



Prospects in Peripheries Toolkit – Supplemental Material for Trainers

Training 6: PhotoVoice - Participatory Photography

Detailed Daily Programme

Day 1	What?	How?	Learning outcomes	Objectives	Preparation
Session 1.1 09:30 – 10:30 Icebreaking and team-building activities	<p>Set of NFE activities aimed at fostering first knowledge within the group, thus laying the grounds for the process of learning, interaction and effective cooperation among participants in the next days.</p> <p>Teambuilding session aimed at fostering cohesion and cooperation within the group of participants.</p>	<p>The trainer will gather participants in a circle, proposing the following NFE tools:</p> <p>Icebreaker</p> <ol style="list-style-type: none"> 1. Start by Introducing yourself by telling your name followed by a short story about yourself. 2. Go on by asking participants to introduce themselves in turns by doing the same but explain that the sentence they say has to relate somehow to the sentence before. <p><i>e.g. you could start by saying “Hi, I’m Maria and I got lost coming here today”, the next person says “I’m Simone and my father made maps so that helped me get a sense of direction”, and the next one “I’m Salvatore and I collect a lot of things but not maps”, and so on...</i></p> <p>Tip for the trainer: use pens and paper to keep track of the story thread. You could avoid writing the names to keep the story flowing.</p> <ol style="list-style-type: none"> 3. Keep going around the group until you have a thread of story connecting all of you. 4. Once everyone has introduced him/herself, move on with a teambuilding activity. <p>Team-building: <i>Lost on a desert island</i></p> <ol style="list-style-type: none"> 1. Give participants the following scenario: 	<ul style="list-style-type: none"> • Participants will get to know each other; they will start to interact and get on well. • Identify the nature of the group, their mindset and their background so as to help participants get acquainted. • Creation of an atmosphere for the pleasant cooperation and implementation of project activities. • Fostering teamwork with the group • Increase creativity 	<p>The goal of this activity is to get participants to know each other, while also encouraging creative thinking and decision making.</p> <p>Tip for the trainer: as a facilitator, you might ask people to explain why they chose the items they picked, and how it plays to their strengths. Point out that they now have some new information and a fresh perspective about their fellow team members.</p> <p>You can encourage the discussion by asking questions such as:</p> <ul style="list-style-type: none"> • <i>How did you feel while you did the activity?</i> • <i>What was one of the challenges of doing this activity?</i> • <i>What did the group have to do or believe to be successful?</i> • <i>How can you apply what you learnt in this activity to your life and work?</i> 	<p>Be sure to have pens, paper and all kind of materials you might need to write for the team-building exercise.</p> <p>Before starting, arrange the chairs in a circle, so that participants can all see each other.</p>



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		<p><i>The situation is dire — following a shipwreck, everyone has been stranded on a deserted island! Each person is allowed to bring one object to the island — ideally something that represents them or something that they enjoy.</i></p> <p>2. Ask participants which object they would bring and why. This does not need to be realistic; if someone loves music, he/she can choose to bring a guitar, or an animal lover might choose to bring a dog. Encourage people to be creative.</p> <p>3. After everyone has introduced their object and why they have chosen it, divide participants into smaller groups and ask everyone to work together to improve their chances of survival by combining the various objects that they introduced. If necessary, you can add more objects, but be sure to use all the objects that everyone mentioned. If you wish, you can reward the most creative group with a prize.</p> <p>ONLINE VERSION: The session can be implemented through the use of Zoom or a similar video-conference tool. For the icebreaker: Use the chat or a virtual board (i.e. Awwapp, Google Docs, Padlet) to keep track of the story thread. You could avoid writing the names to keep the story flowing. For the team-building exercise: in step 3, after everyone has introduced their object and why they have chosen it, <i>divide participants into smaller groups – using breakout rooms</i> - and ask everyone to work together.</p>			
Coffee Break					



