

An orange silhouette of a camera with a handle on top and a lens on the front. The text "Digital Storytelling Protocol" is centered over the lens area in white.

# Digital Storytelling Protocol

adapted from a Photovoice Research Project

# Digital Storytelling Protocol Overview

## GOALS

- To provide a facilitated discussion of social issues that impact the lives of individuals with lived experience of mental illness.
- To increase understanding of the experiences of individuals living with mental illness for participants' themselves as well as service providers.
- To provide an opportunity for individuals with lived experience of mental illness to participate in identifying midstream and upstream challenges.

## DIGITAL STORYTELLING SESSION OVERVIEW

Session 1: Welcome & Introduction to the Project

Session 2: The Ethics of Photo Taking

Session 3: The Art of Photography: Taking Good and Effective Photos

Session 4: The Mechanics of Working a Camera

Sessions 5 – 8\*: Photo Sharing and Reflection

Session 9: Catch-Up Week

Session 10: Celebration & Project Evaluation

\*The number of photo sharing and reflection sessions may vary depending on the participants' needs and the time available. Each photo sharing session will follow the same format as laid out in the plan for session #5. A list of potential photo taking questions has been provided below.

## Suggested Citation

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## POTENTIAL QUESTIONS FOR PHOTO TAKING SESSIONS

The following questions were used in the Imagining Inclusion Research Project. You may want to adapt them.

- What does community / communities mean to you?
- What is your community / are your communities?
- What does community outside the mental health system look like to you?
- In your day-to-day life:
  - What does community inclusion look like?
  - What does health look like?
  - What does well-being look like?
- In your day-to-day life, what does your experience of:
  - Social isolation look like?
  - Social exclusion look like?
  - Poverty look like?
  - Stigma look like?
- What does recovery mean to you?
- What or who has/have played an important role in your recovery?

## FACILITATION TECHNIQUES

- **Prefacing** – all photo presentations and discussions with two main ideas: (1) everyone has value and has something to contribute, and (2) people are motivated to participate, and will take away different things, from the project. Motivations include: learning to socialize and deal with difficult social groups, learning photography, doing something intellectually challenging, displaying their photography, getting out of the house, having something to do, etc.

- **Reminding** – all participants' experiences – both positive and negative – are valid.

- **Redirecting** – at times participants may need some redirection to stay on topic or to help them articulate their thoughts. It is important to validate what the participant is saying while also keeping the group on track. Some questions that may assist in redirecting the participant include "What part of yourself do you see in this image?" or "Is this your lived experience?"

- **Documenting** – to capture the meaning behind a participant's photograph it may be prudent for facilitators to write down key words or ideas while the participant is speaking. Participants should be made aware of the facilitator's motives before the session so they do not feel self-conscious or as though they are being evaluated while presenting.

- **Debriefing** – some topics may bring up difficult emotions or memories for participants. Some participants may require extra time to debrief directly after the photo discussion sessions or in the days following. The facilitator should be available to check in with participants after the session, and can coordinate a follow-up and extra supports.

- Participants should be encouraged to comment on the meaning behind the photograph, not the photo itself. The purpose of Digital Storytelling is to engage in deeper discussion, not critique photography skills.

# SESSION #1

## WELCOME & INTRODUCTION TO THE PROJECT

**TIME: 2 HOURS****Location:**

**OBJECTIVES:** by the end of this session, participants will:

- Understand group norms and what makes group work a positive or negative experience
- Develop a list of ground rules relating to participation in group
- Identify what community inclusion looks and feels like
- Have a basic understanding of the Digital Storytelling project and its purpose

**TRAINING METHOD:****Materials:**

- Handouts
- Power Point Slides
- White board for brainstorming
- Dry erase markers and eraser
- Icebreaker Photographs
- Sign-Up Sheet & Name Tags
- Collage Materials (glue sticks, magazines, poster board, scissors)
- Participant Binders
- Laptop & Projector
- Refreshments & serveware

**Preparation/Setup:**

- Set up Projector
- Print & Copy Handouts
- Print Ice Breaker Photos
- Purchase/Collect Collage Materials
- Set Up Tables/Chairs in meeting room
- Set-Up Refreshments

**PLAN:****Introduction, Guidelines & Orientation**

- Welcome group members and introduce facilitators
- Discussion of Computer Lab rules (no food or drink)
- Information about sign-in sheet – have members who have not already done so sign in and take a name tag
- Provide an overview of the session

**ICEBREAKER:****“A Picture Speaks a Thousand Words”**

- Explain the purpose of the activity: to get to know other members of the group
- Participants are to think about how photos can convey messages
- Pass around photographs – have each participant select one
- Each participant says their name and a few words about their photo and why they selected it
- Ask participants to say a few words about why they joined the project or what they hope to achieve through their involvement

**DISCUSSION:****Group Norms**

- Ask participants to discuss what makes group work a positive vs. negative experience – record suggestions on flip chart paper
- Discuss a list of ground rules for group participation

**Introduction Digital Storytelling**

- What is Digital Storytelling?
- The photographers’ role as expert; potential to educate and inform others about important community issues; potential to influence public policy (Wang, 1999)

