

Bridging Community Gaps Photovoice



Leader's Guide

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Introduction

Purpose of the Bridging Community Gaps Photovoice Program

Human beings are social creatures and need each other to learn from, to be nourished, and to grow. A community is a place where people feel welcome and connected to others who share their values and interests. Usually, “community” is defined in terms of the places we live, however, community does not have to be tied to any specific location. Often, people form communities based on their professional, cultural, spiritual, or political affiliations, or based on various activities or interests, like sports or hobbies.

People who have experienced mental health challenges often struggle with isolation, loneliness, and with being marginalized or excluded from society. The Bridging Community Gaps Photovoice (BCGP) Program aspires to enable people who have experienced mental health challenges to feel more connected: with their friends, neighbors, and family, with the places they live, and with the broader society.

The BCGP Program gives people practical tools to increase their awareness of their current roles in community, appreciate the benefits of community, and develop plans to enhance their level of community participation. The BCGP Program seeks to help people take advantage of the opportunities available to them, explore new ways to feel connected, and increase their sense of belonging in their communities of choice.

The Background of Photovoice

The Photovoice concept was developed by Professor Caroline Wang at the University of Michigan School of Public Health and Mary Ann Burris from the Ford Foundation. Photovoice is a process that has been used for research, education, social change, and the development of more healthful public policy. It empowers people who may be marginalized in society and have little access to policy makers by giving them cameras and asking them to capture in pictures and words phenomena that matter to them. People, whose voices frequently go unheard and whose perspectives often are overlooked (i.e., from women living in the villages of rural China to people who reside in the homeless shelters to people struggling with a serious mental health condition), have used Photovoice to articulate and amplify their vision and experiences.

Photovoice values the knowledge put forth by people living in a community or with a particular health condition as a vital source of expertise. Photovoice gives a voice to people at the grassroots level; rather than health specialists, policy makers, or professionals; to represent and define issues of concern, areas of strength, and targets for change. By uniting the immediate impact of a photograph and the story that contextualizes and enhances it, Photovoice enables

us to gain “the possibility of perceiving the world from the viewpoint of the people who lead lives that are different from those traditionally in control of the means for imaging the world”.

Negative perceptions of people with mental health conditions often have resulted in their exclusion from mental health research, service planning, and community education efforts. Traditional research methods (both qualitative and quantitative) require people to be able read, write, or speak in settings that may not be comfortable or empowering or that fail to accommodate limitations that can accompany mental health conditions (such as, difficulty communicating or focusing due to cognitive symptoms, social anxiety, paranoia, etc.). Using a camera places the power to represent the world in the hands of people living with a mental health condition, freeing them from some of the constraints of other modes of communication, and allowing them to join in the process creating of knowledge and catalyzing change. Additionally, participating in Photovoice has personal value for the photographers, enabling them to “see” themselves, their lives, and their communities from new perspectives.

Photovoice offers an innovative participatory strategy for including more people with mental health condition in research, education, and advocacy projects. In the words of Dr. Martin Luther King, “Our lives begin to end the day we become silent about things that matter.” Through the power of the visual image, Photovoice offers an innovative way to break the silence that often surrounds the experience of mental health conditions.

The BCGP Program

The Bridging Community Gaps Photovoice manual , consisting of a Workbook and a Leader's Guide, has been developed and refined through several rounds of classes. The Workbook leads students through the BCGP program and individual sessions. This manual supports the delivery of the BCGP program at outpatient mental health and rehabilitation settings as well as peer-run programs and centers. At Boston University's Center for Psychiatric Rehabilitation, participants in this program are referred to as students, and the sessions are called classes.

Using the Workbook

Each student needs to have a Workbook that they may take home with them, if desired. You may want to remind students to bring the Workbook to every class. Or you may keep the Workbooks for those students who do not want to take theirs home. It is a good idea to bring a few extra blank workbooks to each class, in case a student forgets his or her copy. You also will need your own copy of the Workbook.

Using the Leader's Guide

The lesson plans in the Leader's Guide match each of the pages within the Workbook. The following sections are included in the Leader's Guide for each class:

- **An Agenda for each Class**

For each class, there is a list of the topics that will be covered for the class. This will give you a general idea of what will be covered. It is suggested that the agenda be written on a flipchart or a chalkboard for the students to see at the beginning of the class. Tentative timelines for different topics are provided; however, they may be modified as needed.

- **A List of Materials Needed for the Class**

The following is a list of the basic technological and material supplies needed for the class. Please note further instructions for use of these materials are to be found at both the beginning of each class (under "Materials Needed" and "Preparation" sections), along with more elaborate technical instructions and examples in Appendix, Section A ("Materials for Class Sessions") and Section B ("Technical Instructions for Implementation of the BCGP Program").

1. Material (Office) Supplies

- Whiteboard with erasable markers (*optional, the easel pad could be used instead*)
- 25" x 30" easel pad with blank white pages (*you will need this no matter what*)
- Clear tape, pushpins or masking tape
- Post-Its (*a free-standing cube works better than pop-ups*)
- Markers, extra pens, and blank paper for students' use in class

2. Technological Supplies

- A laptop computer, connected to the internet, with projection capabilities
- A projector and all appropriate cables
- Projection surface (flat screen or wall)
- Cameras with batteries and flash cards installed (*for students not using smartphones*)
- Cables to connect cameras to laptop for uploading photographs
- Printer for finished photovoice works (*good if color*)
- A reliable local wi-fi network which students can access will help a good deal

- **The Class Lesson Plans**

The lesson plans are written in a script format for the class leader to follow. The BCGP Workbook is entirely embedded in the Leader's Guide with corresponding instructions for the class leaders. The directions to the class leaders use "leader prompts," suggesting which type of teaching activities are needed. Listed below are some of the common directions used with an explanation about the type of activity indicated by the prompts.

Leader Prompts:

- **Orient:** Gives general directions for what is to happen at the beginning of a class. In order to participate, people have to know what is expected of them. You will orient students by describing what will be coming up in the class, why it is included, what you want them to do, and what you will do.
- **Review:** You will be going over material that was already covered. Usually, this will happen at the beginning of a class, where you will be reviewing what was covered in the previous class.
- **Tell:** These are important points and information. The "tell" points are bits of knowledge that you are sharing with the students about the content of the lesson.
- **Read:** You will read aloud, as a class, from the class session plan. The content to be read aloud will be contained in the Workbook.
- **Ask Student to Read:** Invite the students to read a section aloud, rather than doing it yourself, whenever possible.
- **Ask:** Indicates a question to be asked of the students. Asking questions is a way of engaging participation, so they are sprinkled throughout each class. Sometimes these questions are looking for short answers; at other times, you will be starting a lengthy discussion.
- **Discuss:** This suggests that the instructor respond to the students' questions, comments, reactions, and/or feelings about the topic.
- **Show:** Indicates the instructor's use of teaching aids, such as videotapes or photographs. The lesson plan provides instructions about using the teaching aid. Sometimes you will need to demonstrate something or show the students an example. Some examples will be in the Workbook, however, if students seem to be confused or unsure, use the board or your own worksheet to give an example, clarify, or demonstrate how to do it.

- **Do:** Gives specific directions to the students about what they are to do in an activity or exercise. People learn best when they do an activity. Often, these exercises will involve preparing written responses to questions in the Workbook.
- **Break:** A reminder that you give the students a 10-15 minute break and to tell the students to come back on time from the break. The scheduled break is optional, but recommended.
- **Summarize:** Indicates that you are finished with one piece of the class and that it is time to wrap up what you covered. This usually occurs at the end of a class.
- **Preview:** Gives general information of what will be covered in the next class, often just a short statement naming the content that will be covered. The Preview of the next class follows the Summary of the current class.
- **Leader's Instructions:** Special instructions for the leader to follow before, during, and after some examples and exercises are written in italics.

Italics indicate “coaching notes for the instructor.” The italics indicate what the instructor should do or think about, but not say aloud; for example, when the instructor should respond the content and/or feelings expressed by the students.

Roles of the Leaders

The roles and responsibilities of the class leaders will be to:

- Treat students with kindness and respect.
- Assist students in completing any assignment given in the classes.
- Provide students with the support they need to attend and participate in the classes.

Ideally, there should be at least two leaders in the class. One benefit of having co-leaders is that while one person is teaching, the other can observe the students' reactions in the class to the content being taught and to the teaching style. Later, the leaders can give feedback to each other as part of their team teaching experience.

This curriculum was designed to be led by peer leaders, so it works best when at least one of the group leaders is a peer. Promoting peer leadership can be done by encouraging peer-to-peer interactions, teaching the skills of self-disclosing and how to incorporate personal experiences into the content of the class effectively. Collaborating with peers and supporting peer leadership will help solidify a peer partnership.

Co-leading a group can be more challenging than leading on your own because you need to be a good team player and work together in harmony with each other. The students will easily pick up on any friction between co-leaders and will be taken off course and the learning process will be compromised. Here are some ways to stay on good terms with your co-leader and demonstrate the elements of a healthy relationship:

- Do some joint planning together before the class starts. Make sure you both are intending to have the same outcomes. Find out what each other's strengths are so you can capitalize on them.
- Avoid interrupting each other unless you have agreed that "chiming in" on each other is OK. If you do chime in, do it respectfully so that you don't take the attention away from the main speaker. Raise your hand, or have a way to clue each other that you'd like to add something.
- Avoid correcting each other in front of the class. Do it at the break so the co-Leader can make the correction to the group.
- If things breakdown between you and your co-leader, have an honest and respectful talk to clear the air. Be honest in ways that build on the strengths of the other person instead of causing them to lose confidence or resent you.

Things To Do Before, During, and After the Class

The ideal number of students in a Photovoice class is 8 to 12 students. This group size is manageable for group discussions as well as for giving personalized attention and feedback on the students' Photovoice projects.

Before the class, leaders will need to prepare ahead of time by reading through the Leader's Guide in order to use it effectively to facilitate the classes. Materials will need to be collected before the class, and the classroom may need to be arranged to fit the needs of the Photovoice group. Planning for the class ahead of time is extremely important and can be one of the best things a leader can do to be well organized and ready for the group. It will allow the class leaders to pay full attention to the students during the group activity .

It is very important to create an atmosphere that supports learning. We probably all have had disappointing experiences of attending a class where the Leader is unprepared. As we know, this lack of attention to preparation sends a message to the students that they are much less important than the Leader and/or the other things in the Leader's life. It sets the stage for the student's to be skeptical of the Leader, the class content, and the outcome of the class. Attend to the physical space by straightening up, arranging the seating so all can see each other,

organizing the training materials and readying audio visual components. Here are some things the Leader can do to get the class off to a good start:

- Prepare all the materials you will be using a few days before the class. This will give you a chance to do some dry runs of the material and to make sure all your equipment is working. If things need to be repaired or adjusted, you'll still have time to make corrections.
- Plan the materials and make sure they will be easy to use. Name tents that students can pick up on the way in will help you remember names. Distribute the name tents once students are seated.
- Arranging the chairs will be determined by the size and shape of the room. If possible, it's a good idea to visit the room ahead of time and find the best way to arrange the chairs. Try to set up the chairs in ways that will allow for maximum eye contact. Sitting around a table may be a good option.

During the class, leaders will deliver the content of the BCGP curriculum and will encourage participation of the students. Leaders will respond to students when they ask questions or give comments and reactions to information being presented. There are places within the curriculum to prompt leaders to respond to the students. Responding to the student's thoughts and feelings takes time and practice. Practicing with a co-leader and/or supervisor can be very helpful to improve your skills.

Getting off to a positive start is a great way for the Leader to connect with the class and to connect the students with each other. This will not necessarily happen automatically. However, the Leader can do a lot to encourage positive connections within the class. Fostering positive relationships can create a safe place for people to open up and be themselves.

Before the class begins, look at each person in the room and make a connection with them in your mind. This will help you connect with them easily in the class since you already will have established a feeling for them. Establishing a positive connection right from the beginning of the class is very important. Now the challenge is to enhance the connection as the class continues. A strong positive connection between members of the class, including the Leader, will create a wonderful learning environment and make learning fun, especially in a class, like the BCGP program, where there is so much opportunity for creativity and for learning from each other. Here are some ideas that will enhance ongoing connectivity:

- Keep track of which students you are connecting with regularly. Make sure you aren't playing favorites. Try to make conscious contact with students who are less engaged so you can keep bringing them into the process.

- Pay attention to the messages your whole being is sending – body language, voice, facial expressions. You may want to ask a friend or mentor to sit in on your class and give you some feedback on the messages your body is sending. These are easy to correct and can make a big difference in how the students experience you.
- Think about how comfortable you are with the appropriate use of humor. If you are “a natural” at using humor, then feel free to use it as often as you can. It is a wonderful way to lighten up the class. If you aren’t used to using humor, this is something you could develop and enhance your skills as a Leader. Practice with your friends or even with the class in a playful way.

After the class, leaders will need to put any materials away and to rearrange the classroom back to its original set up, if needed. Co-leaders should meet together to discuss how that day’s class went, give feedback to each other, and discuss any changes that may need to be made for the next week’s class session. They also will need to discuss the content and any preparations needed to the next week’s class session.

Tips for Leading the Group

A good leader is honest, forward looking, inspiring, competent, and credible. Credibility comes from your knowledge, your projected confidence, and from treating students with respect. If there is something you don’t know, then say so. Promise to look it up and report back—and then follow through.

Honoring your promises, such as starting and ending on time, also helps make you trustworthy and credible.

A good group leader will be organized and will deliver a smooth presentation, which comes from preparing carefully. Prepare ahead by reading through the class session plan, including the background material.

As the group leader, you need to focus your attention on the students, not on your notes. When you present, maintain a good pace—not too fast or too slow. In the group, demonstrate good “people skills” by involving students—don’t just rattle on and on. Make eye contact with the students (this means don’t just read the group leader script). Even if you feel a little anxious, try to concentrate on relaxing your body. If you look relaxed, the students will feel more comfortable.

Orient students at the beginning of each class and after each break. Orienting means explaining what you will be doing during that class or during a particular activity, why you will be doing it (the purpose or value of the content), and who will do what. Explain your role as the group leader and clearly indicate any expectations that you will have for the students. Each class

session plan gives you a script to use when you orient. It is important for the students to feel included and appreciated.

Short presentations and frequent activities or discussions help you keep the students' attention, but often present a challenge to you to move along quickly enough and manage the discussion times without getting off track.

Discussion questions are built into each class session plan to help you get everyone involved. You will find that discussions flow best when you use open-ended questions—that is, questions that require more than a yes or no answer.

Respect the knowledge and experience of the students. Inviting them to share what they know will add to the flow of the group. Examples from your own experience also will enrich group members' learning, but should not replace group discussions. Be careful to limit what you share, so you don't end up monopolizing the group. Think through what you want to say, how you will say it, and exactly what you hope to accomplish by telling your own story. This will help your story to be relevant.

Summarizing students' comments, along with prompt and accurate reflection of their opinions and feelings, will encourage everyone to contribute to group discussions, while clarifying and summarizing the points made. This sort of response takes time, so be sure to allow for it. Highlighting similarities and differences among students can help create cohesiveness while appreciating diversity. If you have a large group, breaking discussions or activities into pairs or small groups will maximize participation.

Demonstrate a positive and respectful attitude towards students. Use "person-first" and "human experience" language—not technical terms or psychiatric labels.

Some students may get off track from time to time. It is important to re-orient or redirect people as needed, so the group stays focused on the topic and activities. At times, you may need to offer corrective feedback or guidance to a student. For example, some people speak too much in a group, while others speak too little. You might consider discussing any such issues with individuals outside of the group. In addition, remember to orient the group to your expectations. For example, you might add to the orientation at the beginning of the class by saying something like, "Remember, we want to hear from everyone in the group, so it's important to speak up, but also to encourage others to participate."

Research in the field of higher education has identified several important components of effective instruction: repetition, variety, application, and evaluation:

- **Repetition:** Key points need to be repeated often to maximize learning. However, you should not go over the same points time and again in exactly the same way. By asking

students to recall key points, you will be able to assess their learning and you will provide some repetition, which will help everyone remember.

- **Variety:** Not everyone learns equally well from a single source or format. Some students will find the “tells” useful, others will get more out of the “shows” or “dos,” while others will benefit most from the discussions. Varied approaches make the group interesting, but also will help everyone get the most out of each class.
- **Application:** Ultimately, participating in this group should make a difference in the lives of the students. With this in mind, frequent discussions of personal experiences, feelings, and opinions will be beneficial.
- **Evaluation:** You will want to know how the program was helpful to students. By encouraging students to talk about what was helpful, you will give them a voice, which is part of empowerment, and also will get the information you need about how to do even better the next time you offer the program.

Engaging the Students

A major responsibility of group leaders is to facilitate the participation of all the students. Some students may lack confidence or experience in their roles as students, and thus need additional encouragement. Strategies for increasing participation include:

- **Facilitating Introductions:** Means leaders bring people together who may not know each other. Formal introductions usually are done during the first couple of classes, but informal introductions may increase a student's overall comfort in the class. The group leaders may say something like this, “Susan, have you met Debbie. Debbie, Susan is an animal-lover just like you.” Suggesting possible connections also helps to increase a student's comfort.
- **Using Body Language to Attend to the Students:** Group leaders may use gentle eye contact and position their bodies to demonstrate their encouragement of participation. This is a simple and effective tool that invites students to participate.
- **Greet Each Student by Name:** Group leaders should plan to arrive to the classroom early enough to greet each student by name as he or she arrives.
- **Ask Open-Ended Questions:** Open-ended questions prompt a lot of sharing. Following an open-ended question with the statement that, “There is not only one right answer” will encourage students to contribute their thoughts or ideas.

- **Call Upon Quiet Students:** This can be a tricky technique. You need to have some understanding of the reasons for the person's non-participation. Sometimes a leader can ask the student before or after class or during the break if it is alright with him or her to be called upon. The leader might say, "I really would like to hear what you think about the class" to explore the person's experiences more privately before asking, "Is it alright if I call upon you in class once in a while?"
- **Acknowledging Contributions:** This means recognizing individual or group efforts in the class. Acknowledging contributions demonstrates respect for the students' attempts to improve the group activity for themselves and others. This can help reduce anxiety in the classroom. Simple strategies for acknowledging contributions include:
 - Paraphrasing student's statements.
 - Praise the student for the contribution.
 - Write students' contributions on a chalkboard or flipchart.
 - Refer to student's earlier contributions.

Dealing with Challenging Behaviors in the Group

While most students meet the expectations of the group with few problems, a small minority have difficulty. Dealing with challenging behaviors are strategies group leaders use to maximize learning experiences for the whole group. Examples of challenging behaviors are: students who monopolize conversations in the class, students who have conflict with one another, or students who make judgmental statements. Dealing with challenging behaviors involves several techniques:

- **Orient students to the expectations of the group.** It sometimes is necessary to review the behavioral expectations for the group. This always is done during the first meeting, but an occasional review serves as a reminder.
- **Evaluate the merit of the student's contribution and assess the severity of the distraction.** This is a skill that the group leader does privately. If a student's comment is not related to the present topic, this is probably a distraction. Some distractions interfere with the learning more than others. It's important to address distractions that interfere with the learning of other students.
- **Balance the respect of an individual student with the needs of the group.** This can be tricky. Group leaders want to respect each student, even if his or her contributions are somewhat of a distraction. At the same time, the group leader must take into account the comfort of the other students.

- **Chose the level of response to each challenging behavior.** The LEAST Approach (as adapted from Carkhuff) offers a structure for how to respond to individuals effectively. The acronym LEAST also suggests that the leader use the lowest effective level of intervention. LEAST stands for:
 - **Leave it alone:** Ignore the behavior if it's not too distracting and often it will cease.
 - **Eye contact:** Make eye contact with the person, indicating that you see what is going on and that you're not going to address it at this time.
 - **Attend to it directly:** Share your observations with the individual or group. When attending to an individual, you may do it in class or privately. A simple statement often is enough, such as: "Bill, you've answered the question and made some very thoughtful points. Let's hear what others might have to say."
 - **Strategize:** This is done outside of the group, when the other levels of intervention were not sufficient. To strategize, the leader sets up a meeting with the student and shares his or her observations of the student's behavior and what needs to change. You may ask the student, "What can you do differently to meet class expectations?"
 - **Terminate the role (at least temporarily):** When strategies have failed for the benefit of the whole class, it may be necessary to ask the student to take a break from the class for a period of time. Sometimes people have difficulties in groups due to symptoms or difficulty with relationships or the content of the class. Sometimes students feel relieved to take a break from the class. Usually the group leader will set up a meeting at a later date to discuss the student's return to class. It is important that the student not feel personally rejected, so leaders should keep the focus on the behavioral expectations of the class.
- **Managing Disruptions.** Disruptions are probably the most common challenges in a class. And yes, there are actually ways of using disruptions to enhance the learning experience. The key is to keep our sense of humor close at hand. Here's a list of "disruptions" that we can use to take the class to a deeper level of learning.
 - **Grumbling:** This is sometimes related to people worrying that they won't do well in the class, so they disguise their fears by being critical of things in the class or other students. Let them know that you know they can make it through the class and will be great at Photovoice. You may suggest they find a way to redirect their concerns to produce the great outcome you know they are capable of. You may want to do this in front of the class as a way to role model positivity toward negative feelings or you may want to do it privately at a break.
 - **Interrupting:** Thank the person for enthusiasm and for being willing to contribute to the class discussion. Ask them to help you out by letting you finish your point. If appropriate, remind the person of the learning agreement and the need to give everyone a chance to be heard.

- **Joking:** Thank the person for their sense of humor and acknowledge what a wonderful skill this is. Ask them if they can think of ways to use humor that support the points you are trying to make so it doesn't take away from the content. If they are actually funny, you can ask them to tell a joke at the end of each class.
- **Whispering:** Pause until they stop whispering, and then say, *"Didn't want you to miss anything..."* Another approach is to direct questions to them so they'll need to pay attention.
- **Monopolizing air time:** Often there will be students in a class who do more talking than is helpful. Once you know they have this tendency, remind them in a playful way to keep it brief before they even start talking. You may also want to say, *"The class seems to be letting you do all the work here; how about if we get someone else help us out here."* Another option would be to speak with the person at break and ask them to partner with you to get less participative folks to participate more. You may let him or her know that if they hold back on their contributions, it will put pressure on others to contribute more.
- **Those who don't participate:** It is not unusual to have one or two people in a class who refuses to participate. In a Photovoice, class, this may not happen since so much of learning is "hands on." However, if there is a non-talker in the class, there are many things to consider. What is their culture like? What has their educational experience been like? Many more factors can lead to low participation. The trap a Leader can fall into is to concentrate on getting the person to talk at the risk of losing the rest of the class. The best approach is usually to get to know the person after the class and find out what's behind their lack of participation. Ask them what they can do to be more active and what you can do to support them in this.
- **Conflict in the class:** Dealing with conflict is never much fun. However, the Leader needs to be aware of it and not ignore it or blame anyone. This is not the time for a power struggle, but rather a time to learn how to work through uncomfortable feelings and stay on track. Get the class to talk about it and ask all of them to help resolve it. Conflict can take the focus off the learning process quickly and effectively. This way the Leader is showing the students that we don't need to be afraid of conflict between people, and we don't need to ignore it or tiptoe around it. Assume the best of one another. Remember to view everyone through good faith intentions.

Guide for Individual Sessions

What are Individual Sessions? Individual sessions are meetings, outside of class, with class students, with the goal of supporting community goals and to work on the Community Action Plan. Individual Sessions are an important part of the BCGP Program.

Individual sessions can be used to:

1. Support the person to engage in their communities.
2. Help the person to connect with and use community resources.
3. Further develop the person's SMART goal, if needed.
4. Work on homework in between Booster Sessions.

Why provide Individual Sessions? The goal of the Individual Sessions of the Bridging Community Gaps Photovoice class is to improve activity within the student's community.

In other words, the hope is that by supporting people individually for a period of time after the weekly classes end, people have a better chance of going after their SMART goals and/or seeking additional assistance from a support person.

How are the Individual Sessions held? Individual Sessions may be held in the office, over the phone, or at any convenient location in the community. Students are encouraged to meet with their community coaches on a weekly basis, or on a less frequent basis as desired by the student, over the course of the 6-month BCGP program. Meeting with the community coach is not a requirement for the BCGP program, but it is recommended in order to maximize engagement and movement toward goals.

Class #1: Overview of the Community Photovoice Class

Schedule for Class #1

The agenda below gives you the topics that will be covered in Class #1. It is helpful to copy the agenda onto a flipchart or a chalkboard for students to see before you begin the class. *(Note: the allotted times per section of the agenda are suggested guidelines to help keep you on pace, but should not be written up alongside the agenda).*

Class #1 Agenda

- Welcome, introductions, and orientation (15 min)
- Bridging Community Gaps Photovoice (BCGP) Program Introduction (20 min)
- Assignment of Community Coaches (15 min)
- Introduction to photovoice and discussion about “communities” (15 min)
- Exercise: Creating Our Current Community Map (30 min)
- Summary of Class #1 and preview of Class #2 (5 min)

Materials Needed:

- Attendance sheet
- Name tents (*folded paper with a sharp crease to display students' names*)
- Course Schedule with Class Leaders' contact information
- Printed copies of BCGP Workbooks to distribute. A sticker with the student's name may be placed on the back cover of their copy of the workbook.
- Lots (small, folded pieces of paper) and a “hat” (or bowl) for drawing Community Coach Assignments. The instructions may be used to implement the drawing of lots. The drawing will be held immediately prior to the break so you can have a chance to connect with the students assigned to you and to sort out any confusion or challenges.

Each Class Leader will be working individually with a small number of students outside of class hours. In this capacity, the Class Leaders will be known as the students' “Community Coaches”. Students will “draw lots” to be matched with one of the Class Leaders who will serve as their Community Coach.

On individual folded slips of paper (the lots), mark the initials of each Class Leader. The total number of lots should equal the total number of students in the class. Community coaches would work with approximately equal number of students. For instance, if there are 9 students and 3 coaches, mark three lots with the initials of each of the three coaches. If the number of students does not divide equally into the number community coaches, the class leaders will decide in advance the number of students each one of

them will work with. Assignment decisions may also reflect different availability of the class leaders. Mark the number of lots with the initials of the Community Coaches based on assignment decisions.

Once assignments are determined, there may be special circumstances that may require reassignments, for example, a female student may not feel comfortable working with a male Community Coach. Students will be instructed that they may privately bring concerns at the end of the class or at any time during the program if they feel uncomfortable working with the Community Coach who was randomly assigned to them. Students who were not present, will receive their assignments at the consequent class they attend. You can follow the same procedures depending on how many students will need to get a Community Coach assigned consistent with your plan about the number of students to be assigned to different class leaders.

