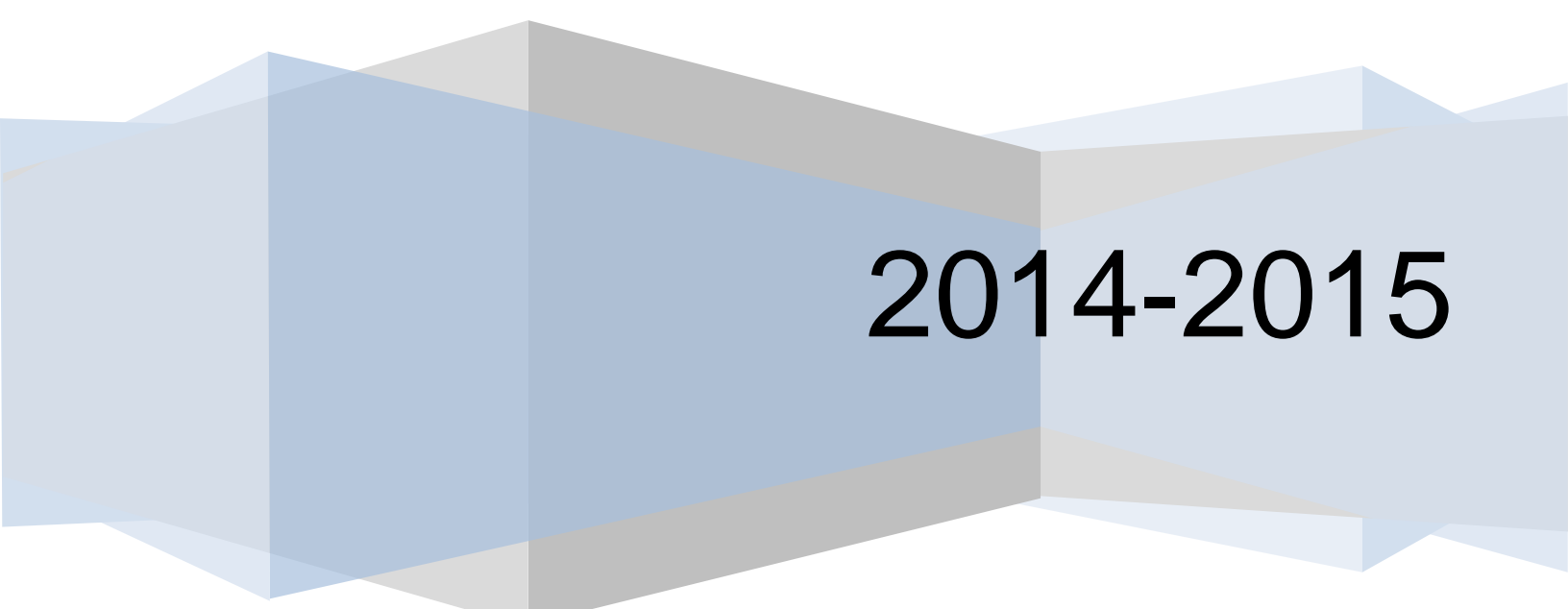


**University of Massachusetts, Lowell  
Community Social Psychology MA**

**Resources to Share  
Afternoon Practicum Class**



**2014-2015**

## Table of Contents

Principles of Effective Prevention Programs and  
Fundamentals of Behavior, Learning and Behavior Change  
by Talita Pacheco at Lowell Community Charter Public School

Clinical Services in the Greater Lowell Area  
by Alexa Queenan at Girls Inc.

Cultural Diversity in the Workplace  
by Ishani Metta at Lowell Community Health Center's Teen Block

LGBTQ Fact Sheet  
by Shawn Donnely at Middlesex Community College

The Gender Wage Gap  
by Teresa Shroll at Community Teamwork Inc.

Youth Empowerment  
by Sadie Prickett at The Boys and Girls Club

Photovoice Toolkit: A guide for implementing a photography-based social action project  
by Marissa Gianino at the Mayor's Initiative for a Healthy and Sustainable Food System  
in Portland Maine

Advocacy Tips for Nonprofits  
by Mary Tauras at the Nonprofit Alliance of Greater Lowell and Coalition for a Better Acre

List of Faith Based Organizations in Lowell  
by Christopher Kerivan at The Lowell Transitional Living Center

## **Principles of Effective Prevention Programs**

This is a very useful guide when developing, or measuring the effectiveness of programs. Some of the points may not be applicable to every program. However, for the most part, this is a very useful tool to have. On the original document, a checklist is provided with some key points for topic.

### **Comprehensive Services**

Definition: Strategies should include multiple components and affect multiple settings to address a wide range of risk and protective factors of the target problem.

### **Varied Teaching Methods**

Definition: Strategies should include multiple teaching methods, including some type of active, skills-based component.

### **Sufficient Dosage**

Definition: Participants need to be exposed to enough of the activity for it to have an effect.

### **Theory Driven**

Definition: Preventive strategies should have a scientific justification or logical rationale.

### **Positive Relationships**

Definition: Programs should foster strong, stable, positive relationships between children and adults.

### **Appropriately Timed**

Definition: Program activities should happen at a time (developmentally) that can have maximal impact in a participant's life.

### **Socioculturally Relevant**

Definition: Programs should be tailored to fit within cultural beliefs and practices of specific groups as well as local community norms.

### **Outcome Evaluation**

Definition: A systematic outcome evaluation is necessary to determine whether a program or strategy worked.