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<p>Session 1.2 10:30 – 11:00</p> <p>Introduction to the project Prospect in Peripheries and the training</p>	<p>Presenting the <i>Prospect in Peripheries</i> project, its focus, methodology and objectives. Introducing the activity programme for the following days.</p>	<p>The Trainer will use a PPT to present the project and its objective to all participants.</p> <p>The Trainer will then present the activity programme – supported by a PPT – and use a flipchart to collect expectations, fears contribution.</p> <p>ONLINE VERSION:</p> <p>The session can be implemented through the use of Zoom or a similar video-conference tool.</p> <p>The PPT can be shared with participants in advance and/or the trainer can show them during the online session through the screen-sharing option.</p> <p>The activity with the flipchart can be implemented with the support of Mirò.</p>	<ul style="list-style-type: none"> • Participants will gain knowledge about the project, its topic, methodologies and objectives. • Participants will gain knowledge of the activity programme. • Participants will be able to express their expectations and fears regarding the training, as well as share their opinion about what they contribution to the training can be. 	<p>The goal of this activity is to familiarize participants with the PIP project and the main idea of the trainings, as well as set some ground rules for the following days and identify expectations, fears and contributions of the participants.</p>	<p>The trainer should prepare:</p> <ul style="list-style-type: none"> • a PPT on the project, including information about the partners, the aim and objectives of PIP and the IOs) • a PPT on the training, including activities schedule, requirements, learning outcomes and expected impact <p>For the online version, the trainer should also prepare a Mirò board for the collection of Expectations, Fears and Contributions of the participants.</p> <p>Materials needed:</p> <ul style="list-style-type: none"> • PPTs • Pens • Paper • Sticky-notes • Mirò board
Coffee Break					
<p>Session 1.3 11:15 – 12:15</p>	<p>Introducing the Participatory Photography</p>	<p>1. With the help of a ppt presentation, explain briefly to participants what participatory photography is and what are its aims.</p>	<ul style="list-style-type: none"> • Participants will get to understand 	<p>Directly following the activity introducing the project and the training, the aim of this session</p>	<p>The trainer will need to prepare:</p>



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<p>What is Participatory Photography?</p>	<p>method and involving participant in a discussion on the pros and cons of communicating with picture.</p>	<p>Tip for the trainer: you could also provide examples of previous participatory projects (further info: Transit Tales Guidebook, pp. 9-11).</p> <p>2. After the presentation, start a brainstorming session with participants by asking them the following questions:</p> <ul style="list-style-type: none"> • <i>What are the roles of photography?</i> • <i>What do think you can communicate through a photo?</i> • <i>Do you think there is any negative aspect in using photos to communicate a message?</i> • <i>What do you think are the benefits of participatory photography?</i> <p>Tip for the trainer: You can either arrange different boards for each question (on flip boards or on A3 sheets attached to the wall) and provide participants with sticky note papers on which they can write their answers and attach them on the board, or you can ask the questions and write the answers yourself on a board/flip board.</p> <p>ONLINE VERSION:</p> <p>The session can be implemented through the use of Zoom or a similar video-conference tool. The PPT can be shared with participants in advance and/or the trainer can show them during the online session through the screen-sharing option. For the brainstorming session, you can arrange different boards for each question using online tools such as Padlet, Mirò, Awwapp or similar.</p>	<p>the topic of the workshop</p> <ul style="list-style-type: none"> • Participants will get basic knowledge about participatory photography 	<p>is to go a bit more in depth on the topic of the workshop and to give participants basic knowledge about photography so that they will be able to take part in the training activities.</p>	<ul style="list-style-type: none"> • a PPT presentation on Participatory Photography (for info: Transit Tales Guidebook) • boards/flipchart for brainstorming <p>The trainer will also need to arrange chairs in a semi-circle so that participants can all see each other.</p> <p>Materials needed:</p> <ul style="list-style-type: none"> • laptop • projector • Paper • Sticky-notes • Pens or pencils • tape
<p>Lunch Break</p>					



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<p>Session 1.4 13:30 – 14:00</p> <p>Write it, draw it - Energizer</p>	<p>Playing a game with participants to get back their attention after the lunch break.</p>	<p>This is a funny game to play in groups, even if participants don't know each other very well. Possibly, it's even funnier.</p> <p>1. Give everyone an A4 sheet and explain the rules.</p> <p><i>The game start with everyone writing a short sentence at the top of the page. Fold that part of the page on itself, covering the sentence, and pass it to the person on your right.</i></p> <p><i>Once everyone has received the sheet from the person next to him/her, open the page and read the sentence by yourselves, making sure that the person to your right does not read it.</i></p> <p><i>Then you make a small drawing representing that sentence, fold the sheet to hide the drawing, and pass it to the person on the right.</i></p> <p><i>Once everyone has received the sheet, open the page, look at the drawing and write a sentence representing the drawing, always making sure that the person on your right doesn't see.</i></p> <p><i>Fold the sheet, pass it, and so on until the turn (or sheet) is complete. it is important that the last part is a sentence and not a drawing.</i></p> <p>Have fun reading the last sentence written and then open the sheet and find out how the sentence has been transformed.</p>			<p>Materials needed:</p> <ul style="list-style-type: none"> • A4 Sheets • Pens or pencils
<p>Session 1.5 14:30 - 15:30</p> <p>Photography and social exclusion</p>	<p>Engaging participants in a discussion about photography as a mean to denounce, reflect on,</p>	<p>1. Show ppt presentation with the photos you selected and engage participants through individual and group activities, by asking participants to describe the picture with one word and then – working in pairs – come up with a short story behind the photo (two/three sentences answering to questions such as “what happened</p>	<ul style="list-style-type: none"> • Participants will get to apply principles of participatory photography to social exclusion 	<p>The main aim of the session is to reflect on Photography as a participatory method, as well as on the power of photography to denounce social exclusion and/or reflect on it.</p>	<p>The trainer will need to prepare a PowerPoint presentation with some photos related to social inclusion and/or exclusion. They can be picture of excluded people, pictures</p>



