photovoice for Youth Leaders

Produced by Youth TimeBanking (YTB)

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photovoice for Youth Leaders

This "booklet" is written for youth and community members participating in '***photovoice for Youth Leaders***' or pv4YL projects. Others may find it useful, as well.

Idea: It starts and ends with a story. We want to give youth a way to tell their story. This is a way.

> 66 pv4YL puts opportunity in the same space as motivated youth. 99

What issues do you care about in your community?

What change do you want to see?

What do you think your community needs more of?

What concerns do you think need to be addressed?

*What is your **Call To Action?***

These questions point to a community action research approach called **photovoice**. Photovoice involves a 3-step process:

1. Participants take pictures throughout their communities to highlight strengths and concerns.
2. The group of participants meets to discuss the photos.
3. Together, they design a digital or physical exhibit to showcase their findings, get the attention of decision-makers, and improve conditions in the community.

This booklet offers a description of how a virtual-volunteer nonprofit learned about and facilitated photovoice projects with youth and community organizations during 2024.

This booklet, ***photovoice for Youth Leaders***, draws on ideas from timebanking, co-production, youth development, Liberating Structures, and, of course, photovoice.

Why photovoice?

> 66 Sometimes the most powerful results are a by-product of the process. 99

We often think of outcomes in terms of a straight line: we want to get from Point A to Point B.

Point A represents where we are starting, and Point B is where we want to end up. But when it comes to real change, that path is rarely as direct as taking a road trip or a flight. With pv4YL, the most meaningful results often emerge as a by-product of active participation, rather than a direct outcome.

This may feel counterintuitive but consider this analogy: if you want to make a new friend, the best way is not to try hard to make friends. Instead, do things with other people. Being present and engaged, offering help, and following through are the best ways to develop friendships without any pressure.

Similarly, with pv4YL, you don't start with a polished message or a perfect photo. You start by noticing things in your community, connecting with others, reflecting on ideas, and taking action. As you participate in photovoice:

- You naturally develop photography skills.
- You start to hear others' stories and feel heard in return.
- You notice the world around you.
- You brainstorm ideas and spark a breakthrough.
- You develop courage and confidence.
- You can express yourself with clarity.

As a result of the group's effort over time, change happens. Real change starts to unfold in a natural, unforced progression. Ideals shift in tandem with the change.

Eventually, as the community develops, quality of life, confidence, and communication improve, social connections are strengthened, and new skills are gained.

We do not rush the outcome; we stay committed to the path. And that path leads to something extraordinary.

Youth find photovoice worthwhile for these reasons:

- Strengths built - participants are encouraged to be mindful of something they are learning, a skill they are improving, or a strength they are developing while participating in pv4YL.
- Connections made - participants meet new members of their community and expand their network of social support.
- Co-production engaged - participants become active contributors, shaping solutions to problems impacting their community.
- Public awareness increased - participants use their photos and stories to spotlight important issues, bringing the youth perspective to light.

- Youth leadership developed - participants become agents of change in their own communities.
- Also, photovoice is a <u>fun</u> and <u>exciting</u> discovery adventure with unexpected twists and turns!

YTB photovoice project

In early 2024, YTB learned about photovoice during three virtual sessions facilitated by Dr. Margaret McGladrey, Ph.D., with participants in New Jersey, Florida, and Sub-Saharan Africa. Following that, we organized a youth humanitarians virtual exchange that included the training group and a representative from Spain. Later in the year, youth and community members participated in photovoice projects in Ocean County, New Jersey, and four locations in Sub-Saharan Africa.

These groups chose to focus on topics such as raising awareness of American Sign Language and expanding access to interpretation services; improving community sanitation and personal hygiene; fostering mutual support and youth opportunities; and addressing plastic pollution.

In the latter part of 2024, several groups took part in a photovoice session co-presented with Dr. McGladrey, contributed to a 10-page article titled *Reciprocity Rising* highlighting the impact on youth in the African locations, and participated in the *4th World TimeBanking Report* session. In 2025, two groups presented video stories during both International TimeBanking Day events.

> " The medium is the message.
> — Marshall McLuhan "

pv4YL is inspiring Youth Leaders to identify community needs and do something to make things better for others. As an example, in one of our current projects, youth are crocheting sweaters for kids in a resource-poor primary school in Uganda.

Another standout photovoice project that took place in Uganda focused on menstrual hygiene. Through photovoice, they identified the need for local sanitation improvements and recognized that many girls lack access to hygienic menstrual care. Photovoice was the catalyst that sparked a project in which the youth created and distributed hygiene kits to 35 women in a nearby fishing village. The project also opened up the opportunity to meet with a local official to discuss the issues and potential solutions. As a result, the youth felt empowered that they can be the change they want to see in their community.

Concepts used in photovoice pv4YL

> " **A picture is worth a thousand words.**
> — Name of person "

Photographs and videos can leave an imprint in people's minds to turn awareness into emotion and emotion into action. A photograph shifts an issue from something someone said to something you *saw*. It's hard to forget or ignore something you've seen with your own eyes. You can't argue with the reality of what was captured in an image.

A photograph can represent a concern that demands attention or a situation with room for growth. Photographs speak to us on a universal emotional level. We can understand them with both our minds and our hearts.

> photovoice is a way for youth to improve their community using visual tools. photovoice has 3 goals:
>
> 1) take photos of community strengths & concerns.
>
> 2) have conversations about photos taken to refine awareness of issues.
>
> 3) select and write captions for photos to use in a "Call To Action" exhibit to improve conditions in the community.

PV4YL: Orientation to Action

Photovoice can be introduced in varying degrees of detail, timelines, and formats. This booklet describes a simple, accessible approach based on our understanding of photovoice's origin, how we learned photovoice, and our experience implementing photovoice in a way that has worked with youth groups in different parts of the world.

Formal approaches to photovoice often follow a structured protocol and emphasize technical training for research specialists. These models often spend more time on dialogue and caption writing, while trained specialists utilize coding or tagging technologies to analyze participant reflections within the Social-Ecological Model (SEM). With proper consent, AI tools can also support deeper analysis of the themes.

To help our participants understand the importance of this stage of photovoice, we introduce a concept called "See The Talk," which helps them visualize the layers of meaning within group discussions.

SeeTheTalk is a way to understand—both figuratively and at times quite literally—the broader systems and influences emerging through the photovoice process.

In a more immediate sense, the concept of SeeTheTalk can be useful in 'seeing' what people are saying in our meetings. A word cloud is an example of SeeTheTalk as it shows what key words are frequently used. We also want a way of knowing if important words are represented or not so that we can improve facilitation.

Being mindful of SeeTheTalk encourages us to ask each other questions, or inquire. And the action of asking questions encourages everyone to actively listen. And doing that encourages everyone to be involved and participate. Taken all together, using the SeeTheTalk concept is useful with pv4YL.

PV4YL is designed to work with a group of around ten youth and community members. The approach is flexible and can be completed within just a few weeks or extended over a "season" of 10-12 weeks, a school term, or a holiday break. It can be adapted for both in-person and virtual facilitation, depending on the needs and context of the participants.

pv4YL Parts

> " pv4YL follows four parts, which we found easy to explain and clear to follow:
> 1) Orientation, 2) Practice, 3) Dialogue, 4) Advocacy. "

Summary: Photovoice with Youth

1) Orientation	2) Practice	3) Dialogue	4) Exhibit
Definition	Share Supplies	Share photos	Plan exhibit
Goals	Camera basics	Themes, notes	Create displays
Framing	Select topic	Select photos	Call To Action
Ethics	Take photos	Write captions	Advocate

Each of the four parts has four subparts, which helps with understanding and following the process. Following the outlined steps gets everyone involved with tangible experiences, leading to tangible results. This provides a safe space for constructive feedback and refinement that everyone can feel good about.

Orientation Activities

pv4YL Part 1: Orientation to Action introduces four key elements of photovoice: its definition, its goals, and the foundational concepts of *Framing* and *Ethics*. Orientation activities help participants understand what to expect during the pv4YL project by describing the process and previewing examples in the provided photovoice videos.

During orientation, the following concepts are reviewed:

1. **Definition:** Photovoice is a process by which people can identify, represent, and enhance their community through a specific photographic technique.
2. **Goals:** Photovoice has three main goals:
   a. (1) to enable people to record and reflect their community's strengths and concerns,
   b. (2) to promote dialogue and knowledge about important issues through large and small group discussion of photographs, and
   c. (3) to reach policymakers, decision makers, and helpers for improving conditions in the community.
3. **Framing or Frame Analysis (Erving Goffman):**
   a. Framing considers how something is presented to viewers, which is called "the frame."
   b. The frame influences the choices people make about how to process or interpret something.
   c. Frames cue viewers how to think about a topic by what is included, by what is excluded, by what is foregrounded, and by what is backgrounded.
   d. Framing is a form of power.

    e. The way we ask a question shapes how people think about something, just as the way we compose a photograph influences how the viewer interprets what they see.
4. **Ethics:** Ethics means the right, correct, or proper behavior in a situation or when doing something.
    a. Avoid photographs that can identify people. There are some exceptions.
    b. Be aware of your surroundings for personal safety when taking a picture.
    c. Consider whether the focus of your photograph could cause a problem if seen by others.
    d. Do not take photographs that will harm the reputation or safety of others.
    e. Be creative in taking photographs in a non-identifying way: for example, capture a person's shadow, take the photo from a distance, from the neck down, from a sideways angle, etc.