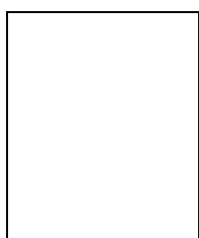
- A 25" x 30" easel pad with blank white pages, with one gummed (or sticky) edge (*needed to make Community Map, see instructions on the following page*). The agenda may also be written on this if a whiteboard is not available.
- Clear tape, pushpins or masking tape, to adhere the Community Map to the wall
- Post-Its (*a free-standing cube works better than pop-ups*) for students to label their communities with. The Leaders will have prepared their own post-it's before class for use when modeling the Community Map exercise.
- Markers (*at least one per student*)
- Extra pens for students who may have forgotten to bring one

Preparation for Exercise: Our Current Community Map

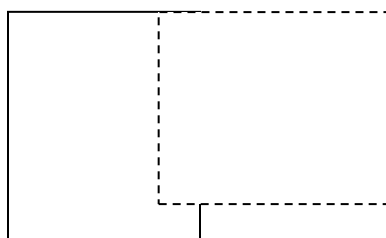
Prior to class, prepare a blank Community Map. Using a large sheet of paper works best since it can accommodate many of the post-it's on which students will list the communities they are currently involved with. You may follow the steps on Page 5 to construct a single large sheet. The map (a large circle) is then drawn on the sheet and labeled as "Our Current Community Map". The Map will be hanging from a wall or blackboard when students enter the class for the first time. *The map should be posted so that everyone in the room can see it and also be able to stand in front of it to complete the exercise.*

Step-by-step Instructions for Assembling a Community Map

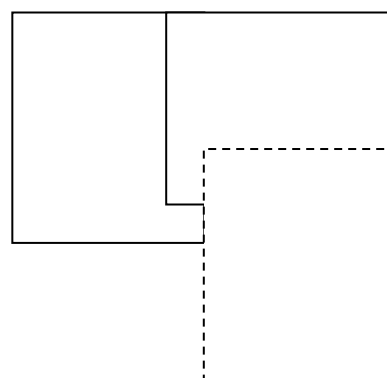
Start with a 25" x 30" easel pad having plain white pages and a sticky ("gummed") edge. Using the gummed edges, join together four individual sheets to make the larger sheet on which will be drawn the map. Tape over all the seams to secure them, and flip the sheet over to draw the map.



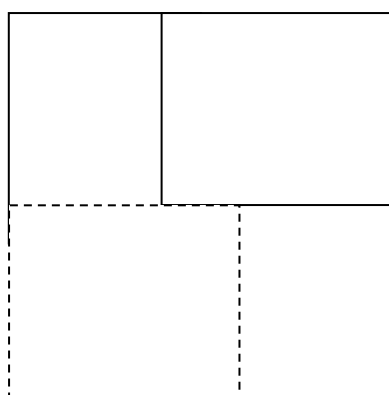
Step 1



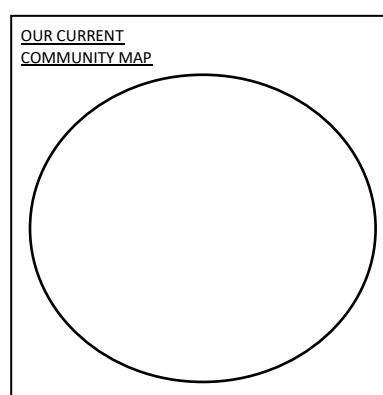
Step 2



Step 3



Step 4



Step 5

The map itself will be drawn as a big circle, which represents the larger community within which students' individual communities exist. To easily draw a circle, you may mark the midpoint of each side with a pencil about 2" in from the edge of the paper. Trace the arc of the semi-circle between the dots to join them and then ink over that. The title "Our Current Community Map" may be written in the upper left corner, using letters large enough to be seen from across the room.

TIP: Text written in *italics* under the heading of the Leader's Script indicates *directions to you*, and the **regular text** indicates what you can say aloud to the students.

Class Session

<i>Leader's Prompt</i>	<i>Leader's Script</i>	<i>Workbook Reference</i>
Tell:	<p>Welcome to Bridging Community Gaps Photovoice (BCGP). My name is _____.</p> <p><i>Introduce yourself, as the person assigned to lead this class. Start by talking about your interest in and experiences with Photovoice and your role (what you do besides being the group leader).</i></p>	
Ask:	Now, I will ask the co-leaders to introduce themselves.	
Tell:	<p><i>Point to the agenda written on the flipchart or chalkboard:</i></p> <p>The agenda for Class #1 is:</p> <ul style="list-style-type: none"> • Welcome, introductions, and orientation • Bridging Community Gaps Photovoice Program Introduction • Assignment of Community Coaches • Introduction to photovoice and discussion about "communities" • Exercise: Creating Our Current Community Map • Summary of Class #1 and preview of Class #2 	
Do:	<p>We'll now do an exercise to get to know each other. I'd like each of you to say your name and three things that you like. The class facilitators will go first, and then we'll go around the room so that each of you gets a turn.</p> <p><i>Thank each person for what they share. You may comment when appropriate, i.e., acknowledge similarities in people's responses, etc.</i></p>	

Discuss: How was this exercise for you?

Orient: Now that we've taken a few minutes to get to know each other, let's learn more about the Bridging Community Gaps Photovoice Program.

- We'll start with a brief introduction to the program on page 1 of your workbook. I'll get the ball rolling by reading the first paragraph.
- Following that, you will learn how the program is organized, about your roles and responsibilities in the class, and about the roles and responsibilities of the class facilitators.

Read:

Program Introduction

Welcome to Bridging Community Gaps Photovoice (BCGP). BCGP is a program that will help you explore and expand your relationships with various communities in your life. It uses Photovoice, an innovative photography-based practice, as a creative tool. We will discuss the different ways we define community, and we will identify the different communities we are involved with or would like to become involved with. We will focus on setting personal goals to broaden and deepen our community connections in ways that feel meaningful to us. We will use cameras to help us picture where we stand with our current communities, and to imagine other ways we could become involved in the communities around us. No prior photographic experience is necessary, so let's start by learning how this program is organized.

**Workbook
Page 1**

Tell: Let's talk more about how the class is organized.

**Ask Student
To Read:**

How the Community Photovoice Program is Organized

Bridging Community Gaps Photovoice (BCGP) is a six-month program that includes the following components:

- Twelve weekly two-hour sessions.
- Three follow-up "Booster" sessions to help track your ongoing progress with your goals for community participation.

**Workbook
Page 1**

Booster sessions are scheduled to meet a month apart, starting one month after the 12-week class ends.

- Individual support, called “Community Coaching,” is available on a weekly basis for the entire six months of the BCGP Program, i.e., during the twelve weeks when the classes meet and during the three months of Booster Sessions which follow. Community Coaching is available either in person or by phone, and meetings may be held in the office or in the community. During the individual meetings, the class leader assigned to be your Community Coach will provide you with additional support around achieving your goals for community involvement.

Tell:

A little later in class today, we'll take some time assigning coaches and getting connected. To clarify, during classes, we serve in the capacity of “Class Leaders”, when we meet with you individually outside of the classes, we will play the role of your “Community Coach”. Once you've been assigned a Community Coach, you'll have a chance to check in and schedule your first meeting with them.

Let's now familiarize ourselves with the goals of Bridging Community Gaps Photovoice Program.

**Ask Student
To Read:**

Goals of the Community Photovoice Program

Together in class, we will:

- Understand how we may define community and what community means to each of us.
- Learn about the Photovoice process and create Photovoice works combining pictures and text that describe our relation to our communities.
- Learn about the resources in our communities that can help us feel connected.
- Expand our understanding of the barriers that prevent us from fully engaging in our communities and become empowered to overcome those challenges.
- Set a goal to help us become more connected to our communities.

**Workbook
Page 2**

- Learn about some of the ways that being part of our communities could be important to us.

Ask: What questions or comments do you have about the goals of the Community Photovoice program?

Discuss: How do you think you might benefit from the program?

Ask Student To Read:

Here's How You Might Benefit from the Community Photovoice Program:

**Workbook
Page 2**

You may:

- Learn more about your communities in general, what's going on in them, and how you can be a part of them.
- Deepen your connections to your communities of choice.
- Achieve a better understanding of what it means to be a member of a community.
- Learn strategies that may help you use your personal and community resources.
- Learn strategies that may help you overcome barriers to community participation.
- Learn how to use photography and write narratives about things that matter to you.
- Connect with others and share your hopes and expectations about getting involved with your communities.

We hope your participation in this program will not only benefit you personally, but also may help you give back to the communities you feel a part of.

Ask: Are there any questions or comments on the possible benefits of the class?

Tell: Let's now review the next section, *"Suggestions for Participating in the Community Photovoice Program"*.

**Ask Student
To Read:****Suggestions for Participating in the Community Photovoice
Program****Workbook
Page 3**

Here are a few suggestions for getting the most out of your experience in the Community Photovoice Program:

- First of all, relax and enjoy the class.
- Take part in discussions and exercises. Share your thoughts and ideas. Ask questions.
- Write notes on these pages. There are many worksheets where you can jot down your thoughts and ideas. You also can write down some of the ideas of your fellow students.
- Let your self-expression flow. Photovoice is about finding your own voice. Others in the class will also share and you can learn from them.
- Ask for help when you need it.
- Finally, support one another. The Photovoice experience is essentially a group experience. Your fellow students and the class leaders are here to support, encourage and inspire you.

Ask:

What questions or comments do you have about participating in the Photovoice program?

Tell:

We'll now review the class leaders' expectations for students in the Community Photovoice program.

**Ask Student
To Read:****Expectations for Students in the Community Photovoice
Program****Workbook
Page 3**

Everyone is an important member of the class. Some of the ways we can contribute to creating a positive experience for each other is to:

- Try to attend all of the classes of the Program.
- Connect with your Community Coach to get support with anything that gets in the way of your getting the most from the class.
- Complete all of the assignments given in the class.
- Add your voice and opinions to the classroom discussions.
- Treat others in the classroom with kindness and respect.

- Treat anything personal that someone shares in the class as confidential.
- Notify leaders if you will be unable to attend a class.

Ask: What do we mean when we say “Treat anything personal that someone shares in the class as confidential?”

Respond to peoples' answers. Clarify what we mean with the statement below:

Tell: You should feel free to discuss anything about your own experiences in the class – what you're learning, what you shared in class, etc. What other people say should be kept confidential. This way, each person can feel comfortable to share personal information knowing it's only for our mutual benefit here in class.

**Ask Student
To Read:**

The Leaders' Commitments to You

The class leaders will:

- Treat you with kindness and respect.
- Assist you in completing any assignment given in the classes.
- Provide you with the support you need to attend and participate in the classes.

**Workbook
Page 3**

Ask: What questions or comments do you have about the expectations for students in the class and leaders' commitments to you?

**Leader's
Instructions:** *Use the guidelines as described in the “Materials Needed” introduction to this class to facilitate the random assignment of student their Community Coaches.*

Tell: Before we proceed further, we will take a moment to randomly assign class members to the group leader who will serve as their Community Coach. Your Community Coach will provide individual, one-on-one support to further help you develop and achieve your community goals. You will have the opportunity to

meet or speak on the phone weekly with your Community Coach. You can work with your Community Coach for the entire duration of BCGP program, including during the three-month Booster Session period.

Do: *One at a time, students will draw the folded slips of paper from the hat or bowl. Any students who could not attend the first class will receive their assignments during the class they are able to attend. The Class Leader whose initials appear on the "lot" will become that student's Community Coach. Make a record of which student is assigned to which Community Coach.*

Once assignments are made, the class will take a 15-minute break. Class Leaders will use that time to check in with the students they were matched with as Community Coaches. It is important to provide relevant Contact information (the Course Schedules with Leader's Contact Information can be distributed at this time), and to schedule an initial meeting time. If needed, follow up with students immediately after class to finalize the plan for their first individual meeting.

Break: Let's take a 10- to 15-minute break. When we return, we'll talk about Photovoice and Communities.

Tell: Let's get back to our Workbook on page 4. We will now start to learn about Photovoice. Thus far, we've only been talking about the Bridging Community Gaps Photovoice Program as a whole. We will now start to discuss the "Photovoice" component, which, as you may have guessed, has something to do with photography.

**Ask Student
To Read:**

What is Photovoice?

Photovoice is a group process where you learn to share your viewpoints on a given topic through picture-taking and writing. The topic for this class is how to strengthen your ties to communities that are currently part of your life or to bring new communities into your life. You will have a digital camera to take pictures over the course of the program, and you will learn to write text to accompany these pictures. It doesn't matter if you

**Workbook
Page 4**

never have taken a photograph because we will explain everything in much greater detail in Class #3.

Show:

Here is an example of Photovoice work created by a participant in a class at Boston University's Center for Psychiatric Rehabilitation. Notice that it is a combination of a picture and a text.

**Workbook
Page 4**

Tell:

Would someone read the paragraph written underneath the photo for us?

**Ask Student
To Read:**

**Workbook
Page 4**

My life is centered around learning. This picture is representative of one library I use to connect with the resources I need to expand my knowledge and to learn about new subjects of interest to me. Libraries also connect me with many communities through the events that are available in each library in other locations such as music concerts, current event discussions, classes, computer trainings, art shows, and lectures. I have attended libraries since I was four years old.

Ask:

What does this photo tell you about community involvement?

**Workbook
Page 4**

Discuss:

Facilitate discussion about the connection between the photo and the narrative story as well as how the Photovoice work connects to the idea of community.

Tell: Let's move ahead now to learn more about communities and how they may be defined.

Ask Student To Read:

What Is "Community" and How Is It Defined?

**Workbook
Page 5**

There are several ways we can define what community means:

- A group of people living in the same neighborhood or under the same government.
- The physical district or location where a group of people live.
- A group of people having common interests, such as a religious community, a business community, or a biker community.
- A group representing a subpart of society, such as the gay community or a community of color.
- Society as a whole.

Tell: Now, let's look at the next section, *"Characteristics of a Community"*.

Ask Student To Read:

Characteristics of a Community

**Workbook
Page 5**

Members of a community always have something in common. It could be that you live in a particular place (*i.e., a beach community*) or share an interest or characteristic with other members of a community (*i.e., the Latino community*). You could do something together with a group of people, and this shared activity connects you with others (*i.e., a bowling league*). This shared quality, interest, or activity is what sets a community apart from the larger society.

Ask: What questions or comments do you have about the definition or characteristics of a community?

Tell: Now let's read the next section, *"Roles within a Community"*.

**Ask Student
To Read:****Roles within a Community****Workbook
Page 5**

People may have different functions or roles to play within a given community. This does not mean that some people are more important than others. They just contribute in different ways. Here are some examples of different roles in a community:

- member
- leader
- citizen
- organizer
- official
- facilitator
- guide
- contributor

Depending on the type of community, there may be other types of roles. The most basic role is to be a *member* of a community. Members are the “building blocks” of any community. Leadership roles usually involve some responsibility for others and for guiding the community.

Ask:

Are there any questions or comments that you have about the different roles that can exist within a community?

**Ask Student
To Read:****Multiple Communities****Workbook
Page 6**

Most people are involved in more than one community at any given time. Over time, people may live in different places, develop new interests or let go of activities that they were once connected to. Typically, we share characteristics with different types of people, and we may feel part of many different, overlapping communities throughout the course of our lives.

Possible examples of types of communities include:

- Family
- Neighborhood
- Workplace
- Spiritual
- Ethnic
- Cultural
- Sports
- Arts
- Political/Advocacy
- Other associations/
communities

People often can belong to more than one community at any given time. For instance, it is possible to be part of a local citizen's advocacy group and participate in a monthly book club. It is not "one-or-the-other."

Ask: Do you have any questions about or multiple communities, or people having different roles within different communities?

Tell: The remainder of today's class will be devoted to an exercise called: *"Our Current Community Map"*. Just like it sounds, we'll be creating a "map" where we can chart all the communities we currently are a part of. We'll be using the large sheet on the wall and post-it's to list these communities.

Leader's Instructions: ***Preparing the materials for the Exercise: Our Current Community Map:***

Distribute the materials the students need to complete the exercise: post-its (they can be different colors or not) and markers (can also be different colors).

The leaders will have prepared their own post-it's in advance to use when they model the exercise for the students. Before students complete the exercise, each facilitator will take five or so of their own post-it's on which will be marked their initials and the name of their one of their communities. As they place their post-it's one by one on the map, each leader will announce the name of that community, how they came to be affiliated with it, and their role in that community.

Tell: **Exercise: Our Current Community Map**

We are going to make a "map" of our communities.

**Workbook
Page 6**

Leader's Instructions: ***Completing the Exercise: Our Current Community Map***

The students will use the post-it's to list their personal communities. There should be one community per post-it, and

students should write their initials on each post-it for later identification purposes.

One by one, they will be sticking their post-it's on the map. As each student places their post-it's on the map, they will be asked to read what they have written on each post-it and to describe their connection and role in that community. Students can just indicate that they are a member of a given community or describe a particular role they may have.

Comments and feedback at this time are encouraged. Make sure the students presenting have time to describe each of their communities to their satisfaction; however, it is important to be mindful of the time left to make sure that all students will have the chance to report on their community involvement. If necessary, remind students who may have longer stories to share, that they will have more opportunities in later classes. Note whether different students share interests or similar communities as others. Leaders may point out or encourage students to look for commonalities between the communities they share as well as how some are unique.

**Ask Student
To Read:**

Directions to Students:

Step 1: Take the post-it notes we have provided you and write down the name of all the different communities you consider yourself to be a part of. Put each community on a separate post-it and put your initials on the bottom right-hand corner of each one.

Step 2: When everyone has finished, the class facilitator will ask people to come up to the front of the class, one by one, and paste their post-it's on the large poster we have provided. When it's your turn, please share with the class what communities you've written down and why each one is important to you.

**Workbook
Page 6**

Ask:

Does anyone have any questions about the exercise, including what you're supposed to write down on your post-its?

Respond to any questions and clarify the instructions if needed.

Tell: We'll do Step 1 first - the labeling of our communities. You are free to list as many as you would like. Once everybody is ready with their post-it, we'll take turns going up to the map and sharing our current communities with the class. The class leaders will share first the communities they are involved with and then, each of you will add your communities to the map.

Note: Although the exercise focuses on "current" communities, if someone identifies a "past" community, ask why they have put it on the map (e.g., was it important to them, do they miss it, etc.).

Do: After everyone has added their post-its, facilitate discussion about the exercise:

Ask: Did your understanding or appreciation for your community involvement change as a result of this exercise?

**Workbook
Page 6**

Discuss: *Highlight any common experiences or communities that people share, as well as any differences in their experiences.*

Summarize: *Point to the agenda written on the flipchart or chalkboard.*

Let's take a look at what we did today in Class #1. We talked about:

- Introduced ourselves and the Photovoice program
- Made assignments for community coaches
- Talked about definitions of Photovoice and communities
- Did the exercise of our current community map

Ask: Does anybody have any questions about Class #1?

Thank everyone for being a part of the class and sharing with their classmates.

Preview: Next week, in Class #2, we'll talk about community membership.

**Leader's
Instructions:*****After Class:***

First, catch anyone on the way out who you didn't have a chance to set up a time to meet with as their community coach. Try to schedule that first meeting time now.

Offer also to keep students' workbooks in the office for safekeeping until the next class.

Once all the students have left, tape down all the individual post-it so that if you roll up the map they do not get dislodged and fall off. If the program or the space permits, leave the map up until the next class session – it may provoke some interest from others who use the room. You can take a picture of the map if you wish.

If the map needs to be removed, gently remove the large square sheet from the wall, roll it up, and secure it with a couple of rubber bands. You will be bringing the map back for next class so anyone who missed Class #1 will be able to do the exercise.

Before Class #2, the leaders need to type out for each student a list of all the communities they identified (this is why we ask students to include their initials on each post-it). Bring the lists to Class #2 for distribution and save the digital files in the folder being used for the class.

Class #2: Community Membership

Schedule for Class #2

The agenda below gives you the topics that will be covered in Class #2. It is helpful to copy the agenda onto a flipchart or a chalkboard for students to see before you begin the class. *(Note: the allotted times per section of the agenda are suggested guidelines to help keep you on pace, but should not be written up alongside the agenda).*

Class #2 Agenda

- Review of Class #1 and orientation to Class #2 (5 min)
- Complete Community Map exercise for new students with discussion of roles in a community (15 min)
- Community participation and sense of identity (15 min)
- Benefits from living in the community (10 min)
- Community participation and recovery (5 min)
- Enjoyment of Life and Fun Things to Do Activity (40 min)
- Summary of Class #2 and preview of Class #3 (5 min)

Materials Needed:

- Attendance sheet
- Name tents (*new students only*)
- Course Schedule with Class Leaders' contact information (*new students only*)
- Printed copies of BCGP Workbooks to distribute (*new students only*)
- Hat and Lots for drawing Community Coach Assignment (*new students only*)
- A 25" x 30" easel pad with blank white pages, with one gummed (or sticky) edge (*needed for "Fun Things To Do" exercise, see instructions on the following page*). The agenda may also be written on this if a whiteboard is not available.
- Clear tape, pushpins or masking tape, to adhere the Community Map and the Fun Things To Do sheet to the wall
- Post-it's for students to label their communities and/or fun activities with
- Markers
- Extra pens for students who may need them
- Before class, be sure to read all of the Leader's Instructions on pages 16-17 for the *Fun Things to Do* Exercise. Leaders will model the exercise for the class so they should be prepared with 3-5 post-its of their own.

It's important that students who attend the program for the first time are oriented and brought on board to join the rest of the class. Welcome them to class and give them a chance to introduce themselves. Orient them to the Community Map exercise and let them know they will have a chance to complete.

The new students will be given post-its and markers along with any other students who may wish to add any new communities they have thought of since the previous week. While the other students go up to present their "additional" communities, the new students will be writing down their communities, and will present them to the rest of the class when it is their turn.

Community lists will be generated for the new students as well revised ones for any that need to be updated. These will be distributed at Class #3. Lastly, make sure that a Community Coach will be assigned to new students either during the break or after the class.

Preparation for Fun Things to Do Exercise

We will be using the 25" x 30" easel pad again, but only two sheets this time. Lay them side-by-side with the long end in the middle. Tape the long ends together, and you will have a new horizontal rectangle. Write in large letters "Fun Activities" in a corner. This will be your "Fun Things to Do" poster worksheet.

TIP: Text written in *italics* under the heading of the Leader's Script indicates *directions to you*, and the **regular text** indicates what you will say aloud to the students.

Class Session

<i>Leader's Prompt</i>	<i>Leader's Script</i>	<i>Workbook Reference</i>
Review	Last week, in Class #1, we discussed the communities that are part of our lives. Today, we are going to continue by talking about the <i>roles</i> you play in those communities and about your sense of membership in them.	Workbook Page 7
Ask:	What questions or comments do you have about Class #1?	
Orient:	<i>Point to the agenda written on the flipchart or chalkboard.</i> Today, in Class #2 we'll talk about:	

- Community participation and sense of identity
- Benefits from living in the community
- Community participation and recovery
- Enjoyment of Life and Fun Things to Do Activity

Today, we are going to continue by talking about the *roles* you play in those communities and about your sense of membership in them.

Ask:

Our Community Map

Let's look at the map we created last week. All the communities you identified as belonging to are listed there. Are there any other communities you thought of that you might like to add to our map? If you weren't at Class 1, you can also add your communities now.

**Workbook
Page 7**

Do:

If there are new students, orient them into the exercise and have them place their post-it's on the map first after everybody is ready with their post-its.

Tell:

After all students complete the exercise, mention that the facilitators have created a list for each student with all the communities they identified the previous week and distribute them. Indicate that new students will get their lists at the following class.

Read/Do:

Last week, we briefly talked about how we may have different roles in different communities (you can go back to page 5 if you want a reminder). Consider the communities you identified while you answer each question below. Write your answers in the space provided.

- What is your role in each of these communities?
- What do you get from each community you are part of?
- Have you been able to contribute to your different communities?
- How satisfied are you with your involvement in your different communities?

**Workbook
Page 7**

- Are there ways you might want to increase or change your role or level of participation in any of those communities?

Ask: Does anyone want to share their answers with the class?

Thank the volunteer. Repeat the process with other students who wish to share their answers. Facilitate discussion, highlighting variety of different roles, as well as similarities that were expressed.

Tell: We'll now talk about community participation and how being part of a community can enhance people's sense of identity.

**Ask Student
To Read:**

Community Participation and Sense of Identity

Community identity refers to ways we think about the roles and relationships we have in our communities. Your community identity may vary according to which community you are in relation to. For instance, you may have a strong sense of connection with a church or religious group you've belonged to for many years. At the same time, you might only slightly identify with your current neighborhood that you moved into 6 months ago. Your community identity is dependent on how you think of yourself, and how you feel, within each community.

A person's sense of community identity is often connected to feeling valued and empowered within those communities. The more a person feels valued and empowered within a community, the stronger their connection and sense of belonging will be.

**Workbook
Page 8**

**Ask Student
To Read:**

What is Empowerment?

Empowerment is the belief that one has control over one's own life. Empowerment involves taking responsibility for oneself, including one's own health and wellness, and often includes speaking up or advocating for both oneself and other people. In the process of working on their recovery, many people with a mental illness gain a greater sense of empowerment in their lives.

**Workbook
Page 8**

Do:

Write your answers to the questions below in the space provided.

- What are some communities where you feel more empowered and valued?
- What is special about the communities that make you feel empowered and valued?
- Are there other communities you might want to connect to that could add to your sense of self-worth?

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Ask:

Who would like to share what you wrote for the first question?

Discuss participants' answers. Repeat for questions 2 and 3.

Ask Student To Read:**Benefits from Living in the Community**

We can identify many ways that we benefit from our communities. They can be spaces where we feel "at home," while also providing us with the opportunity to bring our talents and energy to add to or "give back" to those communities.

Residential communities provide a host of *material* benefits. The town or city where you live may provide:

- Electricity, sewage, and garbage collection.
- Phone, Internet, or television hook-ups so you can have access to these things in your home.
- A supermarket where you can buy groceries.
- A shopping area to get necessities of life, such as clothes and personal care items.
- A movie theater for entertainment.
- A school or school district for education.
- Religious or spiritual settings for congregating with like-minded seekers.
- Parks and athletic facilities for recreational activities.
- Roads and streets for travel or filling stations to gas up the car.
- A public library for reading, learning, or social gatherings.
- A Post Office for mailing and shipping things to far-away friends or family.

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A community offers more than material things, institutions, or services for the benefit of its members. Family ties, friendships, business opportunities, chances to learn and grow are all the things a community can support and encourage. These are what we call “*intangible*” benefits, and they can be just as, if not more important, than our material needs. Most people appreciate contact and communication with others as a vital part of life.

Discuss: What are the benefits you receive in the community where you live?

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Ask: What questions or comments do you have about “*Benefits from Living in the Community*”?

Who would like to read the next section about “*Community Participation and Recovery*”?

