

**NIH SEPA Environmental Health Investigators
PhotoVoice Curriculum: Lesson 1
Grade Level: Middle School
Duration: 1 hour**

Introduction to Photovoice

Standards

National Core Art Standards (NCAS):

- 6th VA: Cr2.1.6a: Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design.

Next Generation Science Standards (NGSS) and Connections to Common Core State Standards (CCSS):

- CCSS.ELA-LITERACY.RST.6-8.3: Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
- College and Career Readiness (CCR) Writing Anchor #2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Objectives

1. Students will define PhotoVoice.
2. Students will demonstrate safety and considerations when taking photos for their PhotoVoice project.
3. Students will recognize the research method of SHOWeD.

Materials

- Projector/smartboard
- PhotoVoice PowerPoint 1 slides
- Photo of “pop culture” image (i.e. famous person/someone or thing students can relate to) (1 per student)
- PhotoVoice: SHOWeD Method Prompts handout (1 per student)



Activities

Bell Ringer: Show a “pop culture” photo. Have students write their observations of what they see in the photo and what they think is happening. *Prompt: “Write about what you see and what you think is happening in this photo. What comes to mind when you see this photo?”.* (5 minutes)

Lecture: Use the PhotoVoice PowerPoint 1 to explain environmental PhotoVoice and the goals of the project. Discuss the SHOWeD method and walk through each step. Show examples of using the SHOWeD method to analyse photos to students. Use Slide 6 on PowerPoint 1 to interact with students and ask them the answers for the SHOWeD method using the photograph on this slide. Then, compare the students’ answers to the answers on slide 7. Explain that there are no right answers as long as we follow the steps of the method. *Takeaway: This is a method used to identify health concerns in our environment through photography, while explaining the photographed concern and possible solutions through a structured narrative.* (25 minutes)

Activity: Using the “pop culture” photo, have students use the SHOWeD method handout to describe the photo. After students complete the worksheet, have them share their work with the group. Discuss how these compare to the descriptions the students wrote during the bell ringer. (15 minutes)

Discussion: Discuss the importance of what a photographer is telling their audience through a photograph. Review the SHOWeD method. Have the students explain what the purpose of the method is and the meaning behind each of the letters in SHOWeD. (15 minutes)

Resources

The Community Tool website describes PhotoVoice and how to use it:

<https://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources/photovoice/main>

The article *PhotoVoice: Concept, Methodology, and Use for Participatory Needs Assessment* explains what the PhotoVoice methodology is in detail:

<http://strive.lshtm.ac.uk/sites/strive.lshtm.ac.uk/files/wang%20concept%20and%09%20methodology.pdf>

The *Facilitator’s Toolkit For A PhotoVoice Project* describes how to facilitate a PhotoVoice project, as well as the SHOWeD method in Appendix E:

https://www.gocolumbia.edu/institutional_research/photovoice_page_documents/Facilitators_Toolkit.pdf to understand how this method is related to PhotoVoice.



The Nova Scotia Participatory Food Costing Project also describes how to facilitate a PhotoVoice project: https://foodarc.ca/makefoodmatter/wp-content/uploads/sites/3/VOICES_PhotovoiceManual.pdf.

SHOWeD method

What do we SEE?
What is really HAPPENING?
How does this relate to OUR lives?
WHY does this concern us?
Why does this concern EXIST?
What can we (or I) DO to improve the situation?

SHOWeD method

What do we SEE?
What do we see in the photo?
What is really HAPPENING?
What is actually happening in the photo?
How does this relate to OUR lives?
Does this situation relate to your life? How?
WHY does this concern us?
Is this situation good or bad? Does this impact your life?
Why does this concern EXIST?
Where did this situation come from?
What can we DO to improve the situation?
How can we (or I) improve this situation?