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	<p>communicate and discuss about social exclusion.</p>	<p>before the photo was taken?”, “why the photo was taken?”, “what will happen next?”).</p> <p>2. After you’ve showed all photos, discuss with the group about social inclusion/exclusion and its many forms. Where can we notice exclusion the most? What are its causes? What are its consequences?</p> <p>3. You can encourage discussion asking if someone wants to share a story, don’t force them if they don’t want to.</p> <p>4. When you think that the participants have grasped the main points of the issue you are analysing, divide them into smaller groups and ask them to discuss how photography can be used to represent this phenomenon.</p> <p>5. Give them some time to find a common answer and when all groups have an answer, write them on a flip board (or you can use your computer and the projector, so that everyone can see).</p> <p>6. Point out and discuss briefly similarities and differences in their answers.</p> <p>7. Ask participants to return to their small groups and come up with a list of three positive aspect and three negative aspects of using photography to represent social exclusion.</p> <p>8. When all groups are ready, ask them to read their list. Which are the positive aspects, and which are the negative ones? Are there any similarities/differences in their answers? Why is so? Discuss with the whole group about each answer that was given.</p>	<ul style="list-style-type: none"> Participants will learn about photography as a participatory medium 	<p>Tip for the trainer: you can use the final moment of discussion as the starting point for debriefing.</p> <p>You can start debriefing by restating the objectives you were trying to hit.</p> <p>Ask participants to think about what they knew at the beginning of the session and what has been presented.</p> <p><i>Did they already learn something? What? Is it what they were expecting?</i></p> <p>Ask participants if something is still not clear and if so, try to get the group to explain it.</p>	<p>suggesting causes of exclusion and empowering pictures, e.g.:</p> <p>https://www.ilvibonese.it/wp-content/uploads/2019/06/venditore-nespole-francesco-mangialavori-315x420.jpg</p> <p>https://unsplash.com/photos/FHiJWoBodrs</p> <p>https://unsplash.com/photos/qT7fZVbDcqE</p> <p>https://unsplash.com/photos/anSUdyz-UF4</p> <p>https://unsplash.com/photos/QozzJpFZ2lq</p> <p>https://unsplash.com/photos/Q2TgE-vSdmg</p> <p>https://unsplash.com/photos/4OFU9yxUvLc</p> <p>You can also take inspiration from Humans of New York’s projects (http://humansofnewyork.com) or similar ones.</p> <p>Sites to search for photos: https://stock.adobe.co</p>
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<p>Session 1.6 15:30 – 16:30</p> <p>Intro to Photography</p>	<p>Discussing the basic rules of photography and introducing the logbook to keep track of the photographs taken during the workshop.</p>	<p>1. With the help of a ppt presentation or a flip board, explain to participants the basics of photography and cameras.</p> <p>You can start from this 4 basic rules:</p> <p><i>a. Framing – think about what needs to be in the frame, and what shouldn't be, and think about all the choices you are making – angle, background, position in the frame etc.</i></p> <p><i>b. Focus – half-press with the subject in the centre and only complete the press when it has focused and when you have chosen the frame you want.</i></p> <p><i>c. Follow through – don't snatch the camera away. After you make the decision to take the photograph the camera still needs to do the work. If you pull away too early you could have motion-blur or miss the frame you want. The camera will take less time to take the photo if there is lots of light, and if you are not zoomed in.</i></p> <p><i>d. Flash – think about where the light is coming from and try to make sure there is enough without using the flash. Keep the flash off as standard and only put it on when you know you need it (e.g. light is behind the subject and you can't change that, or there is no light source strong enough).</i></p>	<ul style="list-style-type: none"> • Participants will acquire knowledge about the basics of photography • Participants will gain an understanding the type of equipment 	<p>The aim of the session is to set a common understanding of the basic rules of photography, thus allowing participants to have the same understanding of what is expected by them in terms of quality of photographs. The main goal is to make participants understand that is not important what type of equipment they use, or how amazing their photographs look, but rather to exchange opinions and discuss the photographs from a “message” point-of-view.</p>	<p>The trainer will need to prepare:</p> <ul style="list-style-type: none"> • the PPT/flipboard explaining the basics of Photography • prepare e-note account <p>Materials needed:</p> <ul style="list-style-type: none"> • PPT/flipboard • Paper • Pens or pencils • Printed handouts • E-note app/website • Projector • laptop