**Ask Student
To Read:**

Community Participation and Recovery

Being active in the community is very important to the well-being and recovery of people living with mental health conditions. Here is a list of some ways people have benefitted from being involved in community activities:

- Helped them feel a part of things, like everybody else.
- Increased their opportunities for fun, recreation, and enjoyment of life.
- Increased their feelings of self-confidence and self-worth.
- Improved their sense of purpose and meaning in life.
- Helped them feel self-reliant or more independent.
- Improved their sense of belonging.
- Increased their feelings about being valued, accepted and appreciated by others.
- Helped them feel more like helpful or contributing members of society.
- Improved their confidence about being out in the world.

Ask: Which of these benefits do you value? What has contributed to your experiencing these benefits?

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Discuss: *Discuss participant's answers. If there are students who have not had any of these positive experiences, or who can only recall negative experiences related to community participation, validate these comments empathizing with what the person has offered.*

If you sense that the person is feeling out-of-sync with others, you can also ask class members if they've ever had periods of time when they've had difficulties connecting with communities that they wanted to be a part of. Normalizing negative experiences can decrease a student's sense of being different from the rest of the class. You can also remind people that the class will provide the opportunity for people to explore ways to get connected to communities, and possibly experience some of the benefits.

Break: Let's take a 10- to 15-minute break. When we return, we'll talk about Enjoyment in Life, and we'll do an activity about Fun Things to Do.

Note: Use this time to catch up with any students who have not yet been assigned to work with a Community Coach. You can follow the "lots drawing" procedure with them as you did with all the previous students depending on how many students need an assignment or how many coaches are still available.

Tell: Welcome back, everyone. We're going to now learn more about different enjoyable activities people engage in to enhance their lives. Many of these "fun things" involve getting out of the house, interacting with others, and taking advantage of new opportunities.

Ask Student To Read:

Enjoyment of Life

Membership in different communities provides opportunities to pursue and enjoy things that you like which may also improve the quality of your life. Having a friend to lean on, a quiet park where you can still your thoughts, or a museum where you can see beautiful artwork, are some of the things you can enjoy in your communities.

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**Leader's
Instructions:** ***Completing the Checklist***

The list of "Fun Things To Do" are activities people may enjoy doing by themselves or with other people. There are four categories these activities may fall under: activities the person currently enjoys, has enjoyed in the past, or hopes to enjoy in the future. Students can check the same activity in more than one category. If activity is not relevant, the "does not apply" box may be checked for that activity.

**Leader's
Instructions:** ***Completing the "Fun Things to Do" Poster Exercise:***

You will ask the students to choose their "top 5" activities from all the ones they checked. Similar to the exercise in Class #1, they will be given post-its and markers, and they will write their favorite activities on separate post-it's as well as their initials.

Each student will be given a chance to present their favorite fun activities to the class. This is a great way to learn more about fellow student's preferences. As each student presents, they can describe the activity and why they did, do, or will enjoy it.

Leaders may ask students whether there is a connection between the fun things they enjoy doing and the communities they have listed on the community map.

Class Leaders model the exercise using their own post-its.

Tell: Would someone volunteer to read the Directions for the "Fun Things to Do" Exercise?

Do:**Fun Things To Do****Workbook****Page 11**

Directions: Here is a list of activities many people may find enjoyable. For each activity listed, check all the boxes that apply to you, whether it's an activity you have enjoyed in the past, enjoy now, or hope to enjoy in the future. If there are any fun activities you've done or hope to do that are missing from the list, you can add them at the bottom. When you are finished, choose the "Top 5" most fun things you have checked, and write each one on a separate post-it, with your initials on the bottom right corner. Each class member will stick their post-it's on the "fun activities" poster and share with the class why these enjoyable activities are meaningful for them.

	I enjoy now	I have enjoyed in the past	I hope to enjoy in the future	Does not apply
Go shopping				
Go biking				
Go to a party				
Go to lunch or dinner with friends				
Go to a park				
Go on a date				
Making music				
Go to a movie, play or concert				
Go to the beach				
Explore a city or neighborhood				
Travel				
Go for a drive				
Go for a swim				
Jog/run				
Walk outdoors				
Go camping				
Go to church				
Meet new people				
Go hunting or fishing				
Visit a museum or library				
Play board games				
Play cards				
Hang out				
Go on a picnic				
Play sports				
Talk to my neighbors				
Watch a parade				
Other:				
Other:				

Adapted from the "Fun Things to Do" checklist developed by Steve Harrington, JD, MPA.

Discuss:

After the exercise, talk about the students' choices for their five things they enjoy most and their reasons for why these things are most meaningful to them. Point out any common choices people had as well as any differences in their choices.

Summarize: *Point to the agenda written on the flipchart or chalkboard.*

Today, in Class #2, we talked about:

- Community participation and sense of identity
- Benefits from living in the community
- Community participation and recovery
- Enjoyment of Life and the Fun Things to Do Activity

Make sure any students who have not yet been assigned a Community Coach receive an assignment at this time.

Ask: What questions or comments do you have about Class #2?

Preview: Next week, in Class #3, we'll talk about Photovoice.

Everyone should also have been assigned a Community Coach at this time. Please come to see the Leaders right after class if you still need to be assigned a Community Coach to work with.

Leader's Instructions: *After Class*

The completed "Fun Things to Do" sheet should be kept and stored away. It will reappear in Class #3 so students who missed this exercise in Class #2 will have a chance to complete it. We also will be looking back to the "Fun Things to Do" exercise in the workbook when we get to Class #6, "Setting Our Community Goal," because we feel that reminding students of what they enjoy doing could be a factor in their choosing which community goal to set.

Any new communities on the Community Map should be noted, and either added to previous lists (for students present at Class 1) or else a new list should be generated for students who were new to the class today. All those lists should be brought to Class #3 so students can refer to them easily. keep an extra copy for each of the Class Leaders as well.

Class #3: Photovoice

Schedule for Class #3

The agenda below gives you the topics that will be covered in Class #3. It is helpful to copy the agenda onto a flipchart or a chalkboard for students to see before you begin the class. (Note: the allotted times per section of the agenda are suggested guidelines to help keep you on pace, but should not be written up alongside the agenda).

Class #3 Agenda

- Review of Class #2 and Orientation to Class #3 (10 min)
- What is Photovoice? background of Photovoice, and photovoice steps (20 min)
- Important considerations for photovoice researchers (10 min)
- Ethical and safety issues and guidelines for photovoice (10 min)
- Requesting permission to take pictures and Photography Release Form (10 min)
- Assignment of Photo Mission #1 (15 min)
- Learning to use a digital camera (20 min)
- Summary of Class #3 and preview of Class #4 (5 min)

Materials Needed:

- Attendance sheet
- Name tents
- Printed and updated lists of all the communities students identified in Community Map exercise in Classes #1 and #2
- Copies of "Ethical and Safety Guidelines for Photovoice"
- Copies of "Photography Release Form"
- Copies of "Student Instructions for Transferring Smartphone Photographs"
- Cameras with batteries and flash cards installed
- Sign-out sheet for cameras so students can be accountable for what they have been lent
- Extra pens for students

TIP: Text written in *italics* under the heading of the Leader's Script indicates *directions to you*, and the **regular text** indicates what you will say aloud to the students.

Class Session

Leader's Prompt	Leader's Script	Workbook Reference
Review	<p><i>Note: if there are any students present for whom this will be their first class, give them the chance to introduce themselves</i></p> <p>Last week, in Class #2, we discussed community membership.</p> <p>Can anyone remind us of some of the things we said about community membership?</p> <p><i>Facilitate discussion by responding to students' answers and linking the different ideas that they bring up. Offer prompts from Class #2 (concrete benefits of community membership, ways community can enhance recovery, etc.) if needed.</i></p> <p>We also did an exercise about "Fun Things to Do."</p> <p><i>New students can complete the "Fun Things to Do" exercise after the agenda has been reviewed so give them some post-its and markers to complete the exercise.</i></p>	
Ask:	What questions or comments do you have about Class #2?	
Orient:	<p><i>Point to the agenda written on the flipchart or chalkboard.</i></p> <p>Today, in Class #3, we'll talk about:</p> <ul style="list-style-type: none"> • What Photovoice is, background of Photovoice, and photovoice steps • Important considerations for photovoice researchers • Ethical and safety issues and guidelines for Photovoice • Requesting permission to take pictures and Photography Release Form • Assignment of Photo Mission #1 • Learning to Use a Digital Camera 	

Do: Now let's turn to page 12 in your workbook and read more about the Photovoice process.

Who can read the sections on the description, background, and goals of Photovoice?

**Ask Student
To Read:**

In this class, we'll be learning about the history and process of Photovoice. Photovoice – using photos and stories to communicate – was originally connected to social research and grassroots advocacy. It was conceived as a method of communication which would enable community members to have a say in matters that affected them. It's also the general name we give the work produced by a Photovoice class or guided experience, that is, the completed pictures combined with text that make up a completed Photovoice "piece" or "work. This Photovoice class, is designed to help you to express, in your own way, ideas about your current communities and any communities you may want to get involved with in the future.

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Page 12**

**Ask Student
To Read:**

What is Photovoice?

- Photovoice puts cameras into the hands of people living in the community to give them the opportunity to tell their story or share their concerns by combining visual images with words.
- Photovoice enables people to identify, represent, and enrich their experiences through the creation of photovoice work that can "voice" their viewpoint or message about something that is important to them.
- Photovoice has been used to give communities that are often ignored a "voice" that might otherwise not be heard, to help identify issues as that community sees them, to create change, and to promote and support personal growth.

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Page 12**

**Ask Student
To Read:**

Background of Photovoice

- The Photovoice process was developed to give people a way to participate and have a voice in public health research related to their own communities. This is called "participatory research" because it includes input from everyday people who aren't usually involved in research.

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Page 12**

- Photovoice has been very helpful when it reaches out to people or communities typically left out of public policy decisions. It is a way of ensuring these communities are “heard from” and not “spoken for.”
- Some examples where Photovoice has been used in research to give people a voice include learning from women living in rural China about challenges related to health issues and learning about the impact of poverty from people living in homeless shelters in Ann Arbor, Michigan.
- Photovoice has been used for projects at Boston University's Center for Psychiatric Rehabilitation to promote the wellness and recovery of people with the lived experience of mental health challenges.

Ask: What questions or comments do you have about the introduction to Photovoice?

Tell: Could we take turns reading the “*Steps and Process of Photovoice*”?

Ask Student To Read: **Steps and Process of Photovoice**

Photovoice is a group process where the members of the group share a concern. This concern could be an issue, strength or problem that unites the members of the group. The group identifies and learns about that topic, and discusses how the issue, problem or strength affects their lives. Group members are given cameras and go out to take pictures which relate to the issue, then return to discuss how those pictures are relevant. Participants are guided to write narratives, or written text, to accompany their pictures and to create finished photovoice “works.” Potential audiences who might benefit from seeing the group's Photovoice work are identified. One or more exhibits of the group's work may be organized and presented.

Photovoice usually follows these steps:

First, “Thinking” steps:

1. Identify and discuss the issue, idea, or problem that has brought the group together.

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Page 13**

2. Learn about the techniques and ethical guidelines of Photovoice.
3. Learn about and understand the assigned "Photo Mission" — the theme related to the topic of the class you will explore with your camera as well as in later discussions about your pictures.
4. Brainstorm and discuss ideas for pictures that will fit the Photo Mission.

Next, the "Action" steps:

5. Complete the Photo Mission assignment by taking pictures related to our communities, including our "Community Goal" that we'll talk about in a later class.
6. Share our photographs with other members of the class and discuss how they relate to our communities and our community goals.
7. Choose your favorite photo (or several) from each of the Photo Mission assignments.
8. Write narratives (text) describing how the photographs you chose relate to the Photo Mission assignment.
9. Create finished Photovoice pieces by combining your photographs with what you wrote about them.

Finally, "Educating Others" steps:

10. Identify audiences who may benefit from viewing the group's Photovoice works.
11. Display the works created by the class — organize an exhibit or presentation for one or more audiences that the class decides upon.

Ask: What questions or comments do you have so far about Photovoice?

Do you think we have done some "thinking" steps in the class?

Respond to participants' answers. If needed, prompt students how the discussions regarding "community" in the first two weeks of class have set the foundation for the photovoice process throughout this program.

Summarize: We've now discussed the history of Photovoice, reviewed the steps common to photovoice projects in general, and looked at

photovoice examples. Now we're going to move to the nuts and bolts of using a camera, going out on the street to take pictures, and writing brief stories related to the pictures we take.

Let's first discuss some important considerations to keep in mind when using a camera.

**Ask Student
To Read:**

Important Considerations for Taking Photographs

There are two very important areas of knowledge everyone who participates in a Photovoice project needs to familiarize themselves with. They are:

1. How to use a camera. You have to know how to take a picture with a camera. This does not mean you need to be an expert photographer or an "artist" of any kind. The cameras we will provide you for this class are relatively simple and straightforward to use.
2. How to follow the ethical and safety guidelines of Photovoice.

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Page 14**

Ask:

Let's start with discussing your previous experience with photography.

- What are your past experiences with taking photographs?
- What kind of camera(s) have you used in the past (for example: Polaroid, digital, etc.)?

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Page 14**

Discuss:

Facilitate discussion, acknowledging the range of students' past experiences and how they might be relevant to this class.

Tell:

It is also important we understand that there are ethical and safety issues involved with using cameras.

**Ask Student
To Read:**

Ethical and Safety Issues While Taking Pictures

If you choose to take a picture of another person or another person's property, it's very important to ask permission. Some people are very uncomfortable having their pictures taken. Most of us dislike having an embarrassing moment caught on camera

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Page 15**

and prefer photos that are complimentary.

Tell:

Think About the Comfort of the Person Being Photographed

Write your answers to the questions below in the space provided.

- What would you NOT want to be photographed doing?
- Where would you NOT want to be photographed?

**Workbook
Page 15**

Discuss:

Facilitate a brief discussion based on students' responses.

We always want to be respectful of how people might feel with the photos we're taking. There are also some other things that concern us all which we need to keep in mind.

Read:

Remember: Homeland Security

There are some public places where photography is prohibited or discouraged, especially in the United States since the terrorist attacks on 9/11/01. Be careful taking pictures in public places. If possible, ask a person in authority for permission to take pictures.

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Page 15**

Do:

Write your answers to the question in the space provided.

- What are some places where photography might not be allowed?

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Page 15**

Discuss:

Facilitate a discussion about places where taking photos might present a problem and why.

Do:

Hand out copies of the Ethical and Safety Guidelines for Photovoice. Copies may be made from the Leader's Guide Appendix, page A-3. Note this version (from the Appendix) has had the copyright notice from Boston University Center for Psychiatric Rehabilitation removed. This ensures there will be no inadvertent disclosure that people are either working with an agency connected to mental health or that they have mental health challenges.

Tell: There are several places where taking pictures may not be allowed. When in doubt, seek permission or leave it out. Your photography should never put you into danger or at risk of violating any laws. Let's turn the page 16 and read through the summary of ethical and safety guidelines for Photovoice.

Ask for volunteers to read the summary.

Show:

Ethical and Safety Guidelines for Photovoice

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Page 16**

I agree to follow these guidelines as I take pictures for our Photovoice class:

1. **Always ask permission** if you are taking a photo of a person or something that is identifiable with them. It is **nice to introduce yourself by your first name**, if you are approaching a stranger to take a picture.
2. If you wish to use a photograph of a person in your Photovoice creation, it is important to get a release form signed in writing by that person. The class leader will provide extra copies of the form if you need them.
3. If you want to take a picture of a child who is under age 18, you need to obtain the **consent of the child's parent or legal guardian** to take or use the picture. Have the parent or guardian fill out the release form.
4. Be sensitive. Remember that most people would not want to be photographed in embarrassing situations, like when they are crying, losing their temper, eating, using drugs, panhandling, kissing, or in other intimate moments.
5. It's OK to use a "staged" shot to capture a scene, idea, or emotion if you think it would be difficult to obtain the shot "naturally." A staged shot is where you create the scene, setting, or environment for the photograph, including who or what is in it.
6. **Pay attention to your environment.** Don't sacrifice your safety for a picture. Make sure to pay attention to your footing when you are looking into the camera, so you don't accidentally step off a curb, into a hole, or into traffic. Consider taking someone with you when you are out taking pictures, particularly if you are taking pictures in places or neighborhoods where you could be vulnerable to crime.

7. There may be certain places that do not permit you to take photographs of them—for example, federal buildings, gyms, and certain stores. In these places, you will need to find a person who has the authority to give you permission to take a picture.
8. If someone asks you why you want to take their picture, you can explain about the photovoice class and what you're hoping to say with the picture. Be sure to be courteous at all times and thank the person, whether or not he or she lets you take their picture.
9. Once you have taken your pictures, and created the accompanying narratives, be sensitive about sharing finished photovoice works online or on social media. Be especially mindful when considering posting work with images of identifiable people.

Do: Does anyone have any questions about any of the guidelines?

At the bottom of the Guidelines form is a place for your signature and date. Can each of you sign the form for us? Thank you.

Collect the signed form from each participant.

Tell: It can feel a little scary to ask people if you can take their picture or to ask a security guard if you can photograph a building. Below are a few examples of such conversations.

Ask Student To Read:	Requesting Permission to Take Pictures <p>Sometimes, you'll get a great idea for a picture, but you're worried about having to ask for permission. Here are some examples of how you might start the conversation.</p>	Workbook Page 17
Read:	Asking to take a picture of another person or a child, or their belongings <p>Sometimes a person, known or unknown to you, might seem like the perfect subject for your Photovoice picture. You will need to ask for permission to take the picture and have the person, or the child's parent or legal guardian, sign a release form for the photograph.</p> <p>Here is an example of what you might say: <i>Hello. My name is _____, and I am taking a class called Photovoice. In this class, we take pictures that represent something important to us related to building communities. I'd like to take your/your child's picture (or something that belongs to them) because _____ (let the person know what he/she, their child, or that thing represents to you). We also do an exhibit of our pictures for the class, and this one could be included. Would it be OK to take your picture? (If the person says yes, continue with...) "Would you be willing to sign a release form that just says I got your permission to take and maybe exhibit your photo?"</i></p>	Workbook Page 17
Read:	<p>If the person says "no," then the answer is "no." Accept the answer and say "Thank you anyway," rather than arguing with them about it. Move on because there will be other great pictures out there. If the person agrees and says "yes," say "thank you," obtain their signature on the Photography Release Form, then go ahead with your photograph or photographs. When you are done, you can express your appreciation one last time before you move on.</p>	Workbook Page 17
Ask Student To Read:	Asking a security guard or someone else in authority <p>If you see a Federal Building or some other place that has a security guard by the door, you may want to ask about taking the</p>	Workbook Page 17

photo in advance. This can help you avoid being approached by an authority once you've started taking photos.

Here is an example of what you might say:

Hello, my name is _____. I'm taking a class that requires me to take photos, and I'd love to take a photo of this (building/bridge/other). I just want to check with you and make sure it's OK to photograph this.

If the security guard says it's prohibited to take pictures in that location, accept the response and move on. If it's ok, say "Thank you" and go ahead with your pictures.

Discuss: Does anyone have any questions on either of the two scripts we read above?

Respond to any questions or comments regarding asking permission to take photographs.

Do: Hand out copies of the *Photography Release Form*. Copies may be made from the *Leader's Guide Appendix, page A-4*.

Show:

The image shows a 'Photography Release Form' from the 'Bridging Community Gaps Photovoice' project. It is a document with a header, a title 'Photography Release Form', and several sections of text and checkboxes. The form is designed to be filled out by a participant who is taking photos. It includes fields for the participant's name, address, phone, email, and a signature line. There are also checkboxes for consent to publish photos, consent to use photos in a public display, and consent to use photos in a public display. The form is titled 'Photography Release Form' and has a header that reads 'Bridging Community Gaps Photovoice: Your Photo'.

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Page 18**

Tell: These are copies of the *"Photograph Release Form"*, found on page 18 of your workbook. I am handing out extra sheets for you to use when you go to take your pictures. If you want to take picture of another person, you will need to ask that person or person to sign this release form, if you are planning to use it for this class. This includes family members and friends, but not yourself. If there are people in your picture who are in the background, and far away enough from you they are just part of the "scenery" of the shot, such as in the distance on a crowded

street, you don't need to worry about obtaining their release. If it's more of an "up-close" and personal picture, such as a small group of friends or family, you will need everyone's signed permission. If a person you photograph is under 18 years old, you will need to get permission from his/her parent or guardian.

Try to use your common sense about what's really practical or possible. Err on the side of caution, if it's a grey area and someone may really stand out in your shot.

If you do ask someone's permission to take their picture, and the person says, "no," then don't argue with the person, and move on. Simply say, *"Thank you, anyway."*

Ask: What questions or comments do you have about the Ethical and Safety Guidelines for Photovoice and/or about Requesting Permission to Take Pictures?

Break: Let's take a 10- to 15-minute break. When we return, we talk about our Photo Mission, which will guide the pictures we take. Then we will distribute the cameras and familiarize ourselves with how their operation.

Tell: We'll now talk about your first Photo Mission Assignment, which is going to be the topic for your pictures when you go out with your cameras. Afterwards, , we'll distribute and orient you to using your cameras.

Ask Student To Read:

Photo Mission #1

The theme for the first Photo Mission assignment in this class is *"Being a Member of My Community."*

Use your camera to take photos that describe, in some way, what *"Being a Member of My Community"* means to you. This might be shown through photos of a place or places you feel most at home. It could also be about the people you spend valuable time with, or a symbol of an organization or group that you feel connected to. It can be a photo that is literal – that is, an exact picture of a place, like your street. Or it can be something more

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symbolic that shows your thoughts or feelings about community connection.

Your photo can be as literal or symbolic as you would like. There are no right or wrong answers. A picture is an expression of how you think and feel.

**Ask Student
To Read:**

We will come back next week, and the class leaders will upload the pictures from the cameras onto the computer so that the pictures you took can be projected for everyone to see. If you choose to use a cell phone or smart phone camera to take your pictures, you will need to e-mail the pictures to one of the class leaders so they can have them on the computer. You'll get a chance to tell others in the class about your pictures and what they mean to you.

It is important to be safe as you go out to take your pictures! It's **not** worth getting hurt, or putting yourself at risk, for that "special shot."

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Page 19**

Ask:

Does anyone have any questions about the assignment?

Do:

Ideas for Photo Mission #1

Based on our discussions and exercises in the class so far, you already may have some ideas that you might like to capture in photographs.

List any ideas you have about photographs that you might like to take.

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Page 19**

Discuss:

What are some of your ideas for Photo Mission #1?

Point out any common ideas people had as well as any differences in their ideas.

Tell:

The last thing we're going to do today is talk about how we will be taking pictures. We will be providing digital cameras for those students who wish to use them; however, you may feel more

comfortable using the camera on your smartphone. If you do have a smartphone, and wish to use it for this class, we have a set of instructions (Appendix A-6) that will guide you how to transfer your photos to the Class Leaders so they will be able to share them with the class. We will provide you with a copy of these instructions and we'll have a chance to review them as well. People who opt for digital cameras won't need to worry about these instructions since every time they bring their cameras to class we'll connect them directly to the computer.

Ask: Is there anyone who would like to use their smartphone? We will provide you with instructions how to send your photos to the Class Leaders if you are not sure how to do it. In general, you can either email or text your photos. We will be helping you with any challenges you might face around this.

Do: Hand out a digital camera to each participant who does not wish to use their own smartphone or camera. If these cameras are being loaned, you may want to keep a record of who gets a camera. Hand out copies of the smartphone instructions to anyone who wishes to see them.

**Ask Student
To Read:**

Learning to Use a Digital Camera

1. Turn the camera on. The on/off switch may be a small button on the top of the camera.
2. Make sure your camera is set to the setting for "taking pictures" and not "viewing pictures."
3. Look at the screen on the back of the camera, if there is a screen, or look through the viewfinder. Take your time to frame the picture as you want it.
4. Use the zoom, if desired, to zoom in (looks closer up) or zoom out (looks farther away).
5. Set the flash to "on," if you are in a low-light situation.
6. When you press the big button (usually on the top of the camera) gently down (about halfway), it will focus the picture in the frame. Then continue and push the big button all the way down to take the picture. You will usually hear a "click" when the picture is actually taken.
7. On a digital camera, there is no film to wind, so you can take another picture right away.

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Remember, you are free to use the camera we are providing or your own camera (including the camera on your phone). All the same ethical and safety rules apply no matter which camera you use. If you use your phone camera, you will need to have a way to transfer the pictures you want to share to one of the class instructors. This is usually best done via e-mail and the class instructors will provide their e-mail addresses in case you wish to do this.

Ask: Are there any questions about using the digital cameras?

Answer any questions about the demonstration you have just given.

Ask: Are there any questions about using smart phones for this class?

Let's review the options of sending pictures to the class leaders before you finalize your decision.

Do: Review the instructions from Appendix A-6.

Provide a digital camera to anyone who changes their mind about using a smartphone.

Do: Now go ahead and practice taking pictures of things in this room. Practice getting another person's permission, and then you can take a picture of him or her.

Leaders should walk around the room observing and helping students when needed.

Summarize: *Point to the agenda written on the flipchart or chalkboard.*

Today, in Class #3, we talked about:

- What Photovoice is, background of Photovoice, and photovoice steps
- Important considerations for photovoice researchers
- Ethical and safety issues and guidelines for photovoice

- Requesting permission to take pictures and Photography Release Form
- Photo Mission #1
- Learning to use a digital camera

Ask: What questions or comments do you have about Class #3?

Preview: Next week, in Class #4, we'll talk about the development of Photovoice narratives.

Class #4: Development of Photovoice Narratives

Schedule for Class #4

The agenda below gives you the topics that will be covered in Class #4. It is helpful to copy the agenda onto a flipchart or a chalkboard for students to see before you begin the class. *(Note: the allotted times per section of the agenda are suggested guidelines to help keep you on pace, but should not be written up alongside the agenda).*

Class #4 Agenda

- Review of Class #3 and orientation to Class #4 (10 min)
- Learning about photovoice narratives (20 min)
- Writing photovoice narratives using SHOWED (20 min)
- SHOWED example (10 min)
- Review and discussion of pictures from Photo Mission #1 (20 min)
- Practice writing photovoice narratives (15 min)
- Summary of Class #4 and preview of Class #5 (5 min)

Materials Needed:

- Attendance Sheet
- Cameras with batteries and flash cards installed (*for new students only*)
- Sign-out sheet for cameras (*new students only*)
- Laptop computer
- Cable to connect cameras to laptop, projector with correct cables and/or adapter
- Extra copies of "Student Instructions for Transferring Smartphone Photographs"
- Blank paper and pens for students to use

Preparation for Viewing Pictures from Photo Mission #1

The first Photo Mission, "Being a Member of My Community," was assigned in Class #3. As students begin to arrive for Class #4, the class leaders should ask the students to turn in their cameras so pictures can be uploaded to the laptop. This can happen before class starts and may continue during the break or after the class.