**ACTIVITY:****Photo Collage: What does community inclusion feel like to you?**

- Arrange participants into small groups (4 or fewer)
- Explain the purpose of the activity – groups are to create a collage that answers the above question
- Distribute collage materials (glue, scissors, magazines, poster)
- Facilitator circulates and offers assistance where needed
- Group selects a spokesperson to introduce group members and describe different aspects of their collage

**WRAP UP:**

- Address any outstanding questions, comments or concerns
- Distribute participant binders
- Ask participants to review all documents and come to next session with any questions
- Remind participants to bring binders to each session
- Thank you

## A PICTURE SPEAKS A THOUSAND WORDS (SESSION #1)

### OBJECTIVES:

- Get to know each other
- Encourage participants to think about how photographs tell stories and send messages
- Provide opportunity for participants to begin thinking about ways they can voice their message through a photograph

### SUPPLIES:

Printed copies of photographs (e.g. nature, objects, sports, landmarks) - more than number of participants

### PROCESS:

1. Pass around hard copies of photographs
2. Have each participant choose one and hold onto it.
3. Each participant takes a turn to say their name and a few sentences about the photograph, why they picked it, and what it says about them.

### MY WISH FOR THIS PROJECT...

Everyone takes a turn to say their name and answer one of the following questions:

- Why have you decided to join this Digital Storytelling project?
- What do I hope to gain or achieve by the end of this project?

**GROUP NORMS BRAINSTORMING (SESSION #1)**

GROUP WORK – POSITIVE EXPERIENCE*	GROUP WORK – NEGATIVE EXPERIENCE*
<b>STRATEGIES FOR FOSTERING A POSITIVE GROUP EXPERIENCE</b>	

## GROUND RULES (SESSION #1)

- Confidentiality – what is said here stays here
- Punctuality – please be on time
- Attendance – attend all meetings
- Notify facilitators if you are unable to attend
- Respect others
- No chatting when others speak
- One person talking at a time
- Use respectful language
- Listen respectfully to other's opinions
- Be respectful of differences in opinion
- Cell phones on silence! (Use only if it's an emergency.)
- No texting
- There are no stupid questions
- Disputes can be worked out
- Others?

A group discussion to develop ground rules is an effective way to begin Photovoice. The ground rules can be revisited and amended weekly to help keep everyone accountable for respectful behaviour.

## OVERVIEW OF PHOTOVOICE PROJECT (SESSION #1)

### WHAT IS PHOTOVOICE?

Photovoice is a research method that uses photography to help community residents talk about their communities. Participants are creators of knowledge and are involved in activities such as:

- Learning photography skills
- Telling stories and sharing ideas
- Creating rich research data
- Offering critical reflection
- Working with group members
- Engaging in social action
- Influencing public policy and increasing awareness of personal and community issues.

There are no right or wrong answers to the research questions, you are the experts.

*A picture speaks a thousand words!*

# SESSION #2

## THE ETHICS OF PHOTO TAKING

**TIME: 2.5 HOURS**

**Location:**

**OBJECTIVES:** by the end of this session, participants will:

- Understand general guidelines for ethical conduct in the Digital Storytelling project, informed consent and confidentiality
- Identify their own ethical boundaries in group discussion, small group work and photo taking
- Recognize the importance of the photo release form and understand how to use it

**TRAINING METHOD:**

**Materials:**

- "Ethics & Safety" handouts (3)
- Photo Release Form
- "Script for Introducing Photo Release Form" handout
- Powerpoint slides (USB)
- White board for brainstorming
- Dry erase markers and eraser
- Sign-up sheet & name tags
- Refreshments

**Preparation/Setup:**

- Set up projector
- Print and copy handouts / forms
- Set up tables/chairs in meeting room
- Set up sign-in sheet and name tags
- Distribute flip chart paper and pens on tables
- Set up refreshments, serveware

**PLAN:**

**Review & Overview**

- Welcome group members
- Review ground rules from session #1\*\*
- Respond to any participant questions and feedback
- Provide an overview of the session

\*\*Ground rules should be reviewed before each session. Add to the list as new issues arise.

**CONTENT:**

**Ethics - Powerpoint**

- Overview of general guidelines for ethical conduct in the Digital Storytelling project
- Informed Consent, Confidentiality
- The purpose is for participants to feel safe and comfortable with what they are disclosing in group discussions

**DISCUSSION:**

**Small Group Discussion: Research Ethics**

- Divide participants into small groups (4-5 participants)
- Distribute handout #1 – "Informed Consent & Confidentiality"
- Participants discuss questions listed on handout in relation to their own ethical boundaries

**Small Group Discussion: Ethics of taking photographs**

- Distribute handout #2 – "The Ethics of Taking Photographs"
- Participants discuss questions listed on handout
- Answers written down on flipchart paper provided

**Large Group Discussion:**

- Participants report to large group what they discussed in their small groups

**CONTENT:**

**The Ethics of Taking a Photograph - Powerpoint**

- Overview of "Photovoice: Guidelines for Ethics & Safety" handout

**DISCUSSION:**

**Small Group Discussion: Guidelines for ethics and Safety**

- Participants return to small groups
- Distribute handout #3 – "Guidelines: Photovoice Ethics & Safety"
- Participants read the handout and discuss
- Emphasize that the psychological and physical safety of the participants and the community comes first
- Facilitators circulate to encourage discussion in small groups

