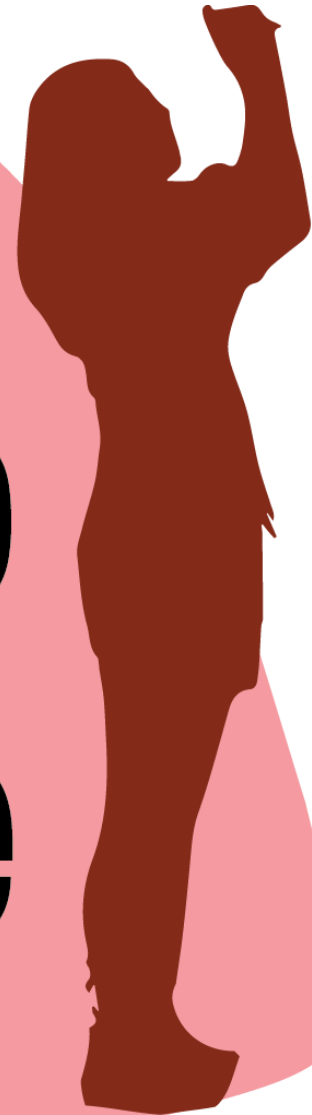


SAMPLE MANUAL

Photo Justice



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Photo Justice: Facilitator's Guide

Foundation of Photo Justice

The *Photo Justice* curriculum has been conceptualized and developed through the collaboration between developmental psychologist, Gil Noam, Ed.D., Ph.D., (Habil). and PEAR (Partnerships in Education and Resilience). Through theory, practice, and research, *Photo Justice*, along with the other Clover Groups, aim to provide an inclusive, strength-based model of intervention that helps build youth competence and resilience through relationships with peers and positive adult figures, and works in collaboration with families, teachers, school administrators, community programs, mental health professionals and others to support youth success.

About PEAR

PEAR works with schools, afterschool programs, and other youth-serving organizations to update educational practices by taking into account the critical tie between social emotional development and health and life success. PEAR redevelops capacity of school systems to assess and address the challenges youth face through assessments, data analysis, professional development and school interventions. Dedicated to building resiliency in young people, PEAR helps schools and after-school programs to know every child, strengthen school support teams, find youth promotion, prevention and intervention opportunities, and use data to drive decision making in school planning.

Development of Photo Justice Curriculum

Photo Justice was created to provide a forum where young people's passion and opinions could be channeled into a positive form of expression. This program seeks to foster participants' strengths of assertiveness to encourage both individual and collective voice through the use of photography. It encourages participants to explore how photography can influence the way we think about others and ourselves and can be an expression of power and assertion, as well as a medium for change. Through dialogue and creative expression, the group empowers individual youth to identify their key concerns while encouraging both self-reflection and positive action. *Photo Justice* also focuses on bridging participants' sense of unfairness from an individual level to one where it becomes part of a dialogue with a group.

Objectives of the Manual

Objective	Description
Advocacy	We will educate others about issues that are important to our community.
Organizing/ Planning	We will create and plan a project that addresses issues of community injustice.
Critical Thinking	We will evaluate issues related to fairness, community change, and social concerns.
Perspective- Taking	We will understand other people's points of view that may differ from our own views.

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Group Structure and Participant Selection

Group Structure

Below is a description of the ideal structure of *Photo Justice*. The group can and should be adapted to meet the needs of your population and the context in which it is being implemented.

Component	Details	Recommendations
Group Size	Small Group	Small group counseling or advisory
Ages	10-15 years old	Age of participants no more than 2 years apart
Number of sessions	12	1-2 sessions per week
Length of session	50-60 minutes	Can customize activities based on time available
Co-Facilitators	1-2	Educators and youth workers

Group Participant Selection

It is important to understand a youth from multiple perspectives in order to determine whether or not he or she is a good match for the group. Considering all of the following factors, rather than relying on any one, is the best way to determine who will be *Photo Justice* group participants.