### **Well-Trained Staff**

Definition: Programs need to be implemented by staff members who are sensitive, competent, and have received sufficient training, support, and supervision. Follow up (booster) training and technical assistance to staff are critical.

## Fundamentals of Behavior, Learning and Behavior Change

Behavior is complex and is influenced by many factors, which can be broken down into two large categories:

- *individual factors* (beliefs, motivation, knowledge, skills, expectations)
- *environmental factors* (family, cultural norms, neighborhoods, public policy)

Some things we know about changing **individual-level** factors that determine behavior:

The Performance Equation is  $P = IC + S/K + M/I + Env$

- Performance (or behavior) = inherent capability + skills/knowledge + motivation/incentive + environmental resources (Harless)
- Training—or teaching—only changes skills and knowledge. It cannot, by itself, overcome inherent capability deficits, lack of motivation/incentives, or lack of environmental resources. (Bichelmeyer)
- Increasing knowledge and skills is necessary but not sufficient to change behavior.
- When using training or teaching as a program component, keep in mind that:
- Motivation affects what people pay attention to. (Information Processing Theory)
- People process small amounts of information at one time. (Information Processing Theory)
- People combine bits of information into “chunks” to help them remember it and to make decisions faster. (Information Processing Theory)
- Without practice, people forget what they learned within 48 hours of learning it. (Bichelmeyer)
- Behavior that is reinforced (followed by a positive result) is more likely to happen again in the future. Behavior that is punished (followed by a negative result) is less likely to happen again in the future. (Social Learning Theory, Bandura)
- Behavior change is a process, not an event. (Stages of Change, Prochaska)
  - People can be at different levels of readiness to change. Different levels of readiness include pre-contemplation, contemplation, decision, action, and maintenance. People can cycle through these stages more than once. (Stages of Change; Prochaska)

## **Clinical Services in the Greater Lowell Area:**

### **Mental Health Association of Greater Lowell**

Community & Family Counseling Services  
99 Church Street, Lowell, MA 01852  
978-458-6282  
[www.mhalowell.org](http://www.mhalowell.org)

### **Greater Lowell Psychiatric Associates**

73 Princeton Street, Suite 203  
North Chelmsford, MA 01863  
978-256-6579  
[www.greaterlowellpsychassoc.com](http://www.greaterlowellpsychassoc.com)

### **Kerry Rollins, Licensed Clinician**

70 Broadway Street, Westford, MA 01886  
978-337-3676  
[www.therapistrollins.com](http://www.therapistrollins.com)

### **Cheryl Laurenza, Licensed Clinical Mental Health Counselor**

230 Rockingham Rd, Derry, New Hampshire, 03038  
678-693-2281  
[www.refugecounselingcenter.org](http://www.refugecounselingcenter.org)

### **Michelle Wright, MA, LCMHC, Licensed Clinical Mental Health Counselor**

167 South River Road, Suite 9, Bedford, New Hampshire, 03110603-547-9250  
[www.WalkTogetherNH.com](http://www.WalkTogetherNH.com)

### **Mental Health Association of Lowell, Inc.**

[www.mhalowell.org](http://www.mhalowell.org)  
99 Church St  
Lowell, MA  
(978) 458-6282

### **Bridgewell Counseling Services**

[www.bridgewell.org](http://www.bridgewell.org)

#### **Bridgewell Counseling Services - Chelmsford**

Full-service outpatient behavioral health clinic  
7 Summer Street, Suite 19, Chelmsford, MA 01852  
978-256-1444

#### **Bridgewell Counseling Services - Lowell**

Full-service outpatient behavioral health clinic  
35 Market Street, Lowell, MA 01852  
978-459-0389

### **Lowell Youth Treatment Center**

[www.arbourhealth.com](http://www.arbourhealth.com)  
391 Varnum Ave  
Lowell, MA  
(978) 322-5160

**South Bay Mental Health Center**

[www.southbaymentalhealth.com](http://www.southbaymentalhealth.com)

77 E Merrimack St

Lowell, MA

(978) 453-6800

**Stoney Brook Counseling Center**

[www.cosicounseling.com](http://www.cosicounseling.com)

2 U.S. 3

Chelmsford, MA

(978) 275-9444

**Arbour Counseling Services**

Outpatient mental health services

[www.arbourhealth.com](http://www.arbourhealth.com)

10 Bridge St #300

Lowell, MA

(978) 453-5736

**Center For Family Development**

[www.cosicounseling.com](http://www.cosicounseling.com)

45 Merrimack St

Lowell, MA

(978) 459-2306

**Lowell Community Health Center**

Primary health care services for adults

Counseling, medication and substance abuse treatment

161 Jackson Street, Lowell, MA 01852

978-937-9700

**St. Ann's Home, Inc.**

Residential Care for Children and Adolescents

100A Haverhill Street, Methuen, MA 01844

978-682-5276

**Light of Cambodian Children, Inc.**

Preserving Cambodian Folktale

40 French Street, 3rd Floor, Lowell, MA 01852

978-275-1822

**Center For Family Development of Lowell**

Outpatient mental health clinic

81 Bridge Street, Suite 215, Lowell, MA 01852

978-459-2306

**The Edinburg Center**

Rehabilitative, Support and Supervision Services

169 Elm Street, Waltham, MA 02453

781-894-8440

**(CSA) Children's Friend and Family Services, Inc.**

Our CSA exists to provide support to children and families.  
15 Union Street, Suite 557, Lawrence, MA 01840  
978-682-7289

**(CSP) Family Continuity Programs, Inc.**

Case mgmt. services to those at risk within the community, intensive clinical services  
360 Merrimack Street, Building 9, 3rd floor, Lawrence, MA 01843  
978-687-1617