## DISCUSSION (CONTINUED):

### Small Group Discussion: Photo Release Form

- Discuss respect for others' privacy and rights
- **Asking for permission to photograph someone**
- Distribute and introduce photo release form (extra copies for each participant)

## ACTIVITY:

### Photo Release Form: Obtaining Consent

- Divide participants into pairs
- Partners rehearse introducing the project and obtaining consent
- Facilitators circulate and offer feedback where appropriate

## DEBRIEF:

### Photo Release Form for all picture taking

- You will need to always ask if an individual is willing to have their photograph taken, and have them sign a photo release form
- Photo release forms need to be signed every time a photograph of a person is taken, and permission to use the photograph can be withdrawn if the participant changes her/his mind.

## WRAP UP:

- Determine the number of participants who will use their own camera for the project
- Address outstanding questions, concerns or feedback
- Thank participants for their participation

## ETHICS: SMALL GROUP BRAINSTORMING (SESSION #2)

### INFORMED CONSENT

Do you have any questions or concerns about the project and what it involves?

- Attendance and participation in meetings
- Taking photographs
- Policy for camera use
- Cameras or gift cards as “gifts” for participation

### CONFIDENTIALITY

- What do we need to agree on to ensure that we maintain confidentiality?
  - In group discussions?
  - While taking photos?
- Why might people not want to have their picture taken?
- Is it okay to take pictures of others without their knowledge?
- How would you feel if a stranger was taking your picture? How do you think other people would feel?
- In what situations would you not want to be photographed? How do you feel when you are photographed at a time when you don't want to be?
- What is an acceptable way to approach someone to take his or her picture?

## PHOTO RELEASE FORM

**Who is running this project?**

**What am I being asked?**

**Why are you taking these photos?**

**How will you use my picture?**

**Will people know that I had my picture taken for your project?**

**What will I get out of having my picture taken for your project?**

**Who can I contact if I have questions?**

## GUIDELINES: DIGITAL STORYTELLING ETHICS AND SAFETY (SESSION #2)

### Why people might not want their picture to be taken?

- A photograph could show that the person was at a particular location or doing particular activity, possibly a place or an activity s/he would not want another person to know about
- A person might worry about how the picture might be used
- Some people might be hesitant, because they feel they are not attractive enough to have their pictures taken

### When to ask for a permission to take a photograph

- If the photograph will reveal person's identity
- Before you take the photo

### When you don't need to ask for permission to take a photograph

- When the person's face is unrecognizable
- When you take a picture of an object, such as a house and you happen to capture a person who just happened to walk by and you cannot recognize that person

### Safety considerations when taking photographs

Your personal safety is the highest priority!

- Be aware of your surroundings and any potential danger
- Don't do anything you wouldn't usually do
- Don't go anywhere you wouldn't usually go
- Take your photos in public places vs. private property

### Ethical considerations when taking photographs

- Be respectful of people, places and things you are photographing
- Don't photograph people who don't want to be photographed
- Don't photograph illegal activities
- Think about representing an issue in an abstract way if photographing individuals would compromise their rights and privacy
- Always obtain a photo release from the subject before taking a photograph
- If the person you want to photograph is a minor you need permission from the guardian

### Ethical considerations for presenting photographs of other people

- Don't reveal any names of your subjects when discussing photos during the Digital Storytelling sessions
- Don't reveal any embarrassing facts about the person in the photograph unless s/he gave you permission to do so
- Respect confidentiality of the stories discussed during the Digital Storytelling sessions

Adapted from "From Snapshot to Civic Action" (2010) by Meredith Powers, Darcy Freedman, & Ronald Pitner [http://ces4health.info/uploads/From Snapshot to Civic Action~A PhotoVoice Facilitator's Manual.pdf](http://ces4health.info/uploads/From_Snapshot_to_Civic_Action~A_PhotoVoice_Facilitator's_Manual.pdf)

## SCRIPT FOR INTRODUCING THE PROJECT TO A PERSON YOU WANT TO PHOTOGRAPH (SESSION #2) (to be used for research projects)

Hello! My name is \_\_\_\_\_. I am participating in a research project focused on \_\_\_\_\_ . This project is happening at [name of organization where Photovoice is happening] \_\_\_\_\_ .

This is a **PHOTOVOICE project**. Photovoice is an approach to research where the research participants (such as myself) are given questions about their lived experiences and then take photographs to respond to the questions. The question I'm focusing on this week is \_\_\_\_\_

\_\_\_\_\_ and I'm approaching you because I'd appreciate the opportunity to take your (or your child's) photograph.

It's important for you to know that the photographs taken for this project are considered **DATA** – which means that they will be used in various ways, such as in a \_\_\_\_\_. All photographs taken for this project are the property of the project itself and will not be distributed or used in any other way. If you agree to have your photograph taken I need you to fill out a **PHOTO RELEASE form**. We want to ensure that any person who has their photograph taken understands the purpose of the project and has properly consented to being photographed.