1. **Understand youth's Clover balance, through relationship with and observation of the youth:**
 - **Key Assertiveness Strengths:** Strong voice, natural leader
 - **Key Assertiveness Struggles:** Expressing ideas in productive ways, unable to understand others' perspectives,
 - **Key Assertiveness Needs:** Opportunity for voice and choice, perspective-taking, forum for sharing opinions
2. **Factor in youth's interest areas:**
 - *Photo Justice* is a good match for youth who enjoy debate, being a leader and getting their voice heard. Youth who are interested in improving their school or community would also be a good fit.

When selecting participants, it is important to use your school/program's policy for guardian permission. PEAR may supply you with a consent form.

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Suggested Materials

The materials listed below are a guide to plan ahead for purchasing and budgeting. **You may not need to purchase all of the materials listed, as there are many activity options in this manual and alternatives can be used.** Please look through the activities to determine which you'd like to run. Within each session's description in the curriculum there is a more specific "Materials" section. Always look ahead at the following session for more specifics about materials needed and preparation. You will need to have access to a printer or copy machine to make copies of materials provided in the manual itself.

Recommended Materials	Amount
Optional: Snack	Enough for all
Optional: Talking Stick	1
Pens/Pencils	Enough for all
Computer, Printer, Projector	1 of each
Flipchart paper/Poster board or Whiteboard	5-10 Sheets
Markers (Dry Erase if using Whiteboard)	
Digital Cameras	1 for every 2-3 participants
Copies of Reflection Sheet	1 per participant
Soft balls or bean bags	About 5
Printed Photographs from Internet	At least 5
Tape	At least 2 rolls
Clipboards	1 for every 2-3 participants
Paper Cups	About 20
Paper	
Timer	1
Optional: Candy (or small treat)	Enough for all
Optional: Colored Flags (different colored square sheets of paper)	Enough for all
Optional: Popcorn or movie theater snacks	Enough for all
Permission Slips for Community Field Trip	Enough for all
Optional: Map of Community	1 or 2 to share
Index Cards or Scrap Paper	Enough for all
Craft materials (markers, glue, paper, scissors, etc.)	Enough for all
Optional: Printed Photographs of Participants' Work	Equal amount for all participants
Optional: Social Media Account	1
Yarn or string	1 roll
Scissors	1 pair

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Session Components



1. Hashtag of the Day

Based on the “Hashtag of the Day,” the Opening Ritual introduces the theme of the session and helps youth get in the mindset for that day’s activity. This ritual is done “Chalk Talk” style. Have the “Hashtag of the Day” already displayed on a whiteboard or poster paper when members walk in.

- The group members enter the room, they should SILENTLY write thoughts, feelings or anything that comes to mind related to that hashtag.
- Participants can draw lines to connect comments that seem connected.
- Have 3-5 markers available for the group (note the different dynamics when you have a different number of markers).
- Facilitators can choose to have silent chalk talks, or more talkative brainstorming each session.
- Optional: Take a picture of the finished product for the final project.

2. Check In

Each group will begin with an opening check-in. The purpose of the opening period is to assess the group’s “emotional temperature,” as well as create a period of centering and transition into the work of the group. The opening is meant to be brief and in a turn-taking style. If someone does not feel comfortable sharing on that given day, she is allowed to “pass.” Each session lists recommended check-in questions that increase in vulnerability; however, you should use questions you think are appropriate for group. Below is a list of possible questions.

3. Team Pledge

The Team Pledge is an agreement that is read out loud at the beginning of every session. The purpose of the Team Pledge is to remind everyone of the reasons they are in this group, introduce the goal of that session, and what the group agreements are. Ideally, each session a different member will have a chance to read the Team Pledge. It is not necessary to review all of the group agreements every session; just choose two or three that you (or the group) feel are most important. The group may also want to choose different agreements every session, so the group is reminded of all of their group agreements. It may feel repetitive but keep it up – it helps the group members internalize the agreements, purpose and goals of their time together.

