEBRIEF

Ask the kids to share out loud their motion shots using the panning technique. Ask:

1. What did you think about this activity?
2. Was it easy to take a photo of a clear subject?
3. Was it difficult?
4. How about when the subject moved faster?
5. What did it feel like to be the photographer?



# Lesson Seven

## Photo Permission Role Play

### Facilitator Agenda

AGENDA ITEMS	TIME
Check In .....	5 minutes
BOB/WOW on Safety .....	20 minutes
Photo Permission Role Play .....	20 minutes
Check Out .....	5 minutes

### Goals

- Think creatively about safety on Photo Walks
- Learn why it's important to ask for permission when on Photo Walks
- Practice asking for photo permission with each other



# Best of the Best/Worst of the Worst on Safety



## INTRODUCTION

In this activity kids will further explore how to stay safe in this project and feel confident when talking to people in the community.

## INSTRUCTIONS

1. Review the Safety Guidelines from previous lessons. Ask the kids if there are any new guidelines they would like to add to the list.
2. Divide the kids into two groups. Pretend you're out on a Photo Walk (walking field trip to take photos) and you are actively practicing Safety Guidelines or you are not practicing the Safety Guidelines:
  - **Group One:** Practicing the Safety Guidelines.
  - **Group Two:** Not practicing the Safety Guidelines.

3. In each skit, think about: What does this safety (or lack of it) look like? What happens in these scenarios?
4. Present skits.

## DEBRIEF

Ask:

1. What did you notice in each skit?
2. What specific parts showed us that the skit actively practiced (or didn't practice) the Safety Guidelines?
3. Is there anything that wasn't shown that you think is important to talk about?

## Objectives

- Think creatively about safety and what it means
- Explore what we want and don't want to do when taking photos of people

## Time

20 minutes

## Materials

- Easel Pad Paper
- Markers
- Safety Guidelines

# Photo Permission Role Play

## Objectives

- Learn why it is important to ask for permission to take photos
- Practice asking permission to take photos

## Time

20 minutes

## Materials

- Easel Pad Paper
- Markers
- Tape
- Permission Talking Points
- Community Member
- Photo Permission Form

## INTRODUCTION

In this activity kids will learn that one of the best ways to take photos of people in the community is to ask for permission. They'll do this by always making sure the people being photographed know about the project before taking their photo.

## INSTRUCTIONS

First review the Permission Talking Points handout.

1. Divide kids into two groups and line up in two lines, facing one another.
2. One side practices asking for permission and the other side plays the role of a community member who will answer with first a NO and then a YES.
3. The lines switch roles.

## DEBRIEF

Ask these questions:

1. What did you learn from that?
2. What worked in asking for permission and what didn't work?
3. Was it easy or hard to do?

Use easel pad paper to write responses to create a "Tips for Asking for Permission" chart.



# Permission Talking Points

## WHAT TO SAY TO PEOPLE WHEN YOU WANT THEM TO BE IN YOUR PHOTO...

If they answer YES, ask them to fill out the form (or you fill out form for them and they sign). Ask them to continue what they were doing and just act natural and you'll take their photo. Thank them for their time.

Remember to get permission from parents/guardians if you want to take a photo of another child. The parent/guardian must sign the form. Ask your adult leader or teacher if you want to take photos of other kids in your program or class.

**1** We are from:  
\_\_\_\_\_  
\_\_\_\_\_

**2** We are doing a photography project.

**3** We are taking photos of our food and physical activity environments for our project.

**4** We would like to have you in one of our photos. Your participation will really help us! Please read this information and fill out the bottom part if you decide its okay for us to take your photo. [Hand them permission form] Do you have any questions? [Answer questions]. Thank you!

# Lesson Eight

## Photo Walk

### Facilitator Agenda

AGENDA ITEMS	TIME
Check in .....	5 minutes
Review Safety Guidelines .....	5 minutes
Share the Photo Walk Route .....	5 minutes
Photo Walk .....	30 – 45 minutes
Debrief .....	15 minutes
Check Out .....	5 minutes

### Facilitator Tips

Establish a “check-out” system for cameras. Label each camera with a number and assign each photographer (or 2-3 photographers) a particular camera. This will help you match names to photos later when reviewing and uploading photos to the computer.