**Family Services of the Merrimack Valley**

Assist with mental health issues and emotional stress  
430 North Canal Street, Lawrence, MA 01840  
978-327-6600

**The Psychological Center**

Emergency Shelter, Structured Outpatient Addiction Program  
The Psychological Center, 19 Winter Street, Lawrence, MA 01841  
978-975-4547

**Mass Society for the Prevention of Cruelty to Children**

Provides mental health counseling  
439 South Union Street, Lawrence, MA 01843  
978-682-9222

**Lowell Transitional Living Center, Inc.**

Multi Service Men & Women's homeless shelter  
205-209 Middlesex Street, Lowell, MA 01852  
978-458-9888

**Cambodian Mutual Assistance Association of Greater Lowell**

CMAA Interpretation Service  
120 Cross Street, Lowell, MA 01854  
978-454-6200

**Justice Resource Institute (JRI)**

In Home Therapy, Offers therapeutic care and wellness services.  
319 Wilder Street, Lowell, MA 01851  
978-799-7397

**Lahey Health Behavioral Services**

Counseling and psychiatric medication  
12 Methuen St, 3rd Floor, Lawrence, MA 01840  
978-683-3128

**(MVT) Merrimack Valley Trauma Services**

Trauma-focused services for the Merrimack Valley area  
267 Boston Road, Suite 26, North Billerica, MA 01862  
978-362-1695

**Lowell Community Health Center**

Building leadership, opportunities, community and knowledge  
Combines Eastern traditional medicine with Western medicine  
135 Jackson Street, Lowell, MA 01852  
978-441-1700 \_

**North American Family Institute/Dept of Youth Services**

Resources to youth committed to the Dept. of Youth Services  
15 Union Street, Lawrence, MA 01840  
978-651-2350 \_

**[Northeast Independent Living Program, Inc.](#)**

Support, educate & empower mental health consumers  
20 Ballard Road, Lawrence, MA 01843  
978-687-4288 \_

**[\(SOAP\) Team Coordinating Agency, Inc.](#)**

SOAP is a full time outpatient addiction treatment program.  
76 Winter Street, Haverhill, MA 01830  
978-373-1181

**[Children's Friend and Family Services, Inc.](#)**

Therapeutic Mentoring is a one-on- one service for youth.  
15 Union Street, Suite 557, Lawrence, MA 01840  
978-682-7289

**[Wayside Youth & Family Support Network](#)**

In Home Therapy, Care Coordination and Family Support  
73 E. Merrimack Street, Lowell, MA 01852  
978-221-6923

**[United Teen Equality Center](#)**

Youth Counseling Services  
34 Hurd St, Lowell, MA 01852  
978-856-3916 ([more](#))

**[Youth Villages, Inc.](#)**

Intercept Program - Intensive In-home Services  
400 West Cummings Park, Suite 5200, Woburn, MA 01801  
781-937-7900

**Other Family Resources:**

Clinical search list  
[www.theravive.com](http://www.theravive.com)  
[www.healthgrades.com](http://www.healthgrades.com)

Center for Parent Information and Resources - [www.parentcenterhub.org](http://www.parentcenterhub.org)  
Federation for Children with Special Needs - [www.fcsn.org](http://www.fcsn.org)  
Autism Society of Massachusetts - [www.autism-society-massachusetts.org](http://www.autism-society-massachusetts.org)



**Disclaimer: This information is provided as a resource list to parents/ families only. Girls Inc. does not endorse any of the agencies/contacts listed and cannot be held responsible for the services they do/don't deliver.**

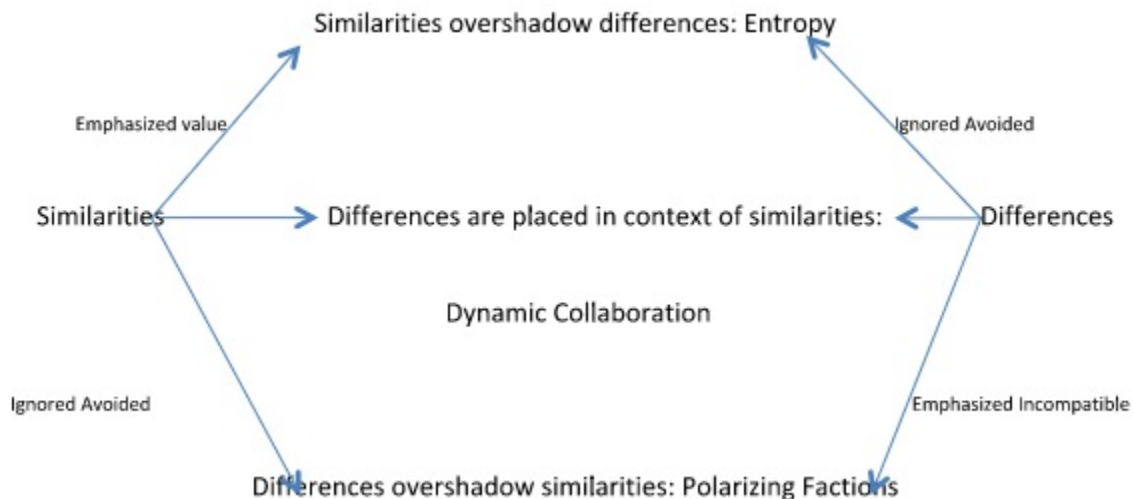
## **Cultural Diversity in Workplace**

**Ishani Mehta**

One might think that a non-profit organization working on the front lines of an increasingly diverse society would be models of **inclusion** and **diversity**. But this is often not the case, and these organizations have to pro-actively address the challenges faced within their own organizations. A survey conducted by Commonwealth Compact, which is a diversity initiative project sponsored by University of Massachusetts at Boston, found that while the Massachusetts workforce is comprised of 34% of people of color, most employees of color are in lower-levelled jobs and 23% of the organizations did not have people of color on their leadership team (Sidberry, T. "Making Nonprofits More Inclusive and Diverse").