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	<p>(For further info and examples: Transit Tales Guidebook, pp. 38-39, OPHI PhotoVoice Guide, pp. 26-28, https://drive.google.com/drive/folders/15YAu9-QAsVuW7fJpacQmBrca-viVycXU and https://expertphotography.com/10-steps-taking-better-photos/)</p> <p>Make sure to include also some information about phone cameras and to remind participants that the point is not taking amazing photos, but rather working together and exchange opinions and experiences.</p> <p>2. Discuss with participants about what is the most important rule in their opinion and why. Encourage interaction and exchange of opinions. Remind them that there is no wrong answer. If they're not sure about what to say, you can start by saying something that is true for you.</p> <p><i>e.g. For me, the most important thing is using natural light and avoiding the flash, because I think that on camera flash removes the natural shadows from the scene and I don't really like the result.</i></p> <p>3. Ask participants to complete Handout 1 by thinking about what has been said and what everyone has shared about important rules. As an alternative you could do some activity to recap the key concepts, like a small quiz.</p> <p>4. Once they've finished filling out the handout, present the Evernote app (or a similar app that allows you to attach photos to notes) to participants and explain to them how it works. Basically, you take notes with your phone/computer, to which you can also attach pictures. You can use some other tool instead of <i>Evernote</i>, like some other online</p>			
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		<p>visual board, a social media account, a group chat, or even a notebook.</p> <p>The basic idea is that participants have a logbook to keep track of the photos they take during the workshop.</p> <p>For each photo they take, they should write down when they took it, where they took it, why they took it, how they took it, what they were trying to say. In this way they know how to answer questions about their photos, and they will be able to see their progress and keep track of the key messages.</p> <p>5. Ask everyone to download the app/open the website (or distribute notebooks) and sign-up.</p> <p>ONLINE VERSION:</p> <p>The sessions can be delivered also by using a video conferencing tool (e.g. Zoom) that allows to break the group into smaller groups and carry out all the activities completely online.</p> <p>If the adopted tool does not include breakout rooms, the group-activity in the team building exercise can be adapted using online tools like Miró or Padlet to allow participants to cooperate and keep track of their ideas.</p> <p>The brainstorming session can be conducted using online tools like Miró or Padlet to keep track of the ideas. For quizzes and polls online, instead, you could use Kahoot or Mentimeter, that creates word clouds with the most common answers.</p> <p>You could consider uploading the handout to a cloud platform to facilitate sharing it with participants.</p>			
Coffee Break					



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<p>Session 1.7 16:45 - 18:00</p> <p>Photo Hunt</p>	<p>Field-activity to start reflecting on the self and on the messages behind a photograph</p>	<ol style="list-style-type: none"> 1. Give participants some time to set up their e-notebook and understand how the app/website works. 2. Once everyone is ready, ask them to take: <ul style="list-style-type: none"> • a picture of something red (or blue, or green... you pick!) • a portrait-picture • a picture of something they like • a picture that tells a story • a picture to tell the group how they feel today <p style="color: orange;">Tip for the trainer: you can have participants take the photos in the room where you are, in the premises of the venue or in an open space. Remind them to be original and creative and to take notes about the when, where, why, how and what of their photos.</p> <p>Take some time to clarify the task if needed.</p> <ol style="list-style-type: none"> 4. Once the group reconvenes, instruct participants to upload the photos in the padlet board or to share them with you via email so that you can show all pictures with everybody. Alternatively, they can share the photos in a group chat and use their phones to look at them. 5. Look at the photos and discuss about them. You can examine each photo or choose to focus on just one topic (e.g. a picture of something they like). Encourage the discussion by asking questions such as: <p><i>What do you think this photo represents? What do you think who took the photo was trying to say? (to someone who did not take that photo)</i></p> <p><i>What do you think this photo represents? What were you trying to say? (to the photographer)</i></p> 	<ul style="list-style-type: none"> • Participants will begin to understand what can be communicated through a photo • Participants will get to know the difference between what the photographer wants to show, and the meaning others give to the same photo 	<p>The aim of the session is to reflect on the messages behind a photograph and how the message we read in the photo might not be the one that the photographer was trying to convey.</p> <p>The final moment of discussion can be used as a debriefing moment.</p> <p>Ask participants how they felt taking the photos, sharing them with someone else, listening about the different messages other participants read in the photo.</p>	<p>The trainer will need to set up a padlet board (or similar tool) so that everyone can share the pictures with the group.</p> <p>Materials needed:</p> <ul style="list-style-type: none"> • Cameras/phone cameras • e-note app/website or notebook • pens and pencils • laptop • projector
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		6. Continue the discussion pointing out the differences between the message the photographer tried to transmit and the one that the other participants read in the photo. Remind them that they can't control what people read in their picture and the same photo can have different meanings for different people.			
Session 1.8 18.00 - 18:30 Evaluation	Evaluating the learning day	A nice way to help participants self- evaluate would be to have them complete Handout 2 and then discussing together if the initial expectations were met, if something could be improved and so on. Alternatively, you can choose some other tool like the world café technique or the problem tree method.	<ul style="list-style-type: none"> Participants will self-assess after the learning activities 		A nice way to help participants self-evaluate would be to have them complete Handout 2 and then discussing together if the initial expectations were met, if something could be improved and so on. Alternatively, you can choose some other tool like the world café technique or the problem tree method.
Homework for Day 2					
		<p>Ask participants to search for pictures at home and to bring them the next day. It can be old photos, or they can take new one (but they should be the ones who took the photos).</p> <p>Some themes you could give are:</p> <ul style="list-style-type: none"> <i>My favourite person/place</i> <i>Something active I like to do in my neighbourhood</i> <i>Something in my neighbourhood that makes it difficult for me to be healthy</i> <i>Something I see every day and makes me think of being healthy</i> 			