Complete this lesson at least three times to give the kids enough time to take photos of their community. You can take them on different routes each time or visit the same route if they need more time to explore.

### Goals

- Take photos of food and play in the community
- Feel comfortable asking for photo permission
- Have fun!



# Photo Walk



## INTRODUCTION

In this activity you will take the group out on a Photo Walk to take photos of the community. Be sure to enlist other adult leaders to help supervise the walking field trip.

## INSTRUCTIONS

1. Using the information from the Food and Play Mapping Activity (Lesson 3), map out a route for your Photo Walk ahead of time.
2. Review the Safety Guidelines handout (page 32).
3. Give each child the Photo Walk Guide handouts (pages 56-57). Instruct them to take ten photos and to use the guides for photo ideas. They can include their own ideas under “Other.”
4. Ask the kids to think about the following questions while on their walk:
  - What would you like to show about your community that people may not know?
  - What does your food environment look like in your community?
  - What does your play environment look like in your community?

## DEBRIEF

Discuss the Photo Walk. Ask...:

1. What was the Photo Walk experience like?
2. What was hard? What was easy?
3. What did you learn about your community?
4. What would you like to do differently next time you go on a Photo Walk?

Ask the kids to share their favorite photo from the Photo Walk and answer these questions:

1. Why did you take this photo?
2. What did you want to show people?
3. Why is it your favorite photo?
4. What do you like about it?

## Objective

- Take photos of food and play opportunities and barriers in the community

## Time

30 – 45 minutes

## Materials

- Cameras
- Batteries
- Permission Forms
- Photo Walk Guides (with clipboards or notebooks to write on)
- Pens
- Safety Guidelines
- Bottled Water (optional)

PHOTO WALK GUIDE

# FOOD //

Please use this checklist to help you take your photos on the Photo Walk.

Take five photos of food. Check off the photos you take as you go!

<b>HEALTHY</b>	<input type="checkbox"/> Stores with many fruits and vegetables	<input type="checkbox"/> Restaurants with healthy food choices	<input type="checkbox"/> Transportation to get to places to buy food: bike lanes, sidewalks, bus stops	<input type="checkbox"/> Advertisements for fruits and vegetables	<input type="checkbox"/> Community/ school gardens or farmers' market
Other _____ _____ _____					
<b>UNHEALTHY</b>	<input type="checkbox"/> Stores that do not have fruits and vegetables but do have a lot of unhealthy foods (chips, soda, cookies)	<input type="checkbox"/> Unsafe crosswalks	<input type="checkbox"/> Fast food restaurants without healthy food choices	<input type="checkbox"/> Advertisements for unhealthy foods	
Other _____ _____ _____					

**PHOTO WALK GUIDE**

**PLAY //**

Please use this checklist to help you take your photos on the Photo Walk.

Take five photos of play. Check off the photos you take as you go!

<p><b>OPPORTUNITIES FOR PLAY</b></p>	<p><input type="checkbox"/> Parks, basketball courts, fields, grassy areas where people can play</p>	<p><input type="checkbox"/> Community centers</p>	<p><input type="checkbox"/> Walking paths or running tracks</p>	<p><input type="checkbox"/> Schools with open gyms</p>	<p><input type="checkbox"/> Playground equipment</p>	<p><input type="checkbox"/> People playing sports or doing other physical activities</p>
<p>Other _____</p> <p>_____</p> <p>_____</p>						
<p><b>BARRIERS TO PLAY</b></p>	<p><input type="checkbox"/> Gates or fences blocking play areas</p>	<p><input type="checkbox"/> Trash or litter</p>	<p><input type="checkbox"/> Graffiti</p>	<p><input type="checkbox"/> Cracks in pavement/ play areas</p>	<p><input type="checkbox"/> Broken play and sports equipment</p>	
<p>Other _____</p> <p>_____</p> <p>_____</p>						

# Lesson Nine

Review, Reflect, Write

## Facilitator Agenda

AGENDA ITEMS	TIME
Check In .....	5 minutes
Reviewing Photos.....	25 minutes
Writing Stories and Creating Photovoice	
Artwork .....	25 minutes
Check Out .....	5 minutes

## Goals

- Discuss and reflect on what the photos tell us about the community
- Write stories to go with the photos



# Reviewing Photos



## INTRODUCTION

In this activity kids will review the photos they took on the Photo Walk and give feedback to each other on the photos.

