The Neighbourhood Action Strategy (NAS) and Public Health Services (PHS) in collaboration with McMaster School of Nursing have been facilitating Photovoice projects in the community since 2012. Photovoice has been a successful method to engage children/youth and given them a voice as part of the Neighbourhood Action Strategy. Since Photovoice is an excellent way of capturing people’s stories, the NAS Office and PHS developed this toolkit to guide resident facilitators through a Photovoice process.

Goals of the Toolkit
1. To provide a guide for resident facilitators.
2. To outline the process to facilitate a photovoice project.
3. To provide resources for a photovoice project.

What is Photovoice?
Photovoice is a participatory action research strategy that can be used to give voice to groups and help bring about change in their communities (Wang, 2006). Furthermore, photos have the ability to teach and influence public policy. Through photographs, the community can be engaged in shaping how they would like to see their community (Wang, 2006).

Wang (2006) identifies nine steps to implement Photovoice:
1. Select and recruit a target audience of policy makers or community leaders.
2. Recruit a group of Photovoice participants.
3. Introduce participants to the Photovoice methodology and facilitate a discussion on cameras, power, and ethics.
4. Obtain informed consent.
5. Pose initial theme(s) for taking pictures.
6. Distribute cameras to participants and review how to use the camera.
7. Provide time for participants to take pictures.
8. Meet to discuss photographs and identify themes.
9. Plan with participants a format to share photographs and stories with policy makers or community leaders (Wang, 2006, p 149-152).

These steps can be modified to meet the needs of your community. This toolkit is based upon Wang’s nine-step Photovoice process, however it does not hold strictly to the process.
Goals of Photovoice (Wang, 2006, p148)

According to Wang the goals of Photovoice are as follows:

1. Enable people to record and reflect on strengths and concerns
   
   Participants complete their asset-map and then photograph the neighbourhood while, reflecting on strengths and concerns that exist in the neighbourhood.

2. Promote critical dialogue and knowledge on important issues through small and large group discussions of photos
   
   Small groups discuss and record their observations. In a larger group, participants discuss and rank concerns and then vote on priority issues they want to change.

3. Reach policy makers
   
   Observed strengths and concerns will be documented and presented to the City of Hamilton, relevant agencies, businesses and organizations. This will inform project priorities and influence policy change/design. This process also helps with the design and delivery of programs or services for that neighbourhood.
Photovoice Toolkit

This Photovoice Toolkit was developed by the Neighbourhood Action Strategy and Public Health Services. It is available for use through the NAS Resource Centre. To learn more about the toolkit, or to sign it out, contact the NAS Community Developer, City Wide Initiatives at 905 522-1148. The toolkit can be borrowed for up to four (4) weeks.

The Photovoice toolkit includes:

- 5 cameras
- 5 clip boards
- 2 USB storage devices for storing and sharing photos and/or documents. The USB devices have the following sample documents:
  - Neighbourhood Maps*
  - Neighbourhood Profiles*
  - Sample agendas for session one and session two
  - Sample log sheet for recording information about photos
  - Sample photo release form
  - Neighbourhood maps
  - Sample “Certificate of Recognition” for participants
- Poster paper
- Markers, pens, pencils, sticker dots
- Folding display board (to host your own art show)
- Trolley
- Toolkit Manual

*Please contact the Community Developer, City Wide Initiatives for availability of these items for your area of study.

Additional items that might be helpful, but are not included in this toolkit are:

- Projector
- Laptops for facilitators
- Microsoft™ PowerPoint
Let’s Get Started

Neighbourhood Profiles
Neighbourhood Walkabout
Roles and Responsibilities of Facilitators and Participants

Process
Recruit Photovoice Participants
Obtain Consent to Participate
Session One with Participants
Facilitator Planning after Session One
Session Two with Participants
Session Three with Participants
Report Back to Decision Makers/Policy Makers
Summary

The Workplan
Appendix A: Sample Consent
Appendix B: Sample Agenda Session One
Appendix C: Sample Logsheet for Tracking Photos
Appendix D: Sample Agenda for Session Two
Appendix E: Sample Word Cloud
Appendix F: Sample Poem
Appendix G: Sample Certificate
Appendix H: Sample Presentation – What is Photovoice?
Appendix I: Vision Statement Exercise