One trainer will be facilitating the class, while the other will be responsible for uploading the photographs. Prior to the class, digital folders should be made on the laptop with the students' names on them to facilitate the process. For students who have opted to use their smart or cell phone cameras, images can be texted, e-mailed, or otherwise transferred to the trainer in order

to save those digital files to that student's folder. The basic instructions for doing so are outlined on Appendix A-6, which was reviewed last week, but additional copies of this should be on hand should students require them.

Once all pictures have been uploaded, the leader should quietly signal the other trainer leading the class. Students' cameras can be returned individually or at the break. Be sure not to mix them up! Note: students may be bringing in new images at any of the following classes, including the Booster Sessions, so this process may be repeated at those times. It is important that at least one of the trainers familiarize themselves well with the required technology prior to the class as listed below and described in detail in Appendix (in general) and Appendix A-6 (regarding smartphones):

- 1. The camera USB ports, and memory cards which may be removable*
- 2. Techniques for uploading photos from the memory card onto the computer*
- 3. Techniques for transferring photos from students' phones onto the computer*
- 4. Filing each student's photos into their folder on the computer*
- 5. Connecting the computer to a projector so all students can view images at the same time*
- 6. Projecting photos on the computer onto the wall, scrolling from one set of shots to another*

TIP: Text written in *italics* under the heading of the Leader's Script indicates *directions to you*, and the **regular text** indicates what you will say aloud to the students.

Class Session

*Leader's
Prompt*

Leader's Script

*Workbook
Reference*

Review

Last week, in Class #3, we assigned Photo Mission #1 for this class, which was entitled: *"Being a Member of My Community."* We hope you have all had a chance to go out and take photographs related to this topic.

What else do you remember about Class #3? Do you have any questions or comments at this time?

Facilitate a brief review of Class #3, including prompts to refresh the students' memory of the topics covered (i.e., introduction to Photovoice, guidelines for taking pictures, and assignment of the Photo Mission). Use open-ended questions rather than just telling people what was discussed.

Orient: *Point to the agenda written on the flipchart or chalkboard.*

Today, in Class #4, we'll talk about:

- Learning about photovoice narratives
- Writing Photovoice narratives using SHOWED
- SHOWED Example
- Review and discussion of pictures from Photo Mission #1
- Practice of writing photovoice narratives

During today's class, we will have a chance to review and discuss the pictures you took in response to this Photo Mission. We also will study and practice how to write a narrative, which is the text that will accompany each picture. Together, the picture and text make up a complete Photovoice "piece."

Read:

Last week, we assigned Photo Mission #1 for this class. The theme was: *"Being a Member of My Community."* We hope you all were able to go out and take photographs in response to this assignment. We will have a chance to review everyone's photos later in today's class.

In today's class, you will learn how to write narratives to accompany the pictures you took. A "narrative" is the text that describes a photovoice picture. The narrative describes and explains, from your point of view, what's going on in the picture, and how that may be significant.

You will start with "practice" pictures, learning step by step how to develop a narrative. Then, you will start writing narratives for your own pictures. Each student will have the opportunity to share their pictures with the rest of the class. Then, you will choose which picture to write your first narrative for. The narrative you write, combined with the picture you took, represents a completed Photovoice "piece". This photovoice piece will fulfill your assignment to complete the Photo Mission: *"Being a Member of My Community"*.

First, though, let's have a brief check-in to see whether everyone had a chance to take pictures for the Photo Mission, how you felt about doing the Photo Mission, and whether there were any obstacles or challenges you encountered.

**Workbook
Page 21**

Ask

- Did you take pictures?
- How did taking pictures for the Photo Mission make you feel?
- Did you experience any obstacles or challenges taking pictures for the Photo Mission?

Discuss:

Facilitate discussion; validate any negative feelings or experiences that may have arisen during the process of taking pictures. Suggest solutions to make it easier the next time students go out, and encourage them to use their community coach for individual support.

Tell:**Learning about Photovoice Narratives**

Last week, we had a chance to discuss what Photovoice is and we reminded ourselves of the examples of Photovoice we saw in Class #1.

**Workbook
Page 22**

Show:

Here is another example of Photovoice work created by a participant in a class at Boston University's Center for Psychiatric Rehabilitation. Let's first cover the narrative and look at the picture. Next read the narrative.

**Workbook
Page 22**

**Maple Tree**

The maple tree is located at the edge of a yard by Crystal Lake. Walkers and joggers admire it as they pass by on the street and

sidewalk. Some admirers stop and take photographs.

What does the tree symbolize to those who view it? The tree is a metaphor for strength as it grows from the ground up to the sky. Its leaves change color in the seasons as people change in life. It has beauty and solidity, like members of a community of people.

Read: The author of this piece uses a metaphor or symbol to describe her sense of community. What other images or metaphors could the tree symbolize? How could you relate these metaphors to community or to individuals who are part of the community?

**Workbook
Page 22**

Discuss: *Facilitate discussion: if necessary, clarify that using a metaphor means having one thing stand for or symbolize another. If people are having a hard time understanding, you can offer other examples drawn from this picture, for example, that a tree's roots might symbolize hidden connections, hidden depths, or hidden resources.*

Ask: Do you have any other questions or comments about this example?

Tell: Now we are going start learning about writing photovoice narratives. We'll begin with photovoice guidelines called "SHOWED".

Read: **Writing Photovoice Narratives: SHOWED**

**Workbook
Page 23**

S-H-O-W-E-D is an acronym used in the Photovoice process. An acronym is a memory booster that creates an easy-to-remember word from the first letters of other words. That way a long title or list of things becomes easier to remember. For instance, "PAWS" is an acronym for "Progressive Animal Welfare Society." "SHOWED" is a tool that can remind you of different things to think about when you look and discuss your photographs. It can also help you draw meaning and inspiration from your pictures as you begin to organize your thoughts on paper. In the end, though, it's just a guide, and you should feel free to express your opinions and ideas in your own words and style. Your narrative

can take any form you choose, including poetry.

**Ask Student
To Read:**

Let's go around and have different people read one of the SHOWED questions on page 23.

**Workbook
Page 23**

1. What do you SEE here?

- What is this photo of?
- Where was this photo taken?

2. What's really HAPPENING here?

- What is the photo about?
- What things are going on in the photo that the casual observer may not see?
- What does the photo *really* represent?

3. How does this relate to OUR lives?

- Why did you take this photo?
- Why did you pick this photo to discuss?
- How does this photo relate to you or your community's perspectives or attitudes?

4. WHY does this problem, resource, or situation exist?

- If the photo is of something negative (such as, a "problem"), what will you say about what contributes to this problem?
- If the photo is of something positive (such as, a "strength" or "resource"), what will you say about the importance of this resource? Is it overlooked? Do you need more of this sort of resource?

5. How could this image EDUCATE others, the community, and policy makers?

- What would you like to tell people about this problem, resource, or situation?
- What would other people need to know or understand about this problem, resource, or situation?

6. What can we DO about the problem, resource, or situation?

- What can we do to strengthen this resource?
- What can we do to fix this problem?
- Who else can help fix this problem?
- What can we do to see that this situation changes?

Tell:

Let's look at how these different questions can be addressed when writing about a picture you took.

Who would like to read the next section, called **SHOWED** Example?

Show:

SHOWED Example

Here is an example of how **SHOWED** can be used to help look at and make meaning of a photograph. This can be the first step in developing a narrative for the picture. The photograph below was taken by a participant in a class at Boston University's Center for Psychiatric Rehabilitation.

**Workbook
Page 24**

**Ask Student
To Read:**

Let's have six different people read one of the parts of this **SHOWED** narrative example on page 24.

Show:



**Workbook
Page 24**

What do you SEE here?

A large public building, well-lit, in the early morning or evening hours. There is a construction cone, a trash barrel, people outside the building, an access ramp, and a "Vote Here" sign.

What's really HAPPENING here?

At this time of day, things are quiet, but the signs, large trash can, and ramp suggest a place where people gather and one that serves the community in some way. Despite the hour, all the lights are on and things could be busy inside, despite

the calm quite outside.

How does this relate to OUR lives?

The “vote here” sign represents that we have a voice in our government. For everyone to have a voice, it’s important that places which provide community services are accessible to people of different needs, abilities, and preferences. This building is well-maintained, spacious, and aesthetically pleasing, making participation in voting and accessing public services more likely.

WHY does this problem/condition/strength exist?

This community seems to have the resources to maintain its buildings or at least prioritizes the importance of having clean and accessible areas for voting and public services. It’s a very approachable and inviting space, which helps it serve its role.

How could this image EDUCATE the community and policy makers?

Every community should strive to ensure that everyone in the community has equal access to its resources. If possible, the community should enhance its resources to make sure people can enjoy what that community has to offer in a pleasing manner.

What can we DO about it?

People can make sure their public spaces are clean, accessible to people with disabilities, accessible at different times of day and night, and as beautiful and functional as their community can afford.

Ask: What questions or comments do you have about this example?

*Facilitate discussion and clarify any questions. Emphasize that **SHOWED** is meant as a **TOOL** to help people think about the photograph from different angles and then integrate to create a meaningful story.*

Do: Practice Writing a Photovoice Narrative #1

We will now practice narrative writing using **SHOWED**, with the picture on page 25 of your workbook. Remember, **SHOWED** helps simplify how we look at a picture and make it easier for us to

decide what's important about it. Using SHOWED gives us some simple "building blocks" that can help us structure our narratives and highlight what we see as important in the picture. In this exercise, we take a picture and break it down using the step-by-step questions of SHOWED. Once you learn how to address these questions, later you will be able to write your narratives without necessarily following this order. The examples that we have seen so far illustrate this broader way of addressing the SHOWED questions.

Look at the picture on page 25, answer the questions in the space provided thinking about the SHOWED guidelines.

Ask: What questions or comments do you have before you begin?

Show:



**Workbook
Page 25**

1. What do you SEE here?
2. What's really HAPPENING here?
3. How does this relate to OUR lives?
4. WHY does this problem, resource, or situation exist?
5. How could this image EDUCATE others, the community, and policy makers?
6. What can we DO about the problem, resource, or situation?

- Discuss:**
- In what ways did the SHOWED exercise help you think about the photo and what it might mean or represent?
 - How easy or hard was that for you to do?

Point out any similar or different experiences. If necessary, reinforce that SHOWED is meant as a TOOL to help people think about the photos, and it does not require these steps to be followed in order when writing a narrative.

**Ask Student
To Read:**

Practice Writing a Photovoice Narrative #2

Now that you have had a chance to practice writing a Photovoice narrative using SHOWED as a framework, or guide, the next step is to learn to develop a narrative for a picture in a more “free-style” manner. SHOWED is useful for brainstorming, or organizing, your thoughts about an image, but your finished narrative can be constructed any way you choose—it doesn’t have to follow the strict format of the SHOWED. You can focus on any element of the image, and relate it to any aspect of the SHOWED, or anything that relates to the theme of the class. Try to show the picture in a different “light” — one that inspires you, or others, to see the issue in a different way.

Look at the picture below and write a narrative that best reflects how you think this picture addresses the theme of community participation.

**Workbook
Page 26**

- Tell/
Summarize:**
- So, the SHOWED tool can help us brainstorm ideas about a photo, but your description, or “narrative,” can be written in whatever way you’d like. Let’s practice that.

Hand out some blank paper for the next exercise.

- Ask:**
- What questions or comments do you have before you begin?

Show:

Workbook
Page 26

Discuss:

Now that you have practiced writing Photovoice Narrative #2, how was that for you?

- Who would like to share what they wrote?
- What did you like about writing the text/narrative?
- What felt challenging?

Point out any similar or different experiences. Support people to link the photo to the theme of COMMUNITY by asking open-ended questions, such as:

- *“Does this photo connect to any of the communities you put on the Community Map in week 1?”*
- *“Does anything in this photo relate to communities that you might want to get involved with?”*
- *“Does this photo symbolize anything about community that’s important to you?” etc.*

Break:

Let’s take a 10- to 15-minute break. When we return, we’ll show each other your pictures from Photo Mission #1, and you will begin writing narratives for one of them.

Leader’s
Instructions:

Guidelines for Discussion of Pictures from Photo Mission #1

Students’ pictures will be reviewed after the discussion of the SHOWED technique and the Photovoice Narrative #2 Practice

Writing Exercise on page 26. Students will have had a chance to learn to process visual information and construct meaning around those images. Students may volunteer to have the leader open their folder and scroll through their digital images. The students will be asked to select one or two images they want to write about in relation to the first Photo Mission assignment. If a student selects a picture they like without knowing exactly why, the leaders (and other classmates) will explore the image with the student, asking how the photograph relates to the Photo Mission and how it represents the student "being a member of his or her community." Students are encouraged to keep track of the thoughts and discussion generated as this can form the basis for their narratives. Once all students have had a chance to present their pictures, the Photovoice Narrative #3 Practice Writing Exercise can begin.

Tell:

We will show the photos that each person has submitted. When we bring up your photo(s), describe it (or them) to your classmates, and discuss:

- What, if anything, motivated you to take the picture?
- How does the photo relate to being a member of your community?

**Workbook
Page 27**

Discuss:

The photos and why the particular images were taken.

Make sure everyone has had a chance to introduce their photos and settled on at least one particular image to write about today.

Do:**Practice Writing a Photovoice Narrative #3**

You have had the chance to look at and discuss your photos from Photo Mission #1. Please select one of these to write about as you will now write a narrative for a picture you took for Photo Mission #1. If you have time, you can select a second picture to work on as well. As always, SHOWED is meant to be a useful tool or guide, but ultimately you are free to write your narrative in any form you choose. You can focus on whatever is most meaningful to you in the picture and phrase your narrative as you see fit.

**Workbook
Page 27**

Use the space below or the extra paper the instructors will have. You do not need to have your narrative finished by the end of today's class. You will have plenty of time during later classes or while meeting with your community coach to continue writing, rewriting or editing what you get started today.

Ask: What questions or comments do you have before you begin?

Discuss: Now that you have practiced writing a Photovoice Narrative for your own picture, do you understand what a narrative is and how to write one?

Are there any additional questions about writing narrative?

Respond to any questions and provide clarifications if necessary.

Whether the students are finished or not with their narratives, make a copy of their work before they leave the class and keep as part of the class records.

Summarize: *Point to the agenda written on the flipchart or chalkboard.*

Today, in Class #4, we talked about:

- Writing photovoice narratives using SHOWED
- Review and discussion of pictures from Photo Mission #1
- Practice writing photovoice narratives

Ask: What questions or comments do you have about Class #4?

Preview: Next week, in Class #5, we'll talk about "*Setting My Community Goal*".

Class #5: Setting My Community Goal

Schedule for Class #5

The agenda below gives you the topics that will be covered in Class #5. It is helpful to copy the agenda onto a flipchart or a chalkboard for students to see before you begin the class. (*Note: the allotted times per section of the agenda are suggested guidelines to help keep you on pace, but should not be written up alongside the agenda*).

Class #5 Agenda

- Review of Class #4 and orient to Class #5 (5 min)
- Setting goals & SMART goals (40 min)
- Setting your own goals (15 min)
- Measuring progress toward achieving your community goal (5 min)
- Review of pictures and narratives from Photo Mission #1 (20 min)
- Summary of Class #5 and preview of Class #6 (5 min)

Materials Needed:

- Attendance sheet
- Laptop computer
- Cable to connect cameras to laptop, projector, projection surface (flat screen or wall)
- "Fun Things to Do" poster from week 2 should be placed on the wall
- "Measuring Progress toward My Community Goal – Class #5" worksheets
- Extra pens for students who may need them

TIP: Text written in **italics** under the heading of the Leader's Script indicates directions to you, and the **regular text** indicates what you will say aloud to the students.

Class Session

*Leader's
Prompt*

Leader's Script

*Workbook
Reference*

Review: Last week, in Class #4, we talked about writing Photovoice narratives using the SHOWED acronym and practiced writing a couple of them. We even began writing Photovoice narratives for

our own pictures. You will have plenty of time to continue to work on and finish your narratives.

Ask: What questions or comments do you have about Class #4?

Orient: *Point to the agenda written on the flipchart or chalkboard.*

Today, in Class #5, we'll talk about:

- Setting goals & SMART goals
- Setting your own community participation goals
- Measuring progress toward achieving your community goal
- Review of pictures and narratives from Photo Mission #1

Please turn to page 28, we'll start with an introduction to setting goals.

Read: Now that you have a good idea of the communities you are involved with; we are going to discuss a goal you may want to set within your community. It may be something as simple as going to the library more often, going to the movie theater or gym, or going out to coffee with friends. It could be deciding to get more involved in something that you do already, like volunteering to help serve the dinner at a monthly church or neighborhood supper. It could be taking on a new activity that you've thought about for a while, like joining the neighborhood theatre. It could also be something like connecting more with others on social media, organizing a trip to the local baseball stadium, or volunteering to help clean up a local park.

**Workbook
Page 28**

Discuss: How would you go about bringing change to your life?

**Ask Student
To Read:** Many of us have had a lot of experience with creating goals involving our own selves, such as losing weight, stopping smoking or engaging in treatment. These are goals that benefit us and enhance our lives, but they are usually done on our own, and they are done because we feel we "have to" or "need to" do these things. When we think about setting community goals, it's because we feel something may be "missing" from our lives, we

**Workbook
Page 28**

want or desire connection to others, and we choose to go out and seek this.

**Ask Student
To Read:**

There are different types of community goals that someone might want to set for themselves. Some goals focus on activities in the community that people like to do on their own, like fishing at the river or going to a concert in the park, while others focus on doing things that provide a longer-term benefit, like taking a class at the civic center. People also may want to choose goals that focus on making connections with other people, or on doing something that brings benefits to others. These are as many types of community goals as people looking to get involved.

**Workbook
Page 28**

Discuss:

How would you go about bringing change to your life?

Read:

Setting Goals

How have you brought about change in your life in the past? One common way people make changes is to set goals for themselves. You pick something you want to achieve, then you pursue the goal you set.

Goal setting is a powerful process for thinking about your future and for motivating yourself to turn your vision into reality.

**Workbook
Page 28**

Ask:

Write your answer to the question below in the space provided.

- What is your experience with setting goals?

**Workbook
Page 28**

Discuss:

Facilitate conversation about goals. People may bring up times when "goals" have been part of treatment and felt more like something "required" or not helpful. It is important to validate peoples' experiences, while also acknowledging possible differences.

Tell:

Let's go ahead to the next two sections, "Information about Goals", and "Benefits of Setting Goals", both on page 29.

**Ask Student
To Read:****Information about Goals**

Many of us have great ideas about what we want in life, but without some sort of plan, it can be hard to do what's needed to actually achieve what we want. Setting goals helps us decide where we want to be and to then make a plan to get there.

**Workbook
Page 29****Ask Student
To Read:****Benefits of Setting Goals**

- Gives you direction.
- Increases your confidence in moving toward something you want.
- Helps you stay on track.
- Gives you something to celebrate when the goals are achieved.

**Workbook
Page 29****Ask:**

- What questions or comments do you have about the benefits of setting goals?
- What have you heard about SMART Goals?

Tell:

Let's learn more about "*SMART Goals*" by reading through the next few paragraphs.

**Ask Student
To Read:****SMART Goals**

The way a person sets a goal can make a difference in how successful we are at accomplishing it. Some goals are too vague or too big, and we might quickly get discouraged, like New Years' resolutions to lose weight or finish school. A more useful and powerful way to write goals is to make SMART goals. "SMART" is another acronym that stands for:

- **S** – Specific: The goal is clear and well-defined. (Example: "I'm going to volunteer at the homeless shelter" rather than "I might do some volunteer work somewhere.")
- **M** – Measurable: The goal spells out how many times or how often you will do something, so you'll know if you have actually reached your goal. (Example: I'm going to volunteer at the homeless shelter **once a week.**)

**Workbook
Page 29**

- **A – Attainable:** The goal is within your reach, something you know you can accomplish. There's no such thing as "too small." You can always make it bigger later. (Example: I'm going to go to the gym at least twice a week for the next month.)
- **R – Relevant:** The goal indicates something you want. This shouldn't be about something others or you think you *need* if it's not also something you *want*.
- **T – Time-bound** goals have target dates for when you want to achieve them. (Example: I'm going to volunteer at the homeless shelter once a week **for the next three months.**)

**Ask Student
To Read:**

SMART Goal Example

For her New Year's resolution, Jonie decided to set some goals for the coming year. Her life was in a pretty good place, so she decided she would try to meet some new friends and try out new things.

Jonie's Goal: "By the end of May of this year, I will join two new Meetup Groups with other people whose interests match mine."

For Jonie, this goal was specific and relevant. By selecting a number (two Meetup Groups) and a target date (the end of May), Jonie was able to make her goal both measurable and time-bound. Finally, she chose a goal that would require some effort, but she believed it would be attainable. Overall, her goal was SMART.

**Workbook
Page 30**

Ask: What do you think about Jonie's example?

Facilitate discussion about the different parts of Jonie's goal that make it SMART. How will Jonie know if she's accomplishing her goal?

**Ask Student
To Read:**

Taking Steps to Achieve Your Goals

Once we've decided on a goal, we may find ourselves feeling a bit overwhelmed. Breaking down the goal into smaller action steps can lessen some of the anxiety. Here's how to do it:

**Workbook
Page 30**

- Break down each goal into smaller, manageable steps. This might help you feel less overwhelmed than when you're looking at the big picture.
- Some steps may have to come before others, so put the steps in order if needed.
- Focus on one step at a time.
- Create timelines for yourself. It's good to set a date to accomplish each step. You can change the date, if it does not seem possible.
- Add in small (healthy) rewards for every step you accomplish. This could be something like getting an ice cream or giving yourself an extra ½ hour doing something you love to do.
- If you start to feel discouraged, remember that goals take time and remind yourself of how much you've already accomplished!!
- Be persistent. It takes most people more than one attempt to achieve a goal.
- Try a variety of strategies until you find something that works.

Discuss: What steps resonated for you? Are there any steps that you already use? Are there any steps that have been particularly challenging for you in the past? Are there any steps that you'd like to try as you move forward?

Facilitate conversations on these topics.

Who wants to read another example on page 31?

**Ask Student
To Read:**

More Examples of SMART Goals

Here are some examples of Community Goals and their action steps:

- A. **Janelle** wants to have a regular activity scheduled for her weekends. It will be an activity she is committed to and finds meaningful and enjoyable.

Janelle's Goal: "Over the next two months, I will schedule one activity that I'll take part in for at least two weekends on a Saturday or a Sunday."

**Workbook
Page 31**

Steps Janelle can take toward achieving her Goal:

1. I will check local papers, bulletin boards, and online for possible volunteer opportunities, free outings, or activity groups that meet on the weekend.
2. I will learn what I can about each opportunity to decide which ones suit me the best.
3. From the ones I like best, I'll find out where they're located to make sure I can do the transportation to get there.
4. I'll decide on at least two activities and put them in my calendar for this month and next month.

Ask: What did you notice about Janelle's example?

Respond to peoples' answers, and highlight that Janelle broke down her goal into steps. Facilitate discussion about how breaking things down into steps makes it easier to accomplish what you want.

Tell: We can look at more examples of SMART Goals – let's read about Jim's experience. Please notice that Jim is setting two different goals for himself, covering two different time periods.

Ask Student To Read:

B. **Jim** wants to start reconnecting with old friends to see what's going on with them. He also is going to look around to see what's going on in his neighborhood and maybe join a club or group where he can meet new people.

Jim's 1st Goal: "By the 15th of next month, I will reconnect with two old friends."

Steps Jim can take toward achieving his 1st Goal:

1. I will look up phone numbers or e-mail addresses for several of my old friends.
2. I will choose the top two of my old friends and reach out to them.

**Workbook
Page 31**

3. If I don't get a response from one or both of them, I'll go to the next person on my list until I've been able to reconnect with two people.

Jim's 2nd Goal: "By the end of the year, I will make two new friends."

Steps Jim can take toward achieving his 2nd Goal:

1. I will take part in some activities that interest me where I might meet new people.
2. When I'm involved in the activity, I will introduce myself to people that I think I might want to get to know and begin a casual conversation with them.
3. If I like the activity and the people involved, I'll continue to go several times so I can get connected to the people.
4. I will check my Facebook friends list to see if there are any people in my area that I might want to meet.
5. If there are people I want to meet, I'll message them through Facebook to see if they want to meet in a public place, like for coffee or a movie.

Ask: What do you think about Jim's goals?

Tell: Let's take a look at another example about goals people have set for themselves.

Ask Student To Read:

C. Last summer, **Andy** felt that he was stuck in a rut. He lives on his own and knows a few people in his neighborhood, but he feels lonely in his apartment, especially on weekends. His friends sometimes come over to watch TV or chat, but he realized he wanted to try something new and exciting, outside of this house.

After thinking about the things he likes to do, Andy realized he could combine his interests in eating healthy food with an opportunity to meet new people. He knew that the local adult education center has a dedicated kitchen and offers classes where students can learn to cook different kinds of food. He also heard that the Center may offer tuition assistance.

**Workbook
Page 32**

**Ask Student
To Read:**

- C. Last summer, **Andy** felt that he was stuck in a rut. He lives on his own and knows a few people in his neighborhood, but he feels lonely in his apartment, especially on weekends. His friends sometimes come over to watch TV or chat, but he realized he wanted to try something new and exciting, outside of this house.

After thinking about the things he likes to do, Andy realized he could combine his interests in eating healthy food with an opportunity to meet new people. He knew that the local adult education center has a dedicated kitchen and offers classes where students can learn to cook different kinds of food. He also heard that the Center may offer tuition assistance.

Andy's Goal: Next semester I will take a cooking class at my local Adult Education Center.

Steps Andy can take toward achieving his Goal

1. I will look up the number for the Adult Education Center.
2. I will ask about tuition assistance, find out if I qualify, and find out the deadlines for registration and filing for assistance.
3. I will save \$10 per week to cover registration or other fees not covered by tuition assistance.
4. I will get and complete any paperwork needed for tuition assistance and registration.
5. If I qualify for tuition assistance, I will register for the course for the next semester.
6. If I don't qualify for tuition assistance, I will ask the financial aid department about any other options they may know about.
7. If needed, I will pursue other ways of getting funding.

**Ask Student
To Read:**

How will Andy evaluate his progress?

1. Andy will know if he's made the phone calls.
2. Andy will know if he's completed any needed paperwork.
3. Andy will be able to check his bank account to see his savings.

**Workbook
Page 32****Workbook
Page 32**

Ask: What do you think about Andy's goal? How would Andy know if he's progressing towards his goal?

Break: Are there any comments or questions you have about any of the examples of goal-setting we just reviewed?