## INSTRUCTIONS

Before the group meets again, create an individual folder for each person on the computer where you will upload photos. Upload all the photos to the appropriate folders ahead of time.

1. Give each person time in front of the computer to review his or her folder of photos. Ask them to choose their favorite 3-5 photos and print them. Remind them to write their names on the back of each photo.

2. Spread all of the printed photos on a table. Tell the kids they will review the photos they liked best. Instruct them to walk quietly around the table and observe each photo until they hear STOP.



## Objective

- To look in depth at the photos taken during the Photo Walks

## Time

25 minutes

## Materials

- Easel Pad Paper
- Markers
- Printer
- Computer
- Photo Paper or Cardstock



3. Once you say stop, ask them to pick up the photo they are closest to. It doesn't matter whose photo it is. Ask:
- What one word do you think of when you see this photo?
  - What does this photo mean to you?
  - Now, what does the photographer think about the photo? Why did you take it?

## DEBRIEF

Ask these questions:

1. How did it feel to walk around and look at the photos quietly?
2. What did you like about some of the photos?
3. What do these photos tell us about the community?





# Writing Stories and Creating Photovoice Artwork

## Objectives

- Write stories to explain the photos

## Time

25 minutes

## Materials

- Paper
- Markers/Crayons/Color Pencils
- Glue

## INTRODUCTION

In this activity kids will write quick stories to go with their favorite photos. Tell kids that a story should explain what's going on in a photo and explain why they took a photo. They will write the story in their own words. Explain to the kids that they will attach their stories to their favorite photos to use for the exhibit at the end of the project.

## INSTRUCTIONS

1. Instruct kids to write stories to go with each of their 3-5 favorite photos. They can paste each photo on a piece of cardstock or poster board and write their story below (see the photo on the right).



This photo is of the water fountain at our school. When I am thirsty I like to take a drink from it. Anyone can drink water from it. If it were better taken care of kids would want to drink more water from it.

*by James*

2. Stories should answer these questions:

- What is this photo of?
- What does this photo tell you about the community? Why?
- Does this photo have a clear message? What is the message?

3. Tell the kids that this combination of photos and stories is their photovoice artwork. Remind them to include their name. They are the photographer and author telling the community an important story with their artwork.



## Facilitator Tip

Complete this lesson at least three times soon after each Photo Walk. It will be easier to write stories about photos if the kids remember what inspired them to take the photos on the Photo Walks.

# Lesson Ten

## Telling Our Story: Developing a Theme & Community Exhibit

### Facilitator Agenda

AGENDA ITEMS	TIME
Check In .....	5 minutes
Storytelling' .....	25 minutes
Prepare for Community Exhibit .....	25 minutes
Check Out .....	5 minutes

### Goals

- Develop themes based on the photos we took
- Finish writing stories
- Begin preparing for community exhibit



# Storytelling



## INTRODUCTION

Now that the kids have taken a look at their photos, explain that you are going to shift gears and talk a little more about what their photos are telling us about the community. This project is focused on looking at the food and play opportunities in the community.

## INSTRUCTIONS

1. Break the group into smaller groups of threes and fours. Ask the kids to look over 3-5 of their photovoice artwork pieces (photos with stories together) and answer the following questions in their groups:
  - What things do all the photos have in common?
  - What story do these photos together tell us about the community?
2. Ask the kids to share their answers to the entire group. Write down answers on easel pad paper for the group to see.
3. Explain that the group will talk about different themes and identify a single theme for the project. A theme is something that ties everything else together.

## Objectives

- Discuss and explore the stories our photos tell about the community

## Time

25 minutes

## Materials

- Photos
- Paper
- Easel Pad Paper
- Markers



4. As a whole group, invite the kids to brainstorm some themes they noticed about the community by answering the following questions:

- 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?