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4. Team Activity

Each session has a Team Activity or two that meets the objectives of the group. You should follow the 12-session curriculum as closely as possible, but depending on the needs and interests of your group, you may decide to change the order, cut, or substitute activities. The team activities lead toward the final exhibition of participants' work, which can further embed participants' voices in an artistic expression for which they can get positive feedback from their community, at the school, family and neighborhood levels.

Activity Debrief

At the conclusion of each activity, 3-5 minutes is dedicated to a facilitated discussion. The debrief questions reflect the objectives of that section. The debrief process is important in helping the participants to strengthen their reflection skills and to generalize what they have learned to their lives. This manual uses the *What, So What, Now What* format to create direct connection between the activities and the participants lives.

A talking stick may help to make sure all members are able to participate. It is okay to use silence: People need some silence to reflect - some more than others do. Ask the question then wait. Debriefs may be shorter at the beginning and become longer and more meaningful as the group progresses. Each member of the group will learn and reflect in a different way. Allow space for diversity; it, too, is part of the reflection process for the group. As part of this discussion, facilitators and youth should summarize what happened in the activity and the strengths that they noticed in the participants.

<p>What? Without judgment or interpretation, participants describe their observations, thoughts and emotions engendered during the activity.</p>	<ul style="list-style-type: none">• What just happened?• How did we solve the problem?• What worked and did not work in solving the challenge?• What were you thinking?• What were you feeling? (Frustrated? Excited? Embarrassed? Funny? Silly? Joyful? Angry? Discouraged?)
<p>So What? Group members connect the activity to what they learned and/or the importance of the activity.</p>	<ul style="list-style-type: none">• What did I learn about myself?• What did I learn about our group?• What did I learn about others?• How does this experience relate to my life?• Why was what happened in that activity important?
<p>Now What? Group members connect the activity to their lives outside of group and similar situations in the future that may arise.</p>	<ul style="list-style-type: none">• What can I take away from this experience that I will use in my life?• What will not work for me? Why?• What could make it difficult for me to use what I learned?• How can I overcome this challenge?

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5. Reflection

Youth will participate in a brief Reflection at the end of every session to have them think about how the objectives were achieved during the group as well as share their opinions about what they liked and did not like. This is also an opportunity for them to brainstorm ideas about their final project. This is intentionally getting the group to think about possible topics, the format of the project, and the audience they think would benefit from seeing their project.

6. Check Out

A Check Out is an opportunity for the group to come back together and share their experiences about the group that day. You may specify what question you want the group to answer, or you can have them choose what they want to share. Feel free to experiment with different ways. This is also a time to discuss any ideas for the final project. A Final Project Brainstorm poster is a great way to record all of the ideas and help the group narrow down topics, audience, and format. Lastly, the Check Out is where you will share the hashtag challenge. This gives them a preview of what the next session's topic will be and allows them to come prepared with ideas to share during the chalk talk.

A Note About Time

This curriculum lasts approximately 50 minutes for each session. Use the times as a guide, but be willing to let an activity go a little longer if it is particularly engaging for the group. If you have more than 50 minutes available to run your session, you can lengthen each of the activities or have longer debriefs. If you have less than 50 minutes available, you will need to shorten the activities, or only focus on one main activity per session.