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		<ul style="list-style-type: none">• <i>Memories in the making</i>• <i>Something I can't wait to do</i>• <i>My favourite plate to eat/buy food in the neighbourhood</i>• <i>Something in my neighbourhood that I don't like</i> <p>Give them two topics so that they can bring photos for the activities of Day 2.</p>			
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Day 2	What?	How?	Learning outcomes	Objectives	Preparation
Session 2.1 09:30 – 10:30 Peer review I	Reflecting on the different ways of interpreting a theme and the different messages a photograph can convey	<ol style="list-style-type: none"> 1. Show the photos on TOPIC A that participants brought from home and, for each photo, ask participants to shout out (or simply say out loud) single words that come to their mind while looking at it. 2. Write the words up on a flip-board to keep track of the ideas. 3. Ask participants to think of sentences or stories inspired by the photos. 4. Have photographers share what they were trying to transmit with the photo. 4. Discuss about the differences between participants sentences/stories and what the photographer said about the photo. 5. Divide participants into smaller groups/pairs and have them exchange comments on photos they liked, photos that didn't work out and why, and ideas to improve those photos. 	<ul style="list-style-type: none"> • Participants will learn how to work with themes 	The main aim of the session is to help participants understand that each person sees life with a different perspective and that different people can have a different understanding of a same topic/problem/assignment. Participants will also have the possibility to reflect on the way they wanted to communicate their message and why it was/was not effective.	The trainer should instruct participants to upload the pictures they collected as Homework both in their logbook and in padlet board you previously prepared (or group chat/any method you've been using). Materials needed: <ul style="list-style-type: none"> • Cameras, photos • pens or pencils • paper • laptop • projector • flip board • marker • sticky note papers • e-note app/website • padlet board (or other, according to chosen method)
Coffee Break					
Session 2.2 10:45 – 11:45 Who am I?	Reflection on inner strengths, experiences and capabilities, as well as on how positive	<ol style="list-style-type: none"> 1. Form pairs and invite participants to take portraits of each other and upload them on the padlet board (if the number of participants is uneven, you can pair up with one of the participants and take part in the activities). 2. Distribute the handouts and give participants 5-10 minutes to reflect and write their good and very good qualities, interests, hobbies, achievements, 	<ul style="list-style-type: none"> • Participants will gain increased self-awareness of inner strengths, capabilities, skills, interests, talent 	The aim of the session is to reflect on how everyone acts based on his/her inner strengths, but in order to achieve a balance between a person's inner strengths and outside actions, there is a need for feedback. Once a person receives positive	The trainer will need to print the handout from the Toolkit. Materials needed: <ul style="list-style-type: none"> • Cameras • pens or pencils • paper