Write down responses on easel pad paper.

### DEBRIEF

Ask the kids to start thinking about how they want to present their theme. Ask these questions:

1. How would you like to present what you have learned through your project?
2. What do you want to see changed in the community?
3. How can you ask for healthy changes for the community?
4. Who should you invite to see your project?

Projects in the past have been presented as:

- Art gallery style exhibits
- Individual poster boards for school family event nights
- PowerPoint for school board meetings
- Collage presentation for community festivals

There are numerous ways to present your work. Here are a few examples of kids from all around California presenting their photovoice projects (page 67).

Sonoma County  
Family Y,  
Santa Rosa, CA



Sacramento START,  
Sacramento, CA



Project Access,  
Oxnard, CA



Anaheim Family Y,  
Anaheim, CA



# Preparing for the Exhibit

## Objective

- Practice speaking about your photovoice project

## Time

25 minutes

## Materials

- Easel Pad Paper
- Handout (page 69)

## INTRODUCTION

As part of the community exhibit, there should be a component for the kids to present to their audience. The group can have as many or as few speaking representatives as they prefer. Pass out copies of the handout on page 69 to help kids create their presentation talking points. To help with public speaking, write out the public speaking tips below on easel pad paper and discuss them with the group.

## PUBLIC SPEAKING TIPS

- **Be Prepared.** Know the order of your presentation and prepare what you're going to say beforehand.
- **Make eye contact** with the people you are talking to.
- **Speak loudly** and clearly.
- **Practice** beforehand.
- **Have notes**, if needed.
- **Believe in yourself.** You are an expert in what you're talking about and people are excited to hear what you have to say!



**Questions**

**Answer or Reflection**

Who are the kids in the group?

---

---

---

What is Photovoice? What did you do during this project?

---

---

---

What were some of the things you learned or saw?

---

---

---

What were some of the good things or opportunities?

---

---

---

What were some of the problems or barriers?

---

---

---

What do you want to change in your community and why?

---

---

---

# Lesson Eleven

## Making a Difference: Presenting Our Work and Advocating for Change

### Facilitator Agenda

AGENDA ITEMS	TIME
Check In .....	5 minutes
Empowerment Evaluation .....	15 minutes
Finish Preparing for Exhibit .....	35 minutes
Check Out .....	5 minutes

### Goals

- Complete empowerment evaluation again
- Finish preparing for exhibit



# Community Exhibit Checklist

Use and adapt this checklist to meet your needs.

## BEFORE THE EXHIBIT

### Things needed for space

- Decorations
- Equipment: Audio/Visual
  - Laptop computer
  - Cameras
  - Projector
  - Electrical cords
- Chairs
- Tables
- Signage
- Healthy snacks and healthy drinks
- Other \_\_\_\_\_

### Who should you contact to come to the exhibit?

- Parents
- Other kids or peers

- Community leaders
- School principal
- Teachers
- Mayor
- School Board Members
- City Council Members
- Pastors
- People from the media: newspapers, TV, radio
- Other \_\_\_\_\_

### Technical support

- Volunteer to help with audio/visual set-up and use

### Materials

- Photovoice artwork
- Copies of programs
- Press release
- Press kits
- Sign in sheets
- Other \_\_\_\_\_

## DAY OF EXHIBIT

### Set-Up

- Decorations
- Equipment
- Test audio/visual equipment
- Chairs
- Tables
- Signage
- Prepare healthy snacks and healthy drinks

### Check-in

- How are you feeling?
- Do you know your role?
- Pep talk!
- Practice

### Greet audience

- Pass out programs
- Ask people to sign in
- Hand out media kits to press (if needed)

### Present

- Display photovoice artwork
- Talk about what you did in your *Power Play!* Photovoice Project: What do you want to change in your community and why? What do the photos show? Were there good things you want to make sure people know about?
- Answer questions from audience
- Thank people who attended or other people who supported the project