If not, let's take a 10- to 15-minute break. When we return, we'll talk about *"Setting Your Own Goals"*.

Tell: We've now looked at a number of examples of goals. Next, you are going to apply what we have learned today to your own lives. We will talk about changes you desire and setting goals that will help you achieve things that are important to you.

The "Fun Things to Do" exercise from Class 2 is on the wall. As you're beginning to think about setting your personal goals related to community participation, it may be helpful to take a look at your responses about the things that you like to do as we discussed in Class 2.

Who would be willing to read the next part, *"Setting Your Own Goals"* on page 3?

Do:

Setting Your Own Goals

Directions: Your community goal(s) can fall into three general categories: getting more involved in communities that you're already a part of; getting involved in a new community that interests you; or getting re-involved in a community that you were a part of in the past but aren't connected with right now. You can have more than one Community Goal, if you'd like, and you can change your Community Goal at any time.

In the space on page 33, list the Community Goal(s) that are most meaningful to you at the present time.

In the space below, list the Community Goal(s) that are most meaningful to you at the present time.

**Workbook
Page 33**

Tell: Take a moment and write down your idea or ideas for a community goal.

Ask: Does anyone have any questions about what you're doing?
Would anyone like to share what you wrote?

Respond to peoples' answers. If someone is having a hard time coming up with a goal, you can prompt some ideas by asking some open-ended questions, such as:

- *Is there anything on the "Fun Things to Do" list that you might want to try again?*
- *Are there any new types of things you'd like to do or try?*
- *Are there things you're already involved with you would like to do more of?*

Would someone read the next section, "Choose your SMART Community Goal," on page 33?

**Ask Student
To Read:**

Choose Your SMART Community Goal

For now, we're going to choose the most important or meaningful goal you have listed. When thinking about formulating your goal:

- Be specific and make it measurable, so you'll know when you've reached your goal. (SM)
- Choose something attainable and relevant to you (AR)
- Name target date or time frame by which you're going to do something (T)

My SMART Community Goal is:

<p>My SMART Community Goal is:</p> <hr/> <hr/> <hr/> <hr/> <hr/>
--

**Workbook
Page 33**

Tell: Now, look at the ideas you had about a community goal and choose the one that you can formulate following the SMART goals aspects. Please take a moment and write down the SMART goal you would like to work on as part of this class.

Discuss: Who would like to share their SMART Community Goal?

Facilitate conversation about what parts of the goal fall into SMART. If goals are not fully SMART goals, support people to bring it closer to a SMART goal. Remember, the point isn't to have a "perfect" SMART goal, but to have a SMART enough goal that the person can determine steps (see below) and be able to see the progress they're making towards their goals.

Tell: Now that we selected our personal community participation to work on as part of this class goal, we're going to break it down into the smaller steps towards that goal.

Do: **Directions:** For your SMART Community Goal, write down the steps that you will need to take to accomplish that goal.

**Workbook
Page 34**

Directions: For your SMART Community Goal, write down the steps that you will need to take to accomplish that goal.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

If you have another goal, repeat the process above, writing out your goal and the steps for achieving your goal.

If you have another goal, repeat the process above, writing out your goal and the steps for achieving your goal.

Discuss: Who would like to share what they have written as their steps to accomplish their SMART Community Goal?

Discuss aspects of students' steps and how they may be helpful for accomplishing their goals.

Tell: The last thing we're going to do today on your Community Goals is to create a "marker" of where you are along the road to your goal.
Who wants to read the section "*Measuring Progress toward Achieving Your Community Goal*" on page 34?

Ask Student To Read:

Measuring Progress toward Achieving Your Community Goal

**Workbook
Page 34**

It is important that we have a sense of how we're progressing toward our goals. To help with this, we're going to use a Worksheet where we can note where we stand right now and where we hope to be in three months' time. If you've already been thinking about or working on the Community Goal you set before today's class, you can note how far along you currently feel with this (that will be: "where you stand now"). Also indicate where you would like to be three months from today with your Goal.

Leader's Instructions: *Leaders should pass out copies of the Worksheet, "Measuring Progress toward My Community Goal – Class #5."*

Show:

**Workbook
Appendix**

Questions:

- On a scale of 1-10 (10 being farthest), where do you feel you stand now in terms of your progress toward your community goal? _____

- On a scale of 1-10, where would you like to stand in terms of your progress toward your community goal three months from now? _____

Do: **Directions:** Fill out the worksheet, noting where you are NOW and where you hope to be in 3 months.
Does anyone have any questions?

Discuss: Who would like to share what they have written on their worksheets?

Leaders should make and keep copies of students' completed "Measuring Progress toward My Community Goal Worksheets" from this Class #5.

Tell: Now we are going to look at any new photos that people have brought in this week and will check on your narratives.

Who can read the last paragraph on page 34?

Ask Student To Read:

Review of Pictures and Narratives from Photo Mission #1

**Workbook
Page 34**

Let's take a moment to check in about your progress with the first Photo Mission, "Being a Member of My Community." By now, you should have had a chance to take pictures related to this Photo Mission. We have discussed your pictures in class, and you have learned how to write a narrative for the picture or pictures you chose (remember the SHOWED technique we covered in Class #4). If you have not had a chance to develop a narrative, now is a time you can do that. The class leaders are here to help you select a picture to work with or help you with the writing of your narrative. Remember the Community Coaches are available to meet individually with you to help you with your narrative.

Discuss: Review any new or revised photos and narratives. Then, end the class with a summary of this week and preview of next week.

Summarize: *Point to the agenda written on the flipchart or chalkboard.*

Today, in Class #5, we talked about:

- Setting goals & SMART goals
- Setting your own community goals
- Measuring progress toward achieving your community goal
- Review of pictures and narratives from Photo Mission #1

Ask: What questions or comments do you have about Class #5?

Preview: Next week, in Class #6, we'll talk about community asset mapping.

Class #6: Community Asset Mapping

Schedule for Class #6

The agenda below gives you the topics that will be covered in Class #4. It is helpful to copy the agenda onto a flipchart or a chalkboard for students to see before you begin the class. (*Note: the allotted times per section of the agenda are suggested guidelines to help keep you on pace, but should not be written up alongside the agenda*).

Class #6 Agenda

- Review of Class #5 and orientation to Class #6 (5 min)
- Community resources (20 min)
- Mapping resources of my community (20 min)
- Using community resources to achieve your goals (15 min)
- Review of pictures and narratives from Photo Mission #1 (20 min)
- Discuss Photo Mission #2 (10 min)
- Summary of Class #6 and preview of Class #7 (5 min)

Materials Needed:

- Attendance sheet
- Laptop computer
- Cable to connect cameras to laptop, projector, projection surface (flat screen or wall)
- Community Map from exercise in Class #1 to be displayed in the classroom
- Fun Things To Do poster from exercise in Class #2 to be displayed in the classroom
- Blank paper and pens for students to use

TIP: Text written in ***italics*** under the heading of the Leader's Script indicates directions to you, and the **regular text** indicates what you will say aloud to the students.

Class Session

*Leader's
Prompt*

Leader's Script

*Workbook
Reference*

Review: Last week, in Class #5, we talked about setting goals and SMART goals.

Ask: What questions or comments do you have about Class #5?

Orient: *Point to the agenda written on the flipchart or chalkboard.*

Today, in Class #6, you will learn about the resources in your communities that can help you turn your Community Goals into reality.

- Learn about community resources
- Mapping resources of my community
- Using community resources to achieve your goals
- Review of pictures and narratives from Photo Mission #1
- Assigning Photo Mission #2

Do: Today, we will talk about the resources in our communities that can support us with achieving our Community Goal(s). Some of you may still be trying to come up with or finalize your Community Goal. You may also have questioned, since last week, if the Goal you chose is really the one you want to go after right now. Many of us experience this. We also may tend to put Goals that are more of what we need than what we want. Remember, goals can be based on fun things we like as well.

Let's go back and look at the Exercise you completed at the end of Class #2, the checklist of "*Fun Things to Do*." Look at the first and third columns, things you "*enjoy now*," or "*hope to enjoy in the future*." You also can look at the poster we created from this exercise, plus the Community Map from Class #1.

Do: Write your answers to the questions in the space provided in the space provided.

- How does your Community Goal relate to any of the activities you enjoy doing or hope to enjoy in the future?
- Is there something from the list that you'd like to turn into a Community Goal?
- How is your Community Goal related to any community on our Community Map?

**Workbook
Page 35**

Discuss: *Facilitate discussion, noting any common themes in participants' goals. Provide assistance to people who may be having a hard time formulating a goal or came up with a different goal since the previous class. In the latter case, assist people in making an informed decision about the goal they want to work on and remind them that they can choose to work on more than one goal.*

Do: Let's review the Community Goals you formulated at the end of the last class. As a reminder, we will be working on goals related to community participation – connecting with a new community, deepening our connections with communities that we're currently involved in or reconnecting with an old community that we're not involved with anymore. Take a moment to write down your Community Goal. You can copy it from where you wrote it down in Class #5 on page 33. If you missed last class, try to formulate a Community Goal now and write it in the space below. You may revise your Community Goal as well, if desired.

**Workbook
Page 35**

My Community Goal:

My Community Goal: _____ _____ _____
--

Read: From now on, at the beginning of every class session, we're going to be checking in on your progress with your Community Goal. Since last week, what progress have you made thinking or working on your Community Goal? What new developments, opportunities or ideas do you have to share?

**Workbook
Page 36**

Discuss: Respond to students' reports, encouraging their progress, while acknowledging any challenges they may be encountering. You may invite other students to share ideas about possible ways to address those challenges. Remind students that it will be helpful if they continue discussing these issues when meeting with their Community Coaches.

Tell: Let's move ahead to read the next section, "Community Resources", on page 36.

**Ask Student
To Read****Community Resources**

Every community has a set of resources that can help you achieve your goals. Sometimes, these resources can be **institutions** in a community, which are established organizations, such as businesses or government agencies. Sometimes, they can be neighborhood **associations**, where people can pursue common interests, purposes, and activities, or address problems in the community. There are **people** resources, too—individuals, who work in a formal role in the community, who can guide you and assist you in achieving your goals.

**Workbook
Page 36**

Tell: Who would like to read the examples?

**Ask Student
To Read****Examples of Community Resources:**

- **Institutions**
 - Local library
 - Parks
 - Community colleges
 - Government housing or employment agency
 - Social Security office
 - Public transit system
 - Hospitals
 - Businesses
 - Post Office
- **Civic Associations**
 - Houses of Worship
 - Cultural Groups
 - Neighborhood Watch
 - Community Centers
 - Athletic Facilities
- **People**
 - Teachers
 - Librarians
 - Town officials
 - Lawyers
 - Store clerks

**Workbook
Page 36**

Tell: Who would like to the last paragraph of this section, top of page 37?

**Ask Student
To Read**

Community asset mapping is a way to discover the places in your community. It is a process of identifying resources that are relevant to your goals and where your interests, talents, and skills can grow. In this class, the terms “community assets” and “resources” mean the same thing. You are going to explore your communities, learn about the resources they offer, and how you can connect to those resources to realize your Community Goals.

**Workbook
Page 37**

Ask:

What questions or comments do you have about Community Resources or Community Asset Mapping?

Respond to any questions and clarify and confusion about resources.

Read:**Mapping the Resources of My Community**

Let's look at our large community map we created during our first class. There, you listed all the communities you are currently a member of. You are going to select one of your communities and write a list of the resources that particular community offers you.

**Workbook
Page 37**

Tell:

Can someone read the example?

Show:

Example: The community **Mark** chose is his church. Here is a list of some of the resources Mark identified as having available at his church community. For Mark, his church is a place to:

- Receive spiritual guidance
- Pray
- Study
- Meet other people
- Receive food from the Food Bank
- Receive support in times of need or crisis
- Sing
- Attend community meals

**Workbook
Page 37**

Discuss: Are there any questions about Mark's goal and the types of resources his church can offer him?

Do: **Directions:** Choose one of your communities from our community map and write it in the space provided.

**Workbook
Page 37**

My Community:

Resources Provided by My Community: Make a list of the resources it offers.

Directions: Choose one of your communities from our community map.

My Community: _____

Resources Provided by My Community: Make a list of the resources it offers.

Ask: What questions or comments do you have about "*Mapping the Resources of My Community*"?

Discuss: Who would like to share what they have written as their list of all the resources, benefits, or opportunities being a member of that community offers?

Discuss any similarities or differences in the students' lists.

Break: Let's take a 10- to 15-minute break. When we return, we'll talk about using community resources to achieve your goals.

Tell: Before we start with the second half today's class, I want to provide some context for the things we'll be talking about, and continuing over the next number of weeks.

Today, we've been talking about community resources in general, now, we'll see how they apply them to your own goals. Next week, we'll identify other types of resources, then, in the following two classes, types of challenges you may encounter. Finally, in Class 10, we'll learn different strategies to overcome those challenges and utilize your resources in service of your goal.

We'll have plenty of time to learn about and discuss all these topics individually. In Class 11, you'll have a chance to pull all these together onto a single sheet of paper, called your "Community Action Plan". Your Community Action Plan will be individualized to reflect your own community goal and all the resources, challenges and strategies involved in pursuing it.

Don't worry about fitting everything together right away. We will be covering different topics week by week like "building blocks" that will help you work on and achieve your community goal template.

Does anyone have any questions about our objectives over the next several weeks, or about the "big picture" of what we are trying to accomplish??

Tell: Let's move ahead now and discuss how community resources can be used to help you achieve your goals.

Ask Student To Read:

Using Community Resources to Achieve Your Goals

It can be a lot easier to achieve our Community Goals when we know about and plan to use resources that are freely available to us within the community. In the exercise above, we discussed communities that we're involved with. There are often resources available from the "community at large" that we may or may not know about. Here is an example:

Show:

Example: Nancy's goal: I will complete my first course for an associate degree at a community college by the end of the year.

Community resources Nancy might need to achieve her goal:

- Public transportation

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Page 38**

**Workbook
Page 38**

- Federal Vocational Rehabilitation services that can offer some help with her books and other school needs
- Public library for a study space and computer station
- New Student Orientation offered by the school (to learn about other resources she might not know about at the school)
- Tutoring services
- Professional association for her desired major
- Associate degree program advisor
- Study group of classmates
- Disability Services office

Ask: What stood out for you in Nancy's example?

Facilitate conversation highlighting how resources can come from a wide variety of areas in the community.

Tell: Now that you know how to think about the resources in your communities, try to think about the resources you may need to realize your goals.

**Workbook
Page 38**

Ask: Can someone read the directions for us?

Do: **Directions:** Write down the goal you choose to work on, any steps you are working on now toward achieving that goal, and list all the community resources you have or may need to complete each step.

My Community Goal:

Steps I am working on now or plan to work on toward achieving my Community Goal and community resources I have or may need to complete each step:

**Workbook
Page 38**

<p>My Community Goal: _____</p> <p>_____</p> <p>Steps I am working on now or plan to work on toward achieving my Community Goal and community resources I have or may need to complete each step:</p> <p>Step 1: _____</p> <p>Resources: _____</p> <p>Step 2: _____</p> <p>Resources: _____</p> <p>Step 3: _____</p> <p>Resources: _____</p>
--

Do: *Give people time to complete the exercise, and support any student who needs any help.*

Discuss: Who would like to share what they have written about resources that will help as you work on your community goal?

Discuss any similarities or differences in the resources students identify as relevant to their goals. Assist students who may have a hard time identifying resources relevant to their goal.

Read: **Review of Pictures and Narratives from Photo Mission #1**

**Workbook
Page 39**

Last week, you had a chance to work on finishing the narratives you were writing from the first Photo Mission, *"Being a Member of My Community."* If you have not done so already, hand in your finished narrative from the first Photo Mission. If you still are working on the text, or have any other concerns, talk to your Community Coach or other Class Leaders for assistance.

Tell: Today, we're going to assign your next Photo Mission. Who can read the section, "Photo Mission #2", on page 39?

**Ask Student
To Read:****Photo Mission #2**

Your second Photo Mission assignment is called “*Picturing My Community Goal*.” In this Photo Mission, you’ll be taking pictures related to your Community Goal. Like you did in the first assignment, you want to take pictures that either literally represent your Community Goal, or ones that are more of a symbol about it. They can also be about how you feel about your goal or how you imagine you will feel once you achieve it. The pictures could also be about why this goal is meaningful to you, what things you might need to achieve it, or any of the specific steps you will need to make to get closer to it. If there is something standing in the way of achieving your goal, you might want to try describing that as well.

This week take your camera and make pictures of any or all of these possibilities.

Remember, if you take a picture of a person, you will need written permission. Use the release form for this. If you are using a cell phone camera, you will have to e-mail your pictures to the class leaders so they can have it on the computer.

As always, be safe as you go out to take your pictures! It’s **not** worth getting hurt, or putting yourself at risk, for that “special shot.”

**Workbook
Page 39****Ask:**

What questions or comments do you have about your Photo Mission #2?

Respond to any questions and clarify instructions, if needed.

Hand out some blank paper for the next exercise.

Do:**Photo Mission Ideas**

List any ideas you have about the photographs that you might like to take for your second Photo Mission, “*Picturing My Community Goal*.”

**Workbook
Page 39****Discuss:**

What are some of your ideas for Photo Mission #2, *Picturing My Community Goal*?

Point out any common ideas people had as well as any differences in their ideas.

Summarize: *Point to the agenda written on the flipchart or chalkboard.*

Today, in Class #6, we talked about:

- Community resources
- Mapping resources of my community
- Using community resources to achieve your goals
- Pictures and narratives from Photo Mission #1
- Photo Mission #2

Ask: What questions or comments do you have about Class #6?

Preview: Next week, in Class #7, we'll talk about Personal Asset Mapping.

Class #7: Personal Asset Mapping

Schedule for Class #7

The agenda below gives you the topics that will be covered in Class #7. It is helpful to copy the agenda onto a flipchart or a chalkboard for students to see before you begin the class. *(Note: the allotted times per section of the agenda are suggested guidelines to help keep you on pace, but should not be written up alongside the agenda).*

Class #7 Agenda

- Review of Class #6 and orientation to Class #7 (5 min)
- Check in for progress on our community goals (10 min)
- My personal resources (15 min)
- Personal strengths/qualities (15 min)
- My personal assets in service of my community goal (20 min)
- Review of Photo Mission #2 (20 min)
- Summary of Class #7 and preview of Class #8 (5 min)

Materials Needed:

- Attendance sheet
- Laptop computer
- Cable to connect cameras to laptop, projector, projection surface (flat screen or wall)
- Extra printed copies of "Personal Strengths/Qualities" checklist
- Blank paper and pens for students to use

Preparation for Viewing Pictures from Photo Mission #2

The second Photo Mission, "Picturing My Community Goal," was assigned in Class #6. As students begin to arrive for Class #7 the class leaders should ask the students to turn in their cameras so pictures can be uploaded to the laptop. This can happen before class starts and may continue during the break or after the class.

One trainer will be facilitating the class, while the other will be responsible for uploading the photographs. All new photographs should be uploaded to the students' digital folders and clearly labeled as belonging to the second photo mission. Recall that students who have opted to use their smartphone cameras may text, email, or otherwise transfer their images to be saved to their folders on the laptop. All technical instructions for the Bridging Community Gaps Photovoice Program may be found Appendix B of this Leader's Guide: Technical Instructions for

Implementation of the Photovoice Program. *Instructions specific to uploading pictures from smartphones may be found in Appendices A-5 (for class leaders) and A-6 (for students), as additional materials for Class #3.*

Once all pictures have been uploaded, the leader should quietly signal the other trainer leading the class. Students' cameras can be returned individually or at the break. Be sure not to mix them up! Note: students may be bringing in new images at any of the following classes, including the Booster Sessions, so this process may be repeated at those times.

TIP: Text written in **italics** under the heading of the Leader's Script indicates directions to you, and the **regular text** indicates what you will say aloud to the students.

Class Session

*Leader's
Prompt*

Leader's Script

*Workbook
Reference*

Review: Last week, in Class #6, we had a discussion of the resources in the community that can help you achieve your community goals. We called this process Community Asset Mapping.

Ask: What questions or comments do you have about Class #6?

Read: Let's start by checking in about the progress you have made working on your Community Goals. What new developments, opportunities, or ideas do you have to report on?

**Workbook
Page 40**

Discuss: Respond to students' reports, encouraging their progress, while acknowledging any challenges they may be encountering. You may invite other students to share ideas about possible ways to address those challenges. Remind students that it will be helpful if they continue discussing these issues when meeting with their Community Coaches.

Orient: *Point to the agenda written on the flipchart or chalkboard.*

Today, in Class #7, we'll talk about:

- Personal resources
- Personal strengths/qualities

- Personal assets in service of my community goal
- Review of Photo Mission #2

**Ask Student
To Read:**

My Personal Resources

In the last class, we talked about community resources. This week, we'll be talking about the personal resources that can help you achieve your goals. Personal resources are people or things that you have a special or intimate relationship with. Community resources, like a library, are equally available to everyone, while personal resources are more unique or special to you. Let's take a look at the kind of personal resources you might have access to:

**Workbook
Page 40**

**Ask Student
To Read:**

People who may be Personal Resources:

- Family
- Friends & neighbors
- Work or school colleagues
- Peer supporter
- Your counselor or therapist
- Pets (yes, pets are people too)

**Workbook
Page 40**

**Ask Student
To Read:**

Things that may be Personal Resources:

- A computer that gives you access to information and enables you to communicate
- A vehicle or access to public transportation so you can get around
- Financial resources to help you meet your needs and obtain necessary products or services
- A cell phone
- A datebook
- Headphones

**Workbook
Page 40**

Ask:

What questions or comments do you have about personal resources?

Answer any questions and clarify any confusion about personal and community resources. You may note similarities in resources mentioned by students.

**Ask Student
To Read:****Personal Strengths/Qualities**

Besides people and things you might have access to, every person is a unique blend of personal strengths, abilities, and talents. These are also resources that can be used and drawn upon to help with achieving ambitions you have in life, including goals for getting more involved in or connected to a community or communities. Here is a list of positive qualities or characteristics. These are internal strengths or assets that define who we are and help us get what we want.

**Workbook
Page 41****Tell:**

We're going to do an activity to identify personal strengths and qualities.

Who can read the directions?

Do:

Directions: Place a checkmark beside each quality that you possess. You may write additional qualities at the bottom of the table. After you've checked all of the qualities that describe you as a person, put a star next to the top 5 that you want to share with the class.

**Workbook
Page 41****My Personal Strengths/Qualities**

Accepting	Energetic	Joyful	Religious
Adventurous	Enthusiastic	Kind	Resilient
Affectionate	Fair	Loving	Respectful
Ambitious	Faithful	Loyal	Responsive
Appreciative	Firm	Mature	Responsible
Balanced	Forgiving	Modest	Self-confident
Caring	Friendly	Nurturing	Self-directed
Cheerful	Funny	Open-minded	Self-disciplined
Compassionate	Generous	Optimistic	Self-reliant
Confident	Good judgment	Perceptive	Selfless
Considerate	Gracious	Persistent	Sensitive
Cooperative	Grateful	Playful	Serious
Courageous	Hard working	Polite	Sincere
Courteous	Honest	Practical	Spiritual
Creative	Hopeful	Protective	Strong
Curious	Humble	Prudent	Thoughtful
Decisive	Generous	Punctual	Trusting
Determined	Idealistic	Purposeful	Trustworthy
Devoted	Independent	Realistic	Understanding
Empathetic	Intelligent	Reliable	Unpretentious
Others:			
Others:			

Discuss: Who wants to share their top 5 personal strengths/qualities?
What was it like for you to identify and acknowledge the strengths and positive qualities that you have?

Break: Let's take a 10- to 15-minute break. When we return, we'll talk about your personal assets in service of your community goal.

Do: **My Personal Assets in Service of My Community Goal**

**Workbook
Page 42**

Directions: In the space below, write down your Community Goal. It can be the same Community Goal you listed in earlier classes (see page 38) or an updated goal. Write down the steps you are working on now, or planning on taking, to help you achieving that goal. After each step, list all the personal resources you may need to complete that step. Think about both the qualities we discussed in the "My Personal Strengths" checklist exercise on the previous page and the more material personal resources we discussed on page 40.

My Community Goal:

Steps I am working on now or plan to work on toward achieving my Community Goal and personal resources I have or may need to complete each step:

My Community Goal:	_____

Steps I am working on now or plan to work on toward achieving my Community Goal and personal resources I have or may need to complete each step:	
Step 1:	_____
Resources:	_____
Step 2:	_____
Resources:	_____
Step 3:	_____
Resources:	_____

Discuss: Who would like to share what they have written as their list of personal strengths and resources you have or will need to achieve your community goal?

Discuss any similarities or differences in the students' lists.

Summarize: We've talked about different types of resources over the past two weeks that will help you as you work towards your Community Goal. Next week, we'll talk about potential challenges you may encounter as you make progress with your community goal and we will discuss ways to address such challenges.

Tell: Let's now look at the Photos you took for Photo Mission #2.

Who can read the next section, *Review of Photo Mission #2*, on page 43?

Ask Student To Read:

Review of Photo Mission #2

Last week, we assigned Photo Mission #2, entitled "*Picturing My Community Goal*." Today, people will share and discuss any pictures that were taken in response to Photo Mission #2, and each person will develop a narrative for at least one picture they took. We will follow the same narrative-writing process as was done with Photo Mission #1. Don't forget you can always refer to the SHOWED acronym if you need to remind yourself how to look at a picture.

**Workbook
Page 43**

Leader's Instructions:

Discussion of New Pictures from Photo Mission #2

Photo Mission #2, "Picturing My Community Goal," was assigned in Class #6. The uploading process is identical to as described in Class #4, see Appendix B for further information and technical instructions. Today's discussion will center on how the selected image(s) represent or relate to the Community Goal students set in Class #5. The leaders may keep in mind that a student's picture may be a representation of that person's goal, one or more of the steps toward that goal, or even the physical and/or emotional response to thinking about the goal or working towards it.

**Workbook
Page 43**

If the photo seems unrelated to the students' community goal, ask, in an open-ended way, how it might be related. This is a good time to broaden the discussion to include the other students, who may be able to offer ideas as to how the photo may be related to the person's goal. If a student has a hard time identifying the relevance of the image to their community goal, you should encourage them to select another picture that they have already taken and/or to take new pictures.

Keep all these things in mind as you lead the discussion for Class #7.

Show:**Discussion of New Pictures from Photo Mission #2**

**Workbook
Page 43**

We will show the photos that each person has submitted. When we bring up your photo(s), describe it (or them) to your classmates, and, if applicable, discuss:

- What, if anything, motivated you to take the picture?
- How does the photo relate to your Community Goal?

Discuss:

Facilitate conversations as each person presents at least one photo to the class. As mentioned above, keep drawing students to think of how their photo relates to their goal. You can suggest they write down their ideas to have them handy for when they write their narratives.