A model for thinking about how to manage differences – as well as similarities – among group members can be helpful for thinking about how to manage diversity within an organization. The model emerged from case studies of organizations serving individuals with disabilities that were working to support collaboration among parent-community members on boards of directors (Bartunek, Foster-Fishman, & Keys, 1996; Bond & Keys, 1993).

The figure below depicts the tensions that can emerge between focusing on similarities vs. differences among parent and community board members. Most often the goal is to establish an organizational culture that can provide recognition of both similarities and differences – yet what often happens is that one focus overshadows the other. If at one end, differences completely overshadows, it may result in conflict. On the other hand, if similarities overshadow differences then it can result in entropy or organizational inertia. The most effective approach is usually to establish similarities around overarching goals and then to recognize how the differences among members can be beneficial to supporting those shared goals.



The above figure depicts tension between similarities and differences among parent and community board members. The arrows from both similarities and differences point in the center stand for the recognized value.



# LGBTQ Ally-Ship

## A Brief Overview

**Definition:** An Ally is any person who purposely seeks out knowledge related to the experiences of a marginalized group of people to which they do not have membership, and works to stand up for the rights of this group and to be a source of support.

### The Full Acronym

L Lesbian  
G Gay  
B Bisexual  
T Transgender  
Q Queer  
Q Questioning  
I Intersex  
P Pansexual  
2S Two-Spirit  
A Asexual  
A Ally

### Preferred Gender Pronouns

They/Them/Theirs  
She/Her/Hers  
E/Em/Eirs  
He/Him/His  
Ze/Zir/Zirs  
Name/Name/Name's

### Examples of LGBTQ-Specific Challenges

LGBTQ persons experience the following at higher rates than average:

- Verbal and Physical Harassment
- Depression and Anxiety
- Attempted Suicides
- Homelessness
- Social Isolation

### Definitions for Some Common LGBTQ-Related Terms

**Homophobia/Biphobia/Transphobia:** An irrational fear of those who do not identify as heterosexual, those who are gender variant, and/or the inability to deal with gender ambiguity

**Coming Out:** the process by which one accepts one's own or begins to share with others their sexuality, gender identity, or status as an intersex person.

**In the Closet:** Refers to an LGBTQ person who will not or cannot disclose their sex, sexuality, sexual orientation or gender identity to their friends, family, co-workers, or society.

**Cisgender:** a person whose self-identity conforms with the gender that corresponds to their biological sex; not transgender

**Transition:** the process a gender variant person undergoes when changing their bodily appearance either to be more congruent with the gender/sex they feel themselves to be and/or to be in harmony with their preferred gender expression.

**Heterosexual Privilege:** Those benefits derived automatically by being heterosexual that are denied to Lesbian, Gay, and Bisexual persons.

### Some Do's and Do Not's of being an Ally

DO NOT assume everyone is heterosexual and/or cisgender. DO assume that people may be attracted to the opposite or same gender as their own, bother, or neither, and that people's gender identity could fall anywhere on the spectrum of gender identities.

DO NOT assume that being LGBTQ is the only dimension of a person. DO assume that everyone is a multi-faceted individual with multiple intersecting identities.

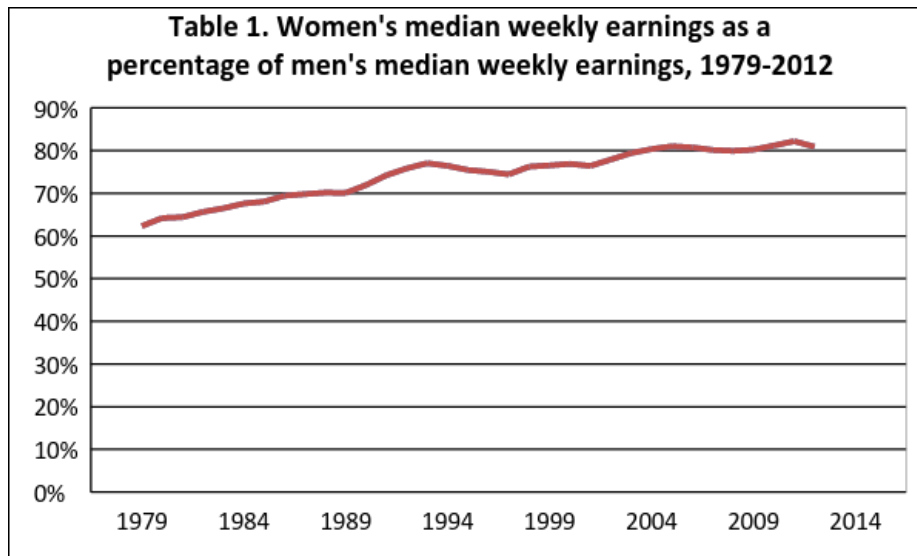
DO NOT tell another persons story or out an LGBTQ person without their permission. DO allow LGBTQ persons to tell their own story choose who they are out to.

DO NOT feel sorry for someone because they are LGBTQ. DO treat LGBTQ identities as legitimate as heterosexual and cisgender identities.