## AFTER THE EXHIBIT

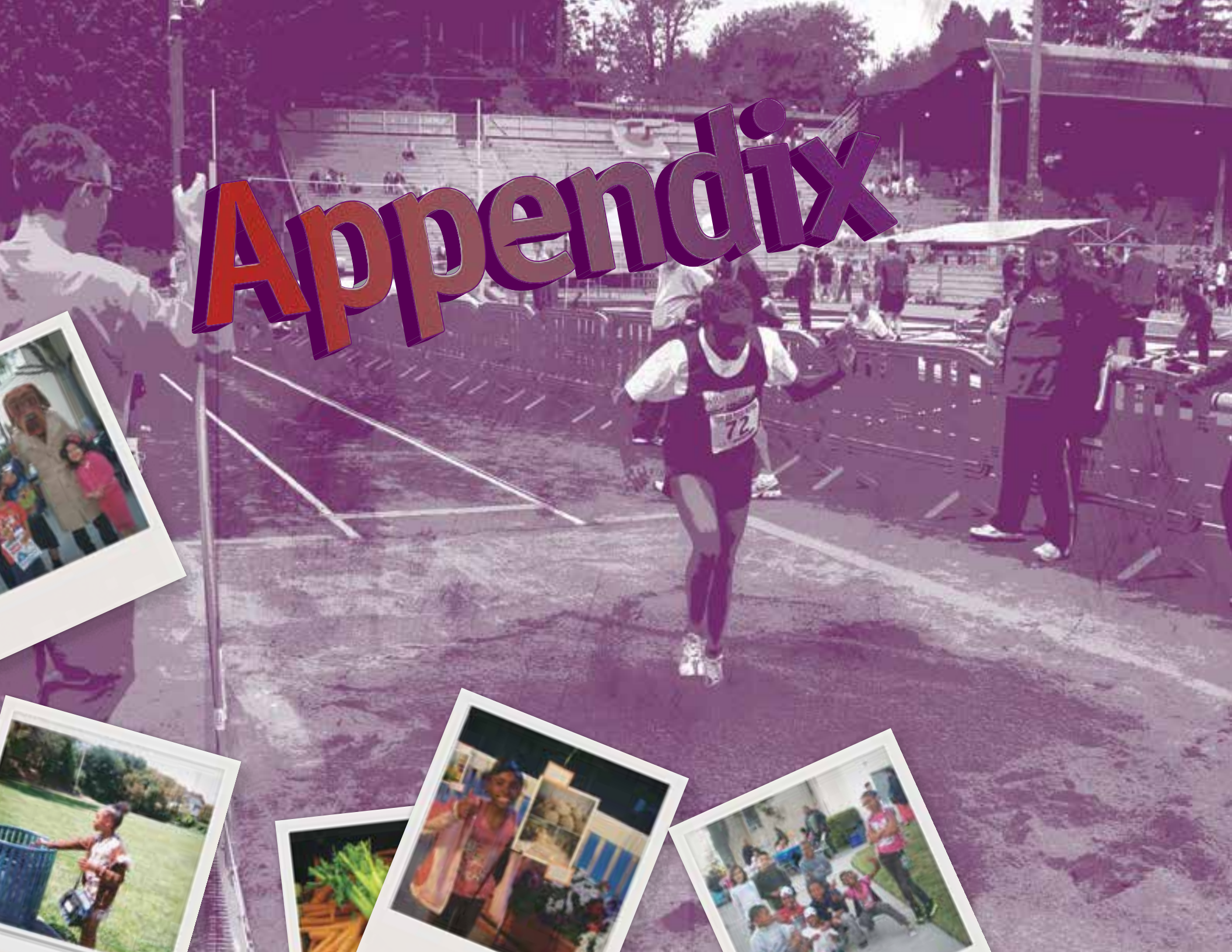
### Clean-up

- Group leader follow up with audience attendees from sign in sheet to keep them informed on the project and let them know how they can continue to support the changes the kids identified.

Ask:

1. What did you think of the exhibit?
2. How did you feel presenting your work?

# Appendix



# Empowerment Evaluation

## Before/After

### TIME

- 10 minutes

### MATERIALS

- Easel Pad Paper
- Markers

### INSTRUCTIONS

Divide the room into 4 corners (strongly agree, agree, disagree, strongly disagree). Read a series of statements aloud. After each statement, ask kids to move to whichever corner of the room best matches their feeling about the statement. Ask the group to refrain from talking.