Next, ask participants to explain photovoice to each other. Try using the Liberating Structure method of 1-2-4-All, which builds strengths and social connections and contributes to positive youth and community development.

pv4YL activities include:

- selecting a topic.
- taking photographs related to the topic.
- everyone sharing one or two photographs and talking about what they represent.
- planning and creating some kind of exhibit: physical, digital, video, audio, skits, or animations.
- presenting the exhibit, display, or performance to community leaders and potential donors.

pv4YL includes the following participant roles:

- Facilitator - this is the person who oversees the project. As youth learn about pv4YL, ask who would like to be a co-facilitator or facilitator, in the case of a cross-age youth pv4YL project.
  - See the section on pv4YL fundraising for practical suggestions for the group to raise funds to purchase supplies needed, such as pv4YL T-shirts, basic digital cameras, digital storage cards, or supplies for exhibits.
- Liaison - this individual coordinates and shares ideas with liaisons from other pv4YL projects in other locations. This role is optional.
- Participants - youth and/or other community members who want to improve, change, or preserve something in their community. Participants take photographs, talk about the topic and photos with their group, and write captions for the photographs that will be used in an exhibit.

Informed Consent

After participants have completed orientation, participants should be given the opportunity to give Informed Consent that they are willing to continue with the pv4YL project.

Review the following consent disclosures with the group prior to asking for Informed Consent:

- Participation is optional, and you can stop at any time.
- Privacy: Everyone's input during the sessions will be kept confidential. Online sessions may be recorded for internal use. Only agreed-upon photographs and quotes may be shared with the outside community.
- Risks: There are no physical risks to participating in the training.
- Reporting: Photos, quotes, and recordings may be used on a website to show how pv4YL is useful to our projects. Results and information learned from the sessions may be summarized and shared.

- No monetary payment is offered to those who participate in the pv4YL project.
- Consent: By continuing the training, you are agreeing to these guidelines. You may be asked to complete an optional demographic survey asking about your age group, gender, race-ethnicity, and location.

Demographic Survey

Location

[⌄]

Age Group

[⌄]

Gender

[⌄]

Race

[⌄]

Hispanic, LatinX, Spanish origin

[⌄]

Operating System

[⌄]

Start Now

PV4YL: Practice to Photograph

Summary: Photovoice with Youth

1) Orientation	2) Practice	3) Dialogue	4) Exhibit
Definition	Share Supplies	Share photos	Plan exhibit
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Practice activities

pv4YL Part 2 shifts from the presentation-explanatory style of Part 1 to a more interactive, participatory experience for the youth to be "hands-on" involved.

Before proceeding, confirm that the pv4YL team is assembled. To help participants get into the right mindset, start by viewing a video to reinforce the purpose and power of the photovoice method. One recommended video is included here, and additional suggestions can be found at the end of the pv4YL booklet.

After viewing the video, ask a participant to summarize the four main steps of pv4YL in their own words to ensure that the group has understood the practice. Remind everyone that photovoice is a learning process, and encourage everyone to help each other "climb the ladder" of understanding together. This builds team cohesion and a spirit of support.

Encourage others to contribute their understanding of how pv4YL works to the conversation in order to reinforce the idea and the guidelines for participation. Remind the group that we will continue to be each other's resources and teachers as we grow together through this project.

Resources: Check what resources are needed, and whether you have them or need to get them.

- If the group sessions are virtual, ensure that everyone has the proper resources they need to attend the virtual meetings. In some settings, this requires each individual to have their own device. In other cases, small groups can assemble to attend together via one advice.
- Does each participant have a camera to use? These can be a mobile phone camera or a basic digital camera.

- Identify a method to share information and photos. Options include a mobile app (described at the end of this guidebook), WhatsApp, a web Group (see *technology*), or use of the three forms designed for pv4YL:
  - The "2 Questions" form and Vision chart, both optional, which are used to develop topic ideas.
  - The "Resources & Connections" form, also optional, which is used to notice how the community team develops.
  - The "GRAINS" form, recommended for providing a way to take photos, think about them, and enter captions and notes needed for developing an exhibit. GRAINS stands for Giving & Receiving Activity for Impact, Networking & Story.
- Optional: Do the participants have a tool to record audio, such as a voice recorder or mobile app? These can be used to record audio interviews or dialogue to be revisited later.
- Discuss the following options for exhibits and the tools required:
  - Digital: team member with interest in using technology for graphics, photo editing, exhibit design, exhibit webpage, photo gallery, etc.
  - Physical: materials for physical exhibit - posters, flyers, easels, flip chart, venue, etc.
  - Audio-Video-Animation: technology to create video and/or audio and/or animation exhibits.
  - Skits: space and props for acting out an exhibit.

Camera Basics: Review basic camera operation and encourage learning outside of the group session.

- Understand your camera
- Use the "Rule of Thirds"
  - The **rule of thirds** is a simple way to make your photos more visually appealing. Imagine dividing your image into a 3×3 grid—like a tic-tac-toe board. The idea is to place the most important parts of your photo (like an object related to your topic, a tree, or the horizon) along those lines or where the lines intersect.
  - Instead of centering your subject, you shift it slightly off-center. This creates a sense of balance and movement that feels more natural to the eye. It's not a strict rule—more like a helpful guide.
- Focus on your subject or an object of your topic.
- Use natural light. Learn how to adjust lighting settings depending on the setting, such as when taking an indoor or outdoor photo, or direct light versus nighttime.
- Experiment with angles and perspectives; looking upward, looking downward, from the side, etc.

Rule of Thirds Examples via Microsoft Copilot

Here are a few classic examples of photos that use the rule of thirds to great effect. For more examples, see ⊕ Photography: 15 Great Examples of the Rule of Thirds in Action . Other techniques to consider using when taking photographs are listed at the end of the booklet.

1. Portraits – A subject's eyes placed along the top horizontal line, especially at one of the intersections, draws the viewer's attention and creates a more dynamic composition than centering the face.
2. Landscapes – Placing the horizon along the top or bottom third (instead of the center) emphasizes either the sky or the land, depending on what's more interesting.
3. Wildlife or Action Shots – Positioning the subject off-center with space in front of them (called "lead room") gives a sense of movement and direction.
4. Still Life or Food Photography – A key element, like a teacup, spoon, or slice of cake, placed at an intersection point can make the image feel more balanced and intentional.
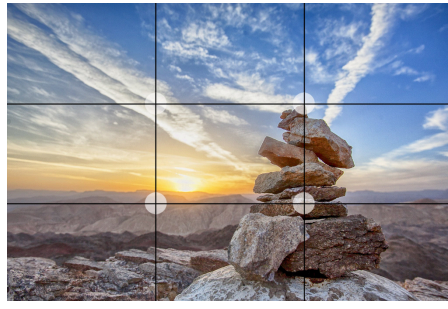
Select Topic

The participants are involved in topic selection, and may take a leadership role in the process. Try using the 1-2-4-All method and Multivoting to narrow down multiple suggestions. These methods are explained in the end section of the booklet. The group decides on one or two topics to proceed with for the project. Some topic ideas for pv4YL projects include the following.

Service-related Topics

- American Sign Language
- Mutual Aid
- Personal Hygiene
- Plastic Pollution
- Regenerative Farming
- Sanitation
- Water accessibility
- After-school or vacation activities

Place-related Topics

- Autism Friendly Spaces
- Community Library, Mobile Library
- Health Facilities
- Homelessness
- Sport Complex
- Youth Opportunity
- Safe public areas to play recreational sports
- Community Garden, Community Food Bank

Practice

Participants should **practice using their camera**. We suggest this could occur across two group practice sessions, with participants trying things on their own in between. Participants can go out in pairs, teams, or individually to take pictures in a fashion that works for the scheduling and timing of the group sessions.

Ask Questions - During the upcoming group session, the participants ask questions, and give and receive feedback on their work. This is an important part of the experience during which participants may become more deeply engaged in their project and develop a respect for the seriousness of their convictions.

pv4YL is a participatory photography activity to *understand* different experiences and to work for *positive change*.

Taking Photographs

As participants take photographs, encourage them to think about these questions:

- What did I photograph?

- Where did I take this photo?
- Why did I take that specific picture?
- How does the photograph relate to the topic?
- What do I want the person viewing the photo to understand?
- What message am I trying to convey or get across to someone?

PV4YL: Dialogue to Captioning

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Dialogue Activities

pv4YL Part 3, Dialogue to Captioning, may be the most challenging part of pv4YL because it involves listening, describing, and combining everyone's ideas. This activity takes patience and effort, and the progress may be incremental over one, two, or even three dialogue sessions. It is understandable that some groups may want to skip this part. Allow the group to have the agency to decide whether or not to participate. You can make a fun game of the discovery process by trying the methods from Liberating Structures. *Some suggestions are listed at the end of the booklet.*

Another element of Dialogue to Captioning involves the optional use of the SEM chart, or the Social-Ecological Model. This may seem advanced, although we have seen some groups, driven by their curiosity and desire to make a difference, explore the layers of the SEM beyond Individual, Interpersonal, and Community.