Acknowledgements
Neighbourhood Profiles
As facilitators it is important to have a solid understanding of your neighbourhood prior to implementing the Photovoice project. If a neighbourhood profile is available for your area of study, it is suggested you review it. The Social Planning and Research Council have completed neighbourhood profiles for many neighbourhoods in Hamilton. They are available for download at: http://www.sprc.hamilton.on.ca/report/neighbourhood-profiles/. Statistics Canada also provides additional information on census profiles and can be found through Statistics Canada at: http://www.statcan.gc.ca/start-debut-eng.html.

Neighbourhood Walkabout
Doing a neighbourhood walkabout prior to implementing the Photovoice project is strongly recommended. It is useful for the facilitator(s) to become familiar with the area and to help select the walking routes for picture taking. As the facilitator(s) walk through the area, some ideas and questions to consider are as follows:

• Consider easiest routes versus the safest routes (often not the same).
• What kind of housing is in the neighbourhood? Multi residential (six+ units per building) high rise, town homes, single family, single unit converted to multi-unit?
• Is the housing generally in good repair, disrepair, or a mix?
• Are there schools, places of worship, community services, and/or businesses nearby?
• How far is it to the nearest grocery store?
• Are there bus routes dispersed through the neighbourhood?
• Do people seem to own cars?
• Is it walkable? Is it bikeable?
• Are there places that look inviting or particularly attractive? Places that you want to avoid or scare you? Places that make you want to stop and explore? Places that you are confused about?
• Where do people meet or hang out? Which people are they (i.e., older adults, school-age children, teens, moms with tots)? Is this a logical time of day for them to be there or would you expect them to be elsewhere (i.e., school, work, home)?
Roles and Responsibilities of Facilitators and Participants

For Facilitators:
1. Ensure that all participants have submitted a completed and signed Photograph and Information Permission form (parental consent required for individuals under 18 years old).

2. When working for or with a secondary organization, such as the Board of Education, find out if the organization requires additional consent for participants. Please use consent forms prepared by the organization that you are working with/for. Ensure these forms are distributed and completed forms are submitted (i.e., parental consent if working with children) to the facilitator before beginning your Photovoice project.

3. Be mindful of any special needs participants may have such as language interpretation or mobility aids. Call Community Information Services at 211 for a list of interpretation and translation services in Hamilton (costs associated with these services will be the responsibility of facilitators). Design walking routes that meet the participants’ mobility needs.

4. When working with children, ensure an adult facilitator accompanies any child(ren) who are taking photos in the community.

5. Report any missing items to the Community Developer, Community Wide Initiatives.

6. This can be emotional work so watch for verbal and non-verbal cues that participants may be stressed or upset. Help participants reframe comments that might be insulting to others. If participants seem hesitant, ask for differing opinions or ideas and prompt with examples.

7. Celebrate the participants’ contributions!
   a. Remind participants how their ideas will help improve their community.
   b. Talk about who will be able to do the work and implement their ideas.
   c. At every session, thank them for their time and energy.
   d. At the end of the project, provide a ‘Certificate of Recognition’ to all participants.
For Participants:

• You may only take pictures of other people with their written consent. If you do not have consent, but the person is not recognizable, you may use the picture.

• Do not take any pictures of people doing something that is private (such as through a window) or activities that could get someone into trouble with police or other law enforcement (e.g. illegal dumping, illegal drug use or sales, tagging, performing grafitti).

• Whenever possible, ask permission to take pictures of private properties.

• If someone confronts you while you are taking a picture and tells you not to take the picture or to delete the picture, delete the picture and politely leave the scene without further confrontation.

• Do not put yourself in danger to take any pictures.

• Follow all road safety rules.

• Do not trespass on private property.

• For safety, children must always stay with, listen to and follow the adult facilitator’s instructions.

• If you are travelling with a group, stay with your group and arrange a meet up time and place for all participants once you are finished taking pictures.