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	<p>feedback support the personal growth</p>	<p>successes, abilities, skills, passions in <i>the inner circle</i>. Maybe something others do not know about them. Everything that they are proud about.</p> <p>3. Show the portraits and ask participants to share positive strengths, talents, capabilities they have observed about the person in the portrait.</p> <p>4. Each participant writes down the positive feedback and comments the others make about him/her in <i>the outer circle</i> in the Handout.</p> <p><i>Handout available in the Toolkit Constellation, p.21</i></p> <p><i>Alternatively, you can have participants draw the two circles on a paper sheet.</i></p> <p>5. After each portrait has been shown, start a discussion with the group, by asking:</p> <ul style="list-style-type: none"> • <i>What did surprise you?</i> • <i>What did you already know?</i> • <i>Did you learn something about yourself?</i> • <i>How was it to give/receive positive feedback to somebody?</i> <p><i>Tip for the trainer: A variation for this activity could be asking participants to take self-portraits, complete the first part of the handout and then forming pairs/small groups to complete the second part. You could then upload the self-portrait and a photo of the handout on a padlet board and discuss together while showing the pictures. You could also ask participants to take one more self-portrait after having received the positive feedbacks and compare the two self-portraits to see how positive feedback and comments can lift up someone's mood.</i></p>		<p>feedback, he/she can reflect and increase self-confidence, self-esteem, and self-motivation.</p> <p>Receiving positive feedback supports growth, unleashes personal interests, creativity and abilities. In result, positive feedback creates an added value and increases the use of a person's inner potential.</p> <p>(Source: "Toolkit Constellation", from which this activity is adapted.)</p>	<ul style="list-style-type: none"> • laptop • projector • flip board • e-note app/website • padlet board (or other, according to chosen method)
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Training 6: PhotoVoice - Participatory Photography

<p>Session 2.3 11:45 – 12:45</p> <p>Express your feelings</p>	<p>Field-activity to reflect on communicating feelings through photographs</p>	<ol style="list-style-type: none"> 1. Give participants 30 minutes to take pictures that transmit the following feelings: <ul style="list-style-type: none"> • Sadness • Happiness • Frustration • Anger • Fear • Surprise • Disgust • Trust <p style="color: orange;">Tip for the trainer: you can have participants take the photos in the room where you are, in the premises of the venue or in an open space. Remind them to be original and creative and to take notes about the when, where, why, how and what of their photos. Take some time to clarify the task if needed.</p> <ol style="list-style-type: none"> 2. Once the group reconvenes, instruct participant to share pictures with the group according to the method you chose. 3. Look at the photos and discuss about them. Encourage the discussion by asking participant to point out a picture they like and why, have them interact with each other and talk about how each of them has interpreted a feeling. 	<ul style="list-style-type: none"> • Participants will learn to express/communicate their feeling in photos 	<p>The aim of the session is to reflect on how to convey feelings through a photograph and, again, on how what we read in the photo might not be what the photographer was trying to convey.</p> <p>The final moment of discussion can be used as a debriefing moment.</p> <p>Ask participants if it was difficult to take the photos, if they learnt something by seeing how every participant has interpreted a feeling, if there were similar interpretation or very different.</p>	<p>The trainer will need to set up a padlet board (or similar tool) so that everyone can share the pictures with the group.</p> <p>Materials needed:</p> <ul style="list-style-type: none"> • Cameras/phone cameras • e-note app/website or notebook • pens and pencils • laptop <p>projector</p>
<p>Lunch Break</p>					
<p>Session 2.4 13:30 – 14:30</p> <p>Peer review II</p>	<p>Reflecting on the different ways of interpreting a theme and the different messages a</p>	<ol style="list-style-type: none"> 1. Show the photos on TOPIC B that participants brought from home and ask participants to rank the photos starting with one they really dislike and ending with one they really love. 2. Ask participants to share what they think is the story behind each photo. 	<ul style="list-style-type: none"> • Participants will learn how to work with themes 	<p>The main aim of the session is to help participants understand that each person sees life with a different perspective and that different people can have a different understanding of a same</p>	<p>The trainer should instruct participants to upload the pictures they collected as Homework both in their logbook and in padlet board you previously prepared (or</p>