*[Show the person the photo release form]*

This is the photo release form. **We ask that you include a way to contact you.** If the photograph of you (or your child / family) is selected for the photo exhibit we will contact you so that you can attend the exhibit. We will also give you a copy of the photograph.

# SESSION #3

## THE ART OF PHOTOGRAPHY

**TIME: 2.5 HOURS**

**Location:**

**OBJECTIVES:** by the end of this session, participants will:

- Understand the basics of photo composition
- Attempt different photography tasks relating to photo composition
- Have a working knowledge of their camera and how to use it

**TRAINING METHOD:**

**Materials:**

- "Photo Assignment" handouts
- PowerPoint slides (USB)
- Sign-up sheet and name tags
- Cameras
- Laptop

**Preparation/Setup:**

- Set up projector
- Print and copy handouts
- Review PowerPoint slides
- Set up tables/chairs in meeting room
- Ensure cameras are charged and ready for use

**PLAN:**

**Review & Overview**

- Welcome group members
- Respond to any participant questions and feedback
- Provide an overview of the session

**CONTENT:**

**Introduction to Photography - PowerPoint**

- Overview of Photography – Basics of Composition
  - Unclutter
  - Rule of Thirds
  - Framing Your View
  - Getting Up Close
  - Point of View
- Distribute Photography Assignment Handout

**ACTIVITY:**

**Practice Time:**

- As a group, participants travel to the community garden (Manitoba & 7th) to practice taking photographs
- Encourage participants to take photos relating to each of the five photo assignments
- Offer assistance as necessary
- Return to ODG as a group

**Photograph Review**

- Group participants into pairs to review and discuss photographs– encourage participants to work with new people in the group
- As a large group, discuss any difficulties encountered

**CONTENT:**

**Logistics of Taking Photos - Powerpoint**

- When, where, individual or in groups picture taking
- Distribute reflection sheets and discuss how they will be used
- Discuss where to return camera for downloading photographs

**WRAP UP:**

**Small Group Discussion: Guidelines for ethics and safety**

- Collect all cameras
- Address outstanding questions, concerns or feedback
- Thank participants for their participation

## PRACTICE PHOTOGRAPHY (SESSION #3)



### ASSIGNMENT 1: UNCLUTTER

Find an interesting object and take a simple, uncluttered photograph. Pay attention to the background -- try to have it plain white or solid. Fill the frame. Why is it strong? How could it be improved?



### ASSIGNMENT 2: FOLLOWING THE RULE OF THIRDS

Take several pictures trying to follow this rule, placing the object of interest at one of the key points suggested by this rule. If necessary, crop the image to shift the position of the object.



### ASSIGNMENT 3: FRAMING YOUR VIEW

Take a picture using some objects as a Frame. You could use a window, or any other object.



### ASSIGNMENT 4: GETTING UP CLOSE/MACRO

Choose an object you want to focus on. Set your camera to Macro and shoot your picture. Follow the rules you have learned -- fill the frame, rule of thirds, unclutter.



### ASSIGNMENT 5: POINT OF VIEW/TRYING DIFFERENT ANGLES!

Get on the ground and up on a chair! Try taking photos from all sorts of angles!

# SESSION #4

## THE MECHANICS OF WORKING A CAMERA

**TIME: 3 HOURS**

**Location:**

**OBJECTIVES:** by the end of this session, participants will:

- Understand the Digital Storytelling project, its themes, and the kinds of photos they are being asked to take
- Gain a greater understanding of their camera and how to use it
- Comprehend the photo reflection form and how to use it

**TRAINING METHOD:**

**Materials:**

- “Getting to Know Your Camera” handouts
- “Photo Taking Questions” handouts
- Camera sign-out sheet
- PowerPoint slides (USB)
- Sign-up sheet and name tags
- Cameras
- Laptop
- Refreshments and serveware
- Flipchart paper and pens

**Preparation/Setup:**

- Set up projector
- Print and copy handouts
- Review PowerPoint slides
- Set up tables/chairs in meeting room
- Ensure cameras are charged and ready for use

**PLAN:**

**Review & Overview**

- Welcome group members
- Respond to any participant questions and feedback
- Provide an overview of the session

**DISCUSSION:**

**Photo Taking Questions for Theme**

- Divide participants into small groups (4 – 5 participants)
- Distribute “Photo Taking Questions” handout (see examples)
- Instruct participants to review the handout in their small groups
- As a large group discuss any questions or feedback relating to the form
- Ask participants what kinds of pictures might relate to the theme (for session 5) and different ways of thinking about this concept.
- Introduce the idea of photos as a metaphor and staging

**Photo Reflection Form**

- Review the photo reflection form
- Participants are to select the photos they want to present relating to each week’s theme and fill out the reflection forms BEFORE that session
- Introduce the idea of photos as a metaphor and staging

**CONTENT:**

**Cameras:**

- Distribute and discuss camera policy form
- Provide labels and pens for participants to label their cameras and sign camera policy form
- Collect signed camera policy forms
- Have participants label their cameras and memory cards
- Insert batteries in camera
- Insert memory card in camera