1. I am/or have been involved in a kids program.
2. I have felt like a leader.
3. I have created change in my school or community.
4. I feel like I can create change in my school or community.
5. I believe that my ideas are taken seriously by other kids.
6. I believe that my ideas are taken seriously by adults.
7. Adults listen to me about what could make my school or community better.
8. I believe that most kids know what's best for themselves.
9. I believe that most adults know what's best for kids.
10. I believe that kids have the power to make positive change.

Tally the number of kids at each corner for each answer. You will do this activity again at the end of the project.

### DEBRIEF

Ask these questions:

What did you think about this activity? How did you feel about choosing how much you agreed with a statement? What did it feel like to not talk?

# Inspiration, References, and Resources

- Blackman, Anna. *The PhotoVoice Manual: A Guide to Designing and Running Participatory Photography Projects*. London: PhotoVoice, 2007.
- Friedman, Debra. *Picture This: Fun Photography and Crafts*. Kids Can Print, 2003.
- International Center for Photography and Cynthia Way. *Focus on Photography: A Curriculum Guide*. New York: International Center for Photography, 2006.
- Johnson, Neil L. *Photography Guide for Kids*. National Geographic Children's Books, 2001.
- The John W. Gardener Center for Youth and Their Communities. *Youth Engaged in Leadership And Learning (YELL)*. 2007.
- Varriale, Jim. *Take a Look Around: Photography Activities for Young People*. Millbrook Press, 1999.
- Youth In Focus and Network for a Healthy California. *Stepping Stones Curriculum for Youth-led Action Research*. Unpublished.

## PhotoVoice Resources

- |  |  |
|--|--|
| <b>Outside the Lens: Literacy through the Arts Program</b><br><a href="http://www.outsidethelens.org/about.aspx">www.outsidethelens.org/about.aspx</a> | <b>FotoKids:</b><br><a href="http://www.fotokids.org">www.fotokids.org</a>   |
| <b>PhotoVoice (UK):</b><br><a href="http://www.photovoice.org">www.photovoice.org</a>  | <b>Health in My Hometown: A Youth Photovoice Project</b><br><a href="http://www.healthinmyhometown.org/photobook/">www.healthinmyhometown.org/photobook/</a> |
| <b>The Wyoming SAGE Photovoice Project:</b><br><a href="http://www.photovoicewyoming.com">www.photovoicewyoming.com</a>                                | <b>AJA Project</b><br><a href="http://www.ajaproject.org/">www.ajaproject.org/</a>   |
| <b>Youth in Focus – Seattle</b><br><a href="http://www.youthinfocus.org/">www.youthinfocus.org/</a>  | <b>Photovoice (Hamilton, Ontario, Canada):</b><br><a href="http://www.photovoice.ca">www.photovoice.ca</a>   |

## NYC SALT

[www.nycsalt.org/](http://www.nycsalt.org/)

## Youth Engagement Resources

- Inspiring Youth as Partners, Network for a Healthy California**  
[www.cdph.ca.gov/programs/cpns/Documents/Network-BRO-200-2009-02.pdf](http://www.cdph.ca.gov/programs/cpns/Documents/Network-BRO-200-2009-02.pdf)
- Inspiring Youth, Growing Change, Network for a Healthy California**  
[www.cdph.ca.gov/programs/cpns/Documents/InspiringYouthGrowingChange.pdf](http://www.cdph.ca.gov/programs/cpns/Documents/InspiringYouthGrowingChange.pdf)
- empower ME 4Life, Alliance for a Healthier Generation**  
[www.healthiergeneration.org/uploadedFiles/For\\_Teens/em4Life\\_color\\_FINAL.pdf](http://www.healthiergeneration.org/uploadedFiles/For_Teens/em4Life_color_FINAL.pdf)
- Youth Engaged in Leadership and Learning (YELL), The John W. Gardener Center for Youth and Their Communities**  
[www.gardnercenter.stanford.edu/resources/yell\\_curriculum.html](http://www.gardnercenter.stanford.edu/resources/yell_curriculum.html)

# *Snapshots & Stories: My Voice, My Community*

## **Kid Permission Form**

### What will you do in this project?

- You will use a camera to take photos of food and physical activity in your community.
- You will write about the photos to think about what they mean to you and your community.
- You will go on short walking field trips to take the photos.
- You will talk about the photos with the group/class.
- You will identify a problem to fix.
- You will make a plan to fix the problem and share the solution with others.
- You will share your work with the community at the end of the project.

