



PICTURING RESILIENCE INTERVENTION (PRI)

Using Photovoice for Youth Resilience

Jennifer First
Toby Mills-Sandoval
Nathan L. First
J. Brian Houston

 **Disaster and Community
Crisis Center**
University of Missouri

A PARTNER IN
NCTSN
The National Child
Traumatic Stress Network

This project was funded by the Substance Abuse and Mental Health Services Administration (SAMHSA), US Department of Health and Human Services (HHS). The views, policies, and opinions expressed are those of the authors and do not necessarily reflect those of SAMHSA or HHS.

PICTURING RESILIENCE INTERVENTION (PRI)

Using Photovoice for Youth Resilience

Jennifer First, MSW

*Mental Health
Program Manager*

Nathan L. First, MSW

*Disaster Mental Health
Research Specialist*

Toby Mills-Sandoval, LCSW

*Mental Health
Project Manager*

J. Brian Houston, PhD

Co-Director

Copyright © 2016 First J, Mills-Sandoval T, First NL, Houston JB. (Disaster and Community Crisis Center at the University of Missouri). All rights reserved. You are welcome to copy or redistribute this material in print or electronically provided the text is not modified, the authors and the Disaster and Community Crisis Center at the University of Missouri are cited in any use, and no fee is charged for copies of this publication. Unauthorized commercial publication or exploitation of this material is specifically prohibited. If you would like permission to adapt or license these materials, please contact DCC at houstonjb@missouri.edu or 573.882.3327.

This work was funded by the Substance Abuse and Mental Health Services Administration (SAMHSA), US Department of Health and Human Services (HHS).

The views, opinions, and content are those of the authors, and do not necessarily reflect those of SAMHSA or HHS.

For citation: First, J., Mills-Sandoval, T., First, N.L., Houston, J.B. (2016). *Picturing Resilience Intervention: Using Photovoice for Youth Resilience*. Columbia: Disaster and Community Crisis Center at the University of Missouri.

Acknowledgements:

Special thanks to the youth and staff from Boys and Girls Club (<http://www.bgc-columbia.org/>) and Fun City Youth Academy (<http://funcityyouthacademy.org/>) of Columbia, Missouri for their participation in the Picturing Resilience Intervention (PRI) and their help developing the PRI manual.

The Disaster and Community Crisis Center at the University of Missouri

The Disaster and Community Center (DCC) at the University of Missouri focuses on enhancing mental and behavioral health in children, families, and communities affected by disaster. DCC provides national expertise and resources for intervention, training, consultation, and technical assistance related to disasters and terrorism, and promotes public awareness of disaster-related mental and behavioral health (henceforth “disaster mental health”).

DCC’s mission includes providing national leadership, increasing public awareness, developing and implementing interventions, creating training protocols, generating resources, partnering with service providers, and collaborating with community partners on issues pertaining to disaster mental health. DCC is funded in part by the U.S. Substance Abuse and Mental Health Services Administration (SAMHSA) through the National Child Traumatic Stress Network (NCTSN).

For more information, visit dcc.missouri.edu.

TABLE OF CONTENTS

Picturing Resilience Intervention (PRI) Fact Sheet **1**

Picturing Resilience Intervention (PRI) Overview **2**

Facilitating PRI: A Step-by-Step Instruction Guide **3**

Preparing for PRI Sessions **3**

Session 1: PRI Group Introduction **4**

Session 2: Picturing Strengths and Resources **8**

Session 3: Picturing Challenges and Coping Skills **13**

Session 4: Picturing Youth Perspectives **16**

Session 5: Picturing Youth Narratives **18**

Preparing Your Picturing Resilience Exhibit: A Facilitator’s Guide **21**

References **23**

Appendix **I**

Photography Attributions **LIII**

PICTURING RESILIENCE INTERVENTION (PRI) FACT SHEET

ACRONYM FOR INTERVENTION

PRI

TARGET POPULATION

Youth age 10-17.

PURPOSE

The **Picturing Resilience Intervention (PRI)** promotes resilience and coping skills among youth following a disaster, community crisis, or other challenges resulting from the usual stresses of daily life.

INTERVENTION LENGTH

Five sessions (60-90 minutes each) plus a final photography exhibit.

GROUP SIZE

5-10 participants of similar age.

TRAINING IN FACILITATING PRI

PRI should be facilitated by two mental health professionals, teachers, or adult professionals with experience working with youth. A common training approach to facilitating PRI is for providers to read the PRI manual and then obtain ongoing support and consultation from PRI specialists as needed.

MATERIALS NEEDED TO IMPLEMENT PRI

- *Location for sessions and final photography exhibit (See p. 21)*
- *Cameras for participants (disposable or digital¹)*
- *Photographic prints (of the final photos that are selected for exhibit)*
- *Materials to display photographic prints for exhibit*

CONSULTATION OR QUESTIONS

For more information about using PRI, please contact the Disaster and Community Crisis Center at dcc.missouri.edu



Picturing Resilience

¹ While disposable cameras will work for PRI, and may be cheaper in the short term, we recommend digital cameras if possible. Digital cameras are reusable, allow participants to take more photos (and thus give greater creative freedom), and give participants and facilitators the option to make quick edits (lighting, cropping) when computer access is available.

PICTURING RESILIENCE INTERVENTION (PRI) OVERVIEW

Introduction

Picturing Resilience Intervention (PRI) is a group intervention designed to promote resilience and coping skills among youth following a disaster, community crisis, or other challenges resulting from the usual stresses of daily life.

PRI blends Photovoice, a community participatory action method (Wang & Burris, 1994, 1997) with additional skill-building activities in order to enhance problem solving, coping, and self-expression in participating youth (Masten, 2001; Fergus & Zimmerman, 2005). PRI participants are provided with cameras and instruction on basic photography and camera use. PRI encourages participants to “voice” their experiences and perspectives on issues discussed in group sessions through photography and brief written narratives.

PRI includes 5 group sessions (60-90 minutes each). Session topics include: Safety, Challenges and Stressors, Strengths, Coping Skills, and Resilience. During each PRI session, a main topic is discussed and then followed by a skill-enhancing group activity and a photography homework activity. At the end of the PRI group sessions, youth participants display their photography with accompanying written narratives in a final PRI exhibit.

The goals of PRI are to:

- » Promote resilience and empowerment
- » Foster healthy coping skills
- » Encourage peer support
- » Facilitate self-expression
- » Develop photography skills

FACILITATING PRI: A STEP-BY-STEP INSTRUCTION GUIDE

The **Picturing Resilience Intervention (PRI)** manual provides group facilitators step-by-step instructions to prepare and lead five PRI group sessions. Each PRI session provides an overview of the session topic, detailed steps for each activity, and recommended assignments for participating youth. All necessary handouts and activity forms are provided in the appendix of this manual and are also available for download at: dcc.missouri.edu/pri.shtml.

Preparing for PRI Sessions

Prior to the first PRI session, be sure to:

- » Secure permission from a parent or caregiver for each participant.
 - See **Handout: PRI Information** (p. III) and **Form: Participant Consent** (p. V).
- » Gather cameras and any related camera equipment (e.g., memory cards, camera bags) for all participants. In addition,
 - Become familiar with using the camera (i.e. read camera manual, take some practice photos).
 - Charge camera batteries as needed.
 - Label cameras with tracking numbers.

Session 1: PRI Group Introduction

Session 1 begins with an overview of Picturing Resilience, a summary of ground rules, and group introductions. Participants then engage in two activities, one focused on photographs and what they mean, and another on the basics of PRI safety and ethics. Session 1 concludes with a homework assignment for participants, inviting them to explore what themes they would like to examine through PRI.

Group Introduction and Ground Rules

Objectives	Group members will: <ul style="list-style-type: none">→ Explore the basics of PRI.→ Consent to group ground rules.→ Get to know facilitators and other group members (as needed).
Time	10-15 Minutes
Materials and Preparation	<ul style="list-style-type: none">→ Print copies for each group member.<ul style="list-style-type: none">▶ Handout: PRI Information (p. III)→ Secure materials needed to show the Picturing Resilience Video (available at dcc.missouri.edu/pri.shtml) to group participants (projector, laptop, etc.).→ Review handout and ground rules, adapt as necessary.→ Use the ice breaker activity to facilitate introductions and build group rapport.

1. Distribute **Handout: PRI Information** to each group member.
2. Facilitators should introduce themselves and the PRI project, using the handout as a guide.
3. Show the **Picturing Resilience Video** to group participants.
4. Allow time to answer any questions group members may have.
5. Discuss ground rules, which may include:
 - ▶ Respecting the group members and facilitators; creating a positive atmosphere for all group member's efforts and opinions.
 - ▶ Taking care of the camera equipment.
 - ▶ Following standard rules for good behavior (e.g., take turns when speaking; cell phones should be turned off; no yelling, hitting). Include any other rules tailored to the group.

After reviewing these ground rules, facilitators should solicit the group's commitment to follow these rules (through verbal agreements, head nods, etc.).

6. Next, ask group members to introduce themselves. As part of introductions, a simple icebreaker can be a great way to help participants built rapport and warm up to the group experience.

For example, you might say:

“As a way of getting to know each other and to start thinking about how photographs can be important in our lives, take a moment to think of a favorite photograph you have. It could be a photograph hanging in your home, or maybe a photo you have on your computer or phone. Who is in the picture? What is happening in the photo? What is it about that picture that you like or that stands out to you?”

After the group icebreaker, begin Activity A.

7. Activity A: Photo/Narrative Matching

<p>Objective</p>	<p>Group members will:</p> <ul style="list-style-type: none"> → <i>Become more familiar with the PRI project, using examples.</i> → <i>Explore how photographs and narratives can help express one’s thoughts, feelings, and experiences.</i>
<p>Time</p>	<p>10-15 minutes</p>
<p>Materials and Preparation</p>	<ul style="list-style-type: none"> → <i>Print one copy for group to view together:</i> <ul style="list-style-type: none"> ➤ Photovoice Examples: Photography and Narrative-Writing (p. VI) → <i>Cut out photographs and narrative cards. Optional: laminate or add sturdy backing.</i> → <i>Shuffle so that photographs and narratives do not correctly match when presented in pairs.</i> <p><i>Note: As an alternative to hard-copies, an electronic version is available for presentation at dcc.missouri.edu/pri.shtml.</i></p>

Instructions:

- A. Explain that the group will play a matching game, with the goal of matching narratives to the proper photographs. Explain to participants that the *title* on the narrative card names the photograph and the *narrative* underneath describes the photograph or what it makes the photographer think or feel. Note that examples were created by youth participants in a previous PRI project.
- B. Place photographs and narrative cards somewhere visible to all group members.
- C. Ask group members to review all the narratives and pictures. Instruct participants that they will work together as a group to match the photographs to their corresponding narratives.
- D. Have group members take turns presenting possible matches. Each participant should hold up a selected picture and then read the matching title and narrative aloud.

- E. Use the original **Photovoice Examples: Photography and Narrative-Writing** (p. VI) as a key to make sure that narratives and photographs have been properly matched. If any were not, show the group members the correct matches and discuss why they are correct.
- F. Explain to group members that they will have the opportunity to take photos in the coming weeks and to “voice” their opinions and perspectives about issues important to them.
- G. Ask group members if they have any questions.
- H. Proceed to *Activity B*.

8. Activity B: Photography Safety, Consent, and Ethics

Objectives	<p>When taking photographs for PRI, group members will understand how to:</p> <ul style="list-style-type: none"> → <i>Act ethically.</i> → <i>Act safely.</i> → <i>Collect appropriate subject consent.</i>
Time	15-20 Minutes
Materials and Preparation	<ul style="list-style-type: none"> → <i>Print copies for each group member:</i> <ul style="list-style-type: none"> › Handout: Photography Safety and Consent (p. VIII) › Handout: Safety and Ethics Scenarios (p. IX) › Form: Subject Consent (p. X)

Instructions:

- A. Distribute handouts to each participant.
- B. Read the **Handout: Photography Safety and Consent** aloud. Answer any questions and then ask the group for a verbal commitment to follow the guidelines.
- C. Refer group members to the **Handout: Safety and Ethics Scenarios**. Read each scenario aloud and then facilitate a group discussion based on the questions beneath each scenario.
Optional – Ask for volunteers to act out the scenarios presented in the handout.
- D. Read the **Form: Subject Consent** aloud. Explain that this form must be completed, signed, and returned for any person a group member wishes to photograph.
Optional – Allow group members to work in pairs and practice how they would introduce themselves and ask for permission to take someone’s photo.

Ask group members if they have any questions.