# The Gender Wage Gap

## The Gender Wage Gap

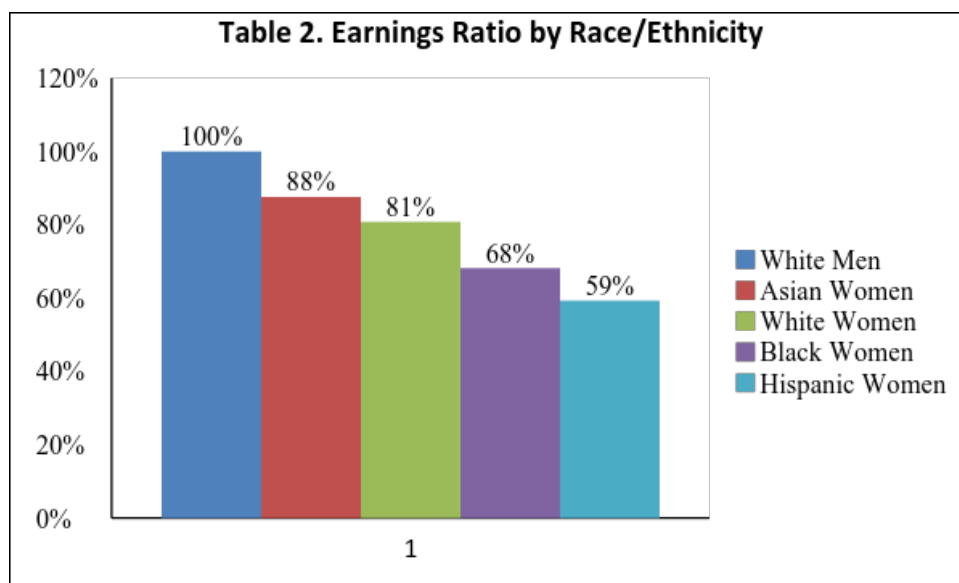
The wage gap between men and women has decreased from 38 cents for every dollar to 19 cents for every dollar since 1979; see Table 1.



Source: U.S. Bureau of Labor Statistics, 2014

## The Gender Wage Gap and Race

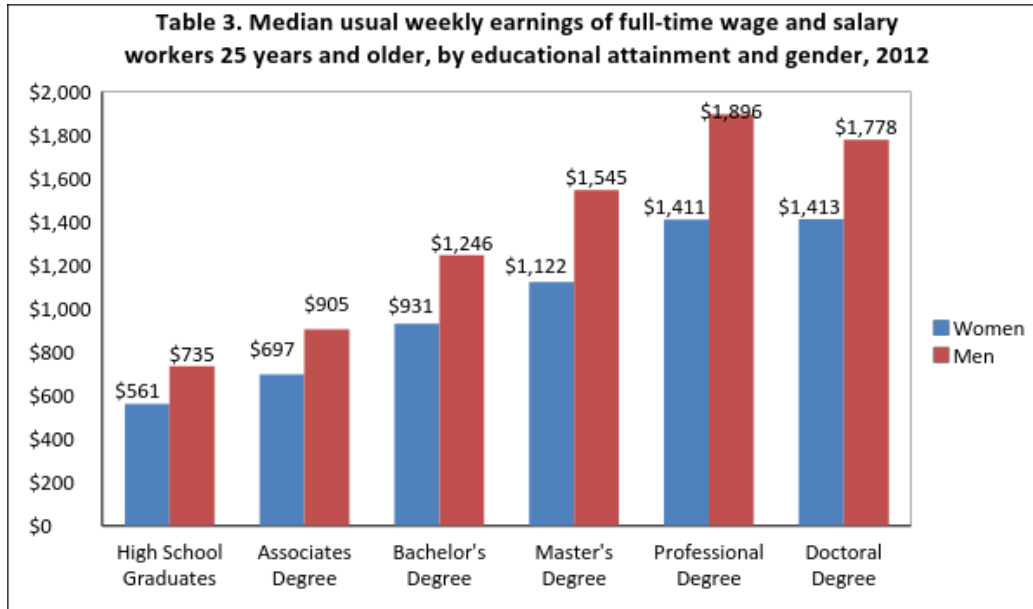
The wage gap increases for African American Women and Hispanic or Latino Women when compared to a White Man's earnings; see Table 2.



Source: U.S. Bureau of Labor Statistics, 2014

## The Gender Wage Gap and Education

Education does little to compensate for the Wage Gap. As seen below, the median weekly earnings of a woman with a Master's degree are less than that of a man with a Bachelor's degree; see Table 3.



Source: U.S. Bureau of Labor Statistics, 2014

## Salary versus College Expenses

	UML Tuition & Fees	Annual Salary
Woman with a Bachelor's Degree	\$49,788	\$48,412
Man with a Bachelor's Degree	\$49,788	\$64,792
Woman with a Master's Degree	\$75,386	\$58,344
Man with a Master's Degree	\$75,386	\$80,340

## The Argument Against the Gender Wage Gap

Critics of the Gender Wage Gap argue that the Gap is the result of women's choices. However, the 2012 study by the American Association of University Women found that after accounting for college major, occupation, economic sector, hours worked, months unemployed since graduation, GPA, type of undergraduate institution, institution selectivity, age, geographical region, and marital status, **there was still a 7% gap one year after graduation.**