**Getting to Know Your Camera - Handout**

- Review functions/buttons of camera
- Turn on your camera
- Shooting modes: Automatic, Other, video
- Wide angle vs telephoto (zooming in and out)
- Shutter (half-way for focus/metering)
- Menu button (how to move through menu options, setting quality of image, ISO)
- Playback/Review button
- Delete images
- Macro button

## ACTIVITY:

### Practice Time

- Allow participants time to practice with their cameras on-site

## WRAP UP:

### For Next Session

- Take photographs related to the questions
- Choose 2 favourite photos and fill out "individual reflection" worksheet for both photographs
- Upload favourite photographs (if able to do so)
- Be ready to discuss your pictures in small groups
- Distribute "Tasks for next session" handout
- Address outstanding questions, concerns or feedback
- Thank participants for their participation

## GETTING TO KNOW YOUR CAMERA (SESSION #4)

- ☐ SAFETY FIRST! ALWAYS KEEP CAMERA STRAP AROUND YOUR WRIST
- ☐ INSERT BATTERIES IN CAMERA
- ☐ INSERT MEMORY CARD IN CAMERA (DON'T FORGET TO TURN YOUR CAMERA OFF WHEN INSERTING AND REMOVING BATTERIES AND MEMORY CARD)
- ☐ REVIEW FUNCTIONS/BUTTONS OF CAMERA
- ☐ TURN ON YOUR CAMERA
- ☐ SHOOTING MODES:
  - AUTOMATIC
  - OTHER MODES (IF CAMERA HAS THEM)
  - VIDEO
- ☐ WIDE ANGLE VS TELEPHOTO (ZOOMING IN AND OUT)
- ☐ SHUTTER (HALF-WAY FOR FOCUS/METERING, THEN TAKE THE PICTURE)
- ☐ MENU BUTTON
  - HOW TO MOVE THROUGH MENU OPTIONS (UP/DOWN/LEFT/RIGHT, AND SELECTION)
  - SETTING QUALITY OF IMAGE
  - ISO
- ☐ PLAYBACK/REVIEW BUTTON
  - DELETE IMAGES (GARBAGE CAN SYMBOL)
  - DELETE ALL/FORMAT THE MEMORY CARD
- ☐ MACRO BUTTON

# SESSIONS #5-8

## PHOTO SHARING & REFLECTION

**TIME: 3 HOURS**

**Location:**

**OBJECTIVES:** by the end of this session, participants will:

- Understand the purpose of the group discussion
- Present individual photos to the larger group and speak about their relationship to the theme
- Learn to appropriately provide feedback on others' photos
- Participate in a discussion about the theme inspired by the group's photographs

**TRAINING METHOD:**

**Materials:**

- "Discussion of Photographs" handouts
- Discussion questions
- "Photo Taking Questions" handout (for following week – if applicable)
- Sign-up sheet and name tags
- Projector
- Laptop
- Refreshments and serveware

**Preparation/Setup:**

- Set up projector
- Print and copy handouts
- Set up tables/chairs in meeting room
- Assist participants in downloading the photos they are going to present – can be done in the hour before the session begins

**PLAN:**

**Review & Overview**

- Welcome group members
- Provide overview of the session
- Distribute handout on the purpose of group discussion and discuss

**ACTIVITY:**

**Sharing Photographs & Group Discussion**

- Display first participants' photos and pose the following questions
  - Why did you take this picture?
  - What is the unseen story behind the picture?
  - How does this relate to our lives?
  - Why are things this way?
  - What can we do about it?
- Ask group for feedback about the photo
  - What did you see?
  - How did it make you feel?
  - What does this photo tell us about life in your community?
  - What can we do about it?

**Repeat process until all photos have been presented and discussed.**

**DISCUSSION:**

**Photo Taking Questions for Next Session**

- Distribute Photo Taking Questions Handout (see examples)
- Discuss the questions
- Allow time for participants to ask questions

**Omit this discussion if this is the last week for sharing photos.**

**WRAP UP:**

- Collect photo reflection sheets and release forms

**For Next Session**

- Take photographs related to the questions
- Choose 2 favourite photos and fill out "individual reflection" worksheet for both photographs
- Upload favourite photographs (if able to do so)
- Be ready to discuss your pictures in small groups
- Address outstanding questions, concerns or feedback
- Thank participants for their participation

## DISCUSSION GUIDELINES FOR PARTICIPANTS (SESSIONS #5-8)

### PURPOSE OF THE GROUP DISCUSSION:

- To hear various ways people see the image
- To appreciate the different ways the image might be understood and how different people might find meaning in another person's photograph

### WAYS TO PROVIDE FEEDBACK TO OTHER GROUP MEMBERS:

#### 1. Say what you like

- What idea, feeling, and sensation does the photo evoke in you?
- What does the image say to you?
- What does the photo as a whole or parts of it remind you of?

#### 2. Ask a question

Rather than making a comment you might choose to ask a question:

- What does the photographer like about the image?
- How does the image reflect the photographer's point of view?
- What does the image mean to the photographer?
- What was it like being at the scene?