9. After completing *Activity B*, introduce the photography homework assignment for Session 1.

Photography Homework Assignment 1

Discuss the following with group members. You may say something like:

“Next session, you will receive your cameras. Between now and then, begin to think about your camera as a tool for sharing your stories and perspectives. Each of you has a unique voice and message. What do you want others to see or learn from you? Begin thinking now about what you hope to voice through your photographs. Then, for Session 2, be prepared to share a few specific ideas for photos you might want to take, and what meanings or messages you’d want these to express.”

10. Session 1 Conclusion

After completing all session activities and reviewing expectations for Photography Homework Assignment 1, remind group members of the next meeting time, and thank the group for their time and participation.

***Walking Field Trips (Optional)**

Depending on how much time they have with their cameras, you may want to consider taking the group participants on one or more walking field trips. Walking field trips allow group participants some time with their cameras, while working within the context of the group.

This can be done as an additional session, in between sessions 2 and 3, OR you may want to include a shorter walking field trip, towards the end of sessions 2, 3 and 4. Ask group participants to pay special attention to the topics covered during that day’s session, while taking photographs.

Session 2: Picturing Strengths and Resources

Session 2 begins with a review of the main concepts covered in Session 1, as outlined in item 1 below. Next, participants engage in two activities, one focusing on individual strengths and community resources, and the other on the basics of photography. Session 2 concludes with a homework assignment, inviting participants to capture photos that represent individual strengths and community resources.

1. Begin Session 2 by spending a few minutes reviewing the main concepts covered in Session 1, including the overall purpose of PRI, basic ground rules, and the importance of photography safety, consent, and ethics.
2. Check in on the Photography Homework Assignment from Session 1. Ask participants to share what plans they have made so far to express themselves through their PRI photos.
3. Explain to group members that this second session will focus on using photography to express individual strengths and community resources. This session will also include an introduction to photography and an overview of how members can use their cameras.
4. Begin *Activity C*.

Activity C: Individual Strengths and Community Resources

Objectives	<p>Group members will:</p> <ul style="list-style-type: none"> → <i>Identify personal and community strengths in photography</i> → <i>Discuss personal and community strengths in themselves and in the other group members</i>
Time	20 Minutes
Materials and Preparation	<ul style="list-style-type: none"> → <i>Print one copy for each group:</i> <ul style="list-style-type: none"> ▶ Photovoice Examples: Individual Strengths and Community Resources (p. XI) (Optional: Electronic Version for presentation is available at dcc.missouri.edu/pri.shtml) → <i>Print one copy for each group member:</i> <ul style="list-style-type: none"> ▶ Handout: Individual Strengths and Community Resources (p. XIV) ▶ Labeling Cards: Individual Strengths (p. XV) → <i>Cut out each individual strength labeling card from handout</i>

Instructions:

- A. Explain that the topic for this session will be personal strengths and community resources.

- B.** Allow group members to look over the **Photovoice Examples: Individual Strengths and Community Resources** and to discuss what they notice about the examples. Instruct group members to choose their favorite photograph and discuss what strengths and resources they see in that photograph.
 - C.** Distribute **Handout: Individual Strengths and Community Resources** to each group member and ask group members to discuss their own strengths and community resources.
 - D.** Place cut out **Labeling Cards: Individual Strengths** in an accessible location.
 - E.** Describe the rules of the activity emphasizing the following points:
 - » Participants will take turns, going around the circle.
 - » When it is a participant's turn, they can take an **Labeling Cards: Individual Strengths**, and assign one per group member, giving the card that they have chosen for each individual group member.
 - » Each group member gets one blank card; they may hand-write a strength if they choose.
 - » Have each participant go around the circle until each group member has chosen at least one strength for each group member.
 - F.** Clarify any questions participants may have and begin game.
 - G.** Once completed, allow each group member to take some time to review and possibly read aloud the **Labeling Cards: Individual Strengths** selected by their fellow group members.
 - H.** Allow for group discussion after activity.
- 5.** Begin *Activity D*.

Activity D: Photography 101

Objectives	<p>Group members will:</p> <ul style="list-style-type: none"> → <i>Learn basic photography concepts and skills</i> → <i>Use matching memory activity to reinforce visual images representing photography concepts</i> → <i>Become familiar with their cameras</i>
Time	<p>20-25 Minutes</p>
Materials and Preparation	<ul style="list-style-type: none"> → <i>Determine camera-use policies in advance (see item 8 below)</i> → <i>Print one or two copies:</i> <ul style="list-style-type: none"> ▶ Form: Camera Check-Out Sheets (p. XXIX) → <i>Print one copy for each group:</i> <ul style="list-style-type: none"> ▶ Discussion Prompts: Photography 101 Memory Matching Activity (p. XXVII) ▶ Sample Photographs: Photography 101 Matching Memory Activity (p. XXIV) → <i>Cut out each individual photograph</i> → <i>Print copies for each group member:</i> <ul style="list-style-type: none"> ▶ Handout: Photography 101 (p. XXIII) ▶ PowerPoint Presentation: Photography 101 (p. XVI) (Optional: Electronic version for presentation is available at dcc.missouri.edu/pri.shtml). → <i>Have cameras ready to distribute</i>

Instructions:

- A.** Prepare the **PowerPoint Presentation: Photography 101** for display, either through a computer and projector or by giving each participant a hard copy.
- B.** Begin the **PowerPoint Presentation: Photography 101**, using discussion notes provided with each slide. These slides offer instruction on key elements of taking good photographs, including lighting, composition, framing, lines, perspective, mood, and balance.
- C.** Ask group members if they have any questions about the presented material.
- D.** Distribute the **Handout: Photography 101** to each group member. Explain that this handout can be used as an ongoing guide to review materials covered in the presentation.

- E. Introduce the **Photography 101 Matching Memory Activity** and explain that the activity will be used to reinforce the concepts covered in the presentation.
 - F. Shuffle the previously cut out **Sample Photographs: Photography 101 Matching Memory Activity** and place face down on a table or on the floor.
 - G. Describe the rules of the activity emphasizing the following points:
 - » Participants will take turns, going around the circle.
 - » When it is a participant's turn, they can flip over one card and place it facing up, for all to see.
 - » The participant then has one turn to try and find a match to their originally overturned photograph.
 - » If they do not make a match, the participant will place both photographs face down, back in their original location.
 - » If they do make a match, they may hold the two photographs up, for other participants to view, while they describe what they remember from the presentation, regarding that specific photography concept.
 - » After making a match, that participant's turn is over. They may hold onto their matching set until the end of the game.
 - » Participants can proceed until all cards have been matched.
 - » The participant with the most acquired matches wins the game.
 - H. Clarify any questions participants may have and begin game.
 - I. Participants may need support and guidance from facilitator to accurately verbalize the photography concept depicted on their matching pairs. As a discussion guide, consider using **Discussion Prompts: Photography 101 Memory Matching Activity***
6. After finishing **PowerPoint Presentation: Photography 101**, hand out cameras to participants. When distributing cameras, we recommend using a camera check-out system, which assigns a numbered camera to each participant. See **Form: Camera Check-Out Sheet**.
7. Once each group member has checked out a camera, provide a hands-on overview of the camera's parts and how it works. Have members review basic concepts covered in **PowerPoint Presentation: Photography 101** by taking a few pictures (or mock pictures) that employ what they've just learned, using people or objects in the room. You can ask questions like:
- » Where is the shutter/flash/battery to your camera?
 - » Can anyone find a frame/line in this room? How might you use these?
 - » How might you use framing? Lighting? Balance? How can you use different perspectives such as up close or far away, from above or below the subject?

8. Discuss camera rules and agreements (as previously established within your organization) with group members. (For example, will group members be allowed to take their cameras home? Are group members required to check cameras in and out on a daily basis?)
9. After discussing rules for camera use, introduce the Photography Homework Assignment for Session 2.

Photography Homework Assignment 2

Share these instructions with group members, to be completed as homework:

- A. Using your camera, take a few pictures that use the techniques discussed in **Handout: Photography 101** (paying attention to lighting, balance, lines, framing, etc.)
- B. Then, take at least three or four photos that display strengths. Be ready to describe how these photos demonstrate the strengths you see in yourself or your community.

10. Session 2 Conclusion

After completing all session activities and reviewing the photography assignment, remind group members of the next meeting time, and thank them for their work in Session 2.

Session 3: Picturing Challenges and Coping Skills

Session 3 begins with a review of the main concepts covered in Session 2. Next, participants engage in two activities, one that identifies youth challenges and one that introduces the concept of positive coping strategies. Session 3 concludes with a homework assignment for participants, inviting them to capture photos that represent youth challenges and coping strategies.

1. Begin this session with a brief review of the concepts covered in Session 2, including individual and community strengths, and Photography 101.
2. As a group discussion, ask for participant feedback on Photography Homework Assignment 2 (see p. 10). What photos did participants take, and how did these exhibit personal or community strengths or the techniques discussed in Session 2?
3. Explain to group members that this session will focus on common youth challenges and coping skills.
4. Begin *Activity E*.

Activity E: Identifying Youth Challenges

Objectives	<p>Group members will:</p> <ul style="list-style-type: none"> → <i>Create and enjoy a safe sharing place.</i> → <i>Identify problems and challenges in their own lives and community.</i> → <i>Explore creative responses to these problems.</i> → <i>Recognize that others also struggle with these challenges.</i>
Time	<p>20 minutes</p>
Materials and Preparation	<ul style="list-style-type: none"> → <i>Print copies for each group member:</i> <ul style="list-style-type: none"> ▶ Photovoice Examples: Youth Challenges (p. XXX) (Optional: Electronic version is available at dcc.missouri.edu/pri.shtml). → <i>Print one copy for the group facilitator:</i> <ul style="list-style-type: none"> ▶ Discussion Prompts: Youth Challenges (p. XXXII) → <i>Have chalkboard and chalk or dry erase board and markers ready for use.</i>

Instructions:

- A. Share **Photovoice Examples: Youth Challenges** with group members (distribute hard copies or show electronic version).
- B. Using **Discussion Prompts: Youth Challenges** as a guide, ask group members to think about problems and challenges faced by youth in their community. Write responses on the board and discuss with the group.

5. Begin *Activity F*.

Activity F: Coping Skills Bingo

Objectives	Group members will: <ul style="list-style-type: none">→ <i>Learn about healthy coping strategies.</i>→ <i>Apply coping practices to common youth challenges.</i>
Time	20 Minutes
Materials and Preparation	<ul style="list-style-type: none">→ <i>Print copies for each group member:</i><ul style="list-style-type: none">▶ Handout: Coping Skills (p. XXXIII)▶ Coping Bingo Tokens (p. XXXV). <i>Cut out tokens or have group members cut out their own</i>▶ Coping Bingo Boards (p. XXXVII) <i>(Ten boards are provided in the Appendix of this manual. Additional versions of bingo boards are available for download at dcc.missouri.edu/pri.shtml.)</i>→ <i>Print one copy for facilitators:</i><ul style="list-style-type: none">▶ Coping Bingo Call Card (p. XLVII). <i>Cut out pieces, fold each piece in half, and place in basket or bowl.</i>

Instructions:

- A.** Explain that the topic for discussion is healthy coping skills. The **Handout: Coping Skills** may be used as a discussion guide.
- B.** Distribute a different **Coping Bingo Board** and a set of **Coping Bingo Tokens** to each group member.
- C.** Explain the concept of “Bingo” to participants. Consider the following steps.
 - ▶ One provider or staff person will serve as the “Caller” and will call the Bingo numbers.
 - ▶ Caller should randomly pull a numbered problem from the basket (for example: “18 – Someone blames you for something you didn’t do”).
 - ▶ Group members will find that problem on their Bingo Board.
 - ▶ Group members should then consider which coping skill would be most appropriate for the presented problem, and then select that coping coin and place over the problem discussed.
Note: There could be more than one correct answer for each problem, although some coping skills may fit better than others for certain problems.
 - ▶ The first group member to get five coins in a row (up-down, left-right, or diagonally) wins the game.

- D. Ask the winner(s) to read aloud their answers and explain the coping skills they chose for each challenge.
 - E. Lead group in discussing other possible coping skills for problems identified.
 - F. Ask group members if they have any final thoughts or questions.
6. After completing *Activity F*, introduce Photography Homework Assignment for Session 3.

Photography Homework Assignment 3

Share these homework instructions with group members:

- A. Before the next session, take some photos of common challenges that have impacted you, your friends, or your community.
- B. Then, see if you can also capture coping skills in action. What do you or others do to deal with stress and challenges? As always, before taking photos of others, be sure to get their written consent.
- C. Be ready to share these photos in Session 4.