Youth Leaders may have an innate sense that change efforts carry into the Organizational layer and beyond. This dimension of pv4YL can be approached in layers or during a second round of the project, if the group decides they are interested and motivated to see where they can take their ideas. They may develop increased courage and curiosity to ask more questions and seek help.

During the Dialogue to Captioning phase, the group:

- Shares their photographs.
- Talks about the photographs and takes notes if they desire.
- Eventually, select photographs they might use in an exhibit.
- Drafts, edits, and reviews titles and captions for the photographs with each other.

Some things to emphasize. Consider which concepts seem like "finite games" and which like "infinite games."

Dialogue focuses on listening, understanding, asking questions, exploring issues, enlarging ideas, and learning.

Whereas, **Discussion** focuses on taking positions, winning acceptance of a viewpoint, and making decisions.

Inquiry asks questions:

- What did you photograph?
- Where did you take that picture?
- How does the photograph relate to the photovoice topic?
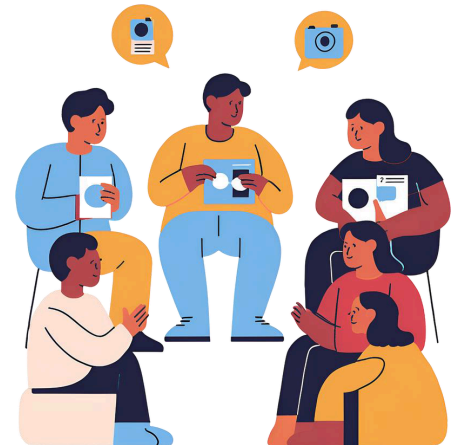
Ethics for group dialogue: Shared Agreement

Prior to the dialogue, the group should review these ethics and reach a shared agreement to adhere to them.

- ☐ Confidentiality: keep what others say private and do not share outside the group without their consent.
- ☐ Share **your** story, not the story of other people.
- ☐ Speak from firsthand experiences.
- ☐ Do not judge the viewpoints of others.
- ☐ Step up and give your input.
- ☐ Step back and let others give their input.

What stories about your project do you think are the most important to tell?

Photograph Selection: Ethical Photography

When selecting the photos to display in the exhibit, the group should account for the following ethical considerations:

- ☐ For photos that feature people, are any identifying features visible? If so, consider blurring or cropping.
- ☐ Does the photo present any danger in any way?
- ☐ Is Framing used effectively in the photograph?
- ☐ Do you need to request permission to use the photo?

Throughout the dialogue, take notes on what team members say about the photos.

Social-Ecological Model

Consider how your topic impacts each level of the SEM:

Individual

Interpersonal

Community

Organizational

Policy

Photograph Selection

Look for photos that can be understood **emotionally**, as well as *logically*. If a photo is powerful, write a paragraph that explains the importance of the image that anyone can understand. Think about what response you would like from someone who sees the photograph.

Continue your work by taking these steps:

- Select photographs for display.
- Title: Provide a photo Title
- Caption: Write a caption for each photograph.
- Select 4 to 6 photographs for each topic. You can pick more or less based on the plan for your exhibit.

Super Important: Select photographs that support a "*Call To Action*." The CTA, or Call to Action is the answer to the question: What do you want people to do after they see the exhibit?

PV4YL Planning to ChangeMaking

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Advocacy Activities

pv4YL Part 4: Planning to ChangeMaking, has a hat for ADVOCACY and a speakerphone: Calling for Action.

The word advocacy may not be frequently used in daily conversation, but the definition describes what we are striving for: public support for a particular cause, which is the topic of the photovoice project. This part can be exciting as it includes planning and preparing for a display or exhibit about the topic.

Call To Action

Keep reminding the project team to ask themselves these questions:

1. What story do your photographs tell?
2. Who should hear your story?
3. What are you asking them to do?
4. Why is this important?

As the team plans and prepares, they should follow these steps:

- Select photographs for an exhibit.
- Review and improve the captions for the exhibit.
  - They may consider writing a Haiku poem that drives home the importance of the topic. A Haiku poem has 3 lines of 17 syllables: 5, then 7, then 5 syllables.
- Make an exhibit that can be shared with the community.

- ○ Options include: physical poster, graphic, web display, video, animation, slideshow, photo carousel, presentation. They can even write a script for a community skit to perform within a suggested 4 minutes.
- Brainstorm ways to spread the word about the exhibit.
  - ○ Ideas include preparing an audio recording, podcast, or blog post of their pv4YL project; sending a letter to a school or community newspaper; posting on LinkedIn; making a guest contribution to an online newsletter.

Survey

People like to be asked for their opinions. As a way to generate interest in the project, compose a 2-question poll or a 5-question survey to ask people in different parts of your community if they know about your topic. Ask them if they could support the change you want to see in your community. Ask them what they think is important. As a result, maybe someone will want to join or support the pv4YL project!

Having some data before, during, or after your exhibit provides evidence of interest and support for your ideas for positive change in your community.

Results

Doing these things will result in some kind of positive change. You *could* ~~You may or may not~~ affect change in the short term related to the call to action for your topic. You most certainly *will* learn about how photovoice works. *Some* participants may want to co-facilitate a pv4YL project with a cross-age group. *All* of the participants have a very good chance of improving their photography skills, teamwork, and a deeper understanding of their topic. If you carry a good memory of pv4YL and an interest in telling others about it, that's wonderful.

photovoice For Youth Leaders makes an impact in several ways:

- Participants build strengths.
- Social connections are made and possibly deepened, which establishes trusting relationships.
- Co-production teaches respect and interdependence.
- Public awareness is increased.
- Participants acquire more leadership skills.

pv4YL Context & Management

Timeline

This timeline is designed to be flexible, accommodating a weekly pv4YL gathering or a series of sessions paced according to group availability. The full schedule can be conducted within a month or across 3 months.

In a 1-month version, each part of the project would take about one week. In a 10–12 week (or 3-month) version, each part could span 2–3 weeks, allowing for deeper engagement, more practice, and time for reflection.

Whatever pace fits the group's needs can still offer a meaningful and lasting experience.

Phase	1-month schedule	10–12-week schedule	Activity
Part 1	Week 1	Week 1	Orientation, watch video
		Week 2	Goals
		Week 3	Framing, Ethics, Consent
Part 2	Week 2	Week 4	Review camera basics
		Week 5	Brainstorm-vote on topic(s)
		Week 6	Practice taking photographs
Part 3	Week 3	Week 7	Dialogue & Inquiry
		Week 8	SEM, notes, themes
		Week 9	Caption writing & editing
Part 4	Week 4	Week 10	Plan & prepare exhibit
		Week 11	Create displays-exhibits
		Week 12	Call To Action, Advocate

PV4YL Fundraising

pv4YL can be carried out on a modest budget by leveraging existing resources and the time and talents of the project team. When possible, additional expenses might include basic digital cameras, SD cards, printing services for posters or photos, and optional promotional items like T-shirts, pin-back buttons, bookmarks, or even temporary tattoos to add some fun.

Use your creativity to amplify the group's message and teach different strategies for public engagement. For example, a community clean-up or digital literacy campaign could use public service announcements (PSAs), along with stickers, flyers, or small-format materials like postcards or business cards that can be shared in libraries and community centers to spread their call to action.

This is the basic camera that some past participants have used in pv4YL projects. Other participants used mobile phone cameras. You may need an SD card to transfer photos to a laptop in order to project on a screen for everyone to view during dialogue & inquiry.

pv4YL project leaders can use Canva graphics software to design custom graphics for T-shirts, bookmarks, stickers, and more. These can be ordered directly through the platform.

For fundraising purposes, additional apparel and merchandise options are available via the pv4YL account on Bonfire.com. Beautiful pin-back buttons, signage, stickers, and temporary tattoos can also be created and purchased through pv4YL on CLOZproducts.com. For access or details, please contact the pv4YL team directly.

pv4YL projects are using RaiseRight for nominal project expenses. RaiseRight can help earn the group $500 over 3 months with 10 adult participants supporting the project.

RaiseRight was started over 30 years ago by two mothers in Michigan who wanted a simpler way to raise funds for youth projects and school expenses. Any community organization or nonprofit can use RaiseRight, which is a gift card program that works with stores, restaurants, gas stations, and online brands. It can work with or without sacrificing credit card points in exchange for RaiseRight earnings, which can be as high as 29%. Parents, caregivers, and those 18+ who are supporting pv4YL can help with project expenses in a way that is cost-free. Contact RaiseRight.com or pv4YL if interested in using RaiseRight for a project.

Other Tools

Your pv4YL project offers flexible options for using other free technology and platforms. Examples include the pv4YL forms explained in other parts of this booklet, a mobile app can be provided with assistance from pv4YL, web pages or basic sites can be created using Canva, Google Sites, Wix, or other hosts. Photos can be shared using community tools like WhatsApp, Slack, a Facebook or LinkedIn group.