### YOUR EXPERIENCE OF OTHERS' PHOTOGRAPHS:

- Remember that no two people see the same photograph in the same way
- Each of us projects our own feelings, experiences and meanings into a photograph
- Everyone's perspective is valid. Accepting this means accepting each other!
- If you have a strong reaction to the photograph or a narrative provided by the photographer, it might be helpful to explore with someone in your support network or on your own. Paying attention to the way our body and mind respond to images can help us learn something new about ourselves.

*Many of the questions posed in Photovoice can be difficult to think of metaphorically or visually. It is useful to create exercises to help participants think about the questions posed so that they have some ideas for their photographs before they leave the session. The following exercises were developed to help participants think about questions focused on "my community." They can be adapted for other questions.*

## #1 BRAINSTORMING EXERCISE: "MY COMMUNITY", "INCLUSION", "EXCLUSION", "HEALTH" AND "SOCIAL ISOLATION"

Photo-taking Questions:

- What does community mean to me?
- What are my communities?

**PHOTOVOICE** is about documenting **YOUR PERSONAL EXPERIENCE**. In a way it is like creating many self-portraits, because every picture says **SOMETHING ABOUT YOU**.

### 1. DESIGNING THE IMAGE - "PHOTO AS METAPHOR"

Helpful ways of thinking about the concept through the lens of your personal experience:

- My community reminds me of \_\_\_\_\_
- My community is as \_\_\_\_\_
- My community is like \_\_\_\_\_
- If my community could talk it would say \_\_\_\_\_
- If my community was a thing, or an animal, or a place, it might be \_\_\_\_\_

Close your eyes and visually imagine the possibilities.....

### 2. TAKING PHOTOGRAPHS

- You can brainstorm possible images that represent your experience of community first or...
- You might reverse the process and start taking photographs in your community first and then look at them reflect on the photographs: How does the whole or its parts represent your experience of community

### 2. CHOOSING PHOTOGRAPHS TO SHARE

- What does the photo say about me?
- Is it my personal view or someone else's?
- How does this photo reflect my experience of community/communities?
- What am I trying to communicate through this image?

## #2 BRAINSTORMING EXERCISE: “EXPERIENCES OF INCLUSION, HEALTH, EXCLUSION AND SOCIAL ISOLATION”

Photo-taking Questions:

In your day-to-day life: What does community inclusion look like? What does health look like? What does well-being look like?

In your day-to-day life: What does your experience of: Social isolation look like? Social exclusion look like? Poverty look like? Stigma and discrimination look like?

**PHOTOVOICE** is about documenting **YOUR PERSONAL EXPERIENCE**. In a way it is like creating many self-portraits, because every picture says **SOMETHING ABOUT YOU**.

### 1. BRAINSTORM HOW THESE QUESTIONS RELATE TO YOUR LIVED EXPERIENCE

**“My experiences of INCLUSION and EXCLUSION”**

**MY EXPERIENCES OF INCLUSION**

... also consider health and well-being

**MY EXPERIENCES OF EXCLUSION**

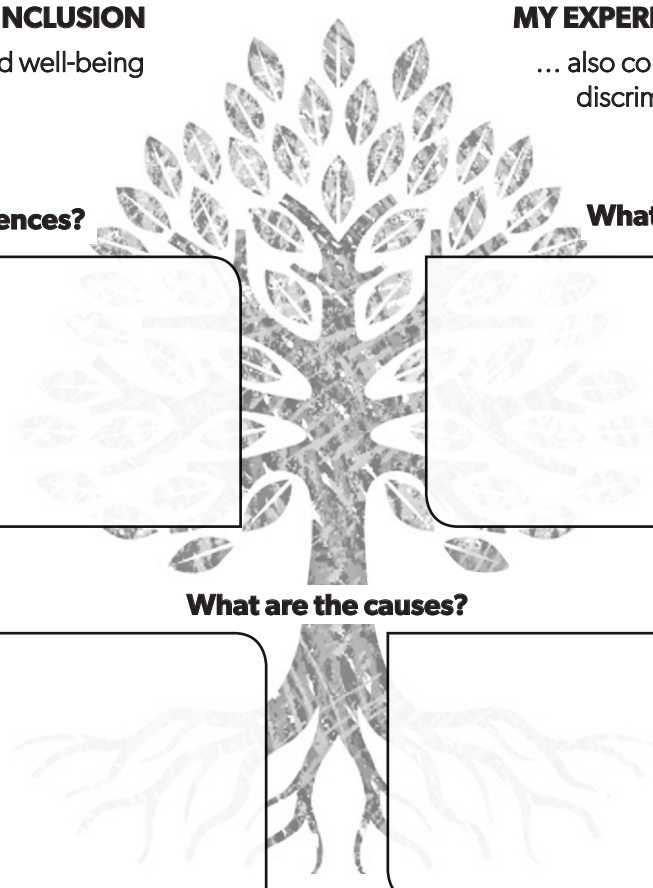
... also consider isolation, stigma, discrimination and poverty

**What are the consequences?**

**What are the consequences?**

**What are the causes?**

**What are the causes?**



## 2. CONSIDER POSSIBLE METAPHORS - "PHOTO AS METAPHOR"

Helpful ways of thinking about the concept through the lens of your personal experience:

<b>MY EXPERIENCES OF INCLUSION</b>	<b>MY EXPERIENCES OF EXCLUSION</b>
... also consider health and well-being	... also consider isolation, stigma, discrimination and poverty
My experience of INCLUSION reminds me of:	My experience of EXCLUSION reminds me of:
My experience of INCLUSION is like:	My experience of EXCLUSION is like:
If my experience of INCLUSION was a thing, or an animal, or a place, it might be...	If my experience of EXCLUSION was a thing, or an animal, or a place, it might be...