*Note: If participants use **disposable** cameras, these should be collected early enough to have photos printed for Session 4.*

7. Session 3 Conclusion

After presenting the photography homework assignment, remind group members of the next meeting time, and thank them for their time and participation.

Session 4: Picturing Youth Perspectives

After a review of concepts covered in the previous session, Session 4 turns to two activities: in one, participants select their favorite photos for the final exhibit, and in the other they use the *SHOWeD* method to explore what photographs mean. Following these activities, the homework assignment for Session 4 invites youth to consider how they will tell stories of resilience through their photography and writing.

1. Begin Session 4 by spending a few minutes reviewing the main concepts covered in Session 3, including common challenges and coping strategies. Briefly gather feedback on the Photography Homework Assignment from Session 3.
2. Explain to group members that this fourth session will focus on their favorite photographs, and on how they can use these photographs to illustrate their unique perspectives.
3. Begin *Activity G*.

Activity G: Photo Selection for Final Exhibit

Objectives	<p>Group members will:</p> <ul style="list-style-type: none"> → <i>Select their favorite photographs for use in the final Picturing Resilience Exhibit.</i>
Time	30 minutes
Materials and Preparation	<ul style="list-style-type: none"> → <i>Pens or pencils</i> → <i>Have available:</i> <ul style="list-style-type: none"> ▶ Form: Camera Check-Out Sheet (p. XXIX) completed in Activity D. → <i>Print:</i> <ul style="list-style-type: none"> ▶ Form: Photo Favorites Selection (p. XLVIII) → <i>If participants used digital cameras, these will need to be collected at the end of this session so that developed photographs can be distributed during Session 5.</i>

Instructions:

- A. Explain to group members that it is time to select the photographs that they would like to have displayed in their final Picturing Resilience Exhibit.
- B. Ask group members to search their digital cameras for their favorite photographs or sort the printed photos from their disposable cameras. Explain to group members that they will write titles and narratives for their favorite photos in the next session.
- C. Facilitators should work with group members to complete the **Form: Photo Favorites Selection**, noting the group member names, camera number, and the photograph numbers for their favorite photographs. (We recommend 3-4 photos per participant.)

- D.** Designate one facilitator to collect all copies of the **Form: Photo Favorites Selection** and use these to compile the participants’ photo selections in order to get the selected photos printed.

*Note: We recommend that you label the back of each photograph with an assigned number and participant name, as reflected in the completed **Form: Photo Favorites Selection**.*

- 4.** After completing the photo selection process, move on to *Activity H*:

Activity H: Exploring Perspectives

Objectives	<p>Group members will:</p> <ul style="list-style-type: none"> → Learn about the <i>SHOWeD Method</i> for photo narrative- writing → Share their favorite photographs with other group members
Time	15 minutes
Materials and Preparation	<ul style="list-style-type: none"> → Pens or pencils → Print one copy per group: <ul style="list-style-type: none"> ▶ Discussion Prompts: Photography Sharing (p. XLIX) (Optional: Electronic version is available at dcc.missouri.edu/pri.shtml.)

Instructions:

- A.** Explain that the following activity will teach group members about the *SHOWeD* method of photo narrative writing (Wang & Burris, 1994, 1997), which they will use in Session 5. Group members will also discuss the importance of allowing each participant to share their unique thoughts about their own photography.
- B.** Make sure each participant has their digital camera, or their printed photographs and ask them to pick their two favorite photographs to share with the other group members.
- C.** Using the **Discussion Prompts: Photography Sharing** as a guide, ask each group member to share details of their favorite photographs with the other group members.

- 5.** After completing *Activity H*, introduce the Photography Homework Assignment for Session 4.

Photography Homework Assignment 4

Remind group participants that in the next session they will write titles and narratives for their own favorite photographs. To prepare, participants should review the *SHOWeD* narrative-writing method and consider this question: *How do you want to tell the story of resilience with your photography?*

6. Session 4 Conclusion

At the end of Session 4, thank the group for their participation and remind them when you will meet next.

Session 5: Picturing Youth Narratives

Session 5 begins with a review of the main concepts covered in Session 4. Next, participants engage in two activities: writing photo titles and narratives for the final exhibit, and sharing their photography and narratives with the group. Session 5 concludes by providing youth with information and details about the final PRI exhibit.

1. Begin Session 5 with a brief review of the previous session, when participants selected their favorite photos and learned about the *SHOWeD* method.
2. Then, ask participants to share their experience writing titles and narratives like these with their own photographs (Photography Homework Assignment 4).
3. Remind group members that the current session will feature their own voices and perspectives—what they want the world to know about themselves, their community, their challenges and their strengths—as highlighted by their Picturing Resilience photos.
4. Begin *Activity I*.

Activity I: Writing Photo Narratives

Objectives	Group members will: <ul style="list-style-type: none">→ Write photo titles and narratives for the Picturing Resilience Exhibit.→ Share their Picturing Resilience projects and narratives with peers.→ Reflect on the PRI experience, reconsider their own resilience and strengths, and prepare for the exhibit.
Time	30-60 minutes
Materials and Preparation	<ul style="list-style-type: none">→ Pens, pencils, paperclips→ Printed copies for each group member (one copy per photograph):<ul style="list-style-type: none">▶ Worksheet: Youth Photo Narratives (p. L)→ All photographs developed and assigned to the correct group members→ Optional – Extra staff members to assist participants with narrative-writing.

Instructions:

- A. Explain that group members will write titles and narratives for their exhibit photographs.
- B. Return the prints of each group member’s selected photos (as listed on the **Form: Photo Favorites Selection**).

- C. Distribute the **Worksheet: Youth Photo Narratives** (one form for each selected photograph). Explain that the questions on the worksheet are meant to help group members write their titles and narratives for their chosen photographs.
 - D. Distribute pens or pencils.
 - E. Encourage group members to tell the story of each photograph, using the *SHOWeD* method.
 - F. Group facilitators and helpers can walk around the room to answer any questions. Group members will likely need varying degrees of assistance to complete this task.
 - G. As participants complete each **Worksheet: Youth Photo Narratives**, facilitators should ensure that worksheets and photos are appropriately labeled and paper-clipped together.
5. After collecting all Picturing Resilience projects, begin *Activity J*.

Activity J: Closing Group Discussion

Objectives	<p>Group members will:</p> <ul style="list-style-type: none"> → <i>Share their favorite photographs and narratives with the group.</i> → <i>Tell the stories behind these photos, highlighting how they feature challenges, resilience, and strengths.</i> → <i>Bring closure to the Picturing Resilience group experience.</i>
Time	30-40 minutes
Materials and Preparation	<ul style="list-style-type: none"> → <i>Ensure each group member has completed the narrative-writing activity for each photograph to be displayed in the final exhibit before moving on to the group discussion.</i> → <i>Print one copy for facilitator:</i> → Discussion Prompts: Closing Group (p. LI) → <i>Make sure all group members have the following:</i> <ul style="list-style-type: none"> ▶ <i>Favorite photographs previously selected for narrative-writing activity (number of photographs to be determined by group facilitators).</i> ▶ Worksheet: Youth Photo Narratives (p. L) completed in Activity I. → <i>Allow group members to hold on to their photographs and narratives for reference during group discussion.</i> <ul style="list-style-type: none"> ▶ Post-Project Evaluations (optional)

Instructions:

- A. Explain to the group members that this will be the final activity before the Picturing Resilience Exhibit, and that the purpose of the activity is to share their work and their thoughts and feelings about Photovoice with the group facilitators and other group members.
- B. Allow each group member to share their photographs and narratives, and to explain the stories behind their pictures. Depending on time constraints, we recommend telling participants in advance that they will each have three minutes to share, and then designate a group member as time keeper.
- C. Facilitate group discussion, using the **Discussion Prompts: Closing Group** as your guide.
- D. Collect all photographs and completed copies of the **Worksheet: Youth Photo Narratives** from group members, for use in the final exhibit.
- E. You may wish to provide each group participant with **Post-Project Evaluation** and ask them to anonymously complete them at this time. The **Post-Project Evaluation** can be used to measure group participant satisfaction and help you determine how you will run future PRI Sessions.

6. Session 5 Conclusion

After completing all session activities, be sure to provide group members with updates on the Picturing Resilience Exhibit (e.g. where, when, whom to invite, what to expect, etc.). Thank the group for their time and participation.

Preparing Your Picturing Resilience Exhibit: A Facilitator's Guide

The final Picturing Resilience Exhibit is designed to display group members' Photovoice projects for the appropriate audience, as determined by each group (e.g., each other, invited friends and family, the broader public, and/or the media).

In preparing for the exhibit, consider the following factors:

» Budget:

- » *How much funding is available for the exhibit?*

» Displaying Photos:

- » *Where will the exhibit take place?*
- » *How many photo prints will be included for each participant? How big will the prints be?*
- » *How will you format the titles and narratives?*
- » *How (and exactly where) will the images be mounted and hung?*

» Opening Event:

- » *Will there be an opening speaker or event? Quiet instrumental music throughout? Who will be invited? The broader public? The media?*
- » *Is the overall purpose of the event primarily for participants, or for education, or both?*
- » *Will you serve refreshments? Who will be in charge of this?*
- » *How will you publicize the event? Flyers, posters, invitations, or emails? Media release?*

» Authorship:

- » *How do participants wish to be credited? First name only, pseudonym, or anonymous? Be sure that answers reflect participants' completed **Form: Participant Consent** (p. V)*

Below is an example of the materials used for a final exhibit:



For the exhibits shown in these pictures, we mounted 3x5 inch photographs on cardstock with the photo's title, photographer's name, and narrative written below. We hung removable wall hooks onto the wall and ran a string between the hooks. We then used binder clips to hang the photographs from the string.

Items needed:

- » 3x5 inch photographs
- » Cardstock
- » Small metal clips
- » Removable wall hooks
- » String or hanging wire

REFERENCES

- Fergus, S., & Zimmerman, M. A. (2005). Adolescent resilience: A framework for understanding healthy development in the face of risk. *Annual Review of Public Health, 26*, 399-419.
- Luthar, S., Cicchetti, D., & Becker, B. (2000). The construct of resilience: A critical evaluation and guidelines for future work. *Child Development, 71*, 543-562.
- Masten, A. S. (2001). Ordinary magic: Resilience processes in development. *American Psychologist, 56*, 227-238.
- Metropolitan Area Planning Council (n.d.). Facilitator's guide to youth community safety Photovoice. Retrieved from <http://www.mapc.org/sites/default/files/Photovoice%20Facilitators%20Guide%20with%20Resources.pdf>
- Wang, C. (1999). Photovoice: A participatory action research strategy applied to women's health. *Journal of Women's Health, 8*, 185-192.
- Wang, C., & Burris, M. (1994). Empowerment through photonovella: Portraits of participation. *Health Education Quarterly, 21*, 171-186.
- Wang, C., & Burris, M. (1997). Photovoice: Concept, methodology, and use for participatory needs assessment. *Health Education and Behavior, 24*, 369-387

APPENDIX

Session 1: Picturing Resilience Intervention Group Introduction	III
<i>Group Introductions and Group Rules</i>	III
» <i>Handout: PRI Information</i>	
» <i>Form: Participant Consent</i>	
<i>Activity A: Photo Narrative Matching</i>	VI
» <i>Photovoice Examples: Photography and Narrative-Writing</i>	
<i>Activity B: Photography Safety, Consent and Ethics</i>	VIII
» <i>Handout: Photography Safety and Consent</i>	
» <i>Handout: Safety and Ethics Scenarios</i>	
» <i>Form: Subject Consent</i>	
Session 2: Picturing Strengths and Resources	XI
<i>Activity C: Individual Strengths and Community Resources</i>	XI
» <i>Photovoice Examples: Individual Strengths and Community Resources</i>	
» <i>Handout: Individual Strengths and Community Resources</i>	
» <i>Labeling Cards: Individual Strengths</i>	
<i>Activity D: Photography 101</i>	XVI
» <i>PowerPoint Presentation: Photography 101</i>	
» <i>Handout: Photography 101</i>	
» <i>Sample Photographs: Photography 101 Matching Memory Activity</i>	
» <i>Discussion Prompts: Photography 101 Matching Memory Activity</i>	
» <i>Form: Camera Sign-Out Sheet</i>	
Session 3: Picturing Challenges and Coping Skills	XXX
<i>Activity E: Identifying Youth Challenges</i>	XXX
» <i>Photovoice Examples: Youth Challenges</i>	
» <i>Discussion Prompts: Youth Challenges</i>	
<i>Activity F: Coping Skills Bingo</i>	XXXIII
» <i>Handout: Coping Skills</i>	
» <i>Coping Bingo Tokens</i>	
» <i>Coping Bingo Boards</i>	
» <i>Coping Bingo Call Card</i>	

Session 4: Picturing Youth PerspectivesXLVIII

Activity G: Photo Selection for Final ExhibitXLVIII

 » *Form: Photo Favorites Selection*

Activity H: Exploring Perspectives XLIX

 » *Discussion Prompts: Photography Sharing*

Session 5: Picturing Youth Narratives L

Activity I: Writing Youth Photo Narratives L

 » *Worksheet: Youth Photo Narratives*

Activity J: Closing Group Discussion LI

 » *Discussion Prompts: Closing Group*

 » *Post-Project Evaluations*

Photography AttributionsLIII

Handout: PRI Information

In this **Picturing Resilience Intervention (PRI)** group, you will have the chance to use your own creative talents to address things that matter to you or that challenge you, from your own life or community.