If working with the United Nations' Sustainable Development Goals (SDGs) is important, keep in mind that pv4YL topics can easily relate directly to SDGs, such as:

photovoice YTB examples

Here are some images and descriptions of pv4YL project topics and exhibits from New Jersey and East Africa. Other examples and presentation slides are available

at https://www.1ismorethan1.org/photovoice

Title: Can everyone "hear" the announcer?

Caption: Jumbotron ASL Closed Caption = Home Run!

What is this photo showing?

What: photo of a baseball game attended by YP members

Why is this photo important?

Why: To raise awareness about places like this, where there are no ASL interpreters.

Where was this photo taken?

Where: Jersey Shore BlueClaws baseball stadium

Plastic pollution

Message in a bottle - Recycle!

A place for everything - everything in its place - plastic needs a new home.

What is this photo showing?

What is shown in this photo?

Why is this photo important?

Why was this photo taken?

Where was this photo taken?

Where was this photo taken?

Small Community Library

Our brains, our hearts, our souls -- all need food to flourish.

What is this photo showing?

Small library set to help in research and adding knowledge.

Why is this photo important?

Communities need libraries to help in adding skills and knowledge to community members and support of stocking more books of different topics/skills and occupation.

Where was this photo taken?

Kisumu Kenya in a small library

Photovoice Quiz & Answers

Use this quiz as you like in Part 1 or Part 2, or after watching one of the videos, to reinforce understanding. Encourage one of the members to take turns asking a question and helping each other appreciate the recommended answer.

Here's a multiple-choice quiz focused on Photovoice and its application with community youth:

1. *What is the primary goal of photovoice?

   - A) To develop photography skills

   - B) To empower individuals to share their stories

   - C) To create professional art exhibitions

   - D) To sell photographs for profit

   - E) To teach technical aspects of photography

2. *Which of the following best describes the role of community youth in a Photovoice project?

   - A) Observers of the process

   - B) Solely responsible for funding

   - C) Tutors for adult participants

   - D) Participants in decision-making

   - E) Critics of the artwork

3. *In a Photovoice project, photographs are often accompanied by what type of narrative?

   - A) Technical descriptions

   - B) Academic essays

   - C) Personal stories or captions

   - D) Statistical data

   - E) Historical timelines

4. *What is a common outcome of Photovoice projects in communities?

  - A) Increased sales for local businesses

  - B) Enhanced community engagement and awareness

  - C) Development of formal art programs

  - D) Creation of photography clubs

  - E) Distribution of cameras to youth

5. *Which of the following is a key principle of Photovoice?

  - A) Exclusivity in participation

  - B) Top-down decision-making

  - C) Focus on technical skill development

  - D) Limiting access to the photographs

  - E) Empowerment through storytelling

Feel free to modify any questions or answers as needed! Here are some other ways to quiz members.

Photovoice & Social-Ecological Model

This is a reference to the Social-Ecological Model (SEM), which was developed by American psychologist Urie Bronfenbrenner through his Ecological Systems Theory. He defined a foundation for understanding how people interact with various layers of their environment.

The five layers of the SEM around a person are:

- family, school, friends, neighborhood.
- relationships within family, school, neighborhood.
- indirect environments like local government.
- broader cultural values, laws, and norms.
- the timeline of life transitions and events.

pv4YL applies the SEM by focusing on how the topic of a project is experienced across these layers or levels:

- individual: knowledge, behavior, experience.
- interpersonal: family, friends, providers.
- organizational: schools, work, healthcare systems.
- community: parks, community centers, networks.
- policy: laws, regulations, taxes, regional programs.

Some references interchange the community and organizational level.

1 Is More Than 1: You get more than you give.

pv4YL is used within a model we call "1 Is More Than 1" and abbreviate as 1IMT1. These are some pin-back buttons we made to use with upcoming pv4YL projects. Below the buttons is a flyer about 1IMT1.

1 is more than 1

1+

1
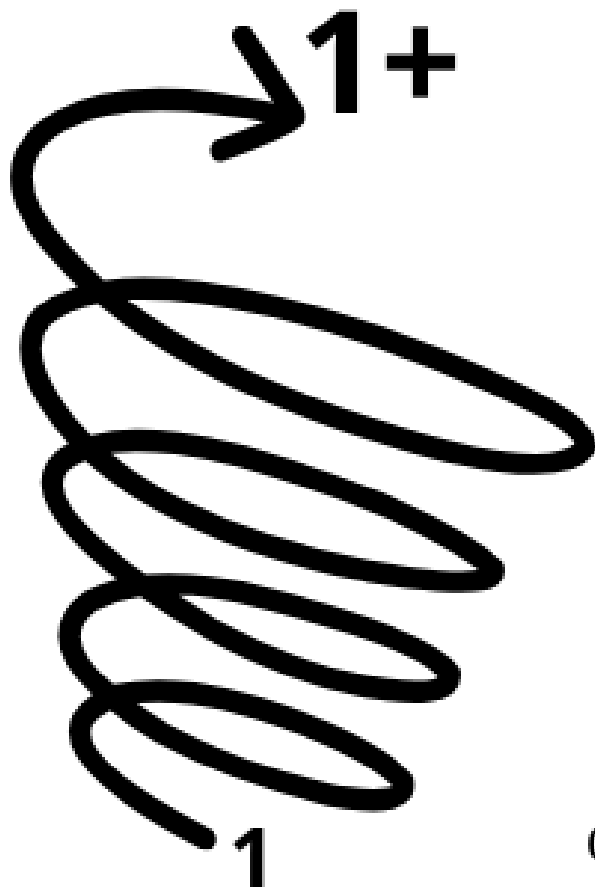
giving & receiving,
paying it forward,
rebounding, returning,
receiving & giving.

giving and receiving
become part of each
other, creating a
positive upward spiral
of support and
community connections.

you get more than you give.
1 becomes **1+**

Resource & Vision Development

This questionnaire, with a not-too-creative, but fun-to-say name of "2-Questions," may be used to help generate topic ideas.

The link to the webform can be shared with groups interested in using this form. Or, you can make a paper copy or verbally ask the questions to get the topic ball rolling.

2 Things I want to do in the next few years. They can be common things.	2 Things I like to do every day or each week. They can be ordinary things.	2 Things I want to make life better for someone or other people. These may seem difficult or easy.
Bucket1	Like1	Help1
Bucket2	Like2	Help2

2 Things I am grateful for that happened this month or this week. They can be very simple.	2 Things I am proud of that I did this month or this week. They can be things I did before.	2 Things I would like help with to change or improve for myself or someone else.
Gratitude1	Best1	Wish1
Gratitude2	Best2	Wish2

SUBMIT

Connections Chart with Graphic

Another option is to use the pv4YL webform to develop a Connections Chart. This may be used as an interactive way for participants to see the network of resources, people, places, things, organizations, and events or training opportunities they are being exposed to and aware of with their pv4YL project.

Explanation of the form

New Person we met

Person's name

New Place we learned about

Place name

NewThing-Skill-Tool we are using

Thing or Skill

New Organzation we work with

Organization name

Important Event we joined

Event or Session

SUBMIT

This is an example representation of a Resource & Connections chart that develops over time.

People (names)	Places	Tools-Skills	Organizations	Events
photovoice instructor	Fishing site	public speaking	Rotary	Rotary Conference
director of the fishing site	University of Kentucky	graphic design	Erasmus+	TCOM Cloud Conference
bicycle shop manager	Land purchased for youth center	typing and keyboard skills	Riipen	International TimeBanking Day
leader of the group in Spain	Conference location in Florida	learning Ultimate Frisbee	Develop For Good	World TimeBanking Session
ASL instructor		Amigurumi	TimeBanks.Org	Mandela Day Coding Tournament
		Unplugged coding	Trauma-Informed Educ Coalition	
		Web page editing	Tangible Africa	

GRAINS with examples

Our signature pv4YL tool is called GRAINS, which stands for Giving & Receiving Activities for Impact, Networking & Story.

This free-to-use webform serves as a simple and easy way to post project photos with or without notes.

During the upcoming days, week, or next project session, members can view their posts and edit the form to add comments, titles, and captions.

This is a very useful way to help participants connect the dots and deepen their insights on the project topic.

This is great to use with dialogue & inquiry in Part 3.

Image1

+ Upload Photo

Max: 2 MB

Caption1

Short description about photo, what is happening, how members are involved.

Image2

+ Upload Photo

Max: 2 MB

Caption2

Brief explanation of some other part of the experience.

Closing

Thank you for following GRAINS: Giving, Receiving, Activity, Impact, Networking, Storybuilding. Our journey grows! Visit this link for more

Keep playing

Keep telling your story.

Help others to tell their stories.

And those people help others.

Keep playing an infinite game of storytelling.

photovoice origin & YTB training

Definitions for terms used in this booklet.