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	<p>photograph can convey</p>	<p>3. Have the photographer share the real stories about their photos. <i>When did they took it? Where? Why?</i></p> <p>3. Discuss about the photos. Some questions you can ask are:</p> <p><i>What made you choose this photo as first/last?</i> <i>What do you think was the message of this photo?</i> <i>What were you trying to say with this photo?</i> <i>Why do you think the other participants understood/did not understood what you were trying to say?</i></p> <p>4. Divide participants into smaller groups/pairs and have them exchange comments on photos they liked, photos that didn't work out and why, and ideas to improve those photos.</p>		<p>topic/problem/assignment. Participants will also have the possibility to reflect on the way they wanted to communicate their message and why it was/was not effective.</p>	<p>group chat/any method you've been using).</p> <p>Materials needed:</p> <ul style="list-style-type: none"> • Cameras, photos • pens or pencils • paper • laptop • projector • flip board • marker • sticky note papers • e-note app/website <p>padlet board (or other, according to chosen method)</p>
<p>Session 2.5 14:30 - 15:15 Creative Play</p>	<p>Brainstorming about creative ways to work with photos: collages, captions, montages, other techniques</p>	<p>1. Brainstorm with the groups about creative ways to work with photos.</p> <p>2. As you brainstorm, show them some pictures of collages, montages, projects including text or captions.</p> <p>3. Discuss about the different techniques, ask questions such as:</p> <ul style="list-style-type: none"> • <i>What's the key element in this technique?</i> • <i>Which visual elements are involved and how?</i> • <i>What is the text saying?</i> • <i>What kind of text is it?</i> <p>4. Make sure to touch some key points:</p> <ul style="list-style-type: none"> • <i>Use montage and collage to introduce the idea of how images work together to convey a particular message or story, and the way in which one image can influence how another is read.</i> 	<ul style="list-style-type: none"> • Participants will identify some creative ways to work with photos • Participants will get an understanding of the power of words and captions 	<p>The main aim of the session is to get participants to understand the power of words and captions to support the message they want to convey with their photographs. At the end of the session they will be able to work creatively with photos, using them as a mean to communicate.</p>	<p>The trainer can choose to prepare a PPT or some photos as examples to support the brainstorming in step 2.</p> <p>Materials needed:</p> <ul style="list-style-type: none"> • PPT/photos • Pens or pencils • Paper • Laptop • Projector • Flip board • Marker • Sticky note paper



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		<ul style="list-style-type: none"> • <i>Text is a powerful tool to contextualize images. The use of text enables participants to draw audiences further into their worlds.</i> • <i>Captions are particularly important in projects that have advocacy objectives, as they can help the audience understand the photographer's message more clearly.</i> • <i>Text should be developed as images are produced and not left to the last moment.</i> • <i>etc</i> <p style="color: orange;">Further info: OPHI PhotoVoice Guide, pp. 31-32.</p>			
<p>Session 2.6 15:30 – 16.30</p> <p>Speak out! Creative Lab I</p>	<p>Reflecting on being part of a community and how this affects individuals. Reflecting on how being actively involved in a community can help shape it and on the different spheres of participation.</p>	<ol style="list-style-type: none"> 1. Ask the participants to choose a photo, among those taken for the workshop, of which they would like to change the story. 2. Invite them to remember why they took the photo and to imagine what was happening a year before the photo was taken and what will happen a year after the photo. 3. Ask participants to think about what they were doing a year before the photo and what they will do a year after. <p style="color: orange;">You could ask questions such as:</p> <ul style="list-style-type: none"> • <i>How did you contribute to the situation in the photo?</i> • <i>Did you make something to make it happen?</i> • <i>Is there something you can do about it?</i> • <i>A year from now/the photo, will you still be interested in what is happening in the photo?</i> • <i>How will you contribute to change the situation in the photo? Will it change for the best or will it get worse?</i> <ol style="list-style-type: none"> 4. Encourage them to draw from their everyday life to imagine a past and a future for the photo. They 	<ul style="list-style-type: none"> • Participants will reflect on and understand the importance of being an active citizen 	<p>The aim of the exercise is for the participants to reflect on the meaning of belonging to a community, and more specifically to reflect upon their community, what and how to change it.</p> <p>Using words, drawings, collages or any other mean they are invited to create a collage representing the past, present and future of that photo to reflect on how being actively involved in a community can help shape it and on the different spheres of participation.</p>	<p>The trainer will need to set up a padlet board (or other medium chosen) to share the pictures.</p> <p>Materials needed:</p> <ul style="list-style-type: none"> • photos • Pens or pencils • Paper • Laptop • Projector



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		<p>can write the story or draw it, and then take picture to create a collage of the three moments of the photo and upload it on the padlet board (or other medium you've chosen).</p> <p>5. Once everyone has finished his/her collage, invite them to share the stories with the group and discuss together. Reflect together on how being actively involved in a community can help shape it and on the different spheres of participation. Invite them to think about their communities and something they would like to change. Have they ever thought of acting to create change in their communities?</p>			
<p>Session 2.7 18.00 - 18:30</p> <p>Evaluation</p>	<p>SEE DAY 1 – Session 1.8</p>				