By exploring the photography of others, creating your own photographs, and discussing how these creations can highlight strengths and challenges in your lives, this Picturing Resilience group can help you develop new **coping skills** (ways to deal with stress and struggles) and greater **resilience** (your ability to “bounce back” after challenges).

Goals of **Picturing Resilience Intervention** are to:

- *Become more empowered and resilient.*
- *Learn new ways to adapt and cope with common youth challenges.*
- *Gain a growing sense of connection and belonging with other group members.*
- *Discover new interests, talents, and ways to express yourself.*

The **Picturing Resilience Intervention** is made up of five group sessions and a final exhibit. Each session will be 60-90 minutes. Each session topic is listed below:

Session 1: Picturing Resilience Intervention Group Introduction. Session 1 introduces the **Picturing Resilience Intervention (PRI)** process and some important details about ground rules, safety, and consent.

Session 2: Picturing Strengths and Resources. In this session we will talk about individual and community strengths and learn some basic photography skills. Cameras will be distributed at the end of this session.

Session 3: Picturing Challenges and Coping Skills. In Session 3 you will have the chance to discuss some common youth and community challenges and to learn about ways to deal with these challenges when they arise.

Session 4: Picturing Youth Perspectives. In this session you'll select your favorite photographs for the final photography exhibit. You will also have the chance to share your own thoughts about other people's photography and learn more about writing short, meaningful descriptions of your photos.

Session 5: Picturing Youth Narratives. In Session 5, you will write titles and narratives for your exhibit photographs and share your favorite photos with the group.

Picturing Resilience Intervention Final Exhibit. For the final exhibit, the group will display favorite photographs, and friends, family, and other community members can come see your work.

Ground Rules:

In order for **Picturing Resilience Intervention** to be a safe and fun experience, we will request that everyone in the group agree to the following:

- **Basic safety** – *Please follow all safety guidelines as set by group facilitators (more will be discussed later in Session 1). When going out to take photographs, always stay aware of your surroundings and let an adult know where you are.*
- **Respect** – *Picturing Resilience is a group process where all thoughts, feelings, and perspectives are welcome. Please take turns talking and listening to others. Even if you disagree with someone, please do not yell, argue, interrupt, or make fun of anyone else for sharing their experience in the group. Please keep your hands to yourself at all times during the group session.*
- **Camera use** – *To make sure all cameras are returned in good working order, please:*
 - ▶ *Follow the guidelines set by group facilitators about when, where, and how to use your camera for the project.*
 - ▶ *Keep track of your camera and accessories at all times.*
 - ▶ *Do not play with other group members' cameras.*
 - ▶ *Always get permission before taking a picture of someone or their property.*
- **Technology** – *In order to give full attention to the group, please turn off all phones and other devices.*
- **Communication** – *If you ever have questions or concerns, please talk to one of your group facilitators immediately so that they can help keep you safe and work through the issue with you.*

Form: Participant Consent

Picturing Resilience Intervention (PRI) is a group process that allows youth to discuss individual and community strengths and challenges and to use photography and writing to express their own unique perspectives. After five group sessions, PRI concludes with a photography exhibit to display participants' work in the community. In order to participate in PRI, all participants must sign and return this consent form to group facilitators.

By signing this document, I am aware:

- *That I will be loaned a camera for this project, and that I will take photos for this project in the local community.*
- *That I will participate in group discussions and my photographic work will be presented in a public exhibit.*
- *That I will return the camera at the appointed deadline for photo printing.*
- *That I have the right to withdraw at any time.*

I, _____ hereby agree to participate in PRI.
(Printed Name)

I want my real name listed as the photographer (only first names will be used):

Yes No

My photographs can be shared with the public (at the exhibit, online, in print):

Yes No

Participant Signature

Parent or Guardian Signature (Required if participant is under the age of 18) (Date)

Photovoice Examples: Photography and Narrative-Writing*



“One Little Thing”

This is a photograph of a rock or pebble. One small little thing like this is often kicked around, or ignored. We are all one small thing that people kick around but, we should all be treated with respect and kindness. It is important to treat everything with respect, no matter how big or how small. We should be kind.



“Little Black Girl”

This is a little black garden post – it is used as a decoration. Black girls are pretty. This photo shows that people like black women and they are pretty enough to be posted as beautiful.



“A Bench in a Historic Site”

This is a picture of a bench where I would sit and wait for my parents. This bench sits on a historic site. It relates to our lives because sometimes we just have to sit and be still. In life, you always have to be patient.



“No Perfect Lines”

This is an old rail in a field of grass that is bent and not straight. When I see this I think we shouldn't judge on how something looks and we should tell other people not to judge on looks.

Photovoice Examples: Photography and Narrative-Writing (continued)



“Sidewalk Needed”

I took this picture to show that there is no sidewalk and people have to walk in the street. It is very dangerous to walk in the street but the city did not put a sidewalk in this neighborhood.



“God’s Beautiful Design”

As we grow older we won’t be the same because when you plant a tree it starts out small, then it grows. We can try to grow and live a good life like God as we get older.

**All example photos and narratives courtesy of former PRI participants.*

Handout: Photography Safety and Consent*

Safety

→ Follow the Leader

- ▶ The ground rules and agreements are created for your safety.

→ Take a Buddy

- ▶ ALWAYS let an adult know where you are and NEVER go out to take pictures alone.

→ Watch Out

- ▶ Any time you're near moving traffic or other hazards, concentrate on getting where you're going – NOT on taking your next photograph.
- ▶ Even when you've stopped to take a picture, stay aware of all of your surroundings.

→ Trust your Gut

- ▶ Instincts can be very powerful. If something or someone doesn't feel right, **trust yourself** and get out of that situation as quickly and calmly as possible.

→ Tell Somebody

- ▶ If something happens to you or someone else while you are out taking photographs that doesn't feel safe, always let an adult know right away.

Consent

- Always ask (and receive) someone's written permission before taking their photo, even if this means missing the perfect shot!
- Before you seek someone's permission, ask yourself, "Would I mind if someone took a picture of me in this situation?" If the answer is that you would mind, skip the shot!
- Be especially careful when taking pictures of children. Talk to their parents first, and have a parent sign the **Form: Subject Consent** (see p. X).
- Do not take pictures of people who are in "private" settings, such as through a window into their home.
- It is a good idea to ask permission before taking a picture of private property (for example, someone's house or yard).
- Remember to offer the person a copy of the picture. If the person would like a copy, have them note this on their consent form, along with their mailing or email address.

* Adapted from Metropolitan Area Planning Council (n.d.).

Handout: Safety and Ethics Scenarios

Scenario 1: Ashley is walking to her car in a parking garage at night. She notices that someone seems to be following her. The person keeps looking up and down the street nervously then pulls out a camera and starts taking pictures as Ashley runs to her car and drives away.

- » *What seems to be happening here?*
- » *What is going wrong?*
- » *What could be done differently?*

Scenario 2: Alfredo has to work an early morning shift. He didn't sleep well and he is tired and cranky. He is standing at the bus shelter waiting for his bus when he sees that someone across the street is watching him. This person suddenly pulls out a camera and takes his picture.

- » *What is Alfredo's likely response?*
- » *What is going wrong?*
- » *What could be done differently?*

Scenario 3: Adam is out in his neighborhood, taking photographs for his Photovoice project. He sees a beautiful yard that he would like to take a picture of. Remembering his Picturing Resilience group discussion about Safety, Ethics and Consent, Adam approaches the woman in her yard, politely introduces himself, and asks if he can take a picture of her yard. The woman becomes angry and yells at Adam.

- » *What seems to be happening here?*
- » *What is going wrong?*
- » *What should Adam do?*

Form: Subject Consent*

To be completed by each individual (along with parent/guardian if subject is a minor) before his or her photograph is taken.

Person(s) to be photographed:

I, _____ (full name of person to be photographed—please print) give _____ (full name of photographer) permission to take my photograph and the right to use these photograph(s) for all purposes related to the Picturing Resilience Intervention project. Such uses may include, but may not be limited to, the right to use my photographs in any print materials, websites, or public exhibits related to the project.

My Address: _____

My Email Address (if requesting digital copy): _____

I am 18 years or older I am under 18

Yes, I would like a copy of any photo taken of me, in o hard copy or o digital format.

No, I don't need a copy.

Signature: _____ Date: _____

IMPORTANT: the **parent/guardian** of anyone under 18 years old **MUST** complete the following:

Parent/Guardian Name (please print): _____

Address: _____

Parent/Guardian Signature: _____ Date: _____

* Adapted from Metropolitan Area Planning Council (n.d.)

Photovoice Examples: Individual Strengths and Community Resources*



“Safe Place”

This is a safe place for people and we have to be safe around other people. This way no one will get hurt and won't be in danger. This photo says that a safe place is important to our lives.



“Basketball”

I took a photograph of a basketball because basketball is my favorite sport. I have my own basketball. I practice a lot so that I can get better. You just have to shoot the ball.



“Joyful Flowers”

Here we see a photograph of colorful flowers. It makes me feel great about the world because flowers are beautiful. I like flowers because they can make people happy. When I am sad, I pick up flowers and it makes my whole day better. I can pick flowers and share them with sad people and share the joy of flowers. Through flowers, we can show people what Mother Nature does for us.



“Playground”

Here is a nice swing set but no one is playing. We need to be more active and help kids to get outside and play.

Photovoice Examples: Individual Strengths and Community Resources (continued)



“Piano”

This is a picture of my piano teacher’s piano. I am about to play. I know a song called “Fireflies.” Playing the piano is important. I like to play the piano. I would like to teach others how to play one day, too.



“Meme”

This is a photograph of my dog, Meme. She and I are playing. I took this picture to remember her because she is my favorite dog. She is very sweet and playful. You will love to play with her because she is the most “playfulist” dog you know.



“Caps and Bats”

This is a picture of my team’s caps and my bats. This is my stuff. I play baseball. It is important to try and play sports. I would like to help people play sports.



“Tornado Shelter”

This is a picture of a tornado shelter and grass. A shelter like this keeps you safe from tornadoes and could save your life.

Photovoice Examples: Individual Strengths and Community Resources (continued)



“Church”

This is a photograph of a church. People can learn about what is good and what is not good when they go to church. We can educate people to go to church more and this will help people from doing wrong.

**All example photos and narratives courtesy of former PRI participants.*

Handout: Individual Strengths and Community Resources

Circle all the strengths and resources that you have. Be ready to discuss with the group.