• Share roles. Take turns taking pictures, reading the route map and taking notes.

• Be respectful when describing your community. An apartment building that you describe as ‘scary’ or ‘terrible’ is still someone’s home.

• Describe things being as specific as possible such as ‘the building is unsafe because the security door is broken.’ Describing things in this way is less insulting to the people it impacts. It is also easier to imagine solutions to the problem.

• Make sure that you take pictures of both assets and needs. Show things that you like, want to protect or want more of as well as things that you do not like, want fixed, changed or removed.

• Be prepared to offer suggestions for change.
Recruit Photovoice Participants
Recruiting participants can be an informal or formal process. It is important to have participants who live in or are familiar with the area being studied. Having a diverse group may lead to a broader perspective when discussing the issues. A group of 10 to 12 participants lends itself to small and large group work with the Photovoice project. Depending on the age of participants, a ratio of one (1) facilitator to three (3) participants works well.

Obtain Consent to Participate
It is imperative to obtain written informed consent to participate in the project. This means when working with children/youth, informed consent must be obtained from parents/guardians. When working with children/youth in a school setting, schools may have their own consent form. A sample consent form can be found in Appendix A.
Session One with Participants
The first Photovoice session ought to include:
   a. a short icebreaker
   b. an explanation of the Photovoice project
   c. a community mapping exercise
   d. and walkabout to take pictures of assets and needs in their community.
A sample agenda for session one can be found in Appendix B.

The Icebreaker
The icebreaker is a great way to bring the group together as they may or may not know each other. Even if they are familiar with each other, an ice breaker helps set the tone and focus for the session. Select a five to ten minute exercise that best matches the comfort level of the adult facilitators and the needs of the participants. You can find some examples on the internet (e.g., http://www.icebreakers.ws/).

Photovoice Project Explained
A short (10-15 minutes) PowerPoint presentation is included in a companion USB to explain what Photovoice is all about. Additionally, a video highlighting a Photovoice project carried out in Hamilton, Ontario can be shown. This video is linked within the stock presentation and can also be found at: http://www.youtube.com/watch?v=KG4eStxF1r8.
Community Mapping Exercise

The purpose of the community mapping exercise is to hear from participants what their perspective of their community might be. It provides a comprehensive picture of the neighbourhood from those who live there. Often several general themes may arise from these discussions which can be expanded upon when participants take pictures. This can be used to create momentum for change.

Materials:
- Print one large scale map (at least 11”x17”/tabloid) for each three participants. (please contact the Community Developer, City Wide Initiatives for assistance)
- Note paper
- Sticker dots
- Pens, pencils and markers

Roles – Small Group:
- One facilitator to three participants

Process:
- Ask participants to identify places they go and places they like in the neighbourhood (e.g., participant’s homes, friend’s homes, businesses, schools, places of worship, recreation centre, etc.). Mark these places on the map, or make notes in the margins, or on separate paper.
- Ask participants to identify places where they do not go or are not allowed to go. Talk about the reasons why they shouldn’t or don’t go there.
- Draw on routes that are commonly taken, making note of why they take this route over others (e.g., through a vacant lot or alley versus along a street).
- Ask participants if they would use a different path during the day than they would at night. What’s different?
- Ask participants to identify people in the neighbourhood who are important (e.g., crossing guard, friendly neighbour who is particularly helpful to others).
- Have the participants present their maps back to the larger group.
- Before completing the exercise ask the larger group if there is anything missing or that they would like to add.
Walkabout/Picture Taking

Before doing the walkabout, it is recommended that facilitators plan routes that cover most of the neighbourhood and there is some overlap between the routes participants will explore. Allocate about one hour for the walkabout and picture taking with participants. Consider having two groups go to locations of significance, for example areas that were identified during the community mapping exercise.

Prior to taking pictures, review the different routes smaller groups will take. Allow a few minutes for participants to get acquainted with camera functions. Distribute the log sheets to track all pictures taken. A sample log sheet can be found in Appendix C. Prior to the session make sure all camera batteries are charged and memory cards cleared of previous material.