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Day 3	What?	How?	Learning outcomes	Objectives	Preparation
Session 3.1 09:30 – 13:30 Speak Out! Creative Lab II	Reflecting on being part of a community and how this affects individuals. Reflecting on how being actively involved in a community can help shape it and on the different spheres of participation.	This is the last day of the workshop. Participants will work on their own photographic project. 1. You can start with a brainstorming/discussion activity to come up with themes and project ideas, drawing from previous activities and themes (active citizenship, social exclusion, feelings, advocacy). Have participants exchange opinions, tips and comments about project ideas and how to make them better. You can either divide them into smaller groups or let everyone work on his/her own. 2. Make sure they think about how they're going to present their project. Ask them about the technique they will use, the message they want to share, if they will use photos they already shot or if they need to take other photos. 3. Give them some time to draft their project idea and then go take the photos they need. Again, it's up to you to decide how far they can go from the room.	<ul style="list-style-type: none"> • Participant will elaborate a photographic project 	The aim of the exercise is for the participants to reflect on the meaning of belonging to a community, and more specifically to reflect upon their community, what and how to change it. Using words, drawings, collages or any other mean they are invited to create a collage representing the past, present and future of that photo to reflect on how being actively involved in a community can help shape it and on the different spheres of participation.	The trainer will need to set up a padlet board (or other medium chosen) to share the pictures. Materials needed: <ul style="list-style-type: none"> • photos • Pens or pencils • Paper • Laptop • Projector
Lunch Break					
Session 3.2 15:00 – 20.30 Speak out! Exhibition	Participants present their projects to each other and discuss about them. Encourage them to discuss the messages of each picture and give each other feedback to keep developing the project. Close with a group discussion on what each of the participants has learnt. <i>Did they learn some new skill? Can they use these skills in real-life situations? Invite participants to reflect on the messages they tried to transmit and how other people understood the message. Is there anything they can do about this? Do they think it is possible to use photos to advocate for change within their communities? How?</i>				



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Handout 1 – Intro to Photography

1. Framing –

2. Focus –

3. Follow through –

4. Flash –



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Handout 2

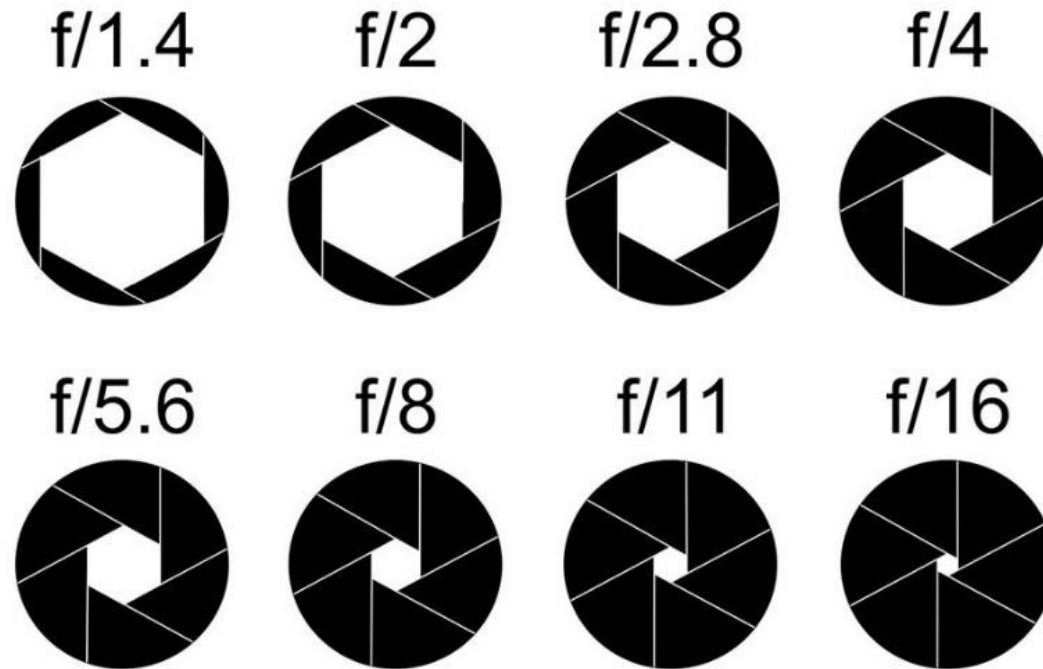
Every lens is given an F-Stop rating, indicating how much light will enter your camera in conjunction with your shutter speed. A low number like F/1.4 indicates the lens is 'fast' and will allow a lot of light to enter. A high number like F/22 means the opening is very narrow and minimal light will be able to enter.

Think about what you learnt today.



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If you were a lens, what would be your f-stop?



Link to download the IMG: <https://s3.amazonaws.com/wordpress-production/wp-content/uploads/sites/19/2016/03/Aperture-Chart.jpg>