Being me is awesome! I am:	There are some good things about my community. We have:
Curious	Family
Creative	Friends
Unique	Safe schools
Smart	Sports
Honest	Music
Kind	Art
Lovable	Afterschool programs
Loyal	Activities for kids
A natural leader	Public transportation
Brave	Good weather
Grateful	Parks and playgrounds
Forgiving	Grocery store or farmer's market
Playful	Public library
Generous	Services for older adults or people with disabilities
Loving	Good doctors
A good teammate	Swimming pools
Hopeful	Friendly neighbors
Full of faith	Shops and Restaurants
Funny	Safe streets and sidewalks
Encouraging to others	Places to play or exercise

Other strengths? Use the spaces below to add more of your unique strengths and resources:

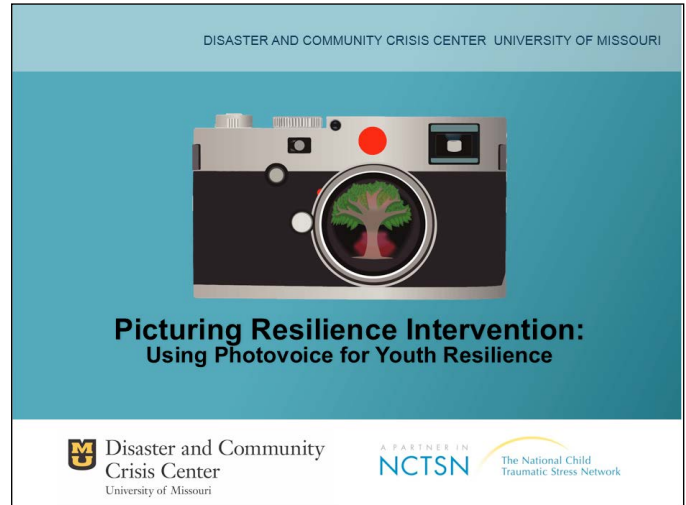
Labeling Cards: Individual Strengths

Curious	Creative	Unique
Smart	Honest	Kind
Lovable	Loyal	Natural Leader
Brave	Grateful	Forgiving
Playful	Generous	Loving
Good teammate	Hopeful	Full of faith
Funny	Encouraging	

PowerPoint Presentation: Photography 101

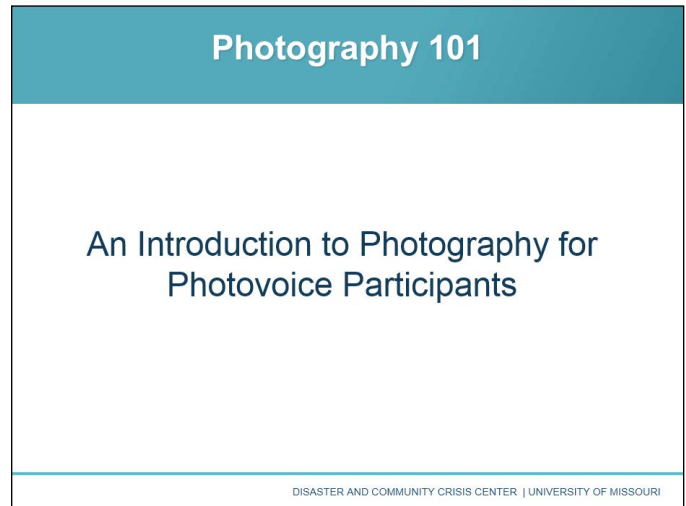
Introduce Photography 101 presentation to group members. Discuss expectations:

- *Let the participants know that there will be a short presentation on photography.*
- *The facilitators' job is to teach some important photography concepts.*
- *The group members' job is to listen carefully, participate in group discussion, and ask any questions that they may have.*



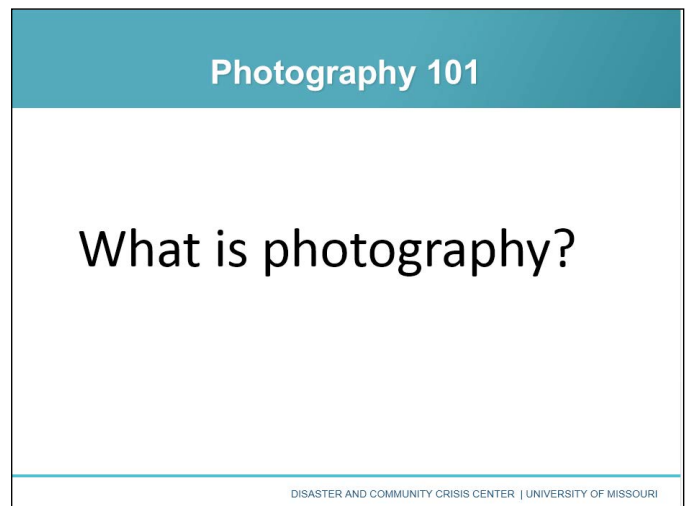
Explain the purpose of Photography 101 for Picturing Resilience participants:

- *Learn basic photography skills.*
- *Review the different parts of the camera and their functions.*
- *Discuss helpful tips on how to hold a camera and take good photos.*
- *Learn skills to help group members communicate their thoughts and feelings through photography.*



Define Photography:

- *The art or practice of taking and processing photographs.*
- *Uses light to capture an image.*
- *Can be used to capture a moment, tell a story, or express a feeling.*
- *Photography has been around for almost 200 years.*



PowerPoint Presentation: Photography 101 (continued)

** This slide features **digital** cameras; the next slide is for **disposable** cameras. Please refer to the slide(s) most appropriate for your group. **

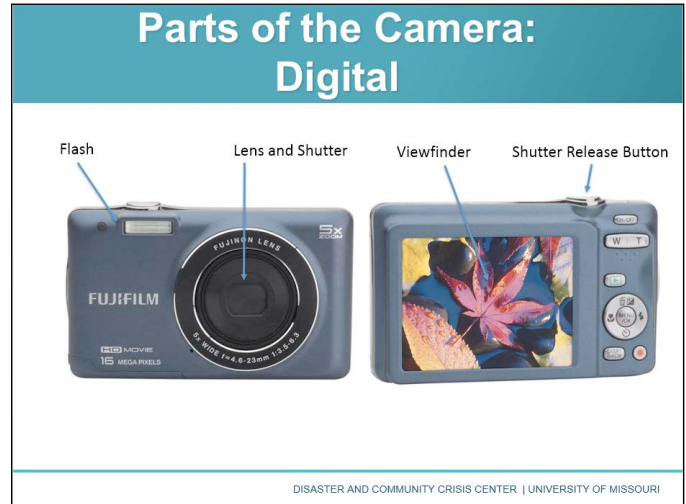
Explain all of the different **parts of a digital camera** and their functions.

Include the following:

- Screen (viewfinder)
- Battery and charger
- Memory card
- Flash
- Lens and shutter

In addition, make sure group members know how to:

- Turn camera on and off
- Charge the battery and check battery life
- Use the flash
- Preview photographs taken (playback button)
- Zoom in and out
- Use special settings such as special lighting, timer or rule of thirds option



Explain all of the different **parts of the disposable camera** and their functions.

Include the following:

- Flash
- Lens and Shutter
- Viewfinder
- Power switch

In addition, make sure group members know how to complete the following basic functions:

- Turn camera on and off
- Use flash
- Know how many pictures are left on the camera



PowerPoint Presentation: Photography 101 (continued)

Discuss the proper **physical stance** for taking good photographs and keeping your camera safe.

- *Both hands on camera*
- *Camera strap around wrist*
- *Legs shoulder-width apart*
- *Elbows close to your side*
- *Look through viewfinder to make sure your subject is visible and the camera isn't "leaning" to either side (see the "not so good" stance here to the left)*
- *Make sure nothing (like your finger or the camera cord) is blocking the view-finder!*

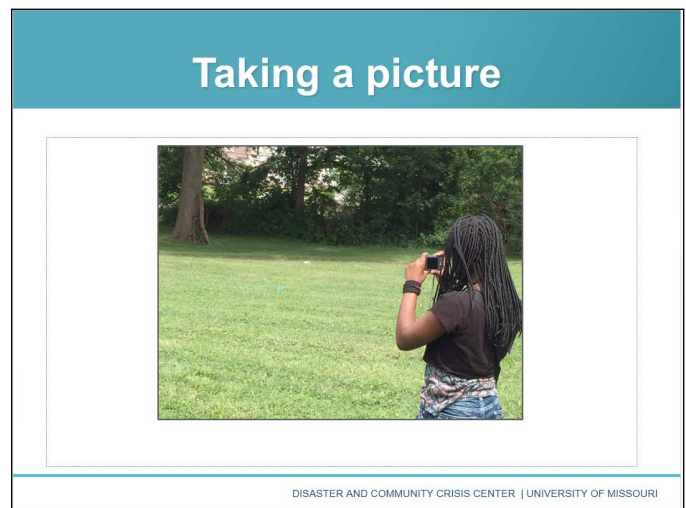


Give group members time to look at the two pictures on the slide and discuss what the photographer is doing right and wrong in each picture.

Once group members understand the basics about their equipment and how to hold their camera, they are ready to:

Review the basic steps of **taking a photograph**:

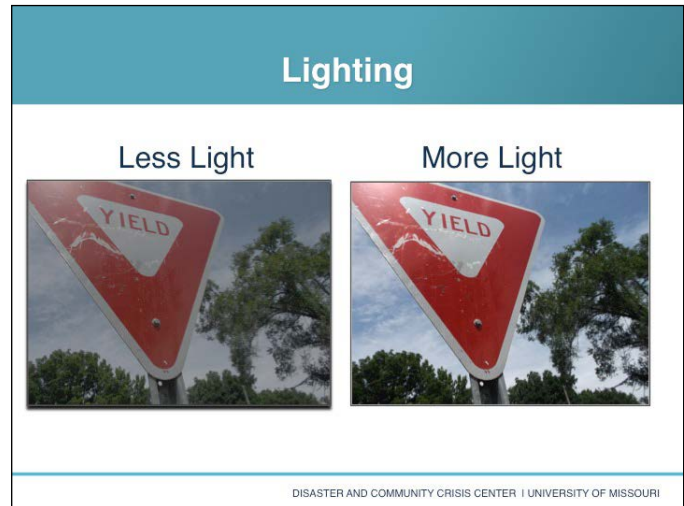
1. *Select a subject (focal point) for photograph.*
2. *If necessary, ask permission to take photograph.*
3. *Quickly scan surroundings and make sure you're in a safe place to take pictures (i.e. avoid traffic, etc.)*
4. *Determine if flash is needed.*
5. *Hold camera steady.*
6. *Look through viewfinder and line up subject.*
Depending on your camera, consider features like zoom and focus.
7. *Press shutter release to take photograph.*
8. *Consider taking more than one photo of your chosen subject (perhaps from multiple angles) so you'll have several options for the exhibit.*



PowerPoint Presentation: Photography 101 (continued)

Discuss the following **lighting** concepts:

- *Lighting is one of the most important things to consider when taking a picture.*
- *Without proper lighting, pictures will come out underexposed (looking too dark or “gloomy”) or overexposed (“washed out” or too bright).*
- *If the camera doesn’t have an automatic flash, the photographer must determine if flash is needed.*
- *Try to take pictures with the sun (or any other bright light) behind you. If a bright light is shining behind your subject, your subject may appear too dark.*
- *Lighting can also be an important feature in setting the mood for your photos.*



Introduce **framing** concepts to group participants:

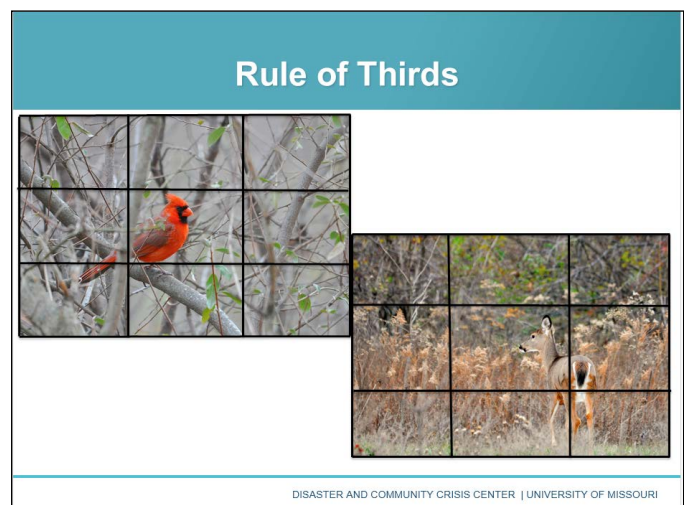
- *Framing is a special technique that uses objects in the environment to bring attention to your subject, as shown in these examples.*
- *Framing is not necessary- but can be a fun way to add visual interest to photographs.*
- *Use caution- if there is too much framing or if it is not centered correctly, it can be distracting to your viewers as they may notice the frame more than your subject.*

Ask group members if they can point to some naturally occurring frames within the room.



Explain the concept of the **Rule of Thirds** to group members.