## 2. TAKING PHOTOGRAPHS

- You can brainstorm possible images that represent your experience of community first or....
- You might reverse the process and start taking photographs in your community first and then look at them reflect on the photographs: How does the whole or its parts represent your experience of community?

## 2. CHOOSING PHOTOGRAPHS TO SHARE

- What does the photo say about me?
- Is it my personal view or someone else's?
- How does this photo reflect my experience of community/communities?
- What am I trying to communicate through this image?

### #3 BRAINSTORMING EXERCISE: “EXPERIENCES OF INCLUSION, HEALTH, EXCLUSION AND SOCIAL ISOLATION”

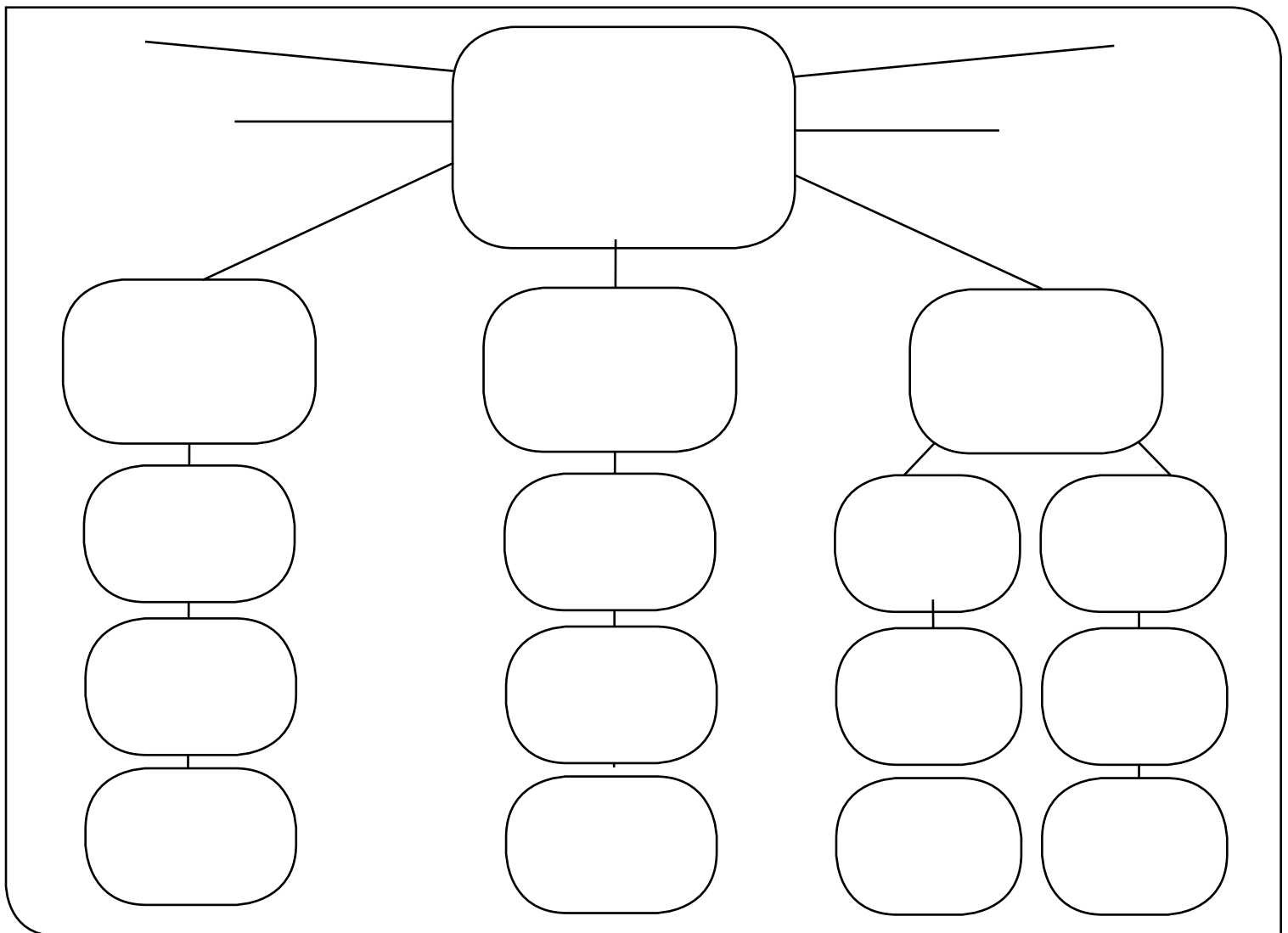
Photo-taking Questions:

In your day-to-day life: What does community inclusion look like? What does health look like? What does well-being look like?