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		1 Hashtag of the Day <i>(5 minutes)</i>	2 Check In <i>(5 minutes)</i>	3 Team Pledge <i>(2 minutes)</i>	4 Team Activity <i>(20-30 minutes)</i>	5 Reflection <i>(5 minutes)</i>	6 Check Out <i>(5 minutes)</i>
Relationships with Peers	Session 1	Welcome to Photo Justice!	Group Juggle with Names	Group Agreements Chalk Talk #WeWillBe	Introduction to Social Justice & Photography	Introduction to Group Brainstorm Reflection	One Takeaway & Hashtag of the Day Challenge
	Session 2	#Teams	Choose One Image	Team Pledge	Team Photo Challenge	Group Brainstorm Reflection	One Takeaway & Hashtag of the Day Challenge
	Session 3	#_____Happenings	Choose One Image	Team Pledge	Photo Scavenger Hunt	Group Brainstorm Reflection	One Takeaway & Hashtag of the Day Challenge
Perspective Taking	Session 4	#That'sNotFair	Choose One Image	Team Pledge	Fairness Continuum	Group Brainstorm Reflection	One Takeaway & Hashtag of the Day Challenge
	Session 5	#Debates	Choose One Image	Team Pledge	Snap Debate	Group Brainstorm Reflection	One Takeaway & Hashtag of the Day Challenge
Critical Thinking	Session 6	#CommunityHappenings	Choose One Image	Team Pledge	Community Field Trip	Group Brainstorm Reflection	One Takeaway & Hashtag of the Day Challenge
	Session 7	#SocialJusticeHappenings	Choose One Image	Team Pledge	Photo Premiere	Decide on Final Project	One Takeaway & Hashtag of the Day Challenge

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SESSION 4: TEAM ACTIVITY

Fairness Continuum

Time: 30 minutes (including 3-5 minute debrief)

Materials

- Fair, Neutral and Unfair Signs (See end of session materials)
- Tape
- Photographs of people, places, or things that youth may find fair or unfair (ex: school, police, jail cell, parents, siblings, money, Nike shoes or nice clothes, iPhones, teachers, the president, homework, standardized testing, famous people)

Set Up

- Hang the Fair, Unfair & Neutral signs on a wall or across the room, with Unfair on one end, Fair on the other, and Neutral in the middle.
- Photos to use in this activity are included at the end of the section. However, it is recommended that you choose some of your own images based on your groups interests and your community as well as current events of the time.

Facilitator Guide

- Explain to the group members that the wall represents a fairness continuum and that everyone does not view things the same way (fair, unfair, or neutral). Some people feel very strongly about certain topics, while some may not at all.
- Show the youth the photographs, one at a time, and direct them to stand on the continuum to show how they feel about it. If they feel the photograph depicts something they believe is very fair, they should stand at the FAIR end of the continuum, and UNFAIR end if they strongly believe it is unfair. If the youth does not feel strongly one way or another, they should stand near Neutral. They can stand anywhere along the line.
- Group members should know there are no right or wrong answers, and they are allowed to feel however they feel.
- Facilitators may want to ask some of the debrief questions during the activity. If group members have a strong reaction to a photo, it is better to talk about it in the moment as opposed to coming back to it at the end of the activity.
- Go through as many pictures as you see fit/as time allows.

Facilitator Notes

You may not have time go through all the images and this is okay. The goal is to understand why different people have different perspectives on various issues.

Point out that people's experiences shape how they view the world. For example, someone who does not have an iPhone may find a picture of the phone unfair because they want one and are not able to have one, whereas another person with an iPhone may feel neutral about it because it does not affect them.

Take note of where group members are standing during the activity to aid in debrief conversations. For example, is one youth always standing near unfair? Are they deciding where to stand based on their friend?

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SESSION 4: TEAM ACTIVITY (CONTINUED)

Debrief

- Gather the group in a small circle.
- Share the goal of the activity: **Perspective Taking**.
- Ask what, so what, now what debrief questions, based on your group's readiness for reflection.

What?

Invite group members to share observations, thoughts, and emotions about their thoughts on **Perspective Taking** during the activity.

So What?

Ask questions about why **Perspective Taking** was important in this activity.

Now What?

Ask about what it looks like outside of the group and why it is important in their daily lives.

Facilitator Notes

Example Debrief Questions:

“Did everyone stand in the same place for every photograph?”

“Did anyone move where they were standing based on where other people stood?”

“Why do you think people had different perspectives on whether the photograph was fair or unfair?”

“Why is it important to understand other peoples' perspectives?”

“If you disagree with someone, how can you better understand their perspective?”