- *Think of a photo as divided by a grid of two horizontal and two vertical lines, as shown in the pictures here. You’ll see that each picture can be divided into “thirds,” both vertically (top, middle and bottom) and horizontally (left, middle, and right). Rather than lining up your subject in the middle “thirds” of the frame, try to place your subject along one or more of these grid-lines.*
- *This changes the way the subject is viewed and where attention is focused.*
- *The rule of thirds is optional, but it can add some variation and visual interest in your photography.*

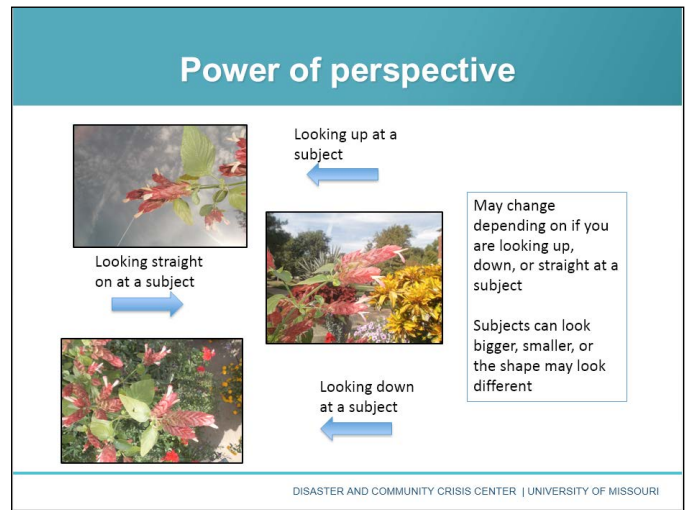


PowerPoint Presentation: Photography 101 (continued)

Ask group members to think about the **power of perspective**. How can the content, mood, and message change when a photo is taken from different angles?

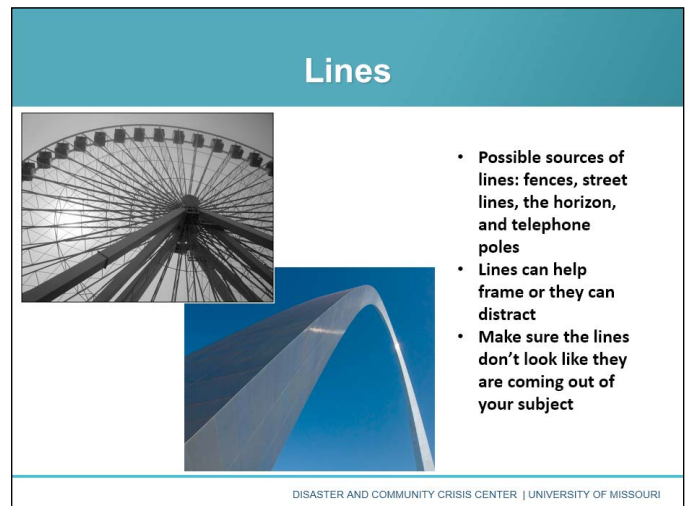
Discuss the following:

- *Perspective refers to how the camera is being pointed at the subject.*
- *Taking a photograph from different angles, distances, or directions with your camera can change the photograph completely, by altering the subject's apparent size, shape, or lighting, or changing what you want to highlight about the subject.*
- *You can experiment with taking photographs from different perspectives until you find a picture that you are happy with.*



Introduce the concept of **naturally occurring lines** in photography and how these can be used to enhance the visual interest of a photograph.

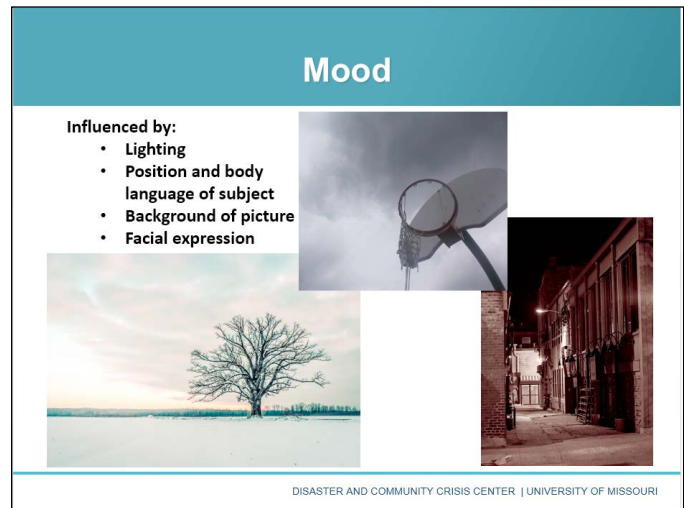
- *Ask group members to name some naturally occurring lines. Some examples could include:*
 - › *the horizon*
 - › *mountains*
 - › *telephone poles*
 - › *fences*
 - › *street lines*
- *Lines, if used appropriately, can help to lead the eye of the viewer to the subject of your picture or help frame your subject.*
- *Use caution: if there are too many lines, they can be distracting and lead the viewer's attention away from your subject.*



PowerPoint Presentation: Photography 101 (continued)

Define **mood** as it relates to photography.

- *The mood of the picture is the emotion or feeling the picture portrays.*
- *The mood of the picture can be:*
 - *happy*
 - *sad*
 - *lonely*
 - *fearful*
 - *excited*
- *Mood can be influenced by a number of different factors including:*
 - *lighting*
 - *position of subject*
 - *weather*
 - *background*
 - *facial expressions of a subject*

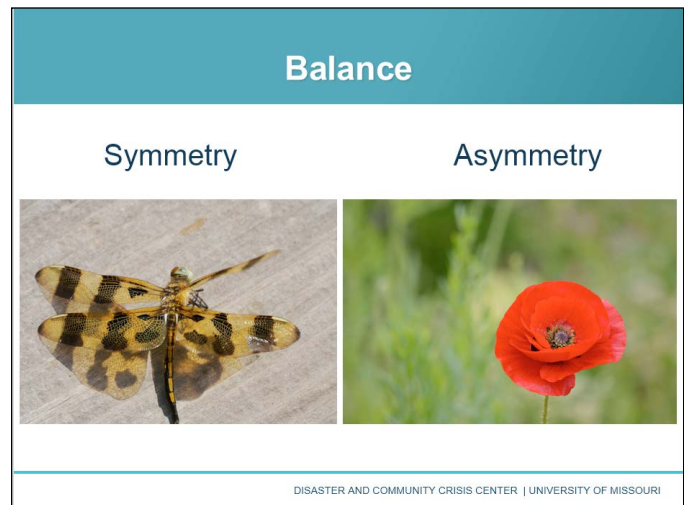


Consider the following questions for discussion points:

- *What are the moods or emotions that are displayed in these pictures?*
- *What is happening in these pictures to create a specific mood?*
- *What are some ways you can portray different moods in your photography?*

Explain the concept of **balance** to group members.

- *Symmetry and asymmetry are important concepts that relate to balance in photograph.*
- *Symmetry occurs when you can cut the picture in half and both sides would be the same (the dragonfly in the picture is symmetrical)*
- *Asymmetry occurs when this is not true and often both sides of the cut would be very different.*
- *In the picture of the red flower, the subject is asymmetrically aligned. The balance in the picture is created by the negative space to the left of the flower.*



PowerPoint Presentation: Photography 101 (continued)

Review the basic **photography concepts**.

Ask group members the following:

- How is the lighting?
- Is there framing?
- What is the subject?
- Does this photograph use the rule of thirds?
- What perspective is used?
- Are there any lines?
- What is the mood?
- Is it symmetrical or asymmetrical?"
- How else could you take the photo?

Remind group members about important topic of **safety, ethics and consent** discussed during Session 1.

Address the following with group members:

- *The more thoughtful you are before taking a picture, the happier you'll be with the photo and the message or story it tells. Take your time, and think it through!*
- *Don't be afraid to try different things with your camera. Be creative!*
- *No picture is worth getting hurt or making others upset, so remember SAFETY, ETHICS, and CONSENT for every photo you take.*

All **Photography 101 photos provided courtesy of Creative Commons and licensed under [CC BY 2.0](https://creativecommons.org/licenses/by/2.0/). See **Photo Attributions** (p. LIII) for individual author and source attributions.*

Review: What do you see in this picture?



DISASTER AND COMMUNITY CRISIS CENTER | UNIVERSITY OF MISSOURI

Final Thoughts

- Take your time with taking pictures
- Be creative and experiment
- Have fun and BE SAFE!

DISASTER AND COMMUNITY CRISIS CENTER | UNIVERSITY OF MISSOURI

Handout: Photography 101

WHAT ARE THE PARTS OF A CAMERA?

There are many important parts of a camera that are vital to taking a picture.

- **On-Off Button:** *For digital cameras, don't forget to turn your camera ON to take photos, and OFF to save your battery when you're done!*
- **Viewfinder:** *The viewfinder is the little glass square on the back of the camera that you look through to see what you are taking a picture of. New digital cameras sometimes also have a digital display.*
- **Shutter release button:** *This is the button you press when you want to take a picture.*
- **Flash:** *The flash is the quick burst of bright light you use when it's too dark to get a good shot. On a disposable camera, the flash will turn on after the button under it has been pushed (or slid over, depending on the camera). On digital cameras the flash may be removable or pop up from inside the camera.*
- **Lens:** *Your camera's lens is the glass circle or square in the center of the camera that really captures your photograph. Try not to touch the lens as it can smudge your pictures, and be sure not to cover the lens with a finger or anything else when taking your shot.*

WHAT IS IMPORTANT TO CONSIDER WHEN TAKING A PICTURE?

- **Posture and holding your camera:** *Use two hands to hold the camera, with your arms in and steady and with your legs shoulder-width apart to provide stability. You want the camera to be as still as possible when you take your shot!*
- **Lighting:** *It is a good idea to take a picture with a flash if there is not a lot of natural light or if the picture is being taken indoors. Try to avoid taking pictures where the light is sharp and causes deep shadows on your subject. Shoot pictures with the sun behind you rather than with the sun behind your subject. Otherwise, whatever you are taking a picture of may appear too dark and shadowy.*
- **Composition:** *Composition involves all the choices you make when deciding how to take your picture. How your photo is composed can completely change its look and meaning. Here are some important things to remember when composing a picture:*
 - ▶ **Framing**—*Objects in the environment (like a doorway or trees) can be included around the edges of a photo to bring attention to your subject.*
 - ▶ **Lines**—*Look for lines in the environment such as fences, street lines, or the horizon. Lines can help lead the viewer's eye to the main focus of your picture.*
 - ▶ **Perspective**—*Viewing a subject from different angles (from above or below, from the side, or head-on, close up or far away) can reveal or highlight different things. Experiment with perspective until your subjects look how you want them to look.*
 - ▶ **Mood**—*Lighting, colors, and the photograph's subject and background can all come together to create a picture's mood – from tense and gloomy to bright, happy, and hopeful.*
 - ▶ **Balance**—*Symmetry and asymmetry can be used to change the way the image is viewed and show contrast or similarity in your picture.*

Sample Photographs: Photography 101 Matching Memory Activity

How to Hold a Camera
Not so good...



How to Hold a Camera
Much better!!!



Parts of a Camera
Digital



Parts of a Camera
Disposable



Perspective
Looking Down



Perspective
Looking Up



Sample Photographs: Photography 101 Matching Memory Activity (continued)

Framing



Framing



Lighting
Less Light



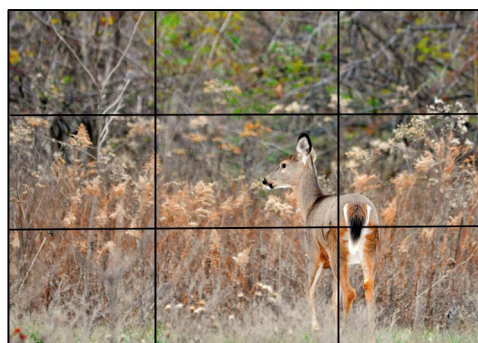
Lighting
More Light



Rule of Thirds



Rule of Thirds

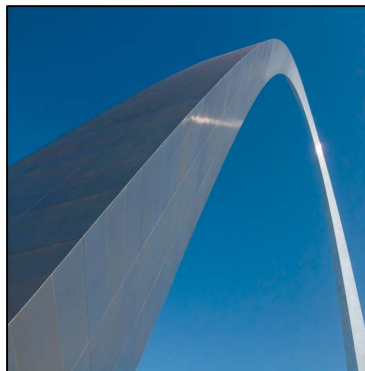


Sample Photographs: Photography 101 Matching Memory Activity (continued)

Lines



Lines



Mood



Mood



Balance
Symmetry



Balance
Asymmetry



Discussion Prompts: Photography 101 Memory Matching Activity

PARTS OF THE CAMERA:

» **Question:** “Can you name the specific parts of the camera and explain their purpose?”

Answer:

- » *Lens- glass circle in center of front of camera- captures photograph*
- » *Viewfinder- square (glass or screen) in back of camera that you look through to see what you are taking a picture of.*
- » *Flash- burst of light to help bring light to dark pictures*
- » *Shutter release- button on top of camera you push to capture photograph.*
- » *On, off button*
- » *Battery and charger*

HOW TO HOLD A CAMERA:

» **Question:** “Why is one better than the other?”