Do:**Write a Photovoice Narrative for a Picture from Photo Mission #2**

**Workbook
Page 43**

You have now had the chance to look at and discuss your photos from Photo Mission #2. Please select one of these pictures to write your narrative about. Remember, the theme of Photo Mission #2 was "Picturing My Community Goal." The picture you select should be the one that best represents your ideas about the theme of the Photo Mission. You can refer to the SHOWED acronym that was introduced in Class #4 (page 23) to help guide your thinking about your picture and how to relate it to the theme of the Photo Mission. Your narrative can be phrased in any way you choose, including poetry. Focus on whatever is most meaningful to you in the picture and use your narrative to best

express your thoughts and feelings about the how the picture represents your community goal.

Your instructors will have extra paper you can use to write on. You do not need to have your narrative finished by the end of today's class. You will have plenty of time during later classes or while meeting with your community coach to continue writing, rewriting or editing what you get started today. If there are other pictures you want to write from this Photo Mission, you can do that at a later time. Your Community Coach can continue to give you advice and guidance about this.

Ask: Does anyone want to share what they wrote?

Summarize: *Point to the agenda written on the flipchart or chalkboard.*

Today, in Class #7, we talked about:

- Personal resources
- Personal strengths/qualities
- Personal assets in service of my community goal
- Review of Photo Mission #2

Ask: What questions or comments do you have about Class #7?

Preview: Next week, in Class #8, we'll talk about stigma as a barrier to community participation.

Class #8: Prejudice and Discrimination as a Barrier to Community Participation

Schedule for Class #8

The agenda below gives you the topics that will be covered in Class #8. It is helpful to copy the agenda onto a flipchart or a chalkboard for students to see before you begin the class. (*Note: the allotted times per section of the agenda are suggested guidelines to help keep you on pace, but should not be written up alongside the agenda*).

Class #8 Agenda

- Review of Class #7 and orientation to Class #8 (5 min)
- Check in for progress on our community goals (10 min)
- Barriers to community participation (10 min)
- Stigma: public prejudice and discrimination (10 min)
- Characteristics of prejudice and discrimination (10 min)
- Self-stigma (20 min)
- Stigma as a barrier to achieving my community goal (20 min)
- Summary of Class #8 and preview of Class #9 (5 min)

Materials Needed:

- Attendance sheet
- Laptop computer
- Cable to connect cameras to laptop, projector, projection surface (flat screen or wall)
- Blank paper and pens for students to use

TIP: Text written in **italics** under the heading of the Leader's Script indicates directions to you, and the **regular text** indicates what you will say aloud to the students.

Class Session

*Leader's
Prompt*

Leader's Script

*Workbook
Reference*

Review: Last week, in Class #7, we talked about your personal resources, your strengths/qualities, and your personal assets in service of your community goal.

Ask: What questions or comments do you have about Class #7?

Read: Let's start by checking in about the progress you have made working on your Community Goals. What new developments, opportunities, or ideas do you have to report on?

**Workbook
Page 44**

Discuss: Respond to students' reports, encouraging their progress, while acknowledging any challenges they may be encountering. You may invite other students to share ideas about possible ways to address those challenges. Remind students that it will be helpful if they continue discussing these issues when meeting with their Community Coaches.

Orient: *Point to the agenda written on the flipchart or chalkboard.*

Today, in Class #8, we'll talk about

- Progress with our community goals
- Barriers to community participation
- Stigma: public prejudice and discrimination
- Characteristics of prejudice and discrimination
- Self-stigma
- Stigma as a barrier to achieving my community goal

Ask: Who wants to start us off by reading the first section for this week, "*Barriers to Community Participation*", on page 44?

**Ask Student
To Read:** **Barriers to Community Participation**

**Workbook
Page 44**

This week and next, we are going to discuss some possible barriers to community involvement. During the following week, we'll explore strategies to overcome these barriers, as well as how those strategies can help us access the resources we discussed during the past two classes.

People who experience mental health challenges often face barriers to participating in the community. Some of these barriers are experienced by many people in the community, such

as financial limitations, difficulties getting around (lack of transportation), or lack of a stable, safe home. Others are more connected to having mental health challenges, especially negative views held by the public about mental illness that can lead to prejudice and discrimination.

We are going to look at how these barriers can create challenges to achieving community goals. Let's look at how we are defining the words stigma, prejudice, and discrimination.

Ask: Who would like to read the next section, *"Stigma: Public Prejudice and Discrimination,"* on page 44?

Ask Student To Read:

Stigma: Public Prejudice and Discrimination

**Workbook
Page 44**

Stigma is a "catch-all" phrase that usually refers to:

- Negative attitudes about people with mental health diagnoses (*For example: "There's a lot of stigma about mental illness."*); or
- Actual behaviors against people with mental health diagnoses that limit their opportunities to get a job, a place to live or take part in activities. (*For example: Joe didn't get that job because he was stigmatized."*)

The word, "stigma," is a word from olden days that referred to the presence of a mark on someone who was disgraced in the community. Since this word is vague and outdated, we've chosen to use some terms in this class that are more accurate and relevant to our experiences:

- **Ignorance:** refers to lack of knowledge or misinformation.
- **Prejudice:** refers to negative attitudes (pre-judgment).
- **Discrimination:** refers to rejecting and avoiding behaviors. taking specific actions against someone or failing to take needed actions to support someone simply based on their mental health diagnosis.

Ask: Are there any questions about the wide range of behaviors, beliefs, and attitudes that can constitute stigma?

**Ask Student
To Read:****Characteristics of Prejudice and Discrimination****Workbook
Page 45****Prejudice**

Prejudice usually has these three parts:

1. **Labeling:** Singling out a characteristic of a person and identifying them by that characteristic. For example: "mentally ill," "gay," "blond," "skinny," or "poor." The person then tends to be seen only by this characteristic to the exclusion of everything else that person is.
Remember—Whether or not a label is seen as negative is subjective, and not all labels lead to prejudice and discrimination.
2. **Stereotype:** To "stereotype" means to generalize a set of beliefs to an entire group who share a "label" or trait. For example: "Blonds are stupid," "people with mental illnesses are dangerous" or "Asian people are smart."
Remember—Not all stereotypes lead to prejudice and discrimination.
3. **Negative Stereotyping:** Negative stereotyping means connecting negative associations to a characteristic or label.
For example: "People with disabilities cannot work and are a drain on our society."

When people are automatically judged as part of a group, rather than on their own merits, it always results in unfairness and inequality. Prejudices can be hurtful on an individual level, such as when someone is seen as "less than" by others they interact with. On a larger scale, prejudices create roots of division between groups of people that can be hurtful to society at large.

Ask: Does anyone have any questions about prejudice?

Tell: Next we'll talk about discrimination, which involves actions against people based on those prejudices.

**Ask Student
To Read:****Discrimination****Workbook
Page 45**

Discrimination happens when a set of beliefs, based in prejudice, are translated into actions that violate the legal or civil rights of a

person or group of people. These could take the form of unfair housing or employment practices, unequal treatment in medical settings, or refusal to do business with certain groups of people.

Discrimination is not directed only against people with mental health conditions. Discrimination also has been directed against people with different sexual orientations and practices, different sets of religious beliefs, races, ethnicities, age, and appearance, to name a few.

Ask: Does anyone have any questions about prejudice or discrimination?

Respond to any questions, as needed. If people are having difficulty understanding the concepts, you may share any personal experiences or provide other examples.

Discuss: Write your answers to the questions in the space provided in your workbook on page 45, and then we will discuss them.

**Workbook
Page 46**

- What are some ways that people who are diagnosed with mental health conditions might experience prejudice and/or discrimination in the community?
- How have you personally experienced negative attitudes and behaviors as a result of having a mental health diagnosis?

Discuss: *Facilitate conversation about peoples' answers.*

Break: Let's take a 10- to 15-minute break. When we return, we'll talk about self-stigma.

Tell: Before the break, we were talked about how people in our communities or in society can have negative judgments about people with mental health challenges, or worse, might take actions against people, simply because of their diagnosis. We will now look at what happens when we direct those negative attitudes and beliefs inwardly. Let's go ahead and read the first paragraph on what is called "self-stigma".

**Ask Student
To Read:****Self-Stigma****Workbook
Page 46**

Definition: When we hear the same negative messages over and over, it affects us, and we may begin to believe them, even if there is no real reason to. We take in or “internalize” those messages and begin to apply those messages to ourselves and the world around us. For example, messages in the media and the things people say might influence some people with mental health challenges to believe that they are “less than,” are “crazy,” are unpredictable, can’t work and/or can’t contribute. We start to believe the messages are true and over time, these beliefs can affect our self-esteem, confidence, motivation, and sense of self.

Ask:

Is this something you’ve experienced in your life?

Facilitate conversation about experiences. This can be a heavy topic for people, so using your listening skills to validate and paraphrase, while also keeping the focus on the class purpose and timelines.

Who can read the next section, “*Internalized negative messages or stereotypes vs. personal limitations or vulnerabilities*” on page 46?

**Ask Student
To Read:****Internalized negative messages or stereotypes vs. personal limitations or vulnerabilities****Workbook
Page 46**

Everyone has personal limitations — we’re all human. We may not do some things as well as other, we may have areas we really struggle with, and there may be other areas where we’ve inexperienced simply because we haven’t had the time to learn the ropes. We also may have personal habits that are a bit challenging or other areas that we’d like to do better in, but we’re not there yet. Recognizing limitations or vulnerabilities for what they are is a strength because we can only make desired changes when we have the courage to see the need and possibility for self-improvement.

Negative messages that we have taken in or absorbed related to a single characteristic we possess is very different. These internalized messages are not based on anything that we have done or said but are just attributed to us based on our

connection to some group. The characteristics of this group are automatically applied to us whether there is evidence for that or not. Knowing how to separate these is important. It helps to ask, "where's the evidence" whenever we're judging ourselves to determine if it's a shortcoming that we'd like to change or a negative message that has no truth. Self-kindness and compassion is essential, all while recognizing personal limitations.

Ask: Are there any questions about self-stigma?

Let's take a few minutes to review the questions on page 47.

Discuss: Write your answers to the questions in the space provided.

- What negative comments, if any, have you heard about yourself related to being a person with mental health challenges?
- What beliefs about yourself have you internalized or taken in from your experiences of prejudice and discrimination, if any?
- Do these beliefs affect your ability or willingness to take part in community activities?

**Workbook
Page 47**

Tell: Let's move on to the final section, on page 48, "*Stigma as a Barrier to Achieving My Community Goal*", which summarizes what we've been discussing.

Ask Student To Read: **Stigma as a Barrier to Achieving My Community Goal**

Prejudice, discrimination and self-stigma can affect the way people pursue their interests in life, including community participation.

**Workbook
Page 48**

Do:

Directions: Copy your Community Goal from page 42 in the space below and list any steps you are working on now toward achieving that goal. After each step, identify any ways that prejudice or discrimination might be a barrier towards achieving your Community Goal.

My Community Goal:

Steps I am working on now or plan to work on toward achieving my Community Goal and barriers related to self-stigma, prejudice, and discrimination that may stand in my way:

My Community Goal:	_____

Steps I am working on now or plan to work on toward achieving my Community Goal and barriers related to self-stigma, prejudice, and discrimination that may stand in my way:	
Step 1:	_____
Barriers:	_____
Step 2:	_____
Barriers:	_____
Step 3:	_____
Barriers:	_____

**Workbook
Page 48**

Tell:

We'll take a moment to complete the exercise on page 48 about the ways prejudice and discrimination represent a barrier to the achievement of your community goal.

Read:

- What are some ways you might overcome prejudice or discrimination if you encountered these?
- What are some ways you can combat any negative messages within yourself that are impacting your confidence or self-esteem?

**Workbook
Page 48**

Discuss:

Facilitate discussion about students' responses.

Summarize: *Point to the agenda written on the flipchart or chalkboard.*

Today, in Class #8, we talked about:

- Progress with our community goals
- Barriers to community participation
- Stigma: public prejudice and discrimination
- Characteristics of prejudice and discrimination
- Self-stigma
- Stigma as a barrier to achieving my community goal

Ask: What questions or comments do you have about Class #8?

Preview: Next week, in Class #9, we'll talk about other barriers to community participation.

Class #9: Other Barriers to Community Participation

Schedule for Class #9

The agenda below gives you the topics that will be covered in Class #9. It is helpful to copy the agenda onto a flipchart or a chalkboard for students to see before you begin the class. (*Note: the allotted times per section of the agenda are suggested guidelines to help keep you on pace, but should not be written up alongside the agenda*).

Class #9 Agenda

- Review of Class #8 and orientation to Class #9 (5 min)
- Check in for progress on our community goals (10 min)
- Other barriers to community participation (20 min)
- Other barriers to achieving my community goal (15 min)
- Target audiences for our photovoice exhibit (20 min)
- Working with your narratives (25 min)
- Summary of Class #9 and preview of Class #10 (5 min)

Materials Needed:

- Attendance sheet
- Laptop computer
- Cable to connect cameras to laptop, projector, projection surface (flat screen or wall)
- Blank paper and pens for students to use

TIP: Text written in *italics* under the heading of the Leader's Script indicates directions to you, and the **regular text** indicates what you will say aloud to the students.

Class Session

*Leader's
Prompt*

Leader's Script

*Workbook
Reference*

- Review:** Last week, in Class #8, we talked about:
- Barriers to community participation
 - Stigma: public prejudice and discrimination
 - Characteristics of prejudice and discrimination
 - Self-stigma

- Stigma as a barrier to achieving my Community Goal

Ask: What questions or comments do you have about Class #8?

Read: Let's start by checking in about the progress you have made working on your Community Goals. What new developments, opportunities, or ideas do you have to report on?

**Workbook
Page 49**

Discuss: Respond to students' reports, encouraging their progress, while acknowledging any challenges they may be encountering. You may invite other students to share ideas about possible ways to address those challenges. Remind students that it will be helpful if they continue discussing these issues when meeting with their Community Coaches.

Orient: *Point to the agenda written on the flipchart or chalkboard.*

Today, in Class #9, we'll talk about:

- Other barriers to community participation
- Other barriers to achieving my Community Goal
- Target audiences for our Photovoice exhibit
- Working with your narratives

Tell: Does someone want to get us started by reading on page 49, "*Other Barriers to Community Participation*"?

**Ask Student
To Read:** **Other Barriers to Community Participation**

During the previous class, we discussed how societal prejudice and discrimination as well as internalized negative messages can be significant barriers to full participation in the community. However, there are other barriers that make it difficult for people with mental health challenges to participate fully in their communities. For instance, not having money, transportation, adequate health insurance, or housing may make it harder to have a fulfilling community life. In addition, emotional distress, such as anxiety or depression, or a lack of knowledge or skills

**Workbook
Page 49**

may make it harder to take advantage of what communities have to offer.

Tell: Can someone else read the list of examples of “objective” barriers?

Ask Student To Read: Below is a list of some barriers to community participation that people with mental health challenges may face. Some of these concern issues outside of ourselves, or “objective” barriers, while others are more internally based, or “personal” barriers. Let’s review both lists and discuss how these barriers may have affected you.

Objective Barriers:

- Lack of money
- Lack of stable and safe housing
- Lack of adequate health insurance
- Lack of transportation
- Lack of family support, encouragement, or guidance
- Lack of a phone or computer to communicate or look things up

**Workbook
Page 49**

Tell: As you can see from this list, “objective” barriers are things outside of ourselves that we might not have the power or control to change.

Ask: Can you think of any other objective barriers that aren’t on this list?

Facilitate discussion about any barriers brought up by students.

Tell: Can someone read the list of examples of “personal” barriers?

Ask Student To Read:

Personal Barriers:

- Mental health challenges, such as anxiety or depression
- History of trauma and safety concerns in public

**Workbook
Page 49**

- Lack of knowledge or confidence about using community resources
- Effects of medications or having to take medications at certain times
- Physical health challenges
- Substance use issues

Tell: “Personal” barriers are within us, or something that we have more control over than those outside “objective” barriers.

Ask: Can you think of any other “personal” barriers that weren’t listed?

Facilitate discussion about any barriers brought up by students.

Tell: Let’s do an exercise that will help us apply these ideas to our own community goals. Can someone read the directions, on page 50?

Ask Student To Read:

Barriers to Achieving My Community Goal

The barriers we just talked about can get in the way of achieving community goals. Some of the barriers might be internal while others might be the result of circumstances beyond our control. Today, we will identify these barriers, and in a later class, we will explore different strategies that can help us overcome these barriers.

**Workbook
Page 50**

Do:

Directions: Write your Community Goal from page 48 in the space below, along with the steps you’ve identified to achieve your goal. For each step, list any objective barriers (such as lack of money or housing) or personal barriers (such as lack of confidence or skills) that might affect your ability to achieve your Community Goal.

My Community Goal:

**Workbook
Page 50**

Steps I am working on now or plan to work on toward achieving my Community Goal and objective or personal barriers that may stand in my way:

My Community Goal: _____

Steps I am working on now or plan to work on toward achieving my Community Goal and objective or personal barriers that may stand in my way:
Step 1: _____
Barriers: _____
Step 2: _____
Barriers: _____
Step 3: _____
Barriers: _____

Discuss: Give people a few minutes to fill in their answers.

Would anyone like to share your goal, steps towards your goal, and any personal or objective barriers you identified?

Respond to peoples' answers. If you sense that people are feeling overwhelmed by the barriers, be sure to validate their feelings through paraphrasing, and remind people that strategies to minimize the impact of these barriers will be discussed next week.

Read:

Summary

In the last two classes we identified possible barriers that can challenge us as we work towards achieving our community goals. To review, we discussed:

- Societal prejudice and discrimination
- Internalized stigma (self-stigma)
- Objective barriers
- Personal barriers

**Workbook
Page 50**

Ask:

Does anyone have any questions about barriers to our community goals?

Break: Let's take a 10- to 15-minute break. When we return, we'll talk about target audiences for our photovoice exhibit.

Tell: Welcome back. In the second half of class, we're going to focus on our Photovoice work, starting with the idea of sharing of our works with other people.

Ask: Can someone read the section, "*Target Audiences for our Photovoice Exhibit*" on the top of page 51?

Ask Student To Read:

Target Audiences for Our Photovoice Exhibit

At the beginning of the class, we discussed how Photovoice began as a tool to give people a "voice" in public policy and decision-making. Photovoice work, combining pictures and narratives, were exhibited to educate others in the community about the views and opinions of the people who would be most impacted by the policies being considered.

Bridging Community Gaps Photovoice, as we discussed, is more about personal growth and development than influencing public policy. Even with this difference, exhibiting our work can have value to others.

Discuss: Write your answers to the questions in the space provided.

- How could exhibiting the Photovoice works done by our class benefit others?
- What people or organizations might want to see an exhibit of the photovoice works done by the class?
- Where would you want to see an exhibit of our Photovoice work?
- How can we get our work into those places?

**Workbook
Page 51**

Read:**Working with Your Narratives****Workbook
Page 52**

Photo Mission #2, assigned at the end of Class #6, was entitled “*Picturing My Community Goal*.” In that Photo Mission, we asked you to take pictures related to your specific Community Goal.

Do:

We began writing narratives for our pictures from Photo Mission #2 at the end of Class #7. You may have already been able to complete the narrative you started at that time, or you may still be working on it. Let's take a moment to complete our narratives for Photo Mission #2 if you have not already done so. If you are finished with your photovoice narrative, you can choose another picture to write about. Remember, it should be connected to the theme of the Photo Mission. You can refer to the SHOWED acronym we discussed in Class #4 (page 23) if you want to remind yourself of how we learned to look at and make sense of a photograph. The class leaders are available to help you with any writing concerns you have. You can also work with your Community Coach outside of class to complete your narrative.

Tell:

Let's spend fifteen minutes or so (*this is flexible*) working on our narratives, and then we'll come back together and share what you've written.

Discuss:

Who would like to share what they have written in their narrative for the second Photo Mission?

Project photos for students who are sharing their narratives.

Ask:

How easy or hard was that for you to do?

Point out any similar or different experiences.

Summarize:

Point to the agenda written on the flipchart or chalkboard.

Today, in Class #9, we talked about:

- Other barriers to community participation
- Other barriers to achieving my Community Goal

- Target audiences for our Photovoice Exhibit
- Working with your narratives

Ask: What questions or comments do you have about Class #9?

Preview: Next week, in Class #10, we'll talk about developing your community action "toolbox". The toolbox is a set of strategies you can employ to help you use the resources you identified and overcome the challenges that might hinder you from fulfilling your Community Goal.

Class #10: Developing My Community Action Toolbox

Schedule for Class #10

The agenda below gives you the topics that will be covered in Class #10. It is helpful to copy the agenda onto a flipchart or a chalkboard for students to see before you begin the class. (*Note: the allotted times per section of the agenda are suggested guidelines to help keep you on pace, but should not be written up alongside the agenda*).

Class #10 Agenda

- Review of Class #9 and orientation to Class #10 (5 min)
- Check in for progress on our community goals (10 min)
- Strategies to overcome challenges and utilize our resources and strengths: Strategies 1-5 (35 min)
- Strategies to overcome challenges and utilize our resources and strengths: Strategies 6-7 (20 min)
- Your Community Action Toolbox (10 min)
- Review of new pictures and narratives from Photo Mission #2 (15 min)
- Summary of Class #10 and preview of Class #11 (5 min)

Materials Needed:

- Attendance sheet
- Laptop computer
- Cable to connect cameras to laptop, projector, projection surface (flat screen or wall)
- Blank paper and pens for students to use

TIP: Text written in *italics* under the heading of the Leader's Script indicates directions to you, and the **regular text** indicates what you will say aloud to the students.

Class Session

*Leader's
Prompt*

Leader's Script

*Workbook
Reference*

- Review:** Last week, in Class #9, we talked about
- Other barriers to community participation
 - Other barriers to achieving my Community Goal

- Target audiences for our photovoice exhibit

Ask: What questions or comments do you have about Class #9?

Discuss: *Respond to questions and comments. Ask in particular whether there has been any further thought about possible audiences for a Photovoice Exhibit.*

Read: Let's start by checking in about the progress you have made working on your Community Goals. What new developments, opportunities, or ideas do you have to report on?

**Workbook
Page 53**

Discuss: Respond to students' reports, encouraging their progress, while acknowledging any challenges they may be encountering. You may invite other students to share ideas about possible ways to address those challenges. Remind students that it will be helpful if they continue discussing these issues when meeting with their Community Coaches.

Orient: *Point to the agenda written on the flipchart or chalkboard.*

Today, in Class #10, we'll talk about

- Strategies to overcome challenges and utilize our resources and strengths
- Your Community Action Toolbox

Read: **Strategies to Overcome Challenges and Utilize our Resources and Strengths**

**Workbook
Page 53**

Several weeks ago, we discussed resources that can support us in achieving our Community Goals. Over the past two weeks, we have also discussed the challenges that can deter us from achieving our goal. Today, we are going to talk about different strategies that can be used to overcome the barriers and help access the resources that were identified in earlier classes. These strategies can begin to "fill" a toolbox that can support you as you journey towards your Community Goal. These tools have helped people boost motivation, confidence, and drive, work

through challenges, and reach success. These strategies, or tools, may inspire you if you feel discouraged, and give you ideas about how to build on past successes.

Tell: As we go through these strategies, we'll explore how they may help you achieve your Community Goals.

Could someone start by reading through the list on page 53??

Ask Student To Read:

Here is a list of **strategies** that may help with overcoming barriers, accessing resources, keeping focused on your goals, and maintaining momentum:

1. Seek out information
2. Practice proper self-care
3. Surround yourself with supportive people
4. Develop and maintain positive attitude and motivation
5. Overcome self-stigma
6. Join an advocacy or support group
7. Practice good time management

**Workbook
Page 53**

Tell: Let's address Strategy #1: "*Seek Out Information*".

Ask Student To Read:

Strategy #1. *Seek Out Information*

As we work on our community goal(s), there will be times when we will need to make decisions involving different options or choices. Information about those choices can help us make the best decisions for ourselves, so knowing where and how to get useful information can be very important. Here is a list of some potential sources of information:

- The internet
- Local newspapers or event calendars
- Social media
- Libraries
- Community posting boards
- Word-of-mouth sources
- Magazines, flyers, and brochures

**Workbook
Page 54**

- Television and radio sources

Read: Write your answers to the questions in the space provided.

**Workbook
Page 54**

- How have you been getting information with regards to your Community Goal(s)?
- What other sources of information might help you achieve your Community Goal(s)?

Discuss: *Facilitate discussion, highlighting any similarities and differences in how people access information.*

Tell: Let's move on to Strategy #2: "Practice Excellent Self-Care".

**Ask Student
To Read:** **Strategy #2. Practice Excellent Self-Care**

**Workbook
Page 55**

People usually function better when they feel well physically, emotionally and spiritually. Taking good care of our health and our well-being often supports our ability to think through our choices, cope with our challenges, and deal with barriers we encounter.

Read: Write your answer to the questions in the space provided.

**Workbook
Page 55**

- What are some ways that you practice self-care?
- What additional self-care practices could you use to help you achieve your Community Goal(s)?

Discuss: *Facilitate discussion. If needed, you may offer examples that demonstrate how self-care can facilitate community participation.*

Tell: Now let's review Strategy #3: "Surround Yourself with Supportive People".

**Ask Student
To Read:****Strategy #3. Surround Yourself with Supportive People****Workbook
Page 54**

Supportive people are individuals who encourage you and cheer you on, but at the same time, are honest and helpful about situations you face. They help you be realistic about your challenges and provide encouragement and resources to help you succeed. Supportive people may be friends, family, peer supporters, or other people who care about you.

Read:

Write your answer to the questions in the space provided.

**Workbook
Page 55**

- Who are some of the supportive people in your life?
- In what ways do these people support you? (materially, emotionally, etc.)
- What other types of support will be helpful to you in achieving your Community Goal(s)?

Discuss:

Facilitate discussion. If needed, you may offer examples that demonstrate how supportive people can provide encouragement when things feel difficult or can offer material support, like a needed ride, etc.

Tell:

Let's have a look at Strategy #4: *"Develop and Maintain Positive Attitude and Motivation"*.

**Ask Student
To Read:****Strategy #4. Develop and Maintain Positive Attitude and Motivation****Workbook
Page 56**

Despite our best efforts, there will be times when we experience setbacks and disappointments. In those times, it can be hard to keep believing in ourselves or that we will accomplish what we want. Resilience, which means "bouncing back," is built on several skills that can help. Here are just a few:

1. Make the most of difficult situations. Seek out what can be learned or gained from challenges you have already been able to respond to.
2. Combat negative self-talk. "Talk back" (whether out loud, or mentally) to those voices within that say things like "I'm stupid" or "I'll never be able to do this." Talking back might

include saying the opposite, like "I am capable" or "I can do this."

3. Try to use challenges you face as an opportunity for growth. Often difficult situations make us find out more about ourselves and make us stronger.