In your day-to-day life: What does your experience of: Social isolation look like? Social exclusion look like? Poverty look like? Stigma and discrimination look like?

**PHOTOVOICE** is about documenting **YOUR PERSONAL EXPERIENCE**. In a way it is like creating many self-portraits, because every picture says **SOMETHING ABOUT YOU**.

**Use this MIND MAP to brainstorm how these questions relate to your lived experience**



## #4 BRAINSTORMING EXERCISE: “MY RECOVERY, HEALTH, WELL-BEING”

### Photo-taking Questions:

- What do recovery, health and well-being mean to you?
- What or who have/has played an important role in your recovery?
- What has been ODG’s role in promoting my recovery?

### 1. BRAINSTORM:

What comes to mind when I think of MY recovery? Do my ideas about recovery connect with my experiences of health and well-being?

### 2. “PHOTO AS METAPHOR”

Helpful ways of thinking about the concept through the lens of your personal experience:

- My recovery reminds me of \_\_\_\_\_
- My recovery is as \_\_\_\_\_
- My recovery is like \_\_\_\_\_
- If my recovery could talk it would say \_\_\_\_\_
- If my recovery was a thing, or an animal, or a place, it might be \_\_\_\_\_

Close your eyes and visually imagine the possibilities.....

### 3. TAKING PHOTOGRAPHS

- You can brainstorm possible images that represent your experience of community first or...
- You might reverse the process and start taking photographs in your community first and then look at them reflect on the photographs: How does the whole or its parts represent your experience of community

### 4. CHOOSING PHOTOGRAPHS TO SHARE

- What does the photo say about me?
- Is it my personal view or someone else’s?
- How does this photo reflect my experience of community/communities?
- What am I trying to communicate through this image?

## SESSION #9

# CATCH-UP WEEK – DROP-IN SESSION

**TIME: 2 HOURS**

**Location:**

**OBJECTIVES:** by the end of this session, participants will:

- Have completed photos relating to themes from each week
- Feel prepared to present their photos at the wrap-up celebration

**TRAINING METHOD:**

**Materials:**

- Extra Photo Release and Photo Reflection Forms
- Photo taking questions from each week
- Sign-up sheet and name tags
- Printer
- Refreshments and serveware

**Preparation/Setup:**

- Print and copy handouts
- Set up tables/chairs in meeting room

**ACTIVITY:**

This week will be a drop-in session for any participants who feel they need extra time to complete photos and photo reflection sheets related to some of the themes that were explored or for those participants who need assistance selecting photos for the wrap-up session the following week.

**Facilitators can be on hand to:**

- Assist participants in selecting and downloading photographs
- Assist participants with photo reflection forms
- Clarify photo taking questions from previous weeks
- Participate in discussions about photos with any participants who wish to do so.
- Answer any outstanding questions participants may have

**WRAP UP:**

- Collect photo reflection sheets and release forms
- Address outstanding questions, concerns or feedback
- Thank participants for their participation

# SESSION #10

## WRAP UP CELEBRATION & EVALUATION

**TIME: 2 HOURS**

**Location:**

**OBJECTIVES:** by the end of this session, participants will:

- Review and celebrate their accomplishments in the Digital Storytelling program
- Present their best or favorite photos to a group of their peers
- Complete a summative evaluation form relating to the Digital Storytelling program

**TRAINING METHOD:**

**Materials:**

- PowerPoint slides (keep pictures rotating through on slides)
- Sign-up sheet and name tags
- Index cards
- Individual questions handout
- Survey
- Photo release forms (all pictures listed on each person's form)
- Certificates
- Refreshments and serveware

**Preparation/Setup:**

- Set up projector
- Prepare PowerPoint slides
- Print and copy handouts
- Set up tables/chairs in meeting room
- Set up refreshments

**PLAN:**

Welcome and introduction to Session #10

- Welcome group members
- Provide an overview of the session

**ACTIVITY:**

### 1. Show some photos with text

- Remind participants of the 'bigger picture'
- Send around a sheet to sign if they want to continue their involvement in May (involvement may include analyzing the photographs, selecting text for the photographs, writing newsletters, and assembling the photo exhibit)

### 2. Project evaluation

- Individual reflection of questions (handout)
- Digital Storytelling project evaluation (individual survey)

### 3. Photo release form

- Describe the form
- Outline process for selecting photographs and how they will be used
- Distribute forms to individuals and have them signed

**CELEBRATION & WRAP UP:**

- Thank members for their participation and distribute gift cards
- Present a certificate to every person individually and recognize them for their contributions
- Address any questions

**PROJECT EVALUTION (SESSION #10)****Please rate your experience.**

	DISAGREE	SOMEWHAT DISAGREE	NEUTRAL – NO OPINION	SOMEWHAT AGREE	AGREE
1. Participating in this project was a worthwhile experience for me.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Please explain:					
2. I learned a lot about myself through participating in this project.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Please explain:					
3. I have learned new skills by participating in this project.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Please list any new skills you have learned:					
4. I am motivated to continue my involvement in this project.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Please explain:					
5. My involvement in this project contributed to my feelings of increased inclusion.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Please explain:					
6. My experiences in this project could have been better with some changes.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Please explain any changes that you feel are needed:					