You can choose to say YES or NO to being a part of this project.

By signing below, I, \_\_\_\_\_ (print name) agree with what this project is about and want to be part of it.

Kid Signature: \_\_\_\_\_ Date: \_\_\_\_\_

If you have questions about this project, talk to:

(Insert community youth organization information here)



# Fotos y Historias: Mi Voz, Mi Comunidad

## Permiso para Niños

### ¿Qué tienes que hacer en este proyecto?

Usarás una cámara con la que tomarás fotografías de alimentos y actividades de juego en tu comunidad. Después escribirás acerca de las fotografías pensando en lo que significan para tu comunidad los alimentos y las actividades de juego. Para tomar las fotografías, tendrás que hacer excursiones cortas con \_\_\_\_\_.

(Nombre de la organización comunitaria para jóvenes o del programa)

Hablaremos de nuestras fotografías en grupos y pensaremos en lo que significan para nosotros. Lo que hablemos en el grupo permanecerá en el grupo a menos que tú aceptes que se compareta. No tendrás que responder las preguntas que te incomoden.

Al final del proyecto, haremos una exhibición en la comunidad. Usaremos nuestras fotografías y lo que escribamos acerca de las fotos en la exhibición.

La decisión de participar en este proyecto es tuya; puedes decir Sí o No. Lo que decidas estará bien.

Al firmar, yo, \_\_\_\_\_ entiendo de qué trata este proyecto y ¡deseo formar parte de él!

(escribe tu nombre)

Firma del Niño/a: \_\_\_\_\_ Fecha: \_\_\_\_\_

Si tienes alguna pregunta acerca de tu participación en este proyecto, por favor ponte en contacto con:

(Proveer la información de la organización comunitaria para jóvenes)



Para información sobre CalFresh, llame al 1-888-9-COMIDA. Financiado por SNAP del USDA, un proveedor y empleador que ofrece oportunidades equitativas. Para consejos saludables, visite [www.CampeonesDelCambio.net](http://www.CampeonesDelCambio.net).  
• Departamento de Salud Pública de California

# Snapshots & Stories: My Voice, My Community

## Parent/Guardian Permission Form

### What will your child do in this project?

- Your child will be given a camera to take photos of opportunities for healthy food and physical activity in the community.
- He/she will also take photos of barriers to healthy food and physical activity.
- He/she will go on walking field trips with adults from the program/school to take the photos.
- He/she will write about the photos to think about what they mean.
- He/she will talk about the photos they take to determine what they mean to them and the community.
- He/she will identify a problem in the community they would like to fix.
- He/she will make a plan to develop a solution to the problem.
- He/she will share the solution with others to help make healthy changes in the community.

Activities in this project will build skills to help kids make healthy choices and speak up for their community.

Please sign below to give your child permission to participate. By signing, you also give permission to the program, school, and *Network for a Healthy California* to use your child's self-portrait, project photos, and first name for a community exhibit or other presentations for this project.

By signing below, I, \_\_\_\_\_ (print name) agree with this project is about and allow \_\_\_\_\_ (print child's name) to participate. I also understand that I can take my child out of the project at any time.

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

For questions about the project, please contact:

(Insert community youth organization information here)



For CalFresh information, call 1-877-847-3663. Funded by USDA SNAP, an equal opportunity provider and employer. Visit [www.CaChampionsForChange.net](http://www.CaChampionsForChange.net) for healthy tips. • California Department of Public Health

# Fotos y Historias: Mi Voz, Mi Comunidad

## Permiso del Padre/Tutor

### ¿Qué hará su hijo/a en este proyecto?

A su hijo/a se le dará una cámara para que tome fotos de alimentos y actividades de juego en su comunidad. Él/ella hablará de las fotografías y de lo que significan en su comunidad los alimentos y las actividades de juego. Para tomar fotografías, él/ella acudirá a excursiones cortas supervisadas con \_\_\_\_\_.