Answer:

- *Both hands on camera*
- *Camera strap around wrist*
- *Legs shoulder-width apart*
- *Elbows close to your side*
- *Look through viewfinder to make sure picture is how you want it before taking picture.*

» **Question:** “Can you name some things that this photographer is doing wrong and what he can do differently?”

Answer: See above.

» **Question:** “Why is it important to hold camera with both hands while taking picture?”

Answer: To make sure picture is clear and not blurry.

LIGHTING:

» **Question:** “What can you tell us about lighting?”

Answer: It is very important to make sure subject is clear and set mood of picture.

» **Question:** “What part of the camera helps us with proper lighting?”

Answer: The flash.

» **Question:** “What do we need to watch out for when taking pictures, regarding lighting?”

Answer: To make sure that there is not bright light behind our subject or the picture will be too dark.

FRAMING:

» **Question:** “What can you tell us about framing?”

Answer: It is a special technique that uses frames in environment to bring attention to subject.

» **Question:** “Is framing necessary when taking pictures?”

Answer: No- it is an artistic technique you can try.

» **Question:** “Can you point to some frames, here in this room, that can be used for photography?”

Answer: Door frames, windows, etc.

Discussion Prompts: Photography 101 Memory Matching Activity (continued)

RULE OF THIRDS:

» **Question:** “What can you tell us about rule of thirds?”

Answer: Divided grid of two horizontal and vertical, to line subject to one third of the viewfinder space (imaginary or setting on camera)

» **Question:** “Is the subject in the middle of the picture, here?”

Answer: No, it is off to one third of the space

» **Question:** “Do we have to use rule of thirds when taking pictures?”

Answer: No- it is an artistic technique you can try.

POWER OF PERSPECTIVE:

» **Question:** “What is perspective?”

Answer: It refers to the way you look at the subject.

» **Question:** “How does the size of your subject appear to change, depending on how you look at it?”

Answer: It looks bigger when you look up at it and smaller when you look down on it.

LINES:

» **Question:** “What can you tell us about lines?”

Answer: It can help lead viewer’s attention to subject.

» **Question:** “What do we need to watch out for, when photographing lines?”

Answer: that they don’t distract from, or take attention away from subject.

» **Question:** “What are some other examples of lines?”

Answer: The horizon, telephone poles, fences, street lines, etc.

MOOD:

» **Question:** “What can you tell us about mood?”

Answer: An emotion or feeling of a picture.

» **Question:** “What kind of mood does each picture show?”

Answer: Happy, sad, lonely, fearful, excited, etc.

» **Question:** “How does each picture show a different mood?”

Answer: Lighting, position of subject, weather, background, facial expressions.

BALANCE:

» **Question:** “What can you tell us about balance?”

Answer: When the subject of a photograph is centered, or off to one side.

» **Question:** “How do these two pictures look different?”

Answer: The dragon fly is symmetrical, flower is not.

» **Question:** “Do you remember what symmetry and asymmetry mean?”

(If not- review concepts with group)

Answer:

» *Symmetrical- centered, could cut picture in half and each side would be identical.*

» *Asymmetrical- not centered, two halves of picture would not look the same.*

Form: Camera Sign-Out Sheet

Camera #	Signed Out To:	Sign-Out Date	Sign-In Date	All Pieces Returned?	If not, what is damaged or missing?
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					

Pieces to return: Camera (and strap), bag (and strap), battery, memory chip, charger, cord, cloth, etc.

Other items: _____

Photovoice Examples: Youth Challenges*



Untitled

Here we see a house without windows. You see this every day. Maybe the people that live here cannot afford new windows. We can help the poor by donating money.



“More Graffiti”

Here we see a photograph of graffiti. It represents a lot of other bad things and bad creations that other people are a part of. I see a lot of graffiti. This photo can tell people to stop it.



Untitled

This is a photograph of a tobacco pack on the ground. This happens because people smoke and people litter. It would be nice if we could make people stop.



“Attention to Signs”

This is a warning sign telling you to go slow and not to do any crimes. The problem is, that people barely pay attention to signs and don't care about our community. Signs are important because they help people to be good by telling us what to do and not to do.

Photovoice Examples: Youth Challenges (continued)



“Why You Should Keep Neighborhoods Clean”

This is a picture of broken glass, socks, and junk on the sidewalk. It is not safe to walk here, especially for kids. Kids need to be protected, because people are forgetful and not always respectful. This picture tells people to clean up their neighborhood and will hopefully make them think twice before littering.



“The Imperfect World”

This glass window was shot at with a gun. There is a lot of shooting happening in the world and it is imperfect and people do wrong things. We need to watch out for others and do the right thing.

**All example photos courtesy of former PRI participants.*

Discussion Prompts: Youth Challenges

- » What kinds of challenges were presented in the Photovoice examples you viewed?

- » Do these photos feature challenges that you face yourself? If so, how?

- » How are the challenges that you face *different* from those featured in these pictures?

- » What about challenges faced by others in your community? How are they represented (or not represented) in the example photos?







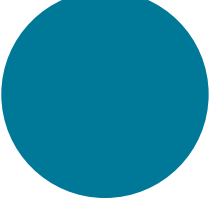
- » Why is it important to talk about these kinds of challenges?

- » How can the Picturing Resilience project help you share about the challenges that you face?

Handout: Coping Skills

 <p>Talk to a friend</p>	<p><i>We often feel better when we talk about our problems with someone we trust.</i></p>
 <p>Breathe & count to 10</p>	<p><i>Pausing and taking a deep breath can keep us from acting out in anger.</i></p>
 <p>Listen to music</p>	<p><i>Listening to our favorite music can help us deal with strong emotions.</i></p>
 <p>Talk to a supportive adult</p>	<p><i>The adults in our lives can often help us if we share our problems with them.</i></p>
 <p>Make a plan</p>	<p><i>Think through the problem and come up with a list of possible solutions.</i></p>
 <p>Try to relax</p>	<p><i>When we slow down and relax, our brain works better for communicating and problem-solving.</i></p>

Handout: Coping Skills (continued)

 <p>Talk about your feelings</p>	<p><i>Sharing our feelings with others helps us remember that we are not alone.</i></p>
 <p>Write in a journal</p>	<p><i>Keeping a private journal is an excellent way to work through our feelings.</i></p>
 <p>Ask for help</p>	<p><i>It is OK to ask for help. Everyone needs some extra support sometimes!</i></p>
 <p>Look at things another way</p>	<p><i>If the problem cannot be solved, finding another way to look at the situation can be really helpful.</i></p>
 <p>Confront the problem</p>	<p><i>When it is a safe option, sometimes it's best to approach the problem directly.</i></p>
 <p>Go do something fun</p>	<p><i>Sometimes we just need to take a break and go have some fun and come back to the problem later.</i></p>
	<p><i>Now it's your turn. Can you think of any other ways that you like to solve problems?</i></p>

Coping Bingo Tokens

Talk to a friend	Talk to a friend	Breathe & count to 10	Breathe & count to 10	Listen to music
Listen to music	Talk to a supportive adult	Talk to a supportive adult	Make a plan	Make a plan
Try to relax	Try to relax	Talk about your feelings	Talk about your feelings	Write in a journal
Write in a journal	Ask for help	Ask for help	Try & look at things another way	Try & look at things another way
Confront the problem	Confront the problem	Go do something fun	Go do something fun	Talk to a friend
Breathe & count to 10	Listen to music	Talk to a supportive adult	Make a plan	Try to relax

Talk about
your feelings

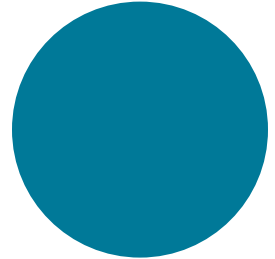
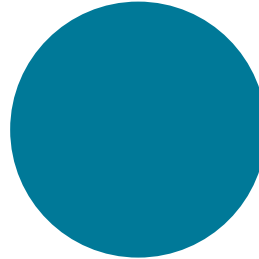
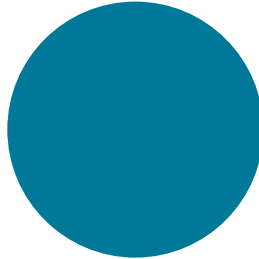
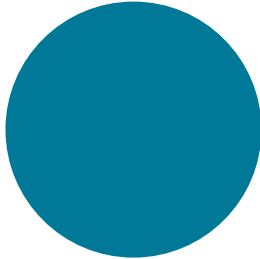
Write in a
journal

Ask for help

Try & look
at things
another
way

Confront the
problem

Go do
something
fun



Coping Bingo Board #1

17 Teacher embarrasses you in class	5 Fight with a friend	14 Someone treats you differently because of the way you look	25 A group of students ignore you when you ask if you can join them	20 You feel scared to tell your family something but know you have to
3 Fail a test at school	4 Lots of litter in the street	9 Forgot to turn in homework	13 Someone is spreading rumors about you	11 Graffiti at your favorite hangout
16 Feeling lonely	19 You have to change schools	22 Best friend moves away	8 Didn't make the basketball team	12 Feeling really angry
15 Watched something on TV that really scared you	24 Parents don't listen when you try to tell them something	18 Someone blames you for something you didn't do	6 You are being bullied	10 Don't feel safe
1 Pet ran away	21 Someone yells at you	7 Someone is sending you unwanted messages online	23 Someone you trusted lies to you	2 Friend doesn't call you back

Coping Bingo Board #2

<p>22</p> <p>Best friend moves away</p>	<p>20</p> <p>You feel scared to tell your family something but know you have to</p>	<p>11</p> <p>Graffiti at your favorite hangout</p>	<p>17</p> <p>Teacher embarrasses you in class</p>	<p>10</p> <p>Don't feel safe</p>
<p>19</p> <p>You have to change schools</p>	<p>23</p> <p>Someone you trusted lies to you</p>	<p>14</p> <p>Someone treats you differently because of the way you look</p>	<p>9</p> <p>Forgot to turn in homework</p>	<p>15</p> <p>Watched something on TV that really scared you</p>
<p>4</p> <p>Lots of litter in the street</p>	<p>1</p> <p>Pet ran away</p>	<p>25</p> <p>A group of students ignore you when you ask if you can join them</p>	<p>13</p> <p>Someone is spreading rumors about you</p>	<p>21</p> <p>Someone yells at you</p>
<p>24</p> <p>Parents don't listen when you try to tell them something</p>	<p>2</p> <p>Friend doesn't call you back</p>	<p>3</p> <p>Fail a test at school</p>	<p>18</p> <p>Someone blames you for something you didn't do</p>	<p>5</p> <p>Fight with a friend</p>
<p>7</p> <p>Someone is sending you unwanted messages online</p>	<p>8</p> <p>Didn't make the basketball team</p>	<p>16</p> <p>Feeling lonely</p>	<p>6</p> <p>You are being bullied</p>	<p>12</p> <p>Feeling really angry</p>

Coping Bingo Board #3

<p>13</p> <p>Someone is spreading rumors about you</p>	<p>25</p> <p>A group of students ignore you when you ask if you can join them</p>	<p>4</p> <p>Lots of litter in the street</p>	<p>15</p> <p>Watched something on TV that really scared you</p>	<p>16</p> <p>Feeling lonely</p>
<p>20</p> <p>You feel scared to tell your family something but know you have to</p>	<p>17</p> <p>Teacher embarrasses you in class</p>	<p>24</p> <p>Parents don't listen when you try to tell them something</p>	<p>19</p> <p>You have to change schools</p>	<p>8</p> <p>Didn't make the basketball team</p>
<p>21</p> <p>Someone yells at you</p>	<p>6</p> <p>You are being bullied</p>	<p>18</p> <p>Someone blames you for something you didn't do</p>	<p>11</p> <p>Graffiti at your favorite hangout</p>	<p>1</p> <p>Pet ran away</p>
<p>10</p> <p>Don't feel safe</p>	<p>12</p> <p>Feeling really angry</p>	<p>2</p> <p>Friend doesn't call you back</p>	<p>14</p> <p>Someone treats you differently because of the way you look</p>	<p>5</p> <p>Fight with a friend</p>
<p>3</p> <p>Fail a test at school</p>	<p>9</p> <p>Forgot to turn in homework</p>	<p>22</p> <p>Best friend moves away</p>	<p>23</p> <p>Someone you trusted lies to you</p>	<p>7</p> <p>Someone is sending you unwanted messages online</p>

