

NIH SEPA Environmental Health Investigators
PhotoVoice Curriculum: Lesson 3
Grade Level: Middle School
Duration: 1 hour

SHOWeD Method Practice 1

Standards

NGSS.MS-ETS1.B: Developing Possible Solutions

NGSS Connections to CCSS:

- ELA-E6: Use technology and digital media strategically and capably.
- CCSS.ELA-LITERACY.RST.6-8.3: Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

Objectives

1. Students will use the SHOWeD method.
2. Students can describe the reasoning behind their personal photo choice.
3. Students will be able to identify solutions to the problems that their photos represent.

Materials

- PhotoVoice SHOWeD Method Prompt handout (1 per student)
- PhotoVoice Blank SHOWeD Method handout (1 per student)
- Cameras (1 per student)

Activities

Bell Ringer: Pass out assigned cameras. Instruct students to review the photos that were taken during the previous session and choose the best photo in their opinion. Avoid influencing students to make biased decisions. Let them feel free to choose the photo they think is best. Have students write a few sentences about which photo was chosen and why. (Students will define the criterion for a “good” photo later.) (5 minutes)

Lecture: Review the SHOWeD method with the students. Have students recall what the SHOWeD method stands for and why we use it. *Takeaway: The SHOWeD method helps us explain the meaning of our photo.* (10 minutes)

Activity: Put students in pairs so they can help each other fill out the SHOWeD method handout. Have students fill out the SHOWeD method handout based on their chosen photo. Students will identify which photo they have chosen by writing an identifying photo number or title on the top of their handout (or have students email their photo to you). Give each student about 15 minutes, working in their pairs to describe his/her



photo. Have students work together on one photo, then switch and work on the other photo, using the SHOWeD handout. Walk around the room helping students understand and fill out the SHOWeD method handout. Pay attention to what students struggle with while they are working on this activity, e.g. sometimes students have difficulty transferring their ideas into writing. *It is important that students finish this activity because it allows the instructor to identify if students understand the SHOWeD method and can complete the process, as well as collect the chosen photos from the students.* (30 minutes)

Discussion: Ask each pair of students to talk about one of their photos and the SHOWeD method template. This way you can assess how all students are doing with the SHOWeD method. If you have a large number of students, ask as many students as time allows. Have them explain why they chose that particular photo and how they came up with a solution to their environmental problem/situation. Review what the SHOWeD method is and why students are using it. Collect the cameras and handouts. (15 minutes)

Resources

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. Use this material to review the SHOWeD method and photovoice.

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?