Read: Write your answer to the questions in the space provided.

**Workbook
Page 56**

- How do you approach challenging experiences?
- What positive things have you learned about yourself from challenging experiences in the past?
- What do you think may help you maintain your positive attitude and motivation as you work toward your Community Goal(s)?

Discuss: *Facilitate discussion. If needed, you may offer examples about ways to remain positive when facing challenges.*

Break: Let's take a 10- to 15-minute break. When we return, we'll continue with Strategy #5.

Ask: Before we resume with the next strategy, does anyone have any questions or thoughts about the first four strategies?

Respond to any questions.

Who can read Strategy #5: "Overcome Self-Stigma" on page 57?

**Ask Student
To Read:** **Strategy #5. Overcome Self-Stigma**

**Workbook
Page 57**

Self-stigma arises when we adopt and believe the negative "myths" about mental illness or what it means to be a person living with mental health challenges. There are several ways to challenge these myths and how they impact a person's self-image:

1. Learn about recovery as it relates to mental health challenges. Understanding that recovery is not only possible but probable can make a big difference in how we view

ourselves. It is good to remind ourselves that recovery is not necessarily about a "cure," but means a better quality of life for ourselves.

2. Recognize that our diagnoses are only a very small part of who we are. In addition to whatever mental health diagnoses we carry, we are also friends, neighbors, and family to others. We each have our own unique worth that can be expressed in many ways.
3. Learn about ways we can feel more empowered to face any symptoms or emotional distress we experience.
4. Talk to other people in recovery who can share their stories of where they have been, where they are now and how they got there.

Read: Write your answers to the question in the space provided.

- How can you minimize the impact of self-stigma as you pursue your Community Goal(s)?

**Workbook
Page 57**

Discuss: *Facilitate discussion. If needed, you may offer examples about dealing with self-stigma.*

Tell: Who can read Strategy #6: "Join an Advocacy or Support Group" on page 57?

**Ask Student
To Read:** **Strategy #6. Join an Advocacy or Support Group**

Connecting with others who share similar experiences can feel helpful and empowering for some people. There are two major types of groups or organizations: those from which we get support and those in which we can be active in providing support for others.

Support groups are focused on offering help and understanding to members. Often, members have the opportunity to both get support and offer support.

Advocacy groups tend to focus on doing work to make changes around specific issues. Many local and national groups are organized to advocate for the rights of people who have

**Workbook
Page 57**

experienced mental health challenges and to address ignorance, prejudice, and discrimination. Connecting to groups that focus on issues that are important to us can be very meaningful to some people.

Read: Write your answer to the question in the space provided.

- What support or advocacy groups might support you in achieving your Community Goal(s)?

**Workbook
Page 58**

Discuss: *Facilitate discussion. If needed, you may offer examples of any support or advocacy groups you have found helpful.*

Tell: Let's move on to Strategy #7, "Practice Good Time Management" on page 58.

**Ask Student
To Read:** **Strategy #7. Practice Good Time Management**

Having tentative deadlines or time frames for the action steps related to our Community Goals can help keep us moving forward. The time frames help us maintain and measure progress as we move toward our goals. At the same time, being flexible with these tentative deadlines is critical for success. Things don't always work out as planned and being able to shift or re-adjust our time targets will help keep us focused on our goals. Try to find the balance between sticking to the plan and making adjustments when needed. Built-in time flexibility lets us anticipate unforeseen challenges so our overall progress toward our goals will not be affected. Effective use of time can be a very helpful strategy as we advance towards achieving our goals. In addition, planning the time to work on our action steps can help us overcome procrastination.

**Workbook
Page 58**

Read: Write your answers to the questions in the space provided.

- What has helped you manage your time in the past?
- How might practicing good time management help you achieve your Community Goal(s)?

**Workbook
Page 58**

Discuss: *Facilitate discussion. If needed, you may offer examples about time management experiences.*

Read: We have just discussed a variety of strategies that people use to be more successful in achieving their goals. There may be other strategies you know about or have used in the past that were not listed here. Any and all strategies are valuable.

**Workbook
Page 58**

Ask:

- What other strategies can you think of that you may draw upon as you are working toward your Community Goal(s)?

Tell: Who can read the next section, "Your Community Action Toolbox?"

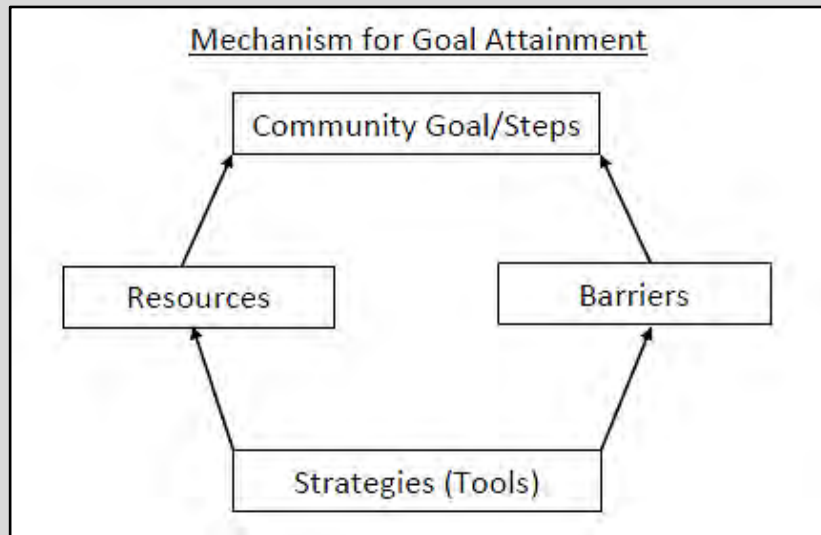
**Ask Student
To Read:** **Your Community Action Toolbox**

**Workbook
Page 59**

Over the past few weeks, we have talked about a few different things that can impact our progress toward our Community Goals, such as our resources, the barriers we face and the strategies we can employ to help us. The **Community Action Toolbox** contains all the strategies we just discussed that can help us access our resources and deal with our challenges. Like a carpenter who chooses the best tools for the job he is doing, we also have a variety of tools or strategies we can employ to achieve our objectives. Our Community Action Toolboxes contains those tools, and we can draw on them whenever needed.

**Ask Student
To Read:**

Below is a diagram that will help you understand how these strategies fit in with the resources and barriers you have identified as you make progress on your Community Goal(s). The diagram pictures how the strategies in your toolbox can help you gain access to the resources you need while helping you overcome the barriers or challenges you encounter. As you do that, you will continue to advance step by step toward achieving your Community Goal.

**Workbook
Page 59****Tell:**

Everything in this graphic should look familiar – these are the topics of our past 5 classes!

**Ask Student
To Read:**

Next week, we are going to bring all these pieces together in a concrete **Community Action Plan** that includes your Community Goal, the resources you identified in weeks 6 and 7, the barriers you outlined in weeks 8 and 9, and the individual strategies you have discovered today. This will be your “roadmap” for achieving your Community Goal.

**Workbook
Page 59****Tell:**

In the time we have left, we will continue to work to develop the narratives you started earlier. If someone has a newly finished narrative, you may read it for the class (*project the appropriate photo while they do this*). If you need are continuing with a narrative, you may work on that, remember, the class leasers are available for advice or assistance around that. If you have a new picture to share with the class, please let us know, and we will

project it for discussion about how it relates to your Community Goal. If for any reason you'd like to start another narrative for a new picture, you are welcome to do so at this time. We still have time after today to finalize the narratives and to share what we've written.

Make sure any new photos are or have already been uploaded to the laptop. Project students' photos they wish to share for discussion or to serve as a backdrop as they read their finished narrative. Be available to help students with technical assistance for their narrative writing: spelling, sentence structure, choosing a specific phrase to convey an idea, etc. Continue for as long as the class' time allotment permits.

Show/Read: Project any photos students wish to share. Students who have finished with a narrative may read it out loud for the class.

Class discussions may contribute to further refinement of students' appreciation of their own work.

Summarize: *Point to the agenda written on the flipchart or chalkboard.*

Today, in Class #10, we talked about:

- Strategies to overcome challenges and utilize our resources and strengths
- Your Community Action Toolbox

Ask: What questions or comments do you have about Class #10?

Preview: Next week, in Class #11, we'll talk about Your Community Action Plan. That's when we'll put down on one sheet of paper everything that is relevant to pursuing and achieving our goals.

Class #11: My Community Action Plan

Schedule for Class #11

The agenda below gives you the topics that will be covered in Class #11. It is helpful to copy the agenda onto a flipchart or a chalkboard for students to see before you begin the class. (*Note: the allotted times per section of the agenda are suggested guidelines to help keep you on pace, but should not be written up alongside the agenda.*)

Class #11 Agenda

- Review of Class #10 and orientation to Class #11 (10 min)
- The Community Action Plan (25 min)
- The AT-A-GLANCE Summary Guide (15 min)
- Completing your Community Action Plan Worksheet (30 min)
- Review of new pictures and narratives from Photo Mission #2 (15 min)
- Summary of Class #11 and preview of Class #12 (5 min)

Materials Needed:

- Attendance sheet
- Laptop computer
- Cable to connect cameras to laptop, projector, projection surface (flat screen or wall)
- Extra copies of the AT-A-GLANCE Summary Guide
- Extra blank copies of the Community Action Plan Worksheet
- Blank paper and pens for students to use

TIP: Text written in **italics** under the heading of the Leader's Script indicates directions to you, and the **regular text** indicates what you will say aloud to the students.

Class Session

*Leader's
Prompt*

Leader's Script

*Workbook
Reference*

Review: Last week, in Class #10, we talked about

- Strategies to overcome challenges and utilize our resources and strengths

- Your Community Action Toolbox

Ask: What questions or comments do you have about Class #10?

Read: Let's start by checking in about the progress you have made working on your Community Goals. What new developments, opportunities, or ideas do you have to report on?

**Workbook
Page 60**

Discuss: Respond to students' reports, encouraging their progress, while acknowledging any challenges they may be encountering. You may invite other students to share ideas about possible ways to address those challenges. Remind students that it will be helpful if they continue discussing these issues when meeting with their Community Coaches.

Orient: *Point to the agenda written on the flipchart or chalkboard.*

Today, in Class #11, we'll talk about

- The Community Action Plan
- The AT-A-GLANCE Summary Guide
- Completing your Community Action Plan Worksheet

Tell: Who wants to get us started by reading, "*Community Action Plan*" on page 60?

**Ask Student
To Read:** **Community Action Plan**

Today, we are going to take all the separate elements you have been working on for the past several weeks and combine them into a master action plan, or roadmap, for realizing your Community Goals. Let's review the key elements that will be part of your **Community Action Plan**.

**Workbook
Page 60**

Tell: *Let's go on and read the next few sections, starting with "Your Community Goal".*

**Ask Student
To Read:****Your Community Goal**

You first formulated your Community Goal in Class #5 and have written it down repeatedly since then. This will be the first element you list on your Community Action Plan.

As part of setting your Community Goal(s), you also identified the **steps** you will need to take, one at a time, to reach your goal(s). You will list each step separately, as steps #1, 2, 3, 4, etc. on your Community Action Plan. Remember, each step may build on a previous step you needed to take. You also will list your **target date** for each step. A target date is the date you expect to have completed that step toward your overall goal. As we discussed last week, time frames are only meant to support and guide you. Sometimes, being flexible is as important as meeting your target dates.

**Workbook
Page 60**

Tell:

Who can read the next section, "*Resources*"?

**Ask Student
To Read:**

- **Resources**

In Classes #6 and #7, we identified resources that can be helpful to us as we strive to reach our goals. These can include community resources, such as institutions, civic associations, and personal resources, such individual strengths and qualities or any personal possessions you own. You can also have "people resources," people who are in the community at large or in your own life, who can offer you support, access to opportunities, encouragement, and help. You will list those resources you can draw on you take each step toward achieving your Community Goal(s).

**Workbook
Page 60**

Tell:

Who will read the next section, "*Barriers*", for the class? It's at the top of page 61.

**Ask Student
To Read:**

- **Barriers**

In Classes #8 and #9, we discussed types of barriers or challenges that may make it more difficult for you to achieve your Community Goal(s). These could be external barriers,

**Workbook
Page 61**

such as prejudice and discrimination from society, or internal challenges, such as internalized stigma. They also could be material barriers, such as lack of money, computer, transportation or safe housing; or other personal barriers, such as dealing with emotional distress and working towards wellness. You will list the challenges you anticipate as you take each step toward achieving your Community Goal(s).

Tell: Can someone help us finish up this section by reading *"Strategies"* for us?

Ask Student To Read:

- **Strategies**

In Class #10, we learned about different strategies that might help you achieve your Community Goal(s). These strategies, which are part of your Community Action Toolbox, enable you to access the resources you identified, and overcome the challenges you encounter, as you work toward your Community Goal(s). Some of the strategies we identified include practicing self-care, maintaining a positive attitude, managing time effectively, and surrounding yourself with people who can support you in both emotional and concrete ways. There may be other strategies you identified that can be of personal use to us. All these strategies will be listed on your Community Action Plan.

**Workbook
Page 61**

Ask: What we read is a summary of what we've talked about since Class #5.

Does anyone have any questions about the community goals, resources, barriers, or strategies?

Tell: Now, we are going to look at a one-page document that summarizes all the important things we discussed about resources, barriers, and strategies related to working on community goals.

The *At-A-Glance Summary Guide* is meant to help you complete your Community Action Plan Worksheets. Each section of the *At-A-Glance Summary Guide* corresponds to a section of the

Community Action Plan Worksheet. It will remind you of important community resources, barriers and strategies that may be relevant to your Community Goal. The At-A-Glance The *At-A-Glance Summary Guide* is on page 62 of your Workbook.

Would someone read at the bottom of page 61 to get us started, “The At-A-Glance Summary Guide”?

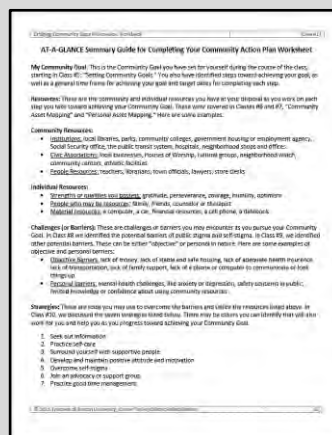
Ask Student To Read:

The AT-A-GLANCE Summary Guide

Workbook Page 61

On the next page, you will find a copy of the AT-A-GLANCE Summary Guide, which may help you complete your Community Action Plan Worksheet. It lists, on one page, all the elements that appear on your Community Action Plan Worksheet. It also lists examples of each of these elements. The AT-A-GLANCE Summary Guide contains a listing of:

1. Resources you have or may need to achieve your Community Goal(s).
2. Challenges or barriers you might encounter as you pursue your Community Goal(s).
3. Strategies you can employ to overcome those barriers and utilize your resources.



Tell/Do:

We will provide you with an extra copy of the *At-A-Glance Summary Guide* to make it easier to use as you start completing your Community Action Plan Worksheet.

Hand out copies of the At-A-Glance Summary Guide.

Read/Tell:

You can use this summary guide if you want to find a quick reminder about all the things we discussed that will go into creating your Community Action Plan Worksheet. Remember, your Community Action Plan Worksheet is your “one-stop” roadmap that will guide you and measure your progress toward your Community Goal.

**Workbook
Page 61**

Ask:

Give people a minute to glance over the Summary Guide.

Do you have any questions about the *At-A-Glance Summary Guide*?

Respond to questions.

Break:

Let's take a 10- to 15-minute break. When we return, you will complete your Community Action Plan Worksheet, listing all the resources, barriers, and strategies you've identified to help you achieve your Community Goal.

Tell:

We're now going to complete our Community Action Plan Worksheets. We'll review the components of the worksheet, and how to fill in the different parts. You can use the copy in the workbook, or we have extra printed sheets.

Read:**Completing Your Community Action Plan Worksheet**

**Workbook
Page 63**

The Community Action Plan Worksheet combines:

- Your Community Goal
- Specific steps you have taken, or plan on taking, toward your goal
- Resources you need
- Challenges you might face
- Strategies you can use to achieve that goal

Take some time and complete your Community Action Plan Worksheet below. List your Community Goal at the top and then identify any steps you have planned so far to reach it. Once you have listed the steps, list the target date for completing each step, along with the resources, barriers and strategies you can think of that will be involved in that step. You can flip back to the pages between Classes #6 and #10 in this Workbook if you want to remind yourself of ideas you had earlier. If you have a second, or even a third goal, we will provide you with additional blank worksheets.

Your Community Action Plan is your roadmap to your Community Goal. Keep it handy as you work toward your goal. It's yours to use in whatever ways are helpful as you work towards your goal. You can modify it by adding more steps if you think of them, checking off steps that you have completed, adjusting your time frames or noting your progress toward your Community Goal. If you achieve your Community Goal, you can identify a new goal and create another Community Action Plan to help you pursue it. You can refer to your Community Action Plan whenever you want to refresh your memory about where you are on your path toward your goal or want to see what you have accomplished already. The Plan outlines everything in a way that allows you to see and mark off the progress you are making.

The Community Action Plan also has a place for listing any new Photovoice ideas you might think of as you work toward your Community Goal. These photographs could relate to your Community Goal, or to any aspect of the Bridging Community Gaps Program we have discussed. If you do take any new photographs, you are encouraged to write narratives for those pictures and share them at future meetings of the class.

Do: Utilize class time to complete the Community Action Plan Worksheets. You can also suggest students write down new Photovoice ideas related to their Community Goal. They will be working toward their goals for the next three months and there will be ample opportunity to complete more photovoice work.

Discuss:

- What are some ways you might want to use your Community Action Plan on a regular basis to help you achieve your Community Goal(s)?

**Workbook
Page 63**

Ask:

What questions or comments do you have about the Community Action Plan before we move on?

Tell:

We'll be referring back to your Community Action Plans during each of our booster sessions after the last class, and in the individual meetings with your Community Coach during the next three months in-between the booster sessions. We'll make copies of your plans before you leave today just in case the originals get misplaced.

Tell:

Last week, we talked about doing an in-class exhibit, and that we will need to have your photos and narratives done by then if you want them in this exhibit.

You'll still have time to email final narratives to the leaders after class ends today, as long as they get the copies in time to print them out for the exhibit.

If you have any finished photovoice narratives, we will be collecting those today. If you are still working on finishing a narrative, we have time now in class to get those done. If there's a new photo you have related to your community goal, that's something you can share today too.

Respond to any questions.

Do:

Use the time remaining to complete the tasks described above. Coordinate with any students who will be sending in their finished narratives after the class.

**Leaders'
Note:**

Leaders should collect and copy each student's Community Action Plan Worksheet before class is dismissed, return the originals to students, and keep the copies to have on hand for future classes. These copies will be given to the students if they forget to bring theirs to class.

Summarize: *Point to the agenda written on the flipchart or chalkboard.*

Today, in Class #11, we talked about:

- Community Action Plan
- The AT-A-GLANCE Summary Guide
- Completing your Community Action Plan Worksheet

Ask: What questions or comments do you have about Class #11?

Preview: Next week, in Class #12, we'll talk about the importance of community participation.

Class #12: The Importance of Community Participation

Schedule for Class #12

The agenda below gives you the topics that will be covered in Class #12. It is helpful to copy the agenda onto a flipchart or a chalkboard for students to see before you begin the class. (*Note: the allotted times per section of the agenda are suggested guidelines to help keep you on pace, but should not be written up alongside the agenda*).

Class #12 Agenda

- Review of Class #11 and orientation to Class #12 (5 min)
- Measuring progress toward achieving your community goal (10 min)
- The importance of community participation (10 min)
- Hallmarks of community membership (25 min)
- Looking ahead to the Booster Sessions (10 min)
- Our in-house Photovoice Exhibit (30 min)
- Summary of Class #12 and preview of Booster Session 1 (10 min)

Materials Needed:

- Attendance sheet
- Laptop computer
- Cable to connect cameras to laptop, projector, projection surface (flat screen or wall)
- Extra copies of the AT-A-GLANCE Summary Guide
- Blank copies of the Community Action Plan Worksheet
- Blank "Measuring Progress toward My Community Goal – Class #12" worksheets
- Blank paper and pens for students to use

TIP: Text written in **italics** under the heading of the Leader's Script indicates directions to you, and the **regular text** indicates what you will say aloud to the students.

Class Session*Leader's Prompt**Leader's Script**Workbook Reference*

Review: Last week, in Class #11, we talked about:

- Your Community Action Plan
- The AT-A-GLANCE Summary Guide
-

Ask: What questions or comments do you have about Class #11?

Read: Let's start by checking in about the progress you have made working on your Community Goals. What new developments, opportunities, or ideas do you have to report on?

**Workbook
Page 66**

Discuss: Respond to students' reports, encouraging their progress, while acknowledging any challenges they may be encountering. You may invite other students to share ideas about possible ways to address those challenges. Remind students that it will be helpful if they continue discussing these issues when meeting with their Community Coaches.

Orient: *Point to the agenda written on the flipchart or chalkboard.*

Today, in Class #12, we'll talk about

- Measuring progress toward my community goal
- The importance of community participation
- Hallmarks of community membership
- Our in-house photovoice exhibit

Read: **Measuring Progress Toward My Community Goal**

During Class #5, when you set your Community Goal for the first time, we asked you to measure your progress toward your Community Goal, where you stood then, and where you anticipated being three months from that date. Let's take a moment now and repeat that exercise, using the worksheet, "Measuring Progress toward My Community Goal – Class 12," on

**Workbook
Page 66**

page A-6 in the Appendix at the end of this Workbook. Mark off on the sheet where you stand today in relation to achieving your Community Goal and where you hope to be three months from today. If your Community Goal has changed from the one you first set for yourself, please use different worksheets to evaluate your progress on each of your goals.

Leaders' Note:

Leaders should pass out copies of the Worksheet, "Measuring Progress toward My Community Goal – Class #12."

Show:

Workbook Appendix

Questions:

- On a scale of 1-10 (10 being farthest), where do you feel you stand now in terms of your progress toward your community goal? _____
- On a scale of 1-10, where would you like to stand in terms of your progress toward your community goal three months from now? _____

Do:

Directions: Fill out the worksheet, noting where you are NOW and where you hope to be in 3 months.

Does anyone have any questions?

Discuss:

Who would like to share what they have written on their worksheets and any thoughts about the progress on their Community Goal?

Facilitate discussion about any themes that emerge, especially highlighting ways that the journey towards goals can have smooth patches, but also can be a winding road with challenging moments and turns.

Leaders should make and keep copies of students' completed "Measuring Progress toward My Community Goal Worksheets" from this Class #12.

Tell: Let's move on now to discuss the importance of community participation.

Who'd like to read starting in the middle of page 66?

Ask Student To Read:

The Importance of Community Participation

For the past eleven classes, we have expanded our understandings of community. We have explored how we can define community, identified the communities we are currently involved with, and formulated Community Goals to expand or deepen our participation in the communities we chose. We also used photography and wrote narratives to describe how our pictures relate to those communities and our place in them.

Thinking back on some of the topics we have discussed during this class, please answer the questions below.

Ask:

Write your answers to the questions below in the space provided.

- Did you learn anything more about the communities you are or hope to be a part of?
- What benefits can community participation bring to your recovery process?

**Workbook
Page 66**

**Workbook
Page 67**

Discuss: Who wants to share their responses to the first question?

Facilitate discussion, highlighting any similarities and differences in peoples' responses.

Ask student to share their responses to the second question and continue with the discussion highlighting similarities and differences in the way students see the relationship between community participation and their recovery process.

Tell: Who can read the next section, "*Hallmarks of Community Membership*", on page 67?

**Ask Student
To Read:**

Hallmarks of Community Membership

Even though we are all different, and may belong to many different communities, there are certain qualities, values, and characteristics that are shared by members of any community. These are the "hallmarks," or essential traits, of what it means to be part of a community. They may represent the values or benefits we get from being a part of a community. They may also be the things that make community participation meaningful or enjoyable for us.

**Workbook
Page 67**

Tell: Who can read the first Hallmark of Community Membership – "*Self-Determination and Satisfaction*"?

**Ask Student
To Read:**

Self-Determination and Satisfaction

For some people, it is very important to be involved in a number of different social groups and identify with a number of different communities. Other people might be very satisfied with one or two communities they feel especially connected with.

Some communities are part of person's heritage or birthright. We are "born into them," and these affiliations can last a lifetime. Examples of this might be a person's race or religion. On the other hand, we can develop ties to communities out of interest, preferences or choice. The communities we associate with may change over the course of our lifetimes as we ourselves change and grow.

**Workbook
Page 67**

Ask:

Write your answers to the questions in the space provided.

- Are there any communities you wish to be a part of but are unable to join? If yes, what are these communities?
- What do you think is preventing you from becoming part of these communities?
- Is there anything you can do to overcome those barriers and join these communities?
-

**Workbook
Page 67**

Discuss:

Facilitate discussion, empathizing with the roadblocks students face, but emphasizing that the strategies learned in the BCGP class can help them overcome these barriers.

Tell:

Who would like to read the next section, “*Belonging*”, on page 68?

**Ask Student
To Read:****Belonging**

Just being a part of a community is often not enough to satisfy our needs. We all want to feel welcomed, accepted and valued by other members of our communities. This can contribute to our sense of belonging, meaning the feeling that we have a place in our communities, and our contributions to those communities are respected by other. It is difficult to feel part of a community when you feel that you are not welcomed or valued by others in the community.

**Workbook
Page 68**

Ask:

Write your answer to the question in the space provided.

- What are some of the ways you feel welcomed or accepted by members of your communities?

**Workbook
Page 68**

Discuss:

Facilitate discussion, empathizing with anyone who may share that they don't have a sense of belonging in the communities that are important to them, but also encouraging them to think how what they've learned in the class might help.

Tell:

Can someone read the next section, “*Citizenship*”, on page 68?

**Ask Student
To Read:**

Citizenship, at its core, refers to the right to equal participation in society. It implies equal standing with others in society, and enjoyment of the same rights, protections, and opportunities every other citizen is entitled to. People experience a sense of citizenship when they can take part in how their communities are run or governed. They also experience citizenship when they partake of the benefits that society offers, and when they feel protected by the laws governing their communities. People can experience a diminished sense of citizenship when they are deprived of the same political, legal, social or economic protections and opportunities everyone else is entitled to. People with mental health challenges may be discriminated against and feel their rights are violated. Having a say in how things are run, being able to advocate for ourselves and others, and getting involved in issues that affect our communities can increase our sense of citizenship and make us feel more empowered.

**Workbook
Page 68****Ask:**

Write your answer to the questions in the space provided.

- How do you feel about your sense of citizenship at this time?
- Are there any resources or strategies you learned about in this class that could increase your sense of citizenship?