## How the Gender Wage Gap Impact Earnings

	<b>Female</b>	<b>Male</b>
First-year Salary (7% Difference)	\$36,270	\$39,000
Bonus of 5%	\$1,814	\$1,950
First-year Total Salary	\$38,084	\$40,950
Salary Difference After 1 Year	\$2,867	
Second-year Salary (3% Raise)	\$37,358	\$40,170
Bonus of 5%	\$1,868	\$2,009
Second-year Total Salary	\$39,226	\$42,179
Salary Difference After 2 Years	\$2,952	
	<b>Over two years, the difference is \$5,819</b>	

Source: Adapted from the AAUW \$tart \$mart Workshop

## Ways to Change the Gender Wage Gap

The AUWW recommends the following steps be taken by individuals, employers, and governments to eliminate the Gap:

- Individuals: Develop strong wage negotiation skills
- Employers: Evaluate, monitor, and audit different jobs and address gender pay differences
- Governments: Pass legislation for more effective equal pay protections

## Gender Wage Gap Resources

Center for American Progress:

*Explaining the Gender Wage Gap* by Sarah Jane Glynn May 19, 2014.

The American Association of University Women:

*The Simple Truth About the Gender Pay Gap* by Linda D. Hallman, CAE.

*Graduating to a Pay Gap* by Christianne Corbett, M.A. and Catherine Hill, Ph.D.

US Bureau of Labor Statistics

*Women in the Labor Force: A Databook*

### References

Chao, E. L., & Rones, P. L. (2014). *Women in the labor force: a databook* (Report No. 1049). Washington, DC: US Department of Labor, US Bureau of Labor Statistics.

Corbett, C., & Hill, C. (2012). *Graduating to a Pay Gap: The Earnings of Women and Men One Year after College Graduation*. American Association of University Women. Retrieved from <http://files.eric.ed.gov/fulltext/ED536572.pdf>

## ***What is Empowerment?***

“The process by which groups or individuals increase control over conditions that affect their lives”<sup>1</sup>

“*Psychological* Empowerment refers to empowerment at the individual level of analysis. The construct integrates perceptions of personal control, a proactive approach to life, and a critical understanding of the sociopolitical environment”<sup>2</sup>

*Organizational* Empowerment “includes processes and structures that enhance members’ skills and provide them with the mutual support necessary to effect community level change”<sup>2</sup>

Empowerment at the *community* level “refers to individuals working together in an organized fashion to improve their collective lives and linkages among community organizations and agencies that help maintain that quality of life”<sup>2</sup>

“Control over one’s own narrative is a form of voice and power that is an important resource for subordinated groups”<sup>3</sup>

## ***How is it applied to youth work?***

Youth are considered a subordinate group. Their voice is often excluded from decisions and policies that impact their lives. Empowerment is a process that allows them to have a voice and take control. Empowerment functions best through shared control between youth and adults. Opportunities can be missed in youth-driven work, they miss out on opportunities to learn and grow through support and collaboration from adults. Adults create safe and welcoming spaces for youth to think critically, become aware and engaged, and recognize their strengths. “*The lack of adult involvement in youth-driven participation may hinder rather than encourage optimal adolescent development and empowerment.*”<sup>4</sup>

Successful youth empowerment outcomes may be increase confidence, self worth, self-efficacy, as well as building a connection to helpings others and improving community. When utilizing youth empowerment frameworks, partnership between youth and adults can be considering in all aspects of program design, implementation, evaluation, decision-making, etc...

## ***Frameworks of Youth Empowerment***

### TYPE Pyramid<sup>4</sup>

(Adult Control)	(1) Vessel – Lack of youth voice and participation, adults have total control
	(2) Symbolic – Youth have voice, adults have most control
(Shared Control)	(3) Pluralistic – Youth have voice and active participant role, youth and adults share control
	(4) Independent – Youth have voice and active participant role, adults give youth most control
(Youth Control)	(5) Autonomous – youth have voice and active participant role, youth have total control

## Hart's Ladder of Young People's Participation<sup>5</sup>

### Forms of Non Participation

1. Manipulation – Children do or say what adults suggest, but have no real understanding of the issues, OR, children are asked what they think, adults use some of their ideas, but do not tell them what influence they had on the final decision
2. Decoration – Children take part in an event, ex. By singing, dancing, or wearing t shirts with logos, but they do not have a real understanding of the issues
3. Tokenism – Children are asked to say what they think about an issue, but have little or no choice about the way they express those views or the scope of the ideas they can express

### Forms of Participation

4. Assigned but Informed – adults decide on the project and children volunteer for it, the children understand the project, and know who decided they should be involve and why. Adults respect their views
5. Consulted and Informed – The project is designed and run by adults but children are consulted. They have a full understanding of the process and their opinions are taken seriously
6. Adult Initiated, Shared Decisions with Children – Adults have the initial idea but children are involved in every step of the planning and implementation. Not only are their views considered, but they are also involved in making the decisions
7. Child Initiated and Directed - Children have the initial idea, and decide how the project is to be carried out. Adults are available but do not take charge.
8. Child Initiated, Shared Decisions with Adults – Children have the ideas, set up the project, and invited adults to join with them in making decisions

### ***What are ways to incorporate more empowerment into your program?***

Surveys

Focus groups

Advisory boards

Leadership groups

Participatory Action Research

### **Reflection Questions**

Who does your program currently serve?

Are they involved in the decision making process?

If yes, how so? If not, think of ways they could become so.

What current framework best describes the level of youth empowerment currently in practice in your program?

---

1 Rappaport, J. (1981). In praise of paradox: A social policy of empowerment over prevention. *American Journal of Community Psychology*, 9(1), 1–25.

2 Zimmerman, M. A. (1995). Psychological empowerment: Issues and illustrations. *American Journal of Community Psychology*, 23(5), 581–599.