Materials:
- Small maps
  (please contact the Community Developer, City Wide Initiatives for assistance)
- Log sheets (print enough sheets to accommodate notes for 30 pictures)
- Pens
- Cameras

Roles:
- Same small group as mapping exercise, including facilitator.
- Need a note taker, photographer, map reader (consider taking turns in these roles).

Process:
- Follow the pre-selected route.
- Take pictures of each location you talk about during the walk.
- Fill in the spreadsheet with information about each picture taken.
Prompts for facilitators to engage discussion with participants:

- Ask where participants go and don’t go.
- What do they see that they like and don’t like?
- What would they change?
- Who uses the spaces? Who could or would use the spaces if circumstances were different?
- Are these places different at different times of day or days of the week?

After the picture taking session, re-group and debrief with all participants.

- What did you see on your walk?
- What would you like to change, improve, protect, and have more or less of?
- Are there any places that you think were missed on the walks?
- What did you like best about today? What did you like least?
- What surprised you about today?
- If you could change anything about today, what would you change?

Example of community mapping exercise
Facilitator Planning after Session One

Following the first day with participants, facilitators have the task of pulling together all the information from day one and coming up with themes. Facilitators will present the findings back to participants during session two for validation (i.e., confirm findings).

Goals

**Process data from session one:**
- Review the information from the mapping exercise and walkabout pictures.
- Allow each facilitator to take turns presenting the data from the group they worked with.
- Have a note taker make a list of each actionable idea (i.e., suggestions for change) that emerged from the mapping and photo taking exercises (e.g., a feature that was generally liked, a concern or risk that requires attention, a need that should be addressed).
- Organize the ideas into four or five themes.
- Identify any ideas that seem very different from most of the information gathered (e.g., outliers).
- Categorize the ideas into lists, creating a separate list for each theme and one list for outliers.

**Planning for session two:**
- Create a brief slideshow presentation identifying the key themes and select a couple of pictures that best illustrate each theme (total 8 to 10 pictures).
- Transfer the lists of actionable ideas onto poster sized paper for use in the ‘Action Priorities’ exercise in session two.
- Ensure that there is space around each item that is listed (leave approximately 5cm of margin on each side of the paper). This space will be helpful when participants vote for their most important action ideas.
- Organize visioning exercise.
- Prepare an agenda.
- **Optional but strongly recommended** Prepare a personalized ‘Certificate of Recognition’ for each participant, to be distributed at the end of the project. (Sample certificate provided on USB in this toolkit and can be found in Appendix G).
- Prepare an icebreaker.

A sample agenda for session two can be found in Appendix D.
Session Two with Participants

The second time the facilitators meet with participants, it is a good idea to run a short icebreaker to re-introduce participants to each other and to re-establish the focus of the group. The purpose of this session is to present and discuss themes from the walkabout, conduct a vision exercise, identify priority actions for change.

The Icebreaker

The icebreaker is a great way to bring the group together again. If possible try to tie the icebreaker to one of the themes from the session one walkabout. Examples are available on the internet (e.g., http://www.icebreakers.ws/).

Check the Themes (Validation)

It is critical that themes pieced together from information collected in session one, are validated by participants. Take the information compiled by facilitators after the first session and review it with participants. This will include data from the community mapping exercise and walkabout/picture taking. A good way to present data back to participants is through a PowerPoint slide show with their pictures, quotes and themes.

Materials:
- Laptop
- Presentation
- Projector

Roles:
- Large group, one facilitator

Process:
- Show the slideshow report to the participants.

Prompts for facilitators to engage participants:
- Are there any changes that need to be made?
- Do the themes make sense?
- Does this represent the ideas from the mapping exercise and the photos taken?
- Is there anything missing?
- Are there any outliers that need to be addressed?
Visioning Exercise

Following theme validation with participants, a visioning exercise is completed. This allows participants to share how they would like to see their community in the future. This exercise can be completed in small groups with a report back to the larger group. Group consensus can be sought for the vision to be put forward.

