

NIH SEPA Environmental Health Investigators
PhotoVoice Curriculum: Lesson 5
Grade Level: Middle School
Duration: 1 hour

Photography Field Trip

Standard

NGSS:

- MS-ESS3-3 Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.
- MS-ESS3 Human Impacts: Human activities have significantly altered the biosphere, but changes to Earth's environments can have different impacts (positive and negative) for different living things.

NGSS Connections to CCSS:

- ELA-E6: Use technology and digital media strategically and capably

Objectives

1. Students will be able to differentiate between healthy and unhealthy environments.
2. Students will identify pollution sources.
3. Students will analyze their environment's health.

Materials

- Photovoice PowerPoint 2
- Cameras (1 per student)
- Transportation (bus, walking, etc.)
- "Learn about Pollution/ Environment Defilement/ Cartoon" video link:
<https://www.youtube.com/watch?v=OqHp03RRTDs>

Activities

Bell Ringer: Watch "Learn about Pollution/ Environment Defilement/ Cartoon" video about various types of pollution, sources, how it impacts human health, and examples of how to control pollution. Start the video at 0:35 seconds and stop it at 5:42 minutes. (5 minutes)

Lecture: Briefly review environments from lessons 2 and 4. Explain the day's trip with the students. They will be traveling to a location decided on based on the class's input from the previous session. This is where students should go to capture images of their environment through photography. These photos should be of images that represent their environment and how it impacts the health of people in their community. (5 minutes)



Activity: Hand out assigned cameras and remind students to handle them with care. The class will travel to the designated location where students decided to take their photographs of things that they think accurately represents their environment and impacts the community's health in some way. (45 minutes)

Discussion: Review what the students saw on the trip and the different types of environment factors they captured. Why did they choose to capture these images? *This discussion can happen during the transport back to the classroom to save time.* (5 minutes)

Resources

The article *Beginning a Partnership with PhotoVoice to Explore Environmental Health and Health Inequities in Minority Communities* by Kovacic, M. B. et al explores the PhotoVoice method: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4245604/>.