3 Rappaport, J. (1995). Empowerment meets narrative: Listening to stories and creating settings. *American Journal of Community Psychology*, 23(5), 795.

4 Wong, N. T., Zimmerman, M. A., & Parker, E. A. (2010). A typology of youth participation and empowerment for child and adolescent health promotion. *American Journal of Community Psychology*, 46(1-2), 100-114.

5 Hart, R. (1992). Children's participation: From tokenism to citizen- ship (no. 4). Florence, Italy: UNICEF International Child Development Centre.



# **Photovoice toolkit:**

## **A guide for implementing a photography-based social action project**

Compiled for the City of Portland Mayor's Initiative for a Healthy and Sustainable Food System  
Spring 2015  
Marissa Gianino

### **Contents**

- What is Photovoice?
  - Objectives
  - Sample timeline
  - Appendixes
- A. Handout – one-page handout summarizing key points of the project; given to participants after introductory presentation
  - B. Consent form – multiple copies given to each participant; participants must get written permission if photo contains recognizable faces
  - C. Meeting agenda – Agenda for photo sharing and discussion

### **What is Photovoice?**

The Photovoice process provides a way for community members to explore and communicate their own perceptions and experiences with the ultimate goal of creating a community change. In general, it involves taking pictures in the community, creating photo captions, and group discussions of the photos, the, what they mean, and what can be done. In the end, an exhibition of photos and the accompanying photo captions are presented to a group of stakeholders in the community.

### **Objectives**

- To provide an opportunity for community members with limited decision-making authority to both understand and influence the food system
- To promote a food conversation where everyone can identify challenges and suggest solutions for change
- To inform the public and policymakers on specific ways to respond to our community needs

Before implementing a Photovoice project, you must identify 1) a group of participants and 2) an audience. This process is proven effective with participants who have limited decision-making authority in the community as a way to increase community engagement and empowerment. Secondly, you must also choose an audience for the final exhibition (e.g. city council, coalitions, school board). The audience will depend on the focus of the project, as well as the problems and solutions proposed.

### Sample timeline

<b>Session (or week) 1</b>	Introduction to Photovoice – introduce project goals and timeline, show examples of photos and captions, review photo taking ethics and guidelines, distribute consent forms, ask participants for feedback ( <i>see appendix</i> )
<b>Session 2</b>	Students come prepared with at least 5 photos for the first round of discussion, reaction sharing, and storytelling ( <i>see appendix</i> ) In the end, students provide feedback to measure 1) what they think was the best thing in today's session, 2) something we could improve for next session, and 3) anything else they would like to share
<b>Session 3-4</b>	Discussion of new photos and captions Each person chooses 1-2 photos for exhibit
<b>Session 5</b>	Edit and finalize photo captions Identify a set of issues or themes that you want to share with the identified audience
<b>Session 6</b>	Begin creating the exhibit
<b>Session 7</b>	Finalize exhibit Practice presentation Collect consent forms before presentation
<b>Presentation</b>	Gallery-style presentation segmented by theme/issue Audience members rotate between 3 or more 20-minute rounds of small group conversation Allow audience to ask participants questions and vice versa (two-way engagement)

**Case Example: Deering High School Photovoice project:  
Identifying problems and suggesting solutions to food insecurity**

**What is Photovoice?**

- A process to involve you in creating community change
- Provides a way to explore and communicate your own perceptions and experiences
- Involves taking pictures in the community, creating picture captions, and discussing why you took the pictures, what they mean, and what we can do about it
- A community exhibit to raise awareness and inform the public and policymakers of community needs

**Answer these questions with your photos and captions!**

How can we improve food access and food justice in Portland?  
Identify problems and suggest potential solutions.

**We will view each other's photos and discuss these questions.**

What do you SEE in the photo? What is really HAPPENING? How does it relate to OUR lives? WHY does the situation exist? What can we DO about it?

**Ethics and guidelines:**

When a person's face can be recognized in a picture, you must get written consent or permission. Get consent before taking the picture. Explain the project, go over the consent form, and get a signature.

- Everyone has the right to decline being in pictures.
- Show extreme care when photographing sensitive issues.
- Take pictures that fairly represent the real situation.
- Know your intention or purpose for taking each photo. Make sure your purpose is for the good.

**SCHEDULE**

Week 1: Introduction to Photovoice

Week 2: Photo viewing and discussing

Week 3: Photo viewing and discussing

Week 4: Create a group exhibit and prepare for presentation

**3/27/15:** Present exhibit at Mayor's Initiative for a Healthy and Sustainable Food System meeting

Website: [www.portlandmaine.gov/360/Healthy-Sustainable-Food-Systems-Initiat](http://www.portlandmaine.gov/360/Healthy-Sustainable-Food-Systems-Initiat)

Facebook: [www.facebook.com/shapingourfoodsystem](https://www.facebook.com/shapingourfoodsystem)

- Do not put your own safety at risk to take photos.

## Photovoice Consent Form

### **Introduction**

The Deering High School Photovoice food project is part of an ongoing community effort to address hunger and food security issues in Portland. Freshmen from Mr. Small's social studies classes have decided to participate in the project to share their experiences of food insecurity and suggest potential solutions for the city of Portland.

The goal of this project is to empower youth to become actively involved with community change efforts and to inform stakeholders of community needs. We will present a photo exhibit at the Mayor's Initiative for a Healthy and Sustainable Food System meeting on March 27, 2015, which **everyone is welcome to attend!**

### **What is Photovoice?**

Photovoice provides a way for youth in the community to explore and communicate their perceptions and experiences related to food justice. Students take pictures in the community, create picture captions, and discuss why they took the pictures and what they mean. The pictures will then be shown at a community exhibit to raise awareness of the food system from the students' perspectives.