**Workbook
Page 69****Discuss:**

Facilitate discussion, empathizing with anyone who may share that they feel disenfranchised as citizens in their communities, but also encourage them to think how what they've learned in the class might help.

Tell:

Who would like to read that final hallmark of Community Membership, "Giving Back", on page 69.

**Ask Student
To Read:****Giving Back**

Many people feel the need or desire to contribute or "give back" to their communities or society at large. This can be in the form of money, but more often people contribute their time, energy, support and enthusiasm to others. Just "being there" for others can make a difference.

**Workbook
Page 69**

Contributing to your communities can increase your sense of connection and purpose. Giving back can help build self-esteem or add to feeling worthwhile and needed in the world. The diversity of peoples' talents, abilities, and strengths helps to make our communities stronger.

Ask:

Write your answers to the questions in the space provided.

**Workbook
Page 69**

- How have you been giving back to the communities you are involved with?
- What are some of the ways that *you* have benefited from giving to your communities?
- Does your Community Goal involve “giving back” to any of your communities?
- What other ways would you like to contribute to your communities?

Discuss:

Facilitate discussion, highlighting any similarities and differences in peoples' responses.

Break:

Let's take a 10- to 15-minute break. When we return, we'll look ahead to the three remaining months of the program, where we'll be meet as class only once a month, instead of our weekly meetings. We'll also close today's class with our in-house exhibit of Photovoice works, a chance to celebrate and put on display what we have accomplished and learned.

Tell:

As you know, the Bridging Community Gaps Photovoice course has several parts – weekly classes, individual coaching meetings, and monthly booster sessions. We have been meeting on a weekly basis for the last three months and now we are going to transition to having monthly booster sessions for the remaining three months of the BCGP program.

Who wants to read about the Booster Sessions for us, on page 70?

Preview:**A Look Ahead to the Booster Sessions****Workbook
Page 70**

Our class will meet once a month for the next three months. These three monthly classes are called "Booster Sessions." During the Booster Sessions you will be able to touch base and update the class about the progress you have made toward your Community Goal(s). The progress you make, including challenges you encounter, can be noted on your Community Action Plans. Please try to bring Community Action Plans to the Booster Sessions. You can report your progress to the class and you will be able to discuss any new challenges or opportunities with the class.

During the Booster Session period, you may continue to meet individually, on a weekly basis, with your Community Coach. He or she will continue to support you to access and identify community resources and address any challenges or obstacles you may encounter.

You can keep your camera for the next three months of the class. You can continue to take pictures representing your progress with your Community Goal(s), or any broader issues about your communities you wish to depict. You may write narratives for any new pictures you take and continue to create photovoice work. Your Community Coach will be available to help you with any concerns or ideas you might have about pictures or narratives. You will be able to share new photographs you have taken or Photovoice works you have created with the rest of the class during the Booster Sessions.

Ask : Does anyone have any questions about the Booster Sessions?

Respond to questions and clarify as needed.

Do/Tell: Prepare in advance a sheet with the dates of the three booster sessions and distribute to students. Please take a look at the date of our first Booster Session and mark your calendars either now or at home.

Tell: Who wants to read the next section, "*Our In-House Photovoice Exhibit and Celebration*", on page 70?

Read:**Our In-House Photovoice Exhibit****Workbook
Page 70**

Today we are taking the opportunity to display the Photovoice works created thus far. It is a testimony to the work each of you has done over the course of the class. As you walk around and look at all the photovoice works, take a moment to appreciate each person's individual contribution to the class. Think about how each student has enriched our discussions and how their photovoice represents their point of view.

Discuss:

After people have had the chance to look at the photovoice works, facilitate discussion, using open-ended questions, such as:

What's it like seeing your photos on the wall?

What's it like to see others' photos on the wall?

Now that you've seen the photos on the wall, what are your thoughts about doing a more formal exhibit here, or in the community?

We'll have more chances to show our work as we do the Booster Sessions.

Point to the agenda written on the flipchart or chalkboard.

Summarize: Point to the agenda written on the flipchart or chalkboard.

Today, in Class #12, we talked about:

- Measuring progress toward my Community Goal
- The importance of community participation
- Hallmarks of community membership
- Our in-house photovoice exhibit

Tell:

Before we go, we have one more small section to read. It's our way of expressing gratitude for the work we've done, and hope for the future success of your plans for greater involvement in your communities.

Tell:**A Big Thank You**

We hope this class has given you information, tools and ideas about how you can more fully participate in the communities you choose, in the ways you desire. We hope that participating in this class has inspired you to have greater confidence in your ability to realize your Community Goals and has enhanced your determination to do so.

We, the Class Leaders and your Community Coaches, are grateful for your participation in this program and for the many contributions each of you have made to our classroom community. We look forward to seeing you in about a month for our first scheduled Booster Session and wish you success as you continue to pursue your Community Goals!

**Workbook
Page 71**

Booster Session #1: Continuing with My Community Action Plan

Schedule for Booster Session #1

The agenda below gives you the topics that will be covered in Booster Session #1. It is helpful to copy the agenda onto a flipchart or a chalkboard for students to see before you begin the class. *(Note: the allotted times per section of the agenda are suggested guidelines to help keep you on pace, but should not be written up alongside the agenda).*

Booster Session #1 Agenda

- Review of Class #12 and orientation to Booster Session #1 (10 min)
- Progress on community goals (40 min)
- Development of new photovoice work (40 min)
- Summary of Booster Session #1 and preview of Booster Session #2 (10 min)

Materials Needed:

- Attendance sheet
- Laptop computer
- Cable to connect cameras to laptop, projector, projection surface (flat screen or wall)
- Copies of the "AT-A-GLANCE Summary Guide"
- Blank copies of the Community Action Plan Worksheet
- Copies of the Community Action Plan Worksheet that students made during Class #11 or updated in Class #12
- Blank paper and pens for students to use

TIP: Text written in *italics* under the heading of the Leader's Script indicates directions to you, and the **regular text** indicates what you will say aloud to the students.

Class Session

*Leader's
Prompt*

Leader's Script

*Workbook
Reference*

Review: Welcome back. It's been about a month since we met together to complete Class #12, Today we are meeting for the first of the three Booster Sessions.

In Class #12 we discussed the importance of community participation, we measured the progress we had made toward our community goals, and we exhibited our photovoice works.

Ask: Are there any questions or comments about that last class or about the BCGP Program in general?

Orient: *Point to the agenda written on the flipchart or chalkboard.*

Today, in Booster Session #1, we'll talk about:

- Progress on our community goals
- Development of any new photovoice work

Read: Today is our first meeting since we finished up the weekly classes about a month ago. In this Booster Session, you will have the opportunity to share the progress you have made toward achieving your Community Goal(s). We will look at our Community Action Plans to see if things are going as anticipated. You can also modify your Community Action Plan if you need to reflect any adjustments you have made. You can share what has been successful for you thus far, and any challenges you may have encountered. If any new opportunities have come your way, we would like to hear about those too. We will also look at any new photos you have taken or any new photovoice work you have done since our last class.

**Workbook
Page 72**

Tell: We'll start off by revisiting the Community Goals.

Can someone read the next section, "*Progress on Community Goals*" on page 72?

**Ask Student
To Read** **Progress on Our Community Goals**

At the end of Class #11, about a month ago, you completed your Community Action Plans, which listed your Community Goal(s) and the steps you planned to take to achieve that goal. Let's look at your Community Action Plan. If you do not have it with you, the class facilitators have a copy.

**Workbook
Page 72**

As a reminder, the Community Action Plan lists the following:

- Your Community Goal
- A set of steps you need to take to achieve your Community Goal
- The community and individual resources you have to draw on to complete each step
- Any potential challenges that might come up at each step
- Strategies that might support you to overcome those barriers
- Strategies that can improve access and use of your resources
- Time frames for completing each step toward your Community Goal(s)

Do: *Be prepared to hand out the most recent, up-to-date copy of each students' Community Action Plan if they are not in possession of those themselves.*

Discuss: Let's look at your Community Action Plan. If you do not have it with you, the leaders have a copy of it they made when you first wrote it down. Refer to your Community Action Plan Worksheet as we discuss the following.

**Workbook
Page 72**

1. What progress have you made with your Community Goal(s)?
 - Have you developed any new resources to assist you in achieving your Community Goal?
 - Have you identified any new challenges around your Community Goal?
 - Have you expanded or changed your Community Goal?
2. What updates have you made, or would you like to make to your Community Action Plan Worksheet to reflect any progress you have made toward achieving your goal?
3. Have you developed any new Community Goals?

Discuss: Respond to students' reports, encouraging their progress, while acknowledging any challenges they may be encountering. You may invite other students to share ideas about possible ways to address those challenges. Remind students that it will be helpful if they continue discussing these issues when meeting with their Community Coaches.

Leader's Instructions: *If students modify their Community Action Plans during this Booster Session, you should make a copy of the modified or edited Community Action Plans. Always bring the most recent, up-to-date copies to subsequent Booster Sessions. Also, bring blank copies of the Community Action Plan Worksheet for any new Community Goals the students may set.*

Tell: Continue to work on your Community Goal over the next few weeks, until our next Booster session. Hopefully, our discussions today have given you some new ideas and renewed energy to move forward. Your community coaches are also available to support you.

Now we're going to shift gears and look at any new photovoice works that you've done, including any work that you might have done on narratives.

Discuss: **Development of New Photovoice Work**

**Workbook
Page 73**

Have you taken any new photographs or made any new Photovoice work since the class last met? You can share the photographs or Photovoice work with the class today if you wish. Remember, you can continue to take photographs and create new Photovoice work during the Booster Session period. Here are some prompts to help you think about how you can continue moving forward with picture-taking and narrative writing.

Here are some prompts to help you answer that question or think about for next time:

- Have you used the camera since our last class?
- Did you write a narrative for any pictures you took?
- How was the narrative and/or picture related to your Community Goal(s)?
- Did you share new Photovoice work with your Community Coach?
- How did your Community Coach help you with your new Photovoice work?

Do: Following the same procedure for uploading and transferring images, show any photos brought by students, including pictures that have been seen before, but have a new or modified narrative. Facilitate discussion, giving other students the opportunity to offer feedback about the pictures and/or narratives. It is important to keep relating photographic work to development and pursuit of the community goals.

Tell: Continue to work on your photovoice ideas over the next few weeks. You can get support from your community coaches.

Summarize: *Point to the agenda written on the flipchart or chalkboard.*

Today, in Booster Session #1, we talked about:

- Progress on community goals
- Development of new photovoice work

Ask: What questions or comments do you have about Booster Session #1?

Let's refresh memories of where we'll be going from here.

Would someone read "Our Next Booster Session" on page 73?

Preview: **Our Next Booster Sessions**

Over the next two months, we will have two more Booster Sessions: Booster Session #2 will be about one month from today, and Booster Session #3 will be about a month after that. Booster Session #3 will be the last time this program meets, and that will also be the date you will stop working individually with your Community Coaches. Until that time, you will be able to meet with your Community Coaches on the same regular basis you are used to. Your Community Coaches are there to help you with any questions or concerns you have as you work toward your Community Goal(s), including development of new resources and coping with challenges as they arise. You can also discuss new ideas for photographs or photovoice work with them. When we meet again as a class during the remaining Booster Sessions, you may report on progress you have made

**Workbook
Page 73**

toward achieving your Community Goal(s) and modify your Community Action Plans just as you did today. You will also be able to share new photography or photovoice work with the class.

You may keep the camera we lent you up to Booster Session #3. You can continue to take pictures related to your Community Goal(s) or the process of working towards your Community Goal. Your Community Coach is there to help you with fresh ideas for photos or to help you develop narratives for the pictures you have taken. You can also work on the pictures or narratives on your own, if you want.

We look forward to seeing any new Photovoice work you may have created at the remaining Booster Sessions. We wish you continued success as you work towards your Community Goals and hope to see you all in a month or so!

Booster Session #2: Continuing with My Community Action Plan

Schedule for Booster Session #2

The agenda below gives you the topics that will be covered in Booster Session #2. It is helpful to copy the agenda onto a flipchart or a chalkboard for students to see before you begin the class. *(Note: the allotted times per section of the agenda are suggested guidelines to help keep you on pace, but should not be written up alongside the agenda).*

Booster Session #2 Agenda

- Review of Booster Session #1 and orientation to Booster Session #2 (10 min)
- Progress on community goals (40 min)
- Development of new photovoice work (40 min)
- Summary of Booster Session #2 and preview of Booster Session #3 (10 min)

Materials Needed:

- Attendance sheet
- Laptop computer
- Cable to connect cameras to laptop, projector, projection surface (flat screen or wall)
- Copies of the "AT-A-GLANCE Summary Guide"
- Blank copies of the Community Action Plan Worksheet
- Copies of the Community Action Plan Worksheets that students made during Booster Session 1 or Class 11
- Blank paper and pens for students to use

TIP: Text written in *italics* under the heading of the Leader's Script indicates directions to you, and the **regular text** indicates what you will say aloud to the students.

Class Session

*Leader's
Prompt*

Leader's Script

*Workbook
Reference*

- Review:** A month ago, we met for Booster Session #1. We had a chance to review your:
- Progress on with your community goals
 - Development of any new photovoice works

Ask: What questions or comments do you have about Booster Session #1?

Orient: *Point to the agenda written on the flipchart or chalkboard.*

Today, in Booster Session #2, we'll talk more about:

- Progress on with your community goals
- Development of New Photovoice Work

Read: It has been a month since our previous Booster Session. Today, we will review our progress toward our Community Goal(s), just as we did at the previous Booster Session. You will have a chance to report on your progress, and we will be looking at our Community Action Plans to see if any adjustments need to be made to them. You can discuss successes or setbacks you have had, and any new opportunities that have arisen. We will also look at any new photos you have taken or any new photovoice work you have done.

**Workbook
Page 74**

Tell: We'll start off by revisiting the Community Goals.

Can someone read the next section, "*Progress on Community Goals*" on page 74?

**Ask Student
To Read** **Progress on Our Community Goals**

At the end of Class #11, about two months ago, you completed your Community Action Plans, which listed your Community Goal(s) and the steps you planned to take to achieve that goal. During the first Booster Session, changes or updates were made to the plan to reflect the work you had done up to that point. Let's look at that revised Community Action Plan from Booster Session #1. If you do not have it with you, the class facilitators have a copy.

- Your Community Goal
- A set of steps you need to take to achieve your Community Goal
- The community and individual resources you have to draw on to complete each step

**Workbook
Page 74**

- Any potential challenges that might come up at each step
- Strategies that might support you to overcome those barriers
- Strategies that can improve access and use of your resources
- Time frames for completing each step toward your Community Goal(s)

Do: *Be prepared to hand out the most recent, up-to-date copy of each students' Community Action Plan if they are not in possession of those themselves.*

Discuss: Let's look at your Community Action Plan. If you do not have it with you, the leaders have a copy of it they made when you first wrote it down. Refer to your Community Action Plan Worksheet as we discuss the following.

**Workbook
Page 74**

1. What progress have you made with your Community Goal(s)?
 - Have you developed any new resources to assist you in achieving your Community Goal?
 - Have you identified any new challenges around your Community Goal?
 - Have you expanded or changed your Community Goal?
2. What updates have you made, or would you like to make to your Community Action Plan Worksheet to reflect any progress you have made toward achieving your goal?
3. Have you developed any new Community Goals?

Discuss: Respond to students' reports, encouraging their progress, while acknowledging any challenges they may be encountering. You may invite other students to share ideas about possible ways to address those challenges. Remind students that it will be helpful if they continue discussing these issues when meeting with their Community Coaches.

Leader's Instructions: *If students modify their Community Action Plans during this Booster Session, you should make a copy of the modified or edited Community Action Plans. Always bring the most recent, up-to-date copies to the final Booster Session. Also, bring blank copies of the Community Action Plan Worksheet for any new Community Goals the students may set.*

Tell: Continue to work on your Community Goal over the next few weeks, until our next Booster session, which will be the final meeting for the program. Hopefully, our discussions today have given you some new ideas and renewed energy to move forward. Your community coaches are also available to support you.

Now we're going to shift gears and look at any new photovoice works that you've done, including any work that you might have done on narratives.

Discuss: Development of New Photovoice Work

**Workbook
Page 75**

Have you taken any new photographs or made any new Photovoice work since the class last met? You can share the photographs or Photovoice work with the class today if you wish. Remember, you can continue to take photographs and create new Photovoice work during the Booster Session period.

Here are some prompts to help you think about how you can continue moving forward with picture-taking and narrative writing.

- Have you used the camera since our last class?
- Did you write a narrative for any pictures you took?
- How was the narrative and/or picture related to your Community Goal(s)?
- Did you share new Photovoice work with your Community Coach?
- How did your Community Coach help you with your new Photovoice work?

Do: Following the same procedure for uploading and transferring images, show any photos brought by students, including pictures that have been seen before, but have a new or modified narrative. Facilitate discussion, giving other students the opportunity to offer feedback about the pictures and/or narratives. It's important to keep relating photographic work to development and pursuit of the community goals.

Tell: Continue to work on your photovoice ideas over the next few weeks, and if you'd like more support with this, feel free to work with your community coach.

Let's refresh memories of where we'll be going from here.

Would someone be willing to read "Our Next Booster Session" on page 75?

Preview:**Our Next Booster Session****Workbook
Page 75**

One month from now, we will have our final Booster Session. As we have done in these first two Booster Sessions, we will discuss any progress you have made toward achieving your Community Goal(s). We will also modify our Community Action Plans again as necessary. Your Community Coach is still available to meet with you as usual for the next month. You can continue to work with them around your Community Goal(s) and discuss new opportunities you have or challenges you face. You can also discuss new ideas for photographs or photovoice work with them.

You can use the camera we have lent you up to the final Booster Session next month. You can continue to take pictures related to your Community Goal(s) or the process of working towards it. Your Community Coach is still available to help you with fresh ideas for photos or with developing narratives for pictures you have taken. Please remember to bring the cameras to Booster Session #3 as we would appreciate their return.

We look forward to seeing any new Photovoice work you may have at the final Booster Session. We wish you all continued success as you work towards your Community Goals and look forward to seeing you all in a month or so!

Summarize: Point to the agenda written on the flipchart or chalkboard.

Today, in Booster Session #2, we talked about:

- Progress on community goals
- Development of new photovoice work

Ask: What questions or comments do you have about Booster Session #2 today, or about the upcoming Booster Session #3 one month from now?

Booster Session #3: Continuing with My Community Action Plan

Schedule for Booster Session #3

The class will run for two hours. Be sure the class starts on time and ends on time.

The agenda below gives you the topics that will be covered in Booster Session #3. It is helpful to copy the agenda onto a flipchart or a chalkboard for students to see before you begin the class.

Booster Session #3 Agenda

- Review of Booster Session #2 and orientation to Booster Session #3 (10 min)
- Measuring progress toward achieving your community goal (10 min)
- Progress on community goals
- Development of new photovoice work
- Concluding our class
- Review of resources developed in the class
- Summary of Booster Session #3
- Saying farewell

Materials Needed:

- Attendance sheet
- Laptop computer
- Cable to connect cameras to laptop, projector, projection surface (flat screen or wall)
- Copies of the "AT-A-GLANCE Summary Guide"
- Blank copies of the Community Action Plan Worksheet
- Copy of the most up-to-date Community Action Plan Worksheets for each student in the class
- Blank "Measuring Progress toward My Community Goal – Booster Session #3" worksheets
- Blank paper and pens for students to use

TIP: Text written in *italics* under the heading of the Leader's Script indicates directions to you, and the **regular text** indicates what you will say aloud to the students.

Class Session*Leader's Prompt**Leader's Script**Workbook Reference*

Review: One month ago, we met for Booster Session #2. At that time, we talked about your:

- Progress on your community goals
- Development of any new photovoice work

Ask: What questions or comments do you have about Booster Session #2?

Orient: *Point to the agenda written on the flipchart or chalkboard.*

Today, in Booster Session #3, we'll talk about:

- Measuring progress toward my community goals
- Progress on your community goals
- Development of new photovoice work
- Review of resources developed in the BCGP program
- Summary of Booster Session #3
- Concluding the program

Read: Today, we will conclude our Bridging Community Gaps Photovoice Program. First, let's complete the exercise where you measure the progress you have made toward achieving your Community Goal.

**Workbook
Page 76**

Leaders' Note: *Leaders should pass out copies of the Worksheet, "Measuring Progress toward My Community Goal – Booster Session #3."*

Ask Student To Read **Measuring Progress Toward My Community Goal**

During Class #5, when you set your Community Goals for the first time, we asked you to measure your progress toward your Community Goal(s), where you stood then, and where you anticipated being three months from that date. During Class #12, we also asked you to measure your progress toward your Community Goal(s). Let's take a moment now and repeat that exercise one final time, using the worksheet, "Measuring

**Workbook
Page 76**

Progress toward My Community Goal – Booster #3,” on page A-7 in the Appendix at the end of this Workbook.

Mark off where you stand today in relation to achieving your Community Goal(s) and where you hope to be three months from today. If your Community Goal has changed from the one you first set for yourself, please use different worksheets to evaluate your progress on each one of your goals.

Show:

**Workbook
Appendix**

Questions:

- On a scale of 1-10 (10 being farthest), where do you feel you stand now in terms of your progress toward your community goal? _____
- On a scale of 1-10, where would you like to stand in terms of your progress toward your community goal three months from now? _____

Tell:

Let's go now and discuss where we are with our Community Goals.

Can someone read the next section, *"Progress on Community Goals"* on page 76?

Do:

Be prepared to hand out the most recent, up-to-date copy of each students' Community Action Plan if they are not in possession of those themselves.

**Ask Student
To Read****Progress on Our Community Goals**

At the end of Class #11, about three months ago, you completed your Community Action Plans, which listed your Community Goal(s) and the steps you planned to take to achieve that goal. The plan included different considerations that were discussed over several earlier classes, such as:

- The community and individual resources you have to draw on to complete each step
- Any potential challenges that might come up at each step
- Strategies that might support you to overcome those barriers
- Strategies that can improve access and use of your resources
- Time frames for completing each step toward your Community Goal(s)

**Workbook
Page 76****Read:**

Since that time, we have had two Booster Sessions and the Community Coaching continued for people who chose to use that. When we met for Booster Sessions #1 and #2, we made changes to our Community Action Plans as to reflect progress we had made up to that point. You also may have worked individually with your Community Coaches to modify your Community Action Plans as you learned more about what you want or need to be successful with your Community Goal(s).

The Community Action Plan is our roadmap to get to our Community Goal. As we discussed, our plans need to be flexible. Plans provide us direction, but we also make changes to our plans along the way as we encounter new information, gather more resources or learn more about what we want. In the same way that we find an alternative route if we come into a detour or construction on the road, we brainstorm alternative steps or timeframes for our plans when needed.

**Workbook
Page 76****Discuss:**

1. What progress have you made with your Community Goal(s)?
 - Have you developed any new resources to assist you in achieving your Community Goal?
 - Have you identified any new challenges around your Community Goal?
 - Have you expanded or changed your Community Goal?
2. What updates have you made, or would you like to make to your Community Action Plan Worksheet to reflect any progress you have made toward achieving your goal?

**Workbook
Page 77**

3. Have you developed any new Community Goals?

Discuss: Respond to students' reports, encouraging their progress, while acknowledging any challenges they may be encountering. You may invite other students to share ideas about possible ways to address those challenges. Remind students that it will be important for them to continue working on with their goals, or any others, after the program ends.

Leader's Instructions: *Leaders should make and keep copies of students' completed "Measuring Progress toward My Community Goal Worksheets" from this Booster Session #3.*

Tell: Now, we're going to check in on any new photovoice works that you may have done since the last Booster session.

Discuss: **Development of New Photovoice Work:**

What new Photovoice work have you completed? Have you taken any new pictures or completed any new narratives?

- How did Photovoice contribute toward the development and achievement of your Community Goal(s)?
- How did Photovoice contribute toward your understanding of community and your place in it?

You may now return the camera we lent you during Class #3 when you learned about Photovoice.

**Workbook
Page 77**

Do: Following the same procedure for uploading and transferring images, show any photos brought by students, including pictures that have been seen before, but have a new or modified narrative. Facilitate discussion, giving other students the opportunity to offer feedback about the pictures and/or narratives. It's important to keep relating photographic work to development and pursuit of the community goals. Thank students for returning cameras.. Encourage students to continue taking pictures by using their cameras on their phones and develop new photovoice works.

Tell: Could someone read the first paragraph of the section, "Concluding Our Class" on page 78?

Read: **Concluding our Class**

**Workbook
Page 78**

Over the past six months, we have had the chance to talk about and explore a wide variety of topics about community and about our own place within our own communities. We have learned about the personal strengths and resources we possess, and about barriers and challenges that stand in the way of our community participation. We discussed strategies to access the resources and respond to the challenges we identified. We learned about effective goal setting and each student has set at least one Community Goal to work on for the duration for the program. We learned to use cameras and write narratives, and to create Photovoice work that represents our place in our communities and how we wish that to be. And we learned about the importance of community participation and the meaning, value, and enjoyment it can bring to our lives.

Tell: Would someone else be willing to read the rest of the page?

**Ask Student
To Read** **Review of Resources Developed in the Class**

**Workbook
Page 78**

Below is a list of topics we discussed during class. Let's review the list and discuss how we gained new knowledge or understanding about these topics. For each item on the list, think about what you learned and what you would like to take with you from this program:

- The communities you are a part of and how they interconnect and overlap
- What "membership" in a community consists of
- How to use cameras and Photovoice as a tool for enhancing community participation
- Effective goal setting
- The strengths and resources that exist in your communities
- Your own personal strengths and resources
- Societal barriers, such as public stigma and self-stigma
- Personal and material barriers that might deter you from achieving your goals

- Strategies to help you actualize your strengths and overcome barriers
- Why community participation is important
- How to develop Community Action Plans to help you achieve your Community Goal(s)

Read:

As we conclude this program, our hope is that you are motivated and equipped to lead full and meaningful lives in the communities you choose to be part of. Since you no longer will have this class to check in with or your Community Coaches to meet with, let's discuss how you can bring what you have developed here into the future.

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Concluding Question

- How can you continue to use your classmates as a source of support as you move forward?

Discuss:

Facilitate discussion, highlighting any similarities and differences in peoples' responses.

Summarize: *Point to the agenda written on the flipchart or chalkboard.*

Today, in Booster Session #3, we talked about:

- Measuring progress toward my community goals
- Progress on community goals
- Development of new photovoice work
- Concluding our class
- Review of resources developed in the class

Ask:

What questions or comments do you have about Booster Session #3?

Tell:**Saying Farewell**

We hope you will continue to use your Community Action Plans to involve yourselves in your communities and join new ones as the opportunities arise. We hope this class has helped you understand what it means to be a member of a community, and why we feel that is so important for everyone. We hope you can

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maintain your positive momentum toward fuller and deeper community participation.

We wish you success as you pursue your Community Goals!