Coping Bingo Board #4

<p>24</p> <p>Parents don't listen when you try to tell them something</p>	<p>7</p> <p>Someone is sending you unwanted messages online</p>	<p>11</p> <p>Graffiti at your favorite hangout</p>	<p>16</p> <p>Feeling lonely</p>	<p>17</p> <p>Teacher embarrasses you in class</p>
<p>8</p> <p>Didn't make the basketball team</p>	<p>5</p> <p>Fight with a friend</p>	<p>21</p> <p>Someone yells at you</p>	<p>25</p> <p>A group of students ignore you when you ask if you can join them</p>	<p>1</p> <p>Pet ran away</p>
<p>6</p> <p>You are being bullied</p>	<p>4</p> <p>Lots of litter in the street</p>	<p>18</p> <p>Someone blames you for something you didn't do</p>	<p>9</p> <p>Forgot to turn in homework</p>	<p>22</p> <p>Best friend moves away</p>
<p>12</p> <p>Feeling really angry</p>	<p>19</p> <p>You have to change schools</p>	<p>14</p> <p>Someone treats you differently because of the way you look</p>	<p>10</p> <p>Don't feel safe</p>	<p>20</p> <p>You feel scared to tell your family something but know you have to</p>
<p>13</p> <p>Someone is spreading rumors about you</p>	<p>15</p> <p>Watched something on TV that really scared you</p>	<p>3</p> <p>Fail a test at school</p>	<p>23</p> <p>Someone you trusted lies to you</p>	<p>2</p> <p>Friend doesn't call you back</p>

Coping Bingo Board #5

5 Fight with a friend	20 You feel scared to tell your family something but know you have to	9 Forgot to turn in homework	11 Graffiti at your favorite hangout	16 Feeling lonely
25 A group of students ignore you when you ask if you can join them	13 Someone is spreading rumors about you	18 Someone blames you for something you didn't do	3 Fail a test at school	6 You are being bullied
24 Parents don't listen when you try to tell them something	15 Watched something on TV that really scared you	19 You have to change schools	17 Teacher embarrasses you in class	2 Friend doesn't call you back
10 Don't feel safe	23 Someone you trusted lies to you	22 Best friend moves away	21 Someone yells at you	7 Someone is sending you unwanted messages online
1 Pet ran away	14 Someone treats you differently because of the way you look	4 Lots of litter in the street	8 Didn't make the basketball team	12 Feeling really angry

Coping Bingo Board #6

<p>23</p> <p>Someone you trusted lies to you</p>	<p>18</p> <p>Someone blames you for something you didn't do</p>	<p>11</p> <p>Graffiti at your favorite hangout</p>	<p>2</p> <p>Friend doesn't call you back</p>	<p>12</p> <p>Feeling really angry</p>
<p>1</p> <p>Pet ran away</p>	<p>17</p> <p>Teacher embarrasses you in class</p>	<p>24</p> <p>Parents don't listen when you try to tell them something</p>	<p>14</p> <p>Someone treats you differently because of the way you look</p>	<p>25</p> <p>A group of students ignore you when you ask if you can join them</p>
<p>22</p> <p>Best friend moves away</p>	<p>19</p> <p>You have to change schools</p>	<p>3</p> <p>Fail a test at school</p>	<p>16</p> <p>Feeling lonely</p>	<p>8</p> <p>Didn't make the basketball team</p>
<p>10</p> <p>Don't feel safe</p>	<p>5</p> <p>Fight with a friend</p>	<p>9</p> <p>Forgot to turn in homework</p>	<p>21</p> <p>Someone yells at you</p>	<p>20</p> <p>You feel scared to tell your family something but know you have to</p>
<p>7</p> <p>Someone is sending you unwanted messages online</p>	<p>4</p> <p>Lots of litter in the street</p>	<p>15</p> <p>Watched something on TV that really scared you</p>	<p>13</p> <p>Someone is spreading rumors about you</p>	<p>6</p> <p>You are being bullied</p>

Coping Bingo Board #7

1 Pet ran away	5 Fight with a friend	7 Someone is sending you unwanted messages online	22 Best friend moves away	23 Someone you trusted lies to you
4 Lots of litter in the street	6 You are being bullied	15 Watched something on TV that really scared you	3 Fail a test at school	14 Someone treats you differently because of the way you look
11 Graffiti at your favorite hangout	17 Teacher embarrasses you in class	24 Parents don't listen when you try to tell them something	9 Forgot to turn in homework	19 You have to change schools
20 You feel scared to tell your family something but know you have to	2 Friend doesn't call you back	25 A group of students ignore you when you ask if you can join them	12 Feeling really angry	18 Someone blames you for something you didn't do
16 Feeling lonely	13 Someone is spreading rumors about you	8 Didn't make the basketball team	21 Someone yells at you	10 Don't feel safe

Coping Bingo Board #8

6 You are being bullied	2 Friend doesn't call you back	17 Teacher embarrasses you in class	16 Feeling lonely	15 Watched something on TV that really scared you
21 Someone yells at you	18 Someone blames you for something you didn't do	4 Lots of litter in the street	1 Pet ran away	8 Didn't make the basketball team
25 A group of students ignore you when you ask if you can join them	11 Graffiti at your favorite hangout	14 Someone treats you differently because of the way you look	19 You have to change schools	5 Fight with a friend
12 Feeling really angry	13 Someone is spreading rumors about you	22 Best friend moves away	3 Fail a test at school	24 Parents don't listen when you try to tell them something
7 Someone is sending you unwanted messages online	20 You feel scared to tell your family something but know you have to	10 Don't feel safe	9 Forgot to turn in homework	23 Someone you trusted lies to you

Coping Bingo Board #9

5 Fight with a friend	13 Someone is spreading rumors about you	24 Parents don't listen when you try to tell them something	12 Feeling really angry	18 Someone blames you for something you didn't do
9 Forgot to turn in homework	2 Friend doesn't call you back	20 You feel scared to tell your family something but know you have to	6 You are being bullied	19 You have to change schools
4 Lots of litter in the street	10 Don't feel safe	25 A group of students ignore you when you ask if you can join them	7 Someone is sending you unwanted messages online	16 Feeling lonely
21 Someone yells at you	23 Someone you trusted lies to you	8 Didn't make the basketball team	17 Teacher embarrasses you in class	14 Someone treats you differently because of the way you look
22 Best friend moves away	11 Graffiti at your favorite hangout	1 Pet ran away	3 Fail a test at school	15 Watched something on TV that really scared you

Coping Bingo Board #10

<p>21</p> <p>Someone yells at you</p>	<p>24</p> <p>Parents don't listen when you try to tell them something</p>	<p>18</p> <p>Someone blames you for something you didn't do</p>	<p>10</p> <p>Don't feel safe</p>	<p>19</p> <p>You have to change schools</p>
<p>8</p> <p>Didn't make the basketball team</p>	<p>9</p> <p>Forgot to turn in homework</p>	<p>25</p> <p>A group of students ignore you when you ask if you can join them</p>	<p>4</p> <p>Lots of litter in the street</p>	<p>1</p> <p>Pet ran away</p>
<p>12</p> <p>Feeling really angry</p>	<p>22</p> <p>Best friend moves away</p>	<p>2</p> <p>Friend doesn't call you back</p>	<p>6</p> <p>You are being bullied</p>	<p>3</p> <p>Fail a test at school</p>
<p>23</p> <p>Someone you trusted lies to you</p>	<p>14</p> <p>Someone treats you differently because of the way you look</p>	<p>7</p> <p>Someone is sending you unwanted messages online</p>	<p>11</p> <p>Graffiti at your favorite hangout</p>	<p>20</p> <p>You feel scared to tell your family something but know you have to</p>
<p>13</p> <p>Someone is spreading rumors about you</p>	<p>16</p> <p>Feeling lonely</p>	<p>5</p> <p>Fight with a friend</p>	<p>17</p> <p>Teacher embarrasses you in class</p>	<p>15</p> <p>Watched something on TV that really scared you</p>

Coping Bingo Call Card

1 Pet ran away	2 Friend doesn't call you back	3 Fail a test at school	4 Lots of litter in the street	5 Fight with a friend
6 You are being bullied	7 Someone is sending you unwanted messages online	8 Didn't make the basketball team	9 Forgot to turn in homework	10 Don't feel safe
11 Graffiti at your favorite hangout	12 Feeling really angry	13 Someone is spreading rumors about you	14 Someone treats you differently because of the way you look	15 Watched something on TV that really scared you
16 Feeling lonely	17 Teacher embarrasses you in class	18 Someone blames you for something you didn't do	19 You have to change schools	20 You feel scared to tell your family something but know you have to
21 Someone yells at you	22 Best friend moves away	23 Someone you trusted lies to you	24 Parents don't listen when you try to tell them something	25 A group of students ignore you when you ask if you can join them

Form: Photo Favorites Selection

Participant Name	Camera #	Photo #	Photo #	Photo #	Photo #

Discussion Prompts: Photography Sharing

Consider the following guiding questions:

- *Of the photos you have taken, which two are your favorite?*
- *Following the SHOWeD method*, tell us what is going on in these photographs.*
(Participants may each share one or more photo for discussion, as time allows.)
 - What do you **SEE** here? (Describe what the eye sees.)
 - What is really **HAPPENING**? (The “story” behind this image.)
 - How does this relate to **OUR** Lives? (Or to my life personally)
 - **WHY** does this problem or strength **EXIST**?
 - What can we **DO** about it?
- *How do these photographs relate to youth resilience?*
- *What do these photos say about the challenges young people face?*
- *What do they say about your strengths? The community’s strengths?*

* Wang & Burris, 1994.

Worksheet: Youth Photo Narratives

From the photos you've taken for PRI, select one that you like best. Then, below, follow the *SHOWeD* method* to reflect on the photo and what it means to you.

Photographer's Name: _____

Title of Photograph: _____

If this photo contains another person's face, did you obtain written consent? Yes No

1. What do we **SEE** here? (Describe what the eye sees.)

2. What is really **HAPPENING?** (The "story" behind this image.)

3. How does this relate to **OUR** lives? (Or to my life personally.)

4. **WHY** does this problem or strength exist?

5. What can I (or we) **DO** about it?

* Wang & Burris, 1994.

Discussion Prompts: Closing Group

An informal group discussion is a great way to provide closure to the PRI project, and to allow participants space to review and share their Picturing Resilience experiences.





















Consider the following guiding questions:

- *Is there anything about the project that you didn't like?*
- *What was your favorite part of the PRI project?*
- *What new things did you learn about yourself?*

Picturing Resilience Intervention Post-Project Evaluation

How many **Picturing Resilience Intervention** groups did you attend? (5 total) _____

Please read the statements below and circle the answer that best fits your response.

How much do you agree with the following?	Strongly Agree	Agree	Disagree	Strongly Disagree
I learned how to take photographs with a camera.				
I enjoyed the group discussions.				
I learned how to cope with challenges.				
I learned about my strengths.				
I liked using photography to voice my thoughts and opinions.				

Is there anything that we could do to make **Picturing Resilience Intervention** better? _____

Would you recommend **Picturing Resilience Intervention** to your friends?

YES NO Maybe

THANK YOU FOR YOUR TIME!

PHOTOGRAPHY ATTRIBUTIONS

Note: Live links available on PDF version of manual.

Photography 101 Citations:

“Navy Pier | Chicago, IL” by [Anh Dinh](#) is licensed under Creative Commons, [CC BY 2.0](#).

“Peephole” by [Tim Samoff](#) is licensed under Creative Commons, [CC BY 2.0](#).

“Northern Cardinal” by [DMangus](#) is licensed under Creative Commons, [CC BY 2.0](#).

“Deer1” by [DMangus](#) is licensed under Creative Commons, [CC BY 2.0](#).

“Ferris Wheel — Navy Pier Chicago (IL) May 2010” by [Ron Cogswell](#) is licensed under Creative Commons, [CC BY 2.0](#).

“Artistic Arch - St Louis Arch - St Louis, MO” by [Jason Mrachina](#) is licensed under Creative Commons, [CC BY 2.0](#). See References original link.

“Snow and the Burr Oak” by [Heath Cajandig](#) is licensed under Creative Commons, [CC BY 2.0](#).

“#109” by [Taylor Bennett](#) is licensed under Creative Commons, [CC BY 2.0](#).

“Golden Dragonfly Study 1” by [Bill Bumgarner](#) is licensed under Creative Commons, [CC BY 2.0](#).

“If we could see the miracle of a single flower clearly, our whole life would change – Buddha” by [pontla](#) is licensed under Creative Commons, [CC BY 2.0](#).

“SERIO, NOSE, HARE, JAZE, KOMA, SEEK, JYRO, GEOPO, CRASS” by [grafilthyboston](#) is licensed under Creative Commons, [CC BY 2.0](#).