Materials:
• Poster paper
• Markers, pens, pencils
• Laptop
• Internet access as available

Roles:
• Small groups as per previous sessions, including facilitators

Process:
There are many different ways to present a vision. Here are some examples participants have used:
• Word cloud – a visual representation of words describing how participants would like to see their community (see Appendix E)
• Poster – depicting a vision of their community
• Poem – see Appendix F for an example
• Drawing – of how participants would like to see their community
• Skit – demonstrating how they envision their community
• Vision Statement (For detailed instructions on creating a Vision Statement see Appendix I in this Toolkit)

Prompts for facilitators to engage participants:
• What do you want your community to look like?
• Where do you envision people hanging out?
• Who do you want living here?
• What do families look like?
• How do people get along with each other?
• Who makes the decisions?
• How are problems solved?
Identify and Prioritize Actions
The next step is figuring out how to reach the vision described above. This is when the participants select the actions that will help them achieve their vision. Review all action items compiled from the mapping exercise as well as the photos.

Materials:
- Poster sized lists of all themes and ideas (prepared during session two planning day)
- Sticker dots

Roles:
- Large group, one facilitator

Process – Identify Actions:
- Facilitator reviews all themes and ideas with entire group.
- Ask participants if there are any items missing. Do all participants agree that the item(s) should be added? Try to reach consensus to add these items.
- Ask participants if they would like to remove any items. Do all participants agree that the item(s) should be removed? Try to reach consensus to remove the item(s).
Process – Prioritize Actions

Once participants are satisfied that the lists are complete, they are ready to prioritize by voting to select the most important ideas. They will be using a weighted voting method and each participant will vote five times. Participants can vote for a single item more than once or they can spread those votes up to five different ideas. Inform participants that all ideas will be included in the final report.

- Provide participants with a way to vote—consider using small sticker dots (sticker dots are included in this toolkit) or use markers.
- Instruct them to place their vote on the poster next to the idea(s) they want to choose.
- Explain to participants that they may vote five times and place one to five votes on any single item until they have used up all five votes.
- Tally the votes and identify the four ideas that received the most votes.

Debrief:

Prompts for facilitators to engage participants:

- Who do we need to take these ideas to?
- Would any of you be comfortable sharing these ideas with change makers? How would you like to see this done (e.g. letter, presentation)?
- What did you like best about today? What did you like least?
- What surprised you about today?
- If you could change anything about today, what would you change?

Following the project, participants could be given a certificate. See Appendix G for Sample Certificate.
Session Three with Participants
Report Back to Decision Makers/Community Leaders

If time permits, it is highly recommended participants report back on the project to their community. Reporting back allows the work to be shared with decision makers who could take action on some of these ideas and continue the momentum to create change in the neighbourhood (e.g., at a school assembly, school-council meeting or at neighbourhood-association meeting). A report back can take the form of a written report, presentation, newspaper article, gallery display or any other method chosen. A folding display board is available with the toolkit to share your Photovoice project.

Key items to include in the report back are as follows. Consider using session two presentation as a base for your report back:

- Review what the group did.
- Share the results from the asset map.
- Share the themes and sample photos. Allow participants to select the photos.
- Share the Vision for the neighbourhood including the art created during the visioning exercise.
- Identify the priority actions selected by the participants.

Summary

This toolkit outlines a process for facilitating a Photovoice project with community members interested in using photographs to tell a story in their community. Photovoice is a powerful process of engaging community members to raise awareness of issues they perceive important for their community and to provide a platform to advocate for change. When the Photovoice project is complete your community will have:

- asset maps;
- a community vision;
- photographs of assets and needs;
- and prioritized actions for change.

These findings can be shared with decision makers and community leaders and used to mobilize resources for change.
References


Hamilton Neighbourhood Action Planning Toolkit

Hamilton Student Photovoice Project 2011

Hamilton Student Photovoice - video
http://www.youtube.com/watch?v=KG4e5txF1r8

PhotoVoice – Participatory Photography for Social Change
http://www.photovoice.org/

Photovoice Project of Residents in Black Creek

http://photovoice.ca/

www.photovoice.com/method/index_com.htm/


Appendix A: Sample Consent Form

PHOTOGRAPH AND INFORMATION PERMISSION
The purpose of Photovoice is to use pictures as a way for people to tell and share their story so that decision-makers can make changes to policies, programs and physical assets to help improve the community.