4 main points:

1. pv4YL is a booklet explaining how photovoice has been successfully applied by Youth TimeBanking (YTB) through training and facilitation with groups in New Jersey, Florida, and East Africa.
2. The impact and outcome of pv4YL is largely a byproduct of the practice. In other words, we are not setting out laser-locked on 'winning the game' or improving or enhancing the community. Nor are we overly focused on following or adhering to a script. By practicing with a spirit of 'everyone involved' and 'let's explore, photograph, and talk about what we see,' we see what develops, figuratively and literally. By doing this, we create an impact and outcome we like. Sometimes it will be unexpected, and maybe better than what we may have initially envisioned or imagined. That's pv4YL. Let's go with the flow!
3. pv4YL takes a "code to learn approach," meaning the practice of pv4YL is applied and experiential. Through the action of implementing the practice or model of photovoice, the participants learn the practice or model of photovoice. In other words, the emphasis is on doing-reflecting-learning vs learning-then-doing.
4. pv4YL applies the 5 Core Values of TimeBanking. These are:
   a. Assets - everyone is an asset, everyone involved, everyone has something to contribute
   b. Redefined work - productive efforts that accomplish useful things is a practical definition of work. Much of community work is unpaid. We respect and recognize that in tangible, nonpaid forms.
   c. Reciprocity - giving and receiving for connected community. Reciprocity aligns with co-production and everyone involved with shared decision-making. Everyone gives and receives, which creates healthy interdependence.
   d. Community – or social networks. Participating in pv4YL builds bigger resource teams for each participant and a larger community for all of us.
   e. Respect - again, everyone involved. We meet each other where we are and work collaboratively with each other. The purpose of the project, work, or experience is for the greater good. Each participant benefits best when no one seeks their own advantage. We share expectations and resources.

Resources & Reference

What is Photovoice? pv4YL was introduced to the photovoice method through webinars and training by Dr. Margaret McGladrey Ph. D.,

- ⊕ Margaret McGladrey | College of Public Health
  ⊕ CPH researchers use Photovoice to improve engagement with community health assessment | College…
- [Photovoice Project](#) University of Kentucky
- ⊕ Media Matters: Leveraging Online News, Broadcasting, and Videography to Circulate Photovoice Proj…
- ⊕ High School Postcards.pdf | Powered by Box

[A Guide to Conducting Photovoice with Youth …](#)
Bandurraga, A., Gowen, L. K., & The Finding Our Way Team. (2013). "I Bloomed Here": A Guide for Conducting

Photovoice with Youth Receiving Culturally- and Community-based Services. Portland, OR: Research and Training Center for Pathways to Positive Futures, Portland State University.

[Photovoice Resources](#): Video, Websites, Documents, Podcast …

Photovoice is a method by which people identify, represent, and enhance their community by creating photographs and captions to show what they want to enhance, improve, or change in their community.
It is a way that community members can capture strengths, problems, or concerns through photography, dialogue, and various forms of commentary. The writing and the photographs are used with group dialogue that help participants think about their experience in multiple ways that develops their confidence and courage to be a change for good.

Tools for Topic Selection

Liberating Structures

1-2-4-All Method - describe the simple way it works. Let's make an example. 12 youth getting started with pv4YL project. Initially that all work together on the first project to learn pv4YL. After that they can work in small groups on other topics or continue as one group on another topic.

- Step 1 minute, each person thinks of a topic that might like to address
- Step 2 minutes, the pair up with another person (6 pairs) and briefly tell the other person of their idea.
- Step 3 minutes, pairs combine to 3 groups of 4. The explain another persons topic idea (not their own).
- Step 4 minutes, everyone gathers. A leader from each of the 3 groups gives one or two ideas that stood out from their group conversation.

Reference: ⊕ Liberating Structures - 1. 1-2-4-All

[Liberating Structures: Including and Unleashing All](#)

Citation: ⊕ **Liberating Structures - Education**
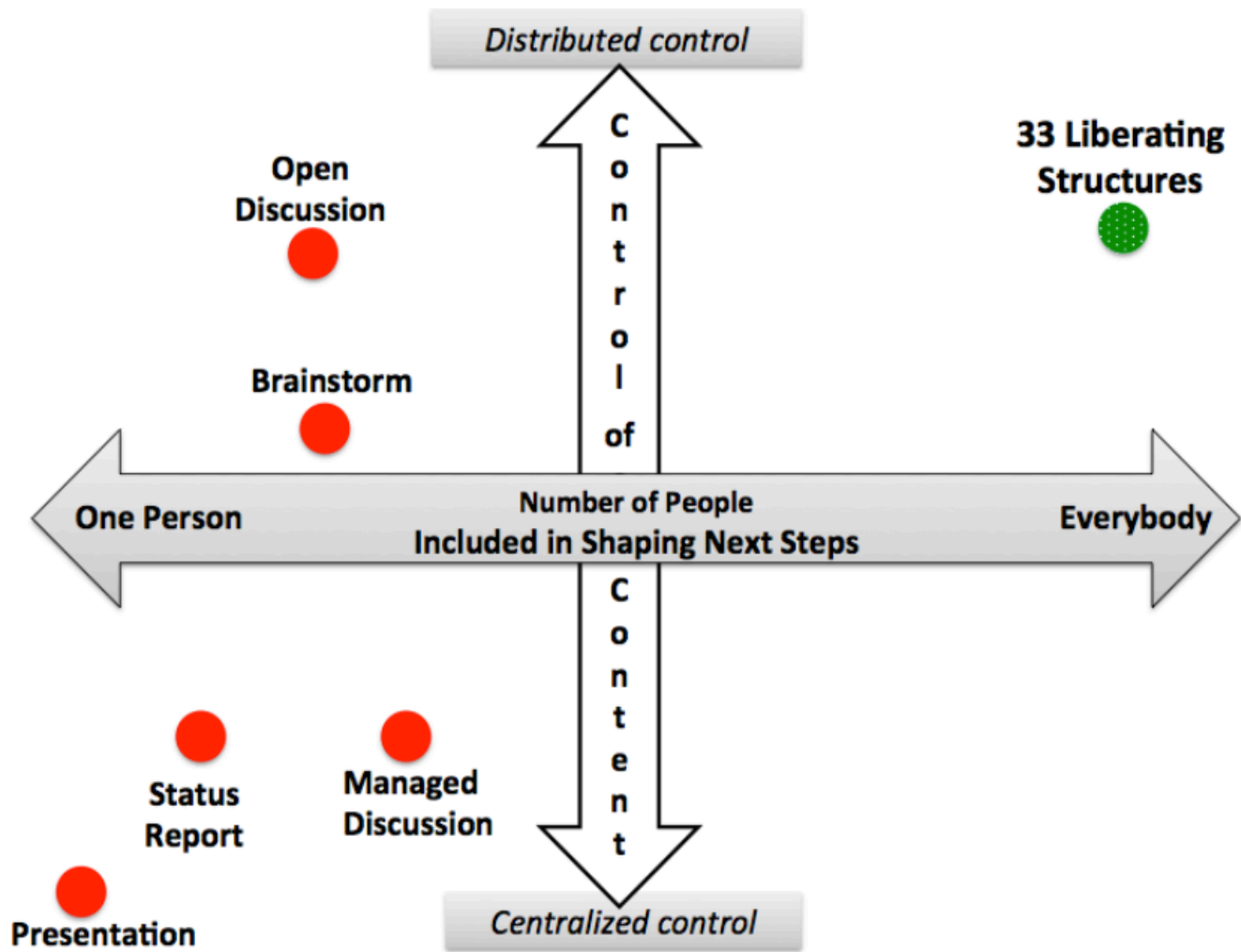
Multivoting

Next, the group uses, and by using, learns:

Decision-making method

Multivoting is a decision-making method that allows a group to vote on a long list of ideas and narrow the list down to a few options for deeper analysis or final decision. Each person gets the same number of votes they can apply as they wish. Once everyone votes, it's easy to see where the group places priority or preference. Multivoting is preferable to straight voting because it allows an item that is favored by all, but not the top choice of any, to rise to the top. 🔗 3

🔗 3 Sources

photovoice For Youth Leaders Flyer

This pv4YL flyer can be shared to a Canva account. Any project can copy, edit, and use the flyer. You may change the colors, add your contact information, and update the list of Topic Examples. Either side can be used as a larger, stand-alone poster.

Photovoice with Youth

1IMT1
1 is more than 1
you get more than you give

Identify, represent, and enhance your community through photo projects.

4-part Photovoice Project
1) Orientation, 2) Practice,
3) Dialogue, 4) Exhibit

SHARE YOUR VOICE

Photovoice Method
The use of photographs and videos to explain experiences.

Three primary goals of the photovoice method

1) Record experiences
2) Share awareness
3) Influence change

Photovoice Topic Examples

Add your ideas for your photovoice project

American Sign Language
Digital Inclusion
Food Security
Mutual Aid
Neighborhood Library
Sanitation
Social Isolation
Substance Use Recovery
Youth Opportunity

Photovoice with Youth in 4-Parts

1) ORIENTATION

Definition
Goals
Framing
Ethics

2) PRACTICE

Select topics
Camera basics
Take pictures
Define images

3) DIALOGUE

Share photographs
Themes, coding
Select photos
Write captions

4) EXHIBIT

Plan exhibit
Create displays
Call To Action
Advocate

1ismorethan1.org/photovoice

photovoice Youth Leaders brochure

Similarly, the pv4YL brochure can be shared to a Canva account. Any project can copy, edit, and use the flyer. You may change the colors, add your contact information, and update the list of Topic Examples. Either side can be used as a larger, stand-alone poster.

photovoice

is a participatory action research method for community members to improve, change, or enhance their community using audio and visual tools.

