

APPS GPS and Photovoice Youth Training

Detailed Agenda

Version Date: 4/7/06

Goals:

- To learn how community mapping is a tool for creating positive community change
- To understand how GPS and Photovoice can record positive and negative influences on tobacco use in the community
- To learn how to use the tools for GPS and Photovoice
- To have fun!

Day One

Supplies:

- ~~Markers, newsprint, LCD & Laptop (RL)~~
- ~~Name tags (LF)~~
- ~~Food (LF)~~
- ~~Cameras, GPS devices, Extra batteries (DK)~~
- Coaching handout for team leaders - LF
- Working with GPS Utility form – LF
- IRB forms – DK
- Folders with handouts:
 - Agenda – LF
 - GPS guidelines – LF
 - Photo consent forms – DK
 - GIS log form – LF
 - Photovoice guidelines – DK
 - Photography guidelines - RL

Sean – Youth and parent consent forms, GPS Utility, Uploading pictures to website, how many youth and what is their timeline?

(Setup 8:00am – 9:00am)

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|-------------|--|------------------------|
| I. | Check-in and breakfast | 9:00 – 9:30am |
| II. | Facilitator introductions and training topic overview: DK, LF
Facilitators introduce themselves and review training topics. <ol style="list-style-type: none"> 1. Welcome everyone 2. Review goals for project and goals for meeting 3. Logistics: bathrooms, breaks, lunch, and turn off cell phones, etc. 4. Chart ground rules | 9:30 – 10:00am |
| III. | Ice breaker – DK
If you had to be frozen in time, what action would you be doing? | 10:00 – 10:15am |
| IV. | Community Mapping – DK, LF <ul style="list-style-type: none"> • LF describe where she works. Ask group if it was helpful for them to picture it. Then show a map drawing of where she works. Ask how hearing the information was different from seeing it. • Group activity: <ul style="list-style-type: none"> • Goal: Draw what's in your community (i.e. stores, people, etc.) | 10:15 – 11:15am |

- VII. Photovoice – DK** **1:00 – 1:45pm**
- Main goals of Photovoice
 - To record and reflect the community's strengths and concerns
 - To share personal and community experiences through photographs
 - To reach people in positions of power to make change (i.e. policy makers)
 - To take pictures of the +/- influences of tobacco use in the community
 - Mechanics of photovoice
 - What are these?
 - Examples of other photovoice projects
 - caroline wang's work
 - kid who took picture of "shitty school" and how that brought change
 - Group activity:
 - Goal: to encourage youth to critically look at pictures
 - Split up into 3-4 groups. Hand out pictures. Ask questions related to SHOWeD method. Report back to group.
- VIII. Principles of photography – DK, RL** **1:45 – 2:30pm**
- Photo consent – what is it?
 - What is an acceptable way to approach someone to take their picture?
 - Should someone take pictures of other people without their knowledge?
 - What kind of responsibility does carrying a camera give?
 - What would you not want to be photographed doing?
 - To whom might you wish to give photographs, and what might be the implications?
 - Photo release discussion
 - Respect privacy and rights of others
 - specific suggestions and ways to respect others' privacy and rights
 - no picture is worth taking if it will jeopardize your safety
 - Mechanics of using a camera
 - Provide handout with tips - Framing, Lighting, Depth of field
- IX. What's a GPS?? – LF** **2:30 – 3:00pm**
- Who knows what it is and what it's used for?? (i.e. Lojack, cell phones)
 - Global Positioning System - a 24 satellite-based navigation system & network that works in any weather conditions, anywhere in the world, 24 hours a day – and it's free!
 - Pass out GPS devices for them to look at
 - Refer to handout: Facts about GPS satellites
 - Go outside! Show how to use a GPS device with the Log Form
- X. Using Photovoice and GPS in the Field – ALL** **3:00 – 4:15pm**
- Split up into 3-4 groups
 - Each group has 1 camera and 1 GPS device
 - Give each group leader handout on coaching tips
- XI. Debrief and wrap up** **4:15 – 4:30pm**

- Group youth together if they live in the same neighborhood or attend the same school. Have each group draw what surrounds their neighborhood or school. Present back to the group.
- Explain that this is “community mapping”
 - what: diagnosis, description and drawing
 - How to create positive change with community mapping:
 - 1) To show a lot of information on a small amount of space
 - Example: Mapquest, Google Earth, DHS nutrition website, <http://nkca.ucla.edu/>
 - 2) A way to be taken more seriously
 - Example: The development of an entertainment, hotel, and retail complex next to the Staples Center in downtown Los Angeles - Organizers created a poster-sized map of the neighborhood surrounding the area, showing unfair ownership patterns and development “hot spots” that left out the community. Community groups successfully negotiated a landmark community benefits package from the developer which included investments in affordable housing and parks, a local hiring requirement, and even parking provisions for residents, a first for a low-income neighborhood.
 - 3) Shows that you are smart, know how to create data and have important information about your community
 - Example: Los Angeles County Tobacco Retailers

V. Break 11:15 – 11:30am

VI. Social Justice Issues in Richmond – LF 11:30am – 12:15pm

- Activity: Split up into 2 groups:
 - Group 1: What do you see as some issues going on in your community? What about these issues may make someone want to smoke? (Chart)
 - Group 2: What are some good things in your community that people outside don't get to see? What about good things that prevent or distract people from smoking? (Chart)
 - Report back to larger group
- Connect tobacco to these issues: access to healthcare, health interpreters, no jobs (stress), gangs, labor rights, gambling, poor, schools, not enough money in the community, environment, etc. Show big tobacco and AAPIs presentation.
- Bring back to community mapping as a way to mark the +/- community influences:
 - How can these issues be marked on a map? By marking the locations of where they happen – refer to GPS code list in folders.
 - Powerful way of emphasizing your point is to compare with what's going on in other communities that have more money and resources – El Cerrito or Albany??

Lunch 12:15 – 1:00pm

- Troubleshooting – answer any questions related to GPS, cameras, log forms. Table other questions until tomorrow.

DAY TWO

Goal: To experience and understand the Photovoice component

- I. Breakfast** **9:00 – 9:30am**
- II. Ice breaker: Uncommon Commonalities – DK** **9:30 – 9:45am**
 Ask youth to break into dyads. Have each dyad think of uncommon commonalities they both have and share with the group.
- III. A picture is worth a thousand words – DK, LF** **9:45 – 11:45am**
- Break up into 3-4 groups
 - Review pictures taken from yesterday. Photography components.
 - Stage 1: Photo selection:
 - i. Ask youth to select photographs they considered most significant, or simply like best
 - What do you **See** happening here?
 - What is really **Happening** here?
 - How does this relate to **Our** lives? How is it related to tobacco use in your community?
 - **Why** does this situation concern or strength exist?
 - What can we **Do** about it?
 - Stage 2: Contextualizing and storytelling
 - **VOICE (voicing our individual and collective experience)**. Describe individual meaning of photographs along with what it means in for the larger SEA community.
 - Stage 3: Codifying issues, themes, and theories
 - The participatory approach gives multiple meanings to singular images and thus makes the third stage, codifying. In this stage, participants may identify three types of dimensions that arise from the dialogue process: issues, themes, or theories.
 - They may codify issues when the concerns targeted for action are pragmatic, immediate, and tangible. This is the most direct application of the analysis. They may also codify themes and patterns, or develop theories that are grounded in data that have been systematically gathered and analyzed in collective discussion.
- IV. Wrap up – discussion** **11:45am – 12:00pm**