(Nombre de la organización comunitaria para jóvenes o del programa)

Se le pedirá a su hijo/a que participe en discusiones de grupo acerca de las fotografías que tome para determinar lo que significan para él/ella y para la comunidad en general. Las discusiones de grupo y los cuestionarios en que su hijo/a participará tienen la intención de ayudarle a desarrollar habilidades para que sientan que pueden alzar la voz en nombre de su comunidad. Lo que hablaremos en el grupo se quedará en el grupo a menos que su hijo/a acepte compartirlo.

Este proyecto no conlleva ningún riesgo de peligro. Al firmar, permitirá que su hijo/a participe en todas las actividades de Fotos y Historias: Mi Voz, Mi Comunidad dando su consentimiento para que su fotografía y nombre de pila se incluyan en una exhibición comunitaria u otras presentaciones.

Al firmar, yo \_\_\_\_\_ (escriba su nombre) entiendo de qué trata este proyecto y permito que \_\_\_\_\_ (escriba el nombre de su hijo/a) participe. También entiendo que puedo retirar del programa a mi hijo/a en cualquier momento.

Firma del padre/tutor: \_\_\_\_\_ Fecha: \_\_\_\_\_

Si tiene alguna pregunta acerca de la participación de su hijo/a en este proyecto por favor póngase en contacto con:

(Proveer la información de la organización comunitaria para jóvenes)



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• Departamento de Salud Pública de California

# Snapshots & Stories: My Voice, My Community Community Member Photo Permission

By signing my name, I, \_\_\_\_\_ (print name) tell you that I have talked to kids from the Snapshots & Stories: My Voice, My Community project at \_\_\_\_\_.  
(insert community youth organization name here)

I know what the project is about and allow my photograph to be taken and potentially used in a community exhibit and published later for presentations.

\*\*\*\*If under 18, please have parent/guardian sign\*\*\*\*

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_

Date: \_\_\_\_\_

.....

We will have a community exhibit to show our photos and work in this project. May we have your contact information to invite you? We will not use your contact information for any other purposes.

Name: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

Phone: \_\_\_\_\_

Email: \_\_\_\_\_



# Fotos y Historias: Mi Voz, Mi Comunidad

## Permiso para Tomar y Usar Fotos de Miembros de la Comunidad

Al firmar, yo, \_\_\_\_\_ (escriba su nombre) informo que he hablado con los niños de Fotos y Historias: Mi Voz, Mi Comunidad de \_\_\_\_\_.  
(Nombre de la organización comunitaria para jóvenes)

Sé de qué trata el proyecto y permito que se tome mi foto y se use, si es necesario, en una exhibición comunitaria y se publique en futuras presentaciones.

\*\*\*\*Si es menor de 18 años, por favor pide al padre o tutor que lo firme\*\*\*\*

Firma: \_\_\_\_\_ Fecha: \_\_\_\_\_

Firma del Padre/Tutor: \_\_\_\_\_ Fecha: \_\_\_\_\_

.....

**Si desea acompañarnos en nuestro evento de exhibición comunitaria** donde mostraremos las fotografías de este proyecto a la comunidad, por favor llene sus datos:

Nombre: \_\_\_\_\_

Teléfono: \_\_\_\_\_

Correo electrónico: \_\_\_\_\_



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•Departamento de Salud Pública de California





This material was produced by the California Department of Public Health's *Network for a Healthy California* with funding from USDA SNAP, known in California as CalFresh (formerly Food Stamps). These institutions are equal opportunity providers and employers. CalFresh provides assistance to low-income households and can help buy nutritious foods for better health. For CalFresh information, call 1-877-847-3663. For important nutrition information, visit [www.CaChampionsForChange.net](http://www.CaChampionsForChange.net).

California Department of Public Health  
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[www.networkforahealthycalifornia.net/powerplay](http://www.networkforahealthycalifornia.net/powerplay)

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