Photovoice with Youth

Identify, represent, and enhance your community through photo projects.

1IMT1
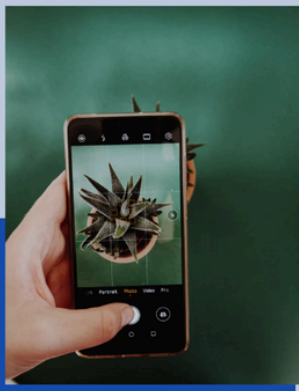### 1 is more than 1

you get more than you give

photovoice method

Photovoice activities include selecting one or more topics for change, taking photos, discussing the meaning of the photos, writing captions, creating exhibits & presenting displays and videos to decision makers and community leaders.

Photovoice has three goals:

1. Record and reflect community strengths and concerns.
2. Conduct group discussions and reviews of photographs to increase awareness of issues.
3. Reach decision makers and funders and encourage their help to improve conditions in the community.

4-part Project: Photovoice for Youth Development

1) Orientation

Photovoice orientation covers the definition and goals of photovoice.

"Framing" is explained, which is how something is presented to viewers.

Photography ethics involves taking non-identifying photos and paying attention to how people may be affected by the photo.

Participants are asked to agree to an Informed Consent, which addresses privacy, risk, reporting, and setting expectations.

2) Practice

During photovoice practice we cover:

- Assembling the project team
- Obtaining resources like cameras
- Practicing using camera features
- Selecting one or more topics
- Start taking photographs and
- Setting up a sharing platform

3) Dialogue

During photovoice dialogue the team meets and shares photos. They talk about themes they notice and take notes.

The team selects the most effective photos for their topic. Next, they write captions for each photo they will use.

4) Exhibit

Once the topics, photos, selections, and captions are ready the team plans an exhibit. The team may decide on:

- Photoboard display with captions
- Digital slideshow with captions
- Short video with captions
- Project webpage with captions

A *Call To Action* enlists help from others to support changes proposed in the exhibit.

photovoice YTB Graphics

Photovoice Key Points

- **Photovoice:** the use of photographs-media to explain experiences and work for change.

- **3 Goals:** i) provide a voice, ii) share awareness, iii) influence change.

- *Record community strengths and concerns.*

- Use photovoice to *build social connections* and tell your stories.

- **Ethics:** the right, correct or proper behavior

- **Ethics for discussion:**
  - Maintain confidentiality
  - Step up or step back, depending on the situation

Framing:
  - How something is presented is called "the frame".
  - The frame influences how people make choices about the topic.
  - Frames influence how people think about an issue.
  - Framing is a form of power.

Photovoice method:
  - *Select the topic* or issue we want to represent.
  - *Consider framing* when we take or edit our photographs.
  - *Dialogue* with our team.
  - Combine photographs, words, media into a *story to share* in a photovoice exhibit.

Summary: Photovoice with Youth

SeeTheTalk
Center Your Mind

1) Orientation	2) Practice	3) Dialogue	4) Exhibit
Definition	Share Supplies	Share photos	Plan exhibit
Goals	Camera basics	Themes, notes	Create displays
Framing	Select topic	Select photos	Call To Action
Ethics	Take photos	Write captions	Advocate

Photovoice for Youth Development

4-Part Project

1 - Orientation
- Definition
- Goals
- Framing
- Ethics

2 - Practice
- Select topics
- Camera basics
- Take pictures
- Define images

3 - Dialogue
- Share photographs
- Themes, coding
- Select photos
- Write captions

4 - Exhibit
- Plan exhibit
- Create displays
- Call To Action
- Advocate
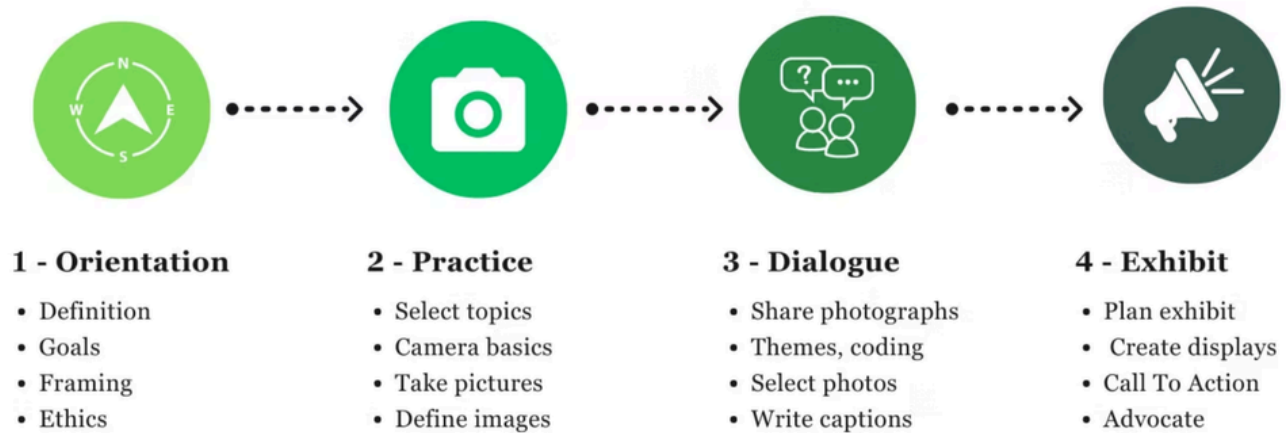
Ideas Shared:
YTB photovoice projects last summer:

- American Sign Language (ASL)
- Ocean Pollution
- Community Health
- Mutual Support
- More Community Art
- Space for Youth Workshops
- Sanitation
- Personal Hygiene
- Clean water

- Technology Access
- Apprenticeship Opportunities
- Regenerative Farming
- Community Gardening
- Plastic Pollution,
- Helping Those Who Are Homeless
- Community Library
- Tool & Game Sharing Boxes
- Books

Photovoice Resources

References used for inspiration for the photovoiceYTB team projects.

PhotovoiceKit/learn

Photovoice Project at the IPH Center (pronounced "if") - Center for Innovation in Population Health

FSN Network (expand section on Video links)

... Circulate Photovoice Projects to Broader Audiences

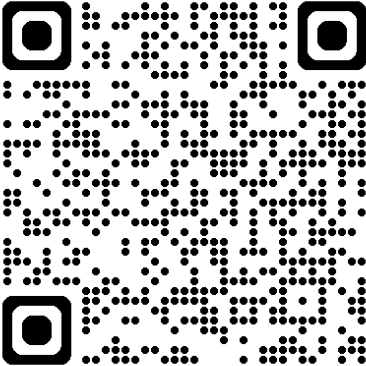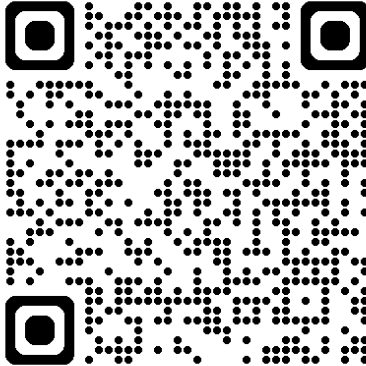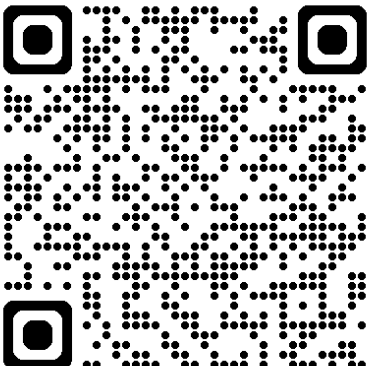A Guide to Conducting Photovoice with Youth ...

High School Postcards
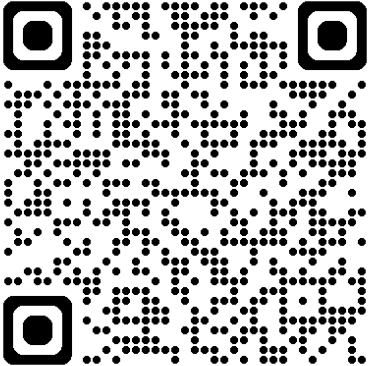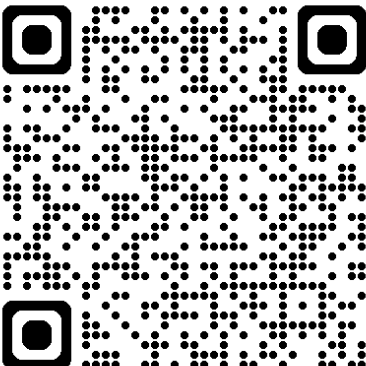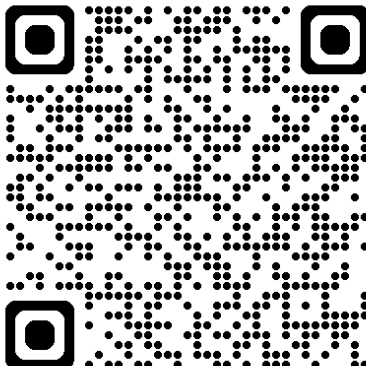
These and other references are shared with the YTB teams: Listing of photovoice videos and websites.

