

Photovoice



<u>Item</u>	<u>Number of</u>
Canon Power Shot A1000 IS Camera & Box with all Supplies	1
Pictures	39



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Station 4- Photovoice

Introduction

"Photovoice is a method by *which people can identify, represent, and enhance their community through a specific photographic technique*". Wang and Burris (1997)

Photovoice is used mainly in the field of education. It requires participants to combine photography with social action. Subjects are asked to represent their community or point of view by taking photographs. It is often intended to give insight into how they conceptualize their circumstances and spur community change.

It was developed by Caroline C. Wang of the University of Michigan, and Mary Ann Burris, research associate of the School of Oriental and African Studies (SOAS) at the University of London. In 1992, Wang and Burris created what is now known as "Photovoice" as a way to enable rural women of Yunnan Province, China, to influence the policies and programs that affected them. It has since been used among homeless adults in Ann Arbor, Michigan and among community health workers and teachers in rural South Africa and by Dr. Claudia Mitchell.

In the natural world, Photovoice is used for students to complete a four step process. They will be freewriting about the photo- This freewriting can be in the form of a non-fictional, fictional story, poem, or song about the environmental strength or weakness.

Step 1 Take pictures of the environment that interest you

Step 2 Choose one or two of the photos that document a strength or concern about the environment.

Step 3 requires students to write about their picture using the following format

S- What do you **SEE** happening here?

H- What is really **HAPPENING?**

O- Who does this relate **OUR** lives?

W- **WHY** does problem or strength exist?

E- What is the potential **ENVIRONMENTAL** impact of this?

D- What can we **DO** about it (preserve, assist, tell everyone about it)?

Step 4- brings students face to face with community members that can exact change in a dialogue format

In essence, Photovoice permits students to share their thoughts and ideas about a certain place and/or time. It's a participatory action research strategy using photography as a tool of social change. The process turns the camera lens toward the eyes and experiences students and gives people the opportunity to record, reflect and critique personal and community issues in creative ways. The ultimate beauty of this project is that there are no right or wrong answers.

How is this Connected to the Nature Park

The photos that you will be making must only show aspects found in the Nature Park. In other words don't bring your own props. The purpose of this project is to show the fragility or beauty in the Nature Park. You can take a picture of a nest or picture of the trash that can be seen on the park.

Your portfolio must include at least one picture of the following:

Water

Plant life

Rocks, fossils, or sand

For your final prints should include both a color and black and white picture. The final prints should also have a location so that it can be accurately placed in Google Earth.

The pictures that successfully show the fragility and beauty found in the Nature Park will be put onto the Google Earth webpage for the public to see.

<http://www.photovoice.ca/> and <http://en.wikipedia.org/wiki/Photovoice>

Activity suggestions before visiting the Nature Park

- Look at examples of pictures that “tell a story”.
- Practice writing paragraphs in the “SHOWED” format
- Prepare students in the art of public speaking
- Brainstorm places, ideas, at the Nature Park that might be good to photograph

Activity suggestions during your visit to the Nature Park

- Allow students to study their surroundings
- Allow students to photograph sites, places, things, etc. that speak to them

Activity suggestions after visiting the Nature Park

- Have students edit pictures to “say” what they want to say
- Have students write their photograph summary in the “SHOWED” format.
- Print pictures on sturdy background materials
- Allow students to share their final products with the class.
- As a class, develop themes as a class based off of the student narratives before presenting to the community. In this way, students not only hear what others' are saying in the smaller venue of the classroom, but it gives everyone a chance to reflect on what the main issues, contrasts, or similarities were that emerged from their different perspectives.
- Allow students to share their photographs with groups such as the Friends of Sugar Creek and the Sugar Creek Nature Park Board. Submit the photographs and explanations to www.sugarcreeknaturepark.com to become part of the slideshow that will be on the home page.

Resources in the travelling trunk

- Booklet of photographs that can be used in the classroom setting before visiting the Nature Park
- Digital camera with 32 MB, a 4 GB memory card, all cords, and operating booklet