Pictures taken, art created, voices and thoughts recorded as sound or printed words in Photovoice may be shown in: gallery displays, public shows, presentations, published on the websites of the City of Hamilton, The Hamilton Community Foundation and the Social Planning and Research Council of Hamilton, used in brochures, pamphlets, flyers, annual reports, newsletters, newspapers, radio or television. They would be used to create awareness about assets and needs in the community.

I understand that I have the right to withdraw my permission at any time.

On behalf of my child/ward:

☐ I give my permission to use the art created by, photos taken by and words written by my child/ward.

☐ I give my permission to use photos taken of and voice recorded of my child/ward.

Name of Child: ________________________________

Parent/Guardian Name ____________________________

Parent/Guardian Signature ________________________

Date ____________________________
Appendix B: Sample Agenda Session One

PHOTOVOICE PROJECT SESSION ONE

<< GROUP NAME HERE >>

<< DATE HERE >>

AGENDA

1. Ice Breaker (15 minutes)
2. Presentation, introduction to Photovoice as well as a brief overview of the expectations for the coming days. (15 minutes)
3. Mapping Exercise (30 minutes)
   a. Small groups up to 4 persons, including a facilitator.
4. Snack Break (15 minutes) (facilitators should consider providing a healthy snack for participants).
5. Walkabouts (75 minutes)
   a. Stay in the same small groups as the mapping exercise.
   b. Assign each group an area to explore on their walkabout.
   c. Review how the camera works.
   d. Review the map and route that the group will be taking.
   e. Review how information is recorded information on the spreadsheets.
   f. Designate tasks for reading the map, taking pictures and recording information, and discuss how these tasks might be shared.
   g. Review safety expectations.
   h. Go exploring!
6. De-Brief (15 minutes).
### Appendix C: Sample Logsheet for Tracking Photos

<table>
<thead>
<tr>
<th>Photo</th>
<th>Location (address/intersection/landmark)</th>
<th>What is in the photo?</th>
<th>Why is this important for your neighbourhood?</th>
</tr>
</thead>
</table>
|       | Backside of townhouses leading up to Limeridge | Hill, rocks, loose dirt | *Not fit:* icy in winter, no stairs, so hard to climb if carrying things, not strong, have bike, have stroller. *
|       |                                          |                       | *Fit:* Shortest way to Limeridge from home.   |
Appendix D: Sample Agenda for Session Two

PHOTOVOICE PROJECT SESSION TWO

<< GROUP NAME HERE >>

<< DATE HERE >>

AGENDA

1. Ice Breaker (15 minutes)
2. Presentation (15 minutes)
   a. Review the agenda for day two.
   b. Review photos and the themes generated from the photos.
3. Vision Exercise (45 minutes)
   a. Small groups up to 4 persons, including a facilitator.
   b. Allow one group to work on selecting 4 photos that best represent each theme to use for a photo display in future. Select 4 photos per theme; therefore if 4 themes, 16 photos total.
4. Snack Break (15 minutes) Facilitators should consider providing a healthy snack for participants.
5. Review and prioritize actions (20 minutes)
6. Plan a report-back presentation for the community (30 minutes)
7. *Optional but strongly recommended* Distribute ‘Certificate of Recognition’ to each participant.

Debrief and wrap up (10 minutes)
Appendix E: Sample Word Cloud
(courtesy of Annunciation of Our Lord Catholic Elementary School Photovoice Project)
Appendix F: Sample Poem
[courtesy of Lake Avenue Public Elementary School Photovoice Project]

Reverse Poem
Our community is a dangerous place
And we cannot believe that
We can make a difference
We know that
Graffiti and filth toils around our environment
It’s a lie to believe that
Our culture can work together and express their beliefs
It’s evident that
We don’t get enough opportunities and education for the future
It’s ignorant to presume that
Where we live affects our health

Reverses It...
Where we live affects our health
It’s ignorant to presume that
We don’t get enough opportunities and education for the future
It’s evident that
Our culture can work together and express their beliefs
It’s a lie to believe that
Graffiti and filth toils around our environment
We know that
We can make a difference
And we cannot believe that
Our community is a dangerous place
Appendix G: Sample Certificate
Appendix H: Sample Presentation “What is Photovoice?”