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pv4YL Toolkit

- Website, ⊕ photovoice | 1imt1
- Slides
- Booklet
- Flyer
- Brochure
- SEM chart
- video animation
- Resource & Vision Development one-pager
- Connections form for Connections & Story building chart
- GRAINS webpage listing, web form, update link
- pv4YL one-pager on 4-phase approach
- Selected listing of photovoice videos
- 2 photovoice explainer animations
- pv4YL online quiz

Series of QR codes for the mini videos of pv4YL projects in 2024.

(Review Reciprocity Rising article and recordings from 4th World Report of Time Banks)

Kisubi, Uganda Fishing site & personal hygiene	Ocean County, NJ American Sign Language	Nabutti, Uganda Youth Opportunity
Kisumu, Kenya Mutual Support	Dar es Salaam, Tanzania Plastic Pollution	Yaoundé, Cameroon Sanitation

ph4YL Technology Assets

These are lists of technology and software used by community and nonprofit groups that have participated in pv4YL projects.

Nonprofit Resources

- CLOZTALK
- Canva for Nonprofits
- Microsoft 365
- Google Workspace
- Slack
- TechSoup
- Wix Studio online program

- Namecheap.com

Facilitator and Youth Leader Resources for Technology

- Typing.com
- Udemy online courses
- Digital Learn
- TinkerCAD
- Blender
- Adobe Character Animator Starter Edition
- Other (see my notes …)

RaiseRight Fundraising for pv4YL projects

4+ ways we can support pv4YL: Website & mobile app replication… Bonfire for T-shirts… Canva accounts, business cards, posters, buttons, stickers, bookmarks, temporary tattoos … CLOZTALK for marketing & buttons … RaiseRight to earn nominal fees for photovoice with youth

As we build our Raise Right earnings, the funds go toward buying yarn, entry-level smartphones for technology projects, and basic digital cameras and storage cards for photovoice projects.

What is RaiseRight?

RaiseRight is a gift card fundraising platform that allows you to purchase gift cards for your everyday purchases such as for gas, groceries, pharmacy needs, home and garden supplies, and other stores. A percentage of every shopping card purchased is donated to the YTB nonprofit organization we have been working with. The only cost is the small fee to buy the cards of 29 cents using the RaiseRight mobile app or their website. Help us raise money to buy technology, tools, and books for pv4YL progjects.

Any pv4YL project can raise funds with RaiseRight

- Enroll with RaiseRight: The first step is to sign up for an account on the RaiseRight platform. This link includes YTB's program code: https://www.raiseright.com/enroll/893XB8YRVQIA
- Purchase Gift Cards: Start purchasing gift cards for your regular expenses, such as gas-auto, groceries, clothing, and at the pharmacy. Use RaiseRight a few times each month.

- Make an Impact: Kisumu Time Hub receives a small donation each time you buy a RaiseRight gift card. You keep the full amount. RaiseRight has gift cards for 1,000+ stores - to use online or in stores.
- Strength in Numbers: Impact and Inspiration: The 2024 Recap | RaiseRight shows the amounts raised in 2024. Thousands of organizations use RaiseRight. Help Kisumu Time Hub by using RaiseRight.

More Information

RaiseRight is on LinkedIn and has a YouTube Channel.

Youth TimeBanking (YTB) is a 501(c)(3) virtual, volunteer nonprofit, EIN 84-3685123. that supports a few youth-led community projects that demonstrate Youth ARE: Assets, Resources, Energy for connected community.

YTB builds strengths and social connections with youth changemakers by providing training and resources for their community projects. Community members notice youth confidence and improved communication skills. Community benefits and appreciates what the youth leaders and adult partners are doing for community.

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pv4YL: GRAINS is our secret tool that you can use!

GRAINS is pv4YL's differentiator – Giving & Receiving for Connected Community where Youth ARE

1 Is More Than 1

One is more than one,

Give, receive, pay forward, strong,

Community grows.

pv4YL is designed by YTB

Youth TimeBanking (YTB) is a 501(c)(3) public charity nonprofit - a youth-adult program of service activities for which youth earn time credits to support their interests and development. YTB Community CALM activities build strengths, social connections, and solidarity. CALM stands for Care (Service) - Apps (Digital) - Learn (Literacy) - Make (Physical) for Community. YTB is people helping each other create their community and where Youth ARE – Assets + Resources + Energy!

Definition: Youth TimeBanking is a community service practice for supporting youth to increase awareness of community organizations and expand their network of social supports. YTB is experiential learning in the interests of building community connections. YTB also introduces youth to principles of co-production and servant leadership. When youth are involved with community they strengthen their connections to their community and learn about Civic Engagement. As youth continue with YTB they experience co-production -- a model in which each person contributes to the plan, process, practice, and outcome.

Vision: YTB's Vision is that all youth transition to adulthood with the experience of demonstrating responsibility for service with others and connections to their community. YTB is a system of service exchange that leverages the talents, capabilities, and energies of youth so that they are viewed as partners and co-producers to achieve shared goals and work towards shared visions in our communities.

Mission: Youth TimeBanking (YTB) is a youth-adult partnership that supports youth with service opportunities to build community connections. Youth participate in service exchanges that increase community connections and give youth practice to "Build One Strength each Season" (BOSS). YTB helps youth as they help others!

Exercise to encourage new thinking

Additional tools we are testing for future pv4YL projects. Send us any feedback or comments.

Youth's or Family's Vision

How do/would you spend your:
- Time:
- Money:
- Energy:
- Attention:

What do you:
- Dream about:

What are your strongest:
- Memories about:

Vision: i) a picture of
ii) a desired outcome
iii) I want to create

- ☐ Y-F voice (Y or F wants it)
- ☐ Y-F name (use name(s))
- ☐ Family's words (personal)
- ☐ Positive (aspiration)
- ☐ Present tense (as if now)
- ☐ First person (I, we, my, our)
- ☐ Specific (details)
- ☐ Future End State (outcome)
- ☐ Strength-based (energy)
- ☐ Way of knowing (tangible)

My/Our Vision/Hope/Future:
I/we (names) are
[describe the picture of
the outcome that I/we
want to create].

(Can it be described in a
timeless way and as an
aspiration without
caveats/conditions?)

Strengths (activities that energize):
- ➤
- ➤
- ➤
- ➤
- ➤

Notice:
- ❖ Are you doing anything differently?
- ❖ Thinking, feeling, any other ideas?
- ❖ Anything?
- ❖ What about …
- ❖ What helps … imagining, writing, drawing, talking
- ❖ Anyone you can share your vision with?

Other ideas used in pv4YL

Active Constructive Responding

Active Constructive Responding, by Dr. Shelly Gable, Ph.D.,

pv4YL participants are encouraged to support each other's small wins. It is not important to study the technical aspects of ACR. It is important to practice the action of being active and constructive in responding to progress of people you care about.

Active Constructive Responding

A girl starts a new activity doing dog walking.

ACR friends might say:

"Yay, that's great! Tell me about some of the dogs you met."

Non-ACR friends might say:

"That's nice, but can you play tennis later?"

"Cool, I've done that a lot. You should hear my stories."

"What's the big deal? About time you did something useful."

	Active	Passive
Constructive	Enthusiastic: Yay, that's great. Tell me about the dogs you met.	Low Energy: That's nice. Good for you.
Destructive	Dismissive: Dogs pooping and you have to pick it up. Yuck! No way.	Ignoring: I'm playing a new video game. You should try it.

Active Constructive Responding

Some teens tell their friend that they are participating in pv4YL.

ACR friends might say:

"Wow, that sounds cool! I've never heard of that. Will you tell me about it?

Non-ACR friends might say:

"That's good, but I'm learning CPR and I think that's more important."

"That's nice. Can you play frisbee later?"

"Who cares? I'm busy playing a new video game. You should try it."

	Active	**Passive**
Constructive	Enthusiastic: Wow! That sounds coo!. Tell me more about it.	Low Energy: That's nice. Good for you.
Destructive	Dismissive: I'm learning CPR and I think that's more important.	Ignoring: OK, Do you want to go out and play frisbee later?

Management of Agreement

pv4YL participants are encouraged to listen to each other's perspectives and viewpoints and practice dialogue and inquiry. That means asking questions and listening closely to the response. Sounds simple and easy – and it is.

Let's notice how often we do the simple, easy, smart, and workable things. One of those 'things' is practicing management of agreement, explained in a story called *The Abilene Paradox*, by the late Dr. Jerry B. Harvey, Ph.D. (social psychology).

Again, it is not important to know the technical aspects of Management of Agreement. Remember, we 'code to learn' vs 'learn to code.' It is important to practice the action of pointing out and building on the things the group agrees on, versus thinking or assuming we know what others probably want, or arguing about who is right and who is wrong.