### **What is involved?**

The student photographer may take pictures that contain images of you. Your name or any other identifying information will not be known or listed with the pictures; however, it may appear in an exhibit that will be presented to the Mayor's Initiative for a Healthy and Sustainable Food System. **Your willingness to be photographed is voluntary and you may decline.**

By signing this consent form, I agree to voluntarily have my photograph or my child's photograph taken. I also understand and agree that the photographs will appear in a public exhibit.

Your name: \_\_\_\_\_

Your child's name (if applicable) \_\_\_\_\_

Your signature: \_\_\_\_\_

Date: \_\_\_\_\_

Thank you very much for your time and help!

Please contact us with any questions.

## Agenda for photo sharing

1. Introductions and review of last week
2. Reactions or questions after taking photos
3. Go over guidelines for discussion
4. Break up into 3 small groups for photo sharing
  - Each person selects and talks about at least 5 photos that s/he feels is most significant, or likes the best, and shares the picture caption
  - Discussion should focus on: why the picture was taken, what it means, and what we can possibly do about it; we can also use these probe questions:
    - What do you see in the photo?
    - What is really happening?
    - How does it relate to our lives?
    - Why does the situation exist?
    - What can we do about it?
  - Use flipcharts and markers to write down issues and themes that come up
5. Come back together to share themes and reactions to your own or other people's photos
  - Sample discussion questions: What was your initial reaction to the photos? What surprised you or matched your own thinking? How do you see food insecurity in Portland that might be different from what is shown here tonight? What pictures could you take to show this?
6. Ask for feedback--Is there something that we did today that you want to do next week? What would be something new we could do or improve for next time?
7. Consider having everyone upload their photos to an online photo sharing website, such as Flickr

## Advocacy Tips for Nonprofits

Nonprofits are by law allowed to participate in advocacy work. This is important for a number of reasons; it strengthens the mission of the organization while educating legislators on the needs in the community.

### **Advocacy**

*Identifying, embracing and promoting a cause.*

### **Lobbying**

*An advocacy tactic to influence legislation.*

### **Public Policy**

*Governmental action (laws, rules, funding priorities) that addresses a common issue.*

### **Policymaker**

*A person or entity who makes public policy (i.e. city council, school board, state legislature, Congress and government department heads).*



Modified from: Skene-Pratt, E.  
*Nonprofit Advocacy: A Michigan Primer.*

Learn who your elected officials are and when they are in session. Know your organization's status given federal and state rules about nonprofit lobbying. There are certain activities in which nonprofits cannot engage. Beyond these, the types of advocacy and lobbying efforts your organization can participate in will depend on the amount of organizational funds used toward lobbying efforts and the overall capacity of the organization.

### **Example Methods of Advocacy or Lobbying:**

- Participating in or leading coalitions
- Responding to relevant legislative alerts
- Attending hearings or partnership meetings
- Serving on special committees
- Organizing a telephone tree or other network of interested citizens who can be contacted quickly when action is needed
- Conducting or participating in public forums or town hall meetings
- Holding a legislative forum
- Developing position papers or sign-on letters
- Visiting decision makers
- Telephoning or writing decision makers
- Encouraging voter registration

Typically, the most impactful advocacy methods will be through relationship building and visits with legislators. Other useful methods will include letters, phone calls, and use of other media.

## **Develop an advocacy plan.**

**Goals:** What do you want to achieve?

**Audience:** Who can give it to you?

**Message:** What do they need to hear?

**Messengers:** Who do they need to hear it from?

**Delivery:** How will you get them to hear it?

**Resources:** How will you achieve this?

**Gaps:** What do you need to develop?

**First steps:** Where will you start?

**Evaluation:** How will you know you've been effective?

## **Meeting with Your Legislator:**

**Call at least a few weeks in advance and schedule a meeting:** If the legislator is unavailable, set up a meeting with his or her aide who will deliver your message to the legislator. **Be punctual. Be polite.** Arrive slightly early. Dress and act professionally. **Be brief and to the point:** Plan for a half hour meeting and to include your message as well as time for questions and a response to your concerns from the legislator.

**Be specific:** If you are referencing a bill, use the bill number if you have it; describe the issue if there is not a bill number. If you are referencing a particular program in the state budget, reference the line item number.

**Explain your position and make it personal. Ask for a response:** Ask your legislator if he/she will support the program or if he/she will sign the bill for which you are advocating. Ask for whether the legislator will support the program or sign the bill in question.

**Thank the legislator** for his/her time when you are leaving and mail them a personal thank you note.<sup>1</sup>

## **Hosting a Legislative Forum:**

Define the purpose of the event. The intended effect (asking for support during session or more informational outside of session) will determine when you schedule the event.

Invite the legislators at least two weeks in advance. Understand that there may be scheduling changes and if they cannot make the event, they will send an aide.

Choose an accessible location. Have a contact person.

Overview the organization's mission and how certain legislative topics relate to the work.

Be brief, specific and impactful in your delivery. Ask for their support where needed.

For an event geared toward giving the community access to the decision-makers, be sure to allow sufficient time for open conversation, questions, and response time for the legislators. Provide interpretation and sign language if necessary.

Thank the legislators.

---

<sup>1</sup> Advocacy 101. Tips for Advocating to Policymakers. Massachusetts Alliance on Teen Pregnancy.