What is Photovoice?
- Using YOUR pictures to tell us YOUR story
- Using pictures to recognize common themes in your neighbourhood
- Identifying assets and needs in your community

Assets
- Positive things about your community
  - “Recycling bins are an asset, they show that people care about the look and health of the community.”

Needs
- Things you would like to see changed or are missing in your community
  - “So much garbage and grocery carts cluttered, it looks ugly.”

Who?
- You, members of the Riverdale Community Planning Team
- Riverdale community
- McMaster student nurses
- City of Hamilton (Neighbourhood Action Strategy and Public Health)
- SPRC

Why?
- Represent your community with pictures to advocate for positive change
- Validate the Neighbourhood Action Plan that is in place
- Identify any other areas for change
- Encourage unity within the community
Appendix H: Sample Presentation “What is Photovoice?”

It’s in your hands!

“If it is to be, it’s up to me!”

The health of your community affects your health

Agenda

Day 1
1. Community Mapping
2. Break
3. Explanation of Walk-about
4. Walk-about and phototaking
5. Debrief and thoughts for next week

Agenda

Day 2
1. Presentation of photos and themes
2. Discussion of themes
3. Visioning Exercise

Day 3
1. Photovoice presentation
2. Prioritization activity – Dotmocracy
3. Working on presentation

Questions?
Appendix I: Vision Statement Exercise

The foundation of any plan is the vision. We can create significant improvements in our neighbourhoods when the vision clearly articulates the differences we want to make; the dream of our neighbourhoods’ brightest potential.

The neighbourhood vision statement is a concise statement of what is possible, and illustrates the picture of the future we want to create for our neighbourhood. It should be inspiring and inspirational and should answer the big question – “WHY are we doing what we are doing?” Our vision will tell us where we are heading and what we want to achieve.

Steps to Creating a Vision Statement:

You will need a facilitator and a recorder, along with sticky notes, pens, flip chart paper and markers for this exercise.

The facilitator will:
1. Explain to the group the purpose of the vision statement.
2. Ask the group to review the asset map and neighbourhood profiles discussed in previous meetings as well as the photos taken on the walkabout. Ask them to consider the following questions: Based on our assets and needs, what do we want our neighbourhood to look like in 5 years...10 years...20 years? How do we protect, enhance or get more of our assets? How do we fix, change or remove things that are needs? What is possible?
3. Give each participant a sticky note and pen and ask them to write down ONE idea of what they want their neighbourhood to look like in the future. Give the group 10 minutes to think, reflect and complete.
4. Facilitate a “go around” by asking each resident to speak to their idea. Have the group discuss each idea. The recorder will capture the main ideas on flip chart paper. The facilitator will then ask the participants to group ideas together into major themes. Get agreement on the major themes. Ask the group, “Did we miss anything?”
5. Write each theme on a flip chart and post around the room. Give each participant one sticky dot and have them place it on the theme they think is most important. The themes with the most dots are most important for prominent inclusion in the vision statement.

It is important that the group not wordsmith a vision statement after this exercise. If possible, have one or two participants work with a facilitator take away the major themes, put some sentences around these themes. This will save the group time and frustration and allow them to move on with the development of goals and objectives.

Once your vision statement is complete, do a REALITY CHECK. Ask: “Can this be achieved?”

(Source: http://www.hamilton.ca/neighbourhoods)
Acknowledgements

Many thanks to the students, youth and staff who worked with us to create Photovoice projects, and whose contributions have helped to develop this Toolkit.

- Annunciation of Our Lord Catholic Elementary School
- Immigrant Woman’s Centre
- Lake Avenue Public Elementary School
- McMaster School of Nursing
- Montcalm Community House
- Riverdale Community Planning Team
- Westview Public Elementary School