Everyone likely has something meaningful to contribute, and that goes back to our Core Value of Assets. Debate and argument may have a time and a place, but it is not during the idea formation phase of pv4YL – and those win-lose approaches may never be necessary. See the next topic for more on that.

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> **"The Abilene Paradox: The Management of Agreement – Do not do what no one wants to do."**
> — Jerry B. Harvey
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Play an Infinite Game

pv4YL supports youth in discovering how they want to contribute to their community and participate in pv4YL and other youth-led projects. When people participate with each other on shared visions, projects, and activities, they do remarkable things. These things contribute to stories that are important to share with others. Everyone can take pride in being part of a shared story.

We can even take part in Infinite Games, an idea developed by the late Dr. James P. Carse, Ph.D. Finite games are activities we do with the objective of winning, succeeding, and completing, which ties us to the past. Infinite games have a vision of possibility, renewal, and enrichment. Infinite games, like our vision, continue. Infinite games are enduring - we want to continue, each day, in participating, working, developing, growing, improving, unending...
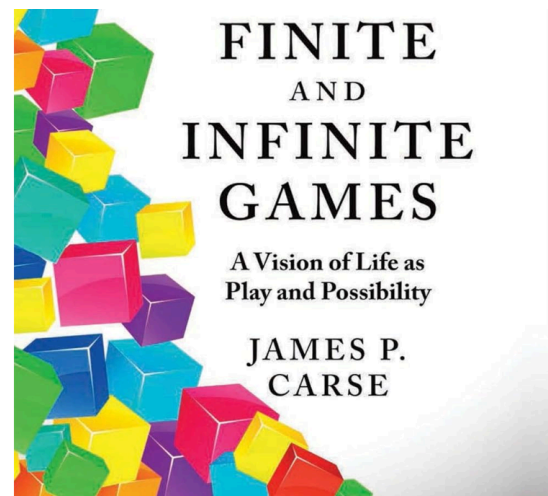
Dr. Carse might challenge us to consider our attachment to impact and outcomes. He might tell us that the experience of playing our infinite game is important and not to be too concerned with the outcome – because the best games never end.

pv4YL is an Infinite Game.

Tell your story and help others to tell their story.

Composition Techniques for Photography

Here is a list of composition techniques to try with photographs for your pv4YL project. Examples of these techniques and others are at ⊕ 28 Composition Techniques That Will Improve Your Photos

Here are some of the most useful ones to explore:

1. **Leading Lines** – Use natural lines (like roads, fences, or rivers) to guide the viewer's eye toward your subject.
2. **Framing** – Surround your subject with elements like windows, arches, or tree branches to draw attention and add depth.
3. **Symmetry and Centered Composition** – Perfect for architecture or reflections, symmetry creates a sense of harmony and balance.
4. **Negative Space** – Leave empty space around your subject to emphasize it and create a minimalist, striking effect.
5. **Fill the Frame** – Get close or zoom in so your subject dominates the image, eliminating distractions.
6. **Patterns and Textures** – Repeating elements or interesting surfaces can create rhythm and visual interest.
7. **Golden Ratio and Golden Triangles** – More advanced than the rule of thirds, these use mathematical proportions to create naturally pleasing compositions.
8. **Rule of Odds** – Odd numbers of subjects (like three birds instead of two) tend to feel more dynamic and balanced.
9. **Juxtaposition** – Place contrasting elements (like old vs. new, big vs. small) side by side to tell a story or create tension.
10. **The Decisive Moment** – Coined by Henri Cartier-Bresson, this is about capturing the perfect moment when everything aligns—emotion, action, and composition.

Notes on relating SEM to pv4YL

Using the Social-Ecological Model (SEM) to frame the dialogue and reflection process in a can deepen both critical thinking and community impact. Here's a SEM-based strategy you can guide youth leaders through during the photo review and captioning phase:

SEM-Based Reflection Framework for Photovoice Dialogue & Captioning

Purpose: To help youth leaders explore the deeper meaning of their photos by connecting personal experiences to broader social and environmental influences.

1. Individual Level

- **Prompt:** "What does this photo say about *you* or your personal experience?"
- **Captioning Tip:** Encourage youth to reflect on their emotions, beliefs, or behaviors captured in the image.
- **Example:** A photo of an empty basketball court might lead to a caption like, *"This is where I go to clear my head when things get overwhelming."*

2. Interpersonal Level

- **Prompt:** "How does this photo relate to your relationships—with friends, family, or mentors?"
- **Captioning Tip:** Highlight the influence of close relationships or social support.
- **Example:** A photo of a shared meal could be captioned, *"Dinner with my grandma is where I feel most heard."*

3. Organizational Level

- **Prompt:** "Does this photo show something about a school, club, or program you're part of?"
- **Captioning Tip:** Focus on how institutions shape youth experiences.
- **Example:** A photo of a locked gym might read, *"We want access to this space after school, but it's always closed."*

4. Community Level

- **Prompt:** "What does this photo say about your neighborhood or community?"
- **Captioning Tip:** Encourage youth to identify strengths or challenges in their environment.
- **Example:** A photo of a broken streetlight might be captioned, *"This light's been out for months. We deserve to feel safe walking home."*

5. Policy/Societal Level

- **Prompt:** "Does this photo connect to a bigger issue—like laws, policies, or cultural norms?"
- **Captioning Tip:** Invite youth to think about systems and structures that affect their lives.
- **Example:** A photo of a bus stop with no shelter might say, *"Public transit is our only option, but it doesn't feel like it's made for us."*

This structure not only supports deeper dialogue and inquiry but also helps youth leaders articulate how their lived experiences are shaped by—and can influence—larger systems. It's a great way to scaffold critical thinking while preparing for a public exhibit or community dialogue.

SEM Reflection Worksheet

Instructions for Youth Participants:
Choose one of your photos and use the prompts below to reflect on its meaning. You don't need to answer every question—just the ones that help you tell your story.

SEM Level	Reflection Prompts	Your Notes / Caption Ideas
Individual	What does this photo say about *you*? How does it reflect your feelings, choices, or experiences?	
Interpersonal	How does this photo relate to your relationships—with friends, family, or mentors?	
Organizational	Does this photo show something about a school, program, or group you're part of?	
Community	What does this photo say about your neighborhood or community?	
Policy/Society	Does this photo connect to a bigger issue—like laws, systems, or cultural norms?	

Facilitator Guide: Using SEM in Photovoice Dialogue & Captioning

Purpose: To help youth leaders guide meaningful conversations during photo review sessions and support participants in writing captions that connect personal stories to broader systems.

Step-by-Step Facilitation Flow

1. **Warm-Up Discussion**
   - Ask: "What made you choose this photo?"
   - Encourage open sharing before diving into SEM layers.
2. **Layered Inquiry Using SEM**
   - Use the worksheet prompts to explore each level.
   - Let youth choose which levels resonate most with their photo.
3. **Caption Crafting**
   - Encourage captions that reflect both emotion and insight.
   - Remind youth: "You're telling a story that others will read—what do you want them to feel or understand?"
4. **Peer Feedback (Optional)**
   - Invite small group sharing and gentle feedback.
   - Ask: "What stood out to you in their story?"
5. **Exhibit Prep**
   - Help youth finalize captions and select photos for display.
   - Consider grouping photos by SEM level or theme.

Here's how to align your **Canva page numbers** with **Adobe's booklet printing** so that everything folds and reads correctly at 5.5" × 8.5":

✅ Step-by-Step: Page Numbers That Work with Adobe Booklet Printing

1. Set Up Your Canva Document Correctly

- **Page Size:** Use **US Letter (8.5" × 11")** in **portrait orientation**.
- **Design Layout:** Each page in Canva will represent **one half of a folded sheet** (i.e., 5.5" × 8.5" when printed and folded).
- **Total Pages:** Make sure your total page count is a multiple of 4 (e.g., 8, 12, 16, etc.). If not, add blank pages at the end so Adobe can paginate correctly.

2. Add Page Numbers in Canva

- Go to **Text > Dynamic Text > Page Numbers**.
- Choose a format like "Page X" or "Page X of Y."
- Apply to **all pages** (or customize as needed).
- Align numbers consistently (bottom center or bottom outer corners work well for booklets).

Canva's official guide on page numbers walks you through this if you need a visual.

3. Download as PDF for Print

- Click **Share > Download**.
- Choose **PDF Print**.
- Check **Crop marks and bleed** if your design goes to the edge.
- Download the file.

4. Print as Booklet in Adobe Acrobat

- Open the PDF in **Adobe Acrobat Reader**.
- Go to **File > Print**.
- Under **Page Sizing & Handling**, select **Booklet**.
- Set **Booklet Subset** to "Both sides" (if your printer supports duplex) or "Front side only" (if flipping manually).
- Choose **Binding** as "Left."
- Make sure **Orientation** is set to "Portrait."
- Preview to confirm page order and margins look correct.

🧠 Pro Tip:

Even though Canva shows your pages in order (1, 2, 3...), Adobe will automatically rearrange them for booklet printing (e.g., 8 & 1, 2 & 7, etc.). So **don't manually reorder pages**—just make sure your numbering is consistent and your total page count is divisible by 4.